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Benchmarks

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# Safety at Work

A CLB 1L-2L Module  
with Teaching Materials

## Classroom-ready Literacy resources that include:

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

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## Development Team:

The module is based on a similar module designed for non-literacy CLB 1-2 learners, titled *Safety at Work*.

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The following icons in this module are from the Noun Project ([thenounproject.com](http://thenounproject.com)):



Lifter by Vectorstall



Protected by Gabriele Malaspina



Jackhammer by Gan Khoon Lay

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## How to Use the Module Package

This module includes activities for a unit on *Safety at Work* for CLB levels 1L and 2L. There are suggestions for introducing the topic, and handouts for needs assessment and end-of-module learning reflections. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing. It also includes two-level assessment tasks for each of the four skills. This package has been specifically developed for use with **ESL literacy learners**. Audio files supporting this module are included and posted separately.

### Some Notes about this Module Package:

1. This module is organized using the whole-part-whole instructional approach, in which instructors begin by presenting a task or text in its entirety and as a whole, then focus on individual components of the task or discrete parts of language, then return to whole again.
2. The module is laid out sequentially, but can be adapted and supplemented. The *Additional Instructor Resources* section includes page references to a sample of published resources with activities to support this module.
3. Each learner activity/task is identified in the upper right corner as a skill-building activity, a skill-using activity, or an assessment task. These symbols can help learners identify which handouts (skill-using and assessment tasks) should be filed in their portfolios.



*Skill-Building Activity*



*Skill-Using Task*



*Assessment Task*

4. Learner handouts for the skill-using and assessment tasks are marked with the icons below to help literacy learners identify the appropriate section of their portfolios in which to file handouts.



Listening



Speaking



Reading



Writing

5. The skill-building and skill-using activities in this module are not differentiated by level. They can be used with learners at both CLB 1L and CLB 2L by making accommodations as required, depending on the needs of learners in the class.



6. Assessment is embedded into all the activities and incorporates a range of assessment strategies including:
- **In-class contingent assessment:** the very informal and spontaneous feedback you give learners while they are doing a task
  - **Planned integrated assessment:** informal but planned assessment, such as giving descriptive feedback to learners on skill-using activities, focusing on what they are doing well and what they need to do to improve.
  - **Formal assessment of learning:** assessment that gives learners feedback on task success related to CLB criteria.

For a fuller discussion of assessment strategies, see the current *PBLA Practice Guidelines*<sup>1</sup> (in the Portfolios section, select Feedback and Assessment from the side menu), and *Integrating CLB Assessment into your ESL Classroom*<sup>2</sup> (in Chapter 2, Planning for Assessment).

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<sup>1</sup> PBLA Practice Guidelines: <https://pblapg.language.ca/>

<sup>2</sup> Integrating CLB Assessment into your ESL Classroom: <https://iclba.language.ca/>

## Learners with Literacy Needs

Many language learners in Canada also have literacy needs (ESL Literacy learners). ESL literacy learners have not fully developed literacy in **any** language. They are developing literacy skills at the same time as they are learning English. Literacy learners have unique strengths and challenges that they bring to their learning.

Learners with literacy needs are diverse. They can come from any country, culture, first language, or faith; they can be any age or gender identity or expression. They have literacy needs for a variety of reasons, such as:

- They have not attended school at any time in their lives.
- They have had fewer than 10 years of formal education.
- They have had an interrupted formal education.
- They have experienced trauma or injury that has impacted their learning, abilities or memory.

Literacy learners may also have other needs in addition to the development of literacy, such as:

- They may have numeracy (math) needs.
- They may have digital literacy (technology) needs.
- They may have needs related to their experience of trauma, which can have a lasting impact on learning.
- They may have needs related to a range of other challenges.

Instructors should be mindful of these needs when working with literacy learners.

During assessment, it is important to be aware of the particular skill that is being assessed, and the limitations and underlying assumptions of the assessment tool. For example, many listening assessments require that learners read questions and demonstrate their listening comprehension through writing. For a learner who is developing literacy, this can lead to an inaccurate representation of the learner's listening ability.

Literacy learners have varying levels of literacy skills and abilities, along a continuum from foundational learners who may be forming letters for the first time, to learners who have some decoding ability, but may be working to develop greater reading comprehension skills. Literacy learners benefit from direct, effective, supported instruction in literacy skills and strategies.

This module is designed specifically for literacy learners. It is a partner module to a similar module designed for non-literacy CLB 1-2 learners. This module is designed to include many opportunities for learners to work on their literacy development; instructors can also integrate their own literacy instruction into this module.

# An Introduction to the Whole-Part-Whole Approach

This module follows the whole-part-whole instructional approach. In this approach, instructors begin by presenting a task or text in its entirety, then focus on individual parts of language and discrete skill development, and then return to whole language and texts again. With this approach, learners can see the broader context and purpose of language use before focusing on its individual elements.

The activities in this module are organized into four parts:

## 1. Whole: Developing Context

In this portion of the module, the core text is introduced. This provides an opportunity to establish context for the tasks and activities learners will practise throughout the module. Learners engage in activities to activate their prior knowledge, develop an awareness of key concepts related to the topic, and acquire the vocabulary needed to complete the activities. The core reading text presents these concepts and language items within a meaningful and relevant context. Learners practise pre-reading strategies, such as skimming, predicting what the text is about, looking at the pictures to facilitate comprehension, and accessing background knowledge within the context of the whole text.

## 2. Part: Developing Skills (Skill-building Activities)

In the central portion of the module, the focus is on the **parts** of language and texts. Learners engage in various skill-building activities that will help them develop their Speaking and Listening skills. They also re-read the core text and work on some of the skills and strategies that facilitate literacy development: reading and writing strategies, vocabulary development, as well as any individual skills needed for the assessment tasks.

## 3. Whole: Practising Skills (Skill-using Tasks)

In this part of the module, learners return to **whole** language and texts again. This section provides an opportunity for learners to consolidate the skills and strategies they practised in the previous portion of the module, as they engage in skill-using tasks for Listening, Speaking, Reading, and Writing.

## 4. Assessment

In the assessment portion of the module, learners demonstrate their learning through the independent performance of specific assessment tasks for the four skills

# Module Plan

**Theme:** Employment

**Topic:** Safety at Work

	<b>Listening</b> CLB Level: 1-2	<b>Speaking</b> CLB Level: 1-2	<b>Reading</b> CLB Level: 1L-2L	<b>Writing</b> CLB Level: 1L-2L
<b>Real-World Task Goal(s)</b>	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.
<b>Context/ Background Information</b>	Understanding the importance of paying attention to safety signs in the workplace; the need to report unsafe conditions 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			
<b>CLB Competency Area(s) and Statements</b>	<b>Getting Things Done</b> Understand expressions used to attract attention and to make and respond to requests and warnings in situations of immediate personal need.  <b>Comprehending Instructions</b> Understand short, simple instructions, commands and requests related to immediate personal needs.	<b>Getting Things Done</b> Make simple requests for assistance (CLB 1) and very simple warnings and cautions (CLB 2) related to common everyday activities.	<b>Getting Things Done</b> Get information from short, simple formatted texts (signs and notices). <ul style="list-style-type: none"> <li>• CLB 1L: identifies familiar words</li> <li>• CLB 2L: scans to find specific details#</li> </ul>	<b>Sharing Information</b> 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"> <li>• CLB 1L: 3 to 5 sentences</li> <li>• CLB 2L: 5 to 7 sentences</li> </ul>
<b>Language Focus</b> <i>(continued on next page)</i>	<ul style="list-style-type: none"> <li>• Vocabulary for safety equipment: mask, hard hat, safety boots, goggles, gloves, ear protection, vest, hairnet</li> <li>• Adjectives: heavy, slippery, hot, dangerous, icy, noisy</li> <li>• Nouns: ladder, ice, floor, stairs, sign, water</li> <li>• Verbs: carry, lift, climb, bend, touch, slip, wear, wash</li> <li>• Workplaces: restaurant, construction site, warehouse, hospital</li> <li>• Singular/plurals: glove/gloves#</li> </ul>			

