

# DEVELOPING MANUAL HANDLING SKILLS

## *Part 1 - Core Skills for the Workplace*

### ■ TRAINER'S GUIDE



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In this workplace training package our central aim is flexibility in delivery. We know many businesses just don't have the time to allow workers a full day at one time to complete training, so we've developed this package in four separate but connected modules. So now delivery can effectively be given over four 90 minute blocks, two half-days or one full day if time permits.

Our preference and suggestion is to opt for the 4 block approach with an

### **optimum group size of 6 to 12 workers.**

This allows workers sufficient time to return to their workplace, reflect on what they've learned in a real situation and contribute genuine feedback when they return for the next module.

Another central feature to our training packages is that all group activities centre on the **co-operative learning approach**. This practice ensures active learning and full participation. Assessment, too, is **collaborative** in nature and you will see relies in many places on **peer assessment** techniques.

In this Guide and the Participant's Handbook you will see as you go that the **assessment symbol** appears when a participant has to get **a peer's signature** to show that they have completed an exercise. When you see this symbol direct your participants to **go to the Assessment Record Page** of each Part in their Handbook and fill it in. This is important as at the end of each Part of training you will also have to sign off on the Part of training completed. Watch for the symbol as you go.



### **Participants must use different peer assessors for each Part of the training.**

They must also be reminded that as they are signing off someone else's work they must **be very sure** that they have completed the requirements. It's their signature that says they have met the standard. If in doubt they must ask you as their trainer.

You can therefore expect that each worker will leave your training room having genuinely achieved the learning goals of each session. They return to their job with new, enduring skills and knowledge that they can apply straight away. It's practical training at its very best.

As a trainer you **do not need any specialist knowledge** to deliver this package. In the past, we know, many trainers have shied away from delivering any training materials on this important topic. In this package we have brought to you a unique blend of expertise in this area distilled from our work with elite sports professionals, the medical profession, rehabilitation specialists, risk managers and workplace trainers. Their combined expertise is now presented in a form for you to deliver.

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This workplace training package contains the following items.

- This comprehensive **Trainer's Guide** that steps you through the necessary elements of the complete program to facilitate your training delivery.
- **A DVD** designed to support the group training activities for each of the four parts of training. It explains and demonstrates, as only television can, the main concepts, knowledge and skills that are the learning goals of the package. Its format allows easy recapping or review of key sections at the press of a button.
- A starter pack of **6 copies of the Participant's Handbook and Personal Assessment Guide**. This Handbook has been designed to enable smooth delivery of the program. It allows employees to concentrate on the material presented without having to use valuable training time note taking. It also provides a mechanism for the recording of the participant's learning during group activities so that they have both a record and a future reference. It is also the key to their assessment.

It is **strongly recommended that you order a copy of the Handbook for each participant** prior to each subsequent delivery of this package. We think you will find this is a very good investment from the perspective of your preparation time. We have found the participants greatly appreciate this and feel a greater sense of ownership and reassurance from the structure it brings.

## *An Advisory Note*

Although none of the activities that participants will be required to do are in anyway strenuous we would strongly advise that the **Consent to Participate Form** in the back of each Participant's Handbook be completed before commencement of training. This is just common sense and good practice and we know you'll agree its well worth the time spent.

You'll find the **Consent to Participate Form divided into 3 sections** to enable completion at the commencement of each of the 3 parts of this training package that require active physical participation. This is important as days or even weeks may have elapsed and changed circumstances may have occurred. If a potential Participant **is under 18** they must use the version of the form that requires Parent or Guardian consent. If written **English is a problem** for any Participant you must be satisfied that they understand the consent form before they sign it.

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## *Before you start:*

In order to make your training day as easy, and of course successful, as possible we suggest that you refer to

### **Appendix 1; The Trainer's Preparation Checklist.**

If this is the first time you have delivered this training package you need to be well rehearsed in the training room exercises that you are going to lead. We strongly recommend you read in detail the whole of this guide so that you get a full appreciation of the scope of the whole day's training. You then of course will be in a very good position to deliver it in our recommended 4 block delivery method.

## *Your choice of delivery method*

Before you proceed any further into this Guide it is worth considering how to make the important decision on the mode of delivery.

### **The separate 4 Part Method (preferred)**

Time required for this method is **90 minutes in the training room for each Part** on task, plus time for participants to come and go to the training venue. It is crucial that **consultation occurs** on how the absence of these workers will affect the workflow in their section of your workplace. There are many variables to consider and there is usually a best time to take groups of workers out of their normal situation. Their supervisor or manager will appreciate your discussions and we find this **brings them into the process** and part of the overall training objective.

