




Standards Unit

Improving teaching,
training and learning

Be a safe learner

Aspects of health
and safety

Entry level 3 – level 1
Learner workbook



Produced by the Department for Education and Skills Standards Unit.

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Success for All website:
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Published 2006



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Introduction



About **160,000** accidents are reported at work every year.
235 workers died in 2003/4.
This is over **four deaths a week**.

Nine apprentice workers were killed on work placements between October 2002 and May 2003. They were all under the age of 23.

Before you can get a job, you must learn how to work safely.
You also need to know how you can help prevent accidents.

These activities will help you understand that safety is everybody's responsibility. This is only an introduction and you will need extra safety information about your own occupation.

Things you will learn

By the time you have worked on all the activities, you should be able to:

- understand that accidents are serious stuff;
- know how to prevent accidents at work;
- complete an Accident Record Form;
- know how to find out about first aid at work;
- know the causes of fire;
- recognise the right kind of fire extinguishers for different types of fires;
- explain the dangers of electricity;
- recognise the main types of safety signs;
- know how safety signs are used to help prevent accidents;
- know some health and safety abbreviations, words and meanings;
- practise and demonstrate your Skills for Life.

Technical terms and spelling

You will meet new words about health and safety at work. They are called technical terms. You will need to learn to use them, and to know how to spell them.

Good spellers use many different ways of remembering words. Some of the ways are on p. 8.

In a small group, talk about how you each learn new words.

In your class, how many of you remember by:

'Seeing' or 'visualising' words?

Listening or saying words out loud?

Feeling the shape of words, tracing them, writing them down and checking?

A mix of all of these?

Spelling uses many senses. To get better at spelling, try this method.

Look – say – cover – write – check

Look Look at the word carefully. Close your eyes and 'visualise' it. Colour may help!

Say Say the word out loud. Whisper it, shout it, sing it. Clap out the sections.

Cover Cover it up. Then write the word with your finger. Try it on a rough surface, on a steamy mirror or on something soft. This gives you a 'feel' for the shape of the word.

Write Write it on paper. Try different pens and pencils.

Check Check every letter. Any mistakes?
How can you get it right next time? Keep practising.



Glossary:

a dictionary with explanations of special, useful words.

Many workers keep words they use a lot in a notebook, like a personal dictionary.

It's useful to keep a technical glossary for work or study.
You can start your own health and safety glossary on pp. 90–93.

Write in the new words when you first meet them.
Put them into sentences.

This will help you to remember the spellings.
It will also help you to practise using the words.

We've put in some words to start you off.
Your teacher or trainer will ask you to add more words,
maybe to do with your job. You may need to use a dictionary
to check the spelling and find the meanings.

See it... in colour???

aCCident

Look for small words inside bigger words

dent
inside
accident

What looks right?
accident

What looks wrong?
acident

Sound it out! Say it out loud!
Ac-ci-dent

Memory
tricks

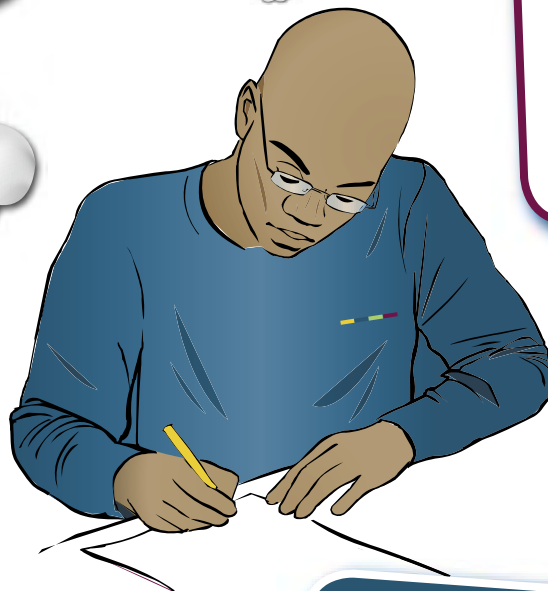
A	all
C	cats
C	creep
I	into
D	drains
E	every
N	night
T	time

Think about words with the same sort of pattern...

incident
incidental

regiment
regimental

Accident
accidental
accidentally



Feel it, touch it, write it...

accident

Know some spelling rules...

You add a suffix at the end of words:

Accident + al = accidental

Accidental + ly = accidentally



Health and safety legislation

Legislation:
laws and rules.
These may be
Acts of
Parliament,
Regulations,
Orders or
Directives.

Everyone is responsible for safety at work.
Employers and employees both have a legal
duty to make sure working conditions are safe.

Some legal duties are listed here. These duties are written in
legislation. If a law is broken, the person responsible may be taken
to court.

Employers must:

- provide equipment and systems which are safe and healthy;
- deal with substances, like chemicals, safely;
- give information, training and supervision;
- have a health and safety policy statement if they employ more than five people.

Employees must:

- take care of their own safety;
- take care of the safety of others;
- cooperate with their employer;
- take care not to damage health and safety equipment.

As you get ready for a job, you will learn about the laws that affect
your work.

The table on the next page lists some of the general laws you will
need to know about.

Your teacher or trainer will help you find out more about how these
laws affect your work area. You can find more useful information on
the Health and Safety Executive website www.hse.gov.uk

Next, complete the table by listing how the law makes your
job safer.

Activity 1

Law	Abbreviation	Meaning	How the law makes my work area safer
Health and Safety Executive	HSE	The body that: – enforces law in the workplace; – inspects work areas to advise employers. – inspects work areas to check that employers and employees are following the law.	
Health and Safety at Work Act 1974	HASAWA	– Main rules about health, safety and welfare at work; – Protects workers, visitors and the public.	
Personal Protective Equipment 1992	PPE	Equipment such as hard hats, safety boots, gloves, overalls and high-visibility clothing designed to protect workers.	
Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 1995	RIDDOR	These must be reported to the HSE: – deaths; – non-fatal major injuries, for example fractures; – minor accidents that cause someone to be off work for more than three days.	
Control of Substances Hazardous to Health 2002	COSHH	– Rules that cover dangerous solids, liquids or gases; – How they should be used and stored; – Action you and your employer must take to protect your health and the health of others.	



Being safe at work

Activity 2

Work can be dangerous.

Accidents cause over four workers a week to die.

Accidents also cause major injuries, like fractures.

Even minor accidents mean that workers have to take days off work.

An accident is an unplanned and uncontrolled event. Accidents cause injury and damage, and they cost money.

This activity will help you find out more about the causes of accidents at work and the impact they have on you and others.

Learning objectives

After this you should be able to:	How I got on
explain what causes most accidents at work;	
explain what it all means for you and others;	
show your findings in a chart;	
use percentages.	

Activity 2

Resources

You will need:

- Coloured pens;
- a jigsaw for the work area you are interested in. Choose from:

Industry	What sort of job?
Manufacturing industries	Factory worker, for example metal worker, assembly line worker, engineer.
Construction	Bricklayer, plasterer, painter, scaffolder, carpenter, roofer.
Service industries	Hairdresser, health or care worker, shop or warehouse worker, hotel or catering worker, sports centre worker, office worker.

Your teacher or trainer will tell you if you are to work on your own, in pairs or in small groups.

Stage 1

The jigsaws show different types of accident in each industry.

Jigsaw 1: Fatal accidents causing deaths.

Jigsaw 2: Non-fatal major injuries, like fractures.

Jigsaw 3: Minor accidents.

The jigsaw pieces show you:

- the causes of each type of accident;
- the percentage of accidents due to different causes.

Work on one jigsaw at a time.

You must use each piece to make a large jigsaw square.

When you've finished making the whole jigsaw square, count how many percentage squares there are:

– along each side

– in the whole square

'Percentage' (%) means parts of a hundred. Each jigsaw piece is marked into percentage squares.

A square has four equal sides.

Activity 2

Stage 2

Count the squares to work out what causes accidents in your industry.

These are percentages (%), parts of 100.

This means you can say, for example:

**55% of deaths in construction
are due to
falls from height.**

or

**Out of every 100 deaths in
construction, 55 are due to falls
from height.**

Look at the causes of accidents for your industry in the table on p. 16.
Put the percentages next to them in the correct column.

Your teacher or trainer may ask your group to explain your results
for different types of accident, so that you can compare them.

Stage 3

In your group, discuss what causes most accidents.

What kind of accidents might happen in your workplace?

What might be the impact of accidents on you and others?

Take turns to tell the other groups what you found.

Stage 4

Now check your own learning.

Look at your table on p. 14. Choose one type of accident:

- Fatal accidents
- Non-fatal major accidents
- Minor accidents.

Use the figures to draw a bar chart on p. 15 to illustrate
your results.

Label the chart.

Ask for help if you're not sure how to do it.

Use the figures to complete the sentences on p. 16 about causes of
accidents in your industry.

You might
have to do some
research. You
could ask
someone who
works in the
industry, or find
some figures. The
Health and Safety
Executive website
can help you:
www.hse.gov.uk

Activity 2

Stage 5

Now go back to the learning objectives on p. 11.

