

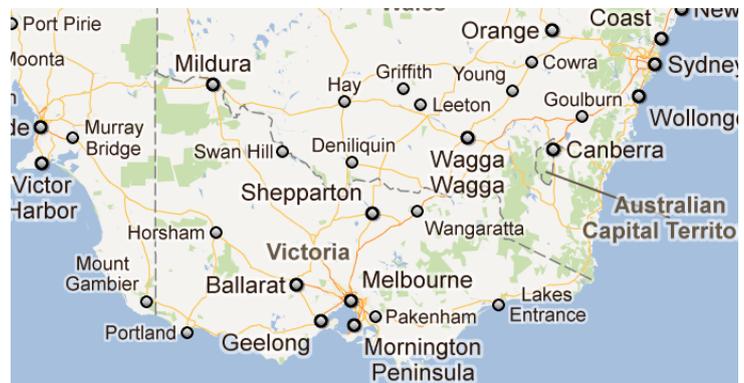
Name _____ Date _____

Teen dies in farm accident

Adapted from <http://www.abc.net.au/news/2011-08-18/teen-killed-in-farm-accident/2844978>



A 17-year-old boy has been killed in an accident on a dairy farm at Yalca, north of Shepparton, Victoria,



The teenager was preparing to milk a cow by placing cups on its teats when he suffered a head injury.

It is believed he was kicked in the head by the cow.

Paramedics say the teenager died from blood loss and serious head injuries.



Worksafe will prepare a report for the coroner.

KEEPING WORKPLACES SAFE

Name _____ Date _____

Teen dies in farm accident

Adapted from <http://www.abc.net.au/news/2011-08-18/teen-killed-in-farm-accident/2844978>



A. Match the word with the phrase.

Paramedics	Makes rules about being safe at work
Worksafe	Get ready
Coroner	Where milk is produced
Injuries	Finds out cause of death
Prepare	Ambulance officers
Dairy	Harm or hurt, damage

B. Circle yes or no.

1. The boy worked on a farm. Yes / No
2. The boy lived in England. Yes / No

C. Number these sentences in the correct order.

- ___ The cow kicked the boy.
- ___ The boy died.
- ___ The boy lost blood and was injured.
- ___ The boy prepared a cow for milking.

Name _____ Date _____

Teen dies in farm accident

Adapted from <http://www.abc.net.au/news/2011-08-18/teen-killed-in-farm-accident/2844978>



D. Questions to discuss.

- Where did the accident happen (town, state)?
- Find Shepparton on the map.
- Where did the young man work?
- What was he doing?
- How was he injured?
- What was the cause of death (2 causes)?
- Why is Worksafe preparing a report for the coroner?
- Why does news report say 'It is believed that he was kicked in the head by the cow'?
- If this was a detective show on TV what might the coroner find?

Teen dies in farm accident

Answers and curriculum mapping



A

Paramedics	Ambulance officers
Worksafe	Makes rules about being safe at work
Coroner	Finds out cause of death
Injuries	Harm or hurt, damage
Prepare	Get ready
Dairy	Where milk is produced

B. Circle yes or no.

1. The boy worked on a farm. Yes / No
2. The boy lived in England. Yes / No

C. Number these sentences in the correct order.

- 2 ___ The cow kicked the boy.
- 4 ___ The boy died.
- 3 ___ The boy lost blood and was injured.
- 1 ___ The boy prepared a cow for milking.

D. Questions to discuss.

Where did the accident happen (town, state)? **In Yalca, Victoria, Australia.**

Where did the young man work? **On a dairy farm**

What was he doing? **He was milking the cows / preparing to milk the cows.**

How was he injured? **(It is believed) he was kicked in the head by a cow.**

What was the cause of death (2 causes)? **Loss of blood and serious head injuries.**

Why is Worksafe preparing a report for the coroner? **Because the accident happened at work.**

Why does news report say 'It is believed that he was kicked in the head by the cow'? **Because the coroner hasn't given his verdict yet.**

If this was a detective show on TV what might the coroner find? ... **Suggestions: position of safety rails, experience of young man, temperament of cow.**

Teaching notes

Background information: The young man I work with knows quite a lot about dairy farms. Jersey cows are usually very placid. He also knew about safety rails and placing the milking cups on the teats.

The questions could be changed to require written answers, depending on students' abilities.

Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates is expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. *Highlighting indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher.* **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* <http://www.ofqual.gov.uk/>

READING Coverage and Range statements



Skillsworkshop tips ✓ = tip that works particularly well with this resource

Entry Level 2 Skill Standard

Read and understand straightforward texts that explain, inform or recount information

Entry Level 2

Read and understand straightforward texts that explain, inform or recount information

- a) Understand the main events in chronological texts. *Questions B, C.*
- b) Read and understand simple instructions and directions *Questions A, B and C.*
- c) Read and understand high frequency words and words with common spelling patterns *Question A.*
- d) Use knowledge of alphabetical order to locate information

Note: some questions may cover more than one C&R statement.

- a) In pairs, students read the text together and then summarise its purpose and contents (in their own words) to the rest of the group. What is it? News report. Where is it from? Newspaper / web page. What is its purpose? Does it have more than one purpose? (Does it inform, explain, instruct, entertain, describe, persuade?) ✓
Encourage learners to look at the layout and format of a text before they begin to read it. This gives them clues to its content. Headings / titles / pictures are also good for getting an overview. ✓
- b) Point out that in instructions and directions the key (instruction/imperative) word is often at the start of the sentence. Check that learners are familiar with all common question instructions such as “number the...”, “Match the word...”
Get learners to highlight such key words first and check they understand them (e.g. match, circle). ✓
- c) Encourage learners to highlight and discuss any words they cannot read or do not understand. They can then use the context for clues. ✓
- d) Encourage learners to look up unfamiliar words in a printed (not online) dictionary and create their own glossaries.

** This resource also covers many **adult literacy curriculum** <http://www.excellencegateway.org.uk/sflcurriculum> E2 elements.