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Explaining what you mean

Learners may occasionally be asked to give an oral explanation of a health and safety technique or procedure, particularly if they have some responsibility for health and safety in their workplace. People often lack confidence in speaking face to face because of a lack of experience or awareness of how to communicate in different situations. Learners need to be aware of the importance of adapting to different people and situations and understand that purpose and audience affects language.

Materials

Flipchart or whiteboard, coloured pens, scissors.

Learning outcomes (objectives)

- 1 To understand that how you speak and the choice of words you use will vary with purpose and the person being addressed.
- 2 To present explanations clearly and in a logical order with an appropriate amount of detail.

Suggestions for page

- Ask learners how they feel about speaking to others at work. Ask them to jot down the main people and ask them why they talk to them – move the discussion on to purpose and how this affects the way we talk to people.
- Explain the use of the different speech bubbles and arrows on the learner page as needed. (The ‘thought’ bubbles are what the ‘explainer’ is thinking before they speak. The speech bubbles represent actual examples of speech.)
- Go through the information boxes running down the centre of the page starting at the top – point out that the example explanation is to a new colleague.
- Discuss the central photograph and possible near miss situations, e.g. oil spilt on floor – someone almost slips over but manages to steady themselves. If they had slipped over, they could have fallen into a cooking area (see case study on Source materials page 0:08) or machinery, etc.
- Expand the discussion by looking at each information box in turn.

- **Place** – where should health and safety explanations be given? (Possible answers: in a quiet environment with no distractions, not while the listener is engaged in another task. Avoid noisy, busy or very hot/cold environments.)
- **Purpose** (a) **Who** – you may be speaking to a new colleague or someone else at work you don’t know very well, so you will have no knowledge of their previous health and safety experience. Your explanation must be clear and straightforward. Point out the importance of using the correct tone – in the example on the learner page you would be speaking as equals even though they know less than you about this particular topic. (b) **What** – consider the information that the person needs to know. In the example on the page the purpose is to ensure that the listener knows the importance of reporting near misses.
- **Content** – make sure you include all the important points but not too much (or irrelevant) detail.
- **How** – give facts/explanation in a sensible logical order. Discuss that it might be a good idea to back up your explanation with examples or reasons to help the listener understand what you are saying. Discuss the following strategies for giving clear information to others: repeating important points, stressing key points by change in tone or emphasis (but this does not mean shouting), not talking too fast/slowly, giving the listener the chance to ask questions, asking the listener if they have understood.
- Discuss the importance of body language when talking (e.g. maintaining eye contact with people) and use of the correct tone (not patronising, not too informal).
- After all the information points have been discussed ask learners to work in pairs and role-play a similar situation. Different pairs could be given different situations or characters. For example, a good speaker talking to a poor listener, good speaker with a good listener, poor speaker with a poor listener. Encourage learners to back up their explanations with real examples from their own work areas.

Suggestions for learners who are having difficulties

- Explicit discussion about what the trainer on the learner page is asking the attendees to do? **Why?** (To check their knowledge and understanding as well as their speaking and listening skills.)
- Read through the learner page step by step discussing each 'thought bubble' in turn. Get learners to interact with the text, e.g. point to or highlight certain sections, underline, circle or annotate key points etc.
- Consolidate this information with dyslexic learners by cutting the page up into different 'thought' bubbles and asking them to match them to the correct boxes.
- ESOL learners may need lots of examples of using formal and informal language – demonstrate by modelling and/or role-play and by group discussion with other learners.
- ESOL learners will need explicit definitions of vocabulary such as body language or tone.

