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Safety at Work

A CLB 1-2 Module with
Teaching Materials

Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learning reflection tools
- ✓ Reference list of additional resources

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How to Use the Module Package

This module includes activities for a unit on *Safety at Work* for CLB levels 1 and 2. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



Skill Building Activity



Skill-using Task



Assessment Task

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts¹”.
3. Modules can include interrelated real world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 1 and CLB 2 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 1 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 2. You might adjust the expectations and expect learners at CLB 2 to demonstrate greater mastery than learners at CLB 1 on the same activity.

¹ Integrating CLB Assessment into your ESL Classroom, 2017 <https://iclba.language.ca/>

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies, see the current PBLA Practice Guidelines² (In the Portfolios section, select Feedback and Assessment from the side menu), and Integrating CLB Assessment into your ESL Classroom³ (in Chapter 2, Planning for Assessment).

² PBLA Practice Guidelines: <https://pblapg.language.ca/>

³ Integrating CLB Assessment into your ESL Classroom: <https://iclba.language.ca/>

Module Plan

Theme: Employment

Topic: Safety at Work

	Listening CLB Level: 1-2	Speaking CLB Level: 1-2	Reading CLB Level: 1-2	Writing CLB Level: 1-2
Real-World Task Goal(s)	Understand simple commands and warnings about workplace health and safety.	Give simple warnings and cautions at work.	Understand short, simple safety information in the workplace.	Complete or write simple sentences about workplace safety.
Context/ Background Information	Understanding the need to report unsafe conditions in the workplace; the importance of paying attention to safety signs in the workplace; health and safety committees in larger workplaces; the right to refuse to work in unsafe environments, the shared responsibility for maintaining a safe workplace, the need to report workplace injuries and accidents			
CLB Competency Area(s) and Statements	Getting Things Done Understand expressions used to attract attention and to make and respond to requests and warnings in situations of immediate personal need. Comprehending Instructions Understand short, simple instructions, commands and requests related to immediate personal needs.	Getting Things Done Make simple requests for assistance (CLB 1) and very simple warnings and cautions (CLB 2) related to common everyday activities.	Getting Things Done Get information from short, simple formatted texts (signs and notices). <ul style="list-style-type: none"> • CLB 1: identifies familiar words • CLB 2: scans to find specific details 	Sharing Information Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. <ul style="list-style-type: none"> • CLB 1: 3 to 5 sentences • CLB 2: 5 to 7 sentences

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus Items	<ul style="list-style-type: none"> Vocabulary for safety equipment: mask, hard hat, safety boots, goggles, gloves, ear protection, vest, hairnet Adjectives: heavy, slippery, hot, dangerous, icy, noisy Nouns: ladder, ice, floor, stairs, sign, water Verbs: carry, lift, climb, bend, touch, slip, wear, wash Workplaces: restaurant, construction site, warehouse, hospital Singular/plurals: glove/gloves Expressions for warnings and commands (<i>Watch out! Be careful! Don't ...! It's hot/icy/slippery</i> etc.) Have to/must/can't for commands 	<ul style="list-style-type: none"> Positive and negative imperatives Expressions for warnings (<i>Watch out! Be careful! Don't ...!</i>) Expressions to respond to warnings (<i>Thanks for telling me. Thank you for the warning.</i>) 	<ul style="list-style-type: none"> Vocabulary/expressions related to safety signs (e.g., <i>no smoking, fire exit, do not enter, boots required</i>) Positive and negative imperatives 	<ul style="list-style-type: none"> Spelling key words <i>Have to/Must/Don't</i> for commands
Language and Learning Strategies	<ul style="list-style-type: none"> Strategies for identifying key words Listening for tone to determine urgency or seriousness of a situation 	<ul style="list-style-type: none"> Asking for repetition and clarification Memorizing common courtesy phrases and formulaic expressions Tone to indicate urgency 	<ul style="list-style-type: none"> Using pictures to assist with comprehension Recognizing common symbols related to workplace safety (e.g., hand washing, no smoking, danger keep out) 	<ul style="list-style-type: none"> Proof-reading work Writing legibly Reading written work aloud as a strategy for noticing errors
Assessment Tasks	Demonstrate comprehension of simple commands (CLB 1 and 2) and warnings (CLB 2) by circling appropriate images.	Give simple commands (CLB 1) and warnings (CLB 2) related to workplace safety.	Read a simple safety notice and answer questions.	Write a few words to complete sentence stems (CLB1) or write very simple sentences (CLB 2) about workplace safety.

ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record 'experience' stories from learners about being safe at work (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

See the *CLB: ESL for Adult Literacy Learners (ALL)*⁴ document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.

⁴ ESL for Adult Literacy Learners: <https://www.language.ca/product/clb-esl-for-adult-literacy-learners-all-pdf-e/>

Additional Teacher Resources

The Language Companion Stage 1:

Helpful English: Being Safe, pp. 32, 33 and 35



- LINC Classroom Activities (LINC 1), Algonquin College, 2009.
http://www.moresettlement.org/LINC1-4/LINC4/LINC_1_Classroom_Activities.pdf
 - Safety at Work (pp. 169-173)
- LINC 1 eActivities, <http://learnit2teach.ca/linc1/>
 - THEME: Safety at Work
- Workplace Safety and Health in Basic Language: A Collection of Safety and Health Resources for the Canadian Learning Benchmark 1-3 Audience, Immigrate Manitoba.
<https://static1.squarespace.com/static/60b83432a0f5370dcf6531b2/t/60cbcea40944747e9f17d8d1/1623969455481/HealthandSafety1011-3.pdf>

Free online vocabulary activities:

- Learning Chocolate: <https://www.learningchocolate.com/>
 - In the “Jobs” category: Personal Protective Equipment, Work Site Problems

Introducing the Module to the Class

There are many ways to introduce the module to learners. The following is one example of an introduction to the module.

Safety at Work Warm-up Questions:

If possible, engage learners in a general discussion about workplace safety, using the following questions as a starting point.

- Do you have a job right now? Where do you work?
- What job did you have before coming to Canada?
- What can you wear to be safe at work?

Using the Language Companion:

After the discussion, follow up with a look at the Stage 1 Language Companion.

Write three questions on the board, directing learners to the *Helpful English* section of the Language Companion:

- What page has information on giving warnings? (p. 32)
- What page has information on expressing problems? (p. 33)
- What page has information on safety signs? (p. 35)

Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed.

Preview the content of the pages indicated above with learners, drawing attention to the safety warnings and signs. Ask learners to look at the signs on page 35, and identify what each symbol means. Have learners predict the content that they will be focusing on for this module.

Goal Setting: Safety at Work

Teaching Notes: Complete the goal setting activity after introducing the module to the class.

