Health and safety Introduction to Module 2

Safety on a construction site is paramount. Ensuring that a site is as safe as possible is a shared responsibility between employers and their workforce and this must be emphasised. 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.

Learners must understand that they also have a contribution to make to this area of work and should 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. Failure to comply with safety rules and guidelines can result in injury and even death.

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

- signs and symbols used around the site and on product labels
- statistics about accidents in the industry
- the basics of risk assessment
- personal protective equipment
- reporting accidents
- understanding the CSCS scheme.

The information in this module is generic to a range of settings. It is essential that learners apply the skills and strategies to their own workplace.

Skills for construction – Module 2: Health and safety					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Signs and symbols	Co 2:1–2:2	MR269	Rt/E3.9; Rw/E3.1		
Site safety	Co 2:3–2:4	MR269	Rw/E3.1; Rt/E3.5; Rt/E3.7; Rw/E3.1; Wt/E2.1; Ww/E3.1; Wt/E3.4		
Personal protective equipment	Co 2:5–2:7	MR269	SLIr/E3.2		
Reading safety information	Co 2:8–2:9	MR269	Rt/E3.3; Rt/E3.4; Rt/E3.5; Rt/E3.6; Rt/E3.7; Rt/E3.8; Rt/E3.9; Rs/E3.1; Rs/E3.2; Rw/E3.5		
Accidents in the construction industry	Co 2:10–2:12	MR269	Rt/E3.9	HD1/E3.1; HD1/E3.2	
Reporting accidents	Co 2:13–2:15	MR269	SLc/E3.3; Ww/E3.3; Wt/L1.2; Wt/L1.5; Wt/E3.3; Wt/E3.4; Rt/E3.2		
CSCS	Co 2:16–2:17	MR269	Rt/E3.5; Rt/E3.7; Rt/E3.8; Rw/E3.5; Rw/E3.3		

EYEWARE

CLEANING

Skills checklist

Safety at work is the most important issue for the construction trade. 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 industry: sometimes you will have to read the information and sometimes you will have to listen to



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training or to information from your supervisor.

You will need the following skills if you are going to work safely and help others to 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
Recognising and understanding safety signs		
Finding out about site safety		
Understanding health and safety information		
Understanding about personal protective equipment		
Reporting an accident verbally		
Completing an accident report form		
Understanding the CSCS scheme		

Signs and symbols

Many instructions at work are given verbally, but there will also be visual instructions in the form of safety signs. The 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.

Note that the use of colour is essential here; black and white copies of the signs will need explaining in more detail and will ultimately be less helpful. Also, people who are colour blind may have particular problems.

Materials

Colour copies of the focus and task pages
Examples of workplace safety signs
Standards Unit resource pack *Improving Teaching*and Learning in Construction
Colour copies of the Cut and stick safety signs
and symbols from the Source material (0:13)

Learning outcomes

Scissors and glue

- 1 To understand the different types of safety signs (focus page)
- 2 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

- Show learners a range of signs from the work placement or from within the learning environment. Explain that each sign has a different meaning and that the colour, shape and picture or symbol will help them to work out the meaning.
- Ask learners if they already know what some of the signs mean. What helps them to understand the meaning – is it the shape, the colour, the symbol, or something they have come across or learnt about before?

Note: the Standards Unit resource pack Improving Teaching and Learning in Construction gives plenty of further work on safety signs, which can be used for introductory work or further practice in recognising signs.

Focus page

- Remind learners that a safety sign is generally made up of two elements – the shape of the sign, and the symbol, which together give a message, as illustrated on the page with the sign for 'do not use a mobile phone'.
- Go through the meanings of the safety sign shapes and colours on the focus page.
- Ask learners to remember as many of these as they can.
- Cover the signs on the page and show learners just the shapes and colours from the Cut and stick safety signs from the Source material. 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 the full signs on the focus page that do not have a written explanation with them. Ask learners to think first about the meaning of the colour and/or shape. (The Cut and stick safety signs and symbols from the Source material could be used again here.)
- Then ask learners to 'say what they see' in the pictures. Write their suggestions on the board/flipchart.
- Go through each sign, putting the two elements together – the general sign meaning and the meaning of the picture – to make the full meaning.
- Apply the same strategy to the 'Danger scaffolding incomplete' sign.

Mixing and matching signs

Give learners the Cut and stick safety signs and symbols page from the Source material and scissors and glue, to cut out and stick different signs together.

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- Discuss and note how the meaning changes when the same symbol (e.g. the mobile phone) is put into different signs. Some will make more sense than others.
- Encourage learners to mix and match other signs and discuss what message they have made. They can choose to make 'correct' signs or make up their own serious or funny. The important point raised by this exercise is that signs give messages, using shape, colour and pictures or symbols.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.9	MR269	N/A
Rw/E3.1		

Task 1

Match safety signs to their meanings Rt/E3.9

- Remind learners that they can work out the meaning of a sign by looking at the colour, shape and picture or symbol. Point out the tip about looking up unfamiliar words (e.g. in the glossary) and the second tip, which applies to both tasks.
- Get learners to match the ones they find easiest first; they can complete the task by a process of elimination.

If the learner has difficulty

- Cut out the signs and meanings for learners to physically mix and match.
- Get learners to think about the shape and colour of the background sign first, applying this to its meaning on the focus page. (The Cut and stick safety signs and symbols from the Source material may be useful here.)
- Guide learners to consider the symbols next by asking them to 'say what they see'.
- 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.
- Explain any words they are finding difficult or give possible meanings for learners to choose from.

Extension

Ask learners to create a sign for a particular hazard, perhaps using a computer. Make sure the signs conform to the standard shapes, colours, etc.

Task 2

Work out the meaning of safety signs from their shape, colour and picture Rt/E3.9

- Explain to learners that they need to 'say what they see' and are not expected to get the official meaning, just the correct idea.
- Point out the tip and remind learners that they can look at the focus page for a reminder of the meanings of sign shapes and colour.

If the learner has difficulty

- Present learners with just the shape and colour of the sign first. (This can be taken from the Cut and stick safety signs and symbols from the Source material.)
- Let the learner say what the meaning of the shape/colour is first and write this down in pencil.
- Go through the pictures in each sign, asking learners *What can you see?* and leading them to say what they think the picture means.
- Guide learners to put the two meanings together to get an idea of the overall meaning.
- 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.

Extension

Ask learners to try applying the symbols to the different signs and say what they would mean in each case.

Theme assessment

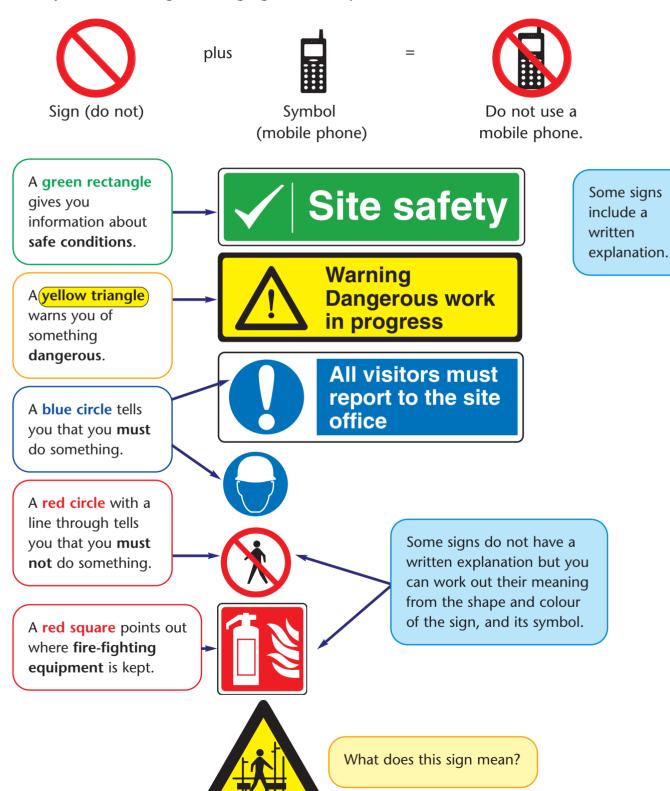
Ask learners to find examples of safety signs in their work experience placement and make a table of what the safety signs mean and where in the work placement they can be found.



Signs and symbols

Focus

Safety signs give important safety information. The shape and colour of each sign give you general information. The picture, symbol or writing in the sign gives more specific information.





Signs and symbols



Task

Task 1

Draw an arrow linking each safety sign to its meaning.

Fire hose

Danger – corrosive chemicals

Now wash your hands











First aid

No unauthorised access

Tip

Look up any unfamiliar words.

Task 2

Work out the meaning of each of these safety signs.





Tip

Use the colour, shape and picture to help work out the meaning.







Site safety

Site safety is of paramount importance within the construction industry and is an important focus for training. Each site will have specific documents that relate to risk assessments completed before work commences. Some of the items identified will be generic to all sites; others will be specific to a particular setting or type of operation. All construction workers will be given site induction, as well as regular updates with their team leader or supervisor. Employees are expected to read, understand and follow health and safety procedures and method statements in the workplace. This theme covers the specific reading and writing skills to help learners to understand and be able to perform risk assessments on site.

