

PAGE 1:1

Listening to training

Listening carefully to a trainer is an essential skill when taking any course. Many learners will not be used to sustained listening and need to be made aware that it requires different skills to those used when listening to workmates, the radio or television.

Materials

Flipchart or whiteboard, coloured pens, audio CD and player.

Learning outcomes (objectives)

- 1 To find out about the common causes of accidents and illnesses at work.
- 2 To increase awareness of careful and sustained listening techniques.
- 3 To be aware of the purpose for listening.
- 4 To listen for and identify relevant key words and phrases.

Suggestions for page

- Discuss the different strategies learners use to remember what they have listened to and collect them on a flipchart or whiteboard. For example, some people may 'see' the words, some will remember the actual words spoken. Often learners associate what they hear with other unrelated things, e.g. something else that happened in the session, what someone was wearing.
- Go through the points on the learner page. Why is it important to listen all the way through? Ask learners for their experiences of getting bored and losing track. What can they do to remedy this? Gather suggestions on a whiteboard or ask each learner to write one suggestion on a sticky note then stick it on the wall and discuss. Sticky notes could be grouped according to the 'sense' they use – hearing (listening for key words, linking words, emphasis in speaker's voice); looking (at speaker, attaching a visual picture to key words, 'seeing' the word); multi-sensory (e.g. listening, looking at speaker and writing notes).
- Discuss the reason for looking and listening to people when they are talking. How does it help the speaker? How does it help the listener?
- Before playing audio track 1, fully discuss the importance of signal words and how they give you clues about the content and direction of a talk.

- Play audio track 2 for learners to complete the task on the learner page.

Suggestions for learners who are having difficulties

- Allow extra time for the activity described above, making sure you give the learners very clear instructions (or model the process first with a volunteer).
- Use the learner page and glossary to discuss the meanings of technical and difficult words such as occupational illness.
- Once you are sure learners understand all essential vocabulary work through one point at a time on the learner page.
- Read out the trainer's speech (grey bubble) rather than simply asking learners to read it from the learner page. Ask learners to listen carefully and report back everything they remember – gather these points on a whiteboard.
- ESOL learners may need to listen to the audio several times and it may help to provide them with a transcript so they can see and read the technical and/or difficult words such as **dermatitis** and **irritants**.

Suggestions for advanced learners

- Ask each learner to pick one common cause of injury and talk about possible scenarios to a small group for two minutes. Were their peers listening? How could they tell?
- Play the audio and ask them to predict how the next part of the talk would continue (using page 2 of the CIEH workbook as a guide). Then prepare and present the next paragraph of the talk in small groups.

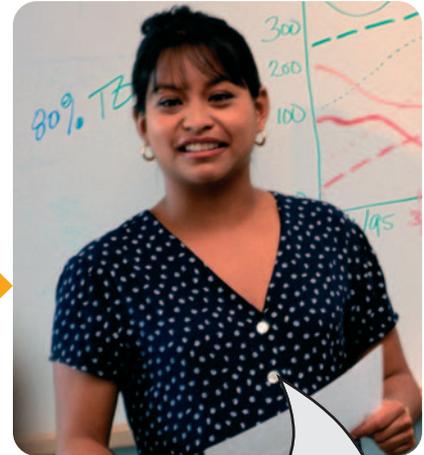
Curr ref	Standards	Key Skills
SLlr/L1.1	A1, A2, B1	C1.1
SLlr/L1.2		

Listening to training

You will need to listen carefully to the trainers on your health and safety course so that you can follow and understand all of the information.

What's the best way to listen to my trainer?

Look at the speaker – this keeps you focused.



Listen out for key words

- **Accidents and illnesses** tell you what the whole talk is about.
- **Common causes of injuries** tell you what the first part of the talk is about.
- The key phrase **occupational illnesses** helps you focus on the next part of the talk.

Make mental notes or keep a notebook with you to jot down important reminders.

The trainer said there's a complete list in the handbook. I must read through it. She said it was very important.

Listen carefully all the way through.

- 'Tune in' right from the start. If you miss the introduction, you will have difficulty following the rest of the talk.
- Keep your concentration by listening for words that signal a new subject. For example: 'Moving on', 'Next'.
- At the end of the talk the speaker will often sum up or repeat key points.

I am going to talk about workplace **accidents and illnesses**. These affect more than 2.3 million working people in Britain today.

Incorrect manual handling is one of the most **common causes of injuries**. However, other common causes include slips, trips and being struck by moving, falling and flying objects.

I am going to run through some of **these** **but there is a complete list in the handbook. It's very important that** you are aware of all these hazards.

As well as injuries, there are also many **occupational illnesses** linked to workplace activities ...



1

2

- Listen to these extracts from a training session to consider the points on this page.
- List the signal words that tell you the speaker is moving on to a new subject.

PAGE 1:2

Work at your listening

Health and Safety courses can be very intensive and there will be many opportunities for misunderstanding. Learners must feel confident to ask questions in order to get additional information, or confirm what they have heard. In order to do this they need to use active listening skills alongside suitable interruption techniques. Active listening techniques will help learners on training courses and to communicate well with people at work.