Set up:

1. Post a list of language skills that learners can develop in this module, such as:
 - Learning words for safety equipment
 - Learning words to describe safety problems
 - Understanding safety warnings and commands at work
 - Giving safety warnings and commands at work
 - Reading workplace safety signs
 - Writing about staying safe at work
2. Ask learners to think about which skills they want to focus on and improve. Have them complete their goal-setting sheets.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Date: _____

Date: _____

Vocabulary: A Teacher Resource

The master list below includes some vocabulary that appears frequently in this module. For skill-building activities, select the words that will be the most useful for the learners in your class.

Safety Equipment		
• mask	• hard hat	• ear protection
• hairnet	• gloves	• vest
• goggles	• safety boots	
Workplaces		
• hospital	• warehouse	• construction site
• restaurant		
Verbs		
• smoke	• touch	• wear
• lift	• slip	• wash
Adjectives		
• dangerous	• hot	• slippery
• icy	• sharp	• wet
• heavy		
Nouns		
• box	• knife	• stairs
• floor	• kitchen	• hands
• ladder	• oven	
Safety Warnings		
• Be careful!	• Watch out!	• Don't ... !

Use a variety of vocabulary-building activities. Recycle vocabulary multiple times and in different ways. This will help learners learn and retain new words. The following are possible vocabulary-building activities:

1. Matching:

Using the picture and word cards that follow, learners match the pictures to words (Safety Equipment, Safety Problems, Workplaces, Verbs).

2. Memory Game:

Group learners in pairs. For each group, prepare (print and cut) two sets of picture cards (i.e., without words). Instruct learners to place all cards face down on the desk. With a partner, they take turns flipping two cards face up in an attempt to find a matching pair. If the first learner does not find a matching pair, he/she flips the cards face down and the second learner takes a turn. When they find a pair, they say what is in the picture.

3. Sorting Activities:

- Sorting word cards by number of syllables in each word
- Sorting word cards by first letter of each word
- Sorting word cards in alphabetical order

4. Charades:

To practise verbs and safety equipment, have learners play a game of charades. Provide a set of word cards face down to pairs or small groups. Learners take turns selecting a card and miming/acting out the equipment or action. Their group members guess the word.



5. Which One is Missing?

Using one set of picture cards in a pile, one learner turns his or her back while the other learner removes one card from the pile. The first learner looks through the pile and attempts to guess which card is missing.

6. Scrambled Words:

Use a short list of words that students have recently learned and write a scrambled version of each word on the board (e.g., sarheowue, for warehouse). Learners work with a partner to unscramble the letters. To help motivate the class, you can set a time limit or facilitate the activity as a contest, where the first pair of learners to decipher the word wins.



Safety Equipment	
mask	
hard hat	
safety boots	
goggles	



gloves



ear protection




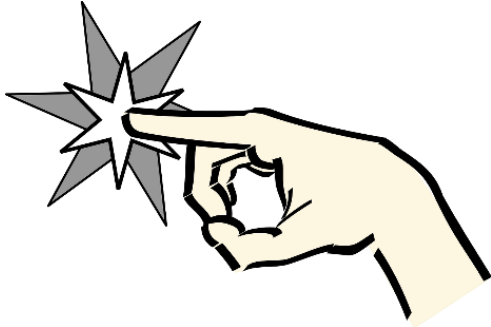

vest



hairnet





Verbs	
lift	
touch	
slip	

wear



wash



smoke



Workplaces

restaurant/kitchen



warehouse



construction site



hospital





Safety Problems

dangerous/
not safe



slippery



heavy



hot



icy



sharp



Learning Reflection: End of Module

Name: _____

Date: _____

Think about the skills you practised in this module. Put a check in the column that describes your ability.

	Yes!	Need more practice.	This is hard!
I can use the topic vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand safety warnings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand safety commands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give safety warnings and commands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about safety problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand common safety signs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read simple safety notices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write words and simple sentences about safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Listening

Skill-Building and Skill-Using Activities

Understanding Commands.....	21
Understanding Warnings.....	24
Listening to Commands and Warnings	27

Teaching Notes: The commands in this module are learned as rote phrases. Recycle these phrases as often as possible so that learners hear them, recognize them, and can begin to use them.

To complete this activity, learners will need to understand some of the verbs found in the Vocabulary-building section of this module. Consider teaching/reviewing them using the **Verbs** vocabulary cards in the *Vocabulary-building Activities* section of this module.

Set Up:

1. Give each learner a set of picture/word cards for **Safety Equipment** from the Vocabulary-building Activities section of this module. Show the pictures one by one, say the corresponding word (e.g., goggles) and have learners repeat it. Draw learners' attention to the words *hard hat* and *hairnet* as they sound similar. With a partner, have learners practise matching the words and pictures. Check the answers as a class.
2. Have learners put the word cards aside and arrange the picture cards face up on their tables. Say the vocabulary words and have learners point to the correct picture card on their table.
3. Elicit from learners some possible workplace situations where we tell someone what to do (e.g., asking someone to put on a mask.) Discuss how they would make simple commands.
4. Teach learners the modals *have to/must/can't*. Talk about things you have to do when it comes to safety (e.g., *You have to wear a mask; You can't smoke here.*)
5. Review/teach the names of workplaces using the **Workplaces** word and picture cards from the Vocabulary-building Activities section of this module. Elicit from learners what you have to/must/can't do in these workplaces (e.g., *You have to wear a hairnet in a restaurant kitchen. You can't smoke in a hospital.*). With a partner, have them sort the **Safety Equipment** according to each of the four workplaces. Note that some of the equipment is used in more than one workplace.
6. Using their **Safety Equipment** picture cards, have learners select one picture card from their set. Call out a simple command (e.g., *You have to wear a mask in the kitchen; You must wear a hard hat at the construction site*) and have learners stand up when they hear the command that corresponds to their picture card.
7. Distribute the handout *Understanding Commands*. Inform learners that they will listen to nine sentences that include a command. They need to number the pictures that correspond to the command they hear. Preview the worksheet together so that learners understand the format and instructions for the task.
8. Play the recording as many times as needed. Pause between commands to give learners time to number the correct picture on their handout.

