



Safety first is... safety always !



Grade: 2BP PMIA

Date: Nov,4th - Dec,4th 2024

Topic: Situations and Acts from Professional Life

Subject: Safety in the Workplace

Plot:

You are a trainee in the Boeing company in Sheffield, England. Your supervisor has sent you an email. He has noticed that too many workers on worksites don't respect basic safety rules.

Mission:

He asks you to be creative and to prepare a preventive campaign about safety at work.

- “What’s the mission ?” clapperboard
- Email from Alan Core, from the Boeing company
- “My safety training assessment” document
- “Health and Safety in Workshops” video

Lesson Skills:

I can...

- *understand texts about my job (B1)*
- *write a short text (A2)*
- *find relevant information about a theme on the Internet and to organise them (DigiSkills)*
- *recap about a text or a video (B1)*
- *talk about a topic with someone (A2)*
- *present a video, a poster... I have prepared (DgiSkills)*

Activities:

1. *Complete a clapperboard to show you understand the mission.*
2. *Report about your supervisor’s email.*
3. *Write an email to describe your campaign idea and ask for permission.*
4. *Understand a short text about the topic.*
5. *Recap about dangerous situations.*
6. *Express about hazards in the workplace.*
7. *Prepare your campaign materials.*
8. *Make a presentation in front of your colleagues.*

Assessment:

- Student own evaluation (what I can do alone)
- Group evaluation (what we can prepare as a group)
- Written assessments (writing and reporting)
- Oral assessments (showing and listening to a presentation)



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Groups:

CAMERON (Captain)

Thiméo - Donovan - Chad -Théo T

DYLAN (Captain)

Andréa - Romain - Titouan - Lyam

ALEXANDRE (Captain)

Axel - Théo P- Hilan - Jackson

I can collaborate with a team. I can participate in the creation of a preventive campaign about safety at work.

As the captain of my team, I ...

make sure that my partners play their roles,
check if the expected activities are done;
ask for help when necessary;
report our group's work to my teacher;
assess my collaborative skills.

As a team member, I ...

make sure I play my part;
get involved in the activities;
am respectful and helpful;
report any difficulty to my captain;
assess MY own collaborative skills.

| STUDENT | Works in class | Is respectful and helpful | Plays his role in the group | Participates in English | Date |
|---------|----------------|---------------------------|-----------------------------|-------------------------|------|
| | | | | | |
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Plot:

You are a trainee in the Boeing company in Sheffield, England. Your supervisor has sent you an email. He has noticed that too many workers on worksites don't respect basic safety rules.

Mission:

He asks you to be creative and to prepare a preventive campaign about safety at work.

Lesson Skills:

TODAY, you are able

- *understand texts about my job (B1)*
- *recap about a text or a video (B1)*

Activities:

TODAY, you complete a clapperboard to show you understand the mission.

Type of company

My interlocutors

My mission

| | | |
|-----------|-------------------------|--|
| My status | Where ? (city, country) | |
|-----------|-------------------------|--|



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Mission:

He asks you to be creative and to prepare a preventive campaign about safety at work.

Lesson Skills:

TODAY, you are able

- *understand texts about my job (B1)*
- *recap about a text or a video (B1)*

Activities:

TODAY, you identify the steps to show you understand the mission.

| |
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Reorder the required actions below to complete the mission.

- create a slideshow presentation with key words and explicit pictures.
- get the appropriate information about safety rules.
- get ready to speak.
- understand the email and identify the safety risks.
- write an email to present your idea to your supervisor.
- create a poster to show a hazardous situation at work.



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You are a trainee in the Boeing company in Sheffield, England. Your supervisor has sent you an email. He has noticed that too many workers on worksites don't respect basic safety rules.

New Vocabulary List



Date:

Topic:

| * | Word | Meaning | Sentence |
|----|------------|---------|----------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |
| 16 | | | |
| 17 | | | |
| 18 | | | |
| 19 | My mission | | |
| 20 | | | |
| 21 | My status | | |
| 22 | | | |
| 23 | | | |
| 24 | | | |





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Plot:

You are a trainee in the Boeing company in Sheffield, England. Your supervisor has sent you an email. He has noticed that too many workers on worksites don't respect basic safety rules.