Materials

Flipchart or whiteboard, coloured pens, audio CD and player.

Learning outcomes (objectives)

- 1 To be able to use active listening techniques during training sessions.
- 2 To use appropriate phrases for interruption in order to confirm understanding during training.

Suggestions for page

- Go through the learner page making sure that everyone understands the colour-coded speech bubbles used to exemplify the points on the page. If black and white copies of the page are being used, make sure that learners fully understand and can follow the flow of the page.
- Ask learners what they think about the trainer's talk. Is there any unfamiliar vocabulary in there? Write unfamiliar words on a flipchart – learners to share the task of looking up words in the glossary and write up definitions.
- Ask learners what they do if they need to know the meaning of a word in the middle of a talk (ask the speaker; make a note and look it up later).
- How do they feel about interrupting a speaker to ask a question? When's the best time to interrupt? How would they feel if they were interrupted mid-sentence? How do they feel if one or two particular people are continually interrupting? Is this a sensible or useful thing to do?
- How should they phrase their interruption? Is it better just to say "I don't understand", "That doesn't make sense" or to give the speaker clues as to exactly what you need to know?

- Discuss the reason for looking and listening to people when they are talking. How does it help the speaker? How does it help the listener?
- Play the audio and then ask the related questions on the learner page. If they listened again (now they know what the questions are), would they listen more carefully? Obviously you cannot rewind a complete training session so you must listen from the start. However, you can ask the speaker to repeat or explain things.
- Ask learners to identify anything they don't understand on the audio (and to phrase some questions that they would ask the tutor) to clarify their understanding.

Suggestions for learners who are having difficulties

- Use the learner page and glossary to discuss the meanings of technical and difficult words such as **dermatitis** or **asthma**. Ensure they understand the use of the abbreviation MSD. Explain that the word **musculoskeletal** comes from the words muscle (draw attention to the silent c that becomes audible in **musculo-**) and skeleton.
- Encourage learners to talk about their experiences of trying to interrupt people in the past. Stress that it is OK to ask questions – this makes the whole training experience more interesting for everyone – but questions must be appropriate and asked politely and clearly.
- ESOL learners may need specific support understanding the vocabulary in the audio. It may be useful to provide a transcript so they can see the spellings of technical vocabulary.

Suggestions for advanced learners

- Encourage learners to think of synonyms for some of the difficult vocabulary used by the trainer. What words could she have used instead of exacerbated or triggered? (Made worse, set off).
- Make quick notes (spidergram or list) while listening to the audio.

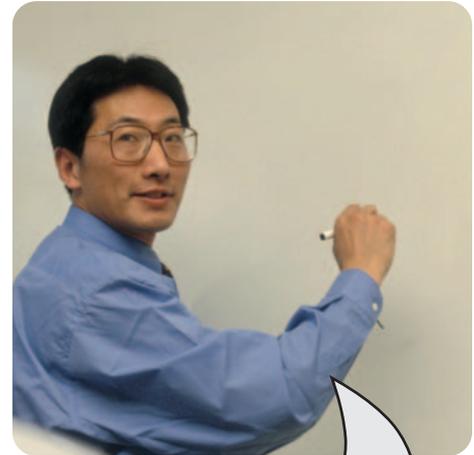
Curr ref	Standards	Key Skills
SLc/L1.2	A1, A2	C1.1
SLd/L1.3		

Work at your listening

There are strategies you can learn to help you become a better listener. **Active listening** helps you get the right message and avoid misunderstandings.

Let the speaker know you are listening by:

- giving them your **full attention**
- using **positive signals** such as nodding.



Did he just say 'excavated'?
No that can't be right. It doesn't make sense. I'll ask him if he doesn't mind going over that bit again ...

Sorry, could you repeat what you just said about dermatitis and harmful substances?

If you don't pick up everything, ask the speaker to repeat those parts. Don't interrupt the speaker in mid sentence. Wait until there is a convenient pause or break.

Excuse me? Could you just explain what you mean by musculoskeletal disorders? I know you said that many are caused by incorrect manual handling. Is MSD just a fancy name for backache then?

Repeat the main points back to the speaker or ask them questions about what they have said.

As well as injuries, there are also many occupational illnesses linked to workplace activities.

These include conditions such as dermatitis and asthma which can be triggered or **exacerbated by** exposure to harmful substances.

There are also conditions caused by noise such as hearing damage and tinnitus.

Musculoskeletal disorders (MSDs) for short) are the most common occupational illness in Great Britain. They affect more than a million people every year. Many of these disorders are down to incorrect manual handling, which I am going to talk about in detail after coffee.

That's a very good question. MSDs are disorders or injuries that affect the muscles, bones, joints, tendons, discs and ligaments. So, that includes other areas of your body – such as the arms and feet – not just your back.



Listen to these extracts from a training session.

3

Listen carefully for key words.

4

- What are these two parts of the talk about?
- What does VBF mean?