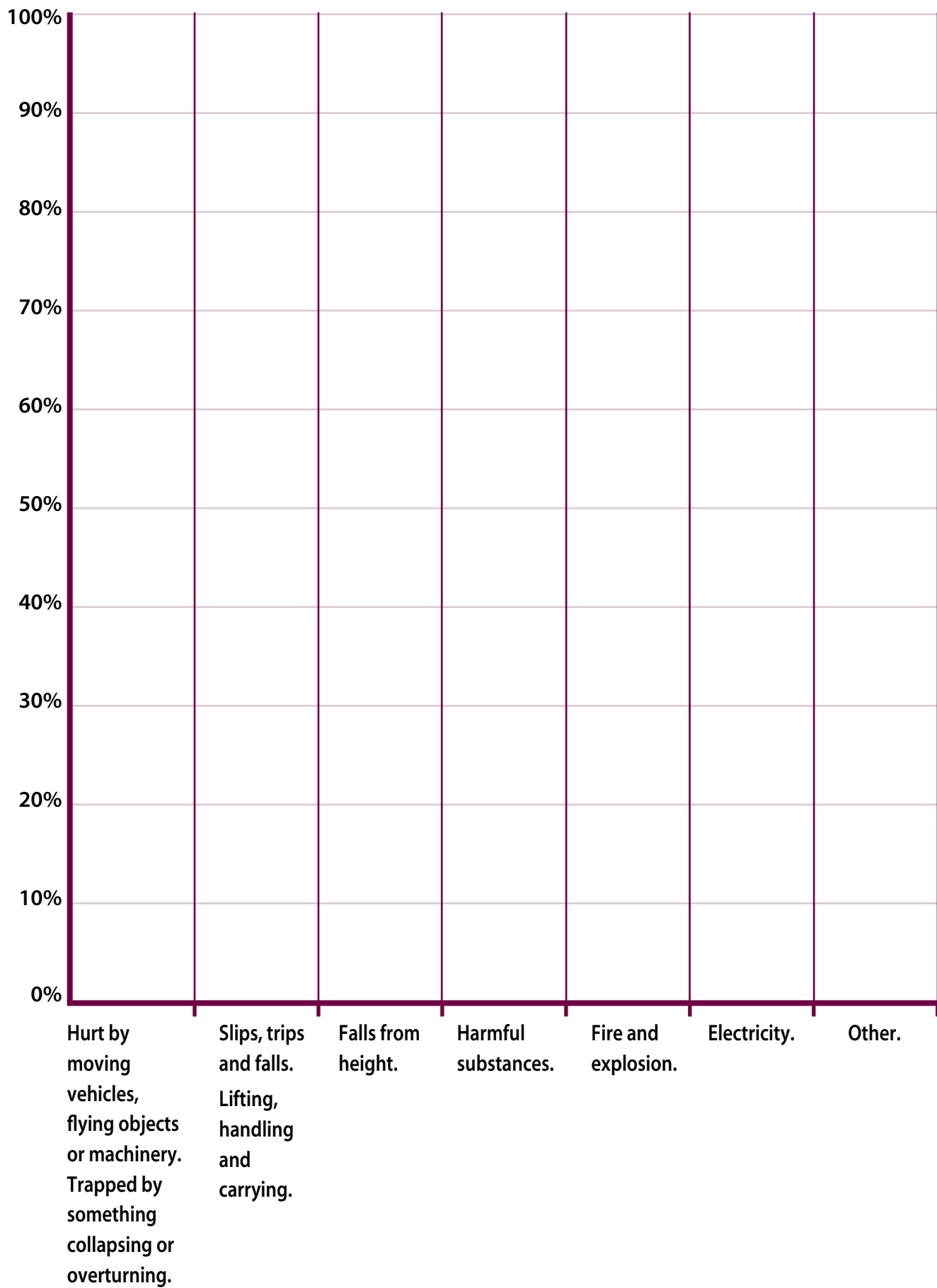
Note down what you have learnt, what went well and what you need to do more work on.

Accidents to employees reported in the industry

Cause of accidents	Fatal accidents	Non-fatal major accidents	Minor accidents
Hurt by moving vehicles, flying objects or machinery Trapped by something collapsing or overturning.	%	%	%
Slips, trips and falls Lifting, handling and carrying	%	%	%
Falls from height	%	%	%
Harmful substances	%	%	%
Fire and explosion	%	%	%
Electricity	%	%	%
Other	%	%	%
Totals	%	%	%

Activity 2

Bar chart to show causes of accidents in the industry



Activity 2

- In the _____ industry, _____ deaths in every hundred are due to _____ .
- Most non-fatal major injuries are caused by _____ .
- _____ % of minor accidents in the _____ industry are due to _____ .
- In a job like _____ , I could help prevent accidents by:
 - 1 _____ .
 - 2 _____ .
 - 3 _____ .



Who's responsible?

An accident is an unplanned and uncontrolled event.

Accidents often cause injuries to people.

They can cause damage to machinery and equipment.

When they happen at work, they can lose money for individuals or companies.

Every accident has a cause, and someone is always responsible.

This activity will help you think about responsibilities for accidents at work.

Learning objectives

After this you should be able to:	How I got on
explain some reasons why accidents happen at work;	
decide what responsibility means for you and your employer;	
describe some ways to prevent accidents at work.	

Activity 3

Resources

Hazard: anything that can cause harm, for example chemicals, electricity, working from ladders.

You will need:

- a set of **Who's responsible?** cards.

Stage 1

In a group of three to four people, share out the cards.

Check that you all understand what the terms on the cards mean.

They are all hazards that might cause accidents.

If there are any you don't know, check with each other before you ask your teacher or trainer.

Risk: the chance, high or low, that somebody will be harmed by a hazard.

Stage 2

Now sort out the cards so that you have three sets:

- my responsibility;
- my employer's responsibility;
- nobody's responsibility.

Lay the cards out under the three headings so that everyone can see.

You may not all agree which heading to put things under.

You will need to discuss them and decide.

When you have finished, look how other groups have arranged their cards.

Did they make the same decisions as you? Do you agree?

Stage 3

Think about how each hazard might lead to an accident.

Now think about how accidents can be prevented.

Your teacher or trainer will ask your group to look at just one of the three sets of cards.

Discuss what can be done to prevent accidents happening.

Your group must agree the key points that you want to make.

Each of you should be able to tell the whole class if your teacher or trainer asks you to. One of you could be a 'checker' to make sure everyone is clear.

Stage 4

Now check your understanding.

Use the checklist on pp. 20–21 to show who you think is responsible for safety.

Activity 3

There are some blank lines for you to add extra hazards that you think of.

Next choose three hazards from the list.

Write below how you can stop these hazards from causing accidents.

Hazard	How I can prevent an accident

Stage 5

Now go back to the learning objectives on p. 17.

Note down what you have learnt, what went well and what you need to do more work on.

Activity 3

Hazards that can lead to accidents at work

Hazard	Who's responsible?		
	Me	Employer	Nobody
Untidy workplace			
Poor storage of equipment			
Violence at work			
Poor judgement, making mistakes			
Not understanding instructions			
Not following instructions			
Poor light			
Poor supervision			
Not concentrating			
Using faulty equipment			
Messing about			
Careless handling or lifting			
Having a hangover			
Unsuitable hair style, clothing or jewellery for the job			
Too much noise			

Activity 3

Hazard	Who's responsible?		
	Me	Employer	Nobody
Under the influence of drugs			
Not enough training			
Poor health			
Not enough space to work			
Criminal damage/vandalism			
Personal protective equipment or clothing (PPE) not used or not worn			



Activity 4

First aid

People at work can be injured or fall ill. They might need first aid. In serious cases, someone must call an ambulance.

First aid is:

- how you treat minor injuries where other treatment is not needed;
- how you prevent injuries getting worse until a doctor or paramedic arrives;
- how you keep someone alive.

Competent person:
someone trained and qualified to do a job.

Most employers must provide first aid equipment and trained first aid staff. This has to be at least:

- a suitably stocked first aid box;
- an appointed person to take charge of first aid;
- first aiders trained and competent to give first aid treatment.

Complete the box below for your work area.



Make sure you know about the first aid arrangements in your work area.
Find out the names of the first aiders and where to find them.
Report to your supervisor if you are ill or have an accident.

Supervisor : _____

First aiders: _____ | _____

Emergency phone number: _____

First aid points are: _____



Being alert to accidents

Accidents can happen very quickly.

You may be injured or see an accident and you may have to describe what happened.

This means you must be observant, that is, keep a sharp look-out.

You must think carefully about what you see and report it clearly.

Watching a video is a good way to practise being observant.

Learning objectives

After this you should be able to:	How I got on
describe an accident at work by watching a video;	
say why the accident occurred;	
list some ways in which the accident could have been prevented.	

Activity 5

Resources

- Your teacher or trainer will show a video.

They will give you some questions to think about as you watch.

Stage 1

Work in small groups of three or four.

Think carefully about the questions you have been given.

These will help you watch the video carefully and think about what you see.

Stage 2

Watch closely and listen carefully.

Think why the accident happened. Make notes if it helps.

Stage 3

In your group, describe what happened.

Give your ideas about why the accident happened.

Discuss the things that could have been done to prevent it.

Agree on the main actions that could have kept workers safe.

Get ready to tell the other groups what you decided.

Everyone in your group should say something.

Stage 4

Now go back to the learning objectives on p. 23.

Note down what you have learnt, what went well and what you need to do more work on.



Reporting accidents

All accidents, including near-misses, must be reported by employers.

This is so that they can be prevented from happening again.

An accident that causes death, major injury, or absence from work for more than three days must be reported to the Health and Safety Executive (HSE).

Minor accidents are usually reported in an Accident Book.

More serious accidents are reported to the HSE on Accident Record Forms.

A manager or supervisor usually writes accident reports.

You might need to give information if you are involved or saw the accident.

You must know and follow the reporting procedures in your work area.

This activity will give you a chance to talk about the impact of accidents and to practise filling in a form.

Learning objectives

After this you should be able to:	How I got on
understand how to report an accident;	
accurately complete an Accident Record Form;	
explain how accidents can affect everyday lives through role play.	

Activity 6

Resources

You will need:

- a newspaper article from pp. 31–42 about an accident in your occupational area;
- the Accident Report Form on p. 30;
- a dictionary to look up any new words.

You will be reading a newspaper article for this activity.

Think about how you can get better at reading.

Good readers skim, scan or read carefully to suit their purpose in reading.

Look at the ideas on the next page.

Activity 6



Activity 6

Stage 1

Work in small groups of three or four.

Look at the newspaper articles about accidents at work.

All the articles are about real accidents that happened at work.

Choose one that interests you and read it.

If there is anything that is not clear to you, ask someone in your group or your teacher or trainer.

Stage 2

In your group, talk about the accident.

See if you can all agree on what caused it.

There might be more than one cause.

Agree some ways in which the accident could have been prevented.

Stage 3

Next think about what the accident will mean to the people involved.

Each of you then takes on the role of one person in the article.

You might be:

the accident victim

a witness

a supervisor

an employer

next of kin

a workmate

What will the accident mean to each of you?

Tell your group how it will affect you.

Your teacher or trainer may ask you to tell the rest of the class.

Stage 4

Now check your own understanding.

You are going to complete an accident report for either an accident that you have witnessed or the one you have been reading about.

Look at the Accident Report Form on p. 30 and talk it through in pairs.

Do you understand the kind of information it asks for?

It's a good idea to practise completing the form in pencil first. This way you can check the spacing and size of your writing. You could make a photocopy of the form to practise on.

Activity 6

Stage 5

Complete an Accident Report Form about one person who was killed or injured. You can either use your own name to report the accident or take the role of a person in the article. Use today's date.

Show your completed form to someone in your group.