If you have had your discussions and the decision has been made to go for **4 separate parts** of training expect it to go like this:

- **Introduction to each Part** and the completion of an introductory active learning exercise(s). This lasts for 20 to 25 minutes.

- **The playing of the DVD** section that is relevant to the Part you are to complete on the day. This will be around 10 minutes.
- The completion of **major group exercises** introduced by the DVD but led by yourself as the trainer. This is designed to take 40 to 50 minutes to complete.
- The final 15 to 20 minutes will be spent on a **final group exercise**, to round up the thoughts of the group and check that the learning goals for the session have been met.
- To ensure continuity between the Parts of training a **Workplace Challenge** is given to be completed by the participant before the next session. The results will be brought to the next Part of the training and will be included in the introductory exercises for that session.

### The two by half day delivery

For this method you will need to allow for **two 90 minute training Parts on each half day**, plus the transition time for participants to come and go to the venue on each day of training. If you are considering half day sessions *it is worth planning a decent break of say at least 30 minutes* between the Parts of training. This we have found allows for a definite focus resetting for participants between each session, as well as allowing the chance for important informal discussion. Not all participants, as you know, are comfortable asking questions even in our smaller group learning situations. Sometimes very good learning exchanges occur during these sessional breaks.

In regard to the **links between the two Parts** of training completed in the half day, the participants obviously will not be able to go back to their jobs to complete a Workplace Challenge. Instead they will have a **Quick Quiz** activity to complete that evaluates their learning and its projection into their own work tasks at the beginning of the next session. They will however be expected to consider the Workplace Challenge at the start of the next Part of

their training and be asked to complete it “from memory” for discussion.

If you have had your discussions and the decision has been made to go for 2 half days of training expect it to go like this:

- **Introduction to each Part** and the completion of introductory active learning exercises. This lasts for 20 to 25 minutes.
- **The playing of the DVD** sections that is relevant to the Parts you are to complete on the day. This will be around 10 minutes for each Part.
- The completion of **major group exercises** introduced by the DVD but led by you as the trainer. This is designed to take 40 to 50 minutes to complete for each Part.
- The final 15 to 20 minutes will be spent on a **final group exercise** to round up the thoughts of the group and check that the learning goals for the session have been met.
- If the participants **are to return after a short break** then they will be given a **Quick Quiz** before they break. They will also be expected to know that a **quick exercise using the Workplace Challenge** will occur **at the start of the next Part** to see what they have learned and see if they have thought how they may apply it to their specific job.

### The full day delivery

For a full days delivery you will need to allow for **four 90 minute training Parts**, the transition time for Participants to come and go to the venue and for strategic breaks at the completion of each session. If you are considering full day delivery it is worth planning a descent break of say *at least 30 minutes* between sessions and we would recommend the *full hour for lunch*. This we have found allows for important informal discussion and learning exchanges. Also a lot of participants are not used to the training environment

and need good quality breaks (and good food doesn't go astray if you're providing lunch as well).

In regard to the **links between sessions**, the participants obviously will not be able to go back to their jobs to complete any workplace activity to bring to each Part. Instead they will have a **Quick Quiz** activity before each break and come back using the **Workplace Challenge "from memory"** as an introduction to the next Part of training.

If you have had your discussions and the decision has been made to go with a full day of training expect it to go like this:

- **Introduction to each Part** and the completion of introductory active learning exercises. This lasts for 20 to 25 minutes.
- **The playing of the DVD** section that is relevant to the Part you are focussing on at each session in the day. This will be around 10 minutes per Part of training.
- The completion of **major group exercises** introduced by the DVD but led by you as the trainer. This is designed to take 40 to 50 minutes to complete for each Part of training.
- The final 15 to 20 minutes will be spent on a **final group exercise** to round up the thoughts of the group and check that the learning goals for the Part have been met.
- As the participants are to return after a short break they know that a **Quick Quiz** exercise will occur before they break. They know that an introductory exercise based on the **Workplace Challenge** will occur at the start of the next training session to see what they have learned and if they have thought how they may apply it to their specific job.

