

Health and safety

Introduction to Module 2

Early years practitioners play a role in keeping themselves, their colleagues, the children they work with and others safe at work, confidently managing hazards and assessing risk.

Health and safety information may be given as verbal training or learners may be required to read and follow health and safety policies and procedures. It is important that this information is understood and followed, not only to maintain a safe environment, but also to protect the rights and responsibilities of both the employer and the employee.

The themes in this module support learners to access and follow health and safety information. They include:

- taking notes during training
- reading instructions that include graphics
- reading product labels
- following security and fire procedures
- making emergency phone calls
- reporting accidents and incidents both verbally and in writing
- temperature
- involving children in safety matters.

This module is intended to reflect good practice in a variety of childcare settings such as pre-school playgroups, crèches, nurseries, child-minder provision and schools for a variety of age groups from birth to seven years.

Every workplace will be different and learners will need to apply the skills in this module to their own settings. Where possible, learners should be encouraged to identify similar sources of information at work. The Word version of these materials for Embedded Learning provides opportunities to adapt and customise materials where appropriate.

Early years – Module 2: Health and safety					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Children and health and safety	Ey 2:1–2:2	CCLD 202	Rt/E3.9; Rt/L1.4; Rt/L1.5; Wt/L1.5	HD1/E3.1	C1.2
Supervising children	Ey 2:3–2:4	CCLD 202		N1/L1.7	N1.2
Security	Ey 2:5–2:8	CCLD 202 CCLD 207	Rt/L1.1; Rt/L1.4; Wt/L1.5; SLlr/L1.1; SLc/L1.1; SLc/L1.2		C1.1
Taking notes from training	Ey 2:9–2:10	CCLD 204	SLlr/L1.2; SLlr/L2.1; Wt/L1.1; Wt/L1.2; Wt/L1.4; Wt/L2.4		C1.3
Reading instructions with graphics	Ey 2:11–2:13	CCLD 202 CCLD 204	Rt/L1.2; Rt/L1.3; Rw/L1.2		
Temperature	Ey 2:14–2:15	CCLD 202		MSS1/L1.4; MSS1/L2.4	N1.1
Reading product labels	Ey 2:16–2:17	CCLD 202	Rt/L1.4; Rt/L1.5		C1.1
Fire	Ey 2:18–2:19	CCLD 202	Rt/E3.9; Rt/L1.4; Rt/L1.5	MSS2/L2.1	C1.1
Making emergency calls	Ey 2:20–2:21	CCLD 202	SLlr/E2.6; SLlr/E3.6; SLlr/L1.3; SLc/E3.1; SLc/E3.3; SLc/L1.4		
Reporting accidents and incidents	Ey 2:22–2:23	CCLD 202	SLlr/L1.1; SLc/L1.3; SLc/L1.4; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Wt/L1.6	MSS1/E2.3	

Skills checklist

One essential part of your job is to keep yourself, your colleagues and the children safe at all times. To do this you need to know about and follow training and procedures in your workplace.

The skills listed in the table below will help you think about the skills you already have as well as those you need to develop. 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 later to check any areas where you still need some practice.



Skills for health and safety	Now	Later
Helping children stay safe		
Taking notes during training		
Following written instructions and procedures that include graphics		
Understanding temperature		
Speaking and listening to visitors		
Making emergency phone calls		
Reporting accidents and incidents verbally		
Reporting accidents and incidents on forms		

PAGES 2:1–2:2

Children and health and safety

Occupational setting

As children develop, they can be taught to keep themselves and others safe, confidently manage hazards and assess risk. Practitioners play a role in this. This theme encourages learners to think about the risks to children and the reasons for health and safety legislation. It involves reading information from a table and using graphics to support written information.

It must be emphasised that learners should not attempt first aid without first being trained or accredited.

Useful contacts

Child Accident Prevention Trust www.capt.org.uk

'THINK!' road safety www.thinkroadsafety.gov.uk

Stop Look Listen Live www.hedgehogs.gov.uk

Royal Society for the Prevention of Accidents

www.rospa.com

Rail Safety www.trackoff.org

Materials

Growing hazards table from the Source material (0:06)

Learning outcomes

- 1 To read information from a table (focus page, Task 1)
- 2 To enter information into a table (focus page, Task 1)
- 3 To use graphics to support written information (focus page, Task 1)
- 4 To be aware of potential childhood accidents (focus page, Task 1)
- 5 To consider ways of introducing health and safety issues to children (focus page, Task 1)

Suggested teaching activities

Introduction

Ask learners what the phrase 'health and safety' means to them. Why is legislation needed? How

does it impact on their working lives? What are the responsibilities and rights of any individual? What does it mean to children? In what ways can children be involved in learning about health and safety issues that are of direct relevance to them?

Focus page

- Note that the data used for this theme will date. You may wish to amend/update the statistics using the Word version of these materials provided on the CD-ROM. You could also use this as an opportunity for learners to research current statistics.
- Look at the table of accidental deaths data on the focus page. Discuss how to obtain information from a table.
 - Ensure learners understand the terminology (table, row, column, statistic) and the symbols (< meaning 'fewer than'; the dash in 1–4 meaning 'between', i.e. children aged between 1 and 4).
 - Explain how to use the title and row and column headings.
 - Explain how to track across the rows and up and down the columns.
 - Offer suggestions such as using a straight edge (paper, ruler) as a guide, tracking with fingers or using an L-shaped piece of card.
- Use the techniques to obtain information from the table. Ask questions, such as *How many 1–4 year olds were killed on the roads in 2000? What was the most common cause of death in children under 1?* (Be aware of the total column and the total row.)
- Use the picture to discuss the role of the adult in risk assessment on behalf of the child. What is an acceptable risk for a child? How can children be encouraged to assess the risk for themselves?
- Discuss the poster. How do the graphics add to the message? Is the written message important? How do we as adults use graphics to add to written information? Discuss safety campaigns that learners are familiar with and how they can be used with different age groups.

- Discuss how a rhyme, jingle or song can improve a safety message for a child. If appropriate, introduce the song that goes with the poster by reading out the lyrics:
*You know your street
 And everyone you meet
 You know which dogs bark
 The best way to the park
 Have a laugh each day
 When you know your way
 You know your road well
 But you never can tell
 You've gotta be wise
 You could be surprised
 It's on the roads you know
 Stop. Think. Then go!*
- Round off the discussion by talking about getting a message across by appealing to as many of the senses as possible – for example (on this page): hearing (a song and an adult giving positive information); looking (a poster). Discuss how the senses can be involved in learning about health and safety.

Curric. refs	NOS/NVQ	Key Skills
HD1/E3.1	CCLD 202	C1.2
Rt/E3.9		
Rt/L1.4		
Rt/L1.5		
Wt/L1.5		

Task 1

Locate information in a table and enter information into a table

Wt/L1.5

- Ensure learners have a copy of the Growing hazards table from the Source material. If necessary, enlarge it onto an overhead transparency. Allow learners time to look at the table and discuss the contents.
- Stress that the table shows just a sample of typical events at each developmental stage as well as a sample of typical dangers and hazards; for example, plastic bags may be a danger at several developmental stages as might playground toys. For the purposes of the exercise, typical hazards at typical developmental stages have been selected.

- Remind learners of strategies for locating information in a table. Go through the tips and demonstrate how to use the table to find information.
- Point out the similar strategies used when entering information into a table.
- Encourage learners to think of their own scenarios and solutions and to add these to their answers.
- Once learners have finished, share thoughts as a group.

If the learner has difficulty

- Learners may prefer to work in pairs.
- Remind learners of the strategies for tracking along the rows and up and down the columns. Use another sheet of paper to hide parts of the table so that less of it is exposed at any one time and to support tracking.

Extension

As a group, discuss the safety issues for children within learners' own occupational setting. Under the row headings used on the table, list the dangers and the actions taken to minimise the risks.

Theme assessment

- Ask learners to select a particular hazard, risk or danger and, with a particular age band in mind, compile some materials that could be used with the children to alert them to the dangers.
- Learners may like to search on the Internet for suitable materials, find children's books that deal with the particular topic, compose a ditty, make a poster or set up a role-play scenario. Encourage learners to be creative!

Children and health and safety

Focus

Think about accidents that can happen to children and how they could be prevented.

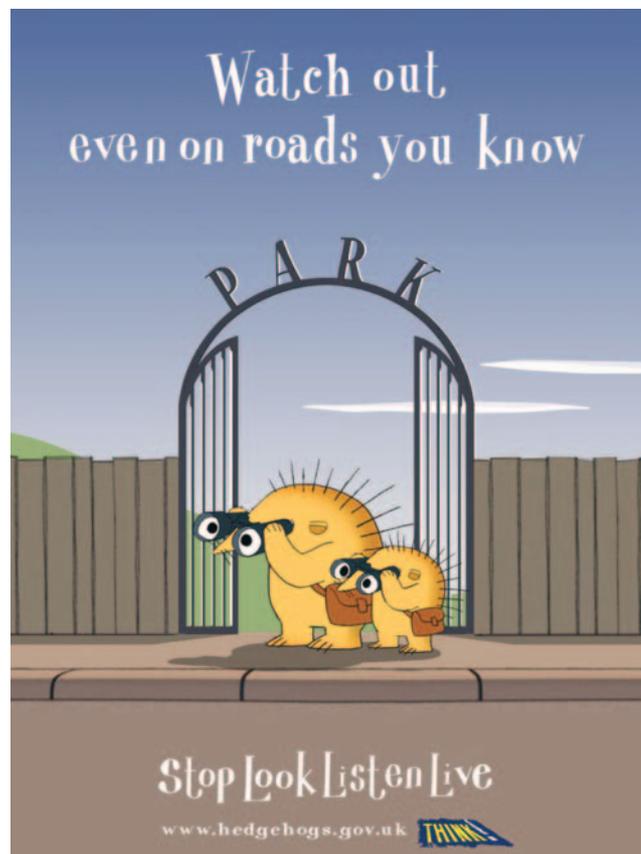
The stuff in these bottles is just for cleaning the floor.



Accidental deaths in childhood, UK 2000					
	Age <1	Age 1-4	Age 5-9	Age 10-14	Total Under 15
Road transport	7	31	48	88	174
Rail/Water/Air transport	0	0	0	1	1
Poisoning	0	3	1	6	10
Falls	2	6	3	6	17
Drowning/Choking/Suffocation	25	41	10	18	94
Other accidents	4	6	12	15	37
Total accidents	38	87	74	134	333

Do whatever you can to keep children safe.

What about when you are not there?
How can you begin to make children aware of how to keep themselves safe?



Children and health and safety

Task

Task 1

- 1 Using the Growing hazards table from the Source material, identify possible dangers to each child. Write your findings in the table below.
- 2 Add some information about how **you** can prevent an accident happening.
- 3 Add any ideas about how you can help the child begin to understand the risks.

Tip

Make sure you know how the table works.

- What is the title for the table?
- What are the headings of the rows?
- What are the headings of the columns?



Rosy



Liam



Lee

Details about the child	Possible danger to the child	What you can do to help prevent an accident	How you can help the child learn about the risks
Rosy is 10 months old. She can walk holding on to furniture. What is the risk of her being poisoned?	<i>She is at the stage where she can open cupboards and may eat or drink things she finds.</i>		
Liam is 13 months old and has just started to walk without help. What dangers might he face while out for a walk with a carer?			
Lee is 3 years old. What suffocation dangers could he possibly be exposed to?			

PAGES 2:3–2:4

Supervising children

Occupational setting

The *National Standards for Under Eights Day Care* specifies the ratio of adults to children in various care settings. As an individual or a member of a team, learners need to be aware of these regulations and understand how to apply them so that children are adequately supervised, whatever the setting. This theme also relates to section 3 of the Common Core of Knowledge and Skills (DfES) *Safeguarding and promoting the welfare of children*.

Materials

Tables or documents to show specifications for different age groups and settings

Cards with graphics of adults and children of different ages for modelling ratios

Dice and A4 paper for Extension activity

Learning outcome

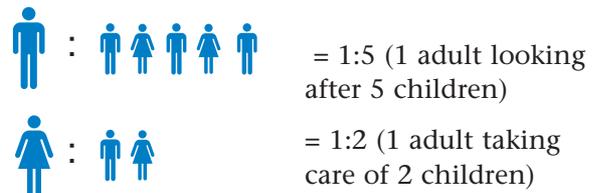
To calculate minimum levels of staff supervision for given adult to child ratios (focus page, Task 1)

Suggested teaching activities

Introduction and Focus page

- To keep learners' attention focussed on the relevant part of the focus page, it may be necessary to cover the parts of the text that are not being addressed.
- Discuss the ratio symbol ':' and how you say a ratio (e.g. 1:4 is said as 'one to four').
- Explain that ratios are used to describe the relationship between the number of adults and the number of children present. A ratio of 1:3 means there must be one adult for every three children. A ratio of 1:4 means there must be one adult for every four children. Ask how many adults and children there will be in a ratio of 1:5. Repeat for a ratio of 1:6 and 1:8. Ask learners to state the ratio of teacher to learners in your group.
- Use illustrations to give a visual representation of the ratio 1:4, as on the focus page. Draw

other ratios and ask learners to match them to ratios written in number form. You could also practise this using cards showing graphics of children and adults so that learners can physically sort these into ratios. Ask them to describe the ratios in their own words, for example:



- Use other everyday examples of ratio to further reinforce the concept (e.g. cooking, diluting drinks, mixing feeds).
- Explain that different ratios are given for different Early years settings and for different age ranges. Ask if any learners work in full day care settings or in childminder settings. Compare the ratios in the two settings. Ask questions that allow learners to interpret the ratios given on the two charts on the focus page: *How many children aged 2 years can one adult supervise in a full day care setting? How many children aged 2 years can one adult supervise in a childminder setting?* (If you have learners who work in different Early years settings, discuss the adult : child ratios specific to them.)
- Discuss settings where many children attend. Point out that the number in the ratios is the highest (maximum) number of children that can be supervised by one adult. An adult can supervise fewer than the number of children in the ratio, but if there is just one child more than the number in the ratio, an extra adult must be available to supervise them. Additional children may be supervised by that same adult until the ratio is reached. Then another member of staff must be brought in, and so on. Model this with the child and adult cards or drawings if learners struggle with this.
- Work through the example on the focus page with learners, explaining each of the steps in the calculation: 21 children can be divided into two groups of 8, with 5 children left over ($2 \times 8 = 16$, and $21 - 16 = 5$). This means that

one adult is needed to supervise each group of eight children, and an additional adult is needed to supervise the remaining five children, which means that three adults are needed altogether.

- Draw attention to the extra rules that apply to each setting. Ensure that learners understand the meaning of 'at least 2 adults must be present'. Ask them to explain this in their own words (no fewer than 2 adults must be present; a minimum of 2 adults must be there; the lowest number of adults allowed is 2; an adult on their own is not allowed).
- Discuss scenarios in which these extra rules would come into effect. For example, ask how many staff are needed in a full day care setting to supervise three children aged under 2 in one room and six children between 3 and 7 years in another room.
- Check that the words 'maximum' and 'minimum' are understood.

Curric. refs	NOS/NVQ	Key Skills
N1/L1.7	CCLD 202	N1.2

Task 1

Understand and use ratios

N1/L1.7

- Discuss the extract from the Employee Handbook at Rocking Horse Day Nursery. Ask how many rooms there are (just one room). Ask how many babies aged between 3 months and 2 years the room is registered for (up to nine babies) and how many toddlers aged 2–3 years the room is registered for (up to twelve toddlers). Point out that there can be fewer than these numbers, but no more than that – they are maximum numbers.
- Discuss the adult : child ratio for each age group.
- Ask learners to draw a quick sketch of the room with the maximum numbers of children attending and with adults supervising them in the correct ratios.

If the learner has difficulty

- Ask the learners to draw or use an illustration of the given number of children and then to circle each set of three (for babies) and each set of four (for toddlers) to work out the number of adults required to supervise them.
- Provide learners with the extract from the handbook, double spaced so that they can illustrate each line before using it to answer the questions. Alternatively, enlarge the extract and cut the information in the second paragraph into two pieces for learners to illustrate separately.
- Some learners may find it useful to start with an illustration of one adult and to allocate to each adult the maximum permitted number of babies or toddlers in the ratio. Drawings or cards could be used to represent the babies and toddlers.