Materials

Accident statistics and case studies from CITB safety information leaflets or a safety video (if available)

Hazard cards, Injury cards and Solution cards from the Source material (0:14–0:16)

Risks checklist from the Source material (0:17) Completed risks checklist from the Source material (0:18)

Stepladder risks checklist from the Source material (0:19)

Learning outcomes

- 1 To understand the process of assessing risks in the workplace (focus page, Task 2)
- 2 To read and understand key words relating to health and safety at work (focus page, Task 2)
- **3** To read and follow information from a chart (focus page, Tasks 1 and 3)
- 4 To write brief information in 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 on site. Discuss their involvement in safety (including use of personal protective equipment [PPE]), signs, written information, instructions, etc. What are the dangerous (hazardous) parts of the job? (e.g. climbing on scaffolding) What are the risks involved? (e.g. tripping over equipment on the scaffolding)
- Ask learners who they think is responsible for assessing the risks associated with a particular job. Make sure learners appreciate that whilst this is the responsibility of the employer and the site manager, all workers have a responsibility to assess risk before starting a job. Give some examples relating to learners' experience.
- Ask learners to identify some everyday situations, on or off site, in which 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 CITB safety information leaflets or show a safety video (if available). Ask what can be done at site level to prevent accidents. Lead the group towards the idea of risk assessment. (There is a theme on Accidents in the construction industry later in this Module.)

Focus page

- Introduce the vocabulary used on the focus page and check learners' understanding. Many ESOL learners and some native English speakers will find the vocabulary unfamiliar. Focus on instruction words (implement, monitor, evaluate) as well as key words like 'risk' and 'hazard'. Ask learners to give instructions using 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 to



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 are the instructions and that 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). To do this, learners will be using organisational features to locate information and detailed reading.
- As a group, list the stages of risk assessment on the board as follows:
 - 1 Look for the hazard.
 - 2 Think about the type of injury it could cause.
 - 3 Identify who is at risk.
 - 4 Evaluate the risks.
 - 5 Implement a safe system.
 - 6 Monitor the system.
- Now turn to the scenario given in the task on the focus page. You will need the Hazard, Injury and Solution cards from the Source material. Ask learners to scan through the Hazard cards for information relevant to this task. This can be done as a group or in pairs. If learners have additional ideas, they can make and add their own cards. Point out to learners that before scanning for relevant information, they 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 Injury cards that may result from this hazard? Lastly identify the safe solution from the Solution cards that will minimise the risk.
- Discuss the findings as a group and use the cards to complete the Risk checklist about using moveable scaffolding from the Source material. (Ideally this could be completed as a whole group activity on an interactive whiteboard or large chart.) Ask the group to examine the partly completed Risk checklist from the Source material and to pick out and read the headings (using organisational features), then scan the information in the columns. Are any of the cards they have picked out already included?
- Ask learners to complete the table in pairs or small groups. Make sure learners understand 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 spellings (glossary, dictionary, ask someone who knows).
- When they have successfully completed the whole task, ask learners to reflect on the skills they used to achieve this. These may include vocational knowledge as well as reading skills.
- As a plenary for the focus page, hold a group discussion about responsibility for risk assessment procedures, using the introductory paragraph and the question at the foot of the focus page as a starting point.
- Note: refer to the Standards Unit pack Improving Teaching and Learning in Construction to develop work on the language of health and safety and risk assessments. This includes a pack of cards called 'Words and meanings'.

Curric. refs	NOS/NVQ	Key Skills
Rw/E3.1	MR269	N/A
Rt/E3.5		
Rt/E3.7		
Rt/L2.5		
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 table to help them find the information quickly.
- Discuss choosing key words from the question to decide what to look for. Model this with the first question. What are the key words? (poor housekeeping) How do you know these are the key words? (You need to know roughly what the



- task is about to decide what sort of question you are being asked.) (Note that the theme about CSCS has work on this skill.)
- Discuss scanning for the information you need to read. Remind learners that 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 need to understand the question and what they are reading in the table in order to answer the question correctly.

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 risk checklist table to illustrate a risk assessment relevant to them.
 They should use the same headings and format as in the risk checklists 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 a pictured task Rw/E3.1

Wt/E2.1

Ww/E3.1

- Point out that the drawing shows incorrect methods for replacing a window.
- This is a good opportunity for learners to practise speaking and listening skills, as it requires cooperative working; however, the focus of the activity is to read information and use it to complete a risk assessment table.
- Remind learners that they can use the Hazard, Injury and Solution cards as prompts.

If the learner has difficulty

 If learners are experiencing difficulty with the reading and writing in this task, use vocabulary cards for reinforcement.

- 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 the learner has difficulty with the process of risk assessment, go back to the focus page. Go through the boxes one step at a time to complete the table.

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 this particular job. Note the difference in structure and organisational features.

Task 3

Compare answers to task 2 with another group Rt/L2.5

Ask learners whether they would make any changes to their own table now that they have seen other learners' tables.

If the learner has difficulty

Less confident writers may be daunted by the idea of showing their work to others. Reassure them that the point of the task is to discuss and share ideas.

Extension

Ask learners to discuss and share ideas about the hazards involved in the job they currently do or have knowledge of. They can use the Hazard cards from the Source material to help them.

Theme assessment

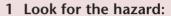
Divide learners into small groups. Give each group some of the Hazard, Injury and Solution cards from the Source material. Suggest situations on site (either from the course of the session or from learners' experience) and ask first for relevant Hazard cards; then Injury cards and finally Solution cards. Each group has to agree which cards to put forward to complete a risk assessment for each situation.



Site safety

Focus

Serious accidents can easily happen in the construction industry, so keeping yourself and others safe at work is vital. For each job you do on-site, you, your supervisor and your employer must follow a process of risk assessment.



- equipment
- human error.

What sort of things might cause an accident?

JOB: Using moveable scaffolding for roof work on a town house



Use the Hazard cards and Injury cards from the Source material to discuss the hazards, types of injury and who is at risk in this job.

Use the Solutions cards from the Source material to discuss what can be done to cut down these risks.

Who should deal with each point in step 5?

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
- site visitors
- the public.

4 Evaluate the risks.

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

5 Implement a safe system.

- Identify and carry out training needs.
- Give clear instructions on how the work should be done.
- Check the system is up-to-date and used properly.
- Think about whether any improvements can be made.
- Stop work when there is a problem.

6 Monitor the system.

- Make sure regular checks are made.
- Make sure a named person is responsible for this.

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Site safety

Task

Task 1

Answer the questions below, referring to the Completed risks checklist from the Source material.

- 1 Who is most at risk from poor housekeeping?
- 2 Which hazard warning signs should be put up?
- 3 What sort of accident could occur if the area is untidy?
- 4 Which hazard could lead to a gas release?

Tip

Use the headings on the checklist to help find the answers.

Task 2



Look at the drawing above, which shows a worker replacing a window using incorrect methods.

Discuss the following with a partner and write your answers on the Stepladder risks checklist from the Source material.

- 1 What do you think are the top four possible hazards of using this incorrect method?
- **2** Which injuries might happen as a result of these four hazards?
- **3** Who is most at risk of getting injured?
- 4 What can be done to prevent the injuries?

Task 3

Join another group to answer these questions.

- 1 Which hazards are the same on your checklists?
- 2 Which hazards are different?

Tip

You can use the Hazard, Injury and Solution cards from the Source material or your own ideas.

Tip

Tick the hazards you all picked. Underline the hazards that are different.

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?

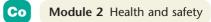
- Can learners categorise the pieces of equipment they know about in terms of what they are, when they are used, why they are used, and **how** they must be used?
- Ask learners for anecdotes about items of PPE that were misused or were not used when they should have been. (Have some examples ready in 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).



- Give a verbal description of relevant PPE-related situations, and repeat the exercise.
- Describe a piece of equipment, focusing on 'what' (description only), 'why', 'when' and 'how', without giving the name of the equipment. The first learner to guess what you are talking about takes the next turn.

Curric. refs	NOS/NVQ	Key Skills
SLlr/E3.2	MR269	N/A

Task 1 (7) (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.

Some learners may find it useful to cover the pictures so that they can concentrate on the second question.

Extension

- Ask learners to choose (or give them) another job and ask them to find out from their site manager or trainer what PPE they would need.
- They should report this information back to the group.

Task 2 🕡 🔟

Listen for details in an explanation SLlr/E3.2

- Ask learners to read the sentences they have to 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 🕡 🕕

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.



■ Play the audio clip as many times as necessary.

If the learner has difficulty

- Discuss positive and negative instructions.
 Check that learners are listening for the negative instructions. ESOL learners may need some additional help with this format.
- Read each sentence of the audio script aloud, asking the learner to stop you when you have reached the relevant information.
- Some learners may find it helpful to reword instructions using their own words.

Extension

Ask learners to choose a piece of PPE (a picture or the real item if you have it) and to give instructions to a partner as to how to use it, without mentioning its name. The partner has to guess the item being referred to. Learners must keep talking until their partner has guessed.

