

Reading skills, identifying main points in a text and COSHH symbols

Group:
Tutor:
Location:

SESSION PLAN

Aims

- To introduce reading skills and highlight opportunities for practical application within the manufacturing sector and, in particular, in health and safety and quality assurance.
- To identify the main points in a text and practical application in the work environment.
- To explore the use of COSHH safety symbols in the workplace

Objectives

Participants will:

- understand and apply different reading strategies according to purpose – skimming, scanning and careful reading (e.g. reading health and safety notices and works instructions)
- identify how the application of reading strategies has an impact in the workplace
- apply appropriate reading strategies in order to identify the main points in a text
- match safety measures for handling hazardous chemicals to the different types of chemicals

Time/activity	Teacher activity	Learner activity	References
Introduction 10 minutes	<ul style="list-style-type: none"> • Recap on the last session. • Show module 3 presentation slides 1-3 and introduce module aims and objectives. 	<ul style="list-style-type: none"> • Listen and respond 	SL1r/L2.1



Time/activity	Teacher activity	Learner activity	References
<p>Reading strategies 25 minutes</p>	<ul style="list-style-type: none"> • Discuss reading strategies i.e. difference between skimming, scanning and careful reading. • Show slides 4 and 5. Explain and clarify methods. • Ask participants for examples of how different strategies are applied in their work environment and explore the implications of being careless when reading at work and how this may impact on health and safety and quality assurance. • Note feedback on flipchart. • Ask participants to apply strategies by completing Activity 1 Health, safety and environmental policy statement and Activity 2 Work procedures • When completing both activities participants should work in pairs and time each other. • Offer extension activity by directing participants to the BBC Skillswise website to complete scanning and skimming quizzes or individual support where appropriate. 	<ul style="list-style-type: none"> • Listen and respond • Individual/paired activity • Read handout • Time each other. • Use highlighter pens to support activity • www.bbc.co.uk/skillswise 	<p>SLlr/L2.1 Rt/L2.7</p>
<p>Finding main points in text 15 minutes</p>	<ul style="list-style-type: none"> • Discuss how skimming strategies can be used to identify main points in a text. • Show slide 6. • Give out Activity 3 Explain the process along with a number of blank cards. • Ask participants to read through the process individually and highlight the main points. They should then write the main points on the cards provided and use them to explain the process to someone else. Encourage participants to keep the main points on the cards as brief as possible. 	<ul style="list-style-type: none"> • Listen and respond • Individual/paired activities • Speak to communicate 	<p>SLlr/L2.1 SLc/L2.1 Rt/L2.3</p>



Time/activity	Teacher activity	Learner activity	References
COSHH symbols 15 minutes	<ul style="list-style-type: none"> • Introduce activity by discussing how COSHH symbols give important information and emphasise the importance of knowing how to handle chemicals properly. Ask for examples of COSHH symbols used in the participants' workplace. • Give out Activity 4 COSHH symbols and ask participants to work in pairs to match the cards to the symbols. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond. • Paired activity – match cards to symbols. • Give feedback. 	SLlr/L2.1
Break 10 minutes			
Main points and specific detail 20 minutes	<ul style="list-style-type: none"> • Give out Activity 5 Read the label. • Ask participants, in pairs, to complete the activity. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond. • Paired activity – use different coloured highlighter pens to locate main points and specific detail. • Use information to complete chart. • Give feedback. 	Rt/L2.3
Practice test questions 20 minutes	<ul style="list-style-type: none"> • Distribute Practice test questions and ask group to complete in pairs. • Take feedback 	<ul style="list-style-type: none"> • Listen and respond • Answer multiple choice questions. • Give feedback 	Rt/L2.3 Rt/L2.7
Summary and self-directed study 10 minutes	<ul style="list-style-type: none"> • E-learning: direct participants to complete the relevant e-learning activities relating to this session. • Alternatively, hand out paper based activity sheets on skimming and scanning and finding main point in text 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 	<ul style="list-style-type: none"> • Listen and respond • Complete evaluation in ILP. 	

