



### Punctuation and Health and Safety signs

<b>Group:</b>
<b>Tutor:</b>
<b>Location:</b>

### SESSION PLAN

#### Aims

- To revise rules of punctuation
- To explain the concept of the need for safety signs in the workplace
- To enable participants to apply the principles of health and safety in the workplace to a practical activity

#### Objectives

Participants will:

- a knowledge of when to use commas and apostrophes
- an understanding of what a sentence is
- identified/named key safety signs
- completed/solved activity on health and safety board game
- compiled sentences relating to the health and safety environment in which they work

Time/activity	Teacher activity	Learner activity	References
<b>Introduction</b> 10 minutes	<ul style="list-style-type: none"> <li>• Recap on the last session.</li> <li>• Show <b>module 2 presentation slides 1-3</b> and introduce module aims and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> </ul>	SLlr/L2.1
<b>Commas</b> 25 minutes	<ul style="list-style-type: none"> <li>• Distribute <b>Handout 1 Using commas</b>.</li> <li>• Explain the different 'jobs' of commas by talking through <b>slides 4 and 5</b>.</li> <li>• Give out <b>Activity 1 Using commas</b> to be completed by learners in pairs.</li> <li>• Take feedback.</li> <li>• Use time to address individual needs. If there is access to computers and the internet, direct participants to the BBC Skillswise website to complete the quiz and game on commas, or hand out paper based activity sheets from the Skillswise website or other commercially produced activity sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out task</li> <li>• Paired activity</li> <li>• Listen, read and respond</li> <li>• Individual exercises – practising different uses of commas</li> <li>• <a href="http://www.bbc.co.uk/skillswise/grammar/commas">www.bbc.co.uk/skillswise/grammar/commas</a></li> </ul>	Ws/L2.4



Time/activity	Teacher activity	Learner activity	References
<b>Apostrophes</b> 25 minutes	<ul style="list-style-type: none"> <li>• Introduce the use of apostrophes by showing <b>slide 6</b>.</li> <li>• Distribute <b>Handout 2 Apostrophes</b> and <b>Activity 2 Apostrophes</b>.</li> <li>• Talk through each explanation.</li> <li>• Ask participants, in pairs, to complete activities.</li> <li>• Take feedback and discuss.</li> <li>• Again, either access BBC Skillswise to complete apostrophes quiz and game or hand out paper based activity sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, read and respond</li> <li>• Carry out activity in pairs</li> <li>• <a href="http://www.bbc.co.uk/skillswise/grammar/apostrophes">www.bbc.co.uk/skillswise/grammar/apostrophes</a></li> </ul>	Ws/L2.4
<b>Break</b> 10 minutes			
<b>Safety signs</b> 10 minutes	<ul style="list-style-type: none"> <li>• Give out <b>Handout 3 Safety signs</b> and discuss how employers have to provide safety signs in a variety of situations. Ask if participants can recollect any of the safety signs which appear in their work place and list on the flip chart.</li> <li>• Distribute <b>Activity 3 Safety signs</b> and ask participants to complete in pairs.</li> <li>• Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out paired activity</li> </ul>	SLc/L2.1 SLd/L2.1
<b>Health and safety board game</b> 15 minutes	<ul style="list-style-type: none"> <li>• Hand out the <b>Health and safety board</b> and <b>safety sign cards</b>.</li> <li>• Ask participants, individually, to look at the plan of the workshop on the board, look at the safety signs and decide on their meaning.</li> <li>• Divide group into teams of 3/4 and ask them to work together to discuss where to place the safety signs in the correct positions on the workshop plan.</li> <li>• Take feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group work</li> <li>• Participate in board activity</li> <li>• Contribute to group discussion</li> </ul>	SLc/L2.1 SLd/L2.1



