

Session plan Module 1:

Programme overview and punctuation

Group: _____

Tutor: _____

Location: _____

Aims

- To provide an overview of the training programme, and its relevance to equality and diversity
- Identify participants' starting levels
- To revise rules of punctuation.

Outcomes

Participants will have:

- an understanding of the course content
- an awareness of NHS KSF core dimension Equality and Diversity and how the content relates to this core dimension
- identified their starting levels to inform an individual ILP
- an understanding of what a sentence is
- revised use of capital letters, full stops, question marks and exclamation marks
- a knowledge of when to use commas and apostrophes
- an understanding of how to use punctuation appropriately when writing at work and completing work based documentation.

Activity and time	Tutor activity	Learner activity	References
Introduction 20 minutes	<ul style="list-style-type: none"> • Housekeeping. • Show module 1 presentation slides 1-3 and introduce course outline. (See guidance notes). • Establish ground rules. • Introduce aims and outcomes of module 1 using module 1 presentation slides 4-5. • Ask participants what they understand by the terms Equality and Diversity. Write feedback on flipchart. (See guidance notes). • Distribute NHS Knowledge and Skills Framework handout. Ask participants if they have seen the framework before. Explain that this handout is for their reference and that the course aims to develop their awareness of Equality and Diversity issues and the criteria covered by core dimension 6. • Show module 1 presentation slide 6&7 and discuss. 	<ul style="list-style-type: none"> • Listen and respond 	SLIr/L2.1 KSF LI Core 1,2,6
Group Ice Breaker 10 minutes	<ul style="list-style-type: none"> • Ask participants to work in pairs to consider any equality issues they have recently encountered at work. • Encourage them to consider what role communication played in these issues. • Take feedback and note, for example, inappropriate language and failure to display something in dual language. 	<ul style="list-style-type: none"> • Listen and respond • Speak to communicate 	SLIr/L2.1 SLc/L2.1 KSF LI Core 1,2,6

Activity and time	Tutor activity	Learner activity	References
Enrolment, registration and assessment activity – Thinking it over 20 minutes	<ul style="list-style-type: none"> • Give out enrolment forms. • Hand out Thinking it over activity sheet. This activity can be used as a diagnostic tool. • Ask participants to read through the scenario and to complete the written task. • Learner profiling and ILP. 	<ul style="list-style-type: none"> • Complete forms • Carry out assessment • Read text • Write text • Compile profile and ILP 	Rt/2.7 Wt/L2.4 KSF L2 Core 6
Punctuation 5 minutes	<ul style="list-style-type: none"> • Ask “What is punctuation and why do we need it?” • Write responses on flipchart. • Show presentation slide 8. Talk through and discuss. • Note that every punctuation mark has a particular ‘job’ to do. It is important that participants are clear on each mark’s function so that they can use them correctly. 	<ul style="list-style-type: none"> • Listen and respond • Speak to communicate 	SLIr/L2.1 SLc/L2.1 KSF L1 Core 1,2
Punctuation activity 5 minutes	<ul style="list-style-type: none"> • Give out Punctuation and accurate writing activity and quiz. • Ask participants, in pairs, to complete activity. • Take feedback. 	<ul style="list-style-type: none"> • Paired activity • Carry out task 	SLd/L2.1 Ws/L2.4 SLc/L2.1 KSF L1 Core 1,2,6

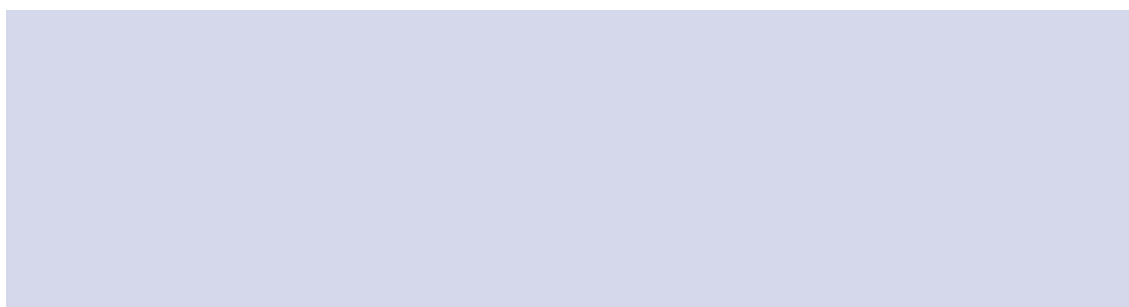
Activity and time	Tutor activity	Learner activity	References
Sentences What do you see? and Is it a sentence? activities 20 minutes	<ul style="list-style-type: none"> • Give out What do you see? handout and ask participants to create a few sentences relating to a picture of their choice. • Take feedback. Note what they have in common i.e. they make complete sense. • Distribute Is it a sentence? activity sheet and ask participants to complete. Take feedback. • Show presentation slide 9 and discuss sentence endings – full stops, question marks and exclamation marks. • Also explore any assumptions that may have been made when writing about the pictures encouraging participants to think beyond the stereotypes. (See guidance notes). • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond • Individual/paired activities • Give feedback 	Ws/L1.3 KSF L1 Core 1,2, L2 Core 6
Break 15 minutes			
Commas 15 minutes	<ul style="list-style-type: none"> • Distribute Using commas activity sheet. • Explain the different ‘jobs’ of commas by talking through presentation slides 10-12. • Set activities from Using commas. To be completed by learners in pairs. • Use time to address individual needs. 	<ul style="list-style-type: none"> • Carry out task • Paired activity • Listen, read and respond. • Individual exercises – practising different uses of commas. 	Ws/L2.4 KSF L1 Core 1,2,6

