

Health, safety and well-being

Activity 1: Whose responsibility is it?

Introduction

Health, safety and well-being requires each individual not only to be aware of their rights and duties under the law, but also to appreciate that they are personally responsible for their own and others' safety. This requires individuals to recognise, develop and adopt personal attitudes and behaviours that ensure that they and others remain safe and well.

Learners will have opportunities to discuss and form views on the following:

- why accidents happen
- how the investigation of the causes of accidents can help improve safety standards and reduce risks
- their attitude to blame when things go wrong
- how people may react after such events; and
- what support and/or further training may be needed.

This activity engages learners in a real life scenario and uses role play to explore how situations can be seen from other points of view. This experience encourages them to reflect on their own attitudes and behaviours and helps to expose the importance of personal initiative and responsibility. It can also expose learners to the feelings and emotions that may accompany those situations and encourage them to consider the implications of how they act.

The scenario and role play approach can easily be adapted and used in a range of contexts relevant to the learners' course subject or vocational area.

Learning objectives/outcomes

Learners should be able to:

- appreciate the importance of their attitude, behaviour and responsibility towards health, safety and well-being
- understand the importance of being responsible for themselves and others and how they can make a difference
- explain some of the factors that contribute to accidents, incidents and ill health
- explain the importance of taking responsibility and dealing with situations within their own control.

Resources required

Copies of:

- Sheet 1.1 – 1.4: Character sheets
- Sheet 1.5: Learner activity 1
- Sheet 1.6: Learner activity 2
- Sheet 1.7: Common causes of accidents
- Sheet 1.8: Accident report form
- Sheet 1.9: The accident scenario: teacher guidance notes
- Sheet 1.10: Warm-up activities to introduce role play (optional).

Please note: the sheets for this activity are included as a separate PDF document.

Additional health and safety information can be found at the Health and Safety Executive's website: www.hse.gov.uk. For specific guidance on preventing slips and trips in the workplace refer to: www.hse.gov.uk/slips/index.htm.

Starting points

You might use the activity during induction when covering health and safety, as no prior content knowledge is required on the learners' part.

Role play is a particularly useful approach to use as learners prepare for the workplace and to use again afterwards when they return with new experiences. Using the activity this way allows you and your learners to assess and monitor progress in changing attitudes and behaviours, a valuable approach to formative assessment.

Planning learning in multiple environments

This is a classroom-based activity, but the role play approach can easily be adapted to explore issues in other environments, such as the workplace, leisure or community settings.

Learners could work together to develop a checklist as part of a work experience toolkit or to improve their own personal safety and well-being.

Suggested approach

Working with scenarios can help learners explore multiple perspectives. This can bring about attitude changes in learners. Being involved in a scenario provides learners with a vehicle for examining multiple points of view and to hear various voices. Learners can therefore see how decisions impact on different participants and to experience the process of learning judgement.

Scenarios require critical thinking and analysis and can bring about deeper learning. Even the simplest case studies usually require learners to analyse information in order to reach a conclusion. Scenarios that use role play can:

- raise learners' levels of critical thinking skills (application, synthesis and evaluation, rather than simple recall)
- develop learners' problem-solving skills and encourage them to widen their repertoire of problem-solving strategies
- encourage learners to question their own and others' assumptions and preconceptions
- model problems and alternative solutions and teach learners that there may not be one 'right' answer
- prompt deeper diagnosis of complex situations.

However, many teachers avoid role play because they fear that learners will not take it seriously or will find it too threatening. It is helpful to introduce a role play approach in a managed way. **Sheet 1.10: Warm-up activities to introduce role play** suggests five short, optional warm-up activities that allow learners to explore their feelings about role play before embarking on this role play activity. That said, role play by its very nature involves 'doing', and talking about it is no substitute for the real thing. The more we practise the better we get.

Familiarise yourself with the activity and plan how to organise the session. For example, consider the numbers and composition of the group. A character's role can be shared, which promotes discussion and team working.

Sheet 1.9: The accident scenario – teacher guidance notes provide ideas to help you manage discussion arising from the role play. These notes provide a large number of ideas and you will need to judge your learners' depth of involvement and to take account of the time available when deciding which issues to draw out. The main learning point, however, is that health and safety is everyone's responsibility.

Stage 1

Explain the learning objectives and purpose of the activity and how learners will be using role play to investigate the causes of an accident. If necessary, use a role play warm-up activity (**Sheet 1.10**) to prepare learners for the session.

Organise learners into groups of four and provide each with a Learner activity sheet and a Character sheet.

1. Jackie O'Leary who works on the tills and who witnessed the accident (**Sheets 1.1, 1.5, 1.7 and 1.8**).
2. Stella Smith who is a supervisor (**Sheets 1.2, 1.5, 1.7 and 1.8**).
3. Tony Marsini who broke his arm (**Sheets 1.3, 1.5, 1.7 and 1.8**).
4. Bahadir Mulla who is a Safety officer (**Sheets 1.4, 1.6, 1.7, and 1.8**).

Bahadir is to investigate the accident by interviewing the three other characters separately so the others cannot hear. All four learners prepare questions individually to ask or to think about what they might be asked.