## *Why is Manual Handling so important?*

*“Every year in Australia millions of dollars are wasted by manual handling injuries in the workplace. Apart from the human tragedy caused to both family and the workforce the cost to all of us is staggering. If you guessed a figure in the order of 10 Billion Dollars a year you’d be right on the money. And the statistics just get worse. For every hundred workers, 70 to 75 per cent can expect to have a serious injury during their working lives. Most of these injuries happen between 30 and 50 years of age. So a worker injuring themselves at age 30 can only look forward to around 45 years of pain and disability.”*

The opening words of the DVD are testament enough to the seriousness of this topic. As a trainer you would already know that Manual Handling is a constantly mentioned term when discussing problems in most workplaces. I guess it’s safe to say that there are many resources around that show the basics of how people should lift and carry and push and pull objects.

The main problem that we have been conscious of for some time now is that you can watch all the videos, and place up as many posters as you like. But unless employees see that it directly applies to them, get a real sense of the seriousness of the problem and have the opportunity to actually practice the correct techniques, then little learning will be transferred to their job tasks.

This package is designed to bring home a personal message to all participants and incorporate actual physical skill based training in its contents. A final focus on transference of these learned skills to an employees’ own job is a theme that is continually developed throughout.

## *But just what is manual handling?*

Well, according to the National Occupational Health and Safety Commission:

*“Manual Handling means more than just lifting or carrying something. The term Manual Handling is used to describe a range of activities including lifting, lowering, pushing, pulling and carrying, moving, holding or restraining an object, animal or person. It also covers activities which require the use of force or effort such as pushing a lever, or operating power tools”.*

It is a very broad definition but it's a good place to start your understanding of this crucial topic.

Let's now begin to look at how your training sessions will unfold. We have reproduced, at key points, the sections of the DVD presenter's script that are relevant for your reference, especially when you introduce and then return from DVD format to training room activities.

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## *Know your Body Structure and Function*

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### *Preliminary Activities to DVD (20-25 minutes)*

#### **Training Goals:**

- To introduce the national definition of manual handling.
- To gain individual appreciation of why this topic is so important.
- To gain knowledge of the structure of the human spine.
- To gain skills in postural assessment.

After the initial **meet and greet** in the training space it's down to work with the first activities. The first Group Exercise is called: Who knows What?, followed by Who knows Why? (about manual handling). The goal of these exercises is more than just being an icebreaker. It certainly requires each participant to talk, but the talk is focussed clearly on the topic. At the end of this exercise you will have a clear idea of the knowledge base you have in the room.

#### **Group Exercise 1.1**

##### **Who knows what?**

Runs to the following format:

**Ask all participants to turn to Part 1 in their Handbook.**

They will find the appropriate heading, **Who knows What**. Inform all the participants that they have a **maximum of 30 seconds** to instinctively react to a key question and record their answers in the Handbook. This should be done with *no talking, it's an individual task*.

## Ask all participants the following

### Key Question 1.1

*Name five things that come to mind when the term manual handling is mentioned.*

If things have gone well you have around 50 or so pieces of information recorded. At this point your role is to **go to the whiteboard** and ask for one participant to give their answers which you record. The idea is to get all participants to quickly go through their lists whilst you **record all different points** that are made. Your paraphrasing skills as a trainer now come into play. This may take a good five minutes or so. As you would know, you try to **avoid debating** any of the points, just get them to the board.

**Now take some time to briefly discuss the results with the participants.**

**It is your job as the trainer to emphasise** two main points in the discussion:

- That there are many different views of what manual handling is.
- That the National Definition as stated on page 12 shows that it is a very broad topic.

We recommend you **direct their attention to the National Definition** on the next page of their Handbook for this discussion point.



**ANOTHER PARTICIPANT MUST sign off** on the assessment page for this Part of the Training when you as the trainer have completed the exercise (p.23) of Participant's Handbook.

Now we move to the second part of the introductory exercises being: Who knows why?

## Group Exercise 1.2

### Who knows why?

Runs to the following format:

Again following a similar “brainstorming” format **ask your participants to go to the next exercise in their handbook** where they will see the heading **Who knows why?** The instructions are the same as for the first exercise, they have **30 seconds** to react.

**Ask the participants the following:**

### Key Question 1.2

*Who knows why manual handling is so important at work?*

Once each individual has completed their thoughts step through the **same process of recording on the whiteboard** the collective wisdom of the participants. This time we expect you will have a good list of at least 10 main points to consider. **This time encourage discussion** and some expansion of the list with the participants until the group agrees that a good list is on the board to work with.

As a final point in this exercise ask each participant to quietly **cast two votes** for the most important points to them on the list.

**On the whiteboard** quickly ask each participant for their votes and tally next to each point. You will then see develop before you the **groups weighted view** of why this topic is so important. Once this list is firmed up it's a good time to conclude with the following.

