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| A Job Well Done  Industry Module  Teacher Lesson Plans and Resources |

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# industry modules

A Job Well Done is an online resource that supports students with a disability to undertake Occupational Health and Safety (OHS) training, prior to undertaking a work experience placement.

A Job Well Done resources includes **General Modules** and **Industry Modules**. Teacher lesson plans and student worksheets have been developed to assist teachers to design and deliver lessons to prepare students with a disability for work experience. These resources can be customised and tailored to meet the individual learning needs of each student. By providing a range of activities to help students explore OHS issues related to the ‘world of work’, teachers will be able to assess the work readiness of their students prior to undertaking a work experience placement or structured work placement.

This resource has been developed to support schools to meet the OHS requirements that all students must complete, an OHS program developed by the Department of Education and Training (DET), prior to the undertaking work experience.

The industry modules have been prepared for teachers as **Fact Files** to develop and deliver industry specific OHS information as part of a comprehensive career education program.

This resource includes five **Industry Modules**:

* Accommodation and food services
* Administrative and support services
* Agriculture, forestry and fishing
* Retail trade
* Transport, postal and warehousing.

Lesson plans for the delivery of industry specific OHS requirements include:

* Key OHS messages for students
* Purpose of the lesson
* Learning outcome/s
* Related General Module Student Worksheet link/s
* Suggested activities to plan and deliver
* Corresponding A Job Well Done video to support lesson delivery
* Suggested assessment
* Curriculum links
* Further resources.

Teachers should use this resource in conjunction with:

* A Job Well Done General Modules
* DET [Work Experience Manual](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx) for Victorian Secondary schools.
* The [Workplace Learning Toolbox](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/teachers.aspx)
* For some students, [safe@work](https://www.education.vic.gov.au/school/students/beyond/Pages/swguide.aspx?Redirect=1) may also be appropriate.

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| Industry Module | Accommodation and Food Services |
| Key messages | To stay safe:   * Always be supervised in the workplace. * Do not do any task or use any equipment, if you have not been shown how to use it. * If you do not understand, ask your supervisor questions. |
| Learning outcome | Students understand and can identify some of the safety requirements to work in the Accommodation and Food Services industry |
| Background reading | Teachers should read the Accommodation and Food Services Industry Module and the [Work Experience Manual](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx) |
| Purpose | Introduce the topic of safety in the workplace and discuss the obligations of the employer to keep the work experience student safe. Explain to students their employer has a responsibility to be aware of the legislation and provide a safe work environment for work experience students. Students need to also understand that as work experience students, they must observe safety procedures and follow instructions for their own safety and the safety of others.  Focus on the “To stay safe” information lists which give specific suggestions for each work environment and situation. Further discussion from these is recommended and follow up with comprehension activities to determine level of understanding. |
| Related General Module Worksheet/s | Getting Ready  Visiting the Workplace  Know the Rules |
| Suggested Activities | Watch the Video - Kitchen  As a class or in small groups, brainstorm the types of occupations that are available in the accommodation and food services industry and the skills that would be required to be successful in this industry.  Indi asks many questions of his supervisor. Discuss these safety messages with students:   * Why do we need to follow safety instructions at work? * Who do we speak to if we need help? * Who should you tell if you see something unsafe in the kitchen? * What equipment can be unsafe if you work in a kitchen? * Why do we need labels on bottles of cleaning detergents and chemicals?  1. **Picture**: Show an image of a situation in a workplace with clear examples of hazards. Ask the students to identify all the hazardous situations and list safe alternatives. E.g. A person standing on a chair (instead of a step ladder) or a person using a kitchen appliance near a sink. Identify why these are dangerous situations. 2. **Role-play**: A conversation where an employee talks to the supervisor about a potential hazard. E.g. Boxes delivered to the hotel each week are left in the hallway near the staffroom. |
| Related Video | Students select to watch one of the following videos from A Job Well Done.   1. Industry Module video Visiting the workplace 2. Industry Module video Kitchen **Please note**: Whilst it is common to use a tea towel to lift hot items as shown in the kitchen video, it is best to encourage students to use a kitchen glove instead. 3. Industry Module video Office   Students work in pairs to identify the 5 key safety messages that can be applied to the Accommodation and Services industry. Students develop a creative representation of their findings. |
| Suggested Assessment | Completed activities |
| Curriculum links | [Personal and Social Capability](http://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/scope-and-sequence)   * Self - awareness and Management * Social Awareness and Management * [Foundation VCAL- Strand 4](https://www.vcaa.vic.edu.au/Pages/vcal/index.aspx) |
| Further Resources | [myfuture](https://myfuture.edu.au/) website provides a compilation of curated career education resources  [safe@work](https://www.education.vic.gov.au/school/students/beyond/Pages/industrymodule.aspx)-information about the Accommodation and Food Services industry  [Work Experience Manual](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/work/wemanualrev.pdf)  [Department of Industry, Innovation and Science](https://www.business.gov.au/planning/templates-and-tools/industry-factsheets/accommodation-and-food-services-industry-fact-sheet) – Industry fact sheet about accommodation and food services in Victoria  [Victoria Tourism Industry Council](https://www.vtic.com.au/) – peak body for Victoria’s tourism and events industry.  [Victorian Skills Gateway](https://www.skills.vic.gov.au/victorianskillsgateway/Pages/Home.aspx?Redirect=1#/SitePages/Home.aspx)  [Job Outlook](https://joboutlook.gov.au/) |

