



# Standards Unit

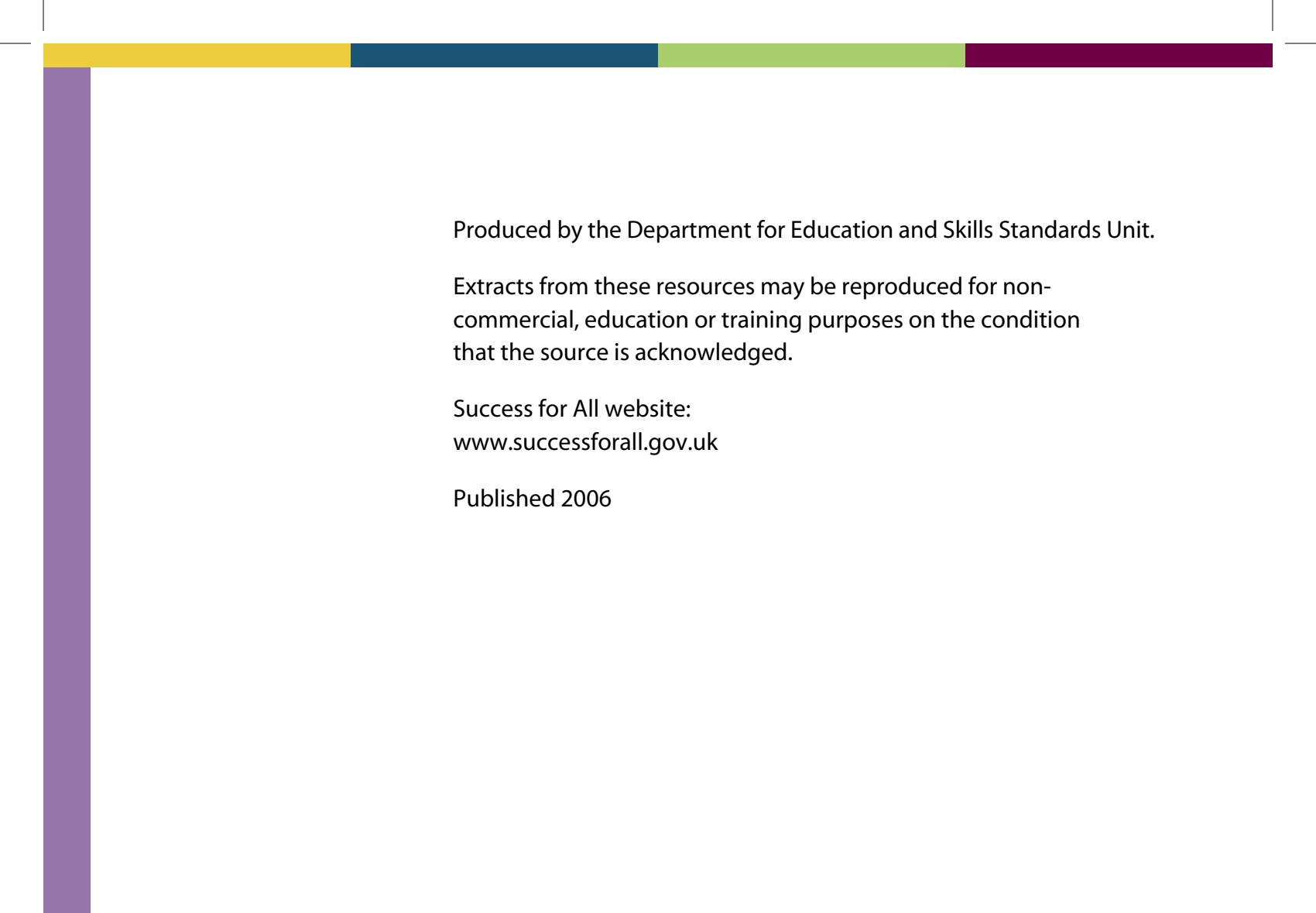
Improving teaching,  
training and learning

Be a safe learner

Aspects of health  
and safety

Entry Level 3 – Level 1

Teacher and trainer guide



Produced by the Department for Education and Skills Standards Unit.

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Success for All website:  
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Produced by the Standards Unit working with BDP Media Ltd.

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# Foreword

## The Standards Unit

- 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.
- We will embed the concept of the 'safe learner'.

Success for All is a partnership between the Department for Education and Skills (DfES) Standards Unit and the Learning and Skills Council (LSC). The Standards Unit leads on:

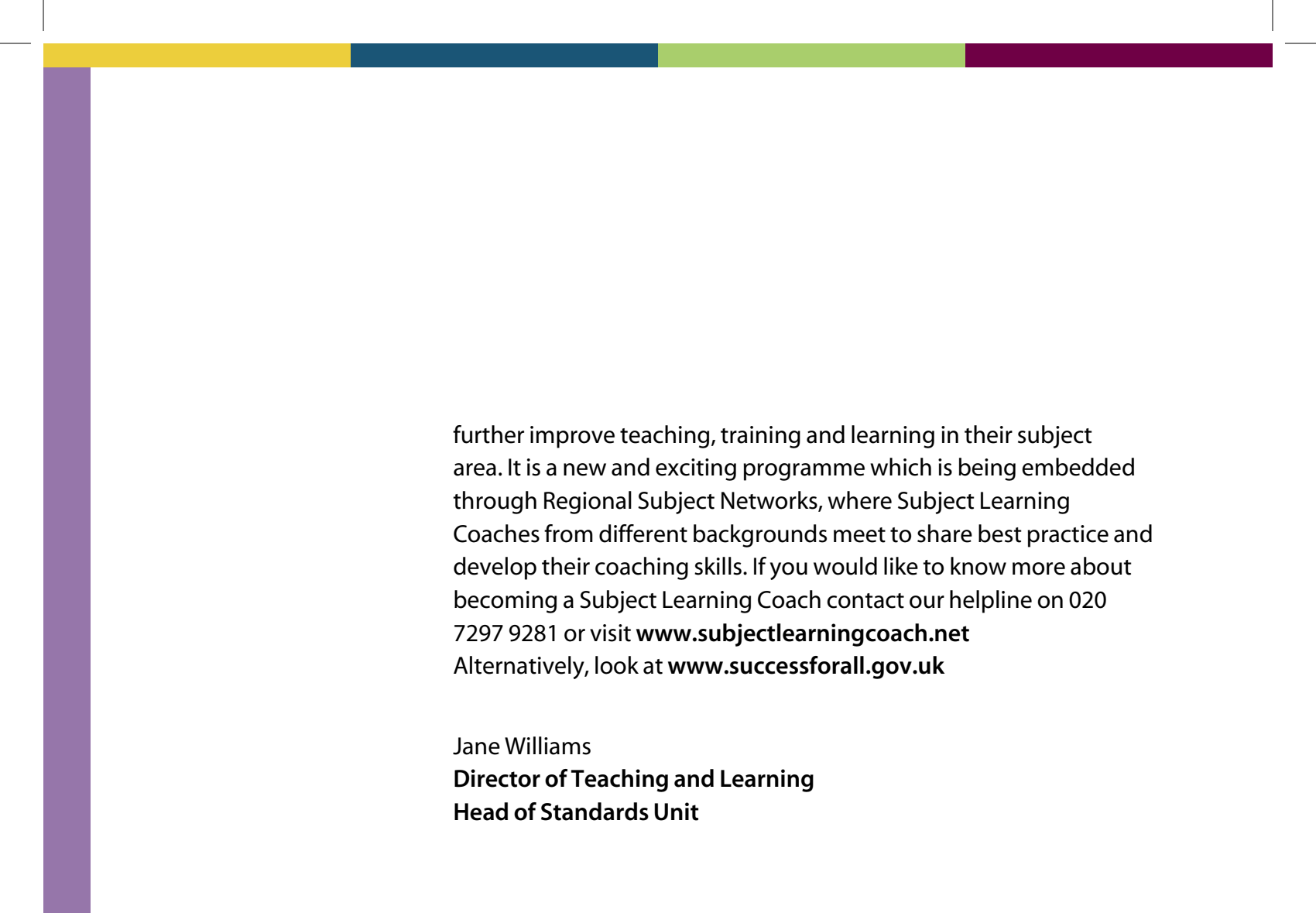
- putting teaching, training and learning at the heart of what we do, and
- developing the leaders, teachers, trainers and support staff of the future.

The LSC leads on meeting needs and improving choice and on 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 subject sectors 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 consultants, whose expert knowledge enables delivery in a range of areas. Our support programme of the regional subject networks and the professional training in coaching are crucial to helping teachers and trainers to use and adapt the teaching and learning resources and the delivery of step improvements across the country. The Unit selects subject sectors 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, through the LSDA and partners, provides 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 Regional 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 contact our helpline on 020 7297 9281 or visit [www.subjectlearningcoach.net](http://www.subjectlearningcoach.net) Alternatively, look at [www.successforall.gov.uk](http://www.successforall.gov.uk)

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

# Overview and introduction

## The resources

These resources are for teachers and trainers working with learners who are preparing to enter the world of work and who need to understand that health and safety in the workplace is everyone's responsibility. It will be of particular value to teachers and trainers who work with learners whose functional literacy, numeracy and language skills are at Entry Level 3 or Level 1.

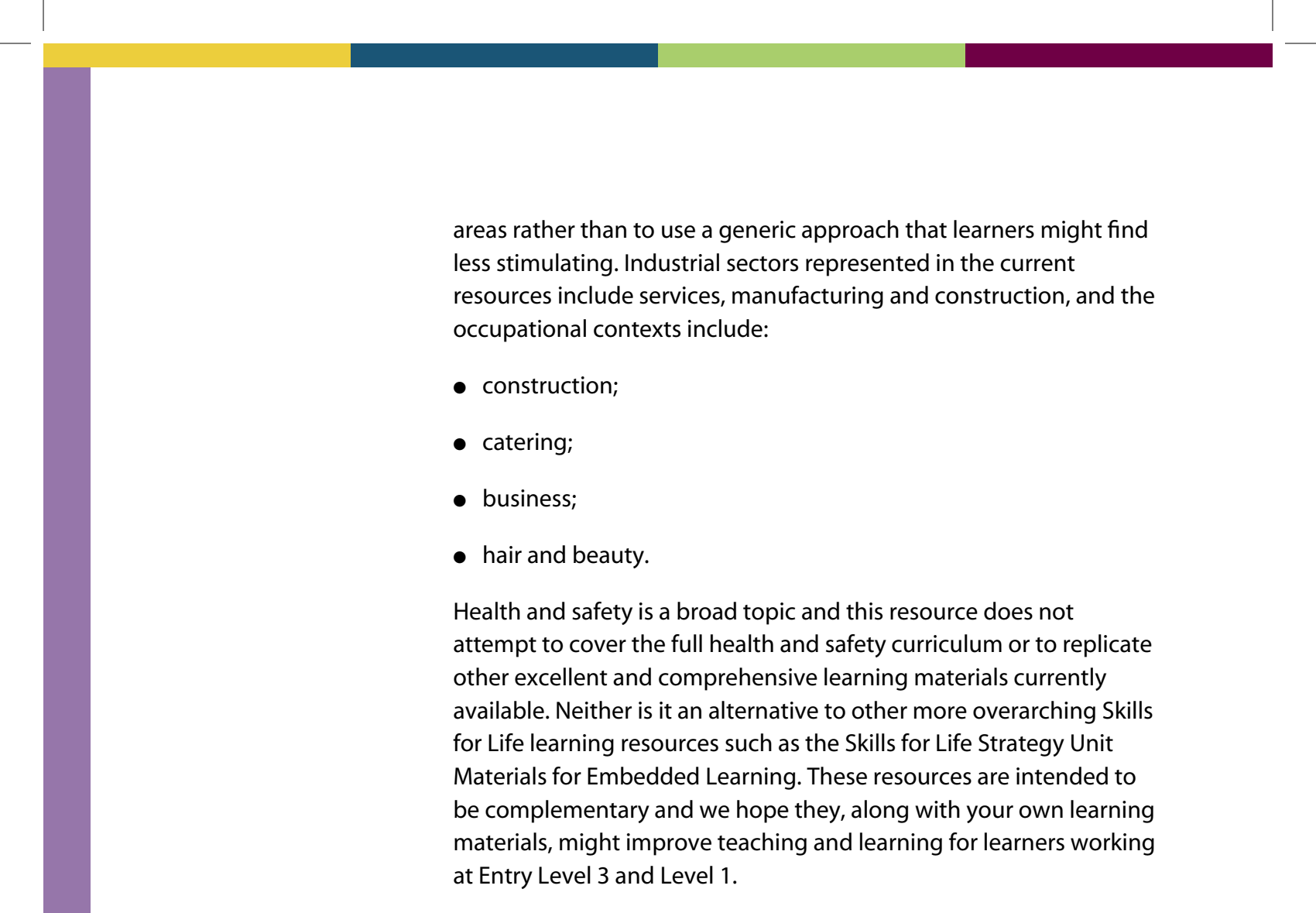
These resources, focusing on aspects of health and safety in the workplace, are an adaptation of earlier materials created during the 2003/4 Standards Unit project to improve teaching and learning in construction.

The original resources were created for learners working at Levels 1 and 2. They were designed to illustrate how teachers and trainers could change their approaches to theory sessions by engaging learners in more active and interactive ways of learning. After research into priority areas and issues, we chose to illustrate the approaches through health and safety, a topic vitally important to everyone at work. This is often taught unimaginatively, as highlighted in inspection reports by Ofsted and the Adult Learning Inspectorate (ALI), and learners often consider it 'boring'.

Even more crucially, the Health and Safety Executive (HSE) report that, between October 2002 and May 2004, nine apprentice workers, all under the age of 23, were killed while at work. It is important that learning in this area becomes more interesting and effective so that learners work more safely.

The construction resources for Levels 1 and 2 were well received by learners and their teachers and trainers. It was quickly realised that there was a need for similar resources for learners functioning at Entry Level 3 or Level 1.

This need extended across curriculum areas, in particular for learners in Entry to Employment (E2E) programmes. The real strength of the original resources was their occupational relevance, which engaged learners' interest. The adaptation has therefore attempted to create resources tailored to a range of occupational



areas rather than to use a generic approach that learners might find less stimulating. Industrial sectors represented in the current resources include services, manufacturing and construction, and the occupational contexts include:

- construction;
- catering;
- business;
- hair and beauty.

Health and safety is a broad topic and this resource does not attempt to cover the full health and safety curriculum or to replicate other excellent and comprehensive learning materials currently available. Neither is it an alternative to other more overarching Skills for Life learning resources such as the Skills for Life Strategy Unit Materials for Embedded Learning. These resources are intended to be complementary and we hope they, along with your own learning materials, might improve teaching and learning for learners working at Entry Level 3 and Level 1.

# Rationale: why the approaches work

## Aim of these resources

### These resources aim to:

- give health and safety a high priority with learners;
- develop learners' understanding of how to prevent accidents;
- help learners to acquire a sense of individual responsibility for safety;
- develop skills and knowledge to enable learners to progress to programmes at Levels 1 and 2.
- help teachers and trainers think about how to teach theory in more engaging and interactive ways;
- help teachers and trainers transfer approaches into other topic areas;
- support development of essential skills in a relevant and engaging way.

Twenty-three centres piloted the resources. Teachers and trainers were encouraged to adapt the activities where necessary and to use them alongside their own vocational or Skills for Life Strategy Unit Materials for Embedded Learning. They used them particularly:

- with learners who are normally 'switched off' by theory sessions or tasks requiring reading, writing, calculation or discussion;
- with learners who have been assessed with literacy, numeracy or language skills at Entry Level 3 or Level 1;
- with learners of mixed levels of ability or with a range of individual needs and where teachers and trainers need to think about strategies for differentiation.

Key messages from the pilot centres are that learners generally enjoy:

- working collaboratively in groups;
- learning theory through visual and practical activities and structured discussion;

- using methods that encourage them to think and reason aloud;
- using activities and examples relating theory to practice;
- working independently with materials and activities that are at their functional level of literacy, but not above or below it.

#### QUOTE

Learners found the resources good to work with. The activities provoked discussion and attracted some learners who do not usually engage in basic skills. They liked the idea of a workbook as it gave them some ownership and it allowed learners at different levels to work at their own pace. Learners actually enjoyed health and safety! These are excellent resources for basic skills.

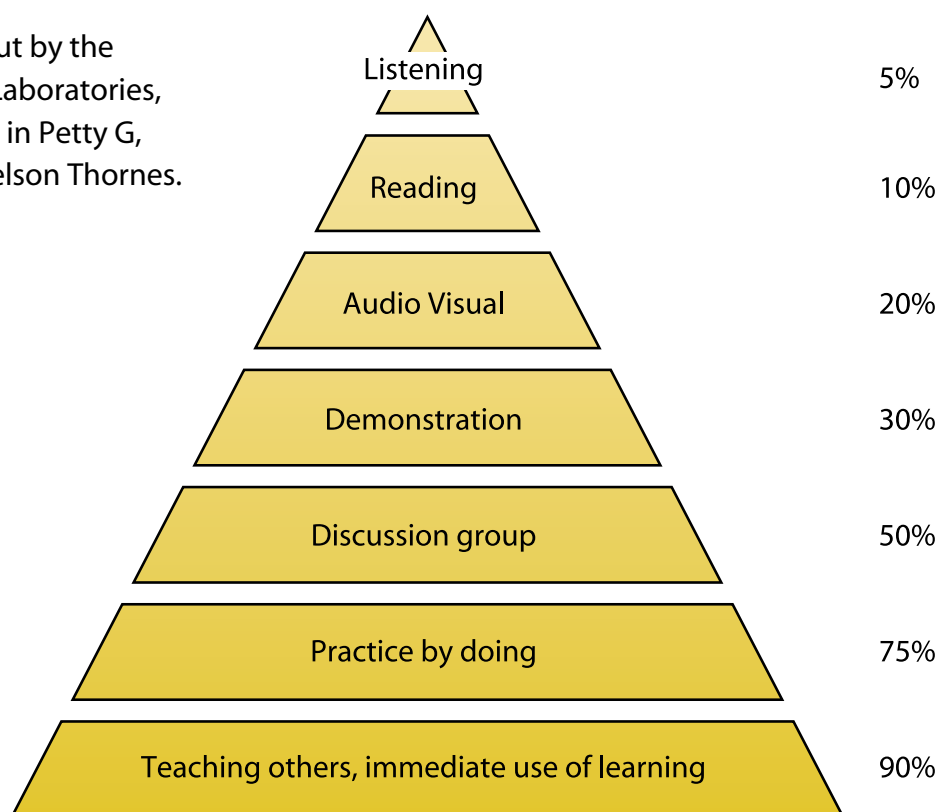
Sara Platt, Acorn Initiative, Nottinghamshire County Council

### Teaching methods and effective learning

The approach adopted for the learning activities is based on research that shows some teaching methods are more effective than others in supporting learning (see diagram below).

The learner activities in this resource focus in particular on the more effective teaching and learning methods towards the base of the pyramid: discussion groups, practice by doing and teaching others.

Research carried out by the National Training Laboratories, Bethel, 2001. Cited in Petty G, *Teaching Today*, Nelson Thornes.



Embedding the most effective approaches into your own theory teaching will help to:

- motivate learners through hands-on activities – learning by doing, rather than by listening;
- make theory more accessible and more relevant for learners;
- promote group discussion to encourage understanding and use of technical language and concepts;
- encourage learners to compare, contrast, match and group cards to stimulate critical reasoning and creativity;
- support a range of learning preferences;
- differentiate for learners who need to work at a range of levels or in different ways;
- support and signpost Skills for Life.

QUOTE

At The Oldham College, in a hairdressing session, one learner took on the role of mentor to a less able learner. Instead of telling her the answers, she was explaining in detail how to do the exercise, asking further questions to encourage reasoning, and then checking the answers of her colleague at various stages of completion. Both learners benefited from the experience.

However, productive, interactive learning does not happen by chance. Learners' motivation and achievement improve when teachers and trainers:

- plan sessions thoughtfully, understanding and addressing individual learning preferences;
- use a range of approaches and methods appropriate to the learning objectives and the topic;
- understand how to facilitate and manage learning in groups;
- plan assessment for learning carefully, including organisation of feedback from groups and summarising clearly;
- encourage learners to reflect on their progress, what they have learned and what they need to do next.

# What's in the box?

## Materials to use with your learners



The box contains four separate packs of learning resources relating to the four occupational areas covered: construction, business, catering and hair and beauty. The printed materials in each pack are identical and cover all four areas to allow teachers and trainers to work simply from one source. The cards, boards and other items for the learning activities are packed in occupational areas and you will need to order each separately if your provision covers several of these.

The pack of teaching and learning materials includes:

- **Learner workbook** in this ringbinder including ten learning activities across four main occupational areas: construction, business, catering and hair and beauty.

The Learner workbook is in loose-leaf format to allow you to select and photocopy material relevant to your learners. The Learner workbook also appears on the Supporting Materials CD-ROM for you to adapt and print out.

