Health and safety
Introduction to Module 1

Health and safety in manufacturing is paramount. Ensuring that a factory is as safe as possible is a shared responsibility between employers and their workforce.

Employers must create safe working conditions and provide their workers with adequate training in which safety rules, regulations and guidelines are explained and made available to employees.

Employees for their part must understand what is expected of them and develop the skills to identify and reduce potential hazards in the workplace. This involves watching, listening carefully and responding to safety instructions, as well as reading and acting upon written and graphical safety information. The implications for not complying with safety rules and guidelines can result in injury and even death.

In this module learners will be reminded of the importance of health and safety and will be given opportunities to practise some strategies for reading, listening and understanding a wide range of written and graphical information including:

- signs and symbols used at work (including COSHH)
- fire extinguishers and fire procedures
- risk assessment
- reporting accidents
- listening effectively to health and safety training.

Some of the information in this module is generic to a range of sectors concerned with the health and safety of their employees. It is essential that learners apply the skills and strategies to their own workplace.

Production line manufacturing – Module 1: Health and safety

Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Safety signs	Ma 1:1–1:2	201	Rt/L1.3		
COSHH symbols	Ma 1:3–1:5	201	Rt/L1.2; Rt/L1.3; Rw/E3.1; Rt/E3.9; Rw/L1.1		
Fire extinguishers	Ma 1:6–1:8	201	Rt/L1.3; Rt/L1.4; Rw/E3.1; Rt/E3.5; Rt/E3.8; Rt/E3.9		
Fire action	Ma 1:9–1:11	201	Rs/E3.1; Rt/E3.7; Rt/E3.8; Rw/E3.3; Rw/E3.5		C1.2
Listening to training	Ma 1:12–1:13	201	SLlr/L1.1; SLlr/L1.2; SLc/L1.2; Wt/L1.2		C1.3
Staying safe	Ma 1:14–1:15	201	Rw/E3.1; Rt/E3.5; Rt/E3.7; Rw/E3.1; Wt/E2.1; Ww/E3.1; Wt/E3.4		
Reporting accidents – giving a spoken description	Ma 1:16–1:18	201	SLc/L1.3; SLlr/L1.1; SLlr/L1.6; Rt/L1.2		C1.3
Reporting accidents – giving a written description	Ma 1:19–1:21	201	Ww/L1.2; Wt/L1.2; Wt/L1.5; Wt/L1.3; Wt/L1.6		C1.2

Skills checklist

Safety at work is an important issue for the manufacturing industry. Your employer is responsible for setting up safe ways of working and you are responsible for knowing them and carrying them out.

You will find information on health and safety everywhere you go in the manufacturing industry. Sometimes you will have to read the information and sometimes you will be listening to training or to information given to you by your supervisor or line leader.

You will need the skills in the following table if you are going to work safely and help others do the same. Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list later to check any areas where you still need some practice.

Skills for health and safety	Now	Later
Recognise and understand safety signs and symbols		
Understand and follow the correct procedures in the event of a fire		
Listen to and remember points from health and safety training		
Understand the process of risk assessment		
Report accidents verbally and complete accident report forms		

PAGES 1:1–1:2
Safety signs

Occupational setting

Many instructions are given verbally at work, but there will also be visual instructions in the form of safety signs. The first focus page gives learners information on how safety signs are grouped, in terms of colour and shape, according to the type of message they convey.

Materials

Examples of the four main groups of safety signs, from the pages of a catalogue

Colour copies of the learner pages

Further signs from the Source material (0:01)

Learning outcomes

1 To understand the different types of safety signs (focus page)

2 To recognise the different meanings of safety signs from shape and colour (focus page, Tasks 1 and 2)

3 To interpret the meaning of safety signs from their colour, shape and picture or symbol (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Give learners a page from a catalogue showing different safety signs grouped in types.
- Ask learners which signs they recognise and which they haven't seen before. Ask direct questions about what learners notice about the way the signs are grouped, to bring them round to thinking about colour and shape.
- Ask learners to consider the general meaning of any signs they recognise. For example, if they know the 'No smoking' sign, ask them to think about what type of instruction this is – it tells you *not* to do something. Point out that the diagonal line through it is like crossing it out or saying 'don't do this'.
- Continue with all the different groups of signs, encouraging learners to make similar observations.

Focus page

- Explain to learners that this is a summary page on how safety signs are grouped. It shows how the colour and shape of the sign indicates the type of message it gives. Check that learners understand the language of shapes, such as triangle, square, circle, etc.
- 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.
- Read through the page with learners, working from left to right across the page (i.e. start with the meaning of the sign's shape and colour, then go on to the full sign with pictogram).
- Make sure learners are aware of how the colour, shape and picture work together to create the overall meaning.
- Explain that some signs use symbols that do not give a clear picture of the actual thing they are giving information about.
- Look at the two signs at the bottom of the focus page, which use symbols rather than pictorial representations. Ask if learners recognise these signs. If they do not, ask the learners to first explain the meaning of each sign's colour/shape.
- Discuss the symbols one at a time. If learners do not recognise the symbol for electricity, ask them to 'say what they see' and follow with questions that lead them round to electricity. For the first aid symbol, make sure learners are aware that this symbol is used all over the world as the symbol for first aid. (If possible, show them an example from a first aid box.)
- Recap on the meaning of both signs before learners go on to the task page.

Memory exercise

- Cover the signs on the right of the page and the explanations of the shapes/colours. Show

learners just the sign shapes on the left. Ask learners to try to identify what the general meaning of each sign is. For example, a blue circle means 'you must …'

- Look at the focus page again for learners to check how they did.
- Move on to more examples of full signs in the Source material. Ask learners to think first about the meaning of the colour and/or shape and then ask them to 'say what they see' in the pictures.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	201	N/A

Task 1

Recognise the meaning of safety signs
Rt/L1.3

- Make sure learners understand the instructions – writing the letter of the correct sign in the answer space.
- Point out the tip and remind learners that they can refer to the focus page for further help.

If the learner has difficulty

- 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.
- Refer learners to the focus page explanation. Ask them which shape and colour of sign mean 'do not' – match up the shape and colour of the sign on the task page. Repeat this for the 'do' sign.
- Allow learners to work in pairs if possible and assure them that they do not have to get the exact meaning of safety signs as long as they get enough of the meaning to keep them and others safe.
- Present the learner with just the shape and colour of the sign first. (This can be taken from the focus page.)
- Let the learner say what the meaning of the shape/colour is first and write this down in pencil. (Refer learners to the focus page explanation again.)
- Go through the pictures in each sign asking learners 'What can you see?' Lead them to say what they think the picture means.
- Point out the tip again, and explain that learners can work through the signs in any order.

Extension

Ask learners to try applying each symbol to the different types of sign and explain the meaning and if it makes sense. For example the running person with the arrow in a blue sign would mean 'you must run or go this way'.

Task 2

Recognise the meaning of safety signs
Rt/L1.3

Make sure learners understand that they have to work out the meaning of the sign by putting together the colour, shape and picture.

If the learner has difficulty

- Allow learners to work in pairs if possible and assure them that they do not have to get the exact meaning of safety signs as long as they get enough of the meaning to keep them and others safe.
- Present the learner with just the shape and colour of the sign first. (This can be taken from the focus page.)
- Let the learner say what the meaning of the shape/colour is first and write this down in pencil. (Refer learners to the focus page explanation again.)
- Go through the pictures in each sign asking learners 'what can you see?' and lead them to say what they think the picture means.
- Guide learners to put together the colour and shape with the meaning of the picture to get an idea of the overall meaning of the sign.
- Point out the tip again and explain that learners can work through the signs in any order.

Extension

Ask learners to make up a quiz, using signs around the workplace, for other learners to answer.

Theme assessment

Ask learners to find examples of safety signs in their workplace and make a table of what the safety signs mean and where in their workplace they can be found.

Safety signs

Focus

Safety signs give important safety information. You will mostly see these signs displayed on walls.

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 it means you **must not** do something.

Do not **smoke**

A **blue** circle means you **must** do something.

Wear **eye protection**

A **yellow** triangle **warns** you about a **danger**.

Slippery surface

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

This **water** is safe to **drink**

These signs use **symbols** rather than pictures. Work out what they mean.

Safety signs

Task

a

b

c

d

Task 1

Look at the signs above. Answer the questions below by writing in the letter of the sign.

1 Which sign tells you to do something? ___

2 Which sign warns you to be careful about something? ___

3 Which sign tells you not to do something? ___

4 Which sign gives you information about a safe place? ___

Remember!
The shape and colour of the signs have particular meanings.

Task 2

Use the colour, shape and picture to work out the full meaning of each sign.

Sign **a** means _____

Sign **b** means _____

Sign **c** means _____

Sign **d** means _____

Tip
If you are not sure of the meaning, have a guess. Say what you see in the picture.

PAGES 1:3–1:5

COSHH symbols

Occupational setting

Like safety signs, COSHH symbols give important information. This second focus page concentrates on the most common COSHH symbols used on chemical product labels and the written information/instructions for handling the product that support the symbols.

Materials

Callaway Turps label from the Source material (0:02)

Chemical products showing COSHH symbols on the labels (as many different types as possible)

Examples of COSHH data sheets

Safety measures cards from the Source material (0:03)

Safety signs and symbols at work from the Source material (0:04)

Training video for handling hazardous substances (if available)

Glossary

Learning outcomes

1 To learn about COSHH safety symbols and specialist words (focus page, Task 1)

2 To find out how written information/instructions on labels support the COSHH symbols used (focus page, Task 2)

3 To match symbols and/or specialist words to the appropriate safety measures (focus page, Tasks 2 and 3)

Suggested teaching activities

Introduction

- Show learners some examples of chemical products used at work. Discuss what they are used for, how regularly and any personal protective equipment that should be used when handling them, etc.
- Look at the COSHH symbols on the labels. Ask if learners have seen these before elsewhere. Do they know what they mean? What is their purpose?
- Write COSHH in full on the board (Control of Substances Hazardous to Health). Ask learners to think of any general hazards associated with chemicals, for example breathing in fumes, getting on skin or in eyes, swallowing, etc. (If a training video for handling substances is available, show some of this as an example of COSHH at work.)
- Look at the COSHH symbols on the labels again. Point out that they are all on orange squares to make them stand out. Discuss how some are pictures (Toxic) and some are symbols (Harmful) and that the word below also indicates the type of hazard.

