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METHODOLOGICAL GUIDE



European Safety Training and Evaluation supporting European Mobility

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INTRODUCTION

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RECIPIENTS

The course is suitable for migrant workers with a decent level of language in the host country.



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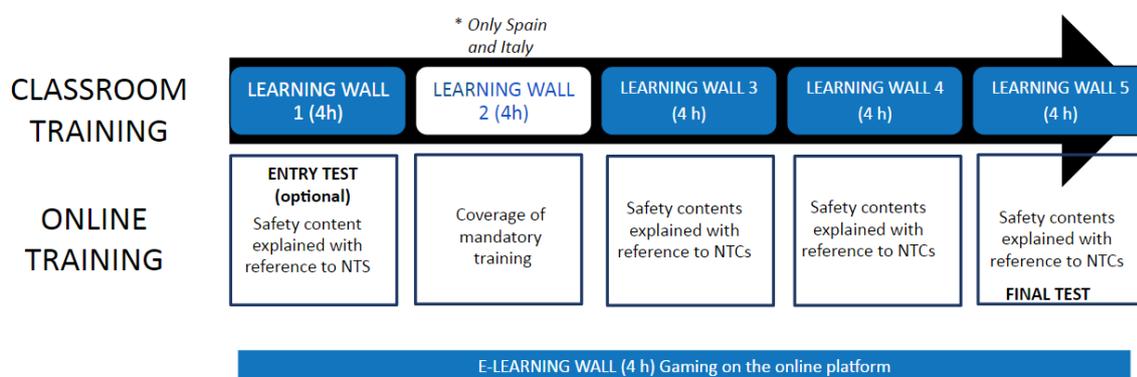
OVERVIEW OF THE COURSE

The course comprises:

- In the UK, there are 4 units (Learning walls) of 4 hours each to be presented in the classroom for a total of 16 hours of face-to-face training. Mandatory training in the UK (contents of wall 2) does not form part of this training course.
- e-learning activities (online training) for about 4 hours.

E-learning activities can be carried out freely at any time during the course, however they are more useful if they are carried out between classroom tuition. In this way they constitute a useful exercise to support learning and a gradual assessment of learning.

Structure of training course



The main characteristic of the course is to deepen all the contents of the mandatory training contents with a focus on non-technical skills (NTS), using a participative and interactive teaching method.

The aims of the course are:

- solicit curiosity and keep attention;
- induce a real reflection, internalization and adhesion with respect to the safety topics;
- encourage the transfer of training to concrete life and work contexts.
- STP (Safety Training Package) is aimed at migrant workers with a decent level of language in the host country.

| TECHNICAL CONTENTS | NON TECHNICAL SKILLS |
|--------------------|----------------------|
|--------------------|----------------------|

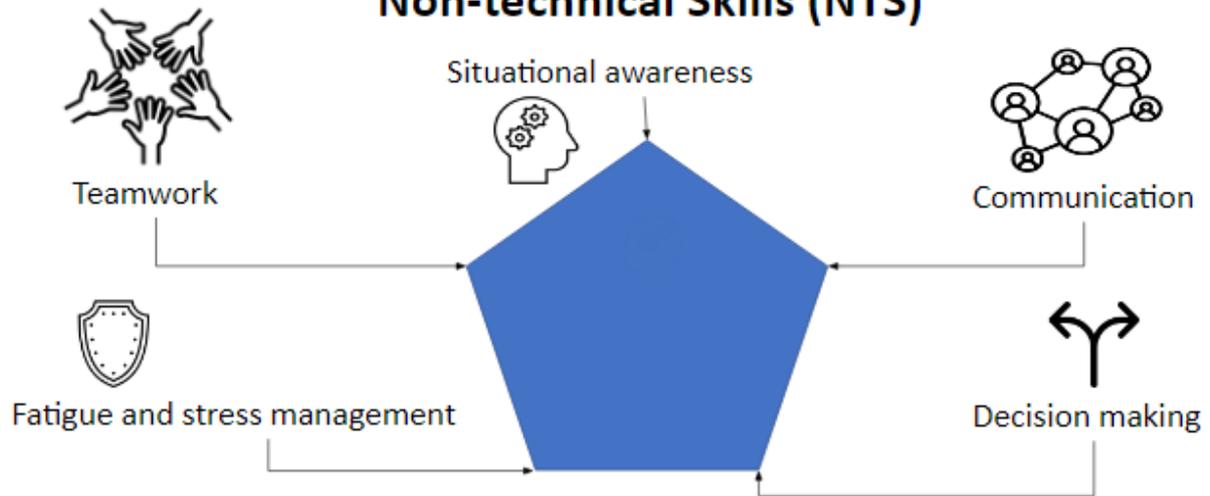
- Concept of prevention, protection, accident, occupational disease, danger and risk
- Organization of prevention and risk assessment
- Basic theoretical notions on: risks, signage, PPE, training obligations
- Risks at the workplace (mechanical, electrical, equipment, physical, chemicals, goods handling, interference, and subcontracting)
- Safety signage
- Work in conditions of physical stress, temporal pressure, alcohol intake
- Emergency management

- Situational awareness
- Communication
- Teamwork
- Decision making
- Management of fatigue and stress





Non-technical Skills (NTS)



WALL CONTENTS OVERVIEW

In this guide you can find theoretical and practical information for activity management. Every wall is introduced by a brief summary that focuses on the:

- contents
- Technical Skills (TS) focus of the presentation/ activity
- Non Technical Skills (NTS) focus of the presentation/ activity
- Materials to use
- Typology of activity (individual, small group, plenary)
- Number of forms to be printed

The following image is an exemplification of the content table.

| Contents | TS focus | NTS focus | Materials | Typology of activity | Number of form to be printed |
|----------|----------|-----------|-----------|----------------------|------------------------------|
| | | | | | |



TOOLS

For each learning wall the following materials will be available to the trainer:

- **Slides** to complement the presentations.
- **Videos** to facilitate the autonomous reflection of the participants and the activation of comparisons between members in the group.
- **Images and newspaper articles** to promote the analysis of real situations and discussion within the group.
- **Exercises** aimed at encouraging and highlighting the practical transferability of learning in real life and work situations.

TRAINER HELPERS

The slides contain some useful labels and images to help remind you what to do.



The label “*watch here*” indicates to click on the hyperlink and show a video or web page. You can find the same link in the notes of the slide



The label “*Participative activity*” with a symbol of one person indicates the presence of an individual reflection activity



The label “*Participative activity*” with a symbol of three people indicates the presence of a group reflection activity

In the notes of these slides you can also find additional information (eg. Estimated time for the activity, link or practical information about what to do).



ONLINE PLATFORM

The Online platform contains the following elements:



GAMES
TO PLAY



APP
E LINK



SLIDES

It is useful in order to:

- **Remind trainees about the** slides and contents learned during class activity
- **Master** additional contents about safety at work
- **Test the learning** through games

e-learning activities can be realized in each moment of the training. They can be more useful if realized in the end of each wall between one wall and the following. They can be a useful exercise to test learning “step by step”.

It is also important to motivate the use of the platform from the first lesson and remind trainees at the end of every unit to log in and complete the activities.

HOW TO ASSESS THE NEW LEARNING

At the beginning of the training course, participants could take an entry test to verify their knowledge prior to the training course. The entry test is optional and could be used as additional information about the efficacy of the course. It could be possible to compare the entry and exit level of knowledge.

At the end of the course participants will take a final test to assess the level of the acquired learning and to obtain the attendance certificate.

