

# Teaching and Learning Resources

*Every  
child,  
every  
opportunity*



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This document is also available on the internet at  
[www.education.vic.gov.au/sensecyouth/careertrans/](http://www.education.vic.gov.au/sensecyouth/careertrans/)

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# Introduction

Welcome to the Workplace Learning Toolbox. This resource is designed to support effective delivery of the safe@work modules that all students are required to complete prior to work experience and relevant occupational health and safety modules for students undertaking structured workplace learning. It is in addition to the material already on the DEECD website.

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

It must be reiterated, that this resource does not replace the online safe@work modules that all students must complete individually, for which they receive a certificate, signed by the Principal, prior to participating in any form of workplace learning. This resource helps students to have a better understanding and awareness of occupational health and safety in the workplace.

# What is included in this Toolbox?

## What is included in this Toolbox?

There are 14 DVDs with accompanying teacher notes/lesson plans and student activities/worksheets.

These are:

- Introduction to Workplace Learning
- Bullying and Sexual Harassment
- Common Workplace Hazards
- Industry specific lessons:
  - Automotive
  - Business and Administration
  - Construction
  - Engineering
  - Farming
  - Hairdressing
  - Health & Community Services - Childcare
  - Hospitality
  - Manufacturing
  - Recreation
- Preparing for Work Placement

It is assumed, that lessons are generally 45–60 minutes in length and teachers will tailor activities to their time allocation.

## Each Lesson Plan outline contains:

- Suggested time allocation.
- Overview of DVD content and viewing time.
- Purpose statement – to introduce student to the concept of safety in the workplace.
- Key messages with critical information for teachers – safety is the first priority and there are restrictions on tasks work experience and structured workplace learning students can/cannot do.
- Activities - each lesson has a suggested sequence for pedagogical integrity to support essential student learning. There is an introduction followed by DVD viewing and then a range of possible activities catering to a wide range of learners. Suggested activities can be completed individually, in pairs or small groups or as a whole class activity/discussion.
- Student Worksheet – each lesson is accompanied with a student worksheet. To aid teachers/career practitioners an answer sheet has also been provided – Teachers and career practitioners – Student Worksheet – with Answers.
- Further Activities – these are designed as extra activities if time permits.
- Application to the Victorian Essential Learning Standards (VELS). All student activities have been mapped to the VELS for assessment purposes.

The structure of the information presented is for ease of delivery with the embedded assumption that some teachers may have no previous experience in preparing students for work place learning.

# DVDs and Lesson Plan Overview

## Purpose

The purpose of the workplace and safety modules is for Occupational Health and Safety (OHS) preparation prior to students undertaking work experience or structured workplace learning.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

Continued over...

## Introduction

There are many ways these DVDs can be used and it is up to the classroom teacher or career practitioner to decide the most effective way to deliver this information to the intended student group prior to work experience, structured workplace learning or School Based Apprenticeships or Traineeships.

Each DVD can be used in a stand alone format and/or incorporated into general class activities or completed by a student working alone if computer facilities are available. DVD times are given with related activities from worksheets, brainstorming prompts, with individual, small group and class based activities.

## Resources

The Workplace Learning Toolbox which has been designed to supplement existing resources includes the following:

### Introductory – General Occupational Health and Safety DVDs

DVD Title	Viewing Time	Estimated Class Time	Resources
Introduction to Workplace Learning	5 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet
Bullying and Sexual Harassment	6 minutes	15 minutes	Teacher notes Suggested lesson plan Student worksheet
Common Workplace Hazards	5 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet
Preparing for Work Placement	4 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet

Continued over...

### Industry Specific Occupational Health and Safety DVDs

DVD Title	Viewing Time	Estimated Class Time	Resources
i. Automotive	5 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet Further resources
ii. Business and Administration	5 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet Further resources
iii. Construction	6 ½ minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet Further resources
iv. Engineering	4 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet Further resources
v. Farming	4 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet Further resources
vi. Hairdressing	5 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet Further resources
vii. Health & Community Services - Childcare	5 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet Further resources
viii. Hospitality	6 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet Further resources
ix. Manufacturing	5 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet Further resources
x. Recreation	5 minutes	45-60 minutes	Teacher notes Suggested lesson plan Student worksheet Further resources

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

# VELS Application to Lesson Plans

## Victorian Essential Learning Standards (VELS) Level 6

The student activities for this resource have been mapped to the VELS Level 6 in the following areas:

Strand	Domain	Dimension	Learning Focus	Standard
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion	<p>Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety.</p> <p>They identify harms associated with particular situations and behaviours, and action to minimise these harms.</p> <p>They examine perceptions of challenge, risk and safety in a variety of settings such as in the home, school, the workplace and the community.</p> <p>They contrast risks that promote personal and social growth with those that endanger health.</p> <p>They discuss ways to balance risk and safety and reflect on and evaluate harm-minimisation strategies.</p> <p>They examine strategies to promote safety such as these associated with OHS.</p>	<p>Students identify and explain the rights and responsibilities associated with developing greater independence.</p> <p>They will compare and evaluate perceptions of challenge, risk and safety.</p> <p>They demonstrate understanding of appropriate assertiveness and resilience strategies.</p>
Physical, Personal and Social Learning	Interpersonal Learning	Building social relationships  Working in teams	<p>Students initiate, maintain and manage positive social relationships with a diverse range of people in a range of contexts. Strategies for understanding, managing and resolving conflict are also an important focus.</p> <p>They develop special skills and a variety of strategies to prevent or resolve conflict and explore the nature of conflict resolution in a range of contexts.</p> <p>They learn to recognise when conflict, including conflict in workplaces, is likely to occur, and learn to be proactive in initiating strategies to avoid and/or resolve it.</p> <p>Students complete a project that requires them to work independently and as part of a team.</p>	<p>Students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others.</p> <p>They describe how local and global values and beliefs determine their own and others' social relationships.</p> <p>They evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.</p> <p>Students work in diverse teams within and beyond school to complete complex tasks.</p>

<b>Strand</b>	<b>Domain</b>	<b>Dimension</b>	<b>Learning Focus</b>	<b>Standard</b>
Physical, Personal and Social Learning	Personal Learning	The individual learning Managing personal learning	Students participate in activities that require them to make informed and responsible choices, considering the impact of themselves and others. Students increasingly manage their own learning and growth, including setting goals and managing resources to achieve these.	Students identify their strengths and use these to determine future learning needs. Students identify areas for improvement in their learning and initiate action to address them. They use complex processes and strategies to meet the demand of tasks
Physical, Personal and Social Learning	Civics and Citizenship	Civic knowledge and understanding	Students think critically about their own values, rights and responsibilities and those of organisations and groups across a range of settings, and explore the diversity in society. They consider other processes for influencing the views and actions of others; for example through participation in organisations such as unions, environmental and other interest groups.	Students explain how the Australia Constitution affects their lives, and human rights issues, both national and international. They explain how citizens influence government policy through participation in political parties, elections and membership of interest groups.
Discipline-based Learning	The Humanities Economics	Knowledge and understanding	Students examine vocational pathways, and education and training requirements. They consider possible work and career options. Students develop skills and strategies for transition to employment and further education and training.	Students analyse vocational pathways and educational and training requirements, and identify possible career paths and opportunities. Students demonstrate skills required for moving from school to employment or further education.
Interdisciplinary Learning	Communication	Listening, viewing and responding	Student gain a high level of expertise and fluency in language and forms and communication conventions of particular subjects across the curriculum as well as those associated with a range of occupations and career pathways.	Students use complex and verbal and non-verbal cues, subject specific language, and a wide range of communication forms. They use subject specific language and conventions in accordance with the purpose of their presentations to communicate complex information.
Interdisciplinary Learning	Thinking Processes	Reason, processing, inquiry.	Students become discriminating thinkers, capable of making informed decisions about controversial and complex issues. They are challenged to identify, use, act on, evaluate and modify a variety of effective thinking strategies to inform future choices.	Students generate questions that probe perspectives and viewpoints.

# Workplace Learning Lessons

## Suggested 4 Lesson Block:

### Suggested Program

The following is a proposed outline for a 4 lesson block in preparation for work experience, structured workplace learning or School Based Apprenticeships and Traineeships. These lesson plans supplement and should be used in addition to the safe@work modules or the relevant OHS unit of competency from the respective VET qualifications.

Lesson	Suggested DVD	Viewing time	Suggested classroom activities
Lesson 1 45-60 minutes	Introduction to Workplace Learning DVD  Bullying and Sexual Harassment DVD	5 mins  6 mins	Whole class delivery  Independent learning if computer facilities are available  Teacher support notes and student activities
Lesson 2 45-60 minutes	Common Workplace Hazards DVD	5 mins	Whole class delivery  Independent learning if computer facilities are available  Teacher support notes and student activities
Lesson 3 45-60 minutes	Industry Specific DVDs	5-6 mins	If the block release approach is adopted, the use of computers would facilitate delivery because it is anticipated that the students will be preparing to go to a wide range of work placements.  Teacher support notes and student activities
Lesson 4 45-60 minutes  Final Lesson before work placement begins	Preparing for Work Placement DVD	4 mins	Whole class delivery  Independent learning if computer facilities are available  Teacher support notes and student activities

# Introduction to Workplace Learning

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered tools, machinery or equipment under any circumstances. They are there to observe and learn.

**Structured workplace learning** students can use some machinery after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, even apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to introduce students to the concept of safety in the workplace. It aims to assist students to understand occupational health and safety (OHS) hazards prior to going on work experience or structured workplace learning.

### DVD: 5 minutes

- Introduces the concept of being safe whilst at work
- Defines the differences between the types of workplace learning available
- Explains how students must prepare for work placement by completing the OHS modules
- Informs students about what to expect from their employer.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

### 1. Introduction 5 minutes

Introduce the class to the concept of workplace learning and put it in the context appropriate for the year group, e.g. 9/10 Work Experience, 10/11/12 Structured Workplace Learning as part of their Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training (VET) in Schools programs or School Based Apprenticeships or Traineeships.

Introduce the DVD and emphasise the importance of safety and that it is the responsibility of all people in the workplace. Explain that this DVD is just the beginning of a series of DVDs and class activities that will be completed prior to their work placement.

Explain the concept of safety and the expectation that all students must complete the safe@work modules and pass the test before placement. Tell the students that they will receive a certificate upon successful completion of the test. If undertaking structured workplace learning, then they must undertake relevant OHS modules in their VET program.

### 2. View DVD 5 minutes

3. Complete worksheet 10–15 minutes (this may require further viewing of the DVD)

Continued over...

# Introduction to Workplace Learning

## 4. Discuss worksheet 5-10 minutes

Once most of the students have completed the worksheet, go through the answers and discuss student responses. Encourage students to complete the worksheet correctly, as safety in the workplace is a key focus during their work placement.

## 5. Brainstorm activity

Introduce the concept of how hard it can be when you are new to ask questions and to admit that you don't know how to do something or more embarrassing still, to admit that you have forgotten what you were told. Brainstorm ways of asking.

How to ask questions in the workplace when you are not sure?

## 6. Role play.

This can be done in pairs, small groups or as a whole class activity. Practice asking the questions from the brainstorm.

## Further Activities

- see Further Activities for Lesson 1: Bullying and Sexual Harassment

### **15 minutes**

Go to the Bullying and Sexual Harassment DVD. All students should watch the DVD prior to their work placement.

There are a number of scenarios that will encourage discussion about bullying and sexual harassment. The scenarios should encourage significant discussion about what constitutes bullying and sexual harassment.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Introduction to Workplace Learning Student worksheet – with answers

## 1. What is a major focus during the workplace learning placement?

Being safe – safety is everyone’s responsibility, and finding out more about the world of work and the industry in which you are placed.

## 2. What do you need to do before going on work placement?

Work experience students complete the safe@work program which consists of a general module and an industry specific module. Structured workplace learning students undertaking a VETiS program must complete the OHS units of competence for their industry prior to their work placement.

## 3. List the 4 main things an employer must do on your first day of work?

Induction, tour of workplace, introduce to supervisors, safety representatives, OHS training required and provide protective clothing if you need it.

## 4. What else should the employer do?

Carefully select the tasks you will be permitted to do and supervise you at all times.

## 5. Sometimes it is very difficult for young people to ask questions in the workplace. You don’t want to show yourself up. However it is very important for your safety and the safety of all people in your workplace that you ask questions if you do not understand something.

**Here are some ways of asking:**

*I’m not sure how this works. Can you spare a few minutes to show me again?*

*I think I’ve got the hang of this but can you watch to make sure I’m doing everything right?*

*Could you please go through that again?*

**Can you think of any other ways of asking these questions?**

# Introduction to Workplace Learning Student worksheet

1. What is the major focus during workplace learning?
2. What do you need to do before going on work placement?
3. List the 4 main things an employer must do on your first day of work?
4. What else should the employer do?
5. Sometimes it is very difficult for young people to ask questions in the workplace. You don't want to show yourself up. However it is very important for your safety and the safety of all people in your workplace that you ask questions if you do not understand something.

