**Teachers’ notes**

**Keeping Safe Work Problems B1.1**

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| Construction, Safety, Hard Hat, Helmet**Learning outcomes**  By the end of the lesson students will have:   * considered how important being safe at work is * developed their listening, reading and writing skills (sentence level) * discussed different case studies and considered what action could be taken by either the employer or worker |

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| **Materials**  Student’s handout / PPT  Appendix 1 6 sentences for running dictation  All images taken from Pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **5 mins** | * Display and clarify learning outcomes. | **PPT** |
| **10 minutes** | * Tell students they are going to rank five different things about work in order of importance to them. Share what you think is the most/least important and why. Establish what the difference is between feeling emotionally safe and physically safe at work. * Give students a couple of minutes to complete Activity 1 and encourage them to think about their choices as they will have to explain what is or isn’t important according to them. * Pair students/ place students in breakout rooms and allow them up to 5 minutes to compare their ranking. * Conduct whole class feedback. Focus on the importance of feeling safe at work. | **PPT**  **Activity 1** |
| **10**  **minutes** | * Tell students they are now going to find out more about what they know or understand about keeping safe at work. * Elicit examples of the questions they are going to ask using the prompts in activity 2 e.g. What dangers do you think there are at work? What can you do to feel safe? Encourage them to ask open rather than closed questions. * If teaching face to face, assign each student a different prompt card. In classes of more than six more than one student will have the same card. Ask students to mingle and ask their question to as many of their classmates as they can. Give them a time limit and keep moving them onto other people. If online, place students in groups of 3-6, allocate a prompt card to each student and ensure they have time to all ask a question based on the prompt. * Conduct whole class feedback. | **PPT**  **Activity 2** |
| **20 minutes** | * Explain that students are going to hear and write down 6 sentences about safety at work and are going to take part in a (running) dictation. Pre-teach ‘repetitive arm injury.’ * If teaching in the classroom, divide the class into small groups. Ask one person in each group to be the runner and the rest will be the writers. Place the sentences outside or around the room. Explain that the runners have to read each sentence, memorise it and dictate it to their group. They need to keep returning to the sentences until they have all 6 sentences on their sheets. You may want to change runners. * If teaching online, place students in small groups in breakout rooms. Keep one person from each group in the main room as they will be ‘the runners.’ Display the sentences, students read the sentences, leave the main room to join their group and dictate each sentence to their group. They can leave and join the main room as many times as necessary. * Ask students to check their sentences for grammar and spelling. Then display the sentences on slide 5 Students discuss which sentences are true and false. * Conduct whole class feedback and share which statements were true and false at the time of writing. [**Answers:** 1.F all workers have the right to be safe at work including under 18s casual labour, agency workers, students on work experience, summer workers 2.T (insufficient training, lack of experience, not aware of their rights, immaturity) 3.F if exceeds their physical or mental capacity.4. T in a survey 65% of European workers said this was a problem. 5. F 44% said time pressures cause them stress at work. 61% said dealing with customers/people caused them stress. 6.T they are allowed to have more and longer breaks.] taken from surveys and fact sheets on https://osha.europa.eu/] |  |
| **15 minutes** | * Tell students they are going to read about some problems young people have at work and discuss what they think the person and/or their employer should do. * If teaching face to face, place the problems on A3 sheets around the room. Place students in pairs or groups of 3 and ask them to read each problem and discuss what action could be taken. Students could write their suggestions on post-its and stick them on the A3 sheets. * In the online classroom, place students in small groups and ask them to discuss each problem. * Conduct whole class feedback. Encourage students to really think about what the best thing to do is in each situation. Raise students’ awareness of risk assessments, occupational health advisors and trade unions. | **PPT**  **Activity 4** |
| **5 minutes** | * Conduct a plenary. Depending on time students can either discuss their questions in small groups or as a class. | **PPT**  **Activity 5** |

**Keeping Safe Work Problems**

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| Construction, Safety, Hard Hat, Helmet**Learning outcomes**  By the end of the lesson, you will have:   * discussed how important being safe at work is * developed your listening, reading and writing skills (at sentence level) * looked at different case studies and decided what action to take |

**Activity 1: What’s important at work?**

Rank the following in order of importance to you. (1= most important 2=least important)

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* Having good relationships with your colleagues
* Earning a good salary/ wage
* Enjoying your job
* Being physically safe at work
* Feeling emotionally safe at work



Compare what’s important to you with your partner.

**Activity 2: Safety at work.**

Find out what your classmates have to say. Your teacher will tell which card to look at. Think of a question to ask your group using the information.









Take turns asking and answering questions

**Activity 3: True or False?**



Write down the statements your classmate tells you about safety at work

1.

* 2.
* 3.
* 4.
* 5.
* 6.

Check your sentences carefully for spelling, grammar and pronunciation. Are the statements true or false?

**Activity 4: Time to Take Action**

Read and discuss the problems a group of young people have at work. Discuss what you think the person, or their employer should do to solve the problem.

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I’ve just started my first job. It’s a desk job and I spend hours and hours in front of my computer. I’ve started to get headaches at work. I don’t have them when I’m not at work. *Misha, 19*

I’ve got some work experience in a hospital. My job is to make sure all the patients have their meals. I have to push really heavy trolleys and do a lot of walking. I’m on my feet for most of the day. My feet really hurt in the shoes I wear. Sami, 18

I recently started a weekend job in a factory. My boss told me how to use the machinery and gave me special protective clothing. Yesterday, the fire alarm went off and I didn’t know what to do. I was really scared. Kay,22

I work night shifts. When I go to work it’s dark and when I finish work it’s dark. The journey to and from work takes a long time and I don’t feel safe taking public transport. Lin, 20

My job is exhausting. I can never finish what I have to do each day. Last week my line boss asked me to take on more work because one of our team is on holiday. I can’t cope and I’m not sleeping well at night. Pia, 21

**Activity 4: Reflection**



Discuss the following questions.

How important do you think safety at work is for young people in your town/ country? How different do you think this is in other countries?

Do you think employers take keeping workers physically safe more seriously than keeping workers emotionally safe? Why? Why not? How different do you think this is in other countries?

Appendix 1 Activity 3

1. **Employers only have to keep their permanent workers safe.**
2. **18-24 year olds are more likely to have an accident at work than older workers.**
3. **Under 18s have to do the same jobs as older workers.**
4. **Repetitive hand or arm strain is the most common injury at work.**
5. **Time pressure is the most common cause of stress at work.**
6. **Younger workers are allowed to have more breaks at work.**