	Listening	Speaking	Reading	Writing
<b>Language Focus</b> <i>(continued)</i>	<ul style="list-style-type: none"> <li>Expressions for warnings and commands (<i>Watch out! Be careful! Don't ...! It's hot/icy/slippery</i> etc.)</li> <li><i>Have to/must/can't</i> for commands</li> </ul>	<ul style="list-style-type: none"> <li>Positive and negative imperatives</li> <li>Expressions for warnings (<i>Watch out! Be careful! Don't ...!</i>)</li> <li>Expressions to respond to warnings (<i>Thanks for telling me. Thank you for the warning.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary/expressions related to safety signs (e.g., <i>no smoking</i>)</li> <li>Positive and negative imperatives</li> </ul>	<ul style="list-style-type: none"> <li>Spelling key words</li> <li>Punctuation conventions in sentence writing: capitals and periods.</li> <li><i>Have to/Must/Don't</i> for commands</li> </ul>
<b>Language and Learning Strategies</b>	<ul style="list-style-type: none"> <li>Strategies for identifying key words</li> <li>Listening for tone to determine urgency or seriousness of a situation</li> <li>Clarification strategies: asking for repetition and asking someone to speak more slowly</li> </ul>	<ul style="list-style-type: none"> <li>Asking for repetition and clarification</li> <li>Memorizing common courtesy phrases and formulaic expressions</li> <li>Using tone to indicate urgency</li> </ul>	<ul style="list-style-type: none"> <li>Scanning to locate specific information</li> <li>Reading several times to build comprehension</li> <li>Self-monitoring for comprehension</li> <li>Using the first letter to aid in identifying a word</li> <li>Using pictures to assist with comprehension</li> <li>Recognizing common symbols related to workplace safety (e.g., hand washing, no smoking, danger keep out)</li> </ul>	<ul style="list-style-type: none"> <li>Writing legibly</li> <li>Reading written work aloud as a strategy for noticing errors</li> </ul>

	Listening	Speaking	Reading	Writing
<b>Literacy Skills</b>	<ul style="list-style-type: none"> <li>• Listening to the initial sounds of words</li> <li>• Using clapping to identify syllables in a word</li> </ul>	<ul style="list-style-type: none"> <li>• Using speaking to assist with writing (recognizing that writing is the same as speech on paper)</li> <li>• Pronouncing words slowly and clearly to aid with spelling and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding letters and words</li> <li>• Tracking words and sentences from left to write</li> <li>• Using knowledge of sight words to decode simple information about workplace safety</li> <li>• Recognizing format and common symbols in workplace safety notices</li> </ul>	<ul style="list-style-type: none"> <li>• Copying accurately</li> <li>• Forming letters spacing words</li> <li>• Printing legibly</li> <li>• Identifying where to write and adjust writing to fit the space</li> <li>• Using finger spacing</li> <li>• Saying things orally first to determine what to write</li> </ul>
<b>Assessment Tasks</b>	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 (CLB 1L) or write very simple sentences (CLB 2L) about workplace safety.

Module Outline
<ul style="list-style-type: none"> <li>• <b>Whole: Developing Context</b> Begin the module with the entire text or task, with whole-language activities that support the development of vocabulary and the building of the context. Read the text <i>Nala is Safe at Work</i> and focus on pre-reading strategies and whole-text approaches.</li> <li>• <b>Part: Developing Skills (Skill-building Activities)</b> Work on skill-building activities to build literacy skills and strategies for this module. Read <i>Nala is Safe at Work</i> again and approach specific parts of the text, providing literacy development activities, such as matching words and sequencing the story.</li> <li>• <b>Whole: Practising Skills (Skill-using Tasks)</b> Return to whole language tasks and activities and practise skill-using tasks for the module. Continue with <i>Nala is Safe at Work</i> and re-read for reading comprehension and fluency development.</li> <li>• <b>Assessment (Assessment Tasks):</b> Complete the assessment tasks for the module.</li> </ul>
Considerations for ESL for Adult Literacy Learners (ALL)
<ul style="list-style-type: none"> <li>• Draw on the learners' own workplace experiences. Build relevant vocabulary (workplaces, safety equipment, safety rules at work) by first presenting/eliciting it orally, then in writing and through manipulatives.</li> <li>• Build sight vocabulary by creating card matching activities.</li> <li>• Create a sight word wall with relevant workplace and safety vocabulary.</li> <li>• Elicit and record learners' stories/experiences about workplace safety (using the Language Experience Approach).</li> <li>• Use group choral reading of co-created stories and have learners identify target words and phrases.</li> <li>• Encourage learners to create and maintain a word bank of new vocabulary.</li> </ul>

## Additional Teacher Resources

The Language Companion Stage 1:

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

The Language Companion ESL Literacy:

*Helpful English:* Shapes, p. 9



**CCLB Literacy Resources:** [www.language.ca/resources/expertise/for-literacy/](http://www.language.ca/resources/expertise/for-literacy/)

- ESL for Adult Literacy Learners (ALL)
- CLB: ESL for ALL Support Kit

### Additional Literacy Resources

- A Practical Guide to Teaching ESL Literacy  
<https://globalaccess.bowvalleycollege.ca/tools/practical-guide-teaching-esl-literacy>
- Literacy Minnesota: [www.literacymn.org/educator-resources](http://www.literacymn.org/educator-resources)

### Additional Teaching Materials for Workplace Safety:

- LINC Classroom Activities (LINC 1), Algonquin College, 2009.  
[www.moresettlement.org/LINC1-4/LINC4/LINC\\_1\\_Classroom\\_Activities.pdf](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: Canadian Law (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>
- Learning Chocolate: [www.learningchocolate.com/](http://www.learningchocolate.com/)
  - In the “Jobs” category: Personal Protective Equipment, Work Site Problems (vocabulary development)
- REEP World: [www.reepworld.org/englishpractice/work/gaspa/reading1.htm](http://www.reepworld.org/englishpractice/work/gaspa/reading1.htm)
  - Gaspa’s Story and Learning activities (vocabulary, listening, reading on workplace safety)/



## Needs Assessment

**Teaching Notes:** Before beginning the module, it is good practice to conduct a needs assessment. This is an opportunity for you (as the instructor) to gauge what learners already know and need to know about the topic, and for learners to have input into what they are learning.

It is best to conduct needs assessments with literacy learners orally, with the support of images, before presenting needs assessments that require writing. In this needs assessment activity, the writing is supported by sentence stems and copying.

### Set Up:

1. In a class discussion, talk about the kinds of things learners would need English for at work. Write their responses on the board.
2. Arrange learners in pairs. Cut up and distribute a set of strip sentences (on the page that follows). As a class, ask volunteers to describe the pictures. Choral read the sentences. Have learners practise reading the sentences to their partners.
3. In pairs, have learners discuss the five options and pick two that are most important to them. Ask them to post their choices on the board. Review the responses with the class and ask everyone to vote by raising their hands for each response.
4. Give each learner two sticky notes. Ask them to write their name on each sticky note and post them on or under the two posted responses that are most important to them. Use this information to gauge class interest in each of the topics.
5. Give each learner a copy of the *My Needs Assessment* handout. Have them copy from the posted responses to complete the blanks. Be prepared for learners to change their minds while they are copying; if this happens, ask them to move their sticky notes. This will promote the connection between the choice they made orally or with their sticky notes and the choice they are writing down.
6. Help them file their needs assessment in the correct place in their portfolios.



I need English to understand warnings at work.



I need English to understand words for safety equipment.



I need English to tell other people to be safe at work.

Nala is Safe  
at Work



I need English to read about safety at work.



I need English to write sentences about safety at work.

## Needs Assessment

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **My Needs Assessment**

I need English to

I need English to

I need English to

## Vocabulary: A Teacher's Resource

Vocabulary development is very important to this module and to learners at CLB 1L-2L. The master list below includes words that appear frequently in this module, but other vocabulary can also be included according to learner interests and needs. 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 ... !

## Vocabulary-Building Activities

Use a variety of activities to help build and reinforce vocabulary. The following are possible vocabulary-building activities that can be used with the vocabulary cards in this module.

1. **Card Matching:** Using the picture and word cards in this module. Learners match the pictures to words (Safety Equipment, Workplaces, Action Words, Safety Problems).

2. **Games:**

- *Memory:* Print 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 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.
- *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.
- *Go Fish:* Arrange the class into pairs. Provide each pair with two sets of picture cards. Instruct pairs to choose one learner (the dealer) to deal three cards to themselves and their partner and place the rest of the cards face down in a pile on the table. Learners hold their cards so that their partner cannot see them. Tell learners that the goal of the game is to collect as many matching pairs of cards as they can. Learners take turns asking each other questions. For example, learner A asks “Do you have...*a hard hat?*”; if learner B has that card, he/she puts it on the table, and learner A makes a pair face up in front of him or her and says what is in the picture. If learner B does not have the card, learner A draws a card from the pile. Learners continue until all cards are matched and they have named each picture.

3. **Sorting Activities:**

- Putting picture or word cards into alphabetical order
- Sorting cards into categories (such as safety equipment and safety problems)
- Sorting word cards by number of syllables in each word
- Sorting word cards by first vowel sound of each word

\*Note: The vocabulary associated with each picture card can be printed on the back of the picture if that is useful for learners.

4. **Charades:**

To practise verbs and safety equipment, have learners play a game of charades. Provide a set of picture 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.

## Learning Reflection: End of Module

**Teaching Notes:** At the end of the module, conduct a learning reflection. Conduct the learning reflection orally before having learners do it in writing.






This learning reflection is a chart, which may be an unfamiliar format for literacy learners. Be prepared to support learners as they complete it. Depending how long the class takes to work through the module, it may be helpful to reflect at the end of each week.

