

# Standards Unit

## Linking theory to practice: health and safety

Teacher and trainer handbook

Produced by the Department for Education and Skills Standards Unit.

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Success for All website:  
[www.successforall.gov.uk](http://www.successforall.gov.uk)

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# Foreword

## The Standards Unit

We are committed to the following principles which underpin all our work:

- We will recognise and celebrate excellence in the post-16 sector.
- We will recognise and celebrate diversity.
- We will be open and participative in our approaches to development.
- We will recognise barriers to excellence and be supportive of those working in challenging contexts.
- We will challenge underperformance.

Success for All is a partnership between the DfES Standards Unit and the Learning and Skills Council (LSC). The Standards Unit leads on Themes 2 and 3 and the LSC on Themes 1 and 4:

- Theme 1 – meeting needs, improving choice
- Theme 2 – putting teaching, training and learning at the heart of what we do
- Theme 3 – developing the leaders, teachers, training and support staff of the future
- Theme 4 – developing a framework for quality and success.

The Standards Unit was set up in January 2003 to embed excellence in teaching, training and learning and to modernise and upgrade the sector's workforce. It acts as a catalyst, selecting priority curriculum areas for action and harnessing the work of partners to improve quality in the post-16 learning and skills sector – in FE and sixth form colleges, sixth forms in schools, work-based learning, adult and community learning and the prison service.

The Unit's staff includes officials and expert practitioners seconded from colleges and other providers and the inspectorates. This core team is supported by call off consultants, whose expert knowledge enables delivery in a range of areas. The work of the central team is supported by nine regional offices who are crucial to the national dissemination of the teaching and learning resources and the delivery of step improvements across the country. The Unit selects curriculum areas because of their importance to the economy and social inclusion and because inspection outcomes show there is room for improvement.

To support the improvements required, the Standards Unit is also providing national free training in coaching for teachers and trainers who have been nominated as Subject Learning Coaches by their managers. The programme is designed to provide professional training for Subject Learning Coaches so that they can work confidently with colleagues to further improve teaching, training and learning in their subject area. It is a new and exciting programme which is being embedded through subject networks, where Subject

Learning Coaches from different backgrounds meet to share best practice and develop their coaching skills. If you would like to know more about becoming a Subject Learning Coach, why don't you speak to your Standards Unit Regional Director or look at [www.successforall.gov.uk](http://www.successforall.gov.uk).



This health and social care resource will be a valuable reference in network meetings when Subject Learning Coaches are discussing the health and social care curriculum. We hope you will find this a useful resource and we look forward to receiving your comments and feedback.

Jane Williams  
**Director of Teaching and Learning**  
**Head of Standards Unit**

# Introduction

## Teacher and trainer handbook

Health and safety is a mandatory topic on most programmes and is often outside the learners' experience. Learners often perceive the topic as 'dry' and 'boring' and it can, indeed, be taught in an unimaginative way. However, this resource offers a range of ways to help make this topic a more exciting and interactive learning experience. The aim is to encourage learners to become more engaged by showing how learning can be more fun and consequently more effective.

Health and safety covers a vast area, and you may want to think about how you present and deliver this material to your learners. You can use the handbook in its entirety over a specified period with your learners, or you may wish to concentrate on specific sections as they relate to the learner's experience in the workplace or the general scheme of work that you are following.

In the pack you will find:

## Using the different elements of the resource pack

**The Health and safety learner handbook** – this is for the learner to use during the sessions you deliver. It contains details of the teacher support resources, the learner exercises and appendices indicating how learners may use some of the activities as an opportunity for developing their key skills.

**The Health and safety teacher and trainer handbook** – this contains a suggested scheme of work for the delivery of the health and safety pack, suggested session plans to support this delivery, and additional information, including how particular activities offer opportunities for the development of learners' key skills, and various resources. All these will be needed to deliver the sessions successfully. Page references indicate where the information may be found in the learner workbook.

**The health and safety additional resources** – CD-ROM with interactive learning activities; a DVD or VHS shows learners, teachers and trainers using and discussing the activities. A CD-ROM with resources for downloading, including a comprehensive PowerPoint presentation for you to select appropriate slides to use as either an OHT or as the PowerPoint.

# Suggested delivery

To complete the whole learner workbook will take about nine hours. This can be separated into two complete days of study or broken up into shorter sessions.

Alternatively, you may choose to use the resources as you would in a 'pick and mix' bar where you select a specific topic, such as slips, trips and falls, to reinforce learning or because it is topical at this point in your programme.

If you choose to plan a series of sessions to deliver health and safety as a unit for your learners, the following scheme of work is a suggested way to gain the most from these resources. Do not forget to identify clearly the individual needs of your learners in order to inform your session plans and to ensure that everyone is able to participate, understand and therefore achieve success.

## Two-day programme

**Day 1** – start with the safety signs. This will involve the learners with familiar signs that they use every day. Work through to the accident report activity.

**Day 2** – consolidate the section on safety signs and progress through to the end of the package concluding with the statistics on accidents in care settings in order to reinforce the importance of the issue.

Both days have been designed so that there is a balance of information to enhance the experience of the learners. Some information will be delivered by you, the teacher or trainer, though this will be interspersed with activities in which the learners are involved.

If you need to break the sessions into shorter 1–2-hour sessions, the following is suggested:

### Session 1 or day 1

Introduction to health and safety and the learner workbook

Learning objectives

Introduction to safety signs and using safety signs

Preventing accidents

## Session 2

First aid and RIDDOR

## Session 3

Being alert to accidents video activity – see Appendix 2

## Session 4

Accident report activity

Fire

Moving and handling

Slips, trips and falls

Electricity

## Sessions 5 and 6

Toys and play resources

Common abbreviations, words and meanings.

## Session 7

Being safe at work

### REMEMBER

Identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible work with a colleague specialising in language, literacy and number (LLN) ensuring learners are able to **acquire** the skills (LLN) or **apply** the skills (key skills) to meet individual need. You will find additional information in the appendices including key skills mapped to the activities in the learner workbook.

# Introduction to safety signs and using safety signs

## Session plan

### What you will need to do for this session:

- **Read** through this teacher and trainer handbook and the learner handbook.
- **Familiarise yourself** with all the activities and make sure you have all the resources required.
- **Research particular issues** (for example, statistics for the health and early years area, policies and procedures for your own place of work with examples from care/early years settings).
- **Adapt** the resources to meet the needs of your learners.
- **Remember to** identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to **acquire** the skills (LLN) or **apply** the skills (key skills) to meet individual needs.

### The resources you will need for this session:

- The PowerPoint or OHTs of the PowerPoint slides.
- **Introduction** – the learner handbook and sufficient copies of the safety signs from the learner handbook p.9, flip chart, paper and pens or interactive whiteboard and PowerPoint slide1.
- **Introduction to safety signs** – the safety signs, range of text books on health and safety, access to the internet, answer sheet from Appendix 4, PowerPoint slides 2–14.
- **Activity using safety signs** – prepared floor plan of nursery or care home or resources to make a board, set of cards from Appendix 5, PowerPoint slides 15–16.

<b>Programme</b>	<b>Teacher or trainer:</b>		
<b>Unit:</b> Health and safety	<b>Length of session:</b> 120 minutes		
<b>Topic:</b> Introduction to safety signs and how to use safety signs	<b>Room:</b>		
<b>Date:</b>	<b>Number on register:</b>		

**Aim:** To understand the different safety signs and the implications for their workplace

### Objectives

The learner will be able to:

- identify the different types of safety signs;
- explain the meaning of each safety sign;
- select appropriate signs to be used in their workplace.

<b>Time</b>	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>10 minutes</b>	<b>Introduction to the session</b> <b>Introduce</b> aims and objectives of the session PowerPoint slide 1 – topics of health and safety programme. Introduction to the outline of the programme.	Add to notes in the learner handbook	PowerPoint slide 1.	Learners understand the topics to be covered. Learners understand the purpose of the session.

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<b>10 minutes</b>	<p><b>The purpose of this activity is to understand the different types of safety signs and their meaning</b></p> <p>Introduce the different safety signs using the learner handbook p.9. You may wish learners to work in pairs or small groups to complete this activity.</p>	<p>Read and discuss the safety signs. Identify where they have seen the signs, particularly any they have seen them in the workplace.</p> <p>Learners complete the activity on p. 10–11 using the textbooks provided or by accessing the internet.</p> <p>Learners discuss their findings with each other and as a group.</p> <p>Learners check their answers using the answer sheet.</p>	<p>Learner handbook. PowerPoint slides 2–16.</p> <p>Range of health and safety textbooks.</p> <p>Access to the internet ROSPA website.</p> <p>Appendix 4, p.59</p>	<p>Learners will be able to recognise the different safety signs and their meaning.</p> <p>Learners will be able to identify the use of safety signs in the workplace.</p> <p>Learners will be able to discuss the importance of each sign and the implications for the workplace.</p>
<b>40 minutes</b>	<p>Encourage learners to discuss each sign noting any they recognise from their workplace. Ensure all learners are encouraged to participate in discussion.</p> <p>Direct learners to pp. 10–11 and ask them to complete the activity on their own. You could ask them to check their ideas with a colleague once they have identified every safety sign using Appendix 4, p. 59.</p>			

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<b>5 minutes</b>	<p><b>The purpose of this activity is to consolidate learning by appropriately placing signs in care settings.</b></p> <p>Decide whether you will ask the learners to create a board for the floor plan or use the ones to be found in Appendix 5 of this handbook (pp. 63–64.)</p> <p>Ask learners to form into small groups of no more than five. Give each group a floor plan of either a nursery or care home or use the one they have made.</p>	<p>Learners choose or be directed into small groups of no more than five.</p> <p>Learners make the board using the resources provided. OR to use the board showing a floor plan of a nursery or care home.</p> <p>Learners take it in turns to select a card and place it in an appropriate position.</p>	<p>Paper or card, coloured pens, scissors, ruler.</p> <p>Appendix 5, pp. 63–64.</p>	<p>Learners will be able to correctly identify safety signs.</p> <p>Learners are able to correctly position the signs on the floor plan.</p> <p>Learners are able to explain the reason for their choice.</p> <p>Learners are able to discuss the implications for their workplace.</p> <p>Learners are able to recognise other safety signs to be found in different parts of the building.</p>
<b>45 minutes</b>	<p>Give each group a set of safety signs to be found in the learner handbook pages 15–16.</p> <p>Ask individuals to each take a sign. In turn each learner will place the sign in an appropriate place on the floor plan. The learner will explain to their group what the sign is and why the sign should be there.</p> <p>Circulate to check progress, ask additional questions to check learner understanding and to extend their ideas. Ensure all learners are able to participate fully. Encourage learners to discuss what they have observed in their workplace reminding them of the need for confidentiality.</p>	<p>Learner explains to the group what the safety sign means and why they have put it in that position.</p> <p>Learners discuss the signs checking each other and noting any signs they have observed in their workplace.</p> <p>Learners identify further signs that may be seen in the workplace. Learners may consider safety signs to be found in different parts of the building.</p> <p>Learners make notes of their findings.</p>		