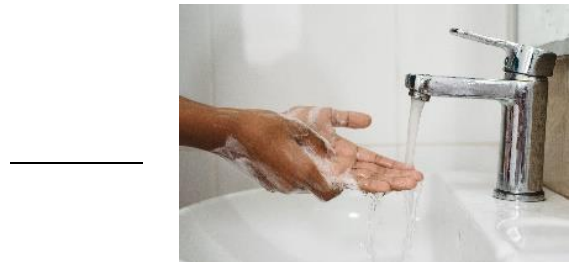
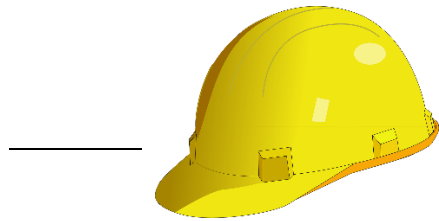
Transcript

- Number one. You must wear a **hard hat** here.
- Number two. You have to wear **ear protection** in the warehouse.
- Number three. Please wear your **gloves**.
- Number four. You must wear your **goggles** here.
- Number five. You have to wear **safety boots** in here.
- Number six. You can't **smoke** here.
- Number seven. You must wear a **hairnet** in the kitchen.
- Number eight. Wear your **vest**, please.
- Number nine. You must **wash** your hands.

Answer Key



Listen. Write the number beside each picture.



Teaching Notes: The warnings in this module are learned as rote phrases. Recycle them as often as possible so that learners hear them, recognize them, and can begin to use them.

Set Up:

1. Elicit from learners some possible situations where we might warn someone about something (e.g., A child is about to touch a hot stove; it's winter and the sidewalk is slippery). Talk about when we might give a warning at work (e.g., wet floor, lifting heavy boxes).
2. Give each learner a set of picture/word cards for **Safety Problems** from the Vocabulary-building Activities section of this module. Hold up the pictures one by one and say the word (e.g., dangerous); have learners repeat. Teach/review any additional vocabulary in the pictures (e.g., *box, ladder, floor, stairs, knife*).
3. Elicit/teach expressions for giving a warning (Watch out! Be careful! Don't _____!). Write them on the board. Say the warnings (with and without urgency) and draw learners' attention to the difference in tone when the situation is very serious/urgent.
4. Teach/review adverbs of degree (*very, really*). Show each picture again and give a simple sentence for each one (e.g., The floor is really slippery.). Ask learners to find the same picture in their set of cards. Reverse the activity by showing a picture and having learners try to name the danger.
5. Have learners work with a partner to match the pictures to the word cards and take turns saying the words.
6. Distribute the handout on Understanding Warnings to each learner. They listen to six sentences and circle the picture that corresponds to the warning they hear. Play the recording as many times as needed.
7. Take up the answers as a class.

Additional Practice Suggestions:

- Have each learner choose one picture card from the **Safety Problems** set of cards. Call out a warning and a description of the problem (e.g., *Be careful! That's hot.*). Learners listen and stand up if their card corresponds to the warnings and descriptions they hear.
- Call out a series of six warnings with safety problems in random order. Have learners put their picture cards in the sequence that they hear and check their answers with a partner.

Transcript:

1. Be careful! That knife is sharp!
2. Watch out! The stairs are icy!
3. The floor is very slippery. Be careful.
4. Be careful. That box is really heavy.
5. Watch out! That ladder is not safe.
6. Don't touch that! It's very hot!

Answer Key:

Learners should circle the following images:

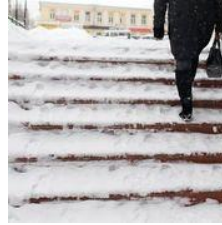
1. Knife
2. Icy stairs
3. Slippery floor
4. Heavy box
5. Unsafe ladder
6. Fire

Listen. Circle the safety problem that you hear.

1.



2.



3.



4.



5.



6.



Competency Area: Getting Things Done

Indicators of Ability: Identifies key words; identifies simple commands and warnings

Note: Since this skill-using task is very similar to the assessment task, only one or the other can be used in learners' portfolios.

Set Up:

1. Elicit from learners the phrases they have learned during this module. Prompt them by asking "How do you give a warning or a command?" Review vocabulary as needed.
2. Distribute the handout on the page that follows. Preview the questions.
3. Have learners listen to the recording and choose the correct picture based on what they hear. Play and pause the recording as many times as needed.

Assessment:

Consider having learners correct their own work. Remind them that they should not erase their mistakes, since skill-using tasks are included as a portfolio entry. Explain that this is a good approach because it allows them to see their errors and note any patterns in their comprehension.

Transcript:

Part 1: CLB 1 and CLB 2

1. You must wear a hard hat here.
2. You have to wear your goggles here.
3. There's no smoking in here.
4. You have to wash your hands before you start work.
5. You have to wear a hairnet in the kitchen.

Part 2: CLB 2 only

6. Watch out, Sam! That ladder isn't safe!
7. Don't lift that box. It's very heavy!
8. The stairs are very icy! Be careful!
9. Watch out! That knife is very sharp.

Answer Key:

Part 1: CLB 1 and 2

Learners should circle the following pictures:

1. Hard hat
2. Goggles
3. No smoking
4. Hand washing
5. Hairnet

Part 2: CLB 2 only

6. Ladder
7. Box
8. Stairs
9. knife

Part 1: CLB1 and 2 Instructions: Listen. Circle the correct picture.

1.



2.



3.



4.



5.



Part 2: CLB 2 only Instructions: Listen. Choose the correct picture.

6.



7.



8.



9.





Speaking

Skill-Building and Skill-Using Activities

Giving Commands	32
Giving Warnings	33
Giving Commands and Warnings	34

Teaching Notes: In this activity, learners give simple positive and negative commands for wearing safety equipment, washing their hands, and not smoking.

Set Up:

1. Review the vocabulary for **Safety Equipment** using the picture/word cards from the Listening Skill-building activity titled Understanding Commands. Also use the picture cards for no smoking and washing your hands. In pairs, have learners match the words and pictures. Check and review pronunciation of each item (particularly *hard hat* and *hairnet*). Have learners remove the word cards and set them aside. Have them shuffle the picture cards and place them face down in a pile.
2. Using pictures, elicit/teach commands for wearing different safety items, not smoking, etc. Write the following sentences on the board:
 - You have to wash your hands.
 - You must wear your safety boots here.
 - You can't smoke here.
 - Wear your hard hat, please.

Draw learners' attention to the different ways we give a command (using *must*, *have*, *can't*) or just the simple form of the verb (imperative).

3. Hold up one of the safety equipment pictures (e.g., safety goggles), and have learners say the command. Go through the set of picture cards as a class; continue by calling on individuals to give a command. Provide feedback on pronunciation and intonation, as needed.
4. Have learners practise in pairs. One learner selects a card and their partner gives the command based on the picture. Elicit and model responses to commands such as "Ok" "Sure, no problem," or "Thanks for telling me,"

Additional Practice Suggestion:

- Use two sets (or three if necessary) of the picture cards for **Safety Equipment**. Give each learner a card, making sure that at least two students have the same card. Learners mingle and give a command related to their picture card. The objective is to find the other student (s) with the same card.

Teaching Notes: In this activity, learners practise giving warnings and describing safety problems, with an additional focus on intonation and pronunciation.