Activity and time	Tutor activity	Learner activity	References
Punctuation and spelling quiz 20 minutes	<ul style="list-style-type: none"> Distribute Punctuation and spelling quiz and introduce as test practice. Use with Jigsaw resource*. See Using the Move On jigsaw teacher resource for instructions on using the jigsaw. Divide groups into 2/3 teams, nominate a team leader. Group to collectively agree answers. Team leader to form jigsaw when given correct responses. 	<ul style="list-style-type: none"> Carry out activity. Team leader to make jigsaw following team responses. 	SLd/L2.1,2,3 SLc/L2.1 Ws/L1.3 KSF LI Core 1,2,6
Apostrophes 20 minutes	<ul style="list-style-type: none"> Introduce use of apostrophes by showing presentation slide 13. Distribute Apostrophes activity. Talk through each explanation. Ask participants, in pairs, to complete activities. Take feedback and discuss. 	<ul style="list-style-type: none"> Carry out activities in pairs. Listen, read and respond. 	Ws/L2.4 KSF LI Core 1,2,6
Punctuation overview activity 20 minutes	<ul style="list-style-type: none"> Give out Check the punctuation activity. (This activity to be introduced if there is time, or offer as homework). Also offer additional extension sheets on punctuation as appropriate (e.g. sheets from the BBC skillswise website) (See guidance notes) and hand out How to use commas and How to use apostrophes sheets. Ask participants, in pairs, to complete the activity. Take feedback and discuss. 	<ul style="list-style-type: none"> Carry out activity in pairs. Listen, read and respond. 	Ws/L2.4 KSF LI Core 1,2. L2 Core 6
Summary 10 minutes	<ul style="list-style-type: none"> Revisit session aims and outcomes. Take feedback and questions. Give out evaluation sheet for the module. 	<ul style="list-style-type: none"> Listen and respond. Complete evaluation sheet. 	KSF LI Core 1,2,6

Resources/aids

- Module 1 PowerPoint presentation/OHP slides
- Handouts: NHS Knowledge and Skills Framework; What do you see?; How to use commas; How to use apostrophes; Evaluation sheet
- Activity sheets: Thinking it over; Punctuation and accurate writing; Is it a sentence?; Using commas; Apostrophes; Check the punctuation
- Teacher resource: Using the Move On jigsaw
- Test questions: Punctuation and spelling quiz
- Move On Jigsaw
- Punctuation exercises selected by teacher
- Highlighter pens
- Flipchart and markers.

Assessment evaluation



Individual learning planning

Activity summary and guidance sheet

Module 1

Introduction

Cover housekeeping issues e.g. fire safety procedures and give an overview of the course content. Introduce course aims and outcomes by showing **slides 1-3**. Note that the course aims to give the participants a heightened awareness of issues relating to equality and diversity and to explore Core dimension 6 and how it links into their role. Some of the activities may also provide evidence for their KSF portfolio.

Establish ground rules - encourage all to contribute to these so that they take ownership. Write them up on flip chart and display on wall. They should include things like: respect each other's views, only one to talk at any one time, confidentiality, sensitivity and It's healthy to disagree. Introduce Module 1 aims and outcomes using **slides 4-5**.

Ask participants what they understand by the terms 'equality, and 'diversity'. Write feedback on flipchart. **Show module 1 presentation slide 6&7** and discuss. Note the difference between equality and diversity. Equality ensures that everyone is treated as equal and differences are not used to generate or maintain inequality whereas diversity celebrates differences and how an individual, through their differences, can contribute to society and place of work. Also stress that equality and diversity is related to the actions and responsibilities of everyone – users of services including patients, clients and carers; work colleagues; employees; people in other organisation and the public in general. It is not an 'us and them' situation. Link discussion to 'The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process; Core dimension 6 : Equality and Diversity, page 80'. Distribute **NHS Knowledge and Skills Framework** handout. Ask participants if they have seen the framework before. Explain that this handout is for their reference and that the course aims to develop their awareness of Equality and Diversity issues and the criteria covered by core dimension 6.

Group ice breaker

Ask participants to work in pairs to consider any equality issues they have encountered at work recently. Encourage them to consider what role communication played in these issues. Take feedback and note, for example, inappropriate language and failure to display something in dual language.

Assessment activity

Distribute **Thinking it over** activity sheet and encourage participants to read through and complete the written task. This piece of writing will give tutors the opportunity to assess grammar, punctuation and general writing skills and this will inform the learner's profiling and individual learning plans.

Punctuation

Assess prior knowledge of punctuation through Q&A. Introduce **slide 8** and note that every punctuation mark has a 'job' to do. Prior learning is also assessed through the **Punctuation and accurate writing** activity and quiz.

Sentences

Give out **What do you see?** handout and ask participants to create a few sentences relating to a picture of their choice. Take feedback. Note what they have in common i.e. they make complete sense. Distribute **Is it a complete sentence?** activity sheet and ask participants to complete. Take feedback. Introduce the concept of sentences containing subject and verb so that participants become familiar with the vocabulary. Explore any assumptions that may have been made when writing about the pictures encouraging participants to think beyond the stereotypes. Encourage participants to think in terms of diversity and what the people in the photographs can contribute to our culture because of their differences.

Using commas

Assess prior knowledge of commas through Q&A and introduce **slides 10-12**.