**Did you realise that:**

- Most Australian workers can expect a serious injury over their working lives.
- Manual handling errors by far are the most common cause of this injury.



**ANOTHER PARTICIPANT MUST sign off** on the assessment page for this Part of the Training when you as the trainer have completed the exercise.

The scene is now set for the **first chapter of the DVD** which provides further introductory comment and illustrative images, and steps the participants through the important knowledge to be learned in the rest of this session on the **central importance of the spine** in manual handling injury prevention.

**Please tell all participants now** that they will be required to provide feedback at the conclusion of the viewing.

They should have their **Handbooks open** at **Viewing notes, Part 1 of DVD**.

You will see that each participant is expected to record at **least 3 main points** that have been made in this part of the DVD. Please draw their attention to this to ensure they then become **active observers** not passive watchers.

**Please View the first chapter on the DVD now.  
(approx 10 minutes)**

Go to page 24 for post DVD exercises

### *Trainer's Notes*

The script of the DVD develops the concept as follows and these notes are for your reference:

#### **Why Knowing Your Body Structure is Important**

**Presenter –**

*“We have all lived in our bodies for so long that we take them for granted. **We don’t consciously think** about walking, jumping, lifting or generally moving. BUT...It’s not until we injure ourselves that we realise how much we take our bodies for granted. What were once easy tasks such as driving, playing with your children, or even just having time with your partner, suddenly take on a new significance. Life is just not what it was!! Even tasks of daily life, such as sitting and sleeping can become major problems. How much better to **prevent this situation** from occurring in the first place!! Easy enough to say but how can we do it? Someone who knows the importance of keeping bodies in peak condition is.”*

**Gino Fratangelo – former Olympic weightlifter**

*“People, whether they live in this country or anywhere else in the world, all have the same problem. They just don’t have any idea of the correct way to use their bodies. It’s terrifying to watch this happen to good people, -working hard and **slowly destroying their bodies** . And it’s not just a problem with those doing heavier manual work either. Throughout all industries- from retail to office – workers are needlessly damaging their bodies. Even our health care professionals such as doctors, nurses and paramedics are suffering. This **doesn’t have to happen**. There has to be a better way!”*

Another person with insight into this problem is:

**Philip Lovel – Executive Director of the Victorian Transport Association.**

*“As I move around our different work environments I see many employees working hard performing manual handling tasks. I know as an observer that they are placing various **strains** on their bodies. We do not want anyone to suffer from injuries in these situations. Our members cannot afford poor performance in this area. We will protect our workers by providing **every assistance to them to stay healthy and well**. One of management’s fundamental responsibilities is to lead the safety effort in a sustained and consistent way – establishing safety goals, demanding accountability for safety performance, and providing the resources to make the safety program work.”*

**Presenter –**

*“It all begins with understanding body structure and functions You first must learn how your body works – **Know your body structure and function**”*

**The main points to emphasise** from this part of the presentation are:

- That we are generally **complacent** about our bodies until something goes wrong.
- We are also generally **unaware** that we are causing ourselves harm in our every day activities.
- That this harm **affects all** occupational activities.

- The first part of the solution has been emphasised as above  
***Know your body structure and function.***

## **How Your Spine Works**

### **Presenter –**

*“A good place to start is with something we all have but can’t see – **our spine**. Most of us only get to see our spine through a medical investigation but by this time it’s probably too late.*

*Try to think of the spine as similar to the trunk of a strong tree. It provides many of the same functions! In this case the trunk of our tree, the spine, supports our arms, legs and of course, our heads. **A strong spine is central to good function.***