Set Up:

1. Arrange learners in pairs or small groups. Review the vocabulary cards for **Safety Problems** from the previous Listening skill-building activities together as a class. Have learners match the words to the pictures in their group. Take up the answers as a class.
2. Write the adjectives for each problem on the board. As a class, brainstorm other possible situations that might be *dangerous*, *slippery*, etc.
3. Engage learners in practising pronunciation related to word stress. Inform them that multi-syllable words carry the stress on certain syllables. Demonstrate by saying each word (e.g., slippery) and having learners note where the stress is. Have them repeat.
4. In pairs, have learners practise describing safety problems using their picture cards “*That’s slippery! That’s heavy!*” Circulate and provide assistance as needed.
5. Remind learners about what to say when warning someone. Elicit the phrases for simple warnings (*Watch out! / Be careful!*) from the Listening activities and write them on the board. Hold up the picture cards for safety problems and demonstrate different ways of warning someone (e.g., with/without urgency, and with/without correct intonation/stress). Have learners identify the best one for the situation and repeat it several times.
6. With a partner, have learners practise giving a warning and then adding a description of each problem. Consider drawing a chart on the board (like the one below), and having learners copy it in their notes to help them with the Speaking activity. Consider having them mark the word stress on the multi-syllable words.

Warning	Description
– Watch out!	- That’s <u>slippery</u> !
– Be <u>careful</u> !	- That’s <u>icy</u> !
	- That’s <u>dangerous</u> !
	- That’s <u>heavy</u> !

7. Once learners are comfortable with using the simple descriptions from step 6, consider adding more information and having learners practise it (e.g., *The stairs are icy. The floor is wet. It’s slippery*).

Competency Area: Giving Instructions/Getting Things Done

Indicators of Ability: Uses appropriate expressions for simple warnings; gives simple commands; uses appropriate vocabulary to describe safety problems and equipment; speaks clearly

Teaching Note: This role-play is very similar to the assessment task. Only one or the other can be used for learners' portfolios.

Set Up:

Part 1:

1. Pair learners. Inform them that they will need their picture cards for **Safety Equipment**. Cut and distribute the handout on the page that follows. Inform learners that they will take turns telling their partner what to wear using their handout. Student A begins by telling student B what to wear. Student B finds the correct picture in their set of Safety Equipment cards. Learners reverse roles and student B begins.

Part 2:

2. Inform learners that they will need their picture cards for **Safety Problems**.
3. Working with the same partner, learners take turns giving a warning and describing the problem on their handout while their partner finds the corresponding picture in their set of Safety Problems cards. CLB 2 learners can give longer responses (e.g., Be careful. *The floor is wet. It's slippery.*).

Assessment:

- Circulate and make observations during the role plays using the feedback form provided. Identify any issues that need additional targeted practice.
- In a class discussion, have learners identify specific issues where they feel they need more practice.



Student A

PART 1: Tell your partner what to wear.



Part 2: Give a warning. Say what the problem is.



Student B

PART 1: Tell your partner what to wear.



Part 2: Give a warning. Say what the problem is.



Feedback: Giving commands and warnings

SU

Speaker: _____

☐ CLB 1 ☐ CLB 2

Date _____

Put a check ✓

- ☐ Uses the correct word for safety equipment
- ☐ Gives an appropriate command
- ☐ Gives an appropriate warning
- ☐ Says what the problem is (CLB 2 gives extended description)

The commands and warnings were clear. ☐ YES ☐ No



Feedback: Giving commands and warnings

SU

Speaker: _____

☐ CLB 1 ☐ CLB 2

Date _____

Put a check ✓

- ☐ Uses the correct word for safety equipment
- ☐ Gives an appropriate command
- ☐ Gives an appropriate warning
- ☐ Says what the problem is (CLB 2 gives extended description)

The commands and warnings were clear. ☐ YES ☐ No



Reading

Skill-Building and Skill-Using Activities

Understanding Safety Signs and Symbols.....	38
Understanding Features of a Notice.....	40
Understanding a Notice	43

Teaching Notes: This activity focuses on recognizing and understanding common safety signs and symbols in workplaces. Additional signs and symbols could be added as appropriate for the learners in the class.

Set Up:

1. As a class, talk about and elicit any safety signs that learners have seen and where they saw them. Talk about what the signs meant.
2. Using the picture cards for **Safety Signs and Symbols** on the page that follows, hold up each picture and elicit from learners what they think it means. Ask if they have ever seen the sign (or a similar one) and where they might have seen it.
3. Pair learners. Distribute a set of the **Safety Signs and Symbols** picture and word cards to each pair. Read each word card and explain any unfamiliar vocabulary. Have learners find the matching picture.
4. Ask learners to scramble the picture and word cards. With a partner, have them match pictures and words.
5. Write the words “must” and “can’t” on the board. Check their understanding of the two concepts by talking about familiar classroom activities. Students **must**: come to class, bring their books, etc. Students **can’t**: smoke in class, sleep in class, etc.
6. Talk about some things you must do and cannot do to be safe at work. Have learners select a picture that depicts something you must do (mask required) and one picture that depicts something you cannot do (smoke).

Additional Practice Suggestion:

- Create a scavenger hunt that includes safety signs in the school or neighbourhood around the school. Ask learners to find any signs that they learned in class. They can also take pictures of or draw any new signs they come across in their walkabout. Discuss what the signs mean in class.



Safety Signs and Symbols



Wash Hands



No Smoking



Wet floor. Be careful!



Mask Required



Very heavy. Be careful!



Exit

Teaching Notes: This activity focusses on how formatting conventions (e.g., the use of certain colours/images, bold) in notices and signs help to convey meaning.

Set Up:

Part 1

1. As a class, talk about different workplaces and elicit the kinds of things people need to do to be safe (e.g., wear a mask, wear a hard hat). Ask if anyone in the class has a job and if they have any safety equipment they must wear or anything they must do to be safe at work.
2. Inform learners that workplaces often post notices with important information for workers and that they will be looking at a simple notice. Distribute a copy of the safety notice on the page that follows.
3. Begin by drawing learners' attention to and asking questions about the following formatting features of the notice:
 - yellow in the header and the safety icon (to indicate something you need to pay attention to)
 - bold type and exclamation marks to emphasize importance
 - bullet points to indicate a list of items
 - the icons/images in the notice and how they convey meaning
 - the use of the colour red (to signify danger) and a line through an image to indicate something that is not allowed

Part 2

4. Read the notice together. Discuss any unfamiliar vocabulary. Have learners practise reading the notice to a partner.
5. On their own or with a partner, have learners answer the reading comprehension questions. Check answers as a class.

Attention all workers!