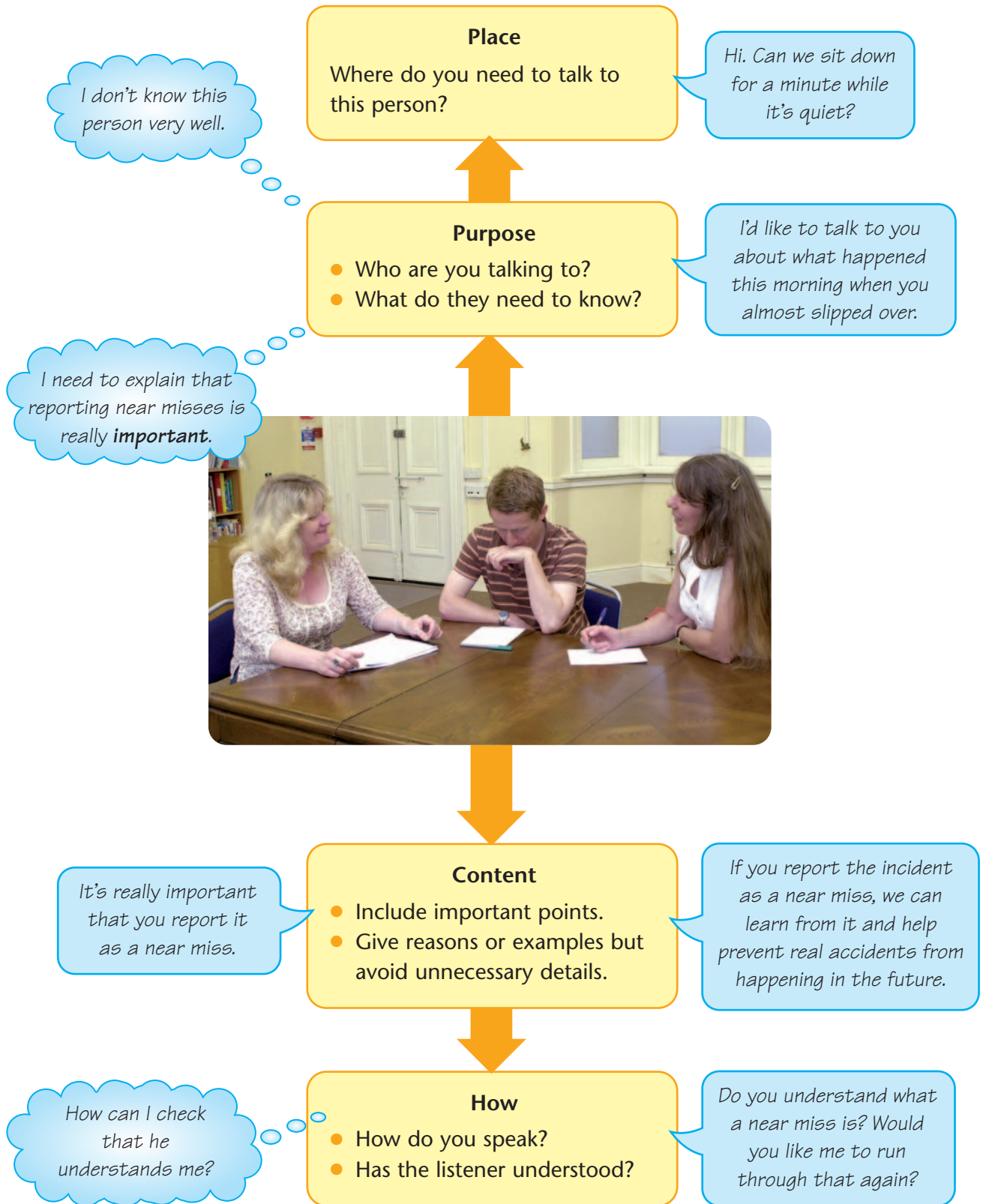
Suggestions for advanced learners

- Discuss how learners speak to different people at work. How would they explain things to: people under their supervision, the managing director, a visitor, a workmate.
- Extend discussion: how would they feel about giving explanations to more than one person? For example, in a team meeting.

Curr ref	Standards	Key Skills
SLc/L1.1	B1, C1.3, D2	C1.1
SLc/L1.3	E1, E2	
SLc/L1.4		

Explaining what you mean

If you need to explain important health and safety information to a work colleague, you **must** speak clearly and accurately.



PAGE 4:2

Completing an accident report form

All workers may need to complete an accident book or form at work. Learners on Health and Safety courses may also have a particular responsibility for health and safety in their workplace. It is important that they understand the legal requirements for reporting accidents and near misses, and the importance of completing a clear and accurate record.

Materials

Source page 0:09 (a copy on acetate would be useful), accident report forms from learners' workplaces, flipchart or whiteboard, and a selection of coloured pens.

A short accident scenario which is relevant to the learners' work setting – this can be given verbally, in writing, as a picture graphic or taken from a health and safety video.

Learning outcomes (objectives)

- 1 To be aware of why reporting accidents is important.
- 2 To know where to put information on an accident report form.
- 3 To write concisely including only the main details and relevant facts.

Suggestions for page

- Discuss the legal significance of accident reports and that some accidents must be reported under RIDDOR. Ask learners about arrangements in their own workplaces.
- Talk through the learner page and use the notes surrounding the form to remind learners about the key issues involved in filling out an accident report form.
- Hand out a printed description (or use a learner's real experience) of an accident scenario, to model the process of recording an accident. (Alternatively build up a scenario based on the 'burned hand' case study on Source page 0:08 or use other case studies from the HSE web site.)
- Look at the small example of an accident report form on the learner page. Discuss each section of the form, relating it to the chosen scenario.

