

Health and safety

Introduction to Module 2

Health and safety are very important in cleaning. Ensuring that a workplace is as safe as possible is a shared responsibility between employers and their workforce. Employers must create safe working conditions and provide their workers with adequate training in which safety rules, regulations and guidelines are explained and made available to employees. For their part, employees must understand what is expected of them and develop the skills to identify and reduce potential hazards. This involves watching, listening carefully and responding to safety instructions, as well as reading and acting on written and graphical safety information. Non-compliance with safety rules and guidelines can result in injury, and even death.

In this module, learners are reminded of the importance of health and safety and will have opportunities to practise strategies for reading, listening to and understanding a wide range of written and graphical information including:

- signs and symbols used at work (including COSHH)
- fire extinguishers and fire procedures
- use of personal protective equipment and specialist cleaning equipment
- reporting accidents
- health and safety policies (including the Health and Safety at Work Act)
- safety data sheets.

Some of the information in this module is generic to a range of sectors. It is essential that learners apply the skills and strategies to their own workplace. The *Word* versions of the materials provided on the accompanying CD can be adapted to include relevant material.

Cleaning – Module 2: Health and safety					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Signs and symbols	CI 2:1–2:3	002	Rt/L1.3; Rw/E3.1; Rt/E3.9		
Fire extinguishers	CI 2:4–2:7	002	Rt/L1.3; Rt/L1.4; Rw/E3.1; Rt/E3.5; Rt/E3.8; Rt/E3.9		
Fire!	CI 2:8–2:10	002	Rs/E3.1; Rt/E3.7; Rt/E3.8; Rw/E3.3; Rw/E3.5		
Choosing the correct equipment	CI 2:11–2:15	002	Rt/L1.3; Rw/E3.1; Rw/L1.1; Rt/E3.8		
Health and safety policies (1)	CI 2:16–2:17	002	Rt/L1.2; Rt/L1.4; Rt/L1.5		C1.2; C2.2
Health and safety policies (2)	CI 2:18–2:19	002	Rt/L1.1; Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2		C1.2; C2.2
Safety data sheets	CI 2:20–2:21	002	Rt/L1.2; Rt/L1.5; Rw/L1.1; Rw/L1.2; Rt/L1.4		C1.2
Reporting accidents	CI 2:22–2:26	002	SLc/L1.3; SLlr/L1.1; SLlr/L1.6; Rt/L1.2; Wt/L1.2; Wt/L1.4; Wt/L1.5; Wt/L1.6; MSS1/E2.3		C1.3

Skills checklist

Health and safety at work is an important issue for the cleaning industry. Your employer is responsible for setting up safe ways of working; you are responsible for knowing these and carrying them out.

You will find information on health and safety everywhere you go in the cleaning industry. Sometimes you will have to read the information and sometimes you will listen to training or to information given to you by your supervisor or team leader.

You will need the skills in the table to work safely and help others do the same. Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list again later to check any areas where you may need more practice.



Skills for health and safety	Now	Later
Recognise and understand safety signs and symbols		
Pick out, understand and follow the safety information on fire extinguishers		
Understand and follow the correct procedures in the event of a fire		
Choose the correct cleaning equipment, products and methods for the job		
Use format to find and read information in health and safety policies and procedures and safety data sheets		
Interpret the information on safety data sheets		
Report accidents verbally and complete accident report forms		

PAGES 2:1–2:3

Signs and symbols

Occupational setting

Many instructions are given verbally at work, but there will also be visual instructions in the form of safety signs. The first focus page gives learners information on how safety signs are grouped in terms of colour and shape according to the type of message they convey. Note that the use of coloured signs is essential here: black and white copies of the signs will need explaining in more detail and will be ultimately less helpful. Also people who are colour blind may have particular problems.

Materials

Examples of groups of safety signs from workplace catalogues

Health and safety signs from the Source material (0:08)

Examples of cleaning products showing COSHH signs

Reusable adhesive

Safety measures cards from the Source material (0:09)

Safety signs and symbols at work from the Source material (0:10)

Colour copies of the Learner material

Learning outcomes

- 1 To understand the different types of safety signs (focus page)
- 2 To interpret the meaning of safety signs from their colour, shape and picture or symbol (focus page, Task 1)
- 3 To learn about COSHH safety symbols and specialist words (Task 2)

Introduction

- Give learners pages from a catalogue showing different safety signs grouped in types.
- Ask learners which signs they recognise and which they haven't seen before.

- Ask learners direct questions about what they notice about the way the signs are grouped. Bring learners round to thinking about colour and shape.
- Ask learners to consider the general meaning of any signs they recognise. For example, if they know the 'no smoking' sign, ask them to think about the type of instruction – telling you *not* to do something. Point out that the diagonal line through it is like crossing it out or saying 'don't do this'. Point out that this is a cultural convention and that, once learnt, learners will be able to use the information to help read similar signs.
- Continue with the different groups of signs, encouraging learners to make similar observations.

Focus page

- Explain to learners that this is a summary page of how safety signs are grouped in terms of colour and shape according to the type of message they give.
- If learners are colour blind, ask them about their coping strategies. Point out that shape as well as colour can be used to work out the meanings.
- Check that learners understand the language of shapes, such as triangle, square, circle, etc.
- Read through the page with learners, working from left to right across the page (i.e. from the meaning of the shape and colour to the full sign with the pictogram).
- Make sure learners are aware of how the colour, shape and picture work together to create the overall meaning.
- Draw attention to the temporary sign at the bottom of the page. Where else might learners come across these sorts of safety signs?
- **Memory exercise** Cover the signs on the right of the page and the explanations of the shapes/colours. Show learners just the sign shapes on the left and ask them to identify the general meaning of each sign (e.g. a blue circle means 'you must ...'). Look at the focus page again for learners to check how they did.

- Move on to more examples of full signs in the Health and safety signs from the Source material. Ask learners to think first about the meaning of the colour and/or shape. Then ask learners to ‘say what they see’ in the pictures. Go through each of the first five signs, putting together the general sign meaning and the meaning of the picture to make the full meaning of each sign.
- Point out that some signs use symbols that do not give a clear picture of the actual thing they are giving information about. As illustrations of this, look at the two signs at the bottom of the page that use symbols rather than pictorial representations. Ask if learners recognise these signs. If they don’t, ask them to explain the meaning of the colour/shape first. Discuss the symbols one at a time. If learners do not recognise the symbol for electricity, ask them to ‘say what they see’ and ask questions that lead to electricity. For the first aid symbol, make sure learners are aware that this symbol is used all over the world as the symbol for first aid. (If possible, show them an example from a first aid box.)
- Make sure learners understand the meaning of first aid (immediate treatment given for an injury).
- Recap on the meaning of both signs before learners go on to the task pages.
- Cut out and laminate signs and symbols and use these for a variety of memory exercises.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3 Rw/E3.1 Rt/E3.9	Unit 002	N/A

Task 1

Recognise the meaning of safety signs from shape, colour and symbol

Rt/L1.3

Rw/E3.1

Rt/E3.9

- **Question 1** Make sure learners understand that they write in the numbers of the signs on the answer lines.
 - Point out the tip and remind learners that they can refer to the focus page for help.
 - **Question 2** Make sure learners understand that they have to write the numbers of the signs in the boxes.
 - Remind learners to look up words in the glossary if they need to.
 - Point out the tip again and explain to learners that they can work through the signs in any order. Suggest that they match the ones they find easiest first, then complete the task by process of elimination.
- If the learner has difficulty*
- **Question 1** If the learner is colour blind, ask them about their coping strategies. Point out that shape as well as colour can be used to work out the meanings.
 - Refer the learner to the focus page. Ask what shape and colour of sign means ‘do not’. Match up the shape and colour of the signs on the task page. Repeat this for the ‘do’ signs.
 - Encourage the learner to write down the numbers of the four signs they are looking for one by one rather than trying to remember two numbers at a time.
 - **Question 2** Present the learner with just the shape and colour of the sign first. (This can be taken from the focus page.) Let the learner explain the meaning of the shape/colour first and write this down in pencil. (Refer learners to the focus page explanation again.) Go through the pictures in each sign, asking learners ‘what can you see?’ and leading them to say what they think the picture means. Guide the learner to put the two meanings together to get an idea of the overall meaning or to match their ideas to the meanings in the list.
 - Some learners might prefer to search for key words related to the pictures (e.g. ‘litter’ or ‘extinguisher’).
 - Allow the learner to decide whether to look at the explanation first and then relate it to a sign or to look at the sign and then search for the closest meaning.
 - Point out the tip again and explain to learners that they can work through the signs or meanings in any order, perhaps matching the ones they find easiest first, then completing the task by a process of elimination.
 - Support the learner to look up words in the glossary or use bilingual dictionaries to check any unfamiliar words or phrases.

Extension

Ask learners to try applying each symbol to the different types of sign and explain the meaning and if it makes sense. For example, a hand in a yellow triangle would mean something like 'look out for the hand!'

Task 2

Match safety measures for handling hazardous chemicals to the different types of chemicals
Rw/E3.1

- Read through the introduction at the top of the page. Show learners examples of the symbols from cleaning products used at work.
- Read through the words/labels explaining each symbol, such as 'irritant'.
- Give learners Safety measures cards from the Source material and explain the task, including the tip. Point out the key words in bold and explain to learners that they can use these to match the safety measures to the signs.

If the learner has difficulty

- If learners have problems interpreting the information in the explanations of the symbols or on the Safety measures cards, focus on one at a time.
- Word recognition can be a problem for some learners. Provide learners with colour-coded cards to practise recognition and spelling of specialist words.
- Go through the first example with the learner one step at a time. For example, ask direct questions about which key words are in bold in the meaning ('skin' and 'eyes'). Then ask the learner to look at the Safety measures cards for the key word 'eyes'. When the learner has found the correct card, discuss why the word 'gloves' is also in bold. Relate this to the idea of protecting the skin from the cleaning solution.
- Make sure the learner understands the whole phrase(s) once they have matched the cards using key words, by discussing how the safety measures help when using the chemicals.
- Encourage the learner to work through the other cards in any order they choose, starting with the ones they find easiest and continuing through a process of elimination.

Extension

- Ask learners to explain why these safety measures help when handling the products.
- Ask learners to consider any further safety measures that could or should be taken (they might be able to use the information on product labels to help them).

Theme assessment

- Give learners the Safety signs and symbols at work table from the Source material. Learners complete the table using information from their own workplace.
- Go through the example, making sure learners understand what sort of information goes where.
- Ask learners to provide further examples from the workplace for where warning signs are or might be located.

Signs and symbols

Focus

Safety signs give important safety information. You mostly see them displayed on walls.

The **shape** and **colour** of the sign gives you general information.

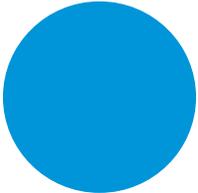
The **picture, symbol** or **writing** on the sign gives more particular information.



A **red** circle with a line through it means you **must not** do something.



Do not smoke



A **blue** circle means you **must** do something.



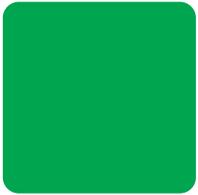
Wash your hands



A **yellow** triangle warns you about a **danger**.



Watch out for the **step!**



A **green** square or rectangle gives you information about **safe** places or things.



This water is safe to drink



A **red** square gives you information about **fire equipment**.



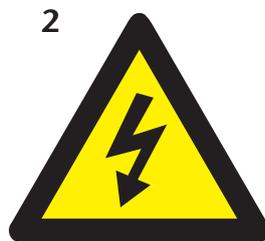
This is a fire alarm point.



Warning signs can be put up for a short time. This sign will be removed when the cleaning is finished.

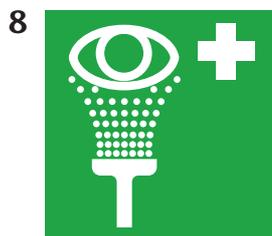
Signs and symbols

Task



Tip

Use the shape, colour and symbols or pictures to help you work out the meaning of the signs.



Task 1

1 Use the signs above to answer the following questions.

a Which two signs tell you **not** to do something? ___ and ___

b Which two signs tell you that you **must** do something? ___ and ___

2 What do the signs above mean? Write the number of the sign next to the meaning.

Emergency eyewash

Fire hose

Do not touch

Fire exit this way

No unauthorised persons allowed

Put your litter in the bins provided

Look out – slippery surface

You must wear eye protection

Danger – risk of electric shock

Signs and symbols

Task

Task 2

These symbols are found on chemical packaging, such as labels for cleaning solutions. They warn you about how dangerous the chemical can be.

Cut out and stick the Safety measures cards from the Source material into the correct places to show what **safety measures** should be taken when handling these solutions.

Tip
Use the words in **bold** to help you identify the safety measures.

Symbol	Meaning	Safety measures
 IRRITANT	Irritant means the solution can cause irritation to skin, eyes or lungs.	
 TOXIC	Toxic means the solution is poisonous if swallowed or breathed in .	
 FLAMMABLE	Flammable means the solution burns or catches fire easily.	
 CORROSIVE	Corrosive means the solution will cause burns to the skin and some surfaces such as metal.	
 HARMFUL TO THE ENVIRONMENT	This means the solution will harm plants and animals if it gets into the water system or the soil.	