All workers on the construction site must wear:

- safety boots
- a hard hat
- a safety vest

Please wear ear protection and goggles when you use the machines.



Caution: Be careful when you lift anything heavy



No smoking on site

Let's keep everyone safe!

1. What is the workplace?

- ☐ a restaurant kitchen
- ☐ a warehouse
- ☐ a construction site

2. Check all the items workers must wear on the construction site.

- | | | |
|--|--|--|
| <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  |
| <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  |

3. What must workers wear when they use the machines?



4. Workers CANNOT do this: Check one (1)

- ☐ use machines
- ☐ wear goggles
- ☐ smoke

5. What does this sign mean?



- ☐ Exit
- ☐ Wet floor. Be careful.
- ☐ Very heavy. Be careful!
- ☐ Mask Required

Competency Area: Comprehending Information

Indicators of Ability: Identifies key words and basic details; makes inferences (CLB 2)

Set Up:

1. Let the learners know that they will be reading a workplace notice.
2. Distribute the handouts. Note that there are separate handouts for CLB 1 and 2. Review the instructions and questions with learners before they do the task.

Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Consider having learners correct their own work. They should not erase their mistakes, but rather write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.
- Self-reflection: Reflect on the task with learners after it is complete. What was easy? What was difficult? What made it easy or difficult?

Answer Key:

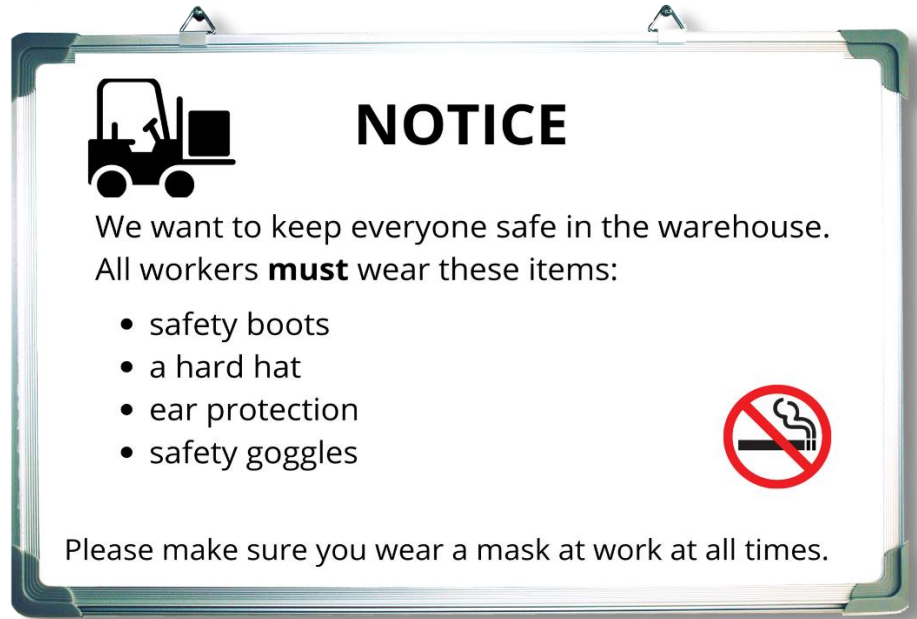
CLB 1

1. a warehouse
2. safety goggles: yes
mask: yes
safety boots: yes
safety gloves: no
ear protection: yes
hairnet: no
3. No smoking

CLB 2

1. a warehouse
2. safety gloves: no
safety boots: yes
hairnet: no
safety vest: no
ear protection: yes
safety goggles: yes
3. forklift
4. No smoking
5. Yes
6. No

CLB 1: Read the notice. Check the correct answers.



1. What is the workplace? (Check one)

☐ a restaurant

☐ a warehouse

☐ a construction site

☐ a hospital

2. Do workers have to wear this? Check yes or no for each item.

☐ Yes
☐ No



☐ Yes
☐ No



☐ Yes
☐ No



☐ Yes
☐ No



☐ Yes
☐ No



☐ Yes
☐ No



3. What does this symbol mean?



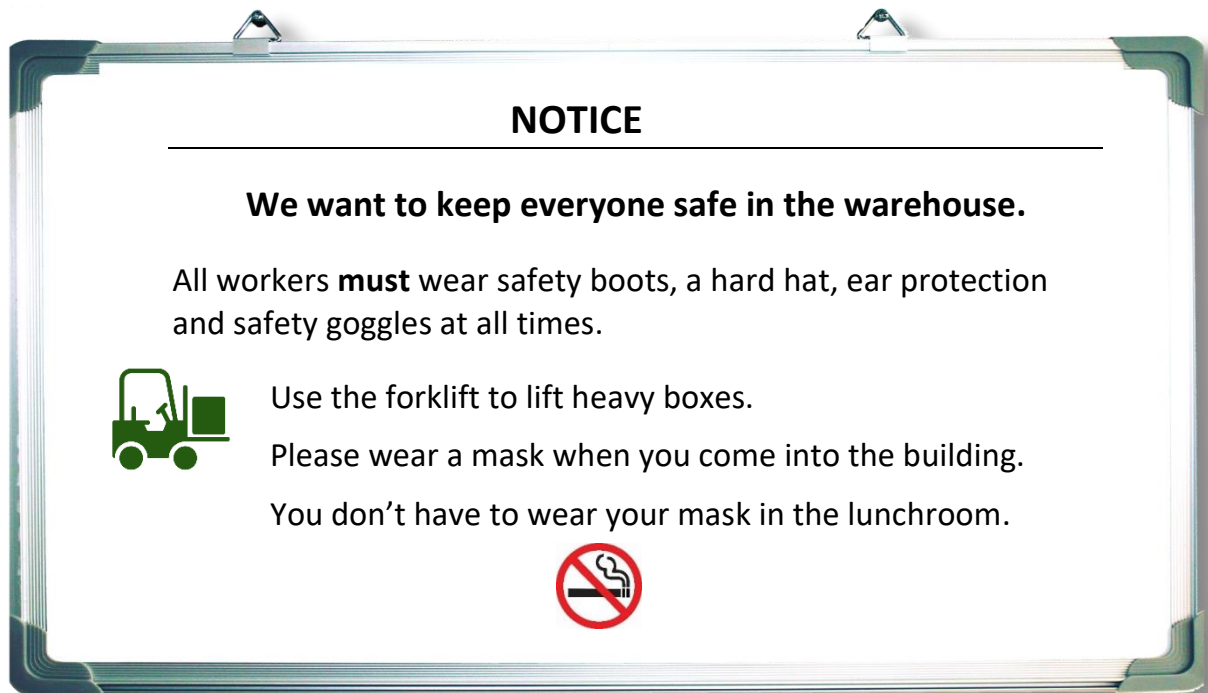
☐ Exit

☐ Be careful

☐ No smoking

TASK SUCCESS		Your Score
CLB 1:	6 out of 8	___/8

CLB 2: Read the notice. Check the correct answers.



