



English for Operating a Forklift

TRAINER GUIDE



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Welcome to English for Operating a Forklift.

The aim of this course is to provide you with language and information you need to feel confident to do your forklift licence.

The course is divided into 12 sessions of 3 hours each and this booklet is designed to provide you with information, activities and further resources to help you get the most out of each session.

There are blank pages at the end of each session where you can take notes. If you need more information at any point of your training feel free to ask your trainer.

Notes for the trainer

Aim: -This course is designed to help low level LLN employees who wish to get their forklift licence- **TLILIC2001A - Licence to operate forklift truck.**

This will help their work productivity, safety and improve opportunities in the workplace.

Level: This course could be run with learners at a Cert II ESL Framework or equivalent level; however it is probably more appropriate for learners at a Cert III ESL Framework or equivalent level.

Materials: Materials for this course consist of a Participant Workbook and a Trainer's Guide and the DECA training Forklift Operations Safety and Licence Guide. This Guide is available at DECA Driving School

<http://www.deca.com.au>

The DECA Forklift guide provides the factual information needed with very clear diagrams. The Trainer Guide provides ideas to the trainer how to present this information and reinforce new ideas and vocabulary for the learners. The Participant Workbook is for learners to take notes and revise their work.

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Topic 1 – Introduction

Topics <ul style="list-style-type: none"> • Unit/course • Finding out students prior knowledge and experience • Looking at job requirements • Safety issues • Regulations about driving a forklift 	Vocabulary Forklift truck, powered tug, hand pallet truck, powered pallet truck, tow truck, truck, counter balance forklift, non-counterbalance forklift, order picking forklift truck, licence, skills, knowledge, experience, personal qualities, employers, job ads, position descriptions
Materials/resources <ul style="list-style-type: none"> • DECA Forklift guide (Make sure all learners have access to a copy) • Participant workbook pages Topic 1 • Photocopy of AFrame Learner Plan Part 1 for each learner (In Appendix) 	

Activities

Introduction

To find out students’:

- Background and English level.
- Motivations for doing the course
- Previous knowledge of forklift truck.



Discussion on what this course is about, what is expected of them and reading the timetable.





- Discussion/ Brainstorm: The reasons why it is necessary to have a forklift truck licence. Emphasis is on the law and safety issues.

"yes" - it is necessary to hold a licence to operate a forklift. [Note: a licence is **not** required to operate a 'pedestrian forklift', that is, a forklift where the operator is walking and 'pushes' the forklift)

Look at Participant Workbook Topic 1 – Qu 1-4.

Answers: Qu 1

	1. A powered tug No licence needed
	2. Tow tractor No licence

	3. Forklift truck RF licence required (unless supervised at all times by a qualified driver)
	4. Powered pallet truck no licence
	5. Hand pallet truck no licence
	6 Order picker LO licence needed (unless supervised at all time)

Note: An Order Picker is a machine which raises the operator up into the air, with the load, to place or retrieve stock into racking. The operator drives the machine from a fenced in drivers platform and wears a safety harness to keep them from falling out. The machines are driven like a forklift at low levels with loads usually stacked onto a pallet. By parking parallel to the pallet racking, operators can raise the pallet and drivers platform into the air to load or unload goods into high level racking bays.

(Note this course is for English for a RF licence NOT a LO licence)

Answer: Question 2

The hand pallet is safest because it is not motorist and the lightest.

The forklift is the most dangerous as it is motorist, can go fast and is very heavy.

Answer to Qu3:

Warehouses, docks, large shops, etc

Answers to Qu 4.

- You must have a forklift licence to drive a forklift. **False. You can drive a forklift at work but someone who has one at all times must supervise you.**
- You can get a licence at Vic roads. **False From a registered RTO.**
- You must have a car driver's licence to get a forklift licence. **False**
- You must sit a new test every 3 years to keep your forklift licence. **False A forklift licence is valid for 5 years.**
- There is only one type of forklift licence. **False LF is for common forklifts used in warehouses. A LO is for a licence to operate a stock picker/order picker**
- You must be 16 years or older to get a forklift licence. **False 18 years of age**

Answers to Qu 5. This is to stress the importance of safety.

Answers to Qu 6 are personal and therefore will be varied.

Answers to Qu 7. A counter balance forklift is:- a forklift that a weight that balances another weight. That is it has equality of distribution.

A non-counterbalance forklift is:- a forklift that
Go back and look at pictures at question 1 and identify counter balance and non-counter balance types of forklifts.

Employment

Look at Job ads and what is required to get employment as a Forklift Truck driver. Discuss; Skills, Knowledge, Experience, Personal attributes and licences and or qualifications. Get learners to complete Questions 8,9,10 in Participant Workbook Topic 1.