**Here are some ways of asking:**

*I'm not sure how this works. Can you spare a few minutes to show me again?*

*I think I've got the hang of this but can you watch to make sure I'm doing everything right?*

*Could you please go through that again?*

**Can you think of any other ways of asking these questions?**

# Bullying and Sexual Harassment

(Further Activities for Lesson 1 or stand alone)

## Time

15–25 minutes

Year Levels 9, 10 and 11.

VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand that bullying and sexual harassment are occupational health and safety (OHS) issues. They are unlawful and all employees have the right to feel safe at work.

All students should watch the Bullying and sexual harassment DVD prior to their work placement.

### **DVD: 6 minutes**

This DVD looks at current workplace laws regarding bullying and sexual harassment. Both terms are well defined. The DVD then explains that bullying and sexual harassment thrive when no one is prepared to report any incidents they experience or witness. It concludes with; 'Don't ever be afraid to speak out if you feel you are being targeted!'

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places anyone else at risk.

Being subjected to bullying or sexual harassment can injure a person psychologically and physically. This is why both are considered occupational health and safety issues. They are not just unacceptable, they are unlawful.

It is very important that bullying and sexual harassment are reported without delay.

## Activities

1. Introduction 5 minutes  
Bullying and sexual harassment can take many forms. While they are often thought of separately, in fact they have some things in common. Both involve a more powerful person or group intimidating a less powerful person or group.

This might be related to things like ethnicity, gender, ability or disability, even physical appearance. If it happens at work, young workers can be especially vulnerable because of their lack of experience, and because they may find it difficult or embarrassing to report their concerns about the behaviour of others.

2. View DVD 5 minutes
3. Complete worksheet 5 minutes (this may require further viewing of the DVD)
4. Discuss worksheet 5 minutes
5. Discussion - Scenarios 5–10 minutes

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Scenarios for discussion on bullying and sexual harassment can be found at:

<http://www.regis.net.au/harassment1.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Bullying and Sexual Harassment

## Student worksheet – with answers

### **1. What is bullying?**

Bullying is any unreasonable behaviour toward an employee or group of employees that creates a risk to their health and safety. It is not just any form of physical violence, but any form of abuse, or threats. It can be direct or indirect – over the phone or internet. Embarrassing and humiliating a colleague or subordinate is also considered bullying.

### **2. What is sexual harassment?**

Sexual harassment is any form of unwanted, unwelcome and uninvited behaviour of a sexual nature. It can be explicit or suggestive comments, offensive emails, telephone calls or texts. Displaying material that others find offensive, sexually explicit jokes or repeated invitations for dates or inappropriate physical contact are all considered sexual harassment.

### **3. What is the employer's 'Duty of Care' in regard to bullying and sexual harassment?**

Employers have a duty of care to provide a safe and healthy workplace free from risks to employees – this includes all forms of harassment or bullying.

### **4. Why are bullying and sexual harassment considered unlawful?**

Bullying and sexual harassment are against the law because they cause harm to people and make the workplace unsafe. Employers must view both as potential workplace hazards and must put procedures in place to prevent them from happening, and to deal with them promptly and effectively if they do occur at any time.

### **5. What should you do if you feel you are being bullied or sexually harassed in your workplace?**

Report your concerns without delay! You must tell a responsible person at work (employer, supervisor or someone else you trust to act on your information immediately). You must also inform your teacher at the first opportunity.

# Bullying and Sexual Harassment Scenarios

## Activity - Discussion

### Suggestions for using these scenarios:

Whole group activity: This could be used as a whole class activity where the teacher presents the scenarios to the class. This would then form the basis for a class discussion.

Small group activity: The teacher could divide the scenarios and then give to small groups of students to discuss. After a period of time (5 minutes), the small groups could report back to the whole class for further discussion.

### Scenario 1

Joe and Dan were having lunch in the staff room. Joe has a magazine that fell out of the newspaper. It is advertising women's underwear. They are laughing and making jokes about the women's hot bodies! Lizzie comes into the staff room to eat her lunch. The men glance at Lizzie and then continue their jokes and laughter. Lizzie tells them to grow up! Dan told her to not to be such a 'spoil sport' and anyway she is just jealous of the models' hot bodies.

### Is this sexual harassment?

### Scenario 2

It is a staff meeting. All six members of the team are discussing the current projects. Edwina, the manager, looks at Margaret, and says; "You are obviously not coping with your project. You seem very disorganised. If you do not have it under control by Tuesday, I will take the project away from you and you can answer the phones for the rest of the week. I will give that project to someone who is up to it!" Edwina approaches Margaret a week later in the lunchroom in front of her work colleagues and says "Margaret I'm still not very happy with your work, you obviously have not listened to anything I have said. What will it take to get it through that thick skull of yours?"

### Is this workplace bullying?

### Scenario 3

Angus is in Year 10 and on work experience. He is very tall for his age and very handsome. Whenever he walks past the front office, some of the younger female employees look at him and start whispering and giggling behind their hands. Angus feels embarrassed. Finally, one of the young women asks Angus if he would like to go out with them on Friday as they are all going to the pub.

### Is this sexual harassment?

Continued over...

# Bullying and Sexual Harassment Scenarios

## Scenario 4

Attached to the workshop is the manager's office. Very few people go into the office, as there is a staff area outside the office. On the final day of structured workplace learning placement, the manager asks Cait to pop into his office and collect her evaluation sheet. She does this but finds that the picture on the screen saver is a naked woman. There is also a calendar on the wall that has pictures of naked women. Cait is really embarrassed and finds it hard to look at her manager when she returns with the evaluation sheet.

**Is this sexual harassment?**

## Scenario 5

Juan is on the first day of his work placement for his school-based apprenticeship. His supervisor asks him to look in the toolbox and get a "round2it". Juan is puzzled and thought he misheard but he is too nervous to ask. He rummages around in the toolbox and starts to get very nervous, when his supervisor tells him to hurry up. He looks up. His supervisor asks, with a big smile on his face, "What do you do when you don't know something?"

**Is this workplace bullying?**

# Bullying and Sexual Harassment

## Student worksheet

1. What is bullying?
2. What is sexual harassment?
3. What is the employers' Duty of Care in regard to bullying and sexual harassment?
4. Why are bullying and sexual harassment considered unlawful?
5. What should you do if you feel you are being bullied or sexually harassed in your workplace?

# Common Workplace Hazards

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered tools, machinery or equipment under any circumstances. They are there to observe and learn.

**Structured workplace learning** students can use some machinery after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand occupational health and safety (OHS) hazards prior to going on work experience or structured workplace learning.

DVD: 5 minutes

This DVD looks at the potential hazards in a variety of workplaces. It covers

- Manual handling
- Machinery and equipment
- Hazardous chemicals
- Working at heights
- Ultraviolet or (UV) radiation – sunburn.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes

You are now in the process of preparing to go on work placement. Your safety while on placement is the most important thing so a series of DVDs and lessons have been prepared to help you anticipate possible hazards in the workplace. We want you to enjoy and learn from this experience. However, the most important thing is your safety and the safety of your fellow workers.

2. Activity before viewing the DVD 5 minutes

Look around the classroom – what hazards can you see?

Think of your bedroom at home...what hazards lurk there?

Does anyone have any younger brothers and sisters, little cousins? If you have a crawling baby in the house, what does everyone do?

Brainstorm

This is an example of assessing hazards!

Safety in the workplace is just the same. Employers have to take special measures to provide you with a safe working environment and you are expected to work in a safe manner.

What does this mean?

Assess potential hazards

Just like we did a moment ago – assess the hazards here in the classroom, or in your homes, you must expect to do the same thing when you get to work.

Continued over...

# Common Workplace Hazards

3. View DVD 5 minutes
4. Complete worksheet 20-25 minutes  
(this may require further viewing of the DVD)
5. Discuss worksheet 5-10 minutes
6. Go through the answers to ensure that all students understand the importance of OHS.

## Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

### **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Common Workplace Hazards Student Worksheet – with answers

## 1. What proportion of reported incidents occurs as a result of manual handling?

Answer: half

## 2. What is a manual handling injury?

Sprains and strains resulting from activities like lifting, carrying, pushing or pulling objects. Sometimes these are gradual as a result of repetitive strain injuries or can occur suddenly, like when someone does their back, or ankle or knee at sport or in the playground.

## 3. What can be done to prevent manual handling injuries?

Every manual handling task should be assessed before you attempt it. Larger loads can sometimes be divided into smaller, more manageable components, or you can seek help from other people to carry out a 'team lift' of a heavy or awkward object.

There are different kinds of equipment and mechanical aids designed to make manual handling tasks easier and safer. Objects too large or heavy to be lifted by hand can be suspended from cranes or elevated by hoists (a forklift is a kind of 'mobile hoist' used in many industries). Trolleys enable smaller loads to be moved without the need for lifting and carrying.

## 4. What should work experience students never do?

Work experience students must never use machinery, including powered tools or equipment, under any circumstances.

## 5. What are structured workplace learning students allowed to do?

Structured workplace learning students are able to use some equipment on placement once appropriate training has been successfully completed.

## 6. How can equipment and machinery risks be reduced?

Moving parts need to be covered in some way so that hair/clothing or body parts cannot be caught. Use the protective clothing, footwear, ear and eyewear provided where necessary.

There should be safety signs telling employees that there are risks associated with the machinery or equipment.

Continued over...

# Common Workplace Hazards Student Worksheet – with answers

**7. What should you do if you spill a chemical at work?**

Tell your supervisor immediately so that the correct method of handling and clean up can be used.

**8. What are work experience students not allowed to do with regard to heights?**

Work experience students are not allowed to work at heights of more than 2 metres.

**9. Give 3 examples of height related incidents.**

Collapsing scaffolding, falling from ladders, falling from or through roofs, falling into holes and down shafts.

**10. Give examples of people who might need safety equipment to prevent height accidents.**

Examples can include: builders, bricklayers, window cleaners, roof tilers, plasterers, electricians, TV aerial installers, installers fitting fireplaces, flues etc road workers installing street and traffic lights, plumbers fitting solar hot water systems.

**11. What is the name of your expected work placement?**

**12. List 3 potential workplace hazards that you might encounter?**

# Common Workplace Hazards Student Worksheet

1. What proportion of reported incidents occurs as a result of manual handling?
2. What is a manual handling injury?
3. What can be done to prevent manual handling injuries?
4. What should work experience students never do?
5. What are structured workplace learning students allowed to do?
6. How can equipment and machinery risks be reduced?
7. What should you do if you spill a chemical at work?
8. What are work experience students not allowed to do with regard to heights?
9. Give 3 examples of height related incidents.
10. Give examples of people who might need safety equipment to prevent height accidents.
11. What is the name of your expected work placement?
12. List 3 potential workplace hazards that you might encounter?

# Industry Specific

## Time

45–60 minutes

Year Levels 9, 10 and 11.

VELS Level 6

## Purpose

The purpose of these lesson plans, DVDs and student worksheets is to introduce students to the concept of safety in the workplace for particular industries. It aims to assist students to understand occupational health and safety (OHS) hazards prior to going on work experience or structured workplace learning placement.

## Instructions for use

The following lesson plans all follow the same format as those of the general OHS with key messages, activities, student worksheets and further activities. They have all been mapped to the VELS for assessment purposes.

