



Employment

Work Health and Safety

This topic will develop students' awareness of work health and safety procedures.

This topic is made up of six parts. You can present them one at a time or follow on depending on the needs of your students and the time you have available.

Learning Intentions

When students have finished this topic, they will be able to explain:

- what work health and safety is
- what a hazard and a risk is
- what personal protective equipment is
- what safety signs are and what they are used for
- school emergency procedures

They will be able to:

- assess their classroom for possible risks and hazards
- report risks or hazards in written or verbal format to relevant authority
- follow school emergency procedure
- fill out an accident report form

They will learn these skills by:

- Participating in group discussions
- Watching a video
- Completing quizzes
- Filling out forms and worksheets
- Creating posters

	What the students will do	What you will need before you start
Part 1 'What is work health and safety?'	Watch presentation	<ul style="list-style-type: none"> • Computer with internet connection to show presentation • Work Health and Safety presentation • Blackboard, whiteboard or butcher's paper
Part 2 'What is a hazard? What is a risk?'	Watch presentation Class activity	<ul style="list-style-type: none"> • Class set of Classroom Health and Safety booklets • Copy of health and safety assessment forms for each student • Digital or hard copy of email or form template • Blackboard, whiteboard or butcher's paper
Part 3 'What is personal protective equipment?'	Watch presentation Worksheet	<ul style="list-style-type: none"> • Computer with internet connection to show presentation • PPE presentation • PPE quiz • Computers for each student to complete quiz digitally
Part 4 'What are safety signs?'	Watch presentation Class activity	<ul style="list-style-type: none"> • Computer with internet connection to show presentation • Safety signs presentation • Digital or printed copy of worksheet for each student • Digital cameras • Printer and paper or computer to complete activity digitally

<p>Part 5 ‘What are emergency procedures?’</p>	<p>Watch presentation Quiz Worksheet</p>	<ul style="list-style-type: none"> • Computer with internet connection to show presentation • Emergency procedures presentation • Digital cameras • Printer and paper or computer to complete activity digitally • Emergency procedure poster examples • (optional) photo story software like Photostory 3 • (optional) art supplies to make posters
<p>Part 6 ‘What are accidents?’</p>	<p>Watch presentation Worksheet</p>	<ul style="list-style-type: none"> • Computer with internet connection to show presentation • Copy of graphic organiser for each student • Digital cameras • Printer and paper or computer to complete activity digitally • Copy of incident and injury report forms for each student

Word list:

risk = the chance that a hazard will cause harm or danger to people or equipment or both. Risk can be assessed from extremely high to very low according to:

- ‘how much harm’ could come from the risk as well as
- ‘how likely’ it is that the risk will cause harm.

(Something may be very harmful – such as being struck by lightning – but it may not very likely.)

hazard = a hazard is something that could cause harm or danger unless it is managed. (A hazard might be an area of concrete where people might trip, or a wet area where people might slip. Putting up signs or barriers would be one way of managing the hazard.)

risk assessment = you carry out a ‘risk assessment’ to help you decide how risky (or dangerous) something might be. You then decide on the best way to manage it. (Some risks cannot be completely avoided. Sometimes you have to do things to reduce, or lower, the risk to a level that is considered ‘safe enough’. This can be alright as long as people know about it, follow the safety steps and take good care.)

Personal Protective Equipment (PPE) = this is the equipment you must use or the protective clothing you must wear (e.g. dust masks, steel-capped boots or safety glasses) to keep you safe when carrying out work that may be risky.

accident = when something has gone wrong (e.g. a car accident)

injury = when damage has been done (e.g. a broken leg)

emergency = a serious situation that needs an urgent response (when someone needs help straight away)

delegate = someone who is put in charge of something, you go to the WHS delegate for help with WHS matters.

Work Health and Safety (WHS) policy = these are the ‘rules’ about what can be safely done (or must be avoided) in the workplace.

A WHS policy must follow the laws of the place where the work is carried out. If you are not sure, talk to someone in the workplace and ask them to help you.

Work Health and Safety (WHS) procedures = these are the steps you must take to make sure you are working in a safe and acceptable way. If you are not sure, talk to someone in the workplace and ask them to help you.

Part 1: What is Work Health and Safety?

Objective – What do we want the students to know?

Students will learn what work health and safety is.

Overview – How will they learn this?

Students will watch a presentation explaining what work health and safety is and come up with a class definition of the term.

Resources – What will I need?