Learner Plan

Assist all learners to fill in the AFrame Learner Plan Part 1.
Learner Plan found in Appendix of this Trainer guide.

Further information/activities

Show a video on safety. (Many on the internet-Youtube)

Homework

Read pages of 1-14 DECA Learner guide

Topic 2 – Parts of the forklift

Topics <ul style="list-style-type: none">• Parts of Forklift	Vocabulary <p>Mast, lift chain, lift cylinder, instrument panel, backrest, fork(tine), overhead guard, head lamp, assist grip, counterweight, rear lamp, operator's seat, engine hood, rear wheel, data plate/ load chart/ rating plate, foot step, tilt cylinder, front wheel</p>
Materials/resources <ul style="list-style-type: none">• DECA Forklift guide pages 2,• Participant Workbook pages• Pictures of parts of a forklift	

Activities

Naming Forklift parts

- Place three pictures (truck, forklift truck, hand forklift) on the board and ask students to identify which is a forklift truck. Next, ask students the differences are between them.
- Draw a Venn diagram and write the label of each section (different, same, different) on the top. Then choose the picture of the truck and forklift truck place it underneath the Venn diagram. Then ask the students what is the same between the two. Write the answers inside the section labelled 'same'. E.g: both are trucks, they have wheels, carry goods, etc. Repeat this with 'what is different'.
- Split the class into two groups. Handout large paper and Texta. Explain to the group that they must nominate a person to write the answers and two speakers to present their ideas to the class. Students repeat the process above and compare the forklift truck with hand forklift.
- The two nominated speakers present their work. First model the procedure and write simple sentences on the board to refer to. E.g. 'The people in our group are ...', 'Here is our Venn diagram', 'The forklift truck has ...', 'They both have ...', 'Are there any questions?'

List all the forklift truck parts that are in the Venn diagram on the board.

Choral read every word to practice pronunciation. Then ask random student to circle the correct word that is read out. Once all the words have been circled repeat the process, but this time students erase the word.

Match words with pictures:

- Put pictures of forklift parts on the board. Then point to a picture and ask a student to identify what it is. Write the word next to the picture. Repeat this process until all the pictures have been identified.
- Remove the pictures, and then randomly choose different student to match pictures with the words.
- Leave the picture and words for the next game.

Bingo:

- Handout two small pieces of paper with contain a grid 4 x 3. Tell students to randomly choose words from the board and write it inside each box. Explain that this is now their Bingo card.
- When a word is read out students look for that word on their card and circle it. The winner is the student who has circled every word on their card.
- Repeat the game

Shopping list:

- Arrange the class in a circle.
- Write the phrase on the board 'I went shopping I bought ...'
- Each student adds an item (forklift parts) and repeats the item already mentioned.

Revision/reflection:

Discuss what happened in today's class and gauge students feeling about the course.

Talk about reading materials, homework and expectations for the course.

Homework

Complete Topic 2 questions in the Participant Workbook.

Topic 3 – Conduct Routine Checks and plan work 1

Topics <ul style="list-style-type: none">• Pre Checks before operating forklift.• Safety actions and repairs	Vocabulary <p>check, must, damage, prevent, safe to use, accidents, operate/ing/ion, device, before, inspect, what safety action</p> <p>must you take?, report, repairs, fix, warning signs, leak, load, operator, danger, ramp, direction, instructions, tyre pressure, out of service, Risk of explosion/electric shock</p>
Materials/resources <ul style="list-style-type: none">• DECA Forklift guide; pages 13,14,15and 16,17,18• Participant Workbook pages Topic 2• Two bottles: with water and gravel or sand.• Bottle of oil (olive oil).• 4 Drinking glass• Marker	

Activities

- Discuss what students got from the reading.
- Put pictures (from page 13, 14) on the board and ask student to describe the picture.
- Write the word liquid on the board. Discuss 'What is liquid?' and then randomly choose students to find a picture, which has liquids, and place that picture under the word liquid.
- Show the bottles: Which one has liquid? Pour small contents in the glass. Tell students to touch the contents. Ask the question again. Explain that the other one is a solid.
- Show learners real examples of liquids and solids to categorise.
- Show the empty glass and fill the other. Write the word empty and full. Ask students to point the empty or full glass. Then write the word maximum and minimum levels on the board. Next, the glass that already has the liquid fill it until it spills out. Then ask "Can you put more liquid in this glass?" and explain the word maximum.
- Pour smallest amount of liquid in the empty glass. Then hand it out to students to look at. Afterwards pour the liquid out and ask "Can you I take out more liquid?' Next explain the word minimum.
- Read out loud page 11 and point out the phrase 'you must inspect'. Then handout pictures of people inspecting vehicles. Ask, "What is happening?" and then write the word inspect and check on the board. Re-read the text again and also read page 12
- Handout work sheet

Pre-operational Checks

Reading and comprehension (pre-operational checks): pages 13,14, 15,

Pre- reading:

Brainstorm/ discussions:

Is it important to do a pre-check? Then write on the board 'To identify damage, prevent accident and to make sure the forklift is safe to use'. Next, place students in pairs/groups and they then write down 6 types of Hazards to look for on a large paper. After students have been given enough time the list is displayed. Add other potential hazards that were not on students list.