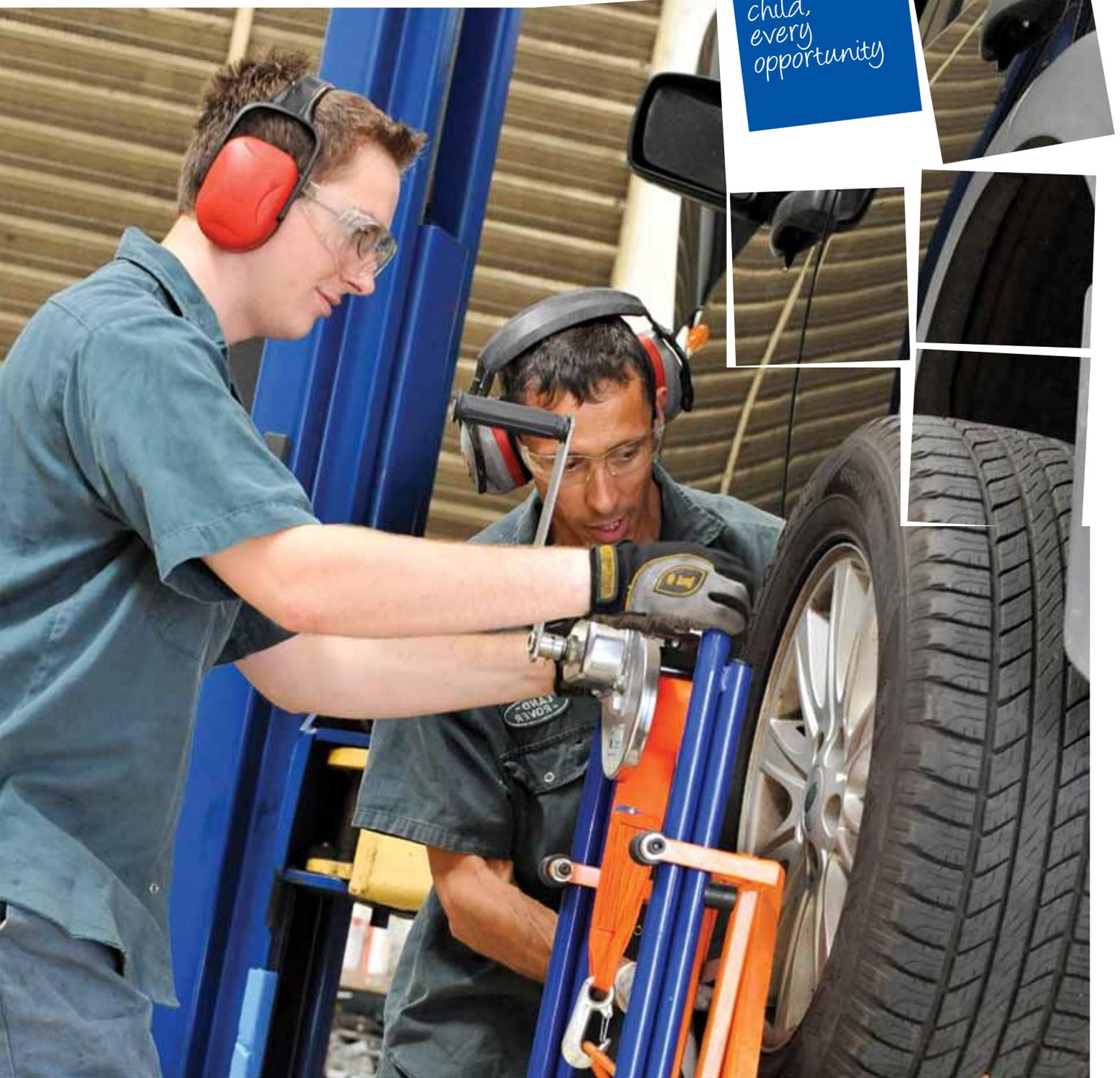
The following is a list of the industry specific DVDs and lesson plans provided:

- Automotive
- Business and Administration
- Construction
- Engineering
- Farming
- Hairdressing
- Health & Community Services - Childcare
- Hospitality
- Manufacturing
- Recreation

# Automotive

Teacher Notes/Lesson Plans

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child,  
every  
opportunity*



# Purpose, Key Messages and Activities

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered tools or machinery, or to undertake hazardous manual handling, under any circumstances. They are there to **observe and learn**.

**Structured workplace learning** students can use some machinery and powered equipment after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand the occupational health and safety (OHS) issues in workshops in the automotive industry prior to going on work experience or structured workplace learning.

### DVD: 5 minutes

This DVD looks at the potential hazards in a typical automotive workshop. After a brief overview, the DVD focuses on a structured workplace learning student and employer talking about the way OHS is managed and hazards are controlled.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Explain that the automotive industry is a very popular choice for many students on work experience and structured workplace learning, however there are a number of significant hazards that students need to be aware of. To ensure a safe and enjoyable work placement it is critical that students really understand how careful they need to be to protect themselves and their fellow workers.
2. View DVD 5 minutes
3. Complete worksheet 15–25 minutes (this may require further viewing of the DVD)
4. Discuss worksheet 5–10 minutes
5. Discussion 5–10 minutes  
What to expect on work experience/ structured workplace learning? What hazards to look out for? How to report hazards? What should you do in the event of an accident? What clothing will be required? Hours of work? What to take? For example lunch especially on the first day. How to get there? Any other arrangements? Questions?

Go through the answers to ensure that all students understand the importance of OHS.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Automotive jobs listed in the Job Guide 2010

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- [Army Soldier - Technician](#)
- [Automotive Air-conditioning Fitter](#)
- [Automotive Body Maker](#)
- [Automotive Body Repairer](#)
- [Automotive Electrical Fitter](#)
- [Automotive Electrical Mechanic](#)
- [Automotive Electrician](#)
- [Automotive Mechanic](#)
- [Automotive Motorcycle Mechanic](#)
- [Automotive Parts Interpreter](#)
- [Automotive Refinisher](#)
- [Automotive Spray Painter](#)
- [Automotive Technician](#)
- [Automotive Trimmer](#)
- [Automotive Underbody Serviceperson](#)

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Student worksheet – with answers

## **1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

You will be introduced to your supervisor and fellow workers, first aid officer, fire warden, health and safety representative and OHS manager if the company is large enough to warrant specified roles. Workplace hazards and safe working practices will be explained to you and no-go areas pointed out. You will be told what to do in an emergency and how to report accidents and any workplace hazards you encounter. You will be given a tour of the workplace and shown the facilities and amenities. You will be told where you will be working and whom you will be observing. If you need training, this will be organised. If you have any questions, this is the time to ask.

## **2. What dangerous machinery and equipment will you be exposed to?**

Vehicle hoists, compressed air hoses, grinders.

## **3. What tasks can you (the student) expect to do?**

Work experience students will spend most of their time observing the workplace. If they are given tasks it will generally be simple tasks like washing cars and they will always be supervised. Any simple tasks given will always be after appropriate induction.

Structured workplace learning students will be permitted to use some machinery and powered equipment but only after they have been properly trained and only under direct supervision. They are not permitted to work alone or do any tasks they have not been trained to do.

School-based apprentices and trainees can undertake tasks that they have been trained in and under direct supervision.

NB some students will find the restrictions very frustrating but the teacher needs to emphasise that it is important to conform to all safety standards.

## **4. What do yellow lines show? Why are they important?**

Yellow lines show clear areas. They are there to tell people where the designated work areas are so that people can stay away from potential hazards.

Continued over...

## **5. What must employers do to maintain a safe working environment?**

Employers must make sure that hazards are identified and that risks to people are controlled. This means they need a planned and systematic approach to managing the hazards in their workplace. Important actions they can take include conducting workplace hazard inspections, keeping all machinery and equipment in good working order, making sure hazardous chemicals are used and stored safely, and providing the information and training people need to be safe at work.

Where personal protective equipment is needed (like eye or hearing protection), it must be supplied for employees and signs should indicate that it must be worn. First aid and emergency arrangements must be understood by everyone, and there should be procedures for reporting injuries, accidents and 'near misses' that require action to prevent them from recurring.

## **6. Why is it recommended to use manual lifting gear?**

It is very important to use all safety equipment provided – manual lifting gear protects employees from sprains and strains from lifting heavy or awkward equipment.

## **7. Why do automotive workplaces need to be well ventilated?**

Automotive workshops use many chemicals and solvents that are extremely toxic to people. When vehicles are being tested, the engine is often running so exhaust fumes are produced. As asbestos is used in brake linings work experience and structured workplace learning students are not permitted to handle them.

## **8. What is a MSDS? Why is it important?**

Material Safety Data Sheets (MSDS) must be kept for each hazardous chemical in a workplace. The MSDS contains information that people who use the chemical must know, including:

- how the product should be used
- protective clothing that must be worn (such as gloves or eye protection)
- the hazards of the chemical – information about the health effects of exposure
- information about first aid, spills and disposal of the chemical.

## **9. What protective clothing and footwear is required?**

Overalls, steel capped boots, protective glasses and at times ear protection.

## **10. Why is it recommended to wear a long sleeved shirt?**

To prevent burns and scratches to the arms when accessing parts of the vehicles to make repairs.

## **11. What should you do if you see anything unsafe at work?**

Report it immediately, no matter how big or small.

## **12. What should you do if there is an injury at work?**

Report it immediately to your supervisor.

**Continued over...**

### 13. Matching Activity

#### Common OHS Hazards in the Automotive industry

OHS Hazard		Potential Accident	
1	Machinery and powered tools	3	Being struck by vehicles or equipment while at work
2	Hand tools	4	Back and other injuries from lifting and carrying heavy or awkward objects; working in awkward postures to access vehicle components
3	Impact injuries	1	Accidents from the misuse of hoists, powered drills, grinders, air tools
4	Manual handling	5	Exposure to engine oils, spray paint, solvents (must have special training to use solvents and spray paints)
5	Hazardous chemicals	6	Breathing difficulties, potential fires
6	Vehicle exhaust fumes	2	Socket sets, spanners, screwdrivers; and using these tools in confined engine spaces often causes cuts and bruises
7	Slips, trips and falls	7	Accidents involving spills and objects left lying around the workshop

### 14. Where are you going on your work experience/ structured workplace learning placement? What are some of the possible OHS hazards you might encounter?

Brainstorm possible potential hazards at your workplace.

Class discussion and strategies on how to deal with possible hazards.

# Student worksheet

1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?
2. What dangerous machinery and equipment will you be exposed to?
3. What tasks can you (the student) expect to do?
4. What do yellow lines show? Why are they important?
5. What must employers do to maintain a safe working environment?
6. Why is it recommended to use manual lifting gear?
7. Why do automotive workplaces need to be well ventilated?
8. What is a MSDS? Why is it important?
9. What protective clothing and footwear is required?
10. Why is it recommended to wear a long sleeved shirt?
11. What should you do if you see anything unsafe at work?
12. What should you do if there is an injury at work?

Continued over...

### 13. Matching Activity

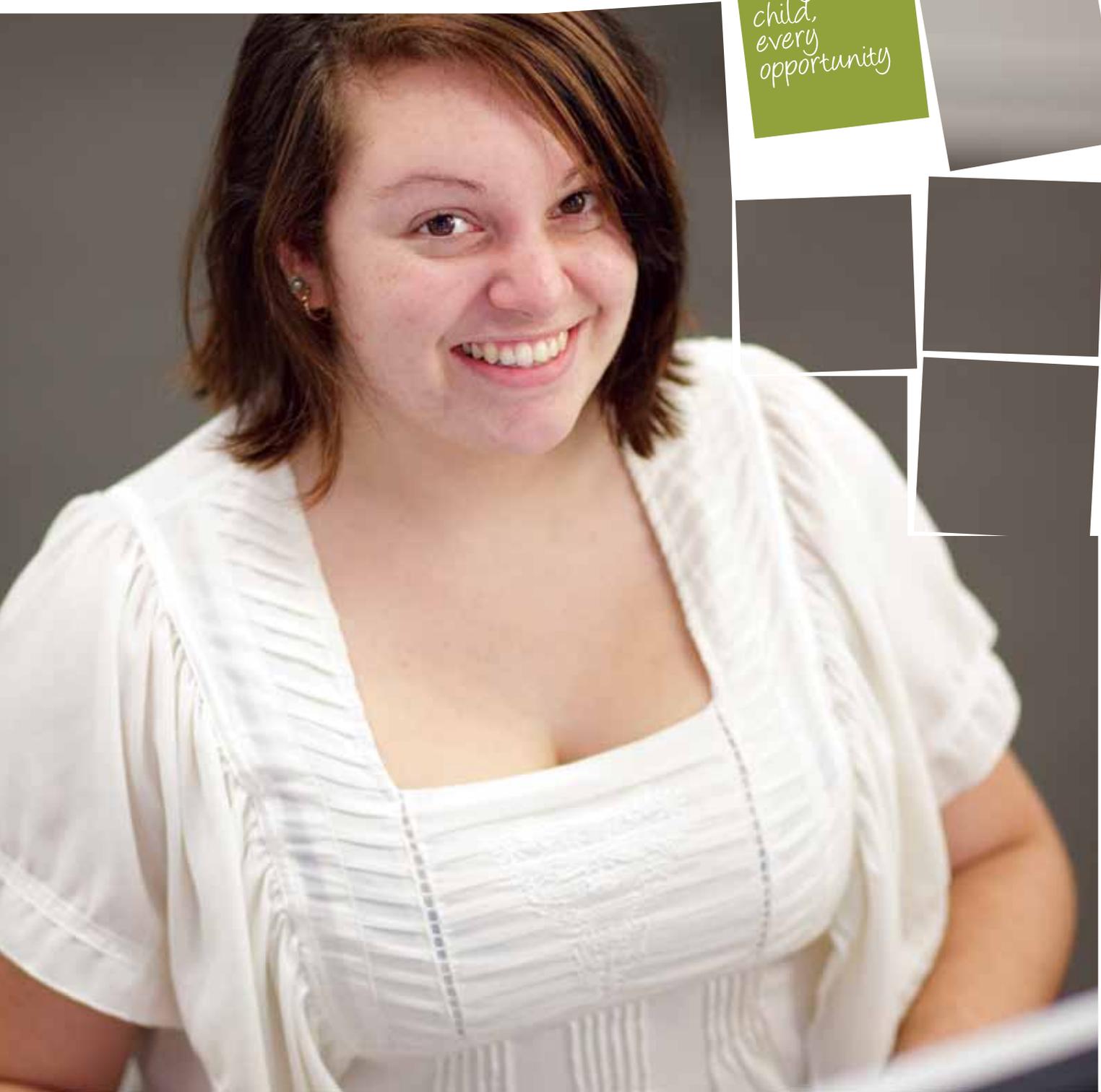
#### Common OHS Hazards in the Automotive industry

OHS Hazard		Potential Accident
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5	Hazardous chemicals	Breathing difficulties, potential fires
6	Vehicle exhaust fumes	Socket sets, spanners, screwdrivers; and using these tools in confined engine spaces often causes cuts and bruises
7	Slips, trips and falls	Accidents involving spills and objects left lying around the workshop

**14. Where are you going on your work experience/ structured workplace learning placement? What are some of the possible OHS hazards you might encounter?**

# Business and Administration

Teacher Notes/Lesson Plan



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# Purpose, Key Messages and Activities

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered tools, machinery or equipment under any circumstances. They are there to **observe and learn**.