### Set Up:

1. Elicit from learners the tasks they have done during the module. Write them on the board. Elicit: *say safety equipment words, read a story about Nala, listen to safety warnings, read safety signs, read safety notices, and give safety warnings.*
2. Draw or project a large version of the chart on the board. Complete it together as a class.
3. Hand out the learning reflections and support learners to complete their own reflections.
4. Help learners file their learning reflection in the appropriate section of their portfolio.

## Learning Reflection: End of Module

Name: \_\_\_\_\_ Date: \_\_\_\_\_

		I can	I need help
	I can understand warnings at work.	<input type="checkbox"/>	<input type="checkbox"/>
	I can understand words about safety equipment.	<input type="checkbox"/>	<input type="checkbox"/>
	I can tell other people to be safe at work.	<input type="checkbox"/>	<input type="checkbox"/>
	I can read a story about Nala.	<input type="checkbox"/>	<input type="checkbox"/>
	I can write sentences about safety at work.	<input type="checkbox"/>	<input type="checkbox"/>

# Whole: Developing Context

## Introductory Skill-Building Activities for Listening, Speaking, Reading, and Writing

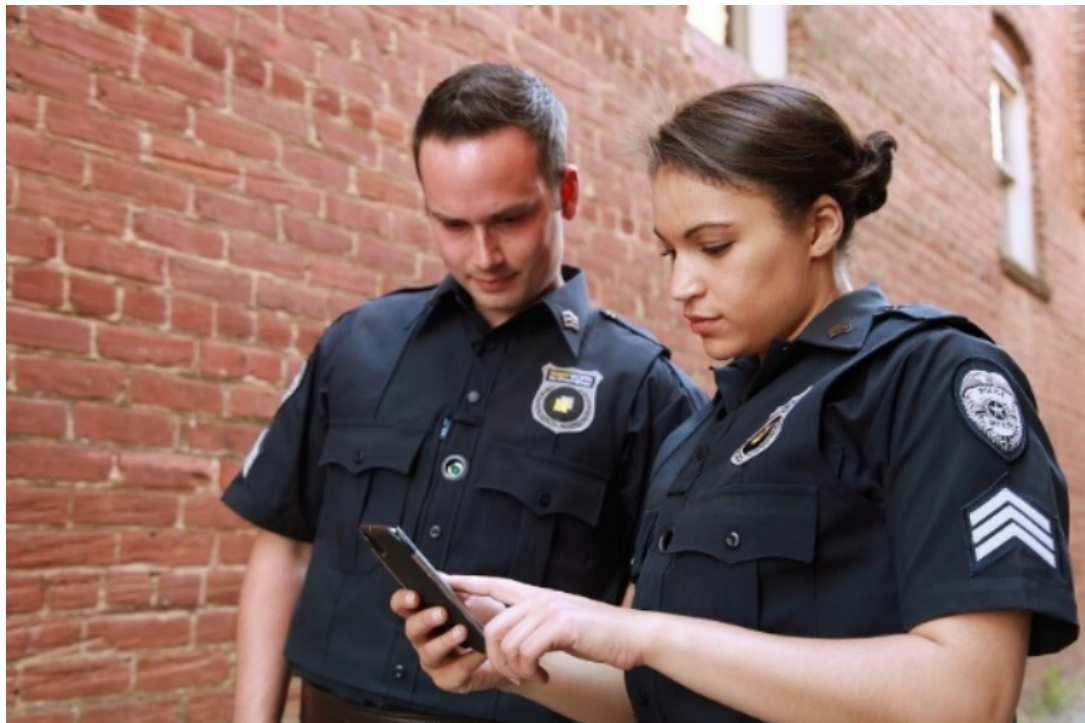
Activating Prior Knowledge .....	18
Building Vocabulary: Safety Equipment .....	22
Building Vocabulary: Workplaces.....	25
Reading Text: Nala is Safe at Work.....	27



**Teaching Notes:** When introducing the module to the class, begin by drawing on learners' knowledge. Brainstorm with the class about different workplaces they know, jobs that they think are dangerous (e.g., police) and jobs that are safe (e.g., teacher). Draw on their experiences of working either in Canada or their previous country.

## Set Up:

1. On the board, post a few pictures of common jobs. The images on the pages that follow can be used. Write the names of the occupations on the board. Engage learners in a discussion about which jobs might be dangerous and which might be safe. Together with the class, sort the pictures into safe and dangerous jobs.
2. 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? Is your job safe or dangerous?
  - What job did you have before coming to Canada? Was it safe or dangerous?
  - What can you wear to be safe at work?
  - What can you do to be safe at work?
3. Using the Language Experience Approach, draw on learners' stories/experiences with safety at work. Act as a scribe by recording one of the stories for the class to see. You can use your own experience (real or fictional) if learners find it difficult sharing their own experiences.
4. Once the story is written on the board, facilitate activities to build understanding and literacy skills. For example:
  - Read the story aloud to the class.
  - Read the story again, pointing to words as you read.
  - Choral read the story aloud together with the class.
  - Echo read by reading a specific line, and having learners repeat it.
  - Highlight target words. For example, key vocabulary words, words that start with a target sound, words that belong to a target word family or follow a target pattern, names, and so on.
  - Write target words on a sticky note and ask learners to match their words to the words on the board.
  - Have learners read the story together with a partner.
  - Ask comprehension questions orally.









**Teaching Notes:** Vocabulary development and review should be integrated into activities for all four skills. Literacy learners will need lots of recycling and repetition to internalize the words. Introduce new words slowly and incrementally through a variety of different activities such as those found in the *Vocabulary-building Activities* section of this module.

Work on developing vocabulary *orally* before having learners attempt to read and write the words. Learners can use the vocabulary cards to support their reading and writing activities and tasks throughout this unit.

Encourage learners to create a word bank (or list) of new words and help them add words to their lists as new vocabulary is presented.

### Set Up:

1. If possible, place various safety equipment items (e.g., a hard hat, gloves) around the room. Have learners walk around and look at/touch the equipment. Using a set of the word cards from the pages that follow, say each word, have learners repeat it, and place the word card in front of the corresponding safety item. Extend the activity by calling out the name of a piece of equipment and having individual learners (or the group) move to the correct item. Ask if anyone has used any of these items at home or at work.
2. Alternatively, arrange learners in pairs. Distribute a set of picture cards for *Safety Equipment* on the following pages to each pair. (Do not include the word cards). Hold up each picture card one by one, (or project it onto a screen) and have learners find the same picture card in their pile. Say the word and ask learners to repeat it.
3. Write the words on the board and post a picture beside each word. Model how to sound out each word and elicit as much of the spelling as possible. Call learners' attention to the words with the same initial consonant (*gloves / goggles, hard hat / hair net*) and assist them in identifying a distinguishing secondary consonant so that they are able to distinguish between the words. Review by removing the pictures and pointing to words out of sequence for learners to identify. Have learners hold up the correct picture card and repeat each word again.
4. Once learners have some familiarity with the vocabulary, distribute some or all of the word cards (one set per pair of learners). Read the words on the cards together, sounding out initial sounds and clapping out syllables as needed. Repeat multiple times until learners have memorized the words.
5. With their partner, learners try to match the word card with the correct picture card. Take up the answers as a class. Ask them to repeat each word.



## Safety Equipment

mask



hard hat



safety boots



goggles





gloves



ear protection



vest



hairnet



## Building Vocabulary: Workplaces

Skills: Listening, Speaking, Reading

**Teaching Notes:** Continue to engage learners in vocabulary development activities each day. Vary the tasks and activities, and slowly increase the number of words learners work with. Use ideas in the *Vocabulary-building Activities* section of this module for review.

Encourage learners to add any new vocabulary to their word bank to help them with the reading and writing activities of this module.

### Set Up:

1. Arrange learners in pairs. Distribute a set of picture cards for Workplaces on the following page to each pair. (Do not include the word cards.) Hold up each picture card one by one, (or project it onto a screen) and have learners find the same picture card in their pile. Say the word(s) and ask learners to repeat them. Write each word on the board and have learners repeat again.
2. Ask learners to shuffle their set of picture cards. Describe each picture and have them choose the right picture card based on what they hear. Have learners repeat the word.
3. Once learners have some familiarity with the vocabulary, distribute the word cards (one set per pair of learners). Read the words on the cards together, sounding out initial sounds and clapping out syllables as needed. Repeat multiple times until learners have memorized the words.
4. With their partner, have learners try to match the word card with the correct picture card by referring to the pictures and words on the board. Take up the answers as a class. Ask them to repeat each word again.

### Additional Practice Activity:

- Using the pictures from the previous activity, engage learners in a discussion about which workplaces may require certain types of safety equipment (e.g., hard hat on a construction site). Have learners sort the pictures for safety equipment from the previous activity according to the workplaces. Note that the same equipment might be used in multiple workplaces.