Ask them to tell you what you have done well.

TOP TIPS

- Read the whole form before you begin.
- Follow the instructions carefully.
- Check that you understand the language used.
- Highlight the key facts you need in the newspaper article.
- Remember to report only facts, not opinion.
- Get the facts in the right order.
- Check the form when you have finished.

Stage 6

Now go back to the learning objectives on p. 25.

Note down what you have learnt, what went well and what you need to do more work on.

Activity 6

Accident Report Form

1 About the person who had the accident

Name _____

Address _____

Occupation _____

2 About the person filling in this report

Name _____

Address _____

Occupation _____

3 About the accident

Say when it happened _____

Date _____ Time _____

Say where it happened _____

Describe how it happened and any injury caused _____

4 Sign and date the record

Signature _____ Date _____

Death fall worker “untrained.”

A man fell to his death yesterday when a giant crane broke. Four workers were jacking it up to lengthen the arm. The arm snapped and collapsed on the men. Three men escaped by sliding down poles.

The dead man was Michael Clark of 16 Old Street, Thamesway. He was hit by twisted metal and fell 10 metres to the ground. He was not wearing a helmet or safety harness. The accident happened at a new skyscraper office being built at Crewell Street, Ilford.

Shane McCarthy escaped with a broken arm and bruises. “The crane was shaking and bangs went off like shotguns,” he said. “I had no proper training to work up there. I learnt everything on the job.”

Another survivor, Manuel Serovia, added: “Everything started creaking. I thought I was going down with the crane. I think we were all tired. We’d worked 10 days in a row. Michael was my best mate and I don’t know how I’ll face his wife Tina. They’ve just had their third baby.”

A company spokesman said: “We provide all workers with good safety gear, hard hats, vests and harnesses. I don’t know why Mike wasn’t wearing his. The site has been closed down. There will be an inquiry by the Health and Safety Executive.”

Dump truck driver falls to his death

Daniel Harris was driving a loaded dumper when the dumper truck fell into a trench. He was working on the Tyneford bypass construction site, at Platts Lane, Tyneford. The accident happened at 11.00 yesterday morning.

Badly hurt, Mr Harris, 57, managed to crawl out of his crushed cab. He died later in Tyneford Hospital. He lived at 56 Church Lane, Bottisford.

Another worker, Steve Slater, said: "I think this site is dangerous. It's on a steep slope. Some of the trenches are at crazy angles. The ground is very soft. Another truck fell in a trench two weeks ago. The management were supposed to put up some edge protection. There should be a 'bump bank' to show where he could stop safely at least 20 feet from the edge."

The site supervisor, Stanley Crowther, said: "Daniel was an experienced, sensible and competent operator. He was driving a truck weighting 45 tonnes. It was carrying a 50-tonne load. The dump truck was fully loaded at the time. He was reversing with a load of spoil. A banksman should have been guiding him but he had gone to do another job."

Mr Harris's wife, Jane, and their two children Peter and Kelly visited the site last night to lay flowers.

The construction company, Ashfield Ltd, refused to comment. There will be an enquiry by the Health and Safety Executive.

NIGHTMARE IN CELLAR FOR PAINTER

Anna Slinska was overcome by fumes from paint stripper last Monday afternoon. She was working in the cellar of a house at 93 Stanley Road, Richmond. She was rushed to hospital. Anna is now in intensive care and unable to breathe unaided.

She was dragged from the cellar by another contractor working upstairs. Carpenter Ted Carrick was on the ground floor. "I shouted down to see if she wanted a tea break. There was no reply so I went to find her. She was lying on the floor at the back of the cellar."

Ted Carrick said the cellar had no windows or doors. It was badly ventilated. Anna had been working there all day and the fumes had built up. He said: "The smell was awful, like gas. Anna hadn't been in England long. Her English was poor. Perhaps she couldn't read the instructions on the side of the tin. The orange squares and the hazard symbol on the tin should have warned her to take care."

A hospital spokesperson said: "She should have been wearing personal protective equipment. At least a respirator and goggles. She had no PPE when the paramedics arrived, not even gloves or safety boots. We shall be making enquiries about her employer. They are not following the regulations about safe working with hazardous substances."

Ted Carrick said Anna was staying in St Mary's Hostel, Paddington Street, Richmond. The warden is trying to contact her husband, Woytek, in Poland.

Top restaurant closed after safety checks

Chef Afonso Ricco was in hospital last night after losing a finger in an accident in the kitchen of the Bistro Royale, High Street, Westmore.

Another chef, Mani Jacobs, saw the accident. "Afonso was using the slicing machine to cut some ham," he said. "The guard was loose. It was always getting in the way. It was easier to take the guard off to use the machine. The ham slipped and his hand went under the blade. It was horrible."

Mani called an ambulance but it was too late to save his workmate's finger. "He looked after his elderly mother, Abana. They'll find it hard to manage now. They live next door to me at 18 Cleeve Street, Westmore. I'll need to help out until he gets better. He'll be off work for ages."

The Environmental Health Department closed the restaurant after finding faults with other equipment in the kitchen. The spokesperson said: "Equipment in kitchens should be in safe working order. It should be properly maintained. Staff should be trained how to use equipment correctly. This machine seems to have been faulty for some time."

“Scandalous conditions” lead to another accident at fated hotel

Staff at the Midland Hotel, Standbridge walked out on strike yesterday. Waitress Leyla Kaymaz tripped on a loose carpet and fell downstairs. This was the latest of many minor accidents in the hotel.

“I was carrying a tray from a bedroom on the second floor” Leyla said. “I couldn’t see too well because the light was gloomy. I got to the top of the stairs and my heel caught in a loose bit of carpet. I tried to grab the rail but the tray got in the way. I fell down to the next landing.”

An ambulance was called. Leyla was taken to Standbridge Hospital. She was treated for a broken ankle. “That means she’ll be off work for weeks” said union representative, Taylor Shaw. “She’ll also be out of pocket because of this. Her two kids will suffer. She’s a single mum. The conditions here are scandalous. We reported the poor lighting and the loose carpet weeks ago after a guest tripped. He broke his wrist. The management did nothing about it.”

Staff report that floor coverings are also worn out in other parts of the hotel. “You always have to watch out where you walk. The lighting is poor too,” said one. “We often trip up.” Manager Scott Witney, told the Evening News: “The hotel has just been sold. It will be completely refurbished over the next six months. We hope the staff will stay loyal until then. It would help if staff did not wear high-heeled shoes to work.”

School dinner lady resigns over conditions in kitchen

Margaret Bowler, the kitchen supervisor at Willow Lane Comprehensive School, Norwich, has resigned. A second accident in a week has left her angry. Both accidents involved chemicals.

She said: "Yesterday afternoon I was in the office. One of my kitchen assistants was taken ill. She became wheezy and had an asthma attack. She was rushed to hospital. She had a blister at the back of her throat and burns in her nasal passages. She's now off work for a week at home at 47 Greys Road, Tadley."

"One of the other staff was cleaning a grill with caustic oven cleaner. She sprayed the oven cleaner onto a hot surface. The instructions say it must only be sprayed onto warm surfaces. The high temperature caused the oven cleaner to boil. It caused a harmful vapour, sodium hydroxide. This drifted across the kitchen."

Mrs Bowler said staff from the employment agency did not understand basic health and safety. "Last week another lady poured bleach into a bottle that had something else in. There was a chemical reaction. It spurted out across the kitchen into someone's eyes. We had to give her first aid."

Headteacher Sandra Mather is alarmed at the number of accidents in the kitchen. "We will tighten up our safety induction. We must make sure everyone can read instructions. I'm sorry that Mrs Bowler has resigned."

Salon safety to be reviewed after falls

A Hairdresser, Tina Bright, has complained about conditions in the salon where she works following a second fall in a week. “I’m not careless” she said, “but there always seems to be pools of water on the floor and a lot of cut hair too. It gets slippery. Last week I fell and hurt my back. This fall was when I tripped over a cable from a hairdryer. I hurt my knee. I had to take three days off. It should be someone’s job to keep the place tidy.”

A series of minor accidents has plagued the new High Street hairdressers, Pretty’s, in Westerham. The shop opened three months ago. Eight staff have had minor accidents.

Vikki Read, manageress, said “The girls should all clear up after themselves, but they don’t. Untidiness causes accidents. One big problem is the oils in the products we use. These often get spilt on the floor. The floor gets very slippery when water is spilt too. We are going to get the floor replaced though, as the new surface does not seem to be non-slip. The builder put down the wrong floor-covering. But the staff must still mop up pools of water.”

She also said: “It helps if the staff wear non-slip, flat shoes. These are the best for the job. But they prefer to wear fancy fashion shoes. I will make sure they change into flat shoes for work from now on.”

Hairdresser learns the hard way

Jason Obeki gave a strong warning to hairdressing trainees after his recent ordeal at work. He was at the local college to present awards to apprentices who had finished their course.

Jason is chief stylist at the Shades salon in Mason Street, Chesterthorpe. He said: "I was working on colours for a lady with long hair. I was using a new product for the first time. It was called 'Shadows'. The phone rang and I had to answer it – the receptionist had popped out.

When I came back my client, Mrs Hare, was crying and rubbing her eyes. They were stinging. The colour had run into them. Her vision was blurred and I was alarmed. I shouldn't have left her. We used the eye wash to give her first aid but that didn't help.

I took her in my car to the hospital. They treated her and then let her go home. I sent some flowers to her at 78 Melton Road, Chesterthorpe. She was very angry and says she'll use a different salon from now on. I had to report the accident in the report book. The boss won't be pleased.

But I also noticed that my hands and arms had turned red, blistered and itchy. I've had this problem before. It's called dermatitis. It's due to using shampoos and other products that dry out your skin. I reacted very badly to this new product. Now I'll be off work until it clears up. It's very painful and keeps coming back.

Last time it happened I said I'd always read the safety instructions on products first. I also said I'd use gloves for treatments, but we'd run out."

Care home resident dies because carer couldn't spell 'Alzheimer's'

Mrs Sarah James, aged 75, died in the Roseley Care Home, Lamb's Lane, South Walshaw, Lancs. She had Alzheimer's disease. Her illness was left out of her care plan. Mrs James could not ask for food or drink. She died of dehydration four days after entering the home. The staff did not notice that she had nothing to drink.