Reading:

Read the questions only in page 13 and 14. Then write the word 'leak' on the board and demonstrate using a container filled with liquid. Next, write the word fuel and hydraulic on the board. Display/handout the pictures of fuel and hydraulic. Then ask students to look for these words in the text.

Choose random students to re-read the questions again.

Read out loud the questions again, but this time with the answers. Then write the words, turn off, warning signs and report. Together choral read these words to practice pronunciation. Next, display/handout different warnings signs and discuss different types of signs.

Post reading:

After reading, have the student give orally a summary of the text. Next, hand out worksheets.

Reading and comprehension: pages 16,17 and 18

Pre- reading

Display pictures from page 16,17 and 18. Then get students to discuss what is happening in the picture. Later students brainstorm in pairs/groups and list 12 different things to look for that might need repairing. Then ask the question 'Is it OK to make repairs?' and 'When is it not OK to make repairs?'

Afterwards, list key words on the board:

'unless, competent, permission/authorisation and report'

Then discuss them with students. Later handout these pages and ask students to look for the key words and circle them.

Reading

Choose random students to read a section of each and then discuss it with the students to get some clarification. Re-read the section again.

Post

Worksheets

Further activities:

Language games to reinforce vocabulary and meanings:

- Match sentences with pictures of pre-checks elements.
- Bingo
- Shopping list
- What would you do if:

Write the phrase 'what would you do if...?' and 'I would ...' on the board.

Put students in pairs and get them to ask each other questions relating to repairs.

Homework:

Test your Knowledge questions in Participant Workbook – Topic 3

Topic 4 – Conduct Routine Checks and Plan Work 2

Topics <ul style="list-style-type: none">• Loading forklift: while travelling (ramps, turning, and correct height), storing and balancing goods on pallets.• Safe operation: refuelling, distance to power lines, roads, public area,• Speed limits and signs, turning (rear end swing)• Different conditions: surface, physical layout work area, potential hazards, size of load and weather	Vocabulary <p>Heavy, pallet, heel of fork arms, goods, transported, stored, pedestrians, slow, surface, tip over sideways, affected, stability, collapsed height, overall extended height, horns, post signs, reverse, forward,</p>
Materials/resources <ul style="list-style-type: none">• DECA Learner guide pages 22-26 and 27-30• Participant Workbook pages- Topic 4•	

Activities

Homework revision: pages 22, 23, 24, 25 and 26 from DECA Forklift Guide Discuss homework and ask random Q & A. Check homework answers.

Directions

On the board write the words: travel, forward, reverse, uphill, down hill, ramp, load, facing, direction and centre balance. Read out a sentence that gives the definition of the words on the list. Then students have to try and guess which word matches the definition. For every correct answer found it is written on the board. Once all the words have been matched with their definitions they are read again.

Next students task is to find and circle these words in the text. Then pages are read together. Afterwards students are split in pairs and their task is to match the answers with questions.

Tipping

Watch Video of forklift tipping over

<http://www.youtube.com/watch?v=XASi6AESZnk>

Reading

Reading and comprehension: pages 27, 28, 29 and 30

- Split the class in groups/pairs and give them 3 different words that are in question 27. The task of the group is to try to predict what the question is. Next ask both groups to write on the board. Finally the text is read out and written on the board. This repeated for questions that are in the other pages.
- Display pictures from these pages. Students still in their group task are to match the pictures with the questions to find the possible answers.

- The group writes down possible answers on a large paper. This then displayed and compared with other groups.
- Read pages 27-30 of the DECA Forklift guide and allow students to read them individually. Finally re-read the pages together.

Further information/activities

Language games:

1. Sphere Selector: One soft ball (one that won't do any damage as it's thrown around a classroom), white-board, question cards.

The setup

Before the lesson prepare questions of varying difficulty for at least 5 categories. 4 questions per category are needed, ranging in difficulty from easy to very hard.

So, once questions ready, draw a jigsaw type map on the board with 5 big pieces, and assign each piece one of your 5 categories. In the centre of each space, write the name of the category, and surround it with the numbers 1,2,3 and 4.

The game (sphere selector)

Divide the students into two teams, and give one team the ball to start with. They must throw the ball at the board to select a category. This makes it harder for them to just always pick the category they are comfortable with, and they have fun throwing the ball in the classroom.