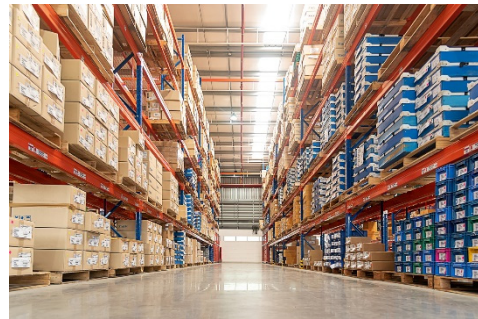


## Workplaces

restaurant/kitchen



warehouse



construction site



hospital



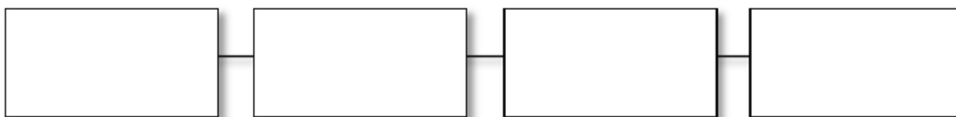
**Teaching Notes:** The text, *Nala is Safe at Work*, (in the appendix) is the central text for this module. It provides an opportunity to develop reading skills and strategies, as well as concepts and vocabulary related to this module. Keep in mind that literacy learners benefit greatly from reading a text more than once, so return to it often throughout the module. This text is written at a literacy level where learners can read simple sentences.



**Note:** When you print *Nala is Safe at Work* select **print double-sided, flip on short edge** on your printer. Then fold the pages to make a booklet for each learner. Although the pages of the story are not in order in this document, they will be in order when you print and fold it.

## Set Up:

- Look at the pictures from the text as a class. Have learners notice the title and the photographs. Elicit what they think the text is about. Ask questions, such as:
  - Who is Nala? (a construction worker)
  - Where does she work?
  - What does she wear to be safe at work?
  - Who is the other person in the story? What do you think he's telling her?
- Summarize learner predictions. Read the text aloud and notice together whether the predictions were accurate. Read the text aloud again, encouraging learners to follow along with their finger. Allow learners to ask questions if there are unfamiliar words.
- Draw learners' attention to the safety symbols in the text (*no smoking, careful with heavy lifting*) and engage them in a brief discussion of other safety symbols they may be familiar with (*wet floor, no entry, etc.*).
- Engage learners in reading the text. Depending on their literacy level, select one or more of the following activities:
  - Choral read the text (learners and instructor read aloud together at the same time)
  - Echo read the text (instructor reads a line aloud, then learners repeat it)
  - Have learners read the text in pairs or independently
  - Sit with individual learners and read the text together
- Draw a "Story Train" on the board similar to the image below. Help learners retell the story and put key words into the boxes of the graphic organizer in the correct sequence. Retell the story again for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the "Story Train."



# Part: Developing Skills

## Skill-Building Activities for Listening, Speaking, Reading, and Writing

Building Vocabulary: Action Words.....	29
Understanding Commands.....	32
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Understanding Features of a Notice .....	49
Writing about Safety Equipment.....	53
Writing about Safety at Work .....	56
Describing Safety Problems .....	58

**Teaching Notes:** Review the vocabulary for safety equipment and the four workplaces used in this module as needed. Add new vocabulary for this activity slowly and incrementally.

### Set Up:

1. Review the concept of action words (or verbs) with familiar actions that learners already know. Act out and have learners guess the action: *sleep / eat / walk / sit / stand*, etc.
2. Introduce the action words on the pages that follow by acting out and eliciting the words, beginning with those that are likely to be more familiar (*wash, smoke, wear*) and continuing with less familiar verbs (*lift, touch, slip*). Demonstrate the actions and have learners mimic them. Review several times.
3. Reinforce understanding by acting out a verb and having learners say the word. Alternatively, you could call out a word and have the class perform the action. Ask learners to practise with a partner.
4. Write the action words on the board, eliciting any spelling learners can provide (e.g., the first letter of each word). Draw attention to the initial consonants, pointing out that *wash* and *wear* begin with the same letter, as do *slip* and *smoke*.
5. Arrange learners in pairs. Distribute a set of the word/picture cards to each pair. Call out an action word and have learners hold up the corresponding picture. With their partners, ask them to match the words and pictures.
6. Read the words on the cards together, drawing on previous strategies of looking at initial consonants first, then distinguishing between words with the same starting letter. Sound out initial sounds and clap out syllables as needed. Repeat multiple times until learners have memorized the words.

### Additional Practice Activity:

- Wrap up with a game of charades. Learners could play the game in pairs or one learner could perform the action while the class guesses the correct word. Play charades as a quick energizing activity in subsequent lessons.

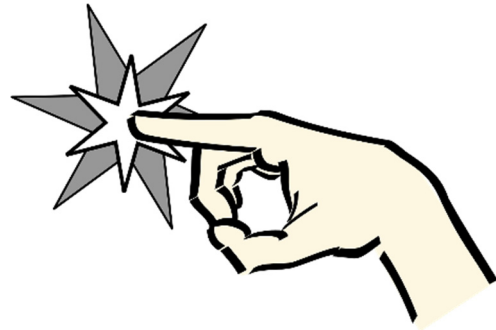


## Action Words

lift



touch



slip





wear



wash



smoke



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

To complete this activity, learners need to know the action words from the previous activity as well as the safety signs for no smoking and hand-washing. They will also need to review the vocabulary for safety equipment. Consider using any of the activities in the *Vocabulary-building Activities* section of this module for the review.

## Set Up:

1. From learners, elicit possible workplace situations in which we tell someone what to do (e.g., asking someone to put on a mask.) Teach 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.*)
2. Using their **Safety Equipment** picture cards (from the activity titled Vocabulary: Safety Equipment), have learners select one picture card from their set. Call out a simple command (e.g., *You have to wear a mask. You must wear a hard hat. You can't smoke here*). Have learners stand up when they hear the command that corresponds to their picture card.
3. Review the names of workplaces using the **Workplaces** word and picture cards (in the activity titled Building Vocabulary: Workplaces). 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.*) Practise additional sentences using all the safety equipment vocabulary.
4. With a partner, have learners sort the **Safety Equipment** picture cards according to each of the four workplaces. Note that some of the equipment is used in more than one workplace. Have learners practise saying sentences using *must/have to/can't*.
5. Project and preview the worksheet **Understanding Commands** so that learners understand the format and instructions for the task. 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. Have them practise writing the numbers one to nine if needed.
6. Distribute the worksheet. Play the recording as many times as needed. Pause between commands to give learners time to number the correct picture on their handout.
7. Encourage learners to check their answers with a partner for practice with scanning and tracking skills. Review answers as a class by listening again and checking the number sequence together.

**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**







Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Listen. Write the number beside the picture.



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

**Teaching Notes:** In this activity, learners practise adjectives to describe safety problems that may occur in the workplace. Introduce the vocabulary slowly and incrementally. Review using any of the activities in the *Vocabulary-building Activities* section of this module.

### Set Up:

1. Cut out and distribute a set of **Safety Problems** picture cards (on the page that follows) to each learner. Look at the cards together and describe each problem in language learners can understand. Hold up each picture card one by one, (or project onto a screen) and have learners find the same picture card in their pile. Say the word and ask learners to repeat it. Model saying each word again, focussing on word stress in words such as *dangerous*, *slippery*, etc.
2. Have learners spread out their picture cards in front of them. Call out different safety problems and ask them to point to the correct picture. More advanced learners can also take turns calling out the words. Slowly increase the number of cards as learners become familiar with them.
3. Tape the picture cards in different places in the classroom and instruct learners to move around the room by saying, “Go to the picture that is hot. Go to the picture that is dangerous.” etc.
4. Once learners have some familiarity with the vocabulary, distribute some or all the word cards (one set per pair of learners). Read the words on the cards together, sounding out initial sounds and clapping out syllables as needed. Repeat multiple times until learners have memorized the words.
5. With a partner, have learners try to match the word cards with the correct picture cards. Take up the answers as a class. Ask them to repeat each word.



## Safety Problems

dangerous/  
not safe



slippery



heavy





hot



icy



sharp



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

## Set Up:

1. From learners, elicit possible situations where we might warn someone about something (e.g., 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. Review the vocabulary for **Safety Problems** from the previous activity. Hold up the pictures one by one and say the word (e.g., dangerous); have learners repeat. Elicit /teach 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 \_\_\_\_\_!). Say the warnings (with and without urgency) and draw learners' attention to the difference in tone when the situation is very serious/urgent. Write the different warnings on the board, and practise reading/saying the warnings with different degrees of urgency.
4. Show each picture again and give a simple sentence with a warning for each one (e.g., Be careful. The floor is 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. Distribute the handout titled Understanding Warnings to each learner. Draw their attention to the shading of the rows to help them track straight across each line. Demonstrate that they will listen to a sentence and circle the image that corresponds to the warning they hear.
6. Play the recording, stopping after the first one to ensure that learners understand expectations. Have them listen to the remaining 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.
- 91 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



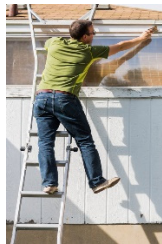
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Listen. Circle the safety problem.