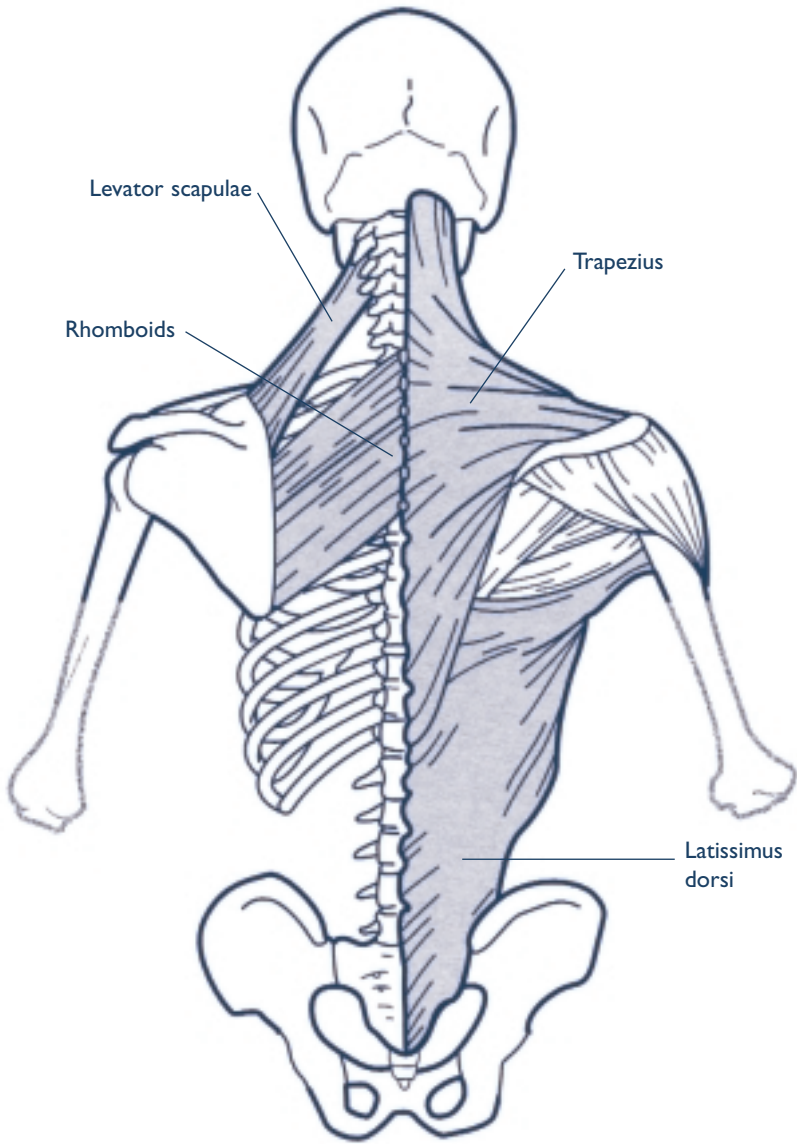
*Most of us think that our spine should be a rigid upright structure, whereas in fact it’s made up of a series of flexible but **natural curves**. For most normal activities such as correct standing, correct walking, sitting and even sleeping, the body’s spine likes to retain its natural curves. Now that we have started to understand the importance of this vital part in our body, let’s begin to see where things can go wrong – dangerously wrong. To do this we need to look more closely at the spine and at the mechanical parts that it is made of. Don’t be surprised at the use of this term ‘mechanical’ because in effect our spine is really a machine. And like all machines it should not be misused and they need ongoing, preventative maintenance.*

*As we know, **the spine is not a rigid structure**, in fact it is made up of a series of bones called **vertebrae**. These are linked by flexible, shock absorbing **discs**. Through this structure travels your **central nervous system**. This branches out at many points to different parts of your body. One final part completes the picture – the **muscles surrounding** your spine which are vital in providing strength and controlling movement.”*

**The main points to emphasise** in this part of the presentation are:

- That the spine is **central** to good general function for both work and life.
- That the spine is **like a machine** comprised of its various parts that must be used properly and maintained.

The analogy is a very good one in that all participants will know what happens if you misuse a machine or do not do the correct maintenance.....it breaks down and it ends up costing you money. In the case of the spine it's much **more than just money**.



*Diagram 1.1 – muscles overlaying spine*

## The Importance of Keeping the Curves

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### Presenter –

*“Notice again the way the spine **has three main areas of natural curve**. Everyday, in almost every way we ignore this fundamental rule. Think about your daily routine! From the moment we get out of bed we’re on the move and so is our spine! A typical day can consist of walking many kilometres, lifting several tonnes and using your strength in many different ways. **The forces** from all these activities are **transmitted through your spine**. From lifting and carrying through to holding, pushing and pulling, our spine is put through a series of punishing contortions. Even sedentary activities such as sitting and resting can place incredible amounts of stress on our spine. This simple demonstration will prove the importance of **Keeping the Curves**.*

*John is sitting on this chair adopting a posture that is typically seen in most workplaces. Now watch this demonstration as Glenn simply places one hand on John’s head. Even this gentle force makes it practically impossible to stand up without a great deal of effort. Now John is seated correctly – the curves in his spine are in the correct position and can transmit sufficient energy to enable John to stand up easily. Remember our spine is like a piece of fine machinery. Used properly and with care it will last a lifetime. Used carelessly, you will live with the results – forever!” –*

## Please emphasise to Participants

### DO NOT TRY THIS DEMONSTRATION

**Keeping these curves** is critical to doing manual handling correctly.

In this section the points to emphasise are:

- That everyone has **three main natural curves** in their spine.
- That the **preservation of these curves**, no matter what tasks you are attempting, is the key to good manual handling performance.

