

CLB 3 / 4

EMPLOYMENT
AT WORK

SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM READING

Reading Workplace Safety Posters



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SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM

Workplace Safety Posters

TASK OBJECTIVE

Students will **read** and **understand** a poster about **safety in the workplace**.

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 3 – II

Comprehending Instructions

Understand short, simple, clearly sequenced instructions [~5 steps, with illustrations] for familiar everyday situations.

- Identifies sequence and location signals (such as *first, second, next*)
- Recognizes individual words, phrases and symbols commonly used in instructions
- Follows instructions in the sequenced order

Profile of Ability

- Has limited ability to guess the meaning of unknown words
- May rely on graphics and visual clues when interpreting meaning

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS (CONT.)

CLB 4 – II

Comprehending Instructions

Understand short, simple, clearly sequenced instructions [~6 steps, may include visual support] for familiar everyday situations.

- Identifies sequence and location signals (such as *first*, *next* and *before*)
- Recognizes common sentence patterns, phrases and symbols commonly used in instructions
- Follows instructions in the appropriate sequenced order

Profile of Ability

- Occasionally guesses the meaning of unknown words
- May rely on graphics and visual clues when interpreting meaning

Feature(s) of Communication (CLB 3 & 4)

- Clearly organized and easy to read with simple layout
- Sometimes supported by graphics, charts or diagrams

ASSESSMENT TASK

Read a poster about safety in the workplace.

INSTRUCTOR NOTES

This task helps students recognize and understand common workplace safety signage. Students develop reading skills related to instructional posters, with special attention to imperative verbs and sequence markers, as well as interpreting graphics and other visual clues.

Learning how to read workplace safety posters will help refugee claimants understand core instructions for keeping safe at work and preventing workplace accidents. Research shows that the abilities to understand instructions and stay safe on the job are among the most important factors employers look for when hiring refugee claimants. Being able to understand signage about, for example, personal protective equipment, preventing communicable disease and proper lifting techniques, helps keep refugee claimants safe and maintain employment.

OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

Sample Activity 1

ELICIT & DISCUSS

Introducing the task

Sample Activity 2

WORKPLACE INSTRUCTIONS VERBS

Has limited ability [CLB 3] or is occasionally able [CLB 4] to guess the meaning of unknown words; May rely on visual clues when interpreting meaning

Sample Activity 3

IMPERATIVE VERBS

Recognizes individual words [CLB 3] or common sentence patterns [CLB 4], phrases and symbols commonly used in instructions

Sample Activity 4

SCANNING

Beginning ability to use basic reading strategies such as scanning to locate specific information

Sample Activity 5

SEQUENCE WORDS

Identifies sequence and location signals

Sample Activity 6

FOLLOWING INSTRUCTIONS

Follows instructions in the appropriate sequenced order

Learner Task

Students read a workplace safety poster to follow safety instructions

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

Universal Design for Learning

- **Embedded:** Comprehension of instructions can be checked in a wide variety of ways (including correct actions and gestures), allowing students with diverse learning styles to participate and demonstrate their skills.
- **Suggested:** Many of these activities can be adapted into more traditional and straightforward worksheets if your students prefer to work independently. Mix things up and try to provide students with as many means of action and expression as possible.

Trauma-informed Practices

- **Embedded:** The task package teaches workplace safety, while avoiding graphic imagery of workplace injuries, instead focusing on instructions for staying safe on the job.
- **Suggested:** Specific focus on workplace safety may bring up traumatic memories for any students who have been injured at work. Keep an eye out for signs of discomfort and consider making some activities optional for these students. Focus instead on some general and low-risk safety posters, such as those about proper handwashing and preventing communicable disease.

Relevant Content

- **Embedded:** The task package includes several official Work Safe BC posters (©, used with permission) which are commonly found in workplaces (such as in break rooms) and which focus on the kinds of jobs that research shows refugee claimants are most likely to find employment: construction, manufacturing, food service and room attending.
- **Suggested:** Note that Work Safe BC posters are available in other languages, such as Arabic, Spanish, Amharic and many others. Consider following-up with a digital skills extension activity where students use the filters on the left-hand side of the [Work Safe BC Forms & Resources website](#) to find relevant (including first-language) workplace safety materials and resources.

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT.)

Community Engagement & Classroom Connections

- **Embedded:** Dynamic, hands-on and communicative group activities, like some of the ones contained in this task package, help students form valuable social bonds in the classroom.
- **Suggested:** Consider a follow-up activity where students can work together to create their own workplace safety posters.