Source page

- Use the full-sized example of the accident report form (Source page 0:09) on the OHT. Discuss the headings and sections and ask learners where they would place the information they have just agreed. Write it on the OHT as you work step by step through the form.
- Model each stage by 'thinking out loud' and explaining exactly what you are doing, e.g. 'Am I the person that had the accident? Am I the employer?' No.
- Discuss the detail such as making sure the time is written in 24 hour format or with 'am' or 'pm' if 12 hour format is used; the difference between the two dates (one is the date you filled in the form; the other is the date of the accident.)
- Remind learners to use the past tense (because you are describing something that has happened in the past).

Suggestions for learners who are having difficulties

- 'Chunk' the form, by cutting it up or folding it, so that the learner can focus on one part at a time.
- Learners may need lots of examples of formal and informal language. Practise orally by saying pairs of sentences and asking which is more suitable to write on an accident form, e.g. 'He went down onto the floor with a right old whack and cracked his nut on the table. He fell heavily, banging his head on the table before hitting the floor'.
- ESOL learners may need help and practice with putting verbs in the past tense. They may also may find some of the vocabulary difficult. Encourage use of bilingual dictionaries and/or glossary to check meanings of words such as bias, formal and relevant.
- Dyslexic students may be more comfortable dictating what they want to write to a scribe. They can then concentrate on getting facts in a logical order and including the correct details, rather than worrying about spellings and sentence structure.

Suggestions for advanced learners

Give a range of scenarios and copies of RIDDOR forms to complete (available on HSE site). This form is generally filled in by employers and is more complicated than the form on the Source material page.

Curr ref	Standards	Key Skills
Rt/L1.4	F1, G1.7, G1.8	C1.2
Rt/L1.5		
Wt/L1.1		
Wt/L1.2		

Completing an accident report form

If you witness an accident or a near miss at work, you may be asked to fill in an accident book or form.

A report has to be completed when an accident happens in a workplace. The report form is confidential and must be kept safe. It is important that what you write is:

- clear
- to the point
- honest and not biased
- factual

I'm going to write out my description in rough first to make sure it all makes sense and will fit in the space.

ACCIDENT RECORD	
1 About the person who had the accident	
Name _____	Address _____
_____	Postcode _____
Occupation _____	
2 About you, the person filling in this record	
If you did not have the accident, write your address and occupation.	
Name _____	Address _____
_____	Postcode _____
Occupation _____	
3 About the accident Continue on the back of this form if you need to	
Say when it happened. Date ____ / ____ / ____ Time _____	
Say where it happened. State which room or place. _____	
Say how the accident happened. Give the cause if you can. _____	

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

Please sign and date the record.	
Signature _____	Date ____ / ____ / ____
4 For the employer only	
Complete this box if the accident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)	
How was it reported? _____	
Date reported ____ / ____ / ____	Signature _____

- Write details in a **logical order**.
- Use **formal** language.
- Watch your **handwriting**.

- **Read through** the instructions and the headings before you start to write.
- Put information in the **correct** places.

This section is where you put the **details** of the accident. There is not much room to write here so include just the:

- relevant facts
- necessary detail

- Check** your writing for any mistakes in
- spelling
 - punctuation
 - language

PAGE 4:3

Describing an accident

Sometimes it is necessary to describe an accident or near miss in an accident book or accident report form. Practices for completing these forms vary: in some work settings it is entirely the responsibility of the supervisor to complete the form, in other settings employees at all levels are expected to complete accident reports. Whatever the case, recording information clearly and accurately is essential. In order to do this, learners must be able to separate facts from opinions and produce writing that is factual and logical. They must also be aware of the importance of editing and proof reading their work.

Materials

Source page 0:09 or accident forms from learners' workplaces, a short accident scenario which is relevant to the learners' work setting – this can be given verbally, in writing, as a picture graphic or taken from a health and safety video.

Learning outcomes (objectives)

- 1 To write a description of an accident in a formal, factual, logical manner.
- 2 To write concisely including only the main details and relevant facts.
- 3 To proofread for grammar, punctuation and spelling errors.