Time/activity	Teacher activity	Learner activity	References
<b>Sentences</b> 15 minutes	<ul style="list-style-type: none"> <li>• Ask 'what is a sentence?' and ask participants to give examples. Note what they have in common i.e. they make complete sense.</li> <li>• Show <b>slide 7</b> and discuss how a sentence must have a verb and a subject.</li> <li>• In pairs, participants to compose sentences relating to the previous activity. Encourage them to think about their own work environment and how health and safety signs and regulations would apply to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Paired activity</li> <li>• Give feedback</li> </ul>	Ws/L2.1 Ws/L2.4
<b>Summary and self-directed study</b> 10 minutes	<ul style="list-style-type: none"> <li>• E-learning: direct participants to complete the relevant e-learning activities relating to this session.</li> <li>• Alternatively, hand out paper based activity sheets on commas and apostrophes for completion during the week.</li> <li>• Revisit session aims and objectives using <b>slides 2&amp;3</b>.</li> <li>• Take feedback and questions.</li> <li>• Ask participants to complete evaluation section in their ILP</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond.</li> <li>• Complete evaluation in ILP</li> </ul>	

**Resources/aids**

- Module 2 PowerPoint presentation/OHP slides
- Handouts: Handout 1 Using commas; Handout 2 Apostrophes; Handout 3 Health and Safety signs
- Activity sheets: Activity 1 Using commas; Activity 2 Apostrophes; Activity 3 Safety signs
- Health and safety board game and safety signs (see detailed guidance notes)
- Highlighter pens
- Flipchart and markers

**Individual learning planning**

Learner	Skills	Activity/resources	Evaluation



**MOVE ON**  
IN MANUFACTURING   
**Punctuation and Health  
and Safety signs**

**Aims**

- To revise rules of punctuation
- To explain the concept of the need for safety signs in the workplace
- To enable participants to apply the principles of health and safety in the workplace to a practical activity



## Objectives

Participants will have:

- a knowledge of when to use commas and apostrophes
- identified/named key safety signs
- completed/solved activity on health and safety board game
- an understanding of what a sentence is
- compiled sentences relating to the health and safety environment in which they work



## Commas

- Commas separate parts of a list or a series of actions
- Commas mark out the less important part of a sentence





### Commas

- **Separating parts of a list or series of actions:**

*The first aid box contained bandages, antiseptic, cotton wool and plasters.*

Note: no comma is needed before the **and** before the last item.

- **Separating the less important part of a sentence (for extra information)**

Note: two commas are needed:

*The Health and Safety Inspector, I am sure, will help you if he can.*



### Apostrophes

- **For shortened forms**

Examples: *They've – They have*  
*It's – It is or it has*

- **To show ownership**

Examples:

*Julie's car* – the car belongs to Julie

*The site manager's hard hat* – the hard hat belongs to the site manager

*The employees' goggles* – the goggles belong to the employees



### **What is a sentence?**

- A sentence is a group of words that makes complete sense (expresses a complete idea)
- A sentence may be a:
  - statement
  - question
  - command
- A sentence must contain a subject and a verb





## Activity summary and guidance

### Introduction

Introduce module aims and objectives by showing **slides 1-3**. Review work done since the last session.

### Using commas

Assess prior knowledge of commas through Q&A and introduce **slides 4 & 5**. Distribute **Using commas handout** and **activity sheet** and ask participants to complete in pairs. Use remainder of the time to address individual needs. If there is access to computers and the internet, direct participants to the BBC Skillswise website ([www.bbc.co.uk/skillswise/grammar/commas](http://www.bbc.co.uk/skillswise/grammar/commas)). There are interactive games and quizzes on the site. Alternatively hand out paper based activity sheets which can be accessed from the Skillswise website or other commercially produced activity sheets as appropriate.

### Apostrophes

Check prior knowledge through Q&A and then show **slide 6**. Give out **apostrophes handout and activity** and talk through each explanation of where to use apostrophes before asking participants to complete the activity sheet. Again, either access BBC Skillswise to complete the apostrophes quiz and game or hand out paper based activity sheets.

### Safety signs activity

Give out **Safety signs handout** and discuss safety signs in general and how employers have to provide safety signs in a variety of situations. Link this directly to the participants' workplace by asking if they can recollect any of the safety signs that appear in their place of work. List on the flipchart. Distribute **Safety signs activity** and ask participants to complete in pairs. Again make appropriate links with the workplace.