Once they have a category selected, you ask them "How many points will you play for?" and they then get to select a number from 1-4. 1 means an easy question, but only 1 point. 4 would be a very difficult question, and therefore you get 4 points for it. If for some reason their team can't answer the question, or they get it wrong, the other team then gets a chance to steal the points if they can answer it correctly. Keep a running tally of the scores somewhere on the board, and at the end of class, you can declare who is the champion!

Homework

Test your knowledge: Answer questions in Participant Workbook Topic 4 Reading pages 31-34 in DECA Forklift guide.

Topic 5 – Conduct Routine Checks and Plan Work 3

Topics <ul style="list-style-type: none">• Loading the pallet correctly.• Safe distance from hazards• What is the most suitable forklift to use in confined spaces/ rough terrain	Vocabulary <p>Unbalanced, pallet, load, fork arms, heaviest, damaged, bagged goods, secure, power lines, internal combustion, petrol, diesel, fumes, battery, confined spaces, ventilated, charging, gasses, explode, unstable</p>
Materials/resources <ul style="list-style-type: none">• DECA Forklift guide pages 31-40• Participant Workbook pages- Topic 5•	

Activities

Discuss homework (reading from DECA Forklift guide pages 31-34) and use this for random Q&A.

Complete the sentences

Before the activity, list the words on the board that is going to be used for the game. Discuss the meaning of each word.

In this activity, the students are given some words. They listen to sentences where a word (or words) has been left out, and suggest which word from the list best completes each gap. They can be put in pairs or groups.

Read out the sentences on the page 31-34 one at a time. Makes sure you clearly indicate (by making a sound etc.) where the missing word is in each sentence.

The student/pairs/group who thinks has the missing word, holds it up and says it out loud. If correct they get 1pt and if incorrect the other team gets a chance to steal the points by suggesting the correct answer. Continue until all the sentences have been completed.

Reading and comprehension: pages 35-40 of DECA Forklift guide.

- Split the class in groups/pairs and give them same 3 or 4 words that are in question 35. The task of the group is to try to predict what the question is. Next ask both groups write on the question on board. Finally the text is read from page 35 and re-written on the board. Which is then compared to students/group answers. This repeated for questions that are in the other page.
- Display pictures from these pages. Students still in their group task are to match the pictures with the questions to find the possible answers.
- The group writes down possible answers on a large paper. This then displayed and compared with other groups.
- Read DECA Forklift guide 35-39 individually. Finally re-read the pages together. Check meaning and answer any questions.
- Do activities in Participant Workbook Topic 5

Further information/activities

Language games:

- What would you do if...?

Write down questions on a slip of paper, beginning *with what would you do if....* Write on the board the sentence *I would ...*

All questions are put in a bag/box. Then each student/group takes turns to draw one slip and ask the question. Every correct answer the student/group gets 1 point and for every wrong answer the student/group asking the question gets the point.

Student/group with most points win.

Dice talk

Draw a grid containing 30 or more squares on the board. Use a picture of forklift to represent the each group. A student from each group is chosen to take turns rolling the dice (one only) and moves across the grid according to the number rolled. The other team ask a question which taken from a pile. If the answer is correct the group gets another chance to roll the dice and if it is incorrect then the piece is moved back 1 space.

Reflection. Individually write a short text on what they learned this week.

Homework

Test your knowledge in Participant Workbook-Topic 5

Read pages 41-44 in DECA Forklift guide

Topic 6 – Conduct Routine Checks and Plan Work 4

Topics <ul style="list-style-type: none">• Loading forklift• Using forklift around people, carrying passengers, lifting people•	Vocabulary <p>collapsed height, distance, top, lowest position, overall extended height and fully raised counterweight, pivot point, centre of gravity, reduce, length, rotate, unstable, engaged, approximate mass, weight, litre, tone, kg, min and max,</p>
Materials/resources <ul style="list-style-type: none">• DECA Forklift guide pages 41-47• Participant Workbook pages Topic 6• Access to play YouTube video	

Activities

Discuss homework (reading from DECA Forklift Guide pages 41,42, 43 and 44) and random Q&A.

Video

Watch video: **Health and Safety Fork Lift Training Video (Humorous)**

http://www.youtube.com/watch?v=kAPWoG7_yVQ&playnext=1&list=PL9E256E33FEBDDCD6&feature=results_main

Display pictures from page 40,41 and 42. Then get students to discuss what is happening in the picture and write a description of what is happening in the pictures. Afterwards, list key words on the board:

'type, conditions, terrain, collapsed height, distance, top, lowest position, overall extended height and fully raised'

Then discuss them with students. Later handout these pages and ask students to look for the key words and circle them.