Suggestions for page

- Find out from group members what they already know about reporting accidents at work and use their experience as a focus for discussion.
- Discuss the legal significance of accident reports and that some accidents must be reported under RIDDOR.
- Go through the points in the top information box on the learner page. If necessary, spend time discussing the differences between formal/informal language.
- Look at the 'draft' box and use the different corrections to exemplify the points in the fact boxes. For example, the sentence with the arrow has been moved to make the report logical and chronological. The opinions have been crossed out. The words 'emergency stop' have been added for clarification. The pronoun 'he' has been changed to 'Mike' – again to clarify and avoid ambiguity. The abbreviated 'mins' has been changed to minutes.
- Discuss facts and opinions. Give lots of oral examples as practice, e.g. 'It happened on February 3rd 2005' (fact); 'He should have been more careful'

(opinion); 'The box fell on his foot' (fact); 'I think it toppled off the conveyor belt' (opinion), etc. Give examples of language that are often associated with opinion such as 'I reckon ...', 'I guess ...', 'I think ...'

- Explain what is meant by relevant details, giving oral examples if needed, e.g. 'It was a sunny day' (this might be a fact but it is irrelevant – unless the accident happened outside and was somehow due to bright sunlight).
- Hand out a printed description (or a learner's real experience) of an accident scenario, to model the process of recording an accident. (Alternatively build up a scenario based on the 'burned hand' case study on Source page 0:08 or use other case studies from HSE web site.)
- Ask learners to use the scenario to practise writing in accident details, using scrap paper for drafts and then copies of Source page 0:09 for their final versions.
- Stress throughout that no one writes a perfect piece of text straight off and that everyone needs to proofread and check their work.

Suggestions for learners who are having difficulties

- Use lots of everyday examples to explain the difference between fact and opinion.
- Talk through the process of proofreading for errors, e.g. 'I can see that I have left off a full stop here'; 'I'm not sure about saying "she went down like a tonne of bricks" – it's not formal enough. It would probably be better to say that "she fell very heavily."'
- ESOL learners may need support, especially with past tense verbs.
- Dyslexic students may prefer to use a scribe.

Suggestions for advanced learners

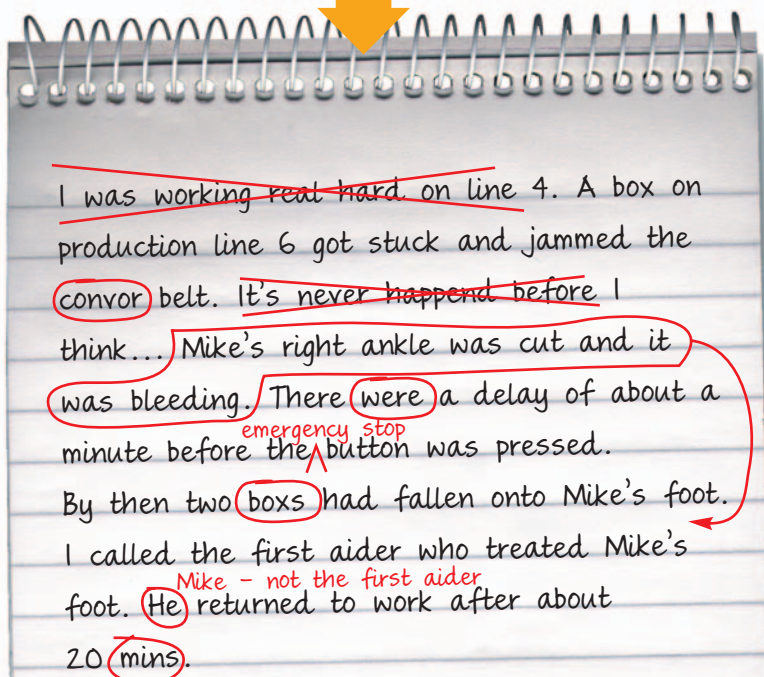
Ask learners to compare their completed forms with other learners and discuss any differences, especially in descriptions of the nature of the accident, the injuries, the action taken and the treatment given. Learners should report their findings back to the rest of the group.

Curr ref	Standards	Key Skills
Wt/L2.1	F1, G1.7,	C1.3
Wt/L2.2	G1.8	
Wt/L2.6		

Describing an accident

If you witness an accident or a near miss at work, you might be asked to write a description.

- Use **formal** language.
- Make a rough **draft**.
- Describe events in the **order** they happened.
- Use **complete sentences**.
- **Do not** use slang or inappropriate language.



- Does your writing make sense? Read it out loud or ask a colleague to read it.
- Include **relevant details** only.
- Stick to the **facts** – not your opinions or feelings.

Check your writing for any mistakes in

- spelling
- punctuation
- paragraphs
- language

3 About the accident Continue on the back of this form if you need to

Say when it happened. Date 03 / 02 / 2005 Time 10:15 a.m.