Focus page

- Read the page introduction and emphasise the importance of knowing how to handle chemicals properly.
- Give learners copies of the *Callaway Turps* label from the Source material. Ask learners to spot the COSHH symbols on it.
- Look at the first symbol. Ask learners to work out the meaning of the symbol. They should 'say what they see' in the picture. Pool the information given by learners to see how close they can get to the actual meaning: 'Dangerous for the environment.'
- Give the actual meaning. Point out that the meaning is also written in capitals on the label as a further help.
- Look at the 'Harmful' symbol and explain that the black X is used for more than one type of hazard (it is also used for 'Irritant'). The word below gives a general idea of the type of hazard, but this is not very specific. Point out the information from the label (shown blown up on the focus page) that gives further information about this type of hazard ('May cause lung damage …')

- Ask learners to look at the 'flammable' symbol and ask them to guess the meaning of the word from the picture. When learners are close, point out how the first four letters of the word 'flammable' are the same as 'flame'.
- Use the glossary to check this word. Make sure learners know how to look words up in the glossary using examples from the focus page.
- Ask learners to identify the extract on 'health and safety' on the *Callaway Turps* label. Read out the explanation about how the label gives more detail. Point out that the COSHH symbol meanings are written on this part of the label in capital letters to help them stand out.
- Ask learners to use the glossary to look up words they do not understand in this part of the information – for example, toxic, aquatic, etc.
- Go through the meaning of the information in the extract from the label under 'Health and safety'. Then ask learners to match each sentence to one of the three COSHH symbols.
- Look at the instruction from the enlarged label section about swallowing the chemical. Ask learners to identify where it is on the full label. Count the number of instructions in the sentence, pointing out how they are separated by a comma or the word 'and'.
- Point out that one of these instructions tells you not to do something. Discuss other instruction words that mean something similar to 'do not'. Make sure the word 'avoid' is included.
- Ask learners to identify the other instructions as things you must do or things you must not do.
- Explain that there are some instructions which you only follow in certain circumstances (these might start with the word 'if' or 'in some cases' or 'in case of'). Ask learners to find the three instructions on the label that you follow only in certain circumstances.
- Point out the instruction on the bottom of the label about data sheets. Show an example of a work data sheet. Briefly point out which section gives specific information about COSHH. Explain that learners need to know where data sheets are kept so they can refer to them in any emergency or get the correct one for a paramedic should a fellow worker have an accident with a chemical.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2 Rt/L1.3 Rw/E3.1 Rt/E3.9 Rw/L1.1	201	N/A

Task 1

Match COSHH symbols and specialist words with their meaning
Rw/E3.1
Rt/L1.3
Rw/L1.1

- Explain that these are three new symbols. Point out the new word 'irritant' below the black cross symbol.
- Point out that learners may need to look this word up, but for the other two symbols they should discuss ideas using the picture first to see how much they can guess of the meaning from the picture.

If the learner has difficulty

- Let learners work in small groups. Ask leading questions about what they see in the pictures for the first two symbols.
- Encourage learners to work through the symbols/meanings in whatever order they prefer, choosing the ones they find easiest first and going through a process of elimination.
- Check that learners can use the glossary. Go though the process with them.

Extension

Ask learners to consider ways they could protect themselves and others from these products. They should think about safe ways of handling, storing and using them. (This should include things like PPE.)

Task 2

Match COSHH symbols with instructions for safety measures on labels
Rw/E3.1
Rt/L1.3
Rw/L1.1

- Go through the instructions and example answer with the learners. Make sure they understand how the answer was reached (using clues in the wording – for example 'sources of

ignition' matches the flammable symbol, as both relate to fire) and how to record their answers.

- Point out the tip and the remember box.
- Suggest learners deal with the instructions in whatever order they prefer, choosing the ones they find easiest first and going through a process of elimination.

If the learner has difficulty

- Learners may find it difficult to associate ideas in the symbols with instructions. Discuss just the pictures first, and the words if necessary (such as 'harmful') to help learners work out the general meaning of the symbols.
- Using learner ideas on the meaning of the symbols, ask direct questions in order to apply these ideas or key words to the instructions.
- Encourage learners to use the glossary and help them with this process. Make sure they understand the glossary explanations. Ask direct questions to confirm their understanding.
- Encourage learners to work through the symbols/meanings in any order they prefer, choosing the ones they find easiest first and thereby going through a process of elimination.
- ESOL learners may need help with the vocabulary in the instructions (e.g. words such as rinse, seek, drains and release).

Extension

- Ask learners to find the four instructions/safety measures on the label not shown on the focus page or the task: (Use only in well-ventilated areas. Replace cap firmly after use. Store away from heat and flames. Not for medicinal use.)
- Ask learners to find out or explain what the instructions using 'well-ventilated' and 'medicinal' mean, then discuss which COSHH symbols they think each instruction refers to and why.

Task 3

Match safety measures for handling hazardous chemicals to the different types of chemicals Rw/E3.1

- Read through the words/labels, reminding learners about each symbol and about specialist words such as 'irritant'.
- Give learners the cut-out Safety measures cards from the Source material and explain the task, including the tip. Point out the key words in bold and explain to learners that they can use these to match the safety measures to the meaning of the signs.

If the learner has difficulty

- Learners may have problems interpreting the information both in the explanation of the meaning of the symbol and on the Safety measures cards. Ask learners to focus on one meaning at a time.
- Go through the first example with the learner one step at a time. For example, ask direct questions about which key words are in bold in the meaning ('skin, eyes or lungs'). Ask the learner to look at the Safety measures cards for the key word 'eyes'.
- When the learner has found the correct card, discuss why the word 'gloves' is also in bold. Relate this to the idea of protecting the skin from the chemical.
- Help learners to find the meaning of any difficult words in the glossary and to pinpoint where they appear in the task.
- ESOL learners can practise giving the instructions in spoken form in pairs.

Extension

- Ask learners to explain why these safety measures help when handling the products.
- Ask learners to consider any further safety measures that could or should be taken (they might be able to use the information on product labels to help them).

Theme assessment

- Give learners the table of Safety signs and symbols at work from the Source material. Explain that they will be going round their own workplace to find information to complete the table.
- Go through the example, making sure learners understand what sort of information goes where.
- Give examples from the workplace where warning signs and COSHH signs are or might be located.

COSHH symbols

Focus

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 (usually said as 'cosh') symbols.

You need to understand what they mean.

Callaway Turps

HEALTH AND SAFETY

HARMFUL – May cause lung damage if swallowed.
IRRITATING TO SKIN
DANGEROUS FOR THE ENVIRONMENT
Toxic to aquatic organisms, may cause long-term adverse effects in the aquatic environment.

Replace cap firmly after use.
Store away from heat and flames.
Not for medicinal use.

FLAMMABLE

Keep away from flame.
Do not smoke when using this product.
If swallowed, do not induce vomiting, seek medical advice immediately and show this container or label.
Avoid contact with skin and eyes.
If in contact with skin, wash immediately with plenty of soap and water.
In case of contact with eyes, rinse immediately with plenty of water and seek medical advice.
Use only in well-ventilated areas.
Do not empty into drains.
Avoid discharging into the environment.
Read the safety data sheet.

750 ml e

HARMFUL

FLAMMABLE

You can sometimes get the idea from the picture.

What does this picture show?

Say what you see.

Sometimes there are words below the symbol to tell you what it means.

Guess the meaning of the word 'flammable' from the picture.

HEALTH AND SAFETY

HARMFUL – May cause lung damage if swallowed.
IRRITATING TO SKIN
DANGEROUS FOR THE ENVIRONMENT
Toxic to aquatic organisms, may cause long-term adverse effects in the aquatic environment.

FLAMMABLE

Keep away from sources of ignition.
No smoking.
If swallowed, do not induce vomiting, seek medical advice immediately and show this container or label.

The label gives more explanation about the dangers shown by the symbols.

It also tells you how to protect yourself.

Information

- **COSHH** stands for Control of Substances Hazardous to Health.
- You will find further information on **data sheets** in your place of work.

COSHH symbols

Task

Task 1

Here are some COSHH symbols and their meanings. Draw lines to match the symbol to the meaning.

burns skin | stings skin or makes it itch | poisonous

Tips

- Use the picture or word below it to help you.
- Look up words you don't know in the glossary.

Task 2

Below are some COSHH symbols and safety instructions from product labels. Which instruction goes with which symbol? Write the letter of the symbol next to the instruction.

a

b

c

Remember!

Look for word clues in the instructions.

Example: Keep away from sources of ignition. [c]

1 No smoking [ ]

2 If swallowed, do not induce vomiting. Seek medical advice immediately and show this container or label. [ ]

3 Avoid contact with skin and eyes. [ ]

4 In case of contact with eyes, rinse immediately with plenty of water and seek medical advice. [ ]

5 If in contact with skin, wash immediately with plenty of soap and water. [ ]

6 Do not empty into drains. [ ]

7 Avoid release into the environment. [ ]

Match COSHH symbols to their meanings and safety measures.

COSHH symbols

Task

Task 3

You will need the Safety measures cards from the Source material. Cut out the cards and stick them into the correct places to show what safety measures should be taken when handling chemicals with these COSHH symbols on the label.

Tip
Use the words in **bold** to help you identify the safety measures.

Symbol	Meaning	Safety measures
IRRITANT	Irritant means the solution can cause irritation to **skin, eyes or lungs**.	
TOXIC	Toxic means the solution is **poisonous** if swallowed or **breathed in**.	
FLAMMABLE	Flammable means the solution burns or **catches fire** easily.	
CORROSIVE	Corrosive means the solution will cause burns to the **skin** and **some surfaces** such as metal.	
HARMFUL TO THE ENVIRONMENT	This means the solution will harm plants and animals if it gets into the **water system** or the soil.	

Match safety measures for handling dangerous chemicals to the different types of chemicals.

PAGES 1:6–1:8

Fire extinguishers

Occupational setting

It is essential that all operatives can help to protect themselves and others from danger. To do this they must be able to locate, read and understand health and safety signs in their working environment. In the event of fire in particular, delayed action could result in death. Each workplace is different and operatives should know precisely where all the appliances are kept and how to use them correctly, without hesitation. To do this they will need to know how to interpret the symbols, colours and written instructions on fire extinguishers and safety notices. This focus page is about the use of fire extinguishers.

Materials

A carbon dioxide fire extinguisher and a fire extinguisher wall label. (The learners may have to be taken to see these on a wall in the place of work.)

Colour copies of the learner pages

Glossary

Learning outcomes

1 To recognise the key features and format of fire extinguisher labels and wall signs (focus page)

2 To use the format of fire extinguisher labels and wall signs to find and interpret key safety information (focus page, Tasks 1–3)

Suggested teaching activities

Introduction

- As a link to the previous theme, start by looking at the information given by the red fire signs on fire action points around the place of work. These signs may or may not include words. Make sure learners know what they mean.
- Introduce any written fire information, including fire extinguisher labels on walls and any specific fire drills. This can be done by taking learners round the building. If this is not possible, use workplace photographs plus copies of the written information. (This is to put the theme in the context of the workplace, to pinpoint where information can be found.)
- Talk about the reasons for having different kinds of fire extinguishers for different kinds of fires. For example, if you spray a piece of electrical equipment with water, the water could spread towards you and carry the electrical current with it. For more information, go to www.firesafe.org.uk.
- Discuss how important it is to be able to understand the signs and symbols on firefighting equipment so that it can be used safely.
- There are many good training videos and DVDs that give information on the use of fire extinguishers and on fire safety in the workplace.

Focus page

- Ask learners if they can remember the colour of the fire extinguishers at work. Explain that older extinguishers came in different-coloured containers, while the new models are red with a coloured label to show what they can be used for.
- Talk about the different colours and what they mean. The four colours are blue (powder – for liquid and electrical fires), cream (foam – for wood, paper, textiles and liquid fires), red (water – for wood, paper and textiles) and black (carbon dioxide – for liquid and electrical fires). Talk about ways to help you remember what the different colours mean. Find the other symbols – the pictures and letters – that help. Draw up a chart with learners that shows what each colour could be used for. Go to www.firesafe.org.uk for help. Some learners may respond to a more scientific approach and feel more confident if given detailed information explaining the use of different extinguishers.
- Look at the wall notice on the focus page. Look at all the symbols and discuss what each one stands for.