Task 4 (1) 12

Match key words in descriptions to pictures SLlr/E3.2

- Ask learners to read the question.
- Play the audio clip of the three descriptions and ask learners to match each description to the relevant picture.
- Play the audio clip again as necessary.

If the learner has difficulty

- Ask the learner to describe the three pictures in the question to you or to a partner.
- Ask what aspects of the equipment they described – its use/appearance/definition/other?
- Play the audio clip again or read the script aloud. Ask the learner what aspects of the equipment were described. Were they easier to understand this time around?
- Play some vocabulary games involving the key words and phrases in this theme.

Extension

Ask learners to make some training cards (like playing cards) for matching activities. One set should show names of PPE equipment used in their place of work. The second set should show the matching descriptions, explanations of why the equipment is used, information about when and where the equipment should be used or instructions on how the equipment should or should not be used.

Theme assessment

Hold a round of quick-fire verbal quiz questions about PPE relevant to the learners during the course of the session. Check that learners are able to understand the questions, and that they have taken on board information about the equipment. Ask pairs of learners to mark each other's answers.



Personal protective equipment

Focus

Personal protective equipment (PPE) is designed to protect you from serious workplace injuries. Employers provide equipment like goggles, overalls, boots and gloves.



For your own protection, you should listen carefully to safety training on how to use PPE. Listen to the trainer talking about PPE, then answer the questions.

- What is the name of the piece of PPE?
- Why is the equipment used?
- When should you wear the equipment?
- How do you wear or use the equipment?

Tip
Listen for things you
must do and must not
do.





Personal protective equipment

Task

Task 1



1 Listen to the trainer telling site workers about the PPE to be worn for a particular job.

Tick the pictures of the equipment that he mentions.

Tip

 Listen for the type of equipment.



- **2** Listen to the trainer again and answer the following questions. Refer to the list of PPE below.
 - a Which type of PPE must be worn on site at all times?
 - **b** Which type of PPE is made from fire-resistant material?
 - **c** What type of PPE is seen more easily on site?

Tips

- Listen for the key phrases.
- Choose items from the list of PPE for your answers.

Personal protective equipment

- ordinary overalls
- safety boots
- over-trousers

- protective coverall
- earmuffs
- high-visibility vest

- respirator mask
- hard hat
- safety helmet
- face mask



Personal protective equipment



Task 2

Listen to the trainer talking about a respirator. Write in the key words to complete these sentences.

- 1 The respirator c_____ the air you breathe in by drawing it through a f_____.
- 2 This respirator should be worn when working with

h_____s such as timber preservatives.



Tips

- Listen for these sentences.
- Listen for the missing key words



Task 3

Listen to the trainer giving instructions on how to wear a safety helmet.

Use the information to complete the following sentences about what you should not do.

- 1 Do not use the helmet as a _____ or for mixing
- **2** Do not leave the helmet in direct _____.
- 3 Do not _____ it or ____ anything on it.

_____ or carrying _____.

4 Do not _____ an identification mark into it.

Tip

Listen for the key instruction words: don't and never.



Task 4

Listen to the three descriptions of PPE.

Draw arrows from the description number to the equipment being described.



Match the key description words you hear to the pictures.





C



Description 1

Description 2

Description 3

PAGES 2:8-2:9

Reading safety information

Health and safety information can be complex and detailed. Across the construction industry workers need to be able to access information quickly and effectively in order to learn and to get the job done. This theme covers strategies for accessing health and safety information targeted at construction workers. The context here is using ladders but the strategies of reading can be applied to other areas of health and safety and to the learning programme in general.

Materials

Selection of leaflets about health and safety – several copies of each

Ladder safety guide from the Source material (0:20)

Load lifting guide from the Source material (0:21) – colour copies, or a colour copy on an overhead transparency (OHT)

Learning outcomes

- 1 To use a range of reading strategies to access health and safety information (focus page, Tasks 2 and 3)
- **2** To use textual features and format to locate information (focus page, Task 1)

Suggested teaching activities

Introduction

- Give each set of learners a selection of relevant health and safety leaflets. Devise a list of questions one or two for each leaflet asking for a particular piece of information without identifying which leaflet the information comes from. Write the questions on an overhead transparency or on the board/flipchart but keep them hidden until the exercise begins.
- Arrange learners into small groups or teams. Give each team a set of leaflets, face down. Explain to learners that they are going to have an information race – the first team to identify the correct source of information wins. Emphasise that this first stage of the race is not

- about answering the question but about identifying through skimming and scanning where the answer might be found. The quiz can be extended to include answering the questions.
- When the race is over, ask the group how they did. What strategies did learners use to find the information? Did they read the whole of each leaflet, or did they scan each one, looking for clues? Did they skim read parts of the leaflet to get a specific answer? What clues were helpful images, diagrams, headings? Explain the use of the terms 'skim' and 'scan'.
- Discuss the kinds of health and safety information that learners have already come across, or will have to read in order to learn and perform their tasks at work. Ask whether they would usually read them, how carefully they would read them, whether they find them difficult to understand and/or use.
- Discuss the importance of reading health and safety information at work. Talk about statistics which show the number of people in the construction industry who have been badly injured or killed. How many of them could have been saved by following proper health and safety procedures, instead of relying on what they thought of as 'common sense'? Refer to the next theme (Accidents in the construction industry) for more information about accidents in the industry.
- Discuss the difference between information and instructions. Pick out an information leaflet and compare it with a set of instructions. Is there a difference in the layout and/or language used? Do you need to read them in a different way?

Focus page

- Give learners the Ladder safety guide from the Source material and the focus page at the same time. Read through the leaflet together.
- Ask the group to skim read the leaflet to get a general impression about what information is being offered. Ask:
 - At first glance, what is the leaflet about?



- Who is it written for?
- What headings can you see?
- What do the diagrams represent?
- What is the significance of the red and green colouring?
- What does the red warning sign signify?
- Now ask the group to **scan** the leaflet for more specific detail. Refer to the focus page as you go through it.
 - What can learners tell about the right and wrong ways to work on a ladder? How do the diagrams help you to understand the points that are being made?
 - Some of the words under the heading 'General ladder safety' are in bold. Why is this?
 - What do learners understand by the phrase 'one out for every four up'?
 - Why is the section 'Access ladders' separate from the previous section? Why does it have a different heading?
 - The 'You must' section uses numbering; the 'Don'ts' section uses bullet points. How do these help the reader to follow the instructions?
- Now read through the leaflet carefully, stopping to identify technical or unfamiliar words. Discuss how to find the meanings of words and phrases that are unfamiliar or difficult to read. What strategies do learners use when they come across terms like this? Sometimes it is easiest to work out what a word or phrase means from the context.
- Check learners understand the following from the leaflet:
 - ... examined regularly for **defects**.
 - They should be secured so they cannot slip.
 - The ladder should be angled to minimise the risk of slipping outwards ...
 - Only use ladders for light work of short duration ...
 - damaged rail and rung.
- Ask learners to draw lines from the items in 'The wrong way' to the relevant parts of the diagram.
- Ask learners how they would use the information on this leaflet in their work. Do they already follow the advice given? If not, will they in the future?
- Confirm that the new Working at Height regulations state that working from a ladder is only permitted where no other alternative is

possible. You might want to discuss the reasons for this.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.3	MR269	N/A
Rt/E3.4		
Rt/E3.5		
Rt/E3.6		
Rt/E3.7		
Rt/E3.8		
Rt/E3.9		
Rs/E3.1		
Rs/E3.2		

Task 1

Scan text to locate information Skim read title, headings and illustrations Rt/E3.6 Rt/E3.7

- Hand out the task page only, to encourage learners to practise skimming and scanning for information. Explain to learners that they will have a copy of the full version of the leaflet for Task 2, but for this task they need to look out for the text features asked for, and do not need to read in detail.
- If a colour copy of the task page is not available for learners, display a colour copy on an OHT.
- Ask learners to answer the questions individually, in pairs or small groups.
- Once learners have had the opportunity to answer the questions, discuss the answers together as a whole group.

If the learner has difficulty

- Be aware of any visual impairment, especially colour blindness, that might be a hidden disability.
- Some ESOL learners may have very different cultural references for printed material; for example, they may associate particular colours with different ideas, or they may have different expectations of headings and column layout. Ask learners who are struggling with this to look again at the leaflets used earlier, and discuss the common organisational features. Look at how headings and colour are used, the orientation of the text, the use of diagrams and labelling and the difference between headings and labels.



- Severely dyslexic learners and poor readers might be unused to making judgments about the content of a piece of text without reading every word. They may not believe that you can understand what a piece of text is about without reading it. Learners can gain confidence in their ability to make judgements about features of texts by practising scanning additional leaflets. Ask learners:
 - what the leaflets are about
 - who they are probably written for

Module 2 Health and safety

- what any illustrations are used for
- which pieces of writing stand out most clearly – are these the most important pieces of text?
- organisational features that give clues as to what kind of information is being offered, what is most important to read, etc.
- Note that some dyslexic learners and learners with poor reading skills may already be highly skilled at scanning text and retrieving information in this way, having developed this skill as a strategy to make up for poor reading skills. As always, it is important not to make assumptions about what individuals will find easy or difficult.