An inquest at Lancaster was told that the supervisor, Janice Speeding, could not spell 'Alzheimer's'. She had not recorded the illness in Mrs James' care plan. The manager of the home, Simon Sanders', said: "Staff did not know that Mrs James could not ask for drinks. This is an unfortunate accident. We shall be looking at the need for staff training."

Mrs James' son Martin was angry and upset. "She had four grandchildren and they loved her dearly. I shall be asking for a full inquiry. The care plan was inadequate. The care worker was doing a job she was not qualified for. She did not have proper supervision."

Union plans to take employees' case to court

Staff at the National Trade Bank, 102 High Street, Manchester are angry. The bank was closed to business yesterday. Our reporter went to find out why.

Jane Speed, who works in the call centre, said: "A lot of the staff have been off sick because of stress. The company expects us to work very long hours. Just because the managers do it, everyone else is expected to do overtime. My husband and children want me home at night."

Another employee, Sean O'Hara, said: "We work in very congested offices. The chairs are old and uncomfortable. They don't adjust properly. We spend all day working on phones and computers. Supervisors don't like us having more than a five-minute break. They even dislike us having an hour off for lunch. It affects their targets."

Union spokesperson, Tomas Janek, added: "The design of the keyboards is poor. A lot of staff get repetitive strain injury (RSI). The computer screens are old, and poor lighting means staff get eyestrain. This gets worse when they have to work under stress. There's an easy solution. The company could provide better work conditions. Productivity would increase at once."

Sean O'Hara said: "It all came to a head yesterday when Sally Slater had to go home with severe back pain. She got up suddenly and bumped into the next desk. She was in agony. We get very little exercise. We seem to be poorly co-ordinated because of our cramped work conditions. We can't go on like this. The union is consulting its solicitors to see what our rights are."

Lorry kills worker in loading bay

A despatch clerk was crushed to death between a baker's lorry and the wall of a loading bay at Golden Sunshine Bakery, Stanton Grove, Taunton yesterday.

A pallet had fallen off as the lorry pulled away. Taamir Kaar, aged 24, of 45 East Street, Taunton, put his head round the side of the lorry to stop the driver. The lorry reversed. It trapped Taamir's head between the lorry and the loading bay.

Supervisor Mike Gleave said: "I saw it all. I shouted, but it all happened so quickly. There was nothing I could do. Taamir was a very keen young man who always did his best. We shall have to review our safety procedures down here. He lived with his brother, Fahim, and his wife, and sent most of his wages to his parents back home. It's a real blow. The lorry driver, Tony Millet, was traumatised. He had treatment for shock in hospital."

Managing Director, Tony Marsini, said: "I am shocked at what has happened. We must get better supervision in place down there. There will have to be a health and safety investigation."

Soup vat explodes and kills factory worker

Bahadir Mulla died when half a ton of boiling soup exploded at the Fresh Foods factory, Kingsley Street, Norwich last Friday. He tried to open the lid of the vat of soup to add some more ingredients. The safety mechanism should have stopped the lid being opened. It wasn't working.

Safety expert, engineer Brian Edwards, said "If the system had been working properly he would not have been able to open the lid. There should have been an audible alarm and a complete shutdown."

Bahadir had only worked for the company for two weeks. A workmate, Chas Cullen, said: "Bahadir was a nice guy. He had only just completed the health and safety course. But he was new, so he shouldn't have been working on his own."

Supervisor Colin Cope said: "I'd gone for my break. When I came back it was all over." The management refused to make a statement until after the inquiry.

Another worker, who did not wish to be named, said the company was having meetings with the manufacturer who made and installed the soup vat. "They wanted to check the maintenance records," he said.



Fire

Fires are a serious hazard in the workplace.
They do a lot of damage every year.
All fires, even if small, should be investigated.
Where there is a fire risk, safety precautions must be taken.
Everyone should know about the fire drill procedure in their work area.

Learning objectives

After this you should be able to:	How I got on
explain what makes a fire and how to prevent one;	
explain what to do if you discover a fire;	
describe the evacuation procedure in your work area;	
recognise and explain the meaning of different types of fire safety signs used;	
list common types of fire extinguishers;	
select the correct type of fire extinguisher to fight different fires.	

Activity 7

Resources

You will need:

- fire video and activity question/answer sheet;
- coloured pens;
- graph paper.

Your teacher or trainer will tell you if you are to work on your own, in pairs or in small groups.

Stage 1

Fire video

Your teacher or trainer will show a video about fire safety. You will be given some questions to think about as you watch the video.

In pairs, think carefully about the questions. These will help you think about what you see. If there are any words or phrases you don't know, check with your teacher or trainer.

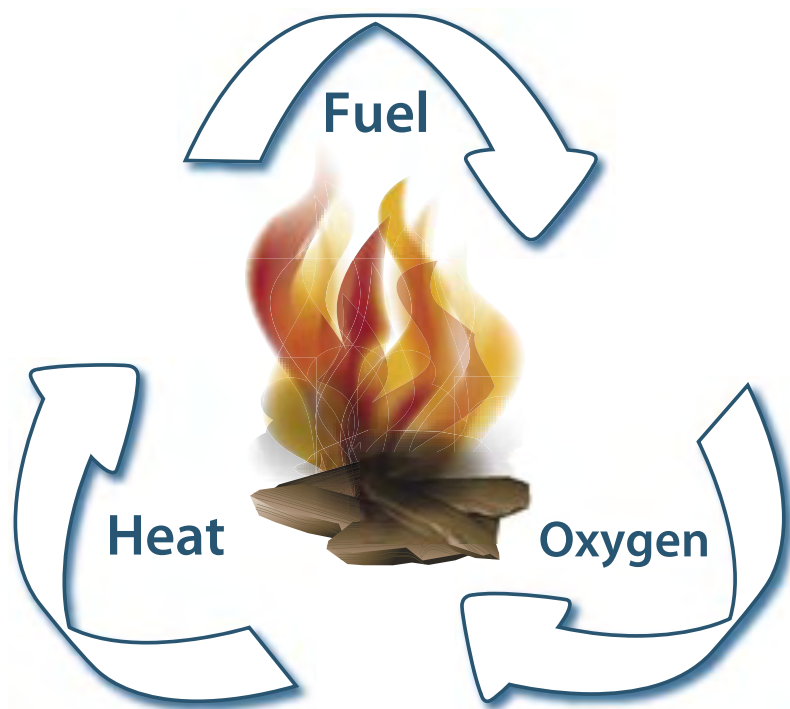
Watch closely and listen carefully.

Make notes of your answers.

Be ready to tell your answers to the rest of the class.

What makes a fire?

Fire depends on three things:



Activity 7

Flammable:
something that
will catch fire
easily.

- Fuel** can be anything that will burn – for example, wood, furniture, flammable liquid, gas.
- Oxygen** or air, will allow a fire to burn.
- Heat** a naked flame, match or spark is all it takes to start a fire.

If you remove one of these items you will put the fire out.

Stage 2

Fire action sign

Look at the fire action sign on the next page. Discuss with your teacher or trainer why it is important to display the fire action sign at work.

In a small group, read the information on the fire action sign. If there is anything you are not sure about, ask someone in your group or your teacher or trainer.

Talk about and make notes on:

- the layout of the fire action sign;
- the use of symbols;
- the use of colours.

Be ready to explain what you understand about this sign to the rest of the class.

Your teacher or trainer will write your suggestions on the board. Add any points to your notes that you had not thought about.

Look at point c) on the fire action sign:

If possible tackle the fire using the appliances provided but do not endanger yourself or others in doing so.

What does it mean?

Give some examples of when it might not be safe to tackle the fire.

Now check your learning.

The fire action sign gives two types of instructions:

Blue shows instructions about what you _____ do if a fire starts.

Red shows instructions about things you _____ do if a fire starts.

Fire action

IF YOU DISCOVER A FIRE:-

- a) Sound the alarm
- b) Dial to call the fire brigade.
- c) If possible tackle the fire using the appliances provided but do not endanger yourself or others in doing so.

IF YOU HEAR THE FIRE ALARM:-

- d) Leave the building by the nearest available exit:-
- e) Close all the doors behind you.
- f) Report to person in charge of assembly point at:-



- g) Do not stop to collect personal belongings.
Do not use the lift.
Never re-enter the building for any reason unless authorised to do so.
Do not take risks.

Activity 7

Evaluate:
move to a safe
place

Stage 3

Evacuation procedure

Every work area must have a fire evacuation plan.

Do you know the escape route where you work?

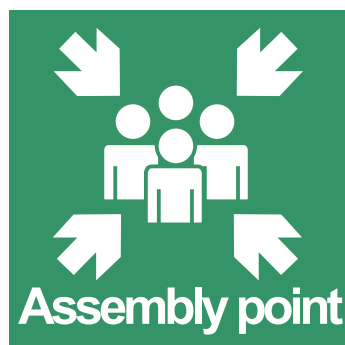
Use graph paper and draw a floor plan of your work area.

Refer to the fire signs on p. 53 to help you.

On your plan mark the position of:

- fire action signs;
- fire alarms;
- fire exits;
- direction arrows;
- fire extinguishers;
- Fire assembly point.

Use coloured pens to show clearly the route you would take to the Fire assembly point.



Remember, if you discover a fire:

- 1 Raise the alarm.
- 2 Close doors and windows to prevent the spread of flames.
- 3 Evacuate the area.
- 4 Only fight the fire if you have been trained to do so and do not endanger your life.
- 5 Use appropriate fire extinguishers, fire blankets, water or sand.

Activity 7

Ten top tips to help prevent fire

Don't smoke at work. Only smoke in marked areas.

Throw away cigarettes carefully.

Check that all electrical equipment is PAT tested.
(Portable Appliance Test)

Keep your work area clean and tidy. Clear up after yourself.

Have procedures in place for evacuation if there is a fire.

Make sure all Fire Exit signs can be clearly seen.

Put up signs and notices so people know what to do.



Have I checked?

Make sure everyone knows what the procedures are.

Keep Fire Exits and routes clear.

Have regular fire alarm tests and evacuation drills.

Activity 7

Know the fire extinguisher colour codes

There are different types of extinguishers to fight fires.

You must choose the right one for the type of fire.

Each one is designed to put out fires that are caused by specific things.

It can be dangerous to use the wrong fire extinguisher.

Stage 4

On your own, look carefully at the pictures on p. 51.

Pay attention to the colour band on each one.

Now complete the chart.

Fire extinguisher colour codes

Type	Colour
Water	
Dry powder	
Foam	
CO2 carbon dioxide	
Fire blanket	

Look again at the pictures on p. 51.