Punctuation and spelling quiz

Consolidate knowledge through the quiz. This is also intended as test practice and is laid out in the multiple choice format. Use with the **Move On Jigsaw** resource. See the **Using the Move On jigsaw** teacher resource for instructions on using the jigsaw. Divide groups into 2/3 teams and nominate a team leader. (Identify stronger participants to take this role.) Group to collectively agree answers. Team leader to form jigsaw when given correct responses. Give out a small 'prize' e.g. promotional pen from your organisation.

Apostrophes

Check prior knowledge through Q&A and then show **slide 13**. Hand out **apostrophes activity** and talk through each explanation of where to use apostrophes before asking participants to complete the activity sheet.

Check the punctuation

The activity is based on a witness statement. It is an example of good practice where a care worker takes into account a client's preferences. Link to KSF L2 Core 6 – examples of application – People's expressed beliefs, preferences and choices might relate to: food and drink.

Ask participants to check the punctuation but also to be aware that there are commas where there should be full stops and places where 'and' has been used instead of a full stop. This activity will also encourage participants to identify complete sentences. I would also suggest they read some of the text aloud to themselves and their partner to see where the sentence breaks 'naturally' occur.

Hand out extension sheets at the end of the session (for example from the BBC Skillswise website). Also hand out **How to use commas** and **How to use apostrophes** information sheets.

Summary

Revisit session aims and outcomes using **slides 4 and 5**.

get on at work



MOVE ON in the NHS

Module 1: Programme overview and punctuation



QIA Quality Improvement Agency

get on at work

Communication Skills for Equality and Diversity

Aims:

- To increase participants' confidence in meeting the criteria detailed in the KSF core dimensions, particularly Equality and Diversity
- To provide an opportunity to brush up the underpinning written and spoken skills and fulfil individual potential
- To provide an opportunity for participants to gain national accreditation for their skills development through entry to the National Certificate in Adult Literacy



get on at work

Communication Skills for Equality and diversity

Objectives:

- To build participants' confidence, particularly in the knowledge and skills required to effectively meet the KSF core dimension 6: Equality and Diversity
- To provide participants with an enjoyable experience of learning that meets their personal goals and interests
- To enable participants to experience the benefits of group teaching and learning and peer support
- To enable participants to achieve the National Certificate in Adult Literacy at Level 1 or 2



get on at work Aims for Module 1

- ➔ To provide an overview of the training programme, and its relevance to equality and diversity
- ➔ Identify participants' starting levels
- ➔ To revise rules of punctuation



get on at work Outcomes for Module 1

Participants will have :

- an understanding of the course content
- an understanding of NHS KSF core dimension Equality and Diversity and how the content relates to this core dimension
- identified their starting levels to inform an individual ILP
- an understanding of what a sentence is
- revised use of capital letters, full stops, question marks and exclamation marks
- a knowledge of when to use commas and apostrophes
- an understanding of how to use punctuation appropriately when writing at work and completing work based documentation



get on at work Equality

- Where everyone is regarded and treated as equal
- We recognise that everyone is an individual and 'differences' are not used to generate and maintain inequality or hierarchies



get on at work Diversity

- Emphasises and celebrates the differences between individuals
- It aims to be inclusive of all
- Embraces an individual's difference and their contribution to society and their place of work



get on at work What is punctuation?

- Punctuation is the use of marks and spaces to show meaning in writing.
- When we speak, we pause when we have finished a thought, or when we change the subject.
- We use our voices to clarify meaning: louder or softer, up and down for questions or commands.
- When we write, we use punctuation marks to make our writing clearer and easier to read.



get on at work What is a sentence?

- A sentence is a group of words that makes complete sense (expresses a complete idea).
- A sentence may be a:
 - statement
 - question
 - command



get on at work Commas

- Commas separate parts of a sentence.
- Commas help us to understand the sentence better.



get on at work Commas

- **Separating parts of a long sentence:**
 - When we returned to meet our friends, we found they had left.
 - **Separating parts of a list or series of actions:**
 - The resource box contained six dictionaries, three calculators and some pens.
- Note: no comma is needed before the **and** before the last item.



get on at work Commas

- **Separating explanations (for extra information)**

Note: two commas are needed:

 - The tutor, I am sure, will help you if she can.
- **Separating words such as yes, no, thank you, does he?, can't I?:**
 - Your brother likes football, doesn't he?
 - Yes, that's my car.
- **Separating names of people spoken to**

Note: sometimes two commas are needed:

 - Excuse me, Janet, is this your pen?
 - Excuse me, Juan, are these your files?





at work

Apostrophes

We use apostrophes for two main purposes :

- **For shortened forms**

Examples:

They've – They have

It's – It is or it has

- **To show ownership**

Examples:

Thabo's car – the car belongs to Thabo

The locum's surgery – the surgery belongs to the locum

The nurses' staff room – the staff room belongs to the nurses



Handout: The NHS Knowledge and Skills Framework and the Development Review Process: Core Dimension 6: Equality and Diversity

CORE DIMENSION 6: EQUALITY AND DIVERSITY

Overview

Status	Core - this is a key aspect of all jobs and of everything that everyone does. It underpins all dimensions in the NHS KSF.
Levels	<ol style="list-style-type: none">1 Act in ways that Support equality and value diversity2 Support equality and value diversity3 Promote equality and value diversity4 Develop a culture that promotes equality and values diversity
Description	<p>It is the responsibility of every person to act in ways that support equality and diversity. Equality and diversity is related to the actions and responsibilities of everyone - users of services including patients, clients and carers, work colleagues; employees. people in other organisations, the public in general.</p> <p>Successful organisations are ones that reflect the richness of diversity that exists in society and will include people of different: abilities ages; bodily appearances; classes; castes; creeds cultures; genders geographical localities. health, relationship mental health social and economic statuses; places of origin; political beliefs. race, religion; sexual orientation; and those with and without responsibilities for dependents.</p> <p>Where diversity and equality are not integral to an organisation, discrimination may occur.</p> <p>Progression through the levels in this dimension is characterised by:</p> <ul style="list-style-type: none">- moving from own practice to the consideration of team and organisational cultures- an increasing Understanding of the nature and complexity of equality and diversity- being more proactive and challenging in the promotion of equality and diversity- increasing knowledge about the legislation. policies and procedures relating to equality and diversity from awareness. knowing where to obtain information. having a working knowledge of the legislation. policies and procedures and being able to interpret them to others, to an extended knowledge of the legislation policies and procedures and monitoring their effectiveness in organisations