Accessibility

- **Embedded:** This task package minimizes writing as a way of demonstrating reading comprehension in favour of more hands-on communicative activities, which makes learning accessible to a wider range of learning styles than traditional reading comprehension worksheets. Several activities are supported with images, which may appeal to visual learners.
- **Suggested:** If any of your students have mobility issues, consider alternative methods of gauging comprehension by responding with actions: these could include pointing to a correct picture, circling a multiple-choice answer or responding verbally. Remember [UDL principles](#) and try to provide students with multiple means of action and expression, ensuring activities are accessible to all students.

Inclusivity, Diversity & Unity

- **Embedded:** The task package aims to include a range of common student occupations, building reading skills to understand real-life posters commonly found at warehouses, construction sites, restaurants and hotels.
- **Suggested:** Get to know your students and the kind(s) of jobs they are either doing or looking for; consider tailoring these skill-building activities with the verbs and workplace instructions common to those vocations. Students will feel more included — and more motivated — when they recognize some of their own work tasks in class materials.



Reading

CLB 3

Theme	Employment - At Work
Task	Read a poster about safety in the workplace
Competency	II - Comprehending Instructions

Name: _____

Date: _____

	You can...	Yes (2)	Not Yet (1)
	Identify sequencing words ("first," "next," "then" etc.) <i>Identifies sequence and location signals</i>		
*	Recognize instructions words <i>Recognizes individual words, phrases and symbols commonly used in instructions</i>		
*	Follow instructions in the correct order (~5 steps) <i>Follows instructions in the sequenced order</i>		
	Scan the text to find the important information <i>Beginning ability to use basic reading strategies... such as scanning to locate specific information</i>		
	Sometimes guess the meaning of new words by using pictures to help understand <i>Has limited ability to guess the meaning of unknown words; May rely on graphics and other visual cues when interpreting meaning</i>		

Total

_____ / 10



Reading

CLB 3

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred* criteria

Successful overall in this task?

Yes

Not yet



Reading

CLB 4

Theme	Employment - At Work
Task	Read a poster about safety in the workplace
Competency	II - Comprehending Instructions

Name: _____

Date: _____

	You can...	Yes (2)	Not Yet (1)
	Identify sequencing words ("first," "next," "then" etc.) <i>Identifies sequence and location signals</i>		
*	Recognize sentence patterns for instructions (i.e. imperative verbs) Recognizes common sentence patterns, phrases and symbols commonly used in instructions		
*	Follow instructions in the correct order (~6 steps) Follows instructions in the appropriate sequenced order		
	Scan the text to find the important information Beginning ability to use basic reading strategies... such as scanning to locate specific information		
	Guess the meaning of new words by using pictures to help understand Occasionally guesses the meaning of unknown words; May rely on graphics and other visual cues when interpreting meaning		

Total

_____ / 10



Reading

CLB 4

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred* criteria

Successful overall in this task?

Yes

Not yet

Learner Self-Assessment of Task Criteria

Name: _____

I can understand sequence words, like “first,” “then,” “next,” “finally.”	<input type="checkbox"/>
I can read and understand imperative sentences (V + O).	<input type="checkbox"/>
I can follow instructions in the correct order (Step 1, 2, 3...)	<input type="checkbox"/>
I can scan the text quickly for important information.	<input type="checkbox"/>
I can use pictures to help my understanding.	<input type="checkbox"/>
I can understand safety instructions at work.	<input type="checkbox"/>

Sample Activity 1: Elicit & Discuss

(Introducing the Task)

Instructions: Discuss these questions with a partner or in small groups. Then, share your answers with the class.

1. Have you seen signs like these before? Where did you see them? What do they mean?



2. Why are **safety rules** at work important?

3. Think about some of the jobs you have had:

- What were the **safety rules** at *your* workplace?
- What are the most important **safety instructions** for someone who does your job?

Give detailed instructions:

- *“First...”*
- *“Then...”*
- *“Next...”*
- *“Finally...”*

Sample Activity 2: Workplace Instructions Verbs

(Has limited ability [CLB 3] or is occasionally able [CLB 4] to guess the meaning of unknown words; May rely on visual clues when interpreting meaning)

Instructions

First, read these verbs out loud for pronunciation and try to guess what each verb means.