- Read the information on the wall notice. Point out that there is more space given to what not to use the extinguisher for than there is to what to use it for. Talk about why this might be.
- Look up the meaning of the word 'flammable' in the glossary and point out how the glossary can be used to find subject-specific words and their meanings. Ask learners to point out flammable material in the room you are in, or to write down a list of some of the items in their place of work that are particularly flammable.
- Look up the term 'carbon dioxide' together in a dictionary. Check whether learners understand the definition by asking them to use carbon dioxide in a sentence of their own.
- If possible, show learners a fire extinguisher that has pictures with the instructions for use. Read through the instructions and the points made on the focus page. Make sure learners understand the instructions and can read the capital letters. Ask someone to demonstrate what the instructions mean (without actually using the extinguisher).
- If there is access to the Internet at work, some learners might find these websites useful, although they include a lot of reading: www.crownfire.co.uk; www.hanford.gov and www.howstuffworks.com. These sites include interactive quizzes, activities and lots of other information about fire safety.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3 Rt/L1.4 Rw/E3.1 Rt/E3.5 Rt/E3.8 Rt/E3.9	201	N/A

Task 1

Pick out and follow key safety information for using fire extinguishers
Rt/E3.9
Rw/E3.1

Point out that most of the answers to Task 1 can be found on the focus page. Tell learners to run their eyes over the focus page until they see something that might be the answer, and then read it more carefully. They should then circle the answer they think is correct.

If the learner has difficulty

- Ask the learner to read each question aloud to a friend or colleague. Check that what they are reading makes sense. If it doesn't, stop and try again.
- Ask the learner to copy difficult words on to another piece of paper and find out what they mean. This could involve using a dictionary, looking the word up on the Internet or asking other people for a definition and the correct pronunciation. Then use the word in other sentences, both spoken and written, until it becomes familiar.

Extension

Learners could do an investigation into the shape, size and any distinguishing features (other than the coloured stripe) of the extinguishers used in their place of work. For example, the carbon dioxide extinguisher is the only one that has a horn.

Note: some learners might be working in environments that still have fully coloured extinguishers rather than red extinguishers with stripes. Make sure learners check that the colours represent the same type of extinguishers (e.g. blue for powder).

Task 2

Label key parts of a fire extinguisher
Rt/E3.9
Rw/E3.1

Point out that for Task 2, learners need to draw lines from the labels to the correct places on the extinguisher.

If the learner has difficulty

- Advise learners to use the diagrams on the instructions as well as the instructions to identify each of the parts of the fire extinguisher.
- Make sure that learners are familiar with the terms 'safety pin', 'lever' and 'horn'.

Extension

Get learners to read the operating instructions for the other types of fire extinguishers in their workplace.

Task 3

Complete a chart of information about different types of fire extinguishers

Rt/L1.3

- Check that learners understand the chart and explain if required. For example, the chart has three columns. The left hand column tells you what type of fire each extinguisher can be used on. The middle column identifies each fire extinguisher by colour band and contents. The right hand column tells you what you must not use them on.
- Explain to learners that they need to fill in the three empty boxes for 2, 3 and 4 so that they look the same as the other boxes. The information can be found on the actual fire extinguisher or on a fire extinguisher wall sign. If it is not possible for learners to physically go and find this information, the teacher should prepare the information required for the completion of this task beforehand.

If the learner has difficulty

- Prepare a sheet for the learner containing the information required to complete this task (see above).
- Complete the empty boxes together. Then cut the chart up into separate blocks and ask the learner to reassemble it in the correct order. Read the warning sign ('Do not use on …') together and discuss which hazard could occur when.

Extension

- Ask learners to do a search of their workplace and count the number of different types of extinguishers and where in the building they are kept.
- Learners might also be able to suggest why certain extinguishers are or are not situated in certain areas. For example, there may be a powder extinguisher near office computers or in the kitchen due to electrical equipment being used.

Theme assessment

Ask learners to devise a short quiz for the rest of the group based on fire information around the building. This can be a 'treasure hunt' style quiz, but with straightforward questions such as, *What is the only type of fire extinguisher to have a horn?*

Fire extinguishers

Focus

Fire extinguisher labels and wall signs give you important safety information.

The **wall sign** tells you what you **should** and **should not** use the fire extinguisher for.

Safe for: ✓ Flammable liquids.

Safe for: ✓ Live electrical equipment.

Not for: Wood, paper and textiles.

Not for: Flammable metal fires.

Do not use in a confined space or hold horn when spraying.

Different types of fire are shown by symbols.

They are also often given a letter or 'class'. For example, a class-B fire is a fire involving flammable liquid, such as petrol.

The symbol ⃠ means 'do not' or 'not for use on'.

The pictures in the **red** symbols help you to see quickly what sort of fires you cannot use the extinguisher for.

The **extinguisher label** gives information about what type of extinguisher it is, how to use it and when to use it.

What type of extinguisher it is

All new extinguishers are red, but each extinguisher has a coloured strip to tell you what it contains.

TO OPERATE

1. REMOVE THE SAFETY PIN
2. SQUEEZE THE LEVER GENTLY
3. AIM THE HORN AT THE BASE OF THE FIRE

How to use it

The instructions are often written in capital letters and are very short. They sometimes use pictures too.

When to use it

Like the wall sign, the extinguisher label shows the symbols for the types of fire you can use the extinguisher on.

Tip

Find out the meaning of technical or unfamiliar words.

Fire extinguishers

Task

Task 1

Use the information on the focus page to answer these questions. Circle your answers.

1 What does 'flammable' mean?

catches fire easily slow burning fireproof

2 Which one of these is a B-grade fire?

petrol material paper electricity

3 What type of instructions are written in **green**?

things you should do things you should *not* do

4 Where is the **base** of the fire?

the top the middle the bottom

5 What does the symbol ⚡ stand for?

lightning electricity this way

6 What are textiles?

types of bricks things made of fabric roof coverings

Task 2

Look at the instructions for this fire extinguisher. Label the key parts of the extinguisher by drawing arrows from the labels.

lever

safety pin

horn

Pick out and follow key safety information for using fire extinguishers.

Rt/E3.9; Rw/E3.1

Fire extinguishers

Task

Task 3

Find some fire extinguishers. Read the labels and the wall signs. Fill in the empty boxes.

1

Use on:
- electrical equipment
- liquid

✓

Powder

✗

Do not use on:
- metal fires

2

Use on:
- wood
- paper
- textiles
- liquid

✓

Foam

✗

3

✓

Water

✗

Do not use on:
- electrical equipment
- flammable liquid
- flammable metal

4

Use on:
- electrical
- liquid

✓

✗

Do not use on:
- metal fires

Warning!

Using the wrong extinguisher can cause:
- electric shock
- explosion
- spread of fire.

PAGES 1:9–1:11

Fire action

Occupational setting

Operatives have the right to know about safety procedures in their place of work, and the responsibility for familiarising themselves with this information. Scanning and detailed reading skills will help them to access the information available. Recognising typical features of instructional texts can help staff to respond to information across a range of settings. This theme looks at the written instructions given at work about fire evacuation. This includes the standard fire action notice and the fire drill.

Materials

Large version of Fire action notice from the Source material (0:05)

Fire evacuation procedure from the Source material (0:06)

Glossary

Learning outcomes

1 To understand the format of fire action notices (focus page)

2 To understand some of the key features of instructional texts (focus page, Task 2)

3 To use different reading strategies to find and follow information (focus page, Tasks 1 and 3)

4 To look up specialist words (focus page, Task 1)

Suggested teaching activities

Introduction

- Begin by asking learners if they have read the fire safety notice in their place of work and in the building you are in (if this is not the workplace). Find the Fire safety notice and read through it, checking the learners' understanding of what to do in the case of a fire.
- Use this as the basis for a discussion about the importance of health and safety information in general, and fire notices in particular. How easy are they to find? Are they easy to read and follow? Is it clear where the assembly point is in case of a fire in the building? Is there a phone available to call the fire brigade? What kind of alarm does the building have? Do the instructions make sense? Whose responsibility is it to find, read and follow safety notices?
- Explain to learners that being really familiar with how instructions are laid out and written will help them to read and follow written instructions in their place of work.

Focus page

- Look at the Fire action sign on the focus page together. Talk about the use of red and blue and the symbols above each section. Why have the two sections been separated so clearly?
- Read the box which explains that the instructions begin with verbs. Point out to learners that all of the verbs in the blue section of the Fire action notice are highlighted.
- Explain that verbs are words that express the 'action' in a sentence. Explain that good, clear instructions usually begin with a verb, or action word. This makes it easier to follow the instructions.
- Point out that 'Do' is also a verb. 'Do not' always comes before another verb, and it tells you **which action not to take**. Look at the red section and ask learners to find all the verbs that the instructions ask you not to do. They are 'take', 'stop', 'return' and 'use'.
- One of the boxes on the focus page talks about scanning. Tell learners that when they found the verbs they were looking for, they were scanning. Ask learners to scan for the word 'appliances'.
- Look up the word 'appliances' in the glossary together. Ask learners to make sure they understand the definition by trying to use the word in other sentences.
- Ask learners to scan the fire safety notice for other unfamiliar words. Look up these words in a dictionary or on the Internet together, or try to work out the meaning from what the sentence says. When learners have understood the meaning, they can check their

understanding by using the words in other sentences.

- Talk about following the 'only if' instructions (conditional instructions). In other words, you **only** need to tackle the fire **if** you discover it, **and** it is safe to do so. Other instructions are 'even when' instructions. For example, you must leave the building by the nearest exit **even when** you set off the alarm yourself.

Curric. refs	NOS/NVQ	Key Skills
Rs/E3.1	201	C1.2
Rt/E3.7		
Rt/E3.8		
Rw/E3.3		
Rw/E3.5		

Task 1

Practise using different reading strategies to follow instructions on the fire action notice
Rw/E3.3
Rw/E3.5
Rt/E3.7
Rt/E3.8

- Remind learners that they need to read the questions carefully and use the Fire action notice in the Source material to find the answers.
- Point out that there is more than one correct answer for questions 4 and 5. Learners should choose the answer they think is most correct.

If the learner has difficulty

- Give the learner a dictionary and the glossary to use. Ask them to look at each question in turn, looking up any words they aren't clear about. If the learner is unfamiliar with using a dictionary, write out the alphabet for them, grouping the letters into quarters (so that 'b' is in the first quarter, 'i' is in the second, etc.). They can then use this to find a word more quickly.
- When the learner is clear about what all the words in each question mean, ask him or her to rewrite or explain the question in his or her own words.

Extension

Learners could compare the Fire action notice in the Source material with the notice in their own place of work. Ask them to list the differences and similarities.

Task 2

Recognise types of instructions in fire evacuation procedures
Rs/E3.1

- Make sure that learners have a copy of the Fire evacuation procedure from the Source material. Point out that all the questions can be answered by scanning the notice for information.
- Note that the objective of instruction 2 is to get learners to identify the verbs (in the imperative form) at the beginning of the sentences. The teacher should note that there are also other verbs in instructions 3 and 5 and that learners may also pick these out.

If the learner has difficulty

- Give the learner who is struggling tips and clues to make it easier. Tell the learner to look for the words **'DO NOT'** for question 1, which they will find three times. Tell the learner to look for the words which tell you **what to do** in instructions 3, 4 and 5.
- Ask the learner to read the notice and tell you or a colleague what it says in different words.