Resources/aids

- Module 3 PowerPoint presentation/OHP slides
- Activity sheets: Activity 1 Health, safety and environmental policy statement; Activity 2 Work procedures; Activity 3 Explain the process; Activity 4 COSHH symbols; Activity 5 Read the label.
- Blank cards
- COSHH meaning and safety measures cards
- Website: www.bbc.co.uk/skillswise/reading
- Practice test questions
- Highlighter pens
- Flipchart and markers

Individual learning planning

Learner	Skills	Activity/resources	Evaluation



MOVE ON
IN MANUFACTURING 

**Reading skills, identifying
main points in a text and
COSHH symbols**

Aims

- To introduce reading strategies and highlight opportunities for practical application within the health sector and, in particular, in customer care.
- To identify the main points in a text and practical application in the work environment.
- To explore the use of COSHH safety symbols in the workplace



Outcomes

Participants will :

- understand and apply different reading strategies according to purpose – skimming, scanning and careful reading (e.g. reading health and safety notices and works instructions)
- identify how the application of reading strategies has an impact in the workplace
- apply appropriate reading strategies in order to identify the main points in a text
- match safety measures for handling hazardous chemicals to the different types of chemicals



Methods of reading

Scanning – our eyes move quickly over the page looking for key words:

- Purpose – to look for something particular
- Useful for – using a telephone directory, etc.

Skimming – very fast reading missing out lots of words:

- Purpose – to get a general idea
- Useful for – a quick read of any written material to see if it is interesting or relevant to us



Methods of reading

Light reading – quite fast reading taking in more detail:

- Purpose – to read for pleasure
- Useful for – novels and articles, etc.

Careful reading – slower, more concentrated reading taking in details you need to remember:

- Purpose – to gather detailed information
- Useful for – following instructions, reading important documents, etc.

Main points in text

Skim reading to get the gist of an article or book is vital:

- It is a quick way of obtaining the **main points** without wasting time
- From skimming you can decide whether it is worth reading the piece in closer detail.

Activity summary and guidance

Introduction

Recap on previous session using Q and A to assess understanding. Introduce Module 3 aims and objectives using **slides 1 - 3**.

Reading strategies

Discuss reading strategies – difference between skimming, scanning and careful reading. Show **slides 4-5** and explain and clarify methods. Ask for examples of how different strategies can be applied at work and in study e.g. scanning for a telephone number on a phone list or skimming noticeboards to see if there is anything of interest and instances where careful reading is very important e.g. checking work instructions or fire procedure notices. Talk about the implications of being careless when reading at work and how this may have an impact on safety, performance or quality assurance. Note examples on flipchart.

Give out **Health, safety and environmental policy statement**. Participants to work in pairs and time each other in order to encourage speed when scanning. Follow with **Work procedures** activity sheet and again encourage participants to read as quickly as possible in order to answer the questions. To make this activity more relevant to the participants, you may wish to substitute these documents with policy statements or work procedures from their own work place.

If participants have access to computers and the internet, offer extension activity by directed them to the BBC skillswise website (www.bbc.co.uk/skillswise) where there are a number of scanning and skimming quizzes in the section headed reading. These quizzes are timed and encourage speed in reading. Alternatively there are a number of printable worksheets and activities which may be given to participants or you may have other suitable activities.

Finding main points in text

Discuss how skimming, as used in the previous activities, can be used to identify main points in a text. **Show slide 6**. Ask participants to work in pairs and give out **Explain the process** activity sheets. There are two different activities – Sheet 1 Workplace regulations and Sheet 2 Quality Control and Quality Assurance; one for each participant in the pair. Ask participants individually to read through the processes and highlight the main points. They should write the main points on the blank cards provided and then use the cards as a guide as they verbally explain the process to their partner. This will help hone the participants' skills and is an effective way of indicating how describing a text can help participants identify what is 'important' and memorable.



