

Keeping A Diary

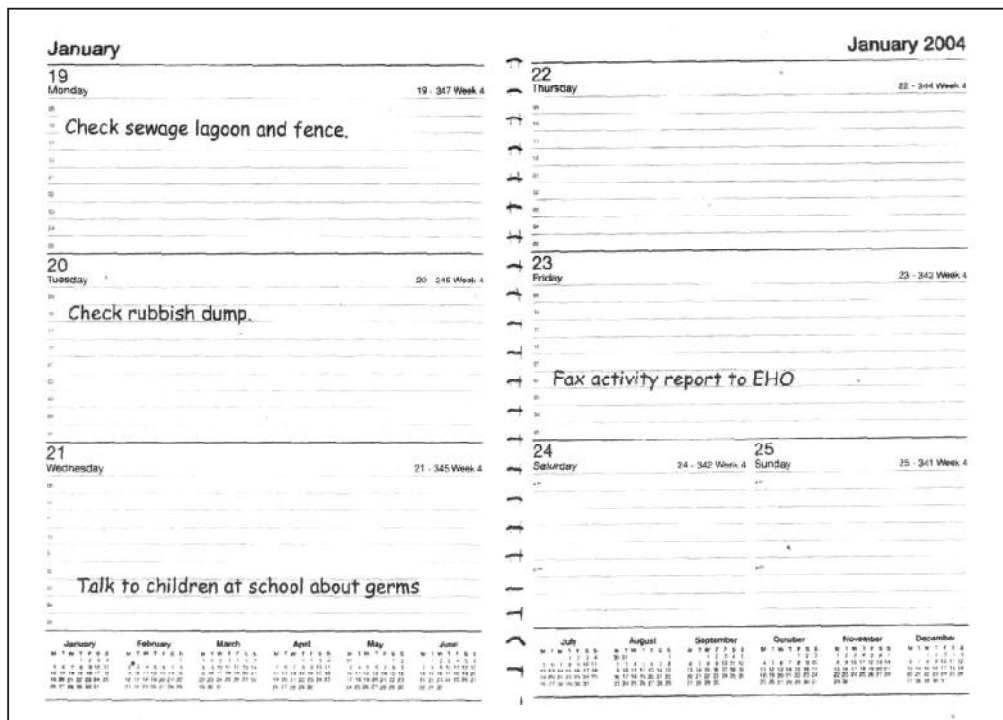


Word List

diary = a book where we write what we need to do and when we need to do it.

A diary shows the days, weeks, and months of one year, with space to write what to do.

Some people call a diary a **planner** or an **organiser**.



Watch - Observe

How do people at work use diaries to help them get their work done?

Keeping A Diary



When do we use it? *Context*

We use diaries to plan and to keep a record of:

- work to do
- meetings to go to
- the date and time to do these things.

We can check the diary every morning and afternoon to see what we have to do for the day and the next day.



Why? - Rationale

People have a lot of different jobs to do at work.

Writing down what we have to do helps us remember all the tasks.

Writing down when to do them helps us get the tasks done on time.



Keeping A Diary



Do

Here is a list of jobs you have to do in one week:

- Talk with a family about how to stop their toilet getting blocked.
- Survey five houses.
- Fax weekly activity report to the Environmental Health Officer (EHO) (before 4pm on Friday).
- Check the sewage lagoon and fence.
- Repair leaking water taps at three houses.
- Talk to children at school about germs (Wednesday at 2pm).
- Collect rubbish (Tues & Thurs at 8.30am).
- Check rubbish dump.