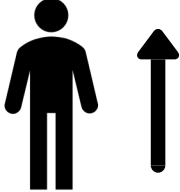

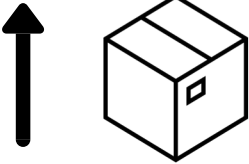

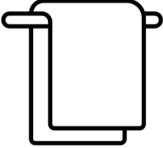
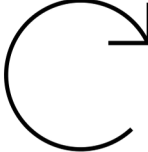

Note: It may be easier to show the meaning of verbs (by acting out) than to explain.

wash	twist	wear
press	avoid	stand
bend	lift	check
dry	rotate	report

Sample Activity 2: Workplace Instructions Verbs (continued)

Instructions

Now, look at the pictures and/or explanations. Match the picture/definition cards to the correct verbs.

 <p>(clean with soap and water)</p>	 <p>(turn something like this)</p>	 <p>(put on clothes)</p>
 <p>(push down on something)</p>	 <p>(don't do it)</p>	 <p>(upright)</p>
 <p>(back or knee= like this: <)</p>	 <p>(pick something up; carry it)</p>	 <p>(look carefully)</p>
 <p>(make something not wet)</p>	 <p>(move in a circle)</p>	 <p>(tell someone something important)</p>

Sample Activity 3: Imperative Verbs

(Recognizes individual words, common sentence patterns, phrases and symbols commonly used in instructions)

Instructions

Look at the workplace safety poster below. Circle all the **verbs** you see.

Room Attendant Safe Work Procedures Vacuuming

- Keep elbows at or near your sides
- Keep upright posture
- Minimize shoulder movement

- Stand upright, don't bend over
- Move your legs; walk the vacuum cleaner
- Avoid twisting your back

- Keep your hand in line with your forearm

- Avoid movements where your elbow is behind your body

View the video at worksafebc.com/hospitality

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Sample Activity 3: Imperative Verbs

ANSWER KEY

- **Stand** upright, don't **bend** over
- **Move** your legs; **walk** the vacuum cleaner
- **Avoid** twisting your back

- **Keep** elbows at or near your sides
- **Keep** upright posture
- **Minimize** shoulder movement

- **Keep** your hand in line with your forearm

- **Avoid** movements where your elbow is behind your body

Did you notice what all these sentences have in common?

- They all **start with the verb**
- They do not have any **subjects** (I, you, we, they, he, she, it)

Sample Activity 3: Imperative Verbs (continued)

Grammar Point When giving instructions, we use the “imperative form,” which means:

- There is no subject: Sentence form = S + V + O, imperative form = **V + O**

Some examples:

- **“Go to bed!”** (a parent’s orders)
- **“Take your medicine. Drink lots of water.”** (a doctor’s advice)
- **“Turn left at the traffic lights.”** (giving directions)
- **“Stop! Watch out!”** (a warning)

- Negative sentences start with “Don’t”: **Don’t + V + O**

Some examples:

- **Don’t forget** to lock the door.
- **Don’t leave** the lights on.

- “How often?” adverbs, like “always” or “never” go before the verb.

Some more examples:

- Always **wear** protective gloves.
- Never **touch** broken glass.
- Always **lift** with your legs. Never **lift** with your back.

Practice: For each picture below, give these workers instructions in the imperative form

 <hr/>	 <hr/>
 <hr/>	 <hr/>

Sample Activity 4: Scanning

(Beginning ability to use basic reading strategies such as scanning to locate specific information)

Scanning is a reading strategy that is helpful for texts like posters and schedules. When we scan, we're looking for specific information quickly.

Here are **two tips** for improving your scanning skills:

1. Look at the **question**. The type of question being asked tells you what type of answer you're looking for. For example:



- **Who?** → Look for a person
- **Where?** → Look for a place
- **When?** → Look for a day, month, year or time
- **How much / many?** → Look for a number or amount, sometimes money
- **How long?** → Look for a length of time

2. Look for key words in the question. Try to find the same key words in the text.

Here's an example, from a Work Safe BC © poster. Look for **question clues** and key words:

A manufacturing worker slipped on a wet staircase and fell to the ground. The resulting ankle fracture took nearly a year for recovery.

- Who slipped and fell?
- Where did they slip? Where did they fall?
- What body part did they fracture?
- How long did it take to recover?

From 2013 to 2017...