PAGE 1:3

Watching training videos

Videos are used on the course to simulate real events and promote discussion. Videos are effective teaching tools but learners need to use different skills to those that they use when watching TV. The key to good listening and watching techniques is being aware of the purpose for listening and being able to sustain focus on visual and audio information.

Materials

Source material pages 0:01 and 0:02, flipchart or whiteboard, coloured pens, Internet access and old TV guides would be useful.

Learning outcomes (objectives)

- 1 To identify the gist or overall message of information in a video.
- 2 To listen for, watch, and understand explanations, instructions or narratives in a video.
- 3 To increase awareness of careful and sustained listening and watching techniques.

Suggestion for page

- Ask the learners what they watched on TV last night. What kind of programme was it? Do they need to remember all the details? How much can they remember? If two or more learners have watched the same programme, ask them to compare 'notes' – do they remember the same things?
- What's the difference between watching TV and a training video? Note ideas on the flipchart. (Watching TV is almost always for pleasure and relaxation. Watching a training video is always for a particular purpose and will have been chosen by the trainer for specific reasons.) A good trainer will tell you the purpose of the video and why they want you to watch it. Always listen carefully as the trainer introduces a video, as you may be asked to do follow up activities after watching. These will be easier to achieve if you understand the purpose **before** watching the video.
- Hand out copies of the learner page and go through the points with learners. Explain the use of different speech bubbles, colours and arrows. If black and white copies of the page are being used, make sure that learners fully understand and can

follow the flow of the page.

- How do we take in information when watching a video? Ask learners, if needed, to refer to the learner page to find out. (Through our ears and eyes.)
- Some videos suit learners with different learning styles (both auditory and visual), and are often a good way of learning and remembering new skills – if you approach them in the right way. Ask learners how they think they learn best.
- Discuss the different parts of a video and how, rather like a book or a film, they will often have a definite start, main body and finish:
Start – an introduction, background information, might ask the viewer to consider certain questions.
Main part of the video – information and examples (often real life).
Finish – summing up, maybe further questions or remarks for the viewer to consider.

Source page 0:01

- Discuss the 'Trainer's Guide' and the title of the video (top of page) and how this gives the purpose of the video.
- Look at the second screen (pie chart). Which part of the video do they think this comes from? (Introduction). Why?
- If needed, discuss and explain the pie chart: how it provides a quick visual way of seeing the parts of a whole (the 'whole' being accidents causing injuries that require more than 3 days off work). Make the point that in the 'real' video this would probably also be explained by the narrator as well as being shown in words in the on-screen title.
- What point does the video of the man holding his back (in screen 3) emphasise? (Answer: that the main harm caused by manual handling is back injury.)
- The narrator is, in screen 3, calling out a list of injuries. Point out that learners would need to listen carefully to key words here to remember individual items such as hernias, fractures, crushing. Memory techniques could be useful here – e.g. relating the word 'crushing' to a picture in your mind of a badly crushed hand.

Source page 0:02

- What is the purpose of the part of the video shown on this page? (Shows how to lift correctly using verbal instructions and 'real life' video.)
- Point out the emphasis (emboldened typeface) on important instructions such as **NEVER** lift or handle more than you can manage safely (screen 1). Ask learners to read out the narrative/instructions from screens 1 and 2. **Would they emphasise any other words that are not in bold type?** Emphasis does not always mean saying a word or phrase louder – it can also mean a change in stress or tone, saying the word more slowly or pronouncing it very carefully.
- Move on to signal words that directly instruct the listener/watcher to pay particular attention to certain parts of the video. Ask learners to look at Source page 0:02 in pairs and make a list of words/phrases they find there (e.g. watch ..., also notice ...)

Curr ref	Standards	Key Skills
SLlr/L1.1	A1, A2, B1,	C1.1
SLlr/L1.2	B2, C2.5	

Suggestions for learners who are having difficulties

- Many learners find the concept of purpose very difficult. Teach this explicitly using real every day examples. For example: the purpose of reading a bus timetable is to ..., the purpose of watching the news on TV is to ..., the purpose of attending the training session is to ... Alternatively bring in some old TV guides and discuss the purpose of a variety of listed programmes such as cooking and DIY programmes (instruct and entertain), news and documentaries (inform), discussion (inform, argue and persuade), etc. Use simplified language as needed.
- Check that learners can read and understand all difficult and technical vocabulary.

Suggestions for advanced learners

- If Internet access (with sound) is available, ask learners (in pairs) to look at online videos such as short news videos on www.bbc.co.uk and then question each other about how much they remember using their new skills. Alternatively ask them to watch a short 10–15 minute section of an informative TV programme (e.g. a documentary, a political discussion) with the purpose of remembering and understanding as much information as possible.
- Extend the topic by talking about using note-taking skills while watching videos (see also learner page 1:7).

Watching training videos

To get the best out of a training video you need to know why you are watching the video.

Ask yourself what you expect to learn from the video. Once you understand **the purpose for listening and watching** you can focus your attention on the important parts of the video.

Read, watch and listen carefully to the title and the introduction. Training videos are often short – only five or ten minutes. Stay focused all the way through.