These are crucial points and as you will see, **Keeping the Curves is the Key Principle** in the whole training package. If this concept can be absorbed into the daily practice of each participant then the improvement in manual handling performance will be immediate.

**This point must be reinforced at every chance in the training room.**

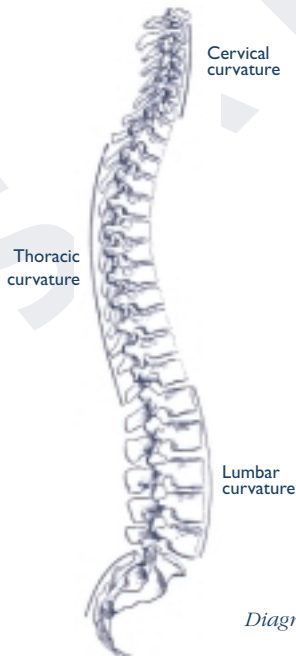


Diagram 1.2 – Side view of spine showing natural curvature

## *Group Activities (allow 45-50 minutes)*

### **Training Goals:**

- To gain practical skills in the assessment of another person's posture.
- For each participant to gain personal knowledge of their own posture.
- To gain basic skills in the correction of other people's posture.

**At this point the DVD has finished.**

**It is time to resume the face to face training activities as outlined in the next section.**

These activities are designed to **reinforce the concepts** outlined in the DVD and for you to see the building of the skills and knowledge required of the participant for the successful completion of this Part of their training.

You have just finished the DVD and now is the best time to check what the participants may have gleaned from their viewing.

### **Group Exercise 1.3**

#### **What was in the DVD?**

**Ask participants to pair up;**

If an unpaired person is left please become their partner.

**Ask the participants to now share their viewing lists with one another for 3 minutes.**

They should combine their thoughts, adding to their lists if they wish, and discussing what they have seen. When the time is up **ask each person to choose another partner** and repeat the same process. As a result of this process you should find that most participants develop a comprehensive list.

Once the second partnering has been completed please **ask one participant to share their list to the whiteboard**. Invite other participants to complete the list further. At this point **ask for any further questions** before you move on to ensure the groups thinking is clear on what they have just seen and the major messages that were intended to be delivered. There is expected to be little further discussion at this point as the paired discussions have clarified most issues or will throw up the questions for you.



**ANOTHER PARTICIPANT MUST sign off** on the assessment page for this Part of the Training when you as the trainer have completed the exercise.

#### Group Exercise 1.4

##### Postural Assessment

This next exercise is the major one for this Part. It's aimed at giving each participant the **skills to make judgements** on their own posture and the posture of others. This is crucial to becoming aware of their own postural shape which is of course largely determined by the underlying shape of their spine. This **growth in self awareness** will be a constant theme as you progress through this package as it is only through this method that a person will be able to see the **real need for change** to their current manual handling performance.

**Now direct participants to their Handbook** to look as a group at the Good Posture/Poor Posture diagram.

**Write the following Key Question on the Whiteboard.**

#### Key Question 1.3

*“What makes the difference between a good posture and a poor posture?”*

At this point **conduct a brief general discussion** so that you have some idea of the knowledge level and perception of the group. It is expected by this time that an emphasis on the curvature of the spine would be apparent from the responses of the participants.

As you can see from this picture below the **three main natural curves** in the spine have been **altered** and this gives the poor “slumped” looking posture to the whole body.



*Picture 1.1 – Poor posture*



*Picture 1.2 – Good Posture*

**This is a point where you should emphasise** that all participants are **very individual** in their own body shape and hence posture.

Each person will have unique physical characteristics. But everyone can learn to use their body to minimise the risk of their daily activities.

Once the general discussion has concluded it is time to introduce the major exercise on postural assessment.

**On the whiteboard** list the three learning goals for this major exercise.

Goals of major exercise: Postural Assessment

- To gain personal **knowledge** of my own posture.
- To know how to **assess** another person's posture.
- To practise how to **give feedback** on other people's posture.

The participants should be clear that they are now going to have a closer look at their own postures, assess another person's posture and, through the follow-up discussion, learn how to provide feedback to each other on this topic.

### **Ask all participants to turn to Postural Assessment Sheet 1**

At this point it is recommended that you emphasise this exercise is **not** designed to make any participant feel **uncomfortable**.