METHODOLOGICAL SUGGESTIONS

PARTICIPATION AND INTERACTION are possible only in case of participants’ willingness to get involved. The trainer has to create and protect the conditions that make participants confident to express their opinions:

- **In the begin of the course** it is important to devote time to share a training agreement based on participants’ expectations. It is important to clearly negotiate objectives, constraints and rules of the course
- **During the course** take care of group interactions and group climate (openness, inclusion and respect is needed)
- Particular attention on the specific features of the trainees could be useful. Remember to adapt **language style** to participants’ socio cultural features.



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HOW TO ENHANCE TRANSFER OF TRAINING IN REAL LIFE AND WORK CONTEXT

- It is important to reword the contents of materials to make them easily understandable and meaningful, giving concrete examples, related to the contexts familiar for the participants
- In order to simplify the contents for people with different cultural backgrounds and linguistic knowledge, during the STP planning we chose to use images and key words (instead of text). A detailed presentation of all the slides is presented in the notes to the slides. Additionally, there are hidden slides only for the trainers.

TIME MANAGEMENT

- Time for content presentations and exercises is estimated. This will vary depending on workers' participation. The trainer has to be flexible in managing the time. It is important the trainer keeps participants' attention and interest alive. He/she has to pay attention to participants' feedback.

PARTICIPATIVE ACTIVITY

The Safety Training Package comprises contents of different type. They are useful to keep participants' attention alive and they reach specific goals.

- Plenary discussions or small group discussions are useful to share knowledge and opinions stimulating opening towards new experiences and points of view
- Case study analysis (images, newspaper articles, self-cases) allow participants to share practical information and knowledge
- Role play and demonstrations allow participants to apply methods and tools and became conscious about wrong habits and behaviours

To fully appreciate the potential of the training package, it is important the trainer pays attention to:

- Solicit the active role and participation of all, leave space for examples and considerations coming from real life experiences, allow errors and attempts, and explore the themes raised
- Facilitate the generalization of situations and lead the group in linking process between the topic and the various contributions to the topic
- During self-case discussions, it is important to help in case detection. Self-cases have to be relevant, useful and sufficiently circumscribed to allow analysis but also complex enough to be interesting
- In subgroup creation it is useful, if possible, to make up balanced groups. It is important to balance language skills, role seniority, willingness to participate and attitude towards training
- Some exercises can be carried out with alternative methods (they are indicated in the slide notes with the abbreviation plan A - B etc.). The trainer can choose the most appropriate one based on participants' characteristics, time, etc.

THE **ONLINE PLATFORM** represents an important resource in strengthening learning and in keeping interest between lessons

- It is important the trainer reminds participants to use it during the lessons, asks if it has been used, if there have been difficulties and eventually provides information and suggestions
- At the end of each wall it is useful to anticipate which interactive resources participants could find on the platform and remind them to log in



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- VIDEO CONTENTS



ESTEEM Channel

The primary goal of ESTEEM (European Safety Training and Evaluation Supporting European Mobility) supported by European ...

All the videos proposed in the Safety Training Package (STP) are available in the official ESTEEM YouTube Channel (<https://www.youtube.com/channel/UCnOcr2AaW8UHroj7WDZAefg>).

The channel contains three playlists, one for each language (English, Italian, Spanish) and one playlist with the videos where the project ESTEEM is presented for dissemination activity.

Each playlist presents the video proposed in the STP in the same order of presentation they are in the walls.

You can show the videos directly from the slides by clicking on the label "Watch here".

ADDITIONAL DETAILS

- For additional details, please visit the ESTEEM project website: <https://esteem.group.shef.ac.uk/>



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LEARNING WALL 1

OVERVIEW

| | |
|--|--|
| GOALS | <ul style="list-style-type: none"> • Illustrate the project and the process, stimulating the involvement and active participation of the trainees • Provide the necessary information to access the online platform and incentivise its use • Understand the difference between Technical Skills and Non-Technical Skills and their role in ensuring safe work performance • Increase sensitivity to risk perception • <i>Optional: Verify knowledge prior to the safety training (entry test)</i> |
| DURATION | 4 hours |
| TOOLS | <ul style="list-style-type: none"> • Entry Test (optional) • Registration form • Slides • Video introduction to ESTEEM project https://www.youtube.com/watch?v=xqGZjqK8_Y&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ • "Crossed presentation" exercise <i>EW1_EXERCISE_ "Getting to know each other"</i> • Video Risk perception activation https://www.youtube.com/watch?v=cedar6llo3Y&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=2 • Video Situational awareness https://www.youtube.com/watch?v=ZGiiqGVPgz4&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=3 • Image analysis "A potential accident" • "Near Miss exercise <i>EW1_EXERCISE_NEAR MISS</i> |
| TRAINING MATERIALS TO BE PREPARED | <ul style="list-style-type: none"> • EXERCISE FORMS • PERSONAL CREDENTIALS FOR LOGIN INTO THE PLATFORM • ATTENDANCE REGISTRATION FORM |
| NTS TARGET | <ul style="list-style-type: none"> • Situational awareness • Communication |

Print registration form

NOTE

Before the beginning of the first lesson we require online platform passwords. During registration, give each participant his/her personal credentials (ID and Password with a brief user guide).





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It is important to promote the use of the online platform from the first lesson and reinforce it during every lesson/learning wall to log in and complete the activities. Highlight the importance of the eLearning training in order to:

- *Repeat and look over training contents focused on in class*
- *Learn more about safety at work*
- *Play games to test what they've learned*

Videos are available on the YouTube link: if they are not all working you must first ensure that you have good quality network access in the classroom.

Prepare an adequate number of materials for group activities

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WALL CONTENTS OVERVIEW – WALL 1

| Contents | TS focus | NTS focus | Materials | Typology of activity | Number of forms to be printed |
|---|------------------|---|---|-------------------------|-------------------------------|
| Presentation of the course: course typology and contents. Presentation of ESTEEM: info about the project and the online platform | / | / | Slides + https://www.youtube.com/watch?v=xqGZiqqK8_Y&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ | Plenary | / |
| Team building activity | / | Communication | <i>EW1_EXERCISE_ "Getting to know each other"</i> | Small groups (3 people) | 1 copy per worker |
| Definition of TS and NTS and explanation of the differences among them | Definition of TS | Situational awareness Communication Decision making Fatigue and Stress Management Teamwork | Slides | Plenary | / |
| Activation of risk perception | / | Situational awareness | https://www.youtube.com/watch?v=cedar6llo3Y&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=2 | Plenary | / |
| Potential risks inside or outside the construction site | / | Situational awareness | https://www.youtube.com/watch?v=ZGiiqGVPgz4&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=3 | Plenary | / |
| Near Miss | Near Miss | Situational awareness Communication | <i>EW1_EXERCISE_NEAR MISS</i> | Small Groups (5 people) | 1 per group |