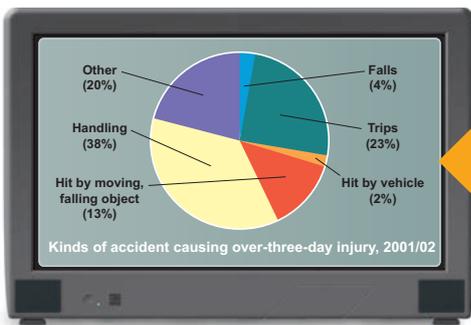


Listen for:

- emphasised words or phrases especially when the narrator is going through instructions or rules
- signal words that tell you when to pay particular attention.

The load should **not be jerked or snatched** as this can make ...

Watch carefully as he ...
See how his shoulders ...



Focus closely on charts and diagrams. They can give you a lot of information quickly.

We are going to watch a short video. It's about 10 minutes long and called 'The Facts about Manual Handling'.

It includes a demonstration of ...

Listen to the trainer as she introduces the video.

Now, what did the trainer say?
She said that we're going to watch a demonstration of correct lifting techniques. I think there was something else?



Oh yes. She also said the video was going to talk about common injuries and how to avoid them.

... After watching the video we are going to discuss some of the injuries mentioned and how to avoid them by following correct handling procedures.

PAGE 1:4

Answering questions

This page helps learners to frame replies to oral questions and give appropriate and relevant answers with the right amount of detail. At any stage of the course the trainer may use oral questioning to assess learners. Learners must understand that although this questioning may appear informal it is essential that they respond appropriately in order to successfully complete the course.

Materials

Source material pages 0:01 and 0:02, flipchart or whiteboard, coloured pens and pre-prepared questions on cards.

Learning outcomes (objectives)

- 1 To be aware of how to frame answers to oral questions and how much detail to include.
- 2 To explain and give answers clearly and in a logical sequence.

Suggestions for page

- Ask learners how they feel when someone asks them a question at work. Do they always understand what answer is required? What makes a good/bad question? Gather ideas on a flipchart, e.g., speaker asks you in a clear voice; only asks one question at a time; uses polite, pleasant tone of voice; makes eye contact; gives you time to think etc.
- Go through the learner page with the group. Explain the use of different speech bubbles, bold underlined type and arrows as needed. Make sure that learners can link the questions to the information in the video and then to the model answers.
- Point out the use in the model answers of the words in the questions as a starting point to the replies. Why is this a good tactic? (Because it helps to keep the reply relevant and focused.) Discuss how this tactic is used in the learner page (words in bold type).
- What can learners do if they don't understand a question? (Ask the questioner to repeat question.)
- Discuss the use of body language and tone – importance of looking at questioner when replying, sounding confident, etc.

Source pages 0:01 and 0:02

- Ask learners to read through Source page 0:01 in pairs. Person A of each pair then asks person B questions on the content. Repeat with Source page 0:02 but person B asks the questions. How much did they remember? Did they have to look back at the Source page before answering? Did pairs speak clearly to each other? Why is this important?
- Draw together all positive ideas about answering questions on a flipchart or whiteboard as a spidergram or list.

Suggestions for learners who are having difficulties

- Read through Source pages 0:01 and 0:02 – check learners understand all vocabulary. Encourage learners to use the glossary. Ask learners about each section of the Source material as you read through.
- Discuss and model how to respond to different types of questions, and how it is important to listen carefully to how the question is framed in order to respond appropriately. It would be useful to prepare some questions on cards for this activity, which learners could do individually or in pairs with the tutor. This could lead to discussion on open and closed questions. For example (referring to Source page 0:02):
Q1. Which of the pictures correctly shows a correct posture for lifting? (Closed question, but it might be appropriate to add a short explanation as to why you think the picture is correct.)
Q2. What is wrong with this picture? (Open, requires an answer that explains what is wrong.)
- For paired activity (above) model the process with a volunteer first.
- Ask learners to ask each other questions about the Source material or learner pages with a strict time limit – the purpose being to keep answers focused and relevant.

Suggestions for advanced learners

- Ask learners to read some information on manual handling and ask each other questions on content.

- Discuss the importance of a clear presentation. Does their job role (for example as a supervisor) depend upon them using clear language and speaking skills? Why is this particularly important with Health and Safety topics?

Curr ref	Standards	Key Skills
SLlr/L1.5	A1, A2, B2,	C1.1
SLlr/L1.6	C2.5	
SLc/L1.1		
SLc/L1.3		
SLc/L1.4		

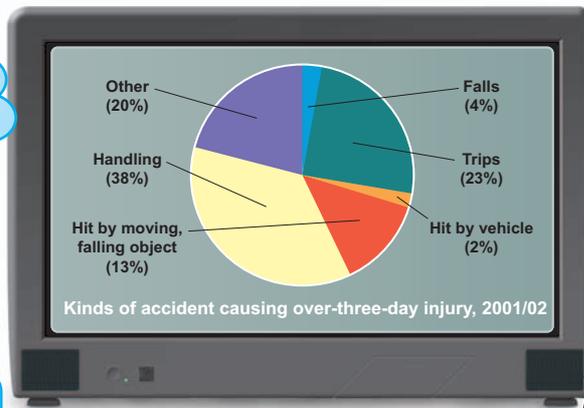
Answering questions

Your tutor or trainer may ask you oral questions to check that you understand important health and safety facts. These tips will help you to respond clearly and confidently to these questions.

