

**Booklet to accompany  
Moving & Handling Presentation**



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This is just a quick booklet I have put together to explain some of the Easter eggs you can find in the presentation. It is not comprehensive, but I believe that you will be able to figure the rest out.

Although this booklet contains only 8 pages, there are 309 pages in the presentation.

I have personalised the front page for you and the disc. If you want your company logo on each page, this can be arranged by negotiation.

Gavin

## Teaching

You may find this section useful if you are teaching instructor level courses. The first page opens with

### Teaching & Learning

1. Moving your mouse into the blue boxes will make them disappear giving you prompts to discuss the basic structure of lessons; i.e. you (the instructor) must research and digest the material before you can pass the info on to anyone else.
2. If you click the %Research & Digest+box after it has been revealed it will send you to a page where you can discuss the meaning of this phrase.
3. The 1<sup>st</sup> point in %Research & Digest+will show you some rectangles. By placing your mouse in the top one, it will be revealed showing another button which will take you to a sub-page explaining what is meant. (if you need to know what Remedial, maintenance and developmental needs are, I suggest you download my course notes book (£2.50 from my [downloads](#) page). The rest of the rectangles will just disappear when you hover the mouse over them.
4. Once you have gone through to %Conclusion you can then click the next part of the subject which is:-

### Types of Teaching

Hover the mouse over the blue boxes to make them disappear. Click the boxes to reveal a list of advantages and disadvantages of each type.

### Roots & Barriers

Self explanatory

### Lesson Plan

This will reveal the basic structure of a lesson plan using SMART. Click each letter on the left to discuss its meaning. Clicking the **Bold Red** words in the lower third will reveal what is meant by these words.

### Attendance Sheet

By moving the mouse into each box, the contents of an attendance sheet are revealed.

### SLEEPFROG

This is the acronym I gave for the list found on page 68 of Guide to the Handling of People 4<sup>th</sup> edition (Green book) as to what you should include in moving and handling sessions.

## Perception

If you are unsure why this section has been included, then again, I recommend that you get my course notes from the [download](#) section of my web site.

### Lines

Click the black lines and they will disappear, click the red lines and the black ones will return.

### Elephant

Click the wall and it will disappear

### Indimo

Left click and the Eskimo will be revealed, right click to reveal the Indians head.

### Woman

Left click for old woman, right click for young woman. A good experiment here is to ask your audience to get to the feet, prior to revealing this picture. Ask them to act quickly and decisively on their first impression. If they see a young woman ask them to stand in a given area of the room and if they see an old woman to stand in a different given area of the room. As soon as they see both, they can sit down. They must do this without communicating to each other. You will usually get someone trying to explain it to someone else, but politely ask them to desist. One by one, they will all start to sit down, but frequently, you will end up with one person arguing that it is a young woman, with another arguing that it is an old woman. Try to anticipate people sitting down who cannot really see both images and encourage them to remain standing until they can. When you only have a couple, or maybe even one person left standing, try to explain the images (pointing out the old woman's chin or the mouth/necklace for instance) without clicking the images. Eventually they may or may not see the images. If they cannot, this is actually good news for you, leave it and tell them you will return to it towards the end of this section. When you do come back to it, you can click the images and see if they can now see the image that they could not see previously. You can then highlight how easy it is to confuse normal people, but what if the person had altered mental or visual perception?

### Steps, Herman Grid & Waves

What might a tiled or patterned floor do to someone?

### Dolphins

Children usually see dolphins in this picture, try it with your kids (if you dare)

## Statistics

There is available more recent statistics than I have presented here. My point of including this section is to encourage people to gather their own local statistics.

### MSD

Click the buttons to the right

### Other pages

Hover mouse in the rectangles.

## Legislation

### Driven

Click the wall, then click the box. This will give you an idea of how much they already know prior to you speaking with them.

### History

This gives a quick run down on how we ended up with our current system of legislation (see course notes for further information £2.50 [download](#))

### Consequences

Click each of the boxes to reveal more.