- 'Being Safe at Work' jigsaws for manufacturing, service and construction sectors.
- CD-ROM for learners with Activity 3 – Who's responsible?
- Flowchart of Activity 8 – Working with power: electrical safety.
- Four safety signs boards and symbol cards: construction, catering, business and hair and beauty.
- A DVD presentation on safety signs with video clips: Language of signs: a journey to work.
- Card sort sets:
  - Who's responsible?
  - Health and safety signs systems;
  - Safety signs and meanings for each occupational area;
  - What's it all about? (Common abbreviations and meanings, Common words and meanings).

## Materials for teacher and trainer use

- This teacher and trainer ringbinder including:
  - Section 1 – Overview and introduction;
  - Section 2 – Introducing the activities: guidance on the learner activities, including practical help in planning and implementing them and explaining the theory that underlies them;
  - Section 3 – Supporting Skills for Life: guidance on how to work more effectively with learners with functional literacy, numeracy and language skills at Entry Level 3 or Level 1. There are also ideas for Subject Learning Coaches when working with colleagues to embed these approaches in theory sessions.
  - Section 4 – Session plans to show how centres used the activities and approaches;
  - Section 5 – DVD presentation: guidance on use;
  - Section 6 – solutions to activities;
- Disc 1: electronic CD-ROM version of Activity 3 – Who's responsible?;
- Disc 2: DVD presentation for Activity 9 – Safety signs;
- Disc 3: supporting materials CD-ROM with downloadable and printable resources to adapt and use with learners.

# Glossary of terms

Abbreviation	Shortened form of word or words, usually made from the first letters. For example, NVQ is an abbreviation for National Vocational Qualification.
Accident	An unplanned and uncontrolled event.
Assembly point	A place where a group meets or gathers.
Competent person	Someone trained and qualified to do a job.
Flammable	Catches fire easily (for example, paper).
Glossary	List of special words, with definitions.
Hazard	Anything that can cause harm, for example, chemicals, electricity, working from ladders.
Legislation	Laws and rules. These may be Acts of Parliament, Orders or Directives.
Mandatory	Must be obeyed.
Percentage	Parts of a hundred.
PPE	Abbreviation for Personal Protective Equipment.
Prohibition	Stop or must not.
Risk	The chance, high or low, that somebody will be harmed by a hazard.
Safe condition	Something you can do or use without harm.
Scan	Look quickly but carefully through a text to find something specific, for example, a name or date.
Skim	Glance quickly through a text to see if it is of interest.
Warning	Risk of danger or hazard ahead.

# References and bibliography

## The range of settings planned for the whole project

The following Skills for Life Materials for Embedded Learning are available in paper, CD-ROM format or via a web portal that can be found at [www.dfes.gov.uk/readwriteplus/embeddedlearning](http://www.dfes.gov.uk/readwriteplus/embeddedlearning)

### Vocational settings

Social care	Ref: embedded/SC
Trowel occupations	Ref: embedded/TR
Horticulture	Ref: embedded/HO
Retail	Ref: embedded/RE
Warehousing	Ref: embedded/WA
Catering	Ref: embedded/CA
Hospitality	Ref: embedded/HOS
Painting operations	
Manufacturing	
Cleaning	
Hairdressing	
Transport	
Early Years	

### Employability skills

E2E (Entry to Employment)	Ref: embedded/EE
Cross-sector employability skills	
Skills for construction	

### Professional development

Effective communication for international nurses (modules 1 and 2)	Ref: embedded/NU
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Effective communication for international nurses (modules 3–6)

## Community settings

Family Health

Ref: embedded/FH

Sports leadership

Ref: embedded/SL

Family life: the growing child

Family life: parenting issues

Community skills

Department for Education and Skills Standards Unit Entry to Employment resource directory. Ref: T7LE2ERD. 2005. Includes a section signposting you to learning resources covering literacy, language and numeracy.

The Adult Literacy and Numeracy Core Curricula and The Skills for Life Teaching Qualifications Framework: a user's guide. 2003, can be downloaded from [www.dfes/readwriteplus](http://www.dfes/readwriteplus). Print versions can be obtained from Prolog.

Key Skills specifications can be downloaded from [www.qca.org.uk](http://www.qca.org.uk)

# Acknowledgements

We wish to thank teachers, trainers and learners from the following organisations who assisted in the piloting of these materials:

2C Ltd

Bestco

Central Sports Management + Training Ltd

College of North East London

Cricklade College

Derbyshire Chamber Training & Business Link

Education and Youth Services

HTP

Kingsbury Training Centre

Leeds College of Building

Martec

Acorn Initiative, Nottinghamshire County Council

Nottingdale Technology Centre

Rathbone Training

Training 2000

YMCA Training, Welwyn Garden City

BIETTEC

Alfred McAlpine Infrastructure Services

Stoke on Trent College

South Birmingham College

Birmingham Electrical Training

The Oldham College

Doncaster College for the Deaf

## Section 2

# Introducing the activities

### A guide

This section aims to help teachers and trainers provide more interactive theory sessions on health and safety issues. It is also intended to stimulate discussion about teaching and learning practice among teachers, trainers and managers, and about how these approaches can be adapted to other topic areas. The aim is to improve learner motivation and engagement in theory sessions.

You will find practical hints and tips on the following pages to help you put the ideas into practice with your own learners. The ideas summarise the experiences of teachers and trainers in the pilot centres and also draw on the previous experience of 40 centres in the construction pilot.

The activities have been devised with readability in mind. At Entry Level 3 or Level 1, readers need accessible, interesting but not patronising text. Writers have aimed for a readability level of 9–11. Section 3 includes guidance on how to assess texts for reading ease.

The activities in the Learner workbook are structured in stages to include learning objectives, introduction, learning tasks, assessment, feedback and summary and reflection on personal progress.

Although the activities are primarily addressing health and safety, opportunities are available for learners to develop literacy, numeracy and language skills. In particular, learners are encouraged to develop a strategy for learning new vocabulary and to create and use a personal Technical Glossary, a valuable and lasting tool in the workplace. Section 3 will give you some ideas for supporting language development and reading strategies.

Activities are referenced to Key Skills and to the Adult Literacy and Numeracy Core Curricula. The table on the next page summarises what the Literacy and Numeracy Curriculum references mean.

Key Skills specifications can be downloaded from [www.qca.org.uk](http://www.qca.org.uk)

Please note that the Skills for Life curriculum references do not mean that any element is fully covered by an activity. The curriculum references offer guidance only and indicate

opportunities to develop or assess Skills for Life within an activity. Some of the activities will provide enough evidence for certain elements while others will require additional work to meet the criteria. Exactly which Skills for Life will be covered will depend on how you structure your session and how you use these activities to complement and enhance other learning activities and materials such as the Skills for Life Materials for Embedded Learning or your own resources.

## Adult literacy and numeracy core curriculum references

Curriculum area	Detailed element	Curriculum reference
Speaking and Listening	Listen and respond.	SLlr
	Speak to communicate.	SLc
	Engage in discussion.	SLd
Reading and Writing (Text focus)	Reading comprehension.	Rt
	Writing composition.	Wt
Reading and Writing (Sentence focus)	Grammar and punctuation.	Rs
	Grammar and punctuation.	Ws
Reading and Writing (Word focus)	Vocabulary, word recognition and phonics.	Rw
	Spelling and handwriting.	Ww
Number	Whole numbers.	N1
	Fractions, decimals and percentages.	N2
Measures, Shapes and Space	Common measures.	MSS1
	Shape and space.	MSS2
Handling Data	Data and statistical measures.	HD1
	Probability.	HD2



# Health and safety legislation

## Resources

- Learner workbook pp. 9–10.
- Example session plan.
- Information about the laws that affect the workplace.
- Useful websites: the Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk) and the Trades Union Congress [www.worksmart.org.uk](http://www.worksmart.org.uk)
- Be safe! – an introductory guide to Health and safety from the Learning and Skills Council.
- Skills for Life Strategy Unit Materials for Embedded Learning.

## Key features

- An introduction to the idea that laws and regulations protect the workplace.
- Introduces employers' and employees' main responsibilities under the law.
- Introduces the Health and Safety Executive and some key workplace legislation.
- Learners use research to find out how the legal framework makes their work area safer.

## Hints and tips

Introduce technical vocabulary in health and safety, such as 'legislation'. Learners need to remember the meanings and to spell and use the terms correctly. Illustrate with examples of how the law affects work areas familiar to learners.

Many learners at Entry Level 3 and Level 1 will have significant problems with spelling and will need to learn to use a systematic approach to learning new words. Use the work context to engage, motivate and develop skills in vocabulary and spelling.

A Technical Glossary is a useful and ongoing tool to help improve spelling and word usage in any subject. In your sessions, remind learners to use it as they work through activities. You can help by writing new or technical vocabulary on the board and explaining it as it occurs. Look at Section 3 for practical guidance on how you can introduce new vocabulary and help your learners develop their own skills.

Be aware of your learners' functional reading levels when you ask them to read research material. For example, if learners are using the internet, it is useful to plan in advance which websites they should visit, making sure that the sites use text which is accessible to them. Section 3 has guidance on how to assess readability of texts.

When learners use internet search engines they need to use three important reading strategies that we often take for granted: skim, scan and reading in depth. You need to teach these skills explicitly, using demonstration and frequent practice exercises. Section 3 has more guidance on how you can support learners with these skills.

Use this activity in conjunction with the Be safe! introductory guide to health and safety from the Learning and Skills Council and the Skills for Life Strategy Unit Materials for Embedded Learning.

### Skills for Life curriculum references

Elements may not be fully covered by the activity. See p. 18.

Literacy	SLlr	E3.1, E3.2, E3.3, E3.4, L1.1, L1.2, L1.3, L1.4, L1.5, L1.6
	SLc	E3.1, E3.2, E3.3, E3.4, L1.1, L1.2, L1.3, L1.4
	SLd	E3.1, E3.2, E3.3, L1.1, L1.2, L1.3
	Rt	E3.1, E3.2, E3.4, E3.5, E3.6, E3.7, E3.8, L1.1, L1.2, L1.3, L1.4
	Wt	L1.5
	Rs	E3.2, L1.2
	Rw	E3.1, E3.2, E3.3, L1.1, L1.2
	Ww	E3.1, E3.2, E3.3, E3.4, E3.5, L1.1, L1.2, L1.3
Numeracy		
Key Skills	Comm	C1.2

### QUOTE

Activity 1 worked well as an introduction to Activity 2 – Being safe at work, the jigsaw activity. This was a very useful teaching session that encouraged hands-on group work and discussion. It allowed learners to reflect on incidents or accidents they'd had or been involved in and encouraged them to talk about people who they knew had had accidents at work.

All the learners went on to enjoy the jigsaw activity. Everyone said it made a new topic more interesting. The entire group said that, without realising, they had linked Essential Skills into the vocational programme and it had made it fun. During the evaluation, it was decided that not all the accidents represented in the service sector jigsaw were appropriate to hairdressing. Great discussion point!

Gillian Morson, The Oldham College



# Being safe at work

## Resources

- Learner workbook pp. 11–16.
- Jigsaws for industrial sectors: manufacturing, construction and services.
- Example session plans.

## Key features

- A useful introduction to the main causes of accidents at work using relevant industry statistics.
- Interpretation of patterns and trends in statistics, aided by visual representation.
- Supports understanding of implications of accidents for industry, employer and self through group discussion and individual tasks.
- Tactile and visual activity which develops understanding and interpretation of percentages.

## Hints and tips

To increase relevance for learners, be prepared with information about the types of accidents that are common in the industries and occupations of interest to them. Useful websites include the Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk), the Centre for Corporate Accountability [www.corporateaccountability.org](http://www.corporateaccountability.org) and the Trades Union Congress [www.worksmart.org.uk](http://www.worksmart.org.uk). Learners can work individually, or in pairs, if any in the group lack confidence at Stage 4 of the activity.

This activity is very effective for group work if three or more separate groups are given responsibility for interpreting and feeding back on one type of accident (fatal, non-fatal major, minor). Groups can share and explain their results to get an overall picture of the causes of different types of accident.

Be aware of the numeracy skills of your learners. You may need to introduce percentages and graphs or charts and provide additional Skills for Life learning resources.

Some centres adapted this activity as an IT-based spreadsheet and charting exercise. Others used a range of different chart types to illustrate different ways of representing data visually. The next page illustrates some alternative types of chart.

### Skills for Life curriculum references

Elements may not be fully covered by the activity. See p. 18.

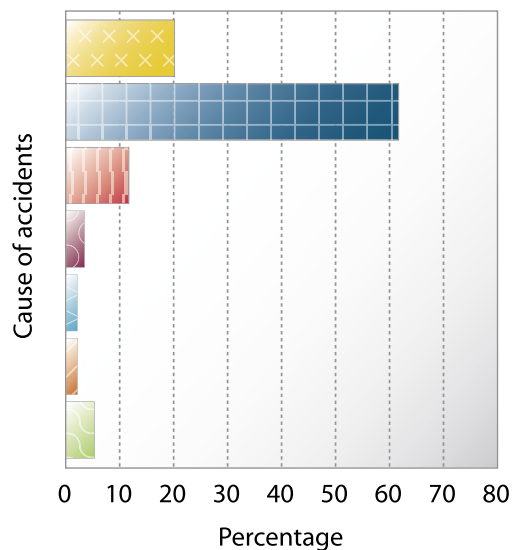
Literacy	Slr	E3.1, E3.2, E3.3, E3.4, E3.5, E3.6. L1.1, L1.2, L1.3, L1.4, L1.5
	Slc	L1.6
	Sld	E3.1, E3.2, E3.3, E3.4. L1.1, L1.2, L1.3, L1.4
	Rw	E3.1, E3.2, E3.3. L1.1, L1.2, L1.3
	Ww	E3.1, E3.3, E3.5. L1.1, L1.2
Numeracy	N1	E3.1, E3.2. L1.1, L1.6
	N2	L1.8, L1.9
	HD	E3.1, E3.2, E3.4. L1.1, L1.2
Key Skills	Comm	C1.1, C1.2, C1.3
	AoN	N1.1, N1.2, N1.3



## Alternative chart types illustrating causes of accidents in construction

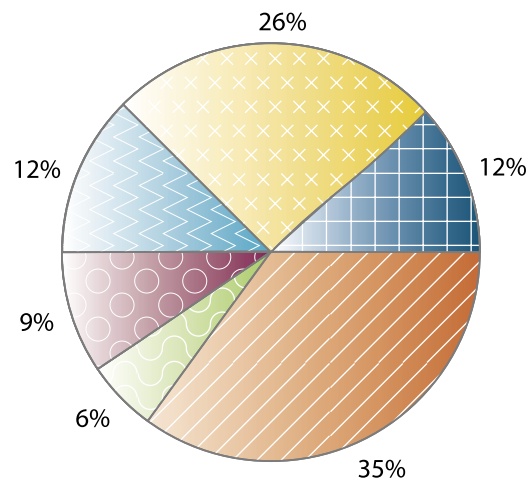
### Horizontal bar chart

Minor accidents  
HSE



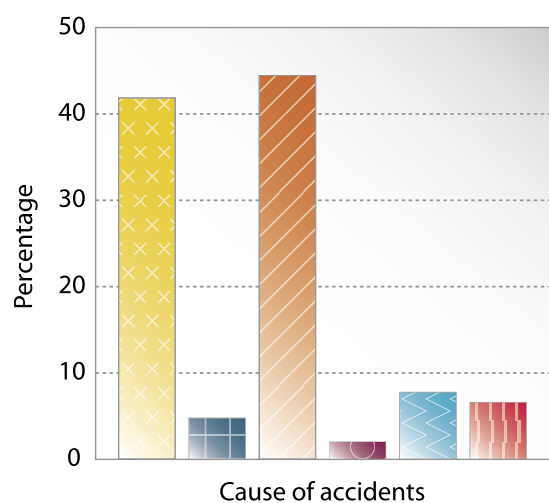
### Pie chart

Minor accidents  
HSE



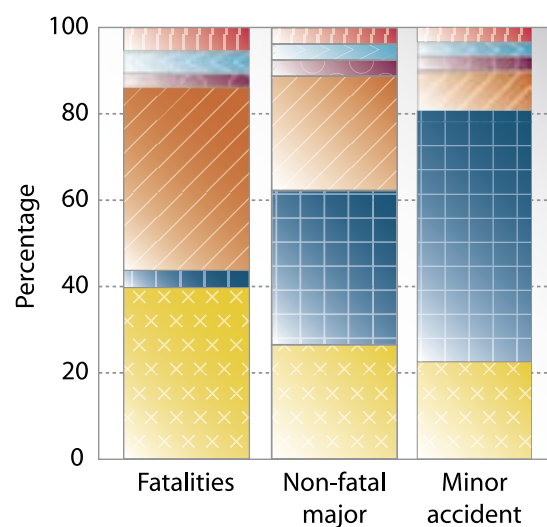
### Vertical bar chart

Causes of fatal accidents  
HSE



### Percentage component bar chart

Causes of fatal accidents  
HSE





## Activity 3 – Who's responsible?

### Resources

- Learner workbook pp. 17–21.
- 'Who's responsible?' cards.
- 'Who's responsible?' CD-ROM.
- Example session plan.

### Key features

- Introduces understanding of roles and responsibilities in accident prevention.
- Learners focus on analysing, reasoning, justifying decisions, using cards to aid group discussion and form opinions. These are higher level skills.
- Develops a positive attitude towards personal responsibility.
- You can use this activity to monitor attitude change over time as learners bring back and share their experience in the workplace with others.
- The activity is available as a card sort and on CD-ROM.

### Hints and tips

The cards and CD-ROM contain illustrations that support the text. During the trials, dyslexics and learners with visual preferences found these illustrations helpful.

The CD-ROM was designed for use as a whole-class activity with moderated discussion. For this, you will need access to a laptop with CD drive and an overhead projector. Alternatively, learners can use the CD-ROM in pairs or individually.

The CD-ROM opening menu offers the choice of four occupational areas. The user is then offered 21 short occupational scenarios, illustrated by the hazards shown on the cards. After deciding who is responsible for the hazard – employer, employee or nobody – the user gets feedback and may be asked to review and change some decisions. The objective is to ensure that learners appreciate that



accidents are always someone's responsibility and that sometimes this is a joint responsibility.

If your learners are working in groups, plan to mix confident and less confident readers. Both will benefit as less confident readers will feel able to test their understanding safely and more confident readers will take on the role of mentors and reinforce their understanding.

A maximum group size of three works best. Everyone needs to see the cards or the screen and to contribute to the discussion. To make sure everyone joins in, the cards should be distributed equally. Use the header cards to lay out the cards; they need to be laid out tidily so they can be read.

Learners should be able to explain why they have classified the hazards under each heading. This will help you expose the reasoning and degree of understanding.

In the pilot, some teachers and trainers working with learners with Entry Level skills decided to give groups fewer cards to ensure in-depth discussion.

After groups have agreed and arranged their own cards, the pace of the session and the discussion can be maintained by moving the groups around to view the other groups' decisions. Learners can then consider all the hazards and critique each other's classifications. Learners should be invited to suggest changes, although they must justify their suggestion.

Some learners in the pilot found it helpful to summarise their conclusions visually by using a spidergram.

There is no right or wrong 'solution' to this activity. The value lies in the discussion and reasoning and the realisation that all accidents are someone's responsibility.

The session summary is important and should tease out the consequences of different decisions using workplace examples. You could use targeted questions and answers to achieve effective results.

This activity is valuable in monitoring attitude change over time. As learners acquire experience of work, their perception of responsibility changes. It is useful to organise your groups to include a mix of those who have, and do not have, work experience as opinions will be shared and knowledge exchanged.

#### QUOTE

In my session I used Activity 2 [Being safe at work] first to introduce the accidents statistics in construction. Activity 3 [Who's responsible?] was a valuable development of the theme, and learners realised how it was up to them to work safely on site. I found it quite difficult at first to stand back and let the learners discover what to do for themselves. It's good to allow learners to be independent. They were positive about the whole experience.

Christine Redgrave, Leeds College of Building

#### Skills for Life curriculum references

Elements may not be fully covered by the activity. See p. 18.

Literacy	Slr	E3.1, E3.2, E3.3, E3.4, E3.5, E3.6. L1.1, L1.2, L1.3, L1.4, L1.5
	Slc	L1.6
	Sld	E3.1, E3.2, E3.3, E3.4. L1.1, L1.2, L1.3, L1.4
	Rw	E3.1, E3.2, E3.3. L1.1, L1.2, L1.3
	Ww	E3.1, E3.3, E3.5. L1.1, L1.2
Numeracy		
Key Skills	Comm	C1.1, C1.2
	AoN	



# First aid

## Resources

- Learner workbook p. 22.

## Key features

- An opportunity to introduce learners to the first aid facilities in their work area.
- Many providers offer an emergency first aid training course for learners.

## Hints and tips

This activity has particular relevance when linked to Activity 6 – Reporting accidents.