WALL 1 – STORYBOARD

| Activities and content | Duration (minutes) | Tools | Instructions |
|---|--------------------|--|--|
| <i>Entry Test (optional)</i> | 10 | - Entry Test | <p>It is optional to complete the entry test for each participant. It is important to insert into every test the following information: participant's name, unique ID number and signature, teacher's name and signature, training coordinator's name and signature (or referent of the training institution).</p> <p>Goal: choose the correct answer from the proposed alternatives. Guide the test correction in the plenary asking every participant to check his/her test and flag P(Positive) if he/she chose the correct option or N(Negative) if he/she chose the wrong option.</p> |
| <p><u>Presentation</u></p> <p><i>Introduction to the project, explanation of the aims and structure of the course, illustration of how the platform is used.</i></p> | 15 | <ul style="list-style-type: none"> · Slides from 1 to 15 · Show the video (slide 5) | <p>Present the course contents and the ESTEEM project.</p> <p>Solicit questions in order to stimulate a participatory attitude.</p> <p>Explain acronyms in slides.</p> |
| <p><u>"Getting to know each other"!</u></p> <p><i>Use an interactive exercise in order to create group perception, mutual understanding, foster a relaxed and open environment for comparison, bring out expectations and experiences about the course and safety topics.</i></p> | 30 | <ul style="list-style-type: none"> · Slide 16 · "Crossed presentation" exercise. Paper form <p>EW1_EXERCISE_ "Getting to know each other"</p> | <ol style="list-style-type: none"> 1) Introduce the exercise explaining the goal and rules 2) Distribute paper forms and explain how to use paper forms 3) Create small groups of three unknown people 4) Give 15 minutes for crossed interviews 5) Ask for plenary presentation about the interviewed 6) Summarise all expectations, doubts, problems and reinforce training agreement |
| <p><u>Video Analysis</u></p> <p><i>Activation of an initial reflection on the course topics</i></p> <p><i>guided discussion in plenary</i></p> | 15 | <ul style="list-style-type: none"> · Slides from 17 to 20 · Show the video (slide 20) | <p>Present the innovative contents of the course starting from a real case and guide the analysis about how it could be avoidable</p> |



| | | | |
|---|----|---|---|
| <u>Presentation</u> <i>definition of technical and non-technical safety skills</i> | 30 | · Slides from 21 to 29 | Pay attention to formulate concepts and exemplify, using concrete examples and familiar language to the participants |
| <u>Classroom research</u> <i>activation of risk perception (situational awareness) guided discussion in plenary</i> | 25 | · Slides from 30 to 37 · Show the video (slide 33) | Show the video and stimulate reflection on the constant presence of dangers and risks associated with the contexts of life and work |
| <u>Presentation</u> <i>data on accidents and injury</i> | 15 | · Slides from 38 to 47 | Stimulate reflections on the number and types of injury highlighting not to underestimate the dangers. |
| <u>Presentation</u> <i>Near miss</i> | 5 | · Slides from 48 to 49 | Stimulate reflections about all the accidents that did not happen, but could have done. |
| <u>Classroom research</u> <i>analysis of a case led by the teacher in plenary discussion</i> | 15 | · Image “A potential accident” (Slide 50) | Highlight topics related to: safety awareness, communication, situational awareness, decision making, overconfidence bias, optimism bias |
| <u>Exercise in subgroups</u> <i>Analysis of own experiences in subgroups</i> | 30 | · “Near Miss” · Slide 51 · paper form EW1_EXERCISE_NEARMISS | Divide the participants into small groups (about 5 people), paying attention if possible, to compose balanced groups from the point of view of language skills, working age, willingness to take part in a participatory way and the attitude towards training. |
| <u>Restitution and discussion in plenary</u> | 40 | · Guide for discussion · Slide from 52 to 53 | Highlight the relationship between what is raised in the case analysis and the NTS described above |
| <u>Presentation</u> <i>Summarise the learned technical and non-technical topics, introduce the topics of the following lesson and of the contents on the platform about Wall 1</i> | 10 | · Slides from 54 to 60 | It could be useful to ask for questions in order to focus them in the following lesson. It is useful to present the contents of the platform about wall 1 in order to motivate the use of the platform. |
| <u>MEMO FOR NEXT MEETING</u> | | · Slide 58 (only for UK) | Ask to take with them for next lesson the chemical they use more during daily work. |



LEARNING WALL 3

OVERVIEW

- GOALS**
- Describe the situations in which mechanical, electrical, machinery and equipment risks can be presented:
 - ✓ risk of falling from heights and explosions within excavations
 - ✓ physical risk, noise, vibration in the workplace
 - ✓ chemical risks
 - Share the correct behaviours to support safe working
 - Raise awareness of the correct decision-making methods for "safe individuals"
 - Improve awareness and effectiveness of two-way communication
- DURATION** 4 hours
- TOOLS**
- Attendees' registration
 - Slide
 - Video Accidentes da Trabajos en Altura
<https://www.youtube.com/watch?v=M74cZMLKmnk&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFUJNbhWQ&index=6>
 - Part of the "INAIL" video
<https://www.youtube.com/watch?v=OIMFYlzvdTA&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFUJNbhWQ&index=7>
 - Newspaper article - Building and Territory Article
 - NAPO video
https://www.youtube.com/watch?v=fJv7rd__mpo&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFUJNbhWQ&index=8
 - Audio "Sounds"
 - wind <https://www.youtube.com/watch?v=5eMGYvIZKKI&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFUJNbhWQ&index=9>
 - crowd of people
<https://www.youtube.com/watch?v=BveEVeMfgLk&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFUJNbhWQ&index=10>
 - jackhammer
<https://www.youtube.com/watch?v=ef5E1imHrQU&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFUJNbhWQ&index=11>
 - Newspaper article - Article "Il Mattino/The Morning"
 - Exercise analysis of chemical labels [EW3_CHEMICAL_RISK_EXERCISE - EW3_CHEMICAL_RISK_EXERCISE_instructions - EW3_CHEMICAL_RISK_EXERCISE_PLAN_C](#)
 - Phonometer app (for the trainer)
- NTS TARGET**
- Situational Awareness
 - Decision making
 - Communication



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Make sure the attendees' register

Given the need to promote interactive and participatory learning, it is useful to open the session by naming the topics covered during the previous session, (e.g. asking if they have had occasion to reflect on these issues, if they have observed situations differently and what they have noticed).

NOTE

Taking into account what was shared during the previous session, it may be useful to again ask for a comparison with the use of the platform and provide any suggestions.

Check that you have Wifi in your classroom. Videos are available on the YouTube link: if they are not all working you must first ensure that you have good quality network access in the classroom.

Each classroom may have different acoustics so it may be useful to check your audio system or download an App to measure sound frequencies

Make sure you have printed out the correct amount of sheets for the group activities

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WALL CONTENTS OVERVIEW - WALL 3

| Contents | TS focus | NTS focus | Material | Typology of activity | Number of forms to be printed |
|---|---|---|--|----------------------|-------------------------------|
| From situational awareness to decision making | | Situational awareness Decision Making | Slides | Plenary | / |
| Fall from heights risk Cables explosion risk | Situations in which these risks are present and correct behaviours to adopt | Situational awareness Decision Making | Real situations https://www.youtube.com/watch?v=M74cZMLKmnk&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=6 INAIL https://www.youtube.com/watch?v=OIMFYIzvdTA&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=7 | Plenary | / |
| Burial risk | Situations in which these risks are present and correct behaviours to adopt | Situational awareness Decision Making | Newspaper article | Plenary | / |
| Electrical risk | Situations in which these risks are present and correct behaviours to adopt | Situational awareness Decision Making Communication | NAPO https://www.youtube.com/watch?v=fJv7rd_mpo&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=8 | Plenary | / |
| Noise and vibration risks | Situations in which these risks are present and correct behaviours to adopt | Situational awareness Decision Making | wind https://www.youtube.com/watch?v=5eMGYviZKKI&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=9 | Plenary | / |



| | | | | | |
|---------------------------------|---|---|---|---------------------------------------|-------------|
| | | | ex=9 crowd of people https://www.youtube.com/watch?v=BveEVeMfgLk&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=10 jackhammer https://www.youtube.com/watch?v=ef5E1imHrQU&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=11 | | |
| Crush from machines risk | Situations in which these risks are present and correct behaviours to adopt | Situational awareness Decision Making Communication | Newspaper article | Plenary | / |
| Chemical risk | Situations in which these risks are present and correct behaviours to adopt | Situational awareness Decision Making | EW3_CHEMICAL_RISK_EXERCISE EW3_CHEMICAL_RISK_EXERCISE_instructions EW3_CHEMICAL_RISK_EXERCISE_PLAN_C | Plenary Small Groups (5 people) | 1 per group |