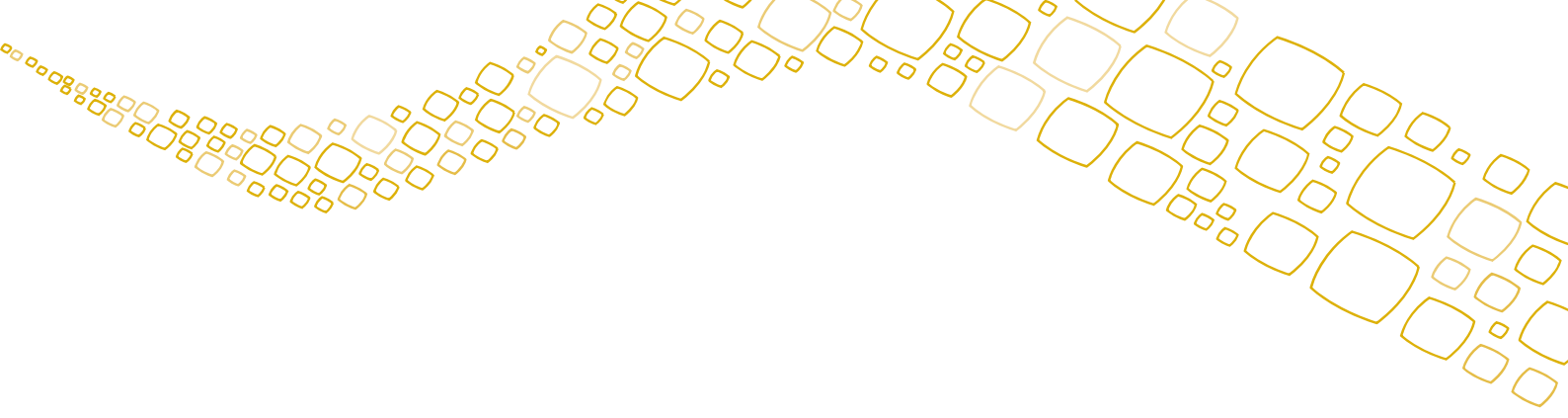


Write

You should start by writing:

- which jobs need to be done first
- how long you think each job will take
- the time when you will do each job





Following A Plan



Word List

regularly = something that has to be done again and again at about the same time.

Some words that mean to do something **regularly**:

daily = every day

weekly = every week, usually on the same day

monthly = every month - around the same date e.g. 30th or, on the same day in one week e.g. third Monday in the month

quarterly = every three months, near the end of the third month

six-monthly / biannually = every six months, near the end of the sixth month

yearly / annually = every year, in the same month e.g. August

record = writing down what you have done

long term plan = a plan for what you will do in the next three months, or six months, or year, or longer.



Why? - Rationale

Planning well ahead of when you are going to do something is important for getting the job done on time.

We have to do many jobs in a long term plan.

Sometimes there is a long time between deciding to do something and the time it has to be done. We can check a planner each month and each week to see what we have to do, so that we don't forget.

Each week, we can write the jobs from the planner into a diary to plan what we will do each day.

It also helps us think about what equipment we need for each job so we can have it ready for the job.



Following A Plan



Watch - Observe

Look for work planners in your workplace and community. You might find them on a wall, on a noticeboard, or in a file or folder.

Think about what planners look like. Some planners have spaces for:

- each month for twelve months
- each week for twelve months
- each day for six or twelve months
- planning work only
- recording when the work is finished.

What have people written on the planners?



Think about - Reflect

How do you remember all the jobs you have to do this month? Next month? This year?

How does a planner help you remember?

What else could help you remember what you have to do and when you have to finish it?



Following A Plan



Do

Look at the six-month work plan on the back of this card.



Write

Each row (lines going across the page) is a

Each numbered column (lines going down the page) is a



Write

What do you have to do weekly?

What do you have to do monthly?

What do you have to do quarterly?

What do you have to do six-monthly?

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• LEVEL 2 •



Following A Plan

Six Month Planner

JOBS	January				February				March				April				May				June			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Housing survey (R & M)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Check Rubbish Dump		x				x				x				x				x				x		
Clinic Visit				x				x				x				x				x				x
Assist Visiting EHO				x				x				x				x				x				x
Essential Services Update				x				x				x				x				x				x
Community Cleanup Day											x											x		
Dog Program											x											x		
Dust Control																								x

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• LEVEL 2 •



Following A Plan



Do

Look at the Task Program on the back of this card.

Each row (lines going across the page) is a

Each column (lines going down the page) is a

The month now is

Find this month on the Task Program.



Write

What jobs have to be done in Week 1 of this month in the community?

1.
2.
3.
4.
5.

What jobs have to be done in Week 4 of this month?

1.
2.
3.
4.
5.
6.