**Structured workplace learning** students can use some machinery after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand the occupational health and safety (OHS) issues in business and administration workplaces prior to going on work experience or structured workplace learning.

### DVD: 5 minutes

This DVD looks at the potential hazards in an office environment. After a brief overview, the DVD focuses on a structured workplace learning student and employer talking about the safety hazards. This DVD could be appropriate for any student on work placement in a wide variety of workplaces as most organisations have office based administrative roles.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Business and administration is an industry in its own right and a crucial part of most other workplaces. It is a popular choice for many students on work experience/structured workplace learning placement yet there are a significant number of potential hazards.

To ensure a safe and enjoyable work placement it is critical that students really understand how careful they need to be to protect themselves and their fellow workers.

However, when discussing the DVD and worksheet with students, teachers will need to expand on what was said. Students could easily miss many of the potential hazards because most of us don't see offices as hazardous working environments.

2. View DVD 5 minutes
3. Complete worksheet 15–20 minutes (this may require further viewing of the DVD)
4. Discuss worksheet 5–10 minutes
5. Discussion 5–10 minutes  
What to expect on work experience/structured workplace learning? What hazards to look out for? How to report hazards? What should you do in the event of an accident? What clothing will be required? Hours of work? What to take? For example lunch especially on the first day. How to get there? Any other arrangements? Questions?

Go through the answers to ensure that all students understand the importance of OHS.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Business and administration jobs listed in the Job Guide 2010

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- [Accounting Clerk](#)
- [Accounts Clerk](#)
- [Administrative Assistant](#)
- [Betting Agency Counter Clerk \(Seller\)](#)
- [Betting Clerk](#)
- [Bond Clerk](#)
- [Bookkeeper](#)
- [Bookmaker's Clerk](#)
- [Collection Officer](#)
- [Clerical Officer - Local Government](#)
- [Clerk Public Servant - State Government](#)
- [State Public Servant](#)
- [Clerk of Court](#)

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Student worksheet – with answers

## **1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

You will be introduced to your supervisor and fellow workers, first aid officer, fire warden, health and safety representative and OHS manager if the company is large enough to warrant specified roles. Workplace hazards and safe working practices will be explained to you and no-go areas pointed out. You will be told what to do in an emergency and how to report accidents and any workplace hazards you encounter. You will be given a tour of the workplace and shown the facilities and amenities. You will be told who you will be observing and work tasks. If you need training, this will be organised. If you have any questions, this is the time to ask.

Your supervisor will show you where you will be working and they will encourage you to make yourself comfortable so that your desk and computer (if you have a dedicated space) are set up to suit you. Remember, if you are sitting at a desk for a whole day, you need to be comfortable.

## **2. What tasks can you (the student) expect to do?**

Work experience students will spend most of their time observing the workplace. If they are given tasks it will generally be simple tasks like filing, photocopying and data entry and they will always be supervised.

Structured workplace learning students will be permitted to use some machinery and powered equipment but only after they have been properly trained and only under direct supervision. They are not permitted to work alone or do any tasks they have not been trained to do.

School-based apprentices and trainees can undertake tasks that they have been trained in and under direct supervision.

NB some students will find the restrictions very frustrating but the teacher needs to emphasise that it is important to conform to all safety standards.

## **3. What must employers do to maintain a safe working environment?**

Employers must make sure that hazards are identified and that risks to people are controlled. This means they need a planned and systematic approach to managing the hazards in their workplace. Important actions they can take include conducting workplace hazard inspections, keeping all machinery and equipment in good working order, making sure hazardous chemicals are used and stored safely, and providing the information and training people need to be safe at work.

Where personal protective equipment is needed (like eye or hearing protection), it must be supplied for employees and signs should indicate that it must be worn. First aid and emergency arrangements must be understood by everyone, and there should be procedures for reporting injuries, accidents and 'near misses' that require action to prevent them from recurring.

**Continued over...**

#### 4. Common Hazards – Matching activity

##### Common OHS hazards in Business and Administration

OHS Hazard		Potential Accident	
1	Electrical equipment	3	Being struck by filing cabinet drawers
2	Entrances, corridors and emergency exits	4	Back and other injuries from lifting and carrying heavy boxes or awkward objects; strains and occupational overuse injuries
3	Impact injuries	1	Damaged extension or appliance cords, 'piggy backing' power point
4	Manual Handling	5	Cleaning products, photocopier chemicals
5	Hazardous chemicals	6	Fumes from printers, poor ventilation and/or air conditioning
6	Air quality	2	Doorways and exits blocked by boxes or equipment
7	Slips, trips and falls	7	Standing on chairs or desks, spills on the floor, torn carpet, extension leads across walkways, steep stairways etc

#### 5. What is OOS?

OOS – Occupational Overuse Syndrome is a musculo-skeletal disorder. It involves soft tissue damage to nerves, ligaments, tendons and muscles. (It used to be called RSI) Symptoms can develop over time as a result of doing repetitive tasks, including sitting for prolonged periods of time at a workstation.

#### 6. How can OOS be prevented?

OOS can be prevented by the correct adjustment of all equipment especially your workstation so that it is comfortable for your height. Taking breaks regularly, and varying the type of work completed during the day also helps.

#### 7. How can problems with eye strain be avoided?

Eye strain and related workplace injuries such as headaches and fatigue can be avoided by looking away from the computer from time to time, having good office lighting and even doing some basic eye exercises all help avoid eye strain. Again the solution is awareness of the problem and regular breaks.

#### 8. Beware the dangerous filing cabinet! Funny as it sounds, filing cabinets can be a source of possible workplace accidents. Explain.

No doubt students will think this very funny but the reality is, if the top couple of drawers of a filing cabinet are left open, there is real danger of the filing cabinet falling forward.

Continued over...

**9. What should you do if you see anything unsafe at work?**

Report it immediately, no matter how big or small.

**10. What should you do if there is an injury at work?**

Report it immediately to your supervisor.

**11. Look around your classroom. What potential hazards can you see?**

**12. Where are you going on your work experience/  
structured workplace learning placement? What are some  
of the possible OHS hazards you might encounter?**

Brainstorm possible potential hazards at your workplace.

Class discussion and strategies on how to deal with possible hazards.

**Further Activities**

Optional OHS inspection. Time allocation - open

In small groups ask students to draw up a checklist, which is then used to do an OHS inspection of some part of the school. For example library or front office, or even, if you are very brave, some staff offices.

# Student worksheet

1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?

2. What tasks can you (the student) expect to do?

Work experience students

Structured workplace learning students

3. What must employers do to maintain a safe working environment?

4. Common Hazards – Matching activity

## Common OHS hazards in Business and Administration

OHS Hazard		Potential Accident	
1	Electrical equipment		Being struck by filing cabinet drawers
2	Entrances, corridors and emergency exits		Back and other injuries from lifting and carrying heavy boxes or awkward objects; strains and occupational overuse injuries
3	Impact injuries		Damaged extension or appliance cords, 'piggy backing' power point
4	Manual Handling		Cleaning products, photocopier chemicals
5	Hazardous chemicals		Fumes from printers, poor ventilation and/or air conditioning
6	Air quality		Doorways and exits blocked by boxes or equipment
7	Slips, trips and falls		Standing on chairs or desks, spills on the floor, torn carpet, extension leads across walkways, steep stairways etc

5. What is OOS?

6. How can OOS be prevented?

Continued over...

- 7. How can problems with eye strain be avoided?**
- 8. Beware the dangerous filing cabinet! Funny as it sounds, filing cabinets can be a source of possible workplace accidents. Explain.**
- 9. What should you do if you see anything unsafe at work?**
- 10. What should you do if there is an injury at work?**
- 11. Look around your classroom. What potential hazards can you see?**
- 12. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?**

# Construction

Teacher Notes/Lesson Plan

*Every  
child,  
every  
opportunity*



# Purpose, Key Messages and Activities

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered tools, machinery or equipment under any circumstances. They are there to **observe and learn**.

**Structured workplace learning** students can use some machinery after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.

VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand the occupational health and safety (OHS) issues in the construction industry prior to going on work experience or structured workplace learning.

### DVD: 4 minutes

This DVD profiles a structured workplace learning student on a building site with a steel framing company that is building multi-storey units. It profiles a number of trades especially steel framing and electrical, and illustrates the general hazards on a building site. The introduction emphasises the broad range of trades e.g. builders, carpenters, plasterers and tilers, electricians and plumbers in the construction industry.

The DVD emphasises the importance of the Construction Induction Card, covering general occupational health and safety in the construction industry, issued by Worksafe Victoria.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Explain that the construction industry is a very popular choice for many students on work placement, however there are a number of significant hazards that students need to be aware of. The hazards on a building site are multiplied by the high turnover of staff from contractors and subcontractors and the range of equipment and machinery that is involved in any construction site.

To ensure a safe and enjoyable work placement it is critical that students really understand how careful they need to be to protect themselves and their fellow workers.

2. View DVD 5 minutes
3. Complete worksheet 15–25 minutes (this may require further viewing of the DVD)
4. Discuss worksheet 5 minutes
5. Discussion 5–10 minutes  
What to expect on work experience/ structured workplace learning? What hazards to look out for? How to report hazards? What should you do in the event of an accident? What clothing will be required? Hours of work? What to take? For example lunch especially on the first day. How to get there? Any other arrangements? Questions?

Go through the answers to ensure that all students understand the importance of OHS.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Construction jobs listed in the Job Guide 2010

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- [Air Conditioning Engineering Designer](#)
- [Architect](#)
- [Boatbuilder and Repairer](#)
- [Builder](#)
- [Building Estimator](#)
- [Building Inspector](#)
- [Building Site Manager](#)
- [Building Surveyor](#)
- [Building Technician](#)
- [Cadastral/Land Surveyor](#)
- [Cabinetmaker](#)
- [Carpenter](#)
- [Concrete Worker](#)
- [Construction Economist](#)
- [Construction Engineer](#)
- [Construction Project Manager](#)
- [Crane Driver](#)
- [Crane Operator](#)
- [Electrical/Electronics Engineering Technician](#)
- [Electrician](#)
- [Floor Tiler](#)
- [Gasfitter](#)
- [Geotechnical/Soil Engineer](#)
- [Glazier/Structural Glass Tradesperson](#)
- [Heating and Ventilation Plumber](#)
- [Irrigation Installer](#)
- [Landscape Architect](#)
- [Landscape Gardener](#)
- [Lift Electrician](#)
- [Lift Mechanic](#)
- [Plasterer](#)
- [Plumber](#)
- [Roofing Plumber](#)
- [Sprinkler Fitter](#)
- [Steel Fixer](#)
- [Stone Fixer](#)
- [Stonemason](#)
- [Wall and Ceiling Fixer](#)
- [Tiler - Wall and Floor](#)

Master Builders Association [www.mba.com.au](http://www.mba.com.au)

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## Victorian Essential Learning Standards (VELS) Level 6

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Student worksheet

## – with answers

### **1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

You will be introduced to your supervisor and fellow workers, first aid officer, fire warden, health and safety representative and OHS manager if the company is large enough to warrant specified roles. Workplace hazards and safe working practices will be explained to you and no go areas pointed out. You will be told what to do in an emergency and how to report accidents and any workplace hazards you encounter. You will be given a tour of the workplace and shown the facilities and amenities. You will be told where you will be working and who you will be observing. If you need training, this will be organised. If you have any questions, this is the time to ask.

### **2. What tasks can you (the student) expect to do?**

Work experience students will spend most of their time observing the workplace. If they are given tasks it will generally be simple tasks and they will always be supervised. Work experience students are not allowed to use any powered tools, machinery or equipment under any circumstances. They are there to observe and learn.

Structured workplace learning students will be permitted to use some machinery and powered equipment but only after they have been properly trained and only under direct supervision. They are not permitted to work alone or do any tasks they have not been trained to do.

School-based apprentices and trainees can undertake tasks that they have been trained in and under direct supervision.

NB some students will find the restrictions very frustrating but the teacher needs to emphasise that it is important to conform to all safety standards.

### **3. Gavin on structured workplace learning talks about PPE. What is PPE?**

Personal Protective Equipment. Gavin talks about protective clothing, the use of sunscreen, hats, gloves etc.