Extension

- To draw a large rectangle to represent the leaflet. Ask them to experiment with the layout of the leaflet to find an approach that would make it easier to read. Suggest that they draw and cut out blocks from another blank page to represent the different features of the leaflet headings, paragraphs, illustrations, etc. Then they can place them in a different order on their blank page, experimenting with different sizes and layouts.
- This exercise gives learners insight into the decision-making process in designing a leaflet, and creates a strong link between organisational features and their uses in a text.

Task 2

Decode unfamiliar words and predict meaning Use reading strategies and skim read

Rs/E3.2

Rt/E3.6

Rw/E3.5

• Give learners the full version of the Load lifting guide from the Source material.

- Read the questions together and look for the sentences on the leaflet. Check learners can pick out the relevant sentences on the leaflet.
- Ask learners to pick out the correct meanings individually.
- When everyone has answered the questions, discuss the meanings of the words. Did learners know the meanings already or did they have to guess? Discuss making an educated guess about the meaning of a word by reading it in context.

If the learner has difficulty

- If learners have difficulty finding the sentences in the text (scanning), help them to isolate the relevant passage and ask them to match key words from the sentence to key words in the text. Get learners to practise doing this using other pieces of text. You could give pairs of learners paragraphs to work from, asking them to set each other key words or sentences to find as quickly as possible.
- If learners have difficulty with working out the meaning of words from context, it may be because they are struggling with the number of words they have to read to get a sense of the meaning. Encourage these learners to hold an idea in their head about what the meaning of each word is as they read a sentence, and to keep checking whether what they are reading makes sense. Some learners may need extra support with reading.

Extension

- Set other scan-reading tasks from this leaflet, for example:
 - Are there any words in the leaflet they are having difficulty reading? List them and work out what they are most likely to mean.
 - How many times is the word 'lift' used in this leaflet?
 - How many questions can they find?
 - List words beginning with 'c' from this leaflet and explain their meanings.

Task 3

Obtain specific information through detailed reading and use images to obtain meaning Rt/E3.8

Rt/E3.9

 Ask learners to work in pairs to read the leaflet in more detail and to discuss and answer the questions.



Take feedback from pairs in the whole group.
 Discuss any points of difference and any difficulty learners experienced.

If the learner has difficulty

- It is tempting to pair stronger readers with poor readers to accomplish this task, but it is important that everyone contributes to the task. It is possible to answer the questions without being able to read all the words.
- Make sure learners who are struggling to read and understand the leaflet have understood the questions. Encourage learners to use skimming and scanning skills to locate the answers.
- If learners are not having difficulty locating the information in the text/diagram and understanding it, but are still struggling to answer the questions, ask them to write down what they think the question means in their own words, then answer that question.

Extension

Ask learners to script a short video clip on safe lifting, using the information in the leaflet. Confident learners could demonstrate their understanding of the text by acting their script for the group.

Theme assessment

- If there is time, ask learners to design a short safety information leaflet relevant to their area of work, using as many of the organisational features discussed in the session as possible. Parts of other leaflets could be cut up and used as illustrations, for example. Otherwise, hand out new leaflets that learners haven't seen before.
- Ask learners to swop leaflets and get each learner to describe the leaflet they are holding, covering:
 - what it is about
 - who it is written for
 - what headings, illustrations and layout has/have been used
 - what text features (e.g. bullet points, bold, italics, etc.) have been used
 - how these features contribute to the usefulness of the leaflet.



Reading safety information

Focus

It is essential to read and follow written safety information properly in order to use equipment safely and to prevent accidents in the workplace.

Safety information uses:

- colour
- symbols
- bullet points
- numbered points
- pictures
- labelled diagrams.

Find these features in the leaflet.

Headings and subheadings are made to stand out using:

- CAPITAL LETTERS
- larger letters
- bold letters.
- General information is usually separated into paragraphs with subheadings. The subheadings tell you what the information is about.
- Important information might be made to stand out using bold letters, CAPITAL LETTERS, italics or a COMBINATION of these things

Tip

Check the meaning of any words or phrases you are not sure of.

List the words that mean the same as 'you should'.

List the words that mean the same as 'you should not'.

LADDER SAFETY

General ladder safety

Ladders should be in **good condition** and examined regularly for defects. They should be **secured** so they cannot slip. The ladder should be **angled** to minimise the risk of slipping outwards (one out for every four up).

Access ladders

These should extend about 1 m above the working platform to provide a handhold for people getting on and off.

You must

- Only use ladders for light work of short duration if there's no safer alternative.
- 2 Angle and secure them to prevent slipping (one out for four up).
- 3 Always make sure ladders are properly maintained.

Don'te

- Do not overreach ladders must be long enough.
- Do not climb or work off a ladder unless you can hold on to it.



NEVER OVERREACH

The right way / / right height / good grip / stand-off used / clean steps / ladders overlap by at least three rungs / ladder undamaged / ladder held in position to stop it slipping / ladder has non-slip feet / ladder at correct angle / firm and level base



The wrong way imes

- X electrical hazardX overhead hazard
- X overnead nazaro
 X overreaching
- x no grip on ladder
- Iong length of materialstanding on top three
- X ladder overlaps by only one rung
- x slippery steps

runas

- X damaged rail and rung
- x non-slip foot missing
- x unstable surface
- base too far from wall

Draw lines to match the points to the picture.

- Numbers, bullet points or symbols (e.g. ticks or crosses) might be used to separate instructions.
- Instructions tell you what you should do and sometimes what you should not do.
- Look for instruction words in the headings as well as in the text.

The information might be set in columns or as 'chunks' of information rather than in long paragraphs.

Co

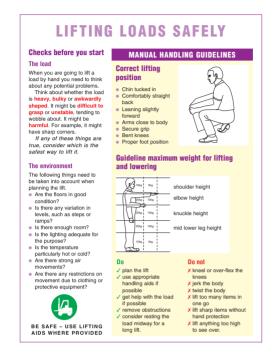
Reading safety information

Task

You will need the Load lifting guide from the Source material for these tasks.

Task 1

- 1 What is the leaflet about?
- 2 Do the diagrams show you what to do or are they there to make the leaflet look nice?
- 3 Are there any instructions? How do you know?
- 4 How many headings are there?
- 5 What are the colours (green, red and purple) used for?
- 6 What is the leaflet's main heading?



Task 2

Circle the most likely meaning of the highlighted words.

- 1 Is there any variation in levels, such as steps or ramps? differences similarities slippery surfaces
- 2 Is the lighting adequate for the purpose?
 on good enough not good enough
- 3 Are there any restrictions on movement due to clothing or protective equipment?

 freedom limits help

Tips

- Find each question in the leaflet and read the heading.
- Think about which meaning would make the most sense.

Task 3

Discuss and answer the following questions with a partner.

- 1 What is the **correct lifting position** for the **knees**?
- 2 Why do you think some of the words under the heading 'the load' are written in red?
- 3 What is the guideline maximum weight in kilograms (kg) for lifting an object close to the body at elbow height?
- 4 What does it say 'do not' do to the knees?
- 5 Which point is supported by the green circular symbol?

Tip

To find the answers quickly, look for the **key words** on the leaflet.

PAGES 2:10-2:12

Accidents in the construction industry

Reducing the number of accidents in the construction industry is a high priority for all involved. It is vital for new entrants to the industry to understand the reality of health and safety issues. The reality is that serious accidents happen daily on construction sites (current statistics show that approximately 70 job-related deaths occur each year). Learners should see and understand the real implications of this. This theme is about accident statistics and looks at the different ways in which these statistics may be presented. Whilst knowledge and understanding of the statistics is not a part of the NVQ structure, this theme provides a useful focus for discussion about health and safety and raises awareness of the issues, as well as embedding skills for handling data.

Materials

Health and safety video if available Health and safety statistics in a range of formats Injury statistics table from the Source material (0:22)

Injury statistics bar chart from the Source material (0:23)

Fatal injuries pie chart from the Source material (0:24)

Access to computers

Learning outcomes

- 1 To read an image (focus page 1)
- **2** To extract information from a table (focus page 1, Task 1)
- 3 To extract information from a bar chart (focus page 2, Task 2)
- 4 To extract information from a pie chart (focus page 2, Task 3)

Suggested teaching activities

Introduction

• A video of an accident(s) will provide a good introductory setting for this theme.

- Ask learners what they understand by the word 'accident'. What is the difference between a minor accident, a major accident, a near miss and a fatal accident? Write these words on the board/flipchart, along with the definitions from the group.
- Ask learners what they know about accidents in the construction industry. How common are they? What sort of accidents are most common? Are particular activities or occupations more prone to accidents? The website for the construction industry's *Working Well Together* campaign (www.wwt.uk.com) aims to raise awareness of health and safety issues in the construction industry and will prove useful here.