1. What is the workplace? (Check one)

☐ a restaurant

☐ a warehouse

☐ a construction site

☐ a hospital

2. Do workers have to wear this? Check yes or no for each item.

☐ Yes

☐ No



☐ Yes

☐ No



☐ Yes

☐ No



☐ Yes

☐ No



☐ Yes

☐ No



☐ Yes

☐ No



3. What is a forklift?



4. What does this symbol mean?



☐ Danger

☐ No smoking

☐ Be careful

5. Do you have to wear a mask in the warehouse?

☐ Yes

☐ No

6. Do you have to wear a mask in the lunchroom?

☐ Yes

☐ No

TASK SUCCESS	Your Score
CLB 2: 8 out of 11	____/11



Writing

Skill-Building and Skill-Using Activities

Writing about Safety Equipment.....	48
Writing about Safety at Work.....	51
Describing Safety Problems	53
Writing about Safety on the Job.....	56

Teaching Note: Use this activity to reinforce the vocabulary learned in this module.

Set Up:

1. Review the vocabulary for safety equipment as needed by having learners match words to pictures cards.
2. With a partner, have learners take turns spelling each word (first by looking at the word and then without looking).
3. Distribute the handouts on the pages that follow. Have learners complete Part A by copying the correct words from the word bank at the top of the page. For Part B, have them try to write the words without looking at the previous page.
4. Circulate and give feedback on what learners are doing well and what then need more practise with (e.g., vocabulary, copying errors, letter formation, word spacing, legibility).
5. Take up the answers to Part B as a class.

Part A: Write the word beside the correct picture.

ear protection	safety boots	gloves	vest
hairnet	hard hat	goggles	mask



1. _____



5. _____



2. _____



6. _____



3. _____



7. _____



4. _____



8. _____

Part B: What do the workers have to wear?



Hospital:

mask hairnet



Construction Site:



Restaurant Kitchen:



Warehouse:

Teaching Notes: In this activity, learners begin writing about safety requirements at work using *must*, *can't* and *have to*.

Set Up:

1. Teach/ elicit three ways to share information about safety requirements.

- You must [wash] _____.
- You have to [wear] _____.
- You can't [smoke] _____.

Inform learners that *have to* and *must* mean the same thing.

2. Using the picture cards for **Safety Equipment**, elicit the name of each item. Write the words on the board. Draw learners' attention to the singular/plural form of the different words (e.g., gloves/safety vest). Underline the "s" at the end of some of the words. Write a sentence using the word on the board (e.g., You have to wear gloves).
3. Write other sentences using words that are singular in form (e.g., You must wear a hard hat; You have to wear a hairnet). Have learners notice the use of the article *a* in front of the singular word.
4. With learners, practise sentences orally using the **Safety Equipment** picture cards as well as the cards for **Do Not Smoke** and **Wash your Hands**. Show a picture card and ask individual learners to give a full sentence about the equipment or requirement.
5. Have learners complete the handout on the following page by writing sentences for each picture. Remind learners to begin each sentence with a capital letter and end each sentence with a period.
6. Have eight learners each write a different sentence on the board. Check the sentences as a class, noticing spelling, punctuation, use of singular and plural forms. Have learners compare their sentences to the ones on the board.

Look at the pictures. Write sentences about the safety equipment.

- You have to _____.
- You can't _____.
- You must wear (a) _____.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Teaching Notes: In this activity, learners begin writing about safety problems they practised orally in the Speaking activities.

Set Up:

1. If needed, review the vocabulary for safety problems from this module by having learners use the **Safety Problems** cards and match the pictures to the words.
2. Review the expressions for warnings and vocabulary for describing safety issues that learners practised during the speaking activities.
3. Write the following sentence stems to the board.

- *“Watch out! “That’s _____.”*
- *Be careful!” “The _____ is _____.”*

Ask individual learners to come to the board and fill in the blanks about various safety problems.

4. Distribute a copy of the handout on the next page to each learner. Consider having learners work with a partner and complete the sentences orally before writing. They can choose words from the word bank to complete Part A. Discuss what they see in the pictures in Part B and generate some ideas about what they could write. Have them complete the sentences.
5. Take up as a class by having individual learners write a sentence on the board.

Part A: Use the words to describe the safety problems.

floor	dangerous	icy	slippery
sharp	heavy	hot	box



1. Don't touch that! It's _____.



2. Be careful! That's _____!



3. Watch out! The _____ is _____.



4. Be careful. That _____ is _____.



5. Watch out! The stairs are _____.



6. Be careful! That's a very _____ knife.

Part B: Write a sentence about each picture.



1. _____



2. _____

Competency Area: Sharing Information

Indicators of Ability: Writes a few words to complete a short, guided text; writes legibly; follows some capitalization and punctuation conventions (CLB 2)

Set Up:

1. Review modals (have to/need to, must, can't) and vocabulary as needed.
2. Distribute the handout on the pages that follow. Note that there is a separate handout for CLB 1 and CLB 2. Go over the expectations for the task using the feedback form provided. CLB 1 writes words to complete sentence stems. CLB 2 answers questions in complete sentences. Remind CLB 2 learners to use a capital letter at the beginning and a period at the end of each sentence.

Assessment:

When learners have completed the task, they can exchange their work with a partner for peer feedback using the peer checklist. Alternatively, they could assess their own work by using the feedback form for self-assessment.

Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If additional practice is needed, repeat this task using different safety equipment items.

CLB 1

Part A: Finish the sentences about safety at work.



What do you have to wear?

You have to wear _____.



What do you need to wear?

You need to wear _____.



What do you have to do?

You have to _____ your hands.

Part B: Finish the sentences about safety problems.



Be careful!

The _____ is _____.



Watch out!

The _____ is _____.



You need to be careful.

The _____ is very _____.

CLB 2

Part A: Answer the questions. Write sentences.

1.



What do you have to wear?

_____.

2.



What do you need to wear?

_____.

3.



What do you have to do?

_____.

Part B: Write sentences about the safety problems.

4.



Be careful!

_____.

5.



Watch out!

_____.

6.



You need to be careful.