Extension

Play a game to calculate adult supervision.

- Use an A4 size piece of paper (or a similar size picture of a day nursery) as the 'board'.
- Throw one dice to represent the number of babies attending the under-3s unit, then throw two dice to represent the number of toddlers attending the same unit on the same day. (If a dice lands off the board, the number is zero.)
- Record the results.
- Calculate the number of staff required to supervise the unit on that day, remembering the rule that two adults must be present even if very few children attend.

Theme assessment

Ask learners to find out the adult : child ratio for the Early years setting in which they work and any additional rules that may apply. Ask them to work out staffing schedules for several different scenarios based on the ratio and the rules.

Supervising children

Focus

There are regulations to ensure that children are adequately supervised by adults, whatever the care setting.

Ratios tell you the number of children that one adult is allowed to supervise.

1:3 means that **1 adult** is allowed to supervise **3 children**.



1:4 means that **1 adult** is allowed to supervise **4 children**.



Try this

1:8 means that _____ is allowed to supervise _____

Full day care

Adult : child ratios

Children under 2 years	1:3
Children aged 2 years	1:4
Children aged 3–7 years	1:8

At least 2 adults must be present even if very few children attend the setting, and two adults must be present per room during the day.

Childminder

Adult : child ratios

Children under 5 years (as long as no more than one of them is under 1 year)	1:3
Children under 8 years (as long as no more than three of them are under 5 years)	1:6

These ratios include the childminder's own children.

Look for any **extra rules** that may apply. Read them carefully.

Planning supervision

You can use the ratios to work out the number of staff needed to supervise any number of children.

Example:

21 children aged 3–7 years will be attending a full session of day care.

The adult to child ratio must be at least **1:8**.

How many adults are needed to supervise the session?

Divide the 21 children into groups of 8: that's two groups of 8 with 5 children left over, so **3 adults** are needed altogether.

Tip

A drawing may help:

8 children 	1 adult
8 children 	1 adult
5 children 	1 adult
21 children	3 adults

Supervising children

Task

Task 1

Here is an extract from the employee handbook at Rocking Horse Day Nursery. Read it carefully and then answer the questions that follow:

Rocking Horse Day Nursery

The Under-3s Unit

This room takes babies and toddlers from 3 months to 3 years of age. It is registered for up to nine babies (3 months – 2 years) at any one time, with a staff ratio of 1:3, and for twelve toddlers (2–3 years) with a staff ratio of 1:4.

Two adults must be present even if very few children attend the unit.

Tip

The ratios show the **maximum** number of children that 1 adult is allowed to supervise.

- 1 What is the ratio of staff to babies aged 3 months to 2 years? _____:_____
- 2 Work out how many adults are needed to supervise:
 - a nine babies _____ adults
 - b seven babies _____ adults
 - c five babies _____ adults
- 3 What is the **ratio** of staff to toddlers aged 2–3 years? _____:_____
- 4 Work out how many adults are needed to supervise:
 - a twelve toddlers _____ adults
 - b seven toddlers _____ adults
 - c five toddlers _____ adults
- 5 How many staff must there be for eight babies and three toddlers?
_____ members of staff
- 6 Because of staff training, only five people are available to work in the Under-3s Unit. What is the **highest number** of babies and toddlers that can attend the unit on this day?

Remember!

The unit is registered for **up to** nine babies and **up to** twelve toddlers. Draw a sketch to help you work it out.

PAGES 2:5–2:8

Security

Occupational setting

Early years practitioners are responsible for the safety and security of the children in their charge. It is important that they know the correct procedures to follow when dealing with visitors, as well as the extent of their responsibilities and when to call on a more senior member of staff for help. This theme recaps on earlier work on the language of policies and procedures and encourages learners to practise one way of greeting visitors.

Materials

Workplace policies and procedures about security and accepted ways of addressing visitors

Security procedure from the Source material (0:07)

Page from visitors book from the Source material (0:08)

Audio equipment

Learning outcomes

- 1 To recognise the importance of following procedures (focus page, Task 1)
- 2 To give or ask for information in a sensible order (focus page, Task 1)
- 3 To use clear and polite language (focus page, Tasks 2 and 3)
- 4 To check the contents of a form (focus page, Task 4)

Suggested teaching activities

Introduction

- Ask learners for examples of incidents in which security was not adequate or when there were misunderstandings about the rules and procedures. Discuss the potential and actual consequences – some more serious than others.
- Discuss the security arrangements encountered by the learners. Do they have a workplace procedure that deals with all security arrangements? What types of visitors do they encounter? Do they have particular procedures

for greeting visitors? Discuss whom the procedures are there to help. Make sure learners mention children, parents and guardians and staff, and how the procedures help these people. Discuss the health and safety impact of not following procedures (e.g. safety of children).

- Discuss the Security procedure from the Source material. Remind learners of the features of procedures, as discussed in the theme 'Reading policies and procedures' in Module 1 (i.e. lists – may be numbered or bullet-pointed; command words; commands that are conditional on something else happening; words that refer back to things that have been spoken about earlier in the sentence). Get learners to pick out these features from the Security procedure.

Focus page 2:5

- Look at the format of the procedure for communicating with visitors on the intercom. Discuss the sequence: is it meant to be followed exactly, or does it give the key things to include and leave the order up to the reader?
- Discuss communicating with visitors on an intercom. What are the problems here? Technical expertise or poor equipment may be issues. There are often problems understanding what people say. Discuss the kinds of things you would say to a visitor for each part of the procedure. Model speaking to a visitor on the intercom using the ideas from the discussion, including appropriate speed, phrasing and intonation. Include making short notes. Emphasise that these notes are only for the information of the writer and as long as s/he can read them they are OK.

Focus page 2:6

- Repeat the exercise from focus page 2:5. Introduce the Page from visitors book from the Source material.
- Organise learners into pairs, giving each pair a different 'meeting and greeting' situation to role-play. Use cards that show elements of bad practice (on behalf of the practitioner), for example: speaks too quietly or loudly; speaks

too quickly; uses difficult words; speaks rudely or bluntly; greets and asks for information in the least sensible order; forgets to include essential information, etc. The other person is to be a visitor (relative, company representative, professional). Ask learners to practise their role-plays.

- Ask each pair to perform their role-play for the group and discuss what is wrong with each delivery/procedure. Make notes about good and bad practice on the board/flipchart.
- Summarise main points:
 - the importance of understanding procedures so that you can follow them
 - the use of format to decide on the most sensible order to do things in
 - the importance of using clear but appropriate language – use the examples on the focus pages.
- Look at the policies and procedures from learners' workplaces. Read the procedures and make sure learners understand what they mean
 - words or phrases that cause problems can be underlined or highlighted and rewritten to make them clearer. Encourage learners to make their own basic checklist for greeting visitors on the intercom and face to face in their own workplace.
- Provide ESOL learners with suitable phrases and responses to practise.

Curric. refs	NOS	Key Skills
Rt/L1.1	CCLD 202	C1.1
Rt/L1.4	CCLD 207	
SLlr/L1.1		
SLc/L1.1		
SLc/L1.2		
Wt/L1.5		

Task 1

Put speech into an order to match written procedures

Rt/L1.1

- Develop a set of cards of the text in the speech-bubbles.
- Explain the exercise: reading a procedure and ordering spoken phrases. Learners can work in pairs to decide the best order, role-playing what the cards say. Ask learners to identify the instruction words (imperatives) (e.g. 'greet', 'ask').

- Check by asking learners to read out their answers in their chosen sequence.
- Link to procedures in learners' workplaces. Build a bank of useful phrases for use in meeting and greeting.

If the learner has difficulty

- **Difficult words:** encourage learners to look up any words they don't know, e.g. 'greet'.
- **Inference:** some learners (particularly those who are dyslexic) might find it hard to match written and spoken language, as some inference is required. Encourage learners to deal with the ones they can do first. Suggest that learners look for key words that are the same or similar in the text and speech-bubble to help match them up.
- Use role-play to practise greeting visitors, varying the type of visitor. Start with the simplest kind of exchange and build the situation according to learners' skills. Provide ESOL learners with phrases to practise.
- It may be useful for learners to work out a 'formula' for meeting visitors that they can use whether or not there is a workplace procedure.

Extension

- Ask learners to turn their own work procedure for meeting and greeting visitors into a model of what to say and to practise saying it. This could be done with lots of speech-bubbles, a checklist or as a script. Practise meeting and greeting a range of different visitors.
- Practise greeting visitors using role-play situations, varying the type of visitor and whether the visitor keeps to the rules.
- Ask learners to find out what the procedures are for:
 - greeting visitors you do know
 - coming across someone in the vicinity of the building you don't know (maybe an intruder). This could be the subject of a separate role-play.

Task 2 3

Listen to an exchange and judge whether correct procedure has been followed

SLc/L1.1

Rt/L1.1

- Explain the exercise, which involves listening to and evaluating how well three practitioners greet visitors. Remind learners that they will be

listening for tone of voice, whether the practitioner is impolite (e.g. by interrupting) and whether questions are asked in a sensible order. Learners can work on this in pairs and note their responses. Confirm that they need to be able to identify good and bad practice and give reasons.

- Play the audio clip through once to give learners an idea of what they will be listening to.
- Re-play the three situations one at a time, with breaks in-between. Learners discuss and make a note of their answers. (You may want to suggest that they use the headings ‘tone of voice’, ‘polite’, ‘sensible order to judge’.) Play the audio clip again so that learners can confirm their answers.
- Discuss the responses and reasons given.
- You might want learners to try role-playing the three audio clips – provide copies of the audio scripts.

If the learner has difficulty

- Some learners might need to listen to each clip several times. Alternatively, read the scripts at a suitable pace.
- Learners may need some time to think about and write down their reasons. Leave plenty of thinking time between the clips.
- Some learners may require more space to write their answers. This can be done on a separate piece of paper.
- Provide the scripts of the audio clips if the learner needs more help.
- You may need to discuss tone of voice with ESOL learners, who may find this more difficult to pick up. This leads to the issue of what is considered polite and there may be cultural variation here. You could model the same greeting using different tones of voice to distinguish between what is acceptable (professional) and what is not. In considering politeness, model a range of greetings – some acceptable, some bordering on acceptability (e.g. a bit too informal) and some definitely not acceptable. Give plenty of opportunity for practice.

Extension

- Role-play meeting and greeting situations (following procedures) with:
 - visitors you know
 - visitors you don’t know

- visitors who are rude or angry
- visitors who don’t understand you.

- Discuss the differences in the approach and language used.
- Learners could role-play the two ‘incorrect’ audio clips and decide on a better version.
- Ask learners to develop a good practice checklist.

Task 3 **4**

Use appropriate language

SLc/L1.1

SLc/L1.2

SLlr/L1.1

- Listen once or twice to the audio clip of someone using informal, rather colloquial language.
- Discuss in pairs what aspects of this make it inappropriate (over-familiar tone and informal language – ‘Hiya’, ‘helluva’) and what would make the language and tone more formal. Role-play the more formal versions but confirm that it doesn’t need to be too formal. Remind learners of the procedure on the focus page.
- Discuss other pairs’ ideas.
- Explain the importance of thinking about what you are saying and using appropriate language and tone, as well as being aware of what you should say before answering the telephone/intercom.
- If appropriate, ask learners to write a model response in the speech-bubble.

If the learner has difficulty

- **Interpretation:** ESOL learners in particular may need help interpreting the colloquial aspects of the language.
- **Differentiation:** although there is a model answer, ensure learners realise that there are several alternative ways of saying this.

Extension

- Some of the comments in the audio clip are unprofessional. Ask learners what they are (e.g. ‘we’re having a helluva day’; ‘she who must be obeyed’) and why they are unprofessional. Extend this to thinking about the boundaries of what is professional – the need to be cautious in what you say, with colleagues, service users and others, as you may be misinterpreted or give a bad impression of yourself.

- Ask learners to work in pairs or small groups to think of other words or phrases used regularly in their workplace that might cause confusion to new people. These could be colloquialisms, technical words or slang, though learners are not expected to be familiar with these terms. Having made a list, learners can then write these in language that other people would understand.
- ESOL learners will need support to interpret the casual language used in this activity.

Task 4 5

Check the information in the visitors book

Rt/L1.4

SLlr/L1.1

Wt/L1.5

- Play the audio clip as many times as necessary but emphasise that in a real scenario learners will only get one chance to listen, unless they ask questions.
- Emphasise that the notes are for their own information and as long as they can read them back they are OK.
- Learners should check what they have heard and compare their notes with the entry in the visitors book.
- Ask learners to check their answers against the model answer to be sure they have found all the errors.
- Discuss this scenario. What could have been done differently? What can be done now?

If the learner has difficulty

- This task requires learners to listen, make judgements about what they hear and write notes. For some learners this will create overload and the task will need to be broken down. This can be achieved by pausing the audio clip after each exchange, enabling the learner to assimilate and discuss what they have heard before jotting down notes. Emphasise that the notes are for them (the learner) alone.
- Another alternative is to give learners the script so that they do not have to remember everything that was said in the audio. Although this doesn't reflect the demands of listening in the workplace, it will help the learner to make decisions about the responses of the practitioner.

Extension

Ask learners to role-play a similar scenario:

- practise how to ask questions to clarify information.
- practise how to deny access to visitors.

Theme assessment

- Once the tasks and extension work are completed, learners could be observed or taped in workplace speaking-and-listening situations, role-plays or as part of their NVQ assessment.
- Check that learners are able to identify their own workplace procedure for greeting visitors, follow the instructions (in sequence if required), identify whether procedures are being followed (by them, by colleagues) and identify whether appropriate (i.e. formal, polite, clear) language is used. It would be useful to develop a checklist for this, and provide feedback based on this checklist.

Security

Focus

You may have to speak on the intercom, on the telephone or face to face. Make sure you know what to say to a visitor. There will probably be procedures to follow.



Your setting will probably have a policy and procedures relating to security. You should be familiar with these.

2. Safety and Security Policy

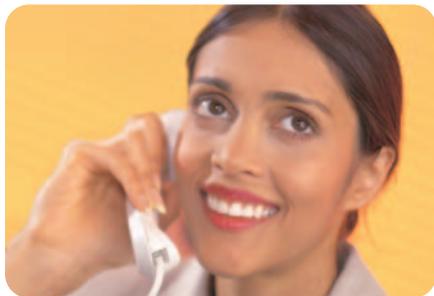
Providing a safe and secure environment for both children and staff is of prime importance at all times and is never compromised. Children will not be left unsupervised in the nursery rooms, outside in the play area or when off the premises.

Security procedure

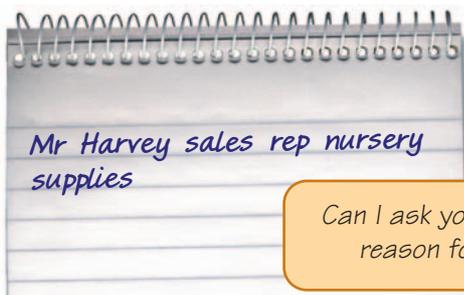
To ensure the safety and security of both staff and children, all staff and parents **must** follow these procedures at all times.

Staff

During session times, all visitors must gain access via the front door and use the intercom.



*Hello.
Little Playmates Nursery.
This is Jo speaking.
I'm one of the nursery assistants.
How can I help you?*



Can I ask your name and reason for calling?

The manager is expecting you, Mr Harvey. If you push the door I'll meet you in the lobby.

I don't have your name in the diary. If you wouldn't mind waiting a few minutes, I'll get the manager to speak to you.

Security procedure 1

Communicating with visitors on the intercom

1. Answer the intercom as quickly as possible.
2. Speak slowly. Say the name of the nursery, your own name and your position.
3. Ask how you can be of help.
4. Listen carefully.
5. Make a note of the caller's name, position and reason for visiting.
6. If the caller is somebody you recognise or expect, press the button to allow them into the lobby.
7. If you do not recognise the caller, politely ask him/her to wait and call the manager to deal with the situation.

Security

Focus

Your setting may have a lot of visitors of all types. Don't forget that *you* are responsible for the safety of the children. Check that visitors are there for a genuine reason.



Security procedure 2

Communicating with visitors you do not know

To ensure the safety and security of both staff and children, all staff **must** follow this procedure at all times.