Listen carefully to the question. It may help you remember which part of the video the question refers to.

Question
So, thinking back to the beginning of the video. Can someone tell me what we actually **mean** by **manual handling**?

Hmmm. That was right at the beginning when they showed that pie chart on the screen ...



Answer
Yes. **Manual handling means** using your hands to carry or move loads. This includes lifting and lowering **but** also actions like pushing and pulling loads.

Use the **questioner's words** to help you phrase your answer. This will help you give a relevant answer.

More than a third of reportable accidents are caused during manual handling. Manual handling covers a range of activities which include lowering and lifting, pushing and pulling as well as carrying.



The main harm caused is back injury but the hands, arms and feet may also be damaged. Injuries include trapped nerves, hernias, ruptured discs, fractures, and crushing.

Question
So, moving on. What is the **main harm caused** by incorrect manual handling?

Hmmm. They were talking about that when they showed that man holding his back – he looked in agony.

Answer
The **main harm caused** is back injury.



PAGE 1:5

Taking part in a discussion

To get the most out of the course learners must follow and contribute to discussions. To do this they must respect turn-taking rights, know how to use appropriate interruption techniques and also how to encourage others to speak. Although such discussions may appear informal it is essential that learners respond appropriately in order to demonstrate their knowledge and understanding and successfully complete the course.

Materials

Flipchart or whiteboard, coloured pens.

Learning outcomes (objectives)

- 1 To follow and contribute to a discussion on a specific health and safety topic (noise).
- 2 To recognise the importance of encouraging others to contribute in a discussion.
- 3 To respect the turn-taking rights of others and use appropriate phrases (and gestures) for interruption.

Suggestions for page

- Ask learners how they feel about discussions. Do they feel confident or are they concerned about speaking up in a group? Do they know when or how to interrupt? Do they have difficulty putting their thoughts into words? Do they enjoy hearing other people's points of view?
- What makes a good and a bad discussion? Do they dislike it when someone speaks for too long and gives no one else a chance to speak?
- Go through the learner page explaining the use of the numbered speech bubbles, highlighted text and arrows as needed.
- Look at how speaker 2 interrupts (Could I just make a point here ...). Elicit from the learners other effective ways of interrupting. Collect these on the flipchart/whiteboard.
- Why is it important to encourage quiet/shy/unconfident people to speak up? (Answer so you can hear and share everyone's views.) How can you do this without making such people feel conspicuous? How does speaker 2 do this?
- Ensure that learners know what is meant by an open question (one that requires more than a simple yes/no or single word answer).
- Move on to the topic of body language.
Positive BL – talk about how a look or a gesture can be just as effective (or more so) as words.

Extend this by talking about how, once you have encouraged someone to speak up, you can use positive body language such as smiling and nodding, to encourage them to keep going.
Negative BL – talk about how you could use body language to encourage someone to be quiet and allow others to speak. For example: looking impatient, gesturing for someone else to speak, gently tapping fingers. Point out that this type of body language needs to be used with care.

- Discuss the use of body language and tone when talking in a group: looking around and maintaining eye contact with people.

Suggestions for learners who are having difficulties

- Ask learners to interact with the text on the learner page as you read through – e.g. point to or highlight certain sections, underline, circle or annotate key points, etc.
- Explain the use of the speech bubbles (point out the numbering). Ask them questions about the central picture. How is speaker 2 (speech bubble 2) trying to help speaker 3 (speech bubble 3)?
- If learners are confident and happy to read aloud ask for three volunteers to take parts of each speaker in the picture (speech bubbles could be cut out and handed to each speaker to avoid overload of text). This is a good way of subtly introducing a role play and to then encourage learners to continue the discussion.
- ESOL learners will need explicit definitions of vocabulary such as gesture, body language, tone.

Suggestions for advanced learners

- Highlight the issue of disagreeing with someone in a discussion and possible (negative) effects if this is done in an inappropriate way (shouting, being impolite).
- Ask learners to list some alternative ways of doing this, for example starting with a positive phrase followed by but ... (e.g. 'That's an interesting point, but ...') and use of softeners.

Curr ref	Standards	Key Skills
SLd/L1.1	A1, A2, B1, B2,	C1.1
SLd/L1.2	C2, F1, G2	
SLd/L1.3		

Taking part in a discussion

The key to a good discussion is to stick to the point, listen to other people's opinions, and encourage everyone to take part.



OK. So you've heard what I've got to say about noise and how to protect your hearing. Now I'd like you to get into groups of three or four and discuss the difficulties caused by noise in the workplace.

If someone is saying too much or moving off the point, politely interrupt and make your own points.

1 I don't think that people should be expected to work in noisy places. It causes so many hearing problems. No noise is good noise that's what I say. This friend of mine ...