You might decide to remind learners of the importance of using open questions by running a short practice session where learners create questions that cannot be answered by 'yes' or 'no.' What are the characteristics of answers that you get to a) open questions and b) closed questions? You will find an idea for this below in the section titled Embedding literacy, language and numeracy (LLN).

In the scenario, each learner only knows part of the story. The characters need to consider their actions and health and safety issues including their behaviour, attitude and responsibilities. You will probably need to allocate roles to learners in this activity unless they are familiar with role play exercises.

Stage 2

Organise and manage the role plays. It is the next day and everyone is back at work except Tony who has broken his arm. He has been asked to come into the supermarket to be interviewed by Bahadir about the accident.

Arrange for the interviews to take place in a quiet place or a corner where they cannot be overheard and where notes can be taken.

Stage 3

After the interviews ask learners in their small groups to read each other's characters and discuss the accident.

Using **Sheet 1.7: Common causes of accidents**, ask learners to try to decide which ones contributed to the accident. Write these down to report back and explain why.

Stage 4

Organise a plenary session at which groups report back on their findings. What should be done to improve health and safety and stop an accident like this from occurring again?

Stage 5

Ask learners to use their conclusions to complete **Sheet 1.8: Accident report form**. Alternatively, learners could complete an accident report form from their own workplace, or your own organisation.

Learners might find it helpful to be reminded about some useful form-filling tips.

- Read the whole form before you begin.
- Follow the instructions carefully.

- Check you understand the language used.
- Highlight the key facts you need to use from your notes
- Remember to report only facts, not opinion.
- Get the facts in the right order.
- Check the form when you've finished – ask someone to help you.

Stage 6: Consolidating, checking and reflecting on learning

Ask learners to draw up a list of 10 rules for employees to follow at a supermarket in relation to preventing the risk of slips, trips and falls. This list should include a summary of the personal skills and attributes needed by employees.

Lead a discussion on the possible consequences for the individuals involved and for the supermarket management.

There are no right answers or reasons for the accident. Like most accidents, it is a combination of events that come together at one time that lead to the accident. There are nearly always a number of causes.

Finally debrief learners on:

- what they have learned about their own personal skills and attributes through the activity and what action they need to take
- how they felt before, during and after the role play
- what they learned during the role play itself
- where else they could use this approach to learning.

Alternative approaches

The activity can be:

- developed further if you use different scenarios and characters to investigate typical accidents or issues in your industry - this allows learners to explore attitudes, behaviour and responsibilities, incidents or ill health in a safe environment
- used in a variety of ways, for example a character's role can be shared, which promotes discussion, team working and co-operative learning
- particularly valuable in monitoring attitude change over time. As learners acquire experience of work, their perception of responsibility changes. It is useful to organise your groups to include a mix of those who have, and do not have, work experience as opinions will be shared and knowledge exchanged.

Differentiation to meet individual needs

Learning objectives and management of the activity needs to cater for learners with different degrees of confidence and experience. For example:

- introducing role play by using the warm-up activities to allay any nervousness
- pairing up less confident with more confident learners to share roles
- introducing role play step-by-step and using some 'scaffolding' or support questions and prompts such as these.
- 'Start by writing questions and answers in speech bubbles.'
- 'Look at the problem from a different point of view.'
- 'Put yourself into someone else's shoes and...'
- 'How does it feel when you...?'
- 'Try to explain that in the character's own words...'

Some may have part-time jobs or work placements that can be drawn on to enhance understanding.

If you feel that learners need more support during Stage 1 of the activity, group learners playing each character together as they read their characters and prepare questions.

Challenges – what learners might do next

- Learners might research the job roles and responsibilities of each of the characters through speaking to people employed in those roles or by using the Internet.
- The Connexions jobs4u website is a highly searchable database of jobs and careers. It is regularly updated and added to on a rolling monthly basis to be as up to date as possible.
- www.connexions-direct.com/jobs4u/index.cfm
- It is important for learners to realise that accidents (and ill health) have both indirect and direct consequences. For example, in the scenario Tony broke his arm and will be unable to work for some weeks. What are the indirect consequences of long-term illness or disability for a victim?
- How might someone's life be affected by accident or long-term illness? For example: mobility, access, limitations on activities, income?
- In which ways might the lives of families or dependents be affected?
- What are the implications of long-term invalidity for household incomes?
- In what ways might an accident lead to stress?
- Further research might lead learners to investigate the benefits available to victims of accidents or long-term ill health, in particular relating the research to their own situation.

Embedding literacy, language and numeracy (LLN)

Every learning activity includes many different opportunities to develop LLN skills. Always try to find a naturally-occurring opportunity where learners can immediately appreciate the relevance and importance of the skills they are learning to use.

Your LLN specialist will be able to help you to identify specific levels and curriculum references relevant to this activity and to create engaging learning activities to develop the skills.

In this activity learners will need to use speaking and listening skills, particularly in developing effective questioning skills. The activity can be used to help learners develop the skills below.

At Level 1, make requests and ask questions to obtain information in familiar and unfamiliar contexts.