### Health and safety board game

Hand out the **Health and safety board** and **safety sign cards**. Depending on the size of the group, you will need multiple boards and sets of cards. You may wish to laminate the boards and cards if they are to be used frequently. This game is from the DfES Standards Unit, Teaching and Learning, Business and may be ordered direct from the DfES – reference number DfES/0477/2004, Prolog Code T&LNROBTTR. The safety signs used are those from the previous activity but ask participants, individually, to look at the plan of the workshop on the board and at the safety signs and decide on their meaning. Divide group into teams of 3/4 and ask them to work together to discuss where to place the safety signs in the correct positions in the workshop plan. As an extension to this activity, discuss how the plan would relate to their place of work, which signs would be appropriate and would there be a need for any additional signs? Take feedback.

### Sentences

Ask 'what is a sentence?' and note examples. Note what they have in common, i.e. they make complete sense. Show **slide 7** and discuss how a sentence must have a verb and a subject. Ensure that participants understand the grammatical vocabulary used and give clear examples. Ask participants, in pairs, to compose sentences relating to the **Health and Safety board game**. Encourage them to think about their own work environment and how health and safety signs and regulations would apply to them. Question what particular hazards are present in their work environment and how are they dealt with in health and safety terms?

### Summary and self-directed study

E-learning: direct participants to complete the relevant e-learning activities relating to this session. They may also wish to visit the Skillswise website if there hasn't been an opportunity during the session. Alternatively, hand out paper based activity sheets on commas and apostrophes for completion during the week. Revisit session aims and objectives using **slides 2&3**. Take feedback and questions. Ask participants to complete evaluation section in their ILP.

## **Handout 1: When to use commas**

We use commas in two main ways:

### **1. Commas separate the items in a list.**

Sometimes these items are real things.

*E.g.* A risk assessment may include risks associated with slips, trips and falls.

Sometimes these items are things you do, or places you go.

*E.g.* Yesterday I went to work, played badminton, went to the pub and then went to bed.

BEWARE!

Always make sure you use **and** to separate the last two items in your list.

Make sure that you don't use a comma before the word **and** at the end of your list.

### **2. Commas mark out the less important part of a sentence.**

This is a useful way to make your sentences more interesting by adding extra information.

*I take responsibility, at all times, for the quality of what I produce.*

This sentence is about taking responsibility for quality of production, it's not about when responsibility is taken.

*The foreman took his hard hat, which was bright yellow in colour, to site with him.*

This sentence is about the foreman taking his hard hat to site, it's not about the colour of the hard hat.

### **HOW CAN I CHECK?**

A quick way to check this second use of commas is to see if the sentence makes sense without the words between the commas.

### **Activity 1: When to use commas**

1. When you hear the fire bell do not stop for coats valuables or other items.
2. All individuals where possible should try to remember the location of other members of staff to assist in the roll call process.
3. Young workers and pregnant mothers are not allowed to handle toxic teratogenic mutagenic or carcinogenic materials.
4. Wear suitable protective clothing gloves and eye/face protection.
5. If you need to know more about a particular dangerous chemical especially if you are going to be exposed to it at work you could ask your employer for a safety data sheet.
6. When a fire is discovered evacuate the area to the fire evacuation point call the fire brigade and advise persons between 100 to 300 metres from the cylinders to take cover.
7. Quality checks happen at every stage – from receiving incoming material to preparing for and carrying out manufacturing operations to packing storing and transferring finished goods.
8. The smoke alarms where installed are regularly checked.
9. Your annual appraisal is an opportunity to evaluate your own practice to recognise existing skills and to monitor progress.
10. In case of accident or if you feel unwell seek medical advice immediately.