Say where it happened. State which room or place. Production line 6

Say how the accident happened. Give the cause if you can. _____

A box on production line 6 got stuck and jammed the conveyor belt. There was a delay of about a minute before the emergency stop button was pressed. By then two boxes had fallen on Mike's foot. His right ankle was cut and bleeding. I called the first aider and he bandaged Mike's foot. Mike returned to work after 20 minutes.

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

Cut to ankle.

Please sign and date the record.

Signature Martin Packer Date 07 / 06 / 2005

- Copy your proof-read writing onto the form.
- Write neatly.
- Have you filled in all the relevant parts?
- Sign the form.
- Read through the form as a final check.
- Keep a photocopy.

PAGE 4:4

Risk assessment

All employees should be encouraged to personally assess the risk of working in particular settings or on particular jobs. This page introduces the principles of risk assessment so that learners can begin to understand risk assessment information and take responsibility for their own health and safety. Learners are shown how to locate information in a table, read information in the correct order and act upon it.

Materials

It would be very useful to have real examples of risk assessment documents from a variety of settings. Flipchart or whiteboard, a selection of coloured pens, scissors and copies of Source pages 0:01 and 0:02 may be useful.

Learning outcomes (objectives)

- 1 To understand the process of assessing risks in the workplace.
- 2 To read and follow information from a chart (in order to select appropriate solutions to problems to prevent further danger).

Suggestions for page

- Discuss learners' involvement in safety, including PPE, safety signs, written information, instructions, etc. What are the dangerous (hazardous) parts of a job? (e.g. working with machines). What are the risks involved? (e.g. getting something caught in the machine).
- Ask learners who they think is responsible for assessing the risk attached to a particular job. Make sure they understand that while this is the responsibility of the employer and the supervisor, all employees have a responsibility to assess risk before starting a job. Give some examples related to learners' experience.
- Explain the five step method used to assess workplace risks using the five boxes on the learner page (concentrate on steps 1–3 but also mention steps 4–5).
- Make sure that learners understand that they should always make an informal assessment when doing a new job or task (first bubble). This may be just a matter of thinking through the first three steps (copies of Source pages 0:01 and 0:02 may

be useful here as they depict informal assessment before manual handling).

- Explain that employers have to do formal risk assessments for each job and record the results in a written table of information known as **safe systems of work**. Ask learners why they think this is necessary/important (to make employers aware of potential hazards and do something about them; to show Health and Safety experts that they have been through the process (i.e. written evidence), especially if something goes wrong; for staff to refer to if needed).
- Explain the arrangement of the table and how learners look down the table to find the hazard they are looking for and then along to find safe methods.
- Discuss scanning techniques, i.e. moving their eyes quickly down a column looking for key words such as 'chemicals'. (For more on scanning see learner page 2:1.)
- Ask learners direct questions based on the table such as: How many controls are in place for dangerous chemicals? (Three). How often are staff required to attend training on COSHH? (Annually.) For each column of the table refer learners back to the step 1, step 2, step 3 boxes and encourage them to ask the listed questions.
- Extend questioning if you have examples of risk assessments from learners' workplaces or ask learners to question each other in pairs.
- Ask learners to think about some everyday situations where they have to identify a hazard and decide how great the risk is or who is most at risk, for example overtaking when driving. Take the situations and analyse them using the three steps on the learner page. Begin doing this as a whole group, then ask learners to do this in pairs or small groups, and feedback their risk scenarios to the whole group.
- Mention speaking skills and the importance of reporting possible problems/hazards back to their supervisors (see learner page 4:1).

Suggestions for learners who are having difficulties

- Many ESOL learners and some first language learners will find the vocabulary on the learner

page unfamiliar. Focus on instruction words (adopt, display) and key words like risk and hazard.

- Dyslexic learners may have difficulty using the tabular format. Help them to use their finger or a piece of L shaped card to track down the rows and across the columns, or use a straight edge or ruler to track across the rows.
- Talk about the use of bullet points in the 'controls/safe methods' column. Are the points in any particular order? Is one point more important than another? (Yes, listed in decreasing order of importance.)

Suggestions for advanced learners

- Ask learners to create a new table illustrating risk assessment of a task relevant to them (use the same headings and format as on learner page).
- Ask learner to take the information from the table and turn it into a short report for management about the risk assessment undertaken for this particular job. Note differences in structure and organisational features.

Curr ref	Standards	Key Skills
Rt/L1.1	G1, G2, G3	C1.2
Rt/L1.4		
Rt/L1.5		

Risk assessment

Employers must carry out formal risk assessments and write down safe **systems of work**. Ask to see the method statements at your workplace and know how to use them. Every time you start a new job you should make an assessment of the possible risks.