PAGES 2:4–2:7

Fire extinguishers

Occupational setting

It is essential that all cleaning staff can protect themselves and others from danger. To do this, they must be able to locate, read and understand health and safety signs in their working environment. In the event of fire in particular, delayed action could result in death. Each workplace is different and cleaning staff should know exactly where all the fire appliances are kept and how to use them correctly, without hesitation. To do this they will need to know how to interpret the symbols, colours and written instructions on fire extinguishers and safety notices.

Materials

Carbon dioxide fire extinguisher label and wall label (or take learners to see these on a wall in the place of work)

Fire extinguisher symbols from the Source material (0:11)

Colour copies of the Learner material

Learning outcomes

- 1 To recognise the key features and format of fire extinguisher labels and wall signs (focus page)
- 2 To use the format of fire extinguisher labels and wall signs to find and interpret key safety information (focus page, Tasks 1–3)
- 3 To understand the symbols used in fire extinguisher signs and labels (focus page, Tasks 1 and 3)
- 4 To work out or look up technical and specialist words (focus page, Tasks 1 and 3)

Introduction

- Begin by discussing what kind of fires could occur in learners' workplaces, and the common causes of fire. If necessary, contact the health and safety officer in the workplace or the local fire brigade for more information.
- Discuss when it is safe to put out a fire on your own, and when it is better to get out and raise the alarm. Ensure you cover the following points.
 - Only very small fires that have just started should be tackled.
 - If the fire is spreading or the room is filling with smoke or fumes, it would be extremely dangerous to try to fight it – you can die in seconds from breathing in smoke and fumes.
 - Never tackle a fire that is between you and the exit.
 - Make sure you could reach the exit if the fire spreads.
 - The Fire Brigade give this advice: *'If in doubt, get out, get the brigade out, stay out.'*
- Talk about the reasons for having different kinds of fire extinguishers for different kinds of fires. For example, if you spray a piece of electrical equipment with water, the water could spread towards you and carry the electrical current with it. For more information, go to www.firesafe.org.uk
- Discuss the importance of being able to understand the signs and symbols on fire-fighting equipment so that it can be used safely.
- There are many good quality training videos and DVDs that give information on the use of fire extinguishers and fire safety in the workplace.

Focus page

- Ask learners if they can remember the colours of the fire extinguishers at their workplaces. Explain that older extinguishers have different coloured containers, whereas newer extinguishers are all red but have a coloured label to show what they can be used for.
- Talk about the different colours and what they mean:
 - blue: powder – for liquid and electric fires
 - cream: foam – for wood, paper, textiles and liquid fires
 - red: water – for wood, paper and textiles
 - black: carbon dioxide – for liquid and electrical fires.

- Talk about ways to help you remember what the different colours mean. Find the other symbols – the pictures and letters – that help. Draw up a chart with learners to show what each colour could be used for. Go to www.firesafe.org.uk for help. Some learners may respond to a more scientific approach and feel more confident if given detailed information explaining the use of different extinguishers.
- Look at the wall notice on the focus page. Discuss what each symbol means. Read the information on the wall notice. Point out that there more space is given to what *not* to use the extinguisher on than on what to use it on. Discuss why this is.
- Demonstrate how to find subject-specific words and their meanings. Look up the meaning of ‘flammable’ in the glossary to illustrate. Ask learners to point out flammable materials in the room you are in, or to write a list of some of the items in their place of work that are particularly flammable.
- Look up ‘carbon dioxide’ in a dictionary together (paper-based or on-line). Check whether learners understand the definition by asking them to use carbon dioxide in a sentence of their own.
- If possible, show learners a fire extinguisher that has pictures with the instructions for use. Read through the instructions and points made on the focus page. Make sure learners understand the instructions and can read the capital letters. Ask someone to demonstrate what the instructions mean (without actually using the extinguisher).
- If possible, learners might find these websites useful, although they include a lot of reading: www.crownfire.co.uk; www.hanford.gov and www.howstuffworks.com. These sites include interactive quizzes and activities and lots of other information about fire safety.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	Unit 002	N/A
Rt/L1.4		
Rw/E3.1		
Rt/E3.5		
Rt/E3.8		
Rt/E3.9		

Task 1

Pick out and follow key safety information for using fire extinguishers

Rt/E3.9

Rw/E3.1

- Point out that all the answers to question 1 can be found on the focus page. Suggest to learners that they run their eyes carefully over the page until they see something that might be the answer, then read it more carefully. They should then circle the answer they think is correct.
- Point out that for question 2, learners need to draw lines from the labels to the correct places on the extinguisher.

If the learner has difficulty

- Ask the learner to read each question aloud to a friend or colleague and check that what they are reading makes sense. If it doesn't, stop and try again.
- Ask the learner to copy difficult words onto another piece of paper and find out what each word means. This could involve using a dictionary or glossary, looking up the word on the Internet or asking other people for a definition and the correct pronunciation. Encourage learners to use the word in other sentences, both spoken and written, until it becomes familiar.

Extension

- Learners could investigate the shape, size and any distinguishing features (other than the coloured stripe) of the extinguishers used in their place of work. For example, the carbon dioxide extinguisher is the only one that has a horn.
- Note: some learners may be working in environments that still have fully coloured extinguishers rather than red extinguishers with stripes. Make sure learners check that the colours represent the same type of extinguishers (e.g. blue for powder).

Task 2

Complete a chart of information about different types of fire extinguishers

Rt/L1.3

- Check that learners understand the chart – explain it if necessary. For example, the chart has three columns: the left-hand column tells you what type of fire each extinguisher can be used on. The middle column identifies each fire extinguisher by colour band and contents. The right-hand column tells you what you must not use the extinguisher on.
- Explain to learners that they need to fill in the three empty boxes so that they look similar to the other boxes. The information can be found on the actual fire extinguisher or on a fire extinguisher wall sign. If it is not possible for learners to find this information, prepare the information required for the completion of this task beforehand. (Note: you could complete the sheet in the Source material but this overlaps with the second Theme assessment.)

If the learner has difficulty

Prepare a sheet containing the information required to complete the task (see above). Complete the empty boxes together. Then cut the chart into separate blocks and ask the learner to reassemble it in the correct order. Read the warning sign together and discuss which hazard could occur when.

Extension

- Ask learners to do a survey of their workplace and to count the number of different types of extinguisher they find and note where in the building they are located.
- Learners may also be able to suggest why certain extinguishers are or are not situated in certain areas. For example, a powder extinguisher may be sited near office computers or in the kitchen because of electrical equipment being used.

Task 3

Find and interpret particular general information from fire extinguisher labels and wall signs

Rt/L1.3

Rt/L1.4

- Learners should use the information covered so far, as well as real examples of extinguishers and wall signs, to answer the questions.

- If it is not possible for learners to go and look for the information required for this task, prepare the information required beforehand. You could complete the sheet in the Source material for this purpose but note that this overlaps with the second Theme assessment.

If the learner has difficulty

- Learners may have problems reading the questions or the information on the labels. Prepare the information required for completion of the task beforehand. Support learners to highlight or write down the key words or picture they are looking for (to match up with the labels).
- Support learners in finding the correct label or part of the label they need to check the answer.
- Tackle one question at a time, encouraging learners to go at their own pace. Ask leading questions to help them locate the information on the labels, for example: *Where are the symbols for different fires on this extinguisher?*

Extension

Give learners three scenarios involving fires that could easily occur in their workplace (e.g. a fire started by someone dropping a lighted match into a bin of waste paper) and ask them to identify the correct extinguisher to use for each one.

Theme assessment

- Ask learners to find out and explain how to use a foam, a water and a powder extinguisher. They can point out the parts the instructions refer to on a real extinguisher. If learners have access to the Internet they can also use interactive sites such as www.crownfire.co.uk, www.hanford.gov and www.howstuffworks.com to practise using a fire extinguisher.
- Ask learners to find out about/research which classes of fire can be tackled with the different types of extinguisher, using the symbols on labels and wall signs. They can also use the Internet or other research methods if any of the information is not available in their place of work. They should use the information to complete the Fire extinguisher symbols table in the Source material.

Fire extinguishers

Focus

Fire extinguisher labels and wall signs give you important safety information.

The **wall sign** tells you what you **should** and **should not** use the fire extinguisher for.



Safe for: ✓
Flammable liquids.

Safe for: ✓
Live electrical equipment.

Not for:
Wood, paper and textiles.

Not for:
Flammable metal fires.

Do not use in a confined space or hold horn when spraying.

Different types of fire are shown by symbols. Fires are often given a letter or 'class'. For example, a class-B fire is a fire involving flammable liquid, such as petrol.

The symbol means 'do not' or 'not for use on'. The pictures in the **red** symbols help you to see quickly what sort of fires you **cannot** use the extinguisher for.

The **extinguisher label** gives information about **what** type of extinguisher it is, **how** to use it and **when** to use it.



What type of extinguisher it is
All new extinguishers are red, but each extinguisher has a coloured strip to help you tell them apart.

TO OPERATE
1. REMOVE THE SAFETY PIN
2. SQUEEZE THE LEVER GENTLY
3. AIM THE HORN AT THE BASE OF THE FIRE

How to use it
The instructions are often written in CAPITAL LETTERS and are very short. They sometimes use pictures too.

When to use it
Like the wall sign, the extinguisher label shows the symbols for the types of fire you can use the extinguisher on.

Tip
Find out the meaning of technical or unfamiliar words.

Fire extinguishers

Task

Task 1

1 Use the information on the focus page to answer the following questions. **Circle** your answers.

a What does 'flammable' mean?

catches fire easily slow burning fireproof

b Which one of these is a class-B fire?

petrol material paper electricity

c What type of instructions are written in **green**?

things you should do things you should *not* do

d Where is the base of the fire?

the top the middle the bottom

e What does the symbol ⚡ stand for?

lightning electricity this way

f What are textiles?

types of bricks things made of fabric roof coverings

Tip

Use the symbol to help you with question 2.

2 Use the pictures and written instructions from this fire extinguisher to label the key parts of the extinguisher.

Draw arrows from the labels to the key parts of the fire extinguisher.



TO OPERATE



1. REMOVE THE SAFETY PIN



2. SQUEEZE THE LEVER GENTLY



3. AIM THE HORN AT THE BASE OF THE FIRE



safety pin

lever

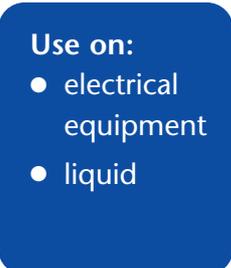
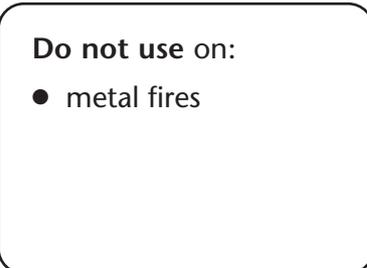
horn

Fire extinguishers

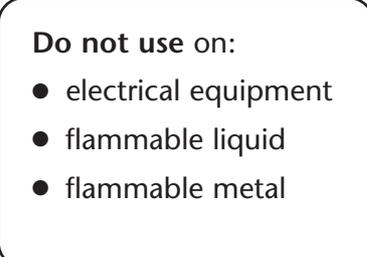
Task

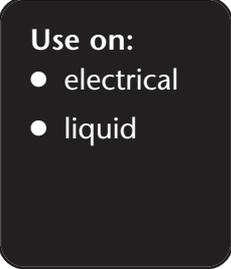
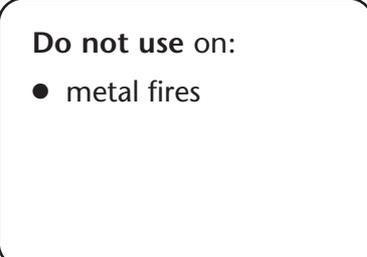
Task 2

Find and read fire extinguisher labels or fire extinguisher wall signs that match the pictures below. Write the missing instructions in the empty boxes.

1    

2   

3   

4   

Warning
 Using the wrong extinguisher can cause:
 • electric shock • explosion • spread of fire.

Fire extinguishers

Task

Task 3

Decide whether the following statements are true or false, using information from fire extinguishers or fire extinguisher wall signs to help you.

- 1  This is the symbol for wood, paper or textile fires. True / False
- 2 Water should not be used on live electrical equipment. True / False
- 3 Carbon dioxide extinguishers are the only ones with a safety pin. True / False
- 4 A class-C fire should be put out with a foam extinguisher. True / False
- 5 **Confined area** means 'a small area'. True / False
- 6  This sort of fire should be put out with a water extinguisher. True / False
- 7 The strip on an extinguisher containing powder is black. True / False
- 8 A powder extinguisher can be used for electrical fires. True / False
- 9 Chip-pan fires (class F) should be put out with foam extinguishers. True / False

REMEMBER
your safety comes first

If you see a fire:

- Sound the alarm and call the fire brigade.
- Only use an extinguisher if it is safe to do so.

Tip

Here are some other places you will find answers to some of these questions:

- the focus page
- Task 1
- the Internet.

PAGES 2:8–2:10

Fire!

Occupational setting

Cleaning staff have both the right to knowledge of safety procedures in their place of work and the responsibility for familiarising themselves with this information. Scanning and detailed reading skills are required to access the information available. Recognising typical features of instructional texts can help staff to respond to information across a range of settings. This module looks at fire safety procedures.