Managing Time



Word List

managing = organising, making it work for you.

prioritising = thinking about your tasks, deciding which ones need to be done first, and following your plan.

work habits = the way you work most of the time, out of habit. (Sometimes you can change one habit and it can improve the way you work. For example some people don't call back when they get a phone message. Other people check their email too often.)

work ethic = when we see our work as important, people say we have a strong work ethic and they will often respect us for it.



Watch - Observe

Some people are very efficient - they get all their work done on time. Other people find this difficult - they find their tasks piling up.

People who can manage their time can usually manage their tasks.

How do you manage your time at home and at work?



Talk about - Discuss

Talk to others at your work about how they manage their time. Ask if they have any good work habits they can share.



Managing Time



When do we use it? Context

When we have more than one task to do and decide which task to do first, we are managing our time.

When we have a lot of tasks, it can help to write them down. People have different ways of doing this. Some people use a note book to number their tasks in priority order. Other people put a mark * next to anything that is urgent. Many people use diaries to write down what time they will do each task.



Why? - Rationale

Time is a bit like money. It is valuable and you can spend it in different ways. Managing our time means making decisions about how we will use or 'spend' this time.

- When we manage our time well, people will often respect us.
- We are also more likely to respect other people and their time.



Think about - Reflect

Are there people at your work who manage their time really well?

Do they keep a diary? Do they ask questions about when work is due?

Do they prioritise? What other helpful work habits do they have?

What can you do?



Talk about - Discuss

Look at the following tasks. Which ones do you think are important (have priority)?

Put a tick • next to those tasks.

- return a phone call from another clinic
- tidy up your work space
- add your hours to your time sheet
- have a tea-break
- pick up a patient in time for their appointment
- fax a document to the hospital
- ask someone to teach you about using the computer
- return a phone call from your child's school.



Now see if you can put them in order with numbers as well.

Talk about your choices with someone at work, and explain your reasons.

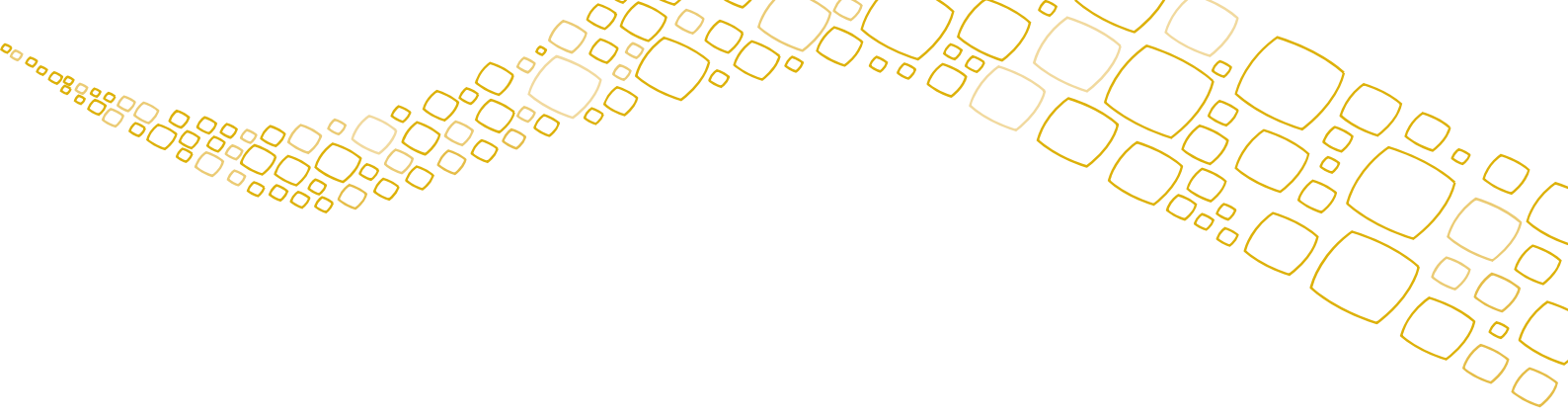


Do

Ask someone to help you make a list of all the tasks you have to do. If some tasks have a set time, write that too, such as 'Meeting 3pm'.

Now cut up the list so that you can change the order.