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<b>10 minutes</b>	<p><b>Review and consolidation</b></p> <p>Confirm correct answers and justification through discussion and use of the PowerPoint slide 16 summary of safety signs.</p> <p><b>Recap</b> and evaluate session.</p> <p>Encourage learners to reflect on their learning and identify areas for further study.</p> <p><b>Check</b> aims and objectives of session have been met.</p>	<p>The group checks their final answers using the summary of safety signs shown on PowerPoint 16.</p> <p>Learners make action plans to fill gaps in their knowledge and understanding. They also identify ways of improving their own practice in the workplace.</p>	<p>PowerPoint slide 16 summary of safety signs.</p>	<p>Learners are able to understand safety signs and their application in the workplace.</p> <p>Learners are able to reflect on their learning and to create an action plan for further study.</p>
<b>After the session</b>	<p><b>Teacher or trainer evaluation</b></p> <p>Complete teacher or trainer evaluation below on p. 15.</p>			

## Teacher and trainer evaluation

<p style="text-align: center;"><b>Identifying the needs of all learners (differentiation)</b></p>	<p style="text-align: center;"><b>How the needs of all learners will be met (achieving differentiation)</b></p>
<p>The following range of particular needs exist (these will have been identified during the learner's initial assessment):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The needs of particular learners will be met in the following ways:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>a) what went well</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Review of:</b></p> <p>b) what went less well and how to improve it</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>c) were the needs of all learners met?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

# Preventing accidents

## Session plan

### What you will need to do for this session:

- **Read** through this teacher and trainer handbook and the learner handbook.
- **Familiarise yourself** with all the activities and make sure you have all the resources required.
- **Research particular issues** (for example, statistics for the health and early years area, policies and procedures for your own place of work with examples from care/early years settings).
- **Adapt** the resources to meet the needs of your learners.
- **Remember to** identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to **acquire** the skills (LLN) or **apply** the skills (key skills) to meet individual needs.

### The resources you will need for this session:

- The PowerPoint or OHTs of the PowerPoint slides.
- **Introduction** – The learner handbook and sufficient copies of the safety signs from the learner handbook p.9, flip chart paper and pens or interactive whiteboard and PowerPoint slides 17–21.
- **Activity using the preventing accidents cards** – the accident cards to be found in Appendix 1 of this handbook, flip chart and pens or interactive whiteboard, PowerPoint slide 21, sufficient heading cards for the activity for each group, accidents I can prevent, accidents my employer can prevent and accidents beyond my and my employer's control, access to computers for the learner presentation.
- **Legal requirements for first aid in the workplace** – PowerPoint slides 22–31, flip chart and pens or interactive whiteboard.

<b>Programme</b>	<b>Teacher or trainer:</b>
<b>Unit:</b> Health and safety	<b>Length of session:</b> 120 minutes
<b>Topic:</b> Preventing accidents	<b>Room:</b>
<b>Date:</b>	<b>Number on register:</b>

**Aim:** To appreciate the types of accidents, how they can happen and the legislation for safety in the workplace

### Objectives

The learner will be able to:

- identify a range of factors leading to accidents in care settings;
- discuss the implications for care workers and their employers;
- list ways in which accidents at work can be prevented;
- explain the requirements for first aid;
- recognise the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

<b>Time</b>	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
5 minutes	<b>Introduction to the session</b> <b>Recap on last session</b> <b>Introduce</b> aims and objectives of Session 2. PowerPoint 17: aims of Session 2.	<b>Listen, ask and answer questions</b> Add to notes in the learner handbook.	PowerPoint slide 17.	Learners understand the purpose of the session making links to confirm learning from last session.

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<b>15 minutes</b>	<p><b>The purpose of this activity is to understand the causes and consequences of accidents in the care setting.</b></p> <p>You might ask each learner to write down a definition of the word accident. This could be done on a stick pad then made into a display on a flip chart. Look at similarities and differences in answers exploring why this might be so, for example following personal experience. Encourage discussions so that learners have to justify their ideas.</p> <p>Show PowerPoint slides 18–20 noting where these had been identified by learners on their stick pads. Promote discussion ensuring all are able to contribute.</p>	<p>Learners individually define the word accident.</p> <p>Learners share and justify their ideas with members of the group.</p> <p>Learners consider their answers in the light of the PowerPoint slides.</p>	<p>PowerPoint slides 18–20.</p> <p>Flip cart and pens.</p> <p>Stick pads.</p>	<p>Learners accurately define the word accident.</p> <p>Learners describe the different factors leading to accidents in the workplace.</p>
<b>15 minutes</b>	<p><b>The purpose of this activity is to understand how to prevent accidents, identifying legislation ensuring safety in the workplace.</b></p> <p>PowerPoint slide 21.</p> <p>Learners form into small groups of no more than five. Give each group a set of accident cards to be found in Appendix 1 and the three header cards you have made:</p> <ul style="list-style-type: none"> <li>• Accidents I can prevent.</li> <li>• Accidents my employer can prevent.</li> <li>• Accidents beyond my and my employer's control.</li> </ul>	<p>Learners choose or are directed into small groups of no more than five.</p> <p>Learners work in small groups to complete stages 1 and 2. Each learner will contribute to the discussion and the final decision to place each card under an appropriate heading.</p>	<p>PowerPoint slide 21.</p> <p>Set of accident cards per group.</p> <p>Set of headings per group.</p> <p>Learner handbook.</p> <p>Flip chart and pens.</p> <p>Computer for presentation using the interactive whiteboard.</p>	<p>Learners explain the implications for care workers and their employers.</p>

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
	<p>Refer learners to p. 17 of the learner handbook. Check to see that all learners understand the activities and the terms on the cards. Clarify any issues raised (Stage 1).</p>	<p>Learners discuss how accidents can be prevented, electing to choose one of the three sets of cards.</p>		<p>Learners discuss ways in which accident at work can be prevented.</p>
<b>15 minutes</b>	<p>Ask the learners to follow the instructions for Stage 2. You will need to check that each group understands the purpose of the activity – to sort the cards deciding where to place each card under one of the three headings. Encourage discussion particularly if there is disagreement on where to place a card. The group has to work out the answer and reach agreement.</p> <p>Circulate to check progress, ask additional questions to check learner understanding and to extend their ideas. Ensure all learners are able to participate fully. Support learners to discuss what they have observed in their workplace reminding them of the need for confidentiality (Stage 2).</p>	<p>Learners prepare and present their findings using flip chart or Interactive whiteboard.</p> <p>Learners make notes of their findings.</p>		
<b>25 minutes</b>	<p>When all groups have placed their cards under the headings move on to Stage 3. Ask each group to choose one of the headings ensuring that all three headings are chosen across the whole group. Encourage learners to follow instructions on page 17 of their handbook. Each group should be prepared to share their ideas with the whole group. This could be done using a flip chart or interactive whiteboard. The group can be as creative as they like to produce their presentation. Encourage discussion enabling learners to ask questions or add points of their own after each presentation.</p>			

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>20 minutes</b>	<p>The purpose of this activity is to outline legal requirements for first aid in the workplace.</p> <p>Refer learners to pp. 20–25 of the learner handbook</p> <p>Use PowerPoint slides 24–31 to promote discussion related to the workplace.</p> <p>Ensure all learners are able to contribute to the discussion.</p> <p>You may wish to record or encourage learners to record key points on a flip chart or interactive whiteboard.</p>	<p>Learners refer to p. 20–25 in their handbook.</p> <p>Learners identify arrangements for first aid and RIDDOR in their own workplace or prepare an action plan to research this.</p> <p>Learners discuss their role and responsibility should an accident occur.</p>	<p>Learner handbook.</p> <p>PowerPoint.</p> <p>Flip chart and pens or interactive whiteboard.</p>	<p>Learners explain the requirements for first aid.</p> <p>Learners identify the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) explaining the significance for those working in care settings</p>
<b>10 minutes</b>	<p><b>Review session</b></p> <p>Confirm learners' understanding of accidents noting the responsibility of employers. Use PowerPoint 22 – accidents.</p> <p>Encourage learners to reflect on their learning and identify areas for further study.</p>	<p>The group checks their final display using the summary of safety signs shown on PowerPoint.</p> <p>Learners make action plans to fill gaps in their knowledge and understanding. They also identify ways of improving their own practice in the workplace.</p>	<p>PowerPoint 22.</p>	<p>Learners accurately identify the cause, effect and prevention of accidents in the workplace.</p> <p>Learners correctly explain their responsibilities for first aid and the regulations under RIDDOR.</p> <p>Learners will reflect on their learning creating an action plan for further study.</p>
<b>After the session</b>	<p><b>Teacher or trainer evaluation</b></p> <p>Complete teacher or trainer evaluation on p.21.</p>			

## Teacher and trainer evaluation

<p style="text-align: center;"><b>Identifying the needs of all learners (differentiation)</b></p>	<p style="text-align: center;"><b>How the needs of all learners will be met (achieving differentiation)</b></p>
<p>The following range of particular needs exist (these will have been identified during the learner's initial assessment):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The needs of particular learners will be met in the following ways:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>a) what went well</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Review of:</b></p> <p>b) what went less well and how to improve it</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>c) were the needs of all learners met?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

# Being alert to accidents

## Session plan

### What you will need to do for this session:

- **Read** through this teacher and trainer handbook and the learner handbook.
- **Familiarise yourself** with the video 'Check It Out', produced by the HSE. Decide how to use the video to meet the needs of your learners. Photocopy learner worksheets to be found in Appendix 2 of this handbook.
- **Research particular issues** (for example find newspaper articles, see [www.bbc.co.uk](http://www.bbc.co.uk), or a range of text books on accidents and their prevention), collect examples, if permission is given, of old accident report forms from early years or care settings).
- **Adapt** the resources to meet the needs of your learners.
- **Remember to** identify any potential barriers to individual learning. Build in plans to support each learner to achieve

success. Where possible work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to **acquire** the skills (LLN) or **apply** the skills (key skills) to meet individual needs.