### Common Law

1. This section lists a number of cases where common law has influenced the way we do (or don't) move people.
2. Any pages where there is ~~the~~ incident and ~~the~~ result you can reveal more information by hovering your mouse over these phrases.

## Duty of Care

The landmark case for this phrase involved a snail which was found in a bottle of Ginger beer which had been drunk by Mr Donoghue (spelt wrong in my course notes book). After drinking it he became sick. He prosecuted Mr Stevenson, who had made the drink. Mr Stevensons defence was that he did not owe a duty of care as Mr Donoghue was not his customer. Mr Donoghues friend had bought the bottle therefore the duty of care was owed to Mr Donoghues friend. He lost this argument on the basis that his duty of care extends to all who are affected by his actions or omissions (see section 7 HASAWA §4).

### Cartoon

Click the picture

### Competent

Move mouse into top rectangle. (if you are not familiar with the link system then please download the course notes (£2.50 from my [downloads](#) page)

### Enable

Move mouse into each rectangle. (if this makes no sense to you, then please download the course notes (£2.50 from my [downloads](#) page)

## Risk Assessment

### ELITE

Hover mouse over top rectangle to reveal the word %Environment+. Click this word to reveal more info. Then go to the letter L. If you want to reveal them all, click the %elite+button.

### I

Click the green words to reveal Eddie Elwood. After clicking %head+, if you click the picture of Eddie you will notice that the first thing he moves when about to lift a weight is his head. (Incidentally, he is my claim to fame, his dad and my dad are cousins).

### REBA

This section gives basic info on REBA but does not compare with my Online REBA course which can be purchased outright for £15

### Ergonomics

A little drag and drop game to re-arrange furniture

# Anatomy

## Curves

1. Hover mouse over the various regions of the spine.
2. Click the cervical and lumbar regions to highlight the vulnerable areas due to their flexibility.
3. Clicking the Next button takes a closer look at the sacral angle (hover mouse over picture).
4. This angle is reduced if sitting for a long time which explains the back pain secretarys often succumb to.

## Ligaments

I made these videos using a spine with play dough as the ligaments

## Support

Hover mouse over various regions of the vertebra, click the body to reveal the end plate. Click end plate and it will disappear again.

## Compression

You must click %Zoom+ first or the next effect will be ruined. This will reveal how the disc is made up of an annulus and a nucleus. Click %Compress+. I created this animation from one picture, morphed it in a drawing package then made the second picture appear and disappear on top of the first one.

## Movement

Hover mouse over various parts of the picture first then click %Flexion+.

## Prolapse

1. Hovering the mouse over the spinal cord will reveal a label.
2. Place the mouse into nucleus for first stages of prolapse.
3. Left click the nucleus for further damage
4. Right click for full prolapse

## Nervous

Hover mouse over various parts of the picture

## Danger zone

Hover mouse over cervical and lumbar regions

## Exercise

I cannot remember why I put the two people mentioned in this section. It was my dad who used to mention them for some reason. Maybe you would like to do some research and see if you can think why he asked me to include them.

## The Gap

With the exception of the Theatres section, the video clips are all real-time incidents. The theatre section is staged. There is a brief explanation of what is happening then a series of questions relating to what will be shown.

1. Left clicking a video will pause it
2. Right clicking a video will resume place

## Ergonomics

The answer to point 1 is the right side. Possibly because a bent arm is a strong arm whereas a straight arm is relying on the deltoid, trapezius, latissimus etc to do the work, rather than the bicep. (Pause the video just after he has turned around. He has to overstretch. He doesn't twist his spine as he moves his feet when he turns.).

## Diagnostic

1. Scroll to the diagnostic test to read about its purpose
2. Hover the mouse over the title to see how it is done

## Label

A simple drag and drop game

## Personal Additional Pages

If you require any pages adding please let me know.

**Back up the CD at the earliest opportunity.  
I might need this back-up if you want future changes.**

If you supply the information / pictures you require to be added, and an explanation of how you would like it to appear, I can do this for £25 (+ postage and packing) for up to 10 pages. More than 10 pages will be charged at £2.50 per page.