Which ones need to be done first? Which ones can wait? Move the pieces so they're in the best order. Write your new priority list below:



Keeping Records



Word List

records = information on paper or in a computer about what has happened - the story of your work.

files = a collection of papers that you put in order so that you can easily find them when you or someone else needs to look at them again.

filing cabinet = a piece of furniture with drawers to keep files in.



Watch - Observe

Where do people keep records?

How do they sort the records e.g. by date, by alphabetical order?

Look at some records at work. What are they for?



When do we use it? *Context*

We keep records so that we or other people can look at them later to find out about our work and about environmental health in the community. We use files to keep this important information so we can find it again easily.



Keeping Records



Why? - Rationale

Records can be used to show:

- work you have done
- where you have been
- the programs that are working well in the community
- the environmental health needs of the community.

You need to record this information in writing or on a computer.

You need to file the information so you or someone else can find it again.



Think about - Reflect

What information do you need to record? What are the records you keep used for?

What could you do to make it easier to keep records and find them again?



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• LEVEL 3 •

Keeping Records



Talk about - Discuss

Most people use more than one type of order when they file records.

Talk to someone about the best way to file your records.

You could use:

- type of work order e.g. one drawer or section for housing records, one drawer for office work
- alphabetical order e.g. names in order of the first letter
- numerical order e.g. House No 1, House No 2
- time order e.g. February report, March report, April report.



Write

What are the different types of records that you have to keep? (e.g. housing, spraying for pests, animal inspections, tools and equipment).

Write these types of records in alphabetical order:

Write labels for each of these types on dividers (large pieces of card that you can put between files). Put them in the file drawer in alphabetical order. This makes sections in your filing cabinet.

Keeping Records



Do

1. Make a file or folder for each topic (e.g. Houses 1-5, February report, March report).
2. Write the name of the topic on the front of the file.
3. Write a label for the file so you will be able to see it when you open the drawer.
4. Put all the papers and records about that topic in the file.
5. Put the file in the right place in the filing cabinet.

Check:

- Is the file in the right drawer or section?
- Is the file in the right order in the section?



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Using Checklists



Word List

checklist = A list of actions, items or steps needed for a task. Each thing on the list is checked (ticked) off ✓ as it is completed.

task = a job that someone has to do. Washing the dishes is a task. So is taking a patient's blood pressure.



When do we use it? Context

We use checklists when we have a lot of things to do.

It can be easier to make a checklist than try to remember everything.

Often items on a checklist are listed in order of importance, to make you do the most important things first.

Sometimes checklists are called 'To Do Lists' because they are a list of things to do.

Many people make shopping checklists so that they remember to buy everything they need.

Checklists are often used for safety reasons. For example, checklists can make sure that fire drills are carried out properly.



Think about - Reflect

How do people use checklists at work?

How can you use checklists at work?



Using Checklists



Do

Find some checklists at work.

Do you understand these checklists? If not, find someone to explain them to you.

Look at how the items on the checklists are organised. Are they listed in any special order?



Do

Find someone who uses a checklist at work. Ask them if you can use it together.

1. Ask them what the checklist is used for.
2. Read through the checklist together. If you don't understand something, ask questions.
3. Help use the checklist to complete the task.



Write

Make your own To Do' checklist.

1. Get a piece of paper and a pen.
2. Write down all the tasks that you want to complete in a day.
3. List the items in order of importance or in date or time order.
4. If you want to, you can put a box D next to each task. Make sure it is big enough to fit a tick • inside.
5. Start completing your tasks. When you finish a task, tick the box next to it.

You can make a checklist every day, or whenever a lot of tasks build up.

Do we have a vehicle checklist?

Not Yet. It's on my To Do List.



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Voting



Write

There are many ways of voting. Write three of them below:

1.
2.
3.

Two of these are often used by boards / councils. Put a tick next to them. One is sometimes used by parliament. Write a P next to it.



Write

Remember that when a decision is likely to cause an argument, we call it a decision.

When this happens, the Chair will usually decide to vote by using a



Write

The best way of voting will depend on the group, the issue and the situation. Read these examples. Think about what might work best for your board / council in these situations.