Reading: 40,41 and 42

During

Choose randomly students to read a section of each and then discuss it with the students to get some clarification.

Re-read the section again.

Post

In pairs/groups match the questions with the answers.

Reading: 43, 44, 45, 46 and 47.

Pre- reading

Display pictures from page 43,44,45, 46 and 47. Then get students to discuss what is happening in the picture.

Later students brainstorm in pairs/groups and list 4 different things to look for when working with the forklift. Then ask the question 'Is it OK to make repairs?' and 'When is it not OK to make repairs?'

Afterwards, list key words on the board: unless, competent, permission/authorisation and report. Then discuss them with students. Later handout these pages and ask students to look for the key words and circle them.

During

Choose students to read a section each out loud and then discuss it with the students to get some clarification.

Re-read the section again.

Post

Participant Workbook Topic 6 activities

Further information/activities

Language games:

What would you do if...?

Homework

Test your knowledge questions Topic 6

Read pages 48, 49, 50 of DECA Forklift guide

Topic 7 – Knowledge – Conduct Routine Checks and Plan Work 5

Topics <ul style="list-style-type: none">• Doing checks and using attachments• Reading a data plate.• Reading a consignment note and weighbridge certificate.• Load centre distance• Balance and fulcrum•	Vocabulary <p>Work permit, stressed (over worked), stable, counterweights, SWL- Safe Working Load, attachment, jib attachment, precautions,</p>
Materials/resources <ul style="list-style-type: none">• DECA Learner guide pages 48-70• Participant Workbook pages- Topic 7•	

Activities

Before the activity, list the words on the board that is going to be used for the game. Discuss the meaning of each word.

In this activity, the students are given some words. They listen to sentences where a word (or words) has been left out, and suggest which word from the list best completes each gap. They can be put in pairs or groups.

Read out the sentences on the page 48,49 and 50 one at a time. Makes sure you clearly indicate (by making a sound etc.) where the missing word is in each sentence.

The student/pairs/group who thinks has the missing word, holds it up and says it out loud. If correct they get 1pt and if incorrect the other team gets a chance to steal the points by suggesting the correct answer. Continue until all the sentences have been completed.

Afterwards read the pages again and check answers.

Reading

Read: 51-56 of DECA Forklift guide

- Split the class in groups/pairs and give them same 3 or 4 words that are in question 51. The task of the group is to try to predict what the question is. Next ask both groups write on the question on board. Finally the text is read from page 51 and re-written on the board. Which is then compared to students/group answers. Repeat the procedure again with the other questions. Display pictures from these pages. Students still in their group task are to match the pictures with the questions to find the possible answers.
- The group writes down possible answers on a large paper. This then displayed and compared with other groups.
- Read pages from the manual and allow students to read them individually.
- Finally re-read the pages together.

Reading

Read pages 57-70 of DECA Forklift guide
Answer questions in Participant Workbook- Topic 7.

Homework

Test your Knowledge for Topic 7 in Participant Workbook

Topic 8 - Knowledge – Conduct Routine Checks and Plan Work 6

Topics <ul style="list-style-type: none">• Attachments• Working around people•	Vocabulary <p>Vertical tilt, back tilt, jib attachment, SWL, load capacity, centre of gravity, revolving, stationary, Work platform,</p>
Materials/resources <ul style="list-style-type: none">• DECA Forklift guide pages 55-58 and 71-74, 77, 149-154.• Participant Workbook pages• Access to YouTube videos•	

Activities

Video

Watch YouTube video about Pedestrian Safety around Forklifts (12:21 mins)

<https://www.youtube.com/watch?v=xhScsHcldek>

Discuss video: Why are forklift trucks so dangerous around people? How was this explained in the video? (Visibility)

Discuss video and different driving conditions. What advice given on the video for pedestrians?

Look at the 'cause and effect' worksheet in the Participant Workbook.

Tell learners that they are going to write about an incident from the video. Model this by replaying a section from the video. After learners write down the cause and effect. Reading the DECA Forklift guide: pages 71-74, 77, 149-154.

Split up the sentence. Work with one at a time. Place learners in pairs/groups and write down the words; who, what, and when. The task is to identify the 'who, what and when' in the sentence. Finally learners rewrite these sentences in their own words guided by what they have identified during 'who, what and when' exercise. Re-read these pages from the guide.