This time pay attention to the words printed on each extinguisher:

For use on

and

Do not use on

If you are unsure about any words, ask your teacher or trainer.

With another person in your group, test each other to see if you each know the fire extinguishers' colour codes.

Stage 5

Now check that you know which extinguisher to use for which type of fire.

On your own, put a tick in the correct boxes on p. 52.

Your teacher or trainer may ask you to tell your results to the class.

Activity 7

Stage 6

Go and find as many different fire extinguishers as you can in your work area.

Make a list of:

- the types of extinguishers;
- where they are;
- the type of fire each will put out;
- the dates they were last inspected.

Record your findings on your floor plan.

Be prepared to answer questions about this in a whole-class discussion.

Stage 7

Go to Activity 9 – Safety Signs.

Look at the work areas on the safety signs boards.

Sort out the four fire extinguishers and the fire blanket safety signs.

Discuss where best to place them in the work areas.

You must be able to justify your decisions.

Feed back your decisions to the whole group.

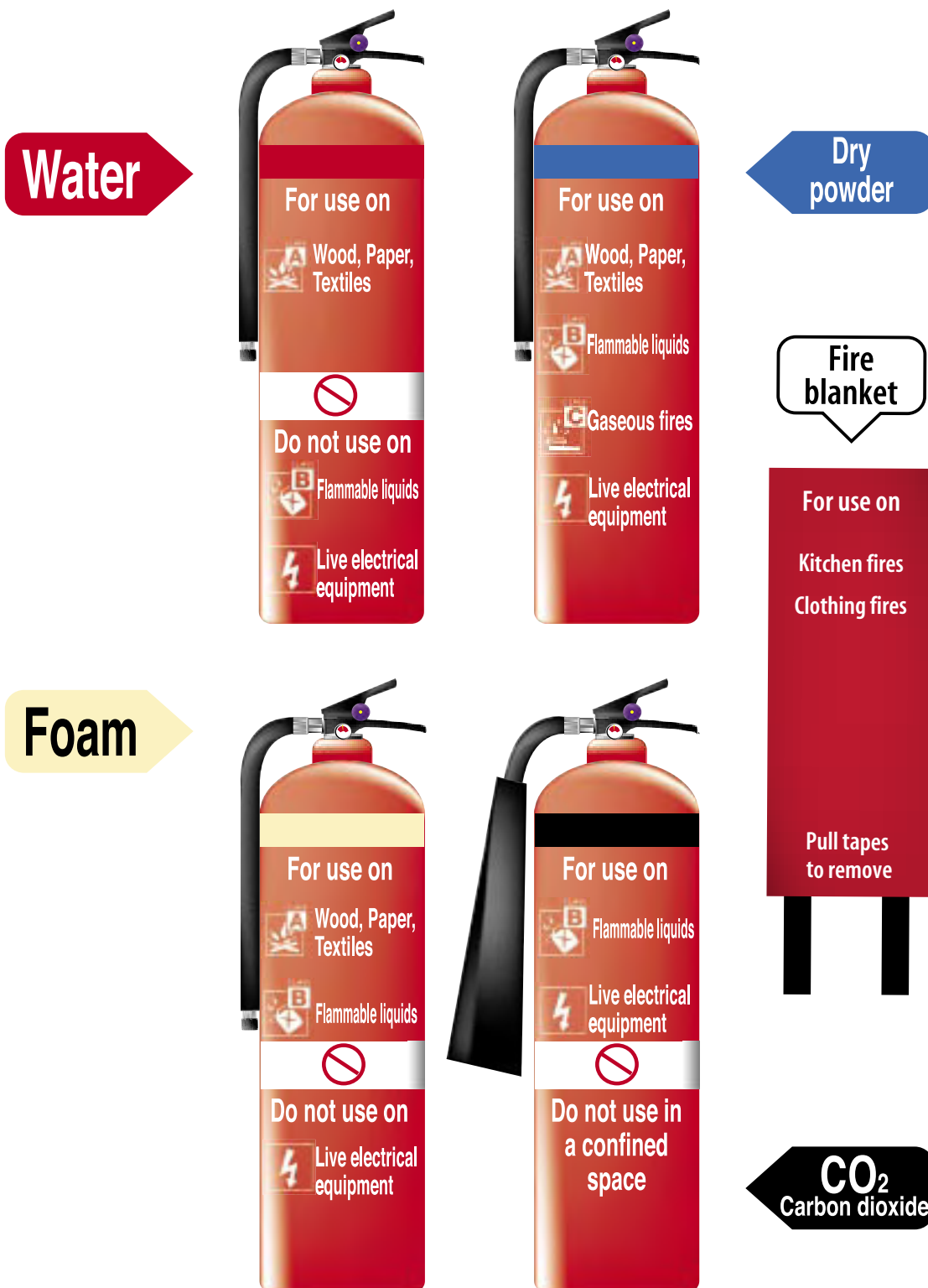
Stage 8

Now go back to the learning objectives on p. 43.

Note down what you have learnt, what went well and what you need to do more work on.






Activity 7

Know your fire extinguisher colour codes



Activity 7

Know your fire extinguisher colour codes

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

Activity 7

Fire signs for workplace floor plan





Working with power: electrical safety

Electricity is a very dangerous form of energy.
It is invisible, and can easily kill people or start fires.
You must never work with live electrical cables or machinery.

Learning objectives

After this you should be able to:	How I got on
describe how to check for safety before you plug in an appliance for work;	
complete a list of correct ways to check for safety when you use hand-held electrical equipment.	

Resources

You will need:

- electrical equipment depending on your trade;
- a set of **Working with power cards**.

Your teacher or trainer will tell you if you are to work on your own, in pairs or in small groups.

Stage 1

With your teacher or trainer, discuss the dangers of working with electrical appliances in your trade.

Look at some real appliances carefully. Check them for faults.

It is very important that you make sure all electrical equipment is in good condition and safe to work with. Before you plug in anything electrical, ask yourself:

Have I checked it?

Activity 8

There is no set way to check appliances before use.
It is good practice to decide your own routine and use it every time.

However, these are the safety checks you must follow:

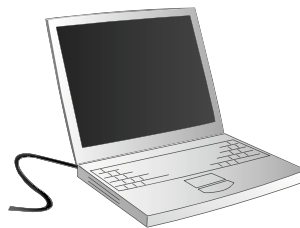
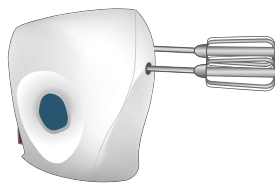
1 Do not plug in before checking.

When you first come across a piece of electrical equipment or powered hand tool, you won't know if it is safe to plug in.
The rule is:

Do not plug in until you have checked it first.

If you plug the power appliance in and it is faulty, you could be seriously injured or killed.

2 Check the body of the appliance.



- Check that the body of the appliance is clean and free from grease or dirt.
Dirt can make the appliance difficult to hold and control.
It can also hide other faults.
- Check for cracks in the body.
- Check for loose fittings and missing bits.
- Check if there is an up-to-date PAT label on the appliance.

3 Check cable on appliance.

The cable is the weakest part of the appliance.

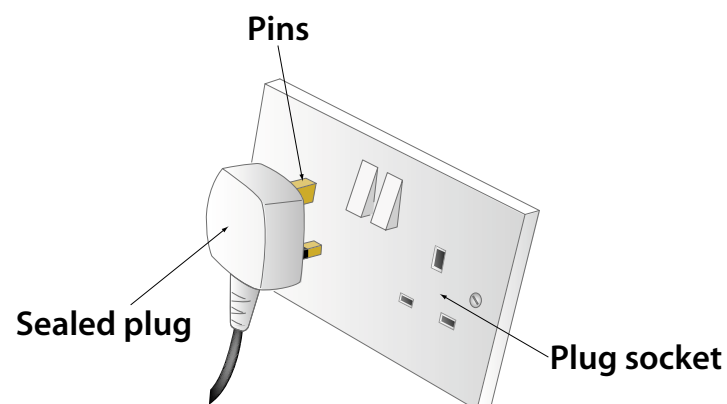
Always check the cable for cuts, abrasions, burns, bare wires and frayed ends.

Activity 8

4 Check the plug.

Make sure that:

- the plug is not dirty, wet or covered in grease;
- the pins are in place and not loose or crooked;
- the casing of the socket cover fits tightly and is not cracked;
- the cable does not pull out of the plug.



5 Check the voltage of the appliance.

In workplaces such as an office, catering and hair and beauty, hand-held appliances work on 230/240 volts.

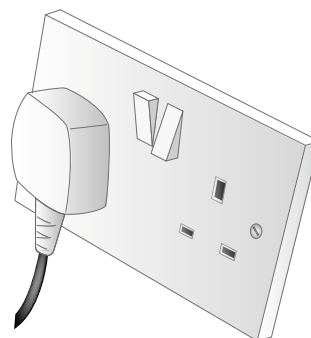
These appliances should have sealed plugs.

In construction, an isolating transformer is used to reduce the voltage from 230/240 volts to 110 volts.

To work on building sites, all power tools should be at this reduced voltage or, better still, battery operated.

6 Plug in appliance.

Once you have made all the safety checks, make sure the plug socket is not overloaded.



Activity 8

Now you can plug in the appliance and start work.

If you are not sure about anything, do not plug in the appliance and do not start work.

Go and ask advice from your supervisor.

Stage 2

Look at the **Working with power cards**.

Check that everybody understands what the terms mean.

Shuffle the cards and share them out.

- The large blue card shows the start of the activity.
- The yellow cards tell you what to check on the appliance.
- The green cards tell you what you should do.
- The red cards show damage to the appliance and what not to do.
- The black cards show death or serious injury.

Take turns to lay the cards out in the order that shows the correct safety checks needed before you use an electrical appliance.

The flow chart on p. 59 is a guide to show you how to set out the cards.

There is no set way to check appliances before use.

It is good practice to decide your own routine and use it every time.

Stage 3

Put the large blue card, 'Mains-supplied appliance', on the table.

Only one yellow card can start the activity.

The person who thinks they have this first card shows it to the other players.

Lay this card down next to the large blue card.

Stage 4

Now take turns to put down the rest of the cards in a logical order.

If a player cannot lay down any cards, the turn passes to the next player.

The group has to agree a card is correct before going on.

The activity is complete when all the cards have been laid down.

Check your solutions with the teacher or trainer.