It works best when learners have an opportunity to list and explain the contents of a first aid kit.

It is valuable to ask learners to identify common hazards, in particular those they might encounter in their workplaces or occupational areas, and to ask them to assess the likelihood of risk of accident or injury. Asking learners to find out about the commonest types of accident and injury in their particular occupational areas is very relevant. You may need to research sources in advance.

Learners must be familiar with first aid arrangements in their work area. Completing the box in the activity will encourage them to investigate and record these.

### Skills for Life curriculum references

Elements may not be fully covered by the activity. See p. 18.

Literacy	SLlr	E3.1, E3.2, E3.3, E3.4
	Slc	E3.1, E3.2, E3.3, E3.4
	Rt	E3.2, E3.4, E3.5, E3.6, E3.7, E3.8
	Rw	E3.1, E3.3, E3.5
	Ww	E3.1, E3.3
Numeracy		
Key Skills	Comm	C1.1, C1.2, C1.3
	AoN	



# Being alert to accidents

## Resources

- A health and safety video of your choice.
- Some prepared questions and tasks.
- Learner workbook pp. 23–24.

## Key features

- Raises awareness of the reasons accidents occur and develops skills of active listening and careful observation.
- Contributes to knowledge of safe practice and supports visual learning preferences.
- Through discussion, learners can apply theory to practice; this is particularly important if learners are not at work.
- Links well to Activity 6 – Reporting accidents.

## Hints and tips

Check that the video of your choice clearly illustrates the learning points you wish to make. Short, punchy videos work best and you should work with short sections at a time. You also need to prepare a crib sheet of where to stop and start the video and the activities for each section.

Learners need to know exactly why they are watching the video. It must be relevant to their programme and the learning objectives for the activity.

Active listening and careful observation are important skills. You can help learners develop these by preparing them in advance to watch and listen for key learning points by giving them tasks to do or report back, either individually or in groups. Preparation focuses the mind on the task in hand. If you ask the questions or set the task after seeing the video, learners have to rely on memory rather than thoughtful observation.

Show the video in very short clips, broken up with tasks. Groups might be given the same or different tasks. If the tasks are different, learners can collate their findings to piece together an overall

picture. For example, learners might consider how different people in the video feel or behave as a result of an accident. A natural extension of this could be a role-play on the impact on the family members, work colleagues, employer or others. Group findings can contribute to a flow chart on the board or a flip chart showing the causes and effects of an accident.

### Skills for Life curriculum references

Elements may not be fully covered by the activity. See p. 18.

Literacy	Slr	E3.1, E3.2, E3.3, E3.4, E3.5, E3.6. L1.1, L1.2, L1.3, L1.4, L1.5
	Slc	L1.6
	Sld	E3.1, E3.2, E3.3, E3.4. L1.1, L1.2, L1.3, L1.4 E3.1, E3.2, E3.3. L1.1, L1.2, L1.3
Numeracy		
Key Skills	Comm	C1.1





# Reporting accidents

## Resources

- Learner workbook pp. 25–42.

## Key features

- Supports understanding of how and why accidents must be reported.
- Uses relevant occupational scenarios drawn from real life accidents.
- Gives practice in completing an Accident Record Form.
- Provides an opportunity to discuss and develop reading strategies and to improve reading comprehension.

## Hints and tips

This activity works well at induction, particularly when learners are prepared by watching a suitable video (look at Activity 5 – Being alert to accidents).

Learners may need guidance to choose a text that is relevant to them. The texts provided have a readability level of approximately 9–10. It is useful to highlight the fact that all the fatalities reported in the texts are based on real accidents that happened at work.

If you prefer, find or create texts of your own, using scenarios that are relevant to your learners. Section 3 has more information on readability and how you can check your own texts to make sure your learners can read and understand them.

It is valuable to discuss reading strategies with learners and to practise reading for different purposes. Choosing the right reading strategy is a skill that good readers use subconsciously but learners at Entry Level 3 and Level 1 need to learn how to make the right choice. Section 3 has more guidance on how to do this.

If you are working with unconfident readers, it is helpful if you read the text aloud, pointing out particularly important, new or interesting words.

Group or paired activities in which readers interact with text also improve reading comprehension. For example, if you break up a text into paragraphs or sentences and ask readers to reassemble the parts, they will have to search for meaning and try to predict a logical sequence for the segments. This is one of the many teaching strategies called Directed Activities Related to Text (DARTs).

DART activities lend themselves well to small group work as interaction with, and discussion of, the text reinforces understanding and learning. These approaches are valuable to improve comprehension of texts in any subject area.

DART activities include:

- text completion, or cloze procedure, where words or phrases are deleted and readers use their understanding of meaning to predict the missing text;
- text reconstruction, where learners search for meaning and logic to sequence jumbled-up segments;
- diagram or table completion, using information from the text to add information;
- creating a spidergram from text to explain the content of the text and to reinforce it visually;
- creating a flow chart from a text.

You can create your own DART activities and there are many websites where teachers and trainers share their ideas. One useful and fun way to improve reading skills and engage reluctant learners is to ask them, in pairs or small groups, to create a DART activity for other learners to use.

Always take care to check that the texts you use are within the learners' reading capabilities. Section 3 has guidance on how to do this.

**QUOTE**

We reproduced the hairdressing text in comic sans font, the style preferred by many readers, particularly dyslexics. The text was enlarged to 18 point and then printed onto coloured paper in a range of pastel shades. Learners chose the colour they preferred. For example, many dyslexics prefer cream or pale yellow.

First I read the article with the learners who needed support, then they read it for themselves. Paired reading is helpful. After that, they re-read the article in depth and highlighted the information that was relevant to the accident and identified what they needed to complete the form.

Wendy Holmes, Cricklade College

### Skills for Life curriculum references

Elements may not be fully covered by the activity. See p. 18.

Literacy	Slr	E3.1, E3.2, E3.3, E3.4, E3.5, E3.6. L1.1, L1.2, L1.3, L1.4, L1.5, L1.6
	Slc	E3.1, E3.2, E3.3, E3.4. L1.1, L1.2, L1.3, L1.4
	Sld	E3.1, E3.2, E3.3. L1.1, L1.2, L1.3
	Rt	E3.1, E3.2, E3.4, E3.6, E3.7, E3.8. L1.1, L1.2, L1.3, L1.5
	Wt	E3.1, E3.2, E3.4. L1.1, L1.2, L1.6
	Rs	E3.1, E3.2, E3.3. L1.1, L1.2
	Ws	E3.1, E3.2, E3.3. L1.1, L1.2, L1.3
	Rw	E3.1, E3.2, E3.3, E3.5. L1.1, L1.2, L1.3
	Ww	E3.1, E3.3. L1.1, L1.2
Numeracy		
Key Skills	Comm	C1.1, C1.2, C1.3



# Fire

## Resources

- Learner workbook pp. 43–53.
- Fire video of your choice with question and answer sheet.

## Key features

- Introduces four main types of fire extinguishers through full-colour resources.
- Contributes to the knowledge of safe practice.
- Uses a range of learning approaches – practical, visual, auditory – to reinforce understanding.
- Links well to the board activity in Activity 9 – Safety signs.

## Hints and tips

To increase vocational relevance, be prepared with information about types of fires that are common in the industries and occupations of interest to learners.

Be aware of your learners' literacy skills. Learners can work individually, in pairs or in small groups to support each other.

To introduce the topic, select a short video to engage learners' interest. Check that it illustrates the learning points you wish to make. Short, punchy videos work best and you should work with short sections at a time. You will also need to prepare a crib sheet of where to stop and start the video and some activities for each section. Learners need to know exactly why they are watching and it must be relevant to their programme and the learning objectives for the activity. If you prepare them to watch in advance for key learning points by giving them tasks to do or report back on, they will watch observantly in a focused manner. Groups may be given the same or different tasks. If the tasks are different, learners can bring their findings together to piece together an overall picture.

## Fire action sign

If you are working with unconfident readers, it is helpful if you read the text aloud, pointing out particularly important, new or interesting words. Focus on the colours of the sections (red and

## Evacuation

blue) and their meanings (prohibited and mandatory). Learners can add new words to their Technical Glossary.

The evacuation activity works best if learners identify the escape route in their work area. It is recommended that the learners practise the route and then produce a floor plan showing clearly the route they would take. The plan should show the position of fire signs, fire exits and the fire assembly point. This activity can also be completed in their work placement. Learners can feedback to their peers.



The workplace floor plan, locating the evacuation procedure, fire extinguishers and fire signs could be used as an IT activity. The floor plan can also be used to incorporate the safety signs from Activity 9 – Safety signs.

The sections 'What makes a fire?' on p. 44 and 'Ten top tips to help prevent fires' on p. 48 can be used to support:

- speaking and listening;
- reading;
- spelling;
- constructing sentences;
- supporting dyslexic and ESOL learners.

## Know your fire extinguisher colour codes

Learners should go into their work areas to locate fire extinguishers, as they remember much more by seeing and doing. To enhance this activity, use visual aids or arrange a visit by a health and safety officer to give a short talk. Teachers and trainers should prepare learners in advance if this option is taken. Ask learners to think of some relevant questions that they would like to ask the guest speaker.

You may wish to use short text or image scenarios to show different types of fires. Learners could then select the correct fire extinguisher to put the fire out. It is important to remind learners that only a competent person should use a fire extinguisher.

To enhance this activity, use the board activity from Activity 9 – Safety signs. It works best when learners work in pairs or small groups of three. Ask learners to divide the signs between the players and get each player in turn to describe to their peers the type and meaning of the sign followed by a peer discussion to agree where to position it on the board. Learners can bring their findings together in a group presentation.

Lastly, you could create a question and answer quiz for fun to close the teaching session or use the DfES 'Aspects of Health and Safety in Construction Quiz' (Teaching and Learning resource box CD-ROM).

### Skills for Life curriculum references

Elements may not be fully covered by the activity. See p. 18.

Literacy	SL1r	E3.1, E3.2, E3.3, E3.6
	SLc	E3.1, E3.2, E3.3, E3.4
	SLd	E3.1, E3.2, E3.3
	Rt	E3.1, E3.2, E3.3, E3.4, E3.6, E3.7, E3.8, E3.9
	Ws	E3.1, E3.2, E3.3
	Rw	E3.1, E3.3, E3.4, E3.5
	Ww	E3.1, E3.2, E3.3
Numeracy		
Key Skills	Comm	C1.1, C1.3



## Working with power: electrical safety

### Resources

- 'Working with power' card set.
- Electrical appliances relevant to occupational area.
- Learner workbook pp. 54–60.

### Key features

- A deductive approach to understanding safe use of electrical equipment, using a flow chart activity.
- This is an effective activity for induction.
- There are four card sets covering construction, business, catering and hair and beauty.
- Uses practical and visual approaches and discussion to develop a logical, safe checking sequence.

### Hints and tips

Be aware of your learners' literacy skills. Learners can work individually, in pairs or in small groups to support each other.

You might use questions and answers to establish learners' prior knowledge of using electrical equipment before showing a short video to engage their interest. To encourage everyone to be observant and join in, give small groups of learners questions to think about while they watch the video.

To increase relevance for learners, be prepared with information about the types of electrical accidents that are common in the industries and occupations of interest to learners.

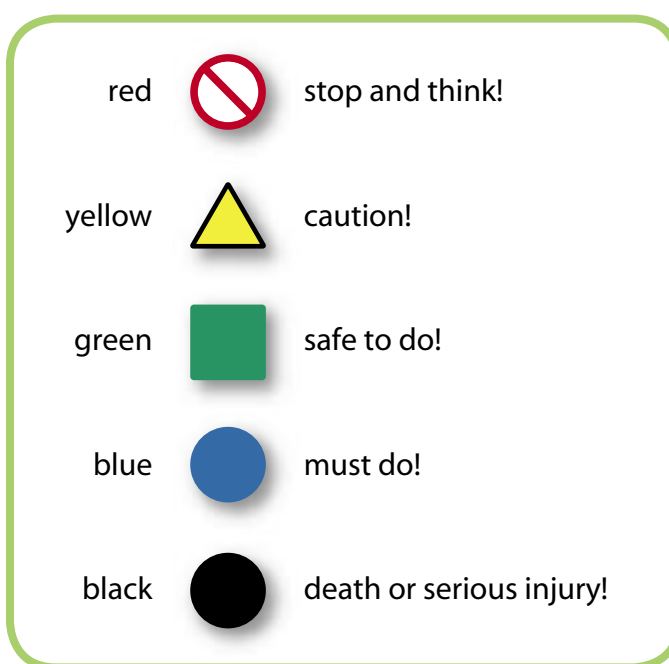
Introduce a number of visual aids, for example, power tool, electric kettle, hand-held electric food mixer, hair dryer or any other electrical appliance used by your learners. Props are an excellent way of encouraging participation within a group, especially if they have faults for learners to observe. Show examples of cables that have cuts, abrasions, burns, bare wires or loose plugs.

You may wish to use short 'what happens next?' text and image scenarios, to assess learners' understanding.

Working with power cards: the suggested card sequence is shown in Section 6. Clear instructions must be given to avoid confusion. A group size of two or three works best so everyone can easily see the cards and contribute to the discussion. To make sure everyone joins in, the cards should be distributed equally.

Ask learners to sort the cards so that they have a blue start card and four sets with coloured edges of yellow, red, green and black.

Alternatively, you can stage the distribution of the cards to avoid any confusion. For example, a blue start card followed by all the yellow cards, then the red-, green- and black-edged cards. Learners might find it useful to visualise the traffic light sequence to understand the importance of the text on each of the cards, for example:



Encourage learners to read the text and not to rely on the image. If you are working with unconfident readers, it is important that you read the text aloud and pick out particularly important and new words. Make a note of any new or problem words and ask learners to add them to their Technical Glossary.

It is recommended that you sequence the activity as follows:

- first stage: start with the blue card;

- second stage: lay out the yellow cards;
- third stage: add each fault 'spur' in turn.

When learners are completing the appliance safety checks chart, it is helpful to have some electrical hand-held appliances available so that they can see and touch the equipment. Learners need to be confident of the checks they are making. Learners can use the information on the yellow-edged cards to complete their table, for example, to check that the body of the appliance:

- is clean;
- is dry;
- has PAT label;
- has no cracks;
- has no loose or missing parts.

### Skills for Life curriculum references

Elements may not be fully covered by the activity. See p. 18.

Literacy	SL1r	E3.3, E3.5, E3.6
	SLc	E3.3
	SLd	E3.1, E3.2, E3.3
	Rt	E3.3, E3.9
	Ws	E3.1, E3.2, E3.3
	Rw	E3.1, E3.3, E3.4, E3.5
	Ww	E3.1
Numeracy		
Key Skills	Comm	C1.1



# Using safety signs

## Resources

- Learner workbook pp. 61–85.
- Health and safety sign types cards.
- Health and safety signs and meanings for four occupational areas: construction, business, catering and hair and beauty.
- DVD with presentation on safety signs, including a pop video, Language of signs: a journey to work. The video has versions for four occupational areas: construction, business, catering and hair and beauty.
- Graph paper.

## Key features

- Introduces signage as a communication medium.
- The video, Language of signs: a journey to work, raises awareness of signs in the community and the workplace through observation and discussion.
- The video encourages learners to discuss the importance of signs and to understand the meaning of signs that surround them in the community and workplace.
- Develops knowledge and understanding of types of safety sign and their meaning.
- Encourages reasoning through discussion, using two separate card activities with safety symbols. A generic card set introduces the four types of safety signs. A second card set relates to each occupational area, with versions specific to construction, business, catering and hair and beauty.

## Hints and tips

Be aware of your learners' literacy skills. Learners can work individually, in pairs or in small groups of three to support each other.

## Stage 1

To enhance the discussion, introduce a selection of coloured images depicting well-known signs and ask your learners to identify them. This activity can be incorporated into an IT session where learners download signs from the internet and share their findings in a group discussion.

## Stage 2

Use community and workplace images to stimulate discussion and to encourage quieter members of the group to participate.

Use the DVD presentation to reinforce the discussion. Before learners watch the video, ask them to remove paper and pens from their desk to eliminate distraction and to encourage everyone to watch and listen. Preparation is the key as it focuses the mind on the task in hand. Learners will watch the video without any breaks and then reflect on what they have seen.

Warn the learners that the first time they watch it, the video will be very fast to illustrate how we often view the world around us and to challenge us to think about how much important detail we really observe or miss.

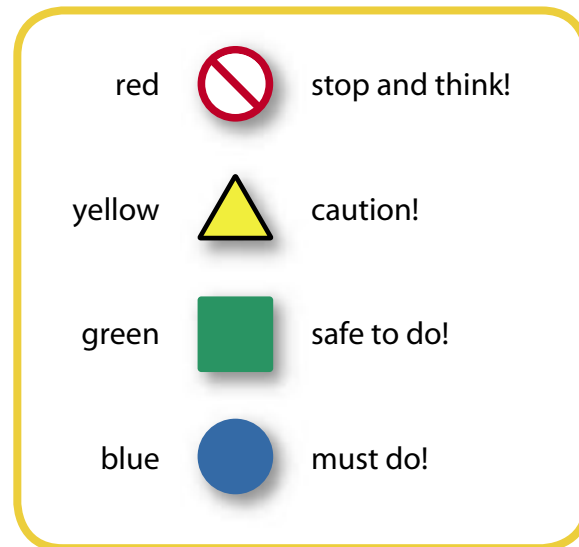
During the second viewing, the video will run more slowly in four sections or 'scenes'. Draw learners' attention to the questions for each scene in the Learner workbook and allocate learners particular items to observe. This activity works best if learners work in twos or threes.

Check that all learners understand the questions and what is expected of them. Then play each scene of the video in turn and take feedback on the board to complete the table on p. 64 in the Learner workbook. You will find it helpful to refer to Section 6 of this ringbinder where there is a list of the signs that can be seen in each scene.

## Stage 3

Complete the DVD presentation to develop awareness and understanding of the four types of safety signs in the workplace.

Encourage learners to use the traffic light sequence to remember each type of sign, for example:



#### Stage 4

Work with the generic safety sign types cards. If you want learners to work with the full set of cards immediately, ask them first to sort the cards so that they have four sets, identified by the colour code.

Some teachers and trainers working with learners at Entry Level 3 found it useful to stage the distribution of the cards to avoid any confusion, for example, symbol first, type second, meaning third, colour fourth.

#### Stage 5

If learners have already completed the Activity 7 – Fire, use the same work area floor plan. In the pilot, some learners completed this stage on computers.

#### Stage 6

The board activity works best when learners work in twos or threes. Ask learners to divide the signs between them. Each learner in turn should describe the type and meaning of each sign. Then the pair or group should discuss and agree where to place the safety signs on the workplace floor plan. Learners should feedback on where they have placed their signs. You can then use discussion to tease out alternative locations or obvious errors.

For your guidance, the recommended layouts for each work area can be found in Section 6.

To differentiate and extend learning in the occupational area of construction, you could use the DfES Standards Unit 'Aspects of Health and safety in construction' board activity to assess understanding and use of signs at Levels 1 and 2.

To check understanding, some centres asked learners to interpret the meaning of foreign safety signs.

## Stage 7

This stage can be enhanced by creating a video challenge. Select between 10 and 15 safety signs from the Supporting materials CD-ROM and produce a PowerPoint presentation or flashcards. The learner who identifies the most signs is the winner.

The safety sign card activities can be used by learners to support:

- speaking and listening;
- reading;
- spelling;
- constructing sentences.

### Skills for Life curriculum references

Elements may not be fully covered by the activity. See p. 18.

Literacy	SL1r	E3.3, E3.6
	SLc	E3.4, E3.4
	SLd	E3.1, E3.2, E3.3
	Rt	E3.3, E3.7, E3.8, E3.9
	Ws	E3.1, E3.2, E3.3
	Rw	E3.1, E3.3, E3.4, E3.5
	Ww	E3.1
Numeracy		
Key Skills	Comm	C1.1



## What's it all about?

### Resources

- 'Common abbreviations and meanings' card set.
- 'Common words and meanings' card set.
- Learner workbook pp. 86–93.

### Key features

- Helps learners know and understand common terms in Health and safety through several enjoyable and interactive card activities.
- Familiarises learners with technical language.
- This approach is an effective aid for reinforcement or revision of any subject and the idea is easily transferable into other topic areas.



## Hints and tips

These activities work best when you plan group size and composition carefully. Everyone needs to be able to see the cards the right way up and to hear when the words on the card are read out. This is particularly important for less confident readers who need to use visual and auditory clues.

To achieve a supportive balance, teachers and trainers in the original pilot found it helpful to put more and less able readers together in mixed-ability groups. Sometimes, learners were paired up with a buddy or mentor.

Teachers and trainers also learned that dominant learners must not be allowed to take over, for example, by reading out and placing all the cards themselves rather than sharing with the rest of the group. This can be managed by distributing the cards equally among the learners.