Examples of application

These may be relevant to all levels in this dimension

Legislation policies and procedures may be international, national or local and may relate to

- age
- complaints and issue resolution (including harassment and bullying)
- employment
- equality
- dependents - people who have caring responsibilities and those who do not
- diversity - age, gender, marital status, political opinion. racial group religious belief. sexuality
- disability
- gender
- human rights (including those of children)
- language
- marital status
- mental health
- mental incapacity
- political opinion
- racial group
- religious belief
- sexual orientation

Links to other KSF dimensions

This dimension is supported by:

- *Core 1 Communication*
- *Core 2 Personal and people development*
- *Core 3 Health, safety and security*
- *Core 4 Service improvement*
- *Core 5 Quality*
- *G1 Learning and development*
- *G7 Capacity and capability.*

Terminology

Equal opportunities - emphasises the structures, systems and measures of groups within Society and within organisations. Equal opportunities is about addressing representation and balance.

Equality - is about creating a fairer society where everyone can participate and has the opportunity to fulfil their potential. it is backed by legislation designed to address unfair discrimination based on membership of a particular group.

Diversity - is about the recognition and valuing of difference in the broadest sense. It is about creating a working culture and practices that recognise, respect, value and harness difference for the benefit of the organisation and individuals.

Discrimination - the practice of treating individuals less fairly than other people or groups.

Core 6/Level 1: Act in ways that support equality and value diversity

Indicators	Examples of application
<i>The worker:</i>	<u>Legislation, policies and procedures</u> see overview
a) acts in ways that are in accordance with <u>legislation, Policies, procedures</u> and good practice	<u>Makes sure they do not discriminate</u>
b) treats everyone with whom s/he comes into contact with dignity and respect	against other people may include - what they do or say
c) acknowledges other's different perspectives	- what they do or say - when interacting with colleagues
d) recognises that people are different and <u>makes sure they do not discriminate</u> against other people	- when interacting with users of services - when working with the Public - when working with visitors to the organisation
e) recognises and reports behaviour that Undermines equality and diversity	

Core 6/Level 2: Support equality and value diversity

Indicators	Examples of application
<i>The worker:</i>	<u>Legislation, policies and procedures</u> See overview
a) recognises the importance of people's rights and acts in accordance with <u>legislation, policies and procedures</u>	<u>People's expressed beliefs, preferences and choices</u> might relate to:
b) acts in ways that:	- food and drink - how they like to be addressed and spoken to - personal care - living or deceased - privacy and dignity - the information they are given - the support they would like - the faith or belief
- acknowledge and recognise people's expressed beliefs, preferences and choices	
- respect diversity	
- value people as individuals	
c) takes account of own behaviour and its effect on others	Identifying and taking action when others' behaviour Undermines equality and diversity Would include on a day-to-day basis being, prepared to:
d) <u>identifies and takes action</u> when own or others behaviour Undermines equality and diversity.	- recognise when equality and diversity is not being promoted and doing something about it - recognise when someone is being discriminated against and doing something about it

Activity:

Think it over

Name _____

Date _____

Scenario

Imagine you are standing in a bus queue and everyone keeps ignoring you and pushing past to get on the bus. When you eventually get to the front of the queue the bus driver will not let you on and is hostile and unhelpful. You might feel angry and argue the point or decide to go by train next time. If this were your experience every day, in all sorts of different situations, how would you feel? Why might this be happening to you?

Activity: Punctuation and accurate writing

Reports, care plans and memos should be checked for punctuation as well as spelling.

Activity 1

Choose the correctly punctuated version of each sentence.

1. A There are approximately 7 million disabled people in the uk.
B There are approximately 7 million disabled people in the UK.
2. A Direct discrimination occurs when an individual receives less favourable treatment on the basis of factors such as race religion gender and sexual orientation.
B Direct discrimination occurs when an individual receives less favourable treatment on the basis of factors such as race, religion, gender and sexual orientation.
3. A Harassment is unwanted behaviour that violates a person's dignity.
B Harassment is unwanted behaviour that violates a persons' dignity.
4. A By 2010, almost 40% of the workforce will be age 45 or above.
B By 2010, almost 40% of the Workforce will be age 45 or above.
5. A Is it correct that women hold only 10% of senior management positions.
B Is it correct that women hold only 10% of senior management positions?

Activity 2

Mini quiz: fill in the table with the name of each punctuation mark.

1.	:	
2.	,	
3.	()	
4.	hadn't	
5.	co-op	
6.	!	
7.	“ ”	
8.	?	
9.	.	