3 I don't think I'd like plugs or those canal cap things. I don't like things inside my ears. Ear muffs would be OK though – but I bet you get hot in summer wearing those.

2 *Could I just make a point here?*

I don't think hearing problems would be so common if people wore the correct ear protection. But, the problem is that once you've got ear plugs in you can't hear anyone or talk to anyone. This does make you feel a bit isolated. *Mark what do you think?* How do you feel about wearing ear protection?

Encourage quieter group members to voice their opinions by asking them open questions about the topic. Don't force someone to speak or draw too much attention to them.

Body language is very important in discussions. You can also use your eyes and hands to signal to others that it is a good time to speak.

PAGE 1:6

Work at your memory

Health and Safety courses can be very intensive with a lot of information to take in and remember. The initial concern of learners will be about recalling facts in order to pass the multiple-choice test. In addition, the material covered on the course is central to everyday safe working practices, and so the more employees remember, the more they will be able to ensure the safety of themselves, their colleagues and the workplace in general.

Materials

Source page 0:03, sheets of flipchart paper, coloured pens and reusable adhesive.

Learning outcomes (objectives)

- 1 To identify and remember key information.
- 2 To explore and use a variety of methods for remembering information including mnemonics, mind maps and memory journeys.
- 3 To use these memory methods to remember fire extinguisher colours and uses.

Suggested teaching activities

- Explain to learners that they are going to look at methods for remembering information about fire extinguishers and their uses. Point out that the same techniques can be used for remembering any kind of information on any subject.
- Ask learners what they already know about fire extinguishers. Which fire extinguishers do they see at work? Have they ever used extinguishers at home or work? Why do they think fire extinguishers are red? (Easy to see, same colour as fire engines, etc.). Why are colours important?
- Divide the flipchart, whiteboard or smart board into four. Ask learners for the four main colour codes used for extinguishers. Write blue, red, cream and black headings in each quarter of the flipchart (using suitable coloured pens if possible). Put the learners into four groups and get them to mind storm; then one person from each group to come and fill in as much as they know about each type of extinguisher.
- Ask learners to check the information about fire extinguishers on the learner page against that on the flipchart and alter/amend/delete as required. Note that learners will need explanations for the

symbols that denote the particular types of fire each extinguisher should be used for. The trainer can either distribute the Source material page to learners or put it up as an OHT for learners to refer to.

- Move on to use the learner page for a general discussion about **mnemonics** (including its spelling with a silent m). How do learners remember how many days in a month? Points of the compass (never eat shredded wheat)?
- How could learners remember colours of extinguishers and related uses? Look at the example mnemonics on the page.
- Split into groups – each group to come up with at least one mnemonic and feed back to the whole group.
- Look closely at the symbols used for classes of fire. Class A – wooded sticks in bonfire – organic materials – fabrics and other natural materials. Class B – must be liquid in depicted container, flames show liquid is flammable (petrol, paint, etc.).
- Point out that some learners may find making a mind map more useful as a method of remembering information. Look at the example on learner page 1:7. Do learners find it helpful? Would they do it differently? For example, their four central arrows might first point to the four fire classes and then branch out to differently coloured extinguishers.
- Discuss other methods of remembering information. Some learners may prefer to make a bulleted list or put the information into a table?

Suggestions for learners who are having difficulties

- Discuss the importance of active listening and asking questions to check understanding after listening to a talk or instructions. (For more on active listening see learner page 1:2.)
- Use the Source material and learner pages to discuss the meaning of technical and difficult words such as flammable and organic. Use the glossary.
- Once you are sure learners understand all essential vocabulary, focus on one label at a time (from the Source material page). Discuss meaning

of the DO NOT signs (meaning of the red circle and line, etc.).

- Working in pairs, provide laminated cards of labels and (multiple copies of) smaller fire class cards. Learners to match correct fire classes to labels.
- Ask learners to quiz each other in pairs. Learner 1 to pick laminated label (cut from Source page) at random from set of four and describe what they see on their card to partner without mentioning the type of extinguisher. Partner to work out which type of extinguisher learner 1 is talking about.
- For learners having difficulties in using traditional word-based memorising techniques it could be helpful to offer more practice with visually based memorising techniques for example memory journeys.

Suggestions for advanced learners

- Make up mnemonic for remembering the Fire Triangle (tutor to provide the necessary information on the fire triangle).
- Extend mind maps with other fire equipment such as fire blankets and buckets (or more specialised extinguishers, if relevant to their employment).
- Split learners into small groups of two or three. Provide each with coloured pens and flipchart paper. Each group to produce their own mind map. Then pin each mind map to wall and allow groups to walk round, review and discuss.

Curr ref	Standards	Key Skills
SLr/L1.1	G1, G2	C1.1
SLr/L1.2		
Wt/L1.5		

Work at your memory

There is a lot to learn on any health and safety course. You will need to be able to listen for relevant information and remember important facts.

How can I remember key facts while listening to a speaker?



How can I remember the colours of fire extinguishers and their different uses?