### The resources you will need for this session:

- The PowerPoint or OHTs of the PowerPoint slides.
- **Introduction** – PowerPoint slide 32.
- **Activity using the video** – The learner handbook, the video *Check It Out* or similar, flip chart and pens or interactive whiteboard, TV and video, worksheets from Appendix 2 of this handbook, highlighter pens.
- **Legal requirements for first aid in the workplace** – PowerPoint slide 33, flip chart and pens or interactive whiteboard.

<b>Programme</b>	<b>Teacher or trainer:</b>		
<b>Unit:</b> Health and safety	<b>Length of session:</b> 120 minutes		
<b>Topic:</b> Being alert to accidents	<b>Room:</b>		
<b>Date:</b>	<b>Number on register:</b>		

**Aim:** To consolidate understanding of accidents and accident prevention. To be aware of the need to report accidents

### Objectives

The learner will be able to:

- witness accidents at work through the use of a video and discuss how similar accidents may occur in care settings;
- analyse the reasons why the accidents occurred;
- discuss the reasons and draw conclusions about the ways in which accidents can be prevented;
- understand how to report an accident;
- complete an accident report form accurately.

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>5 minutes</b>	<p><b>Introduction to the session.</b></p> <p><b>Recap on last session.</b></p> <p><b>Introduce</b> aims and objectives of Session 3.</p> <p>PowerPoint slide 32 – aims and objectives of Session 3.</p>	<p><b>Listen, ask and answer questions</b></p> <p>Add to notes in the learner handbook.</p>	<p>PowerPoint slide 32.</p>	<p>Learners understand the purpose of the session, making links to confirm learning from the last session.</p>

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<b>45 minutes</b>	<p><b>The purpose of this activity is to consolidate understanding of the causes and consequences of accidents in the care setting.</b></p> <p>You should allow one hour for this activity. It is important to plan effectively so that you have short video sequences followed by discussion of findings including the implications for the individual and the workplace. Encourage all learners to contribute.</p> <p>You may wish to record group findings on a flip chart or the interactive whiteboard. Think about how you will involve the learners in creating a 'memory board' of findings. A separate sheet or page for each sequence/scenario, buzz words or graphics could be used to provide a focus for reflection.</p>	<p>Learners watch the video sequences completing the worksheets.</p> <p>Learners discuss their findings justifying their ideas with members of the group.</p> <p>Learners consider the implications for themselves and their workplace.</p> <p>Learners are involved in creating a summary of findings from each sequence.</p>	<p>PowerPoint slide 32.</p> <p>Video.</p> <p>Worksheets.</p> <p>Appendix 2, pp. 55–56.</p> <p>Flip chart and pens.</p> <p>Computer.</p> <p>Interactive whiteboard.</p>	<p>Learners discuss how similar accidents may occur in care settings.</p> <p>Learners identify the reasons why the accidents occurred.</p> <p>Learners discuss the reasons and draw conclusions about the ways in which accidents can be prevented.</p>
<b>20 minutes</b>				
<b>5 minutes</b>	<p><b>The purpose of this activity is to review the importance of accurate record keeping following an accident.</b></p> <p>Show PowerPoint slide 33 – accident reporting and discuss implications for employers and employees.</p> <p>You may decide to ask learners to work on their own, in pairs or in a small group to complete these activities.</p>	<p>Learners review the accident descriptions noting the key points.</p> <p>Learners discuss their findings in pairs, small groups and ultimately in the whole group.</p> <p>Learners make notes of their findings.</p>	<p>Learner handbook.</p> <p>Flip chart and pens.</p> <p>PowerPoint slide 33.</p> <p>Highlighter pens.</p> <p>Computer for presentation using the Interactive whiteboard.</p>	<p>Learners accurately explain why it is important to record any accident.</p> <p>Learners identify a range of ways to prevent accidents in the care setting.</p> <p>Learners critically evaluate a number of report forms justifying their answer.</p>

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<b>20 minutes</b>	<p>Provide learners with at least three descriptions of accidents. Have additional descriptions of accidents available for those who work more quickly.</p> <p>Refer learners to p. 25 of their handbook. Check to ensure all learners understand what is being asked of them. Ask them to complete stages 1 and 2.</p> <p>Circulate to check progress, ask additional questions to check learner understanding and to extend their ideas. Ensure all learners are able to participate fully. Encourage learners to discuss what they have read.</p>	<p>Learners discuss ways to prevent such accidents making reference to the care setting.</p> <p>All learners complete an accident report form and explain what they have recorded and why.</p>		Learners complete an accident report form accurately.
<b>15 minutes</b>	<p>Ask learners to work in pairs to complete stage 3. Circulate to listen to their ideas, prompting and encouraging learners to think of all the issues clarifying any concerns they may have. Finally ask learners to complete the accident report form in stage 4 on their own.</p>			

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>10 minutes</b>	<p><b>Review session</b></p> <p>Confirm learning through a review of the completed accident report forms. You may decide to record key facts, proposed by learners, on the Interactive whiteboard or flipchart.</p> <p>Encourage learners to reflect on their learning and identify areas for further study.</p>	<p>Each learner shares his or her report form with another learner, noting similarities and differences.</p> <p>Learners make action plans to fill gaps in their knowledge and understanding.</p> <p>Learners plan to ask permission to review the accident book in their place of work.</p>	<p>Flip chart or interactive whiteboard.</p>	<p>Learners reflect on their learning creating an action plan for further study.</p>
<b>After the session</b>	<p><b>Teacher or trainer evaluation</b></p> <p>Complete teacher or trainer evaluation on p.27 ..</p>			

## Teacher and trainer evaluation

<p style="text-align: center;"><b>Identifying the needs of all learners (differentiation)</b></p>	<p style="text-align: center;"><b>How the needs? of all learners will be met (achieving differentiation)</b></p>
<p>The following range of particular needs exist (these will have been identified during the learner's initial assessment):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The needs of particular learners will be met in the following ways:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>a) what went well</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Review of:</b></p> <p>b) what went less well and how to improve it</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>c) were the needs of all learners met?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

# Fire awareness; moving and handling; slips, trips and falls; electricity

## Session plan

### What you will need to do for this session:

- **Read** through this teacher and trainer handbook and the learner handbook.
- **Familiarise yourself** with the different types of fire and the appropriate fire extinguisher to be used.
- **Research particular issues** for example evacuation procedures in different care settings.
- **Adapt** the resources to meet the needs of your learners.
- **Remember to** identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to **acquire** the skills (LLN) or **apply** the skills (key skills) to meet individual needs.

### The resources you will need for this session:

- The PowerPoint or OHTs of the PowerPoint slides.
- **Introduction 4a: Fire** PowerPoint slide 34.
- **Activity – know your fire extinguishers** – learner handbook pp.26–33, flip chart and pens or interactive whiteboard, PowerPoint slides 35–43.
- **Introduction 4b: Moving and handling** – learner handbook p.34, PowerPoint slide 44–45.
- **Introduction 4c: Slips, trips and falls** – PowerPoint slide 46.
- **Activity – slips, trips and falls** – learner handbook pp.35–36, PowerPoint slide 46, flip chart and pens or interactive whiteboard.
- **Introduction 4d: Electricity** PowerPoint slide 47.
- **Activity – electricity** – learner handbook pp.37–38, PowerPoint slide 47.

<b>Programme</b>	<b>Teacher or trainer:</b>
<b>Unit:</b> Health and safety	<b>Length of session:</b> 120 minutes
<b>Topic:</b> Fire awareness, moving and handling; slips, trips and falls electricity	<b>Room:</b>
<b>Date:</b>	<b>Number on register:</b>

**Aim:** Review the hazards associated with fire, moving and handling, slips, trips and falls, electricity

### Objectives

The learner will be able to:

- describe the most common types of fire extinguisher;
- identify which extinguisher to use for what fire;
- explain why training for moving and handling is essential in care settings;
- identify hazards associated with trips, slips and falls;
- explain how to prevent such accidents;
- list the danger of electricity;
- describe safe practices when using electrical appliances;
- understand the importance of regular checks on electrical appliances.

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>10 minutes</b>	<b>Introduction to the session.</b> <b>Recap on the last session.</b> <b>Introduce</b> aims and objectives of Session 4 a,b,c and d. PowerPoint slide 44 – aims and objectives of Session 3.	<b>Listen, ask and answer questions.</b> Add to notes in the learner handbook.	PowerPoint slide 44.	Learners understand the purpose of the session, making links confirming learning from the last session.

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
	<b>The purpose of this activity 4a is to review fire safety applying knowledge to the care setting.</b>	Learners identify their current understanding of fire and fire safety.	PowerPoint slides 34–39.	Learners accurately describe the most common types of fire extinguisher.
<b>5 minutes</b>	Lead a discussion to determine what learners already know about the dangers of fire.	Learners participate in discussion identifying potential hazards in the workplace. Learners may record their findings in their handbook or on a flip chart or Interactive whiteboard.	Flip chart paper and pens.	
<b>5 minutes</b>	Show PowerPoint slides 34–36 giving time for discussion. Ask learners what things in the workplace may be a potential fire hazard. You could get the learners to record this on a flip chart or in their notes.		Interactive whiteboard.	
<b>10 minutes</b>	Show PowerPoint slides 37–39 giving time for discussion. Encourage learners to reflect on the workplace and draw on experience in other settings where appropriate, for example, if any have or are working in a different setting, perhaps a shop or bar.	Learners consider the implications for themselves and their workplace. Learners identify areas to research ensuring they are clear about fire safety in their workplace.		
	<b>The purpose of this activity is to consolidate understanding of the different types of fire extinguishers and their uses.</b>	Learners complete stages 1 and 2 in their handbook. Learners discuss their decisions with a peer, justifying their decision. Learners check their answers from the PowerPoint slides.	Learner handbook. Flip chart and pens. PowerPoint slide 40. Highlighter pens. Computer for presentation using the interactive whiteboard.	Learners correctly identify which extinguisher to use for what fire, justifying their answers.
<b>5 minutes</b>	Show PowerPoint slide 40 and refer learners to p. 33 of the learner handbook. Check that learners understand what is being asked of them for the three activities.			