### **4. What must employers do to maintain a safe working environment?**

Employers must make sure that hazards are identified and that risks to people are controlled. This means they need a planned and systematic approach to managing the hazards in their workplace. Important actions they can take include conducting workplace hazard inspections, keeping all machinery and equipment in good working order, making sure hazardous chemicals are used and stored safely, and providing the information and training people need to be safe at work.

Where personal protective equipment is needed (like eye or hearing protection), it must be supplied for employees and signs should indicate that it must be worn. First aid and emergency arrangements must be understood by everyone, and there should be procedures for reporting injuries, accidents and 'near misses' that require action to prevent them from recurring.

**Continued over...**

**5. Some electrical hazards are discussed in the DVD. What are they?**

When the electricians start laying the power cables, they need to be very careful that the whole steel framed building doesn't become 'live' and electrocute other workers on the site.

**6. What types of ladders are used in building and construction?**

Before using a ladder, it's important to consider whether the job can be done in a safer way – from the ground, perhaps, or by using an elevating work platform or scaffold. Where ladders are necessary (such as when moving between internal building levels in the video) it's important the right kind of ladders are used for the job.

There are three main types of ladders – extension, step and multi-purpose. Any of these might be used for different jobs in construction. Platform step ladders provide a stable work platform, while multi-purpose ladders can be locked into different positions.

Fibreglass ladders are often used in preference to aluminium ladders as they don't conduct electricity. Adjustable locking mechanisms allow extension ladders to be secured to a range of gutter types. There are also ladders with guide rails to which the worker can attach a full body harness to prevent falls.

**7. What advice does Gavin give about using ladders?**

Ladders must be correctly positioned and stable with 3 points of contact. Never stand on the top or second top step.

**8. What should you do if you see anything unsafe at work?**

Report it immediately, no matter how big or small.

**9. What should you do if there is an injury at work?**

Report it immediately to your supervisor.

**10. What advice does Gavin offer at the end?**

It is important to know what you are doing otherwise you are a safety hazard. If you don't know what to do, ASK!

**Continued over...**

## 11. Matching activity

### Hazards mentioned in the DVD with possible injuries

Hazard		Injury		Protective equipment	
Roofs	1	Head injury	5	Hats/sunscreen	2
Sunshine	2	Falls	1	Warning signs, restricted areas	3
Backhoe, delivery trucks	3	Falls	8	Hard hats	5
Heavy objects	4	Feet injury	9	Scaffolding, harnesses	1
Falling Objects	5	Amputations, cuts	7	Proper technique, stable surface	8
Electricity	6	Sunburn	2	Proper technique, lifting equipment	4
Power Tools	7	Back injury, sprains, strains	4	Protective guards, clothing and safety training	7
Ladders	8	Electric shock	3	Work boots	9
Nails, bricks, rubbish	9	Backing, crushing accidents	3	Safe work practices, safety checks, no water	6

## 12. Where are you going on your work experience/ structured workplace learning placement? What are some of the possible OHS hazards you might encounter?

Brainstorm possible potential hazards at your workplace.

Class discussion and strategies on how to deal with possible hazards.

# Student worksheet

**1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

**2. What tasks can you (the student) expect to do?**

Work experience students

Structured workplace learning students

**3. Gavin on structured workplace learning talks about PPE. What is PPE?**

**4. What must employers do to maintain a safe working environment?**

**5. Some electrical hazards are discussed in the DVD. What are they?**

**6. What types of ladders are used in building and construction?**

**7. What advice does Gavin give about using ladders?**

**8. What should you do if you see anything unsafe at work?**

**9. What should you do if there is an injury at work?**

**10. What advice does Gavin offer at the end?**

Continued over...

## 11. Matching activity

### Hazards mentioned in the DVD with possible injuries

Hazard		Injury		Protective equipment	
Roofs	1	Head injury		Hats/sunscreen	
Sunshine	2	Falls		Warning signs, restricted areas	
Backhoe, delivery trucks	3	Falls		Hard hats	
Heavy objects	4	Feet injury		Scaffolding, harnesses	
Falling Objects	5	Amputations, cuts		Proper technique, stable surface	
Electricity	6	Sunburn		Proper technique, lifting equipment	
Power Tools	7	Back injury, sprains, strains		Protective guards, clothing and safety training	
Ladders	8	Electric shock		Work boots	
Nails, bricks, rubbish	9	Backing, crushing accidents		Safe work practices, safety checks, no water	

**12. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?**

# Engineering

Teacher Notes/Lesson Plan



*Every  
child,  
every  
opportunity*

# Purpose, Key Messages and Activities

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered tools, machinery or equipment under any circumstances. They are there to **observe and learn**.

**Structured workplace learning** students can use some machinery after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand the occupational health and safety (OHS) issues in the engineering industry prior to going on work experience or structured workplace learning.

### DVD: 4 minutes

This DVD looks at the potential hazards in a general engineering workshop. After a brief overview, the DVD focuses on a structured workplace learning student and employer talking about the safety hazards in a large workshop that fabricates fittings for the water industry.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Engineering is a very hands-on industry. Fabrication engineering tradespeople cut, shape, join and finish metal to make, maintain or repair metal products and structures. They may produce moulds or patterns for metal castings, apply coatings and work with a variety of materials. This could be machinery for factories (think production lines), cars, planes, trains and any heavy equipment e.g. mines and farms.

There are a number of significant hazards in any engineering workplace. It's essential that the employer has identified all hazards and has safeguards and systems to eliminate the risks to employees. Employees must be trained to ensure they understand the hazards and the safety measures that have been put in place.

2. Activity before showing the DVD 5 minutes  
Brainstorm what students think engineering trades do.

Suggested activity: Look up engineering jobs in the job guide and students either singly or in pairs could report back.

3. View DVD 4 minutes
4. Complete worksheet 15–20 minutes (this may require further viewing of the DVD)
5. Discuss worksheet 5–10 minutes
6. Discussion 5–10 minutes  
What to expect on work experience/ structured workplace learning? What hazards to look out for? How to report hazards? What should you do in the event of an accident? What clothing will be required? Hours of work? What to take? For example lunch especially on the first day. How to get there? Any other arrangements? Questions?

Go through the answers to ensure that all students understand the importance of OHS.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Engineering jobs listed in the Job Guide 2010

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- [Aircraft Maintenance Engineering Tradesperson](#)
- [Blacksmith](#)
- [Boilermaker \(Heavy Fabrication\)](#)
- [Electroplater](#)
- [Engineering Patternmaker](#)
- [Engineering Technician - Mechanical](#)
- [Engineering Tradesperson \(Heavy Vehicle Mechanic\)](#)
- [Engineering Tradesperson - Electrical/Electronics](#)
- [Engineering Tradesperson - Fabrication](#)
- [Engineering Tradesperson - Mechanical](#)
- [Fitter](#)
- [Foundry Worker](#)
- [Gunsmith](#)
- [Locksmith](#)
- [Mechanical Engineering Technician](#)

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Student worksheet

## – with answers

### **1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

You will be introduced to your supervisor and fellow workers, first aid officer, fire warden, health and safety representative and OHS manager if the company is large enough to warrant specified roles. Workplace hazards and safe working practices will be explained to you and no go areas pointed out. You will be told what to do in an emergency and how to report accidents and any workplace hazards you encounter. You will be given a tour of the workplace and shown the facilities and amenities. You will be told where you will be working and who you will be observing. If you need training, this will be organised. If you have any questions, this is the time to ask.

### **2. What tasks can you (the student) expect to do?**

Work experience students will spend most of their time observing the workplace. If they are given tasks it will generally be assisting someone (under direct supervision) with a job that does not present any risk and can be safely carried out without training or experience.

Structured workplace learning students will be permitted to use some machinery and powered equipment but only after they have been properly trained and only under direct supervision. They are not permitted to work alone or do any tasks they have not been trained to do.

School-based apprentices and trainees can undertake tasks that they have been trained in and under direct supervision.

NB some students will find the restrictions very frustrating but the teacher needs to emphasise that it is important to conform to all safety standards.

### **3. What do yellow lines show? Why are they important?**

Yellow lines on the floor show clear areas. They are there to tell people where the designated work areas are so that people can stay away from potential hazards. Yellow lines are used to separate pedestrians from forklifts and other mobile machinery.

### **4. What must employers do to maintain a safe working environment?**

Employers must make sure that hazards are identified and that risks to people are controlled. This means they need a planned and systematic approach to managing the hazards in their workplace. Important actions they can take include conducting workplace hazard inspections, keeping all machinery and equipment in good working order, making sure hazardous chemicals are used and stored safely, and providing the information and training people need to be safe at work.

Where personal protective equipment is needed (like eye or hearing protection), it must be supplied for employees and signs should indicate that it must be worn. First aid and emergency arrangements must be understood by everyone, and there should be procedures for reporting injuries, accidents and 'near misses' that require action to prevent them from recurring.

**Continued over...**

### **5. Why is it recommended to use manual lifting gear?**

It is very important to use all safety equipment provided – manual lifting gear – such as cranes, hoists and trolleys - protects employees from sprains and strains from lifting heavy or awkward equipment.

### **6. Why do engineering workplaces need to be well ventilated?**

Engineering workshops use many different materials, chemicals and solvents that are extremely toxic to people. There are sparks and fumes from cutting and grinding machines which are hazardous.

### **7. What is a MSDS? Why is it important?**

Material Safety Data Sheets (MSDS) must be kept for each hazardous chemical in a workplace. The MSDS contains information that people who use the chemical must know, including:

- how the product should be used
- protective clothing that must be worn (such as gloves or eye protection)
- the hazards of the chemical – information about the health effects of exposure
- information about first aid, spills and disposal of the chemical.

### **8. What protective clothing and footwear is required?**

Overalls, steel capped boots, protective glasses and at times hearing protection.

### **9. What should you do if you see anything unsafe at work?**

Report it immediately, no matter how big or small.

### **10. What should you do if there is an injury at work?**

Report it immediately to your supervisor. The workplace will have emergency procedures to deal with serious injuries which may require medical treatment. First aiders can attend to minor things but are not there to provide medical treatment.

### **11. Answer the following with True or False.**

- Every machine should have an emergency stop button.
- Only some electrical equipment needs to be tested and tagged.
- There is no need to tell anyone where you are going if you need to go to the toilet.
- Employees need to wear two forms of eye protection when using grinders and drills – protective glasses and full face protective helmet.
- Noise is not really a problem in most engineering workshops.
- Arc welding can cause eye damage from a very bright flash.
- Fitters, boilermakers and electricians all work in engineering workshops.
- All chemicals have a Material Safety Data Sheet (MSDS) that is not really important to follow.
- No go zones are marked with yellow lines to warn people to stay out of these areas because of moving equipment or machinery.
- SWL students can drive a forklift truck if their supervisor asks them.

**Continued over...**

## 12. Matching Activity

### Common OHS hazards in the Engineering industry

OHS Hazard		Potential Accident	
1	Machinery and powered tools	3	Being struck by vehicles or equipment while at work
2	Slips, trips and falls	4	Back and other injuries from lifting and carrying heavy or awkward objects; working in awkward postures
3	Impact injuries	1	Accidents from the misuse of hoists, powered drills, grinders, air tools
4	Manual handling	5	Exposure to fumes, chemicals and solvents
5	Hazardous chemicals	6	Sparks from welding, grinders etc
6	Fire	2	Accidents involving spills and objects left lying around the shop floor

### 13. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?

Brainstorm possible potential hazards at your workplace.

Class discussion and strategies on how to deal with possible hazards.

# Student worksheet

**1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

**2. What tasks can you (the student) expect to do?**

Work experience students

Structured workplace learning students

**3. What do yellow lines show? Why are they important?**

**4. What must employers do to maintain a safe working environment?**

**5. Why is it recommended to use manual lifting gear?**

**6. Why do engineering workplaces need to be well ventilated?**

**7. What is a MSDS? Why is it important?**

**8. What protective clothing and footwear is required?**

**9. What should you do if you see anything unsafe at work?**

**10. What should you do if there is an injury at work?**

**11. Answer the following with True or False?**

- Every machine should have an emergency stop button.
- Only some electrical equipment needs to be tested and tagged.
- There is no need to tell anyone where you are going if you need to go to the toilet.
- Employees need to wear two forms of eye protection when using gingers and drills – protective glasses and full face protective helmet.
- Noise is not really a problem in most engineering workshops.
- Arc welding can cause eye damage from a very bright flash.
- Fitters, boilermakers and electricians all work in engineering workshops.
- All chemicals have a Material Safety Data Sheet (MSDS) that is not really important to follow.
- No go zones are marked with yellow lines to warn people to stay out of these areas because of moving equipment or machinery.
- SWL students can drive a forklift truck if their supervisor asks them.