We are sure that you will be able, as you move around the group, to reassure any members that they are doing a good job.

It's our experience that as the focus is now on the person's own body and, that once the initial hesitancy is over, most participants enjoy this exercise, take it seriously and usually with some good humour. In some workplaces **cultural sensitivities** may be required. As a trainer we know that you will allow for these differences as you progress through all of these exercises.

You will have noted that the last section of the DVD shows the postural assessment of one person. You will **have the option of replaying this section of the DVD** (using the chapter facility of the DVD) for the group if necessary. But we recommend that you only do this if it is obvious that the group is having difficulty. You will know the groups needs by this stage; you decide what you feel is appropriate.

For your information the script of the DVD describes the use of **Postural Assessment Sheet 1**.

## Presenter –

*“Notice how Glenn begins his postural assessment of John by firstly observing the position of John’s head. Using his **“rule-of-thumb”** Glenn creates an artificial line vertically from the top of John’s head to the end of his neck. In this way Glenn can judge whether the position of John’s **head and neck are in good vertical alignment.***

*Glenn then focuses his attention on the position of John’s **shoulders**. Notice how Glenn uses his **outstretched arms as a guide** to check the level of John’s shoulders.*

*The next part of the assessment focuses on the **straightness of John’s spine**. Notice how Glenn gets John to **bunch his shirt** at the front so that it is easy for him to make his assessment. Moving from the shoulders, Glenn again uses his **“rule of thumb”** to move his eye down John’s spine to gauge **how straight the alignment is**. Most of us have some slight curve one way or the other over the length of our spine. So don’t be surprised or concerned if your results show that your spine is not quite perfectly straight. This is normal!*

*Next Glenn moves to the **hip area** to check alignment. Notice again the usefulness of Glenn’s **outstretched arms for reference** and that he gets right down to the required level to get an accurate result.*

*Lastly let’s look at the **feet**. This is an area that is mostly overlooked but of prime importance. We would all remember how uncomfortable our whole body feels if our footwear is ill fitting or we injure a foot. Our feet, their structure and alignment are crucial to maintaining an overall good posture.*

*Glenn makes **two quick postural checks** . He checks how much the feet are **turned outwards** in a normal stance. Note how he uses his hands as a gauge to measure the angle. He then checks the **size of the arch** under each foot and records the results.*

*Glenn now has a very good postural assessment of John from the back view.*

**The exercise itself should proceed as follows:**

**Firstly ask all participants to remove their shoes**

Also remove socks if the surface is appropriate. In addition any bulky coats that basically disguise the person's natural posture.

**Ask all participants to pair up.**

If you have an odd number please pair up with the spare participant.

It is at this point that:

**THEY MUST SWAP HANDBOOKS  
FILL IN THE CONSENT TO PARTICIPATE FORM  
(Appendices)**

And find **Postural Assessment Sheet number 1**

**Using Postural Assessment Sheet 1:**

- Ask each pair to decide who is going to be the **Assessor** and who is going to be the **Subject** of the first assessment.
- Each pair now stand about **1.5 metres** apart.
- The **Subject turns their back** to the Assessor.
- On the Postural Assessment Chart there are six rows of diagrams, ask the Assessors to **look at the first row**

- The Assessor looks at their Subject and determines which diagram represents the view of the subjects head and neck alignment and **circles it**.
- The same process is completed with the next row looking for the level of the shoulders. The Assessor may have to **squat down** a little or indeed move until the best vantage point can be found, as demonstrated in the DVD. The result is **again circled**.
- The Assessors then move through the other four categories, finishing up at the feet.
- At the bottom of the sheet the Assessor needs to fill in the date and their name for future reference.

Now that the Assessors have completed the first sheet it is time for them all to **give feedback to their subject**.

**At this point ask one Assessor to detail their assessment of their Subject to the group.**

This then follows with the Key Question **to their Subject**:

#### Key Question 1.4

*“How did you find the assessment process, and what was good about the feedback?”*

**Discuss any issues that come up.**

This is a **very important process** as the assessor gets to practise giving feedback to another participant. As you will see in other Parts of this package this is a continuous theme as it is these **communication skills** that help back in the workplace. Therefore, encourage the Assessors **not to hurry** and work methodically through their first assessment sheet. This process of sharing should take around 2-3 minutes.

**Ask all Assessors to give their feedback now.**

## TIME TO SWAP ROLES

Repeat the exercise exactly as above.

**The assessor now becomes the subject and vice versa.**

Now all participants in the room have filled in Postural Assessment Sheet 1 it is time to progress to **Postural Assessment Sheet number 2**.