	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<b>15 minutes</b>	Encourage learners to complete stages 1 and 2 on their own. Learners may be able to start stage 3; however, it is more likely they will need to research this during their next visit to the workplace and record their answers ready for discussion at the next session. You could ask learners to note the date when the fire extinguishers were last checked in the workplace. Take care to ensure they discuss this information in an appropriate way if they find any are overdue for checking. Circulate to check progress, ask additional questions to check learner understanding and to extend their ideas. Ensure all learners are able to participate fully.	Learners plan what they need to check at the next visit to the workplace.	PowerPoint slides 41–43.	Learners correctly identify which extinguisher is used for which type of fire, and justify their answers. Learners apply their knowledge to their workplace setting and examine the dates extinguishers were checked.
<b>5 minutes</b>	Show PowerPoint slides 41–43 to confirm and consolidate learning.			
<b>15 minutes</b>	<b>The purpose of this activity (46) is to identify the importance of training for moving and handling in the care setting.</b> Show PowerPoint slide 46. Ask learners if they are aware of any such training in their care setting. Refer learners to p. 34 of the learner handbook. Should learners be unaware of any training ask them to find out when they next visit the workplace.	Learners discuss the importance of moving and handling training. Learners research what is available in their workplace. Learners complete p. 34 of their handbook	Learner handbook. PowerPoint slide 46.	Learners identify the danger of lifting incorrectly with particular reference to the care setting. Learners explain why training for moving and handling is essential in care settings.

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
	<b>The purpose of this activity (4c) is to identify potential hazards causing slips, trips and falls.</b>	Learners read p.36 of the handbook. Learners work in pairs or small groups to identify potential hazards. Learners discuss ways to minimise or remove hazards.	Learner handbook. Flip chart and pens. Interactive whiteboard.	Learners identify hazards associated with trips, slips and falls. Learners are able to describe ways to prevent such accidents.
<b>10 minutes</b>	Lead a discussion to identify potential hazards in the workplace or ask learners to work in pairs or small groups to identify hazards.			
<b>10 minutes</b>	Learners can record their ideas in any format of their choice for presenting their ideas to the group or they can use the template on p.36 of their handbook. Circulate round the group ensuring all participate and that their contributions are valued. Encourage learners to decide how such hazards can be removed or at least minimised.			
	<b>The purpose of this activity (4d) is to consider the type and safe use of electrical appliances in the care setting.</b>	Learners identify a range of electrical equipment used in the workplace. Learners discuss their understanding of safe working practice when using electrical appliances. Learners read p.37 then complete p.38 either on their own or with one other person.	Learner handbook.	Learners explain the dangers of electricity. Learners are able to describe safe practices when using electrical appliances in a care setting. Learners are able to describe why regular checks are made on electrical appliances. Learners identify who should undertake such checks.
<b>5 minutes</b>	Ask learners to think of a range of electrical equipment commonly found in the workplace. See if learners are aware of any safety instructions when using electrical appliances.			
<b>10 minutes</b>	Refer learners to p.37 of their handbook then complete p.38 either on their own or in a pair.			

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>5 minutes</b>	Show PowerPoint slide 47 to consolidate understanding and enable learners to check their ideas, recorded on p. 38 of the learner handbook.	Learners discuss their findings and plan ways to ensure safe practice.	PowerPoint slide 47.	
<b>10 minutes</b>	<p><b>Review session</b></p> <p>Confirm learning through a review of the action plans each learner has created for further research once in the workplace. You might decide to ask learners to devise a twenty question activity in order to check their understanding. Alternatively you could ask each person to name one thing they have learnt in the session ensuring you have covered all topics. Do this using stick pads or on the flipchart or interactive whiteboard.</p> <p>Encourage learners to reflect on their learning and identify areas for further study.</p>	<p>Learners answer the questions posed by the teacher or they write down questions to ask others covering all of the topics. Alternatively they could complete a statement of one thing they have learnt from the session.</p> <p>Learners make action plans to fill gaps in their knowledge and understanding.</p> <p>Learners plan to ask permission to review electrical appliances in the work setting.</p>	<p>Flip chart or interactive whiteboard.</p> <p>Stick pads.</p>	Learners reflect on their learning creating an action plan for further study.
<b>After the session</b>	<p><b>Teacher or trainer evaluation</b></p> <p>Complete teacher or trainer evaluation on p. 34.</p>			

## Teacher and trainer evaluation

<p style="text-align: center;"><b>Identifying the needs of all learners (differentiation)</b></p>	<p style="text-align: center;"><b>How the needs of all learners will be met (achieving differentiation)</b></p>
<p>The following range of particular needs exist (these will have been identified during the learner's initial assessment):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The needs of particular learners will be met in the following ways:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>a) what went well</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Review of:</b></p> <p>b) what went less well and how to improve it</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>c) were the needs of all learners met?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

# Toys and play resources

## Session plan

### What you will need to do for this session:

- **Read** through this teacher and trainer handbook and the learner handbook.
- **Familiarise yourself** with the different types of safety labels for toys and the choke test.
- **Research particular issues** for example collect a range of labels or toys with safety labels.
- **Adapt** the resources to meet the needs of your learners.
- **Remember to** identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to **acquire** the skills (LLN) or **apply** the skills (key skills) to meet individual needs.

### The resources you will need for this session:

- The PowerPoint or OHTs of the PowerPoint slides.
- **Introduction Session 5 – Toys and play resources** PowerPoint slide 48.
- **Activity – safety labels on toys** The learner handbook pp.39–42, flip chart and pens or interactive whiteboard.
- **Activity – choke test** range of toys, cylinder of appropriate size (see learner handbook pp.41–42.)

<b>Programme</b>	<b>Teacher or trainer:</b>
<b>Unit:</b> Health and safety	<b>Length of session:</b> 60 minutes
<b>Topic:</b> Toys and play resources	<b>Room:</b>
<b>Date:</b>	<b>Number on register:</b>

**Aim:** To review the range of safety signs for toys. Identify potential hazard from swallowing toys for children under 3 years of age.

### Objectives

The learner will be able to:

- explain the importance of safe toys;
- identify a range of safety signs;
- demonstrate the choke test;
- determine whether toys are too small for children under 3 years of age.

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>10 minutes</b>	<p><b>Introduction to the session.</b></p> <p><b>Recap on previous session.</b></p> <p><b>Introduce</b> aims and objectives of Session 5.</p> <p>PowerPoint slide 48 – aims and objectives of Session 5.</p>	<p><b>Listen, ask and answer questions.</b></p> <p>Add to notes in the learner handbook.</p>	<p>PowerPoint slide 48.</p>	<p>Learners understand the purpose of the session, making links to confirm learning from the previous session.</p>

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
	<b>The purpose of this activity is to review safety signs for toys and play resources.</b>	Learners explain safe features of a range of toys	Learner handbook.	Learners are able to describe the features of a safe toy.
<b>5 minutes</b>	Lead a discussion to determine what learners already know about safe toys and play resources.	Learners read through pp. 39–40 of the handbook.	Range of toys and play resources. Flip chart paper and pens. Interactive whiteboard.	Learners identify a range of safety signs explaining their meaning and importance in a care setting.
<b>15 minutes</b>	You might have arranged for learners to bring in a toy they consider to be safe. Ask them to explain why they believe this to be so.			
<b>5 minutes</b>	Refer learners to pp. 39–40 of the learner handbook. Generate a discussion about the signs they know and those that are new to them.			
<b>15 minutes</b>	<b>The purpose of this activity is to identify unsuitable sized toys or play resources for a three-year-old.</b> Introduce the equipment for the choke test. Demonstrate the test using a range of toys and play resources of different sizes or encourage the learners to test the toys and play resources recording their findings on p. 41–42 of the learner handbook.	Learners complete stages 1 and 2 in their handbook.  Learners test a range of toys and play resources recording their findings.	Learner handbook. Flip chart and pens. Computer for presentation using the interactive whiteboard. Equipment for the choke test. Range of small toys or play resources of different sizes.	Learners safely use the choke test to determine which toys will be safe to give to a child under three years of age. Learners accurately record the findings of each test.

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>10 minutes</b>	<p><b>Review session</b></p> <p>Confirm learning by asking each learner to identify a factor to consider when they assess the safety of toys or play resources.</p> <p>You could put each safety sign on a card and play card bingo to identify all the signs. Alternatively you could ask each learner to name one thing they will look for when buying toys or play resources.</p> <p>Encourage learners to reflect on their learning and identify areas for further study.</p>	<p>Learners identify one factor they should consider when choosing toys or play resources.</p> <p>Learners make action plans to fill gaps in their knowledge and understanding.</p>	<p>Flip chart or Interactive whiteboard.</p> <p>Stick pads.</p>	<p>Learners reflect on their learning, creating an action plan for further study.</p>
<b>After the session</b>	<p><b>Teacher or trainer evaluation</b></p> <p>Complete teacher or trainer evaluation on p.39..</p>			

## Teacher and trainer evaluation

<p style="text-align: center;"><b>Identifying the needs of all learners (differentiation)</b></p>	<p style="text-align: center;"><b>How the needs of all learners will be met (achieving differentiation)</b></p>
<p>The following range of particular needs exist (these will have been identified during the learner's initial assessment):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The needs of particular learners will be met in the following ways:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>a) what went well</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Review of:</b></p> <p>b) what went less well and how to improve it</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>c) were the needs of all learners met?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

# Common abbreviations and meanings

## Session plan

### What you will need to do for this session:

- **Read** through this teacher and trainer handbook and the learner handbook deciding which activities to use within the available time. **You do not need to include both the matching and domino activity if time is short. All times are suggested only.**
- **Familiarise yourself** with the different abbreviations and their meanings.
- **Research particular issues** considering alternative strategies to review learning.
- **Adapt** the resources to meet the needs of your learners and prepare sets of cards.
- **Remember to** identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible

work with a colleague specialising in language, literacy and numeracy (LLN) ensuring learners are able to **acquire** the skills (LLN) or **apply** the skills (key skills) to meet individual needs.

### The resources you will need for this session:

- The PowerPoint or OHTs of the PowerPoint slide 49.
- **Introduction Session 6 – a review of learning to date.**
- **Activity matching cards:** The learner handbook pp. 43–47, sets of cards to be found in Appendix 7 of this handbook.
- **Activity – human domino** set of cards, flip chart and pens or interactive whiteboard.
- **Activity – common words and meanings** answer and questions sheets in Appendix 8 of this handbook.