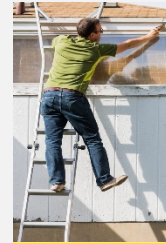
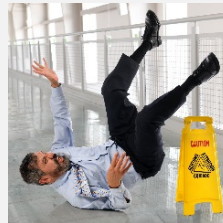
1.



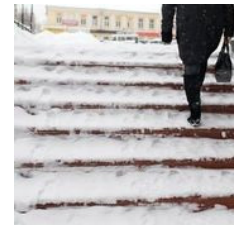
2.



3.



4.



5.



6.





**Teaching Notes:** In this activity, learners give simple positive and negative commands for wearing safety equipment, washing their hands, and not smoking. See the activity titled *Understanding Safety Signs and Symbols* for picture and word cards for hand-washing and no smoking.

## Set Up:

1. Review the vocabulary for **Safety Equipment** using the picture/word cards introduced earlier in the module. Also use the picture cards for no smoking and washing your hands. In pairs, have learners match the words and pictures. Remind learners to say the word and then look past the initial consonants to differentiate between *hard hat/hairnet* and *goggles/gloves*. Check and review pronunciation of each item (particularly *hard hat* and *hairnet*).
2. Review modals *must/have to/can't* for giving commands. Using the picture cards for safety equipment, elicit commands for wearing different safety items, not smoking, etc. (e.g., You have to wash your hands; You must wear your safety boots; You can't smoke.). 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.
3. Write sentences clearly on the board. With learners, practise reading them, first chorally then have learners read them individually. Erase the words for the safety equipment and have learners practise substituting other safety equipment words.
4. Have learners practise in pairs. One learner selects a card and their partner gives a 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 learners have the same card. Learners mingle and give a command related to their picture card. The objective is to find a classmate 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** together as a class. Have learners match the words to the pictures in their group. Take up the answers as a class.
2. Review adjectives for each safety problem and write them 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 (orally) 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!*). 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.
7. After the speaking activity, provide learners with a copy of a blank chart similar to the one below. Copy the same chart on the board. Complete it by eliciting from learners, examples of warnings and problems. Draw learners’ attention to spelling conventions as you write them on the board. Also note the exclamation points and demonstrate the difference that these make to intonation.

Warning	Problem
<ul style="list-style-type: none"> <li>• _____!</li> <li>• _____!</li> </ul>	<p>That’s</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

**Teaching Notes:** The purpose of returning to the text *Nala is Safe at Work* in this section of the module is to help learners develop individual literacy skills and strategies.

## Set Up:

1. Have learners get out their copies of *Nala is Safe at Work*. (See the printing instructions for the booklet on page 27.) Read the story aloud to the class.
2. Choral or echo read the story together. Have learners practice reading the book with a partner, taking turns for each page.
3. Recreate the “Story Train” on the board, similar to the image below. Help learners retell the story and put key words into the boxes of the “train” in the correct sequence. Retell the story for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the “Story Train.”



4. Use the story to focus on specific language and literacy skill-building activities that improve scanning skills, such as:
  - finding words that begin with target sounds
  - matching vocabulary cards to words in the text
  - circling all of the action words (verbs) in the text
  - counting how many times a specific word occurs in the text (e.g., *wear*, *she*, *safe*)

**Teaching Notes:** In this activity, learners practise sequencing the story about Nala in the correct order.

## Set Up:

1. Have learners get out their copies of *Nala is Safe at Work*.
2. Read the story aloud to the class.
3. Choral or echo read the story together.
4. Recreate the “Story Train” on the board. Have learners retell the story to a partner using the key words in the story train.
5. Shuffle and hand out the story strips on the pages that follow. You can either cut the strips yourself, or ask learners to cut them; cutting accurately is a good literacy skill.
6. Ask learners to work in pairs to arrange the strips in the order of the story.
7. Have learners retell the story to each other.
8. Once learners have sequenced the story correctly, ask them to identify different parts of the story. For example, ask them to:
  - Point to the page where Nala has a new job.
  - Point to the page where the manager says “no smoking”.
  - Point to the page where Nala wears a mask and gloves.
  - Point to the page where the manager says “be careful.”
  - Point to the page with the goggles.
  - Point to the page with the construction site.



Nala has a new job.

The job is at a construction site.



Nala must wear a hard hat at work.



Nala must wear a safety vest.



She has to wear safety boots.



She has to wear ear protection.



She has to wear goggles.



Nala has to wear gloves.  
She wears a mask.



The manager says  
"You can't smoke at work."



The manager says,  
"Be careful."  
"Get help to lift heavy things."



Nala knows how to be safe.  
She is ready to start work.



**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. Ask learners to remember the safety symbols from the text *Nala is Safe at Work*. 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. Demonstrate matching the word cards to the pictures, drawing learners' attention to the initial consonant sounds of the words in the cards.
3. Pair learners. Distribute a set of the **Safety Signs and Symbols** picture and word cards to each pair. Ask learners to scramble/shuffle the picture and word cards. Encourage the pairs to think about the initial sound of each word and work together to match the words with the pictures.
4. Write the words "must" and "can't" on the board. Draw a checkmark and an X under the two words to aid comprehension. Check their understanding of the two concepts by talking about familiar classroom activities (e.g., learners **must**: come to class, bring their books; learners **can't**: smoke in class, sleep in class.)
5. 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).
6. Have learners practise speaking by taking a picture card and saying a sentence with *must* or *can't*.

## Additional Practice Suggestion:

- Create a scavenger hunt that includes safety signs in the school or neighbourhood. 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.



Wash Hands



No Smoking



Be careful!  
Wet floor.



Wear a Mask



Be careful!  
Very heavy.



Exit



**Teaching Notes:** This activity focusses on how formatting conventions in notices and signs help to convey meaning. If possible, project the notice onto a screen so that learners can see the colours in the sample notice.

When printing the notice for learners, print it separately from the question page, so that learners do not have to flip the page over to do the reading task. This also gives them practice looking from the page with text to the question page, a skill they will need for the reading assessment.

## 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). Inform learners that workplaces often post notices with important information for workers and that they will be looking at a simple notice. Project the safety notice on the page that follows.
2. 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 caution/danger) and a line through an image to indicate something that is not allowed

### Part 2

3. Read the notice to the class, following the words with a pointer. Discuss any unfamiliar vocabulary. Do a choral reading of the notice together. Have learners practise reading the notice to a partner.
4. Hand out a copy of the safety notice to each learner. Project the question page and read together, not giving answers, but ensuring that learners understand the format and questions.
5. Have learners answer the reading comprehension questions individually, then check with a partner. Review and confirm answers as a class.



## Attention Construction Workers!

You **must** wear:

- safety boots
- a hard hat
- a safety vest



**Caution.** Heavy lifting. Be careful!



No smoking on the construction site.



Wear **ear protection** and **goggles** when you use the machines.



**Keep everyone safe!**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 1. What is the workplace?

☐☐☐

## 2. What must workers wear?

☐☐☐☐☐☐

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

☐☐☐☐☐



4. What must workers **NOT** do?

- ☐ use machines
- ☐ wear goggles
- ☐ smoke

5. What does this sign mean?



- ☐ Exit
- ☐ Wet floor
- ☐ Very heavy

**Teaching Notes:** Literacy learners need repeated exposure to new vocabulary and extensive practice with letter formation and placement. In this activity, learners practise the literacy strategies of counting letters in the words to be copied and crossing out words in a word bank. Consider printing Part A and Part B of the worksheet on separate pages to make it easier for learners to reference Part A when completing Part B.

## Set Up:

1. Review the vocabulary for safety equipment as needed by having learners match words to pictures cards.
2. With a partner, ask learners to take turns spelling each word out loud (first by looking at the word and then without looking).
3. Project a copy of Part A of the worksheet on the board. Demonstrate looking at the picture, choosing the correct word, and then copying it on to the corresponding line.  
  
Demonstrate counting letters and checking the number to ensure accuracy. Demonstrate crossing out words in the word bank as they are used to ensure words are not missed or duplicated. After modelling 2 or 3 words, ask a few learners to continue on the board.
4. Distribute Part A of the handout. Circulate and give feedback on what learners are doing well. Make a note of what they need more practice with (e.g., vocabulary, copying errors, letter formation, word spacing, legibility).
5. Take up the answers as a class.
6. Model Part B of the task on the board. Show learners how to use their answers from Part A to fill in the blanks of the sentences. Alternatively, learners can choose to use their vocabulary cards to complete Part B. Monitor and help learners as needed. Many literacy learners have difficulty with lower/upper case letter differentiation. Provide feedback and encourage them to correct their letter formation during the activity.
7. To wrap up, have each learner write a word on the board and read it together as a class.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part A: Instructions:** Write the word beside the picture.

goggles	mask	ear protection	gloves
vest	safety boots	hard hat	hair net



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part B: Instructions:** Write safety equipment words for each job.