_____.

Writing about Safety on the Job, *continued*

FEEDBACK FORM: Writing about Safety on the Job		<input type="checkbox"/> CLB 1 <input type="checkbox"/> CLB 2	SU
Name of writer: _____ Date: _____			
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Uses the correct words	<input type="checkbox"/>	<input type="checkbox"/>	
Writes neatly	<input type="checkbox"/>	<input type="checkbox"/>	
Writes sentences and uses capitals and periods correctly (CLB 2 only)	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Writing about Safety on the Job		<input type="checkbox"/> CLB 1 <input type="checkbox"/> CLB 2	SU
Name of writer: _____ Date: _____			
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Uses the correct words	<input type="checkbox"/>	<input type="checkbox"/>	
Writes neatly	<input type="checkbox"/>	<input type="checkbox"/>	
Writes sentences and uses capitals and periods correctly (CLB 2 only)	<input type="checkbox"/>	<input type="checkbox"/>	



Assessment Tasks

Listening, Speaking, Reading, Writing

Preparation for Assessment Tasks.....	61
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Giving Warnings and Commands.....	65
Reading a Workplace Notice	68
Writing about Safety at Work.....	70

Each assessment task is the culmination of the skill-building activities and skill-using tasks in the module. Learners should complete them independently.

Set Up:

Review the task, instructions for completion and criteria for success when introducing the task to learners.

- *Listening:* Learners listen to simple workplace safety commands and warnings and circle the appropriate picture. CLB 1 does Part 1 only; CLB 2 does Parts 1 and 2. The script can be played or read twice during the assessment.
- *Speaking:* CLB 1: Learners look at a series of picture prompts and tell a co-worker what safety equipment to wear using memorized expressions (e.g., Wear your _____, please; You have to wear _____.) This can be done as a one-on-one assessment with the instructor playing the role of the co-worker, or learners could role-play with each other. Two sets of images are provided for learner pairs or for alternating if done as a one-on-one assessment.

CLB 2 learners look at a series of picture prompts and give a warning and a simple description of a workplace safety issue, using memorized expressions (e.g., Be careful / Watch out! That is _____). Two sets of images are provided, for alternating in one-on-one assessments.

- *Reading:* Learners read a simple workplace notice and answer multiple choice questions. Separate assessments are provided for CLB 1 and 2. Note that question 1 requires two answers to receive one full point. Help can be provided for understanding the questions, if needed.
- *Writing:* Learners look at familiar workplace safety symbols and complete sentence stems (CLB 1) or write simple sentences (CLB 2) about safety requirements.

Feedback:

- *Productive Tasks:* When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on a few key items the learner can do to improve communication. Consider providing class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini-lesson and further practice on the area that learners are having difficulty with.
- *Receptive Tasks:* When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer.

Answer Key:

Listening Task

Part 1: CLB 1 and 2

The following images should be circled:

1. mask
2. hairnet
3. wash hands
4. box
5. Be careful!

Part 2: CLB 2 only

6. slippery floor
7. Watch out!
8. icy stairs
9. Be careful!
10. ladder

Reading Task

CLB 1

1. mask, hairnet (2 points)
2. wash hands
3. smoke
4. a restaurant

CLB 2

1. 2 points: mask, hairnet
2. 4 points: wash hands, wear good shoes, clean the kitchen, lift heavy things carefully
3. smoke
4. a restaurant

Transcript: Listening Assessment

Part 1: CLB 1 and 2

1. You must wear a mask in the warehouse.
2. You have to wear a hairnet in the kitchen.
3. Please wash your hands.
4. Be careful. That box is very heavy!

Part 2: CLB 2 only

6. Watch out! There's water on the floor over there. It's very slippery.
8. Be careful! Those stairs are icy. They are really slippery.
10. Be careful! That ladder is unsafe. Ask someone to help you.

Listening to Commands and Warnings

AT

Module Topic: Safety at Work | **Competency Area:** Getting Things Done

CLB 1 ☐

Criteria: Identifies key words; identifies expressions for warnings

CLB 2 ☐

Name: _____

Date: _____

Part 1: CLB 1 and 2: Listen. Circle the correct picture.

1.



2.



3.



4.



5.

What did you hear?

☐ Danger!

☐ Watch out!

☐ Be careful!

TASK SUCCESS

Your Score

CLB 1: 4 out of 5 in Part 1.

___/5

Part 2: CLB 2 only: Listen. Circle the correct picture. Answer the questions.

6.



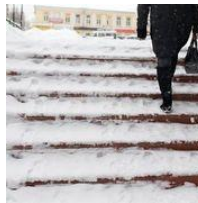
7. What did you hear?

☐ Be careful!

☐ Watch out!

☐ Danger!

8.



9. What did you hear?

☐ Be careful!

☐ Watch out!

☐ Danger!

10.



TASK SUCCESS

Your Score

CLB 2:	<ul style="list-style-type: none"> 4 out of 5 in Part 1. 4 out of 5 in Part 2. 	<div>____/5</div> <div>____/5</div>
--------	--	-------------------------------------

Module Topic: Safety at Work | **Competency Area:** Getting Things Done

Name: _____

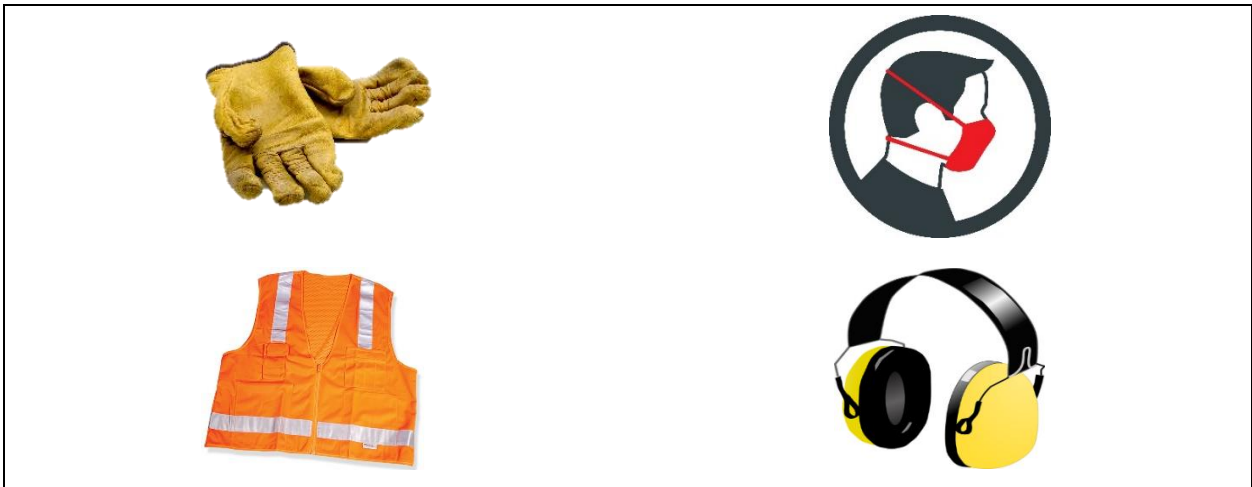
Date: _____

Instructions: CLB 1: Look at the pictures. Tell a co-worker what safety equipment they have to wear.