LEARNING WALL 3 - STORYBOARD

| Activities and Content | Duration (minutes) | Tools | Instructions |
|---|--------------------|--|--|
| <p><u>Presentation</u> Briefly review key concepts from the previous session Introduction of the concept of decision-making related to "safe performance"</p> | 15 | <ul style="list-style-type: none"> Slides from 1 to 8 | <p>Doing "classroom research" on the definition and concept representations in order to support a shared reflection for all participants</p> |
| <p><u>Classroom Search and Presentation</u> Risk of falling from heights: present the issue, analysis of the three video clips, interspersed with discussion in the plenary and exposition of the right performance</p> | 50 | <ul style="list-style-type: none"> Slides from 9 to 25 Show the video https://www.youtube.com/watch?v=M74cZMLKmnk&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=6 (slide 11 and 19) Show the video https://www.youtube.com/watch?v=OIMFYIzvdTA&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=7 (slide 25) | <p>Present the concept, show the video and facilitate the discussion with respect to:</p> <ul style="list-style-type: none"> - possible causes of incorrect performance and critical elements in the implementation of correct performance - at an individual level (familiarity with the task, low perception of risk, <i>over confidence</i>, etc.) - at group level (communication failure? Leadership?) - at organizational level (culture? shift management? machismo?) - possible outcomes? |
| <p><u>Classroom Search and Presentation</u> Burial risk: present the issue, analysis of newspaper articles and discussion in plenary, exposition of the right performance</p> | 30 | <ul style="list-style-type: none"> Slides from 26 to 36 Newspaper Article (Slide 30-31) | <p>PLAN A – in plenary, ask participants to share their experiences of injuries due to burial risk (either their own, personal experience or those experienced by friends/colleagues)</p> <p>PLAN B Present the concept, read the article and facilitate the discussion with respect to:</p> <ul style="list-style-type: none"> - causes of the incident, linked to the characteristics of the two workers (e.g. had they done a similar job so many times) or of the context (e.g. time pressure, weather conditions)? - What should they have done to work safely? How could the epilogue have been avoided? |



Classroom Search and Presentation

*Electrical risk and electrocution:
present the issue, pictures, analysis
and plenary discussion, exposition
of the right performance*

25

- Slides from 37 to 48

Present the concept and analyse the proposed images facilitating the discussion with respect to: risks, outcomes and safe performance

Classroom Search and Presentation

*Communication and decision
making: present the issue, video
analysis and plenary discussion,
exposition of the right performance*

15

- Slides from 49 to 52
- Show the video about NAPO
https://www.youtube.com/watch?v=fJv7rd_mpo&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=8
(slide 50)

Present the concept, show the video and facilitate the discussion with respect to: content and methods of communication and decision making

Classroom Search and Presentation

*Physical hazards
Risk of noise and vibrations:
present the issue, listen to the
audio and discussion, exposition of
the right performance*

20

- Slides from 53 to 65
- Show the video with the sounds
Wind:<https://www.youtube.com/watch?v=5eMGYvIZKKI&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=9>
crowd of people:<https://www.youtube.com/watch?v=BveEVeMfgLk&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=10>
jackhammer:<https://www.youtube.com/watch?v=ef5E1imHrQU&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=11>
(Slide 57)

Present the concepts, listen to the audio and ask people to perceive the amount of noise

To measure the noise levels of the audios it is necessary to download the phonometer app. The IIPLE suggested app is available at the following link
<https://play.google.com/store/apps/details?id=com.edili.iiple&hl=it>

The decibel indicated in the slides are relative to an average noise measurement, based on the environment of the class a lower or higher level can be perceived.

Note: the decibel threshold varies according to the national law, for example in Spain the level is around 80 decibels



| | | | |
|--|----|---|---|
| <p><u>Classroom Search and Presentation</u> <i>Crushing risk: analysis of newspaper articles and discussion, exposition of the right performance</i></p> | 20 | <ul style="list-style-type: none"> Slides from 66 to 70 Newspaper article (Slide 70) | <p>Present the concept, read the article and facilitate the discussion with respect to:</p> <ul style="list-style-type: none"> - appropriate communication - decision making |
| <p><u>Presentation</u> <i>Chemical risk</i></p> | 15 | <ul style="list-style-type: none"> Slides from 71 to 75 | <p>Introduce the concept and analyse the symbol images and the danger pictograms facilitating the discussion respect to risks, potential outcomes, safety behaviours</p> |
| <p><u>Exercise in subgroups</u> <i>Each subgroup analyses a series of labels based on guided questions.</i> <i>Return and discussion.</i></p> | 25 | <ul style="list-style-type: none"> Slides from 76 to 80 EW3_CHEMICAL_RISK_EXERCISE_inst ructions EW3_CHEMICAL_RISK_EXERCISE (PLAN A and B) EW3_CHEMICAL_RISK_EXERCISE_PLA N_C (PLAN C) | <p>Divide the participants into small groups (around 5 people), taking care to create balanced groups in terms of language skills, seniority, willingness to take part in a participatory manner and attitudes towards training</p> <p>PLAN A: use the products the workers brought with them (as requested at the end of the previous wall)</p> <p>PLAN B: in case no products are brought by trainees, use the products brought by yourself</p> <p>PLAN C: use the proposed labels in the file</p> |
| <p><u>Presentation</u> <i>Chemical risk symbols and pictograms</i></p> | 15 | <ul style="list-style-type: none"> Slides from 81 to 82 | <p>Introduce the danger pictograms facilitating the discussion respect to risks, potential outcomes, safety behaviours and the previous exercise</p> |
| <p><u>Presentation</u> <i>Summary of technical and non-technical contents learned, list of successive unit topics and of the contents on the platform about Wall 3</i></p> | 5 | <ul style="list-style-type: none"> Slides from 83 to 88 | <p>It is helpful to collect questions and queries ready for the next class</p> <p>It is useful to present the contents of the platform about wall 3 in order to motivate the use of the platform.</p> <p>At the end of the meeting tell everyone to bring their own PPE to the next class.</p> |
| <p><u>MEMO FOR NEXT MEETING</u></p> | 5 | <ul style="list-style-type: none"> Slide 85 | <p>Ask to take with them for next lesson the personal protective equipment (PPE) they use more during daily work.</p> |



LEARNING WALL 4

OVERVIEW

GOALS

- Describe the fundamentals and the situations in which you can present risks related to handling loads and make them understand the correct behaviours.
- Present the different kinds of protection devices and motivate participants to use them
- Stimulate reflection on the communicative purpose of the site signage
- Generate awareness about effective communication methods
- Provide the basics of interference risk and subcontracting
- Facilitate the transfer of learning through the definition of an action plan