Materials

Large version of Fire action notice from the Source material (0:12)

Fire action notice for where you are teaching

Fire evacuation procedure from the Source material (0:13)

Colour copies of the Learner material

Learning outcomes

- 1 To understand the format of fire action notices (focus page)
- 2 To understand some of the key features of instructional texts (focus page, Task 2)
- 3 To use different reading strategies to find and follow information (focus page, Tasks 1 and 3)
- 4 To look up specialist words (focus page, Task 1)

Introduction

- Begin by asking learners if they have found and read the fire safety notice in their own place of work and in the building you are in (if different). Find the fire safety notice for the building you are in and read through it, checking learners' understanding of what to do in the event of a fire.
- Use this as the basis for a discussion about the importance of health and safety information in general, and fire notices in particular. How easy are they to find? Are they easy to read and follow? Is it clear where the assembly point is in case of a fire in the building? Is there a

phone available to call the fire brigade? What kind of alarm does the building have? Do the instructions make sense? Whose responsibility is it to find, read and follow safety notices?

- Emphasise to learners that being really familiar with how instructions are laid out and written will help them to read and follow instructions in their workplace(s).

Focus page

- Look at the Fire action notice from the Source material (which is the same as the one on the focus page). Talk about the use of red and blue and the symbol above the second section. Why have the two sections been separated so clearly?
- Read the box about instruction words. Ask learners to cast their eyes over the blue section to find and circle or underline the verbs 'sound', 'dial' and 'tackle'.
- Explain that verbs are words which express the 'action' in a sentence. Ask learners to find the verbs in the next three instructions ('leave', 'close' and 'report'). Explain that good clear instructions usually begin with a verb, or action word. This makes it easier to follow the instructions. If learners are having problems identifying different parts of a sentence and therefore picking out verbs, provide additional support by colour-coding verbs, nouns and so on.
- Point out that 'do' is also a verb. 'Do not' always comes before another verb, and it tells you which action not to take. Look at the red section and ask learners to find all the verbs that are instructions asking you not to do something ('take', 'stop', 'return' and 'use').
- Point out the Reading tip about scanning. Explain to learners that when they found the verbs they were looking for, they were scanning. Ask learners to scan for the word 'appliances'.
- Look up the word 'appliances' in the glossary together. Make sure learners understand the definition by trying to use the word in other sentences.

- Ask learners to scan the Fire action notice for other unfamiliar words. Look up these words together in a dictionary or glossary or on the Internet, or try to work out the meaning from what the sentence says. When learners have understood the meaning, they can check their understanding by using the word(s) in other sentences.
- Talk about following the conditional – ‘only if’ – instructions. In other words, you only need to tackle the fire if you discover it, and it is safe to do so.
- Other instructions are ‘even when’ instructions. For example, you must leave the building by the nearest exit even when you set off the alarm yourself.

Curric. refs	NOS/NVQ	Key Skills
Rs/E3.1	Unit 002	N/A
Rt/E3.7		
Rt/E3.8		
Rw/E3.3		
Rw/E3.5		

Task 1

Practise using different reading strategies to follow instructions on fire notices

Rw/E3.3

Rw/E3.5

Rt/E3.7

Rt/E3.8

- Make sure learners have a copy of the Fire action notice from the Source material. Remind learners to read the questions carefully.
- Point out that there is more than one correct answer for questions 4 and 5. Learners should choose the answer they think is most correct.

If the learner has difficulty

- Give the learner a dictionary and the glossary. Ask them to look at each question in turn, looking up any words they aren't clear about. If the learner is unfamiliar with using a dictionary, write out the alphabet for them, grouping the letters into quarters (so that 'b' is in the first quarter, 'i' is in the second, etc.). They can then use this to find a word more quickly.
- When the learner is clear about what all the words in each question mean, ask them to rewrite or explain the question in their own words.

Extension

Learners could compare the Fire action notice from the Source material with the notice in their own place of work. Ask them to list the differences and similarities.

Task 2

Recognise types of instructions in fire evacuation procedures

Rs/E3.1

- Make sure learners have a copy of the Fire evacuation procedure from the Source material. Point out that all of the questions can be answered by scanning the notice for information.
- Note that the objective of question 2 is to get learners to identify the verbs (in the imperative form) at the beginning of the sentences. There are also verbs in instructions 3 and 5 – learners may also pick these out.

If the learner has difficulty

- If the learner has a problem with imperatives, start with simple instructions on a more familiar topic.
- Give tips and clues to help struggling learners answer the questions. Tell the learner to look for the words ‘do not’ for question 1, which they will find in instruction 3 (two mentions) and at the bottom of the notice.
- For question 2, remind the learner to look for the words that tell you what to do in instructions 3, 4 and 5.
- Ask the learner to read the notice and to tell you or a colleague what it says in different words.

Extension

Ask learners to write a fire evacuation procedure for their own place of work and then compare it with the actual evacuation procedure.

Task 3

Find safety information from a fire action notice and a fire evacuation procedure

Rt/E3.7

Rt/E3.8

- Make sure learners have both the Fire action notice and the Fire evacuation procedure from the Source material to answer these questions.

- Explain that they are to write in their answer, and which of the two documents they found it in.

If the learner has difficulty

Write the bold words in each question on pieces of card for learners to use as a prompt when scanning the documents for the answers.

Extension

Ask learners to design a fire safety notice for another building. It should include all the information from the Fire action notice and the Fire evacuation procedure combined into one. Use the best features from each.

Theme assessment

Assess learners' ability to read and follow the health and safety instructions in the workplace. Ask learners to copy and read fire or other health and safety notices in their own place of work and to rewrite them or explain them verbally in their own words.

Fire!

Focus

All places of work have a standard fire action notice. It gives you general instructions about what to do in the case of a fire.

Fire action

ON DISCOVERING A FIRE:

1. Sound the alarm
2. Dial 999 to call the fire brigade
3. Tackle the fire with the appliances provided it is safe to do so

ON HEARING THE ALARM:

1. Leave the building by the nearest exit
2. Close all the doors behind you
3. Report to the assembly point in the car park



Do not take risks
Do not stop to collect belongings
Do not return to the building until authorised to do so
Do not use the lifts

The top section tells you what you have to do if a fire starts.

These instructions start with **verbs** (action words) such as 'sound', 'dial' and 'tackle'. They tell you what **action** to take.

You follow this set of three instructions if you **discover** (come across) the fire yourself.

But
 You follow instruction 3 **only if** there is no risk to yourself.

You must follow these three instructions if you **hear** the alarm.

This section gives instructions about things you **must not** do if there is a fire.

Remember – red is for danger!

These **negative** instructions all start with the phrase '**do not**'.

Reading tips

- 1 Find information quickly by **scanning** for key words. This means running your eyes or finger quickly over the text to help you spot the word you want.
- 2 Once you have found the information, read it carefully so that you fully understand what you must or must not do. Find out the meaning of any **specialist** words.

Have a go!

The words in a glossary are in alphabetical order.

Use the glossary to find the meaning of the word 'appliances'.

Fire!

Task

Task 1

Answer the following questions, using the Fire action notice from the Source material.

- How many times does the word '**fire**' appear in the notice?

- What is an **assembly** point?

- What does the word '**authorised**' mean as it is used in the notice?

- Which of the following is another word for '**tackle**' as it is used in the notice? Circle your answer.
cover fight leave
- Which of the following has the closest meaning to the instruction: '**sound** the alarm'? Circle your answer.
set the fire alarm off listen for the sound of the alarm
shout out a warning
- Circle any of the following that are examples of the **appliances** mentioned in the instruction.
fire notice fire extinguisher
fire hose fire exit



ON DISCOVERING A FIRE:

1. Sound the alarm
2. Dial 999 to call the fire brigade
3. Tackle the fire with the appliances provided it is safe to do so

ON HEARING THE ALARM:

1. Leave the building by the nearest exit
2. Close all the doors behind you
3. Report to the assembly point in the car park



Do not take risks
Do not stop to collect belongings
Do not return to the building until authorised to do so
Do not use the lifts

Tips

- Scan the notice for the words written in **bold**.
- Look up the meanings of **specialist words** in the glossary.
- Read the instructions slowly and carefully to find the **meanings** of words or phrases from the notice.

Fire!

Task

As well as a fire action notice, each workplace will also have its own **fire evacuation procedure**. This gives more specific information about what to do if there is a fire in a **particular workplace**.

Task 2

For this task use the Fire evacuation procedure from the Source material.

1 Write down the three **negative** instructions.

- a _____
 b _____
 c _____

2 List the verbs (action words) in instructions 3, 4 and 5.

- a _____
 b _____
 c _____

3 Which instruction do you only have to follow if you come across a fire yourself?

Task 3

Answer the following questions using the Fire action notice and the Fire evacuation procedure from the Source material. State where you found the answer.

1 Where is the **assembly point**?

_____ Found in: _____

2 Who says when it is safe to **return to the office**?

_____ Found in: _____

3 What number do you dial for the **fire brigade**?

_____ Found in: _____

4 Which **exit** should you use to get out of the building?

_____ Found in: _____

Fire evacuation procedure

- 1 On discovering a fire in the office, break the glass on the fire alarm and follow the procedure below.
 - 1a If you hear the fire alarm, follow the procedure below.
- 2 When evacuating the office ensure that all members of staff and any visitors leave the building. Pay particular attention to disabled people and make sure they are evacuated safely.
- 3 Leave the building calmly. DO NOT RUN. DO NOT PANIC.
- 4 Stop at the assembly point in the car park, away from the building.
- 5 Wait for the fire officer to take a roll call.
- 6 Continue to wait in the car park until you are given further instructions.

DO NOT RETURN TO THE OFFICE UNLESS YOU ARE TOLD BY THE FIRE OFFICER THAT IT IS SAFE TO DO SO.

Tip

Use the tips on the previous page to help you find similar information in the procedures.

Tip

Look for the key words or phrases in **bold**. Read the information carefully.

PAGES 2:11–2:15

Choosing the correct equipment

Occupational setting

Cleaning is all about reducing the risk of infection and cross-contamination. It is important that cleaners understand the basic principles of hygiene and how this will impact on their choice of cleaning equipment, cleaning methods and cleaning products. One aspect of this is colour coding. This has become an important aspect of health and safety in many workplace settings where hygiene is critical. For example, different coloured boards are used for the preparation of different types of food in hospitality/catering; different coloured cloths and equipment are used by cleaners for designated areas. The golden rules are to work from the cleanest area towards the dirtiest area, and to use different cloths and equipment for each task. This theme looks at some of the skills that underpin the choosing of equipment.

Materials

Hazards picture from the Source material (0:14)

Safety data sheet extracts from the Source material (0:15)

Colour copies of the Learner material

Dictionaries

Glossary

Learning outcomes

- 1 To infer meaning from images (focus pages 2:11 and 2:13, Tasks 1 and 2)
- 2 To recognise and understand relevant specialist key words (focus pages 2:11 and 2:12, Task 2)
- 3 To look up unfamiliar words (focus page 2:11, Task 2)
- 4 To find information through detailed reading (focus pages 2:11 and 2:12, Task 2)

Introduction

- Discuss the risks that may be present in learners' jobs. Discuss the general risks involved in cleaning work: lifting heavy objects;

cleaning with chemicals; exposure to germs in unhygienic conditions; slipping, tripping and falling from height; stress; risks involved in being transported from place to place; and any others the learner can think of.

- Discuss how learners can reduce the risks they face already, for example by using safe lifting techniques and appropriate personal protective equipment (PPE).
- Discuss learners' daily tasks. What equipment do they use for each one? What risks are involved? How are the risks minimised?

Focus page 2:11

- Make sure learners understand key words such as 'unhygienic', 'contamination', 'sanitary', etc.
- Look up cross-contamination in the glossary together. Discuss how germs can be spread from one area to another by using the same cleaning equipment. Ask learners for examples of how cross-contamination could happen, for example by using the same cloth to clean a toilet seat and then a telephone receiver. Prompt with questions such as *Is it safe to clean the fridge handle with the floor cloth?*, etc.
- Check whether learners make use of colour-coded equipment at work already. If not, what methods are used to stop cross-contamination? Is there anything more that could be done?
- Ask learners to use the information on Focus page 2:11 to answer the 'Try this' questions. Remind them to look up unfamiliar words in the glossary.

Focus page 2:12

- Discuss what hazardous chemicals are, and why cleaning materials can be hazardous. Explain that the ingredients in cleaning materials may not only be poisonous to eat or drink, but could also affect your skin, eyes, lungs and throat. Some cleaning chemicals are extremely hazardous when mixed with others.
- Read the *Drain Away* label together. Help learners to look up 'corrosive' in the glossary. Look up any other unknown words in the

glossary or a dictionary, on-line or paper-based. Ask learners to use the new words in other sentences so that they get a good sense of the meanings. Alternatively, make up some other sentences yourself using the word/s and ask learners to read them.

- Discuss the answers to the 'Try this' questions. Ask learners to read the Warning section of the *Drain Away* label again, and check each bullet point for what might need protecting. They can then match their answer to the list of PPE. Talk about the choices and how they would protect skin, eyes and clothing.

Focus page 2:13

- Many people are injured at work because of tripping or falling. Discuss the importance of being aware in the workplace environment, and to look for hazards that might cause someone to trip or fall.
- Read slowly through the list of ideas about how to prevent people from tripping or falling at work. Ask learners for examples of people injuring themselves through tripping or falling at work and what could have been done to prevent the accident. Supply some examples of your own.
- Ask learners to look at the Hazards picture from the Source material and circle the risks they can see immediately. Then read through the list of ideas on the focus page, and look at the picture for any more.
- Ask learners to think about the hazards in their own places of work and to compile a list of ideas for preventing them.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3 Rw/E3.1 Rw/L1.1 Rt/E3.8	Unit 002	N/A

Task 1

Choose the correct cleaning equipment and PPE to suit particular cleaning jobs

Rt/L1.3

Rw/E3.1

- Learners will need to look back at focus page 2:11 to find out which colour of equipment is needed for each job.