I haven't done this job before. So I'm going to go through the first three steps.

Step 1
Identify the hazards.

Step 2

- Decide **who is at risk** from this hazard and **how**.
- Is everyone at risk or just those doing a particular job? Are members of the public at risk?

Step 3

- Evaluate the risks.
- Are the existing precautions enough?
- **What can be done** to end or cut down the risk?

Step 4
Record your findings.

Step 5
Review your assessment and revise it if necessary.

Note: steps 4 and 5 are normally left to your employer.

Risk assessment – your specific job or task goes in here

Hazard	At risk	Controls/Safe methods
Slips, trips and falls	All employees	<ul style="list-style-type: none"> ● Adopt a safe system of work. ● Keep all areas clear of tools and equipment at all times. ● Put up safety signs when mopping floors.
Lone working	Office staff only	<ul style="list-style-type: none"> ● No employees allowed on site alone. ● Employees to always inform security if they are working late. ● Only main entrance left unlocked after 6 p.m.
Chemicals	Cleaning and gardening staff	<ul style="list-style-type: none"> ● Chemicals kept in locked storeroom. ● No smoking. ● Refresher courses on COSHH every year.

If you are looking for a particular hazard, scan down the hazard column to find it.

These are examples of hazards and control or safe methods of working. The type of hazard will depend on where you work and the job you do.

This is the problem.

Track across the row from left to right to find the safe methods you need to deal with a hazard. Read the methods carefully to make sure you cover everything.

This should help solve the problem.

PAGE 4:5

Signs and symbols at work

Although many instructions are given verbally at work, a great deal of health and safety information is conveyed using signs and symbols. A clear understanding of these is essential if workers are to contribute appropriately to safe working environments. This page provides information on how safety signs are grouped, in terms of colour and shape, according to the type of message they convey. It then gives learners an opportunity to investigate the signs and symbols used in their own workplaces.

Materials

Copies of Source page 0:10 (writing frame table) for each learner to complete, scissors, flipchart or whiteboard, OHP, and a selection of coloured pens. Other examples of health and safety signs from the learners' workplaces (use catalogues or pages from many health and safety websites such as the Health and Safety Executive <http://www.hse.gov.uk/>).

Learning outcomes (objectives)

- 1 To understand that some pictures add meaning and purpose to written information by illustrating points or processes visually.
- 2 To interpret the meaning of safety signs from their colour, shape and picture or symbol.

Suggestions for page

- The theme could be introduced with a presentation of common signs and symbols used in the learners' workplaces (on OHT if possible), or distribute pages from a catalogue showing different safety signs.
- Discuss the purpose of the signs and symbols and why the information is presented in this way and not, for example, as a piece of text. (Easier to see and understand critical information quickly.)
- What might be the outcome if people did not read or understand the information? Ask learners of any instances where they have found signs useful (e.g. road signs).
- Ask learners to consider the general meaning of any signs they recognise. Ask what helps them to understand the meaning – is it the shape, the colour, the symbol, or something they have come across or learned about before, for example, the 'no smoking' sign. Ask them to think about the

type of instruction – telling you not to do something. Point out that the diagonal line through it is like crossing it out or saying 'don't do this'.

- Confirm that the colour, shape and picture or symbol will help them to work out the meaning of safety signs.
- Read through the learner page with learners, working from left to right across the page. Look carefully at each sign to 'decode' it, using the colour and shape information, as well as the visual clues in the symbol. It is important that learners understand that these signs are not randomly designed but that all aspects of them convey information.
- Check learners' knowledge of difficult vocabulary such as caution, mandatory and prohibited. Point out the alternative everyday words 'warn', 'must do', and 'must not do'.
- Distribute a range of signs cut from catalogues to pairs of learners (or use signs cut from the Source materials of the following *Embedded Learning Materials: Cleaning, Painting operations* (COSHH signs), *Production line manufacturing, Skills for construction, E2E*).
- Ask learners to work out the meaning of each sign.
- Stress the importance of finding out what unknown signs in their own workplaces mean.
- Hand out Source page 0:10. Explain the task on the learner page fully and use examples. If possible, project the Source material page on the OHP and model how to fill it in by asking for examples from the group.

Suggestions for learners who are having difficulties

- Check that learners understand the language of shapes such as triangle, square, circle etc. (It is preferable to use colour copies of learner and Source material pages for all learners, but especially for those with difficulties.)

