## 2.2

## Presenting information

*Total Time: 90 minutes*

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| Notes & suggested presentation methods |  | Equipment req. |
| Learning Objective | Objectives: by the end of the session participants will:   * Understand some of the main barriers to communication and how to communicate effectively * Understand how to prioritise and present relevant information to groups * Be able to give a safety talk | |
| Group Exercise  20 mins | Exercise on barriers to communication  Game – Blindfold guides  Back to back paper aeroplanes  Mirror images game |  |
| Tutor led discussion  15 mins | Discuss the barriers to communication found during the game.  Physical barriers (not being able to see) can make effective communication more difficult.  Broaden into a discussion about barriers to communication – with a focus on BTCV tasks. What barriers have people come across on their projects?  **Barriers to communication**  Physical barriers – hearing, sight impairments, noise  Distractions – are the group comfortable / warm / safe (refer back to Maslow’s hierarchy of need)  **Barriers to understanding**  Tutor’s presenting style, language, volume  Information must be at appropriate level and use language which is suitable for the audience.  Information must be presented at right time  What should you consider when presenting information?  Link to the Learning triangle– learning styles:  People learn in different ways – use a variety of methods to give them the best chance of learning and to reinforce learning.  **Consider**:  Appropriate language, eye contact, tone, humour, physical demonstrations, use of diagrams / whiteboard, make your info relevant to your audience. | Learning triangle |
| Tutor input  10 mins | Introduce the purpose of the site and safety talk and the importance of clear communication and checking understanding.  Key types of information:   1. Purpose, value and context of work 2. Programme of the day (breaks, visitors) 3. Work method and target for the day/project 4. Areas of danger, bounds of work, precautions (PPE), warnings to be given. 5. Tool safety – 5 key points include: What the tool is called, how to check it is safe to use, how to use it sensibly, safely and effectively, how to carry the tool safely, how to safely store the tool when not in use. 6. First aid resources   **Other information to discuss / present throughout the day:**  Educational interest – site history, social context, biodiversity information, wider environmental and sustainability issues | FCP and pens |
| Group exercise  40 mins | Divide the course into groups to plan and present a site briefing and safety talk based on a given scenario, covering the points above. Each group should present back to the rest of the course, with all participants involved in the presentation.  Consider how this information is presented, and audience will give constructive feedback afterwards. Tutor will correct any misconceptions and pick up any points not fully covered.   1. *This session should run OUTDOORS unless conditions dictate otherwise. Use this in later discussion on where and when to do talks.* | Site briefing scenarios and Risk Assessments  Tools Handbooks  Feedback observation sheets |
| Tutor input  5 mins | Tutor rounds up with the other information to be given in the safety talk |  |

**Scenario A**

Your group are 4 leaders on a mid-week practical project that have been asked by your Project Officer to lead the task for the day. Please pretend that the other group are the volunteers for the day and have not been involved in this project before.

The task is to build a short length of dead hedge to capture silt, and to remove Himalayan Balsam along a riverbank at an old mill site near Leeds city centre. This is the first day of a week long task. The wood for the dead hedge is close to the work site but needs moving closer and the stakes need cutting. The stakes for the dead hedge also need wiring together. The balsam has not been controlled for years and is massive.

The site owner informs you that there is giant hogweed on site. The water flow is extremely fast past the mill itself. It is forecast to drizzle all day. The welfare facilities are located in a portacabin beside the mill.

The tools you have been provided are: Mell

Post driver

Billhooks

Bow saw

Fencing Pliers

Wheelbarrow

Safety equipment: First aid kit

Welfare kit – sunscreen, plasters, toilet roll etc.

Hazard tape

PPE: Safety goggles

Gloves

Helmet

Materials: Wire

**Present a site and safety talk to the rest of the group using the information provided above. Be sure to cover the all the aspects listed below**

Information to present**: Purpose and value of work and context**

**Work method and target for the day**

**Areas of danger, PPE. Any other warnings**

**Tool safety**

**First Aid resources**

**Programme of the day**

**Himalayan Balsam**: Invasive plant. Out-competes native plants. Shallow roots provide no riverbank structure. Has pretty flowers and provides cover for wildlife.

**Giant Hogweed:** Invasive plant. public health hazard. Sap makes skin photosensitive. Blisters can develop into purplish or blackened scars

**Thwaites Mill:** Water powered Mill located on an island in the middle of the River Aire. The site is prone to flooding which can bring large quantities of silt onto the site.

**Scenario B**

Your group are 4 leaders on a mid-week practical project that have been asked by your Project Officer to lead the task for the day. Please pretend that the other group are the volunteers for the day and have not been involved in this project before.

The task is building an allotment area on Weeds Primary school field so that the schoolchildren can learn about food growing. This is the third day of the project and the Project Officer would like you to; Build two raised beds out of wooden boards and begin filling already built raised beds with topsoil.

The weather is very warm. The topsoil has been delivered to the school carpark which is 30m from the work site. The schoolchildren will be out at break times but have been instructed to stay away from the area. The toilets are located in the school building and your Project Officer has asked you to supervise the volunteers access to the toilets.

The tools you have been provided are: Hammer

Saw

Shovels

Wheelbarrow

PPE: Gloves

Safety equipment: First aid kit

Welfare kit – sunscreen, plasters, toilet roll etc.

Hazard tape

The materials are: Topsoil

Tannelised timber

Nails

**Present a site and safety talk to the rest of the group using the information provided above. Be sure to cover the all the aspects listed below**

Information to present**: Purpose and value of work and context**

**Work method and target for the day**

**Areas of danger, PPE. Any other warnings**

**Tool safety**

**First Aid resources**

**Programme of the day**

**Tannelised Timber:** Timber is treated with a combination of chemicals to prevent it rotting. The chemicals can be hazardous to health through absorption or ingestion. Contact with bare skin can cause dermatitis.

**Scenario C**

Your group are four leaders running an activity day for a group of twenty young people aged 12-14 from a local Youth Centre at on a nearby nature reserve. You will carry out a site briefing and safety talk to the rest of the group – please imagine that the other people on the course are the young people – they have not been out on the project before.

The session involves 2 main activities

- a session pond dipping in the wildlife ponds at the reserve

- an activity doing some willow weaving work to repair a simple willow fence near an outdoor seating area.

It is a sunny day and the weather is warm. The reserve has a toilet block and a small cafe located near the site entrance.

**The tools/ equipment you have been provided with for the day are:**

Pond dipping net / tray

Loppers

Secateurs

**The safety equipment you have been provided with for the day is:**

First aid kit

Welfare kit – contains sunscreen, plasters, toilet roll

**Materials**:

The willow needed to build the fence is already in the area where you will be working. No other materials are needed for the day.

**Present a site briefing and safety talk to the rest of the group using the information provided above. Please be sure that you cover all the elements listed below:**

* Purpose, value and context of work
* Programme of the day (breaks, visitors)
* Work method and target for the day/project
* Areas of danger, bounds of work, precautions (PPE), warnings to be given.
* Tool safety – 5 key points include: What the tool is called, how to check it is safe to use, how to use it sensibly, safely and effectively, how to carry the tool safely, how to safely store the tool when not in use.
* First aid resources