COSHH symbols

Like safety signs, COSHH symbols give important information. This activity concentrates on the most common COSHH symbols used in chemical product labels and the written information/instructions for handling the product that support the symbols. Introduce the activity by discussing how COSHH symbols give important information and emphasise the importance of knowing how to handle chemicals properly. Ask for examples of COSHH symbols used in the participants' workplace and note on the flipchart. Use the **COSHH symbols teacher resource** to create cards for the activity. Give out **COSHH symbols** activity sheet and ask participants to work in pairs to match the meaning and safety measures cards to the symbols.

Main points and specific detail

Give out **Read the label** activity and participants skim the text and highlight the main points in each paragraph. Using a different colour highlighter pen, they highlight the specific detail relating to the main points in each paragraph. Some participants may find this activity challenging and again I would suggest that they read the text and "tell" someone about it – ask "what is this text about". Once they have the answer then they can list the details that relate to the main point.

Practice test questions

The practice test questions have been selected to reinforce the learning in the module in that they contain a number of questions relating to reading strategies and find the main point in text and it is in multiple choice format. Give the participants 20 minutes to complete the test questions and take feedback, noting any areas of difficulty.

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 reading strategies and finding main points in text 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 LLP.



Activity 1: Health, safety and environmental policy statement

This sheet is a statement about a health, safety and environmental policy in a company. You don't have to read it all. Pick out any key words to help you find what you are looking for. 'Scanning' for words in the text will save you time.

Scan the information and look for each of the words and phrases in the table. Highlight the words using a coloured highlighter.

Count how many times each word appears in the text and fill in the table. Try to do it as quickly as possible.

Health, safety and environmental policy statement

It is the Company policy that all reasonable steps will be taken to ensure the health and safety of persons whilst at work, and to prevent damage to Company property, the environment and injury to employees and members of the general public.

It is the duty of all employees to conform to Company policy and safety codes of practice, and to co-operate with the Management in meeting all relevant statutory and legal obligations.

The Management's responsibility cannot be discharged without the co-operation of all employees with regard to whatever duties they are asked to perform. The prevention of accidents and risks to health is, therefore, clearly the responsibility of all personnel.

The Management regards it as essential to promote joint discussion on the subject of Health and Safety; thereby ensuring involvement at all levels throughout the Company.

The Management will make available the necessary resources and promote the implementation of this policy. Health and Safety at work can only be achieved by positive action and teamwork at every level in the business; everyone in the Company has a vital role to play.

All work methods and systems of work will be appraised periodically to ensure that the safest possible methods and procedures are adopted and implemented.

As Site Director/Manager of the Company I give full backing to the policy and will support all those who endeavour to carry it out.

Find this word or phrase	How many times is it in the text?
company	
policy	
health	
Health and safety	
manager/management	
employees	

Activity 1: Health, safety and environmental policy statement

Answer sheet

Find this word or phrase	How many times is it in the text?
company	6
policy	5
health	5
Health and safety	3
manager/management	6
employees	3

Activity 2: Finding information from work procedures

Procedures are important documents to help you do your job better and to protect you and other people at work. Procedures can be long and complicated and reading strategies such as 'skimming' and 'scanning' can help you find particular information quickly.

Read the information below before answering the questions.

Fire prevention and evacuation

Notices outlining the procedures to be adopted in case of fire or the need for evacuation are displayed on the Health and Safety notice board, and also in Section 05 of the Manual (Emergency Plan). General procedures are also outlined in the Staff Handbook. Staff must be familiar with these procedures for the areas in which they work.

If any fire extinguisher or other fire fighting equipment is used and any defect is noted then the fact should be reported immediately to the Site Manager. If a member of staff discharges a fire extinguisher then the Site Manager should be informed immediately so that the extinguisher can be replenished.

It is the responsibility of all personnel to be aware of the positions of fire fighting equipment, the fire alarms and the escape routes from the buildings in which they work. On no account should access to fire fighting equipment, fire alarms and exits be obstructed.