1. Greet visitors politely as they come in. Smile and make eye contact.
2. Identify yourself.
3. Ask the visitor for their name.
4. Find out what the purpose of their visit is.
5. Ask visitors to fill in the visitors book.
6. Ask them politely to wait while you find a senior member of staff to direct them.

*Hi, I'm Chris.
Can I help you?*

Can I ask your name?

*Do you have an
appointment?*

*Would you fill in your details in
the visitors book, please.*

*Thank you. If you would just
wait here, I'll find somebody
to help you.*

Security

Task

Task 1

Read the procedures on the focus page about communicating with visitors you do not know. Put the spoken phrases in order to match what it says in the procedure. Write a number from the procedure by each speech-bubble.



- Who are you here to see?
- Please sign the visitors book.
- I'm Clare Heart.
- If you'd like to take a seat, I'll get the Senior Practitioner to speak to you.
- Good morning.
- Could I take your name, please?



Task 2

3

Listen to three different practitioners greeting a visitor. Are they following the procedure correctly? Circle your answer and give your reasons.

Practitioner 1

Correct/Incorrect

Reason:



Practitioner 2

Correct/Incorrect

Reason:



Practitioner 3

Correct/Incorrect

Reason:



Security

Task

Task 3

4

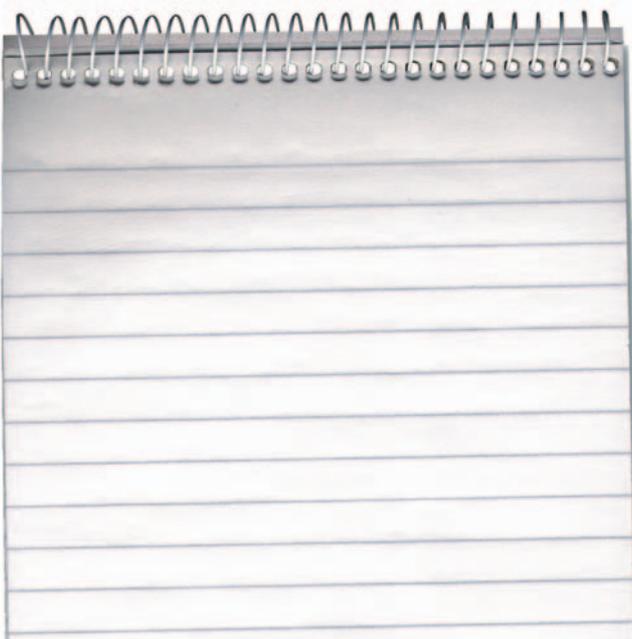
Listen to an example where informal language is used with a visitor. Discuss what would make it better. Complete the speech-bubble.



Task 4

5

- 1 Listen to the conversation between a practitioner and a visitor.
- 2 Make some notes about what the visitor says on the notepad.
- 3 Use your notes to check that the visitor has filled in the page from the visitors book correctly.
- 4 Circle any mistakes.
- 5 Discuss with the group how you should deal with the visitor.



PLEASE COMPLETE IN BLOCK CAPITALS USING BLACK INK

HUSHWINGS NURSERY

Details of person visiting:

First names: MARKS Surname: BERNARD

Company: NURSERY-A-GO-GO

Address: 23 LONG ROAD
WEST HYDE

Postcode: WH23 2PX

Telephone no.: 01234 567891

Reason for visit: SELLING NURSERY RESOURCES

Date of visit: 10/05/06 Time of visit: 11:45

On arrival:

Signature (visitor): B Marks

Date: 10/06/06 Time: 10:45

On departure:

Signature (visitor): _____

Date: _____ Time: _____

PAGES 2:9–2:10

Taking notes from training

Occupational setting

Training and development are important aspects of Early years work today. Most practitioners will have many opportunities for training within their own organisation or externally. Staff will need to read training materials and participate in training sessions throughout their career. Getting the most out of training relies on good listening and note-taking skills. This theme develops the reading, writing and listening skills needed for making notes, either at work or in training sessions.

The focus page introduces several strategies for taking brief notes that can be used for keeping a record of main points from training materials and training sessions. Other strategies used by learners should be shared and valued. Teachers should consider the learning preferences of individual learners when thinking about study skills.

Materials

Abbreviations and symbols cards from the Source material (0:09)

Meanings cards from the Source material (0:10)

Reusable adhesive

Example notes from the Source material (0:11)

Audio equipment

Learning outcomes

- 1 To identify the purpose of taking notes (focus page)
- 2 To introduce and experiment with different note-taking strategies (focus page, Task 1)
- 3 To listen for key information (focus page, Task 2)
- 4 To practise making own notes (focus page, Task 2)

Suggested teaching activities

Introduction

- Discuss where note taking could help learners in their jobs (e.g. training sessions, induction material, telephone messages, observation).

- Point out that having a personal method of note taking can be useful both when the learner is required to listen and take notes and when s/he is required to read and take notes.
- Discuss the general purposes for taking notes: memory prompts, helping understanding, quick reference of main points. Identify the features of notes and make sure learners are clear that notes should be brief and should summarise information, not repeat it.
- Confirm that, whilst good notes are really useful, poor notes can lead to problems later on, particularly if you cannot understand what you have written or if you didn't quite understand the information in the first place. Taking or making good notes requires good understanding of the information and lots of practice.
- Discuss any note-making/taking strategies that learners already use and any difficulties they have experienced. Make sure learners' contributions are valued.
- Encourage learners to experiment with a range of strategies and emphasise the importance of finding a way of making notes that suits the individual – both writing information down and reading it back later. There are lots of ways to make note taking easier, but not all methods suit everyone.
- Some learners may like to record training sessions and make notes from the recording later. Discuss the need to speak to trainers about this.

Focus page

- Ask learners to write down a text message to 'send' to another learner as if on a mobile phone (alternatively get learners to text each other). The recipients read the message aloud. Discuss the different ways of representing words – combinations of symbols, shortened words, letters and numbers to represent words (e.g. 'gr8' for 'great', etc.). Demonstrate the use and construction of abbreviations using workplace examples.

- Ask learners what these common abbreviations mean – e.g., i.e., etc. Support learners to look these up in the glossary. Put them into sentences on the board/flipchart to illustrate how they are used.
- Go through the strategies shown in the blue box, discussing the examples and asking learners for more examples. Pay particular attention to the strategy of leaving out words, as this requires a good understanding of sentence structure.
- For further symbols practice, cut up the Abbreviations and symbols and Meanings cards from the Source material. Ask learners to see how many they can match up. This could be done in small groups or as a whole group using reusable adhesive to stick the cards onto a board or flipchart.
- Go through the strategies outlined in the green box. Discuss how highlighting and underlining are useful ways of making important things stand out.
- You may want to discuss appropriate occasions for using numbers, letters or bullet points in lists. For example, numbers are appropriate if things have to be done in a particular order. It is a good idea to use bullet points if the person starts to say things like ‘first you need to do ...’.
- Pay particular attention to use of dashes and arrows to link ideas, as this requires a good understanding of sentence structure.
- Explain the importance of giving all notes a clear heading for quick reference.
- Give learners copies of the Example notes from the Source material. Ask them to decide which of the strategies shown on the focus page is used in each example. This exercise can be done in small groups or as a whole group discussion.
- Emphasise that notes are just for the learner to read and therefore that accurate spelling is not important – unless a new technical word is used that the learner needs to remember (this is outlined in the tip box).
- Point out that the same techniques can be used whether the learner is listening and taking notes or reading and making notes.
- ESOL learners may prefer to make notes in their own language.
- Dyslexic learners frequently have problems with taking and making notes and will need a lot of practice, or alternative strategies, as outlined in the orange box.
- Read the other ideas for note making in the orange box (e.g. recording training sessions, creating spidergrams for notes, using pictures or diagrams).
- Make a spidergram on the board on a learner-chosen topic.
- Create a group mind map as follows.
 - Discuss the topic with the group and encourage learners to record ideas on sticky notes or pieces of paper.
 - Collect all the ideas together.
 - Sort through the ideas together and put them into broad categories or idea sets. This physical activity enables learners to move ideas (notes) around until they are happy with the groupings. Give each category a heading.
 - Create a map radiating from the main discussion topic, with each category representing a branch. These should be clearly named and colour coded.
 - All the ideas/words contributing to each branch should also be represented in words and pictures within the same colour code.
 - The idea of the map is to represent all aspects of the topic in an ordered and graphical format so that it is easy to visualise and remember.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.1	CCLD 204	C1.3
Wt/L1.2		
Wt/L1.4		
Wt/L2.4		
SLlr/L1.2		

Task 1

Replace highlighted words with abbreviations, numbers and symbols; re-write notes as a list

Wt/L1.1

Wt/L1.2

Wt/L1.4

- Discuss with learners when it is appropriate to write in note form.
- Confirm that abbreviating words is one strategy to use when taking notes in training or work settings.

- Encourage learners to use different methods to shorten the highlighted text. Point out the tips.
- Encourage learners to draft work before writing it up, in case they make errors of fact.

If the learner has difficulty

- Remind learners that there is no ‘right way’ to do this – stress that the aim is to make notes they can read *for themselves*.
- Encourage learners to work through the text methodically, a sentence at a time.
- Make sure learners understand the more difficult words in the text.
- Go through the tips and make sure learners understand what they have to do – go through one example with them from the task.
- Read back the notes to learners and ask questions to check they can understand the notes they have made.
- Learners with limited or poor experience (e.g. ESOL learners and some dyslexic learners) may struggle with this task, as it requires some phonic skills (B4 = before) and an understanding, for example, that ‘comm’ is an appropriate abbreviation for ‘communication’, whereas ‘co’ might not be, as it could be confused with the abbreviation for ‘company’. These learners will require structured support to complete this task.

Extension

Ask learners to compile a list of abbreviations (with their meanings) that they need for work. Learners can test each other on these.

Task 2 **6**

Complete notes of instructions from a training session

SLlr/L2.1

Wt/L2.4

- Make sure learners understand that the notes are based on the instructions that they are about to hear, but two of the instructions have been left out.
- Read through the instructions and make sure learners understand the meaning.
- Learners might already be aware of hand washing practices and be able to predict the sort of information that is missing from instructions 6 and 8.
- Point out the tips.

- Play the audio clip through once, for gist, then again for learners to listen for the key order words.

If the learner has difficulty

- Remind learners that they are listening out for two instructions.
- Learners might prefer to work in groups so they can jointly pick out the details.
- Read each instruction from the audio script one by one, pausing between instructions for learners to search for them on the page. That way, they should be able to pick out which ones are missing.
- Play the audio clip again, or read out the script, stressing the highlighted words.
- Encourage learners to listen for emphasis, as important information is often emphasised (stressed).
- Ask learners questions about what they heard.
- Learners may prefer to write the missing instructions in full first on a separate piece of paper before making them into note form.
- ESOL learners might need more practice in listening and help with the vocabulary in the audio.

Extension **7**

- Ask learners to discuss and pick out the note-taking/making strategies used in the notes, including their own. Play the audio clip again so that they can compare the full points and the notes. Do they have any other strategies for making listening and note taking easier?
- Listen to more of the training session. Make a note of the things that should and should not be done under the headings ‘do’ and ‘don’t’.

Theme assessment

Learners can work in small groups. One learner describes a process, procedure or instructions applicable to their place of work (e.g. the fire drill). Listeners have to make notes using the skills they have learnt, and then report back the same information from their notes.

Taking notes from training

Focus

By taking notes in training sessions, you can keep a record of the key points to refer to when you need to. There are strategies you can use to help you make notes quickly.



- Use **abbreviations** (shortened words). To shorten words you can:
 - use the **first few letters** of the word – for example, prob = problem
 - use the **first and last letter** of the word – for example, yr = year
 - use just the **capital letters** for titles – for example, National Vocational Qualification = NVQ
 - use an **apostrophe** to show letters have been left out – for example, you are = you're.
- **Leave out words** that do not change the meaning of the text such as: **and the are as to is which**
- Use **symbols** in place of words. Symbols are marks that have a meaning – for example, + means *plus* or *more*.
- Use **numbers** and **letters** in place of words, like in text messages.

- Use a **highlighter** pen or underline the important parts you want to remember.
- Write your notes as a **list** of short main points using **numbers, letters** or **bullet points**.
- Use **dashes** or **arrows** to link ideas.
- Use **headings** to remind you what each section is about and to organise the notes.

Here are some more ideas.

- Write your notes as a spidergram.
- Make a mind map.
- Use pictures and diagrams to help you remember.
- Record training so that you can listen again at your own pace.

Tip

Make sure:

- you understand what you have to take notes about
- your notes make complete sense to you.

Remember!

- You can use a combination of all these techniques.
- Use the same techniques, whether you are making notes about something you have read or heard.

Tip

Don't worry about spelling in notes – unless it is a new technical word you need to remember.

Taking notes from training

Task

Task 1

- 1 Rewrite the passage below, replacing the highlighted words with abbreviations, numbers or symbols. Use a separate piece of paper.

Food handling

It is important to be up to date with food-handling practices because of the risk of contamination. Wash your hands thoroughly before touching food and clean any equipment (for example, knives and surfaces) before preparing food. Also, keep and serve food at the correct temperature. Always check that food is not out of date.

Tips

- To make abbreviations, use the first few letters of the word.
- Leave out words that are not important to the meaning.
- Read your notes to make sure they make sense.

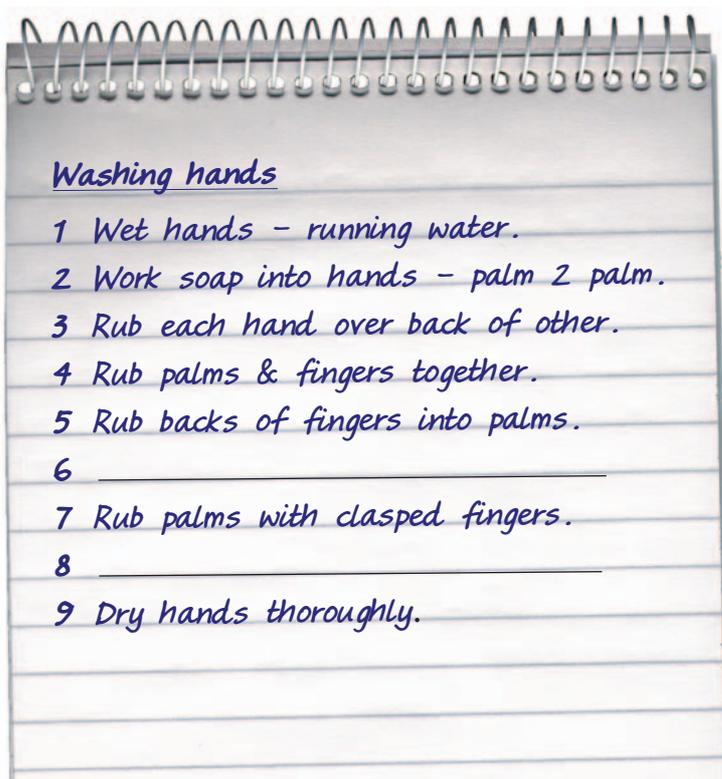
- 2 Now make your notes into a **bullet-pointed** list of things to do.



Task 2

6

- Listen to the trainer giving instructions about hand washing. Write in the two missing instructions to complete these notes.



Tips

- Listen for key **order words** such as 'first', 'then' and 'next'.
- Keep the notes as short as possible but make sure you can read them.
- Use your choice of note-making strategies.

PAGES 2:11–2:13

Reading instructions with graphics

Occupational setting

Health and safety and child welfare are key concerns in Early years, and all Early years practitioners are required to undertake some basic first aid training. Practitioners may also go on further training courses. This theme contributes to enhancing understanding of written instructions that use graphics, such as those found in first aid books and manuals. It also contributes to an understanding of the language and text features used in written instructions. This theme supports Section 3 'Safeguarding and promoting the welfare of the child' from the *Common Core of Skills and Knowledge for the Children's Workforce* published by the Government (non-statutory guidance document). It must be emphasised that learners should not attempt first aid without first being trained or accredited. It is also advisable to check current guidance before attempting this module. Any alterations can be made on the Word versions of the materials provided on the CD-ROM.