If the learner has difficulty

- Usually people select cleaning products by the colour and shape of the bottle. However, if new products are provided that are in different packaging, it is important to read the label, which might include some difficult words. Ask learners who are struggling with this to notice the beginning of the word first and then the end of the word. Then find the different chunks or syllables, and try to put these strategies together to work out the new word.
- A picture of so many different items can be confusing. Suggest to learners that they look for one item at a time, and once found, to draw a line through it on the list as well as circling it on the picture, so that the eye isn't tempted to look for that item again.

Task 2

Use a safety data sheet to choose the correct PPE for a job

Rt/L1.3

Rw/E3.1

Rw/L1.1

Rt/E3.8

For question 2, learners will need to go back to Task 1 and think carefully about the kind of jobs and the warning signs that will be needed.

If the learner has difficulty

- When reading the Safety data sheet extracts, ask the learner to stop after each line and explain the meaning of that line in his or her own words. Does what they have read make sense with the line before it and the line after it?
- When faced with unfamiliar words, ask learners to try to work out the sounds of the word first. Then look up the meaning in the dictionary or glossary. If learners aren't used to looking words up, help them to break up the alphabet into quarters, so that they can quickly find the correct section of the dictionary.
- Ask the learner to read other labels and safety data sheets from their own place of work. Use the same techniques, and practise as much as possible.

Extension

- Ask learners to find the data sheet for the cleaning product used to clean washroom surfaces and sinks in their own workplace. Compare the information provided with that in the Safety data sheet extracts from the Source material.
- Ask the learner to find the label on the product that matches the data sheet. He or she could explain to a friend or colleague what information can be found on the data sheet that is not on the label.

Theme assessment

Ask learners to make an informal risk assessment of a job they do regularly. They should make a note of what the risks are and what they could do about them.

Choosing the correct equipment

Focus

In order to carry out a cleaning job properly and safely, you need to choose the correct equipment. For each job you must consider:

- What are the risks?
- What can I do about them?

Risk 1: Cross-contamination

Bacteria are passed from place to place through unhygienic cleaning methods, for example by using the same cloth for the kitchen work surface as for the toilet.

What to do about it

- Use **colour-coded cleaning equipment** for cleaning different areas.
- Work from the cleanest area towards the dirtiest.

Cleaning equipment that might be colour coded:

- brooms
- mops
- buckets
- cloths.



Sanitary appliances (such as toilets) and washroom floor



General areas



Kitchen



Washrooms and washroom surfaces



Try this

Answer the following questions, using the information above.

- 1 Which colour mop and bucket would you use for cleaning the kitchen floor?
- 2 Which colour cloth would you use for cleaning a toilet?
- 3 Which two colours of cleaning equipment would you use in the washroom?
- 4 Which colour cloth could you use for cleaning the telephone in an office?
- 5 What does 'disposable' mean?
- 6 What does 'sanitary' mean?

Remember!

Find out about the colour-coded equipment in your place of work.

Tip

Use the glossary to find the meaning of these words

Choosing the correct equipment

Focus

- What are the risks?
- What can I do about them?

Risk 2: handling hazardous chemicals

Chemicals in cleaning products can be hazardous. They can lead to health problems – from skin rashes to serious breathing difficulties – and even death, if used incorrectly.

What to do about it

- Read labels on products and information on safety data sheets to find out about the product and how to use it safely.
- Use the correct personal protective equipment (PPE).

PPE includes:

- gloves
- aprons
- overalls
- goggles
- breathing equipment.

Drain Away

- Sinks to the heart of blockages.
- Easily clears blocked sinks, basins, showers & baths.
- Designed to protect septic tanks and pipes.
- Dissolves food waste, hair & grease blocks.



CORROSIVE

WARNING

- Do not use with other products.
- Causes burns.
- Keep locked up and out of reach of children. Store upright in a cool environment.
- Wear suitable hand and eye protection.
- Protect clothes from splashes.
- In case of contact with eyes, rinse immediately with plenty of water.
- In case of accident, or if you feel unwell, seek medical advice immediately.



Try this

- 1 Which type of PPE would you use with the *Drain Away* product? Choose from the list of PPE above.
- 2 Give reasons why you would use the PPE you have chosen.
- 3 From the picture on the label, what do you think a corrosive chemical does to the skin? Choose from the following:
makes it itch burns through it makes it soft

Tips

- Look under 'warning' for the things that need to be protected.
- Look up any unfamiliar words in the glossary.

Choosing the correct equipment

Task



Task 1

You have been asked to mop the washroom floor and clean the toilets and sinks.

You will need

- a mop, bucket and cleaning product for the floor.
- a cloth, bucket and cleaning product for the toilets.
- a cloth, bucket and cleaning product for the sinks.

Circle the cleaning equipment in the picture above that you will need from the storeroom.

Tips

- Choose the correct colour-coded items from focus page 2:11.
- Read the product names on the labels to help you choose the correct cleaning product.

Choosing the correct equipment

Task

Task 2

1 Look at the Safety data sheet extracts from the Source material. Select the personal protective equipment to wear when using the product. Tick your choices below.



Tips

- Look for the section that gives details about **personal protection**.
- Look up any words you need to.

Remember!

Choose the colour-coded PPE to suit the product.

2 Which warning signs should you take with you for the cleaning jobs mentioned in Task 1 on page 2:14? Tick your choices.



Tip

Choose the signs that are appropriate to the jobs.

PAGES 2:16–2:17

Health and safety policies (1)

Occupational setting

Policies are written to ensure that all cleaning workers and their employers work together to a common set of standards. Many policies are written and required by law (e.g. health and safety law). This theme develops some of the reading skills (e.g. using format, skimming and scanning) required to read and understand some of these important documents.

Materials

Health and safety law poster from the Source material (0:16)

Other workplace policies

Learning outcomes

- 1 To identify the purpose and gist of a policy by skim reading main features like headings and titles (focus page, Task 2)
- 2 To find relevant parts of a policy by scan reading for particular words (focus page, Tasks 1–3)

Introduction

- Look at the words 'procedure' and 'policy' and discuss the difference between the two. If the discussion is slow, illustrate the difference by showing a workplace policy document on health and safety and an example of a procedure, such as booking annual leave, and ask learners about what they feel is the difference. Procedures may be devised and written in house and describe general everyday working practices (e.g. what to do in the case of a fire or emergency). Policies are generally led by legislation (e.g. health and safety law, safe lifting, respect for diversity/equal opportunities).
- Point out that finding a particular policy often means searching through many sheets of similar-looking text. Quickly show learners four different policies, one at a time, and ask them to tell you which one showed a policy on, for

example, eating and drinking at work. Ask learners what helped them to decide on the right policy. The answer should be the title/headings and a few key words that drew their eyes around and down the page. Explain to learners that this is called skimming and that it is used to decide what the text is about and whether to read it.

- Using one of your policy documents, ask learners to say how many times they can spot a given word. Highlight these words to see if you agree with the number they have found.
- Point out that once you have decided on a particular policy to read, you use scanning skills to spot all the references to a particular word or phrase. This is a research skill often used in searching the Internet.

Focus page

- Refer learners to the focus page and summarise the points about the reading strategies used to find relevant information. Reinforce the idea that the world is full of written information and that it is impossible to read everything, so choices have to be made. We 'sift' information by skimming the text for relevance and gist. (Is it about the topic I'm interested in? Is it worth going on to read this?) Then we scan it for particular information.
- Note that many learners, including those who are dyslexic, may need a lot of practice in this skill. Looking for information on a website is a good example of where we use these reading skills.
 - First you have a quick look at – skim read – the front page to see if it is interesting or relevant.
 - Then you look quickly – scan – through the sections on the front page and decide where to look next.
 - You repeat this process page by page until you find the information you want to read.
 - You then read this information carefully.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	Unit 002	C1.2
Rt/L1.4		C2.2
Rt/L1.5		

Task 1

Scan the Source material for the Health and safety law poster and use the format to answer questions

Rt/L1.4

Rt/L1.5

Remind learners that to find relevant information in a policy as large and initially daunting as the Health and safety law poster, they should use as many visual clues as they can – in other words the format, which includes coloured sections, bold headings, boxes, etc.

If the learner has difficulty

- Dyslexic learners may need help with the left-/right-hand aspect of the questions.
- Talk through the poster as a whole, pointing out different sections and features and discussing these with the learner. Ask the learner to read the headings and subheadings.
- Work on the questions together, pointing out the key words (e.g. 'employee').
- Ask further questions relating to that section.

Extension

Ask learners to write down what they consider to be the most important duty of the employer and to explain why.

Task 2

Skim a particular section of the Health and safety law poster to establish its purpose

Rt/L1.2

Rt/L1.5

- Remind learners that skimming through a whole section quickly will give them the gist of its contents. Knowing the gist helps a reader to establish the purpose.
- This task could be done as a group, with discussion and agreement about the purpose of the section.

If the learner has difficulty

Give the learner three sentences, each declaring a different purpose for the final section. The learner can then consider each sentence and decide on the correct one. For example: 1. The purpose of the final section is to tell employees about their legal duties; 2. The purpose of the final section is to list the publications that give more information about health and safety law; 3. The purpose of the final section is to inform staff that legal representatives can be appointed.

Extension

Ask learners to search the Internet for one of the publications to find out current availability and cost.

Task 3

Scan the Health and safety law poster and use the format to find information

Rt/L1.4

Rt/L1.5

- Ask learners if they know where the Health and safety law poster is located in their own workplace.
- Remind learners that scanning is a quick way of locating information you need. Identify again the use of headings, format and key words when scanning text.
- Explain to learners that scanning will help them to find the information they need without having to read all the text.

If the learner has difficulty

- Scanning text is an advanced reading strategy and requires practice and confidence. First, give the reader time to become familiar with the text. Allow the learner time to look at headings and layout features. Confirm that they do not have to read every word of the poster to become familiar with this.
- Check that the learner reads the questions and is clear about what he/she is looking for. Identify and highlight key words from the questions to help the learner.
- Support the learner to scan the Health and safety law poster for their highlighted words, locate the relevant text and then to read it in more detail. Read for the learner or with the learner as necessary.

Extension

In pairs or small groups, learners can give each other challenges to locate information either from the Health and safety law poster or from their induction materials.

Theme assessment

- Set an assignment relating to health and safety in the learners' workplaces (e.g. procedure for evacuating the building) for learners to practise using skimming and scanning skills to research information.
- Alternatively, learners can use skimming and scanning skills on the Internet to research health and safety issues specific to cleaning.

Health and safety policies (1)

Focus

The policies you are asked to read at work can be long and complicated. Reading strategies can help you to find particular information quickly.

When you read to get the **gist**, or general idea of what something is about, your eyes **skim** across the page.

Your eyes often pick up on the things that stand out or look different.

This is a bit like looking over a crowd to get an idea of age, sex and number.

Your eyes might pick out and read:

- **Titles and Subtitles** – dashes
- **bullets** *italics* **colour**
- **bold words** **CAPITAL LETTERS**
- underlined words

This helps you get a general idea of the **subject** of the writing.

Sometimes you know what sort of information you are looking for.

You can search the text quickly for relevant words or phrases.

Your eyes move quickly, or **scan**, down the text to pick out the parts you want.

This is like looking for your name on a list.

The words you scan for will depend on what you want to know.

For example, if you want information on your employer's duties, you would scan the text for related words.

This helps you to find the part of the text you need to read.

HEALTH AND SAFETY LAW

What you should know

Your health, safety and welfare are protected by law. Your employer has a duty to protect and keep you informed about health and safety. You have a responsibility to look after others. If there is a problem, discuss it with your employer or safety representative, if there is one. Below is a brief guide to health and safety law. It does not describe the law in detail, but it does list the key points.

Your employer has a duty under the law to ensure, so far as is reasonably practicable, your health, safety and welfare at work.

Your employer must consult you or your safety representative on matters relating to your health and safety at work (see box below).

In general, your employer's duties include:

- making your workplace safe and without risks to health;
- ensuring plants and machinery are safe and that safe systems of work are set and followed;
- ensuring articles and substances are moved, stored and used safely;
- providing adequate welfare facilities;
- giving you the information, instruction, training and supervision necessary for your health and safety.

Health and safety consultation and representation arrangements at this workplace

Your employer must consult you or your representative on matters to do with your health and safety, including:

- any change which may substantially affect your health and safety at work, eg in procedures, equipment or ways of working;
- the employer's arrangements for getting competent people to help him/her satisfy health and safety laws;
- the information you have to be given on the likely risks and dangers arising from your work, measures to reduce or get rid of these risks and what you should do if you have to deal with a risk or danger;
- the planning of health and safety, and
- the health and safety consequences of introducing new technology.