DURATION

4 hours

TOOLS

- Attendees' registration
- Slide
- Role playing - mime manual load handling
- Analyse the broken helmet picture
- Video "The effects of a fall from above with and without a helmet"
<https://www.youtube.com/watch?v=Pj3-93jZFSE&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=12>
- Role playing wear PPE
- How to correctly wear the harness
<https://www.youtube.com/watch?v=dQxXkWUdb7s&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=13>
- Exercise "Construction site signposting" [EW4_PLANIMETRY_PHASE_1](#);
[EW4_PLANIMETRY_PHASE_2](#); [EW4_PLANIMETRY_PHASE_3](#)
- Final plenary exercise
- Role Play "Accident analysis cards game" [EW4_ROLE_PLAY_CARD_GAME_INSTRUCTIONS](#);
[EW4_ROLE_PLAY_CARD_GAME_OBSERVATION_FORM](#); [EW4_ROLE_PLAY_CARD_GAME_INSTRUCTIONS](#); [EW4_CARDS_TO_BE_PRINT_AND_CUT_OUT](#)
- Action Planning [4.1_Action planning](#)

NTS TARGET

- Situational Awareness
- Decision making
- Communication
- Teamwork

Make sure there is the attendees' registration

NOTE

Given the need to promote interactive and participatory learning, it is useful to open the session by asking if there are questions or queries compared to the previous meeting





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It may also be useful to ask if access to the platform has been made and if the exercises have been completed, etc.

In order for the role playing to be effective it is necessary for actors to be willing to get involved, to expose themselves, and for the classroom atmosphere to be open, collaborative, relaxed. If the teacher finds resistance or a climate that is not appropriate, it is advisable that he would play the part of the main protagonist himself

Paper forms to be distributed to each participant - the completed forms must then be withdrawn by the teacher (or scanned) because they must be resumed during Wall 5

Make sure you have enough paper to distribute

Check that you have Wi-Fi in your classroom. Videos are available on the YouTube link: if they are not all working you must first ensure that you have good quality network access in the classroom.

REFERENCES

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WALL CONTENTS OVERVIEW - WALL 4

| Contents | TS focus | NTS focus | Material | Typology of activity | Number of forms to be printed |
|--|---|---|---|--|---------------------------------------|
| Manual handling of loads risk | Situations in which these risks are present and correct behaviours to adopt | Situational awareness Decision Making | Slide 7 | Plenary (1 or more volunteers for a mime activity) | / |
| Analyse the broken helmet picture | / | Situational awareness | Slide 21 | Plenary | / |
| Protective equipment | PPE typologies | Situational awareness Decision Making Communication Teamwork | Slide 31 PPEs | Plenary (1 or more volunteers for a mime activity) | / |
| The effects of a fall from height with and without a helmet | PPE typologies | Situational awareness Decision Making | https://www.youtube.com/watch?v=Pj3-93jZFSE&list=PLrHo1zrkVy3iHWjWE-1L-tbGTfIJNbhWQ&index=12 | Plenary | / |
| How correctly wear harness | PPE typologies | Situational awareness Decision Making | https://www.youtube.com/watch?v=dQxXkWUdb7s&list=PLrHo1zrkVy3iHWjWE-1L-tbGTfIJNbhWQ&index=13 | Plenary | / |
| Construction site signposting | Typologies of signposting and conditions in which they are used | Situational awareness Decision Making Communication Teamwork | EW4_PLANIMETRY_P HASE_1 EW4_PLANIMETRY_P HASE_2 EW4_PLANIMETRY_P HASE_3 | Plenary (3 volunteers for the interactive activity) | 1 copy for each phase of the exercise |
| Final Exercise | Recognise different typologies of risks at the same time | Situational awareness Decision Making Communication Teamwork | Slides 70-72 | Plenary | / |



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| | | | | | |
|---|--|---|--|------------------------------|--|
| <p>Interference and subcontracting risks</p> | <p>Situations in which these risks are present and correct behaviours to adopt</p> | <p>Communication Teamwork</p> | <p><i>EW4_ROLE_PLAY_CARD GAME_INSTRUCTIONS FOR_TRAINER EW4_ROLE_PLAY_CARD GAME_OBSERVATION FORM EW4_ROLE_PLAY_CARD GAME_RULES_FOR TRAINEES EW4_CARDS_TO_BE PRINT_AND_CUT_OUT</i></p> | <p>Plenary Role play</p> | <p>Observation form: 1 copy for each observer 1 copy of the cards per observer</p> |
| <p>ACTION PLANNING</p> | <p>Transfer of training</p> | <p>Situational awareness Decision Making Communication Teamwork Stress and fatigue management</p> | <p>4.1_Action planning</p> | <p>Individual</p> | <p>1 copy per participant</p> |



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LEARNING WALL 4 - STORYBOARD

| Activities and Content | Duration (minutes) | Tools | Instructions |
|--|--------------------|--|---|
| <p><u>Role playing + Presentation</u> <i>Solicit reflections with respect to habits in the manual handling of loads and the possible consequences</i> <i>exposition of safe performance</i></p> | 30 | <ul style="list-style-type: none"> Slides from 1 to 14 Role playing mime activity (slide 7) | <p>Ask some participants (volunteers) to show how they perform or will perform certain behaviours related to manual handling of loads.</p> <p>Solicit reflections on the possible consequences of the behaviours observed and, on the measures, to reduce the risk. Show the behaviour safely and ask them to reproduce it.</p> |
| <p><u>Presentation</u> <i>Illustrate the several individual and collective protection devices and motivate their use</i></p> | 55 | <ul style="list-style-type: none"> Slides from 15 to 34 Broken helmet picture analysis (Slide 21) Protective equipment mime activity (slide 33) Show the video https://www.youtube.com/watch?v=Pj3-93jZFSE&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=12 Show the video https://www.youtube.com/watch?v=dQxXkWUdb7s&list=PLrHo1zrkVy3iHWjWE-1L-tbGTFIJNbhWQ&index=13 | <p>To encourage attention, it can be useful to start a brainstorming session to reflect on the importance of wearing a helmet</p> <p>PPE mime activity Starting from the personal PPE brought into the classroom by the participants (as requested in the previous lesson) ask for some volunteers to simulate how they would wear them and ask other participants for feedback on the correctness of their behaviour. Finally, the teacher simulates the actions to be taken to correctly wear PPE</p> |
| <p><u>Role Play</u> <i>Highlight the importance of feedback and the complementarity of verbal and non-verbal communication through a series of simulations that bring into play different aspects of communication and highlight their effects</i></p> | 35 | <ul style="list-style-type: none"> Slides from 35 to 45 Role Playing “Construction site signposting” <p>EW4_PLANIMETRY_PHASE_1</p> <p>EW4_PLANIMETRY_</p> | <p>The aim of the exercise is that the auditors draw the plan of the apartment and correctly identify the room in which the danger is present.</p> <p>Identify 3 volunteers. Read the task on the slide. It is important to ask participants to use the required communicative style in each situation. All the other trainees will be the auditors</p> |



PHASE_2

EW4_PLANIMETRY

_PHASE_3 (slide
49-55)

Phase 1 - one way verbal communication

The first volunteer, standing with his back to the rest of the classroom explains the layout of the house and place of the danger. The class cannot ask for further information (slide 38)

Phase 2 - two way verbal communication

The second volunteer, standing with his back to the rest of the classroom, explains how the layout of the house and place of the danger. The rest of the class can ask for further information if needed (slide 39).

