Adult Community Education - Work Health and Safety Basics – Session 2

Time	Content	Resources
15 mins	**Review of Session 1** Tutor gives group a few minutes to break into small groups to discuss what they remember about what was covered in the first session – what they remember, what they found interesting, less interesting, easy to understand, hard to understand etc. Encourage participants to find one or two people that they did not have a chance to talk with much at the previous session. **Discuss** – Celebrate what participants remembered and clarify any issues. **Quick memory jog and discussion** – we covered the need for good housekeeping, being watchful and "vigilant". You: • started a vocabulary list to list new "high frequency words" • looked carefully at procedures and text type • discussed procedural text type and its language features • identified possible dangers to us and others • followed instructions accurately • practiced manual handling **Tutor reminds** group that we finished with a video on the importance of having good posture. **Tutor asks** whether anyone did any manual handling during the week. **Ask** – did you concentrate on ***how*** you did it? Discuss.	
2 mins	**<u>Session 2</u> – Reading strategies** **Tutor States: What will be covered in this session…** • Conduct a safety inspection • Practise reading strategies • Review sample Safety Data Sheet (SDS) – from the centre (washing detergent) • Develop hazard identification and risk management concepts	

20 mins	**Activity – Safety Inspection Activity** Begin this activity by describing the reading strategy of prediction. Describe to the participants the task they are about to undertake - individually, in small groups, pairs. Tutor decides the most appropriate methodology to follow or allows participants to decide. **Prediction (Reading Strategy)** Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). Introduce this reading strategy by describing what a safety inspection is. Then describe the task. Discuss. Get ideas therefore from the participants as to what sort of information they would expect to see on the activity sheet. Note the responses for all to see on white board or other appropriate equipment. Describe the layout of the activity sheet to the participants. Heading, diagram, formatted table etc. before participants read the sheet. Read with the participants the safety issues listed. Clarify anything requiring further information for full comprehension. **Clarification (Reading Strategy – questioning)** Ask participants to highlight / underline any words that are not familiar. Discuss. Collect these words to create a course dictionary for participants. Encourage participants to ask questions to clarify their comprehension of what is needed to: • successfully complete the activity • comprehend the safety issues listed in the table on the activity sheet After explaining the activity, ask participants to repeat what the task involves to ensure that they all know how the activity sheet is to be completed.	Work Health and Safety
3 mins	**Activity - Create Your Personal Vocabulary Dictionary** Assist participants to go back to their own personal dictionary started in session one. Refer back to the Activity Sheet "Your Personal Work Health and Safety Vocabulary Diary" and explain how to enter information onto the sheet. **Note to Tutor –** The intent here is that ***some*** rather than all words that participants identify as being valuable to remember are listed Regularly reinforce throughout the course that any time an unfamiliar word is considered valuable to know, add it and its' meaning to the dictionary.	**Activity** Your Personal Work Health and Safety Vocabulary Diary Work Health and S My Personal Dictionary EXAMPLE Word: Electrical Tagging — Meaning: All electrical items are tested to ensure they are safe to use. Word: Protruding surfaces — Meaning: The part sticking out from an otherwise flat surface.

15 mins

Reading strategies

Make participants aware of the two reading strategies they have just been practising– **Prediction and Questioning**. Demonstrate what they were doing and how they were using these two strategies.

Work through the information on the slide – discussing the importance of both strategies. Both are useful to use in the future - **across any text form.**

Prediction exercise

Tutor reads short story (and/or hands out flash cards with the story on)

Two people were walking down a busy, city street when they heard a siren sounding. The sound of the siren seemed to be close, but they were not able to identify exactly where the sound was coming from. One turned around to see an ambulance vehicle with lights flashing trying to work through thick traffic.

Ask: What do you think is happening here? Why? What are the clues you have on which you are making a prediction?

Discussion

There is no right or wrong answer here. Show participants that whatever their response to the question is, they are making predictions and linking their previous knowledge and experience with the information contained within the very brief description. Also, draw their attention to the clues they have used which add credibility to the predictions they have made.