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| Industry Module | Agriculture, forestry and fishing |
| Key messages | To stay safe:   * Always be supervised in the workplace. * Do not do any task or use any equipment, if you have not been shown how to use it. * If you do not understand, ask your supervisor questions. |
| Learning outcome | Students understand and can identify some of the safety requirements to work in the Agriculture, forestry and fishing industry |
| Background reading | Teachers should read the Agriculture, forestry and fishing Industry Module, the [Work Experience Manual](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/work/wemanualrev.pdf) and the [Guidelines](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx) for students undertaking Work Experience with animals |
| Purpose | This unit introduces the agriculture, forestry and fishing industry module and the concept of safety in the workplace relevant to jobs in this industry. It aims to give students an understanding of the industry, their role and responsibilities as a work experience student. |
| Related General Module Worksheet/s | Getting Ready  Visiting the Workplace  Know the Rules |
| Suggested Activities | Key questions to discuss:  As a class or in small groups, brainstorm the types of occupations that are available in the agriculture, forestry and fishing industry and the skills that would be required to be successful in this industry.   1. **Why do you need to learn the safety procedures in a workplace?**  Many injuries occur at work. Learning about safety procedures prepares us for the workplace so we can understand how to do a job properly and safely, to prevent injury to ourselves or other people. 2. **What can you do to protect yourself from animal diseases when you doing work experience on a farm?** Have training to learn about safety procedures. Practice good personal hygiene. Clean all work spaces, animal sheds and equipment you use properly and wear/use personal protective equipment where appropriate. 3. **How can you protect yourself when you are working outdoors in the hot sun?** Wear a hat, wear clothing which covers your body, wear sunscreen on your face, drink a lot of water, have a break and spend time in the shade if you can. 4. **How can an employer make the workplace safe for you?** Employers must follow the laws of workplace safety to protect the employees. They must supervise you, provide training before you use any equipment and help you if you do not understand something. Employers must give you Personal Protective Equipment (PPE) such as safety shoes, hats and eyewear to protect you from injury. Always ask your employer questions if you are unsure how to do a task. |
| Related Video | Know the Rules  Farm  **Reading Comprehension**: Students prepare or select a suitable narrative about a farmer, fisher or forestry worker. They describe their daily duties. Students should identify as many safety procedures in the narrative for their chosen industry, farming, fishing or forestry. |
| Suggested Assessment | Completed classroom activities and completed narrative |
| Curriculum links | [Personal and Social Capability](http://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/scope-and-sequence)   * Self - awareness and Management * Social Awareness and Management * [Foundation VCAL- Strand 3 and 4](https://www.vcaa.vic.edu.au/Pages/vcal/index.aspx) |
| Further Resources | [myfuture](https://myfuture.edu.au/) website provides a compilation of curated career education resources  [safe@work](https://www.education.vic.gov.au/school/students/beyond/Pages/industrymodule.aspx)-information about the Agriculture, Forestry and Fishing Industry  [Agriculture Victoria](http://agriculture.vic.gov.au/agriculture/fisheries) - Agriculture Victoria has been created to give greater visibility to the agriculture activities of the Department of Economic Development, Jobs, Transport and Resources (DEDJTR)  [Youth Central](https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/industry-profiles/agriculture-forestry-fishing) – Information on Associations, peak bodies and government organisations  [Department of Agriculture and Water Resources ABARES](http://www.agriculture.gov.au/abares/research-topics/aboutmyregion/vic#forestry-sector)  Regional profile presents an overview of the agriculture, fisheries, and forestry sectors in Victoria  [VAFI](http://www.vafi.org.au/)- Victorian Association of Forest Industries  [Victorian Skills Gateway](https://www.skills.vic.gov.au/victorianskillsgateway/Pages/Home.aspx?Redirect=1#/SitePages/Home.aspx)  [Job Outlook](https://joboutlook.gov.au/) |