Extension

Ask learners to write a fire evacuation procedure for their own place of work and then compare it to the actual evacuation procedure.

Task 3

Find safety information from a fire action notice and from fire evacuation procedures
Rt/E3.7
Rt/E3.8

- Make sure that learners are aware that they need both the Fire evacuation procedure and the Fire action notice from the Source material to answer these questions.
- Make sure that learners know they have to write in the answer <u>and</u> circle where they found it.

If the learner has difficulty

Write the words that are in bold in each question on separate pieces of card, in clear, large writing. Give them to the learner to use as a prompt when scanning the documents for the answers.

Extension

Ask learners to design a fire safety notice for another building with all the information from the Fire action notice and the Fire evacuation procedure combined into one. Use the best features from each.

Theme assessment

The most important assessment to make is learners' ability to read and follow the health and safety instructions in the workplace. Ask learners to copy and read fire or other health and safety notices in their own place of work and to rewrite them or explain them verbally in their own words.

Fire action

Focus

All places of work have a standard fire action notice. It gives you general instructions about what to do in the case of a fire.

The top section tells you what you **must do** if a fire starts.

These instructions start with **verbs** (action words) such as **'sound'**, **'dial'** and **'tackle'**. They tell you what **action** to take.

Fire action

ON DISCOVERING A FIRE:

1. Sound the alarm
2. Dial 999 to call the fire brigade
3. Tackle the fire with the appliances provided it is safe to do so

You only follow this first set of three instructions if you 'discover' (come across) the fire yourself.

But,
you follow instruction 3 only if there is no risk to yourself.

ON HEARING THE ALARM:

1. Leave the building by the nearest exit
2. Close all the doors behind you
3. Report to the assembly point in the car park

You must follow these three instructions if you hear the alarm.

Do not take risks
Do not stop to collect belongings
Do not return to the building until authorised to do so
Do not use the lifts

This section gives instructions about things you **must not** do if a fire starts.

Remember – red is for danger!

These negative instructions all start with the phrase '**do not**'.

Reading tips

1 Find information quickly by **scanning** for key words. This means running your eyes or finger quickly over the text to help you spot the word you want.

2 Once you have found the information, read it carefully so that you fully understand what you must or must not do. Find out the meaning of any **specialist** words.

Try this

Use the glossary to find the meaning of the word 'appliances'.

Remember!

The words in a glossary are listed in alphabetical order.

Fire action

Task

Task 1

Use the Fire action notice from the Source material to answer these questions.

1 How many times does the word '**fire**' appear in the notice? _____

2 What is an **assembly point**? _____

3 What does the word '**authorised**' mean as it is used in the notice? _____

4 Which of these is another word for '**tackle**' as it is used in the notice? Circle your answer.

cover fight leave

5 Which of these is the closest meaning of the instruction '**sound** the alarm'? Circle your answer.

set the fire alarm off listen for the sound of the alarm shout out a warning

6 Which of these would be examples of **appliances** mentioned in the instruction? You can circle more than one answer.

fire notice fire extinguisher fire hose fire exit

Tips

- Scan the notice for the words written in **bold**.
- Look up the meaning of **specialist words** in the glossary.
- Read the instructions slowly and carefully where you are asked to give the **meaning** of words or phrases.

Use different reading strategies to follow instructions on fire notices.

Rw/E3.3; Rw/E3.5; Rt/E3.7; Rt/E3.8

Fire action

Task

As well as a fire action notice, each workplace will have its own **fire evacuation procedure**. This gives specific information about what to do if there is a fire in a particular workplace.

Fire evacuation procedure

1 On discovering a fire in the office, break the glass on the fire alarm and follow the procedure below.

1a If you hear the fire alarm, follow the procedure below.

2 When evacuating the office ensure that all members of staff and any visitors leave the building.
Pay particular attention to disabled people and make sure they are evacuated safely.

3 Leave the building calmly. DO NOT RUN. DO NOT PANIC.

4 Stop at the assembly point in the car park, away from the building.

5 Wait for the fire officer to take a roll call.

6 Continue to wait in the car park until you are given further instructions.

DO NOT RETURN TO THE OFFICE UNLESS YOU ARE TOLD BY THE FIRE OFFICER THAT IT IS SAFE TO DO SO.

Task 2

Read the Fire evacuation procedure from the Source material.

1 Write down the three **negative** instructions.

_____

_____

_____

2 Write down the **verbs** (action words) in instructions 3, 4 and 5.

_____ _____

_____

3 Which instruction do you have to follow only if you come across a fire yourself?

_____

Tip

Use the points on the previous page to help you find similar information in the procedures.

Task 3

Find the answers to these questions in either the Fire action notice or the Fire evacuation procedure. Write your answers here and circle where you found the answer.

Tip

Look for the key words or phrases in **bold**.

Read the information carefully.

1 Where is the **assembly point**?

_____ fire action notice fire evacuation procedure

2 Who says when it is safe to **return to the office**?

_____ fire action notice fire evacuation procedure

3 What number do you dial for the **fire brigade**?

_____ fire action notice fire evacuation procedure

4 Which **exit** should you use to get out of the building?

_____ fire action notice fire evacuation procedure

Read key information about fire safety action and procedures.

Rs/E3.1; Rt/E3.7; Rt/E3.8

PAGES 1:12–1:13

Listening to training

Occupational setting

All operatives will be involved in some training either for induction purposes or on-going training. This focus develops the skills required for active listening in training sessions and looks at strategies for remembering points from training. The focus page uses a mind map to present the information for this theme.

Materials

Audio equipment

Examples of four to six titles from different training sessions

Colour copies of the focus page

Sticky notes, large sheets of paper and coloured pens

Glossary

Learning outcomes

1 To be aware of the purpose of listening (focus page, Task 1)

2 To recognise main points and supporting examples (focus page, Tasks 2 and 3)

3 To consider strategies for writing down and organising information (focus page, Tasks 2 and 3)

4 To consider what questions to ask to check understanding or ask for further information (focus page, Task 3)

Suggested teaching activities

The purpose of this part of the session is to lead the group through the process of making a mind map based on their collective ideas about remembering training.

Mind maps

Group mind maps may be created as follows:

- Discuss the topic with the group and encourage them to record ideas on sticky notes or scraps of paper.
- Collect all the ideas together.
- Sort through the ideas together and put them into broad categories or idea sets. This is a physical activity that enables learners to move ideas (notes) around until they are happy with the results. Give each category a heading.
- Create a map radiating from the main discussion topic, with each category representing a branch. These should be clearly named and colour-coded.
- All the ideas/words contributing to each branch should also be represented in words and pictures within the same colour code.
- The idea of the map is to represent all aspects of the topic in an ordered and graphical format so that it is easy to visualise and remember.

Introduction

- Discuss the reasons for having training sessions.
- Using about four to six titles from different training sessions, ask learners to predict what sort of things they would expect to learn about in each session.
- Discuss with learners the problems of listening and taking notes.
- Use the mind map technique to gather ideas about listening and remembering training. The effectiveness of this activity will depend on the type of group and on the lead that can be given by the teacher. If it is more appropriate to the group, the process of mind mapping can be introduced after looking at the focus page.
- Ask learners to write down on sticky notes any strategies they have for listening and remembering things during training sessions. Discuss any different strategies used, for example some people may 'see' the words, some will remember the actual words spoken, some will mention taking notes.
- Through questioning and prompting try to get the group to contribute as many of the strategies shown on the focus page as possible. This is not vital, but it will lead learners easily to the next stage. Sort the notes into categories and give them headings such as taking notes, listening, questioning.
- Create a group mind map using the learners' input.

Focus page 1

- Look at the mind map on the focus page and compare it to the mind map produced by the group. Make additions as required.
- Put learners into three groups to listen to the audio clip of an extract from a training session on safe lifting. Explain that each group is going to listen for a different purpose.
  - Group 1 should write down the names of the three types of lifting aid mentioned.
  - Group 2 should write down which parts of the body to bend when lifting.
  - Group 3 should write down as much of the information as they can.
- Discuss mind maps and other strategies for remembering and taking notes.
- Spidergram format – this should be demonstrated to learners.
- Discuss the problems each group had with getting the information down and any other strategies groups used to help them.
- As a whole group – discuss ways of organising notes in different formats. Think about the following.
  - Columns. For example, main points and their corresponding supporting examples or dos and don'ts. Do this with examples from notes made by learners in the activity above.
  - Index cards.
- Discuss other note-taking strategies for cutting down/summarising information.
- Point out the strategies for asking questions for more information. Discuss the sort of questions learners might want to ask in relation to the information in the audio clip. Learners may need to practise this.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1 SLlr/L1.2 SLc/L1.2 Wt/L1.2	201	C1.3

Task 1 2

Listen to an extract from a training session to decide its purpose
SLlr/L1.2

- Explain that learners will listen to an extract from training about Personal Protective Equipment. Spend some time discussing issues around this topic. Find out what protective equipment learners are aware of.
- Remind learners that listening out for key emphasised words can help to establish the purpose of the information.
- Learners should listen to the whole clip, for gist, then listen again for emphasised words.
- After learners have selected their choice of summary, discuss why the correct choice is the most accurate. This also means considering what is wrong with the other choices.

If the learner has difficulty

- Learners will probably need to listen to the audio clip more than once. It is worth explaining that they would be able to ask the trainer to repeat some of the information if they did not pick it all up first time.
- Some learners may need more help with the emphasised words – the script could be read aloud with the bold words in it clearly emphasised.
- Learners could jot the emphasised words down to help them.
- Explain any of the technical terms (e.g. 'steel toe-cap' and 'heavy machinery plants').

Extension

- Learners could prepare for the feedback discussion by giving reasons for the choice of summary they made and why they disregarded the other options.
- Learners might also make a summary of the information in their own words.

Task 2 3

Listen for and note down three examples that support the main point
SLlr/L1.1
Wt/L1.2

- Explain that learners will hear the training that continues after that heard in Task 1. Explain what is meant by the 'main point' (the main purpose of the talk) and a 'supporting example' (examples to back this up).

- Remind learners of key phrases to listen out for in establishing the supporting examples and that the examples will relate to the main point.
- Tell learners not to worry about spelling as long as they can read their notes themselves and are able to explain what they have written.
- Remind learners about writing in lists and the need to write in bullet points, or numbered items.
- After learners have completed the task, go through the model answer and discuss learner responses to compare the different ways learners recorded the information.

If the learner has difficulty

- Learners may need to listen to the audio clip more than once. Listening is a skill that requires plenty of practice and many learners will find the additional burden of trying to record information more than they can cope with. Learners can be encouraged to listen in a structured way. *What is the main gist? What are the main points? Are there any facts or examples to support the main points?*
- Learners may need more help with picking out the key information. The script could be read aloud, slower than the audio clip and with the key parts emphasised. Ask direct questions about the content and get learners to note things down in a format that helps them.
- Learners may have problems with the technical language such as 'asthma', 'particles', 'prolonged', etc. Go through any words with them that they want explained or ask them to find the meanings in the glossary. Encourage ESOL learners to use a bilingual dictionary.
- Learners could work in pairs or small groups for added support.

Extension

Find other examples that would support the information in the training. This may include case studies or graphical information/statistics of other illnesses caused by dust.