### **Activity 1: When to use commas (answer sheet)**

1. When you hear the fire bell do not stop for coats, valuables or other items.
2. All individuals, where possible, should try to remember the location of other members of staff to assist in the roll call process.
3. Young workers and pregnant mothers are not allowed to handle toxic, teratogenic, mutagenic or carcinogenic materials.
4. Wear suitable protective clothing, gloves and eye/face protection.
5. If you need to know more about a particular dangerous chemical, especially if you are going to be exposed to it at work, you could ask your employer for a safety data sheet.
6. When a fire is discovered evacuate the area to the fire evacuation point, call the fire brigade and advise persons between 100 to 300 metres from the cylinders to take cover.
7. Quality checks happen at every stage – from receiving incoming material, to preparing for and carrying out manufacturing operations, to packing, storing and transferring finished goods.
8. The smoke alarms, where installed, are regularly checked.
9. Your annual appraisal is an opportunity to evaluate your own practice, to recognise existing skills and to monitor progress.
10. In case of accident, or if you feel unwell, seek medical advice immediately.

## Handout 2: Apostrophes

Apostrophes have two uses:

### 1. Apostrophes show you that some letters have been taken out of a word to shorten it.

**Do not** becomes **don't**.

**I will** becomes **I'll**.

**Could have** becomes **could've**.

The apostrophe goes where the letters have been removed.

You use apostrophes this way in **informal** writing. You should not shorten words when you are writing formal letters.

NOTE - sometimes words are shortened in an irregular way. The apostrophe, however, is still used to show where letters are missing.

eg: **Will not** becomes **won't**.

### 2. Apostrophes show you that something belongs to something else. To show belonging you add 's .

*The man's boots* - says that the boots belongs to the man.

*The car's lights* - says that the lights belong to the car.

*Amin's hair* - says that the hair belongs to Amin.

Usually the apostrophe goes before the **s**.

If the owner already ends in s then the apostrophe goes after the s that is already there. You just need to add an apostrophe. Eg:

*The machine operators' protective clothing* - says that the protective clothing belong to some machine operators.

*The cars' brakes* - says that the brakes belong to some cars.

Watch out for plurals that don't end in s. Words like **men** and **children** don't end in s, but they are talking about lots of people. These words use 's to show possession eg:

*The men's hats* - says that the hats belong to the men.

*The women's shift patterns* - says that the shift patterns belong to the women.

## **Activity 2: Apostrophes**

1. The companys health and safety policy was not displayed correctly.
2. James broken finger was recorded in the accident book.
3. Its Alisons job to make sure that the fire extinguishers are serviced regularly.
4. On hearing the fire alarm you mustnt return to the building until authorised to do so.
5. The mens washing facilities are at the end of the corridor opposite to the ladies toilets.
6. Whilst we respect our visitors rights, smoking in the general workplace is not allowed, to protect the health of our staff.
7. It is the site managers responsibility to ensure that the Emergency Plan is implemented.
8. Water based fire extinguishers shouldnt be used on an electrical fire.
9. Its necessary to wear eye protection when using the drill and its guard must always be in place.
10. Observe all safety rules and regulations when working on other peoples premises.

## **Activity 2: Apostrophes (answer sheet)**

1. The company's health and safety policy was not displayed correctly.
2. James' broken finger was recorded in the accident book.
3. It's Alison's job to make sure that the fire extinguishers are serviced regularly.
4. On hearing the fire alarm you mustn't return to the building until authorised to do so.
5. The men's washing facilities are at the end of the corridor opposite to the ladies' toilets.
6. Whilst we respect our visitors' rights, smoking in the general workplace is not allowed, to protect the health of our staff.
7. It is the site manager's responsibility to ensure that the Emergency Plan is implemented.
8. Water based fire extinguishers shouldn't be used on an electrical fire.
9. It's necessary to wear eye protection when using the drill and its guard must always be in place.
10. Observe all safety rules and regulations when working on other people's premises.



## Handout 3: Safety signs

### Safety signs

The Health and Safety (Safety Signs and Signals) Regulations

Employers have to provide safety signs in a variety of solutions that do, or may, affect health and safety. There are four types of safety signs in general use. Each of these types has a designated shape and colour, to make sure that employees get health and safety information in a simple, bold and standard way, with little use of words.

Details of these signs and typical examples of use are given below.