Answers: Punctuation and accurate writing

Activity 1

1. B

2. B

3. A

4. A

5. B

Activity 2

colon – 1

comma – 2

brackets – 3

apostrophe – 4

hyphen – 5

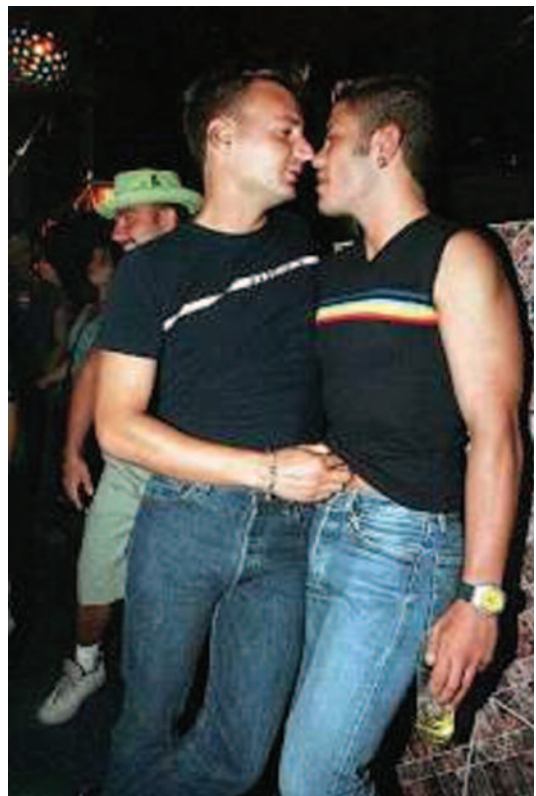
exclamation mark – 6

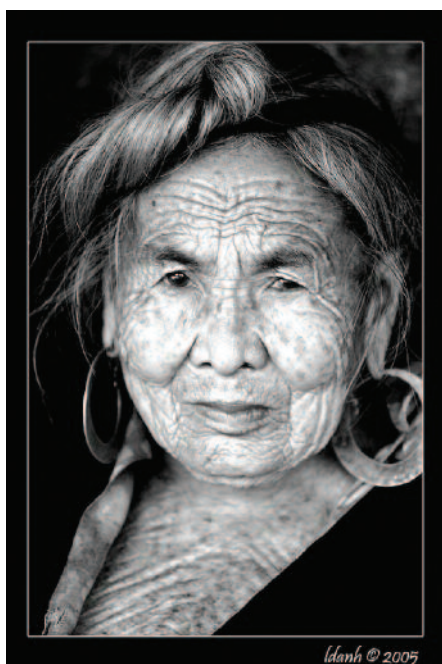
speech marks – 7

question mark – 8

full stop – 9

Handout: What do you see?





Activity: Is it a sentence?

We all think we can write sentences, but many people write in fragments of sentences or in sentences that run into each other.

Try this!

Put a tick against the examples below which you think are sentences. Say them out loud to yourself. Do they sound right?

		Tick for yes
1.	Clients with mobility difficulties need support.	
2.	Clients with mobility difficulties.	
3.	Continence strategies are important.	
4.	Respite care each year.	
5.	She left food on the plate.	
6.	She needed a place at a care home.	
7.	The food on Thandi's plate was cold.	
8.	The food on the plate.	
9.	The places at the care home.	
10.	The problems with the automatic door meant that Rashid's wheelchair.	

A sentence is a complete idea. It can stand on its own and make sense.

Activities: Using commas

Commas separate parts of a sentence: They help us to understand the sentence better.

Commas separate **parts of a long sentence**, e.g.:

- When we returned to work to meet our friends, we found they had left.

Activity 1

Put in the missing commas:

- If a resident asks a member of staff about making a bequest to the home the resident should be referred to the manager.
- After walking round the hospital for 20 minutes we found the ward we were looking for.

Commas separate **parts of a list or series of actions**, e.g.:

- The pharmacist dispensed three courses of antibiotics, some eye drops and six bottles of cough mixture.

Note: no comma needed before the *and* before the last item.

Activity 2

Put in the missing commas:

- John Jasmin Katie and Ahmed are all on the Paralympics team.
- He walked to the window opened it then returned to his bed.
- Equality and diversity is related to the actions and responsibilities of everyone – users of services work colleagues employees people in other organisations and the public in general

Commas separate **explanations**, e.g.:

- The manager, I am sure, will help you if she can.
- Juan, who is a vegetarian, will not eat any meat.

Note: two commas are needed.

Activity 3

Put in the missing commas:

- Nadia you will be glad to know is doing very well in her new role.
- Writing case notes which is a lengthy process takes up a lot of my time at work.

Commas separate **words such as yes, no, thank you, does he? can't I?**

We sometimes make questions like this:

- Your brother likes football, *doesn't he?*

The words in italics are called a question tag. A question tag makes a statement into a question. Other examples are:

- isn't it?
- aren't they?
- don't you?

Question tags are separated from the rest of the sentence by a comma. Words and phrases like yes, no and thank you are separated in the same way e.g.:

- Yes, that's my car.
- Thank you, I'd like to have lunch with you.

Activity 4

Put in the missing commas:

- No this is not 258369.
- The appointment with the doctor is at 6 o'clock isn't it?
- Yes she came back to work today.

Commas separate the **names of people spoken to**, e.g.:

- Excuse me, Amina, is this your pen?
- John, pick up your jacket.

Note: sometimes two commas are needed.

Activity 5

Put in the missing commas:

- How are you today Mrs Gethen?
- Terry have you finished your meal?

The words in *italics* are called a question tag. A question tag makes a statement into a question. Other examples are:

- isn't it?
- aren't they?
- don't you?

Question tags are separated from the rest of the sentence by a comma. Words and phrases like *yes*, *no* and *thank you* are separated in the same way e.g.:

- Yes, that's my car.
- Thank you, I'd like to have lunch with you.