<b>Programme</b>	<b>Teacher or trainer:</b>		
<b>Unit:</b> Health and safety	<b>Length of session:</b> 60 minutes		
<b>Topic:</b> Common abbreviations and meanings	<b>Room:</b>		
<b>Date:</b>	<b>Number on register:</b>		

**Aim:** Confirm understanding of common abbreviations and meanings used in health and safety.

### Objectives

The learner will be able to:

- identify common abbreviations;
- describe what the abbreviations mean;
- outline the main points of the health and safety legislation;
- explain the implications for staff working in the care setting;
- describe common words and their meanings.

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>5 minutes</b>	<b>Introduction to the session.</b> <b>Recap on previous session.</b> <b>Introduce</b> aims and objectives of Session 6. PowerPoint slide 49 – aims and objectives of Session 6.	<b>Discuss previous session, asking and answering questions.</b> Add to notes in the learner handbook.	PowerPoint slide 49.	Learners understand the purpose of the session, making links to confirm learning from the previous session.

Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<p><b>The purpose of this matching activity is to confirm understanding of common abbreviations and their meaning.</b></p>	<p>Learners work on their own, in pairs or small groups as directed.</p>	<p>Set of cards for each group or individual.</p>	<p>Learners accurately identify common abbreviations.</p>
<p><b>15 minutes</b></p> <p>Decide how to organise this activity. You could ask learners to work on their own or in pairs or small groups. You will need to have sufficient sets of cards for the numbers of learners involved.</p>	<p>Learners correctly match the abbreviation to the description and full explanation.</p>	<p>Learner handbook. Flip chart paper and pens.</p>	<p>Learners are able to describe what the abbreviations mean.</p>
<p>Ensure learners are clear they have to organise the cards into three sets. Each set will show:</p>	<p>Learners check their answers with the teacher or trainer.</p>	<p>Interactive whiteboard.</p>	<p>Learners are able to accurately identify the main points of the health and safety legislation.</p>
<ul style="list-style-type: none"> <li>• The abbreviation.</li> <li>• The full explanation.</li> <li>• A brief description.</li> </ul>	<p>Learners read through pp. 43–54 of the handbook.</p>		<p>Learners explain the implications for staff working in the care setting.</p>
<p>Circulate, ensuring all learners understand the activity and are engaged in it. You could use questions to individuals to increase their understanding.</p>			
<p>Once all learners have completed the activity, show them the answers to be found in Appendix 7 of this handbook.</p>			
<p>Encourage learners to reflect on the implications for care settings.</p>			
<p>Refer learners to pp. 43–54 of the learner handbook. Generate a discussion about the implications for care workers. You might decide to record the results on a flip chart or interactive whiteboard.</p>			

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>10 minutes</b>	<p><b>The purpose of this domino activity is to consolidate learning of common abbreviations and meanings.</b></p> <p>Collect in all the cards. Make sure the cards are in the correct piles, that is, all the abbreviations in one pile, explanations in another and the description in a third. Shuffle each pile well before giving each learner a card face down.</p> <p>Ask learners to circulate around the room until they have found the other two learners with cards to make the matching set.</p> <p>You could extend this activity by asking the trio of learners to prepare a handout of key points to remind care workers of their responsibilities. Each trio of learners could be encouraged to present their handout to the group, answering any questions that may be posed with your support if required.</p>	<p>Learners take a card and join the other two learners with the appropriate cards to complete the set.</p> <p>Learners discuss the implications of their set for those working in a care setting</p> <p>Learners prepare a handout for care workers either on paper or using the computer.</p> <p>Learners present their handout to the group answering any questions posed by the group.</p>	<p>Learner handbook.</p> <p>Sets of cards.</p> <p>Flip chart and pens.</p> <p>Computer for presentation using the interactive whiteboard.</p>	<p>Learners accurately identify common abbreviations.</p> <p>Learners are able to describe what the abbreviations mean.</p> <p>Learners are able to accurately identify the main points of the health and safety legislation.</p> <p>Learners explain the implications for staff working in the care setting.</p>
<b>15 minutes</b>				

Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<p><b>The purpose of this activity is to confirm learners' understanding of common words and meanings in health and safety.</b></p>	<p>Learners complete the activity as directed.</p> <p>Learners discuss the words and meanings.</p> <p>Learners reflect on the implications for care settings.</p>	<p>Sets of questions and answers as required for the option chosen.</p>	<p>D. Learners recognise commonly used words in health and safety.</p> <p>Learners discuss the meaning of commonly used words;</p> <p>Learners understand how these words apply.</p>
<p><b>10 minutes</b></p> <p>Decide how to organise this activity. You can:</p> <ul style="list-style-type: none"> <li>• Read out the question asking learners to write down or give verbal answers.</li> <li>• Give the questions as a written 'test'.</li> <li>• Ask learners to work in two teams each team with a question keeper. The teams take turns to answer a question scoring a point for each correct answer.</li> <li>• Play as a bingo game using the question sheet in Appendix 8 with the answers made up as cards to be placed over the question. The learner with the full set of correct answers is the winner.</li> <li>• Play a matching game of cards. Place the shuffled cards face down. Learners play in groups of 3 or 4 taking turns to turn over two cards. If the correct two cards are turned over the player keeps the set. If the pair of cards does not match then the cards are turned back face down and the next player takes a turn until all cards are correctly in pairs. The player with the most sets is the winner.</li> </ul>			

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>5 minutes</b>	<p><b>Review session</b></p> <p>Refer to aims and objectives.</p> <p>Encourage learners to reflect on their learning and identify areas for further study.</p>	Learners make action plans to fill gaps in their knowledge and understanding.	Flip chart or interactive whiteboard. Stick pads.	Learners reflect on their learning, creating an action plan for further study.
<b>After the session</b>	<p><b>Teacher or trainer evaluation</b></p> <p>Complete teacher or trainer evaluation on p.46.</p>			

## Teacher and trainer evaluation

<p style="text-align: center;"><b>Identifying the needs of all learners (differentiation)</b></p>	<p style="text-align: center;"><b>How the needs of all learners will be met (achieving differentiation)</b></p>
<p>The following range of particular needs exist (these will have been identified during the learner's initial assessment):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The needs of particular learners will be met in the following ways:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>a) what went well</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Review of:</b></p> <p>b) what went less well and how to improve it</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>c) were the needs of all learners met?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

# Being safe at work – what do the figures tell us?

## Session plan

### What you will need to do for this session:

- **Read** through this teacher and trainer handbook and the learner handbook.
- **Familiarise yourself** with the data and exercises.
- **Research particular issues**, for example, you may want to collect journal or newspaper articles about accidents in care settings as a visual stimulus.
- **Adapt** the resources to meet the needs of your learners.
- **Remember to** identify any potential barriers to individual learning. Build in plans to support each learner to achieve success. Where possible work with a colleague specialising in language,

literacy and numeracy (LLN) ensuring learners are able to **acquire** the skills (LLN) or **apply** the skills (key skills) to meet individual needs.

### The resources you will need for this session:

- The PowerPoint or OHTs of the PowerPoint slides.
- **Introduction Session 7: Being safe at work – what do the figures tell us?** PowerPoint slide 50.
- **Activity – what the figures tell us** learner handbook pp. 55–57, graph paper, pens, pencils, rubber, ruler, protractor, compass, computer, PowerPoint slides 51–62.

<b>Programme</b>	<b>Teacher or trainer:</b>
<b>Unit:</b> Health and safety	<b>Length of session:</b> 60 minutes
<b>Topic:</b> Being safe at work	<b>Room:</b>
<b>Date:</b>	<b>Number on register:</b>

**Aim:** Appreciate the scale of accidents in care settings.

### Objectives

The learner will be able to:

- determine the number of accidents in the care sector;
- produce a chart to present findings;
- explain the cause of accidents;
- review the implications for care workers.

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>5 minutes</b>	<b>Introduction to the session.</b> <b>Recap on the previous session.</b> <b>Introduce aims and objectives of Session 7.</b> PowerPoint slide 50 – aims and objectives of Session 7.	<b>Listen, ask and answer questions.</b> Add to notes in the learner handbook.	PowerPoint slide 50.	Learners understand the purpose of the session making reference to the last session to confirm learning.

Teacher or trainer activity	Learner activity	Resources	Learner outcomes
<p><b>The purpose of this activity is to reinforce learner understanding of health and safety by gaining insight into the types and effect of accidents within the care setting.</b></p> <p><b>15 minutes</b></p> <p>Show PowerPoint slides 51 –62, generating a discussion about the number of accidents and the likely effect on the individual and the care setting.</p> <p>Encourage learners to reflect back on the work in the previous sessions, particularly Session 4.</p> <p>Organise learners into groups of three or four.</p> <p>Give clear instructions checking they fully understand the activity. Encourage each group to choose the data for the health service or the residential care home. Ensure that both settings are covered across the whole group.</p> <p>Ensure learners have access to the resources required to complete the work; this may include access to computers.</p> <p>Circulate, ensuring all learners understand the activity and are engaged in it. Ensure learners label their chart and give the chart a title. Offer support where required.</p> <p>Encourage each group to discuss their findings, noting possible causes and the impact on the individual and setting.</p> <p>Encourage each group to display their findings.</p>	<p>Learners engage in discussion of accidents in care settings.</p> <p>Learners identify possible effects on the individual and the care setting.</p> <p>Learners work in small groups deciding how they will represent their findings and complete the activity.</p> <p>Learners present their chart, explaining the findings and highlighting the implications for the individual and the chosen setting.</p>	<p>Graph paper, ruler, pens, pencils and a rubber, protractor, calculator and compass.</p> <p>Learner handbook.</p> <p>Computer.</p> <p>Flip chart paper and pens.</p> <p>Interactive whiteboard.</p> <p>PowerPoint slides 51 –62.</p>	<p>Learners identify the number of accidents in the care sector.</p> <p>Learners produce a chart to accurately present findings.</p> <p>Learners are able to explain the findings with reference to the implications for their own care setting.</p> <p>Learners are able to describe common causes of accidents, explaining what can be done in care settings to reduce the risks.</p> <p>Learners are able to describe the implications for themselves and other care workers to ensure a safe and healthy environment.</p>