**Hospital:**

*mask      hairnet*



**Construction Site:**



**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. Review action verbs using the picture/word cards from previous activities. Review three ways to share information about being safe at work:

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

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

2. Using the picture cards for **Safety Equipment**, elicit the name of each item. Draw learners' attention to the singular/plural form of the different words (e.g., gloves/safety vest). Write the words for the safety equipment on the board in a simple chart writing the article "a" for singular words and the plural "s" in different colours. Point out that *ear protection* is a special one, with neither *a*, nor *-s*.

Safety Equipment	
1	2+
a mask	glove <b>s</b>
a hard hat	goggle <b>s</b>
a safety vest	boot <b>s</b>
a hair net	

3. Practise sentences orally with learners 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.
4. Elicit from learners how to write sentences about safety requirements, using *must*, *have to*, *and can't* (e.g., You must wear a hard hat. You have to wear gloves). Encourage learners to refer to the chart for help with singular/plural forms.
5. Have learners complete the handout on the following page by writing sentences for each picture. Encourage learners to refer to the chart on the board and their matching cards for help with singular/plural forms and spelling. Remind learners to begin each sentence with a capital letter and end each sentence with a period. Point out how to use a finger or pencil to check for correct spacing between their words.
6. Ask six learners to 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.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Write sentences.**

- You have to wear \_\_\_\_\_.
- You can't \_\_\_\_\_.
- You must wear \_\_\_\_\_.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**Teaching Notes:** In this activity, learners draw on their oral skills to complete a writing task.

## Set Up:

1. Review the vocabulary for safety problems from this module by having learners use the **Safety Problems** cards and matching the pictures to the words.
2. Using the picture cards as prompts, review the expressions for warnings and vocabulary for describing safety issues. Have learners practise with a partner, taking turns selecting a picture card, then giving a warning and stating the problem.
3. Write the following prompts on the board and ask individual learners to come to the board and fill in the blanks about various safety problems.
  - “Watch out! “That’s \_\_\_\_\_.”
  - “Be careful!” “The \_\_\_\_\_ is \_\_\_\_\_.”
4. Demonstrate how to complete the task, then distribute a copy of the handout to each learner. Consider having learners work with a partner to complete the sentences orally before writing. They can choose words from the word bank to complete Part A.
5. Discuss what they see in the pictures in Part B and generate some ideas about what they could write. Have them complete the sentences.
6. Take up as a class by having individual learners write a sentence on the board. Check answers and give feedback on punctuation, letter formation and placement, word spacing and spelling.



**Part A:** Use the words to finish the sentence.

slippery

dangerous

icy

sharp

heavy

hot



1. Don't touch that!

It's \_\_\_\_\_.



2. Be careful!

That's \_\_\_\_\_!



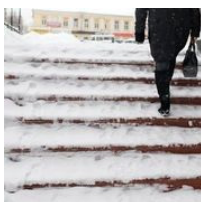
3. Watch out!

The floor is \_\_\_\_\_.



4. Be careful!

That box is \_\_\_\_\_.



5. Watch out!

The stairs are \_\_\_\_\_.



6. Be careful!

The knife is \_\_\_\_\_.



**Part B:** Write sentences with these words.

heavy

stairs

slippery

box



1. Be careful!

---



2. Watch out!

---

# Whole: Practising Skills

## Skill-Using Tasks for Listening, Speaking, Reading, and Writing

Listening to Commands and Warnings.....	62
Giving Commands and Warnings .....	66
Understanding a Notice .....	69
Writing about Safety on the Job.....	76

**Competency Area:** Getting Things Done

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

**Teaching Notes:** 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 related to giving warnings and commands. Review vocabulary for safety equipment and action verbs as needed.
2. Project Part 1 of the handout on the board prior to giving it to learners. Ensure that they understand the format and remind them to track along the shaded lines. Let them know they are to circle one picture in each line.
3. Distribute the handout on the page that follows. Have learners listen to the recording and circle the correct picture based on what they hear. Play and pause the recording as many times as needed.
4. Distribute Part 2 of the handout to CLB 2L learners only. Have learners listen to the recording and circle the correct picture based on what they hear. Play and pause the recording as many times as needed.

### Possible Supports:

- Help learners file the completed task in the appropriate section of their PBLA binders.



**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



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part 1: CLB 1L and CLB 2L**

Listen. Circle the correct picture.

1.			
2.			
3.			
4.			
5.			



Name: \_\_\_\_\_ Date: \_\_\_\_\_

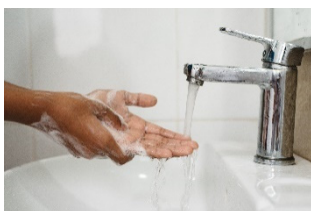
**Part 2: CLB 2L Only**

Listen. Circle the correct picture.

6.



7.



8.



9.



**Competency Areas:** 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 Notes:** 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 2L 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. Allow learners to repeat the activity with a different partner so they have a chance to practise the feedback suggestions right away.
- In a class discussion, have learners identify specific issues they feel they need more practice with.
- As soon as possible after the task, return the feedback form to each learner and orally review the content. Help them file the form in the correct place in their binder.



**Student A**

**PART 1:** Say what to wear.



**Part 2:** Give a warning.  
Say the problem.

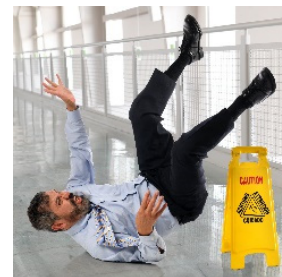


**Student B**

**PART 1:** Say what to wear.



**Part 2:** Give a warning.  
Say the problem.



**Speaking:** Giving commands and warnings

SU

Name: \_\_\_\_\_

☐ CLB 1L

Date: \_\_\_\_\_

☐ CLB 2L

**You:**

- ☐ used the correct safety equipment word
- ☐ gave a correct command
- ☐ gave a correct warning
- ☐ said the problem

The commands and warnings were clear. ☐ YES ☐ No



**Speaking:** Giving commands and warnings

SU

Name: \_\_\_\_\_

☐ CLB 1L

Date: \_\_\_\_\_

☐ CLB 2L

**You:**

- ☐ used the correct safety equipment word
- ☐ gave a correct command
- ☐ gave a correct warning
- ☐ said the problem

The commands and warnings were clear. ☐ YES ☐ No

**Competency Area:** Comprehending Information

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

**Teaching Notes:** There are different versions of the task for CLB 1L and CLB 2L. For each level, print the safety notice and the question page on separate pages so that learners do not need to flip back and forth when completing the task. This allows them to practise keeping track of their place on one page while referring back to another.

## Set Up:

1. Engage learners in a discussion about safety in the workplace. How can workers know the safety rules? (*Talk to co-workers, ask the manager, look at signs, read safety notices*).
2. Inform learners that they will be reading a workplace notice and answering questions.
3. Distribute the handouts. Review the instructions and questions with learners before they do the task.

## Possible Supports:

- Before giving the handouts or showing the safety notice, project the question page and read the questions together. Ensure that learners understand the format (check boxes, the boxes to the left of the picture, etc.). Let CLB 2L learners know that they have a few extra questions to answer. Project them and review prior to having learners complete the task.
- Help learners file the completed task in the appropriate section of their PBLA binders.

## Assessment:

- When everyone is finished, collect the answer sheets and allow learners to keep the page with the safety notice. Project the answer sheet again and review the correct answers together. Encourage learners to refer back to the safety notice and identify why each answer is correct.
- Mark and return the answer sheets as quickly as possible so that the feedback is fresh and relevant. Literacy learners may have difficulty recalling what the task was if too much time passes between the task and the feedback.



### 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 1L



## NOTICE

Keep everyone safe in the warehouse!

All workers **must** wear:

- safety boots
- a hard hat
- ear protection
- safety goggles



Please wear your mask at all times.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

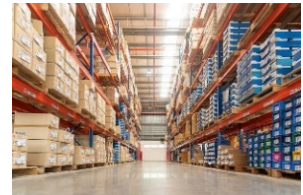
## CLB 1L

**Instructions:** Read the notice. Answer the questions.

### 1. What is the workplace?

☐

☐

☐


### 2. Do workers have to wear this?

☐ Yes

☐ No



☐ Yes

☐ No



☐ Yes

☐ No



☐ Yes

☐ No



☐ Yes

☐ No



☐ Yes

☐ No



### 3. What does this mean?



☐ Exit

☐ Be careful

☐ No smoking

**CLB 1L:** 6 out of 8

**Your score:** / 6



CLB 2L



## NOTICE

**We want to keep everyone safe in the warehouse!**

All workers **must** wear:

- safety boots
- a hard hat
- ear protection
- safety goggles



Please wear a mask when you are inside.  
You can take your mask off when you eat.