Lesson Skills:

TODAY, you can...

- *understand texts about your job (B1)*

Activities:

TODAY, you

- *understand your supervisor's email.*

Find the English equivalents:

- des allées de circulation =
- une prise de courant =
- des problèmes =
- se faire renverser =
- brancher =
- trébucher sur =

Match these English adjectives from the email with their French equivalents:

| | | |
|----------------|----|----------------|
| blind | a) | 1) non attaché |
| unbound | b) | 2) en désordre |
| poorly stacked | c) | 3) aveugle |
| wet | d) | 4) mouillé |
| slippery | e) | 5) mal empilé |
| messy | f) | 6) glissant |

List the unsafe behaviours mentioned in the mail by your supervisor:

a)

b)

c)

d)

e)



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Find the English equivalents:

- des allées de circulation = **lanes**
- une prise de courant = **outlet**
- des problèmes = **issues**
- se faire renverser = **run over**
- brancher = **plug**
- trébucher sur = **trip over**

Match these English adjectives from the email with their French equivalents:

blind
unbound
poorly stacked
wet
slippery
messy

aveugle
non attaché
mal empilé
mouillé
glissant
en désordre

List the unsafe behaviours mentioned in the mail by your supervisor:

- Workers don't walk on proper lanes.*
- Some forklift truck drivers can cause lethal accidents because they give ride to workers.*
- Materials are unbound or poorly stacked.*
- Too many items are plugged on only one outlet.*
- Electricians don't wear gloves to protect from electric shocks.*

Highlight the correct statements:

- If workers don't walk where they should, forklift truck drivers will run over them.
- Blind forklift truck drivers are very dangerous.
- Workers sometimes ride on the fork of trucks instead of using an elevating platform.
- Wet floors aren't warned with signs.
- Some workers can be messy.
- Some workers don't wear their PPEs.
- The boss will have to face serious problems if safety rules in his factory aren't respected.



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Plot:

You are a trainee in the Boeing company in Sheffield, England. Your supervisor has sent you an email. He has noticed that too many workers on worksites don't respect basic safety rules.

Lesson Skills:

TODAY, you can...

- *understand texts about your job (B1)*

New Message

FROM: alancore@boeing.com

SUBJECT: Risky behaviours

Dear Trainee,

Here is a list of the risky behaviours I have noticed in our Sheffield factory:

- Workers don't mind **forklift trucks**. They don't walk in proper lanes. They walk in the general area of forklift operations. They may be run over. Some forklift truck drivers are **obviously** blind drivers. They will provoke lethal accidents, especially when carrying unbound or poorly stacked materials.
- Some workers ride or are given rides on forklift trucks !!
- Electricians don't wear their appropriate gloves. They risk electric shocks.
- Some of them even plug too many items into one outlet. This may lead to a short circuit and damage our equipment.
- Floors are dirty and there is no wet floor sign when required. Floors can be slippery.
- Tools are not taken away or aside when they are no longer needed. Workshops are messy. It's too dangerous. People will trip over tools.
- Many workers don't have their **PPEs** on.

All these are so far from meeting with the industry standards ! We'll have to face major issues if we don't respect legislation. I thought the attached file might help you make your presentation. I would be more than happy to answer your questions.

Thank you,

Regards,

Alan Core, Manager (alancore@boeing.com)





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Plot:

You are a trainee in the Boeing company in Sheffield, England. Your supervisor has sent you an email. He has noticed that too many workers on worksites don't respect basic safety rules.

Lesson Skills:

TODAY, you can...

- *understand texts about your job (B1)*

Activities:

TODAY, you

- *understand your supervisor's email.*

Highlight the correct statements:

- Workers are aware of forklift trucks.
- Workers walk where pedestrians are supposed to walk.
- If workers don't walk where they should, forklift truck drivers will run over them.
- Blind forklift truck drivers are very dangerous.
- Carrying unbound steel sheets is not dangerous.
- Workers sometimes ride on the fork of trucks instead of using an elevating platform.
- Electricians always wear the appropriate PPEs.
- Electricians systematically have a safe behaviour.
- Wet floors aren't warned with signs.
- Some workers can be messy.
- Some workers don't wear their PPEs.
- The boss will have to face serious problems if safety rules in his factory aren't respected.

