

NEBOSH Health and Safety at Work Award – lesson plans

Element 2: Dealing with common workplace hazards				
2.1: General workplace				
11.30 – 11.50	<p>Tutor to introduce and explain hazards and control measures for general workplace issues including access, housekeeping, lighting, temperature, slips, trips and falls (on the same level), and welfare issues including first aid.</p> <p>To start a discussion, tutor may like to think about the following questions:</p> <ul style="list-style-type: none"> • How can poor lighting affect safety? • If you are working and it's very hot and humid, how does it make you feel? Do you think you're more prone to accidents? Why? 	<p>Understand general workplace issues including access, housekeeping, lighting, temperature, slips, trips and falls (on the same level), welfare and first aid.</p>	<p>Course book, slides, flipchart, pens</p>	<p>Active listening</p> <p>Involvement in discussion around general workplace issues relevant to their work environments</p>
2.2: Work-related violence and aggression				
11.50 – 12.15	<p>These questions could be used as starter questions to the whole group or be used for group work:</p> <ul style="list-style-type: none"> • In a work situation have you ever experienced aggression or violence? • Have you ever been in a situation where you feel angry or 	<p>Understand that a person's occupation can have an impact on whether they are likely to be exposed to aggression and violence.</p> <p>Appreciate the key control measures to be applied in these situations to minimise the risk of</p>	<p>Course book, slides, flipchart, pens</p>	<p>Involvement in discussions around who is likely to be exposed to violence and common coping strategies, and drawing on their own experiences wherever applicable.</p>

	<p>frustrated? Maybe whilst waiting in a long queue to pay at an understaffed supermarket</p> <ul style="list-style-type: none"> Do you think some occupations are more at risk than others? <p>Tutor to explain how certain occupations can have an impact on the likelihood of exposure to aggression and violence at work.</p> <p>Tutor to work through different control strategies and measures that minimise the risk of aggression and violence at work, involving learners' experiences wherever possible to help cement learning.</p>	<p>being exposed to aggression and violence at work.</p> <p>Understand the support required for workers who may be exposed to aggression and violence whilst at work.</p>		
12.15 – 12.55	Lunch			
2.3: Mental ill-health				
12.55 – 13.25	<p>Give the definition of 'mental health'. Discuss the extent of mental ill-health at work and common mental health conditions that may be present in the workplace (including common symptoms):</p>	<p>Understand the meaning of mental health and the extent of mental ill-health at work.</p>	<p>Course book, slides, flipchart, pens.</p>	<p>Active listening Note taking</p>

	<ul style="list-style-type: none"> - Anxiety - Panic attacks - Depression - Post-traumatic stress disorder (PTSD). <p>Activity: In small groups, learners to consider what steps an employer could take to support workers with mental health conditions in the workplace (including if they have been absent from work).</p> <p>Each group to feedback to the class, tutor to collate main points on a flipchart and discuss. Tutor to ensure all relevant areas of support have been covered.</p>	<p>To be aware of common mental health conditions which may be present in the workplace.</p> <p>To understand the steps an employer can take to support workers with mental health conditions in the workplace.</p>		<p>Participate in discussion</p> <p>Feedback to class Active listening</p>
<p>13.25 – 13.50</p>	<p>Tutor to explain what work-related stress is, and its effects (including behavioural changes, physical and psychological illnesses, emotional problems, poor work performance).</p> <p>Groups to complete a stress questionnaire (note individual scores are not meaningful but are being used as a prompt for discussion).</p>	<p>To understand what is meant by work-related stress and the potential causes.</p>	<p>Course book, slides, flipchart, pens.</p> <p>Suitable stress questionnaire eg, The HSE Management Standards Indicator</p>	<p>Active listening</p> <p>Completing a stress questionnaire</p>

	Tutor to work through good management techniques and practices which organisations can put in place to address work-related stress.	To appreciate how good management can help to control work-related stress.	http://www.hse.gov.uk/stress/assets/docs/indicator.pdf User manual: http://www.hse.gov.uk/stress/assets/docs/indicatormanual.pdf	Facilitated discussion on learners' own experiences
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