Other Safety Issues with Forklift driving

Watch the 7 deadly sins video

<http://forkliftschool.net.au/seven-deadly-sins-the-importance-of-forklift-training/>

- Driving too fast (especially with a load, or whilst turning)
- Travelling with a raised load (above front wheel height)
- Failing to look in the direction of travel prior to moving (especially when reversing or turning)
- Travelling with an unsecured, unstable or unbalanced load
- Show evidence of collisions (either on forklift or structures, eg. walls, doors, corners, racking, bollards)
- Travelling with a load that obscures forward vision
- Turning with a raised load

Discuss the 'seven deadly sins'. Place students in groups/pairs and handout large paper. Each group brainstorm and list the seven items of the 'seven deadly sin'. Afterwards compare these with the other group.

List the “seven deadly sins” on the board. Then discuss each item of the “Seven Deadly Sins”. Then relate each item with the sections in the manual.

Further information/activities

Watch other safety videos

Find recent news articles about Forklift accidents/incidents. Discuss what happened and why and how the incident may have been prevented.

Homework

Revise pages 149-154 from DECA Forklift guide

Topic 9 – Performance Skills-Conduct Routine Checks and Plan Work

<p>Topics</p> <ul style="list-style-type: none"> • Parking • Operational checks <p>Conduct Routine Checks</p> <ul style="list-style-type: none"> • Checking forklift truck. • Checking seating and vision • Checking Inspection requirements and compliance plate of gas cylinders. • Checking attachments <p>Pre-Operational start-up checks.</p> <ul style="list-style-type: none"> • Correct start up and mount the forklift procedures. <p>Plan work</p> <ul style="list-style-type: none"> • Inspect the area. • Know the Hazards and writing Hazard report. • Reading signs. • Protective clothing and equipment <p>Checking load and choosing right attachment</p> <ul style="list-style-type: none"> • 	<p>Vocabulary</p> <p>Routine check, conduct, assembly, tyre pressure, un/lock, engine/transmission oil, battery, water/hydraulic level, vision, controls, adjust, indicator, obstructions, equipment area, Hazards, Danger signs, procedure, gauges</p>
<p>Materials/resources</p> <ul style="list-style-type: none"> • DECA Forklift guide pages 118-144, 75-78 • Participant Workbook pages Topic 9 • Access to watch YouTube video 	

Activities

Video

Write on the board a copy of the question creation chart. Explain to learners how this chart works. Then tell them that they will use this chart to create questions about the video they are going to watch.

Watch YouTube video about **Running Check**

http://www.youtube.com/watch?v=V_bbRW7gXWc&feature=related

Model some questions related to the video.

Split learners into pairs and then handout the question creation chart. Learners create questions, which will be used to question other learners.

Reading the DECA Forklift guide: pages 75,76,77 and 78. Display pictures from these pages. Then get learners to discuss what is happening in each of these

pictures. Later brainstorm in pairs/groups to create different questions relating to the pictures.

Afterwards, the whole class read their Forklift guide pages 75-78 and discuss and compare their questions with the manual.

Group activity: practice verbal questions and answer.

Further information/activities

Sphere selector

Homework

Self-directed homework. Choose a section you find confusing or difficult.

Re-read the section. Circle 5 key words.

Try and memorise these words for the next class.

Write about the topic using those 5 key words.

Topic 10 – Performance Skills-Shift Load

<p>Topics</p> <p>Shift load</p> <ul style="list-style-type: none"> • Practical Course Layout • Reading: load markings, consignment notes, weighbridge certificate, • Traffic safety • Positioning loads • 	<p>Vocabulary</p> <p>Chicane, course layout, obstacle, place and pick up, low/medium/high level, direction to approach load, aisle, roadways, two way traffic, give way, safe distance, other vehicles, positioning, direction, clear view, manoeuvring shunt or reposition, rack, stack, tilt, stabilise the load, check for clearance</p>
<p>Materials/resources</p> <ul style="list-style-type: none"> • DECA Forklift guide pages 146 -162 • Participant Workbook pages Topic 10 • 	

Activities

From information given on 147-162 in DECA Forklift Guide- Shift Load

Procedure: A sentence or short passage is written on the board with a blank space in it. The blank space contains the first letter of a target word. Learners are asked to offer words that have a specific beginning letter. Once the words are listed, they listen to the teacher read the sentence using that word. They are asked to state if the sentence sounds correct. Words that make sense stay; words that do not are erased or crossed out. The next letter is given and words that do not include both of the first two letters are eliminated. The process continues until one word, the correct word remains. Learners like to guess what word will be correct, so it helps to emphasise that this is only an activity, all suggestions are welcome, and you're not looking for a winner at that point in time. (If you choose to use this as a competitive game, skip that last part)

Closure/Modifications: The activity ends once the correct word is identified.

Suggestion: Does the sentence make sense? Does the word fit within the space (use dash to indicate the numbers of letters)?

Afterwards re-read the sentence.

Weighbridge or Consignment notes

Reading DECA Forklift Guide pages 95, Learner reads individually.

Complete activity in Participant Workbook

Provide individual support for learners.