This sheet assesses posture from a **side on** stance at which point the three natural curves can be viewed. This sheet has 7 sections that work through the body from the head to feet as before and is the **next page** after Sheet 1 in the Participants Handbook.

**The same instructions for this exercise apply as per Sheet 1 above.**

A few handy hints for the second sheet are as follows.

- As some participants may wear **loose fitting shirts** that make it harder to assess postural curves you can ask them to **gather their shirt at the front of their body**. This will pull their shirt close to the curves in their back and make the assessor's job easier.
- Overall this sheet is looking for an ideal **line of posture straight through the centre of the head down to ankles**. It should be emphasised that very few people fit this ideal. This is also a time when any participant with a weight problem may become self conscious particularly with section 6 on protruding abdomens. This, as you will know, can be one of those training moments that needs to be handled sensitively. When choosing the pair that will give feedback to the group it is prudent to choose a pair in which the subject does **not have an obvious weight problem**.

We have arrived at the point where all participants have completed Postural Assessment Sheets 1 and 2.

**It is now time for the pair to swap handbooks.**

They now have their original book with the assessment that has been done for them. To round up this exercise direct all attention back to the page showing the good posture/poor posture diagrams and give participants **2-3 minutes** to individually put **three things under each heading.**

**When doing postural assessment the key things are.....**

When assessing      When being assessed      When giving feedback

**Whilst they are thinking put the same headings on the whiteboard.**

At the conclusion of their thinking time **ask one participant to describe their list** and then ask others to build upon it. Participants should add to their own Handbook lists as they go so they leave with a very good record of this major activity.



**ANOTHER PARTICIPANT MUST sign off** on the assessment page for this Part of the Training when you as the trainer have completed the exercise.

**At this point you have finished the major exercises for Part 1.**

## Chapter Checklist

You have now reached a time where the session is coming to a close. Depending on which method of delivery you have chosen **you will now have two choices:**

### Returning to their Workplace?

If your participants are to go back to their workplace to return for the next Part on another day then they need to receive **Workplace Challenge 1** below. This “homework” will be required of them at the beginning of the next Part.

**Please go through the following requirements of the Challenge with all participants before wrapping up the session.**

They must understand that this exercise is very important and they will all be asked for **feedback at the beginning of Part 2** of this training package. If you wish to extend the session the Chapter Checklist Quiz below is a good idea for any method of delivery.

In this case the layout is as follows:

### Workplace Challenge 1

In this Part of Manual Handling: Core Skills for the Workplace, a number of key points have been made and some skills practised.

Your challenge is now to return to the workplace and:

**Find one manual handling task where you think it is important to maintain the correct posture.** Remember manual handling is very broadly defined so there will be many tasks to consider.

- **Explain what the task is and why you chose it.**
- **What postural guidelines would you give to a new worker who had to do this task?**

**Going to a short break?**

If your participants are to have a short break and return soon to the training room for another Part they need to be given the quiz called **Chapter Checklist Quiz 1** below.

### Chapter Checklist Quiz 1

The following is a quick quiz that you use to round up this Part before the break.

It is **delivered quickly** with a participant **able to pass** to another worker until the **group agrees** that a complete answer has been given. You should not move on to the next question until the group agrees. You can compare the answer to each question to the following indications of answers we have listed for you.

#### Quiz Question 1.1

##### What is covered by the term Manual Handling?

The groups answer should include a wide range of tasks including lifting, holding, pushing and pulling. The key point is the **broadness** of the definition.

#### Quiz Question 1.2

##### Why is there so much fuss about manual handling in workplaces?

The groups answer should include some of the opening statistics referring to 10 Billion dollars of damage annually and the fact that **most workers** at some time will get a manual handling injury.

#### Quiz Question 1.3

##### Name the four major components of your spine and how are they put together?

The groups answer should include **vertebrae**, interspaced by soft shock absorbing **discs**, with the **nervous system** running through and **muscles** linking in to provide strength and shape.

### Quiz Question 1.4

**What is the key point to remember about the shape of your spine and why is it important to manual handling?**

The groups answer should include the Key Principle of **Keep the Curves** in that the spine has three main areas of natural curve at the neck , thoracic area and the lower back area. It is crucial to keep your curves wherever possible to have the spine at its **strongest position** for the load being placed upon it.



**PARTICIPANT TO 'CIRCLE' Y/N** on the assessment page for this Part of the Training when you as the trainer have completed the exercise.



**TRAINER** to sign off each handbook as participants leave the room.

**You have now finished Part 1.**