- There were **over 5,000** slip, trip, or fall injuries in manufacturing.
- **1,000** of these were **serious injuries** that, on average, can take **up to four months** for recovery.

- **When** did these accidents happen?
- **How many** fall injuries were there?
- **How many** were serious injuries?
- **How long** can it take to recover?

Sample Activity 4: Scanning (continued)

Instructions

Below is another workplace safety poster. Use your scanning strategies—question clues and key words—to find the important information.

Room Attendant Safe Work Procedures Emptying trash

- When handling garbage, always wear protective gloves
- Check contents for sharp objects and never push down on the contents
- Always lift with your knees, use two hands, and avoid bending your wrists

- Garbage containers can be heavy, so check the weight by tilting or pulling them



View the video at worksafebc.com/hospitality

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1. **When** should you wear protective gloves?

2. **What** should you check for?

3. **How** should you lift?

4. **Why** should you check the weight?

Sample Activity 5: Sequencing Words:

(Identifies sequence and location signals)

PART 1: BRAINSTORM

Instructions

Sequencing words tell us the order (1, 2, 3, ...) of the steps. They are important for following instructions in the correct way. Put the following sequencing words in the correct category:

then after that finally first next last to begin

BEGINNING	MIDDLE	END

Can you think of any other sequencing words?

PART 2: ORDERING

Instructions

On the following page are the instructions for wearing ear protection at work.

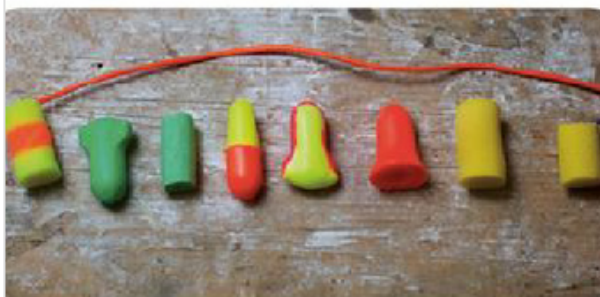
1. First, put the steps in the correct order
2. Then, match the pictures to the instructions
3. Finally, add the words “first,” “then,” “next,” and “finally” before each sentence

Sample Activity 5: Sequencing Words (continued)

Teachers' note: Consider enlarging and cutting out pictures and sentences to make the activity more hands-on and collaborative.

Step #:

Instructions:



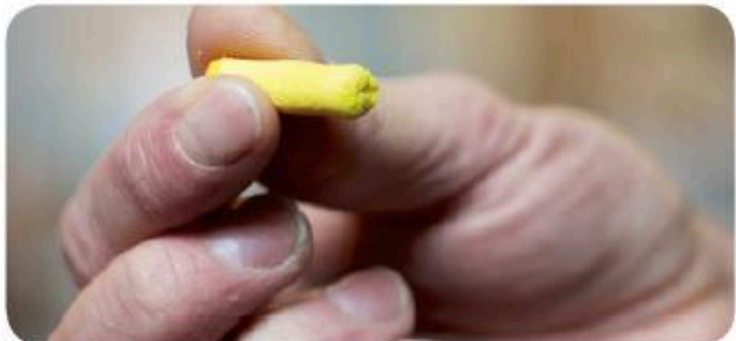



Sample Activity 5: Sequencing Words (continued)

<p>Choose the correct ear protection</p>	<p>Hold the earplug between your fingers</p>
<p>Twist and roll the earplug</p>	<p>Pull your ear open and put the earplug safely into your ear</p>

ANSWER KEY

Sample Activity 5: Sequencing Words

First,		Choose the correct ear protection.
Then / Next,		Hold the earplug between your fingers.
Next / Then,		Twist and roll the earplug.
Finally,		Pull your ear open and put the earplug safely into your ear.

Sample Activity 5: Sequencing Words (continued)

PART 3: PRACTICE

Teacher's note: enlarge the sequence marker frame and cut out the everyday task instructions (next page). Students should put the steps in the correct order. Note: you can give all four tasks to each table, or do this as a jigsaw, where each table gets one task, puts the steps in order, and then has to explain to new partners how to do their task.

Instructions: Below are some instructions for simple everyday tasks. What is the correct order of steps? Put the steps in the correct order.