Fire fighting training will be organised by the Site Manager through the local fire department. Ideally at least 50% of staff of the site should undergo training.

How many staff should undergo fire fighting training?	
Who is responsible for the positions of fire fighting equipment?	
When should an extinguisher be replenished?	
What is outlined in the Staff Handbook?	
What should never be obstructed?	
Where are notices outlining procedures to be found?	

Activity 2: Finding information from work procedures

Answer sheet

How many staff should undergo fire fighting training?	At least 50% of staff on site
Who is responsible for the positions of fire fighting equipment?	All personnel
When should an extinguisher be replenished?	When it has been discharged
What is outlined in the Staff Handbook?	General procedures
What should never be obstructed?	Access to fire fighting equipment, fire alarms and exits
Where are notices outlining procedures to be found?	On the Health and Safety notice board, and also in Section 05 of the Manual

Activity 3: Explain the process

Read through this process and highlight the main points. Write the main points on the cards provided. Explain the process to someone else using the main points as a guide.

Sheet 1 Workplace Regulations

Maintenance requirements

Any equipment, devices and systems within the workplace and the workplace itself will be maintained in an efficient state, in efficient working order and in good repair. Maintenance should be planned and not left until breakdown occurs. This includes ventilation, emergency lighting, safety fences, window cleaning devices, door safety devices and moving walkways. Records should be kept to show maintenance has been carried out to a plan.

Lighting

Every workplace shall have suitable and sufficient natural light. Emergency lighting shall be provided if an artificial light failure would lead to exposure to danger. The Approved Code of Practice requires that stairs be well lit (no shadows over the treads) and pedestrian crossings on vehicle routes. Lighting should not cause glare, dazzle or be a fire hazard. It should not be obscured by stacked goods and should be replaced, repaired and cleaned as necessary. Skylights and windows should be free of obstructions and kept clean, but may be coated to reduce glare.

Cleanliness and waste

The furniture, furnishings and fittings in every workplace plus the workplace itself shall be kept clean. The surface of floors, walls and ceilings of every indoor workplace shall be capable of being kept clean. Waste should not be allowed to accumulate except in suitable receptacles. Floor surfaces liable to absorb oil or grease etc. should have a suitable non-slip coating and walls and ceilings should have a washable surface. Surface coatings should not increase the fire risk. The workplace should be kept free from offensive waste products and discharges.



Sheet 2 Quality Control and Quality Assurance

Quality control

Quality Control could be defined as the way in which quality in a product is guaranteed. During manufacture there are many stages where the item being manufactured could be damaged or some part of its construction not be done well. The stages of the manufacturing process are therefore usually well planned so that the critical points of production can be analysed allowing the item to be checked at those points.

Quality Assurance

Quality Assurance is based on the simple principle that if a product is to be sold and the manufacturer is to retain its credibility - and above all its customers' confidence - then the goods it makes must be of a sound quality and fulfil the purpose for which they had been designed. This fitness for purpose is really a key to judging whether Quality assurance has been maintained. The UK control specification is defined within an international specification for management systems in production processes - ISO 9001 - and to obtain the Quality assurance mark; in Britain the 'Kitemark', then this guide must be followed. The process of planning goes all the way back to the design stage and the selection of materials.






Quality Assurance is the result of careful planning and structuring of the processes needed to ensure customers are satisfied with the product, whatever that may be, whilst **Quality Control** is the means by which a company will actually achieve their goal of quality assurance. ISO 9001 was developed in the engineering sector to ensure effective systems of producing goods.



Activity 4: COSHH symbols

If you are handling any sort of chemical, it is important that you know what effect the chemical could have on your health so that you can protect yourself properly.






You will see orange warning symbols on product labels. These are called COSHH symbols. You need to understand what they mean. Match up the symbols below with the meaning and safety measures cards.