This simple idea has been transferred widely into other curriculum areas. The activity is self-correcting and helps to reinforce and revise technical language, knowledge and skills or concepts that learners commonly find difficult to assimilate and use confidently. It works at all levels of the programme. Learners enjoy this fun approach to potentially boring topics and benefit from group discussion.

### QUOTE

We have already adapted this activity to practise terminology in plastering. It would also work well in joinery to help learners select the correct joint for a particular job.

Mike Morson, Leeds College of Building

### Skills for Life curriculum references

Elements may not be fully covered by the activity. See p. 18.

Literacy	Slr	E3.1, E3.2, E3.3, E3.4, E3.5, E3.6. L1.1, L1.2, L1.3, L1.4, L1.5, L1.6
	Slc	E3.1, E3.2, E3.3, E3.4. L1.1, L1.2, L1.3, L1.4
	Sld	E3.1, E3.2, E3.3. L1.1, L1.2, L1.3
Numeracy	Comm	C1.1, C1.2, C1.3
Key Skills		

## Section 3

# Supporting Skills for Life: language, literacy, numeracy and Key Skills

This section has some suggestions about how you can support development of your learners' language and communication skills through your teaching. Improved language skills will help learners access all learning materials more effectively and will contribute to independent learning.

The Learner workbook includes some simple features that focus attention on improving spelling and reading skills. It will be helpful if you draw these skills to your learners' attention as you work through the activities.

### **Readability: what do teachers and trainers need to know?**

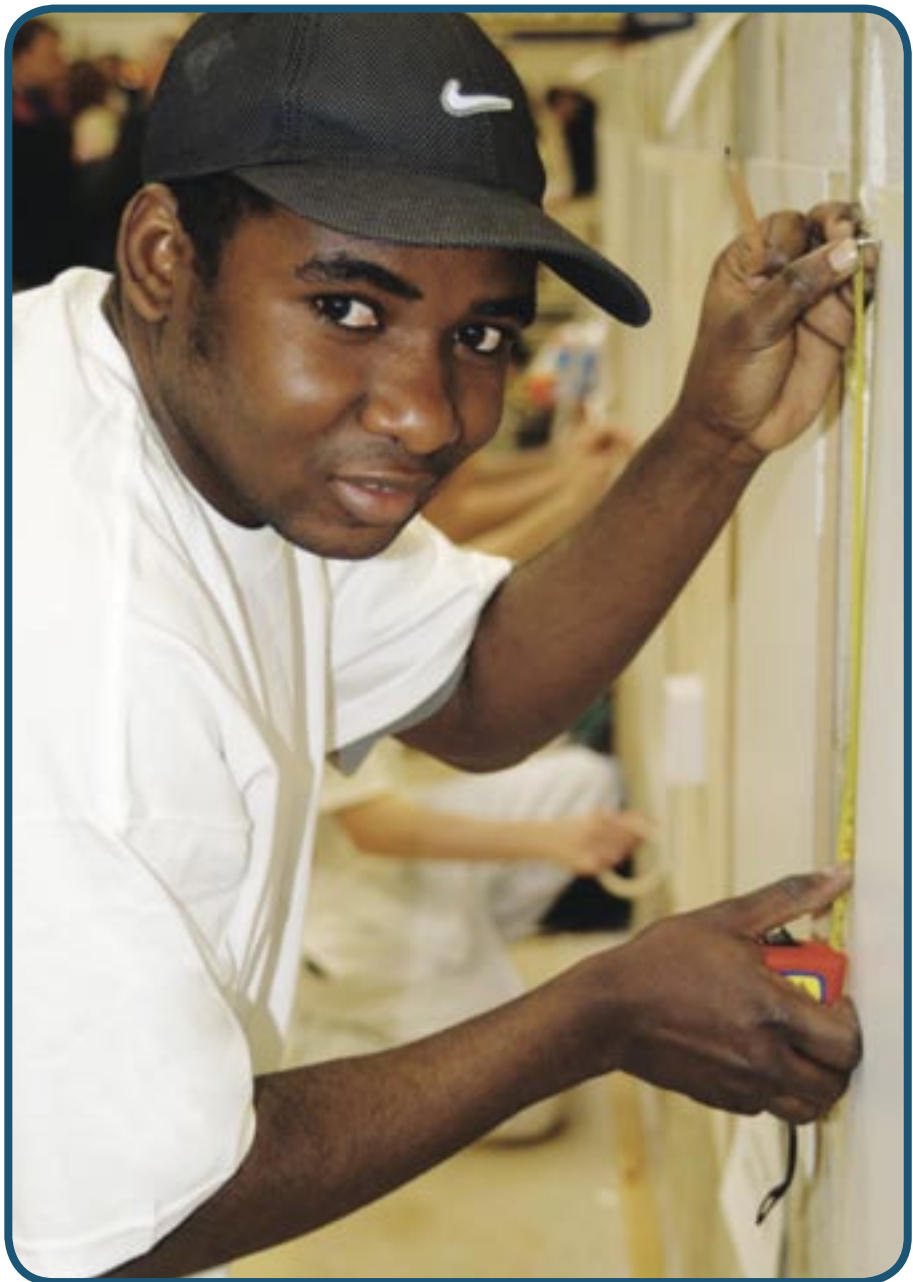
Be aware of your learners' language, literacy and Key Skills level, in particular their 'reading with understanding' level. This will influence how you group learners at tables and the reading level of materials you use in your sessions.

Readability is important because of the need to match reader and text. Poor readers will soon become discouraged by texts that are too difficult for them to read fluently, and more advanced readers will be dismissive about texts that they think are too easy. Effective learning takes place when teachers and trainers successfully match the reading level of material to the 'reading with understanding' level of the reader. You can check reading comprehension by targeted questions and answers or by using the cloze procedure or sentence completion. This involves preparing texts for learners with every  $n^{\text{th}}$  word deleted. Often,  $n = 5$ . A quick way of doing this is to cover each fifth or seventh word. If learners can predict the meaning successfully, the text is at their 'reading with understanding' level.

Legibility of text is influenced by layout, design and the way the text has been written. Good writers always assess their audience carefully and write in a way that will suit the purpose of the message. However, other factors affect understanding of what is read, in particular, the motivation of the reader, their previous knowledge of the subject, their reason for reading and the style of writing. Learners motivated by special interests or with particular

expertise may be able to read some texts at a higher level than predicted by assessment results.

The checklist on the following pages lists some features that indicate how accessible texts are to readers. Working with colleagues, use the checklist to assess the readability of your own learning material. After assessing your material, use the criteria again to improve readability by simplifying the text and then reassessing it. You will find more guidance on how to write texts that readers will find easier to read from the Basic Skills Agency and the Plain English Campaign.



## Text layout and design: assessing readability

Feature	Good practice criteria	Comment
Design	Good quality paper that does not let printing show through. Many readers prefer cream or pale yellow.	
	Plenty of white space around text.	
	Clear font such as Arial, Comic Sans, Trebuchet, Helvetica.	
	Minimum font size of 12 point.	
	Line spacing (leading) of 1.5 to 2 times text size.	
	<i>Italic</i> text and <b>bold</b> text are difficult to read. Use sparingly and mainly for emphasis.	
	Clear background and good contrast.	
	Do not print over images or shading.	
	Narrow columns of text are difficult to read.	
	Headings and sub-headings with key words help understanding.	
Text layout and signals	Relevant illustrations, photographs and diagrams help understanding.	

Feature	Good practice criteria	Comment
Writing style	Signals in the text can help readers when used carefully and consistently. For example:	
	Go signals – and, first, second, next, then, also.	
	Caution signals – as a result, finally, consequently.	
	Turn signals – yet, despite, otherwise, however.	
	The active voice and use of personal pronouns for example, we and you) makes text easier to read.	
Sentence length	Active sentences are livelier than passive sentences, for example, 'The boy ate the cake' rather than 'The cake was eaten by the boy.'	
	Redundant words and phrases that do not add to the meaning are unhelpful.	
	Use the simplest words that fit the meaning, for example, 'more' rather than 'in excess of'.	
	Short, simple sentences with one idea are best.	
	Aim for one or two clauses per sentence.	
	Aim for sentences of 15–20 words maximum, fewer for Entry Level 3.	

Feature	Good practice criteria	Comment
Vocabulary	Use words that are familiar to learners but do not patronise. Use correct technical words and introduce and define them clearly. Repeat unfamiliar or technical words frequently.	
Line breaks, paragraphing	Line breaks at the end of sentences help readers. Try to avoid splitting paragraphs over two pages. Paragraphs should be short and focused on one key idea.	
Capital and lower-case letters	Always use capital and lower-case letters correctly. Text written in capital letters is difficult to read. Use <b>lower-case bold</b> for emphasis, not capitals.	
Readability index	Flesch-Kincaid Grade Level Score or SMOG Index or Other index (for example, FOG, Frequency of Gobbledegook)	

## Readability formulae

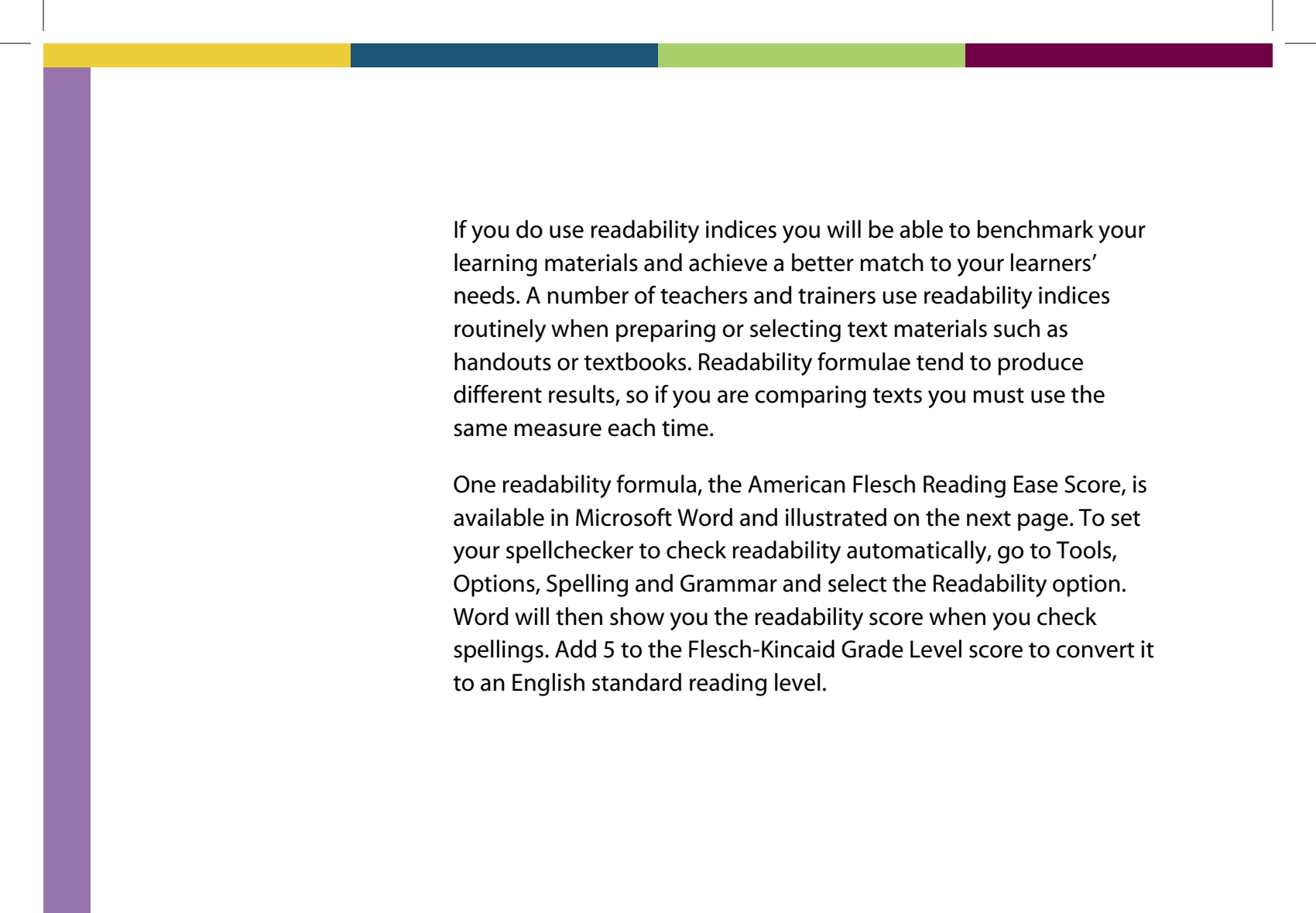
Formulae can be used to calculate readability of text. These usually take into account the quantifiable aspects of text such as sentence and word length. Results locate a text on a scale of reading difficulty referred to as 'reading age'. This is helpful to compare one resource to another in terms of difficulty. However, it is important not to categorise learners by reading age or to use the results of readability tests in isolation, ignoring the other important factors above.

The table below shows the equivalence between national qualification, Skills for Life and National Curriculum levels. This is a helpful reference point when planning learning materials to use with individuals or groups.

## Equivalence between levels

National curriculum	Basic skills	Key skills	National qualifications
		Level 5	Level 5
		Level 4	Level 4
		Level 3	Level 3
	Level 2	Level 2	Level 2
4/5 (11 Years)	Level 1	Level 1	Level 1
3 (9 Years)	Entry 3		Entry
2 (7 Years)	Entry 2		
1 (5 Years)	Entry 1		

Source: DfES Skills for Life Strategy Unit, 2003.



If you do use readability indices you will be able to benchmark your learning materials and achieve a better match to your learners' needs. A number of teachers and trainers use readability indices routinely when preparing or selecting text materials such as handouts or textbooks. Readability formulae tend to produce different results, so if you are comparing texts you must use the same measure each time.

One readability formula, the American Flesch Reading Ease Score, is available in Microsoft Word and illustrated on the next page. To set your spellchecker to check readability automatically, go to Tools, Options, Spelling and Grammar and select the Readability option. Word will then show you the readability score when you check spellings. Add 5 to the Flesch-Kincaid Grade Level score to convert it to an English standard reading level.

## Example of Flesch-Kincaid Grade Level calculation in Microsoft Word™

# Shampoo and condition hair and scalp: pH scale (Level 2)

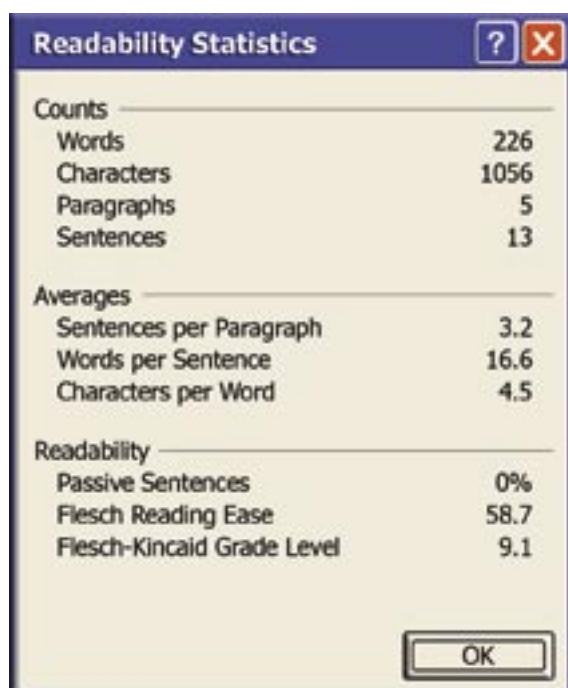
The pH scale measures **acidity and alkalinity**. It ranges from 1 to 14. Below 7 is acid and above 7 alkaline. Neutral (neither acid nor alkaline) is about 7. So the higher the number, the more alkaline, and the lower the number, the more acid.

The normal pH of hair and skin is 5.6, which is slightly acid. Many hairdressing chemicals are alkaline (to help lift the cuticle layer and allow the chemicals to penetrate the cortex) – perm lotions are an example.

When you shampoo or condition the hair, you must consider restoring the natural pH balance of the hair, particularly following chemical treatment. You can do this by

using pH balance products designed for the purpose in the form of shampoos and conditioners. Most professional products used in the salon are pH balanced but some are specially prepared treatments and you need to know about them so you can sell their benefits to your clients.

The diagram on the following page shows the pH scale in relation to hair. Alkaline products such as perm lotions, colorants and bleaches can damage the hair. To remove all traces and restore the hair's natural pH, use shampoos and conditioners that are slightly acid with a pH of 5 to 6 (the same as hair in its natural state).



Readability Statistics	
<b>Counts</b>	
Words	226
Characters	1056
Paragraphs	5
Sentences	13
<b>Averages</b>	
Sentences per Paragraph	3.2
Words per Sentence	16.6
Characters per Word	4.5
<b>Readability</b>	
Passive Sentences	0%
Flesch Reading Ease	58.7
Flesch-Kincaid Grade Level	9.1

The Flesch Reading Ease formula is based on the number of syllables per word and words per sentence. It gives a difficulty index with a notional score out of 100. The higher the score, the easier it is to understand the text.

It was developed to 'index' adult reading material and has been converted to an American standard 'Flesch-Kincaid Grade Level' score in MS Word. Add 5 to the answer to give the equivalent English standard reading level. In the example above, this gives an English standard readability level of approximately 14.1.

To save the Word readability dialogue box with your text:

- press Alt and Print Screen;
- click OK;
- move the insertion point to the end of your document;
- press Ctrl and V;
- save the document.

Another tool to measure readability is the Simple Measure of Gobbledegook (SMOG) formula. SMOG is widely used by teachers and trainers and is much quicker to work out by hand than other formulae.

1. Select a text.
2. Count 10 sentences.
3. Count the number of words that have three or more syllables.
4. Multiply this by 3.
5. Circle the number closest to your answer.

1	4	9	16	25	36	49	64	81	100	121	144	169
---	---	---	----	----	----	----	----	----	-----	-----	-----	-----

6. Find the square root of the number you circled.

1	4	9	16	25	36	49	64	81	100	121	144	169
1	2	3	4	5	6	7	8	9	10	11	12	13

7. Add 8. This gives you the readability level.

This calculation gives a readability level of approximately 17 for the text on the previous page.

## Using texts in context

When choosing a resource for your learners to work with, you need to think about the context in which they will use it. If it is to be shared in a group or used under teacher or trainer direction, it can be at 'instructional' level, towards the upper limit of the learners' reading capability. Learners in groups can and do help each other to understand texts, and support from the teacher or trainer means new material can be introduced and understood.

If a text is to be used by learners working alone, it must be at their 'independent' level for reading comprehension. This requires material to be significantly simpler, typically at least one level below the learner's operational level, to avoid loss of confidence and failure of comprehension.

# Supporting your learners' reading strategies

In an age when we are bombarded with information, the learner who can locate essential knowledge quickly is already ahead of the field. Learners need to know about different reading strategies and to understand which approach to use depending on reading purpose. Many learners believe that the only way to read is to start at the beginning of a text and to read to the end.

Many learners are not effective readers; they need to learn different strategies for different purposes and need to be given guided opportunities to practise. As teachers and trainers, we all use valuable reading strategies every day, often subconsciously. Teach these skills explicitly and give your learners reason to practise. The need for strategic reading skills is particularly well illustrated when using internet search engines. Depending on how concise your instructions are, you will need to skim, scan and read in depth the list of sources you are offered. This is a good opportunity for you to help learners develop these skills themselves.

Always take care to use learning materials that are within the reading capabilities of your learners. Differentiate where necessary by using materials with different readability levels, and remember that strategic reading skills need to be developed from Entry Level 3 upwards.

## Skimming

This is a method of rapid reading to absorb general meaning. We often skim as a precursor to a more detailed search for specific information and this method is mostly used for non-fiction texts. Skimming means allowing the eye to move rapidly across each line, ignoring punctuation or small words (in, the, and) but allowing the eye to linger over, and take in, larger key words and phrases related to the theme of the text.

### Good skimmers:

- speak key words and phrases aloud as they encounter them in the text;
- develop a feel for the tone and atmosphere of a piece of writing.

## Scanning

### Useful teaching strategies include:

- demonstration of skimming on a page of newspaper containing different articles or on a search engine on the web. Ask learners to find a specific topic. Point out that headlines, subheadings, bold text and photographs help understanding.
- using an unfamiliar textbook or web page. Get learners to find key facts by:
  - checking the contents page for specific headings/chapters;
  - using the index;
  - checking chapter summaries.

The purpose of scanning a text is to locate a specific detail such as a key idea, word, date, time. Like skimming, it involves rapid movement of the eye across the page, skipping most of the text but keeping the specific detail that is required at the conscious level.

### Good scanners:

- repeat the required word or phrase aloud (or silently) while searching;
- look for key information or indicators, for example:
  - capital letters to indicate names;
  - numbers if searching for a date;
  - check subheadings for clues.
- recognise key words in the task and look for where they are repeated;
- use visual clues and colour-match symbols when scanning for signs.