Phase 3 - non verbal/gesture communication

The third volunteer (migrant worker) explains in his mother tongue the layout of the house and place of the danger. He stands in front of the rest of the classroom and accompanies non-verbal communication with the gestures. The class cannot ask for further information (slide 40).

The trainer will make the class reflect on the difference between the image described and those drawn and on the pros and cons of each of the communicative dynamics used

| | | | |
|--|-----------|-------------------------------|---|
| <p><u>Presentation</u> <i>To make people reflect on the communicative purpose of the site signs and illustrate the type of signage. Exemplify a two-way communication situation and highlight the conditions of effectiveness.</i></p> | <p>25</p> | <p>· Slides from 46 to 68</p> | <p>Present the different safety signs and focus on the important to choose the right communicative style based on the safety situation.</p> |
| <p><u>Exercise</u> <i>Summary exercise on risks, protection devices and signage</i></p> | <p>10</p> | <p>· Slides from 69 to 72</p> | <p>Acknowledge all the risks present in the images, the PPE and the signs that would be needed</p> |
| <p><u>Presentation</u> <i>Explain the situations in which the types of risk of interference and subcontracting and correct</i></p> | <p>10</p> | <p>· Slides from 73 to 77</p> | <p>Make reflections on the risks when more than one organisation work together in a construction site</p> |



communications are presented

| | | | |
|---|-----------|---|--|
| <p><u>Role Playing</u> <i>Some volunteers, based on a given script, simulate a situation that caused an accident. The rest of the group detects and analyses the situation, highlighting the causes of the accident, reflecting on the correct performance and what has hindered them.</i></p> <p><i>Sharing of observations.</i></p> | <p>40</p> | <ul style="list-style-type: none"> · Slides from 78 to 88 · Role Playing Accident analysis card game EW4_ROLE PLAY_CARD GAME_INSTRUCTIONS FOR TRAINER EW4_ROLE PLAY_CARD GAME_OBSERVATION FORM EW4_ROLE PLAY_CARD GAME_RULES FOR TRAINEES EW4_CARDS TO BE PRINT AND CUT OUT | <ul style="list-style-type: none"> 1) Find 6 volunteers (please take care to involve the most available and eager participants, without forcing those who are more reluctant) and assign the roles. 3) Illustrate the scenario to the whole group and distribute the observation form to the observers 4) On the side-lines - while the observers are familiar with the observation card – give the actors a briefing and make sure they understand their part and how to play it 5) Implement the play 6) Allow the observers a few minutes to record their observations on the cards 7) Comparison in plenary, also involving the actors <p>For Additional information see the files EW4_ROLE PLAY_CARD GAME_INSTRUCTIONS FOR TRAINER and EW4_ROLE PLAY_CARD GAME_RULES FOR TRAINEES</p> |
| <p><u>Presentation + Individual Exercise</u> <i>Making knowledge and commitment with respect to the transfer of learned skills</i></p> | <p>15</p> | <ul style="list-style-type: none"> · Slides from 89 to 90 · Action Planning 4.1_Action planning W4 | <p>Ask trainees to list a series of 10 safety behaviours - with reference to what has been learned in the course - that they intend to put into practice once they return to the site.</p> <p>The trainer needs to scan the action plans and then return the originals to the trainees to take with them back to the site."</p> |
| <p><u>Presentation</u> <i>Summary of technical and non-technical contents learned, list of subsequent unit topics and of the contents on the platform about Wall 4</i></p> | <p>5</p> | <ul style="list-style-type: none"> · Slides from 91 to 95 | <p>It is helpful to collect questions and queries, possibly returning to them for the next meeting</p> <p>It is useful to present the contents of the platform about wall 4 in order to motivate the use of the platform.</p> |



LEARNING WALL 5

OVERVIEW

- GOALS**
- Facilitate the transfer of learning and their concrete translation into "safe behaviour" and make knowledge of facilitating and hindering factors
 - Provide the essentials of emergency management: fire and first aid
 - Understand the potential impairment of alcohol intake in the workplace
 - To understand the role of fatigue and stress in injuries and near misses
 - Identify the main strengths and improvements of the STP (Safety Training Package)

DURATION 4 hours

- TOOLS**
- Attendees' registration
 - Slides
 - Exercise "Follow Up Action Planning" [5.1_Follow-up Action planning](#)
 - [Drunk Buster Goggles](#)
 - Analysis of own experiences "Harmful effects of alcohol intake"
 - Exercise "time challenge" [EW5_EXERCISE_TIME CHALLENGE](#)

- NTS TARGET**
- Situational Awareness
 - Decision making
 - Communication
 - Teamwork
 - Facing fatigue and managing stress

Make sure the attendees' register

Remember to access to the platform and emphasise the usefulness of this, also at the end of the training it is useful to see the overall contents of the course

NOTE *Make sure you have enough exercise sheets to distribute for the group exercise. Paper cards to be distributed to each participant: print the first page on one sheet and pages from 2 to 5 on a second sheet, front and back*

For the final activity, evaluate to use POST IT notes.





WALL 5 OVERVIEW

| Contents | TS focus | NTS focus | Material | Typology of activity | Number of forms to be printed |
|---|---|---------------------------------------|--|-------------------------------------|---------------------------------|
| FOLLOW UP ACTION PLANNING | Transfer of training | / | 5.1_Follow-up Action planning | Individual, small group and plenary | One per participant |
| Emergency management | Definitions and concepts | / | / | Plenary | / |
| Alcohol consumption | Definitions and concepts, potential harmful effects | Situational awareness | Drunk Buster Goggles Scotch tape or white paper and pen | Plenary Small Groups (5 people) | At least 1 Drunk Buster Goggles |
| Stress/fatigue management | No technical skills involved | Coping with fatigue/stress management | EW5_EXCERCISE_TIME CHALLENGE | Individual/plenary | One per participant |
| GROUP DISCUSSION OF KEY LEARNING | / | / | Post-it | Individual/ Plenary | Three per participant |
| Final test | / | / | Final test form | Individual | One per participant |



LEARNING WALL 5 – STORYBOARD

| Activities and Content | Duration (minutes) | Tools | Instructions |
|---|--------------------|---|---|
| <p><u>Subgroup training + discussion</u> <i>Resume the Action Planning carried out at the end of Wall 4 and stimulate a reflection about the facilitating and hindering elements of the implementation of learned performance</i></p> | 40 | <ul style="list-style-type: none"> Exercise “Follow Up Action Planning” (Slides from 1 to 6) 5.1_Follow-up Action planning | <p>Distribute the Action Planning sheets and ask each participant to identify, among the practices listed, those he/she has put into practice and those he/she has not put into practice. Successively divide the participants into small groups of about 5 people and ask them to discuss what were the facilitating or hindering elements for the implementation of the behaviours and possible solutions to overcome these obstacles.</p> <p>The outcome of the subgroup work is then presented and discussed in plenary</p> |
| <p><u>Presentation</u> <i>The principles of training transfer</i></p> | 10 | <ul style="list-style-type: none"> Slides from 7 to 9 | <p>Motivate to transfer in the work context what has been learned during the course. Slide 8 has been hidden in order to give more information to the trainer which could evaluate how to simplify and present it.</p> |
| <p><u>Presentation</u> <i>Illustrate the main concepts related to emergency management</i></p> | 30 | <ul style="list-style-type: none"> Slides from 10 to 21 | <p>To stimulate discussion it is better to ask for examples before providing definitions and information.</p> |
| <p><u>Presentation + Simulation with Drunk Buster Goggles</u> <i>Provide definitions, concepts and make people reflect on the potential harmful effects of alcohol intake in the workplace</i></p> | 20 | <ul style="list-style-type: none"> Slides from 22 to 27 Drunk Buster Goggles | <p>Request a couple of volunteers to simulate some behaviours with and without the use of Drunk Buster Goggles and to make them reflect first individually and then in plenary how behaviour changes in the two situations and similarly after alcohol intake.</p> <p>Suggested situations: create a road path on the floor using scotch tape. Alternatively, ask for point joining on a white paper.</p> |
| <p><u>Exercise Analysis of own experiences in subgroups</u> <i>To make people reflect on concrete situations in which alcohol intake caused inability to perform certain work behaviours safely</i></p> | 20 | <ul style="list-style-type: none"> Slides from 28 to 29 Analysis of own experiences “Harmful effects of alcohol intake” | <p>Distribute the participants into sub-groups of about 5 people</p> <p>Each group will have to reflect on a successful case to one of the members (or acquaintances / friends) in which the alcohol intake caused the inability to perform certain actions in safety. The reflection will be guided through a list of</p> |