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| Industry Module | Administrative and Support Services |
| Key messages | To stay safe:   * Always be supervised in the workplace. * Do not do any task or use any equipment, if you have not been shown how to use it. * If you do not understand, ask your supervisor questions. |
| Learning outcome | Students understand and can identify some of the safety requirements to work in the Administrative and Support Services industry |
| Background reading | Teachers should read the Administrative and Support Services Industry Module and the [Work Experience Manual](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx). |
| Purpose | This unit introduces the Administrative and Support Services module and concept of safety in the workplace relevant to jobs in this industry. It aims to give students an understanding of the industry and provide them with the basic skills they need to become active participants in creating a safe and healthy work environment. |
| Related General Module Worksheet/s | Getting Ready  Visiting the Workplace  Know the Rules |
| Suggested Activities | Key questions to discuss:  As a class or in small groups, brainstorm the types of occupations that are available in the administrative and support services industry and the skills that would be required to be successful in this industry?   1. **Why must you not use faulty equipment or appliances at work?** These can be very unsafe and can cause injury such as electric shock and burns. You should not use these at work or at home as they can cause fire and serious injury. 2. **Why should you have rest breaks when using a computer in the workplace?** Doing the same movement for long periods of time can cause injury such as muscle strain, headaches and back pain. This is Occupational Overuse Syndrome (OOS) caused by continually repeating the same movements with your body without rest. 3. **What can employers do to make the workplace safe?**  The employer must be aware of safety regulations and laws in the workplace, provide Personal Protective Equipment (PPE), and provide ongoing training and supervision for employees. |
| Related Video | Watch the videos Know the Rules and Office and then complete these activities:   1. **Office Safety Check**: Each student works with a partner to look for examples of ‘safe work areas’ or potential ‘workplace hazards’. List examples of these and why they are safe or unsafe. E.g. proper chairs in the office (good posture).N.B. Before beginning this activity, contact the appropriate office staff to ensure their support. 2. **Role- play**: In pairs, one student is the employer or supervisor and the other student is the employee. Practice asking for help in different scenarios. E.g. Employee does not understand how to use the new printer in the office. Ask your employer or supervisor for help. |
| Suggested Assessment | Completed classroom activities |
| Curriculum links | [Personal and Social Capability](http://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/scope-and-sequence)   * Self - awareness and Management * Social Awareness and Management * [Foundation VCAL- Strand 4](https://www.vcaa.vic.edu.au/Pages/vcal/index.aspx) |
| Further Resources | [myfuture](https://myfuture.edu.au/) website provides a compilation of curated career education resources  [Business.gov](https://www.business.gov.au/planning/templates-and-tools/industry-factsheets/administrative-and-support-services-industry-fact-sheet#top) - Administrative and support services industry fact sheet  [Work Experience Manual](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/work/wemanualrev.pdf)  [safe@work](https://www.education.vic.gov.au/school/students/beyond/Pages/swguide.aspx?Redirect=1) – office and business services module |

