

## PERSONAL PROTECTIVE EQUIPMENT

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** Protect, parts of the body

**Language/Culture Point:** Understanding why we are required to wear personal protective equipment in the U.S.

**Objective:** Students will be able to identify important protective gear they can wear at work, what part of the body it protects, and why it is important.

**Materials:** 1) Student pages, 2) Personal Protective Equipment used at the business (if possible), or 3) Pictures of the equipment (several different picture examples that students will use in Step 6)

**Preparation:** Prior to this lesson, talk to your students or to a supervisor at your site and ask what personal protective equipment they use for work. Ask either the students or the supervisor to provide you with the safety equipment to use in class. If this is not possible, use pictures.



### STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Personal Protective Equipment used at the business, or pictures of the equipment	- Using pictures/authentic materials, songs

### TEACHING ACTIVITY

1. If any students brought in pictures of signs from last class, review the signs and what they mean.
2. Next, review body parts by briefly introducing the song “Head, Shoulders, Knees & Toes.” Then ask students to name other important parts of the body that you will be discussing in this lesson (for example: back, hair, hands).
3. Then, direct the students to the pictures of/real protective personal equipment that is used at their business.
4. Ask them if they know what these items are and what they are used for.



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## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Personal Protective Equipment used at the business, or pictures of the equipment	- Using pictures/authentic materials, TPR

### TEACHING ACTIVITY

1. Have students stand up.
2. Choose one of the personal protective equipment items and talk to students about what the item is and what part of the body it protects. Also talk about why it is important to use the protective equipment. For example:  
These are called gloves. I wear them to protect my hands from cuts and harmful chemicals. When I clean the bathroom, I want to protect my hands from bacteria that make me sick and the bleach that could burn my hands. When I take out the trash, I want to protect my hands from sharp objects that might cut me.
3. Introduce the remaining items to the class. As you introduce each item, come up with a movement associated with it. For example, for gloves, wiggle your fingers. For goggles, mimic putting goggles on your face.
4. Repeat a second time, having the students make the motions with you.
5. Repeat a third time, having the students make the motions while you describe the safety items.

## STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Personal Protective Equipment used at the business, or pictures of the equipment	- TPR



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## TEACHING ACTIVITY

1. Have students stand up.
2. Hold up one protective item and ask the students to show you which part of the body it protects. Students should respond by making the motion associated with the item.
3. For each item, see if one student can give you one reason the item is important.

## STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Student Pages: Interview	- Surveys & interviews

## TEACHING ACTIVITY

1. Tell students that today you are going to talk about the different protective equipment they use and wear at work and what it is for.
2. Direct students to the Interview in their book. Demonstrate filling out a few lines of the interview. Be sure to include both “Yes, I do,” and “No, I don’t.” As you complete this demonstration, show students pictures of the equipment (ie goggles, shoes, etc.)

For Example:

Let’s see. My name. Oh of course, my name is Alexia. My job is teaching.

Do I wear goggles for my job? No, I don’t. I don’t need to protect my eyes when I’m teaching.

What else do I wear to protect myself at work? Well, I always wear comfortable shoes. I have to stand all day and I want to protect my legs and back from aches and pains. Comfortable shoes help protect my legs and back.

## STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student Pages: Interview	- Surveys & interviews



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## TEACHING ACTIVITY

1. Next, approach a student and ask them the interview questions, writing their answers in the book as they respond. Show pictures of the equipment as you demonstrate the conversation/interview.
2. Then, have that student ask another student the interview questions and record their answers.

## STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Student Pages: Interview	- Surveys & interviews

## TEACHING ACTIVITY

1. Put students in pairs and have them complete the interview for each other.
2. When they have finished, students will change partners and do the interview again.
3. Students should interview up to 4 classmates, or as many as time allows.
4. Hand out pictures of safety equipment to help students with their activity.

## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Agree/disagree signs	- Surveys & interviews

## TEACHING ACTIVITY

1. Approach a few students and ask them if they wear certain PPE. Ask students you know will give you both, "Yes, I do," and "No, I don't."
2. Write their answers on the board and under line 'do' and 'don't.'
3. Ask the class if they know what 'do' means. Explain that it is a word in English that shows action. Many times it replaces the main action word. For example, "Do you wear goggles?" "Yes, I do."



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4. To make it negative, we simply add 'do' + 'not'. We can say, "No, I do not," or "No, I don't."
5. If applicable, tell students that their language may not have the word 'do,' such as in Spanish. In their language, they may say, "Yes, I wear," or, "No, I no wear."
6. Help students brainstorm other times they use, 'do' and 'don't.' Point out that questions that begin with 'do' will also have 'do' or 'don't' in the answer. For example:
  - Do you like pizza?
  - Do you want to work overtime?
  - Do you have children?

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Round robin

TEACHING ACTIVITY

1. Using the questions from the survey, do a Round Robin. Have all of the students get into a circle. Ask one student a question from the survey. Once they answer, they should ask the student next to them a different question from the survey, asking about a different piece of Personal Protective Equipment.
2. Continue around the circle several times as time allows.