Observe the following sentences to discover what is the role of bolded words:

- This **may** lead to a short circuit and damage our equipment.
- They **will** provoke lethal accidents.
- Floors **can** be slippery.
- I thought the attached file **might** help you make your presentation.
- I **would** be more than happy to answer your questions.



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STUDENT EVALUATION

| |
|-------------|
| Name |
|-------------|

BE-Beginning (I need practice) AP-Approaching (I could use practice) ME-Meeting (I can do it!) EX-Exceeding (I am a Master!)

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I CAN UNDERSTAND WHAT IS EXPECTED FROM ME | BE | AP | ME | EX |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I CAN READ/WRITE AN EMAIL FROM/TO A SUPERVISOR | BE | AP | ME | EX |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I CAN CREATE A POSTER ABOUT A HAZARDOUS SITUATION AT WORK | BE | AP | ME | EX |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I CAN PREPARE A SLIDESHOW FOR A PREVENTIVE CAMPAIGN | BE | AP | ME | EX |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I CAN WRITE AND SAY HYPOTHESIS | BE | AP | ME | EX |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I CAN FOLLOW CLASSROOM RULES AND WORK COOPERATIVELY WITH MY CLASSMATES | BE | AP | ME | EX |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I CAN PARTICIPATE IN BASIC CONVERSATIONS AND EXPRESS MY IDEAS CLEARLY | BE | AP | ME | EX |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I CAN UNDERSTAND A PROFESSIONAL EMAIL | BE | AP | ME | EX |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I CAN RECAP ABOUT THE STUDIED TOPIC | BE | AP | ME | EX |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| I CAN SHOW KINDNESS AND RESPECT TO OTHERS | BE | AP | ME | EX |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



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You are a trainee in the Boeing company in Sheffield, England. Your supervisor has sent you an email. He has noticed that too many workers on worksites don't respect basic safety rules.

Lesson Skills:

TODAY, you can...

- *understand texts about my job (B1)*

Activities:

TODAY, you

- *understand an attached file in an email.*

Answer the following question using the attached file in the email:

- what are the ways of performing a task ?

Now let's focus on the wrong way. Cross the word out for...

1- *dangerous*: hazardous - safe - risky - chancy

2- *unprofessional*: incompetent - inefficient - lax - expert

3- *life threatening*: deadly - serious - lethal - harmless

How about the right way ! Circle synonyms for ...

1- *safe*: hazardous - secure - sound - risk-free - low-risk - unpredictable - iffy

2- *efficient*: competent - wasteful - productive - skilled

3- *meet the industry standards*: conform with industrial regulations - not conform with industrial regulations



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Lesson Skills:

TODAY, you can...

- *understand texts about your job (B1)*

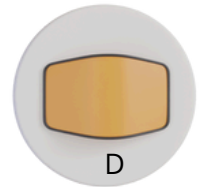
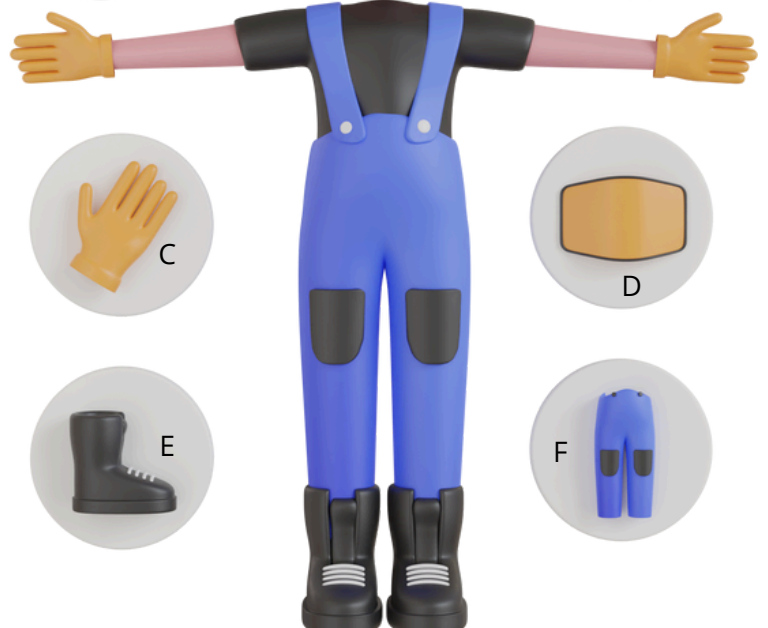
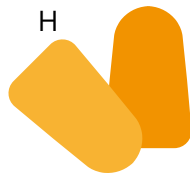
Activities:

TODAY, you

- *discuss about risky behaviours at work.*

Complete the poster with the name of the PPEs:

hard hat / ear muffs / safety boots / steel-toed shoes / gloves / overalls / safety glasses / ear plugs / a safety mask



Why is it so important to wear:

- ear muffs or ear plugs ?
- safety boots or steel-toed shoes ?
- overalls ?
- gloves ?
- a hard hat ?
- safety glasses?
- a safety mask ?

If needed, you can use the following prompts...

It is important ...

It is compulsory ...

It is essential ...





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Lesson Skills:

TODAY, you can...

- *understand texts about your job (B1)*
- *recap about a text or a video (B1)*

Activities:

TODAY, you

- *report about your supervisor's email.*
- *understand a short text about a topic.*

Listen to the document to find the following elements

- who speaks ? who is the author?
- what does the document deal with ?
- where does it happen ?
- how was the document made ?
- in your opinion, why was it made for ?

To recap in French, flash the QR code and take the time watch the full video.





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Mission:

He asks you to be creative and to prepare a preventive campaign about safety at work.

Lesson Skills:

Today, you can...

- *talk about a topic with someone (A2)*
- *prepare a short text, for example, an email to a supervisor*

Recap the dangerous situations noticed by your supervisor and think about others that can take place in your company.

| CAUSES (unsafe behaviours, hazards...) | CONSEQUENCES (injuries, accidents...) |
|---|---|
| <i>Example: Slippery floors / no wet floor sign</i> | <i>strained ankle, bruise, hurt, back ...</i> |

- With the information in the chart above, tell what will happen if workers don't apply safety rules.



Observe the examples to know how to express conditions:

If forklift truck drivers **don't** drive safely, people **will** be run over.

If workers **plug** too many appliances, they **won't** work properly.





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Mission:

He asks you to be creative and to prepare a preventive campaign about safety at work.

Lesson Skills:

Today, you can...

- *find relevant information about a theme on the Internet and organize them (DigiSkills)*
- *write an email to present your preventive campaign.*

POSTER MISSION:

- in group of 5, each student chooses 1 unsafe behaviour or situation
- he finds some pictures on the Internet (or Canva) for illustration
- for every problem, he gives the solution

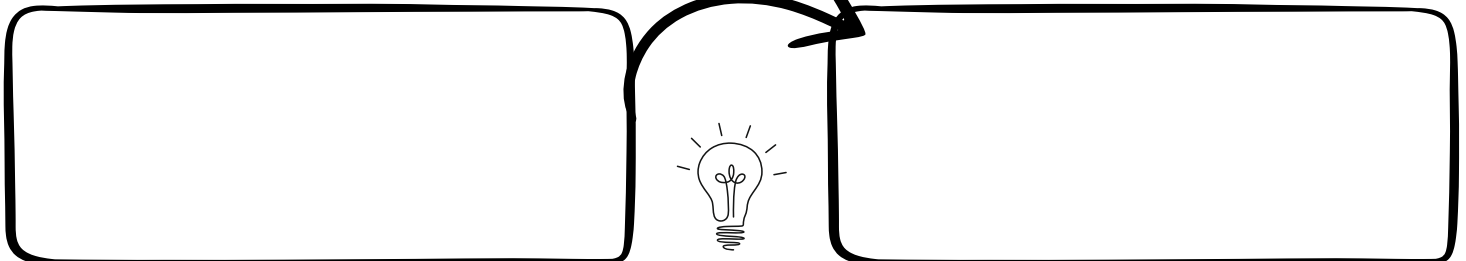


POSTERS WILL BE PINNED IN THE CLASS, THE MOST VOTED POSTERS CAN BE SHOWED IN THE WORKSHOPS.

