

## P2 Who's responsible?

### Example session plan

#### Aim

To introduce an understanding of personal responsibility in accident prevention.

#### Objectives/learning outcomes

- Explain some reasons why accidents happen at work.
- Decide what responsibility means for themselves and for employers.
- Suggest some ways to prevent accidents at work.

| Time  | Teacher/trainer plan   | Learner activity   | Resources  |
|-------|--|--|--|
| 00.00 | Introduce learning objectives. Open with whole class discussion of responsibilities for safety at work. Use questions and answers to define 'accident', 'hazard' and 'risk'. | Question and answer using mini-whiteboards. Contribute to discussion.  | Mini-whiteboards.                                      |
| 00.10 | Organise learners into groups of three. Distribute learning materials. Explain the activity. Monitor groups and facilitate discussion if necessary.                          | Form groups. Lay out header cards. Share out hazard cards. Discuss and agree responsibilities. Arrange cards under headers and be prepared to explain reasons for decisions. | 'Who's responsible?' learning materials and card sets. |
| 00.25 | Ask groups to move to view others' decisions and suggest reasoned alternatives.  | View other groups' decisions. Suggest changes, with justification.   |  |
| 00.35 | Focus on those hazards classified as 'No one's responsibility'. Explore each in turn, asking learners to reconsider.   | Respond to questions. Contribute to discussion.  |  |

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|-------|--|---|---|
| 00.45 | Consolidate and review learning. Ask learners to: <ul style="list-style-type: none"> <li>• summarise what they have learned and how</li> <li>• complete checklist and written task.</li> </ul> | Summarise what has been learned. Complete checklist and written task. | Checklist and blank proforma from learning materials. |
| 01.00 | Conclude by revisiting learning objectives.  |   |   |

### **Assessment of learning outcomes**

- Monitoring of group discussions and contributions to whole group feedback.
- Completion of checklist and written task.

### **Differentiation to meet individual needs**

- Take account of literacy, language needs and personality when planning group membership. Consider placing more confident readers in groups with less confident readers.
- If learners find the task challenging, allocate groups fewer cards to create a good forum for discussion but to avoid boredom. Divide one set of hazard cards between several groups to sort and then move groups around to review and comment on the other groups' solutions. This is an energising activity.

| <b>Teacher/trainer evaluation</b>                           | <b>Learner feedback</b>  |
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| Consider which parts of the session were effective and why. | Consider whether the activities were suitable for all learners and the session helped to develop as expert learners. |

## **Personal and social skills developed**

- Working with others.
- Taking responsibility.
- Listening to others' points of view.
- Making own opinions known politely.

## **Skills for Life or Key Skills developed**

### **Communications**

#### **Take part in a 1:1 or group discussion**

C1.1.1 Provide information that is relevant to the subject and purpose of the discussion.

C1.1.2 Communicate clearly in a way that suits the situation and respond appropriately to others.

#### **Read and obtain information from at least one document**

C1.2.1 Read relevant material.

C1.2.2 Identify accurately the main points and ideas.

C1.2.3 Use the information to suit your purpose.

#### **Write two different types of document**

C1.3.1 Present relevant information in a format that suits your purpose.

C1.3.2 Spell, punctuate and use grammar correctly.

C1.3.3 Make your meaning clear.