Focus pages

- Ask learners to look over the two focus pages and to pick out the information that they feel has the most impact or is of greatest interest to them. Discuss the format chosen by most learners. What is the information about? How does the format convey this information?
- Go through each format to ensure learners understand the format and can access the data. Note: The order in which you go through these examples is not important.
 - 1 **Pictures/photograph** This has an immediate impact. Ask learners to consider the statement. If one construction worker dies from a fatal accident on site each week, how many will this be in a year?
 - 2 Tables Go through the format and features of the table (columns, rows and headings) and demonstrate how to track across and down. Go through the types of accident and ask learners to give an example of each. Check they understand the language used. Ask learners to find specific information about the number of accidents in each work
 - 3 **Bar charts** Look at the format. Ask learners what they think it shows. Can they pick out the features? (headings, axis labels, data labels, etc.) Ask for specific information from the chart to check that learners understand



the format. Show learners how to read the numbers accurately using a ruler or straight edge and how to interpret bars that do not fall exactly on a number line. Decide on the level of accuracy needed to give the message here. This aspect of reading bar charts may need additional examples and practice, depending on the level and experience of the learners.

- 4 Pie charts What does this tell you about the type of fatal accidents in construction each year? Which accidents cause most deaths? Point out the features of the pie chart heading, data labels, key, and how the size of the segments indicates the number of accidents in each work area.
- Ask learners whether they find one method of presenting data easier to understand than others. Why is this? Do all the methods give equal amounts of information?
- As a group, collect some simple data. This could be about workplace settings or about personal characteristics, such as eye colour or how learners travel to work. Divide the group into pairs or small groups. Ask each group to produce a different type of chart, table or graphical format to show the data clearly. Encourage learners to use the computer to create a range of data presentations and give instruction on how to do this. Compare results and discuss the impact of different formats.
- If there is time, complete the same activity with some other data about accidents in the construction industry.
- Further work on this can be found in the Standards Unit workbook *Improving Teaching and Learning in Construction*.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.9	MR269	N/A
HD1/E3.1		
HD1/E3.2		

Task 1

Read information from a table HD1/E3.1

- Make sure learners each have a copy of the Injury statistics table from the Source material.
- Remind learners about using charts and tables, as practised in the focus page activities.

If the learner has difficulty

- Check that learners understand the table format. Also, check their understanding of the language used in the table.
- Some learners may need help with tracking across and down in a table. Use an L-shaped card or a ruler to help with this task.

Extension

Ask learners to create a bar chart from the information in the table.

Task 2

Read information from a bar chart HD1/E3.1 HD1/E3.2

- Make sure learners each have a copy of the Injury statistics bar chart from the Source material.
- Remind them about using charts and tables, as practised in the focus page activities.
- Point out that the grid lines on this chart help with interpreting the numbers, but they are actually required to extract exact numbers for this task.

If the learner has difficulty

- Check learners understand the bar chart format. Go through the headings and data labels.
- Learners may have difficulty tracking to find the numbers. Use a ruler or straight edge to help with this.
- Some learners may have difficulty with the quantitative language, such as 'least', 'more than'. Make sure this is secure by giving examples.

Extension

Ask learners to write statements about each of the bars on the bar chart. For example, 'In 2002/03, between 200 and 250 workers were injured from tripping over obstructions.'

Task 3

Read information from a pie chart, including using the key HD1/E3.1

 Make sure learners each have a copy of the Fatal injuries pie chart from the Source material.

- Co
- Remind them about using charts and tables, as practised in the focus page activities.
- Specifically remind them about the use of a key.

If the learner has difficulty

Check learners' understanding of the pie chart format. Learners who have difficulty with reading charts benefit from additional support using the *Skills for Life* numeracy materials Entry 3, Unit 5.

Extension

Ask learners to use the data in this pie chart to create a table or chart of a different format. Discuss the strengths of different methods in terms of impact and accuracy.

Theme assessment

Ask pairs of learners to investigate a common type of accident in their own trade or occupational area. Ask them to present the information using graphical information. The information can be given as a short talk using PowerPoint or OHTs, or can be produced as a poster or leaflet for their work setting.



Accidents in the construction industry

Focus

Accidents are a major concern in the construction industry. You see information about accidents at work in reports, newsletters, work magazines and training information.

This information can be presented in different ways.

1 Pictures or photographs with a statement.

The object of this information is to give a clear, simple but shocking message. -

Rows go across

What is the message?



Safety costs = 1 per week

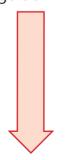
2 Tables

The information is divided into rows and columns.

• The **headings** tell you what sort of information you will find in the table.

The **main heading** or title tells you what the whole table is about.

Columns go down



S .	
Type of accident	Number of people
falls from height	294
struck by a moving/falling object	82
struck by a vehicle	61
contact with electricity	46

Fatal injuries to construction workers 1996/97–2002/03

Column 2

42

Column 1

trapped by collapsing objects

The **column** headings tell you what particular information is in each column.

Row

How many workers did a vehicle strike?



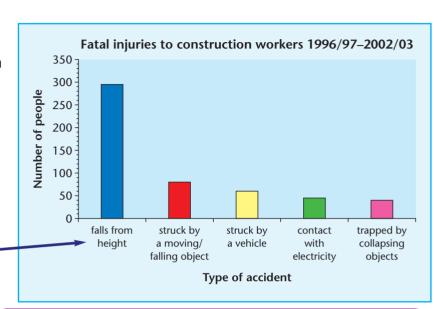
Accidents in the construction industry

Focus

3 Bar charts

Here the information from the table is presented as a bar chart.

Each block or 'bar' gives information about the type of accident and the number of workers killed by it.



The different heights of the bars help you to compare the information quickly.

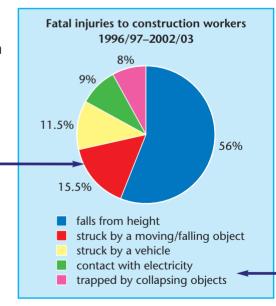
To find the number of workers killed by falls from height

- 1 Find the type of accident along the bottom row.
- **2** Go across from the top of the bar to read off the number of workers. (It may not give you the exact number.)

4 Pie charts

Here is the same information presented as a pie chart.

Each section or 'piece of the pie' gives information about the type of accident and the number of workers killed by it.



The key tells you what **type of accident** each section of the pie chart represents.

The different sizes of the sections help you to compare the information quickly.

To find the number of workers killed by falls from height

- 1 Using the key, find the colour of the section you need.
- **2** Read the number that goes with that coloured section.



Accidents in the construction industry

Task

Task 1

Use the Injury statistics table from the Source material to answer these questions.

- 1 Does the table give the number of injuries that happen every week, every fortnight, every month, every year or every two years?
- 2 a How many head or facial injuries are there every year?
 - **b** Which part of the body is injured most frequently?
 - **c** Which part of the body is injured about 13 times every year?
 - d Which part of the body is injured least often?
 - **e** How many eye injuries are there every year?

Task 2

Use the Injury statistics bar chart from the Source material to decide whether these statements are true or false.

- 1 The least number of slip or trip injuries to workers in 2002/03 was from slipping or tripping on dry surfaces.
- **2** Over 100 workers slipped or tripped on uneven surfaces.
- 3 Tripping over an obstruction was the cause of most injuries.
- **4** Uneven surfaces caused the same number of injuries as wet or slippery surfaces.

Remember!

- Look up and down the columns. ↑↓
- Look across the rows.
- Read the column headings to find the information.

Remember!

The taller the bar, the larger the number of workers.

True / False

True / False

True / False

True / False

Task 3

Use the Fatal injuries pie chart from the Source material to answer these questions.

- 1 How many workers died from falls off ladders in 2002/03?
- **2** What sort of fall from height is represented by the yellow section in the pie chart?
- 3 What caused the fewest deaths?
- **4** Falls from which two things caused the greatest number of deaths?

Remember!

Use the key to find the coloured section you need.

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, Theme assessment)
- **4** To use a pre-set format (focus page 2, Theme assessment)
- 5 To write clearly (focus page 2, Theme assessment)

Suggested teaching activities

Introduction

- What do learners understand by the words 'near miss' and how this differs from an accident?
- Find out what learners already know about reporting accidents at work and use their experience as a focus for discussion. Are learners aware of the system used in their own workplace for reporting accidents or near

- misses? Learners' 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 learners understand that even minor occurrences must be reported even a small cut can cause bigger problems later 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/flipchart.

Focus page 1 (n) 113

- This first focus page is about giving a verbal report of an accident. Check the key points at the top of the page against learners' suggestions.
- Prepare learners to listen to the audio clip about an accident. Ask learners to listen to the narrative and think about the key points.
 - Fact and opinion What is the difference?
 Give examples to clarify if learners are unclear. Is the description factual? Pick out the facts together and write them on the board/flipchart. These will be useful later when completing the form.
 - Clear description Is the description clear?
 Use the script on the page or listen again to the audio clip. What would make this description clearer? Talk about describing the events in order. Ask pairs of learners to reword some of the descriptions. Agree on the clearest way to describe the accident and write this on the board/flipchart.
 - Relevance Make sure all learners understand the meaning of 'relevance'. You may need to discuss and demonstrate this. Is all the information given about the accident relevant? In pairs, ask learners to pick out the relevant information, and allow time for discussion and disagreement. Put agreed points on the board/flipchart.
- Listen again to the extract if necessary to reinforce the key points on the page.