Activity 4

Put in the missing commas:

- No this is not 258369.
- The appointment with the doctor is at 6 o'clock isn't it?
- Yes she came back to work today.

Commas separate the **names of people spoken to**, e.g.:

- Excuse me, Amina, is this your pen?
- John, pick up your jacket.

Note: sometimes two commas are needed.

Activity 5

Put in the missing commas:

- How are you today Mrs Gethen?
- Terry have you finished your meal?

Answers: Using commas

Activity 1

- If a resident asks a member of staff about making a bequest to the home, the resident should be referred to the manager.
- After walking round the hospital for 20 minutes, we found the ward we were looking for.

Activity 2

Put in the missing commas:

- John, Jasmin, Katie and Ahmed are all on the Paralympics team.
- He walked to the window, opened it, then returned to his bed.
- Equality and diversity is related to the actions and responsibilities of everyone – users of services, work colleagues, employees, people in other organisations and the public in general

Activity 3

Put in the missing commas:

- Nadia, you will be glad to know, is doing very well in her new role.
- Writing case notes, which is a lengthy process, takes up a lot of my time at work.

Activity 4

Put in the missing commas:

- No, this is not 258369.
- The appointment with the doctor is at 6 o'clock, isn't it?
- Yes, she came back to work today.

Activity 5

Put in the missing commas:

- How are you today, Mrs Gethen?
- Terry, have you finished your meal?

Activity: Punctuation and spelling quiz

Jane has been in a rush and not proofread the following paragraph. It contains a number of spelling and punctuation errors:

Diversity is about the recognition and valueing of difference in the broadest sense its about creating a working culture and practises that recognise, respect value and harness differences for the benefit of the organisation and individuals.

line 1
line 2
line 3
line 4

Questions

1. The missing punctuation mark on line 2 is:
 - A comma
 - B apostrophe
 - C question mark
 - D exclamation mark
2. There should be a capital letter and full stop on line:
 - A 1
 - B 3
 - C 2
 - D 4
3. There is another missing punctuation mark on line:
 - A 4
 - B 3
 - C 2
 - D 1
4. Valueing on line 1 should be written as:
 - A valling
 - B veluing
 - C valeing
 - D valuing
5. There is a word incorrectly spelt on line:
 - A 1
 - B 3
 - C 2
 - D 4

6. Commas have been used on line 3:
- A to allow a pause in the middle of a sentence
 - B to separate extra information within a sentence
 - C to separate items in a list
 - D to separate a series of actions
7. The following sentences test your knowledge of there, their and they're. Only one sentence is correct. Which one is it?
- A They're four days to wait until their birthday.
 - B They're going away on their holiday tomorrow.
 - C There holiday will be taken where there is lots of sunshine.
 - D Their will be no more holidays if they're made redundant.
8. Which of the following sentences is punctuated correctly?
- A Jane, it's a bank holiday next Monday, isn't it?
 - B Jane its a bank holiday next Monday, isn't it?
 - C Jane, it's a bank holiday next Monday, isnt it?
 - D Jane, it's a bank holiday next Monday isn't it?
9. One of the following sentences contains a spelling mistake. Which is it?
- A Passports are necessary for overseas travel.
 - B Tomorrow will be my birthday.
 - C The shops are closed untill Thursday.
 - D My best friend weighs more than I do.

Answers: Punctuation and spelling quiz

1. B
2. C (full stop after sense and capital letter for it's)
3. B (comma between respect and value)
4. D
5. C (practises should be practices)
6. C
7. B
8. A
9. C

Teacher Resource:

Using the Move On jigsaw



Using the Move On jigsaw with the paper-based quizzes

Activity: Sampling the skills required for the National Tests in literacy and numeracy

The Move On project has produced a jigsaw of the Move On logo that can be used with the paper-based quizzes.

The jigsaw can be ordered using the online order form on the Move On web site (in the free resources section in the registered part of the site) or from DfES Publications (tel. 0845 60 222 60. Please quote the reference code SFLMO-jigsaw).

The paper-based quizzes are available to download from the free resources section of the Move On web site or in File 2 of *Move On with a National Qualification*, which can be ordered from DfES Publications. Please quote the reference code NTT/TL04.

Each quiz contains nine questions from the National Tests in literacy and numeracy. The answer to each question is on the back of the jigsaw pieces. The answers are as follows:

- | | |
|-----|-----|
| 1 B | 6 C |
| 2 C | 7 B |
| 3 B | 8 A |
| 4 D | 9 C |
| 5 C | |

Instructions for running the activity as part of a presentation/workshop/training session

- 1 Divide participants into groups of between three and six and nominate a jigsaw holder. Ask participants NOT to start until instructed.
- 2 Hand out the quizzes (one per person) and jigsaws (one per group).
- 3 Ask groups to answer the quiz questions and for the jigsaw holder to place the relevant piece of the jigsaw on the floor/table when answered correctly (answers are on back of each jigsaw piece). The first group to complete the jigsaw wins a prize (Move On badge, celebration chocolates etc.).
- 4 Ask for feedback on language used in questions, levels of difficulty, feelings, notion of using the quiz as a taster etc.

Activities: Apostrophes

We use apostrophes for two main purposes:

- To show ownership
 - Amina's car
 - the nurse's notes
 - the doctor's files
- For shortened forms:
 - they've – they have
 - it's – it is or it has
 - wasn't – was not

Activity 1

Write the shortened form for each of these pairs of words:

1. he is
2. we will
3. who have
4. you are
5. here is
6. do not
7. that is
8. I have
9. is not
10. where is

We also use an apostrophe in these types of contraction:

- my car's got a flat tyre – My car has got a flat tyre. (*ha* was left out)
- the ward's full – The ward is full. (*i* was left out)

Shortened forms should only be used in informal writing and dialogue.