Materials

Pages from Source material:

- Dislodging a blockage (0:12)
- Resuscitation (0:13)
- Dealing with a cut (0:14)
- Recovery position (0:15)

Doll for practical demonstration

Examples of work instructions that include graphics and, if relevant, some that are purely graphical

Learning outcomes

- 1 To consider some textual features and language of instructions (focus page)
- 2 To understand that pictures can enhance written instructions by illustrating a point or process visually (focus page, Task 1)
- 3 To infer meaning from images (focus page)
- 4 To link illustrative graphics to key words or phrases in instructions (focus page, Tasks 1–3)
- 5 To use graphics to help follow sequential instructions (focus page, Task 2)
- 6 To recognise that pictures can help to explain difficult words in instructions (focus page, Task 3)

Suggested teaching activities

Introduction

- Discuss accident scenarios that might occur with children; also discuss the sort of first aid Early years practitioners will be expected to perform and the sort of first aid that only trained first aiders should perform.
- Discuss the consequences of mishandling a situation or of following first aid instructions incorrectly.
- Explain to learners that they will be looking at some examples of first aid instructions in order to think about strategies they can use to help them follow written instructions.
- Give learners copies of the instruction card 'Dislodging a blockage' from the Source material (top left box, 0:12). Explain that the instructions describe what to do if a baby is choking on something.
- Ask learners what their immediate reaction is to the instructions – are they clear?
- Explain that the instructions are quite complex. The paragraph is made up of several parts – the first thing they are going to do is to break the paragraph into parts to make them clearer.
- Ask learners for ideas on how to divide up the parts of the instruction or procedure.
- Show learners the instructions written as separate sentences (also on 0:12).
- Ask learners what is different about the last sentence. (It contains two separate instructions, something not to do and something to remember; it provides extra information and is not part of the actual procedure for dislodging the blockage.)
- Remove this last sentence so that learners are left with the three main steps.

- Ask volunteers to demonstrate each instruction using the doll.
- Discuss whether the descriptions are clear enough and what the difficulties might be of following written instructions. (The reader has to use their imagination to ‘picture’ things and may not do this accurately.)
- Give learners the graphic (bottom of 0:12) that illustrates this instruction. Discuss the ways in which it helps you to follow the instruction.
- Discuss which parts of the instruction it doesn’t illustrate or make clear (e.g. the number of times to thump the child’s back).
- Ask learners to consider what could be added to the graphic so that it covers all the instructions.
- Summarise by pointing out that you need *both* the written words and the graphic to follow the instructions properly.

Focus page

- Introduce the instructions about chest compression and point out that learners will not carry out chest compression in their place of work unless they have been properly trained to do so.
- Read through the instructions.
- Work through the discussion points. Start by encouraging learners to divide the instructions into steps, as in the introduction. Use these together with the graphic to stimulate the next three discussion points. (The first four bullets repeat the process covered in the introduction but should be more learner-led this time.) If preferred this activity can be done in small groups who then report back to the whole group.
- As a whole group, discuss the last point, thinking about the arrow on the picture and how it gives an idea of the meaning of ‘depress’.
- Ask learners to underline in the instructions the action words such as ‘find’ and the parts of the body. Explain that these are key instruction words because they define what you must do and where you must do it.
- Direct learners’ attention to the diagram for resuscitation (which is also provided in the Source material). Read through the task box and ensure learners are clear that they are to try writing some instructions to go with the illustration.
- Make sure they understand the meaning of ‘resuscitation’ and what its purpose is.
- Assure learners that this is not a test of their knowledge but a test of how clear an illustration is on its own.
- Put learners into small groups for this task and allow them time to write down their instruction in any preferred way.
- Give learners a copy of the instructions from the Source material and ask them to compare it with their own instructions.
- Finish by discussing what they could and could not learn from the graphic alone (in other words what information the written instruction gave them that the picture did or could not).
- Give learners copies of the graphics for Dealing with a cut from the Source material.
- Introduce the graphics and explain that they are simple drawings to show step-by-step instructions for dealing with a cut. Discuss the pictures and ask learners to predict the instruction that might accompany each graphic. Write down the group’s consensus on the instruction for each graphic.
- Give learners the cards of the written instructions from the Source material. Are these similar to the learners’ instructions?
- Ask learners to put the instructions cards in order physically, referring to the graphics as a guide.
- Complete this section by pointing out that although some people might feel they gain more from the written descriptions than from graphics or vice versa, it is best to use both where they are available to gain a fuller understanding.
- You may like to show learners other work-related examples that just use graphical information, just written instructions or both. (Self-assembly furniture often comes with diagrams only, some of which are quite hard to follow without any instructions.)
- Some learners may have suggestions as to how the graphics could be improved.
- You can find some interactive tests based on scenarios such as choking and resuscitation on the following web link:
http://www.bbc.co.uk/health/first_aid_action/hs_child/hs_choke.shtml

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	CCLD 202	N/A
Rt/L1.3	CCLD 204	
Rw/L1.2		

Task 1

Match a graphic to a written instruction

Rt/L1.3

- Explain to learners that they should take time to study the picture carefully before making their choice.
- Remind learners to tick their choice of answer.

If the learner has difficulty

- Go through each instruction, asking learners what they might expect to see in a picture illustrating that instruction.
- Make sure learners understand the language used and the meaning of the whole instruction.
- Ask learners questions about what they see in the picture to help them compare this with the descriptions given in the written instructions.

Extension

Ask learners to add more description to the instructions, explaining the positions of both the casualty (child) and the person checking for breathing.

Task 2

Use graphics to put written instructions into the correct order

Rt/L1.3

- Give learners copies of the Recovery position graphics from the Source material.
- As a point of safety, point out that these graphics show the recovery position for a child, *not* a baby. Learners should also be aware of the need to support the head.
- Remind learners that each instruction may have more than one part to it, so they need to read the whole instruction before making their choices.
- Make sure learners are clear that the graphics are in the right order but the written instructions are out of order.
- Remind learners to look carefully at the pictures and match what they see with the instructions. Suggest that they write the number of the graphic next to the instruction in pencil in case they change their minds.

If the learner has difficulty

- Read through each part of each instruction separately so that learners are not trying to take in too much information at once. Encourage learners to highlight or underline key words or phrases that they can look for in the pictures.
- Go through each instruction, asking learners what they might expect to see in a picture illustrating that instruction. It might help learners to try to physically copy the instruction first.
- Make sure learners understand the language used and the meaning of the whole instruction.
- Ask learners questions about what they see in the picture to help them compare this with the descriptions given in the written instructions.

Extension

- Ask learners to now have a go at following the instructions using the written instructions first, then the graphics.
- They can discuss which they found easier or whether a combination of the two was best, etc.

Task 3

Use graphics to help complete and read technical words in instructions

Rt/L1.3

Rw/L1.2

Question 1

- Make sure learners are clear that the words to fill the gaps are to be chosen from the box below the instructions. (Only five of the words will be used.) Each word can only be used once. Suggest to learners that they cross off each word from the list in pencil as they use it.
- Remind learners to study the graphic carefully to help with choosing the words.
- Suggest that learners fill in the words in pencil and then read them back to check for sense.

Question 2

- Explain to learners that they should study the graphic carefully and decide which part of the body the 'sternum' is, as illustrated by the picture.
- Make sure learners know that they are to write the instruction again in their own words, replacing the highlighted word with their chosen word, so that other people can follow the instruction.

- At the end, ensure that all learners know that the sternum is the breastbone. Explain that it is vital to be precise with first aid, which is why training is essential and only qualified people should do it. (They may need to do such training in the future.)

If the learner has difficulty

Question 1

- Some learners may need extra support to understand the sentence structure, especially in the first instruction. Encourage them to first pick out what they see in the picture, including parts of the baby's body that are in contact with the adult's hands.
- Go through the written instruction in the learner's preferred order and allow learners to experiment with each word if necessary, referring back each time to the picture as a check, making their final choice by a process of elimination.
- For each instruction, point to or get learners to point to the part of the picture being described.
- Encourage learners to read their instructions and check for sense. They can compare answers.

Question 2

- Make sure learners understand the term 'heel' and ask them to demonstrate on their own hands.
- Ask learners to describe what else they see in the picture, especially which part of the child's body the heel of the hand is pressing.
- Read the instruction out again, replacing the highlighted word sternum with the part of the body they suggested. Ask learners if they agree that their version means the same thing. Further information can be found at <http://www.resus.org.uk/pages/citizen.htm#child>

Extension

- Ask learners to find examples of instructions with graphics used at work, such as for mixing or using products (food or cleaning labels), operating fire extinguishers, hand washing, nappy changing.
- Discuss and decide which one is the most helpful, explaining why.

- Ask learners to pick out the least helpful and suggest how the graphics or instructions could be changed or adapted to make the instructions easier to follow.

Theme assessment

Ask learners to find other instructions from the workplace that do not make use of graphics and to design some graphics to illustrate the instructions, re-writing the words if necessary.

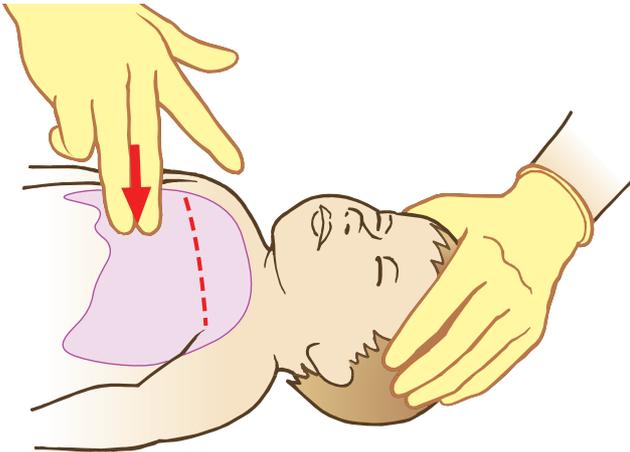
Reading instructions with graphics

Focus

Some instructions include graphics or pictures to help you follow them.

Chest compression

First you should find the centre of the baby's breastbone. This is between the baby's nipples. Then measure approximately one finger's width below the centre point. Now depress the chest between 1 and $2\frac{1}{2}$ cm using the third and fourth fingers of your hand. Do this five times quickly.



Discuss

- How many parts are there to this instruction?
- Which parts are illustrated clearly by the graphic?
- Why are certain parts not illustrated by the graphic?
- Could anything have been added to the graphic to help illustrate these parts?
- How does the graphic help you understand the instruction word 'depress'?



This graphic shows resuscitation of a baby who has stopped breathing.

Discuss what instruction you think would go with this. Include as much detail as you can.

Look at the graphics for Dealing with a cut from the Source material. Put the written instructions in order.

Reading instructions with graphics

Task

Task 1

Tick the instructions that the graphic illustrates.

- Check the mouth for obstructions.
- Look to see if the chest rises and falls.
- Feel for breath against your cheek.
- Feel for the pulse on the side of the neck.

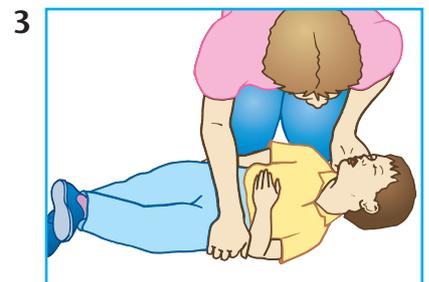
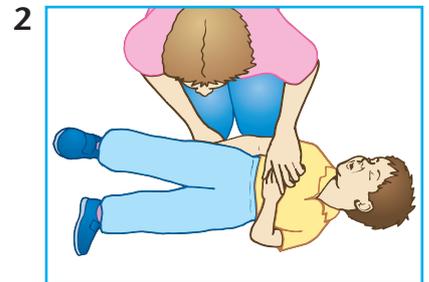
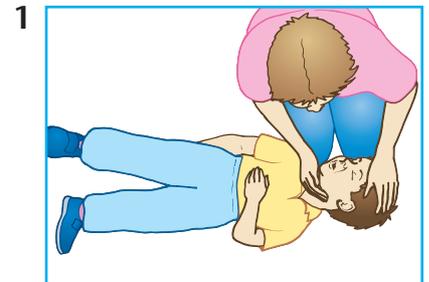


Task 2

Look at the Recovery position graphics from the Source material.

Put these written instructions into the correct order by numbering the boxes.

- Cross the child's legs, putting the leg furthest away from you on top. Take hold of the child's waist and shoulder.
- Put the child's arm that is closest to you under his bottom and bring the other arm across his chest.
- Roll the child gently towards you onto his side. To stop the child rolling back over, bend his top leg so that his knee rests on the floor. Place his top arm in a similar position and release his lower arm.
- Gently move the child's head to one side and tilt his chin to help open the airway.



Reading instructions with graphics

Task

Task 3

- 1 Look carefully at this graphic. Fill in the missing words in this instruction using words from the box below.

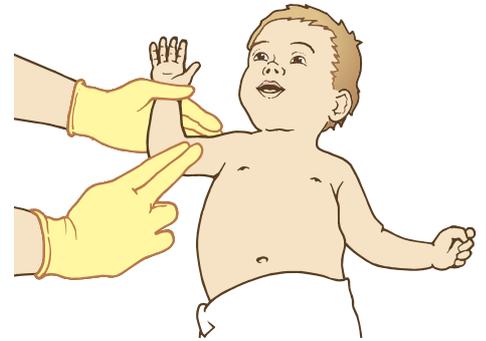
To check the baby's pulse, press two fingers towards the bone of the upper arm, above the _____.

Lay the baby on her _____.

Take hold of the baby's _____.

With your other hand, put two _____ on her _____.

arm chin head back elbow bottom
fingers mouth ears hand



- 2 Look at this graphic of a child being given chest compression. Work out the meaning of the highlighted word in the instruction beneath it. Tick your choice.

a breastbone b lung c nipple

Re-write the instruction using the simpler word.



Press the **sternum** with the heel of one hand at a rate of 100 per minute.

PAGES 2:14–2:15

Temperature

Occupational setting

In childcare settings it is necessary to monitor room temperature, and Early years practitioners must be able to check if a child is feverish. It may also be necessary to monitor food storage temperatures.

Materials

Several different types of thermometer, including tube thermometers and digital displays

Samples of food (for example frozen peas and a cup of tea)

Learning outcomes

- 1 To know how to read different types of thermometer (focus page, Tasks 1 and 2)
- 2 To understand that the Celsius scale is the standard temperature scale (focus page)
- 3 To read temperature scales to the nearest labelled or unlabelled degree (focus page, Tasks 1 and 2)
- 4 To know how to check temperature against recommendations and rules (Task 3)

Suggested teaching activities

Introduction

Explain that when caring for young children, it is important to maintain a safe and healthy environment, and that monitoring the temperature of the environment will be a necessary part of that.

Focus page

- Ask learners where they have seen thermometers used in their own workplace. Ensure that learners consider all aspects of health and safety, including room temperature, food safety and children's health.
- Ask learners about the types of thermometer they have encountered. Most learners will probably have seen a standard glass thermometer. Show learners examples of other types, such as digital thermometers and forehead thermometers.
- Ask learners what the advantages of using a digital thermometer are. (It is more accurate and easier to use because you do not have to read a scale.) Check that learners understand the display and can record temperatures in this format.
- Discuss the scales used on the different thermometers. Ask what the letters C and F stand for (Celsius and Fahrenheit). Explain that the standard scale used in the UK is the Celsius scale, where the freezing point of water is 0°C and the boiling point is 100°C. *Does anyone know what the freezing point of water is on the Fahrenheit scale? (32°F) Can anyone suggest why the Celsius scale is now more widely used than the Fahrenheit scale? (It is simpler and more logical to have freezing point at zero so that only minus temperatures are below freezing.)*
- If necessary, draw a simplified thermometer as a vertical number line, showing zero and the relationship between the positive and negative temperatures. Ask simple questions to reinforce understanding, for example, *The temperature is 3°C at 6 o'clock in the evening. By midnight it has fallen by 4°C. What is the temperature at midnight? (-1°C)* This provides an opportunity to discuss the concept of range, e.g. *'The range of temperature between 6 pm and midnight is 4°C.'*
- You could also use your drawing to give learners practice in reading temperatures. Point to different values on the number line and ask what that temperature is.
- Make your number line more difficult to read by numbering only the tens (i.e. 0, 10, 20, 30, etc). Show that the tens are most likely to have ten small unnumbered divisions between them. *What is the value of one small division? (1°C)* Practise reading temperatures from this new number line.
- Now go on to use thermometers to take readings. Ask learners to take their own temperature using a forehead or a clinical

thermometer. Write all the temperatures taken on the board and again work out the range with learners.