- Make sure learners are aware of how the colour, shape and picture work together to create the overall meaning.
- If learners are colour blind, ask them about their coping strategies. Point out that shape as well as colour can be used to work out the meanings.
- Remind learners that a safety sign is made up of two 'messages' – the sign itself and the symbol, both of which give you a 'message' such as 'you must not' and 'cigarette'. Point out that these two 'messages' are combined in the sign to make the full message 'do not smoke'.
- If necessary, present the learner with just the shape and colour of the sign first. (These can be cut from the learner page.) Let the learner say what the meaning of the shape/colour is first and write this down.
- Then go through the pictures in each sign asking learners 'what can you see?' and leading them to say what they think the picture means. Guide learners to put the two meanings together to get an idea of the overall meaning. Learners might find this easier if the signs and meanings were cut up so that they could physically mix and match them on the table first.

Suggestions for advanced learners

- Ask learners to create a new sign for a particular hazard in their workplace. Make sure they conform to the standard shapes, colours etc.
- Discuss and look at other examples relevant to learners' work areas such as COSHH signs.

Curr ref	Standards	Key Skills
Rt/E3.9	G1, G2, G3	C1.2

Signs and symbols at work

Safety signs at work give you important safety information.

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

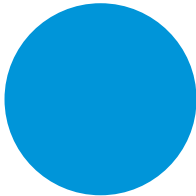
The **picture, symbol or writing** on the sign gives more particular information.



A **red** circle with a line through is **prohibitive**. It means you **must not** do something.



Do not smoke



A **blue** circle is **mandatory**. It means you **must** do something.



Wash your hands



A **yellow** triangle **cautions** or **warns** you about a **danger**. It means **look out** or **watch out**.



Trip hazard. Watch out!



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



This water is safe to drink



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



This is a fire alarm point.

Shape	Colour	Meaning
	black and yellow	DANGER - warn of danger
	blue	MANDATORY - must do something
	red	PROHIBITIVE - must not do something
	green	SAFE - safe places or things
	red	FIRE EQUIPMENT

Task:

- Think about the safety signs and symbols you see in your workplace.
- Complete the chart on the Source page and compare it with someone who works in a different place.

PAGE 4:6

Finding information on the Internet

After completing the Health and Safety course, learners may need to find further information. It is likely that the most convenient source of information will be the Internet. To find such information effectively, users must have a basic understanding of search engines and web browsers, along with a range of reading skills.

This page identifies key features of Internet searching. It also encourages learners to practise the reading skills of scanning, skimming and detailed reading. (These skills are also covered in learner pages 2:1, 2:3 and 2:4.)

Materials

Source page 0:11, flipchart or whiteboard, a selection of coloured pens, computers with Internet access would be very useful and an interactive whiteboard would be ideal for displaying web searches, scanning text and circling key words.

Learning outcomes (objectives)

- 1 To use a search engine to find information about health and safety for workers in the UK.
- 2 To use different reading skills to find information on the Internet.

Suggestions for page

- Explain that there is a lot of information on the Internet. Using it well is all about finding the right information quickly and not wasting a lot of time.
- Hand out copies of the learner page. Make sure learners understand what a search engine is. Ask learners for examples of search engines they use, e.g. Yahoo, Google, MSN. Explain that the drawing on the page is not an actual search engine but is drawn to look like a real one.
- Discuss each information box in turn, expanding on the key points. Probably the hardest thing for new web users is deciding which key words to type in (and which to leave out). Give lots of oral examples, asking for help from learners familiar with the Internet. For example, 'What key words would I use if I was looking for train times from Oxford to London?'. Trains – no, train Oxford – no, Oxford times – no, that's a newspaper, train times UK – yes!

- Explain about 'narrowing a search' by using extra key words, UK only buttons, etc. The number of pages searched by search programs is continually increasing.
- Explain that there is no need to use punctuation such as capital letters, and that search engines ignore little unimportant words such as 'the' and 'in'.
- Moving on to the second screen shot point out that on this occasion the search has been successful, but that sometimes you will be presented with a long list of sites and will need to skim through for interesting bits (or, if you have key words in mind scan down the list for them, e.g. health, safety, workers). When you come to a heading that looks suitable (in this case the top two items) read the short description in detail to decide whether it's worth a look. Avoid clicking and looking at every site listed – this wastes time. (All this is best demonstrated live on a PC if possible.)
- If learners have already practised scanning and skimming in earlier sessions, ask them to give examples of situations where they have scanned information (looking for a telephone number in the phone book) or skimmed a text (reading newspaper headlines to find an article of interest, looking through the TV magazine to see what's on tonight, etc.).
- It is worth spending time discussing the reliability of the web and that you can't believe everything out there. Unlike books, which take time and money to publish and print (and are therefore generally reliable), web pages can be put up by almost anyone.