Symbol	Meaning	Safety measures
 IRRITANT		
 TOXIC		
 FLAMMABLE		
 CORROSIVE		
 HARMFUL TO		

Activity 4: COSHH symbols

Teacher resource

Cut out the cards below and ask participants to match them to the grid on their activity sheet.

Symbol	Meaning	Safety measures
	Irritant means the solution can cause irritation to skin, eyes or lungs.	Wear protective gloves. If splashes get into the eyes, rinse eyes immediately with cold water.
	Toxic means the solution is poisonous if swallowed or breathed in.	Ventilate the room before using. Do not swallow. Wear protective clothes.
	Flammable means the solution burns or catches fire easily.	Keep away from heat. Do not smoke. Do not burn the container after use.
	Corrosive means the solution will cause burns to the skin and some surfaces such as metals.	Wear protective gloves. Only use on the recommended surfaces
	This means the solution will harm plants and animals if it gets into the water system or the soil.	Do not pour down drains or sinks. Dispose of the container carefully



Activity 5: Read the label

Here is some advice from the Health and Safety Executive on how to find out if chemicals are dangerous.



TOXIC



CORROSIVE



IRRITANT

A chemical is not just something used by scientists in laboratories. Most people use chemicals as part of their job or at home every day. Cleaning products such as bleach and oven sprays are chemicals. So are paints, inks, glues and oils.

Most of the chemicals you might use at work are not dangerous if you use them properly and know what to do if something goes wrong (such as spillage). But some chemicals need more careful handling than others. Labels can help you identify the more hazardous chemicals, tell you what the dangers are, and how to avoid them.

As well as helping users, the information on the label helps employers identify dangerous chemicals and undertake risk assessments under the Control of Substances Hazardous to Health Regulations (COSHH). By law, suppliers of chemicals are required to label their products with hazard symbols, warnings and safety advice if a chemical is dangerous; managers in workplaces where chemicals are kept or used must ensure that the chemicals are used safely.

If you work with dangerous chemicals and you want more information, you should ask about your employers' risk assessment and its conclusions about the risks in your workplace and what precautions should be taken. Or, if you need to know more about a particular dangerous chemical, you could ask for the safety data sheet. Safety data sheets can be used by your employer to do a COSHH Essentials risk assessment which advises your employer on the right way to protect your health from hazardous substances.

These four paragraphs contain a lot of information. In the table below, identify the main point of each paragraph and make brief notes of the most important details.

Activity 5: Read the label

Main point	Specific details

Activity 5: Read the label

Answer sheet

Main point	Specific details
Most of us use chemicals as part of our job or at home every day.	<ul style="list-style-type: none"> • Cleaning products such as bleach and oven sprays are chemicals. • So are paints, inks, glues and oils.
If chemicals are handled carefully, dangers can be avoided.	<ul style="list-style-type: none"> • Most chemicals are not dangerous if used properly. • Some chemicals need more careful handling than others. • Labels on chemicals can give you important information
Labels help employers identify dangerous chemicals and undertake risk assessments.	<ul style="list-style-type: none"> • Suppliers of chemicals must label their products appropriately if a chemical is dangerous. • Managers in workplaces using chemicals must ensure they are used safely.
How to obtain more information about chemicals.	<ul style="list-style-type: none"> • Ask about your employers' risk assessment • Ask for a safety data sheet on the right way to protect your health from dangerous chemicals

Test Questions

Questions 1 to 5 are about the following article:

America is losing its fight against fat	line 1
Americans don't walk any more. If they want to move they drive.	line 2
Neighbourhoods are segregated from commercial and industrial areas, and sidewalks and crosswalks have disappeared, making it impossible for most of them to walk to a store or work. Nor are cars the only culprit. When they watch television, their bodies downshift into semi-comatose mode, heart rate and muscle activity dropping virtually to sleeping levels. Even simply sitting and talking with friends burns about 35 calories more an hour than watching TV. Just three hours of TV a day can increase an average couch potato's weight by as much as 7lb (3.2kg) a year.	line 3
	line 4
	line 5
	line 6
	line 7
	line 8
	line 9
	line 10
	line 11
It doesn't take much calorific imbalance to make people obese. After 3.00 p.m. on weekdays in New Orleans, teenagers wearing the plaid school uniforms of Warren Easton High School drift into the Burger King on Canal Street. A 'Value Meal', which includes a Coke and fries, packs 1,190 calories, more than half a day's requirement for teenage girls. If you choose to 'King Size' your Value Meal you can boost the calories to 1,570. Drinking a single can of Coke every other day will contribute enough calories to add about 4lb (1.8kg). Most people gain weight this way, a few grams a day, a few pounds a year - but enough to shorten their lives.	line 12
	line 13
	line 14
	line 15
	line 16
	line 17
	line 18
	line 19
	line 20
	line 21

1 What is the writer's main intention in this article?

- A to inform readers of the calories found in fast food
- B to persuade teenagers to walk more and drive less
- C to argue that people should watch less TV
- D to warn of the dangers of little exercise and prolonged calorific imbalance

2 If you wanted to use a sub-heading above line 12, which of the following would be most suitable?

- A Why We All Eat Too Much
- B Teenagers, It's Your Problem Too
- C Cola Is Bad For You
- D Burgers? Not a Problem for Adults

3 Which is the nearest expression to 'semi-comatose' as used on line 7?

- A half asleep
- B daydreaming
- C rather unwell
- D unconscious

4 Which of the following is the main point the writer is making?

- A American adults are becoming overweight
- B All adults are becoming overweight
- C Many Americans are becoming overweight
- D American teenagers are becoming overweight

5 According to the article which of the following statements is true?

- A Driving uses up fewer calories than watching TV
- B Driving uses up fewer calories than sitting and talking
- C Watching TV uses up fewer calories than sitting and talking
- D Watching TV uses up more calories than sitting and talking

Test Questions

Questions 6 to 10 are about the following extract:

The Tower of London was not a beautiful building – nor was it meant	line 1
to be. It was intended to be awe-inspiring and formidable, to	line 2
dominate the city and impress its citizens with the power of their	line 3
Norman conquerors. Immensely thick walls constructed of vast slabs	line 4
of pale-coloured limestone imported from the quarries of Caen and of	line 5
hard, coarse ragstone brought upriver from Kent, towered to an	line 6
enormous height. Pierced by the thin slits which were all that the	line 7
requirements of military architecture could allow for windows, the	line 8
walls were topped by four turrets, three rectangular and one rounded.	line 9
It was a nearly square building, 118 feet by 107 feet, the flatness of	line 10
its outer walls broken only by the buttresses that rose from ground to	line 11
battlements. Some time after its completion, the Tower was	line 12
whitewashed so that it appeared more enormous than ever, the	line 13
unmistakable master of the city upon whose buildings, mostly of	line 14
wood, it so forbiddingly looked down. The whitewash has gone now	line 15
and the Norman slits have been replaced by wide glazed windows,	line 16
but the essential structure of the White Tower, as it is still known,	line 17
remains unchanged after almost nine centuries.	line 18

6 Which word is nearest in meaning to 'formidable' (line 2)?

- A intimidating
- B huge
- C shapeless
- D ugly

7 Which of the following is not considered in the extract?

- A the dimensions of the Tower
- B the colour of the Tower
- C the stone the Tower is made of
- D the designer of the Tower

8 What is the writer's main intention in the extract?

- A to guide
- B to persuade
- C to inform
- D to amuse

9 What does the writer mean by 'the requirements of military architecture' (lines 7 to 8)?

- A mistakes made by soldiers
- B mistakes made by the architect
- C needs of a military building
- D abilities of military builders

10 The text tells us that the walls

- A were once broken down by buttresses
- B were built entirely out of imported stone
- C were whitened to make them look bigger
- D were topped by four identical turrets

Answers to practice test questions

1. D
2. B
3. A
4. C
5. C
6. A
7. D
8. C
9. C
10. C