Task 3 4

Listen for and organise points and examples in columns
SLlr/L1.1
SLc/L1.2
Wt/L1.2

Question 1

- Explain that learners will be listening to a different audio clip about PPE in the manufacturing setting.
- Make sure learners understand the titles for each column and where to write the information. Note: learners may require more space and may prefer to re-draw the table elsewhere.
- Point out the tips.
- Again, play the audio clip once for gist, a second time to pick out the points relating to the items in each column, and a third time to confirm responses.
- After learners have completed the task they may like to have the script to see if they have missed any information.

Question 2

- Explain that there are no right and wrong answers to this part of the task. Emphasise that learners should use it to think of questions they personally would want to ask for more information.

If the learner has difficulty

Question 1

- Learners may need more help with picking out the key information. The script could be read aloud, slower than the audio clip and with the key parts emphasised. Learners should be encouraged to listen for the information for each column separately.
- Learners may need some additional help with vocabulary such as 'disposable', 'contamination' and 'detergent'.
- Learners could work in pairs or small groups for added support. Jot down key words, key points or information as notes as they hear them and then sort into columns afterwards.
- Learners could work in pairs to complete this task: one of them could listen for information about 'What should be worn' and the other could listen for information about the 'Reason' for wearing it.

Question 2

- If learners are having difficulties thinking of questions, ask direct questions about what they heard. If they have difficulty answering any questions about the information, suggest that these are questions they might want to ask the trainer.

Extension

Ask learners to ask their supervisor or other workers about the personal protective equipment or protective clothing available for different jobs at work. They should also find out what jobs they are used for and their purpose. (Remind them to make notes of this information.)

They can then share this information with the rest of the class.

Theme assessment

Using videos or workplace training, learners can investigate:

- manual handling techniques for bending and lifting and/or
- repetitive strain injury and exercises that can be used to overcome it.

Learners can take notes in their own way and use these to tell other learners about what they have discovered.

Listening to training

Focus

The training you receive at work is very important. Listening to training sessions carefully helps you to do your job more efficiently and safely.

Find different ways to sort information so that it makes sense to you. This is called a **mind map**.

1 Listen to an extract from a training session to consider these points.

Listening to training

Task

Task 1

2

Listen to the extract from a training session on personal protective equipment (PPE). Tick the best summary of the main purpose of this information.

1 To persuade operatives to wear PPE ☐

2 To give instructions about using PPE ☐

3 To give information about the types of PPE ☐

4 To explain how to look after PPE ☐

5 To tell the listener a story about PPE ☐

Tip
Listen for the emphasised words to help you think about the purpose.

Task 2

3

Listen to the next part of the extract. Write down the three supporting examples for the main point.

Main point	Examples
Breathing in dust particles can lead to respiratory or breathing problems, such as:	_____
	_____
	_____

Remember!
Keep your notes short – use any of the strategies for making a list.

Tip
Think about what *you* would need to know to make this information clearer.

Task 3

4

1 Listen to the extract from training on PPE in a food-processing factory. Make notes from the information using the headings below.

Protective clothing	
What should be worn	Reason
•	•
•	•
•	•
•	•

2 Using your notes, think of some questions to ask about the information. Write your questions on a separate piece of paper.

PAGES 1:14–1:15

Staying safe

Occupational setting

Safety is of paramount importance in the manufacturing industry and an important focus for training. Each place of work will have specific documents that relate to risk assessments completed before work commences. Some of the items identified will be generic to all workplaces; some will be very specific to a particular setting or type of operation. Operatives are expected to read, understand and follow health and safety procedures in the workplace. This focus page aims to improve the specific reading and writing skills of learners to help them understand and be able to perform risk assessments.

Materials

Risk assessment checklist from the Source material (0:07)

Hazard cards (0:08), Injury cards (0:09) and Solution cards (0:10) from the Source material

Risk assessment checklist – using a drilling machine from the Source material (for task page) (0:11)

Blank Risk assessment checklist – my own job from Source material (for task page) (0:12)

Learning outcomes

1 To understand the process of assessing risks in the workplace (focus page, Task 2)

2 To read and understand key words at work related to health and safety (focus page, Task 1)

3 To read and follow information from a chart (focus page, Task 1)

4 To write brief information into a given chart format, making decisions about the amount of detail required (focus page, Task 2)

Suggested teaching activities

Introduction

- Begin by asking learners what they already know about safety in their own jobs. Discuss their involvement in safety, including PPE, signs, written information, instructions, etc. What are the dangerous (hazardous) parts of the 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 job. Make sure they understand that while this is the responsibility of the employer and the supervisor, all operatives have a responsibility to assess risk before starting a job. Give some examples related to learners' experience.
- Ask learners to identify some everyday situations, in or out of the workplace, where they have to identify a hazard and decide how great the risk is or who is most at risk (e.g. overtaking when driving).
- Give some accident statistics and case studies from safety information leaflets or show a safety video, for example on forklift training (if available). Ask what can be done from the outset to prevent accidents happening. Lead the group towards the idea of risk assessment.

Focus page

- Introduce the vocabulary used on the focus page and check for understanding. Many ESOL learners and some first language learners will find the vocabulary unfamiliar. Focus on instruction words (implement, monitor, evaluate) as well as key words like risk and hazard. Make sure all learners understand these words.
- Go through the process of assessing risk as laid out in points 1–6. Emphasise the fact that risk assessment is a process like a checklist, and that understanding this process will make it easier to read and understand the information on risk assessment in their workplace.
- Point out that the numbered sentences in the boxes are the instructions and the bullet points are prompts to give you ideas. Ask learners to follow the process using one of the examples arising from the discussion earlier (as a whole group). In order to do this, learners will be using organisational features to locate information, and practising detailed reading.

- As a group list the six stages of risk assessment on the board.
- Discuss a scenario for the task on the focus page. Make sure this is about general workplace hazards rather than the learners' specific jobs or tasks. Use cards made from the Source material (hazards, types of injury, safe solutions). Ask learners to scan through the Hazard cards to identify the hazards in their workplace general environment. This can be done as a group or paired activity. If learners have additional thoughts, they can make and add their own cards. Point out that before scanning for relevant information, learners will need to have understood the task and have some idea about the kind of information they are looking for (key words). Can they then find a card from the Injuries pack that may result from this hazard? Lastly identify from the Solutions pack any safe solutions that will minimise the risk.
- Ask the group to examine the Risk assessment checklist from the Source material. Ask them to pick out and read the headings (using organisational features).
- Ask learners to complete the table in pairs or small groups. Make sure that learners have understood the format and structure of the table and are able to transfer information from the cards to the correct places, using appropriate detail. You may need to discuss the use of columns, rows and headings in order to place information in the correct part of the table.
- Discuss the need for accurate spelling, particularly on documents that may be viewed by the public. You may want to take this opportunity to talk about how to check for spellings (glossary, dictionary, ask someone who knows).
- As a plenary for the focus page, hold a group discussion about responsibility for risk assessment procedures, using the introductory paragraph on the focus page and the question at the bottom right of the focus page as the starting points.

Curric. refs	NOS/NVQ	Key Skills
Rw/E3.1	201	
Rt/E3.5		
Rt/E3.7		
Rw/E3.1		
Wt/E2.1		
Ww/E3.1		
Wt/E3.4		

Task 1

Use a completed table to find information and answer the questions
Rw/E3.1
Rt/E3.5
Rt/E3.7

- Check that learners can use the organisational features of the Risk assessment checklist – using a drilling machine to help them find the information quickly.
- Discuss the tip and how this helps you find the information.
- Discuss the use of visual skills to scan for the information you need to read – i.e. you don't have to read everything in detail, just let your eyes scan the table to find the words you are looking for, like looking for a friend in a crowd.
- Learners can respond to these questions verbally or in writing.

If the learner has difficulty

- Dyslexic learners may have problems tracking across the rows and down the columns. A guide card might help.
- If there are any problems with understanding technical vocabulary, use vocabulary cards to practise and reinforce reading words and phrases in and out of context.

Extension

- Ask learners to create a new table illustrating a risk assessment of a task relevant to the learner (but not their present job, as this is Task 2). They should use the same headings and format as those in the Source material.
- Where available, allow learners to use ICT to draw the table. Otherwise, ensure that learners use techniques to distinguish headings from information (e.g. coloured pens).

Task 2

Complete a risk assessment for your own job
Rw/E3.1
Wt/E2.1
Ww/E3.1

Question 1

- If learners are doing the same job, they can work in pairs. This would present a good opportunity for learners to practise speaking and listening skills as it would require co-operative working. However, the focus of the activity is to read information and use it to complete a risk assessment table accurately.
- Remind learners that they can use the cards as prompts for spelling and to remind them of hazards, etc. if they would like to.

Question 2

- If possible, learners should join with another person or pair doing a different job in order to compare risks. However, if everyone does the same job, the task still works as a comparison of different people's view of the risks involved in that job.
- Assure learners that the point of this task is to see how many risks each pair comes up with (if they do the same job) or to compare the risks between different jobs (if they do different jobs).
- Ask learners to think about whether they would make any changes to their own table now that they have seen other learners' tables.

If the learner has difficulty

Question 1

- If learners are experiencing difficulty with the reading and writing in this task, use vocabulary cards for reinforcement; ask the learner to cover the table, leaving one column free at a time. Read the heading and copy the correct words into the table before moving on to the next column.
- If learners have difficulty with the process of risk assessment at this stage, go back to the focus page. Use the boxes one step at a time to complete the table.

Question 2

- Less confident writers may find the idea of showing their work to others quite daunting. Reassure learners that there is no right and wrong answer. The point of the task is to see what types of risks there are in the same or different jobs.

Extension

Ask learners to take the information from the table and turn it into a short report for management about the risk assessment undertaken for their particular job. Note the difference in structure and organisational features.

Theme assessment

Sort learners into small groups. Give each group some of the cards from the Source material. Suggest situations in the workplace – either from the course of the session or from learners' experience – and ask first for relevant Hazard cards, then Injury cards and finally Solution cards. Each small group has to agree as to which cards they put forward to complete a risk assessment for each situation.

Staying safe

Focus

Keeping yourself and others safe at work is vital in the manufacturing industry, where serious accidents can easily happen. For each job you do, your supervisor and your employer should follow a process of risk assessment.

1 Look for the hazard
- equipment
- human error

What sort of things might cause an accident?

2 Think about the type of injury it could cause
- slips, trips or falls
- cuts
- strains
- broken bones
- serious injury or death

3 Identify who is at risk
- workers
- visitors
- the public

4 Evaluate the risks
- What safety measures are already in place?
- What else can be done to reduce the risks?

5 Implement a safe system
- Identify and carry out training needs.
- Give clear instructions for the method of work.
- Make sure the system is up to date and used properly.
- Think about whether any improvements can be made.
- Stop work if there is a problem.

6 Monitor the system
- Make sure there are regular checks.
- Make sure a named person has responsibility for this.

Risk assessment

What sort of general dangers are there in your workplace?

Use the Hazard and Injury cards from the Source material. Discuss the hazards, types of injury and who is at risk in your workplace.

Write your ideas on the Risk assessment checklist from the Source material.

Use the Solution cards to discuss what can be done to cut down these risks.

Add your ideas to the Risk assessment checklist.

Who do you think should deal with each point in step 5?

Staying safe

Task

Task 1

Use the Risk assessment checklist – using a drilling machine from the Source material to answer these questions.