Names and locations of trade union or other safety representatives, and the groups they represent:

Name:	
Location:	
Group:	
Name:	
Location:	
Group:	
Name:	
Location:	
Group:	

In particular, your employer must:

- assess the risks to your health and safety;
- make arrangements for implementing the health and safety measures identified as being necessary by the assessment;
- if there are five or more employees, record the significant findings of the risk assessment and the arrangements for health and safety measures;
- if there are five or more employees, draw up a health and safety policy statement, including the health and safety organisation and arrangements in force, and bring it to your attention;
- appoint someone competent to assist with health and safety responsibilities, and consult you or your safety representative about this appointment;

Management of health and safety

Appointed persons:	Health and safety responsibilities:

- co-operate on health and safety with other employers sharing the same workplace;
- set up emergency procedures;
- provide adequate first-aid facilities;
- make sure that the workplace satisfies health, safety and welfare requirements, eg for ventilation, temperature, lighting and sanitary, washing and rest facilities;
- make sure that work equipment is suitable for its intended use, so far as health and safety is concerned, and that it is properly maintained and used;
- prevent or adequately control exposure to substances which may damage your health, take precautions against danger from flammable or explosive hazards, electrical equipment, noise and radiation;
- avoid hazardous manual handling operations, and where they cannot be avoided, reduce the risk of injury;
- provide health surveillance as appropriate;
- provide free any protective clothing or equipment, where risks are not adequately controlled by other means;
- ensure that appropriate safety signs are provided and maintained;
- report certain injuries, diseases and dangerous occurrences to the appropriate health and safety enforcing authority (see box in column 3 for who this is).

As an employee you have legal duties too. They include:

- taking reasonable care for your own health and safety and that of others who may be affected by what you do or not do;
- co-operating with your employer on health and safety;
- correctly using work items provided by your employer, including personal protective equipment, in accordance with training or instructions and;
- not interfering with or missing anything provided for your health, safety or welfare.

If you think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You may also wish to discuss it with your safety representative, if there is one. You, your employer or your safety representative can get information on health and safety in confidence by calling HSE's advice helpline service on 08701 545500.

If you think your employer is exposing you to risks or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety in your workplace (see below). Health and safety inspectors can give advice on how to comply with the law. They also have powers to enforce it. HSE's Employment Medical Advisory Service can give advice on health at work. You can contact them at the addresses below.

Name and address of enforcing authority whose health and safety inspectors cover this workplace (eg HSE or your local authority's Environmental Health Department):

Name:	
Address:	

Employment Medical Advisory Service

Address:	
----------	--

You can get advice on general fire precautions etc from the Fire Brigade or your fire officer.

More information about health and safety law is set out in HSE publications, such as:

- Essentials of health and safety at work* HSE Books 1994 ISBN 0 7176 0716 X
- An introduction to health and safety: Health and safety in small businesses* Leaflet INDG259(rev1) HSE Books 2003 (single copy free)

HSE priced and free publications are available by mail order from HSE Books, PO Box 1999, Sudbury, Suffolk CO10 2WA Tel: 01787 881165 Fax: 01787 313995 Website: www.hsebooks.co.uk (HSE priced publications are also available from bookshops and free leaflets can be downloaded from HSE's website: www.hse.gov.uk)

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Health and safety policies (1)

Task

Task 1

You will need the Health and safety law poster. Tick your choices.

Tip
Look on the poster for key words found in each question.

- 1 Whereabouts on the poster is the information about your legal duties as an employee?
On the left-hand side In the middle On the right-hand side
- 2 Whereabouts on the poster is the information about the legal duties of an employer?
On the left-hand side In the middle On the right-hand side
- 3 Where is the space for the name(s) of people appointed to manage health and safety?
On the left-hand side In the middle On the right-hand side

Task 2

Use the Health and safety law poster to answer the following question.

What is the purpose of the final section in the bottom right-hand corner of the Health and safety law poster?

Tip
Read the section quickly to get the gist of what it is about.

Task 3

Using the health and safety poster in your own workplace, answer the following questions. Write your answers on a separate piece of paper.

- 1 What are the names of the person(s) appointed to manage health and safety in your workplace?
- 2 What are the responsibilities of the appointed person(s)?
- 3 What are the names and locations of trade union or other safety representatives and the groups they represent?

PAGES 2:18–2:19

Health and safety policies (2)

Occupational setting

Many workplace documents, including much of the health and safety information, are detailed and complex and often difficult to understand. However, it is important that learners can access this material, as it is critical to their own and others' safety. This theme combines the skimming and scanning skills practised in the previous theme with reading for detail – once you have found the correct information, you need to read and understand it.

Materials

Health and safety and other procedures and policies from the workplace (e.g. staff handbook, induction manual)

Spillage procedure from the Source material (0:17)

Learning outcomes

- 1 To use format to find the information you need (focus page)
- 2 To develop the skill of detailed reading (focus page, Tasks 1–3)

Introduction

- Written information and guidelines used in many areas at work, such as health and safety and induction, can appear complex and difficult to understand. Confirm to learners that they do not have to read every word of every document, but they do need to be able to decide what to read. Part of the skill involves finding the information you need. Do learners have any strategies for this? Ideas might include using the contents, flicking through the book, asking someone.
- Investigate any strategies learners use for reading complex texts and acknowledge the value if successful. These might include repeated reading or asking someone. Ask learners what could be the consequences of not reading this kind of information. Ask about the difference between reading and understanding. How important is it to understand the information?
- Stress the need for understanding their responsibilities and ensuring that their own rights are protected.
- Establish with learners that they tackle different reading activities in different ways, depending on the task, for example scanning to find a telephone number, skimming to get the gist of a film review, detailed reading to be sure of the details of a job contract.

Focus page

- Look at the examples of how format helps you to find the information you need: the title, contents page, index (if there is one) and the way the text is formatted – with headings, subheadings, bullet points and numbers.
- Deciding on the key word to look for is part of the skill. The highlighting on the focus page shows you how to find information on manual handling. The handbook has a section on manual handling (it may also be called safe lifting). Knowledge of the cleaning industry tells you that this is where you could look for information about lifting heavy things in a safe way.
- The page number allows you to locate the correct page; the text on the page can then be scanned for any specific information. What key words should you look for?
- Mention the numbering. Point 1 is subdivided into four smaller points using Roman numerals. This is just one way of numbering. Can learners tell you of any others?
- Look through the box on reading carefully. Talk through each point. Do learners use any of these techniques? Consider some of the issues here (e.g. unfamiliar vocabulary, interpreting information that may not be expressed clearly). What can be done about each of these? Acknowledge that these are also issues for experienced readers (most people need to check meanings of words).
- Introduce and discuss possible strategies for detailed reading, as shown on the page. Practise each skill with workplace material relevant to learners.

- Test strategies using another piece of complex material (e.g. a policy document). You could run this as a group activity:
 - All look at a text. Identify what it's about.
 - What do you expect to find in it?
 - Read the first paragraph – identify what it's about.
 - Think about the first paragraph, reread it to make sure you understand it.
 - Find out about any unfamiliar words and phrases. Learners will often be reluctant to admit that there are words they don't understand. Use questioning to check understanding. Don't assume that learners can or will look up words. Introduce other strategies for finding the meanings of unknown words – using a glossary or dictionary, context clues, analogy (i.e. can you think of a similar word?) or asking someone.
 - Explain what it's about in your own words.
 - Is it about what you thought it was about?
- Confirm that, if text is difficult to understand, using these strategies might help. Point out, though, that it is not necessary to use these strategies for all reading.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	Unit 002	C1.2
Rt/L1.4		
Rt/L1.5		
Rw/L1.1		
Rw/L1.2		

Task 1

Look briefly at text to decide its purpose

Rt/L1.5

Rt/L1.4

- Ensure learners each have a copy of the Spillage procedure from the Source material.
- Give learners a moment to glance at the Source material text in order to answer the questions. It might be useful to have this on an OHT.
- Discuss how this first quick glance at a text is used to decide whether to carry on reading (e.g. Is it what I'm looking for?) and how you will read it (e.g. I need to scan this text for information about what my responsibilities are).

- Ask how they decided what the text is about. Expect to hear about key words (ask for the exact words), format (headings and subheadings) and length of text.
- Ask learners what they expect to find when they read in detail. Try to elicit things of interest to the learners. It is not essential that all questions can be answered by the text. It may be necessary to repeat the exercise with a different text, or using the Internet.

If the learner has difficulty

- Dyslexic or ESOL learners may need longer than other learners to take in the message of this piece of text. Try breaking the text into chunks to help with comprehension. It is a complex text, but is typical of many workplace documents.
- Learners whose reading skills are insecure will find this task difficult and may try to read every word. Encourage them to practise glancing at texts, for instance in magazines or newspapers, and guessing what they are about.

Extension

- Practise this skill in other areas of work where similar reading is required (e.g. finding information from a different procedure).
- Set this as a timed task, to help increase speed.

Task 2

Read text in detail, using reading strategies

Rt/L1.1

Rt/L1.4

Rt/L1.5

Rw/L1.1

- This task requires learners to read and extract meaning from the same text. Encourage them to use the techniques discussed on the focus page.
- Discuss the way the document is numbered. This is section 5 from a manual – *Spillage procedure*. The information relating to spillages is further divided into seven points numbered 5.1 to 5.7.
- Ensure learners know what 'NB' means.
- Go through the first question together to demonstrate how to locate information using key words ('non-bodily fluids', 'warning signs').
- Encourage learners to look up unknown words in a glossary or dictionary if necessary (not all the words are in the glossary).

- Check responses carefully and look out for learners who complete this task very quickly – they may be just guessing.
- Confirm that detailed reading techniques need to be practised.

If the learner has difficulty

- Work through the questions systematically with the learner. Make sure they understand the question and the words in the text.
- Highlight key words in the questions, then the materials. It might help to show how the phrase '1–2 metres' can be used to find the answer to the first question.
- ESOL learners may need support with the meaning of some terms.
- Check learners have the skills to find words in the glossary (e.g. 'third party').

Extension

Set similar questions on longer pieces of workplace text (e.g. health and safety, and policy information).

Task 3

Put text into own words to clarify understanding

Rw/L1.2

Rw/L1.1

- Think about the problems of understanding the language used in longer texts and discuss strategies learners can use, such as breaking text into chunks, looking up words, reading text aloud, getting the main idea, asking others.
- Ask learners to work collaboratively on the text in order to understand the gist of the text and to identify the key points.

If the learner has difficulty

- Support learners to read through the whole text and talk about the gist. Highlight words that will help them identify key points. Encourage learners to look up any difficult words.
- Take each point separately. Read it aloud together. Verbalising can further aid comprehension.
- Words such as 'contaminated' and 'disposable' may be understood from the context or by looking them up. Check learners have the alphabet skills for this.

- For learners who are dyslexic or have other language difficulties, cut out key points from the passage and work on these, or produce them on cards. Learners not at this level should be given additional support using *Skills for Life* materials.

Extension

- Encourage discussion about the contents of the document and whether these reading skills have helped learners to understand them.
- Assure learners that each individual has to find a system that suits them. Some of the techniques will be useful and others not, and this will vary from individual to individual. The important thing is to understand the text in question – how this is done is less important.
- As this is a very difficult task, learners would benefit from more practise of this skill, using an extract from a workplace document using the same questions as for Task 1.

Theme assessment

- Encourage learners to use any strategies that they find useful to read and understand a relevant complicated text, such as a workplace procedure or policy or a contract of employment.
- Learners could pose questions about a text to a colleague or could prepare a brief presentation.

Health and safety policies (2)

Focus

The staff manual contains all the information about the policies and procedures of the company you work for.

The Cleaning Company

Staff Handbook

Name:

Date:

Contents

	Page
Introduction to the Cleaning Company	1
Timekeeping	4
Work patterns and break entitlements	6
Expense claims	7
Annual holidays entitlement and management	8
Sickness	12
Disciplinary procedure	15
Health and safety	18
Manual handling	19
COSHH: assessment and information	26
Spillage procedure	28
Environmental policy	30

19

Manual Handling

The key factors in safe lifting are:

- 1 Position of balance
- 2 Position of arms and body
- 3 Position of back
- 4 The hold

1 Position of balance

- 1i Place feet apart – about the same width as the hips.
- 1ii One foot should be slightly in front of the other.
- 1iii Bend knees and lift using the thigh muscles.
- 1iv Do not use the back muscles.

2 Position of arms and body

- 2i Always keep elbows close to the body.
- 2ii Arms should be straight when carrying a load.

The policies and procedures of the company may be in a handbook or manual. Look at the **title** to check you've got the right book.

The **Contents** page lists everything that is in the handbook.

Let your eyes **scan** the page, looking for a key word or phrase to do with what you want to find out about.

Reading carefully might involve:

- reading aloud
- reading more than once
- reading a chunk at a time
- asking yourself questions about what you've read
- finding out the meaning of words and phrases that puzzle you
- thinking about what you have read in your own words.

When you think you've found what you are looking for, **skim** read the page to get the gist of what it says.

When you find the part you need, **read carefully** to understand fully what it says.

Health and safety policies (2)

Task

You will need the Spillage procedure from the Source material for these tasks.

Task 1

Do not read the spillage procedure yet, just look at it briefly and answer the following questions.

- 1 What do you think this page is going to be about?
- 2 What sorts of things are you expecting to find when you read it?
- 3 What would you like to find out from it?



Task 2

Read the text. Decide whether the following statements are true or false.

- | | |
|--|--------------|
| 1 In the case of spillage of non-bodily fluids, the warning signs should be placed 1–2 metres either side of the spillage. | True / False |
| 2 The word 'residue' means what is left of the spillage. | True / False |
| 3 In the case of spillage of non-bodily fluids, the floor should always be dry-mopped to aid drying time. | True / False |
| 4 In the case of a spillage of bodily fluids, there are three ways to dispose of the waste. | True / False |
| 5 The phrase 'third party' means a third person. | True / False |

Tip

When you are looking for information in a long piece of text, make it easier for yourself by:

- using the headings and subheadings to find just the part of the text that you need to read
- looking for key words to find the part of the text that you need
- only reading the part that has the information you need.