Choose from: **show of hands** or **secret ballot**

and write your answers in the spaces below:

Motion: That we accept the minutes of the previous meeting.

Best way to vote:

Motion: That we commit council money to a new business venture.

Best way to vote:

Motion: That the research group find the latest facts on rotavirus.

Best way to vote:



Talk about - Discuss

Talk with other board / council members between meetings to discuss current problems and possible solutions. There are many ways to see if an idea is worth discussing with the wider group.



Do

Look at this example of 'For and Against' for building a new pool:

Pros (positives) +	Cons (negatives) -
give young people a safe outlet for their energy	expensive to build
build community spirit as a meeting place / attract visitors	other projects will have to wait
support health and fitness goals	expensive to maintain

We could also:

- research the real costs for building and maintenance
- survey the community
- look closely to see if it fits the goal of community health.

PRACTISE

Choose one of your ideas. Use this table to list positives and negatives. Then think about how to get more information.

Pros (positives) +	Cons (negatives) -

Working With Others



Word List



staff role = the reason for the job

The **role** of a doctor is to ...

The **role** of a health worker is to ...

The **role** of a nurse is to ...

staff = workers who have jobs in your council or organisation.

role = what you and other people are meant to do at work, what your job is about.

The role of an Environmental Health Worker is ...

responsible = a person who is responsible for something makes sure it gets done. (For example: I am responsible for ordering supplies. Peter is responsible for patient transport. Bill is responsible for community health.)

authority = a person with authority can give orders and make decisions. (For example: Cheryl has authority to hire new staff. I have authority to liaise with the hospital.)

colleagues = the people you work with.

liaise = to 'go between' people, to help people connect.

hierarchy = a way of organising and ordering people by rank (leadership). The 'boss' is at the top, then the 'assistant boss' etc.

organisational chart (org chart) = a diagram showing all the jobs in an organisation and how they connect with each other.

CEO = Chief Executive Officer - the 'big' boss of an organisation.

employer = the organisation that pays you to do work (your boss).

host employer = the organisation where you work (e.g. Sometimes Environmental Health Workers are paid by a health board but work at the council).

role = what people are meant to do at work.

policy = the way the organisation wants something done.

procedure = how something is done (the steps).

confidentiality = making sure that important information remains private or secret.



Watch - Observe

Who do you go to first when you have a question or problem? Who do others go to first when they have a question or problem? Who gives you most of your orders or directions?

Who makes the most important decisions (has the most authority) in your organisation?



When do we use it? *Context*

Other staff can:

- tell you what has to be done
- help you to do your work
- help you learn new skills for your job
- give you technical information you need
- help you to talk to other community members about your work
- ask you for information about your work and your community
- ask you for help with their work in your community



Watch - Observe

Community and Health Workers are employed by many different organisations e.g. community council, health board, housing office, health department. All workplaces are different. You can learn more about your employer (or host employer) by asking:

- What does your organisation do? (What's its role?)
- Who do you report to (your supervisor)? Who does your supervisor report to? Who is at the top?
- How does your work connect with other people's work in the organisation?
- How do people in your workplace pass on information?
- What are some of your organisation's policies and procedures? (e.g. occupational health and safety, emergency plans, confidentiality, using the telephone or internet)
- Where does the organisation's money come from? What things does it spend money on?



Why? - Rationale

Learning about your workplace can help you do your job better and make it easier to work with other people.



Think about - Reflect

How can you learn more about your workplace? What can you say or do to make your organisation a better place to work?

Working With Others



When do we use it? Context

You know what you do at work. But do you know what others do? When we understand how to work with others, everyone knows:

- what their exact job is
- who to go to for help
- what is going on



Why? - Rationale

It's important to know how our organisations work, so we can:

- be respected
- use our time well
- get more done
- be more helpful
- give people the right respect



Think about - Reflect

Do you know the hierarchy (who reports to who) in your workplace?

How do people speak or act when they are talking with their boss? Is it the same as the way they chat with colleagues in the tea-room?

If not, how and why might it be different?