### Useful teaching strategies include:

- quick 5-minute exercises. Give a short text containing a mix of statistics, facts and opinions on a given theme. Allow 2 minutes reading time to highlight or underline in colour:
  - all the statistics;
  - all the key words relating to the theme;
  - the answer to one specific question, for example, 'What are the four different types of fire extinguisher?'

## Careful reading in depth

At this point, the reader has located the information needed and is ready to read carefully for understanding.

### Good careful readers:

- identify the main idea in the text;
- ask themselves questions, for example:
  - What do I know about this already?
  - What do I need to know?
  - What is the author's purpose?
  - Is it fact or opinion?
  - Does this fit in with my ideas?
  - Do I agree or disagree?
- reflect on what they have read and 'recite' or 'rehearse' the new knowledge or information, relating it to what they already know.

### Useful teaching strategies include:

- remind learners of something they already know. Then provide a text or web page and ask them to find information which relates to or extends their knowledge in a particular way, for example, how to apply knowledge of type of fire extinguisher to scenarios for particular types of fire.



# Supporting your learners with vocabulary and spelling

## Vocabulary

How technical is the vocabulary in your occupational area?

- Does it include conceptual terms, for example, expansion, equivalent, composition?
- Is there a subject-specific vocabulary, which has a different meaning in normal use, for example, bed, skirt, cost, benefit?
- Do you use common words that are often misspelt, for example, business, necessary?

You may find it helpful to work on vocabulary at three levels:

- 1 Slightly unusual words in a standard sense, for example, development, examine, relations. These may not be part of the average learner's daily conversation. Glossaries do not include them; teachers and trainers often do not explain them.
- 2 Common words used in a special sense, for example, balance, contemporary, horizontal, rotate. These need explanation as special problems may arise if the meaning changes from subject to subject, for example, 'volume' in music, maths, art and in the library.
- 3 Technical terms, often particular to the subject, for example, duct, chamfer, taper, shank, torque, medication, ericaceous, hydraulic.

To understand a new word properly and use it with confidence, a learner must use it repeatedly, in the same way that we learn a foreign language. Build in plenty of oral and written repetition. Make sure your learners build and use their own Technical Glossary. Pilot centres found this a valuable tool and one that is accepted and appreciated by everyone working in a technical environment.

### QUOTE

The Technical Glossary has been introduced and is working well. An excellent ongoing tool!

Aimee Sykes, YMCA Training, Welwyn Garden City

## Spelling

Spelling is a multisensory skill and everyone has preferred ways of learning to spell. It is helpful to talk about different strategies with your learners and the introduction to the Learner workbook has some ideas. If learners can be helped to use their existing strategies more effectively and widen their range of approaches, they can become better spellers.

These pointers may help you introduce new vocabulary to learners in a way which helps them understand and remember:

- 1 Introduce a new word as near as possible to its point of use.
- 2 Do this systematically to build up a methodical subject vocabulary.
- 3 Say a new word clearly – pronunciation is an important memory aid.
- 4 Write a new word clearly on the board. Use capital and lower-case letters correctly. Do not write in capital letters as they are difficult to read.
- 5 Learners must talk about a word, see it, use it and write it repeatedly to learn it. Spelling is a tactile, auditory and visual skill.
- 6 Encourage learners to make and use a Technical Glossary to record spellings and meanings.
- 7 Provide opportunities to use vocabulary frequently.
- 8 Test and correct spellings.

# Ideas for Subject Learning Coaches

Below you will find a number of ideas for activities that you could develop with colleagues to try out, adapt and embed the messages from this resource to improve your own practice.

## Exploring and using the learner activities

Working with colleagues in pairs or small groups, examine the learning activities carefully, try them out, then micro-teach them to other colleagues. Identify their learning objectives and strengths and weaknesses. Adapt them for your own learners where necessary.

Work in groups to produce session plans that include these activities and other materials such as the Skills for Life Materials for Embedded Learning. In Section 4 there is a blank session plan pro-forma and example session plans for the activities.

## Embedding Skills for Life within the vocational curriculum

Your organisation may have Skills for Life or Learning Support staff to give you more guidance on supporting your learners' essential skills. They will have resources and expertise to help you find ways to teach essential skills and embed the learning and practice within the vocational curriculum, which is where most learners find the skills most useful and relevant.

Work with specialist Skills for Life colleagues to identify essential skills for your programme and then plan to improve your learners' skills within the vocational units. This is a valuable Continuing Professional Development (CPD) activity.

You will find further CPD opportunities in local and regional Skills for Life practitioner networks, including those run by the Local Learning and Skills Councils, local Skills for Life Professional Development Centres or the Workplace Basic Skills Network [www.lancs.ac.uk/wbsnet](http://www.lancs.ac.uk/wbsnet)

You can get more information on how to assess and support your learners' needs from:

The Basic Skills Agency  
Commonwealth House  
1–19 New Oxford Street  
London WC1A 1NU  
Tel: 020 7405 4017  
e-mail: [enquiries@basic-skills.co.uk](mailto:enquiries@basic-skills.co.uk)  
website: [www.basic-skills.co.uk](http://www.basic-skills.co.uk)

You can find more information about the Skills for Life Quality Initiative from:

[www.dfes.gov.uk/readwriteplus](http://www.dfes.gov.uk/readwriteplus)  
[www.lsc.gov.uk/sflqi](http://www.lsc.gov.uk/sflqi)  
[www.lsda.org.uk](http://www.lsda.org.uk)

A wide range of useful resources can be found on the BBC website at:

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

## **Using differentiated learning materials to meet learners' needs**

Collect initial assessment information about learners' literacy levels against the National Standards for adult literacy for a typical group. Create a group profile but remember to remove real names from the information before it is used.

Using the table on p. 51, group the learners according to similar literacy levels.

Collect a range of learning materials in common use in your industrial sector.

Use the checklist on pp. 48–50 to assess the readability of the material and calculate a readability index for the texts.

Compare the 'reading with ease' levels of your texts with the functional reading levels of your typical group and identify any discrepancies. Some materials in common use will probably need simplifying in order to differentiate according to learner need. Remember that you can cover up letters and words (p. 46) to check if learners can understand the meaning of particular texts.

Now simplify your texts. Explore the ideas in the checklist for how to simplify texts or consult:

The Plain English Campaign:  
[www.plainenglish.co.uk/plainenglishguide](http://www.plainenglish.co.uk/plainenglishguide)

Basic Skills Agency, Making Reading Easier – Post-16 Version:  
[www.basic-skills.co.uk](http://www.basic-skills.co.uk), download from Publications.

When you have completed simplified versions of your texts, assess them against the checklist on p. 48–50 again. Save the texts in Microsoft Word, check the reading ease and index the readability level. In your team, start a resource bank of materials that you have created or adapted, benchmarked for readers at different levels.

### **Develop your DART skills (Directed Activities Related to Text)**

Refer to Activity 6 – Reporting accidents to remind yourself about DARTs and its use to support reading comprehension. Working in pairs or small groups, use an internet search engine to search for DART activities created by other teachers and trainers. For example, you will find free software that will help you create interactive learning activities that result in DART activities.

Select examples of ideas and approaches that are of potential use to you and your colleagues to use with learners.

Use the examples you find to prepare some DART exercises for your own learners relating to their occupational areas. Use the checklist on pp. 48–50 to quality-check your texts, then micro-teach the activities to your colleagues. Benchmark the readability level, then add them to your team resource bank.

Section 4

Session plan pro-forma

Context:

Venue:

Date:

Tutor name:

Observer name (if appropriate):

Aim:

Objectives/learning outcomes:

Time	Tutor plan	Learner activity	Resources

**Assessment of learning outcomes**

- 
- 

**Differentiation to meet individual needs**

- 
- 

**Tutor evaluation**

**Learner feedback**

**Personal and social skills developed**

- 
- 
- 

**Skills for Life or Key Skills developed**

# Example session plan: Activity 1– Health and safety legislation and Activity 2 – Being safe at work

**Aim:** to raise awareness of health and safety law and the main causes of accidents at work.

**Objectives/learning outcomes:**

- To explain how health and safety law ensures a safer workplace.
- To explain what causes most accidents at work.
- To show findings in a chart and draw conclusions.

Time	Tutor plan	Learner activity	Resources
10 min	<p>Introduce session aims and objectives.</p> <p>Write some technical words on the whiteboard, for example, legislation, accident, hazardous. Discuss how learners prefer to remember vocabulary and spelling.</p> <p>Introduce spelling strategies and use of Technical Glossary.</p>	<p>Listen and respond.</p> <p>Small-group discussion and feedback.</p> <p>Enter words from board into Technical Glossary and create sentences to use the terms.</p>	<p>Learner workbook pp. 9–16 and Technical Glossary.</p>
30 min	<p>Introduce legislation that makes workplace safer (table on p. 10). Form learners into groups of three or four.</p> <p>Task each group to complete one line of the table on p. 10.</p> <p>Take feedback on results.</p>	<p>Research in groups using paper-based sources or internet.</p> <p>Share results with whole group and complete table.</p>	<p>Table on Learner workbook, p. 10.</p> <p>TUC Work Safe leaflet.</p> <p>Websites, for example, <a href="http://www.hse.gov.uk">www.hse.gov.uk</a></p>

<b>cont.</b>			
<b>20 min</b>	<p>Invite learners to identify causes of accidents at work.</p> <p>Introduce jigsaws for causes of fatal, major and minor accidents. Discuss percentages and introduce supporting Skills for Life materials if necessary.</p>	<p>Each group to complete jigsaw for one type of accident. Calculate percentages for causes of each type of accident. Complete a column of table on p. 14 with percentages.</p> <p>Share results with whole group and complete table.</p>	<p>Jigsaws for industrial sector and table on p. 14 of Learner workbook.</p> <p>Skills for Life supporting materials (percentages and charts/graphs).</p>
<b>20 min</b>	<p>Introduce charts and graphs. Ask learners to use the data to complete a bar graph (or alternative) on p. 15. Ask learners to use data to complete text on p. 16.</p>	<p>Use data to compile a bar chart (or alternative).</p> <p>Display results and feedback on significance of different causes of different types of accidents.</p>	<p>Jigsaws for industrial sector and table on p. 14 of Learner workbook.</p> <p>Skills for Life supporting materials (percentages and charts/graphs).</p>
<b>10 min</b>	<p>Summary feedback.</p> <p>Review learning outcomes.</p>		

#### **Assessment of learning outcomes**

- Completion of table (p. 14), chart or graph (p. 15) and text (p. 16).
- Observation of discussion and question and answer responses.

#### **Differentiation to meet individual needs**

- Check learner records for Skills for Life strengths and needs in percentages and charts/graphs. Prepare supporting learning materials for skills development and provide small group or individual support if required.
- Reinforce the learning by using the Skills for Life Materials for Embedded Learning in occupational areas. Select appropriate level material.
- Extend the activity by asking learners with more advanced skills to compile more complex charts, for example, percentage component bar charts or pie charts. Ask learners to compare and contrast the different visual representation of each type of chart. Refer to Teacher and trainer guide p. 24 for illustrations.
- Learners may choose to create charts on computers.

Tutor evaluation		Learner feedback
<b>Personal and social skills developed</b> <ul style="list-style-type: none"> <li>● Working in a team.</li> <li>● Taking responsibility at work.</li> <li>● Listening to others' points of view.</li> <li>● Making own opinions known politely.</li> </ul>		
<b>Skills for Life curriculum references</b> Elements may not be fully covered by the activity.		
Literacy	SLlr	E3.1, E3.2, E3.3, E3.4. L1.1, L1.2, L1.3, L1.4, L1.5
	SLc	L1.6
	SLd	E3.1, E3.2, E3.3, E3.4. L1.1, L1.2, L1.3, L1.4
	Rt	E3.1, E3.2, E3.3. L1.1, L1.2, L1.3
	Wt	E3.1, E3.2, E3.4, E3.5, E3.6, E3.7, E3.8. L1.1, L1.2
	Rs	L1.3, L1.4, L1.5
	Rw	E3.2. L1.2
	Ww	E3.1, E3.2, E3.3, E3.4, E3.5. L1.1, L1.2, L1.3
Numeracy	N1	E3.1, E3.2. L1.1, L1.6
	N2	L1.8, L1.9
	HD	E3.1, E3.2, E3.4. L1.1, L1.2
Key Skills	Comm	C1.2
	AoN	N1.1, N1.2, N1.3

# Example session plan: Activity 3 – Who’s responsible?

**Aim:** to introduce learners to potential health and safety hazards at work and to employer and employee responsibilities.

**Objectives/learning outcomes:**

- All learners will be able to decide responsibilities for accidents at work.
- Most learners will be able to describe three ways in which they can help prevent accidents at work.

Time	Tutor plan	Learner activity	Resources
10 min	<p>Whole class discussion to gather learners’ experience and understanding of accidents at work.</p> <p>Use questions and answers to define ‘accident’, ‘hazard’ and ‘risk’.</p> <p>Explore causes of accidents in different occupational areas, relating hazard to risk.</p>	<p>Question, answer, discussion.</p> <p>Learners record, spell and define ‘accident’, ‘hazard’ and ‘risk’ in their Technical Glossary. Compile sentences to include the terms.</p> <p>Share out cards.</p> <p>Lay out header cards.</p>	Newspaper cuttings of accidents in relevant occupational areas.
20 min	<p>Allocate learners to mixed-ability groups of three. Discuss the term ‘responsible’. Introduce Activity 6 – Who’s responsible? Facilitate group discussion if necessary by using probing questions.</p>	<p>Take turns to read out text, discuss the hazards and agree responsibility.</p> <p>Sort cards under headers.</p>	‘Who’s responsible?’ cards, 10 or 11 cards per group.

<b>cont.</b>			
<b>10 min</b>	Groups move round to view cards and comment on each other's decisions. Learners can suggest changes with justification.	View other groups' classifications of other hazards and comment.	
<b>10 min</b>	Feedback. Focus on hazards assigned to 'nobody's responsibility'. Use questions and answers and discussion to establish that every accident is someone's responsibility, sometimes jointly.	Feedback. Each member of group takes turns to comment on particular hazard and who should take responsibility.	
<b>30 min</b>	Complete responsibilities checklist and hazard prevention table in handout.  Extension/ reinforcement: introduce 'A risky business' scenarios.	Record decisions. Discuss and complete hazard-prevention table.  Learners in pairs discuss the scenarios and decide who is responsible.	Responsibilities checklist, hazard-prevention table.  'A risky business' task sheets from Skills for Life Materials for Embedded Learning in E2E.
<b>10 min</b>	Close with 'quick-fire' round of targeted questions and answers, using cards to assess confidence.  Summary. Introduce next session.	Answer questions using knowledge and understanding.	
<b>Assessment of learning outcomes</b> <ul style="list-style-type: none"> <li>● Observation of discussions and comments between learners.</li> <li>● Completion of checklist and hazard-prevention table.</li> </ul>			

Tutor evaluation		Learner feedback
<b>Personal and social skills developed</b> <ul style="list-style-type: none"> <li>● Working with a partner.</li> <li>● Taking responsibility at work.</li> <li>● Listening to others' points of view.</li> <li>● Making own opinions known politely.</li> </ul>		
<b>Skills for Life curriculum references</b> Elements may not be fully covered by the activity.		
Literacy	Slr	E3.1, E3.2, E3.3, E3.4, E3.5, E3.6. L1.1, L1.2, L1.3, L1.4
	Slc	L1.5, L1.6
	Sld	E3.1, E3.2, E3.3, E3.4. L1.1, L1.2, L1.3, L1.4
	Rw	E3.3, E3.2, E3.3. L1.1, L1.2, L1.3
	Ww	E3.1, E3.3, E3.5. L1.1, L1.2
Numeracy		
Key Skills	Comm	C1.1, C1.2
	AoN	

# Example session plan: Activity 4 – First aid, Activity 5 – Being alert to accidents and Activity 6 – Reporting accidents

**Aim:** to develop knowledge and understanding of safe working practice and how, and why, to report accidents.

**Objectives/learning outcomes:**

- All learners will be able to identify the impact of accidents at work and list some ways in which they can be prevented.
- All learners will identify first aid arrangements in their work area.
- Most learners will be able to complete an Accident Record Form.

Time	Tutor plan	Learner activity	Resources
5 min	Introduce session aims and objectives.		
30 min	Organise learners into groups of three or four. Prepare learners to watch a short video of an accident at work. Ask them to observe and report back on key questions and then to adopt roles and consider the impact of the accident on others. Take feedback.	Watch carefully, listen and discuss key questions, including, 'What caused the accident?' and 'How could it have been prevented?' Role-play the impact of the accident on colleagues, family and friends. Record key points. Give feedback.	A short video of your choice illustrating an accident at work. Prepared questions and activities and crib sheet to show where to pause the video.
15 min	Consider importance of first aid arrangements at work. Ask learners to find information needed to complete the Accident Report Form on p. 30. Take feedback.	In groups, find out information required on first aid in their work area. Feedback to whole class. Read and annotate	Learner workbook p. 30.

cont.			
30 min	<p>Introduce 'Reporting accidents' activity. Consider why and how reporting accidents can help prevent future accidents. Refer to and read through Accident Record Form. Clarify information required.</p> <p>Help learners select a text to read. Discuss reading methods (p. 27).</p> <p>Support individuals where necessary.</p>	<p>Accident Record Form (p. 30).</p> <p>Choose an accident scenario text to read (pp. 31–42).</p> <p>Learners read and annotate text and complete the Accident Record Form. Whole-class discussion about how the accidents might have been prevented.</p>	<p>Learner workbook pp. 30–42.</p> <p>Scenario texts.</p>
30 min	Feedback and summary.		

**Assessment of learning outcomes**

- Correct completion of Accident Record Form.
- Observation of feedback and response to questions and answers.

**Differentiation to meet individual needs**

- Check learner records for guidance on functional reading skills of the group. Organise learners into either mixed-ability groups or groups with common support needs. Provide small group or individual support if required.
- Reinforce the learning by using the Skills for Life Materials for Embedded Learning. Create some local or occupationally relevant scenarios with lower and/or higher readability levels for different learners' needs. Check readability of text. Use to extend or support learners.

Tutor evaluation		Learner feedback
<b>Personal and social skills developed</b> <ul style="list-style-type: none"> <li>● Working in a team.</li> <li>● Taking responsibility at work.</li> <li>● Listening to others' points of view.</li> <li>● Making own opinions known politely.</li> </ul>		
<b>Skills for Life curriculum references</b> Elements may not be fully covered by the activity.		
Literacy	Slr	E3.1, E3.2, E3.3, E3.4, E3.5, E3.6. L1.1, L1.2, L1.3, L1.4. L1.5, L1.6
	Slc	E3.1, E3.2, E3.3, E3.4. L1.1, L1.2, L1.3, L1.4
	Sld	E3.1, E3.2, E3.3. L1.1, L1.2, L1.3
	Rt	E3.1, E3.2, E3.4, E3.6, E3.7, E3.8. L1.1, L1.2, L1.3, L1.5
	Wt	E3.1, E3.2, E3.4. L1.1, L1.2, L1.6
	Rs	E3.1, E3.2, E3.3. L1.1, L1.2
	Ws	E3.1, E3.2, E3.3. L1.1, L1.2, L1.3
	Rw	E3.1, E3.2, E3.3, E3.5. L1.1, L1.2, L1.3
	Ww	E3.1, E3.3. L1.1, L1.2
Numeracy		
Key Skills	Comm AoN	C1.1, C1.2, C1.3

## Example session plan: Activity 7 – Fire (A)

**Aim:** to develop learners' understanding of the different types of fire extinguishers, their colour codes and their uses.

**Objectives/learning outcomes:**

- All learners will explain what makes a fire and how to prevent one.
- Explain what to do if you discover a fire.
- Describe the evacuation procedure in their workplace.
- Recognise and explain the meaning of different types of fire safety signs used.