	<b>Teacher or trainer activity</b>	<b>Learner activity</b>	<b>Resources</b>	<b>Learner outcomes</b>
<b>10 minutes</b>	<p><b>Review session</b></p> <p><b>Refer to aims and objectives.</b></p> <p><b>Encourage learners to reflect on their learning and identify areas for further study.</b></p>	Learners make action plans to fill gaps in their knowledge and understanding.	Flip chart or interactive whiteboard. Stick pads.	Learners reflect on their learning, creating an action plan for further study.
<b>After the session</b>	<p><b>Teacher or trainer evaluation</b></p> <p>Complete teacher or trainer evaluation on p.51.</p>			

## Teacher and trainer evaluation

<p style="text-align: center;"><b>Identifying the needs of all learners (differentiation)</b></p>	<p style="text-align: center;"><b>How the needs of all learners will be met (achieving differentiation)</b></p>
<p>The following range of particular needs exist (these will have been identified during the learner's initial assessment):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>The needs of particular learners will be met in the following ways:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>a) what went well</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Review of:</b></p> <p>b) what went less well and how to improve it</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Review of:</b></p> <p>c) were the needs of all learners met?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	



# Resources

*'Check it out': risk assessment for young people on work placement* can be obtained from:

HSE Books  
Customer Services Dept.  
PO Box 1999  
Sudbury  
Suffolk  
CO10 2WA  
Tel: 01787 881165  
Fax: 01787 313995

Other useful resources include the following:

[www.rospa.co.uk/CMS/](http://www.rospa.co.uk/CMS/)

[www.iosh.co.uk/index.cfm](http://www.iosh.co.uk/index.cfm)

[www.ohs.labor.net.au/youthsafe](http://www.ohs.labor.net.au/youthsafe)

[www.safetycatalogue.co.uk](http://www.safetycatalogue.co.uk)

[www.uk-safety-signs.co.uk](http://www.uk-safety-signs.co.uk)

[www.safetynews.co.uk](http://www.safetynews.co.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

# Accident cards

## Factors that lead to accidents in care settings

Poor housekeeping	Poor storage of resources
Electrical fault	Poor judgement causing mistakes
Not washing your hands	Not understanding instructions
Allergies	Not following instructions
Weather conditions	Not using equipment properly
Loss of concentration	Poor training or instruction (not having the skills)
Using faulty equipment	Failure to give warnings to others
Messing about	Unsafe methods of handling or lifting
Working long shifts and becoming tired	Uncovered hair, clothing or jewellery
Too many distractions such as noise	Being affected by drugs or alcohol
Poor light	Not being able to complete a task
Unsafe work practices such as not clearing up spillages as soon as they occur	Medical or physical condition
Inadequate supervision	Standing in an awkward position
Inadequate space	Not understanding/following health and safety signs
Personal protective clothing or equipment not used or worn	Tinkering with equipment

# Being alert to accidents

## Video activity

A video and resource pack entitled '*Check it out: risk assessment for young people on work placement*' can be obtained from HSE books. The pack is designed to show learners the risks they face in the workplace and how to avoid having accidents. The video may be seen in its entirety or paused at key points for discussion.

### Objectives

- To witness accidents at work through the use of a video and discuss how similar accidents may occur in care settings.
- To analyse the reasons why the accidents occurred.
- To discuss the reasons and draw conclusions about the ways in which accidents can be prevented.

### Resources

The teacher or trainer should be able to obtain a copy of the video and resource pack from HSE books. There will be some questions (p. 14) for learners to think about while they watch the video.

### Activity

#### Stage 1

Learners should be asked to think carefully about the questions that they have been given. These will help them to think critically about what they see.

#### Stage 2

Learners watch the video closely and try to analyse the reasons why the accident happened. Answer the question sheet that is provided.

#### Stage 3

In small groups, learners share ideas about why the accidents happened. Discuss the things that could have been done to prevent the accidents occurring. Agree on the main actions that could have kept the workers safe. Facilitate discussion so that each group knows the conclusions reached by all the groups.

## Appendix 2 – video

### Sample questions from this video

This is one of several videos available for use when teaching Health and Safety to learners. Although it covers a variety of workplace scenarios, the health and safety issues indicated apply to all health and care situations. Learners should discuss how similar situations may occur in their own placement.

Watch this video and the experience of the four characters carefully. You should try to answer the following questions:

- What went wrong when Emma arrived at the hairdresser's?
- What went wrong when Nadia arrived at the restaurant?
- What should she have been told?
- What went wrong when Mark arrived at the printer's?
- What should he have been told?
- What do you think you should be told when you arrive at your work placement?

# Fire extinguishers

There are several types of fire extinguisher that may be used:

- Water
- Dry powder
- Foam
- Carbon dioxide

## Water extinguisher



This is used for fires involving solid resources such as wood, cloth, paper, plastics and coal. Do not use on burning fat or oil or on electrical appliances.

Use it by pointing the jet at the base of the flames and keeping it moving across the area of the fire. Make sure that all areas of the fire are out.

It works mainly by cooling the burning material.

## Dry powder extinguisher



This is for fires involving solids such as wood, cloth, paper, plastics and coal. It can also be used on liquids such as grease, fats, paints and petrol, but not on chip or fat pan fires.

Use by pointing the jet or discharge horn at the base of the flames and, with a rapid sweeping motion, drive the fire towards the far edge until all the flames are out. If the extinguisher has a shut-off control wait until the air clears and, if you can still see the flames, attack the fire again.

It works by melting to form a skin smothering the fire and provides a cooling effect.

## Appendix 3

### Foam Extinguisher. (AFFF, Aqueous film-forming foam)

#### Foam



This is used on fires involving solids such as wood, cloth, paper, plastics and coal. It is also used for liquids such as grease, fats, oil, paint and petrol. Do not use on chip or fat pan fires.

For fires involving solids, point the jet at the base of the flames and keep it moving across the area of the fire. Ensure that all areas of the fire are out. For fire involving liquids, do not aim the jet straight into the liquid.

Where the liquid on fire is in a container, point the jet at the inside edge of the container or on a nearby surface above the burning liquid. Allow the foam to build up and flow across the liquid.

It works by forming a fire extinguishing film on the surface of a burning liquid.

### Carbon dioxide extinguisher

#### CO<sub>2</sub> Carbon dioxide



This is used on liquids such as grease, fats, oil paint and petrol, but not on chip or fat pan fires.

This type of extinguisher does not cool the fire very well and you need to watch that the fire does not start up again. Fumes from CO<sub>2</sub> extinguishers can be harmful if used in confined spaces: ventilate the area as soon as the fire has been controlled.

The discharge horn should be directed at the base of the flames and the jet kept moving across the area of the fire.

It works because carbon dioxide gas smothers the flames by displacing oxygen in the air.

### Appendix 3

## Know your fire extinguisher colour code

Put a tick in the boxes to indicate which fire extinguishers should be used for the different flammable resources

Classification of risk				
Paper, wood, textile and fabric	✓			✓
Flammable liquids		✓	✓	✓
Flammable gases			✓	✓
Oil and fats		✓	✓	✓
Electrical hazards			✓	✓

# Answers to safety signs activity

Here are more signs that you may see in care and early years settings. Look up their meanings and write the type and meaning under each sign.



Information about safe conditions
First aid



A warning sign
Slippery surface



A mandatory sign
Lift correctly



Information about safe conditions
Fire exit suitable for a wheelchair



A mandatory sign
Protective gloves must be worn



Indicates danger
Fire hose reel



States what you cannot do
No admittance



A warning sign
Toxic hazard

## Appendix 4



Indicates danger	States what you cannot do
Fire alarm	No smoking



A warning sign	Information about safe conditions
Biohazard	Fire exit



A warning sign	A mandatory sign
Caution trip hazard	Wash hands



A warning sign	Information about safe conditions
Caution dangerous location	Drinking water

# Safety signs board activity

## Preparation

This activity is designed to enable learners to recognise where they will see health and safety signs in care environments.

To prepare for the activity, you will need:

- to make the game board;
- to copy the health and safety signs.

Take either the nursery or care home floor plans attached in this appendix. Use the floor plan to create a game board large enough for a small group of learners (four to six) to gather round. This will provide opportunities for learners to develop and apply skills using Application of Number (AoN). You may choose to let the learners do this as a craft activity.

There is a sheet of health and safety signs at the end of this appendix. You should either print this from the CD-ROM or photocopy it. Remember that colour copies are essential as the main way of spotting different signs is by their colour. It may also be useful to laminate the signs so that you have the resource to use again. Alternatively, you may want the learners to create the signs in a craft session dedicated to making the activity and reinforcing their knowledge.