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Working With Others



Do

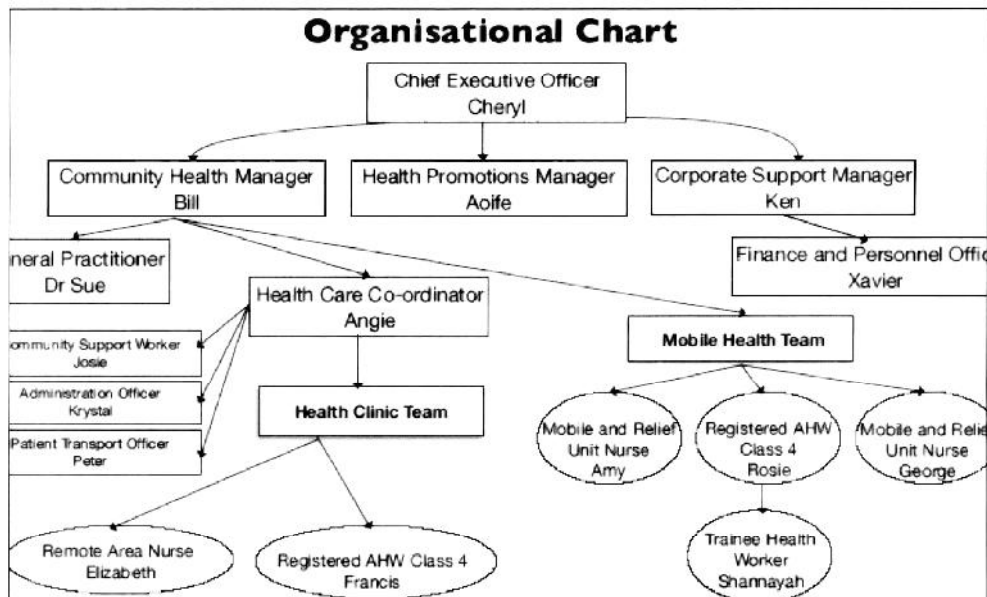
Now you have everyone's name and job title, you can look at the hierarchy, or the relationships. (You will need your arrows for this.)

The relationships show:

- which people are responsible for which other people
- which people give orders and directions to which other people.

Look at your workplace organisational chart (if you have one) or ask questions to find these 'connections'.

Write them on your arrows and put them in the right place like this:



Do

Once you have your chart in place:

1. Look at the names and relationships.
2. Practise reading them aloud.
3. Then shuffle your cards and arrows to mix them up.
4. Finally put your organisational chart back together the right way.



Talk about - Discuss

Does your work place have an organisational chart? Do you know how to read it and what it means?

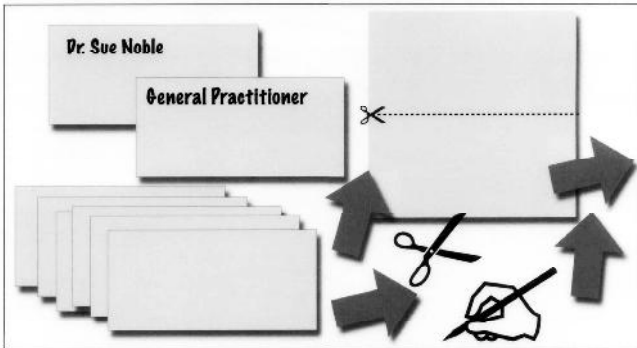


Do

Look at the Practice Card on page No.3.

Now follow the steps on this card to make your own 'org chart'!

You will need a pile of small cards and some strips of paper cut into arrow shapes. Fold each card in half, then open it again.



1. Ask questions to find out the full name and job title of everyone in your workplace.
2. Write these on your cards as shown in the picture above.
3. Cut each card along the fold.
4. Shuffle your cards to mix them up.
5. Now match them back up!



Talk about - Discuss

Talk about some of the things you can do to have a good relationship with doctors.

Think and Write

If you were asked to help a new doctor talk to patients - what would you do?



Talk about - Discuss

Talk about some of the things you can do to have a good relationship with nurses.

Think and Write

If you were asked to help a new nurse talk to patients - what would you do?

Ask and Write

What are some of the ways a health worker can help train new nurses?

Working With Others



Write

What could you do to help a new worker in your community?



Do

Make a painting or diagram about the different roles of people that you work with. Show how they can support each other.

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