Time	Tutor plan	Learner activity	Resources
10 min	<p>Explain session aims and learning objectives. Whole-class discussion to gather learners' experience and understanding of fire.</p> <p>Use targeted questioning to gauge extent of learners' experience. List points on board.</p>	<p>Listening.</p> <p>Question, answer, discussion.</p> <p>Learners record points listed and add new words in their Technical Glossary.</p>	<p>Newspaper cuttings of fires in the workplace relevant to occupational areas.</p>
20 min	<p>Introduce fire video. Prepare learners to watch and listen. Allocate learners to mixed-ability groups of three. Ask groups to agree roles: a recorder (to write notes), a reporter (to feedback to the whole class) and a checker (to make sure everyone agrees and understands the task).</p> <p>Distribute two questions to each group.</p> <p>Management of video activity. Use pause and rewind feature to highlight key points. Use video in bite-sized chunks (2–3 min).</p>	<p>Agree roles: recorder, reporter, checker. Group discussion during pauses to agree answers to questions. Learners record new words in their Technical Glossary.</p> <p>Reporters to feedback answers to questions.</p> <p>Whole group to comment on responses.</p>	<p>Video. TV.</p> <p>Crib sheet with timing of pauses and key learning points.</p> <p>Additional support for any learner requiring help with reading and/or writing.</p>

cont.			
10 min	Ask group reporters in turn to feedback findings. Facilitate group discussion if necessary by using probing questions.	Listening. Question and answer. Agree roles: recorder, reporter, and checker.	
15 min	<p>Discuss with learners how a fire starts.</p> <p>Use images and directed questions to check learning.</p> <p>Introduce and distribute the fire action poster. Allocate learners to mixed-ability groups of three. Ask groups to agree roles: a recorder (to write notes), a reporter (to feedback findings) and a checker (to make sure everyone agrees and understands the task). Facilitate group discussion.</p> <p>Ask group reporters in turn to feedback findings. Facilitate group discussion if necessary by using probing questions.</p> <p>Whole-group discussion on the importance of having an evacuation procedure in place.</p>	<p>Examine fire action poster and discuss the meaning of point C, 'If possible tackle the fire using the appliance provided but do not endanger yourself or others in doing so.'</p> <p>Each reporter to feedback.</p> <p>Learners to complete Learner workbook task individually.</p>	<p>Learner workbook.</p> <p>Additional support for any learner needing help with reading and/or writing.</p>
30 mins	<p>Group tour of the workplace to show the evacuation route and the safety signs used.</p> <p>Whole class to draw floor plan to show the evacuation route and signs used. Distribute graph paper and drawing equipment. Facilitate group.</p>	<p>Guided tour of the workplace. Learners to sketch a plan of the workplace and the evacuation route.</p> <p>Learners individually complete the floor plan to show the evacuation route and the location of the safety signs used.</p>	
5 min	Close with 'quick-fire' round of targeted questions and answers, to assess learning and confidence. Summary. Introduce next session.	Answer questions using knowledge and understanding.	

**Assessment of learning outcomes**

- Observation of discussions and comments between learners.
- Completion of floor plan showing evacuation route and safety signs used.

**Differentiation to meet individual needs**

- 'Aspects of Health and Safety in Construction' quiz (DfES Standards Unit Teacher and resources box, CD-ROM Safety quiz).
- Draw floor plans using computers.
- Reinforce with activities from Skills for Life Embedded Learning Materials.

**Tutor evaluation****Learner feedback****Personal and social skills developed**

- Initiating a conversation.
- Asking and responding to questions.
- Maintaining eye contact.
- Making own opinions known politely.
- Working as a team and listening to others' points of view.

### Skills for Life curriculum references

Elements may not be fully covered by the activity.

Literacy	Sl1r	E3.1, E3.2, E3.3, E3.6
	Slc	E3.1, E3.2, E3.3, E3.4
	Sld	E3.1, E3.2, E3.3
	Rt	E3.1, E3.2, E3.3, E3.4, E3.6, E3.7, E3.8, E3.9
	Ws	E3.1, E3.2, E3.3
	Rw	E3.1 E3.3, E3.4, E3.5
	Ww	E3.1, E3.2, E3.3
Numeracy		
Key Skills	Comm	C1.1
	AoN	

## Example session plan: Activity 7 – Fire (B)

**Aim:** to develop learners' understanding of the different types of fire extinguishers, their colour codes and their uses.

**Objectives/learning outcomes:**

- All learners will recognise the fire extinguisher colour codes.
- All learners will recognise and explain the different types of fire safety signs used.
- Most learners will select the correct type of fire extinguishers to fight different fires.

Time	Tutor plan	Learner activity	Resources
10 min	Explain session aims and learning objectives. Recap on last session.	Listening. Participating in question and answer.	Whiteboard.
10 min	Introduce 'Ten top tips to help prevent fires'. Facilitate group discussion and list points on the board. Distribute Learner workbook. Compare findings. Anything different?	Whole-class discussion to identify 'Ten top tips'.  Check group findings with list in Learner workbook.	Learner workbook.  Additional support for any learner requiring help with reading and/or writing.
20 min	Introduce fire video. Prepare learners to watch and listen.  Allocate learners to mixed-ability groups of three. Ask groups to agree roles: a recorder (to write notes), a reporter (to feedback findings) and a checker (to make sure everyone agrees and understands the task).	Listening.  Question and answer.  Listen and discuss.  Learners move into small groups and agree roles: recorder, reporter, and checker.	Video. TV.  Crib sheet with timing of pauses and key learning points.

cont.			
20 min	<p>Management of video activity. Use pause and rewind feature to highlight key points. Use video in bite-sized chunks (2–3 min).</p> <p>Facilitate class discussion. Check learning. Ask direct or open questions to ensure that learning has taken place; pay particular attention to 'for use on' and 'do not use on'.</p>	<p>Complete fire colour code activity in Learner workbook.</p> <p>Check understanding of 'for use on' and 'do not use on'.</p> <p>Reporter to feedback to group.</p>	
20 min	<p>Introduce activity 'Different types of fire extinguishers and their use'. Seek permission if learners have to enter specialist areas. Explain purpose of task.</p> <p>Allocate learners to mixed-ability groups of three. Ask groups to agree roles: a recorder (to write notes), a reporter (to feedback findings) and a checker (to make sure everyone agrees and understands the task).</p> <p>Facilitate tour of the workplace and feedback session.</p>	<p>Complete task. Reconvene to plot findings on individual floor plans.</p>	<p>Permission to enter specialist areas.</p> <p>Pro-forma to record their observations.</p> <p>Floor plans from last session.</p>
15 min	<p>Reinforcement: 'Safety signs board' activity in Activity 9. Supervise activity, prompt and assist learners.</p> <p>Facilitate reporter feedback and group discussion. Check learning using probing questioning.</p>	<p>Reporters from each group to give feedback. Listening. Complete exercise, discussion and decision-making.</p> <p>Reporters to feedback. Whole class discussion.</p>	
10 min	<p>Assess learning and confidence. Summary. Introduce next session.</p>	<p>Complete 'How I got on' section in Learner workbook using knowledge and understanding.</p>	<p>Activity 9 – Using safety signs.</p>

**Assessment of learning outcomes**

- Observation of discussions and comments between learners.
- Completion of floor plan showing evacuation route.

**Differentiation to meet individual needs**

- Extended learning: image scenarios to show different types of fire. Learners to select the appropriate fire extinguisher to put the fire out.
- Reinforce with activities from Skills for Life Embedded Learning Materials relating to occupational areas.

**Tutor evaluation****Learner feedback****Personal and social skills developed**

- Initiating a conversation.
- Asking questions.
- Responding to questions.
- Maintaining eye contact.
- Making own opinions known politely.
- Working as a team.
- Listening to others' points of view.

### Skills for Life curriculum references

Elements may not be fully covered by the activity.

Literacy	Sl1r	E3.1, E3.2, E3.3, E3.6
	Slc	E3.1, E3.2, E3.3, E3.4
	Sld	E3.1, E3.2, E3.3
	Rt	E3.1, E3.2, E3.3, E3.4, E3.6, E3.7, E3.8, E3.9
	Ws	E3.1, E3.2, E3.3
	Rw	E3.1 E3.3, E3.4, E3.5
	Ww	E3.1, E3.2, E3.3
Numeracy		
Key Skills	Comm	C1.1
	AoN	

# Example session plan: Activity 8 – Working with power: electrical safety

**Aim:** to develop learners' understanding of safe working procedures when using hand-held electrical equipment.

**Objectives/learning outcomes:**

- All learners will describe the safety-checking procedure before plugging in an appliance for work.
- Most learners will complete a list of correct safety-checking procedures to follow when using hand-held electrical equipment.

Time	Tutor plan	Learner activity	Resources
10 min	<p>Explain session aims and learning objectives.</p> <p>Whole-class discussion on the dangers of working with electrical appliances. Use targeted questioning to gauge extent of learners' experience and perception of safe and unsafe conditions.</p> <p>List points on board.</p>	<p>Listening.</p> <p>Question, answer, discussion.</p> <p>Learners list points and add new words in their Technical Glossary.</p>	
20 min	<p>Allocate learners to mixed-ability groups of three. Ask groups to agree roles: a recorder (to write notes), a reporter (to feedback findings) and a checker (to make sure everyone agrees and understands the task).</p> <p>Distribute electrical appliances, two per table. Ask groups to examine these carefully and:</p> <ul style="list-style-type: none"> <li>● check body of appliance;</li> <li>● check cable on appliance;</li> <li>● check the plug;</li> <li>● check the voltage of the appliance.</li> </ul>	<p>Agree roles: recorder, reporter, checker.</p> <p>Examine electrical appliances to find faults, discuss, agree and explain why each is dangerous.</p> <p>Recorder makes notes and the checker in the group checks their understanding.</p>	Selection of hand-held electrical appliances.

cont.			
	Facilitate group discussion if necessary by probing questions. Groups move round to view and comment on each other's decisions.	View other groups' recordings. Do you agree?	
10 min	Ask group reporters in turn to feedback findings on one electrical appliance: <ul style="list-style-type: none"> <li>● fault;</li> <li>● potential hazard.</li> </ul> Record findings on the board. Any common faults emerging? Invite comments, additions and corrections from other groups.  Confirm and correct by use of probing questions, discussion and input.  Explain the importance of having and using a safety-checking procedure.	Feedback. Group reporters take turns to comment on the faults and state the potential hazard.  Members of the group take turns to comment and express their views.	
15 min	Allocate learners to mixed-ability groups of three. Ask groups to agree roles: a recorder (to write notes), a reporter (to feedback findings) and a checker (to make sure everyone agrees and understands the task). Introduce 'Working with Power' cards. Explain task.  Facilitate group discussion if necessary by probing questions to prompt discussion.	Share out cards.  Checker makes sure everyone understands what the terms mean on each card.  Take turns to read out text, discuss and lay the cards in a logical sequence.  The blue card starts the activity.	'Working with power' flow chart cards.  Safety-check chart for electrical appliances.
10 min	Ask group reporters in turn to feedback to show the correct safety-check procedure. Is there a correct sequence?	Feedback. Members of group take turns to comment on the safety-check procedure.	
15 min	Reinforcement: introduce 'Safety-check chart for electrical appliances'.	Learners individually complete the safety-check chart.	
10 min	Close with 'quick-fire' round of targeted questions and answers, to assess understanding and confidence. Summary. Introduce next session.	Answer questions using knowledge and understanding.	

### Assessment of learning outcomes

- Observation of discussions and comments between learners.
- Completion of safety-check chart for electrical appliances.

#### Tutor evaluation

#### Learner feedback

### Personal and social skills developed

- Working as a team.
- Initiating a conversation.
- Making own opinions known politely.
- Listening to others' points of view.
- Asking and responding to questions.
- Maintaining eye contact.

### Skills for Life curriculum references

Elements may not be fully covered by the activity.

Literacy	Sl1r	E3.3, E3.5, E3.6
	Slc	E3.3
	Sld	E3.1, E3.2, E3.3
	Rt	E3.3, E3.9
	Ws	E3.1, E3.2, E3.3
	Rw	E3.1 E3.3, E3.4, E3.5
	Ww	E3.1
Numeracy		
Key Skills	Comm AoN	C1.1

# Example session plan: Activity 9 – Using safety signs (A)

**Aim:** to develop learners' awareness and understanding of signs used in the community and the workplace.

**Objectives/learning outcomes:**

- All learners will recognise and identify signs used in the community through observation and discussion.
- Most learners will name the types of safety signs and their meaning used in the workplace.

Time	Tutor plan	Learner activity	Resources
20 min	<p>Explain session aims and learning objectives. Whole-class discussion to ascertain learners' general observation skills of signs used in the community. Use targeted questioning to gauge extent of learners' knowledge.</p> <p>Introduce task, 'List of places and signs you can remember'. Allocate learners to mixed-ability groups of three. Ask groups to agree roles: a recorder (to write notes), a reporter (to feedback findings) and a checker (to make sure everyone agrees and understands the task).</p> <p>Facilitate activity. Reporters' feedback. List points on board.</p>	<p>Listening.</p> <p>Question, answer, discussion.</p> <p>List points and record new words in their Technical Glossary.</p> <p>Move into small groups and agree roles: recorder, reporter, checker.</p> <p>Make a list of signs.</p> <p>Reporters from each group to feedback.</p>	<p>A selection of images showing signs used in the community.</p> <p>Additional support for any learner requiring help with reading and/or writing.</p>
40 min	<p>Introduce video, Language of signs: a journey to work. Select appropriate occupational area. Allocate learners to mixed-ability groups of three. (Groups can stay the same or change roles around within the groups). Ask groups to agree roles: a recorder (to write</p>	<p>Agree roles: recorder, reporter, checker.</p> <p>Group discussion during pauses to agree answers to questions.</p> <p>Reporters to</p>	<p>Computer and projector.</p>

cont.			
	<p>notes), a reporter (to feedback findings) and a checker (to make sure everyone agrees and understands the task).</p> <p>Prepare learners to watch and listen.</p> <p>Distribute two questions to each group.</p> <p>Management of video activity (refer to notes in Teachers' guide).</p> <p>Facilitate task. Ask group reporters in turn to feedback findings. Facilitate group discussion if necessary by using probing questions. List points on board. What do you notice about the signs, colour, shape and meaning?</p> <p>Check learning.</p>	<p>feedback answers to questions. Whole group to comment on responses.</p> <p>Learners to complete Learner workbook activity individually.</p> <p>Listening. Question and answer.</p> <p>Learners to complete Learner workbook activity individually.</p>	<p>Crib sheet with timing of pauses and key learning points.</p> <p>Additional support for any learner requiring help with reading and/or writing.</p> <p>Learner workbook.</p>
20 min	<p>Introduce DVD presentation; four types of safety sign, including colour and shapes:</p> <ul style="list-style-type: none"> <li>● prohibition – red</li> <li>● warning – yellow</li> <li>● information – green</li> <li>● mandatory – blue</li> </ul> <p>Facilitate group discussion.</p> <p>Check learning. Introduce generic safety sign types cards. Allocate learners to mixed-ability groups of three (groups can stay the same or change roles around within the groups). Ask groups to agree roles: a recorder (to write notes), a reporter (to feedback findings) and a checker (to make sure everyone agrees and understands the task). Facilitate activity. Reporters to feedback.</p>	<p>Listening. Question and answer.</p> <p>Learners to agree roles: recorder, reporter, and checker.</p> <p>Each reporter to feedback.</p> <p>Learners to complete Learner workbook task individually. All learners add new words in their Technical Glossary. Question, answer, discussion.</p>	<p>Health and safety sign cards.</p> <p>Additional support for any learner requiring help with reading and/or writing.</p>
10 min	<p>Close with 'quick-fire' quiz. Use images, questions and answers to assess learning and confidence. Summary.</p> <p>Introduce next session.</p>	<p>Answer questions using knowledge and understanding.</p>	

**Assessment of learning outcomes**

- Observation of discussions and comments between learners.
- Successful completion of Learner workbook tasks and generic safety sign types cards.

**Differentiation to meet individual needs**

- Extended learning: faster learners to use IT medium to download signs from the internet and share findings in a group discussion.
- Reinforce with activities in occupational areas of the Skills for Life Embedded Learning Materials. Select according to learners' literacy level.

**Tutor evaluation****Learner feedback****Personal and social skills developed**

- Initiating a conversation.
- Asking and responding to questions.
- Maintaining eye contact.
- Making own opinions known politely.
- Working as a team and listening to others' points of view.
- Making changes/modifications in the light of others' views.

**Skills for Life curriculum references**

Elements may not be fully covered by the activity.

Literacy	Sl1r	E3.3, E3.6
	Slc	E3.4, E3.5
	Sld	E3.1, E3.2, E3.3
	Rt	E3.3, E3.7, E3.8, E3.9
	Ws	E3.1, E3.2, E3.3
	Rw	E3.1 E3.3, E3.4, E3.5
	Ww	E3.1
Numeracy		
Key Skills	Comm AoN	C1.1

# Example session plan: Activity 9 – Using safety signs (B)

**Aim:** to develop learners' awareness, understanding and use of signs used in the workplace.

**Objectives/learning outcomes:**

- All learners will name the four main types of safety signs and their meaning.
- All learners will state the meaning of two signs from each of the four categories.
- All learners will complete the workplace floor plan.
- Most learners will explain how and where to use the signs to keep workers safe.

Time	Tutor plan	Learner activity	Resources
5 min	Explain session aims and learning objectives.	Listening.	
10 min	Recap last session. Whole-class discussion to identify the four types of safety signs used in the workplace. Use targeted questioning to gauge extent of learners' understanding. List points on board. Introduce Learner workbook task 'Matching type and meaning signs'. Facilitate activity and group feedback. Check learning through directed questioning and learner responses.	Question, answer, discussion. Learners to complete task in Learner workbook individually. Question and answer.	A selection of images showing signs used in the community and the workplace. Additional support for any learner requiring help with reading and/or writing. Learner workbook.
15 min	Introduce workplace activity 'Locate and identify safety signs used in the workplace'. Seek permission if learners have to enter specialist areas. Explain purpose of task. Allocate learners to mixed-ability groups of three. Ask groups to agree	Listening. Question, answer, discussion. Learners move into small groups and agree roles:	Permission to enter specialist areas.

cont.			
	<p>roles: a recorder (to write notes), a reporter (to feedback findings) and a checker (to make sure everyone agrees and understands the task).</p> <p>Facilitate tour of the workplace.</p>	<p>recorder, reporter, and checker. Complete task. Reconvene for reporters to feedback.</p>	
25 min	<p>Ask group reporters in turn to feedback findings. Facilitate group discussion if necessary by using probing questioning.</p> <p>Check learning. Each group to focus on one type of sign and identify three examples with reasons for use.</p> <p>Whole class to draw floor plan to show position of safety signs used. Distribute graph paper and drawing equipment. Facilitate group.</p>	<p>Reporters from each group to present findings on one type of safety sign and give reason for signs displayed.</p> <p>Learners individually draw plan and plot location of safety signs.</p>	<p>Use floor plans from fire activity if already completed.</p> <p>Additional support for any learner requiring help with reading and/or writing.</p>
15 min	<p>Reinforcement: Introduce 'Safety signs board' activity. Allocate learners to mixed-ability groups of three (groups can stay the same or change roles around within the group).</p> <p>Facilitate activity. Encourage discussion through directed questioning and learner responses.</p> <p>Ask group reporters in turn to feedback findings. Facilitate group discussion if necessary by using diagnostic questioning.</p>	<p>Listening. Question and answer. Agree roles: recorder, reporter, and checker.</p> <p>Complete exercise, discussion and decision making.</p> <p>Each reporter to feedback. Question, answer, discussion.</p>	<p>Health and safety board activity.</p>
15 min	<p>Assess learning and confidence. Distribute 'Safety sign and meaning cards' to each group. Explain task and facilitate activity.</p> <p>Groups to report back findings to whole class.</p>	<p>Group work to complete card activity. Reporting back, discussing, contributing and questioning.</p>	<p>Health and safety sign and meaning cards.</p>
5 min	<p>Summary and review of achievement of session and learning objectives. Introduce next session.</p>	<p>Listening. Complete 'How I got on' section in Learner workbook.</p> <p>All learners add new words in their Technical Glossary.</p>	<p>Additional support for any learner requiring help with reading and/or writing.</p>

**Assessment of learning outcomes**

- Observation of discussions and comments between learners.
- Learner workbook activities completed.
- Successful completion of floor plan showing safety signs used in the workplace.

**Differentiation to meet individual needs**

- Draw floor plans using IT medium.
- Faster learners survey workplace and evaluate the appropriateness of safety signage.
- Reinforce with activities in occupational areas of the Skills for Life Embedded Learning Materials. Select materials according to learners' literacy level.

**Tutor evaluation****Learner feedback****Personal and social skills developed**

- Initiating a conversation.
- Asking and responding to questions.
- Maintaining eye contact.
- Making own opinions known politely.
- Working as a team and listening to others' points of view.
- Making changes/modifications in the light of others' views.

### Skills for Life curriculum references

Elements may not be fully covered by the activity.

Literacy	Sl1r	E3.3, E3.6
	Slc	E3.4, E3.5
	Sld	E3.1, E3.2, E3.3
	Rt	E3.3, E3.7, E3.8, E3.9
	Ws	E3.1, E3.2, E3.3
	Rw	E3.1 E3.3, E3.4, E3.5
	Ww	E3.1
Numeracy		
Key Skills	Comm	C1.1
	AoN	

# Example session plan: Activity 10 – What’s it all about?

**Aim:** to develop and reinforce knowledge and understanding of health and safety legislation and terms.

**Objectives/learning outcomes:**

- All learners will be able to explain basic health and safety legislation and common terms and meanings.