Set A



Set B

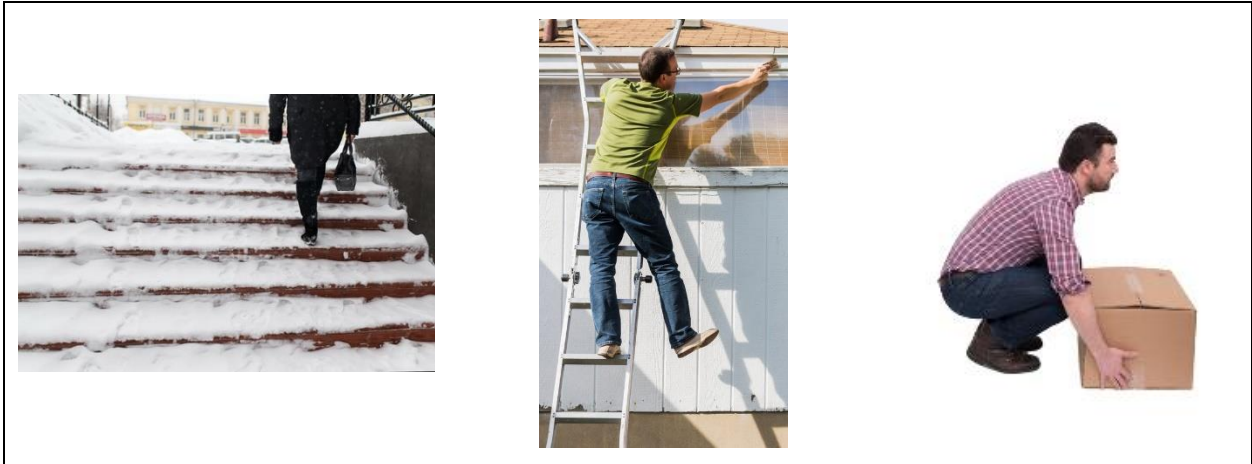


Name: _____

Date: _____

Instructions: CLB 2: Look at the pictures. Give a warning. Say what the safety problem is.

Set A



Set B



Module Topic: Safety at Work

CLB 1 ☐

Competency Area: Getting Things Done

CLB 2 ☐

Name: _____

Date: _____

Instructions: Look at the pictures. Tell a co-worker what to wear (CLB 1); Tell a co-worker about a safety issue (CLB 2).

SPEAKING: CLB 1 or CLB 2	Meets Expectations	Not Yet
*Overall: Learner gives commands or warnings. Listener could understand the intent.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 1: Uses appropriate expression for commands. (Please wear a __.)	<input type="checkbox"/>	<input type="checkbox"/>
CLB 2: Uses appropriate memorized expressions to give warnings (Be careful! Watch out!).	<input type="checkbox"/>	<input type="checkbox"/>
CLB 1: Uses appropriate single words for objects.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 2: Uses appropriate adjectives to describe the safety issue.	<input type="checkbox"/>	<input type="checkbox"/>
Speech is clear.	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: CLB 1/2: Meets 3 out of 4 criteria. Must include starred (*) item.		
Doing well:	Next time:	

Module Topic: Safety at Work | **Competency Area:** Comprehending Information

CLB 1 ☐

Criteria: Understands factual details; makes an inference

Name: _____

Date: _____

Instructions: CLB 1: Read the notice. Answer the questions.

Attention all Employees!

You must always wear a hairnet and mask in the kitchen.

Please wash your hands often.

No smoking!

Let's keep everyone safe and healthy!



1. What must workers wear? Check two (2).

☐

☐

☐

☐


2. What must workers do often?

☐

☐

☐


3. What can workers NOT do?

☐

☐

☐


4. What workplace is this?

☐ a construction site

☐ a restaurant

☐ a warehouse

TASK SUCCESS

Your Score

CLB 1: 4 out of 5

____ /5

Module Topic: Safety at Work | **Competency Area:** Getting Things Done

CLB 2 ☐

Criteria: Understands factual details; makes an inference

Name: _____

Date: _____

Instructions: CLB 2: Read the notice. Answer the questions.

Attention all Employees!

- You must always wear a hairnet and mask in the kitchen.
- Wash your hands often and keep the kitchen clean.
- Be careful when you lift heavy things. Ask for help.
- Wear good shoes at work.
- No smoking!

Let's keep everyone safe and healthy!

1. What do workers have to wear? Check 2.

☐

☐

☐

☐


2. What do workers have to do? Check 4.

☐

use the ladder

☐

wash hands

☐

wear good shoes

☐

clean the kitchen

☐

wear a safety vest

☐

lift heavy things carefully

3. Workers cannot do this. Check 1.

☐

☐

☐


4. What workplace is this?

☐

a construction site

☐

a restaurant

☐

a warehouse

TASK SUCCESS	Your Score
CLB 2: 6 out of 8	____ /8

Writing about Safety at Work

AT

Module Topic: Safety at Work

Competency Area: Sharing Information

CLB 1 ☐

Name: _____

Date: _____

Instructions: Look at the pictures. Finish the sentences.

1.



You have to wear a _____ in the kitchen.

2.



You have to wear _____ in the warehouse.

3.



You can't _____ here.

4.



Be careful! That _____ is _____.

5.



Watch out! The floor is _____.

6.



Be careful. That _____ is really _____.

Module Topic: Safety at Work | **Competency Area:** Sharing Information

CLB 2 ☐

Name: _____

Date: _____

Part A: Answer the Questions. Write sentences.

1.



What do you need to wear?

2.



What do you have to wear?

3.



What do you have to wear?

4.



What can't you do?

Part B: Write sentences about the safety problems.

5.



Be careful!

6.



Watch out!

Module Topic: Safety at Work | **Competency Area:** Sharing Information

CLB 1 ☐

CLB 2 ☐

Name: _____

Date: _____

WRITING: CLB 1 or CLB 2	Yes	Not Yet
*Overall: Sentences are reasonably clear and can be understood.	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct vocabulary word to describe the picture.	<input type="checkbox"/>	<input type="checkbox"/>
Spelling of vocabulary words from the module is understandable.	<input type="checkbox"/>	<input type="checkbox"/>
Writing is legible.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 2 only: Uses simple, formulaic sentence structure as taught in module.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 2 only: Consistent use of capitals and periods.	<input type="checkbox"/>	<input type="checkbox"/>
You did well:	Next time:	

TASK SUCCESS

Your Score

CLB 1: YES on 3/4 criteria (must include *) _____/4

CLB 2: YES on 4/6 criteria (must include *) _____/6