1 Who is *at risk* from **poor housekeeping**?

2 What *hazard* could cause an **eye damage** injury?

3 What *type of injury* can occur from **violent spinning of a loose workpiece**?

4 *What can be done* to prevent **breathing in dust**?

Tip

- Find the words in **bold** first.
- Use the *italic* words in the column headings to match up the information.

Task 2

1 Think about the job you do. Fill in the following information about your job on the Risk assessment checklist – my own job from the Source material:

   a the top four possible hazards you think are linked to your job
   b the injuries that might happen as a result of the hazards
   c who is most at risk of getting injured
   d what can be done to prevent the injuries.

2 Compare your checklist with a colleague's.

   a Which hazards that you picked out are the same?
   b Which hazards are different?

Tip

Use the Hazard, Injury and Solution cards from the Source material or your own ideas.

Tips

- Tick the things that match.
- Underline the things that are different.

Read and fill in a checklist to assess the risks involved in doing a job.

Rw/E3.1; Rt/E3.5; Rt/E3.7; Wt/E2.1

PAGES 1:16–1:18

Reporting accidents – giving a spoken description

Occupational setting

All accidents and near misses must be recorded in either an accident book or on an accident report form. Companies may use different methods to report and record incidents. Many rely upon verbal reporting to the supervisor who then completes the documentation. Other companies require witnesses and injured parties to complete forms themselves. Regardless of the methods used, it is important for learners to recognise the need for accuracy when giving information about accidents. This first focus is on verbal reporting.

Materials

Audio equipment

Standard accident record form from the Source material (0:13) (for Theme assessment)

Learning outcomes

1 To recognise fact and opinion (focus page 1, Task 1)

2 To give short spoken explanations and descriptions clearly (focus page 1, Task 1)

3 To learn about types of question and how to respond (focus page 2, Task 2)

4 To use questions to check and confirm information (focus page 2)

Suggested teaching activities

Introduction

- Discuss with learners what they understand by the words 'near miss' and how this is different from an accident.
- Find out from group members what they already know about reporting accidents at work and use their experiences as a focus for discussion. Ask learners if they are aware of the system used in their own workplace for reporting accidents or near misses. Their experience of this may be limited, so it is worth having some examples of accident forms and books.
- Does the type of accident affect how it is reported or recorded? Make sure that learners understand that even minor occurrences must be reported, as even a small cut can cause bigger problems if it becomes infected.
- Before looking at the focus page ask learners to think about the important things to remember when reporting an accident. List their thoughts on the board.

Focus page 1 5

Note: due to the amount of text on the page, dyslexic learners may benefit if the page is adapted so that information in speech bubbles is on a separate page.

- The first focus page is about giving a verbal witness report of an accident. Check the key points at the top of the page against the learners' suggestions on the board.
- Tell learners that they are going to listen to a witness account of an accident. Ask learners to listen to the account and think about the key points.
- **Fact and opinion:** What is the difference? Give examples to clarify this if learners are unclear. Is the witness account factual? Look at the examples on the page of a fact (ticked) and an opinion (marked with a cross). Pick out the other facts together and write them on the board. These will be useful later when completing the form.
- **Clear description:** Is the witness account clear? Use the script on the page or listen again to the audio clip. What would make this witness account clear? Talk about relating events in the order that they actually happened. Agree on the clearest way to report verbally what happened and write this on the board as well.
- **Relevance:** Make sure the meaning of 'relevance' is understood by all in the group.

This may need to be discussed and demonstrated. Is all the information given about the accident relevant? In pairs pick out the relevant information. Allow time for discussion and disagreement. Put agreed points on the board.

- Listen again to the witness account if needed to reinforce the key points on the page.

Focus page 2 5 6

- Read the introduction to the page. Ask learners a mix of simple closed and open questions, and questions needing more than one answer, on any topic. Record their answers.
- Discuss the differences in the answers. Which questions received short answers? Which required more detail in the answers?
- Look at the information on closed questions on the page, plus the example. Ask learners to think of more examples of closed questions – perhaps requiring just 'yes', 'no' or 'I don't know' type answers.
- Play the three short questions in audio clip 6 and ask learners to pick out the closed question. (They might want to hear the clip more than once.) Write the closed question on the board once they have picked it out.
- Look at the information on the page about open questions, plus the example. Point out the difference in detail/length compared to the answer to the closed question. Listen to audio clip 5 again. Ask learners to listen for what the person describing the accident says Pete hit his head on. Write this on the board.
- Compare his first description with the fuller description on the page following the open question. Discuss why it is important to have this sort of detail about what he hit his head on.
- Look at the information on questions that require more than one answer. Read the question only at first. Check that learners can pick out the key question words 'where' and 'why'. Ask learners to count the number of questions. Write them as two separate questions on the board.
- Read out the answer from the page. Write the two parts of the answer next to the corresponding questions to show how both questions have been answered.
- Ask learners to listen to just the second question in audio clip 6 and pick out the question words ('which' and 'what'). Write these separately on the board.
- Ask learners how many questions there are. Complete the full questions on the board. Discuss them so that learners are fully aware of what information is required.
- Read through the tips. Discuss learners' ideas about phrases that learners could use for the three bullet points.
- Encourage learners to write these in the empty speech bubble at the bottom of the page for future reference.

Curric. refs	NOS/NVQ	Key Skills
SLc/L1.3 SLlr/L1.1 SLlr/L1.6 Rt/L1.2	201	C1.3

Task 1 7

Pick out relevant information from a spoken report of an accident
SLlr/L1.1
Rt/L1.2

- Remind learners of the key points on focus page 1. Confirm their understanding of 'fact' and 'relevance'.
- Play the audio clip of a witness account of an accident, for gist.
- Discuss anything learners did not follow, especially regarding the language.
- Play the clip again, pausing where required by the learners.

If the learner has difficulty

- Break down the task by reading through a sentence at a time and picking out what is fact and what is opinion. Highlight facts with a coloured highlighter pen. Ask the question 'Can this be proven?'
- Give examples of language that are often associated with opinion such as 'I reckon …', 'I guess …', 'I think …'
- Direct learners to the printed text of the audio clip in the speech bubble, to help them follow the clip.
- ESOL learners may require a lot of modelling and examples of the language associated with opinions.

Extension

Ask learners to work in pairs. Ask one learner in each pair to describe a favourite item, team or TV programme and to say why they like it. Ask the partner to pick out at least one fact and one opinion from what they have heard.

Task 2 8

Recognise types of question
SLlr/L1.6

- Play the three questions in this audio clip once for gist.
- Play the clip again, stopping after each question for learners to think about what they heard.
- Replay any clips learners want to hear again.

If the learner has difficulty

- ESOL learners will benefit from practising the questions.
- Play question 1 only. Ask learners if they heard one or more questions.
- Play question 1 again, asking learners to listen for question words. (Give them examples such as what, why, where, when, how, which, who, etc.)
- Discuss their answers and ask how many questions there are.
- Get learners to draw a line from the middle box to the question 1 speech bubble.
- Ask learners to listen to question 2 and think about whether the question requires a long or short answer. If they are not sure, ask them a similar question and get them to answer it. For example, was it raining when you came to work? Discuss their answers.
- Play question 2 again and ask learners to consider the most likely answers (yes, no, a bit, a lot, etc.).
- Make sure learners know this was question 2 so they can match up the 'closed' box to the correct speech bubble.
- Play question 3. Discuss the word 'describe', explaining that this indicates more detail is needed.
- Ask learners to describe a recent event as an example.
- As there should now only be one choice left, allow learners to complete the task.

Extension

Ask learners to think of any questions they would ask the person describing the accident in order to get further information. They can use the audio script, listen again to the audio clip, or both.

Theme assessment

In pairs ask one learner to describe an accident. This may be an actual accident they have experienced or an imaginary accident. Ask the other learner to question their partner until they have sufficient information to complete the blank Standard accident record in the Source material (0:13).

Reporting accidents – giving a spoken description

Focus

By law, all accidents and near misses at work must be reported.

If you are asked to describe an accident, you need to give:

- facts rather than opinions
- a clear description
- relevant details.

5

Facts rather than opinions

Facts are important for accurate reporting.

- A fact is something that is **true** and can be proved.
- An opinion is something that someone **thinks** but is not necessarily true.

Pete had an accident at about 8 o'clock this morning. ✓

I don't think he was with it, you know. ✗

A clear description

A clear description helps others to understand more about:

- how the accident happened
- what injury was caused
- what action was taken.

Slipped on some water on the floor, he did.

He banged his head as he fell forward. Caught it on the side of the bailing machine. He fainted.

I called for the first-aider and she called the ambulance. They're doing some tests on him at the hospital, just to be on the safe side.

Relevant details

- Some details are important because they give information that is necessary or relevant.
- Other details are totally unnecessary and do not add anything useful.

We were loading the bailing machine in section 5 at the time.

I hope he'll be OK. It's a bit worrying.

Tips

- Plan what you are going to say.
- Describe events in the order they happened.

Remember!

The clearer your description, the more accurately it will be recorded.

Reporting accidents – giving a spoken description

Focus

5 6 If you witness an accident, you may be asked questions about what you saw.

If you recognise the type of question you are asked, you will be able to provide the clearest and most useful answer.

Closed questions require only short answers. People often use these questions to check or confirm information.

Give **short**, **precise** answers.

Did you say he hit his head?

Yes

Can you tell me exactly what he hit his head on?

It was the metal guard rail on the side of the bailer machine.

Open questions require longer answers. People use them to get detailed information.

Answer in as much **detail** as you can.

Sometimes people ask **more than one question at a time**.

Listen for **key question words** to help you answer all the questions.

__Where__ did the water come from and __why__ was it there?

One of the water pipes had been leaking and we hadn't had time to clean the water up.

Tips

If you are not sure what information the other person wants, you can:

- ask the person to repeat the question
- ask the person to explain what they mean
- check that you have understood.

Write some useful phrases here.

Reporting accidents – giving a spoken description

Task

Task 1

7

Listen to the spoken description of an accident.

1 Which of these sentences are facts? Tick the boxes.

a Marianne's cut her finger. ☐

b I took her to the first aid room to get it bandaged. ☐

c She's a nice girl but really impatient. ☐

d She put her hand in the machine before it had stopped. ☐

e I think she needs to pay more attention in safety training sessions. ☐

2 Which of the sentences should **not** be included in the description of the accident? Tick your choice.

a The machine had been switched off and was beginning to slow down. ☐

b I'm more careful, even when I'm in a hurry. ☐

c We were in section 3 at the time. ☐

d It was about 4 in the afternoon. ☐

Marianne's cut her finger. I took her to the first aid room to get it bandaged. She's a nice girl but really impatient. I'm more careful, even when I'm in a hurry. She put her hand in the machine before it had stopped. I think she needs to pay more attention in safety training sessions. The machine had been switched off and was beginning to slow down. We were in section 3 at the time. It was about 4 in the afternoon.

Remember!

A fact is something that is true and can be proved.

Tip

Decide which statement doesn't give any information about the accident.

8

Task 2

Listen to the three questions that the supervisor asks about the accident. Draw lines to match the question to the question type.

Question 1 *Question 2* *Question 3*

Open | Asks more than one question | Closed

Tip

Look back at the focus page for a reminder of types of question.

Pick out relevant information from a spoken report of an accident at work and recognise types of questions.