Activity 8

Stage 5

Now check that you understand.

Is your electrical appliance safe?

Complete the appliance safety-check chart on p. 60.

The column on the left lists all the stages of successful safety checks.

You must complete the column on the right.

Explain everything that you must check.

Stage 6

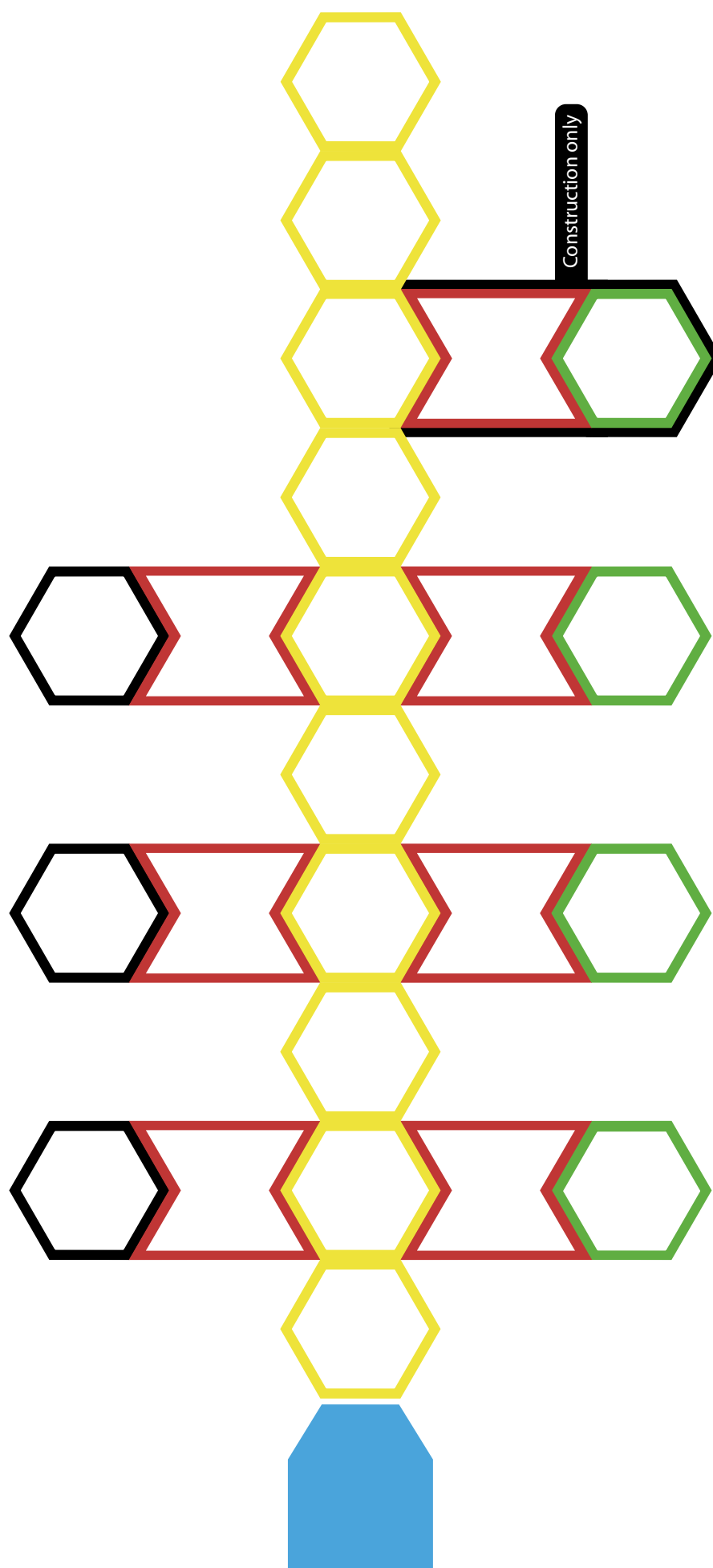
In your work area, show your teacher or trainer that you can work safely when using an electrical appliance by following your safety-check routine.

Stage 7

Now go back to the learning objectives on p. 54. Note down what you have learnt, what went well and what you need to do more work on.

Activity 8

Flowchart to show layout of cards



Activity 8

Safety-check chart for electrical appliances

Things to check	Things to look for
Body of appliance	
Cable of appliance	
Plug of appliance	
Voltage of appliance	



Using safety signs

How observant are you in everyday life?

We see lots of signs every day in the street, in shops and at work.

Often we don't notice them – or we have got used to them.

But signs are useful to give us information in shorthand, even if we only glance at them.

They are an important way of giving us safety information, especially when we may have to act quickly.

To be safe at work, you will need to recognise, understand and act upon a lot of different safety signs. This activity will help you.

Learning objectives

After this you should be able to:	How I got on
name the types of safety signs and their meaning;	
explain how and where to use the signs to keep workers safe;	
design an information board on the use of safety signs.	

Resources

You will need:

- DVD presentation, **Language of signs: a journey to work**;
- a set of safety sign cards;
- a camera to take photographs of the safety signs in your work area (optional);
- safety signs board activity;
- a set of signs and meaning cards for your occupational area.

Activity 9

Stage 1

In a small group, talk about where you have seen signs used in the community and the workplace.

Make a list of places and signs you can remember.

Share your group's ideas with the whole class.

Your teacher or trainer will write your suggestions on the board.

Add one or two new ideas to your list if you can.

Stage 2

Discuss with your teacher or trainer why we use signs:

- in the community;
- in the workplace.



Activity 9

Next watch the DVD, **Language of signs**, closely.

It's very fast, so pay attention.

In your groups, make a list of the signs you remember.

Tell your findings to the whole group.

Everyone should say something.

Now watch the DVD again.

It will be in sections this time.

Your teacher or trainer will ask you to focus on some questions as you watch.

Select a member of your team to write notes.

Use the table on p. 64 to record the signs you see.

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

What do you notice about the signs you have identified?
 (For example, colour, shape and meaning).

Activity 9

What signs did you see?

Road or street signs	Train station signs	Workplace safety signs

Activity 9

Stage 3

Next watch the DVD presentation about the types of safety signs.
Make a note of the four types of safety signs.

The four types of safety signs are:

1. _____
2. _____
3. _____
4. _____

Employers have to provide safety signs in the workplace by law.
There are four types of safety signs in general use.
Each type has a particular shape and colour.
The signs make sure that all employees get health and safety information that:

- is simple;
- is bold;
- is standard in the UK and other countries;
- uses few words.

Stage 4

You will need a set of safety sign cards.
In pairs, sort out the cards so that you have four sets:

1. Safety sign symbols (grey).
2. Descriptions of the type of sign (orange).
3. The meanings of each type of sign (green).
4. Explanations of the colour of each type of sign (blue).

If there are any words you don't know, check with your teacher or trainer.

Use the safety sign symbol cards (grey) as headings.

Lay the cards out so that you can both see them clearly.

Discuss each of the remaining cards.

When you have both agreed, place each text card under the correct safety sign symbol.

Be prepared to explain your decisions to the rest of the class.

Now check your learning.

Label the signs on the next page.

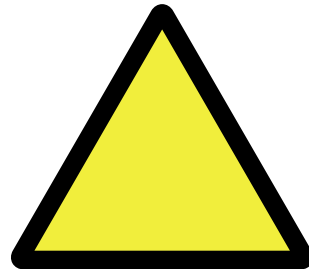
Activity 9

The four types of safety sign



Type _____

Meaning _____



Type _____

Meaning _____



Type _____

Meaning _____



Type _____

Meaning _____

Activity 9

There are more signs on pp. 70–77.

Find out where they are used.

Write the type and meaning under each sign.

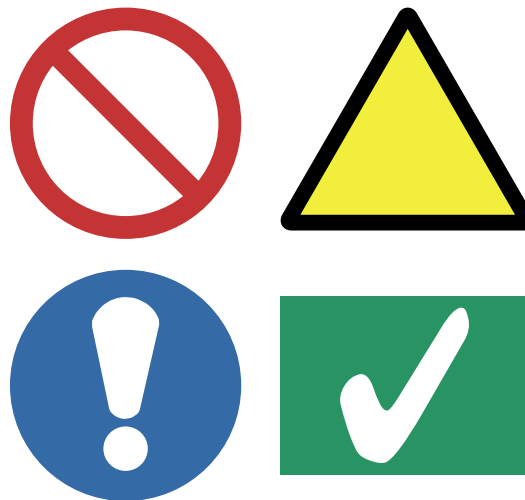
Stage 5

In small groups, use graph paper and draw a floor plan of your work area. On your plan, note the position of the safety signs you can see.

Take photographs, draw, or use the cut-out signs on pp. 82–85 and place the signs on your floor plan.

Be ready to explain your plan and the safety signs to the rest of the class.

Make a display to show your understanding of the use of safety signs in your work area.



Stage 6

Now check your learning.

Look at the plan of the work area on the board activity and the safety signs.

In a group, discuss and agree where to place the safety signs on the floor plan. Check with your teacher or trainer.

Activity 9

Stage 7

You will need a set of safety sign cards and meaning cards for your occupational area. On your own, sort out the cards so that you have:

- a set of safety sign cards;
- a set of meaning cards.

If there are any words you don't know, check with your teacher or trainer.

Lay the cards out so that you can see them clearly.

Match each safety sign card to the correct meaning card.

When you have finished, ask your teacher or trainer to check them.

Stage 8

Now go back to the learning objectives on p. 61. Note down what you have learnt, what went well and what you need to do more work on.