- Know how to make requests and ask questions to get required information, adapting the level of formality to situation and context.
(Adult literacy core curriculum reference SLc/L1.4)

At Level 2, make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts.

- Understand that to get detailed information involves wording questions carefully and asking follow-up ones to probe further if necessary.
(Adult literacy core curriculum reference SLc/L2.2)

Useful activities might include:

- Finding out which sort of questioning works best and practising questioning skills. It helps learners to think about how to get information from someone. Learners work in pairs. Ask them to think about any topic and why it is important to them. For example:
 - an unusual hobby
 - a particular achievement
 - an important day in their life that is out of the norm
 - a very special holiday
 - an accident they might have witnessed.

First, learners ask closed questions and then open questions to find out what the other person's topic is and then some details about why it is important to them.

For example:

1. One person acts as the questioner. Allow two minutes. They can only ask closed questions to which their partner is only allowed to answer 'yes' or 'no'. The questioners first try to discover the topic and then the specific issue. For

example, learners could use closed questions to work their way through the above list.

- 'Have you chosen an unusual hobby?'
 - 'Is your topic related to a particular achievement?'
 - 'Was it special because it was your birthday?'
2. Keeping with the same partners, change roles. The new questioner can only ask open questions, to which their partner must **not** answer 'yes' or 'no.'
 3. If there is time, allow each person to experience asking and answering open and closed questions.
 4. Debrief.
 - How did it feel using closed questions?
 - Are closed questions frustrating? If yes, for whom?
 - In what ways did it feel different using open questions?
 - Which sort of questions worked best? Why?
 5. Follow this up with further work on open questions using what, when, why, how and so on. Then move on to techniques for using probing prompts such as 'tell me a bit more about...', 'please give me more details about...'

Session plan

Aim: To help learners recognise, develop and adopt personal attitudes and behaviours that ensure that they and others remain safe and well.

Learning objectives/outcomes

Learners should be able to:

- appreciate the importance of attitude, behaviour and responsibility towards health, safety and well-being matters in the role play scenario
- understand the importance of being responsible for themselves and others and how they can make a difference
- appreciate that certain behaviours and responsibilities are expected
- identify the immediate and longer-term consequences of inappropriate attitudes and behaviours
- appreciate some of the factors that contribute to accidents, incidents and ill health
- understand the importance of taking responsibility and dealing with situations within a learner’s control.

Time	Teacher plan	Learner activity	Resources
0-10 min	<p>Stage 1 Introduction and purpose of role play exercise. Introduce learning objectives. Outline why attitudes, behaviour and responsibilities are important.</p>	Whole class briefing.	Whiteboard. Access to Internet.
10-25 min	<p>Organise learners into groups sufficient to role play four characters. Explain role play and distribute learning materials.</p>	<p>Move into groups, read character descriptions and agree roles. Ask/answer questions.</p>	<p>Sheets 1.1 – 1.4. Sheets 1.5 and 1.6. Sheets 1.7 and 1.8.</p>
25-45 min	<p>Stages 2 and 3 Circulate, observe and facilitate, to check understanding. Ask each group to consider attitudes, behaviour and responsibilities of each character and the questions that could be asked.</p>	<p>Role play exercise. Groups consider attitudes, behaviour and responsibilities of each character. Groups analyse and summarise main outcomes.</p>	

45-60 min	<p>Stages 4 and 5 Take feedback from groups and individual learners. Discuss and reflect on feedback about attitudes, behaviour and responsibilities of each character.</p>	Groups and individual learners feedback and discuss.	Flip charts and pens. Mini-whiteboards.
60-70 min	<p>Stage 6 Recap understanding of attitudes, behaviours, and responsibilities. Summarise outcomes and conclusions.</p>	Class discussion. Groups research definitions. Feedback on mini-whiteboards.	

Assessment of learning objectives/outcomes

- Monitoring of role play, discussion and feedback.
- Learners reflect on what they have learnt, how they learnt and any gaps.

Differentiation to meet individual needs

- Selection of role and empowerment of learners by agreeing roles and giving feedback to promote communication and teamwork.
- Composition of groups to encourage collaboration, build on experience and learning from each other.
- Offer support according to learners' identified learning needs.
- Facilitate and promote learning by clarifying understanding and identifying misconceptions.

Teacher evaluation

Consider which parts of the session were effective and why.

- How can the session be improved?
- What contributed most to learners understanding?
- Which methods could be developed further?
- How did the actual lesson follow your original plan?

Learner feedback

Consider whether the activity was suitable for all learners and whether the session helped to develop the expert learners.

- Comment on the learners' use of relevant vocabulary.
- How did the learners engage with the learning? How did you assess this engagement?
- Did the learners offer ideas for future development of the material?

Personal, learning and thinking skills developed

- Team worker:
 - Adapt behaviour to suit different roles and situations.
 - Provide constructive support and feedback to others.
- Reflective learner:
 - Evaluate experiences and learning to inform future progress.

Literacy, language and numeracy skills developed

Language

At Level 1 and 2 use speaking and listening skills to make requests and ask questions in order to obtain information.