Listen and count the important facts as the speaker talks about them. For example, red, blue, cream, black – four colours, four types of extinguisher.
 Don't be afraid to **ask questions** to check you have understood. This will help you get the key facts clear in your head and remember them.
Look at the speaker – this will help keep you focused.

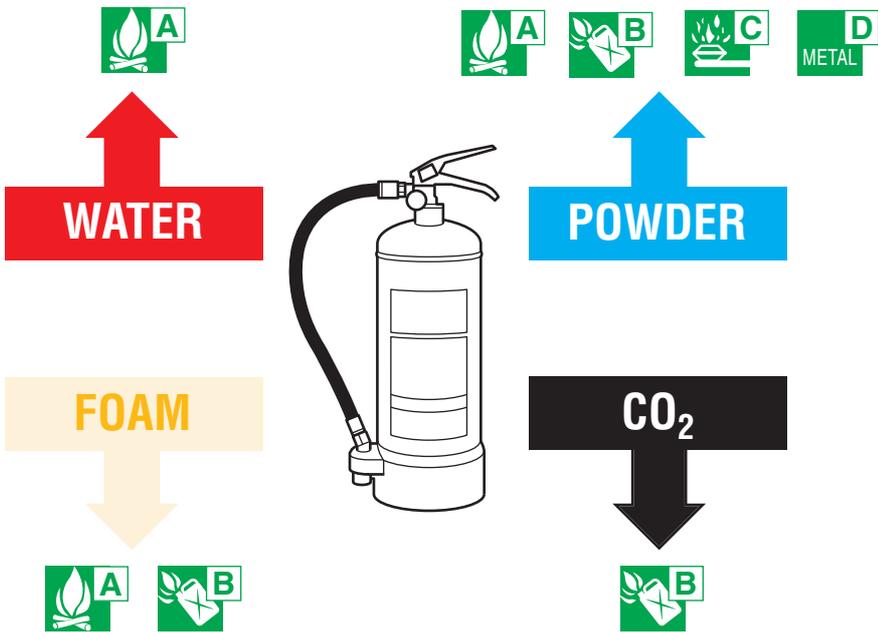
After the training
Look through your notes and handouts. Pay particular attention to colours, shapes and diagrams because these are often easier to remember than words.
Talk to your colleagues about what you have learned and **make** a mind map or list of key points.

A
 If you like playing around with words, make up a **mnemonic**. For example:

- CO₂ is as **black** as **COAL**.
- H₂O (Water) is **ONLY** for Class A fires.

B
 If you think in pictures, draw a **mind map**. Look for connections that you may not have noticed before:

- Water and foam are both 'wet' and no good for electrical fires.
- CO₂ is a **gas** but is used on flammable **liquids**.
- Powder is suitable for 4 fire classes.



PAGE 1:7

Take note of health and safety standards

The course requires some note-taking in order for learners to remember important information. Learners may not be aware that there are many ways to take notes – and that each person must experiment and find the method that works for them. This page introduces several strategies for taking brief notes that can be used for keeping a record of main points from training talks and presentations.

Materials

Source page 0:04, large sheets of paper (flipchart paper would be ideal), and a selection of coloured pens for learners, reusable adhesive, sticky notes, audio CD and player.

Learning outcomes (objectives)

- 1 To identify the purpose of taking notes.
- 2 To practise and experiment with different note-taking strategies while listening to information.

Suggested teaching activities

- Discuss where note-taking could help learners in their jobs (induction sessions, telephone messages, taking down instructions from supervisor).
- Why is it sometimes necessary or helpful to take notes while on a training course? (The actual process of taking notes is a memory aid and also a way of recording information so that you can refer back to it.)
- Ask learners how they make notes. Do they find it difficult to listen and write at the same time? Discuss the differences between making notes while listening and making notes from a written source. i.e. when reading.
- Ask learners to write down a text message to 'send' to another learner as if on a mobile phone. Swap papers with another learner who reads the message. Point out the information boxes about shortening words and sentences on the learner page.
- Paired work. Give each learner a piece of paper and 2–3 minutes to write down abbreviations that they would use in note-taking. Swap papers with partner – what do their partner's abbreviations stand for?
- Pool all suggestions on board. Mention that although many may use the same abbreviation (e.g. Mon – Monday, H+S – Health and Safety, etc.) there is nothing wrong with making up their own shortened forms, so long as they remember them and they are not taking notes for other people.
- Emphasise the importance of finding a way of making notes that suits the individual. There are lots of ways to make note-taking easier – not all will suit everybody. This might be a good time to talk about learning styles or even offer learners a short learning styles questionnaire.
- Lead discussion on to how some people think in pictures and make visual connections whereas others think in words. Do some learners like to use coloured pens or highlighters? How do they actually use the different colours? (Related facts in one colour, underline in different colours, connect related facts with coloured arrows or circles.)
- Emphasise that the notes are just for the learner to read and that accurate spelling is not important – unless it's a new technical word that the learner needs to remember.
- Draw learners' attention to second part of the learner page.

