



# **Animal health care service**

**Level - I**

# **Learning Guide -8**

**Unit of Competence:** - Follow Occupational Health and Support Procedure

**Module Title:** - Following Occupational Health and Support Procedure

**LG Code:** AGRHC1 M2 LO3-LG-8

**TTLM Code:** AGR TTLM2 09 199v1

**LO 3: Follow emergency procedure**



Instruction Sheet

Learning Guide #

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

### **Follow emergency procedures**

- Recognizing emergency or emergency alarm
- **Communicating with** Supervisor on OHS procedure.
- Following Instructions related to the emergency

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to –**

- Recognize emergency or emergency alarm
- **Communicate with** Supervisor on OHS procedure.
- Follow Instructions related to the emergency are followed according to organizational guideline.

### **Learning Instructions:**

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
4. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” in page -6, 9, 12 and 14 respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ” in page -15.
6. Do the “LAP test” in page – 16 (if you are ready).



<b>Information Sheet- 1</b>	<b>Recognizing emergency or emergency alarm</b>
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**1.1 Emergency:** An unexpected and sudden event that must be dealt with urgently.

**1.2 Emergency Alarm.** An **alarm** which indicates that immediate danger to human life or to the animal and its machinery exists and that immediate action should be taken.

**1.3 These are the different types of emergency alarms.**

**A. Fire Alarm**

A **fire alarm system** has a number of devices working together to detect and warn people through visual and audio appliances when smoke, fire, carbon monoxide or other emergencies are present

These alarms may be activated automatically from smoke detectors, and heat detectors or may also be activated via manual fire alarm activation devices such as manual call points or pull stations.

There are many types of fire alarm systems each suited to different building types and applications.

**1.3 Categories fire alarm system**

- **Manual system (no automatic fire detectors so the building is fitted with call points and sounders).**

Manual systems, e.g. hand bells, gongs, etc. These may be purely manual or manual electric, the latter may have call points and sounders. They rely on the occupants of the building discovering the fire and acting to warn others by operating the system. Such systems form the basic requirement for places of employment with no sleeping risk.

- **Automatic systems intended for the protection of life.**

Automatic system is designed for the protection of life and which has automatic detectors installed throughout all areas of the building (including roof spaces and voids) with the aim of providing the earliest possible warning. Automatic system is likely to be appropriate for the majority of residential care premises. In practice, detectors should be placed in nearly all spaces and voids/holes.



- **Automatic systems intended for the protection of property.**

Detection should be provided in parts of the building where the risk of ignition is high and/or the contents are particularly valuable. Automatic systems provide fire detection in specified parts of the building where there is either high risk or where business disruption must be minimized.

**A. Man Overboard Alarm:**

A **man overboard** signal comprising of light and smoke can also be mounted in the bridge, attached by the side of the lifebuoy, which when thrown in water will emit smoke and light to draw the attention of ship's crew or other ship around the vicinity

**B. Abandon Ship Alarm:**

More than six short blasts and one prolonged blast on the **ship's** whistle and same signal on the general **alarm** bell is used as **abandon ship alarm** or sound signal onboard **ship**

**C. Bridge Navigational Alarm.**

Bridge Navigational Watch Alarm is to monitor bridge activity and detect operator disability which could lead to marine accidents.

**D. Machinery Space Alarm:**

**Machinery spaces** are all **machinery spaces** of category A and all other **spaces** containing propelling **machinery**, boilers and other fired processes, oil fuel units, steam and internal combustion engines, generators and major electrical **machinery**, oil filling stations, refrigerating, stabilizing, ventilation and air-

**Machinery Spaces** is a marine automation system for ship's engine room. ... If there is a malfunction in any **machinery**, an alarm will be sounded in the engine room as well as in the 'on duty' engineer's cabin.

**E. Machinery Space CO2 Alarm:**

The audible and visual **alarm** for the **CO2** fixed firefighting system is entirely different from machinery space **alarm** and other **ship alarm** signals for easy reorganization. The **alarm** should activate upon opening the release cabinet door which is used to open and release the **CO2** bottle banks.



**Carbon dioxide (CO<sub>2</sub>) flooding system.** A **fixed** installation designed to displace the oxygen in the protected space and thus extinguish the fire, usually used to fight fires in engine rooms, boiler rooms, pump rooms and holds. The **system** normally consists of a series of large **CO<sub>2</sub>** cylinders.