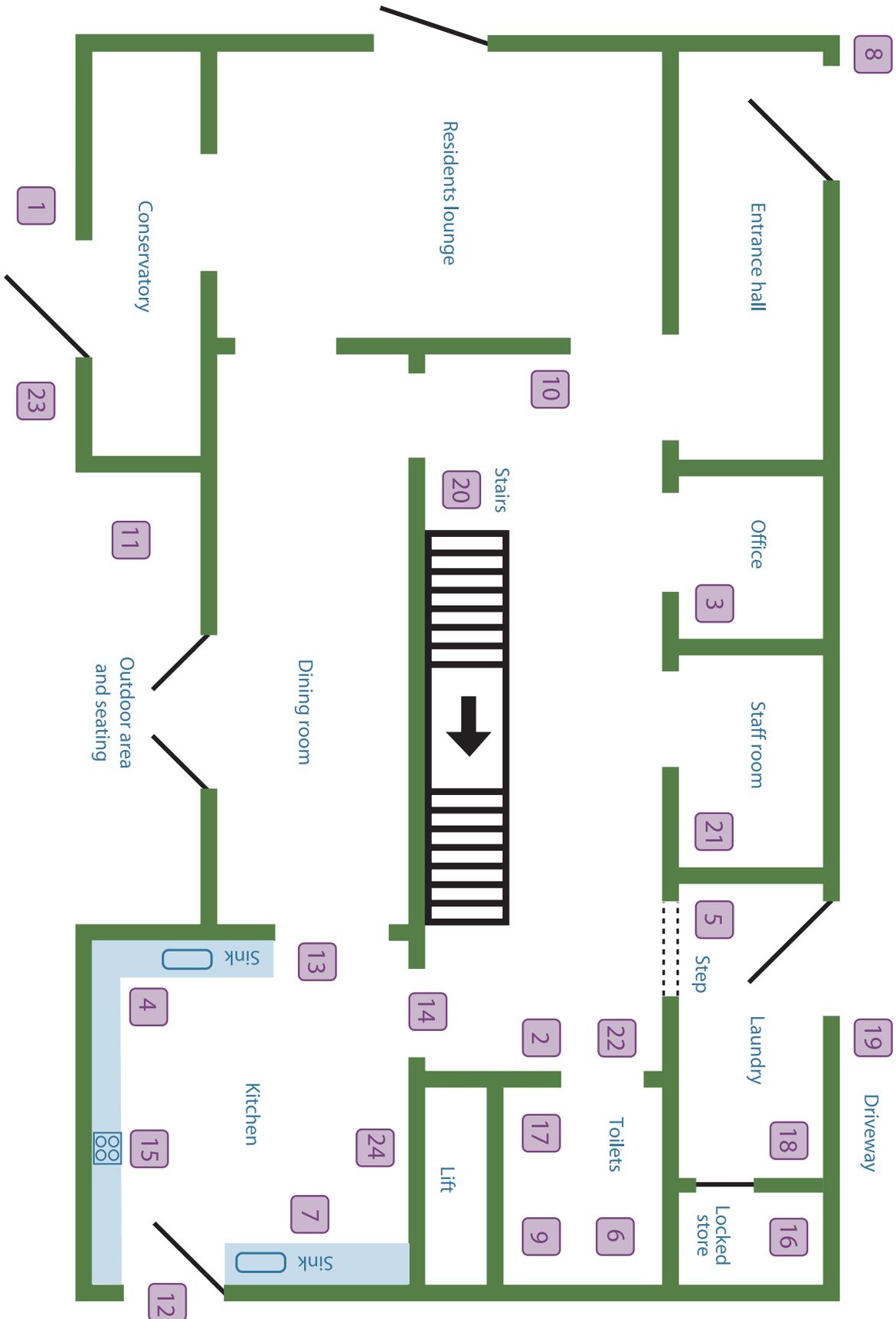
## Playing the activity

When you have made the boards and cards, you are ready to complete the activity. The aim is for the learners to look at the floor plan and decide in a group which sign should be placed where. The session plan on pp. 13–14 covers this in more detail.

# Appendix 5 – Nursery



# Appendix 5 – Care home



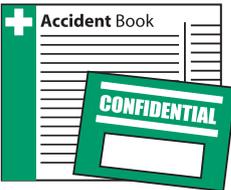
Appendix 5

Safety signs for  
nursery board  
activity

1		2		3		4	
5		6		7		8	
9		10		11		12	
13		14		15		16	
17		18		19		20	
21		22		23		24	

## Appendix 5

### Safety signs for care home board activity

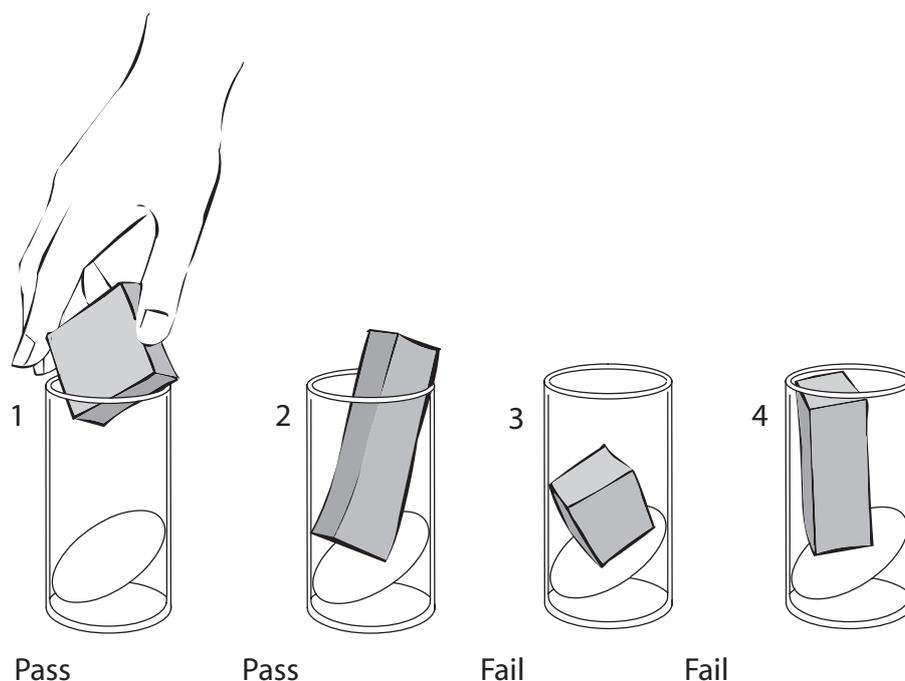
1		2		3		4	
5		6		7		8	
9		10		11		12	
13		14		15		16	
17		18		19		20	
21		22		23		24	

## Choke test *aide-mémoire*

The following information will enable you to complete a choke test activity with your learners. To do this, you will need a choke test cylinder (a tube the size of a 3-year-old's throat) and a range of everyday toys of varying sizes so that some will pass and some will fail the test.

Use the instructions below to test each toy and help learners to write up their findings in the grid in their workbook

### Choke hazard test



For the choke hazard test, a test cylinder has been specifically designed to reflect the size of a gullet in a child of 3 years and under. Items that do not fit into the cylinder (1) pass the test, as do items that fit in, but have some part still visible and therefore accessible (2). Smaller toys that do fit into the cylinder (3 & 4) fail the test and are therefore unsuitable for children under the age of 3 years. This test, when applied to toys, has dramatically reduced the incidence of young children choking on small items. The choke hazard test does not apply to toys for children over 3 years of age.



# Common abbreviations game cards

## Set 1. Health and safety common abbreviations and meanings

1 <b>HASAWA</b>	2 <b>BATR</b>	3 <b>FOOD HANDLING</b>
4 <b>COSHH</b>	5 <b>ROSPA</b>	6 <b>FIRE PRECAUTIONS</b>
7 <b>HEALTH AND SAFETY (FIRST AID)</b>	8 <b>PPE</b>	9 <b>ADULT:CHILD RATIO FOR CHILDREN AGED 0–1</b>
10 <b>RIDDOR</b>	11 <b>RPE</b>	12 <b>ADULT:CHILD RATIO FOR CHILDREN AGED 2–3</b>
13 <b>BTHA</b>	14 <b>CHILDREN ACT</b>	15 <b>ADULT:CHILD RATIO FOR CHILDREN AGED 3–5</b>

## Appendix 7

### Set 2. The full title of the abbreviations used

1 <b>Health and Safety at Work Act 1974</b>	2 <b>British Association of Toy Retailers</b>	3 <b>Food Handling Regulations 1995</b>
4 <b>Control of Substances Hazardous to Health</b>	5 <b>Royal Society for the Prevention of Accidents</b>	6 <b>Fire Precautions (Workplace) Regulations 1997</b>
7 <b>Health and Safety First Aid Regulations 1981</b>	8 <b>Personal Protective Equipment</b>	9 <b>Adult:child ratio 1:3 for children aged 0–1</b>
10 <b>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995</b>	11 <b>Respiratory Protective Equipment</b>	12 <b>Adult:child ratio 1:4 for children aged 2–3</b>
13 <b>British Toy and Hobby Association</b>	14 <b>Children’s Act 1989</b>	15 <b>Adult:child ratio 1:8 for children aged 3–5</b>

## Appendix 7

### Set 3. A brief description of what the regulations or legislation promote

<p><b>1</b></p> <p>This Act gives general guidance about health and safety. It imposes duties on both employer and employee.</p>	<p><b>2</b></p> <p>It imposes duties on both employer and employee. This is the only official voice of toy retailers in the UK and is represented on government and safety organisations.</p>	<p><b>6</b></p> <p>Regulations that require all settings to have a system for evacuating staff and service users. They require the systematic checking of all fire equipment and the signposting of fire exits.</p>
<p><b>4</b></p> <p>These regulations relate to potentially dangerous substances and affect how staff use and store products.</p>	<p><b>5</b></p> <p>This is a registered charity that provides information, advice and resources in the promotion of safety.</p>	<p><b>3</b></p> <p>Regulations that relate to anyone selling or providing food. They are enforced by Environmental Health Officers.</p>
<p><b>10</b></p> <p>These regulations require workplaces to record any accidents, injuries, diseases and dangerous occurrences. All settings must have an accident recording system.</p>	<p><b>8</b></p> <p>Equipment used to protect the worker and service user.</p>	<p><b>9</b></p> <p>Children aged 0–1.</p>
<p><b>14</b></p> <p>This act has several requirements relating to health and safety. OFSTED has the responsibility to check that requirements are met.</p>	<p><b>11</b></p> <p>Equipment worn over the mouth and nose when working with toxic or hazardous substances.</p>	<p><b>12</b></p> <p>Children aged 2–3.</p>
<p><b>13</b></p> <p>This has a duty to promote the highest possible standards of safety in the design and manufacture of toys. It launched the Lion Mark in 1989.</p>	<p><b>7</b></p> <p>Regulations that require employers to appoint a person (or persons) to be responsible for the maintenance of the first aid box. Care settings must keep an accident book in which all accidents and treatments are recorded.</p>	<p><b>15</b></p> <p>Children aged 3–5.</p>

# Common words and meanings game cards

## Common words and meanings: answers

<p><b>A 5</b></p> <p>An unplanned or unwanted event or occurrence, which may result in injury to a person and/or damage to property.</p>	<p><b>A 6</b></p> <p>Something that can cause harm, illness or damage to health or property</p>
<p><b>A 9</b></p> <p>Likelihood or chance that harm or damage will occur and the degree of harm (how many people might be affected and how badly).</p>	<p><b>A 2</b></p> <p>Mainly carried out by an employer to identify risks to his/her employees (and others) and decide what is necessary to control these risks to the standards required by law.</p>
<p><b>A 10</b></p> <p>Issued by the HSE on employers or employees where, in their opinion, there is an imminent risk of an accident. The work stops immediately and matters must be corrected before the notice is lifted.</p>	<p><b>A 8</b></p> <p>Issued by the HSE to state what is wrong and what must be put right, usually to a given timescale.</p>
<p><b>A 1</b></p> <p>Something that must be done, for example a circular sign with a blue background could say, "Report accidents immediately".</p>	<p><b>A 3</b></p> <p>Rules which have been put in place to ensure that work is carried out both correctly and safely.</p>
<p><b>A 7</b></p> <p>Someone who has undergone training in a certain task and is capable of carrying out this task unsupervised.</p>	<p><b>A 4</b></p> <p>A method for treating minor injuries where other treatment is not needed. Also a way of minimising any chance of further injury or illness until the help of a doctor, nurse or paramedic arrives.</p>