- Computer with internet connection to show presentation
- Work Health and Safety presentation
- Blackboard, whiteboard or butcher's paper

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: what work health and safety is
How: watch a short presentation
Why: work health and safety is an important part of every job and helps you to work safely
2. Show students the presentation.
3. Ask students "What is work health and safety?" Add their input to the board.
4. Summary: summarise that work health and safety are the rules employees and employers must follow to stay safe when working.

Part 2: What is a hazard? What is a risk?

Objective – What do we want the students to know?

The purpose of this lesson is develop students' awareness of hazards and risks

Overview – How will they learn this?

Students will watch a presentation introducing the concepts of hazard and risk. They will then read a booklet outlining the possible risks and hazards in a classroom and assess their classroom for risks and hazards. They will communicate their findings in written (email, letter) or verbal format.

Resources – What will I need?

- Class set of Classroom Health and Safety booklets
- Copy of health and safety assessment forms for each student
- Digital or hard copy of email or form template
- Blackboard, whiteboard or butcher's paper

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: about hazards and risks
How: students will learn about hazards and risks, then assess their classroom for hazards and risks
Why: being able to identify things in the workplace that might hurt you or other workers helps you to fix them and work safely.
2. Explain that a hazard is something in the workplace that could possibly hurt you. For example: you could cut yourself with a sharp knife when cooking.
3. Explain that a risk is how likely that hazard will happen in the workplace. An experienced cook is less likely to cut themselves with a knife, as they have had lots of experience using them. They are a low risk. An apprentice chef who is just learning to use knives is at a much higher risk of getting hurt, as they are less experienced and are more likely to have an accident.

4. Introduce the activity: students will move into groups and complete a health and safety assessment of the classroom. Explain that each industry has a checklist specific to it, and the one they will use is one appropriate for a school.
5. Introduce the checklist. Explain the different parts of the checklist, making sure students know what they need to look for.
6. Hand out copies of the Classroom Health and Safety. Explain that the booklet contains all the information a teacher would need to know to make sure the classroom is safe. It explains what students need to look for when looking at each part of the checklist.
7. Students move into groups and then complete assessments of the classroom. To facilitate this, you could make sure some of the hazards on the checklist exist in the classroom.
8. Introduce the next activity: reporting risks and hazards to the relevant authorities.
9. Students need to work out who to contact. You can give them a variety of contacts at schools (principal, janitor or maintenance person etc) to choose from, or just get them to notify you.
10. Students will now notify the relevant person with the hazards they have identified. This can be done as an email, form or verbally. Students need to be introduced to the correct notification process. If written, introduce the report form, explain the features and model how to fill them out. If verbal, students still need to hear modelled examples of how to report the hazards to the relevant person.
11. Students either write or verbally report their findings and submit to the relevant person. A copy is kept by the teacher.
12. Summary: hazards are things that can potentially cause harm, risk is the possibility of harm. In the workplace, it is important to contact the correct person if you notice a hazard, to make sure no one gets hurt.

Part 3: What is personal protective equipment?

Objective – What do we want the students to know?

The purpose of this lesson is to develop students' awareness of what personal protective equipment is.

Overview – How will they learn this?

Students watch a presentation that looks at what PPE is. They will then complete a short quiz, testing their knowledge of the different forms of PPE.

Resources – What will I need?

- Computer with internet connection to show presentation
- PPE presentation
- PPE quiz
- Computers for each student to complete quiz digitally

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: about personal protective equipment
How: read through a booklet and complete a worksheet
Why: many jobs require you to wear the right PPE to work safely
2. Show students the presentation.
3. Ask students "What is PPE?" Record their input on the board.
(*answer: equipment a worker wears to protect their body from injury*).
4. Hand out copies of the Types of PPE booklet, or direct students to computers to look at digital versions
5. Instruct students that they are going to complete a worksheet where they identify the right PPE for each scenario. The booklet contains pictures of different PPE and explanations of what they are used for. They can use this to answer the questions in the worksheet.

6. Show students how to answer a trial question, highlighting the question, what it is asking, looking in the booklet for answers and how to answer it.
7. Students complete PPE worksheet and submit for review.

Part 4: What are safety signs?

Objective – What do we want the students to know?

The purpose of this lesson is to develop student's awareness of safety signs and the messages they convey.

Overview – How will they learn this?

Students watch a presentation that looks at what safety signs are. They will complete a quick quiz and then complete an activity where they take photos of the safety signs at their school and explain their purpose.

Resources – What will I need?

