



# Health and safety

## Introduction to Module 2







PAGES 2:1–2:2

# Signs and symbols





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Task





learners that risk assessment is the responsibility of everyone working on site. They should always assess the risk for themselves and not rely upon written information alone.

Point out that the numbered phrases in bold







PAGES 2:5–2:7

# Personal protective equipment

On most construction sites, the site manager or supervisor will go through a site induction, giving specific instructions and information about the safety and welfare issues for the particular site. Personal protective equipment (PPE) will be one of the areas covered. Learners need to be able to listen carefully in order to pick out any relevant information that applies to them. For many, listening is a skill that is taken for granted, but it is also highlighted by employers and supervisors as an area with significant problems. This theme links health and safety information about hazards and PPE to the skill of listening for detail in explanations and instructions.

## Materials

Range of PPE and clothing or photographs of these items

Examples of other safety equipment, such as fire extinguishers, safety signs, safety tape, etc.

## Learning outcome

To practise listening for and picking out key details in explanations, instructions and descriptions from training sessions (focus page, Tasks 1–4)

## Suggested teaching activities

### Introduction

Begin by finding out what learners already know about PPE.

- Ask whether they are familiar with the full term and the abbreviation PPE.
- Do they know the full names of pieces of equipment?
- Show learners a range of PPE equipment and ask them to identify each item.
- Show them other pieces of equipment relating to health and safety that are not PPE. What is the difference between PPE and other safety equipment?

- Can learners categorise the pieces of equipment they know about in terms of **what** they are, **when** they are used, **why** they are used, and **how** they must be used?

Ask learners for anecdotes about items of PPE that were misused or were not used when they should have been. (Have some examples ready in case learners do not have any.) Ask learners to respond to each anecdote by discussing what equipment should have been used, why, when and how. Where possible, use real items of equipment to spark ideas and responses.

Point out to learners the skills they were using in listening to and responding to the anecdotes:

- listening for the overall gist or story
- listening for key words
- focusing on particular elements of the story for a purpose (i.e. talking about what, why, when and how)
- using their own knowledge of the world and the context to aid understanding, both of the story and of any unfamiliar words
- using their knowledge of language and body language to aid understanding.

### Focus page

Go through the items on the focus page and explain the setting and the listening activity before playing the audio clip. Explain that the activity involves listening for what, why, when and how. Ask learners to focus on the box containing these questions. Learners can write the information they hear next to each question if they want to.

Play the audio clip once for gist and then again for learners to listen carefully. They can then discuss the answers to the questions.

Check for and discuss any unfamiliar words or phrases – could they be understood from the context?

Do learners remember more information from the beginning and end of the audio clip than the middle? What strategies can they think of to remember all the relevant information?

Discuss whether it helps to have thought about what you are listening for before you listen (key words and phrases).

**for learners to listen carefully. They can then discuss the answers to the questions.**

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Curric. refs NOS/N  
SLlr/E3.2 MR269

### Task 1 8–9

Listen for key words and phrases in instructions and explanations

SLlr/E3.2

Before you start, check that all learners, and ESOL learners in particular, know and understand the names of all the PPE.

Explain to learners that they are going to listen to an audio clip of a health and safety trainer. Ask them to listen through once for gist. Now tell learners that they need to listen again for the different types of PPE mentioned (these are the key words learners should listen for). Play the audio clip as many times as necessary.

Explain to learners that you are going to play another audio clip and that they should read the questions before listening. Reassure dyslexic learners that they can choose words from the list to answer the questions, or answer verbally if necessary. Play the audio clip through three times or more.

#### *If the learner has difficulty*

Check that there is no specific difficulty, such as a hearing problem or difficulty with a regional accent. Some dyslexic learners may experience auditory processing difficulties, and could find a group listening task difficult and frustrating. Allow these learners space to think before responding; encourage them to take their turn to respond and contribute; use their favoured learning style to reinforce their understanding of the key listening skills listed above.

Play the audio clip, or read the script aloud, pausing frequently to allow learners to answer the questions.

Create new scripts and questions, allowing learners to build their skills up from listening for one key word or phrase to several over a period of time.

SLlr/E3.2

Ask learners to read the sentences complete before you play the audio clip, and take note of what they are listening for.

Reassure learners that you are not testing their spelling skills.

Play the audio clip three times or more if necessary.