Source page 0:04

- Look closely at the mindmap and list. Stress that there is no single 'right' way to make notes.
- However, mention that there are occasions where using numbered or bulleted lists might be more appropriate, for example if things have to be done in a particular order.
- Point out that abbreviations are used in the mindmap (e.g. H+S, pa).
- Play the audio as many times as needed. Ask learners to make notes while listening, using their preferred method. Stress it is OK to use other methods such as drawing pictures or to use a combination of methods.
- Discuss and compare the strategies used in small groups. Each group then to create a mind map or list together using large flipchart paper. Stick to the wall with sticky adhesive and compare with the creations of other groups.

- Draw together all ideas about note-taking on the flipchart or whiteboard.

Suggestions for learners who are having difficulties

- Read through the learner page in pairs. Check understanding of vocabulary and encourage learners to use the glossary.
- ESOL learners may prefer to make notes in their own language. The vocabulary in the audio is difficult – provide a transcript if needed and encourage them to look up unfamiliar words in a bilingual dictionary.
- Dyslexic learners frequently have problems with taking and making notes and will need a lot of practice, they will often (but not always) prefer mindmapping or using pictures and diagrams. They may already have alternative strategies for coping with this such as using a dictaphone.
- Dyslexic learners often find remembering the symbol takes longer than writing in full – they may need an unexpected amount of practice in both transcribing and reading notes with symbols.
- Another idea that works well for dyslexic (and other) learners is to use sticky notes. Discuss a specific topic with the group (or use an audio track) and encourage them to record ideas on sticky notes. Collect all the ideas together. Sort through the ideas together and put them into broad categories. This enables learners to move ideas around until they are happy with the results. Give each category a heading.

Suggestions for advanced learners

- Discuss shortened versions of other words learners come across or use regularly such as ‘etc.’, ‘e.g.’ or ‘i.e.’. Make sure learners know the meanings and use of these abbreviations. If appropriate explain they come from Latin. Extend to other abbreviations such as ‘am’ and ‘pm’.
- Extend techniques by using sticky note methods as described above.

Curr ref	Standards	Key Skills
Wt/L1.2	A1, B1, C2	C1.3
Wt/L1.5	G1, G2	
SLlr/L2.1		

Take note of health and safety standards

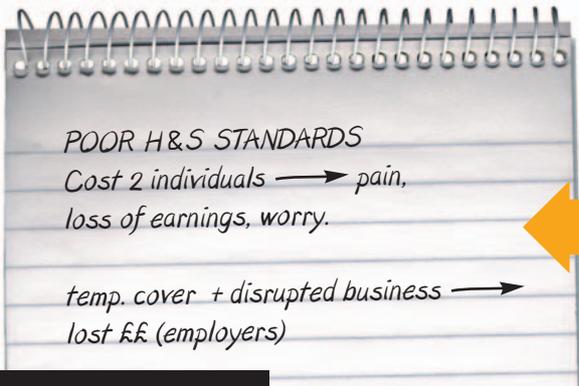
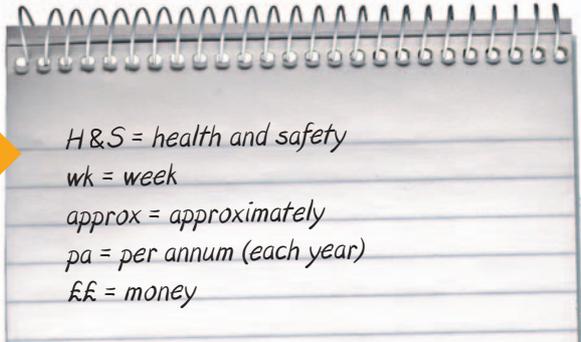
Taking notes can help you remember important health and safety information. Here are some techniques to help you take notes while you are listening or reading.



I'm now going to talk about the huge cost of accidents and illness to the economy. You'll then see why good health and safety standards are so important.

Save time by shortening words. You can use:

- the **first letters** of the words
- the **first few letters** of the word
- **symbols** in place of words (= + @ & £)



To shorten sentences you can:

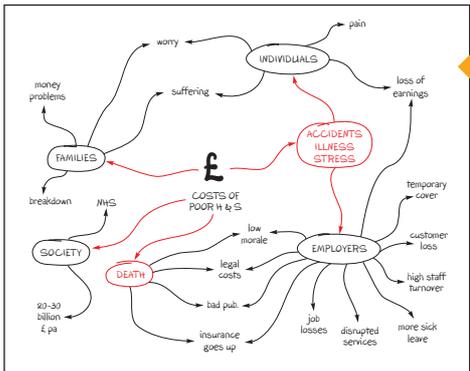
- **leave out words** that you don't need for the sentence to still make sense such as: **and the are as to is which**
- use **arrows** to link points
- use **numbers and letters** in place of words (as in text messages).

COSTS OF POOR H&S

1. DEATH
2. ACCIDENTS
ILLNESS
STRESS

Link ideas together:

- write related points in a bulleted or numbered list under headings
- draw a mind map or spidergram using arrows, words and circles to link ideas
- use coloured pens and highlighters.



Listen to the next part of this training session which is about **the benefits** of good health and safety standards.

- Make notes while you listen.
- Use a list or a mind map.