- Computer with internet connection to show presentation
- Safety signs presentation
- Digital or printed copy of worksheet for each student
- Digital cameras
- Printer and paper or computer to complete activity digitally

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: about safety signs
How: watch a presentation, complete a worksheet, then find all the safety signs on school grounds
Why: safety signs warn us about possible hazards. Knowing what they mean helps us to be safe.
2. Show students the Safety sign presentation.
3. Ask students "What is a safety sign?" Record their responses on the board.
4. Introduce next activity: identifying safety signs in their school.
Explain what students are going to do: take photos of the safety signs they find around the school, then explain what they are used for.
5. Pointing out examples of signs in or near the classroom. Show the difference between safety signs and other signs (identifying room

- number, school name etc). Instruct students that if they aren't sure whether a sign is a safety sign or not, to take photos of it anyway. They can work out whether it's a safety sign in the classroom later.
6. Students form small groups and get a camera per group. You can assign groups to different parts of the school, move around as one large groups etc.
 7. Students return to classroom and download the photos. Review the photos as a class, identifying which ones are safety signs and which aren't. Once you have a pool of safety sign images, introduce the next activity, identifying the purpose of each sign.
 8. This can be done as a class, as small groups or individually. Demonstrate to students how to add images to the worksheet template digitally or have them print out their photos and add them to the worksheet.
 9. Explain how they will answer the worksheet. Demonstrate working out what the sign's purpose is (looking at the image, reading the text, doing research etc). Model answering the question for one sign.
 10. Students fill out worksheet, explaining the purpose of the signs they have found.
 11. Summary: safety signs are signs that warn us about potential hazards in the workplace.

Part 5: What are emergency procedures?

Objective – What do we want the students to know?

The purpose of this lesson is to develop students' awareness of their school's emergency procedures.

Overview – How will they learn this?

Students watch a presentation that looks at what emergency procedures are. They will then document their school emergency procedures in a poster or photo story.

Resources – What will I need?

- Computer with internet connection to show presentation
- Emergency procedures presentation
- Digital cameras
- Printer and paper or computer to complete activity digitally
- Emergency procedure poster examples
- (optional) photo story software like Photostory 3
- (optional) art supplies to make posters

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: about emergency procedures
How: watch a presentation, then create an emergency procedure poster
Why: knowing about emergency procedures helps us to know how to safely deal with an emergency
2. Show students the presentation.
3. Ask students "What is an emergency procedure?" Record answers on the board.
4. Introduce next activity: identifying the emergency procedures for their school and creating a poster that will communicate this to other students.

5. Show students some emergency procedure posters. Identify the key features (sequenced images that show what a person should do during an emergency etc).
6. Students now need to investigate the school emergency procedures. This can be done by inviting a speaker to the classroom (WHS delegate, assistant principal etc) to discuss the procedures or reading emergency procedure policy documents.
7. Creating the poster: students need to create images that show what someone should do during an emergency. This can be photos or drawn/painted. Photos could be staged by students, shot during a fire drill etc. The poster can be created digitally or on paper/card. Images are added to poster.
8. Students need to write instructions (this can be detailed or one or two word instructions) to go with images. Show students examples of instructions on procedure posters. Highlight the language features (lots of verbs, purpose is to tell people what to do.)
9. Students submit completed poster for review to teacher.

Part 6: What are accidents?

Objective – What do we want the students to know?

The purpose of this lesson is to develop student's awareness of the correct procedure for reporting accidents.

Overview – How will they learn this?

Students can watch a presentation that looks at accidents and some potential causes. They will be introduced to an incident and injury report form. They will be shown how to fill in the form and complete an activity (online or on paper) where they fill out a form for a provided example accident.

Resources – What will I need?

- Computer with internet connection to show presentation
- Copy of graphic organiser for each student
- Digital cameras
- Printer and paper or computer to complete activity digitally
- Copy of incident and injury report forms for each student

Lesson plan – What do I need to do?

1. Introduce students to today's lesson:
What: about accidents and how to correctly report them.
How: watch a presentation, then fill out an incident and injury form
Why: this is a common WHS procedure used when an accident happens at work
2. Hand out copies of the graphic organisers to each student.
Students can complete in small groups or individually, depending on literacy level.
3. Show students the presentation.
4. Ask students "What is an accident?" Record answers on the board.
5. Ask students "What is an incident and injury report?"

6. Hand out sample incident and injury report forms to students. Discuss the different parts of it and what information should be added.
7. Introduce students to what they are going to do: fill out their own incident and injury form in response to the provided scenario.
8. Read/show one of the scenarios provided, to students. Model highlighting the key information from the scenario, then model adding this information to the form.
9. Students fill in their own incident and injury forms either on the computer or on printed worksheet.
10. Work is submitted to the teacher for review.