Focus page 2 🕥 📵

- 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.

Curric. refs	NOS/NVQ	Key Skills
SLc/E3.3	MR269	N/A
Ww/E3.3		
Wt/L1.2		
Wt/L1.5		
Wt/E3.3		
Wt/E3.4		
Rt/E3.2		

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?

- Give examples of language that is often associated with opinion such as 'I reckon ...', 'I guess ...', 'I think ...'.
- ESOL learners may require a lot of modelling and examples of the language associated with opinions.

Extension

Ask learners in pairs 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

Pick out and write down key information for an accident report form Wt/L1.2

- Explain to learners that they are still using the report at the top of the page for this task.
- Remind learners that they are looking for details. What format do they expect to find these details in?
- Ask learners to think of different ways in which time could be recorded on a form and spoken in a verbal account.

If the learner has difficulty

- Support learners to look for one item at a time. Point out that they are looking for a time to answer the first question and that they need to look for information in number format. Similarly, they are looking for the place of the accident in the second question this may be described as an address or location. Read through the text a little at a time and ask learners to pick out relevant information.
- Learners having difficulty with this task may require additional support with reading.

Extension

Give learners a series of cards showing times in a range of different formats. Play games to complete the sets.

Task 3

Put events in a logical order Wt/E3.3

Remind learners of the importance of reporting information in order. This is particularly important when a chain of events leads to an accident.

If the learner has difficulty

- Write each sentence on a card or sticky note. Read through each one with the learner and identify any words that may be unfamiliar. Give the meaning of these words.
- Ask the learner to physically sort the cards/sticky notes into the correct order. Read through the completed order and check against the original text.

Extension

Give learners a series of statements on cards, including time order or sequence clues, to sort into a logical sequence.

Theme assessment

Divide learners into pairs. One learner describes an accident (this may be an actual accident they have experienced or an imaginary one). Their partner then questions him/her to obtain sufficient information to complete the Accident record form from the Source material.



Reporting accidents

Focus



All accidents and near misses at work must be reported by law.

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

- facts rather than opinions
- clear descriptions
- relevant details.

Facts rather than opinions

Facts are important for accurate reporting.

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

Harry had an accident on plot 4 just now.

Caught himself on a (nail.) It was sort of sticking out of the, you know - the window frame. (Rusty) it was too.

Caught him on the hand. He had quite a cut) from it. Bleeding it was.

Clear descriptions

Clear descriptions and explanations help others to understand more about:

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

I told Carys – you know, the first aider – and she came and got him. Cleaned him up she did and bandaged his hand, 'Course she told him to check his tetanus is up-to-date ...

Course she told him to check his tetanus is up-to-date.

> I wouldn't have a clue about mine.

Relevant details

Some details are important because they add vital information. Others don't add anything useful to the subject.

Tips

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

Remember!

Clearer descriptions are easier to record accurately.



Co

Reporting accidents

Focus

A record of minor accidents has to be kept by law. It is important that you:

- fill in the form correctly
- include all the necessary information
- write clearly.

Read the form through first to check what information is required.

Put information in the **correct** places. Use the **section headings** to guide you.

Fill in the parts relevant to **you**.

Include the day, month and year in the date like this: 15/03/05

Use am or pm with the time to show what time of day the accident happened.



Harry had an accident on plot 4 just now. Caught himself on a nail, it was sort of sticking out of the, you know — the window frame Rusty it was too. Caught him on the hand He had quite a cut from it. Bleeding it was. I told Carys — you know, the first aider — and she came and got him. Cleaned him up she did and bandaged his hand, 'Course she told him to check his tetanus is up-to-date...

	ACCIDENT RECORD
1	About the person who had the accident
	Name
	Address
	Address Postcode
	Occupation
	Occupation
2	About you, the person filling in this record
	If you did not have the accident, write your address and occupation.
	Name
	Address
	Postcode
	Occupation
3	About the accident Continue on the back of this form if you need to.
J	About the accident Continue on the back of this form if you need to.
	Say when it happened. Date / / Time
	Say where it happened. State which room or place.
	Say how the accident happened. Give the cause if you can.
	ody now the adolestic happened. Give the sause if you sain.
	If the name who had the applicant outland on injury any what it was
	If the person who had the accident suffered an injury, say what it was.
	Please sign and date the record.
	Signature / / /
4	For the employer only
	Complete this box if the accident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
	How was it reported?
	Date reported / / Signature

Descriptions and explanations should be **short** but **clear**.

Include just:

- relevant facts
- necessary detail.

Write details in a logical order.

Handwriting must be neat and easy to read.

Look at the spoken description of the accident. The key details have been highlighted.

- **1** Where on the form would you put the information?
- **2** Which parts would you need to fill in if you were reporting the accident on behalf of another person?

Check what you have written for any errors in grammar, spelling or punctuation.

Check that others can read it. Keep a photocopy of the form if you are the injured person.



Reporting accidents

Task

Read the accident description in the speech-bubble.	casualty to get it broken something. fell. Tripped over a s	arco's knee. I took him to checked. I thought he'd He landed on it when he steel girder. He didn't see
Task 1	Estate, plot 6 wh	e working on the Benson nen it happened. Nearly
1 Tick the sentences that are facts.		5 4 o'clock. It had been a or said his knee was just
a I took him to casualty to get it checked.		ed though.
b I thought he'd broken something.		
c He landed on it when he fell.	Remem	ber!
d Tripped over a steel girder.	A fact is	something that is
e He didn't see it, I guess.	true and	I can be proved.
 2 Put crosses by the pieces of information that a relevant to include in the accident report forma. a We were working on the Benson Estate, ple b Nearly home time – it was 4 o'clock. c It had been a busy day. d The doctor said his knee was just bruised to the content of the content of	n. ot 6 when it happene	ed
Task 2		
Discuss these two questions with a partner. Write answers as if you were filling in the report form.	e the	Tip Make sure you state whether it
1 What was the time of the accident?		was morning or afternoon.
2 Where did the accident happen?		
Task 3		
Number these events, 1–4, in the most sensible	order.	Tip
I took him to casualty.		Put the events in the order that
He landed on his knee.		they would have
He tripped over a steel girder.		happened.
The doctor said his knee was just bruised.		

PAGES 2:16–2:17 **CSCS**

Construction industry workers across all settings are required to read and understand a wide variety of challenging texts throughout their working lives. This theme introduces the CSCS scheme and is intended to familiarise learners with the information about the scheme. It is not intended to prepare learners for the test. This module provides learners with techniques for tackling a number of reading tasks. The context for this theme is the CSCS (Construction Skills Certificate Scheme) information booklet. Many construction workers will need to hold the CSCS card in order to work for major contractors.

Materials

CSCS booklet contents page from the Source material (0:26)

CSCS booklet – page 6 from the Source material (0:27)

CSCS booklet – page 7 from the Source material (0:28)

Dictionaries

Copies of the CSCS booklet (available from www.csc.uk.com) (Extension activities)

Learning outcomes

- 1 To use a contents page to find information in a booklet (focus page, Task 1)
- 2 To scan information for key words (focus page, Task 2)
- 3 To read in detail (focus page, Task 3)

Suggested teaching activities

Introduction

- Begin by showing learners a copy of the CSCS booklet. Talk about who publishes the booklet, and what it is for. Talk to learners about the different reasons they might have for reading it.
- Ask learners how they would approach the task of reading it. Discuss the options:
 - not reading it
 - reading the whole booklet, from beginning to end

- beginning at the back of the booklet and looking through it to the front
- skimming through the whole booklet to get a sense of what is there
- scanning through the booklet for particular words or headings
- using features such as the index to look up the information they need and reading those parts only.
- Discuss other kinds of documents construction workers may be called on to read. Ask learners for examples and supply some of your own.
- Talk about the features that could be used to make the reading task more manageable. Include beginning with the title, publisher and the format (handbook/information leaflet/form, etc.) to establish the purpose of the task; using the contents and index pages to seek out specific information; checking to see how the information is divided up (into sections/chapters/paragraphs); using reading aids such as dictionaries and glossaries to help work out the meanings of words and phrases.
- Write the alphabet across the width of the board/flipchart. Ask learners to help you divide it, first in half, then into quarters, drawing lines to separate the sections. Give small groups or pairs a dictionary, and ask learners to use the divided alphabet to look up some words together quickly. Look up these words, and discuss their meaning and where you might find them:
 - index
 - contents
 - appendix
 - section
 - chapter
 - glossary.