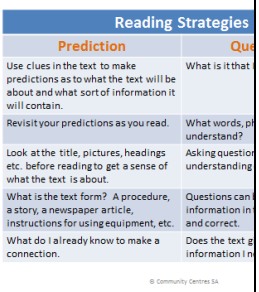
E**ncourage participants to ask questions**

What questions would they want to ask to confirm whether their predictions are accurate? **List the questions**. Comment on the relevance of each, and help participants grammatically correctly word their questions. If anything is unclear point that out, and work with participants to refine the question to ensure the information sought is likely to result. Point out the importance of correctness and accuracy. For example, a poor question could be:

- **In what direction was the ambulance travelling?**
  Does it matter? How does this add information to clarify the events taking place?

- **Could the pedestrians in the story see any sign of an accident?**
  This is a better question. Depending on the answer given, it could add information as to why the ambulance was in a hurry or its' intended destination.

Tutors consider the quality and relevance of the questions asked, and review these so that the participants are learning the effectiveness of the questioning strategy. **Note:** writing questions on a whiteboard or flipchart will help participants to consider each.



Reading Strategies	
Prediction	Que
Use clues in the text to make predictions as to what the text will be about and what sort of information it will contain.	What is it that
Revisit your predictions as you read.	What words, ph understand?
Look at the title, pictures, headings etc. before reading to get a sense of what the text is about.	Asking questio understanding
What is the text form? A procedure, a story, a newspaper article, instructions for using equipment, etc.	Questions can information in and correct.
What do I already know to make a connection.	Does the text g information I n

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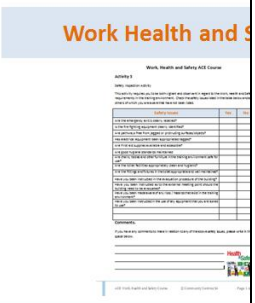
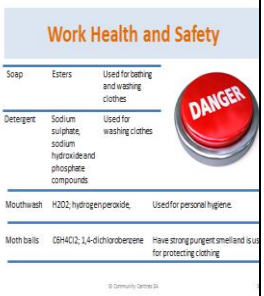
15 mins	**Activity – Safety Inspection Activity** Explain the activity to the participants - as a whole group exercise, small groups or pairs. Ensure that participants are familiar with the **content and meaning** of each criterion on the audit sheet. Discuss any words needing explanation. Tutor works through the activity sheet with participants clarifying meaning, vocabulary etc. Participants then conduct the audit as far as is practicable (not necessary to verify every criterion). Once participants are back in a whole group, discuss results and answer any questions about the task. **Note to tutor** – Not every criterion needs checking on this audit sheet. This task aims to develop reading and comprehension skills more than developing Work, Health and Safety knowledge. Remind participants about their **personal WHS vocabulary dictionary** as they do this activity. The specific competencies being assessed in this task are: • Participate cooperatively and collaboratively in the ACE course • Satisfactorily complete activities / tasks on time • Follow directions and respond appropriately to feedback • Identify text features of instructions and their purpose • Ask relevant questions to ascertain the information required • Effectively use reading strategies to comprehend instructions	**Activity - Using Safety Inspection Activity Sheet**  
15 mins	**Tea break – 10 - 15 minutes**	
20 mins	**Activity – Hazards and Controls (Or Mitigating Strategies)** Participants do the activity after tutor introduces and explains. Ask participants to predict what the activity is asking of them by firstly looking at the sheet Lead a brief discussion on topic areas relevant to personal circumstances. Highlight that this **MUST** relate to domestic situations. The intended audience for this activity is the immediate family, others sharing the living space etc. whatever is relevant to the individual participant. If he/she lives alone, then ask the participant to consider meter readers, visitors, posties, and delivery people. Possible areas where hazards present could include, but not be limited to: Stairs / Food Gardening / Cooking Washing / Cleaning Ironing / Vacuuming Home repairs / Barbeque / fire Driving / Swimming pool Ask participants to select four different items / products and name **some** (not all possible hazards) and **some** (not all possible) mitigation strategies.	**Activity Sheet** Domestic Hazards and Controls (Mitigation Strategies)