Time	Tutor plan	Learner activity	Resources
5 min	Introduce session aims and objectives.		Learner workbook p. 86.
45 min	Revisit health and safety legislation in the workplace. Note acronyms and abbreviations and refer to learners’ Technical Glossaries (pp. 90–93). Organise learners into mixed-ability groups of three. Ask groups to give examples of how the law makes the workplace safer. Prime group discussion with some examples from work and/or some supporting resources.	Working in groups, create examples of how the law makes the workplace safer.  Create a poster to present findings.  Feedback to whole class.	Supporting resources relating to workplace health and safety legislation.  Flipchart, paper and pens to make posters.

cont.			
30 min	<p>Introduce card activities:</p> <p>Common abbreviations and meanings.</p> <p>Common words and meanings.</p> <p>Demonstrate use of cards. Check that groups are working effectively and observe any learning support needs or misconceptions.</p>	<p>Learners work in groups of threes on the card activities.</p> <p>Depending on the size of the class, groups may need to move around the activities.</p>	<p>'What's it all about?' card sets.</p> <p>Common abbreviations and meanings.</p> <p>Common words and meanings.</p>
10 min	<p>'Quick-fire' quiz using facts on cards and targeted question and answers.</p> <p>Feedback and summary.</p>	<p>Listen, think and respond.</p>	
<p><b>Assessment of learning outcomes</b></p> <ul style="list-style-type: none"> <li>● Successful completion of tasks within timescales.</li> <li>● Effective responses to questions.</li> </ul> <p><b>Differentiation to meet individual needs</b></p> <ul style="list-style-type: none"> <li>● Check learner records for functional reading abilities.</li> <li>● Plan learner groups to include able and less able readers.</li> <li>● Extend the activity by creating new card sets to revise other topics.</li> <li>● Ensure the materials cover a range of readability levels and target appropriately.</li> </ul>			

Tutor evaluation		Learner feedback
<b>Personal and social skills developed</b> <ul style="list-style-type: none"> <li>● Working in a team.</li> <li>● Taking responsibility at work.</li> <li>● Listening to others' points of view.</li> <li>● Making own opinions known politely.</li> </ul>		
<b>Skills for Life curriculum references</b> Elements may not be fully covered by the activity.		
Literacy	SI1r	E3.1, E3.2, E3.3, E3.4, E3.5, E3.6. L1.1, L1.2, L1.3, L1.4, L1.5, L1.6
	SIc	E3.1, E3.2, E3.3, E3.4. L1.1, L1.2, L1.3, L1.4
	SId	E3.1, E3.2, E3.3. L1.1, L1.2, L1.3
Numeracy		
Key Skills	Comm	C1.1

# DVD presentation for Activity 9 – Safety signs

## Safety Signs

What are they for?  
What do they tell us?  
Why are they important?

## Signs are all around us. They:

- use colour
- use few words
- give us messages quickly
- use symbols and pictures
- give us the same message each time
- are important in the community and at work



## But how observant are you?

Which signs  
can you remember  
seeing today?

## Why do we use signs?

In the community



At work



## Safety signs are important at work

- About 160,000 accidents are reported at work every year.
- 235 workers died in 2003-2004.
- This is an average of over four deaths per week.
- Nine apprentice workers aged under 23 were killed on work placements between October 2002 and May 2004.

Before you can work safely you must  
know the language of safety signs.

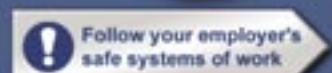
Start by watching the video carefully. ▶▶▶

## Safety signs and the law

As an employee you must:

WORK WITH YOUR  
EMPLOYER BY  
OBSERVING SIGNS

NOT  
mess with,  
damage or  
remove safety  
signs



## Safety signs and the law



EMPLOYERS MUST PROVIDE SAFETY SIGNS AT WORK BY LAW

## Four types of safety sign

Prohibition signs

mean 'stop' or 'must not do'.



Look at these examples - can you identify them?

## Four types of safety sign

Warning signs

mean 'there is a risk of danger'.



Look at these examples - can you identify them?

## Four types of safety sign

Mandatory signs

mean 'you must obey'.



Look at these examples - can you identify them?

## Four types of safety sign

Safe condition signs

mean 'safe place' or 'safe way to go'.



Look at these examples - can you identify them?

## Summary - the four types of safety signs are:






Prohibition		Stop or must not do
Warning		Danger hazard
Mandatory		Must do
Safe condition		Safe way to go

## Section 6

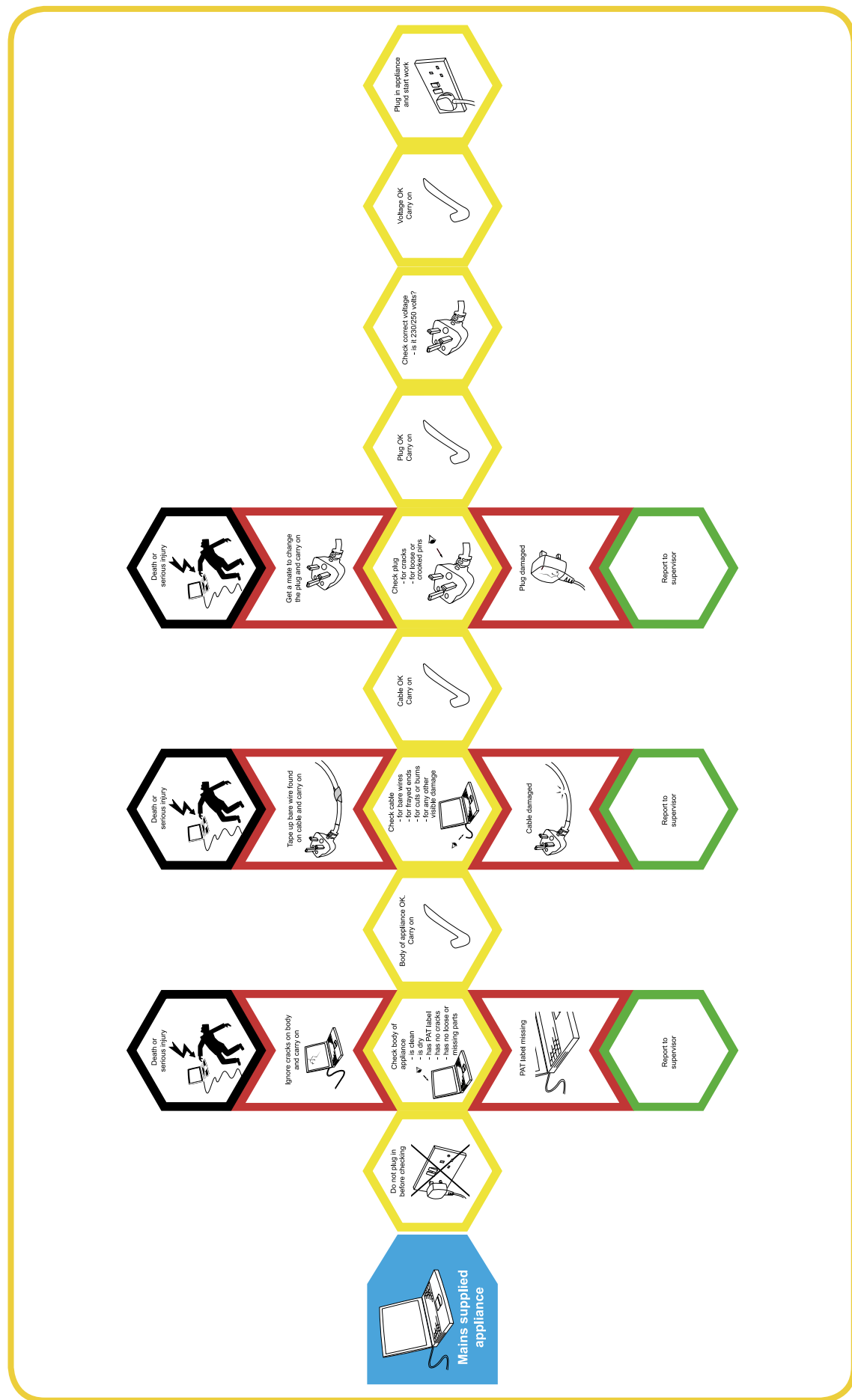
# Solutions and explanations

## Activity 7 – Fire

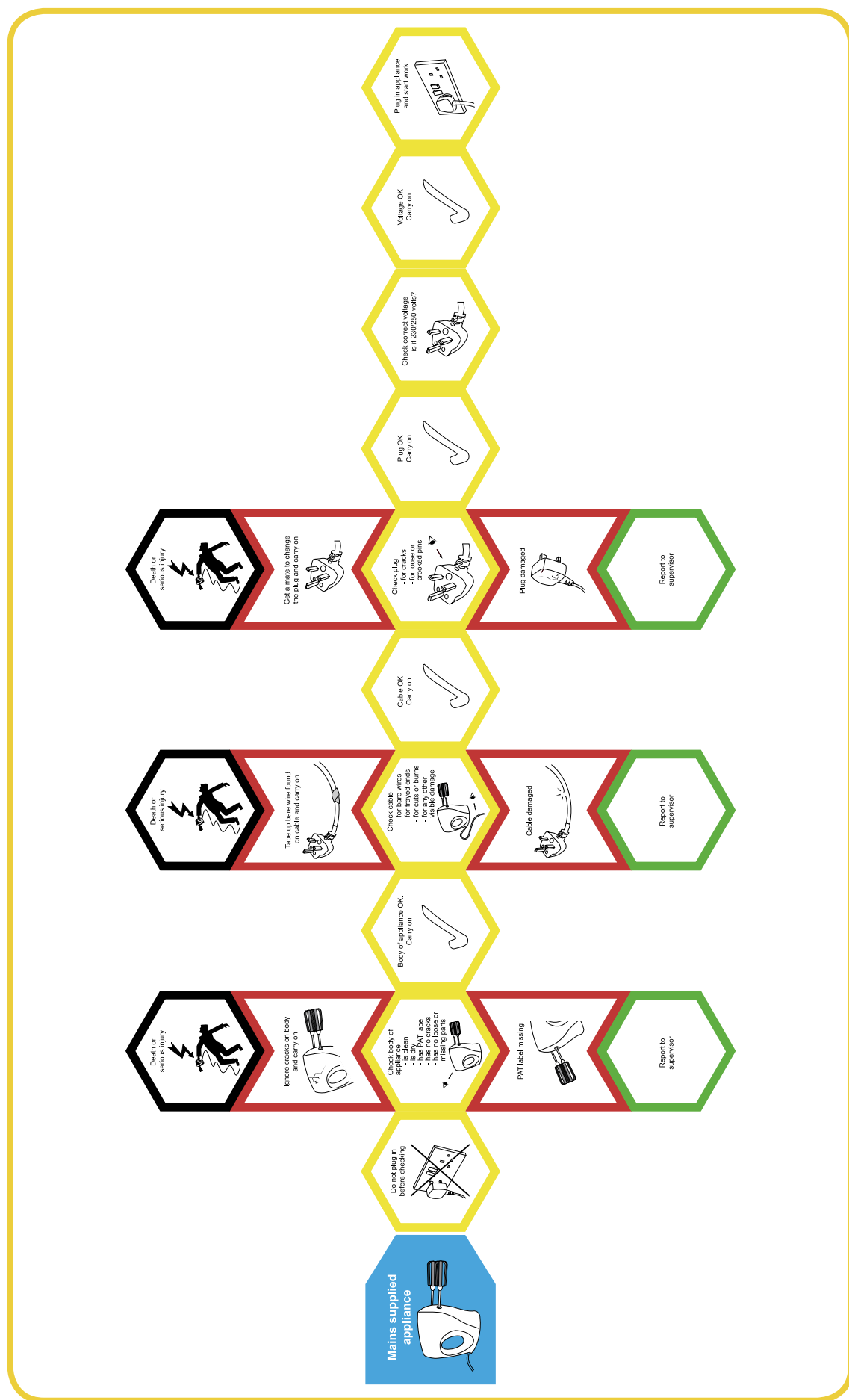
Know your fire extinguisher colour codes

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

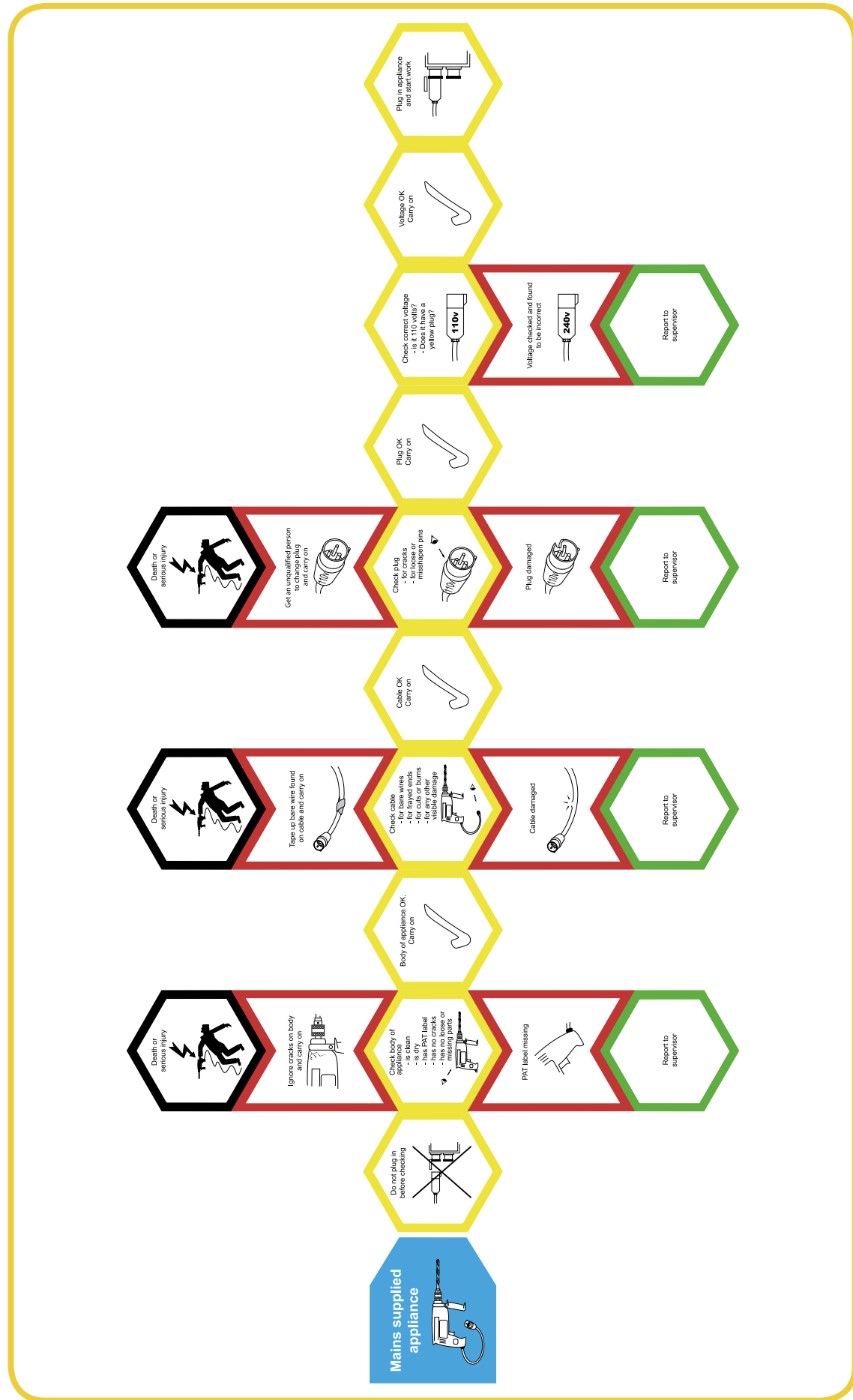
## Activity 8 – Working with power Business



## Activity 8 – Working with power Catering

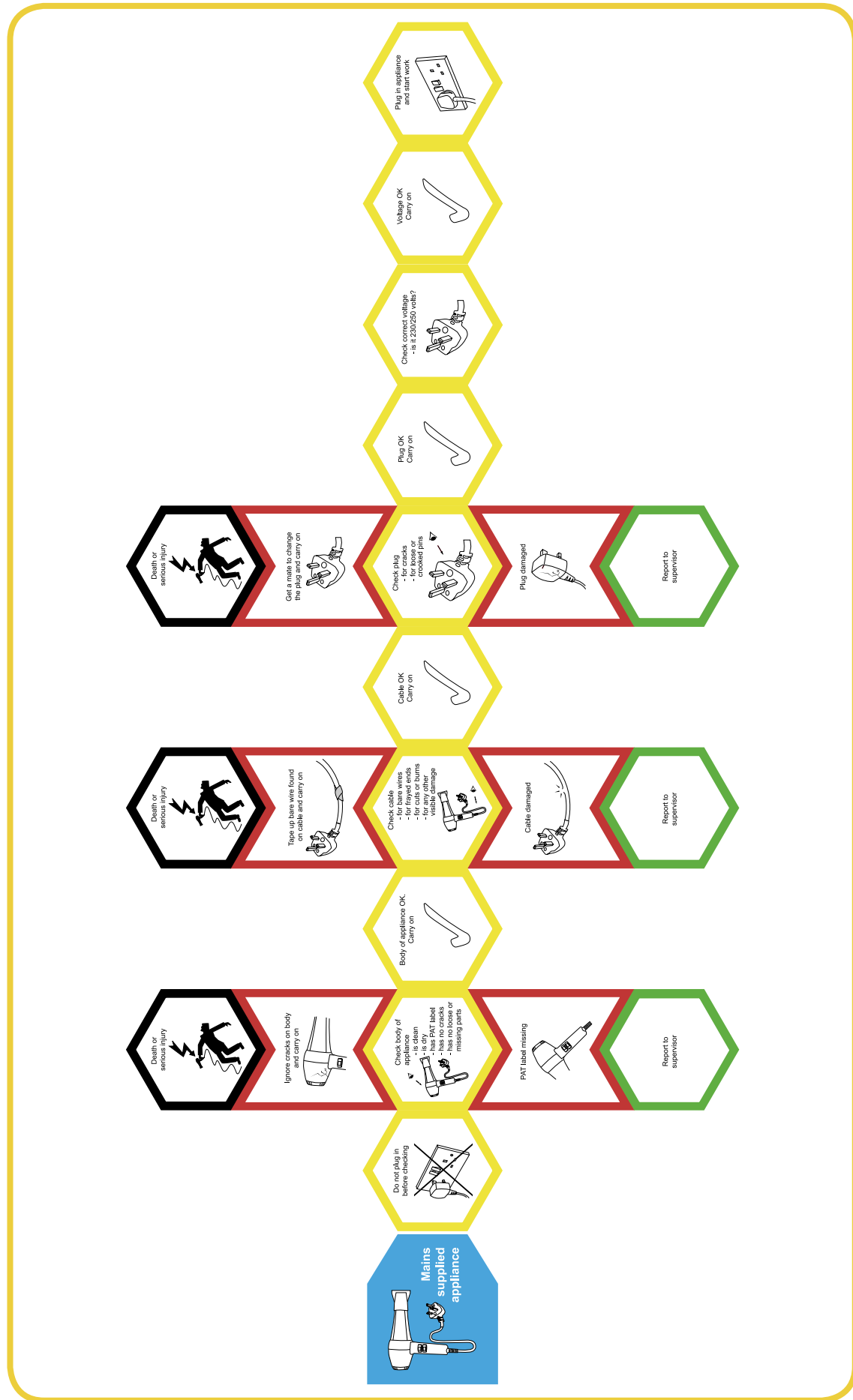


## Activity 8 – Working with power Construction



## Activity 8 – Working with power

### Hair and beauty



## Activity 9 – Using safety signs

Video: The language of signs: a journey to work

### Questions and activities in Learner workbook

Scene	Questions/activities
1	<p><b>Getting up, leaving the house and getting into the car:</b></p> <p>What time does the alarm clock go off in the bedroom?</p> <p>In the bathroom, which is the hot tap and which the cold?</p> <p><b>In the car travelling to the newsagents:</b></p> <p>List the signs you see during the car journey.</p> <p>Why must road users follow the signs and obey the rules?</p> <p><b>Walking to the newsagents:</b></p> <p>List the signs you see on the way to the newsagents.</p> <p>What are the words painted on the road?</p> <p><b>Newsagents:</b></p> <p>List four items on sale.</p>
2	<p><b>Outside the newsagents and journey to the train station:</b></p> <p>What colour are the road markings outside the newsagents?</p> <p>Why is the traffic warden putting a ticket onto the car windscreen?</p> <p>What do the criss-cross yellow lines mean at the traffic lights?</p> <p>At the traffic lights, what symbol shows bicycles have right of way?</p>
3	<p><b>Train station:</b></p> <p>List four signs displayed at the train station.</p> <p>At the station, what message is painted on the platform?</p> <p><b>Train journey:</b></p> <p>List three signs displayed on the train.</p>
4	<p><b>The workplace:</b></p> <p>List the signs displayed.</p> <p>Sketch the shapes.</p> <p>Note the colours.</p>

## List of the generic signs used in all scenes

### Bedroom/bathroom:

- alarm clock and mobile phone;
- hot and cold water.