**Continued over...**

## 12. Matching Activity

### Common OHS hazards in the Engineering industry

OHS Hazard		Potential Accident	
1	Machinery and powered tools		Being struck by vehicles or equipment while at work
2	Slips, trips and falls		Back and other injuries from lifting and carrying heavy or awkward objects; working in awkward postures
3	Impact injuries		Accidents from the misuse of hoists, powered drills, grinders, air tools
4	Manual handling		Exposure to fumes, chemicals and solvents
5	Hazardous chemicals		Sparks from welding, grinders etc
6	Fire		Accidents involving spills and objects left lying around the shop floor

**13. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?**

# Farming

Teacher Notes/Lesson Plan

Every  
child,  
every  
opportunity



# Purpose, Key Messages and Activities

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered tools, machinery or equipment under any circumstances. This includes quad bikes, tractors and farm machinery. Work experience students are also not allowed to undertake hazardous manual handling which includes things like lifting, restraining or manually moving animals. They are there to **observe and learn**.

If a student is under 15 years, they are not allowed any direct contact with animals. Students 15 and over must complete an additional form, the **Working with Animals Form**, before their work placement.

**Structured workplace learning** students can use some machinery after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.

VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand the occupational health and safety (OHS) issues in the primary industry prior to going on work experience or structured workplace learning.

### DVD: 6 minutes

This DVD looks at the potential hazards in a sheep/grain mixed farm. After a brief overview, the DVD focuses on a structured workplace learning student and employer talking about the large number of safety hazards on the farm.

## Key Messages

Employers have a duty of care toward their employees (including students on work placement) and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Explain that primary industry is very diverse with many opportunities both on the land and in agri-business. There are a significant number of hazards on any farm due to the variety of work, the equipment used and the isolation. To ensure a safe and enjoyable work placement it is critical that students really understand how careful they need to be to protect themselves and their fellow workers.

2. View DVD 6 minutes

3. Complete worksheet 15–25 minutes (this may require further viewing of the DVD)

4. Discuss worksheet 5–10 minutes

5. Discussion 5–10 minutes  
What to expect on work experience/ structured workplace learning? What hazards to look out for? How to report hazards? What should you do in the event of an accident? What clothing will be required? Hours of work? What to take? For example lunch especially on the first day? How to get there? Any other arrangements? Questions?

Go through the answers to ensure that all students understand the importance of OHS.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Agriculture jobs listed in the Job Guide 2010

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- [Beekeeper](#)
- [Crop Farmer](#)
- [Agricultural Technical Officer](#)
- [Agricultural Adviser](#)
- [Agricultural and Resource Economist](#)
- [Agricultural Biotechnologist](#)
- [Agricultural Blaster](#)
- [Agricultural Engineer](#)
- [Agricultural Entomologist](#)
- [Agricultural Inspector](#)
- [Agricultural Machinery Mechanic](#)
- [Agricultural Microbiologist](#)
- [Agricultural Pilot](#)
- [Agricultural Scientist](#)
- [Agricultural Technical Officer](#)
- [Animal Scientist](#)
- [Applied Industry Economist](#)
- [Apiarist](#)
- [Artificial Insemination Technical Officer](#)
- [Aquaculture Technician](#)
- [Biochemist](#)
- [Biological Scientist](#)
- [Biostatistician](#)
- [Botanist](#)
- [Chemical Sales Representative](#)
- [Climatologist](#)
- [Clinical Biochemist](#)
- [Crop Farmer](#)
- [Dairy Farm Hand/Worker](#)
- [Drover](#)
- [Ecologist](#)
- [Environmental Officer](#)
- [Environmental Scientist](#)
- [Environmentalist](#)
- [Farm Overseer](#)
- [Farmer/Farm Manager](#)
- [Fish Farm Hand](#)
- [Fish Farmer](#)
- [Fisheries Technical Officer](#)
- [Fruit and Vegetable Farm Hand](#)
- [Horticultural Scientist](#)
- [Geosciences Field Officer](#)
- [Fisheries Technician](#)
- [Jackaroo](#)
- [Jillaroo](#)
- [Musterer](#)
- [Permaculturalist](#)
- [Piggery Worker](#)
- [Poultry Farm Hand](#)
- [Production Horticulturist](#)
- [Sheep/Cattle Station Hand](#)
- [Soil Scientist](#)
- [Station Hand](#)
- [Stock and Station Agent](#)

Master Builders Association [www.mba.com.au](http://www.mba.com.au)

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## Victorian Essential Learning Standards (VELS) Level 6

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Student worksheet – with answers

## **1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

You will be introduced to your supervisor and fellow workers, first aid officer, fire warden, health and safety representative and OHS manager if the company or farm is large enough to warrant specified roles. Workplace hazards and safe working practices will be explained to you and no go areas pointed out. You will be told what to do in an emergency and how to report accidents and any workplace hazards you encounter. You will be given a tour of the workplace and shown the facilities and amenities. You will be told where you will be working and who you will be observing. If you need training, this will be organised. If you have any questions, this is the time to ask.

## **2. What tasks can you (the student) expect to do?**

Work experience students will spend most of their time observing the workplace. If they are given tasks it will generally be simple tasks and they will always be supervised, as farms can be very hazardous workplaces. Work experience students are not allowed to use any powered tools, machinery or equipment under any circumstances. This includes quad bikes, tractors and farm machinery. Work experience students are also not allowed to undertake hazardous manual handling which includes things like lifting, restraining or manually moving animals. They are there to observe and learn.

Structured workplace learning students will be permitted to use some machinery and powered equipment but only after they have been properly trained and only under direct supervision. They are not permitted to work alone or do any tasks they have not been trained to do.

School-based apprentices and trainees can undertake tasks that they have been trained in and under direct supervision.

NB some students will find the restrictions very frustrating but the teacher needs to emphasise that it is important to conform to all safety standards.

## **3. What dangerous machinery and equipment will you be exposed to?**

The answer to this question depends on the type of farm the student is visiting and the time of year as all farms no matter what they produce have a seasonal rotation of activities. All farms have an extensive range of farm equipment that presents all variety of OHS hazards.

**Continued over...**

#### 4. What must employers do to maintain a safe working environment?

Employers must make sure that hazards are identified and that risks to people are controlled. This means they need a planned and systematic approach to managing the hazards in their workplace. Important actions they can take include conducting workplace hazard inspections, keeping all machinery and equipment in good working order, making sure hazardous chemicals are used and stored safely, and providing the information and training people need to be safe at work.

Where personal protective equipment is needed (like eye or hearing protection), it must be supplied for employees and signs should indicate that it must be worn. First aid and emergency arrangements must be understood by everyone, and there should be procedures for reporting injuries, accidents and 'near misses' that require action to prevent them from recurring.

#### 5. What type of clothing should a student wear on a farm?

Students need to wear sturdy boots, well fitting non-restrictive clothing, gloves, a broad brimmed hat, sunglasses and sunscreen. Long hair should be tied back and jewellery removed as it can be caught in machinery. Ear protection must be used when working with noisy machinery.

#### 6. Activity. Many hazards are discussed. How well were you watching? List possible accidents/injuries that were discussed.

##### Common OHS Hazards in Farming

OHS Hazard	Examples of how hazardous	Potential accident/injury
Machinery and equipment	Unguarded machinery, unsuitable attachments, breakdowns	
Mobile machinery	Quad bikes, tractors, moving or backing vehicles	
Hand tools	Faulty or poorly maintained, untrained user	
Working with animals	Hygiene, lifting, aggressive and or hurt animals, injury to feet if stepped on	
Manual Handling	Digging, fencing, Lifting and carrying equipment, containers, feeds, fertilizers in sacks and buckets	
Hazardous chemicals	Agricultural chemicals for spraying, drenching, cleaning	
UV Radiation from the sun	Sunburn and long term damage – skin cancer, heat stress	
Slips, trips and falls	Fences, silos, tanks, windmills, tools and equipment lying around	

Continued over...

**7. According to the farmer what is the most important thing a student should do if they don't know something?**

If you don't know ASK!

**8. What is a MSDS? Why is it important?**

Material Safety Data Sheets (MSDS) must be kept for each hazardous chemical in a workplace. The MSDS contains information that people who use the chemical must know, including:

- how the product should be used
- protective clothing that must be worn (such as gloves or eye protection)
- the hazards of the chemical – information about the health effects of exposure
- information about first aid, spills and disposal of the chemical.

**9. What should you do if you see anything unsafe at work?**

Report it immediately, no matter how big or small.

**10. What should you do if there is an injury at work?**

Report it immediately to your supervisor.

**11. Where are you going on your work experience/ structured workplace learning placement? What are some of the possible OHS hazards you might encounter?**

Brainstorm possible potential hazards at your workplace.

Class discussion and strategies on how to deal with possible hazards.

# Student worksheet

**1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

**2. What tasks can you (the student) expect to do?**

Work experience students

Structured workplace learning students

**3. What dangerous machinery and equipment will you be exposed to?**

**4. What must employers do to maintain a safe working environment?**

**5. What type of clothing should a student wear on a farm?**

**Continued over...**

**6. Activity. Many hazards are discussed. How well were you watching? List possible accidents/injuries that were discussed.**

**Common OHS Hazards in Farming**

OHS Hazard	Examples of how hazardous	Potential accident/injury
Machinery and equipment	Unguarded machinery, unsuitable attachments, breakdowns	
Mobile machinery	Quad bikes, tractors, moving or backing vehicles	
Hand tools	Faulty or poorly maintained, untrained user	
Working with animals	Hygiene, lifting, aggressive and or hurt animals, injury to feet if stepped on	
Manual Handling	Digging, fencing, Lifting and carrying equipment, containers, feeds, fertilizers in sacks and buckets	
Hazardous chemicals	Agricultural chemicals for spraying, drenching, cleaning	
UV Radiation from the sun	Sunburn and long term damage – skin cancer, heat stress	
Slips, trips and falls	Fences, silos, tanks, windmills, tools and equipment lying around	

**7. According to the farmer what is the most important thing a student should do if they don't know something?**

**8. What is a MSDS? Why is it important?**

**9. What should you do if you see anything unsafe at work?**

**10. What should you do if there is an injury at work?**

**11. Where are you going on your work experience/ structured workplace learning placement? What are some of the possible OHS hazards you might encounter?**

# Hairdressing

Teacher Notes/Lesson Plan

Every  
child,  
every  
opportunity



# Purpose, Key Messages and Activities

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered equipment under any circumstances. They are there to **observe and learn**. They will be able to complete tasks such as washing towels, sweeping up cut hair and under supervision only, washing hair.

**Structured workplace learning** students can use some tools and equipment after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent. With training students will be able to cut and blow dry hair.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand the occupational health and safety (OHS) issues in the hairdressing industry prior to going on work experience or structured workplace learning.

### DVD: 5 minutes

This DVD looks at the potential hazards in a typical hairdressing salon. After a brief overview, the DVD focuses on a structured workplace learning student and employer talking about the safety hazards in a busy hairdressing salon.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Explain that the hairdressing industry is a very popular choice for many students on work experience/ structured workplace learning, however there are a number of potential hazards that students need to be aware of. To ensure a safe and enjoyable work placement it is critical that students really understand how careful they need to be to protect themselves and their fellow workers.

2. View DVD 4 ½ minutes

3. Complete worksheet 15–25 minutes (this may require further viewing of the DVD)

4. Discuss worksheet 5–10 minutes

5. Discussion 5–10 minutes  
What to expect on work experience/ structured workplace learning? What hazards to look out for? How to report hazards? What should you do in the event of an accident? What clothing will be required? Hours of work? What to take? For example lunch especially on the first day. How to get there? Any other arrangements? Questions?

Go through the answers to ensure that all students understand the importance of OHS.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Hairdressing related jobs listed in the Job Guide 2010

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- [Beautician](#)
- [Beauty Consultant](#)
- [Beauty Therapist](#)
- [Hairdresser](#)
- [TAFE Teacher](#)
- [Teacher - Technical and Further Education \(TAFE\)](#)
- [Technical and Further Education Lecturer](#)
- [VET Lecturer](#)
- [Vocational Education and Training \(VET\) Lecturer](#)

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Student worksheet – with answers

## **1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

You will be introduced to your supervisor and fellow workers, first aid officer, fire warden, health and safety representative and OHS manager if the company is large enough to warrant specified roles. Workplace hazards and safe working practices will be explained to you and no go areas pointed out. You will be told what to do in an emergency and how to report accidents and any workplace hazards you encounter. You will be given a tour of the workplace and shown the facilities and amenities. You will be told where you will be working and who you will be observing. If you need training, this will be organised. If you have any questions, this is the time to ask.

## **2. What kinds of tasks do students take part in?**

Work experience students could sweep up cut hair, make tea and coffee, talk to customers and make them feel welcome and wash hair under supervision.

Structured workplace learning students may also cut and blow dry hair after appropriate training and under supervision.

School-based apprentices and trainees can undertake tasks that they have been trained in and under direct supervision.

NB some students will find the restrictions very frustrating but the teacher needs to emphasise that it is important to conform to all safety standards.

## **3. What special clothes and footwear should you wear?**

Students need to wear unrestrictive clothing and good footwear with closed toes and non-slip soles. When dealing with bleach and hair colour, gloves and an apron must be worn.

## **4. What are the occupational health and safety hazards in a hairdressing salon?**

Chemicals; scissors and other sharp hair cutting equipment; manual handling like lifting washing (wet towels) or small children into booster seats; slips and trips from water and cords; electrical appliances.