Task 3

The section below is from the Spillage procedure.

- 1 Think about what it means. Explain it to a colleague.
- 2 On a separate piece of paper, write it out in your own words.

Remember to place all contaminated material into the waste bag, with the disposable gloves being the last item to be discarded.

PAGES 2:20–2:21

Safety data sheets

Occupational setting

COSHH (Control of Substances Hazardous to Health) is a critical aspect of work in this sector, and understanding of and compliance with COSHH regulations is essential for all workers. Much of the information is highly technical and is often written in quite dense text; it is therefore worth spending time with learners to ensure they have strategies for reading and understanding such information when they need to. This theme develops some of the reading skills required to deal with this type of text. These skills are further developed in later themes.

Materials

Springclean safety data sheet from the Source material (0:18–0:21)

Examples of COSHH regulations (data sheets) relating to the learners' workplace

Product labels showing COSHH information

Learning outcomes

- 1 To locate information using format (focus page, Task 1)
- 2 To recognise the difference between instructions and information (focus page, Task 2)
- 3 To understand how to interpret technical information (focus page, Task 3)

Introduction

- Ask learners what they understand by COSHH. Do they know what the initials stand for? Do they know what this actually means? Why is a set of rules needed for this aspect of work?
- Ask learners to consider what might happen if there were no rules, perhaps by considering any breaches of the law they know about.
- Give some examples of products covered by COSHH regulations. Look at the data sheets covering these products.

- Show learners examples of COSHH information, including examples of safety data sheets relevant to their work, and discuss the format or layout. Mention signs, symbols, tables, headings, types of font, etc. and how these can aid or hinder the access of information.
- Confirm that the information about COSHH is not particularly easy to read and understand but emphasise that it is vital that they can access this information.

Focus page

- Discuss with learners what they need to know about data sheets using the prompts **What, When, Why, Who, Where** on the page. Relate this to individuals' workplaces.
- Using the *Springclean* data sheet from the Source material and the guidelines on the focus page, look at how the information is organised. The format of data sheets is intended to make it easier to find particular information. If possible, compare this data sheet with those for other substances to see if there are common elements to the format. It might be useful to devise a quiz and ask learners to find certain information as quickly as possible.
- Confirm that this information is, by its nature, highly technical but nevertheless very important. Careful and repeated reading is the only way to understand the information, though learners can benefit from asking expert colleagues for help with this.
- Use this opportunity to show learners the glossary and use it to look up some of the words.
- Ask learners to find examples of instructions on the safety data sheet (e.g. First aid measures). Look for the common features of written instructions:
 - use of command words (e.g. wash, irrigate, remove)
 - use of positive and negative instructions (e.g. do and do not, must and must not)
 - use of conditional forms (e.g. if irritation is apparent SEEK MEDICAL ATTENTION).

- Ask learners to find examples of other types of information (e.g. ecological information). Discuss how the language here differs from that used in instructions. How is this type of information represented? (e.g. in tables, lists, straight text)

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	Unit 002	C1.2
Rt/L1.5		
Rw/L1.1		
Rw/L1.2		

Task 1

Use format to find information in a data sheet

Rt/L1.4

- Remind learners that they need to be familiar with the data sheets for the products they use at work and should know how to locate information and instructions when needed.
- Remind learners of how to use headings to locate the information they need.

If the learner has difficulty

- It may be necessary to enlarge the safety data sheet for some learners.
- Note that text written in capital letters can be difficult for some learners to read as it has fewer distinguishing features than text in normal print. However, some learners have become used to reading and writing in capital letters.
- Ensure that learners understand the words used in the headings.
- Encourage learners to check the meanings of words in the glossary or in a dictionary where appropriate.

Extension

- Ask learners to pose similar questions to each other about a familiar workplace data sheet.
- Set further similar questions using different data sheets from the workplace.

Task 2

Recognise the difference between instructions and information

Rt/L1.2

- Check that learners understand what an instruction is (i.e. information that tells you to

do something). Remind them about the common features of written instructions, as outlined above.

- Learners need to read each sentence carefully to identify the one that is not an instruction. They should be prepared to say what type of sentence it is.
- Extend this task by asking learners to identify the instruction word(s) (irrigate, prevent, must).

If the learner has difficulty

- You may need to model the first example: *Does this sentence tell you to do something? What does it tell you to do? Which word gives the instruction?* (irrigate)
- You may need to do some further language work with ESOL learners on the typical format of written instructions. Collect examples of each type to help.
- Check that learners understand the technical terms – use a dictionary or glossary as necessary.

Extension

- Ask learners to look through a data sheet from the workplace and identify:
 - all the instructions (these could be written up as a set of clear numbered points, one for each instruction)
 - all the sentences that give information.

Task 3

Work out the meaning of an instruction and look up unfamiliar words

Rw/L1.1

Rw/L1.2

- If not already done, show learners the glossary and how to use it (show that it is alphabetically listed).
- The second part of the task could be done orally, if possible in a group, with discussion about what each word/phrase means. This allows you to model the process of decoding this type of dense text.

If the learner has difficulty

- Some dyslexic learners may have problems with the alphabet skills required for using a glossary or a dictionary. The alphabet written out in full will serve as a useful memory aid. Encourage learners to keep a personal glossary of terms in an alphabetically listed notebook.

- Many learners, including those with ESOL needs, may find it difficult to interpret technical language of this sort. Model how to interpret the language phrase by phrase.
- Confirm that it is better to ask for help with the meaning of technical data than to not know what it means.

Extension

Use this technique to work out the meanings of other important sentences from other COSHH information relevant to learners. Write up new versions of these sentences.

Theme assessment

- Have learners apply these skills to a further section from a familiar data sheet and rewrite them as a simple set of 'dos' and 'don'ts'.
- Encourage learners to make their own personal glossary of technical words with meanings.

Safety data sheets

Focus

Every product must have an up-to-date safety data sheet. You do not have to read every word in a data sheet, but you should know the following things.

Where are the safety data sheets kept in your place of work?

What a safety data sheet is.

Where the safety data sheets are kept.

Why you might need to use a safety data sheet.

How to find the information you need quickly.

Who needs to read them.

A **safety data sheet** gives information about a product.

The information is needed to make sure the product is used safely. If an accident occurs while the product is being used, the information gives advice about treating the casualty properly.

SAFETY DATA SHEET	
SPRINGCLEAN	
ISSUE 1	NOV 2004
1. IDENTIFICATION OF PREPARATION / TRADE NAME / PURPOSE	
PRODUCT	Springclean
PURPOSE	Multi surface cleaner
CODE NUMBER	06076 (2x5) 06057 (12x750)
4. FIRST AID MEASURES - POSSIBLE HAZARD	
(a) Skin	Wash with soap and water and if irritation is apparent repeat and apply proprietary skin cream-emolient. Regular and persistent contact will dry the skin. If this prevails it is advisable with any industrial cleaning detergent to wear gloves.
(b) Eyes	Irrigate the eye for at least 10 minutes with fresh water or use an eyewash. If irritation is apparent SEEK MEDICAL ATTENTION. Failure to react will cause irritant effect/redness.
7. HANDLING AND STORAGE (continued)	
<input checked="" type="checkbox"/>	STORAGE SHELF-LIFE - The MINIMUM storage of unopened sealed containers is 24 months unless otherwise specified in the box
8. EXPOSURE CONTROLS / PERSONAL PROTECTION	
As disclosed in Section 3 COSHH if product contains an EH40 listed component preventative methods *MUST be employed to prevent atmospheric levels exceeding the listed Occupational Exposure Standard (O.E.S.) Maximum Exposure Limit (M.E.L.). Alternatively suitable protective clothing must be worn if these levels are exceeded as recommended below *PREVENTATIVE METHODS BEING SUITABLE EXTRACTION/VENTILATION ETC.	
13. DISPOSAL CONSIDERATIONS	
<input checked="" type="checkbox"/>	Under "DUTY OF CARE" the disposal of unwanted stocks should be conducted in a safe and proper manner by authorised and consented methods
<input checked="" type="checkbox"/>	Should spillage / Accidental release result this should be retained to prevent entry to storm water drainage system and disposed of by clause above
14. TRANSPORT INFORMATION	
UN No.	
IMCO / IMDG Code No.	None to state
Packaging Class	



Quick, do something! I've spilt this on my hand.

The data sheet gives you more detailed safety information about a product. These extracts are from a data sheet. The full document has 16 sections!

Use the headings and numbers to find your way around data sheets.

Section 4 is always about FIRST AID MEASURES and section 7 is always about HANDLING AND STORAGE.

The language in data sheets may be unfamiliar, as it often includes technical words about the product. You need to find out the meanings of any unfamiliar words.

Some sections contain instructions and information. Check that you understand what the instruction is telling you to do or not do.

Remember!

- You don't need to remember all the information on a data sheet – just where to find it when you need it.
- Ask if you're not sure about anything – don't leave it to chance!

Safety data sheets

Task

You will need the *Springclean* safety data sheet from the Source material for these tasks.

Task 1

- 1 How many sections are there on the data sheet? _____
- 2 What is the title of section 7? _____
- 3 Which section would be useful to a fire-fighter if there were a fire where this product is used? _____
- 4 Which personal protection should be used with this product? _____
- 5 Is the product described in this safety data sheet classified as hazardous? _____

Task 2

Which of these sentences is not an instruction? Tick your answer.

- 1 Irrigate the eye for at least 10 minutes with fresh water or use an eyewash.
- 2 Regular and persistent contact will dry the skin.
- 3 Protective full face masks must be worn.
- 4 Prevent from entering drains, surface and ground water.

Task 3

The following paragraph comes from the data sheet.

- 1 What do these words from it mean?
 - a induce _____
 - b aspiration _____
 - c dilute _____

Wash out mouth with plenty of water. **DO NOT INDUCE VOMITING** due to risk of aspiration. Give water or milk to dilute the hazard and **SEEK MEDICAL ATTENTION.**

- 2 What does the highlighted instruction above mean? Tick the explanation you think is the closest.
 - a Make the person sick to get rid of the product they have swallowed.
 - b Do not make the person sick to get rid of the product they have swallowed.
 - c Do not make the person sick to get rid of the product they have swallowed because they may breathe in the vomit.
 - d It is risky to make the person sick to get rid of the product they have swallowed.

PAGES 2:22–2:24

Reporting accidents – giving a spoken description

All accidents and near misses must be recorded in either an accident book or on an accident report form. Companies use different methods to report and record incidents. Many rely on verbal reporting to the supervisor, who then completes the documentation. Other companies require witnesses and injured parties to complete forms themselves. Regardless of the methods used, it is important for learners to recognise the need for accuracy when giving information about accidents. This first theme is on verbal reporting.

Materials

Audio equipment

Examples of accident forms and books

Learning outcomes

- 1 To recognise fact and opinion (focus page 2:22, Task 1)
- 2 To give short spoken explanations and descriptions clearly (focus page 2:22, Task 1)
- 3 To learn about types of question and how to respond (focus page 2:23, Task 2)
- 4 To use questions to check and confirm information (focus page 2:23)

Introduction

- Discuss with learners what they understand by the term ‘near miss’ and how this is different from an accident.
- Find out from learners what they already know about reporting accidents at work and use their experiences as the basis for discussion. Ask learners if they are aware of the system used in their own workplaces for reporting accidents and near misses. Their experience of this may be limited, so it is worth having some examples of accident forms and books.
- Ask learners whether the type of accident affects how it is reported or recorded. Make sure learners understand that even minor occurrences must be reported, as, for example,

even a small cut could lead to bigger problems if it becomes infected.

- Before looking at the focus page, ask learners to think about the important things to remember when reporting an accident. List their thoughts on the board.

Focus page 2:22

- There is a lot of text on the page. For dyslexic learners you may want to adapt the page so that the information in speech-bubbles is on a separate page.
- This first focus page is about giving a verbal witness report of an accident. Check the key points at the top of the page against the suggestions on the board.
- Explain to learners that they are going to listen to a witness account of an accident. Play the account and ask learners to think about the key points.
 - **Fact and opinion:** *What is the difference?* Give examples for clarification if learners are unclear. Is the witness account factual? Look at the examples on the page of a fact (marked with a tick) and an opinion (marked with a cross). Pick out the other facts together and write them on the board. These will be useful later when completing the form.
 - **Clear description:** *Is the witness account clear?* Use the script on the page or listen to the audio again. What would make this witness account clear? Talk about relating events in the order in which they actually happened. Agree on the clearest way to report verbally what happened and write this on the board as well.
 - **Relevance:** Make sure learners understand the meaning of ‘relevance’. This may need to be discussed and demonstrated. *Is all the information given about the accident relevant?* Ask learners in pairs to pick out the relevant information. Allow time for discussion. Put agreed points on the board.

- Listen again to the witness account if needed to reinforce the key points on the page.