Stage 4 of activity 9 – Using safety signs

Construction



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



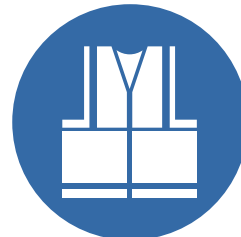
TYPE

MEANING



TYPE

MEANING



TYPE

MEANING

Stage 4 of activity 9 – Using safety signs

Construction



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING

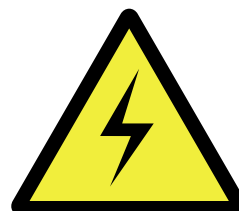
Stage 4 of activity 9 – Using safety signs

Business



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING

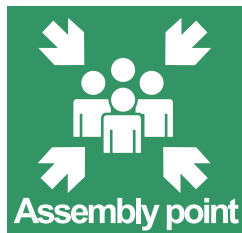


TYPE

MEANING

Stage 4 of activity 9 – Using safety signs

Business



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING

Stage 4 of activity 9 – Using safety signs

Catering



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



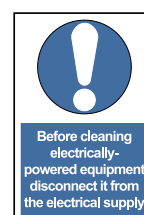
TYPE

MEANING



TYPE

MEANING



TYPE

MEANING

Stage 4 of activity 9 – Using safety signs

Catering



TYPE

MEANING



TYPE

MEANING



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MEANING



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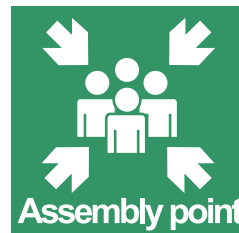
Stage 4 of activity 9 – Using safety signs

Hair and beauty safety signs



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING

Stage 4 of activity 9 – Using safety signs

Hair and beauty safety signs



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



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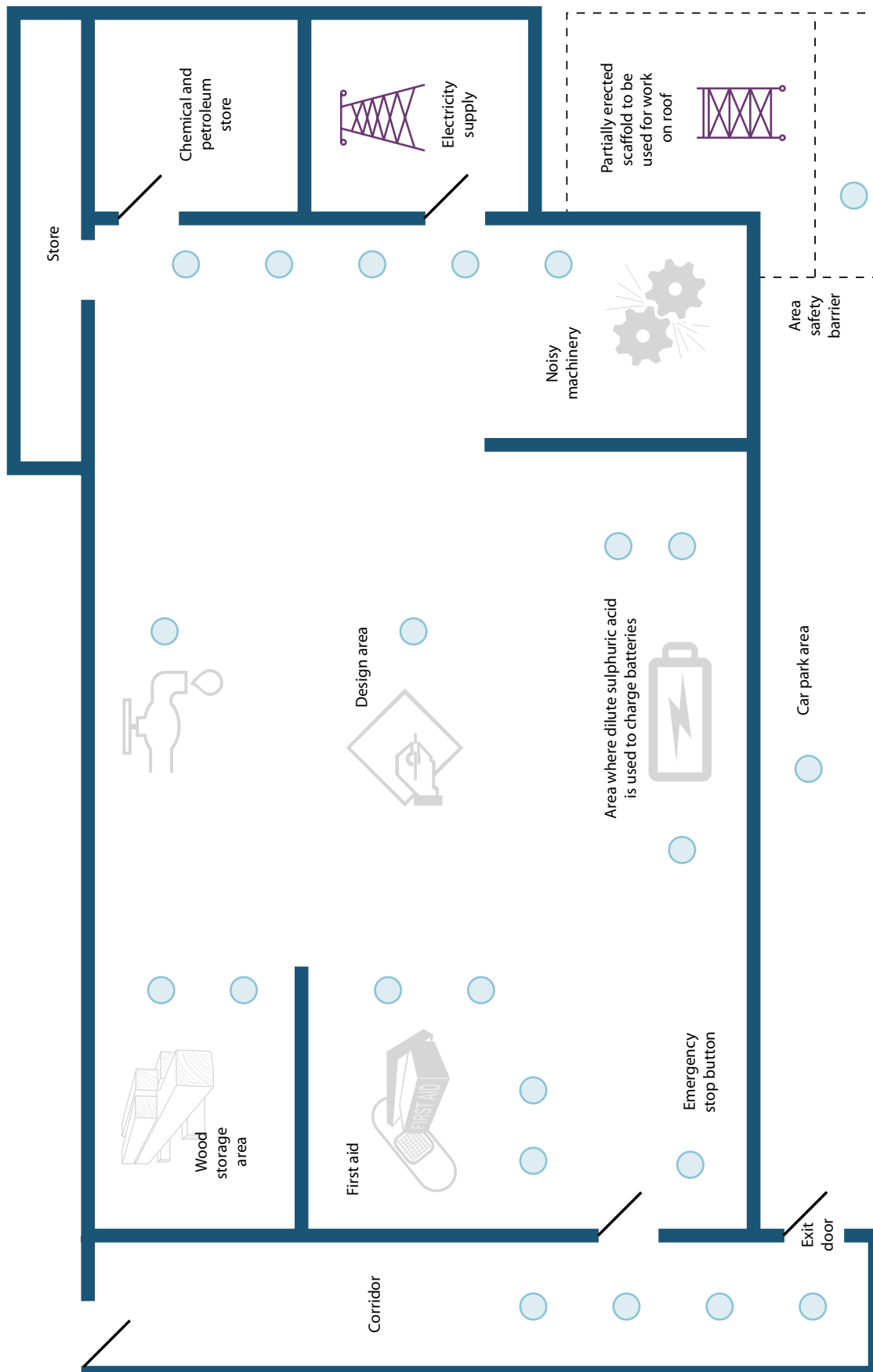
TYPE

MEANING

Activity 9

Health and safety activity – construction workshop floor plan

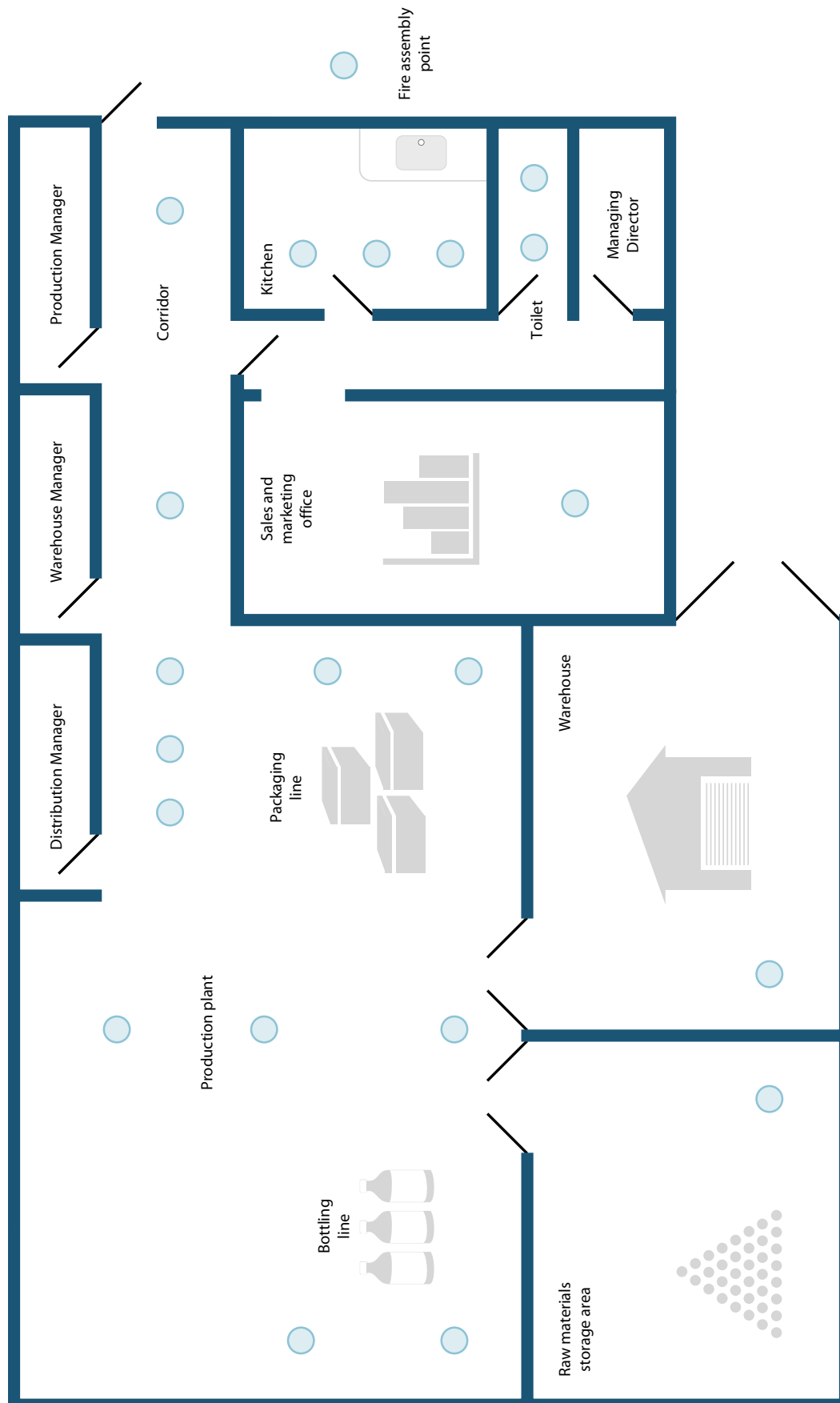
Place the safety signs on the most appropriate location.



Activity 9

Health and safety activity – factory and business floor plan

Place the safety signs on the most appropriate location.