<b>Self-Check -1</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List emergency alarm and explain each of them? (6)

**Note: Satisfactory rating - 6 points      Unsatisfactory - below 6 points**

You can ask you teacher for the copy of the correct answers.

**Answer Sheet**

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**



<b>Information Sheet- 2</b>	<b>Communicating with Supervisor on OHS procedure</b>
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## 2. Communication

Communication is an active process in which information (including ideas, specifications, goals, feelings, work orders, and so on) is exchanged among two or more people.

Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject.

The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location.

### 2.1 purpose of communication

The purpose of communication is to get your message across to others clearly and unmistakably.

Communication is any verbal or non-verbal behavior which gives people an opportunity to send their thoughts and feelings, and to have these thoughts and feelings received by someone else.

### 2.2 A communication therefore has four parts:

- **The sender:** The sender 'encodes'

**Encoding** means the creation of messages (which you want to **communicate** with other person). On the other hand decoding means listener or audience of **encoded** message. So decoding means interpreting the meaning of the message. For **example** breakfast cereal companies want to convey their message to you to buy its product.

- **The message:** The message, usually in a mixture of words and non-verbal communication. It is transmitted in some way (for example, in speech or writing)
- **The recipient:** recipient 'decodes'

**Decoding** is done by the receiver when he gets the **message**. Receiver: the recipient of the **message** from the sender. He usually gives feedback to the sender in order to make sure that the **message** was properly received.



- **Feedback**

The final part of a communication is feedback: the recipient lets the sender know that they have received and understood the message.

### **2.3. Elements of Communication:**

Seven major **elements of communication** process are:

- (1) Sender
- (2) Ideas
- (3) Encoding
- (4) **Communication** channel
- (5) Receiver
- (6) Decoding and
- (7) Feedback.

### **2.4 Categories of Communication**

The different categories of communication include:

**A. Spoken or Verbal Communication:** which includes face-to-face, telephone, radio or television and other media?

#### **2.4.1 Advantages of Oral communication are:**

- It brings quick feedback.
- In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.
- Low cost method of spreading information

#### **2.4.2. Disadvantage of oral communication**

- Maintain the information for a short time.
- In face-to-face discussion, user is unable to deeply think about what he is delivering

**B. Non-Verbal Communication,** covering body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone



of voice can give clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message.

**An advantage of written communication includes:**

Messages can be edited and revised many times before it is actually sent. Written communication provides a record for every message sent and can be saved for later study. A written message enables the receiver to fully understand it and send appropriate feedback.

**A disadvantage of written communication includes:**

- Unlike oral communication, written communication doesn't bring instant feedback.
- It takes more time in composing a written message as compared to word-of-mouth.
- It is more accepted than oral communication, particularly if it has an official stamp.
- Low cost method of spreading information for a long time.

**C. Nonverbal or Written Communication:** which includes letters, e-mails, social media, books, magazines, the Internet and other media? Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.

**D. Visualizations:** graphs and charts, maps, logos and other visualizations can all communicate messages.

**2.5 Types of Communication Based on Purpose and Style**

Based on style and purpose, there are two main categories of communication and they both bear their own characteristics.

Communication **types based** on style and purpose are:

1. Formal Communication
2. Informal Communication





## 1. Formal Communication

In formal communication, certain rules, conventions and principles are followed while communicating message.

**Formal communication occurs in formal and official style.** Usually professional settings, corporate meetings, conferences undergoes in formal pattern.

**In formal communication, use of slang and foul language is avoided and correct pronunciation is required.**

**Types of formal communication.**

- Memo or circular,
- Email from Departmental heads to subordinates.
- Organization intranet.
- Meeting.
- Teleconference.
- Direct circular.
- Face-to-face communication between or among staff.
- One-on-one or two-to-one communication.

## 2. Informal Communication.

The **Informal Communication** is the casual and unofficial form of **communication** wherein the information is exchanged spontaneously between two or more persons without conforming the prescribed official rules, processes, system, formalities and chain of command.

Thus, the **informal** or grapevine **communication** promotes social relationship among the participants. It helps to build up unity, integrity and solidarity among them and boosts up their morale. Grapevine or **informal communication** is faster than the formal **communication**.

**An effective communicator understands their audience**, chooses an appropriate communication channel, hones their message for this particular channel and encodes the message effectively to reduce misunderstanding by the recipient(s).