SLlr/L1.1; Rt/L1.2; SLlr/L1.6

PAGES 1:19–1:21

Reporting accidents – giving a written description

Occupational setting

This focus continues the theme of reporting accidents and incidents. It focuses on written reporting using a pre-set format of an accident/incident report form.

Materials

Audio equipment

Workplace accident/near miss/incident report form, or the Standard accident record from the Source material (0:13)

Three sets of Accident/incident cards from the Source material (for the task page) (0:14)

Full-sized copy of the Accident/incident report form from the Source material on OHP (0:15)

Copies of the Accident/incident report form for each learner

Learning outcomes

1 To use a preset format (focus pages 1 and 2, Task 1)

2 To write clearly (focus pages 1 and 2, Task 1)

3 To judge how much to write (focus page 2, Task 1)

Suggested teaching activities

Introduction

- Discuss the difference between accidents and incidents. Give some workplace examples.
- Explain that accident and incident reports have to be filled in and that learners may have to do this themselves at some point.
- Look at the form used at work for this purpose (or if this is very complicated, use the Standard accident record from the Source material).
- Explain that forms can vary from place to place, but the same sort of information is required, including a description of the accident, the injury caused and details of the person reporting it.
- Ask learners to think about why written records are important.

Focus page 1

- Read the page introduction and give learners the Accident/incident report form they will be looking at in detail (from the Source material).
- Read the information in the green box on the left and ask learners to point out the headings in this section.
- Go through the two arrowed points on the right of the page to support the two bullet points in the box.
- Discuss the different terms in the first section, such as 'accident', 'assault', 'near miss', etc. Explain that assault can be physical or verbal (such as swearing at someone). Ask learners to think about what 'other' might be. If possible, give workplace examples.
- Go through section 2 of the form in a similar way.
- Read through the arrowed box about instructions. Discuss what the example instruction 'Tick appropriate box' means.
- Ask learners to find and highlight any other instructions they can find in this top part of the form. Point out that the first instruction – 'Please print clearly using black ink' – is actually two instructions. Point out that the printing and the black ink are for clarity and to make sure the form will be legible if it is photocopied.
- Discuss the meaning of each instruction. Give example instances where more than one box might be ticked in section 1. Make sure learners understand that the instruction with an asterisk only applies if reporting an accident involving fire.
- Go through the sort of information required in section 3. Make sure learners understand the terms used and what to write.

- Ask learners to have a go at filling in section 3 of the full copy in pencil with their own details. Check that they have done this correctly.
- Go through the general tips for filling in forms. Ask learners how they write dates and times – give some example dates and get learners to explain how they would write them. Discuss any differences between methods, and whether it is clear which is the day, month, year and time of day. If there is a particular convention used in the workplace, point this out and give learners more practice with dates and times. Make sure learners understand how information is being recorded. For example with 11/12/05, the first number is the day, the second is the month and the third is the year.
- Look at the workplace form (or the Standard accident record from the Source material) and point out where the date and time of the accident needs to be recorded.
- Ask learners to use today's date and time to fill in this information.
- Explain that everything recorded on the form needs to be really clear so that others can read and understand the information.

Focus page 2 9

- Explain that this is the bottom section of the same form where the details of the accident are recorded. Show this on the OHP.
- Point out where the date and time go on this form. Ask learners how dates and times should be written in their place of work (e.g. 2.5.07, 2/5/07, 02.05.07, 2nd May 2007, 20:45, 8.45 pm, etc.)
- Explain that 'occurrence' means accident or incident.
- Look at the information on 'location'. Explain that this means 'place' and ask learners to give precise examples from their own workplace.
- Look in detail at section 6. Explain that this section is for the description of the accident, which is why there is more space.
- Look at the guidelines to section 6 for the sort of information you might include, such as conditions, age and health, etc. Discuss how these might be important.
- Read through the box with the bullet points first and reiterate the importance of being clear and as detailed as possible for an accurate record.
- Look at the example of spoken language adapted into more formal written language. Ask learners to consider the reason for doing this (because other people may not understand the informal terms used).
- Listen to the audio clip of the spoken accident report and look at the text version on the bottom of the focus page.
- Use the Accident/incident report form on the OHP to discuss and record:
  - today's date
  - the time of the accident (including the time of day).
- As a group, discuss and highlight the main events in the written description and decide on the order – as they happened.
- Use learners' ideas to write the description of the accident in the correct order and using suitable language on the OHP.
- Read through the finished description and discuss any learner ideas for improvements.
- Remind learners that forms can be set out differently but that the headings tell you what information is required where. If appropriate, compare the layout of the workplace form or the Standard accident record with the full version of the Accident/incident report form.

Curric. refs	NOS/NVQ	Key Skills
Ww/L1.2	201	C1.2
Wt/L1.2		
Wt/L1.5		
Wt/L1.3		
Wt/L1.6		

Task 1

Complete an accident/incident report form
Ww/L1.2
Wt/L1.2
Wt/L1.5
Wt/L1.3
Wt/L1.6

- Make sure learners understand that they are going to fill in the Accident/incident report form section by section.
- Show learners the Accident/incident cards and explain what sort of information each one gives them.
- Make sure learners have their own version of the Accident/incident report form from the Source material on which they have already filled in section 3.

- Read through all the parts of the task first. Point out which section of the form each part refers to.
- Point out the tips, especially for question 3.
- Learners can either take all three cards they need at once, or take them one at a time as they come to each part of the task. Make sure in both instances that all three cards have the same number.
- Suggest that for question 3 learners work out the order first and write a draft copy so that they can check it makes sense before copying it onto the form.
- Remind learners to keep their handwriting neat and to check their form before handing it in at the end.
- These last two instructions could be written on the board to aid memory.

If the learner has difficulty

Question 1

- Learners may have problems interpreting the information on the card. Ask learners questions relating to sections 1 and 2 of the form to help them pick out the relevant information from the card.
- Make sure learners tick the relevant parts before moving on to question 2.
- Encourage learners to write in pencil in case they change their minds.

Question 2

- Make sure learners have the matching 'Where and when' card.
- Go through sections 4 and 5 of the form, asking what information is required. Support learners to find this information on the card one part at a time. For example, they could look for the date of the accident or incident first.
- Guide learners to fill in the information in the correct places on the form. Make sure they record the date and time correctly before moving on to question 3.

Question 3

- Learners may prefer to work in pairs or small groups to share ideas.
- Learners will need support interpreting and ordering the information. Read it aloud to them first, then encourage them to describe the accident or incident verbally to make sure they have understood it.
- Help them to write the separate sentences on sticky notes so they can physically order them. Ask questions to help them with the order. For example on 'How' card 3, ask, *Did the line manager swear at the trainee before or after accusing her of being lazy?*
- Once the events are ordered, support learners to highlight just the key information that needs to go in the report.
- Make sure learners write a draft copy first and check it before they write it up.

Extension

In pairs, ask one of each pair to give a verbal account of an accident or incident. This may be an actual event they have experienced or an imaginary one. Ask the other learner to question their partner until they have sufficient information to complete the accident/incident report form.

Theme assessment

Ask learners to write a description of a real accident they know of or choose a different set of three accident cards to complete just the 'description of the accident' section from their own place of work or the Standard accident record in the Source material (just the sections headed 'Say how the accident happened' and 'If the person who had the accident suffered an injury, say what it was').

Reporting accidents – giving a written description

Focus

In some places of work you may have to write an accident or incident report yourself. This will usually involve filling in a form.

To fill a form in properly, you need to know:

- what information is required
- where it should go
- how it should be recorded.

This is the first section of the accident/incident report form. It asks you to:
- tick information
- write in information.

Headings tell you what information is required.

The boxes show which parts to tick.

The lines show where to write in information.

The instructions for filling in the form (e.g. *Tick appropriate box*) are written in *italics*, so that they look different from the rest of the form.

How many more instructions can you spot?

ACCIDENT / INCIDENT REPORT FORM

Please print clearly using black ink. Complete as much as you can.

DETAILS

1 What sort of event are you reporting? (*Tick appropriate box or boxes*)

Accident ☐ Assault ☐ Operating incident ☐ Fire* ☐ Near miss ☐

Environmental damage ☐ Other ☐ state _____

** Also complete supplementary form SSF2*

2 What was your role? (*Tick appropriate box*)

Injured ☐ Involved but not injured ☐ Witness ☐ Reported to me ☐

3 Your details:

Surname: _____ Initials: _____ Job title: _____

Department: _____ Location: _____

Top tips for filling in forms

1. Make a photocopy of the form to practise on first.
2. Look at the headings to find out what information is required.
3. Ask about anything you are unsure of.
4. Find out if there is a preferred way of writing things like dates and times.
5. Make sure your handwriting is tidy and easy to read.
6. Check what you have written.

Have a go at filling in section 3 of the Accident/incident report form from the Source material with your own details.

Reporting accidents – giving a written description

Focus

This section of the form requires more detailed information about the accident.

Record the **day**, **month** and **year** of the accident and what **time of day** it happened.

Make sure you are clear about exactly **where** the accident took place.

Ask your supervisor how dates and times should be written in your place of work.

THE OCCURRENCE

4 Date of occurrence: _____ Time of occurrence: _____

5 Exact location of occurrence: _____

6 Full description of what happened
(include all factors relevant to the event, e.g. conditions of environment, age and health of person concerned, use of protective equipment, previous problems, etc.):

_____

_____

_____

_____

The form will have somewhere to write a description of the events of the accident.

- Descriptions and explanations should be **short** but **clear**.
- Use **appropriate language**.
- Include **relevant facts** and **necessary detail**.
- Write the events in the order they happened.

Phrases like 'he had a bit of a knock', 'he bashed his head' and 'he was out cold' are not appropriate for written descriptions.

It is better to write 'he had an accident', 'he banged his head' and 'he was unconscious'.

9

Where should this information be recorded on the form?

Think about how you would describe the accident for the form.

Abdul told me that Pete had a bit of a knock about 8 o'clock this morning. They kept him in hospital for a check-up. Apparently he bashed his head on the side of the bailing machine. He slipped on a pool of water on the floor. Abdul called the first-aider. She called the ambulance out. He was out cold for a few seconds when it happened. Abdul said they were loading the bailing machine in section 5 at the time.

Reporting accidents – giving a written description

Task

You are going to practise completing an accident/incident report form. You will need the Accident/incident cards and a blank Accident/incident report form from the Source material.

Tips

- Before you start writing:
  - plan what you want to say
  - put the information in the order it happened.
- Write neatly and clearly.

Task 1

1 Choose a 'What' card. Tick the appropriate boxes in sections 1 and 2 of the Accident report form, using the information on the card.

What
CARD 1

An accident was reported to you at work by a fellow worker.

2 Find the 'Where and when' card with the same number as the 'What' card you chose. Use the information to fill in sections 4 and 5 of the form.

Where & when
CARD 1

The accident happened at 7:30 in the morning on 5th August 2005 near the main entrance to the factory.

3 Find the 'How' card with the same number. Use the information on the card to fill in section 6 of the form.

How
CARD 1

The injured person is Mike Jones. He has been taken to casualty. The accident happened because the floor was still wet after cleaning. This caused Mike to slip. He twisted his left ankle.