Focus page

- Read through the information about the Contents page on the focus page together.
 Then turn to the copy of the Contents page from the Source material and ask learners to look for particular sections, for example:
 - Skilled Card Apprenticeship Route
 - Trainee Card



- Occupations Open for CSCS Cards
- Aims of the Scheme.
- Ask learners to call out the number of the section you ask for as quickly as possible. If the same learner is first each time, ask him or her to keep quiet for a bit.
- Look through the appendices together, and answer the question on the focus page as a group.
- Look through the Contents for unfamiliar words and look them up in the dictionary together. For example, 'affiliated', 'scope', 'transition', 'promotional', 'competence'.
- Look at the Benefits section on the focus page together, provided in a full-sized version in the Source material (CSCS booklet page 6). Read the first line of the Benefits section together. Ask learners what they expect to read next. Talk about the punctuation as well as the meaning of the sentence.
- Explain to learners that when they read in detail, they need to keep checking that the words and sentences they are reading make sense. If they don't, are there words they haven't understood? Have they misread the punctuation? Or is there a complicated idea that needs to be carefully thought over?
- Discuss techniques for finding out the meaning of an unfamiliar term – working out meaning from context, for example, or looking up a word in a dictionary or on line.
- Discuss techniques for checking understanding.
 Learners could try and reword the sentences in their heads, or explain them to someone else.
- Ask learners to rewrite section 3.1 of the Benefits section in their own words, and then swop their writing with a partner to check it makes sense. If you have learners who would benefit from discussing the sentences rather than writing them, for example ESOL learners, ask them to take turns with a partner to explain each point verbally.
- Ask questions on the rest of the text to help learners check their comprehension as well as their ability to find key words and phrases, for example:
 - What will help to improve the industry's image?
 - Give examples of the kind of industries the scheme covers.
 - Who will benefit from improved health and safety awareness?

Ask learners what other documents they have had to read for work that they have found particularly difficult. Would learners approach them in a different way now, having discussed these techniques?

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.5	MR269	N/A
Rt/E3.7		
Rt/E3.8		
Rw/E3.5		
Rw/E3.3		

Task 1

Understand and use a contents page to find information Rt/E3.5

Remind learners that the words in bold are the key words to look for in the Contents and appendices.

- Ask them to cast their eyes over the Contents to find the key words.
- Ask learners to complete the task individually, then to compare answers with a colleague.

If the learner has difficulty

- Some learners, including some of those with dyslexia, may have difficulty scanning across from the key words to the correct number or letter words may seem to 'jump about' on the page. Encourage these learners to use a guide a piece of card or a ruler to help them find the correct section.
- If there are too many unfamiliar words, learners may find this task slow and arduous. For these learners, select three or four lines at a time and set them the task of searching for key words in those lines only. Select key words from the text that are relevant to the learners and ask them to use these words in their own sentences.

Extension

Give learners a copy of the CSCS booklet or look at the PDF version at the CSCS website. Ask them to extract one piece of information from each of the sections listed in the task questions and to rewrite it in their own words.



Module 2 Health and safety

Task 2

Scan text to find information Rt/E3.7

- Ensure learners each have a copy of page 7 of the CSCS booklet from the Source material.
- In this task, learners have to decide for themselves which key words to look out for in the text. Remind learners to read each question carefully and make sure it makes sense to them before looking for the information they need to answer it.
- Once they have decided what to look for, learners should scan the text for the answers individually.
- Discuss the answers as a whole group at the end.

If the learner has difficulty

- Some learners may try to understand the whole page in order to answer the questions, and will find this too difficult. Check that learners are scanning for specific words – some may need help in identifying which words to scan for.
- Refer to Skills for Life materials for extra practice in this skill.

Extension

- There are several references to other sections and appendices on page 7. Ask learners to list all the references to other places in the booklet and what can be found in each place.
- Give learners a copy of the CSCS booklet to check their lists.

Task 3

Find specific information through detailed reading

Use a variety of strategies to decode unfamiliar words

Rt/E3.8

Rw/E3.5

Rw/E3.3

Explain to learners that, in order to answer this question, they need to be able to understand individual words, reading or decoding as necessary, and understand the meaning of the sentence as a whole.

- Ask learners to begin by reading the sentence slowly in their heads. If there are words they don't understand, they should try to work them out from the context or look them up in the dictionary.
- They then choose the phrase that means the same as the original sentence.

If the learner has difficulty

If there are too many unfamiliar words in this sentence, ask learners to choose three words to look up in the dictionary and use each in a sentence of their own. As their understanding of the uses of the words increases, they may be able to decode the sentence in the task correctly.

Extension

- Ask learners to read Section 6 Health and safety requirements and then rewrite as much as they have time for in their own words, showing that they have understood each sentence.
- Encourage them to use a dictionary or other strategies to understand unfamiliar words.

Theme assessment

- Return to the Contents page from the Source material and ask learners to find the section entitled 'Scope'. They should then turn to this section in the Source material pages (page 6).
- Direct learners to the first sentence in this section, which reads: 'The Scheme does not seek to duplicate other certification schemes for specific occupations.'
- Learners should use strategies to understand what it means, looking up any unfamiliar words in the dictionary, and then rewrite the sentence in words that show they understand the meaning.



CSCS

Focus

The Construction Skills Certificate Scheme (CSCS) is an important scheme for employees in the construction industry. A lot of information about the scheme exists, including a frequently updated booklet.

Contents

- 2 Aims of the Schen 3 Benefits
- 4 Scope 5 Membership
- 6 Health and Safety Requirem
- 7 Transition Period

- 9 Skilled Card Apprenticeship Route
- 10 Skilled Card Industry Accreditation Route 11 Skilled Card Plant Operators Only
- 12 Skilled Card Experienced Worker Route
- 13 Skilled Card NVQ or SVQ Unit Route
 14 Construction Related Occupations Not Covered by CSCS
- 15 Trainee Card
- 16 Construction Site Operative Card
 17 Technical, Supervisory and Management Cards
- 18 Visitors Card
- 19 Occupations Open for CSCS Cards
- 20 Application Procedure
- 21 Ownership and Withdrawal of Cards
- 23 Appeals Procedur 24 Updates and Lost Cards

- Appendix A: CSCS Cards
- Appendix B: Health and Safety Awareness Appendix C: List of CSCS Approved Registration Bodies
- Appendix D: CSCS Application Form
- Appendix E: Availability of Occupations for CSCS Cards
- (Craft and Operative level) Appendix F: Availability of Occupations for CSCS Cards
- (Technical, Supervisory and Management level)
- Appendix G: Affiliated Schemes
- Appendix H: Construction Plant Competence Scheme (CPCS) Categories

The **contents page** is at the beginning of the booklet. It lists the information covered in the booklet. The numbers here refer to sections in the booklet. In some booklets page numbers are given instead.

Tip

Run your finger down the list to find a key word or phrase for the section of information you want to read.

The items in the **Appendix** are at the back of the booklet.

You can use the list of Appendices on the contents page to find out if there is a document you want to look at, such as an example of the CSCS card.

Will you find an example of the CSCS application form at the back of the booklet?

Here is an example page from the booklet showing how the sections are divided up.

The section heading is written in CAPITAL LETTERS.

Tip

Use key words in the headings and text to find the part you want to read in more detail.

Which part of this section would you read to find out about the benefits of the scheme for you as a worker or individual?

3 BENEFITS

- 3.1 The Scheme aims to provide the following benefits to individuals:
 - recognition of skills, competence, and qualifications
 - improved health and safety awareness
 - improved employment prospects ■ identification of training needs to improve or update skills.
- 3.2 The Scheme aims to provide the following benefits to employers:
 - identification of operatives, supervisors and managers with recognised skills, competence and qualifications
 - better quality of work

Tips for reading difficult text

- Split the text into smaller phrases or chunks.
- Look up or find out the meaning of unfamiliar words.
- Check your understanding by explaining what you have read to a colleague.





CSCS

Task 1

Use the CSCS booklet contents page from the Source material to answer the following questions.

- 1 In which numbered section would you find information on the **Trainee card**?
- 2 In which numbered section would you find information on the application procedure?
- 3 In which numbered section would you find information on health and safety requirements?
- 4 Are there examples of CSCS cards at the back of the book?
- 5 Which appendix includes information on the availability of occupations for CSCS cards at operative level?

Task 2

Use page 7 of the CSCS booklet from the Source material to answer the following questions.

- 1 Which section is about health and safety requirements?
 - a 5
- **b** 5.1
- **c** 5.2
- **d** 6
- 2 What information does section 5.2 give?
 - a membership cards
- c how to apply for a card
- **b** the health and safety test
- **d** the Scheme itself
- 3 What do the initials ICA stand for?
 - a Independent Cash Access
- c Individual Card Advice
- **b** Individual Card Acceptance
- d Intermediate Construction Award

Task 3

Section 5.1 of the CSCS booklet says: 'Scheme membership is confirmed through the issue of a registration card.' Which of the following sentences means the same thing?

- a When you become a member of the scheme you are given a registration card.
- **b** When you apply for membership you have to show a card.
- c If you become a member of the scheme you have to register.



- Run your finger down the list to find the words in bold.
- Look across the contents for the section number or Appendix letter.

Remember!

To save time, choose a key word or phrase from the question to search for in the text.

Please note that copies of the following pages of Source material are needed: 0:18, 0:20, 0:22, 0:24, 0:26, 0:28

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

- 6 Look at the Injury statistics table from the Source material (page 0:22). Which of these statements is true?
 - A Every year, more people in the construction industry injure their backs than any other part of the body.
 - B Fewest injuries are to the head.
 - C More people hurt their ribs than their eyes.
 - D Shoulders are hurt more often than fingers.