They will also seek out feedback from the recipient(s) to ensure that the message is understood and attempt to correct any misunderstanding or confusion as soon as possible.



Receivers can use techniques such as **Clarification** and **Reflection** as effective ways to ensure that the message sent has been understood correctly.

## 2.6 Communication tools

There are four basic communication tools:

- Listening
- Speaking
- Reading
- Writing

All four of these basic tools can be learned and improved. First, you must want to improve your communication skills. Next, you must understand them, and recognize their importance in the communication process. Then, you need to learn some new skills. Finally, you must practice good skills to become a better, more effective communicator.

## 2.7 Questioning techniques

Questions can be divided into two main categories

- Closed questions
- Open questions

### 2.7.1 Closed Questions

Closed questions are used to find out quite particular information. They are questions which can be answered with a simple yes, no or one word. Such questions do not need a long and detailed response. They are very useful if you need to find out simple information or need to check specific details.

**Examples of closed questions are:**

- Is this where I can store the boxes?
- Can I use this tool?
- Is it lunch time?



## 2.7.2 Open Questions

Open questions are used to find out detailed information. These questions encourage the receiver to explain a longer answer. Open questions start with words like “What, When, Where, Why, and How”. They are used to open up a discussion or conversation. You cannot give one word answer to these questions.

### **Examples of open questions are:**

- How should I sort this cabinet full of different paints?
- What training will I need to use this equipment?
- What did you mean when you asked me to check the supplies?

## 2.8 Communication Channels

There are multiple communication channels available to us today. These include face-to-face conversations, telephone calls, text messages, email, the Internet (including social media such as Facebook and Twitter), radio and TV, written letters, brochures and reports.

**Choosing an appropriate communication channel is vital for effective communication. Each communication channel has different strengths and weaknesses.**

### **2.9. Common Barriers to Effective Communication:**

Communication barriers in the workplace can have a serious effect on the functioning and of an organization. In the following article we shall understand what some of these communication barriers are and how to overcome them.

#### **2.9.1 What are the Communication Barriers in the Workplace?**

If you don't know what communication barriers in the workplace are, how do you expect to overcome them? With an ends to the means kind of approach then, let's get into the details of this one. There are several barriers to effective communication and they work on several levels. Here are some of them that you should be looking into:



- **Emotional barriers and taboos.**

Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo. Taboo or difficult topics may include, but are not limited to, politics, religion, disabilities (mental and physical), sexuality and sex, racism and any opinion that may be seen as unpopular.

- **Lack of attention, interest, distractions, or irrelevance to the receiver.**
- **Differences in perception and viewpoint:**

No two people can perceive an event in the same way. What I infer from a particular incident, the other will not necessarily perceive the same. This can act as a major communication barrier because what I convey to a subordinate or colleague will be based on my perception and what he understands from it will be based on his. If the two viewpoints end up differing, it could cause the task at hand to suffer, as well as lead to misunderstandings.

- **Physical disabilities such as hearing problems or speech difficulties.**
- **Physical barriers:**

Sometimes barriers are very literal. Walls, doors and dividers do their jobs--they divide. And while people need these to have quiet time, private conversations and structure to a workspace, they can be a subtle hindrance to communication. If you think about it, people in open rooms tend to talk more and walk about more freely. Therefore, organizations interested in great communication consider how they configure employees' space.

- **Language Barriers**

Language can have its own special meaning. One develops jargon and other catch words that denote a completely different meaning than what the word signifies, to cite an example 'Going out' could mean the physical task of leaving a premise or in the colloquial sense it could mean a couple that is dating. Things like these are shared within groups who have common experiences and spaces. With this in mind, workplace communication can face major barriers when there are so many people with so many



languages and jargon, and a connotation meaning something different for each of them (possibly). So then the possibility of communication barriers gets heightened. That is why one needs to understand the importance of communication in business or the professional world. The best way to avoid miscommunication is to make use of words that are simple and which cannot be interpreted in very many ways. Language differences and the difficulty in understanding unfamiliar accents.

- **Cultural differences.**

The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings. See our page on [Intercultural Awareness](#) for more information.