SLIDESHOW MISSION:



With the 5 unsafe behaviours or situations and the following boxes:



- each group will create a slideshow with 5 slides (explicit and free pictures) and key words
- each student in the group will present a slide
- by pair, you will train to present the complete slideshow

SLIDESHOWS WILL BE PRESENTED IN THE CLASS; AND THEN OUTSIDE THE CLASS.



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Mission:

He asks you to be creative and to prepare a preventive campaign about safety at work.

Lesson Skills:

Today, you can...

- *find relevant information about a theme on the Internet and organize them (DigiSkills)*
- *present a video, a poster... you have prepared (DgiSkills)*

STUDENT A: You are the trainee. Make the presentation using your slideshow.

STUDENT B: You are one of the workers. Listen to the presentation and fill the "Safety Training Assessment" document.

Discuss the presentation when STUDENT A is finished.

Swap roles.

You can role play two times per student.



Safety Training Assessment



1 2 3 ★

Train workers to safety on worksites.

Speaks clearly

Speaks loudly

Speaks properly (speed)

Makes sentences from key words

Uses many words and expressions from the situation

1 2 3 ★

Student's presentation

gives a full presentation

looks at the audience

finishes his presentation

is a good trainer

listens to advice to improve

1: poor or absent

2: quite good

3: good or yes

★: perfect

PRÉSENTER UN DIAPORAMA

| | |
|------|-----------|
| Nom | Binôme |
| Date | GROUPE N° |

| CRITERES DE REUSSITE | ACQUIS | EN COURS D'ACQUISITION | NON ACQUIS |
|---|--------|------------------------|------------|
| La voix est claire et audible | | | |
| Le débit de parole est équilibré (ni trop rapide ni trop lent) | | | |
| Le vocabulaire employé est celui du thème étudié (10 mots min.) | | | |
| La présentation est complète (chaque diapositive est commentée) | | | |
| Le contact visuel avec le public est présent | | | |
| Des hypothèses ont été exprimées (3 min.) | | | |
| Les phrases énoncées sont créées à partir de mots-clés | | | |

COMMENTAIRE:

PISTES D'AMELIORATION:

ECRIRE UN COURRIEL A UN SUPERIEUR

| | |
|------|--------------|
| Nom | Destinataire |
| Date | GROUPE N° |

| CRITERES DE REUSSITE | ACQUIS | EN COURS D'ACQUISITION | NON ACQUIS |
|--|--------|------------------------|------------|
| Le texte respecte les codes du courriel (formules d'ouverture, de politesse, corps du courriel) | | | |
| Le texte s'adresse à un des destinataires mentionnés (M.le Proviseur, Mme la Proviseure adjointe, Mme la Gestionnaire, M.le DDFPT, Mme la responsable du Bureau des Entreprises, M.le Professeur Principal) | | | |
| Le courriel a un objet précis (présentation de la campagne, demande de duplication des affiches, avis pour diffusion des diaporamas) | | | |
| Le courriel présente l'idée de campagne de prévention (comportements à risques, port des EPI...) | | | |
| Le courriel indique une attente de réponse | | | |
| Le message est en anglais | | | |
| Le courriel mentionne la mise en place de la campagne préventive | | | |

COMPRENDRE UNE PRESENTATION

| | |
|------|-----------|
| Nom | GROUPE N° |
| Date | |

| Questions | Réponses |
|---|----------|
| Qui est le camarade qui présente ? | |
| Son diaporama est-il complet ? (selon les critères du professeur) | |
| Dans chaque diapositive, quel est le risque qui est mis en avant ? | |
| Le contact visuel avec le public est- il présent ? | |
| Des hypothèses ont-elles été exprimées (3 min.)? | |
| Les phrases énoncées sont- elles créées à partir de mots-clés? | |
| Quel commentaire global donnez-vous à cette prestation ? | |
| Quels conseils donnez-vous à votre camarade pour qu'il s'améliore ? | |