### Car scene:

- road markings (junction and yellow lines);
- give way sign;
- roundabout sign;
- men working sign;
- lollipop lady;
- STOP – children crossing sign;
- zebra crossing;
- For Sale and For Let signs;
- shop signs;
- advertisement posters;
- street information signs;
- traffic lights.

### Walking scene:

- road markings (look right, look left);
- bus information – displaying destination;
- telephone kiosk;
- advertisement posters;
- bus stop;
- traffic warden;
- road markings (car on yellow line);
- prohibition sign (no left turn).

### Newsagents:

- a variety of confectionery;
- a selection of miscellaneous items;
- newspapers;
- advertisement posters.

### Walking to bus/train:

- no stopping/no loading at any time sign;
- road markings (double yellow lines);
- traffic warden attaching car parking ticket to car;
- advertisement boards;
- bus stop;

- bus timetable (paper-based and electronic);
- end of bus lane;
- pelican crossing;
- traffic lights;
- road markings (yellow criss-cross lines);
- road markings (cyclists have priority sign);
- bus destination sign;
- road markings (look left);
- direction sign post;
- phone box;
- train station sign.

#### **Train station:**

- platform information signs;
- direction arrows;
- ticket office sign;
- prohibition sign (no entry);
- train timetables and maps displayed;
- information leaflets displayed;
- caution sign (slippery floor);
- electronic train timetable;
- digital clock;
- passenger assistance sign;
- fire sign;
- yellow platform markings (mind the gap);
- passengers must not pass this point sign;
- warning sign (danger – do not touch the live rail);
- caution sign (trip hazard);
- emergency telephone.

#### **On the train:**

- prohibition sign (no smoking);
- danger notice (electric doors on the train);
- safety information notice.

#### **Leaving the train:**

- platform numbers;
- advertisement boards;
- direction arrows (way out, taxis, shopping centre);
- train departures board.

## Signs used in construction closing scene

### Site entrance:

- warning sign (site entrance);
- warning sign (danger construction site);
- mandatory sign (keep out);
- prohibition sign (no children);
- prohibition sign (no unauthorised persons);
- mandatory sign (must wear safety boots);
- mandatory sign (must wear hard hat);
- site office –
  - no job vacancies available at present;
  - all visitors and personnel please sign in here;
- site safety –
  - under the Health & Safety at Work etc. Act 1974;
  - keep gateway clear;
  - mandatory sign (all visitors must report to site office);
  - safe conditions (fire assembly point);
  - warning sign (risk of electric shock);
  - warning sign (400 volts);
  - prohibition sign (no smoking).

## Signs used in catering closing scene

### Entering the kitchen:

- advertisement posters/boards;
- safe conditions (fire exit);
- prohibition sign (no smoking);
- danger hot water;
- hand wash only;
- warning sign (wet floor);
- fire alarm;
- safe conditions (first aid box);
- mandatory sign (this sink for food wash only);
- warning sign (flammable);
- mandatory sign (wear eye protection when cleaning ovens);
- defrosted food must not be refrozen;
- prevent cross contamination – use correct colour-coded chopping board and knives;
- ladies toilets;
- gents toilets;
- prohibition sign (no smoking).

## Signs used in hair and beauty closing scene

### Entering the salon:

- open/closed sign;
- fire exit;
- safe conditions (first aid box);
- ladies toilets;
- gents toilets;
- prohibition sign (no smoking);
- warning sign (wet floor);
- warning sign (irritants);
- health and safety law poster;
- warning sign (flammable);
- fire extinguisher (water);
- warning sign (cleaning chemicals);
- fire exit;
- warning sign (toxic).

## Signs used in business closing scene

### Entering the office:

- advertisement posters/boards;
- warning sign (high voltage);
- safe conditions (first aid box);
- fire extinguishers (spray foam and carbon dioxide);
- fire exit;
- prohibition sign (access forbidden to all unauthorised persons);
- warning sign (danger lift machine);
- ladies toilets;
- gents toilets;
- prohibition sign (no smoking).

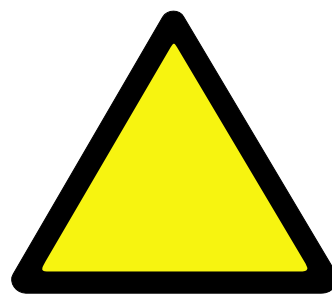
# Types of safety signs used in the workplace

There are four types of safety signs that employers are required by law to provide in the work place.

Each type of sign has a particular shape and colour.



**Type**  
Prohibition  
**Meaning**  
Stop/must not  
**Colour**  
Red on white background



**Type**  
Warning  
**Meaning**  
Risk of danger hazard ahead  
**Colour**  
Yellow background with black border



**Type**  
Mandatory  
**Meaning**  
Must be obeyed  
**Colour**  
Blue background with a white symbol



**Type**  
Safe condition  
**Meaning**  
Safe way to go  
**Colour**  
Green background with a white symbol

## Solutions to stage 4 of activity 9 – Using safety signs

### Construction



**PROHIBITION**  
No smoking



**WARNING**  
Caution – risk of fire



**MANDATORY**  
Head protection must be worn



**PROHIBITION**  
Not drinking water



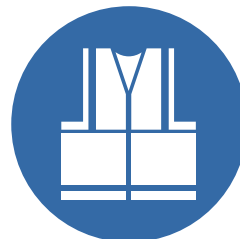
**MANDATORY**  
Foot protection must be worn



**SAFE CONDITION**  
First aid



**WARNING**  
Caution – risk of electric shock



**MANDATORY**  
High visibility clothing  
must be worn

## Solutions to stage 4 of activity 9 – Using safety signs

### Construction



**WARNING**  
Caution – toxic hazard



**MANDATORY**  
Hearing protection must be worn



**WARNING**  
Perimeter of hazard



**WARNING**  
Caution – corrosive substance



**SAFE CONDITION**  
Indication of direction



**MANDATORY**  
Eye protection must be worn



**PROHIBITION**  
No unauthorised access



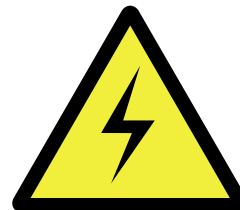
**MANDATORY**  
Hand protection must be worn

## Solutions to stage 4 of activity 9 – Using safety signs

### Business



**WARNING**  
Caution – high voltage



**WARNING**  
Caution – high voltage



**PROHIBITION**  
No smoking



**INFORMATION**  
Women's toilets



**SAFE CONDITION**  
First aid



**INFORMATION**  
Men's toilets



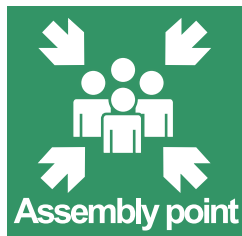
**PROHIBITION**  
Not drinking water



**SAFE CONDITION**  
Fire exit

## Solutions to stage 4 of activity 9 – Using safety signs

### Business



**SAFE CONDITION**  
Fire assembly point



**WARNING**  
Caution – risk of fire



**SAFE CONDITION**  
Drinking water point



**MANDATORY**  
Wash hands



**SAFE CONDITION**  
Indication of direction



**PROHIBITION**  
No mobile phones



**INFORMATION**  
Direction of reception



**MANDATORY**  
Fire action

## Solutions to stage 4 of activity 9 – Using safety signs

### Catering



**WARNING**  
Very hot water



**WARNING**  
Slippery surface



**PROHIBITION**  
No smoking



**MANDATORY**  
Hair protection must be worn



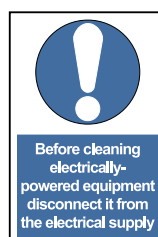
**MANDATORY**  
Wash hands



**SAFE CONDITION**  
Indication of direction



**MANDATORY**  
Only trained staff to use  
kitchen knives



**MANDATORY**  
Before cleaning  
electrically-  
powered  
equipment  
disconnect it  
from the  
electric supply

## Solutions to stage 4 of activity 9 – Using safety signs

### Catering



**SAFE CONDITION**  
First aid



**PROHIBITION**  
No unauthorised access



**WARNING**  
Caution – toxic hazard



**PROHIBITION**  
Not drinking water



**WARNING**  
Caution – risk of electric shock



**PROHIBITION**  
Do not mix cleaning agents



**PROHIBITION**  
Do not store raw food and  
cooked food together



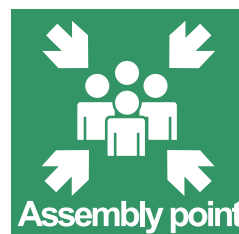
**MANDATORY**  
Foot protection must be worn

## Solutions to stage 4 of activity 9 – Using safety signs

### Hair and beauty safety signs



**SAFE CONDITION**  
Fire exit



**SAFE CONDITION**  
Fire assembly point



**WARNING**  
Harmful chemicals



**SAFE CONDITION**  
Eye wash bottle



**MANDATORY**  
Wash hands



**SAFE CONDITION**  
Indication of direction



**PROHIBITION**  
No mobile phones



**WARNING**  
Slippery surface

## Solutions to stage 4 of activity 9 – Using safety signs

### Hair and beauty safety signs



**MANDATORY**  
Hand protection must be worn



**WARNING**  
Caution – risk of fire



**WARNING**  
Caution – toxic hazard



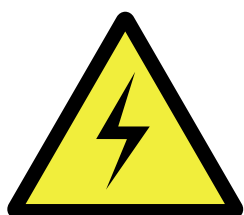
**MANDATORY**  
Fire action



**PROHIBITION**  
Do not mix cleaning agents



**SAFE CONDITION**  
First aid

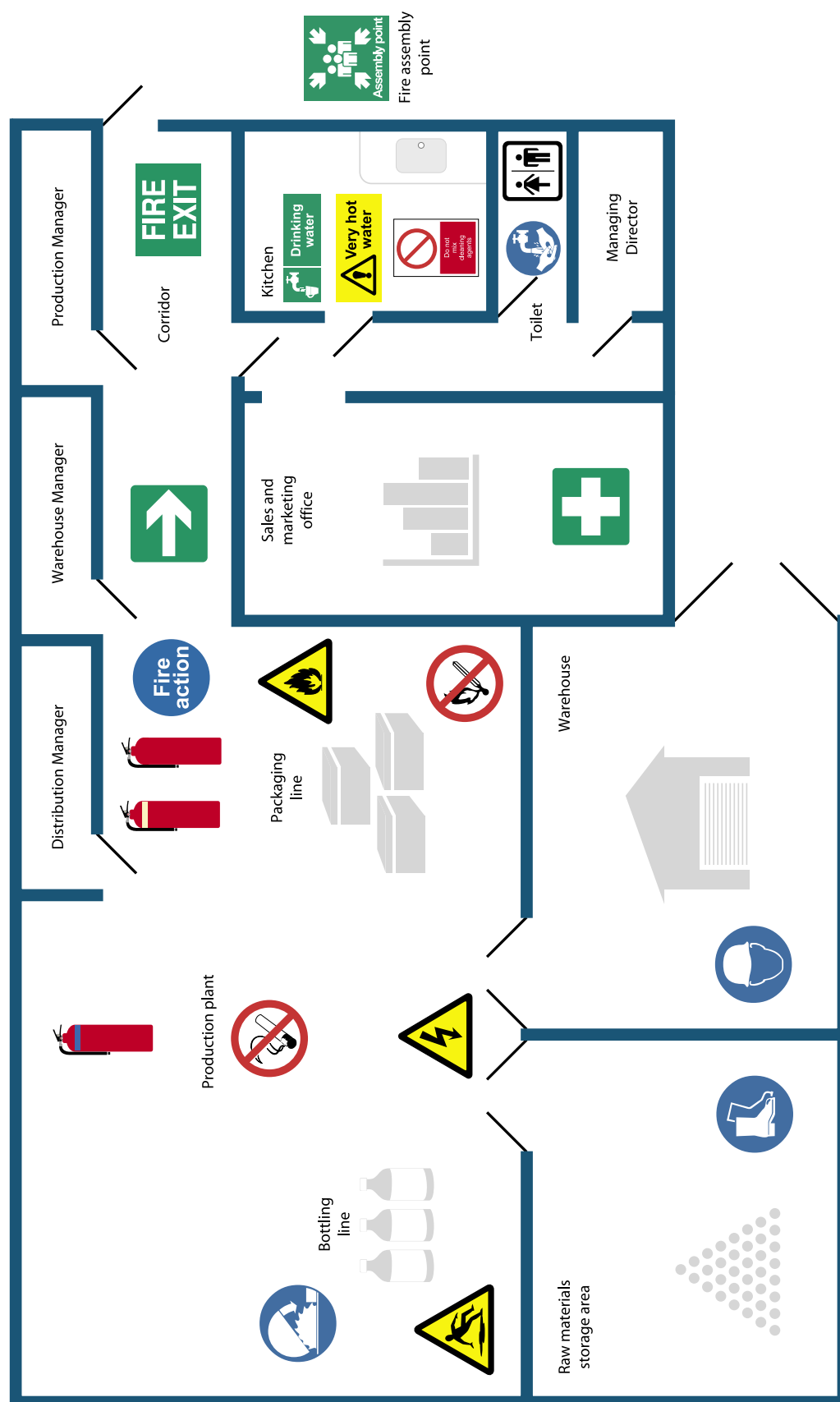


**WARNING**  
Caution – risk of electric shock

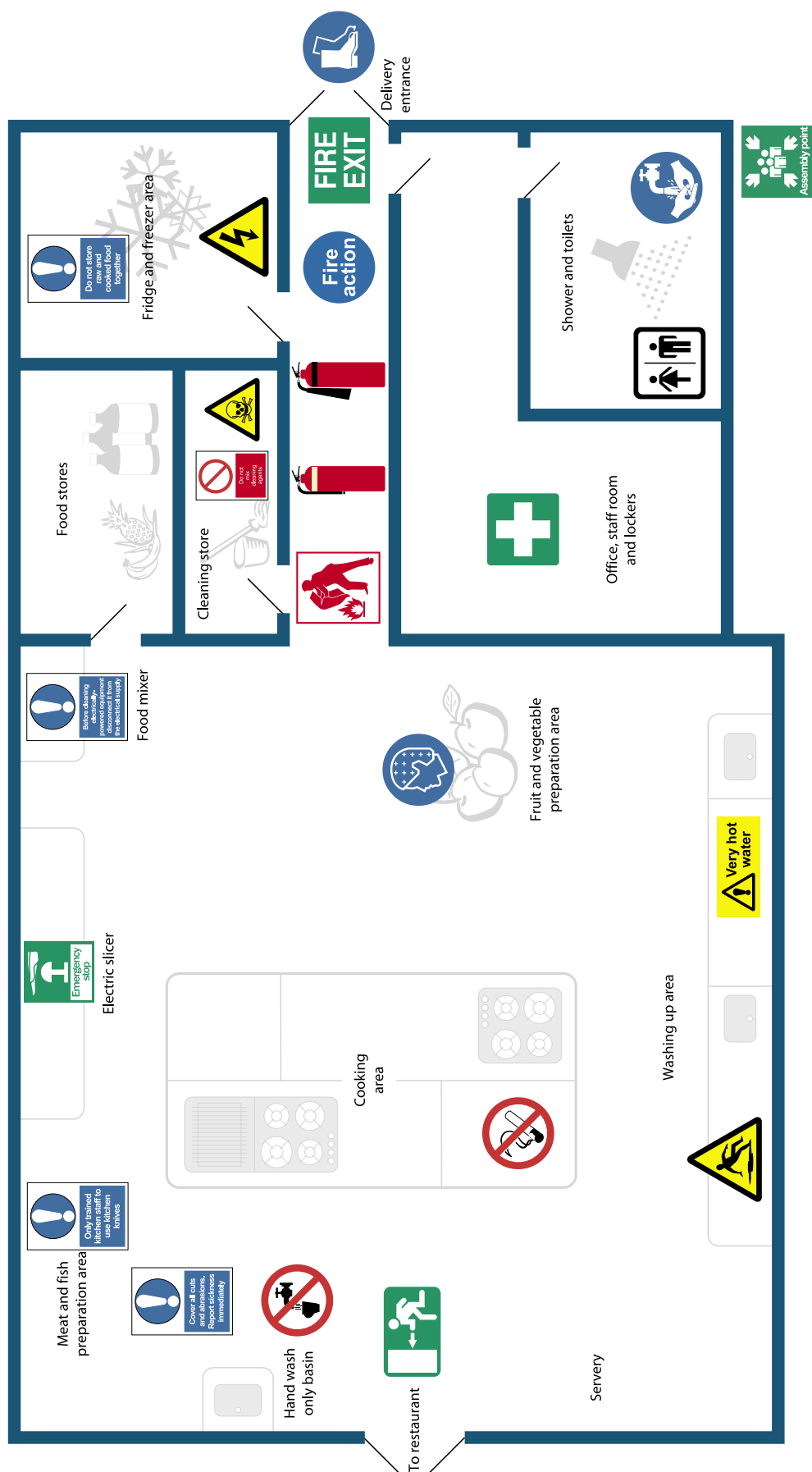


**PROHIBITION**  
No smoking

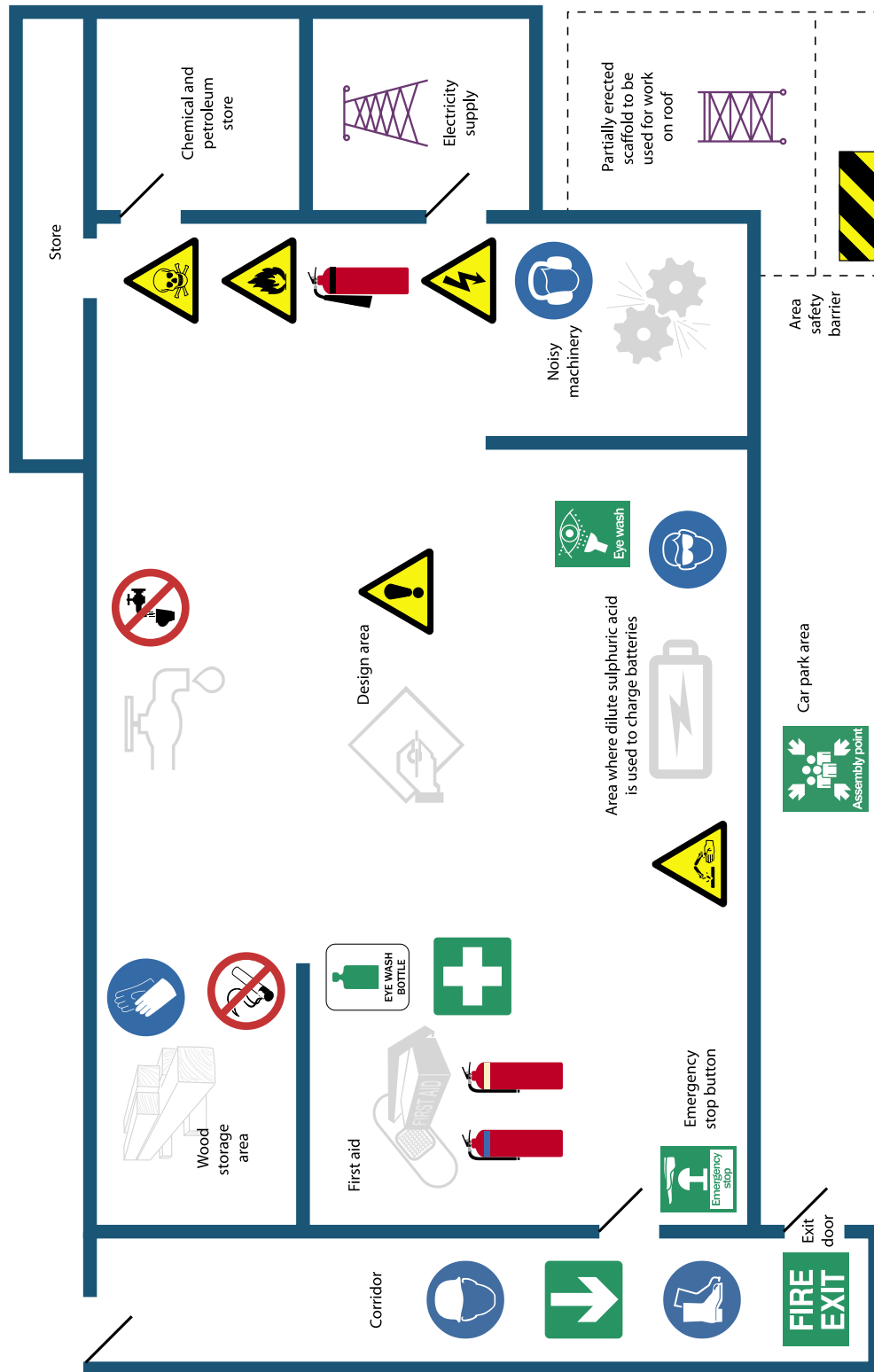
## Business: factory and business floor plan – possible solution



## Catering: kitchen floor plan and food preparation areas – possible solution



## Construction: workshop floor plan – possible solution



## Hair and beauty: salon floor plan – possible solution