## **2.10. How to lead discussion**

A group discussion is a planned conversation between three to 10 people on a selected topic, with a trained discussion leader. The purpose is to express opinions and gain information on the topic and learn from the other group participants. Group discussion is an effective way to

- Share ideas and broaden viewpoints
- Stimulate interest in problems
- Help participants express their ideas
- Identify and explore a problem
- Create an informal atmosphere
- Get opinions from persons who hesitate /be slow to speak

### **2.10.1 Preparing for a Discussion**

- Preparation is important to the success of any event. happen:
- The preferred seating arrangement is a circle, semicircle, U, or hollow square. All these formations allow everyone in the group to see one another.
- Make the room as comfortable as possible. Check the ventilation and lighting.
- Have paper and pencil ready to record main points.



- Start and end the discussion on time.
- Encourage informality and good humor. Permit friendly disagreement on the point under discussion, not among personalities.

### **1.10.2 Guidelines for a Discussion**

If you participate in a discussion, the following guidelines will help you contribute effectively to the group:

- Be an active part of the group.
- Work to solve common problems.
- Discuss completely, but do not argue.
- Contribute ideas related to the subject of the discussion.
- Ask questions to clarify ideas.
- Be clear and brief.
- Listen and learn.
- Write down good ideas.

### **2.10 3 Leading a Discussion**

If you lead a group discussion, the following guidelines will help you distinguish your role as the leader versus a participant:

- Help the group feel at ease. See that everyone knows everybody else.
- Give everyone a chance to talk. Let the person talking remain seated. More people will participate, and those talking will feel more at ease.
- Don't allow anyone to monopolize the discussion. Interrupt the "speech maker" tactfully, and lead the discussion to another person.
- Call on individuals who seem ready to talk rather than going around the circle.
- Be sure the discussion is of interest to all the participants.
- Keep the discussion on track. If it gets sidetracked, bring it back to the main subject by suggesting more important points that need to be covered in the time allotted.
- If you feel that some important point is being neglected, mention it.



- Summarize periodically. Stop occasionally to review the points that have been made.
- Stick to the time limit. If there isn't time to cover the subject sufficiently, mention this in your evaluation, and take action to correct this before the next group discussion.
- Keep spirits high. Encourage ease and informality. Let everyone have a good time. Don't let the discussion drag or become boring.
- Quickly summarize the conclusions in such a way that everyone will realize the important facts brought out in the discussion.

<b>Self-Check -2</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Answer all the questions listed below.

1. Define what communication means (1pt)
2. What are the two divisions of verbal communication (2pts)
3. Write ways of oral communication (3pts)
4. What is / are advantages of oral communication (1pt)
5. What are types of communication based on purpose and style (2pts)

**Note: Satisfactory rating - 9 points      Unsatisfactory - below 9 points**

You can ask you teacher for the copy of the correct answers.

### Answer Sheet

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Short Answer Questions



<b>Information Sheet- 3</b>	<b>Following Instructions related to the emergency</b>
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## 2. Emergency Response Instructions

Follow these Emergency Response Instructions to guide you during emergencies, such as fire, disaster, bomb threats, and medical emergencies.

These instructions are readily available in every department. Keep them in a visible location so they are accessible when needed.

- Remove anyone in the immediate area and close all doors as you leave.
- Use stairways, NOT elevators!
- If you hear a fire alarm, leave the building immediately.
- As you leave, close the doors and windows behind you.
- If there is smoke or heat, stay low. Crawl to the nearest exit if need be.
- If your nearest exit is blocked by fire, smoke, or heat, go to an alternate exit.
- If heavy smoke is present, close the door and stay in the room.
- If the door is not hot, open it cautiously. Stand behind the door and be prepared to close it quickly if there is excessive smoke.
- If you are trapped:
  - Place a blanket or similar article along the bottom of the door to keep smoke out.
  - Cover your nose and mouth with a wet cloth.
  - Hang an item out the window to attract attention of rescue teams.
- Do NOT jump!
- Do NOT break open windows!

If you must move through flames – hold your breath, move quickly, covering your head and hair. Keep your head down and close your eyes as much as possible.

If your clothes catch fire “stop, drop, and roll” until the fire is out.

Conduct a final search of the building if it is safe to do so.

Leave the area by the nearest stairway that is clear of smoke.

Assemble outside in a pre-designated area.

Do not re-enter the building until notified to do so by the Fire Department.

Follow the procedures in place to account for all employees after evacuating.





<b>Self-Check-3</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List 6 instruction for emergency situation?

**Note: Satisfactory rating – 6 points      Unsatisfactory - below 6 points**

You can ask you teacher for the copy of the correct answers.

**Answer Sheet**

Score = \_\_\_\_\_

Rating:

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Short Answer Questions**