First,	
Then,	
Next,	
After that,	
Finally,	

Sample Activity 5: Sequencing Words (continued)

1. Washing dishes

Put on dishwashing gloves

Turn on the water

Check the water temperature: not too hot, not too cold

Add dish soap

Wash and rinse the dishes

2. Taking public transportation

Search your route to find out which bus you need

Wait at the bus stop

Get on the bus

Pay the fare

Ride the bus and get off at your stop

Sample Activity 5: Sequencing Words (continued)

3. Exercising

Put on exercise clothes

Stretch

Begin your exercises

Take breaks and drink lots of water

When you finish, stretch again and take a shower

4. Making a salad

Wash the vegetables

Get a knife and cutting board

Cut the vegetables

Put the vegetables in a big bowl

Mix together and enjoy!

Sample Activity 6: Following Instructions

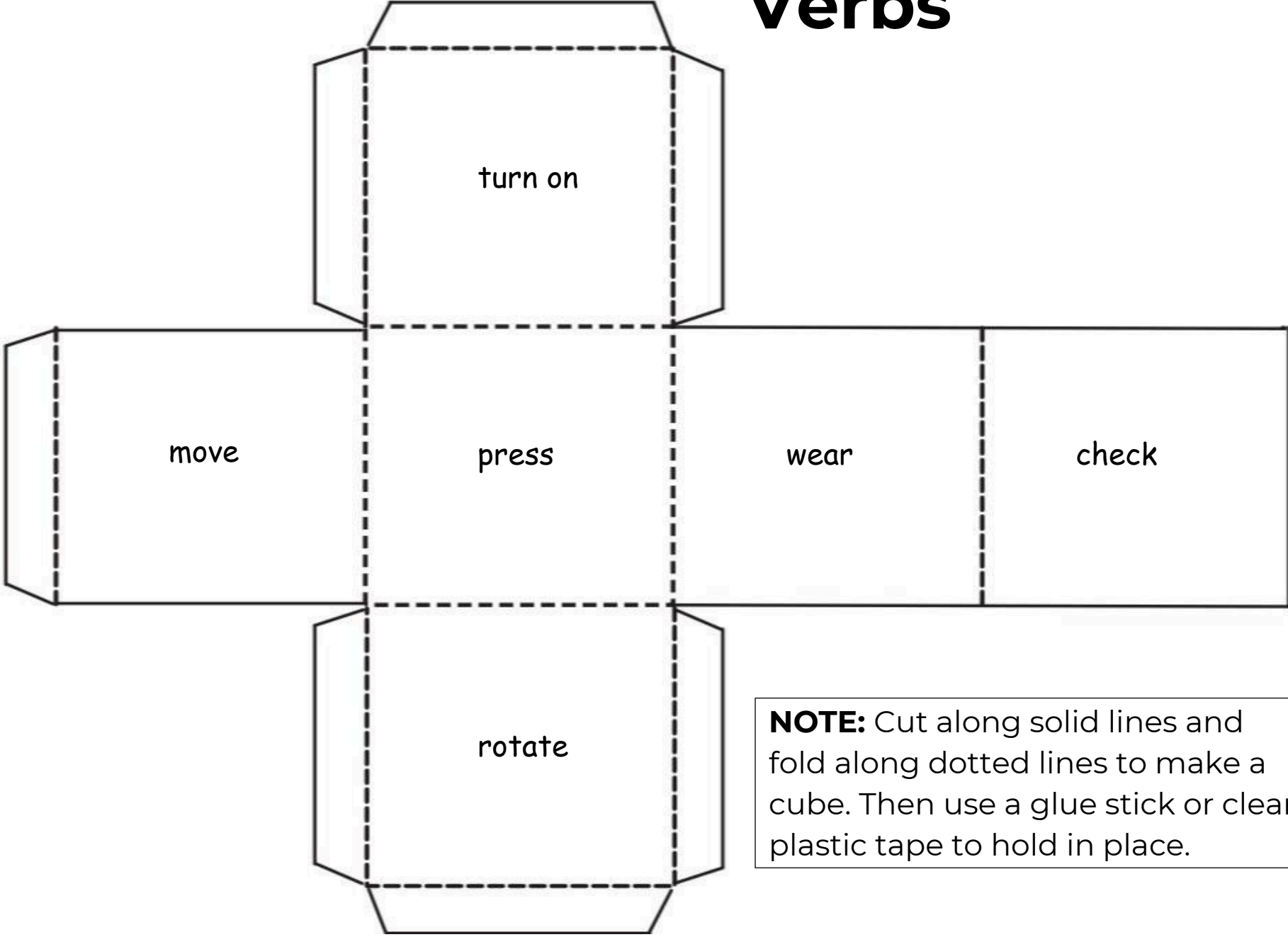
(Follows instructions in the appropriate sequenced order)

Instructions for Teachers

- Before class, print, cut, fold, and stick together (*i.e.* clear tape) verb and object dice.
- Put students in small groups.
- Students roll their verb and object dice and make imperative sentences (ex. “Move the ladder”). Their group members should follow these instructions by acting out the actions with the workplace objects cut-outs. Students take turns giving and following instructions.