stimulus questions.
The reflections that emerged will be shared in the plenary

| | | | |
|--|----|---|---|
| <p><u>Presentation</u> <i>Illustrate the main concepts related to fatigue</i></p> | 15 | <ul style="list-style-type: none"> Slides from 30 to 36 | <p>Make the participants reflect on cliché about alcohol and the reason why alcohol makes work activities dangerous.</p> |
| <p><u>Individual exercise</u> <i>Perform a task in a limited time. Participants will understand how they face fatigue (for example, they will take more time to complete a task without making mistakes) and they will reflect on the role of fatigue and stress in injuries and near misses</i></p> | 20 | <ul style="list-style-type: none"> Slides from 37 to 40 EW5_TIME CHALLENGE EW5_TIME CHALLENGE_CHEC K | <ul style="list-style-type: none"> Explain the logic of the task and make sure everyone understands. Test the exercise and make sure everyone understands. When everyone has finished training, start the real test and distribute the second sheet (front / back) Give 3 minutes (exactly) of time. Ask them to work with speed and attention and give a sign every minute indicating how many tests they have compiled up to that point. When the 3 minutes have elapsed, ask them to put their pens down. <p>Compare the number of solutions / errors made in the first minute with what was done in the last minute.</p> |
| <p><u>Presentation</u> <i>Illustrate the main concepts related to fatigue and stress management</i></p> | 25 | <ul style="list-style-type: none"> Slides from 41 to 54 | <p>Make the participants reflect on the effects of the fatigue on the work performance and on their personal health.</p> <p>Make participants reflect on how to manage the fatigue and reduce the possibility of injuries.</p> |
| <p><u>Classroom research on Key Learning</u> <i>Summarize the concepts discussed and ask participants to describe what content they have learned, the strengths of the course and the weaknesses</i></p> | 40 | <ul style="list-style-type: none"> Slides from 55 to 57 | <p>Ask participants to write on post-it notes of different colours or discuss on plenary. Collect the post its, compare them and comment on them.</p> <p>It is important at the end of the course to ask whether they have any further questions or comments.</p> |
| <p><u>Final Test</u></p> | 20 | <ul style="list-style-type: none"> Slide 58 | <p>It is mandatory to complete the final test for each participant. It is important to insert in every test this information: participant's name, unique ID number and signature, teacher's name and signature, training coordinator' name and signature (or referent of the training institution).</p> <p>Goal: choose between the proposed alternatives the correct one. Guide test correction in plenary asking to every</p> |



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participant to check his test and flag
P(Positive) if he/she chose the correct
option or N(Negative) if he/she chose the
wrong option.

*Presentation of the contents on the
platform about Wall 5*

- Slide 60

It is useful to present the contents of the
platform about wall 5 in order to motivate
the use of the platform.



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PLATFORM ONLINE

WHAT DOES IT CONTAIN?

TOOLS FOR THE LEARNERS

- Games to play**
- Within each section the learners are invited to experiment with different types of games, aimed at training the skills transmitted in the classroom and verifying their learning in a simple and interactive way
 - Learning games have a self-evaluation purpose and provide formative feedback
 - Unlimited possibilities to complete the games, saving only the maximum score achieved.

| Games | Wall |
|------------------------|------------------|
| CHOOSE THE CORRECT ONE | wall 3 wall 4 |
| HAZARD HUNT | wall 4 |
| DRAG AND DROP | wall 4 |
| PIN THE PAIN | wall 3 wall 4 |
| SAFETY SEQUENCE | wall 3 wall 4 |
| CHECKLIST EXERCISE | wall 3 wall 4 |
| MONITORING EVALUATIONS | wall 1 wall 5 |



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Apps and helpful links

- Useful applications and links to deepen understanding of the various issues are made available to learners via the following websites:

| | |
|---------------|---|
| NIOSH | https://www.cdc.gov/niosh/topics/heatstress/heatapp.html |
| Safety Heroes | http://www.safetyheroes.nl/ |
| H&S Games | http://microsites.fundacionlaboral.org/hs-games?idioma=0 |
| NAPO film | https://www.napofilm.net/it/napos-films/napo-safe-site |
| SUVA | https://www.suva.ch/it-ch |
| IIPLE | https://itunes.apple.com/us/app/iiple/id1397525269?mt=8 |
| SICUR APP | https://apkpure.com/sicurapp-prevenzione-del-rischio-in-edilizia/uk.co.itmms.iiple.sicurapp |
| ARLES | https://appadvice.com/app/arlesxpoco/1445518601 |

Slides

- It is possible to view and download the slides used in the classroom (You can show the slide directly from the platform or you can decide to download them. We suggest you to download them in case of unstable internet connection)

TOOLS FOR THE TRAINERS

In addition to having access to all the resources for the learners

Methodological Guide

- You can view and download the “Methodological Guide” with detailed practical instructions about contents and related teaching methods (eg individual, small group, plenary) of the Safety Training Package.

Teaching materials

- It is possible to view and download all the teaching materials to support classroom activities (slides and exercises)