Further information/activities

Measuring activities. Height, depth, weight,

Homework

Activities in Participant Workbook

Topic 11 – Knowledge and Performance Skills- Shutdown Equipment and Secure Site

<p>Topics</p> <ul style="list-style-type: none"> • Shutdown properly, parking, secure site • Assessment: Analysing questions, role-play performance assessment, group discussion written/oral assessment • 	<p>Vocabulary</p> <p>Off/on, shutdown, engine, safe place, parking, parking brake, gas cylinder, recharge batteries, right gear for parking, dismount correctly</p> <p>Conduct routine checks, inspects site and plans work, pre-operational start checks, Applicant explain ____, Follow and maintain agreed travel path/plan, Demonstrate _____, You are required to _____. You are required to _____, During your pre-operational check, what precautions should be taken _____, What, when, why, how, Name, explain, For what reason, Is it _____?</p>
<p>Materials/resources</p> <ul style="list-style-type: none"> • DECA Forklift guide pages 106-114 and 163-169. • Participant Workbook pages Topic 11 • 	

Activities

Shutdown equipment and secure site

Discuss homework reading from DECA Forklift guide pages 106-114 and 123

List the words on the board that is going to be used for the activity. Discuss the meaning of each word.

In this activity, the students are given some words. They listen to sentences where a word (or words) has been left out, and suggest which word from which list best completes each gap. They can be put in pairs or groups.

Read out the sentences on page 107, 108, 109, 110, 123 and 168 one at a time. Make sure you clearly indicate (by making a sound etc) where the missing word is in the sentence.

The student/pairs/groups/who think they have the missing word, holds it up and says it out loud. If correct they get 1 point and if incorrect the other team gets a chance to steal the points by suggesting the correct answer. Continue until all the sentences have been completed.

Afterwards read the pages again and complete activities in Participant Workbook.

Assessment- Practice questions

Game:- Match the questions with the correct answer.

Completing sentences.

Conduct routine checks, inspects site and plans work, pre-operational start checks, Applicant explain _____,

Follow and maintain agreed travel path/plan,
Demonstrate _____,
You are required to _____.
You are required to _____,
During your post-operational check, what precautions should be taken _____,
Question words: What, when, why, how,
Name
Explain
For what reason.....?
Is it _____?

Further information/activities

Other language reinforcement games: Bingo or Shopping list.

Class Auction

- Auction ESL:

Every team starts with the same amount of money and their goal is to buy the most correct sentences (each correct sentence will get them 1 point) and have the most remaining money left over. If one team has 3 points and \$0 and another team has 2 points and \$900, the team with 3 points wins.

How to Play:

1. Write one of your prepared sentences on the board.
2. Ask if anyone would like to start the bidding for the sentence at \$10.
3. Let the teams out bid each other as they try to buy the sentence.
4. Once the bidding starts to fizzle out, give the old, "Going once. Going twice. Sold." routine and that ends that round.
5. First deduct from the bid winning team the amount of money that they spent on the sentence.
6. Then ask the class if the sentence that they bought is correct or incorrect.
7. If the sentence is correct, that team gets 1 point. If the sentence is incorrect, no point is given.

Homework

Test your knowledge- Topic 11 in Participant Workbook

Extra reading 163-169 of DECA Forklift guide.

Topic 12 – Revision of Content, Learner Review and Pathways Planning

Topics <ul style="list-style-type: none"> • Review of material and practice test • Learner review and pathways • 	Vocabulary <p>Review of key vocabulary used throughout the course</p>
Materials/resources <ul style="list-style-type: none"> • DECA Forklift guide (all of guide) • DECA practice test questions • Participant Workbook pages –Topic 12 • AFrame Learner Review Part 2 (in Appendix) • 	

Activities

Revision of Content

Get learners to do the practice test. 40 minute written test. Then discuss questions and answers together. Go through any content that needs reinforcing.

Group activity

Constructing sentences for the pre-operational checks.

I am checking the

I'm checking it for

Watch video of person demonstrating a **Running Check**: 6.23 mins

http://www.youtube.com/watch?v=V_bbRW7gXWe&NR=1&feature=endscreen

Ask learners to recount the Running Check they just watched.

Feedback about the course

Give learners the A Frame Learner Review Part 2 Discuss their answers and ideas about the course.

Pathways Planning- Where to now?

Where and how to book a Forklift licence course **TLILIC2001A - Licence to operate forklift truck.**

From the learner reviews and discussions with learners ascertain;

Who would like to continue to do the course? TLILIC2001A - Licence to operate forklift truck. Are their language skills ready? Is there anything else they can do to improve their English language skills before enrolling? How much does it cost? When are courses available? Make a booking.