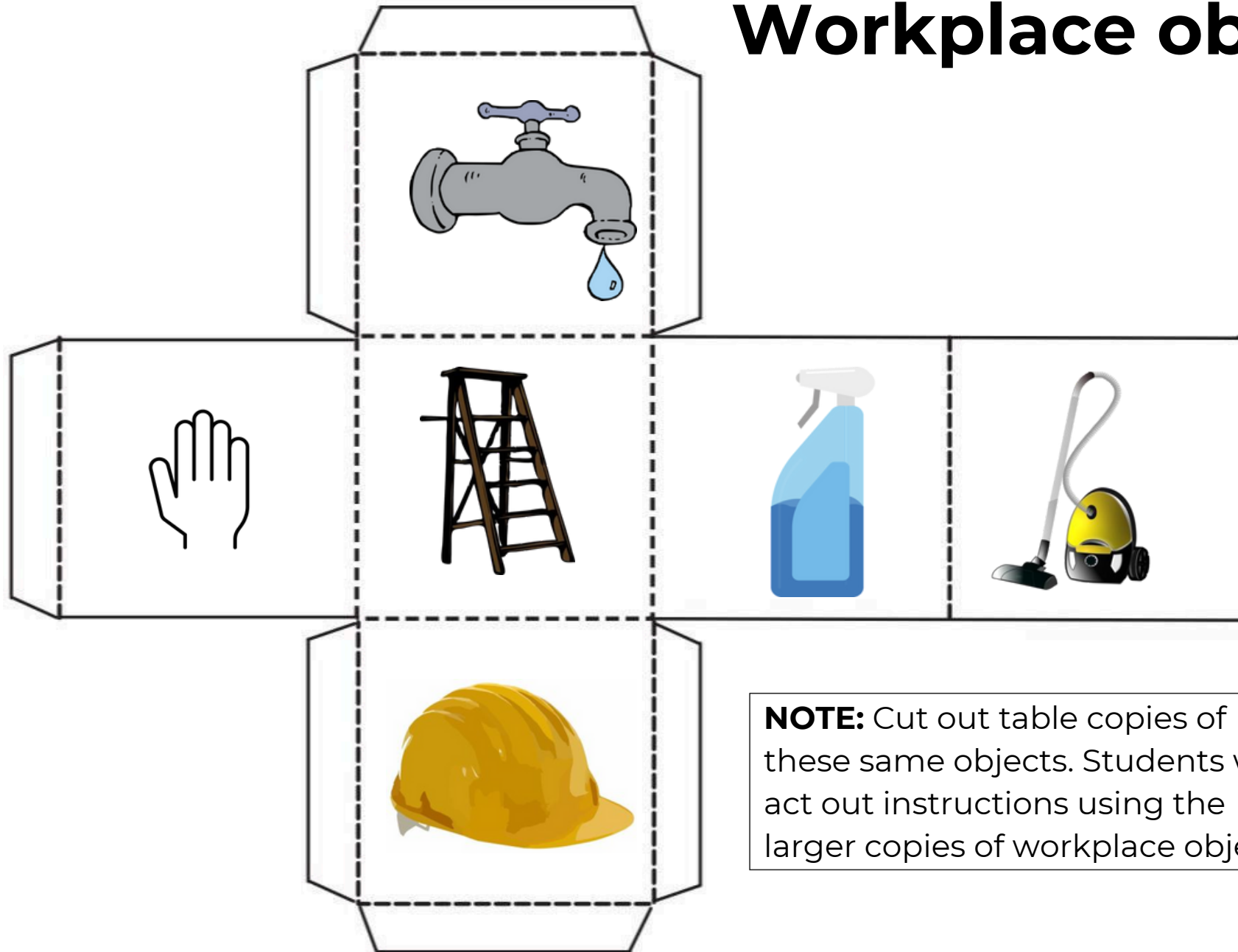
As students become more comfortable with the activity, hand out the sequence words board. Tell students they can now roll the dice multiple times, and give multi-step instructions, using “First,” “Then,” “Next,” “After that” and “Finally.”