## Appendix 8

### Common words and meanings – questions

<b>Q 1</b>  <b>What does mandatory or compulsory mean?</b>	<b>Q 2</b>  <b>What is risk assessment?</b>
<b>Q 3</b>  <b>What are regulations?</b>	<b>Q 4</b>  <b>What is first aid?</b>
<b>Q 5</b>  <b>What is an accident?</b>	<b>Q 6</b>  <b>What is a hazard?</b>
<b>Q 7</b>  <b>What is a competent person?</b>	<b>Q 8</b>  <b>What is an improvement notice?</b>
<b>Q 9</b>  <b>What is risk?</b>	<b>Q 10</b>  <b>What is a prohibition notice?</b>

# Key skills mapping

## Where are the Key Skills?

Some of the activities in the learner workbook provide learners with opportunities to develop their key skills at levels 1 and 2. You may wish to collect evidence towards your Key Skills portfolio for one or all of the three main key skills of Communication (Comm), Application of Number (AoN) and Information and Communications Technology (ICT) at levels 1 or 2. If so, you will need to discuss with your teacher or trainer:

- which pieces of work you can include;
- which Key Skills the evidence relates to;

- what you will need to do to meet the assessment criteria at levels 1 and 2;
- how to capture the evidence.

If you are not familiar with the key skills standards, the following summary will help you understand the codes. The first digit of the key skills code relates to the level and the second to the competence, for example; C1.2 is the communication standard at level 1 for reading.

## Appendix 9

	Communication	Application of number	Information and Communications Technology
Level 1	C1.1 Take part in either a one-to-one discussion or a group discussion.	N1.1 Interpret information from two different sources. At least one source must include a table, chart, graph or diagram.	ICT1.1 Find and select relevant information.
	C1.2 Read and obtain information from at least one document.	N1.2 Carry out and check calculations to do with: (a) amounts or sizes; (b) scales or proportion; (c) handling statistics.	ICT1.2 Enter and develop information to suit the task.
	C1.3 Write two different types of documents.	N1.3 Interpret the results of your calculations and present your findings – in two different ways using charts or diagrams.	ICT1.3 Develop the presentation so that the final output is accurate and fit for purpose.
Level 2	C2.1a Take part in a group discussion. C2.1b Give a talk of at least four minutes.	N2.1 Interpret information from a suitable source.	ICT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.
	C2.2 Read and summarise the information from at least two documents about the same subject. Each document must be at least 500 words long.	N2.2 Use your information to carry out calculations to do with: (a) amounts or sizes; (b) scales or proportion; (c) handling statistics; (d) using formulae.	ICT2.2 Enter and develop the information to suit the task and derive new information.
	C2.3 Write two different types of documents each one giving different information. One document must be at least 500 words long.	N2.3 Interpret the results of your calculations and present your findings.	ICT2.3 Present combined information such as text with image, text with number, image with number.

## Appendix 9

The table which follows offers **guidance** regarding opportunities to develop and demonstrate Key Skills.

Activity	Key features	Key Skills link
Using safety signs	Discuss classification and meaning of signs. Discuss appropriate locations for signs.	C1.1 C2.1a
Preventing accidents	<p>Read and understand the cards and use them for their purpose.</p> <p>Group discussion of:</p> <ul style="list-style-type: none"> <li>• factors which cause accidents;</li> <li>• ways of preventing accidents;</li> <li>• where responsibility for accident prevention lies.</li> </ul> <p>Write notes on the above.</p> <p>(If using word-processor package)</p>	<p>C1.2</p> <p>C1.1 C2.1a</p> <p>C1.3 (one of two documents)</p> <p>C2.3 (one of two documents)</p> <p>ICT1.1 ICT1.2 ICT1.3</p>
First Aid and RIDDOR	<p>Report on own work settings.</p> <p>(If using word-processor package)</p> <p>Whole group discussion of what to do if someone needs first aid or if an accident report form has to be filled in.</p>	<p>C1.1</p> <p>C2.1b (if oral report &gt;4mins)</p> <p>ICT1.1 ICT1.2 ICT1.3</p> <p>C1.1 C2.1a</p>
Being alert to accidents	<p>Read questions about the characters on the video.</p> <p>Record answers on sheet.</p> <p>Discuss written answers regarding accidents at work.</p>	<p>C1.2</p> <p>C1.3</p> <p>C1.1 C2.1a</p>

## Appendix 9

Activity	Key features	Key Skills link
Accident report activity	Read the report of an accident in a care setting.  Small groups discuss possible causes and possible prevention.  Complete the sample accident report form. (If using word-processor package)	C1.2 C2.2 if various statements considered  C1.1 C2.1a  C1.3  ICT1.1 ICT1.2 ICT1.3
Fire	Group discussion of the causes and prevention of fires.  "Know your fire extinguishers" activity.  Oral report-back on workplace fire extinguishers.	C1.1 C2.1a  C1.2 C1.3  C2.1b
Moving and handling	Write about moving and handling training in the workplace.	C1.3 (one of two documents)
Slips, trips and falls	Discussion of how slips, trips and falls may be prevented.  Make notes on the discussion. (If using word-processor package)	C1.1 C2.1a  C1.3  ICT1.3
Electricity	Discussion of the dangers of electricity in the care setting and how to work safely.  Make notes on the discussion. (If using word-processor package)	C1.1 C2.1a  C1.3  ICT1.3
Toys and play resources	Discuss the reasons for the symbols being necessary.  Research and report orally on the symbols used on toys.	C1.1 C2.1a  C2.1b (if oral report >4 minutes)

## Appendix 9

Activity	Key features	Key Skills link
Common abbreviations, words and meanings	Matching three card sets.	C1.2
Being safe at work – what the figures tell us (data on p.57 of the learner handbook)	Look for the main patterns in the accident statistics. Make a chart of the accident statistics (calculate the scale of axes or the angles of segments of pie charts). (If using a spreadsheet package)	N1.1 N2.1 N1.1 N1.2 N1.3 ICT1.2 ICT1.3

## Appendix 9

### Supporting learners to develop key skills and literacy, language and numeracy skills (LLN)

#### Resources for use with learners

The resources can help with developing and practising key skills where these form part of a learner's programme or entitlement, though it is important to stress that they are designed to support teaching, training and learning rather than evidence collection. Learners developing their literacy, language and numeracy skills may be working towards *Skills for Life* achievements at Levels 1 and 2. The resources may be used to develop these skills providing they are appropriate to their needs and interests. This annex highlights opportunities within each activity where you might use them to develop and practise these skills.

It is important that the development of these skills should be part of a planned and well-coordinated approach involving the whole course/programme team, including key skills and literacy, language and numeracy specialists. It is important to map out logical staged teaching, training and learning opportunities that develop both vocational and literacy, language and numeracy skills in tandem. This will ensure that learners have the opportunity, and can see the relevance in gaining the literacy, language and numeracy skills which underpin the successful completion of many vocational activities. Where appropriate, planned developments should be clearly identified in schemes of work and session plans. You may find it helpful to discuss this with your programme manager.

Note also that some learners working towards achievements at Level 2 – even those not working towards literacy, language and numeracy qualifications – may need support with literacy and numeracy to complete their programmes successfully. Teaching these skills is a specialist area and it is common practice for literacy and numeracy specialists to work alongside vocational teachers and trainers to plan and implement appropriate teaching, training and learning strategies to support these learners. Bear this in mind as well in planning your use of the resources – for example, when using the health and safety resources you may need to work with learners with difficulties in using number, who could feel unduly challenged when asked to complete the final activity in the learner handbook. Teaching and learning strategies to meet individual needs would have to be employed.

#### Some useful links:

**For key skills:** the Key Skills Support Programme provides a wide range of support and guidance including training, resources, consultancy and newsletters. See their website on [www.keyskillssupport.net](http://www.keyskillssupport.net).

## Appendix 9

In particular, the programme has produced good practice guides with ideas about how to support each of the key skills. There are versions for both work-based providers and for colleges. See [www.keyskillssupport.net/publications/workbased/publications/index.asp](http://www.keyskillssupport.net/publications/workbased/publications/index.asp) and [www.keyskillssupport.net/publications/schoolscolleges/publications.asp](http://www.keyskillssupport.net/publications/schoolscolleges/publications.asp)

You can also download a number of resources for use with learners, including work sheets and assignments which are tailored to different vocational sectors and which can be adapted for other groups of learners. See [www.keyskillssupport.net/resources/workbased/index.asp](http://www.keyskillssupport.net/resources/workbased/index.asp)

**For literacy, language and numeracy:** the *Employer Toolkit*, developed under the Skills for Life programme, includes techniques for identifying literacy and numeracy needs within an organisation, recommendations on developing the most appropriate training and resources for use within the workplace. It is available on CD-ROM (ref: ETKV1/CD20020) or in hard copy (ref: ETKV1-2002) and can be ordered free by calling learndirect on 0800 100 900. See [www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)

Also within the Skills for Life programme, literacy and numeracy booklets have been produced under the *readwriteplus* brand, covering basic skills entry level 1, 2 and 3 and levels 1 and 2. The resources can be found at [http://www.dfes.gov.uk/readwriteplus/Document\\_Bank](http://www.dfes.gov.uk/readwriteplus/Document_Bank). In addition, the resources for *embedded learning*, which cover over 20 vocational and community contexts and are mapped to core curricula for literacy and numeracy, include some resources for horticulture. See [www.dfes.gov.uk/readwriteplus/embeddedlearning](http://www.dfes.gov.uk/readwriteplus/embeddedlearning) See also the skills for work information, advice and guidance at [www.dfes.gov.uk/readwriteplus/skillsforwork](http://www.dfes.gov.uk/readwriteplus/skillsforwork)

Currently there are two sets of resources available for embedding learning for health, care and early years:

Social care	order ref: embedded/SC
Family health	order ref: embedded/FH

Free paper-based versions of a teacher reference file are available by telephoning DfES publications on 0845 60 222 60 quoting the relevant reference number.

Further relevant resources are due by June 2006. These will include: family life: the growing child; family life: parenting issues and community skills.