- Provide some samples of food at different temperatures so that learners can use a digital food probe. Find out the temperature of the room you are in and the temperature outside the building.
- Go on to discuss some of the rules and guidelines relating to temperature in childcare situations. For example, *What is normal human body temperature?* (Between 36.5°C and 37.5°C) *What are the dangers of having a high temperature, especially for babies and young children?* *What is the ideal temperature for a room in which children are playing and sleeping?* (About 18°C) *What is the recommended temperature for a freezer to operate at?* (–18°C or below) *What is the recommended temperature for refrigerators?* (2–5°C) Ask learners whether they have used any other guidelines in their own work.
- Some learners may be dealing with food storage and/or cooking. They will have completed the food hygiene certificate and should know the temperatures for food storage and cooking.

Curric. refs	NOS/NVQ	Key Skills
MSS1/L2.4	CCLD 202	N1.1
MSS1/L1.4		

Task 1

Know how to read a thermometer

MSS1/L1.4

MSS1/L2.4

- Explain the task and ensure that learners know how to write down their answers.
- Remind learners that the thermometers are numbered in tens and there are ten unnumbered divisions in between, so each small division is 1°C.

If the learner has difficulty

- Does the learner understand how to read the temperature from a scale?
- If necessary, use a drawing to demonstrate how to count on from numbered divisions.
- Learners who experience a lot of difficulty with the concept of temperature and the practicalities of interpreting a scale will benefit from more practical experience using a range of thermometers. Support can also be provided

with *Skills for Life* Numeracy materials, Entry 3 Unit 9.

Extension

Ask learners to measure the temperature in different rooms in their place of work or at home and to record their findings.

Task 2

Know how to read and interpret a digital thermometer

MSS1/L1.4

MSS1/L2.4

- Explain the task and ensure that learners know how to write down their answers.
- Remind learners how to use a forehead thermometer.
- Remind learners that normal body temperature is between 36.5°C and 37.5°C.

If the learner has difficulty

- Does the learner understand how to read the temperature from a forehead thermometer?
- Does the learner understand how to interpret the temperature ranges?
- If necessary, work through the task together.
- Provide a range of scenarios that learners can discuss together and categorise as high/low/normal.

Extension

Ask learners to take their own temperature in two different situations, using a forehead thermometer (e.g. when sitting down watching TV and immediately after walking home from work or jogging). What is the difference between the two temperatures?

Task 3

Know how to check a temperature against recommendations and rules

MSS1/L1.4

MSS1/L2.4

- Explain the scenario and ensure that learners know how to write down their answers.
- Explain the table and how to use it. Explain that temperatures are shown on the table in both Fahrenheit and Celsius.

If the learner has difficulty

- Does the learner understand how to read the table? Some learners have difficulty tracking around a table, particularly if it includes numerical information. Use an L-shaped card or ruler to support tracking.
- Does the learner understand which columns to use for each temperature? Make sure learners understand that if temperatures are given in Fahrenheit, they need to look in the °F column to find the appropriate amount of bedding.
- If necessary, work through the task together.

Extension

Ask learners to measure the temperature in their own bedroom at 2 pm and then to use the table in Task 3 to decide what bed coverings they should use.

Theme assessment

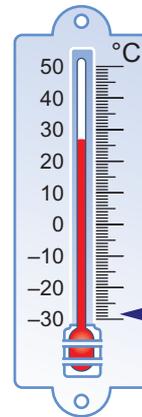
Ask learners to find out about the different types of thermometer used in their place of work. What are they used for? What rules and guidelines are staff given about temperatures?

Temperature

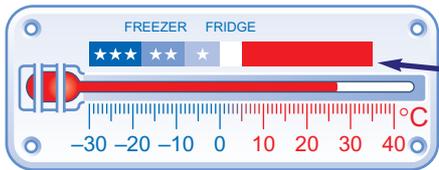
Focus

Rooms where children play, eat and sleep need to be monitored to ensure that they are comfortably warm. It may be necessary to check a child's temperature to see if they are feverish. It may be necessary to monitor food storage and cooking temperatures.

The Celsius scale is used in the UK to measure temperature. On the Celsius scale the freezing point of water is 0°C. Temperatures below 0°C are minus temperatures.



Check the scale to read the temperature.

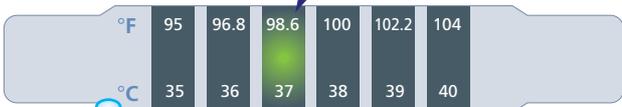


Check the scale or read the digital display.

Digital readouts are more accurate. A digital probe is used to monitor the temperature of stored food.



Check which range the temperature is in.



Normal body temperature is between 36.5°C and 37.5°C.



The thermometer is numbered in tens, with ten small divisions in between. Each small division is 1°C.

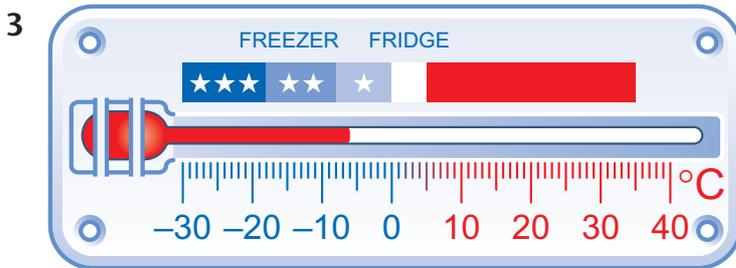
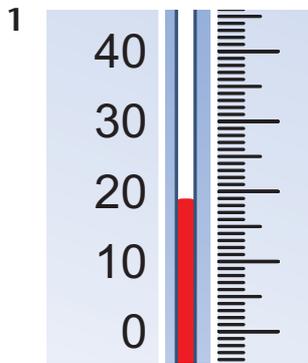
What is the temperature?

Temperature

Task

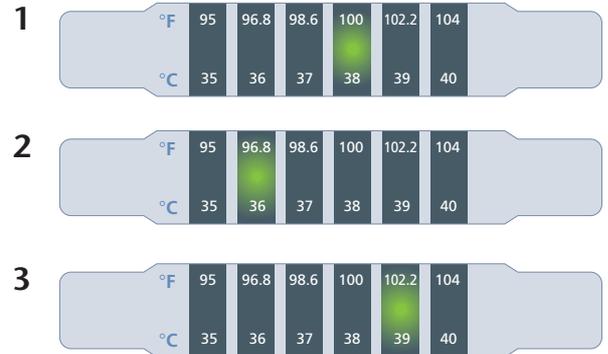
Task 1

What is the temperature?



Task 2

Are these temperatures low, normal or high?



Task 3

These are the coverings recommended for young children when they sleep, according to room temperature.

	°C	°F	
Too hot, remove layers	27	80	Use sheet only
	24	75	Sheet and 1 blanket layer
	21	70	Sheet and 2 blanket layers
Ideal temperature	18	65	Sheet and 2/3 blanket layers
Too cool, add layers	15	60	Sheet and 3 blanket layers
	13	55	Sheet and 4 blanket layers

What bed coverings would you provide for rooms at these temperatures?

- 1 18°C 2 75°F 3 16°C 4 20°C

PAGES 2:16–2:17

Reading product labels

Occupational setting

Early years practitioners will need to access written information presented in different formats. Product labels are an example of a range of formats and text features used together. The label used for this theme is taken from a tin of formula milk, however the skills of recognising and using format can be transferred to other labelled products such as food and also to reading a range of other documents. The theme develops some of the reading skills needed: understanding of how the format of text can be used to identify specific types of information, and the use of graphics to give information and aid understanding.

Materials

Formula milk label from the Source material (0:16)

Reading material from the workplace: product information sheets, health and safety information, memos, employment contract, requisition forms, etc.

Learning outcomes

- 1 To understand different formats in text (focus page)
- 2 To use organisational and structural features to find information (focus page, Task 1)
- 3 To use different reading strategies to find and access information (focus page, Task 1)

Suggested teaching activities

Introduction

- Begin by showing learners a range of reading material from the workplace (e.g. memos, employment contracts, letters, term dates, timetables, health and safety information, checklists, product labels, etc.). Do not give them time to read the materials. Ask whether they can tell what each thing is just by looking at it.
- Ask what stands out about the different reading materials that helps to identify what they are. Talk about: layout, headings, pictures, charts and tables, spaces for information (as on forms), etc.
- Ask learners what other kinds of information they might need to read at work. Ask about approaches to reading information at work – are there any types of reading that learners find difficult or avoid?
- Explain that the most common approach to reading is to begin by looking for clues as to what needs to be read and what doesn't. For example, when you receive a letter, first you glance at the way it is laid out to see what kind of letter it is – is it typed, or handwritten? Is it laid out like a formal letter, with full addresses and headings, or an informal letter, with shortened information at the top? Does it have pictures or colour, and if it does, is it an advert? You may notice how it is addressed – are first names used, or full name and titles? You may look at the signature. All these things give clues as to what you can expect to read (this helps you to understand the words, as pictures do in children's books), and indeed whether you really need to read it! So format and the way something looks provide important clues about the purpose of the writing.

Focus page

- Ask where the main graphic on the focus page would normally be found. How do they know this? Talk about all the different features that give you clues as to what it is about – headings, the table/chart, graphics, ingredients list, etc.
- Using the focus page, look at the different format features in turn and give other examples of where these may be found in the Early years environment:
 - headings and subheadings
 - tables
 - numbered instructions
 - graphics
 - warnings.

- In each case, look at the text features that make them recognisable and talk about any reading strategies that will help learners to access the information (e.g. reading tables by using headings, rows and columns).
- The instructions on this label are complex and it is extremely important that they are read carefully and understood.
- The instructions are numbered. *What does this indicate?*
- Point out some of the language used in the instructions, such as 'ensure' and 'always'. Put emphasis on these words when reading through and ask why they are important.
- Learners may not be familiar with all of the words on this label. Ask learners to highlight any unfamiliar words and to find out their meaning. Encourage learners to keep a notebook for words and their definitions.
- The instructions contain both positive and negative instructions. Ask learners to pick these out and highlight the key words.
- The instructions give details of quantities for mixing. Again, this information is critical and can be a focus for discussion in the group. Learners may need additional help to access the information in the table.
- Point out how the graphics support the instructions but do not replace the written information.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4 Rt/L1.5	CCLD 202	C1.1

Task 1

Find the information you need quickly using the layout of a text

Rt/L1.4

Rt/L1.5

- Make sure learners each have a copy of the Formula milk label from the Source material.
- Explain that the purpose of the task is to find information from the label. Point out that all the information they need is on the label but they may need to look up some words.
- Remind learners to use the headings and text features to locate the information before reading in more detail.

If the learner has difficulty

- Have a general look at the label with the learner. Pick out features and headings. Ask the learner to do the same.
- Support learners who are having difficulty locating the information by giving them key words. Encourage and support them to look up unfamiliar words.
- Encourage the learner to look for bold text, capital letters, graphics, etc. that will help locate information.
- Support learners to access tabular information by using a ruler or L-shaped card.
- Cut the label into its component parts and enlarge as necessary. Support learners to access information from each part.

Extension

If you have the facilities, practise mixing up feeds using the instructions and the table. Ask learners to observe and evaluate performance using the information on the label.

Theme assessment

Ask learners to look through the range of reading material from the workplace for examples of different features and to explain what these features are for:

- different kinds of subheadings
- a table of information
- symbols or graphics
- other features, such as illustrations and different kinds of layout.

Reading product labels

Focus

Information on product labels is organised in many different formats. Here are some examples of the kind of format you may come across, with tips about how to read it.

Subheadings

summarise what sort of information you will find in each section.

Use subheadings to find **particular information** quickly.

Warnings and **things you should not do** are often written in a **different colour**, **bold** or **CAPITAL LETTERS** to make them stand out.

It is **very important** to follow this information.

- Read it carefully.
- **Stop and ask** if there is anything you are not sure of.

Directions for use:

1. Wash your hands thoroughly.



2. Ensure equipment is properly sterilised.



3. Boil water. **Do not use softened or repeatedly boiled water.**



4. Measure the correct volume of water (see Feeding guide), into a jug, beaker or bottle. Allow to cool (approx. 30 mins). **Do not add powder to boiling water.**



5. Add 1 level scoop of powder to every 30ml of water. **Do not press/heap the powder.**



6. Add the correct number of scoops to the water. Always use the correct number of scoops. More or less can be harmful to your baby.



7. Mix well for 20 secs or until all powder is dissolved.



8. Check temperature before feeding.



The Department of Health recommends that cows' milk should not be given as the main drink to infants before the age of 12 months.

Feeding instructions

- ✓ Use feeds within one hour.
- ✓ Always discard unfinished feeds.
- ✓ Infants should be supervised at all times when feeding.
- ✓ When preparing feeds in advance, cool quickly under cold running water before storing in fridge. Use within 24 hours.
- ✗ Do not heat in microwave. Hot spots may occur and cause scalding.

Feeding guide 6–24 months*

Age of baby (approx.)	Weight of baby		Single feed preparation		No. of feeds in 24 hours
	kg	lbs	Level scoops	Water ml	
6 months	7.5	16.5	8	240ml	4
7–12 months	8.5+	18.5+	7	210ml	3
12+ months	10.0+	22.0+	20	600ml	Use as required

*This table is a guide only.

Storage

- Use contents within 4 weeks of opening.
- Store in a cool dry place.
- Do not refrigerate.

Numbered instructions

tell you what to do and the order in which to do it. **1. 2. 3. 4.**

Read carefully through **all** the numbered instructions to get a **good understanding** of what to do. Then read each instruction again as you do it.

Tables organise information into rows → and columns ↓.

The headings tell you what sort of information is given in each column and row.

Use your finger or a line guide to help you follow the information across each **row** and down each **column**.



Graphics are often used to illustrate the words.

Use **words and graphics together** to get a **better understanding** of what to do.

Remember!

- Do things in the order in which they are written.
- Don't miss out any of the directions.

Reading product labels

Task



Task 1

Josie is caring for one baby aged 9 months and one baby aged 6 months. Use the Formula milk label from the Source material to help her mix their feeds.

1 *How many feeds in 24 hours are recommended in the feeding guide?*

Baby aged 9 months: _____ feeds

Baby aged 6 months: _____ feeds

2 *What are the first things I must do when preparing the feeds?*

3 *Can I add the powder to boiling water?*

4 *How much powder and water must I use for a single feed?*

Baby aged 9 months: _____ level scoops of powder and _____ ml of water

Baby aged 6 months: _____ level scoops of powder and _____ ml of water

5 *What can I use to dissolve the powder in the water?*

6 *What is the last thing I must do before feeding the babies?*

7 *How can I check the temperature of the feed?*

8 *Can I store the powder in the fridge?*

9 *Can I store the prepared feed in the fridge?*

PAGES 2:18–2:19

Fire

Occupational setting

In any Early years setting (whether non-domestic premises or a private dwelling), it is vital that an evacuation procedure is clearly identified, agreed and followed in the event of a fire. Settings designated as workplaces will be subject to the Fire Precautions (Workplace) Regulations. Evacuation procedures and escape routes will be documented in the setting. Where childminding takes place in a domestic setting, Ofsted inspectors will also expect providers to have devised and practised an emergency escape plan. This theme provides opportunities for learners to read and follow fire safety instructions, read and interpret floor plans, and plan alternative escape routes in the event of the most direct route being blocked. Learners working at home as childminders will also need to have established an escape route and can also benefit from the activities in this theme.

Materials

Source material pages:

Fire action notice (0:17)

Fire evacuation procedure (0:18)

Floor plan (0:19) and on overhead transparency

Fire activity cards (0:20)

Props for role-play

Learning outcomes

- 1 To read and follow fire safety instructions (focus page, Task 1)
- 2 To read and follow procedures (focus page, Task 1)
- 3 To read and interpret floor plans (focus page, Task 1)

Suggested teaching activities

Introduction

- Discuss the implications of not acting quickly and effectively in the event of a fire. Ask, *In the event of a fire, what is the most important thing to do? Is it to get the children to a place of safety as soon as possible, or is it to tackle the fire?*

- Ask each learner to describe briefly the particular circumstances of his/her place of work with respect to fire exits, fire procedures, immobile infants, etc. Each workplace will be different and you need to emphasise the importance of knowing procedures and the location of fire safety equipment.