HD1/E3.1

- 7 Look at the Fatal injuries pie chart from the Source material (page 0:24). How many fatal injuries were caused to workers by falling from scaffolding and roofs?
 - **A** 16
 - **B** 8
 - **C** 31

D 32 HD1/E3.2

You should see Fred's wrist. He's gone to

casualty to get it checked. I reckon he's

broken it. He fell on it when he tripped over

a cable. He couldn't have seen it. We'd been

really busy. We were working on the Benson Estate, plot 9 when it happened. Just after

dinner - about 2 o'clock.

- 8 Read this verbal report of an accident. Which of these sentences is not relevant information to include in the accident report form?
 - A He's gone to casualty to get it checked.
 - **B** We were working on the Benson Estate, plot 9 when it happened.
 - C He fell on it when he tripped over a cable.
 - D We'd been really busy.

Rt/E3.2

- **9** Look at the CSCS booklet contents page from the Source material (page 0:26). In which numbered section would you find information about renewals?
 - **A** 10
 - **B** 22
 - **C** 25
 - D 29 Rt/E3.5
- 10 Look at CSCS booklet page 7 from the Source material (page 0:28).

What does SMSTS stand for?

- A small messaging text service
- B Site Management Safety Training Scheme
- C Site Management Standard Training Scheme
- D Intermediate Construction Certificate

Rt/E3.8



Audio

PAGE 2:5

Personal protective equipment



Foot injuries are common in this industry, so foot protection is important. The safety boot has a steel toecap and protected mid-sole. It protects the foot from heavy falling objects and sharp objects, and things like cement burns. These boots are particularly important for ground workers, bricklayers and demolition workers, where foot injuries happen quite easily.

You should always keep the soles clean and free from oil, which can make them slippery. Don't replace the laces with bits of wire or string. They're not secure enough.

PAGE 2:6

Task 1



Right, the personal protective equipment for laying concrete is waterproof trousers and gloves. Added to this, wellington boots. These things help protect the skin from contact with the wet cement mixture. Cement can cause serious skin reactions. Dustproof goggles should also be worn to prevent eye injuries from cement dust or splashes.



Here are some examples of PPE equipment you'll come across. This is a hard hat. You have to wear one on site at all times. It's essential for protection, particularly from overhead hazards like falling rubble. You won't be allowed on site unless you're wearing one. This is a protective coverall – it may not be fashionable but it's made from fire-resistant material. If you're doing a job that involves a fire risk, believe me, you'd be a lot safer in this than in ordinary clothes. Finally, the high-visibility vest is essential on site, especially when it's getting dark. It helps you to be seen more easily because it reflects the light.

PAGE 2:7

Task 2 10

There are several types of respirator. The one we use is the full-face one – it goes over the mouth, nose and eyes. This band goes round the back of the head to hold the respirator on. You can tighten it to fit properly. The respirator cleans the air you breathe in by drawing it through a filter. That's this piece here at the front. This respirator should be worn when working with hazardous substances such as timber preservatives. It can't cut out all contaminates, but it will cut them down a lot.

Task 3 111

Safety helmets should always be worn the right way round. Safety comes before fashion! Don't use your helmet as a basket or for mixing concrete or carrying nails. You must check that your helmet's in good condition. Don't leave it in direct sunlight. Never paint it or stick anything on it. You should wear it so that the brim's level with the head, and use your chin strap if you're bending forward or down or looking up or if it's windy. I know people like to have their own helmets but you must never scratch an identification mark into it. You know, like your name. It could weaken the shell.

Task 4 112

Description 1 These are essential for keeping dust and bits out of your eyes. You'd still need to wear a hard hat though.

Description 2 You use this when you're doing jobs like painting, to avoid breathing in fumes. It covers the mouth and nose, you see.

Description 3 The visor acts as a shield, protecting the face. That means your whole head is protected with this equipment.



PAGE 2:14

Reporting accidents



Harry had an accident on plot 4 just now ... Caught himself on a nail. It was sort of sticking out of the, you know – the window frame. Rusty it was too. Caught him on the hand. He had quite a cut from it. Bleeding it was. I told Carys – you know, the first aider – and she came and got him. Cleaned him up she did and bandaged his hand. 'Course she told him to check his tetanus is up to date. I wouldn't have a clue about mine.



Answers

PAGES 2:1-2:2

Signs and symbols

Focus page

The sign in the bottom left-hand corner means 'danger – scaffolding incomplete'.

Task 1

- 1 = Danger corrosive chemicals
- 2 = No unauthorised access
- 3 = Now wash your hands
- 4 = Fire hose
- 5 = First aid

Task 2

- 1 = Eye protection must be worn
- 2 = Do not drink this water
- 3 = Fire alarm
- **4** = Emergency shower
- 5 = Warning trip hazard

PAGES 2:3-2:4

Site safety

Focus page

The answers depend on what is decided in the whole group discussion.

The answers to the question related to part 5 could be:

- identify and carry out training needs employers
- give clear instructions on how the work should be done – employers/supervisors
- check 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 workers
- 2 warning falling objects
- 3 trips, slips or falls
- 4 using a scissor-lift to get materials up

Task 2

Show your answers to your teacher.

PAGES 2:5-2:7

Personal protective equipment

Focus page

- What: safety boots
- Why: to protect feet from heavy falling or sharp objects, and from cement burns
- When: ground work, bricklaying and demolition work
- How: on your feet

Task 1

- 1 a, e, f and h
- 2 a hard hat
 - **b** protective coverall
 - c high-visibility vest

Task 2

- 1 The respirator <u>cleans</u> the air you breathe in by drawing it through a <u>filter</u>.
- **2** The respirator should be worn when working with <u>hazardous substances</u> such as timber preservatives.

Task 3

- 1 Do not use the helmet as a <u>basket</u> or for mixing <u>concrete</u> or carrying <u>nails</u>.
- **2** Do not leave the helmet in direct <u>sunlight</u>.
- 3 Do not paint it or stick anything on it.
- 4 Do not scratch an identification mark into it.

Task 4

Description $1 = \mathbf{b}$ (goggles)

Description 2 = c (face mask)

Description 3 = a (safety helmet with visor)

PAGES 2:8-2:9

Reading safety information

Task 1

1 How to lift safely



- 2 Diagrams show you what to do.
- 3 Yes there are lists labelled 'Do' and 'Do not' with ticks and bullet points.
- 4 Nine (including title)
- 5 Green safety, positive (do), correct
 - Red caution, negative (don't), incorrect
 - Purple general information (or similar)
- 6 Lifting loads safely

Task 2

- 1 differences
- 2 good enough
- 3 limits

Task 3

- 1 Knees should be bent (see the information in the bullet points).
- **2** Red is for warning or danger; the things written in red give examples of objects that could be dangerous to lift.
- 3 20 kilograms
- 4 Do not kneel or over-flex the knees.
- 5 The symbol supports the key point 'BE SAFE USE LIFTING AIDS WHERE PROVIDED'. It gives an example of a lifting aid (forklift truck) and the green colour suggests safety as it is also used for the 'do' list and 'correct lifting position' list.

PAGES 2:10-2:12

Accidents in the construction industry

Focus page 2:10

The photograph suggests that one construction worker dies every week due to a job-related accident.

The table shows that 61 workers were struck by a vehicle.

Task 1

- 1 every year
- **2** a 5
 - **b** the back
 - c hand or arm
 - d the ribs
 - e 4

Task 2

- 1 True
- 2 True
- 3 False ('other' causes is the biggest category)
- **4** False (slightly more workers tripped on uneven surfaces)

Task 3

- **1** 13
- 2 falls from skylights
- 3 falls from stairs or steps
- 4 scaffold and roofs

PAGES 2:13-2:15

Reporting accidents

Focus page 2

- 1 The information would go in Section 3 of the form, under the heading 'Say how the accident happened. Give the cause if you can.'
- **2** If you are reporting the accident on behalf of another person, you would fill in section 2.

Task 1

- 1 These are the facts:
 - a I took him to casualty to get it checked.
 - c He landed on it when he fell.
 - d Tripped over a steel girder.
- 2 Information that is not relevant
 - **b** It had been a busy day.

Task 2

- 1 4 pm
- 2 Plot 6 of the Benson Estate

Task 3

I took him to casualty. 3
He landed on his knee. 2
He tripped over a steel girder.

The dipped over a steer girder.

The doctor said his knee was just bruised.

PAGES 2:16-2:17

CSCS

Focus page

The appendix shows that there is an example of the CSCS application form at the back of the booklet. This is appendix D.

You would read section 3.1 to find out about benefits of the scheme for you as a worker (individual). Section 3.2 is about benefits to employers.

Task 1

- 1 section 15
- 2 section 20
- 3 section 6
- 4 yes (Appendix A)
- 5 Appendix E

Task 2

- **1** d
- **2** a
- **3** d

Task 3

3 a

Check it

- **1** D
- **2** C
- **3** B
- **4** C
- **5** C
- 6 A7 D
- **8** D
- **9** B
- **10** B