



SAFETY AND WARNING SIGNS

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Danger, caution, notice

Language/Culture Point: Understanding the difference between danger, caution, and notice.

Objective: Students will be able to identify common safety and warning signs to be safe at work

Materials: 1) Student pages (pictures of safety and warning signs), 2) Warning Sign Picture Cards, 3) Signal Cards, 4) Safety and Warning Signs Conversation Cards

Preparation: No additional preparation is needed for this lesson



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student Pages: pictures of safety and warning signs	- Using pictures

TEACHING ACTIVITY

1. Direct students to the pictures of the safety and warning signs in their book. Say, "Tell me about this picture."
2. Elicit as much information as you can from students about what these signs are and what they mean or might mean.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Warning Sign Picture Cards	- Using pictures/authentic materials, Think Aloud

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TEACHING ACTIVITY

- Using the pictures of safety and warning signs, think aloud about a situation in which you may see each sign. Include where the sign is located, why it is there, and what it means. For example:

This sign says “CAUTION: WET FLOOR.” I think caution is a warning, telling me to be careful. I need to be careful because the floor is wet and I might slip and fall. I think someone cleaned the floor recently and it isn’t dry yet. Or, maybe someone spilled a drink. I’m glad they put the sign here so I know to be careful!”

- Do the same for “Danger” and “Notice,” focusing on the differences between the words.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Signal Cards	- Signal Cards

TEACHING ACTIVITY

- Make true/false statements about the cards you introduced. Students use signal cards to indicate true/false/don’t know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Safety and Warning Sign Conversation Cards	-

TEACHING ACTIVITY

- Pass out the Safety and Warning Signs Conversation Cards to the students. Print them one-sided, so that each student has a card with a sign and a card with an incomplete dialogue. Be sure that the cards each student receives match (i.e. the sign and the dialogue go together).
- Take one of the cards and look at the sign. Think aloud to determine what the sign might mean.



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3. Read the dialogue aloud, pointing out the missing pieces. Come up with a workplace problem specific to the sign and your students' place of employment, and use it to complete the dialogue. For example, if you are using the "Wet Floor" sign, complete the dialogue so that it pertains to a situation at a workplace, such as the kitchen or lobby being mopped, or a spill that has occurred.

After you have completed the dialogue, read it aloud with a student.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Safety and Warning Sign Conversation Cards	-

TEACHING ACTIVITY

1. Ask for a student volunteer. Have them show the class their sign and describe what it means.
2. The student volunteer should read their dialogue aloud and point out the missing pieces.
3. Have the student come up with a workplace problem that is relevant to the sign on the card and finish the dialog with information about that problem.
4. With a partner, have the student read their dialogue aloud.
5. If possible, repeat the process with the partner and their card.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Safety and Warning Sign Conversation Cards	-

TEACHING ACTIVITY

1. Have students complete their Dialogue Cards with a workplace problem that is a) relevant to their place of employment and b) relevant to the sign on their card.



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2. After the students have completed the cards, have them pair up and practice their dialogues aloud.
3. The pair should then trade cards and find new partners. It is okay that the students will not have their own cards at this point. The goal is to expose them to as many conversations around safety and warning signs in their workplace as possible.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of safety and warning signs (student pages)	- Using pictures, graphic organizers

TEACHING ACTIVITY

1. Ask students if they know the difference between the words “danger,” “caution,” and “notice.” See if any of the students can explain any of the words.
2. Using the pictures of safety and warning signs, show students the differences. “Danger” means that the object or area will cause hurt or pain. “Caution” means that you need to be careful or you could be hurt. “Notice” means you need to obey a rule.
3. Make 3 columns on the board with each of the key words at the top. Have the students help you fill in each column with different types of signs that might use each word.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Warning sign picture cards, safety and warning signs conversation cards	- Match up



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TEACHING ACTIVITY

1. Collect all of the Safety and Warning Sign Cards and the Dialogue Cards that the students created. Shuffle them up.
2. As a class, students will have to match the Safety and Warning Sign Cards with their matching Dialogue Cards.
3. After the class has finished matching all of the cards, each student should collect the dialogue they wrote and one of the Safety and Warning Sign Cards that goes along with their dialogue.
4. As homework, tell students to take pictures of any warning or safety signs they see before the next class and we will review them at the beginning of next class.