Focus page

- The focus page shows three thought-bubbles splitting the procedure into three main parts: raising the alarm; knowing the procedure for getting the children to safety; knowing the best escape route. Ensure learners have copies of the Fire action notice, Evacuation procedure and Floor plan from the Source material or display these on overhead transparencies. First ask learners to identify the three different types of information. *What is the purpose of each? Are learners familiar with all three types of document?*
- Look at each document in turn and consider any issues around accessing and understanding the information.
- **Fire action notice:** Learners should be able to recognise this notice and may be able to tell you its location in their own workplace. Point out that the fire action notice tells you clearly what you should do, what you should not do, what to do in certain circumstances and gives some important and specific details. Identify each of these types of instruction with learners. Ask learners to identify how the language, format and colour of the notice make it easier to read and understand.
- **Evacuation procedure:** Point out that a fire notice on its own is not sufficient to ensure that everyone, including babies, can be evacuated safely from a particular place or setting. It does not identify individual responsibilities or specifics relating to a particular setting. This document sets out the details of evacuation in a specific workplace.
- Ask learners to read through the document singly or in pairs. List the different features of the procedure and get learners to tick them off as they find them. Ask learners to pinpoint different features, such as things that everyone should do, individual responsibilities, details of

rooms or fire exits, things that should only be done in certain circumstances such as ‘Staff on breaks’. Ask learners how they pinpointed this information. What reading skills did they use? These may include scanning to locate information and then careful reading. If necessary, read the text through with the whole group and point out the different features to reinforce.

- Ask the group how important it is to read the document carefully and to know their own duties.
- **Floor plan:** Ask learners if they are familiar with this format. Discuss and demonstrate ‘birds eye view’ using the teaching room and a rough sketch to show the position of building features, and ask learners to draw in their own position on the plan. (If possible use a whiteboard for this so that things can be erased and added. Make use of colour.)
- Look at the symbols used for walls, windows, doors, and signs for fire assembly points and fire exits. Add these to the sketch of the teaching room. Learners can add a symbol to represent themselves.
- In some settings there is a floor plan in each room with the escape route *from that room* marked on.
- Sometimes escape routes are not marked on floor plans. You have to use the plan to work out the best escape route.
- Ask learners for the quickest escape route from the Crèche/Pre-nursery/Staff room. Draw these on the overhead transparency. *Is the quickest escape route always the best?* (Note that procedures state that the Pre-nursery should avoid using the exit in the Crèche to avoid congesting it. Staff in the Staff room must return to their own group room, etc.)
- Discuss that the escape route may have to change if it becomes blocked. (Staff should be familiar with all routes from the building.)
- Pose scenarios where the most direct route is blocked and learners must plan an alternative escape route.

Curric. refs	NOS	Key Skills
Rt/E3.9	CCLD 202	C1.1
Rt/L1.5		
MSS2/L2.1		

Task 1

Use the floor plan and information from the evacuation procedure to decide on the best evacuation route

Rt/L1.4

Rt/L1.5

- Make sure everyone has the relevant pages from the Source material (Fire action notice, Fire evacuation procedure, Floor plan, Fire activity cards).
- Explain the activity, emphasising the need to use all the information in order to decide on the best evacuation route.
- Ensure partners swap roles so that they both have a go at completing the activity.

If the learner has difficulty

- Check that the learner understands the plan and can locate different features, such as doors, windows and fire exits.
- Select a fire location for the learner that is straightforward.
- ‘Chunk’ the activity by using only the plan initially, asking the learner to trace the most direct route out of the building. Repeat this activity with different locations to check that the learner can use the plan effectively.
- Encourage learners to mark their escape route on a copy of the plan. Start with a simpler plan if necessary.
- Once the learner understands this part of the task, they will be able to take the other documents into account. Support them to find and read in detail the information that relates to the task.
- Start by planning evacuation routes from a building learners are familiar with.

Extension

Give other more complex scenarios using the same plan and documents. Discuss the problems and solutions as a group. Introduce some ‘What ifs’ that require careful reading of the procedures and problem-solving skills.

Theme assessment

Ask learners to find out about the fire evacuation procedures and fire equipment in their own place of work and to make a table or sketch a plan to show the location of fire-fighting equipment and fire exits.

Fire

Focus

It is important that all Early years practitioners know what to do in the event of a fire, whether they work in private houses or in a public building.

Imagine there was a fire where you work ...



Do you know how to **raise the alarm**?

Fire action notices tell you:

- what to do if you discover a fire
- what to do if you hear the alarm
- what **not** to do.

Do you know the **evacuation procedure**?

Evacuation procedures tell you:

- plans for removing children and babies from the building
- what **you** must do
- what **other people** must do.

Do you know where the **fire exits** are?

A **plan** of the building shows you:

- how the rooms fit together
- the positions of windows and doors
- the ways into and out of the building (fire exits)
- an **escape route** if there is one.

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 Courtyard at the back of the building



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

Busy Bees Day Centre

FIRE EVACUATION PROCEDURE

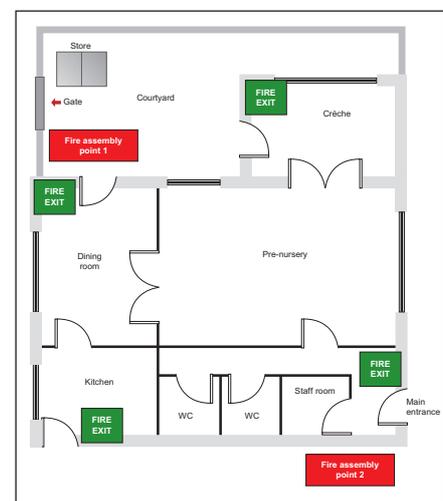
On hearing the fire alarm:

- The secretary will phone 999 to alert the fire brigade.
- All other staff will be involved in the evacuation of the children. You should not stop to collect personal belongings. Instruct any parents or visitors to accompany you and the children in your care to Assembly point 1 in the courtyard at the rear of the building.
- Staff on breaks should return to their own group room to help evacuate the children, if safe to do so. Kitchen staff should make their way directly to the crèche to help take babies to the assembly point.
- Evacuation is to proceed by the nearest available fire exit. Staff and children in the Pre-nursery area are to evacuate via the Dining room or the Main entrance to avoid congesting the Crèche.
- All children are to be escorted quickly and calmly to Assembly point 1 in the Courtyard at the rear of the building. If this area is found to be unsafe, Assembly point 2 outside the Main Entrance is to be used instead.
- Any staff evacuating the building via the Main entrance or the Kitchen should proceed by the nearest safe route to Assembly point 1 in the Courtyard (or Assembly point 2 if appropriate) to help with control of the children.

Under no circumstances are children to be left unattended at any time

- The secretary shall be responsible for ensuring that they are in possession of the "In and Out forms".
- The Supervisor and Deputy Supervisor will leave after ensuring that no child is left in any area, toilet or corridor and that doors are closed as they go.
- The Supervisor / Deputy Supervisor shall be responsible for carrying out a roll call of staff and children.
- Once the roll call has been completed, the Deputy Supervisor shall proceed to the Building Control Point to advise the Building Controller that the Day centre is clear.
- If any person is unaccounted for, this will be reported to the Building Controller so that the Fire Rescue Team can be advised and a search effected.

Staff must not re-enter the building under any circumstances



Fire

Task

Task 1

To keep yourself and everyone else safe at work, you must be able to follow safety instructions. This may include working out an emergency escape route if the planned route is blocked. The following activities will help you practise these skills.

You will need these items from the Source material:

- Fire action notice
- Fire evacuation procedure
- Floor plan
- Fire activity cards.

Work with a partner.



Read through the Fire action notice, the Fire evacuation procedure and the day centre Floor plan.



Cut out the Fire activity cards. Place them face downwards in two piles.



Take one card from each pile.



Ask your partner to place the **fire** card on the floor plan to show the position of the fire.



Read the information that tells you **where you are**. Put a counter or marker in this room on the floor plan to show where you are.



Using the information on the card and following the Fire evacuation procedure, decide what you must do.



Describe your course of action to your partner and move the counter on the floor plan to show your partner what you would do.



Your partner should look at the Fire evacuation procedure to decide if you have taken the correct route.

PAGES 2:20–2:21

Making emergency calls

Occupational setting

All Early years practitioners are required by law to know how to deal with emergencies. Some practitioners will have more first aid training than others, but all should know when to call the emergency services. This theme takes learners through the process of making an emergency 999 call. It supports section 3 'Safeguarding and promoting the welfare of the child' from the *Common Core of Skills and Knowledge for the Children's Workforce* published by the Government (non-statutory guidance document).

Materials

Workplace policies or procedures on dealing with an emergency

Local telephone directory

Question cards from the Source material (0:21)

Emergency role-play cards from the Source material (0:22)

Audio equipment

Learning outcomes

- 1 To respond to questions (focus page, Tasks 1 and 2)
- 2 To clearly express statements of fact and descriptions (focus page, Tasks 1 and 2)
- 3 To give information in a sensible order (focus page, Task 2)
- 4 To check information (focus page, Task 2)

Suggested teaching activities

Introduction

- Ask learners what they think is meant by an emergency (this might include fire and incidents that need to be reported immediately to the police).
- Discuss examples of emergencies and what action learners would take if they came across one. This can be at work or outside work.
- Ask if anyone has ever made a 999 call. Ask learners to predict what sort of information the operator might want to know if an emergency call was made. Write down the ideas.
- Stress that reacting quickly and calmly to an emergency can save lives.

Focus page 8

- Read through the three steps to take in an emergency. For step 2, stress that first aid should only be given by someone who is trained, otherwise the situation could be made a lot worse. Give an example of this, for instance moving a casualty who turns out to have a broken neck.
- Go through the 'Be prepared' tips, stressing that this preparation should be done before any emergencies happen, not when they happen.
- Show learners any workplace policies (but don't read these yet as they are to be applied on given scenarios at the end of this section).
- Discuss what sort of local telephone numbers learners should have a list of. These might include: doctor, dentist, hospital, police station, fire station, children's parents (including mobile phone numbers). If learners cannot find these numbers in the local telephone directory, discuss where they should look for them.
- Stress that everyone should know their own telephone numbers off by heart (including mobile and work telephone numbers). Discuss strategies for remembering numbers, such as breaking them into sets of three digits, looking for patterns or relationships between numbers, associations, saying 'double' for repeated numbers. Learners can share their own strategies. Experiment with these by asking learners to memorise a telephone number – perhaps taken at random from the telephone book.
- Read through or remind learners of any workplace policies or procedures for dealing with emergencies. Apply these to given example scenarios. Here are some ideas:
 - a child who has swallowed bleach
 - a child who is having convulsions
 - a child who has fallen off a climbing frame.

- Discuss the same scenarios in relation to the three steps.
- Read through the tips for ‘Making the call’, explaining what is meant by taking charge of (leading) the conversation. Stress the importance of being calm and clear and that they should not put the phone down too soon in case vital information is missed (such as emergency first aid instructions from a paramedic).
- Now read through and discuss the information ‘When you dial 999’. Ask which other services apart from ambulance you can reach on this number.
- Go through the details you are required to give, pointing out that these are standard questions but the controller might ask more than these. Make sure learners understand words such as ‘location’ and ‘hazards’.
- Add the following information/further explanations to the points.
 - The telephone number that you are calling is needed so that they can call you back if you get cut off.
 - The exact location of the accident means giving the **address** and **postcode**, plus any helpful landmarks and descriptions or distinguishing features of the building if there is not a clear number or name on it. These details can help the ambulance driver to find the location quickly. (Discuss what sort of landmarks and details might be picked out.)
 - The type of accident and injury needs to be described clearly and in concise detail. Give examples or get learners to think of examples of this using the scenarios discussed earlier.
 - The age of the casualty is important as it can make a difference to the way first aid, such as artificial resuscitation, is given. The ambulance crew also needs this information to know what equipment will be required.
 - Other relevant details about the condition of the child include things like whether the child is unconscious or bleeding badly, whether you have already given any first aid, whether the child has swallowed a particular substance, or if the child has any medical problems or illness that could cause complications now or during treatment.
- Details of any hazards includes anything that might endanger the child’s or the ambulance crew’s safety, for example likely gas leaks, power line damage or an unstable structure that could give way.
- Listen to the audio clips one at a time to illustrate how the questions might be worded to get details from the caller.
- Point out that the questions might be worded in different ways. Go through some other examples such as ‘What’s the nature of the emergency?’ (What happened?), ‘What’s the location?’ (Where’s the accident?)
- Go through the information about being put through to a paramedic. Explain that this will be done if it is considered dangerous to delay first aid, for example if the child has stopped breathing. The paramedic talks you through the emergency treatment as you carry it out.
- Stress to learners that they should always ask for anything they do not understand to be repeated. It is better to be sure than to get things wrong. It will also help to avoid confusion and therefore make things quicker.
- Ask learners to think of some example phrases for checking. For example, ‘You want my address?’, ‘Can you repeat that?’, ‘Did you say lie him down?’, etc.
- Read through the ‘Action after making the call’ panel. Discuss what is meant by monitoring the child’s condition in the context of the scenarios given earlier by asking, *What will you be monitoring/looking out for?*, *What happens if it changes?*, etc.

Curric. refs	NOS/NVQ	Key Skills
SLlr/E3.6	CCLD 202	N/A
SLc/E3.1		
SLc/E3.3		
SLlr/L1.3		
SLc/L1.4		

Task 1

Respond to questions and give information in a logical order

SLlr/E3.6

SLc/E3.3

SLc/L1.4

Question 1

- Ensure that each learner has a piece of paper on which to write their answers.
- Explain that learners are going to listen to the questions before writing down their answers.
- Play the audio clip through once for gist.
- Point out the tips and play the clip again, one question at a time, asking learners to listen specifically for question words. Learners should jot these down.
- Play the questions again, one at a time, giving learners time to write their answers.
- Allow learners to ask for a question to be repeated (they could do this in the real situation).

Question 2

- Read through the questions and remind learners of the discussion about what sort of landmarks might be useful to pick out.
- Point out the tip and make sure learners are clear which direction the ambulance will be coming from so that they can put landmarks or details in order.

If the learner has difficulty**Question 1**

- Learners may have difficulty identifying the question words. This task is designed to help learners remember the questions and they might prefer to remember them in another way, such as by listening and then writing the answer in immediately or by writing in the question first.
- To make sure learners understand terms such as 'location' and the grammatical structure of the questions, and can interpret what they heard, play each question as many times as necessary and ask questions about it. For example, *What sort of information does the controller need here?*
- Provide learners with prompt cards with information to incorporate into their answers.

Question 2

- Learners may need support in picking out useful details or landmarks to help the driver find the location. Ask direct questions to help them such as, *What sort of building are we in?* (e.g. a community hall, a converted chapel, etc.), *Is there a number or name on the building?*

- Learners might benefit from physically going along the route the ambulance will take (as long as it is not too far) and picking out the things that stand out.
- Make sure learners know they are not being asked to direct the ambulance, but just to pick out landmarks along the way or details about the building. They could make this into a list.

Extension

Ask learners to give directions to a partner from their home to their workplace, including three or four landmarks that are passed on the way.

Task 2

Prepare for and respond to questions

SLLr/E2.6

SLc/E3.1

SLc/E3.3

SLLr/L1.3

- Put learners into pairs.
- Read through the role-play instructions first and ask if learners have any questions.
- Ask learners to choose who they are going to be and then point out the tips for each person.
- Point out that they should swap roles.
- Make sure learners have the Emergency role-play cards from the Source material. Give them time to read the information and remind them that Person A should read through the questions and Person B should prepare the information they are likely to need.
- Make sure that Person A has the coloured question card to ask first, but mixes up the rest of the cards so that they are face down and not in any particular order. (This is so that the order of the questions is not predictable and the answers require spontaneity.)
- Stress that learners should use their work/personal information to answer questions such as the address.
- Ensure learners sit back to back so that they cannot see each other and have to concentrate on listening, as is the case when making a telephone call.