#### *If the learner has difficulty*

Allow the learner to listen again and to pause the audio clip when they think they have found the first answer. They can then continue to listen for the second answer, pausing the audio clip as necessary to reflect on what they have heard.

Some learners may find the task easier if you read the script aloud rather than replaying the audio clip several times.

#### *Extension*

Ask learners to write down, in point form, as much information as they can remember from the audio clip. Then allow them to play the audio clip again and check their points, adding to them as necessary. Any information that wasn't mentioned in the audio clip should be discarded.

Ask learners to look on the Internet for more information about particular types of respirators and masks and the circumstances under which they must be worn.

### Task 3 11

Pick out key information from instructions  
SLlr/E3.2

Read the questions together as a group then listen to the audio clip and answer the questions.





































PAGES 2:13–2:15

# Reporting accidents

All accidents and near misses must be recorded either in an accident book or on an accident report form. Different methods are used on each site to report and record incidents. Many rely on verbal reporting to the supervisor, who then completes the documentation. Other sites 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 theme looks at both verbal reporting and recording information in writing. RIDDOR forms are included in the *Trowel occupations* materials for learners who are likely to use this format at work.

## Materials

Accident record form from the Source material (0:25)

Examples of accident report forms and books

## Learning outcomes

- 1 To recognise fact and opinion (focus page 1, Task 1)
- 2 To give short explanations and descriptions clearly (focus page 1, Tasks 2 and 3)
- 3 To judge how much to write (focus page 2,

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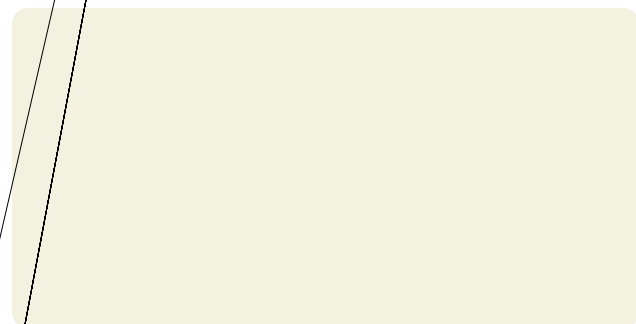
**Focus page 2**  **13**

This page covers recording the same accident using an accident record form. Make sure learners have a copy of the Accident record form from the Source material.

Go through the form, identifying instructions and features as described on the page.

Use the information about the accident identified during the previous focus page discussion and complete Section 3 of the form as a group. Play the audio clip again if necessary. You may want to complete the form on an interactive whiteboard or OHT.

Can learners complete any other parts of the form from the information they have? In pairs, ask learners to list all the other information they need to collect in order to complete the form. Check that this is correct. Make sure learners recognise that written language will be more formal than spoken language.

**Task 1**

Recognise facts and relevant information from a report of an accident

Rt/E3.2

Remind learners of the key points on the first focus page. Confirm their understanding of 'fact' and 'relevance'.

Read the description of the accident from the speech-bubble on the task page to ensure that reading is not a barrier to completing the task.

***If the learner has difficulty***

Break down the task by reading through the text in the speech-bubble a sentence at a time and picking out what is fact and what is opinion. Highlight the facts. Ask: *Can this be proved?*















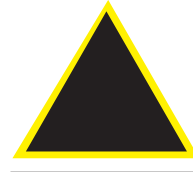






# Check it

- 1 What is the meaning of this sign?
- A No electrical products allowed beyond this point.
  - B Do not turn the electricity off.
  - C Always turn the electricity off.
  - D Danger – risk of electric shock.



Rt/E3.9

Use the Completed risks checklist for using moveable scaffolding from the Source material (page 0:18) to answer questions 2 and 3.

- 2 What type of injury or accident might occur from poor housekeeping?
- A head injury
  - B fall
  - C trip, slip or fall
  - D damage to site equipment, personal injury or gas release

Rt/E3.7

- 3 What can be done to prevent accidents occurring from working at height?
- A Wear hard hats on site.
  - B Use a safety harness.
  - C Protect site equipment.
  - D Remove wastage regularly.

Rt/E3.7

Use the Ladder safety guide from the Source material (Page 0:20) to answer questions 4 and 5.

- 4 What colour is used on the leaflet to show things you should not do?
- A orange
  - B green
  - C red
  - D yellow

Rt/E3.6

- 5 How many headings are there on the leaflet?
- A 6
  - B 7
  - C 8
  - D 9

Rt/E3.6