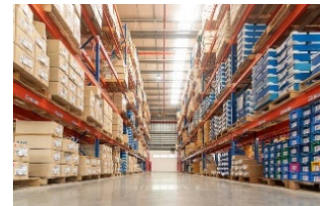
Be careful! Use the forklift to lift heavy boxes.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

## 1. What is the workplace?

☐☐☐

## 2. Do workers have to wear this?

- ☐ Yes  
☐ No



- ☐ Yes  
☐ No



- ☐ Yes  
☐ No



- ☐ Yes  
☐ No



- ☐ Yes  
☐ No



- ☐ Yes  
☐ No



## 3. What is a forklift?

☐☐☐



4. What does this mean?



☐ Exit

☐ Be careful

☐ No smoking

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

**CLB 2L:** 8 out of 11

**Your score:** / 11

**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 (CLB2L)

**Teaching Note:** There are different tasks for CLB 1L and CLB 2L.

## Set Up:

1. Review the vocabulary for safety equipment and safety problems by having learners match the word and picture cards. Have learners practise reading the words with a partner.
2. Project the task sheets and review the task expectations. Point out to CLB 1L learners that each blank requires one word only. Remind CLB 2L learners that they can check their spelling against words from the question (*you, need, have, wear*) as well as using their word cards as a reference.
3. Review the criteria in the checklist. Encourage learners to check their work before submitting it.
4. Distribute the task sheets for CLB 1L and CLB 2L. Encourage learners to work independently on the task.

## Possible Supports:

- Allow learners to use their vocabulary word cards to aid with spelling.
- Help learners file the completed task and tool in the appropriate section of their PBLA binders.

## Assessment:

Circulate and provide feedback and support as needed. Take note of areas that need further practice and provide additional instruction and practice where needed to prepare learners for the assessment task.

Upon completion, provide learners with a completed checklist. Review the checklist and suggestions for improvement orally.




Name: \_\_\_\_\_ Date: \_\_\_\_\_

## CLB 1L


### Part A: Finish the sentences.


1.  You have to wear \_\_\_\_\_.


2.  You need to wear \_\_\_\_\_.

3.  You have to \_\_\_\_\_ your hands.

### Part B: Finish the sentences about safety problems.

4.  The knife is \_\_\_\_\_.

5.  The floor is \_\_\_\_\_.

6.  The box is very \_\_\_\_\_.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## CLB 2L

**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

Writing about Safety on the Job		<input type="checkbox"/> CLB 1L <input type="checkbox"/> CLB 2L	SU
Name: _____		Date: _____	
	Yes	No	Comments
Did you use the correct words?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you use the correct spelling?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you write neatly?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you write sentences? <b>(CLB 2L)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
Did you use capitals and periods? <b>(CLB 2L)</b>	<input type="checkbox"/>	<input type="checkbox"/>	



Writing about Safety on the Job		<input type="checkbox"/> CLB 1L <input type="checkbox"/> CLB 2L	SU
Name: _____		Date: _____	
	Yes	No	Comments
Did you use the correct words?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you use the correct spelling?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you write neatly?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you write sentences? <b>(CLB 2L)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
Did you use capitals and periods? <b>(CLB 2L)</b>	<input type="checkbox"/>	<input type="checkbox"/>	

# Assessment Tasks

## For Listening, Speaking, Reading and Writing

Listening to Commands and Warnings.....	81
Giving Commands and Warnings .....	85
Reading a Workplace Notice .....	90
Writing about Safety at Work .....	96

**Competency Areas:** Getting Things Done

**Criteria:** Identifies key words; identifies simple commands and warnings

**Assessment Preparation:** This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practise with similar skill-using tasks before having learners attempt the assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

## Set Up:

1. Inform learners that they will listen to some workplace commands and warnings about being safe at work. Generate some ideas orally about what they might hear.
2. Distribute the handout on the pages that follow. CLB 1L does Part 1 only; CLB 2L does Parts 1 and 2. Preview both pages with the class. Demonstrate how to complete the task. (Learners are expected to circle the correct picture based on what they hear.).
3. Have learners listen to the recording and complete the task. Play and pause the recording as many times as needed.

## Possible Assessment Supports:

- Remind learners to track along each line to make their choices. The lines are alternately shaded/unshaded to help them.
- As this is a listening task, it is important that reading difficulties do not interfere with learners' performance. In question 5 (for CLB 1L learners) and questions 7 and 9 (for CLB 2L learners), learners are required to read and identify which warning they hear. If needed, read the warnings aloud to the class and encourage learners to look at initial consonants when deciding which warning to select. Alternatively, learners could give their responses orally. Remind them not to call out the answers or help one another. Inform them that this is an assessment of their individual responses.
- After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

## Feedback:

- To help literacy learners with context, recall, and relevance, provide the feedback (answers) immediately upon completion of the assessment task.

**Answer Key:**

**Part 1: CLB 1L and 2L**

The following images should be circled:

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

**Part 2: CLB 2L only**

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

**Transcript: Listening Assessment**

**Part 1: CLB 1L and 2L**

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 2L 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.#



**Competency Area:** Getting Things Done

**CLB 1L** ☐

**Criteria:** Identifies key words; identifies expressions for warnings

**CLB 2L** ☐

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Part 1: CLB 1L and CLB 2L

**Instructions:** Listen. Circle the correct picture.

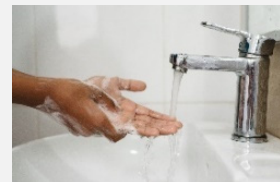
1.



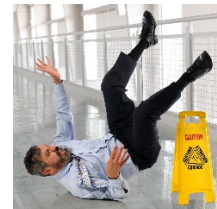
2.



3.



4.



5. **What did you hear?**

☐ Danger!

☐ Watch out!

☐ Be careful!

**CLB 1L:** 4 out of 5 answers correct

**Your Score:** \_\_\_\_/5



**Part 2 (CLB 2L only)**

6.



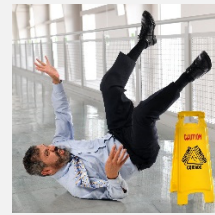
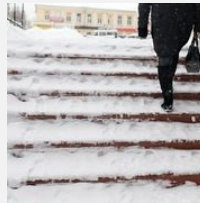
7. **What did you hear?**

☐ Be careful!

☐ Watch out!

☐ Danger!

8.



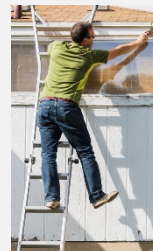
9. **What did you hear?**

9. ☐ Be careful!

☐ Watch out!

☐ Danger!

10.



<b>CLB 2L</b> Part 1: 4 out of 5 Part 2: 4 out of 5	<b>Your score:</b> / 5 <b>Your score:</b> / 5
--	--

**Competency Area:** Getting Things Done

**Assessment Preparation:** This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete it independently. Be sure to provide repeated practice with similar skill-using tasks using picture prompts before learners attempt this assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

**Set Up:**

1. This speaking assessment task can be done one-on-one between the instructor and a learner, or in pairs with two learners. There are separate prompts for CLB 1L and CLB 2L and there are two sets of prompts for each level to alternate between learners.
2. Review the task and instructions with the class to ensure learners understand expectations. CLB 1L 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 \_\_\_\_\_*). CLB 2L learners use picture prompts to give a warning and a simple description of a workplace safety issue, using memorized expressions (e.g., *Be careful / Watch out! That is slippery.*)
3. Use the assessment tool (for either CLB 1L or CLB 2L) to explain to learners how well they performed each of the criteria. Note that the assessment tool is for instructor use only. CLB 1L and CLB 2L learners will not be able to read or understand the criteria on the form.

**Possible Assessment Supports:**

- If pronunciation is not clear, ask the learner to repeat him or herself.
- After the assessment, help learners file the assessment tool in the appropriate section of their PBLA binders.

**Feedback:**

- Provide feedback to the learner immediately after the assessment. Be sure to keep it simple and direct. Focus on what the learner is doing well and areas that can be improved.
- Give the feedback orally as CLB 1L and 2L learners may not have sufficient literacy skills to read the assessment tool or written comments.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions: CLB 1L:** Look at the pictures. Tell your co-worker what to wear.