5 Exact location of occurrence: _____

6 Full description of what happened
(include all factors relevant to the event, e.g. conditions of environment, age and health of person concerned, use of protective equipment, previous problems, etc.):

_____
_____
_____
_____
_____
_____

Continue on a separate sheet if necessary.

4 Read through your completed form carefully. Check that you have included all the information correctly.

Make any changes you want to. Ask your teacher to check your form.

Check it

Please note that a copy of page 0:11 from the Source material is needed for questions 7 and 8.

1 What does a blue circle on a sign mean?

A You must do something.

B You must not do something.

C Something is dangerous.

D There is some safety information about something. **Rt/E3.9**

2 What colour are signs that tell you about the effect chemicals can have on your health?

A blue

B red

C orange

D green **Rt/E3.9**

3 On what type of fire should you use a fire extinguisher with a blue label?

A wood

B electrical

C fabric

D paper **Rt/E3.9**

4 What is the closest meaning to 'Do not return to the building until authorised to do so'?

A Go back into the building when you like.

B You can only go back inside the building when somebody in charge tells you to.

C Only go back into the building when you think the danger of fire is over.

D Don't go back inside the building. **Rt/L1.5**

Use these instructions from a trainer to answer questions 5 and 6.

We are proud of our accident-free record with forklift trucks and we want to keep it that way. If you follow these simple rules you'll be OK. Always keep to the speed limit around the site and be prepared to stop for pedestrians – but never give anybody a lift, however much they ask you. You are asking for trouble if you leave the keys in the truck – so don't do that. Don't park it with the forks raised, either.

5 What is the best summary of this part of the training?

A Stopping a forklift truck.

B The trouble you'll get into for not obeying the rules.

C The accident-free record of the company.

D Company rules for driving a forklift truck safely. **SLlr/L1.1**

6 What things should you always do?

A • Drive within the speed limit.
• Stop for pedestrians.

B • Drive within the speed limit.
• Leave the keys in the truck.

C • Stop for pedestrians.
• Leave the keys in the truck.

D • Park with the forks raised.
• Give pedestrians a lift. **SLlr/L1.1**

Use the Risk assessment checklist – using a drilling machine from the Source material (page 0:11) to answer questions 7 and 8.

7 What hazard could cause a crushing injury or cuts?

A untidy work station (poor housekeeping)

B breathing in dust from soft drilled materials such as wood

C loose swarf flying off the machine

D hair, rings and clothing getting caught in the spindles **Rt/L1.5**

8 What should you do to prevent a loose workpiece spinning off the machine?

A Clamp workpieces down firmly.

B Keep other people away from the machine.

C Wear eye protection.

D Check area before use, including the floor area. **Rt/L1.5**

9 Which of these questions would get the answer 'yes'?

A How did the injury happen?

B What can you tell me about the guard on the machine?

C Did you say the machine had a guard on it?

D How was the guard attached to the machine? **SLc/L1.2**

10 Which of these sentences from a description of an accident is a fact?

A I think she slipped on some water.

B She fell over like a sack of potatoes.

C Her wrist was injured.

D She must have been in terrible pain. **Rt/L1.2**

Audio

PAGE 1:12

Listening to training

1

Good **lifting** techniques reduce the risk of injuries from muscle strain and back injuries. Where possible, you should use a lifting aid such as a **trolley**, or a **ride-on pallet truck** or a **mechanical hoist**. If you **have** to lift something, make sure you follow this procedure: first, stand with your **feet apart**, close to the object. Then bend the **hips** and **knees**, keeping the **back** straight. Hold the object **close** to the body for extra support. Make sure you've got a **good grip** so the object won't fall. Lift by straightening the **legs**, still keeping the **back** straight. Breathe **out** as you lift. This helps you use the trunk muscles.

PAGE 1:13

Task 1 2

Personal protective equipment is important for your own protection. There are different sorts of equipment provided, depending on the job you're doing. These include **dust masks**, **goggles** and **ear plugs**. For the work in the heavy machinery plants there are also **hard hats** and **steel toe-cap boots**.

Task 2 3

Dust masks are very important when you're in a dusty environment. Breathing in dust particles can lead to respiratory or breathing problems, such as bad coughs, asthma and even lung damage at its most serious. The more prolonged the exposure, the more serious the symptoms can be.

Task 3 4

Personal protective clothing protects you and your own clothes from damage. Hair in particular causes problems. You should wear a hair net to stop it getting caught in machines. It can lead to serious injuries otherwise. You're expected to wear disposable overshoes, as these help prevent contamination from germs carried in on your own shoes. One of the most useful pieces of protective clothing is an overall. You should always wear it to protect your own clothes – to keep them clean and safe. You're advised to wash your overall every few days in a mild detergent to keep it clean and help it last longer. Finally, you should wear protective gloves, as you will be handling chemicals and the gloves protect your hands from any skin damage that the chemicals might cause.

PAGE 1:16

Reporting accidents – giving a spoken description

5

Pete had an accident at about 8 o'clock this morning. I don't think he was with it, you know. Slipped on some water on the floor, he did. He banged his head as he fell forward. Caught it on the side of the bailing machine. He fainted. I called for the first-aider and she called the ambulance. They're doing some tests on him at the hospital, just to be on the safe side. We were loading the bailing machine in section 5 at the time. I hope he'll be OK. It's a bit worrying.

PAGE 1:17

6

- What did the ambulance people do when they arrived?
- Which hospital did they take him to and what sort of tests are they doing?
- Has the water been cleared up now?

PAGE 1:18

Task 1 7

Marianne's cut her finger. I took her to the first aid room to get it bandaged. She's a nice girl but really impatient. I'm more careful, even when I'm in a hurry. She put her hand in the machine before it had stopped. I think she needs to pay more attention in safety training sessions. The machine had been switched off and was beginning to slow down. We were in section 3 at the time. It was about 4 in the afternoon.

Task 2 8

- Which machine were you using and what were you doing to it at the time?
- Was her finger bleeding?
- Can you describe exactly how she cut her finger?

PAGE 1:20

Reporting accidents – giving a written description

9

Abdul told me that Pete had a bit of a knock about 8 o'clock this morning. They kept him in hospital for a check-up. Apparently he bashed his head on the side of the bailing machine. He slipped on a pool of water on the floor. Abdul called the first-aider. She called the ambulance out. He was out cold for a few seconds when it happened. Abdul said they were loading the bailing machine in section 5 at the time.

Answers

PAGES 1:1–1:2

Safety signs

Focus page

The yellow triangular sign means 'Danger of electricity'.

The green square sign means 'First Aid'.

Task 1

1 c
2 a
3 d
4 b

Task 2

Sign **a** means 'Watch out for trip hazards'.

Sign **b** means 'Fire exit this way'.

Sign **c** means 'Make sure you put your litter in the bin'.

Sign **d** means 'Do not enter', 'No entry' or 'No unauthorised persons'.

PAGES 1:3–1:5

COSHH symbols

Focus page

The top symbol means 'Dangerous to the environment and aquatic life' (fish).

'Flammable' means 'easily set on fire'.

Task 1

toxic = poisonous
corrosive = burns skin
irritant = stings skin or makes it itch

Task 2

1 c
2 b
3 b
4 b
5 b
6 a
7 a

Task 3

Symbol	Safety measures
IRRITANT	Wear protective **gloves**. If splashes get into the **eyes**, rinse eyes immediately with cold water.
TOXIC	**Ventilate** the room before using. Do not **swallow**. Wear protective clothes.
FLAMMABLE	Keep away from **heat**. Do not **smoke**. Do not **burn** the container after use.
CORROSIVE	Wear protective **gloves**. Only use on the recommended **surfaces**.
HARMFUL TO THE ENVIRONMENT	Do not pour down **drains** or **sinks**. Dispose of the container carefully.

PAGES 1:6–1:8

Fire extinguishers

Task 1

1 catches fire easily
2 petrol
3 things you should do
4 the bottom
5 electricity
6 things made of fabric

Task 2

Task 3

2 Foam

Do not use on:
- electrical equipment
- metal fires

3 Water

Use on:
- wood
- paper
- textiles

4

Carbon dioxide

PAGES 1:9–1:11

Fire action

Task 1

1 four times
2 a chosen place for people to gather if there is a fire
3 allowed or given permission
4 fight
5 set the fire alarm off
6 fire extinguisher fire hose

Task 2

1 Do not run.
Do not panic.
Do not return to the office unless you are told by the fire officer that it is safe to do so.
2 leave, (also 'do', 'run', 'panic'); stop; wait (also 'take')
3 break the glass on the fire alarm

Task 3

1 car park	fire evacuation procedure
2 the fire officer	fire evacuation procedure
3 999	fire action notice
4 the nearest	fire action notice

PAGES 1:12–1:13

Listening to training

Task 1

3 To give information about the types of PPE

Task 2

bad coughs, asthma, lung damage

Task 3

1

What should be worn	*Reason*
hair net	to stop hair getting caught in machines
disposable overshoes	to prevent the spread of germs from shoes
overall	to keep own clothes clean and safe
gloves	to protect hands from skin damage

2
These are examples of questions you might want to ask:
- What sort of skin damage can chemicals cause?
- Where do we get the overshoes from?
- Do we have to pay for these things or does the company supply them?
- What is a mild detergent?
- Do you have to wear a hair net even if you have short hair?
- Do we only have one overall?
- How often are we meant to wash it?

PAGES 1:14–1:15

Staying safe

Focus page

The answers to the tasks on the focus page depend on what is decided in the whole-group discussion. The answers relating to part 5 could be:
- Identify and carry out training needs – employers
- Give clear instructions for the method of work – employers, supervisors
- Make sure the system is up to date and used properly – employers, supervisors, workers
- Think about whether any improvements can be made – employers, supervisors, workers
- Stop work when there is a problem – workers

Task 1

1 anyone near the machine
2 loose swarf flying off the machine
3 splinters, bruises, cuts, fractures
4 ventilate the area, wear a dust mask

Task 2

Answers depend on the learner's job and risks in their workplace.

PAGES 1:16–1:18

Reporting accidents – giving a spoken description

Focus page

(Focus page 2)
'What did the ambulance people do when they arrived?' = open question

'Which hospital did they take him to and what sort of tests are they doing?' = two questions

'Has the water been cleared up now?' = closed question

Task 1

1 a Marianne's cut her finger.
  b I took her to the first aid room to get it bandaged.
  c She put her hand in the machine before it had stopped.
2 b I'm more careful, even when I'm in a hurry.

Task 2

Question 1 – Asks more than one question
Question 2 – Closed
Question 3 – Open

PAGES 1:19–1:21

Reporting accidents – giving a written description

Focus page

(Focus page 1)
More instructions:

Please print clearly using black ink.
Complete as much as you can. } on the top of the form

Tick appropriate box or boxes
**Also complete supplementary form SSF2* } in section 1

(Focus page 2)
The description of Pete's accident should go in section 6.
An example of appropriate wording would be:

THE OCCURRENCE

4 Date of occurrence: _____ Time of occurrence: 08:00

5 Exact location of occurrence: Bailing machine in section 5

6 Full description of what happened
(include all factors relevant to the event, e.g. conditions of environment, age and health of person concerned, use of protective equipment, previous problems, etc.):

Pete slipped on a pool of water on the floor and hit his head on the side of the bailing machine. He was briefly unconscious. The fist aider was called and an ambulance was requested.

Continue on a separate sheet if necessary.

Task 1

Show your answers to your teacher.

Check it

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