Bibliographic in-depth analysis

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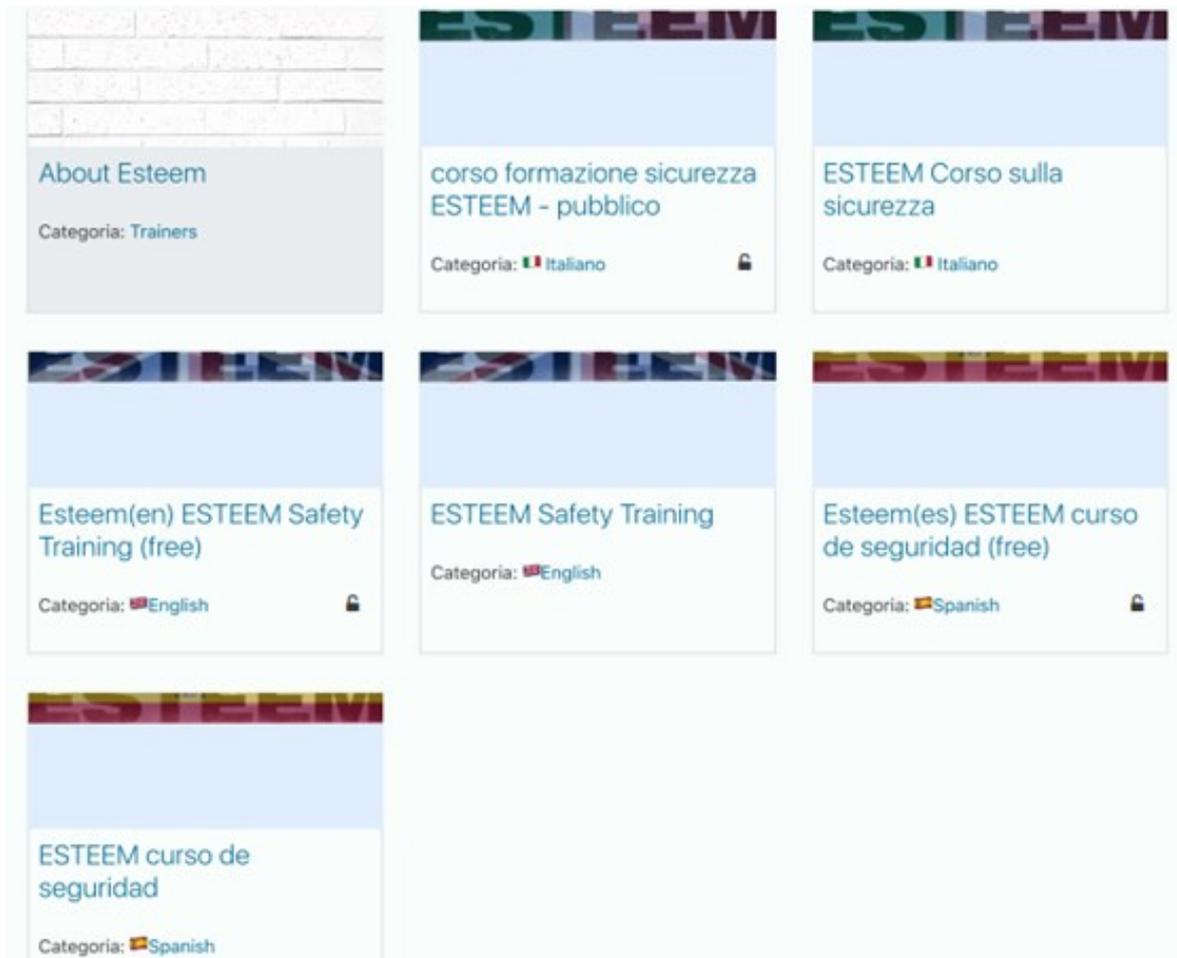
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HOW IS IT STRUCTURED?



The online platform contains five sections:

1. About ESTEEM - a specific virtual space where trainers can exchange their opinions and difficulties about the 5 walls of the STP (Safety Training Package)
2. corso formazione sicurezza ESTEEM pubblico - a public version of the contents in Italian
3. corso formazione sicurezza ESTEEM - a private version of the contents in Italian. It is possible to access with personal credentials both for trainers and trainees
4. ESTEEM Safety Training (free) - a public version of the contents in English
5. ESTEEM Safety Training - a private version of the contents in English. It is possible to access with personal credentials both for trainers and trainees
6. ESTEEM curso de seguridad (free) - a public version of the contents in Spanish
7. ESTEEM curso de seguridad - a private version of the contents in Spanish. It is possible to access with personal credentials both for trainers and trainees



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Each section contains materials and in-depth analysis (ENGLISH SECTION)

| | | | | | | |
|-----------------------------|-----------|--|---|--|--|---|
| ESTEEM project presentation | WALL 1 | WALL 3 | WALL 4 | WALL 5 | Trainer area | Materials |
| | near miss | <p>safety and health risks on the construction site:</p> <p>Mechanical, electrical, machinery, equipment risks, falling from height, explosion, excavations, physical risk, noise, vibration chemical risks.</p> | <p>safety and health risks on the construction site:</p> <p>Manual handling of loads, PPEs, Safety signage Interference and subcontracting.</p> | <p>safety and health risks on the construction site:</p> <p>Physical stress, Alcohol intake, Emergency management.</p> | Methodological guide, teachings materials (slides and exercises) | <p>Further materials (slide, link, video, Apps) Mandatory training in construction sites)</p> |

- ▶ Project presentation
- ▶ Wall1
- ▶ Wall2
- ▶ Wall3
- ▶ Wall4
- ▶ Wall5
- ▶ Trainer section
 - ▶ Hidden from students
- ▶ Materials
- ▶ Credits



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INSIDE EACH SECTION OF THE PLATFORM THE STRUCTURE IS THE FOLLOWING

- 1. Introduction** *Presentation of the theoretical contents and of the Non- technical skills involved in the wall*
- 2. Delivery** *The main learning aims are presented*
- 3. Contents** *Resources in each section*
- 4. Expected Learning** *Learning of content after the course attendance and walls' resources*

| | Wall | duration |
|--------------------------|-------------|-----------------|
| Expected duration | Wall 1 | 20 minutes |
| | Wall 3 | 80 minutes |
| | Wall 4 | 80 minutes |
| | Wall 5 | 20 minutes |

Slides  *Slides presented during the training in class are available for participants on the platform*

Learning Games and activities  *To focus and repeat the contents of each wall interactive games and activities are proposed.*



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OPERATING SUGGESTIONS

The e-learning activities have a total length of 4 hours

It is advisable to suggest the learners to carry out the activities after each classroom session, by accessing the appropriate section.

This facilitates learning and allows us to highlight any need for clarification, which can be reported to the teacher during the next session.

It is important to underline the added value of the online platform in order to motivate access, ask and remind people to access it at each session. It would also be useful to ask if they have found it useful / difficult in using the contents.

In order to understand how to use and where to find various contents on the platform, the trainer should let them see it briefly during the first lesson and present the slides directly from the platform in the classroom.

TYPES OF LEARNING GAMES

On the online platform different types of learning games are available. Every type has a different learning goal.



a)



b)

CHOOSE THE CORRECT ONE
The aim is to identify the correct option



DRAG AND DROP
The aim is to assign the correct meaning to each symbol or to each gesture

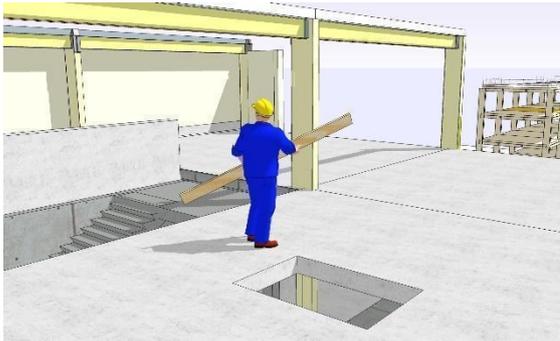


Co-funded by the Erasmus+ Programme of the European Union



CHECK LIST EXERCISE

The goal is to define a list of actions or equipment



HAZARD HUNT

The goal is to identify the sources of risk within images

Insert the following images in order from the LEAST dangerous to the MOST dangerous



SAFETY SORT

The goal is to order the sources of risk from the least dangerous to the most dangerous

ACCESS MODE

During the first day of the course, during the initial accreditation and signing of the attendance sheet, each participant will be given an envelope with access credentials and a brief description that supports the first access to the platform. These credentials will have been previously created by the technicians, starting from the list of nominated students enrolled in the course. The credentials will be personal and the password will be unique to avoid access difficulties that discourage the use of online content.



In the public section of the platform is possible for trainees look at the contents and games (in Italian, English and Spanish) without the need of log in.



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