**Continued over...**

## **5. What must employers do to maintain a safe working environment?**

Employers must make sure that hazards are identified and that risks to people are controlled. This means they need a planned and systematic approach to managing the hazards in their workplace. Important actions they can take include conducting workplace hazard inspections, keeping all machinery and equipment in good working order, making sure hazardous chemicals are used and stored safely, and providing the information and training people need to be safe at work.

Where personal protective equipment is needed (like eye or hearing protection), it must be supplied for employees and signs should indicate that it must be worn. First aid and emergency arrangements must be understood by everyone, and there should be procedures for reporting injuries, accidents and 'near misses' that require action to prevent them from recurring.

## **6. Why is every salon separated into wet and dry areas?**

The separation is to reduce the risk of accidents especially from electrocution as all salons use many small electrical appliances such as blow dryers, clippers, hair straighteners and dryers.

## **7. Why do hairdressing salons need to be well ventilated?**

Hairdressers use many chemicals which can be harmful to people if used incorrectly.

## **8. What is a MSDS? Why is it important?**

Material Safety Data Sheets (MSDS) must be kept for each hazardous chemical in a workplace. The MSDS contains information that people who use the chemical must know, including:

- how the product should be used
- protective clothing that must be worn (such as gloves or eye protection)
- the hazards of the chemical – information about the health effects of exposure
- information about first aid, spills and disposal of the chemical.

## **9. What should you do if you see anything unsafe at work?**

Report it immediately, no matter how big or small.

## **10. What should you do if there is an injury at work?**

Report it immediately to your supervisor.

**Continued over...**

## 11. Activity

Write down the common OHS Hazards in Hairdressing

OHS Hazard	Potential Accident
Sharp objects	
Hazardous chemicals	
Slips, trips and falls	
Manual Handling	
Electrical appliances	
Standing all day	

**12. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?**

Brainstorm possible potential hazards at your workplace.

Class discussion and strategies on how to deal with possible hazards.

# Student worksheet

**1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

**2. What kinds of tasks do students take part in?**

Work experience

Structured workplace learning

**3. What special clothes and footwear should you wear?**

**4. What are the occupational health and safety hazards in a hairdressing salon?**

**5. What must employers do to maintain a safe working environment?**

**6. Why is every salon separated into wet and dry areas?**

**7. Why do hairdressing salons need to be well ventilated?**

**8. What is a MSDS? Why is it important?**

**9. What should you do if you see anything unsafe at work?**

**10. What should you do if there is an injury at work?**

Continued over...

## 11. Activity

Write down the common OHS Hazards in Hairdressing

OHS Hazard	Potential Accident
Sharp objects	
Hazardous chemicals	
Slips, trips and falls	
Manual Handling	
Electrical appliances	
Standing all day	

12. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?

# Health and Community Services - Childcare

Teacher Notes/Lesson Plan

Every  
child,  
every  
opportunity



# Purpose, Key Messages and Activities

## Critical Information for Teachers

**Work experience** students are on placement mainly to observe and are only allowed to assist with simple tasks that don't require a lot of training. In particular, they are not allowed to hand out medication or discuss the condition of clients, or to bathe, lift or move clients. They are there to **observe and learn**.

**Structured workplace learning** students may undertake more tasks but only after they have been properly trained and even then only under direct supervision.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to get students thinking about the occupational health and safety (OHS) issues in the health and community services – childcare, prior to going on work experience or structured workplace learning.

### DVD: 6 ½ minutes

This DVD is primarily concerned with childcare operations but the first 2 ½ minutes give an overview of the Health and Community Services industry in general. The DVD covers the broad range of services for aged care, disadvantaged people, those with disabilities or mental illnesses and of course young children. It refers to the large number of volunteer workers in this sector and the difficulties encountered. The second part of the DVD looks at the OHS issues in a childcare centre.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Explain that childcare is a very popular choice for many students on work experience and structured workplace learning yet surprisingly, there are a significant number of hazards. To ensure a safe and enjoyable work placement it is critical that students really understand how careful they need to be to protect themselves, the children they are working with and their fellow workers.
2. View DVD 5 minutes
3. Complete worksheet 15–25 minutes (this may require further viewing of the DVD)
4. Discuss worksheet 5–10 minutes
5. Discussion 5–10 minutes  
What to expect on work experience/ structured workplace learning? What hazards to look out for? How to report hazards? What should you do in the event of an accident? What clothing will be required? Hours of work? What to take? For example lunch especially on the first day. How to get there? Any other arrangements? Questions?

Go through the answers to ensure that all students understand the importance of OHS.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Childcare jobs listed in the Job Guide 2010

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- [Boarding School Supervisor](#)
- [Child Care Coordinator](#)
- [Child Care Worker](#)
- [Community Health Home Economist](#)
- [Crèche Attendant](#)
- [House Parent](#)
- [Kindergarten Teacher](#)
- [Mothercraft Nurse](#)
- [Out-of-school Services Worker](#)
- [Pre-primary School Teacher](#)
- [Preschool Teacher](#)
- [Teacher - Early Childhood](#)
- [Teacher - Pre-School](#)

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Student worksheet – with answers

## **1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

You will be introduced to your supervisor and fellow workers, first aid officer, fire warden, health and safety representative and OHS manager if the company is large enough to warrant specified roles. Most childcare centres are not very large and probably will not have these titles, but they will still maintain high levels of OHS.

Workplace hazards and safe working practices will be explained to you and no-go areas pointed out. You will be told what to do in an emergency and how to report accidents and any workplace hazards you encounter. You will be given a tour of the workplace and shown the facilities and amenities. You will be told where you will be working and who you will be observing. If you need training, this will be organised. If you have any questions, this is the time to ask.

## **2. What tasks can you (the student) expect to do?**

Work experience students will spend most of their time observing the workplace. If they are given tasks it will generally be simple tasks and they will always be supervised, as childcare centres have a duty of care to the young children enrolled. They are there to observe and learn.

Structured workplace learning students will be permitted a more hands on role with the children but only after they have been properly trained and only under direct supervision. They are not permitted to work alone or do any tasks they have not been trained to do.

School-based apprentices and trainees can undertake tasks that they have been trained in and under direct supervision.

NB some students will find the restrictions very frustrating but the teacher needs to emphasise that it is important to conform to all safety standards.

## **3. What must employers do to maintain a safe working environment?**

Employers must make sure that hazards are identified and that risks to people are controlled. This means they need a planned and systematic approach to managing the hazards in their workplace. Important actions they can take include conducting workplace hazard inspections, keeping all machinery and equipment in good working order, making sure hazardous chemicals are used and stored safely, and providing the information and training people need to be safe at work.

Where personal protective equipment is needed (like eye or hearing protection), it must be supplied for employees and signs should indicate that it must be worn. First aid and emergency arrangements must be understood by everyone, and there should be procedures for reporting injuries, accidents and 'near misses' that require action to prevent them from recurring.

**Continued over...**

#### **4. Why is hygiene such an important factor in childcare?**

Child care workers have a high risk of infection because they are exposed to so many opportunities for cross infection, viruses and food handling and personal hygiene issues.

#### **5. How can fatigue lead to injuries? What can be done to prevent this?**

When people are working for long hours or under pressure, they may begin to experience physical and/or mental fatigue. At such times, concentration on the task is affected and injuries can occur – for example, someone slicing fruit could easily cut themselves if they are working too quickly or become distracted. It's important that work is organised to minimise such risks and to enable staff to take appropriate breaks. When people are tired they are more vulnerable to error, and employers must put effective measures in place to safeguard against this.

#### **6. Is occupational violence a manageable hazard? How?**

Employers must identify the situations where occupational violence could occur: in child care, this may be when parents or other people are interacting with staff and are dissatisfied with some aspect of the service provided. By putting safeguards in place to prevent these situations from escalating into abuse or worse, employers can equip their staff to deal with them. This includes training employees so they recognise the hazard and know the best ways to deal with 'difficult' people, arranging work so that staff are not alone at potentially difficult times, and implementing a code of conduct for parents and others who may visit the workplace. There must also be clear emergency procedures that employees can follow if they do feel threatened.

If time permits, students could role play how to deal with an abusive parent.

#### **7. What protective clothing and footwear is required?**

Comfortable practical clothing that is easy to wash. Comfortable footwear and hat, sunscreen and sunglasses for playground duty is recommended.

#### **8. What should you do if you see anything unsafe at work?**

Report it immediately, no matter how big or small.

#### **9. What should you do if there is an injury at work?**

Report it immediately to your supervisor.

**Continued over...**

## 10. Matching Activity

### Common OHS Hazards in Childcare

OHS Hazard		Potential Accident	
1	Infection	2	Competing demands from children and parents, traumatic or difficult situations
2	Stress	4	Back and other injuries from lifting and carrying children, heavy or awkward objects; working in awkward postures at a low level
3	Occupational violence	1	Cross infection from food handling, bathroom and nappy changing, viruses, coughs and colds
4	Manual handling	3	Upset children, children having tantrums and distressed or abusive parents
5	Slips, trips and falls	5	Accidents involving spills and objects left lying around the childcare centre

## 11. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?

Brainstorm possible potential hazards at your workplace.

Class discussion and strategies on how to deal with possible hazards.

# Student worksheet

**1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

**2. What tasks can you (the student) expect to do?**

Work experience students

Structured workplace learning students

**3. What must employers do to maintain a safe working environment?**

**4. Why is hygiene such an important factor in childcare?**

**5. How can fatigue lead to injuries? What can be done to prevent this?**

**6. Is occupational violence a manageable hazard? How?**

**7. What protective clothing and footwear is required?**

**8. What should you do if you see anything unsafe at work?**

**9. What should you do if there is an injury at work?**

Continued over...

## 10. Matching Activity

### Common OHS Hazards in Childcare

OHS Hazard		Potential Accident
1	Infection	Competing demands from children and parents, traumatic or difficult situations
2	Stress	Back and other injuries from lifting and carrying children, heavy or awkward objects; working in awkward postures at a low level
3	Occupational violence	Cross infection from food handling, bathroom and nappy changing, viruses, coughs and colds
4	Manual handling	Upset children, children having tantrums and distressed or abusive parents
5	Slips, trips and falls	Accidents involving spills and objects left lying around the childcare centre

**11. Where are you going on your work experience/structured workplace learning? What are some of the possible OHS hazards you might encounter?**

# Hospitality

Teacher Notes/Lesson Plan

*Every  
child,  
every  
opportunity*



# Purpose, Key Messages and Activities

## Critical Information for Teachers

**Work experience** students are not allowed to use any dangerous equipment like a deep fryer, meat slicer or kitchen knife. Under no circumstances are work experience students allowed to use any powered cutting equipment and can only do basic cooking with close supervision. They are there to **observe and learn**.

**Structured workplace learning** students can use knives, some cutting machinery and may cook after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand the occupational health and safety (OHS) issues in the hospitality industry prior to going on work experience or structured workplace learning.

### DVD: 5 minutes

This DVD looks at the potential hazards in a busy family bistro. After a brief overview, the DVD focuses on a structured workplace learning student and employer talking about the OHS hazards in the restaurant kitchen.

## Key Messages

Employers have a duty of care toward their employees (including students on work placement) and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Explain that the hospitality industry is a very popular choice for many students on work experience/structured workplace learning however there are a number of significant hazards that students need to be aware of. To ensure a safe and enjoyable work placement it is critical that students really understand how careful they need to be to protect themselves and their fellow workers.
2. View DVD 5 minutes
3. Complete worksheet 15–25 minutes (this may require further viewing of the DVD)
4. Discuss worksheet 5–10 minutes
5. Discussion 5–10 minutes
6. What to expect on work experience/structured workplace learning? What hazards to look out for? How to report hazards? What should you do in the event of an accident? What clothing will be required? Hours of work? What to take? For example lunch especially on the first day. How to get there? Any other arrangements? Questions?

Go through the answers to ensure that all students understand the importance of OHS.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Hospitality jobs listed in the Job Guide 2010

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- [Bar Attendant](#)
- [Bar Manager](#)
- [Barista](#)
- [Beverage Attendant](#)
- [Caterer](#)
- [Catering Officer](#)
- [Chef](#)
- [Chef de Cuisine](#)
- [Chef de Partie](#)
- [Commis Chef](#)
- [Club Manager](#)
- [Commis Waiter](#)
- [Concierge](#)
- [Cook](#)
- [Demi Chef](#)
- [Doorperson](#)
- [Drinks Waiter and Wine Steward \(Sommelier\)](#)
- [Food and Beverage Attendant](#)
- [Hospital Food Service Manager](#)
- [Kitchen Attendant](#)
- [Kitchenhand](#)
- [Maitre d'Restaurant ManagerSilver Service Waiter](#)
- [Sous Chef/Second Chef](#)
- [Waiter](#)

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Student worksheet – with answers

## **1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

You will be introduced to your supervisor and fellow workers, first aid officer, fire warden, health and safety representative and OHS manager if the company is large enough to warrant specified roles. Workplace hazards and safe working practices will be explained to you and no go areas pointed out. You will be told what to do in an emergency and how to report accidents and any workplace hazards you encounter. You will be given a tour of the workplace and shown the facilities and amenities. You will be told where you will be working and who you will be observing. If you need training, this will be organised. If you have any questions, this is the time to ask.