If the learner has difficulty

- Check that Person(s) A are able to read the questions and understand what to ask. If necessary, help learners to re-word the question below the original one so that they can ask this instead if Person B misunderstands. For example, ‘What’s the location ...’ could be turned into ‘What’s the address and postcode?’.
- Go through the information on the Emergency role-play cards with Person(s) B, supporting them in noting down key points, using the information on the focus page about what sort of questions are asked during an emergency call. (This does not include being given instructions by a paramedic.)
- Some learners may need extra support interpreting the information. Help these learners to word the answers before the role-play.
- Make sure learners are aware that the questions might be asked in a different order than that shown on the focus page.
- Encourage Person(s) A to give the questions clearly and to give Person(s) B time to answer. Remind them that they can use the re-worded question if they prefer or if the other person did not answer correctly first time.
- Encourage Person(s) B to take their time to answer carefully – it is better to get it right first time than to rush in with the wrong information that could lead to confusion and slow the process down.

Extension

For further question and answer practice, ask learners to role-play the conversation when the Early years practitioner contacts the parent to explain what has happened.

Theme assessment

Ask learners to list the serious accidents that could happen in the workplace to children and what action should be taken, including who should be called.

Making emergency calls

Focus

If a child has an accident or injury, you need to decide quickly how serious it is and what you should do. Your efficient response could help save a life.

Steps to take in an emergency

1 Use all your senses to establish what happened.

Your eyes tell you a lot but so can your ears and nose – the smell of bleach that has been swallowed, for example.

2 Assess if there is any immediate action to be taken.

Be clear about what you can do, but also what your limits are.

3 Call for further help.

Make sure you are properly prepared.

Be prepared

- Read all available policies and procedures for dealing with accidents in your work setting.
- Prepare all the information you need for making an emergency call, including your mobile phone number.
- Keep emergency telephone numbers within easy reach at all times.



Making the call

- Let the person who receives your call take charge of the conversation.
- Stay calm. Answer the questions clearly, giving as much helpful detail as required.
- Ask for information to be repeated if you didn't hear it properly.
- Do not put the telephone down until the controller tells you to.

When you dial 999

You will be asked which service you require. In the case of an accident or injury, reply 'ambulance'.

You will then be put through to an ambulance controller who will ask for the following details:

- the telephone number from which you are calling
- the type of accident and injury
- the exact location of the accident – this might include key landmarks en route
- the age of the injured child or children
- other relevant details about the condition of the child
- details of any hazards.

You may be put through to a paramedic who will give you first aid instructions over the telephone while you wait for the ambulance.



Listen to the examples of these questions. Pick out key question words or phrases.

Action after making the call

Continue to monitor the child's condition until the ambulance arrives.

Making emergency calls

Task

Task 1



- 1 Listen to the questions. Write down the answers you would give if you had to make an emergency call from work about a 4-year-old child who is having a severe asthma attack.



- 2 How would you describe exactly where your workplace is? Write down three or four details that will help the ambulance driver to find your workplace quickly.

Task 2

- 1 You are going to role-play making an emergency call. You will need the Emergency role-play cards and the Question cards from the Source material. Work in pairs. Decide who will be Person A (the controller) and who will be Person B (the caller).
 - Person B should read Emergency card 1 carefully and make any notes required ready for the call.
 - Person A should have the question cards. The first question card must be the blue one. Mix up the other cards and put them face down on the table. Ask the questions in the order they are picked up.
 - Sit back to back to role-play the emergency call.
- 2 Swop roles and repeat the exercise using Emergency card 2 and mixing up the white question cards again.

Tips

- Jot down key question words to remind you.
- Keep answers short.

Tip

Give landmarks in the order the ambulance driver will see them.

Tips – Person A

- Ask the questions slowly and clearly.
- Ask the caller to repeat the information if necessary.

Tips – Person B

- Listen carefully to the questions.
- Keep answers short and relevant.
- Use your work details.
- Ask for a question to be repeated if necessary.

PAGES 2:22–2:23

Reporting accidents and incidents

Occupational setting

Accidents and incidents must be recorded by law, however minor they appear to be. The usual system is for minor accidents to be recorded in an accident book or form, 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 similar work-specific forms. Practices for completing these forms vary: in some settings it is entirely the responsibility of the nursery manager to complete the form; in other settings, Early years practitioners at all levels are expected to complete accident reports.

Recording information clearly and accurately is essential in many aspects of work. Practitioners are responsible for the safety of the children in their care. Recording an accident and incident carefully (whether verbally or in writing) may help to ensure that a similar incident is avoided in the future. This theme supports section 3 'Safeguarding and promoting the welfare of the child' from the *Common Core of Skills and Knowledge for the Children's Workforce* published by the Government (non-statutory guidance document). If appropriate, the Pre-school Learning Alliance accident/incident documentation can be discussed.

Materials

Audio equipment

Accident report/incident report forms from the workplace

Source material:

- Accident true/false game (0:23)
- Accident report form (0:24)
- Incident report form (0:25)
- Accident form for parent/guardian (0:26)
- Accident information cards (0:27)
- Incident and accident checklists (0:28)

Learning outcomes

- 1 To understand that verbal and written reports should include facts rather than opinions, clear descriptions and relevant details (focus page, Task 1)
- 2 To listen for detail in spoken reports (focus page, Task 2)
- 3 To describe events in a logical order (focus page, Task 2)
- 4 To understand and use the format and structure of a report form (focus page, Tasks 1 and 2)
- 5 To record dates and times clearly (focus page, Tasks 1 and 2)
- 6 To judge how much to write and the level of detail to include (focus page, Tasks 1 and 2)
- 7 To proofread work for accuracy (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Use the Accident true/false game to introduce the theme of accidents and incidents. Discuss the difference between an accident and an incident and the different forms used to report them.
- Either divide learners into six groups and give each group one true statement and one false statement card, or divide learners into twelve groups and give each group one card. Ask learners to discuss the statement(s) and decide if they are true or false. Learners can then stick their statements below the appropriate 'true' and 'false' heading on the board/flipchart or sort them into piles.
- Go through the statements as a whole group: read each one out and discuss whether everyone agrees with the choice of whether it is true or false. Move the statements around until there is consensus.
- Explain the false statements, as described in the Answers section. Ask learners if any of the information surprised them.

- Introduce the topic of accident reporting by asking learners to define the difference between an accident and an incident. Ask learners to give examples from the workplace and put these under headings.
- Ask learners why it is necessary to report both accidents and incidents at work.
- Discuss with learners whether they need to report information verbally or in writing in their own workplace. What difference does this make? Which would they find more difficult and why? How might the language be different? etc.
- Ask learners for ideas of the information that would be required for reporting accidents and incidents. Make a checklist of ideas for later use.

Focus page 10

- Go through the bullet points in box 1 and discuss the meaning of facts and relevant details relating to reporting accidents and incidents. Give examples of good and bad practice.
 - Read out the accident report in the speech-bubble. Ask learners to say whether they think it gives facts, relevant details and clear descriptions.
 - Discuss what sort of information is missing from the report, using the second set of bullet points as a checklist. (There is no indication of where the accident took place.) Explain that if you were filling in the report from another person's spoken description, you would need to ask for this information.
 - Ask learners why it is important for people to know where the accident happened.
 - Give learners copies of the Accident report form, Incident report form and Accident form for parent/guardian from the Source material, together with any relevant workplace forms. Go through the bullet points in box 2. Ask learners to look at the forms and to highlight any unfamiliar phrases or words.
 - Discuss and explain the meanings of these phrases in the context of the forms.
 - Ask learners to make a checklist of information commonly required on the forms, e.g. the date and time. Compare this with the prediction list learners made during the introductory exercises. Did they predict correctly?
- Discuss learners' observations and note how the sections are split up differently on different forms.
 - Ask learners to find examples of instructions on the forms about how to write. Discuss any examples including 'complete in block capitals using black ink' on the Accident form for parent/guardian, making sure that learners realise that there is a reason for these instructions. For example, printed handwriting is usually easier to read, and black (or blue) ink shows up best should a photocopy be required.
 - Check that learners are clear about the detail required to complete the forms.
 - Read through box 3, comparing the space given for the accident/incident descriptions on the different forms. Explain that this indicates how much to write.
 - Using the description of the accident at the top of the page, ask learners to fill in as much information as possible on one of the forms.
 - If possible, learners should fill in the other forms with the same information for further practice.
 - Listen to the audio clip of the incident report with learners. Ask them to listen for:
 - relevant points about the child's behaviour that should be noted
 - key order words to help put the events in the order they happened
 - any suggested action needed.
 - Display the incident report form on an overhead transparency and fill in the relevant sections from the spoken report. If there is a similar workplace form, ask learners to use the same information to complete the relevant sections for further practice.
 - Point out the tips, which are for both spoken and written reports.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.2	CCLD 202	N/A
Wt/L1.3		
Wt/L1.4		
Wt/L1.5		
Wt/L1.6		
SLlr/L1.1		
SLc/L1.3		
SLc/L1.4		
MSS1/E2.3		

Task 1

Fill in information on an accident report form

Wt/L1.2

Wt/L1.3

Wt/L1.4

Wt/L1.5

Wt/L1.6

MSS1/E2.3

- Make sure learners have copies of the Accident form for parent/guardian and the Accident information cards from the Source material.
- Go through the instructions for the task, and point out the sections on the form where learners will use their own details.
- Read out the information on one of the cards as an example and discuss where to write this on the form and how learners might write it.
- Point out the tips.
- Suggest learners write in pencil in case they want to change anything when they proofread their completed form.

If the learner has difficulty

- Learners might benefit from looking at the pictures of the accident first and discussing what is happening in them. This may help them to visualise the accident and understand the order of events.
- Read through the information on the cards and ask learners questions about where the information goes on the form. For example, *This card tells you the date of the accident. Where should you put this on the form?*
- Learners might like to place the cards in the different sections of the form first, moving them around as necessary.
- Learners may need guidance on setting out the date and time correctly. Give a few examples for them to look at and ensure they understand the principles of writing dates and times.
- Learners may need support in rewording the information so that it is not in the second person and is in an appropriate style for the form. They may want to draft this a few times first to experiment with the style of a report. Refer learners to the report written as part of the focus page exercises.

Extension

Ask learners to compare their completed forms with each other's and discuss any differences, especially in descriptions of the nature of the accident, the injuries, the action taken and the treatment given.

Task 2

Report an accident or incident verbally and in written form

Wt/L1.2

Wt/L1.3

Wt/L1.4

Wt/L1.5

Wt/L1.6

SLlr/L1.1

SLc/L1.3

SLc/L1.4

MSS1/E2.3

- Read through the instructions, checking that learners understand what they are to do.
- Make sure that Person A has a copy of the Incident checklist and Person B has a copy of the Incident report form from the Source material.
- Check that the learners making up the incident scenarios understand what they have to do and that they will need to make up details, using the Incident checklist as a guide.
- Discuss and make a list of possible incident scenarios that learners might choose from if they cannot think of their own.
- Point out the tips.
- Explain that Person B should listen to Person A's report all the way through first, then ask any questions or for information to be repeated.
- Make sure learners swop round so that Person A becomes Person B. Point out that they are doing the same thing as before but with an accident rather than an incident this time.
- Make sure Person A has a copy of the Accident checklist and Person B has a copy of the Accident report form from the Source material.
- Check that the learners making up the accident scenarios understand what they have to do and that they will need to make up details, using the Accident checklist as a guide.
- Discuss and make a list of possible accident scenarios that learners might choose from if they cannot think of their own.

- Point out the tips.
- Explain that Person B should listen to Person A's report all the way through first, then ask any questions or for information to be repeated.

If the learner has difficulty

- Ask learners taking the part of Person B to read through the form while you talk to the learners taking the part of Person A.
- **Person A learners:** Go through the appropriate checklist with the learners, asking for examples. Where possible, learners could use examples of real situations or scenarios from their training. Encourage learners to write down their ideas and guide them to put the events of the incident or accident in time order where applicable.
- Learners might like time to practise/rehearse their verbal reports first.
- Be aware of the need to write dates and times in an appropriate format.
- **Person B learners:** Go through the appropriate form, asking learners what sort of information they will put in each section. Learners might want to make a note in pencil in their own words on the form as a reminder.
- Remind learners to listen carefully first without writing anything down, then ask questions or for information to be repeated so that they can write it down. Consider the sort of extra information they might need to ask about, such as spelling of names.

Extension

- Give learners two more work incident or accident scenarios that require further action and ask them to find out what further action is required (for example RIDDOR).
- Learners should report their findings back to the rest of the group.

Theme assessment

Give learners a work-related accident scenario and ask them to complete their own work-based accident report form(s) using the information.

Reporting accidents and incidents

Focus

All accidents and near misses at work must be reported by law. For legal purposes, these reports must be kept on the premises for 21 years. This means they need to be clear and accurate so they can be read and understood many years after the event if necessary.

1 Reporting accidents/incidents (verbal and written)

Include:

- facts
- relevant details
- clear descriptions

to show:

- where the accident happened
- how it happened
- what injury was caused
- what action has been taken.

ACCIDENT REPORT	
Date:	
Time:	
Name of child	
Details:	
Action taken:	
Parent/guardian's name:	
Person dealing with the accident:	
Witness(es):	
Nursery Manager's signature:	
Parent's signature:	

INCIDENT REPORT	
Name of child	Date
Incident description	
Any action needed	
Parent's signature	
Manager's signature	
Person reporting incident	Witness

Sarah had an accident this morning at about 10 o'clock. She shut the index finger on her right hand in a door. A gust of wind just slammed it shut. I took her to the first aider. She put an ice pack on it and wrapped it in a towel. I rang Sarah's mother and she took Sarah to Casualty.

What key information has been left out of this spoken report?

2 Reading through the form

Find out:

- the meanings of unfamiliar phrases
- what information should go where – check section headings carefully
- if there are any instructions
- how to write the date accurately (include day, month and year)
- how to write the time accurately (include morning or afternoon).

Tips

- Plan what information to give.
- Describe events in the order they happened.

3 Writing the report

Remember to:

- take a photocopy for practice
- keep handwriting clear and tidy
- keep descriptions brief – note how much room you have
- read through the completed form to check it.



10

Try this

Listen to the description of an incident.

- Describe the incident in the order the events happened.
- Decide what you would write for 'Any action needed'.

Reporting accidents and incidents

Task



Task 1

You will need the Accident information cards and the Accident form for parent/guardian from the Source material.

- You are a childminder and have to write an accident report about a child in your care.
- Use the information on the cards and your own name to complete the form.

Task 2

- 1 Work in pairs. Person A is the Early years practitioner; Person B is the nursery manager.
 - Person A – Use the Incident checklist from the Source material to prepare a description of an incident.
 - Person B will need a blank copy of the Incident report form from the Source material.
 - Person A describes the incident to Person B.
 - Person B writes the information in the form and asks for any further information required for the form.
- 2 Swop roles. Repeat the exercise using the Accident checklist and the Accident report form from the Source material.

Tips

- Work out which information goes in which section first.
- Write in the relevant information briefly and clearly.
- Check the form when you have completed it.

Tips for Person A

- Keep descriptions brief.
- Include all the relevant details.
- Give the events in time order.
- Check that the details written by Person B on the form are correct.

Tips for Person B

- Check what information is required on the form.
- Listen for relevant details.
- Ask for information to be repeated if necessary.
- Keep information brief but clear.
- Write clearly and check the form at the end.

Check it

Please note that copies of the following pages of Source material are needed:
0:06, 0:16, 0:17, 0:26

- 1 Look at the Growing hazards table from the Source material (page 0:06). Which of the following is not listed as a possible danger for a child aged 7-9 months?
- A scalds from hot food
 - B scalds from hot drinks on low tables
 - C falling out of buggies and highchairs
 - D drowning in the bath

Wt/L1.5

Meadow Day Nursery

This room takes babies and toddlers from 3 months to 3 years of age.

It is registered for up to 12 babies (3 months to 2 years) at any one time, with a staff ratio of 1:3 and for 15 toddlers (2-3 years) with a staff ratio of 1:4.

Two adults must be present even if very few children attend the unit.