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| Industry Module | Retail Trade |
| Key messages | To stay safe:   * Always be supervised in the workplace. * Do not do any task or use any equipment, if you have not been shown how to use it. * If you do not understand, ask your supervisor questions. |
| Learning outcome | Students understand and can identify some of the safety requirements  to work in the Retail trade industry |
| Background reading | Teachers should read the Retail trade Industry Module and the  [Work Experience Manual.](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx) |
| Purpose | To introduce the topic of safety in the workplace and discuss the regulations for OHS requirements for the Retail trade industry. |
| Related General Module Worksheet/s | Getting Ready  Visiting the Workplace  Know the Rules |
| Suggested Activities | Key questions to discuss:  As a class or in small groups, brainstorm the types of occupations that are available in the retail trade industry and the skills that would be required to be successful in this industry.   1. **How many hours does a full-time, part-time and casual employee work?**   According to the Fair Work Ombudsman:   * Full-time employees work on an average, 38 hours a week. The actual hours of work may vary... * Part-time employee’s work less than 38 hours per week on a regular basis. * Casual employees do not have set number of hours that they work and are not guaranteed hours of work. .  1. **What are some examples of electrical equipment you can find in the retail industry?** Examples of electrical equipment include kitchen appliances, cash registers, computers, printers, vacuum cleaners, light fittings and air conditioners. 2. **Who can you talk to when you have a problem at work and you are worried about safety?** Talk to your supervisor or even a work colleague. Always ask questions if you do not understand something.  If you think, you cannot talk to your supervisor, then contact your school and talk to your teacher about it. 3. **Why should you wear comfortable shoes when you work in the retail industry?** Standing for long periods of time can cause fatigue, muscle strain, headaches and back pain. Comfortable shoes can prevent this but make sure your employer allocates breaks during your working hours. |
| Related Video | Visiting the Workplace and Retail  Watch the videos and then complete these activities:   1. **Role-play**: You work in a supermarket. A customer spills a bottle of oil on the floor. Have a conversation with your supervisor and decide what steps you should take to protect the safety of people in the supermarket. 2. **Matching and Cloze**: For revision of new vocabulary, produce a worksheet where students match the words to the meanings. Give the students a cloze passage, relevant to workplace safety in the retail industry and fill in the missing words.   In the Retail video, Indi asks his supervisor these questions:  What do I do as part of my work experience here?   * What if I hurt myself? * What do I need to wear? * Who do I ask for help? * Do I get to serve customers? * Do I get to handle cash? **Please note:** Work experience students should adhere to the information regarding handling cash as outlined in the [Work Experience Manual.](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx) * What if a customer is angry or unhappy? * What if I feel I am being bullied? * What will I learn doing my work experience here? * What sort of careers can I have in retail? * What do you love most about being a business owner?   Ask students to prepare a response to each question from their knowledge of Visiting the Workplace. |
| Suggested Assessment | Completed classroom activities |
| Curriculum links | [Personal and Social Capability](http://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/scope-and-sequence)   * Self - Awareness and Management * Social Awareness and Management * [Foundation VCAL- Strand 4](https://www.vcaa.vic.edu.au/Pages/vcal/index.aspx) |
| Further Resources | [myfuture](https://myfuture.edu.au/) website provides a compilation of curated career education resources  [Work Experience Manual](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/work/wemanualrev.pdf)  [safe@work](https://www.education.vic.gov.au/school/students/beyond/Pages/industrymodule.aspx) for More information on the Retail Trade industry  [Invest Victoria](http://www.invest.vic.gov.au/opportunities/retail)- Opportunities for the retail trade in Victoria  [Department of Industry Innovation and Science](https://www.business.gov.au/Planning/Templates-and-tools/Industry-factsheets/Retail-and-Wholesale-Trade-Industry-Fact-Sheets) provides an overview of the legal, operational and business issues relevant to the retail and wholesale trade industry |