Focus page 2:23 10

- Read the introduction to the page. Ask learners a mix of simple closed, open and multipart questions on any topic and record their answers.
- Discuss the differences in the answers. Which questions received short answers? Which required more detail in the answers?
- Look at the information on closed questions and the example. Ask learners to think of more examples of closed questions – perhaps requiring just ‘yes’, ‘no’ or ‘I don’t know’ for answers.
- Play the three short questions in the audio clip and ask learners to pick out the closed question. (They might want to hear the questions more than once.) Write the closed question on the board once they have picked it out.
- Read the further accident details on the focus page. Ask learners to find the answer to the closed question written on the board. Write the answer (yes) next to the question. (The answer can be found in the details about where the boxes came from and why they were there.)
- Look at the information about open questions and the example. Point out the difference in detail/length required in the answer compared with the answer to the closed question. Listen to the audio clip of the accident again. Ask learners to listen for what the person describing the accident says Jenny hit her head on. Write this on the board.
- Compare her first description with the fuller description on the page following the open question. Discuss why it is important to have this sort of detail about what Jenny hit her head on.
- Look at the information on questions that require more than one answer. Read the question only at first. Check that learners can pick out the key question words ‘where’ and ‘why’. Ask learners to count the number of questions. Write them as two separate questions on the board.
- Read out the answer from the page. Write the two parts of the answer next to the corresponding questions to show that both questions have been answered.

- Ask learners to pick out the open question words (‘what’, ‘where’ and ‘why’) from the question speech-bubbles on the page. Write these separately on the board.
- Ask learners how many questions there are. Complete the full questions on the board. Discuss them so that learners are fully aware what information is required.
- Read through the tips. Discuss learners’ ideas about phrases that could be used for each of the bullet-pointed items.
- Encourage learners to write these in the empty speech-bubble at the bottom of the page for future reference.

Curric. refs	NOS/NVQ	Key Skills
SLc/L1.3	Unit 002	C1.3
SLlr/L1.1		
SLlr/L1.6		
Rt/L1.2		

Task 1 11

Pick out relevant information from a spoken report of an accident

SLlr/L1.1

Rt/L1.2

- Remind learners of the key points on focus page 2:22. Confirm learners’ understanding of ‘fact’ and ‘relevance’.
- Play the audio clip of a witness account of an accident for gist.
- Discuss anything learners did not follow, especially regarding the language.
- Play the audio clip again, pausing where required by the learners.

If the learner has difficulty

- Break down the task by reading through the account a sentence at a time, picking out what is fact and what is opinion. Highlight the facts. Ask: *Can this be proven?*
- Give examples of language that is often associated with opinion such as ‘I reckon ...’, ‘I guess ...’, ‘I think ...’.
- ESOL learners may require a lot of modelling and examples of the language associated with expressing opinions.

Extension

Ask learners in pairs to describe a favourite item, team or TV programme and to say why they like it. The partner picks out at least one fact and one opinion from what they have heard.

Task 2  **12**

Recognise types of question

SLlr/L1.6

- Play the three questions through once for gist.
- Play the questions again, stopping after each one for the learners to think about what they heard.
- Replay any questions learners want to hear again.
- ESOL learners will benefit from practising the questions.

If the learner has difficulty

- Play question 1 only. Ask learners if they heard one or more questions.
- Play the question again asking learners to listen for question words. (Give them examples such as ‘what’, ‘why’, ‘where’, ‘when’, ‘how’, ‘which’, ‘who’, etc.)
- Discuss their answers and ask how many questions there are.
- Get learners to draw a line from the middle box to the question 1 speech-bubble.
- Play question 2 and ask learners to think about whether the question requires a long or a short answer. If they are not sure, ask them a similar question and get them to answer it. For example, *Was it raining when you came to work?* Discuss their answers.
- Play question 2 again and ask learners to consider the most likely answers (yes, no, a bit, a lot, etc.).
- Make sure learners know that this was question 2 so they can match up the ‘closed’ box to the correct speech bubble.
- Play question 3. Discuss the word ‘describe’, explaining that this indicates that more detail is needed.
- Ask learners to describe a recent event as an example.
- As there should now only be one choice left, allow learners to complete the task.

Extension

Ask learners to think of any more questions they would ask the person describing the accident in order to elicit further information. They can use the written version at the top of the page, listen again to the audio clip, or both.

Reporting accidents – giving a spoken description

Focus

All accidents and near misses at work must be reported by law.

If you are asked to describe an accident, you need to give:

- facts rather than opinions
- a clear description
- relevant details.

Facts rather than opinions
Facts are important for accurate reporting.

- A fact is something that is **true** and can be proved.
- An opinion is what someone **believes** and is not necessarily true.

Jenny had an accident at about 8 o'clock this morning. ✓

I don't think she was properly awake, you know – too many late nights. ✗

Tipped over some full boxes on the floor, she did.

She hit her head as she fell forward. Caught it on the cupboard. Then she fainted.

Clear descriptions
Clear descriptions and explanations help others to understand more about:

- how the accident happened
- what injury was caused
- what action was taken.

I called for the **first aider** and she called the **ambulance**. They're doing some **tests** on her at the hospital, just to be on the safe side.

✓ We were cleaning the kitchen at the time.

✗ I hope she'll be OK. It's a bit worrying.

Relevant details
Some details are important because they give information that is necessary or relevant.
Other details are unnecessary and do not add anything useful.

Tips

- Plan what you are going to say.
- Describe events in the order in which they happened.

Remember!
The clearer your description, the more accurately it will be recorded.

Reporting accidents – giving a spoken description

Focus



If you witness an accident, you may be asked questions about what you saw.

10

If you recognise the type of question you are asked, you will be able to provide the clearest and most useful answer.

Closed questions require only short answers. People often use these questions to check or confirm information.
Give **short, precise** answers.

Did you say she hit her head?

Yes.

What exactly did she hit her head on?

It was the sink cupboard door, which was open at the time.

Open questions require longer answers. People use them to get detailed information.
Answer in as much **detail** as you can.

Sometimes people ask **more than one question at a time**.
Listen for **key question words** to help you answer all the questions!

Where did the boxes come from and why were they there?

There was a new delivery of cleaning products. We hadn't had time to put them away – but we've put them away now.

Tips

If you are not sure what information the other person wants, you can:

- ask the person to repeat the question
- ask the person to explain what they mean
- check that you have understood.

Write some useful phrases here.

Reporting accidents – giving a spoken description

Task

Task 1

11 Listen to the spoken description of an accident.

- 1 Which of these sentences are facts? Tick the facts.
- a Marianne’s cut her finger.
 - b I took her to the first aid room to get it bandaged.
 - c She’s a nice girl but really impatient.
 - d She picked up some broken glass.
 - e I think she needs to pay more attention in safety training sessions.

- 2 Which of the sentences should **not** be included in the description of the accident? Tick your choice.
- a The glass was in pieces on the floor.
 - b I’m more careful, even when I’m in a hurry.
 - c We were in the main office at the time.
 - d It was about 4 in the afternoon.

Marianne’s cut her finger. I took her to the first aid room to get it bandaged. She’s a nice girl but really impatient. I’m more careful, even when I’m in a hurry. She picked up some broken glass. I think she needs to pay more attention in safety training sessions. The glass was in pieces on the floor. We were in the main office at the time. It was about 4 in the afternoon.

Remember!
A fact is something that is true and can be proved.

Tip
Choose the one that does not give any information about the accident.

Task 2

12 Listen to the three questions that the supervisor asks about the accident.

Draw lines to match the question to the question type.

Question 1

Question 2

Question 3

Open

Closed

Asks more than one question

Tip
Look back at the focus page for a reminder of types of question.

PAGES 2:25–2:26

Reporting accidents – written reports

Occupational setting

Accidents must be recorded in the workplace, however minor they appear to be. The usual system is for minor accidents to be recorded in an accident book, where details of date and time, etc. are kept to a minimum. More serious accidents, however, will be reported in full, using RIDDOR forms or a similar work-specific form. Practices for completing these forms vary: in some work settings it is entirely the responsibility of the supervisor to complete the form, whereas in other settings employees at any level are expected to complete accident reports. Recording information clearly and accurately is essential in many aspects of work. Workers share the responsibility with the employer for the safety of those around them. Recording an accident carefully (whether verbally or in writing) may help to ensure that a similar event never happens again.

Materials

Blank accident record from the Source material (0:22)

Completed accident record from the Source material (0:23)

Learning outcomes

- 1 To understand and use the format and structure of an accident report form (focus page, Task 1)
- 2 To record dates and times clearly (focus page, Task 1)
- 3 To distinguish between fact and opinion (focus page, Task 1)
- 4 To judge how much to write and the level of detail to include (focus page, Task 1)
- 5 To proofread work for accuracy (focus page, Task 1)

Introduction

- Discuss learners' experiences of completing accident report forms. Discuss the kinds of accidents that might happen at work, and which ones should be reported. Any accident

that leads to someone being injured must be reported to the employer. The employer decides which accidents need to be reported to the Health and Safety Executive. This means that the employer needs all the facts, as quickly as possible and as accurately as possible. The employer has to report the incident within ten days.

- Discuss accuracy. Write down some sentences about an accident, and ask learners to pick out the most accurate description. The sentences could be relevant to the particular learner, or you could use these:
 - She twisted her ankle.
 - She fell over the step.
 - She was carrying the vacuum cleaner down the stairs when she fell and went over something rotten.
 - She was carrying the vacuum cleaner down the stairs when she missed the last step and fell onto the floor, twisting her ankle as she fell.
 - She was carrying that vacuum cleaner which Dora complained about last year, it's really heavy, and the stairs are narrow too, it must have given her quite a shock, she's a very nervous woman anyway.
- Explain that the information in the form is only useful if it is accurate. Being accurate means including *all* the important and relevant information. Irrelevant details or opinions should not be included. For example, you may know that the weather was fine, that it was the third Monday of the month and that someone else had complained about the vacuum cleaner; however, none of those things caused the accident, so they wouldn't need to be included.

Focus page

- Look at the Blank accident record from the Source material. Read the section headings together. Check which sections should be filled in and which shouldn't. If the person completing the accident form is the person who had the accident, consider what you could write in section 2 (e.g. 'as above' or 'n/a', meaning not applicable); or just leave that section blank.

- Look at the headings in each section in turn. Look at section 1; ask learners to complete this section in pencil or on a blank sheet of paper. In other countries, addresses may be written in a different order from that used in the UK; the date may be written with the month and the day in a different order; and not everyone is familiar with the convention of writing 'am' or 'pm' to show whether the time was in the morning or the afternoon. Practise writing the address in the correct order:
 - number or name of building, followed by name of street
 - name of village or area of town
 - town or city
 - county
 - postcode.
- Go through the date and make sure learners understand which number relates to the month, as dates are written in different ways in other cultures. Give learners a range of dates written in different ways and ask them to write each date in numbers, with the day first, then the month and finally the year.
- Give learners a range of times written in different ways, and ask them to write them using the 12-hour clock and 'am' or 'pm'. Explain that 12:00 pm is noon, and 12:00 am is midnight. Some dyslexic learners have difficulty with analogue clocks and will need extra support for this. They may prefer to work with digital clock times, for example 09:00 (on the focus page) and 12:00 (midday).
- Check that learners know their job titles for the Occupation section.
- Explore ways to learn how to spell difficult or new words on an accident report form. Practise saying words slowly and carefully, breaking them into chunks or syllables. Use a dictionary or a search engine on the Internet, a word processor with spell-checking facilities, or even a mobile phone to check spellings.
- Describe a range of accidents relevant to the learners' workplace, and complete accident reports about them as a group, using the Blank accident record from the Source material on the overhead projector. Ask learners to think carefully about how much information to include, whether the information is accurate and whether they are including facts or opinions.

- Present a completed form with four spelling errors and three key words missed out of sentences. Ask learners to check for the seven errors, explaining they are looking for spelling mistakes and missing words. Learners should do this in small groups in order to support one another.
- Ask learners to read through the Completed accident record from the Source material and allow them to use it as an example when writing their practice reports.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.2	Unit 002	N/A
Wt/L1.4		
Wt/L1.5		
Wt/L1.6		
MSS1/E2.3		

Task 1

Practise filling in sections of an accident report form correctly

Wt/L1.2

Wt/L1.4

Wt/L1.5

Wt/L1.6

MSS1/E2.3

- Explain to learners that they are going to use the information in the task to practise filling in an accident report form. They should read through all the information first before they start to fill it in.

If the learner has difficulty

- There are different strategies here, depending on the difficulty the learner experiences.
- Give the learner a highlighter pen or a different coloured pen. Ask him or her to find and highlight the information that gives the date on which the accident happened. Practise rewriting the date on a separate sheet until it is in the correct format, then support the learner to copy it on to the correct place on the form.
- Follow the same process with the time of the accident.
- Ask the learner to read each statement slowly, looking for words which show that the statement is an opinion. Cross out the opinions as they are found. Check the statements left and highlight or underline the facts. Carefully copy each one on to the form.

- Ask the learner to practise writing their name and address repeatedly until it becomes automatic. Help by writing lightly in pencil and allowing the learner to write over it at first; then write only key difficult words lightly in pencil (e.g. Cambridge, Walthamstow, Wretherington Avenue), in the correct place, so that most of the address is written unaided. Finally ask the learner to write the address entirely on their own.
- If appropriate, allow learners to cut up the information from the task and stick it in the correct positions on the form, copying the words in their own hand afterwards.
- Describe the scenario verbally, then go through the form, asking the learner what you should write in each section. Scribe the learner's words onto the form.

Extension

Ask learners to write a two-paragraph report for management about the accident in the task. The first paragraph should describe the accident, using only facts. The second paragraph should explain their opinion on how the accident could be prevented from happening again.

Theme assessment

Give learners a work-related accident scenario and ask them to complete an accident report form as though the accident happened to them.