Activity 9

Health and safety activity – kitchen floor plan and food preparation areas

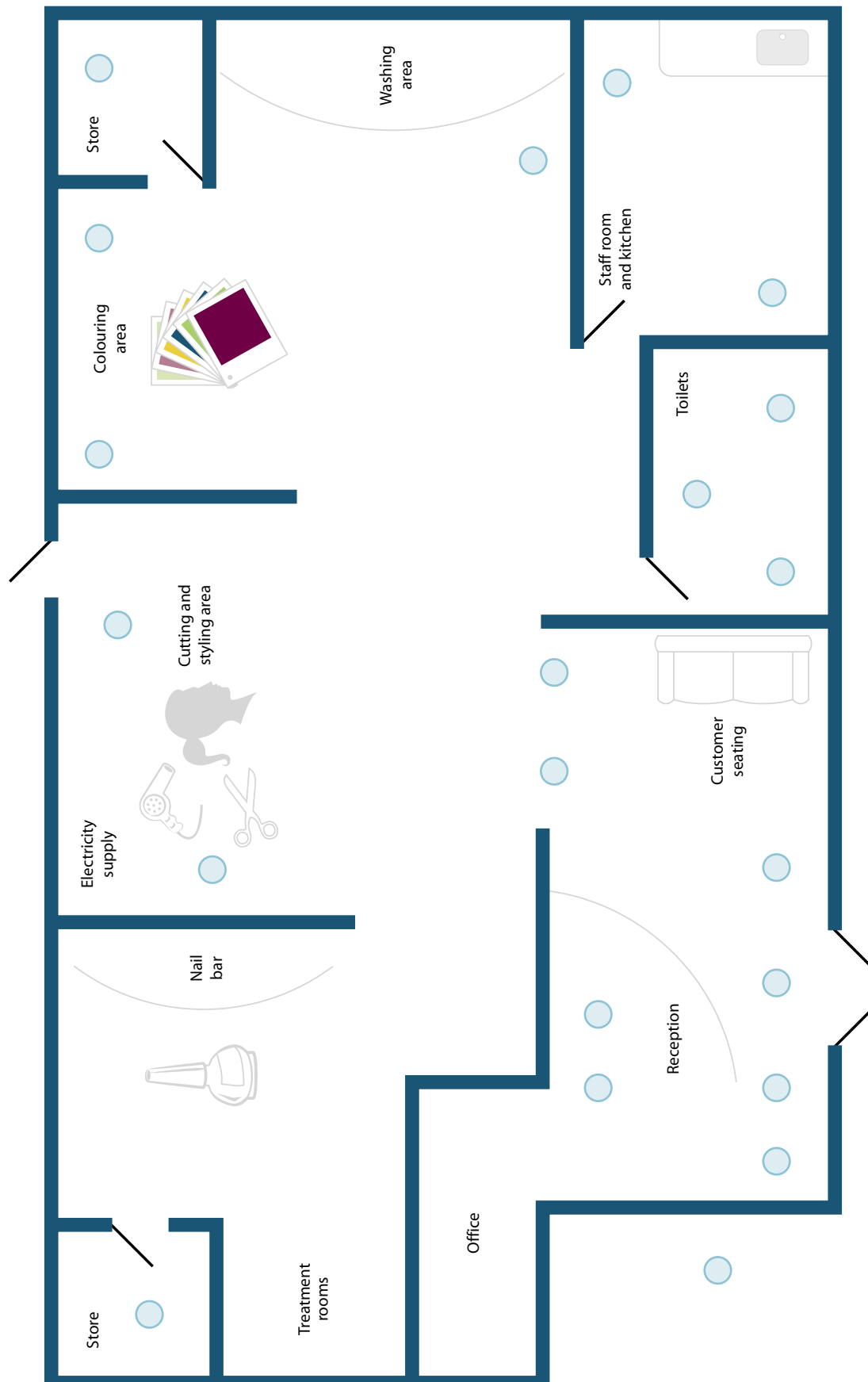
Place the safety signs on the most appropriate location.



Activity 9

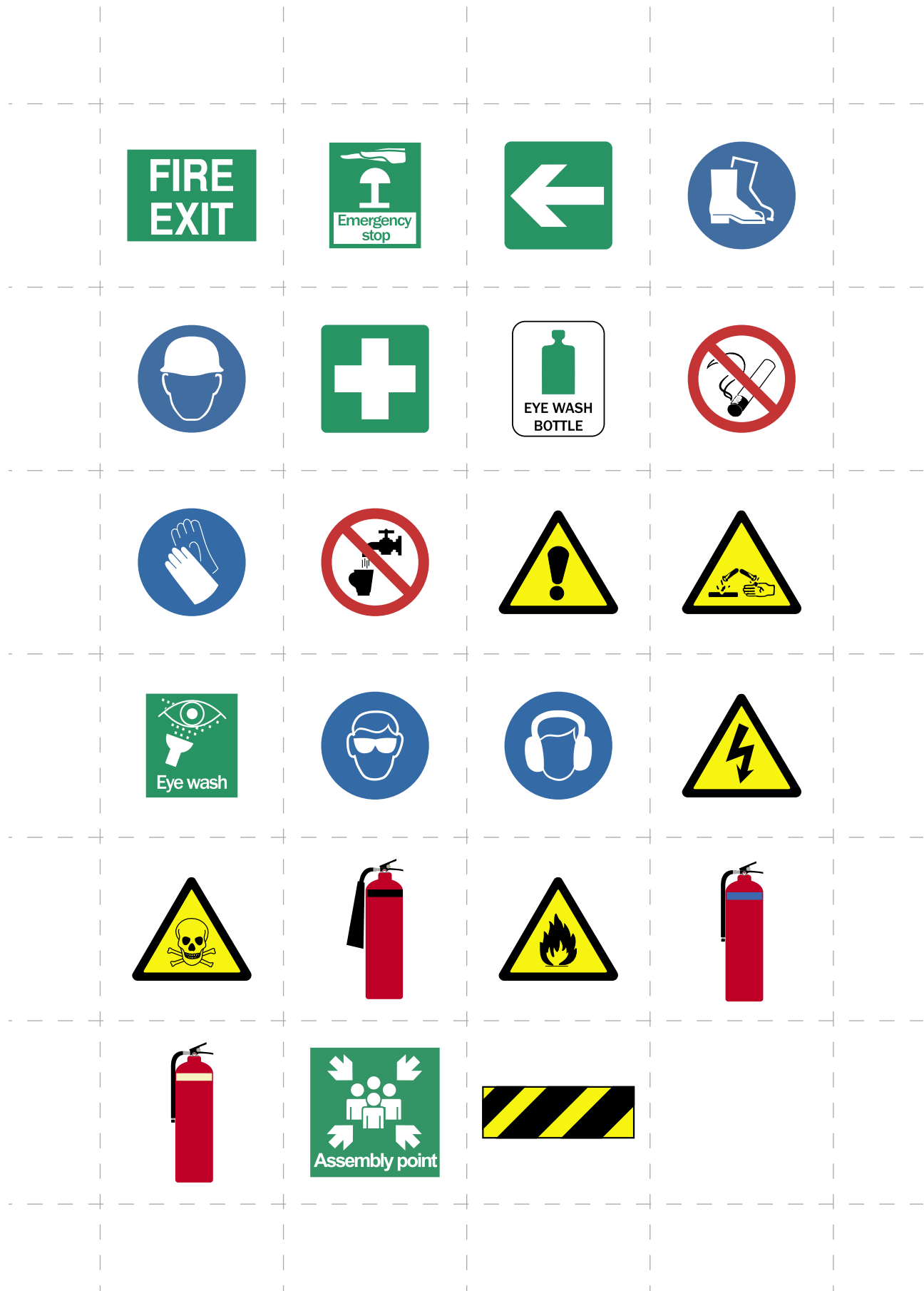
Health and safety activity – hair and beauty salon floor plan

Place the safety signs on the most appropriate location.



Activity 9

Construction



Hair and beauty



Activity 9

Business



Activity 9

Catering





What's it all about?

Health and safety has a lot of words that you need to read, understand and remember. You have seen quite a few as you worked on these activities.

The lists on pp. 88–93 are to remind you of some words you have covered. Check your technical glossary for other words you need to remember.

This activity will help you revise and practise some technical words, meanings and abbreviations in health and safety.

Learning objectives

After this you should be able to:	How I got on
know and understand common words used in health and safety;	
use them with more confidence.	

Resources

You will need:

- sets of cards for **Common abbreviations and meanings** and **Common words and meanings**.

Your teacher or trainer will decide if you are to work alone, in groups or as a whole class.

Activity 10

Common abbreviations and meanings

These cards are in threes – the abbreviation, the term in full, and the meaning.

Method 1: Solitaire

Share out the cards. Take turns to play.

Start with the abbreviations, then match the correct terms with them, then the meaning. Check your work in the book.

Method 2: Test your memory

Spread the cards face up.

Take turns to match an abbreviation with its term and meaning (three cards).

Check your work in the book.

To make it harder, lay the cards face down.

Try to remember where the right cards are.

Method 3: Icebreaker or Trios

Everyone in the class has a card each.

You have to find the other two people with cards that match yours.

These cards each have a question, and they each have an answer – but for a different question.

Method 1: Dominoes

Share out the cards.

One person starts with a question.

Look for the card with the correct answer and lay it down.

Then answer the question on that card, and so on.

If you get them all right, the cards join up in a chain.

Method 2: Say it aloud

Everyone in the class has a card each.

One person reads out a question.

The person with the correct answer reads it out.

Then they read their question, and so on.

To make it harder when you know the terms well, you can play against the clock, or take some cards out to test your knowledge.

You could also invent new activities of your own or new cards for another topic.

Now go back to the learning objectives on p. 86.

Note down what you have learnt, what went well and what you need to do more work on.

Common words and meanings

Common abbreviations and meanings

HSE	Health and Safety Executive	<p>The body that:</p> <ul style="list-style-type: none"> – enforces law in the workplace; – inspects work areas to advise employers. – inspects work areas to check that employers and employees are following the law.
HASAWA	Health and Safety at Work Act 1974	<ul style="list-style-type: none"> – Main rules about health, safety and welfare at work; – Protects workers, visitors and the public
PPE	Personal Protective Equipment 1992	Equipment such as hard hats, safety boots, gloves, overalls and high-visibility clothing designed to protect workers.
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 1995	<p>These must be reported to the HSE:</p> <ul style="list-style-type: none"> – deaths; – non-fatal major injuries, for example fractures; – minor accidents that cause someone to be off work for more than three days.
COSHH	Control of Substances Hazardous to Health 2002	<ul style="list-style-type: none"> – Rules that cover dangerous solids, liquids or gases; – How they should be used and stored; – Action you and your employer must take to protect your health and the health of others.

Common words and meanings

Accident	An unplanned or uncontrolled event that may cause injury and/or damage.
Competent person	Someone trained and qualified to do a job.
First aid	How to treat minor injuries. How to prevent injuries getting worse. How to preserve life.
Flammable	Will catch fire easily.
Hazard	A danger or a risk.
Hazardous substances	Dangerous solids, liquids or gases.
Legislation	Laws, rules and regulations.
Mandatory	Must be obeyed.
Prohibition	Stop/must not.
Warning	Risk of danger ahead.

Technical glossary

Technical term	What does it mean? Use it in some sentences.
A Accident	An accident is an unplanned and uncontrolled event. Accidents cause injury and damage. They cost money.
B	
C Competent person	
D	
E Extinguisher	

F Fatality	
Flammable	Catches fire easily. Paper is flammable.
G	
H Hazard	A hazard is anything that can cause harm – for example, chemicals, electricity, working from ladders.
HSE	
I	
J	
K	

L Legislation	
M Mandatory	Mandatory means something you must do.
N	
O	
P,Q PPE	
Prohibition	

R Risk	Risk is the chance, high or low, that somebody may be harmed by a hazard. For example, a ladder with broken rungs is a hazard. The risk is that somebody might use it and fall when stepping on a broken rung. Serious injury could follow.
S	
T	
U, V, W, X, Y, Z	
Warning	