Words should be written in full in formal writing tasks.

Apostrophes – one owner

- Amina owns a car.
- It is Amina's car.

We use an apostrophe after the name or word of who or what is doing the owning e.g.:

- The porter's briefcase – the briefcase belongs to the porter.
- The manager's office – the office belongs to the manager.

Activity 2

Put in the missing apostrophe in each of the following. Highlight who or what is doing the owning. The first one is done for you:

1. the hospitals reception **the hospital's reception**
2. Sharons son
3. the doctors pen
4. the boys holdall
5. the physiotherapists notes
6. the wards windows
7. Nadeems book
8. the centres computer
9. the residents pension
10. the girls biscuits

Apostrophes – several owners

If there are several owners and the word ends in s we usually add the apostrophe after the s. For example:

- *the hospitals' policies* – the policies belonging to the hospitals.

Activity 3

Put in the missing apostrophes:

1. All the patients prescriptions are ready for collection.
2. There are four residents bags in that room.
3. The doctors cars are in the car park.
4. The employees records are in the filing cabinet.
5. The groups views were noted.

A few plural words don't end in s, such as:

- children
- men
- sheep
- women.

For plural words that don't end in s (e.g. men), you need to:

- write who the owners are – **men**
- add an apostrophe – **men'**
- add an s – **men's**
- add what is owned – **men's bikes**.

Remember: When deciding where to put the apostrophe, ask yourself: is there one owner or more?

Activity 4

One owner or more? Put in the missing apostrophes:

1. The childrens unit is bright and cheerful.
2. Our companys office is in the centre of town.
3. The NVQ candidates results are excellent.
4. The mens ward is overcrowded.
5. The cars windows are open.

Answers:

Apostrophes

Activity 1

1. he's
2. we'll
3. who've
4. you're
5. where's
6. don't
7. that's
8. I've
9. isn't
10. where's

Activity 2

1. the hospitals reception the hospital's reception
2. Sharon's son
3. the doctor's pen
4. the boy's holdall
5. the physiotherapist's notes
6. the ward's windows
7. Nadeem's book
8. the centre's computer
9. the resident's pension
10. the girl's biscuits

Activity 3

1. All the patients' prescriptions are ready for collection.
2. There are four residents' bags in that room.
3. The doctors' cars are in the car park.
4. The employees' records are in the filing cabinet.
5. The groups' views were noted.

Activity 4

1. The children's unit is bright and cheerful.
2. Our company's office is in the centre of town.
3. The NVQ candidate's or candidates' results are excellent.
4. The men's ward is overcrowded.
5. The car's or cars' windows are open.

Activity: Check the punctuation

Check the punctuation of this witness statement.

Tip: look for commas where there should be full stops and places where 'and' has been used instead of a full stop.

On February 4th I asked mr P what he would like for his meals the next day, I read the whole menu to him, he decided to have everything for breakfast, he wanted cottage pie for lunch, I read his plan of care to be sure that the choices he made were allowed, I asked him if it was ramadan and he told me that it had finished in december so that was all right and he could have lunch. I asked the kitchen if the meat in the cottage pie was Hal all meat. They said it was what they always had so I said to mr P that hed better have the macaroni cheese to be on the safe side and he said he didnt like it so I had to phone his daughter and ask her to bring him some lunch in and luckily they were having a special lunch so she was going to be able to bring him some food and I was really pleased because otherwise he would only have been able to eat the vegetables and he needs to keep his strength up. The kitchen said that the sandwiches for tea usually have ham in them. I asked mr P and he said jam would do so I asked them to make some jam sandwiches especially for him.

Answers: Check your punctuation

On February 4th I asked Mr P what he would like for his meals the next day. I read the whole menu to him. He decided to have everything for breakfast and he wanted cottage pie for lunch. I read his plan of care to be sure that the choices he made were allowed. I asked him if it was Ramadan and he told me that it had finished in December so that was all right and he could have lunch. I asked the kitchen if the meat in the Cottage Pie was Hal all meat. They said it was what they always had so I said to Mr P that he'd better have the Macaroni Cheese to be on the safe side. He said he didn't like it so I had to phone his daughter and ask her to bring him some lunch in. Luckily they were having a special lunch so she was going to be able to bring him some food. I was really pleased because otherwise he would only have been able to eat the vegetables and he needs to keep his strength up. The kitchen said that the sandwiches for tea usually have ham in them. I asked Mr P and he said jam would do, so I asked them to make some jam sandwiches especially for him.

How to...

use commas

As a general rule, you should write short, clear sentences that won't need many commas. It's easy to make a mistake by putting a comma where you really need a full stop.

Write short, clear sentences

A misplaced comma can alter the whole meaning of a sentence, as you can see from the article on the right.

Try this!

Read the article and answer these questions:

- Was the comma necessary?
- Rewrite the sentence 'I have come to the opinion...give in my notice' so that the meaning Mrs Penny intended is clear.

COMMA COST NURSE'S JOB

A comma cost a nurse, Mrs Angela Penny, her job, an industrial tribunal ruled yesterday.

Mrs Penny, aged 50, wrote to her health authority in Torbay, Devon to complain about her senior nurse at a health centre in Beanly.

She said in her letter: "I have come to the opinion Mrs Pepper is out to make my life hell, so I give in my notice." Because of the unintended comma, the health authority took the letter to be her resignation.

When the authority later refused to allow Mrs Penny to withdraw the letter, it was effectively sacking her, the tribunal ruled.