Further information/activities

Excursion to DECA driving school

Excursion to a warehouse or workplace that uses forklifts

Guest Speaker from Industry- trainer or a forklift driver

Looking at job advertisements and checking skills and licences required

Web based activity: Flexible Learning Toolboxes The Virtual Warehouse (note some of this is free to use at <http://tle.tafevc.com.au/toolbox/items/a444671d-8fda-317f-f9c6-cec222651661/2/>) In particular the Tasks section is interactive. There is also a practice assessment at the end.

FORM A

LEARNER PLAN

click and type



Name

Date

Course

Provider

Tutor

Part 1 Learning Plan

complete this section at the start of the course

Your reasons and goals

Why have you enrolled in this course?

eg improve life at home, improve skills at work, help find work, join community activities, learn a new skill, something else:

What do you hope to get from doing the course?

note your learning and personal goals, short or long term:

Your experience

What previous experience can you use in this course?

note anything similar you have done before, or other skills you have which can be useful in the course:

Your work skills

How are your employability skills?

These skills are important for getting and keeping jobs.

Rate your skills now by selecting and **bolding** one number from **1** (= very poor) to **5** (= excellent):

• <i>Communicating</i>	speaking, listening, reading, writing and numeracy	1 2 3 4 5
• <i>Teamwork</i>	working in groups, giving feedback	1 2 3 4 5
• <i>Problem solving</i>	working out ways to do things	1 2 3 4 5
• <i>Initiative and enterprise</i>	trying new things, being creative, following up ideas	1 2 3 4 5
• <i>Planning and organising</i>	making decisions, organising things	1 2 3 4 5
• <i>Self-management</i>	taking responsibility, organising yourself	1 2 3 4 5
• <i>Learning</i>	good at learning new things	1 2 3 4 5
• <i>Technology</i>	using computers, machines, mobile phones	1 2 3 4 5

Your experience

	<p>How do you learn best? by listening, reading, making or doing things, being shown how, in groups, online, or a combination of these:</p>
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Your evidence and results

	<p>Do you want your tutor to help you to... ✓ = yes, ✗ = no <i>delete one answer</i></p> <ul style="list-style-type: none"> ● list the skills you already have, plus what you learn from this course ✓ ✗ ● plan for further study or work? ✓ ✗
	<p>Do you give us permission to ... <i>delete one answer</i></p> <ul style="list-style-type: none"> ● show, exhibit and publish your work from the course? ✓ ✗
	Notes

Your future

	<p>Where do you see yourself going after this course? ✓ = yes, ✗ = no <i>delete one answer</i></p> <ul style="list-style-type: none"> ● paid work ✓ ✗ ● volunteer or unpaid work ✓ ✗ ● further study towards a qualification ✓ ✗ ● accredited training ✓ ✗ ● further study ✓ ✗ ● another course here ✓ ✗ ● family activity ✓ ✗ ● community activity ✓ ✗
	Notes

Part 2 Learning Review

complete this section at the end of your course

Name

Date

Your goals

Benefits

What were the main things you gained from the course? Was it what you wanted?

Your employability skills

Rate your progress

Note your improvement in these skills by **bolding** one number from **1** (= no change) to **5** (= big improvement):

- | | | |
|------------------------------------|---|-----------|
| • <i>Communicating</i> | speaking, listening, reading, writing and numeracy | 1 2 3 4 5 |
| • <i>Teamwork</i> | working in groups, giving feedback | 1 2 3 4 5 |
| • <i>Problem solving</i> | working out ways to do things | 1 2 3 4 5 |
| • <i>Initiative and enterprise</i> | trying new things, being creative, following up ideas | 1 2 3 4 5 |
| • <i>Planning and organising</i> | making decisions, organising things | 1 2 3 4 5 |
| • <i>Self-management</i> | taking responsibility, organising yourself | 1 2 3 4 5 |
| • <i>Learning</i> | good at learning new things | 1 2 3 4 5 |
| • <i>Technology</i> | using computers, machines, mobile phones | 1 2 3 4 5 |

Any comments?

Your learning skills

Learning to learn

Note any new ways of learning (eg searching the Internet, using a library) which will help you go on learning.

Your evidence

Recognising your learning

What have you got to show what you've achieved, what you can do now?

Your future

Next steps

What are you planning to do next? How can you use what you've learnt from this course?

Some examples: paid work, volunteer or unpaid work, further study towards a qualification, accredited training, another

course at this centre, family activity, community activity

Your feedback on the course

Evaluation

Rate the course by selecting one number from 1 (very poor) to 5 (excellent) in the drop-down box:

- content: what was covered in the course
- teaching: how it was taught and organised
- acknowledgement: providing you with evidence of your learning

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

Any comments or suggestions for improving the course?