**PROHIBITION**

Stop/must not



**WARNING**

Risk of danger  
hazard ahead



**MANDATORY**

Must obey



**SAFE WAY  
TO GO**

Safe condition

### Activity 3: Safety signs

Write the type and meaning under each sign



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING



TYPE

MEANING

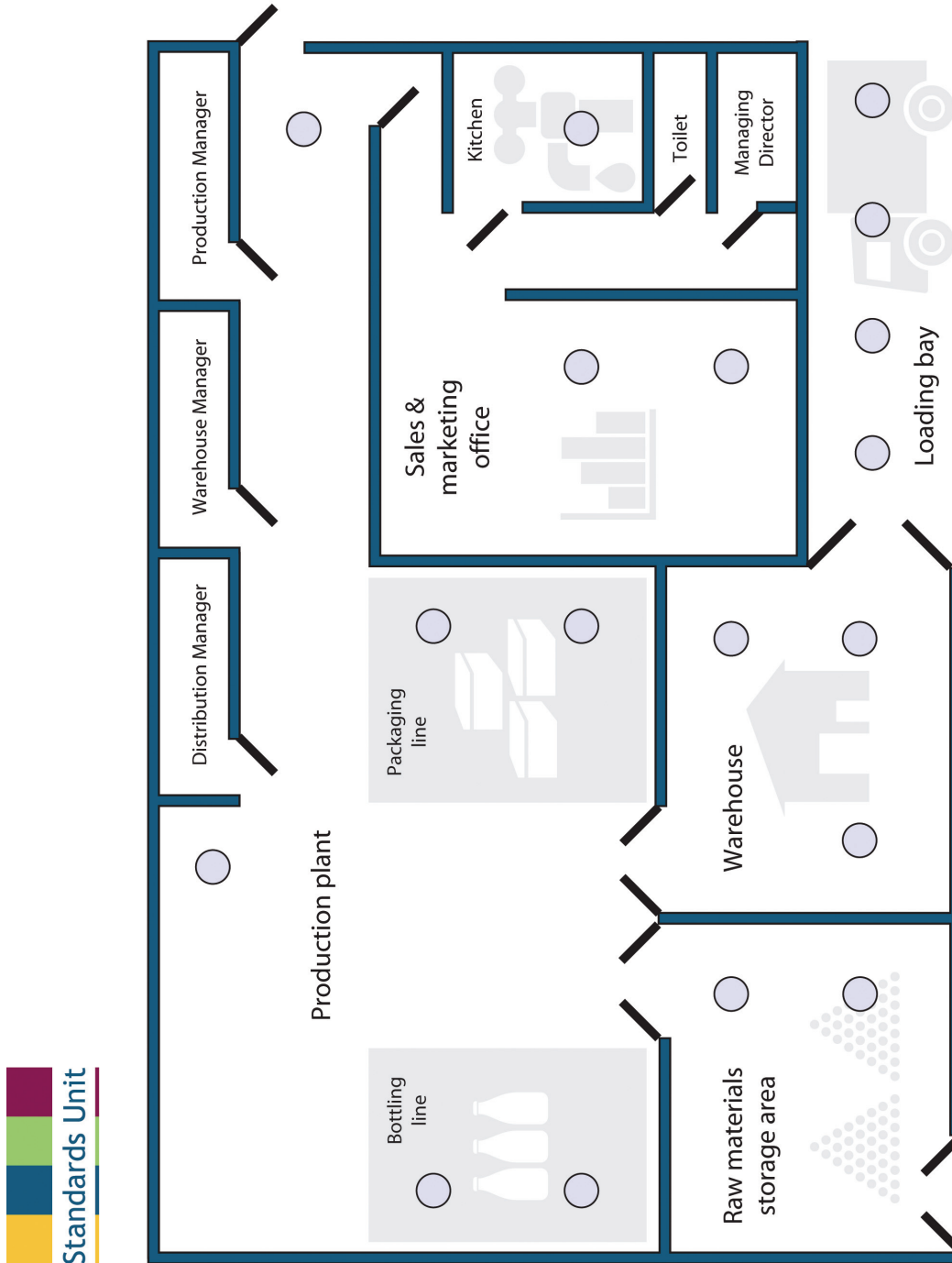


TYPE

MEANING

### Health and safety activity - factory and office plan

Place the safety signs on the most appropriate location within the factory and office plan.





### Health and safety activity - answer sheet