- 2 How many adults are needed to supervise 12 toddlers (aged 2-3 years) at the Meadow Day Nursery?
- A 1
 - B 2
 - C 3
 - D 4
- 3 How many adults are needed to supervise 6 babies (aged 3 months to 2 years) at the Meadow Day Nursery?
- A 1
 - B 2
 - C 3
 - D 4
- 4 Which of these abbreviations or symbols would you use for the word 'because'?
- A &
 - B cos
 - C @
 - D ∴

N1/L1.7

N1/L1.7

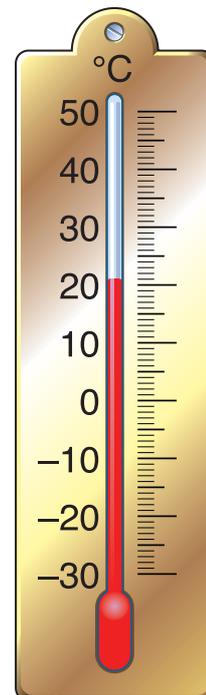
Wt/L1.2

- 5 Which of these instructions does the graphic best illustrate?
- A Place the heel of your hand two fingers' width above the junction of the casualty's rib margin and breastbone.
 - B Use the heel of that hand with arms straight and press down to a third of the depth of the chest.
 - C Feel for the pulse on the side of the neck.
 - D Look to see if the chest is rising and falling.



Rt/L1.3

- 6 What temperature is this thermometer showing?
- A 11°C
 - B 20°C
 - C 21°C
 - D 22°C



MSS1/L1.4

- 7 Use the Formula milk label from the Source material (page 0:16). What is the maximum length of time that you should keep the contents of the pack once it has been opened?
- A 30 minutes
 - B 20 seconds
 - C 24 hours
 - D 4 weeks

Rt/L1.5

- 8 Look at the Fire action notice from the Source material (page 0:17). Which of these instructions should you do last on discovering a fire?
- A Report to the assembly point in the car park.
 - B Tackle the fire with the appliances provided it is safe to do so.
 - C Dial 999 to call the fire brigade.
 - D Leave the building by the nearest exit.

Rt/E3.8

- 9 You are making a call to the emergency services. Which of these is the best response to the controller's question?

What's the location of the emergency?

- A *At the nursery – just past the supermarket on your right!*
- B *Errr ... Meadow nursery – just get here as fast as you can!*
- C *Meadow Nursery, Clandon Street, MN15 7RT.*
- D *... by the table in the playroom at Meadow Nursery.*

SLc/E3.3

- 10 Look at the Accident form for parents from the Source material (page 0:26). In which section would you enter the information in the speech-bubble?

I checked her leg first to make sure she could move it and there were no broken bones or strains.

- A Initial action taken
- B Treatment given
- C Nature of accident
- D Injuries sustained

Wt/L1.5

Audio

Security

PAGE 2:7

Task 2 3

Practitioner: Hi there, I'm Mike Brethren. Welcome to Park Leas Out of School Club.

Visitor: Hello, I'm Mr ...

Practitioner: Can you tell me your name and why you're here and then sign the visitors book while I get a senior staff member to help you?

Practitioner: Good afternoon. Would you take a seat while I find the senior practitioner to help you?

Visitor: I've just come to collect my son Ben – I'm Mr Green.

Practitioner: Oh, right. Can you sign the visitors book?

Visitor: Where is it?

Practitioner: Oh – I need to take your name first.

Visitor: Mr Green.

Practitioner: Hi, I'm Lyn.

Practitioner: Hello, I'm Kyra Finch. Can I help you?

Visitor: I'm the new speech therapist. I'm sorry – I seem to have lost my identity card.

Practitioner: Oh, right. Could you give me your name?

Visitor: Julie Hanson.

Practitioner: And who have you come to see?

Visitor: I'm not sure who I'm seeing – Harry asked me to call in to take his appointments. He's ill.

Practitioner: Could you sign in please, Julie, and then take a seat while I call our senior practitioner to come and have a word with you?

PAGE 2:8

Task 3 4

Hiya. Hold on while I get meself organised. That's it. OK. Right, where were we? Tom speaking. We're having a helluva day here. They're always bad when it's windy. On top of that we're having a fire drill too! Do you want something in particular? I'll get she who must be obeyed to speak to you. Righty-o.

There's some chap waiting outside. I can't make head or tail of what he wants. You'd better try and get something out of him.

Task 4 5

Practitioner: Hushwings Nursery. Good afternoon, Lisa speaking. How can I help you?

Visitor: I'm here to see the person in charge.

Practitioner: Can I ask your name?

Visitor: Bernard Marks.

Practitioner: Do you have an appointment?

Visitor: No, I'm afraid not.

Practitioner: Can I ask what you want to see the person in charge about?

Visitor: I work for Nursery-a-go-go in West Hyde. I've got some interesting resources to show her.

Practitioner: OK. If you would just wait there a minute, I'll ask her if she has time to see you.

Practitioner: She can spare a few minutes. Press the button and the door to the lobby will open.

Practitioner: Hi. Mr Marks? I'm Lisa.

Visitor: Hello.

Practitioner: If you could just write your information in the visitors book, I'll take you along to the office.

Visitor: Righty-o. Have you got a pen? Thanks. What's today's date?

Practitioner: May the 10th.

Visitor: And the time?

Practitioner: It's 10:45.

Visitor: Thanks.

Practitioner: OK. If you'd like to follow me, I'll take you to the office.

Taking notes from training

PAGE 2:10

Task 2 6

OK, are we all here? Good. We're going to look at the correct way to wash your hands thoroughly. You should follow these steps after you've done things

like changing nappies and going to the toilet, and before you touch food. First of all you need to wet your hands under running water. Then work the soap into your hands, palm to palm. Next, rub each hand over the back of the other one. Then rub your palms and fingers together. After that, rub the backs of your fingers into your palms. Then rub round the thumbs with each hand. After that, rub the palms with the clasped fingers of each hand and finally, clasp and rub the wrists with opposite hands. Don't forget to dry your hands thoroughly, because if they are wet they will spread bacteria more easily.

Task 2 Extension 7

OK, so I want to point out a few more dos and don'ts about cooking food to help make it safe. For one thing, you must use different knives for meat and for vegetables. This is because raw meat can contaminate other food. Also, always check the temperature of food, especially when it's from the microwave. It should be piping hot all the way through. Don't leave food uncovered to cool down. Finally, you should throw leftovers away, and never reheat food more than once.

Making emergency calls

PAGE 2:20

Focus page 8

Which service do you require?

What number are you calling from?

What's happened?

Can I have the address and the postcode?

How old is the child?

Is the casualty unconscious?

Are there any hazards in the child's vicinity?

PAGE 2:21

Task 1 9

What number are you calling from?

What's the location of the emergency?

What's happened?

How old is the child?

Reporting accidents and incidents

PAGE 2:22

Focus page 10

David wasn't his usual self at story time today. I asked him to turn round and look at the book and he just didn't respond. I tapped him on the shoulder to get him to turn back round and he jumped. When I finally got him to look at the book and listen to the story, he seemed confused and distracted. At the beginning of story time I noticed that he was the last to get settled whereas he's usually the first. Then he started looking out of the window. I think we need to monitor his behaviour for a few days just in case there's a problem.

Answers

PAGES 2:1–2:2

Children and health and safety

Task 1

Rosy	Can open cupboards	<ul style="list-style-type: none"> ■ Use safety catches. ■ Put poisonous items out of reach. 	<ul style="list-style-type: none"> ■ Allow Rosy one cupboard that she is allowed to open to get out her toys or saucepans and other harmless objects. ■ Tell her about nice and nasty things to eat and drink.
Liam	Might walk into the road	<ul style="list-style-type: none"> ■ Use walking reins. 	<ul style="list-style-type: none"> ■ Tell Liam to hold an adult's hand. ■ Tell Liam to hold onto a buggy or pram. ■ Act out scenarios using toy cars.
Lee	Might get hold of plastic bags	<ul style="list-style-type: none"> ■ Keep all plastic bags out of reach. ■ Do not keep toys, etc. in plastic bags. 	<ul style="list-style-type: none"> ■ Explain the dangers to Lee. ■ Tell a story about an imaginary child who plays with plastic bags (happy ending!).

PAGES 2:3–2:4

Supervising children

Focus page

Try this

1:8 means 1 adult is allowed to supervise 8 children.

Task 1

- 1 1:3
- 2 a 3
b 3
c 2
- 3 1:4
- 4 a 3
b 2
c 2
- 5 4 members of staff (3 for the babies and 1 for the toddlers)
- 6 18 (12 toddlers supervised by 3 staff and 6 babies supervised by 2 staff)

PAGES 2:5–2:8

Security

Task 1

- 1 Good morning.
- 2 I'm Clare Heart.
- 3 Could I take your name, please?
- 4 Who are you here to see?
- 5 Please sign the visitors book.
- 6 If you'd like to take a seat, I'll get the Senior Practitioner to speak to you.

Task 2

Practitioner 1

Incorrect – this practitioner rudely interrupts the visitor and then asks all the questions at once. This would make it hard for the visitor to answer.

Practitioner 2

Incorrect – this practitioner does not ask for information in a sensible order. She does not listen to the visitor properly either. It all gets muddled and confusing for the visitor.

Practitioner 3

Correct – this practitioner follows the procedures properly. By calling for the senior practitioner she also makes sure that the visitor will be checked for security purposes.

Task 3

You may have said something like this:

"Ducklings Nursery. This is Tom.

Who am I speaking to?

Hello _____. How can I help you?

Good. If you could just wait there for a moment, I'll get the manageress to speak to you."

Task 4

PLEASE COMPLETE IN BLOCK CAPITALS USING BLACK INK

HUSHWINGS NURSERY

Details of person visiting:

First names: MARKS Surname: BERNARD

Company: NURSERY-A-GO-GO

Address: 23 LONG ROAD
WEST HYDE

Postcode: WH23 2PX

Telephone no.: 01234 567891

Reason for visit: SELLING NURSERY RESOURCES

Date of visit: 10/05/06 Time of visit: 11:45

On arrival:

Signature (visitor): B Marks

Date: 10/06/06 Time: 10:45

On departure:

Signature (visitor): _____

Date: _____ Time: _____

PAGES 2:9–2:10**Taking notes from training****Task 1**

- 1 You may have written something like this:
It's important 2 be up 2 date with food-handling practices ∴ of the risk of contamination. Wash your hands thoroughly b4 touching food & clean any equipment (e.g., knives & surfaces) b4 preparing food.
± keep & serve food @ the correct temperature. Always check that food isn't out of date.

Food handling

- wash hands b4 touch food
- clean equipment (e.g. knives & surfaces) b4 prep food
- keep & serve food @ correct temp
- Check food isn't out of date.

Task 2

- 6 Rub round thumbs.
- 8 Clasp & rub wrists.

PAGES 2:11–2:13**Reading instructions with graphics****Focus page****Discussion box**

There are four parts to this instruction:

- 1 Find the centre of the baby's breastbone. This is between the baby's nipples.
- 2 Measure approximately one finger's width below the centre point.
- 3 Now depress the chest between 1 and 2½ cm using the third and fourth fingers of your hand.
- 4 Do this five times quickly.

Parts 1, 2, and some of 3 are illustrated by the graphic.

Certain parts aren't illustrated because it is difficult to illustrate movement in a graphic, although the arrows attempt to do this.

Measurements could have been added to the graphic to show how far to depress the chest, and the number of times to depress the chest could also have been added.

The arrow suggests a downwards movement of the fingers.

Dealing with a cut

- 1 Wash and dry your own hands.
- 2 Put on disposable gloves.
- 3 Cover the cut temporarily and clean the surrounding skin with soap and water.
- 4 Pat the surrounding skin dry.
- 5 Cover the cut completely with a sterile dressing or plaster.

Task 1

Look to see if the chest rises and falls.
Feel for breath against your cheek.

Task 2

- 3 Cross the child's legs, ...
- 2 Put the child's arm that is closest to you under his bottom ...
- 4 Roll the child gently towards you onto his side ...
- 1 Gently move the child's head to one side ...

Task 3

- 1 To check a baby's pulse, press two fingers towards the bone of the upper arm, above the elbow. Lay the baby on her back. Take hold of the baby's hand. With your other hand, put two fingers on her arm.
- 2 a

PAGES 2:14–2:15**Temperature****Focus page**

The thermometer shows 27°C.

Task 1

- 1 19°C
- 2 5.9°C
- 3 -6°C

Task 2

- 1 High
- 2 Low
- 3 Very high

Task 3

- 1 Ideal temp – sheet and 2/3 blanket layers
- 2 Too hot, so fewer layers: sheet and 1 blanket layer
- 3 Too cool, so add a layer: sheet and 3 blanket layers
- 4 Slightly too hot, so remove a layer: sheet and 2 blanket layers

PAGES 2:16–2:17**Reading product labels****Task 1**

- 1 Baby aged 9 months: 3 feeds
Baby aged 6 months: 4 feeds

- 2 The first things you must do when preparing the feeds are to wash your hands and make sure all the equipment is properly sterilised.
- 3 No. You can't add the powder to boiling water. Leave the boiled water to stand for 30 minutes until cool.
- 4 Baby aged 9 months: 7 level scoops of powder and 210 ml of water
Baby aged 6 months: 8 level scoops of powder and 240 ml of water
- 5 You can use a spoon to dissolve the powder in the water.
- 6 The last thing you must do before feeding the babies is check the temperature of the feed.
- 7 You can pour a few drops of the feed onto your wrist to check it does not feel too warm.
- 8 No. You can't store the powder in the fridge. Keep it in a cool dry place.
- 9 Yes. You can store the prepared feed in the fridge for up to 24 hours.

PAGES 2:20–2:21**Making emergency calls****Focus page**

Key question words are shown in bold:

Question 1: Which **service** do you require?

Question 2: What **number** are you calling from?

Question 3: What's **happened**?

Question 4: Can I have the **address** and the **postcode**?

Question 5: How **old** is the child?

Question 6: Is the casualty **unconscious**?

Question 7: Are there any **hazards** in the child's vicinity?

PAGES 2:22–2:23**Reporting accidents and incidents****Focus page**

These are the **false** statements from the Accident true/false game.

- 1 Accidents do not need to be reported if there were no injuries. False – even near misses have to be reported.
- 2 The largest number of non-fatal injuries happen when children cut themselves. False – The largest number of non-fatal injuries are a result of falls.

- 3 Burns happen more often than scalds and the most frequent cause of injuries is hot rings on cookers. False – scalds happen more often as a result of hot drinks.
- 4 Girls tend to have more accidents than boys. False – boys are approximately twice as likely as girls to have accidents.
- 5 One of the most common types of playground injury is strangulation, when children’s clothing, such as scarves or cords, catches on equipment. False – one of the most common types of playground injury is collisions with other children or equipment.
- 6 More children die each year from serious illnesses such as leukaemia or meningitis than from accidents. False – more children die each year as a result of accidents than from serious illnesses.

Try this

Order of the events:

At the beginning of story time I noticed that he was the last to get settled whereas he’s usually the first. Then he started looking out of the window. I asked him to turn round and look at the book and he just didn’t respond. I tapped him on the shoulder to get him to turn back round and he jumped.

When I finally got him to look at the book and listen to the story, he seemed confused and distracted.

This is how you might write this up:

David was unusually the last to settle for story time – he looked out of the window and didn’t respond to being asked to turn round. He jumped when tapped on the shoulder and then didn’t seem to understand or follow the story.

Under ‘Any action needed’ you might write:

Monitor behaviour for a few days.

Task 1

Accident form for parent/guardian	
PLEASE COMPLETE IN BLOCK CAPITALS USING BLACK INK	
To be completed by the registered person in charge	
Name of child	
First names: <u>PAULINE</u>	Surname: <u>JONES</u>
Date and time of accident	
Date: <u>Today's date</u>	Time: <u>9:15 am</u>
Location of accident	
<u>PLAYGROUND</u>	
Description of accident	
<u>PAULINE WAS RUNNING AROUND THE PLAYGROUND AND TRIPPED OVER A TOY</u>	
Witnesses to accident: <u>STEVEN PRICE (COLLEAGUE)</u>	
Description of injury	
<u>GRAZED RIGHT KNEE</u>	
Action taken	
<u>LEG CHECKED TO MAKE SURE THERE WERE NO SPRAINS OR FRACTURES</u>	
Treatment given	
<u>WASHED THE WOUND AND APPLIED ANTISEPTIC CREAM AND A PLASTER</u>	
At what stage was parent/guardian informed? <u>3:30 pm</u>	
To be completed by the parent/guardian of the injured child	
I confirm that I have been informed of the accident to my child.	
Signed by parent/guardian: _____	Date: _____

Check it

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