

Teacher/trainer name:		Course:		Code:	Session topic: Preventing accidents	
No of learners:	M:	F:	Room No:		Session number:	
Date:	Year/Group:		Centre:		Time allocated:	Duration: 120 mins
General aims of the session: (What you hope to achieve) <ol style="list-style-type: none"> 1 To introduce learners to potential health and safety risks at work and employee/employer responsibilities. 2 To develop learners' understanding of roles and responsibilities in accident prevention. 3 To enable learners to recognise that very few factors about health and safety are outside anyone's control and that responsibility lies with everyone. 						
Objectives/learning outcomes of the session: (What you expect learners to understand/be able to do at the end of the session) <ol style="list-style-type: none"> 1 All learners will be able to explain at least six factors that can lead to accidents on construction sites. 2 All learners will be able to explain the implications of three accidents for construction workers and employers. 3 Seventy-five per cent of learners will be able to identify responsibilities for preventing accidents at work that can be prevented. 4 Forty per cent of learners will complete a risk assessment form from the risks identified. 						
Teaching and learning strategies: (Tick one or more activities) Teacher/trainer demonstration Project work Discussion Direct teaching Individual work Group work Practical skill development Learner presentations Ideas blast Other activities						
Assessment strategies linked to above learning outcomes: (Methods of checking that outcomes are achieved – e.g. completion of task) <ol style="list-style-type: none"> 1 and 2 Observation of learner contributions to the group with regard to accidents (Key Skills L1.1 & L2). 3 Completion of card sort activity and group discussion. (Have the groups recognised the implications of accidents and their prevention?) 4 Individual work on risk assessment to be marked and corrected by teacher (Key Skills L1.3, L2.3), feedback and continuation to next session. 						
Previous knowledge/skills: What experience/qualifications? What results of initial assessment/diagnosis of learning needs/preferences? Review initial assessment and individual learning plans to distinguish learning preferences and additional support requirements. Introductory session on accidents, their causes and their impact on the construction industry. Previous coverage of presentation skills for Key Skills development.						
Review of session: Did the session build effectively on previous learning? What could be improved? Were individual learning needs met?						

Timing	Content Subject matter/ topic, including the Key Skills to develop	Teacher and trainer activity Teaching strategies to include methods of delivery and assessment approaches to meet individual learning needs.	Learner activity Learning strategies to include use of technology and materials to meet individual learning needs.	Resources to be used: E.g. gapped handouts, answer grid, whiteboard, OHP, video projector, video and DVD, computer/ CD-ROM and learner packs.	Individualised activity Identify specific learning requirements of individuals according to their initial assessment and identification of learning preferences.
5 mins	Register. Recap on work from previous week.	Assertive questioning about previous session's learning points.	Learners answer questions and raise points they do not understand.	Whiteboard, pens, paper.	Room to be set up for small group work. Auditory. Agree in advance the role of learning support specialist(s) and any additional teaching materials required.
10 mins	Introduction: Aim and learning objectives for session.	Explaining, discussing and questioning linked to PowerPoint presentation. 'What is an accident?' 'Who is responsible?'	Listen and discuss.	OHP projector, PowerPoint presentation.	Auditory, visual.

30 mins	<p>'Preventing accidents' card sort activity.</p> <p>Stages 1 & 2.</p>	<p>Explain purpose and relevance of the activity.</p> <p>Split into groups of three.</p> <p>Observation of learner involvement in group discussion to plan later re-arrangement of the groups into three.</p>	<p>Cards to be dealt out between each group member so all have an equal number.</p> <p>Place cards under three responsibility headings after discussion:</p> <ul style="list-style-type: none"> a) employer b) employee c) other. 	<p>'Preventing accidents' cards.</p> <p>Learner workbook.</p>	<p>Visual, practical, auditory.</p> <p>Place learners of similar ability together to enable better support for learners having difficulty coping with card activities.</p>
10 mins	Review Stages 1 & 2.	<p>Discussion with and observing learner comments.</p> <p>Recognition that there is no single answer and each individual has final responsibility for safety.</p> <p>List the final responsibilities agreed by the class under three headings.</p>	<p>Groups feedback their findings and groupings of responsibilities for Stages 1 & 2.</p> <p>Whole class discussion.</p> <p>Whole group consensus to be reached on classification of accident responsibilities under the three headings.</p>	Learner workbook	
5 mins	Recap.	Remind learners of learning objectives. Refer to PowerPoint presentation.	Listen and respond.	PowerPoint presentation.	Special learning materials for learners with visual impairment.
		Change pace of session by re-arranging into three groups, using observations.	Class splits into three new groups.		

25 mins	<p>'Preventing accidents' card sort activity.</p> <p>Stage 3.</p> <p>Recap criteria required for effective presentations.</p>	<p>Each group asked to consider one particular set of cards and responsibilities:</p> <ul style="list-style-type: none"> a) employer's b) employee's c) other <p>Agree key criteria for effective presentations. Learners to use this list for later peer assessment of presentations.</p>	<p>Discussion and prepare feedback and notes on how accidents can be prevented.</p> <p>Use simple risk-assessment format.</p> <p>Prepare simple presentations to last five minutes maximum.</p> <p>Each learner to contribute to the final presentation.</p>	<p>Whiteboard, flip-chart, pens.</p> <p>Simple risk assessment pro forma.</p>	Practical, visual, auditory.
25 mins	<p>Three group presentations. Five minutes each maximum.</p>	<p>Facilitate, observe, listen and comment.</p>	<p>Learners assess presentations from other groups using agreed criteria and give constructive feedback.</p>	<p>Whiteboard, flip-chart, pens.</p>	Practical, visual, auditory.
5 mins	<p>Summarise key learning points.</p>	<p>Directed questioning.</p> <p>Write notes on board.</p>	<p>Listen, question and answer.</p>		Auditory.
5 mins	<p>Tidy up and introduce next learning session activity.</p>	<p>Introduce next session.</p> <p>Inform learners of their preparations for it.</p>	<p>Take notes and give feedback.</p>		