

Lesson 1

Ergonomics and Requesting Help for a Heavy Load

Beginner/ Advanced Beginner

Learning

Objective: 85% of students will be able to identify language that enables them to better communicate with English co-workers or bosses when they need help moving heavy objects.

Language

Objectives: Can you help me?
Move
Stone, concrete blocks, box, sofa, table, mattress
Advanced: It's too heavy. It's too big.

Materials:

Pictures of heavy objects	(see attached ppt)
Small pictures of heavy objects- a set for each student	(pg 6)
Info gap worksheet	(pg 5)
Heavy objects grid	(pg 8)
Dialog worksheet	(pg 7)

Developed by Casa Latina Seattle, Washington 2011

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Warm up

Do a ball toss and have students tell the class their name and do an action to represent the kind of work they do. The rest of the class guesses the name of the work.

Thinking about safe lifting

Show a big illustration or picture of two people carrying a large box. Using the question hierarchy format, ask the following questions, using Spanish where necessary:

1. Is this a man? Is this a woman? Is she working?
2. Is she doing moving or gardening? Is his work hard or easy?
3. Have you ever done moving? Do you lift heavy objects at your job? Is moving dangerous? Why?
4. What do you do to protect yourself when lifting heavy objects at work?

Study and Learn

Using the large images, introduce vocabulary for six typical heavy objects used in the work place: stone, blocks, box, sofa, table, and mattress.

Practice chorally. Provide students with small picture sets of the vocabulary words. After students are comfortable with the choral practice, call out the name of a heavy object and have students lift the corresponding picture.

Move Safely!

Teacher model moving the cardboard box from one side of the room to another. Say "Move the box." Have students stand up. Say, "move the box!" Students pretend to move the box. Teacher demonstrates two ways to lift the box- lifting while bent over or lifting with bending her knees. Ask the students which is correct. Demonstrate and say, "bend your knees!" Have students practice moving with bent knees.

Have students take their seats. Hold up a paper with a heavy object on it and say to the students "move the stone (for example)." Encourage the students to move the stone paper. Continue practicing vocabulary with using "Move the ____." Advanced students may assist by calling out commands to students.

Listen and Practice

Teacher presents a skit with an advanced student, similar to the following. Ask students to listen closely in order to answer questions after the skit. Teacher is the worker, student is the boss:

Boss: Manuel, move the stone and blocks here.
Worker: Boss, it's too heavy. Can you help me move the stone?
Boss: Sure.

Repeat several times, using a variety of students. Ask comprehension questions to ensure clarity, i.e. *which objects did Manuel move? Was it heavy or light?*

Ask students, *what did the worker say for help?* Write on the board, "Can you help me move the _____?" Take turns plugging the picture of the vocabulary in to the blank spot and reading aloud.

Partner Practice: Info Gap Game

Using sets of the illustrated cards, students form pairs. Partner 1 puts their pictures in the order of their choice on the blank grid worksheet, using a folder to hide the order from partner 2. Partner 1 says, "1, can you help me move the stone?" Partner 2 puts the stone in box #1 and so on for all six boxes. Switch roles. Teacher should model before hand. Advanced students can play the same game but in addition write the name of the heavy object beneath.

Group practice: Grid

Teacher passes out grids with images of the heavy items. Pass out small pictures to students, one per person, being sure that all six objects have been passed out. It is okay if several students have the same image. Have students keep their picture hidden.

Students then walk around room and ask fellow students for help with each item on their grid. The student being interviewed will answer "no" until they are asked for help with the object that they have. For example, if Luisa has the mattress, Student 1 will ask her, "Luisa, can you help me move the sofa?" Luisa will say no, and Student 1 will place an X on the grid. Student 1 will continue to ask for help, going through each item, until he asks Luisa for help with her item, the mattress. Luisa will say yes, and Student 1 will put a check. Student 1 then finds a new classmate to interview, until they have filled out their grid.

Act it out!

Pass out written copies of the previous dialog. Have students work in pairs to either practice the above dialog or write their own.

Pairs present.

Review

Review key phrases chorally. Answer any student questions.

Post Lesson Evaluation

Have students work in pairs to write down one thing they learned in class that day. Do a ball toss and share. Teacher can collect papers at the end of class as a record of student improvement.

Additional Option for Higher Level Students

Too heavy/ too big

Teacher tape images to the board and have the students give teacher a command. Teacher can act out trying to move a heavy object. Say, "It's too heavy." Ask for another command. Repeat action and say, "it's too heavy." Ask for another command. This time, act out trying to lift something very large. Say, "It's too big." Repeat several times, until the phrases "too big" and "too heavy" are clear.

Ask students to give one another commands, with the students coming up to the board to move the item. Have the students respond, "it's too heavy" or "it's too big" as they attempt to move it.

#1	#2
#3	#4
#5	#6



Boss: Manuel, move the stone and the blocks here.

Worker: Boss, it's too heavy. Can you help me move the stone?

Boss: Sure.



Now write your own dialog:

Boss: _____

Worker: _____

Boss: _____

NAME						
Luisa	X	X	X	√	X	X