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| Industry Module | Transport, postal and warehousing |
| Key messages | To stay safe:   * Always be supervised in the workplace. * Do not do any task or use any equipment, if you have not been shown how to use it. * If you do not understand, ask your supervisor questions. |
| Learning outcome | Students understand and can identify some of the safety requirements to work in the transport, postal and warehousing industry |
| Background reading | Teachers should read the Transport, postal and warehousing Industry Module and the [Work Experience Manual](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx). |
| Purpose | Prepare students to identify OHS requirements for industries with high levels of manual handling and hazard identification risks. |
| Related General Module Worksheet/s | Getting Ready  Visiting the Workplace  Know the Rules |
| Suggested Activities | Key questions to discuss:  As a class or in small groups, brainstorm the types of occupations that are available in the transport, postal and warehousing industry and the skills that would be required to be successful in this industry.   1. **What type of drivers work in the Transport, postal and warehousing industry?**  Explore the different jobs in the industry and the tasks they perform. Look at public transport, delivery of goods, train and bus drivers, postal delivery and couriers, air freight and a forklift driver in a warehouse. 2. **What can you do to prevent fatigue at work?** Take regular breaks or have a power nap. Plan your work according to the timeframe so you do not do it all at one time and get tired. Learn about healthy sleep habits and nutrition and also share a task with a co-worker. 3. **Why can noise levels in the workplace be hazardous?** Loud noises can cause tinnitus and partial or permanent hearing loss. Loud noises can distract you from doing your job properly which can lead to making mistakes and not following safe procedures. 4. **What are examples of Personal Protective Equipment (PPE) and why is it important?** PPE is important because it can protect you from workplace hazards which may cause injury. Some examples of PPE are protective clothing, eye protection goggles, body suits, face masks, headgear and earplugs.   To assess student comprehension of this industry module, complete these activities:   1. **True/False Statements**: Create two pages (page A & B) of true or false statements relevant to the module to evaluate comprehension. Students work in pairs and ask each other if a statement is true or false. Encourage students to discuss the content and answers together. 2. **Pictures**: Give students worksheets or posters with pictures of hazardous substances which are commonly transported and stored in a warehouse. E.g. cleaning agents, paint thinners, gas bottles, pesticides and flammable liquids. Students discuss the type of injury these substances can cause. List where the substances can be found and what they used. |
| Related Videos | Visiting the workplace and Warehousing  Watch the videos. Ella askes her one key person a range of questions about working in the warehousing industry.    Ask students to work in pairs, choose 2 areas to explore and list the OHS requirements to work in this industry   1. Appropriate dress 2. PPE 3. Induction on Day one 4. Safety for pedestrians working in a warehouse 5. Work experience tasks in warehousing 6. Role of the supervisor 7. Prohibited equipment for work experience students 8. Skills you can learn on work experience 9. Jobs in the warehousing industry |
| Suggested Assessment | Completed classroom activities |
| Curriculum links | [Personal and Social Capability](http://victoriancurriculum.vcaa.vic.edu.au/personal-and-social-capability/introduction/scope-and-sequence)   * Self - awareness and Management * Social Awareness and Management * [Foundation VCAL- Strand 3 and 4](https://www.vcaa.vic.edu.au/Pages/vcal/index.aspx) |
| Further Resources | [myfuture](https://myfuture.edu.au/) website provides a compilation of curated career education resources  [safe@work](https://www.education.vic.gov.au/school/students/beyond/Pages/manufacturingmodule.aspx) - information about the Transport, Postal and Warehousing industry.  [LeadWest](http://www.leadwest.com.au/Melbournes-West/The-Regional-Economy-in-Melbournes-West/Transport,-Postal-Warehousing) – Transport, Postal and Warehousing industry in Victoria  Work Experience Manual |