	The specific competencies being assessed in this task are: • Meet the behavioural expectations of the ACE group • Accurately identify audience and purpose of instructions • To demonstrate comprehension of instructions and follow them accurately	
5 mins	**Safety Data Sheet (SDS)** **Introduce topic**. Being aware that hazards and risks are around us everywhere at all times, we are now making the shift from the domestic scene to workplaces. In the workplace, employers have a legal responsibility for our safety and wellbeing – just as workers have responsibilities. Policies and procedures have therefore become very significant in the workplace. Staff and volunteers at work places often need to use chemicals and other dangerous products. These **must** by law, be documented. Safety Data Sheets (or SDS) are an example of this - previously called Material Safety Data Sheets (MSDS). Every workplace **must** have Safety Data Sheets documented for each chemical and / or dangerous substance an employee may use in the course of fulfilling workplace duties. Each employee is responsible to ensure he / she is aware of the information regarding the safe use of such chemicals or dangerous substances. This becomes a legal responsibility of each employer and each employee. **Explain what a Safety Data Sheet is** A Safety Data Sheet (SDS) is a document that outlines how a hazardous substance is to be used safely and **must** provide information on: • Hazards of the chemical, safe handling methods, including storage and disposal • Physical and chemical properties of the chemical, as well as potential health and emergency response measures • Environmental effects of the chemical **Tutor says:** These long and complex document cover sixteen different components. These must be addressed, and in sequential order. We are not covering all that content. **Purpose of a Safety Data Sheet** Manufacturers or importers of a hazardous chemical prepare these documents to. • Help workers understand risks associated with the use of the product or chemical • Explain how to store the chemical and ensure safety for all those who may be affected by its' use in the workplace **Tutor asks:** Has anyone had experience using or complying with a Safety Data Sheet in a previous or existing workplace? Encourage discussion of experience/s, what it meant for behaviour/s and processes that they were required to follow. If no participants have experience, provide examples from your experience at home, community or workplace.	**Vinegar SDS** – modified for training purposes

10 mins

Activity – Similarities and Differences – Big Ben

Activity using Handout

Note to tutor – This is a reading activity concentrating on the reading strategies of decoding and comparing – See session plan for session 1 – page 7. Rather than read the whole handout, participants could compare sections from the two Safety Data Sheets.

Give each participant a copy of the handout. Explain that the activity is about ***comparing the similarities and differences*** between the two Safety Data Sheets.

To start, ask participants if they can spot the differences between the two images. There are three differences, what are they? In the left diagram, the time is nearly quarter to 10 and in the right diagram, it is 10 past 12.

In the left diagram, the bus facing forwards has a different number on the destination panel to that on the right.

In the left diagram, there is a turret on the extreme left, which is missing in the diagram on the right.

The aim of this fun activity is to heighten awareness so that participants will seek and discover similarities and differences between the two Safety Date Sheets. Ask participants, in small groups, ***not to read*** the two Safety Data Sheets, ***but to scan them*** to find similarities and differences.

Discuss the results as participants report back to the full group. You could make this a mini-competition, and offer a small reward for the group that identifies the most similarities and the group that identifies the most differences.

Similarities and Differences – Safety Data Sheets

Similarities	Differences
Both record information about First Aid measures (4) and Handling and Storage (7)	Only one has a section (8) Exposure controls/personal protection.
Both record information about swallowing.	One though refers to swallowing and the other calls the same concept ingestion.
Both state, “Never give anything by mouth to an unconscious person.”	In one, this statement refers to an unconscious “**person**” in the other it refers to an unconscious “**patient**”.
Both give the same phone numbers to use should poisoning occur.	Only one states that the person making such a call is to follow the advice given. The intent is the same in both, but only one actually makes that statement.

Give some of these examples so that participants comprehend the intent of activity, and ask them to **find any other** similarities and differences they can.

15 mins

Similarities and Differences – Safety Data Sheets

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Both state, "Never give anything by mouth to an unconscious person."	In one, this statement refers to an unconscious "**person**" in the other it refers to an unconscious "**patient**".
Both give the same phone numbers to use should poisoning occur.	Only one states that the person making such a call is to follow the advice given. The intent is the same in both, but only one actually makes that statement.

Give some of these examples so that participants comprehend the intent of activity, and ask them to **find any other** similarities and differences they can.