Source page 0:11

- Explain that this is the page that would come up if the first option in the Poodle search results (see learner page) was clicked.
- Note: all the following points are best illustrated live if possible.
We were only told on the learner page that the searcher was looking for more information about 'Health and Safety for UK workers'. The Source material page screen shot gives the searcher a lot of options. Ask learners what they see (or point out as necessary) and list on the whiteboard, for example:

- a) search box top right (note that this is different from the Poodle search and only searches the HSE site);
- b) the drop down boxes on the right, these really let you get to your own work area quickly (e.g. choices for first drop down box are numerous and include construction, health service, agriculture, catering, etc.);
- c) the subheadings on right which could be very useful (free leaflets, reporting an accident); other subheadings to left – again very clear, help you get to the information you want;
- d) the news section and pictures in the centre;
- e) the navigation bar at the top that takes you to Help, main HSE site, etc.;
- f) useful phone numbers in lower left box.

Suggestions for learners who are having difficulties

- It is unrealistic to expect learners completely new to the Internet to grasp how it works fully from this single session. It would need to be followed up soon with other opportunities to reinforce their learning.
- Learners who have not used the Internet before need to be encouraged to key in searches for themselves (if PCs are available) and see what happens.

Suggestions for advanced learners

- More advanced learners, either in terms of Internet use or of reading skills, could explore other sites: choosing a Health and Safety topic to research and making a note of the route that they take.
- In this way they would obtain other information about this subject. They could then present/demonstrate their findings to the rest of the group.

Curr ref	Standards	Key Skills
Rt/L2.6	n/a	C1.2
Rt/L2.7		

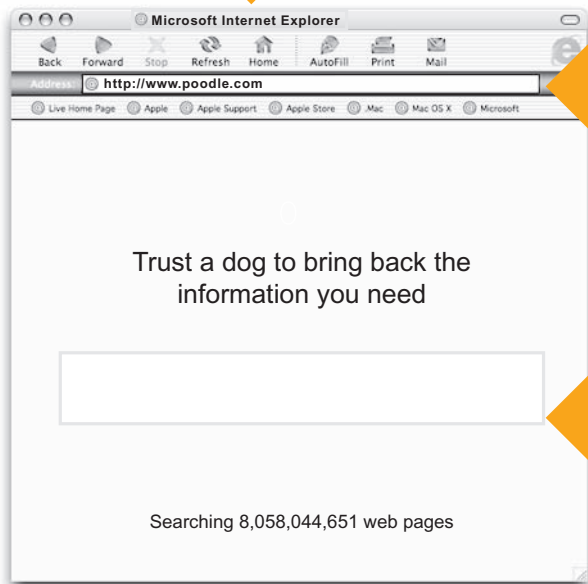
Finding information on the Internet

Once you know how, the Internet is a wonderful way to find information quickly and cheaply.

To look at web pages you need a **web browser** such as **Microsoft Internet Explorer** which is found on almost all computers that are connected to the Internet.

If you don't know the web address of a site, use a search engine to find pages. **This search engine is called Poodle.** There are many different search engines you can use.

If you know the web address or **url** of a site, type it into the **address bar**. Some **urls** such as **www.bbc.co.uk** are very well known.



Search engines do not look for words like **the**, **in** and **for** so don't include them in your key words.

To use a search engine type key words into the **search box**. Choose these words carefully to find the pages you want.

Web Images Groups News Froogle ^{New!}

Poodle workers health safety Search Advanced Search Preferences

Search: the web pages from the UK

Web Results 1 - 10 of about 760,000,000

Worker's health and safety - Homepage
 The law puts responsibility on employers and employees to look after **health and safety** at work.
www.hse.gov.uk/workers/ - 19k - 1 Jun 2005 - Cached - Similar pages

Worker's health and safety - Safety Representatives
 Safety representative's rights and functions include a legal right to
www.hse.gov.uk/workers/safetyreps.htm - 10k - 1 Jun 2005 - Cached - Similar pages
 [More results from www.hse.gov.uk]

This will **narrow the search** a bit. I'll click the 'pages from the UK' button.

I'd like to find out more about **Health and Safety for workers in the UK**.

'dot' gov.uk? That's a government site. HSE? That's the Health and Safety Executive - we discussed these on the course.

Warning! Anyone can put a page on the Internet. Don't believe everything you read.