Verbs



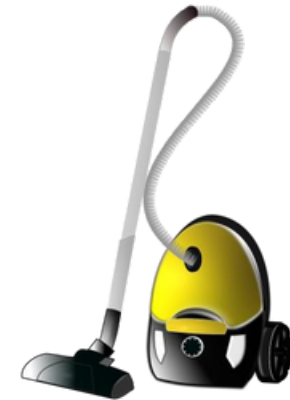
NOTE: Cut along solid lines and fold along dotted lines to make a cube. Then use a glue stick or clear plastic tape to hold in place.

Workplace objects



NOTE: Cut out table copies of these same objects. Students will act out instructions using the larger copies of workplace objects

Workplace objects



First,

Then,

Next,

After

that,

Finally,

V + O

Assessment Task: Read a poster about workplace safety

Prevent the spread of communicable disease

How to wash your hands

Wash your hands with soap and water for 20 seconds.

1



Press hands
palm to palm

2



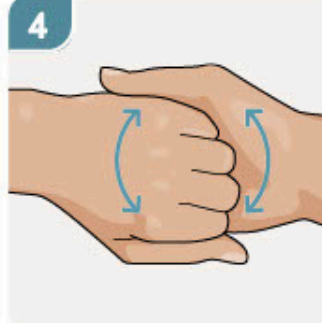
Press each
palm over
back of
opposing
hands

3



Interlace
fingers, palm
to palm

4



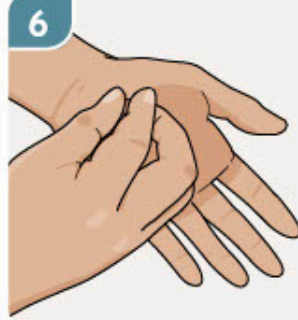
Interlock
fingers

5



Rotate each
thumb in
palm

6



Rotate
fingertips
in palm

Rinse and dry your hands well. If soap and water aren't available, use an alcohol-based hand sanitizer and follow the same six steps.



View our hand hygiene videos on worksafebc.com.

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10/23

Reading II Assessment Handout

CLB 3 / 4 (circle one)

Name: _____

Date: _____



Reading CLB 3/4-II.

Comprehending Instructions: Workplace Safety

Criteria: Gets the gist (#1); Identify key words (#2); Identify factual details (#3-10); Identify key phrases (#7)

Instructions: Read the workplace safety poster and answer the questions.

1. What should you do **first**?
 - a. Make a fist
 - b. Press hands together
 - c. Dry your hands

2. **How long** should you wash your hands? _____

3. Finish this sentence: "Wash your hands with _____ and _____."

4. Look at the picture for Step #3, "**Interlace fingers**": What do you think the verb "**interlace**" means? (*required for CLB 4 only*)
 - a. Put next to
 - b. Put on top of
 - c. Put between

5. Number the steps in the correct order (2 points):
 - _____ Interlace your fingers with the fingers of the other hand
 - _____ Interlock fingers
 - 1 Press hands, palm to palm
 - _____ Rotate your fingers
 - _____ Rotate your thumbs
 - _____ Press your palms over the backs of your hands

6. What should you do **after** steps 1-6? _____

7. What can you do if you don't have soap and water? _____

POST-ASSESSMENT REFLECTION:

- Read and look at steps 1-6 again. Try to do these actions with your own hands.
- Show a partner how to wash your hands properly at work.

***Teachers: attach this learner task to the assessment tool and student reflection at the beginning of this task package

Possible extension activities:

1. Web Research: Work Safe BC's Forms & Resources webpage

(<https://www.worksafebc.com/en/forms-resources>) offers dozens of workplace safety posters, as well as videos, slide shows, and interactive tools. Consider following-up with a digital skills extension activity where students use the filters on the left-hand side to find relevant (including first-language) workplace safety materials and resources.

2. Class Posters: Encourage students to identify the 4-6 most important safety tips in their own workplaces. Provide poster paper, markers, coloured pencils and other art supplies, and have students work together to create their own workplace safety posters. Displaying students' work in the classroom leads to a sense of accomplishment, encourages creativity and gives students an opportunity to share experiences while taking control of their own learning.