## Set A



-----

## Set B





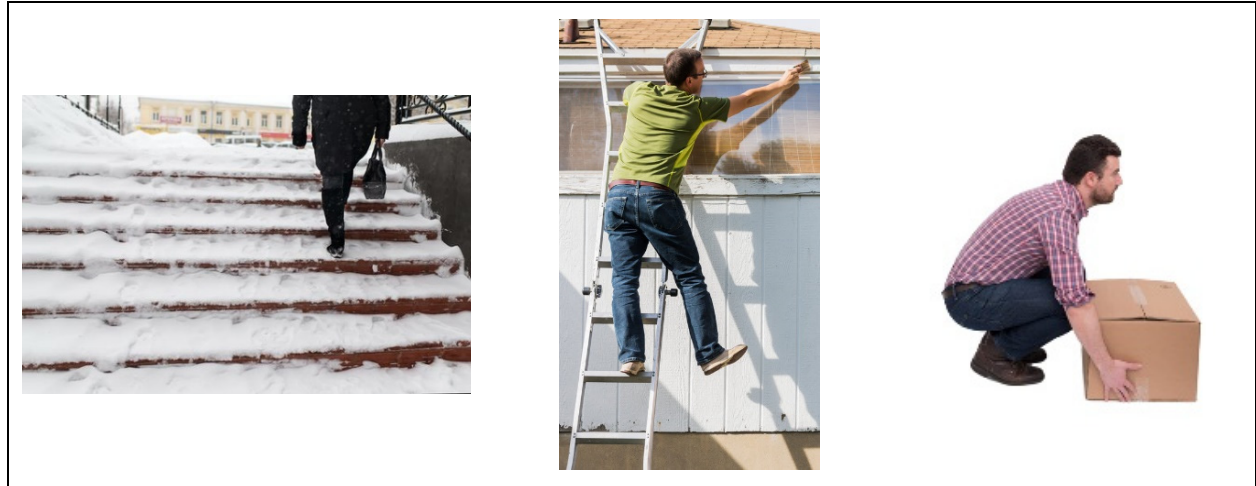


Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

## Set A



-----

## Set B





**Module Topic:** Safety at Work

**CLB 1L**

**Competency Area:** Getting Things Done

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** Look at the pictures. Tell a co-worker what to wear.

SPEAKING CLB 1L		
	Yes	Not Yet
You spoke clearly. It was easy to understand your command.	<input type="checkbox"/>	<input type="checkbox"/>
You told your co-worker to wear safety equipment.	<input type="checkbox"/>	<input type="checkbox"/>
You used the correct words for the pictures.	<input type="checkbox"/>	<input type="checkbox"/>
You used the right expressions.	<input type="checkbox"/>	<input type="checkbox"/>
<b>CLB 1L: 3 out of 4</b> <b>Your score: _____ /4</b>		
Doing well:	Next time:	

**Module Topic:** Safety at Work**CLB 2L****Competency Area:** Getting Things Done**Name:** \_\_\_\_\_**Date:** \_\_\_\_\_

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

**SPEAKING CLB 2L**

	<b>Yes</b>	<b>Not Yet</b>
You spoke clearly. It was easy to understand your commands and warnings.	<input type="checkbox"/>	<input type="checkbox"/>
You told your co-worker to wear safety equipment.	<input type="checkbox"/>	<input type="checkbox"/>
You used the correct words for the pictures.	<input type="checkbox"/>	<input type="checkbox"/>
You gave warnings about dangerous things at work.	<input type="checkbox"/>	<input type="checkbox"/>
You used the right expressions.	<input type="checkbox"/>	<input type="checkbox"/>

**CLB 2L: 4 out of 5****Your score:** \_\_\_\_ /5

Doing well:

Next time:

**Competency Area:** Getting things Done

**Criteria:** Understands factual details; makes an inference

**Assessment Preparation:** This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently.

## Set Up:

1. Distribute the notice and comprehension questions to each learner. Note that there are separate assessments for CLB 1L and 2L. Print the notices and questions on separate pages, if possible, so that learners don't have to flip the page over when answering the questions.
2. Give learners time to read the notice silently.
3. Read the questions out loud, and review the instructions orally. Remind learners not to shout out the answers as this is an assessment of individual comprehension.
4. Ensure learners understand that they should only select one answer for each question – either yes or no. Remind them to refer back to the notice to determine their answers.

## Possible Supports:

- Before giving the handouts or showing the safety notice, project the question page and preview the format together (check boxes, the boxes to the left of the picture, etc.). Inform CLB 2L learners that they have a few extra questions to answer. Project those and review as well.
- Learners may need to read the text out loud to themselves to try and understand it.
- Demonstrate how to use a ruler as a guide to ensure learners focus on checking the correct answer for the correct question.
- If needed, allow learners to respond orally (CLB 1L and CLB 2L) or to point to the answers in the text (CLB 1L), rather than checking off the answers on the worksheet.
- After the assessment, help learners file the assessment task and text in the appropriate section of their PBLA binders.

## Feedback:

Provide learners with feedback on any error patterns you notice. Review the assessment task as a class, in small groups, or individually, and identify not only the correct answer, but also strategies for how the learners can arrive at the correct answer.



**Answer Key:**

**CLB 1L**

1. yes
2. no
3. yes
4. wash hands
5. smoke
6. restaurant

**CLB 2L**

1. no
2. yes
3. yes
4. yes
5. no
6. yes
7. smoke
8. restaurant



## CLB 1L

### Attention all Workers!

You must wear a hairnet and mask in the kitchen.

Please wash your hands often.

No smoking!

**Let's keep everyone safe and healthy!**





Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

1. Do workers need to wear this? **Check 2. (✓)**

☐ Yes  
☐ No



☐ Yes  
☐ No



☐ Yes  
☐ No



2. What must workers do?

☐



☐



☐



3. What must workers NOT do?

☐



☐



☐



4. What workplace is this?

☐



☐



☐



**CLB 1L:** 4 out of 5

**Your score:** / 5



**CLB 2L**

## **Attention all Workers**

- 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!**







Name: \_\_\_\_\_ Date: \_\_\_\_\_

**CLB 2L Instructions:** Read the Notice. Answer the questions.

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



2. What must workers do? Check 4. (✓)

- |   |  |
|---|--|
| <input type="checkbox"/> use the ladder     | <input type="checkbox"/> wash hands                  |
| <input type="checkbox"/> wear good shoes    | <input type="checkbox"/> clean the kitchen           |
| <input type="checkbox"/> wear a safety vest | <input type="checkbox"/> lift heavy things carefully |

3. Workers cannot do this. Check 1. (✓)



4. What workplace is this?

- ☐ a construction site    ☐ a restaurant    ☐ A warehouse

**CLB 2L:** 6 out of 8 answers correct

**Your Score:** \_\_\_\_/8

**Competency Area:** Sharing Information

**Assessment Preparation:** This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete it independently. Be sure to provide repeated practice with similar tasks before learners attempt this assessment.

**Set Up:**

1. Have learners review the vocabulary for safety equipment and safety problems by matching word and picture cards. Have them set aside the picture cards but keep the word cards to help with spelling.
2. Distribute the appropriate assessment task to learners (for either CLB 1L or CLB 2L).
3. Review the instructions orally. Explain expectations using the criteria in the assessment tool. Note that the tool is intended for instructor use; literacy learners will not be able to read or understand the criteria as written.
4. Read each sentence stem. Explain that learners must copy the correct word in the blank space from their word cards.

**Possible Supports:**

- Project the assessment handouts and review the format and expectations orally. Point out to CLB 1L learners that each blank requires one word only. Remind CLB 2L learners that they can use words from the question (*you, need, have, wear*) to form their sentences. Have learners refer to their word cards for spelling.
- After the assessment, help learners file the assessment task and tool in the appropriate section of their PBLA binders.

**Feedback:**

- Provide feedback to learners orally immediately after the assessment. Be sure to keep it simple and direct. Focus on what learners are doing well and areas where they can improve.
- After the assessment, help learners file the assessment task and tool in the appropriate section of their PBLA binders.



## CLB 1L

### Part A: 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 \_\_\_\_\_.



**CLB 2L**

**Part A:** Answer the Questions. Write sentences.



What do you have to wear?

---



What do you have to wear?

---



What do you have to wear?

---



What can't you do?

---

**Part B:** Write sentences about the safety problems.



Be careful!

---



Watch out!

---



**Module Topic:** Safety at Work

**Competency Area:** Sharing Information

**CLB 1L** ☐

**CLB 2L** ☐

Name: \_\_\_\_\_

Date: \_\_\_\_\_

WRITING CLB 1L and 2L		Yes	Not Yet
<b>*Overall:</b> 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"/>
<b>CLB 2L only:</b> Uses simple, formulaic sentence structure as taught in module.		<input type="checkbox"/>	<input type="checkbox"/>
<b>CLB 2L only:</b> Consistent use of capitals and periods.		<input type="checkbox"/>	<input type="checkbox"/>
You did well:	Next time:		
<b>Task Success</b> CLB 1L: Yes on 3 out of 4 criteria (must include *)      Your score: ____ / 6 CLB 2L: Yes on 4 out of 6 criteria (must include *)      Your score: ____ / 6			

# Nala is Safe at Work





Nala has a new job.  
The job is at a  
construction site.



Nala knows how to be  
safe.  
She is ready to start  
work.





The manager says,  
“Be careful.”  
“Get help to lift heavy  
things.”



Nala must wear a hard  
hat at work.





Nala must wear a safety vest.



The manager says  
“You can’t smoke at work”



Nala has to wear gloves.  
She wears a mask.



She has to wear safety  
boots.



She has to wear ear protection.



She has to wear goggles.