Mrs Penny, who agreed that the letter was worded badly, said: "I cannot write letters, and I did not word it right. I never intended to resign. I meant that she was trying to get me to hand in my notice."

After deciding that Mrs Penny, of Fore Street, Beanly, did not mean to resign, the tribunal adjourned a hearing of unfair dismissal.

Commas can cause confusion

Use commas in a list

You can use a comma to separate items in a series or list. These items may be composed of one word or a group of words. There is not usually a comma before the final 'and'. For example:

- The client bought some shoes, a hat, a jersey and a scarf.
- He went to college on Tuesday, visited three clients on Wednesday and caught up with some paperwork on Thursday.
- We aim to provide a safe, caring and efficient service.

Commas can separate items in a list

Try this!

Insert commas into the following sentences about mental health.

1. The campaign is backed by the Commission for Racial Equality Age Concern Stonewall mental health charities and celebrities.
2. The psychiatrists community psychiatric nurses and primary care specialists said that ageism and racism affected mental health.
3. You will be able to obtain videos leaflets and booklets on understanding mental health from the website.
4. The experience of our patients is that discriminatory attitudes are widespread within the general public the medical profession employers, banks insurance companies and many other organisations.

Mark off introductory words

You can also use commas to mark off introductory words at the beginning of a sentence.

For example:

- At the same time, we need to remind ourselves that some form of mental health problem affects every family in the UK.
- Having washed the client, Jane found some clean underclothes.
- However we consider this matter, it is bound to cause hardship to some.
- However, we consider that this matter should be dealt with right away.

Commas can mark off introductory words at the start of a sentence

Try this!

Insert commas where necessary in the following sentences.

1. Although the fire engines arrived immediately the fire was not put out till the early hours of the morning.
2. No matter how difficult the conditions they were determined to make it as comfortable for the clients as possible.
3. Being tired when he got home he went straight to bed.

Use commas instead of brackets

You can use a comma in the same way as brackets. For example:

- Jimmy Lawton, the team manager, has a great deal of experience of care work.
- Helen, the new supervisor, was unexpectedly popular.
- Helen helped the client book a holiday via the Internet. She chose to go to Home Farm, a place that offers riding for the disabled.

The phrase 'the team manager' describes 'Jimmy Lawton' and is separated from the rest of the sentence by commas. The phrase could be omitted and the sentence would still make sense.

Commas can be used in the same way as brackets

Try this!

Insert commas where necessary in the following sentences.

1. He said his name was Charlie Hood the team leader.
2. I the undersigned agree to abide by the conditions of the contract.
3. Mary decided as she had the 'flu to stay in bed.

How to... use the possessive apostrophe

This use of the apostrophe mystifies many writers. Some people try to overcome the problem by putting an apostrophe next to any 's' which comes at the end of a word; it's not unknown to find an apostrophe over an 's'!

There are some easy ways to put this right. Read the text in the box below:

Then it was Malcolm's turn to demonstrate how to lift a client. It was lucky that this was just a practice. Kerrin's partner was still rubbing her bruises. Would Malcolm's attempt be any better?

You'll see that each apostrophe links two words together in meaning (so it's not just about 'Malcolm' and not just about 'turn', but about both).

Malcolm's turn = the turn of Malcolm

Kerrin's partner = the partner of Kerrin

Malcolm's attempt = the attempt of Malcolm

If something needs a possessive apostrophe, you can reverse the words, inserting the word of or belonging to.

Try this!

Turn round the following phrases, inserting 'of' or 'belonging to', depending on which makes the best sense. Put a box round the last letter of the last word in the phrase you have turned round, e.g. the hat belonging to the workman

4. the workman's hat = the hat belonging to the workman

5. the doctor's suit

6. the client's books

7. the men's rest room

8. Brian's tea

9. the women's changing room

The apostrophe always follows the last letter of the reversed phrase!

- the doctor's suit = the suit belonging to the doctor
- the ulcer's condition = the condition of the ulcer
- the client's weight = the weight of the client

If something is in the possessive case, you can reverse the words, inserting the word 'of' or 'belonging to'.

Try this!

In the following sentences, change the words into a possessive phrase using an apostrophe.

(The lid of the steriliser) was damaged.

= **The steriliser's lid**

1. I am going on a course in (the time of two days).
2. (The idea of Thomas) is brilliant.
3. The (bag of the vacuum cleaner) was full of dirt.
4. They bought (worth of two thousand pounds) of equipment.
5. (The leg of the stool) was broken.
6. (The home of the old people) is very friendly and well run.

RULES

's is added to singular words to show possession

the client's meals (one client)
the carer's back

's is added to plural words that don't end in s

the children's toys
the men's room

' is added to all other plural words

the clients' meals (many clients)
the boys' games

RULE

Words like

yours

his

hers

theirs

its

never have an apostrophe, since
they already show possession

Try this!

Insert apostrophes into these sentences where required. Two of the sentences don't need apostrophes, so check each one by turning round the phrase as you've learned. If you can't turn it round, an apostrophe is not required.

1. The managers desk was huge.
2. The trainees assignments needed to be completed.
3. The clients requirements were not clear.
4. The carers forum came to a unanimous decision.
5. They were dependent on Helens skills with the scissors.
6. The trainees were not allowed to use the computers.
7. Paul knows more about dressings than Carl does.
8. Its obvious that Garths overalls are too small for him.
9. Tomorrows meeting is likely to be difficult.
10. I am taking two weeks holiday.

Try this!

Write down as many possessive phrases as you can think of.

RULE**It's = it is**

Its does not use an apostrophe at any other time!