Note to Tutor – Encourage participants to look beyond immediately visible differences and similarities between the two SDS documents and **identify grammatical and other language features**, if they can. There is no activity sheet provided for this activity because it is an observation activity.

Participants do not need to specify the grammatical construction of the documents. The aim is to encourage them to **look for the language text features of this text form**.

25 mins

Activity – Language Text Feature Activity

Refer to text features covered in session 1. **Ask participants to find examples of:**

- Simple present tense action verbs (Action words)
- Must do's (Imperatives)
- Joining words (Connectives)
- Action phrases (Adverbial phrases)

Examine the Unleaded Petrol SDS – **Inhalation or washing detergent**

Simple present tense action verbs (action words)

- Remove
- Avoid
- Allow
- Keep
- Ensure

Activity using activity sheet

Must do's (Imperatives)

- Remove victim from exposure
- Avoid becoming a casualty
- Remove contaminated clothing
- Loosen remaining clothing
- Keep at rest until fully recovered
- Seek immediate medical advice

Joining words (Connectives)

- Remove victim from exposure **and** avoid becoming a casualty
- Remove contaminated clothing **and** loosen remaining clothing
- Ensure airways are clear **and** have a qualified person give oxygen through a facemask

Action phrases (Adverbial phrases)

- **Until fully recovered** – this tells us how long to keep the patient at rest
- **At once** – this tells us when to apply artificial respirator if the patient's breathing has stopped

These examples are in the **"Inhalation"** section of the **Unleaded Petrol SDS**.

Ask participants to look for examples of these text features in the **Dish Washing Liquid SDS** document. Work in small groups or pairs to find at least one example of each text feature in the Dish Washing Liquid SDS.

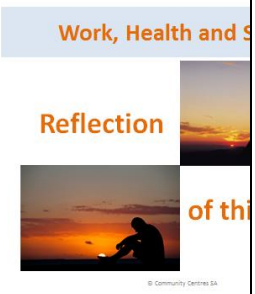
Ask participants to identify high frequency words that they notice and remind them to consider adding to their personal vocabulary dictionary.

Possible examples:

- Contaminated, contamination etc.
- Inhale, inhalation etc.
- Ventilated, ventilation etc.

The specific competencies being assessed in this task are:

- Accurately identify audience and purpose of instructions
- Identify text features of instructions and their purpose
- Demonstrate accuracy using correct terminology and grammar of instructions
- Develop identification and use of high frequency vocabulary
- Comprehend procedures and follow them accurately

6 mins plus 5 mins to discuss	**Tutor says:** In the last session, we looked at Manual Handling. In this next video, we will explore the importance of good posture – both at work, at home and in the community. **Video – The benefits of good posture. (4 minutes 26 seconds)** https://www.youtube.com/watch?v=OyK0oE5rwFY The benefits of good posture - Murat Dalkilinc Show video and discuss – key points that the video makes, how we can support each other to practice good posture, injuries that can occur if we don't watch out etc.	**Video – The benefits of good posture. (4 minutes 26 seconds)** https://www.youtube.com/watch?v=OyK0oE5rwFY
5 mins	**Review / Reflection** Ask participants to reflect on this second session, and their learning. Tutor reminds participants that the following has been covered: *Reading strategies, in particular, prediction and questioning for clarification *Safety inspection activity *Safety at home – domestic work, health and safety *Hazards and control (or mitigation) strategies *Safety Data Sheets – SDS's – similarities and differences – reviewing language features from previous session *Creating a simple safety instruction in correct text format **Tutor asks:** Does anyone have any thoughts from session 1 or 2 that you are not sure about, or want to discuss further? Clarify any aspects of these sessions requiring further elaboration and information.	
5 mins	**Tutor thanks group for coming and willingly participating and says "in the next session we'll cover:** • Taking Personal Responsibility for Work Health and Safety **Tutor sets home assignment:** (optional) Try to find one or more hazard near your home or anywhere that you have been – e.g. something that seen, or experienced that you think could lead to an accident or injury. It could be a hole in the ground, a low hanging branch, something sharp or rusty – anything. **Tutor says:** take note of this for discussion during Session Three.	