Reporting accidents – written reports

Focus

You have to fill in an accident report by law whenever anyone has an accident at work. It has to be a clear and accurate record.

You need to:

- 1 Fill in the form correctly and clearly.
 - 2 Use facts rather than opinions.
 - 3 Check that what you have written is clear.
- 1 Fill in the form correctly and clearly.

Use the section headings to find out which parts to fill in.

If you had the accident and are filling in the report, you only fill in section 1.

Use the headings within the section to find out what information is required and where.

'Occupation' means job. You put the title of your job here.

This section asks you to describe the accident. It is split into:

- where it happened
- how it happened
- what injury the accident resulted in, such as a muscle strain, a sprain, a broken bone or concussion.

ACCIDENT RECORD	
1. About the person who had the accident	
Name _____	
Address _____	
_____ Postcode _____	
Occupation _____	
2. About the person filling in this record	
Fill this in only if you are not the person who had the accident.	
Name _____	
Address _____	
_____ Postcode _____	
Occupation _____	
3. About the accident	
Say when it happened.	
Date _____ Time _____	
Say where it happened. _____	
Describe how it happened and any injury caused.	

Sign and date the record	
Signature _____ Date _____	
4. For the employer only	
Complete this box if the accident is reportable under RIDDOR.	
How was it reported? _____	
Date reported _____ Signature _____	

Tips for writing dates and times clearly

- Dates should be written with the **day**, **month** and **year**. For example, **10th June 2005 = 10/06/05**
- You should show whether the accident happened in the morning (am) or afternoon/evening (pm). For example, 9 o'clock in the morning = 9:00 am

Try this

- 1 How would you write 10th October 2005?
- 2 How would you write 6 o'clock in the evening?

Reporting accidents – written reports

Task

Task 1

You will need the Blank accident record from the Source material.

- Which section would you fill in with your name, address and occupation if you were reporting an accident that you saw happen to someone else?
- Practise filling in this section with your details. Show it to another person for checking.
- The accident happened on 5th March 2005 at 5 o'clock in the afternoon. Write this information in the correct way and in the correct places in section 3 of the form.
- Tick any of the details below that should be included in section 3.
 - The accident happened in the kitchen.
 - I saw it happen.
 - There was cleaning fluid spilt on the floor.
 - Shaila slipped on the fluid.
 - I suspect she wasn't really looking where she was going.
 - She fell on her right arm.
 - I thought she had broken her arm, but it was OK.
 - I think someone had spilt the fluid but hadn't bothered to clean it up, which is typical.
 - She was taken to Casualty.
 - I think it could have been a lot worse than it was.
 - The doctor said that her arm was badly bruised.
- Use the facts from above to complete section 3 of the accident report form.
When you have finished, check it through carefully and correct any mistakes.

ACCIDENT RECORD	
1. About the person who had the accident	
Name _____	
Address _____	Postcode _____
Occupation _____	
2. About the person filling in this record	
Fill this in only if you are not the person who had the accident.	
Name _____	
Address _____	Postcode _____
Occupation _____	
3. About the accident	
Say when it happened.	
Date _____	Time _____
Say where it happened. _____	
Describe how it happened and any injury caused.	

Sign and date the record	
Signature _____	Date _____
4. For the employer only	
Complete this box if the accident is reportable under RIDDOR.	
How was it reported? _____	
Date reported _____	Signature _____

Tips

- Check what information needs to go in section 3.
- Choose the sentences that are facts.

Remember!

Use the headings to help you put the information in the correct places.

Check it

- 1 What does a sign in a blue circle mean?
- A You must do something.
 - B You must not do something.
 - C Something is dangerous.
 - D A safe place or thing. Rt/E3.9
- 2 What colour are signs that tell you about the effect chemicals can have on your health?
- A blue
 - B red
 - C orange
 - D green Rt/E3.9
- 3 What type of fire can a fire extinguisher with a blue label be used on?
- A wood
 - B electrical
 - C fabric
 - D paper Rt/E3.9
- 4 Which of the following is the closest meaning to 'Do not return to the building until authorised to do so'?
- A Go back into the building when you like.
 - B You can only go back inside the building when somebody in charge tells you to.
 - C Only go back into the building when you think the danger of fire is over.
 - D Don't go back inside the building. Rt/L1.5
- 5 What does 'cross-contamination' mean?
- A transferring bacteria from one surface to another
 - B getting angry about dirty surfaces
 - C moving stains from place to place
 - D using colour coded equipment Rw/L1.2
- 6 What does the abbreviation PPE stand for?
- A personal protective equipment
 - B protective personal environment
 - C policies, procedures and endorsements
 - D protecting people's eyes Rw/L1.2

Spillage of body fluids (vomit, urine, faeces or blood)

5.5 Sign and inspect the spillage. Put on a pair of disposable gloves, ideally over rubber gloves. Tackle the spillage by using tools and products from a spillage pack. If you have a pack, cover the spillage with the absorbent granules. Alternatively you may use paper towels or other absorbent materials. Remove the spillage to a contaminated waste bag, preferably with a dustpan.

Use the information on spillages to answer questions 7 and 8.

7 What personal protective clothing should you wear when dealing with this spillage?

A goggles

B disposable gloves

C face mask

D coveralls

Rt/L1.3

8 If a spillage pack is not available, what should you use to cover the spillage?

A a waste bag

B absorbent granules from the spillage pack

C paper towels or other absorbent materials

D a disinfectant solution

Rt/L1.3

9 Which of these is *not* an example of a procedure?

A disciplinary process

B how to evacuate the building

C Health and Safety at Work Act

D applying for leave

Rw/L1.3

10 Look at these statements from an accident report. Which statement is *not* a fact?

A It happened at 6 o'clock on Monday evening.

B I thought she was using too much of that cleaning product.

C I found her on the washroom floor.

D I phoned the ambulance straight away.

Rt/L2.5

Audio

PAGES 2:22–2:23

Reporting accidents – giving a spoken description

Focus page 2:22 9

Jenny had an accident at about 8 o'clock this morning. I don't think she was properly awake, you know – too many late nights. Tripped over some full boxes on the floor, she did. She hit her head as she fell forward. Caught it on the cupboard. Then she fainted. I called for the first aider and she called the ambulance. They're doing some tests on her at the hospital, just to be on the safe side. We were cleaning the kitchen at the time. I hope she'll be OK. It's a bit worrying.

PAGE 2:23

Focus page 2:23 10

What did the ambulance people do when they arrived?

Whereabouts were the boxes and what was in them?

Have the boxes been cleared away now?

PAGE 2:24

Task 1 11

Marianne's cut her finger. I took her to the first aid room to get it bandaged. She's a nice girl but really impatient. I'm more careful, even when I'm in a hurry. She picked up some broken glass. I think she needs to pay more attention in safety training sessions. The glass was in pieces on the floor. We were in the main office at the time. It was about 4 in the afternoon.

Task 2 12

Question 1: Where had the glass come from and did you find it already broken on the floor?

Question 2: Was her finger bleeding?

Question 3: Can you describe exactly how she cut her finger?

Answers

PAGES 2:1–2:3

Signs and symbols

Task 1

1

a 1 and 6

b 4 and 9

2

8 Emergency eye wash

4 Put your litter in the bins provided

5 Fire hose

7 Look out – slippery surface

1 Do not touch

9 You must wear eye protection

3 Fire exit this way

2 Danger – risk of electric shock

6 No unauthorised persons allowed

Task 2

Symbol	Meaning
IRRITANT	Wear protective gloves . If splashes get into the eyes , rinse eyes immediately with cold water.
TOXIC	Ventilate the room before using. Do not swallow . Wear protective clothes.
FLAMMABLE	Keep away from heat . Do not smoke . Do not burn the container after use.
CORROSIVE	Wear protective gloves . Only use on the recommended surfaces .
HARMFUL TO THE ENVIRONMENT	Do not pour down drains or sinks . Dispose of the container carefully.

PAGES 2:4–2:7

Fire extinguishers

Task 1

1

a catches fire easily

b petrol

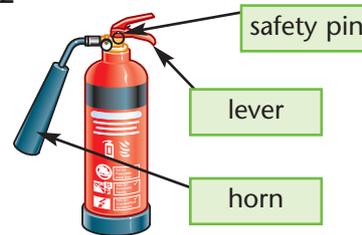
c things you should do

d the bottom

e electricity

f things made of fabric

2



Task 2

2 (foam)

Do not use on:

- electrical equipment
- metal fires

3 water

Use on:

- wood
- paper

4

Carbon dioxide

Task 3

- 1 True
- 2 True
- 3 False
- 4 False
- 5 True
- 6 False
- 7 False
- 8 True
- 9 False

PAGES 2:8–2:10**Fire!****Task 1**

- 1 4 times
- 2 designated place where people gather, such as during a fire alarm
- 3 permitted, allowed, given permission
- 4 fight
- 5 set the fire alarm off
- 6 fire extinguisher and fire hose

Task 2

- 1
 - a Do not run.
 - b Do not panic.
 - c Do not return to the office unless you are told by the fire officer that it is safe to do so.
- 2
 - a leave, (also 'do', 'run', 'panic')
 - b stop
 - c wait (also 'take')
- 3
Break the glass on the fire alarm.

Task 3

- 1 car park Found in: fire evacuation procedures
- 2 the fire officer Found in: fire evacuation procedures
- 3 999 Found in: fire action notice
- 4 the nearest Found in: fire action notice

PAGES 2:11–2:15**Choosing the correct equipment****Focus page 2:11****Try this**

- 1 green
- 2 red
- 3 **red** for the toilets and floors; **yellow** for the wash basins and other surfaces
- 4 blue
- 5 intended to be thrown away after one use
- 6 hygienic

Focus page 2:12**Try this**

- 1 gloves, goggles, overalls
- 2 The label mentions protecting the hands (wear gloves), eyes (wear goggles) and clothes (wear overalls)
- 3 burns through it

Focus page 2:13

These are the hazards in the picture:

- One cleaner is wearing flip-flops while vacuuming the carpet.
- The floor is wet but there is no safety sign.
- A cleaner is standing on an office chair to clean a high window
- A vacuum cleaner cable is stretched across the floor where people could trip over it.
- A bucket has been left on the floor by a door, where people could trip over it.

Task 1

Washroom floor – red mop, red bucket and Disinfectant floor cleaner.

Toilets – red cloth, red bucket (as for floor) and Fresh toilet cleaner.

Sinks – yellow cloth, yellow bucket and Bath and sink spray cleaner.

Task 2

- 1 You should have ticked pictures **a** (face mask), **d** (eye protection - goggles), **f** (yellow rubber gloves) and **i** (overall).
- 2 **c** and **d**

PAGES 2:16–2:17**Health and safety policies (1)****Task 1**

- 1 On the right-hand side
- 2 On the left-hand side
- 3 In the middle

Task 2

It gives you a list of particular publications you can buy for more information about health and safety law.

Task 3

Show your answers to your teacher.

PAGES 2:18–2:19**Health and safety policies (2)****Task 1**

You may have written something like:

- 1 how to clean up spillages
- 2 the equipment to use, what to wear, how to tackle different spillages
- 3 The answer to this question will vary from person to person.

Task 2

- 1 True
- 2 True
- 3 False (dry mop if there is time)
- 4 False (two ways are given)
- 5 False ('third party' means another person)

Task 3

You may have written something like:

Remember to put anything that has waste on it into a waste bag. Put in the disposable gloves you have been wearing last of all.

PAGES 2:20–2:21**Safety data sheets****Task 1**

- 1 16
- 2 HANDLING AND STORAGE
- 3 Section 5
- 4 Hand protection
- 5 No

Task 2

- 2 Regular and persistent contact will dry the skin.

Task 3

- 1
 - a **induce** make happen, bring on
 - b **aspiration** inhaling, breathing in
 - c **dilute** make a liquid less concentrated (thinner) by adding water
- 2 c

PAGES 2:22–2:24**Reporting accidents – giving a spoken description****Task 1**

- 1
 - a Marianne's cut her finger.
 - b I took her to the first aid room to get it bandaged.
 - d She picked up some broken glass.
- 2
 - b I'm more careful, even when I'm in a hurry.

Task 2

Question 1 – asks more than one question

Question 2 – closed

Question 3 – open

PAGES 2:25–2:26**Reporting accidents – written reports****Focus page**

10th October 2005 would be written as 10/10/05.

6 o'clock in the evening would be written as 6:00 pm.

Task 1

- 1 Section 2
- 2 Show your answer to someone else for checking.
- 3

3. About the accident

Say when it happened.

Date 05/03/05 Time 5:00 pm

Say where it happened. _____

Describe how it happened and any injury caused.

Sign and date the record

Signature _____ Date _____

- 4 The accident happened in the kitchen.
 I saw it happen.
 There was cleaning fluid spilt on the floor.
 Shaila slipped on the fluid.
 She fell on her right arm.
 She was taken to Casualty.
 The doctor said that her arm was badly bruised.

- 5 You may have written something like this:

Say where it happened. State which room or place.

Kitchen.

Describe how the accident happened. Give the cause if you can.

I saw it happen. There was some cleaning fluid spilt on the floor. Shaila slipped on the fluid. She fell on her right arm. She was taken to Casualty.

If the person who had the accident suffered any injury, say what it was.

The doctor said that her arm was badly bruised.

Check it

- 1 A
- 2 C
- 3 B
- 4 B
- 5 A
- 6 A
- 7 B
- 8 C
- 9 C
- 10 B