## **2. What tasks can you (the student) expect to do?**

Work experience students will spend most of their time observing the workplace. If they are given tasks it will generally be simple tasks and they will always be supervised, as a busy commercial kitchen is full of hazards.

Structured workplace learning students will be permitted to use some cooking equipment and knives but only after they have been properly trained and under direct supervision. They are not permitted to work alone or do any tasks they have not been trained to do.

School-based apprentices and trainees can undertake tasks that they have been trained in and under direct supervision.

NB some students will find the restrictions very frustrating but the teacher needs to emphasise that it is important to conform to all safety standards.

## **3. What must employers do to maintain a safe working environment?**

Employers must make sure that hazards are identified and that risks to people are controlled. This means they need a planned and systematic approach to managing the hazards in their workplace. Important actions they can take include conducting workplace hazard inspections, keeping all machinery and equipment in good working order, making sure hazardous chemicals are used and stored safely, and providing the information and training people need to be safe at work.

Where personal protective equipment is needed (like eye or hearing protection), it must be supplied for employees and signs should indicate that it must be worn. First aid and emergency arrangements must be understood by everyone, and there should be procedures for reporting injuries, accidents and 'near misses' that require action to prevent them from recurring.

## **4. What protective clothing and footwear is required?**

All chefs are expected to wear the chef's uniform and closed toe footwear. Hair must be tied back and a hat worn.

**Continued over...**

## **5. Why is hygiene so important in hospitality?**

### **What special things must be done?**

Because you are handling food, it is very important to follow correct procedures with hand washing, hygiene and the use of correct chopping boards and food storage. If an employee is ill, there are issues of cross infection to customers.

## **6. What can be done to avoid cuts and burns?**

### **What do you do if you get burnt?**

It is really important to take extreme care with knives as they are extremely sharp. Special training is required for safe use of knives. Care also needs to be taken with burns from pots, steam and ovens. Always use the heat protective mitts provided and ask for help if needed.

If you are burnt, run cold water over the burn for 10 minutes and tell your supervisor.

## **7. What was said about the risk of hurrying?**

Paige (the structured workplace learning student) made the point twice in the DVD that being rushed often causes accidents. When people are under pressure to produce meals, especially when it is busy, the tendency is to rush and this can cause accidents. Better to be safe than sorry!

## **8. How can manual handling risks be managed effectively?**

Paige mentions that she would seek assistance if she feels something is too heavy to lift.

There is also equipment specifically designed to make manual handling easier and safer. This includes trolleys and small portable hoists which can be used to lift and move heavy drums.

It's important to assess each manual handling task to find the safest practicable way of doing it. If mechanical aids cannot be used (there may not be space in a crowded kitchen) then a 'team lift' is an option that should be considered.

## **9. What is a MSDS? Why is it important?**

Material Safety Data Sheets (MSDS) must be kept for each hazardous chemical in a workplace. The MSDS contains information that people who use the chemical must know, including:

- how the product should be used
- protective clothing that must be worn (such as gloves or eye protection)
- the hazards of the chemical – information about the health effects of exposure
- information about first aid, spills and disposal of the chemical.

## **10. What should you do if you see anything unsafe at work?**

Report it immediately, no matter how big or small.

## **11. What should you do if there is an injury at work?**

Report it immediately to your supervisor.

**Continued over...**

**12. Activity – How well did you watch the DVD?**

**Common OHS Hazards in Hospitality**

OHS Hazard	Potential Accident
Knives	Cuts
Hot ovens, pots on stoves, steam from cooking	Burns
Spills, boxes and equipment blocking passageways	Slips, falls, trips
Lifting heavy objects	Manual handling – back strain, knee injuries
Hazardous chemicals	Fumes, chemical burns
Heat, lack of ventilation	Heat stress
Stress, hurrying	Accidents – all of the above

**13. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?**

Brainstorm possible potential hazards at your workplace.

Class discussion and strategies on how to deal with possible hazards.

# Student worksheet

**1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

**2. What tasks can you (the student) expect to do?**

Work experience students

Structured workplace learning students

**3. What must employers do to maintain a safe working environment?**

**4. What protective clothing and footwear is required?**

**5. Why is hygiene so important in hospitality?  
What special things must be done?**

**6. What can be done to avoid cuts and burns?  
What do you do if you get burnt?**

**7. What was said about the risk of hurrying?**

**8. How can manual handling risks be managed effectively?**

**9. What is a MSDS? Why is it important?**

**10. What should you do if you see anything unsafe at work?**

**11. What should you do if there is an injury at work?**

Continued over...

**12. Activity – How well did you watch the DVD?**

**Common OHS Hazards in Hospitality**

OHS Hazard	Potential Accident
Knives	
Hot ovens, pots on stoves, steam from cooking	
Spills, boxes and equipment blocking passageways	
Lifting heavy objects	
Hazardous chemicals	
Heat, lack of ventilation	
Stress, hurrying	

**13. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?**

# Manufacturing

Teacher Notes/Lesson Plan

*Every  
child,  
every  
opportunity*



# Purpose, Key Messages and Activities

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered tools, machinery or equipment under any circumstances. They are not allowed to manually handle any equipment or boxes either. They are there to **observe and learn**.

**Structured workplace learning** students can use some machinery after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand the occupational health and safety (OHS) issues in the manufacturing industry prior to going on work experience or structured workplace learning.

### DVD: 5 minutes

This DVD looks at the potential hazards on the shop floor of a cutting tools manufacturing company. After a brief overview, the DVD focuses on a structured workplace learning student and employer talking about the safety hazards on the shop floor.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Explain that the manufacturing industry is a good choice for students thinking of engineering, industrial design or metal trades. It is one of Victoria's largest industries. However work experience/structured workplace learning students need to know that there are a large number of hazards in the manufacturing workplace. To ensure a safe and enjoyable work placement it is critical that students really understand how careful they need to be to protect themselves and their fellow workers.

2. DVD 5 minutes

3. Complete worksheet 15–25 minutes (this may require further viewing of the DVD)

4. Discuss worksheet 5–10 minutes

5. Discussion 5–10 minutes  
What to expect on work experience/structured workplace learning? What hazards to look out for? How to report hazards? What should you do in the event of an accident? What clothing will be required? Hours of work? What to take? For example lunch especially on the first day. How to get there? Any other arrangements? Questions?

Go through the answers to ensure that all students understand the importance of OHS.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Manufacturing jobs listed in the Job Guide 2010

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- [Air Conditioning Engineering Designer](#)
- [Applied Industry Economist](#)
- [Chemical and Hydrocarbon Plant Technician](#)
- [Chemical Engineer](#)
- [Chemical Plant Operator](#)
- [Chemical Process Engineer](#)
- [Chemical Sales Representative](#)
- [Clothing Patternmaker](#)
- [Consumer Appliance Designer](#)
- [Crane Chaser](#)
- [Dogger](#)
- [Electronic Instrument Tradesperson](#)
- [Electrotechnology Instrumentation Tradesperson](#)
- [Employee Relations Officer](#)
- [Engineer - Chemical](#)
- [Engineer - Industrial](#)
- [Engineer - Materials](#)
- [Engineer - Mechanical](#)
- [Engineering Associate - Industrial](#)
- [Engineering Associate - Mechanical](#)
- [Fibre Optics Cable Splicer](#)
- [Fibre Optics Joiner](#)
- [Fibreglass Worker](#)
- [Industrial Biochemist](#)
- [Industrial Designer](#)
- [Industrial Engineer](#)
- [Industrial Engineering Associate](#)
- [Industrial Engineering Technologist](#)
- [Instrumentation Tradesperson](#)
- [Laminator](#)
- [Manufacturing Engineer](#)
- [Patternmaker-grader](#)
- [Petroleum and Gas Process Operator](#)
- [Plastic Processing Machine Operator](#)
- [Plastics and Composites Processor](#)
- [Printing Machinist](#)
- [Process Technician](#)
- [Product Designer](#)
- [Production Tooling Designer](#)
- [Refrigeration Engineering Associate](#)
- [Safety Engineer](#)
- [Sawmill Hand](#)
- [Telecommunications Line and Cable Worker](#)
- [Thermoplastic Fabricator](#)
- [Toolmaker](#)

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## Victorian Essential Learning Standards (VELS) Level 6

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Student worksheet – with answers

## **1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

You will be introduced to your supervisor and fellow workers, first aid officer, fire warden, health and safety representative and OHS manager if the company is large enough to warrant specified roles. Workplace hazards and safe working practices will be explained to you and no go areas pointed out. You will be told what to do in an emergency and how to report accidents and any workplace hazards you encounter. You will be given a tour of the workplace and shown the facilities and amenities. You will be told where you will be working and who you will be observing. If you need training, this will be organised. If you have any questions, this is the time to ask.

## **2. What dangerous machinery and equipment will you be exposed to?**

Forklifts, overhead cranes, delivery vehicles, machinery gingers, conveyors and rotating drums, power presses, powered cutting tools and many more depending on the workplace.

## **3. What tasks can you (the student) expect to do?**

Work experience students will spend most of their time observing the workplace. If they are given tasks it will generally be simple tasks and they would have had adequate induction and they will always be supervised, as a manufacturing shop floor can be a dangerous place.

Structured workplace learning students will be permitted to use some machinery and powered equipment but only after they have been properly trained and only under direct supervision. They are not permitted to work alone or do any tasks they have not been trained to do.

School-based apprentices and trainees can undertake tasks that they have been trained in and under direct supervision.

NB some students will find the restrictions very frustrating but the teacher needs to emphasise that it is important to conform to all safety standards.

## **4. What do yellow lines show? Why are they important?**

Yellow lines show clear areas. They are there to tell people where the designated work areas are so that people can stay away from potential hazards such as moving machinery, forklifts and delivery vehicles.

**Continued over...**

## **5. What must employers do to maintain a safe working environment?**

Employers must make sure that hazards are identified and that risks to people are controlled. This means they need a planned and systematic approach to managing the hazards in their workplace. Important actions they can take include conducting workplace hazard inspections, keeping all machinery and equipment in good working order, making sure hazardous chemicals are used and stored safely, and providing the information and training people need to be safe at work.

Where personal protective equipment is needed (like eye or hearing protection), it must be supplied for employees and signs should indicate that it must be worn. First aid and emergency arrangements must be understood by everyone, and there should be procedures for reporting injuries, accidents and 'near misses' that require action to prevent them from recurring.

## **6. Why is it recommended to use manual lifting gear?**

It is very important to use the safety equipment provided – manual lifting gear protects employees from sprains and strains from lifting heavy or awkward equipment.

## **7. What is a MSDS? Why is it important?**

Material Safety Data Sheets (MSDS) must be kept for each hazardous chemical in a workplace. The MSDS contains information that people who use the chemical must know, including:

- how the product should be used
- protective clothing that must be worn (such as gloves or eye protection)
- the hazards of the chemical – information about the health effects of exposure
- information about first aid, spills and disposal of the chemical.

## **8. What protective clothing and footwear is required?**

Overalls, steel capped boots, protective glasses and at times ear protection and gloves.

## **9. What should you do if you see anything unsafe at work?**

Report it immediately, no matter how big or small.

## **10. What should you do if there is an injury at work?**

Report it immediately to your supervisor.

**Continued over...**

## 11. Matching Activity

### Common OHS hazards in Manufacturing

OHS Hazard		Potential Accident	
1	Machinery and powered tools	3	Being struck by vehicles or equipment while at work
2	Hand tools	4	Back and other injuries from lifting and carrying heavy or awkward objects; working in awkward postures to access machines, overuse injury
3	Impact/crush injuries	1	Accidents from the misuse of hoists, powered drills, grinders, air tools
4	Manual handling	5	Exposure to oils, cleaning products, solvents
5	Hazardous chemicals	2	Using these tools in confined engine spaces often causes cuts and bruises
6	Slips, trips and falls	6	Accidents involving spills and objects left lying around the shop floor

## 12. Where are you going on your work experience/ structured workplace learning placement? What are some of the possible OHS hazards you might encounter?

Brainstorm possible potential hazards at your workplace.

Class discussion and strategies on how to deal with possible hazards.

# Student worksheet

- 1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**
- 2. What dangerous machinery and equipment will you be exposed to?**
- 3. What tasks can you (the student) expect to do?**

Work experience students

Structured workplace learning students

- 4. What do yellow lines show? Why are they important?**
- 5. What must employers do to maintain a safe working environment?**
- 6. Why is it recommended to use manual lifting gear?**
- 7. What is a MSDS? Why is it important?**
- 8. What protective clothing and footwear is required?**
- 9. What should you do if you see anything unsafe at work?**
- 10. What should you do if there is an injury at work?**

Continued over...

## 11. Matching Activity

### Common OHS hazards in Manufacturing

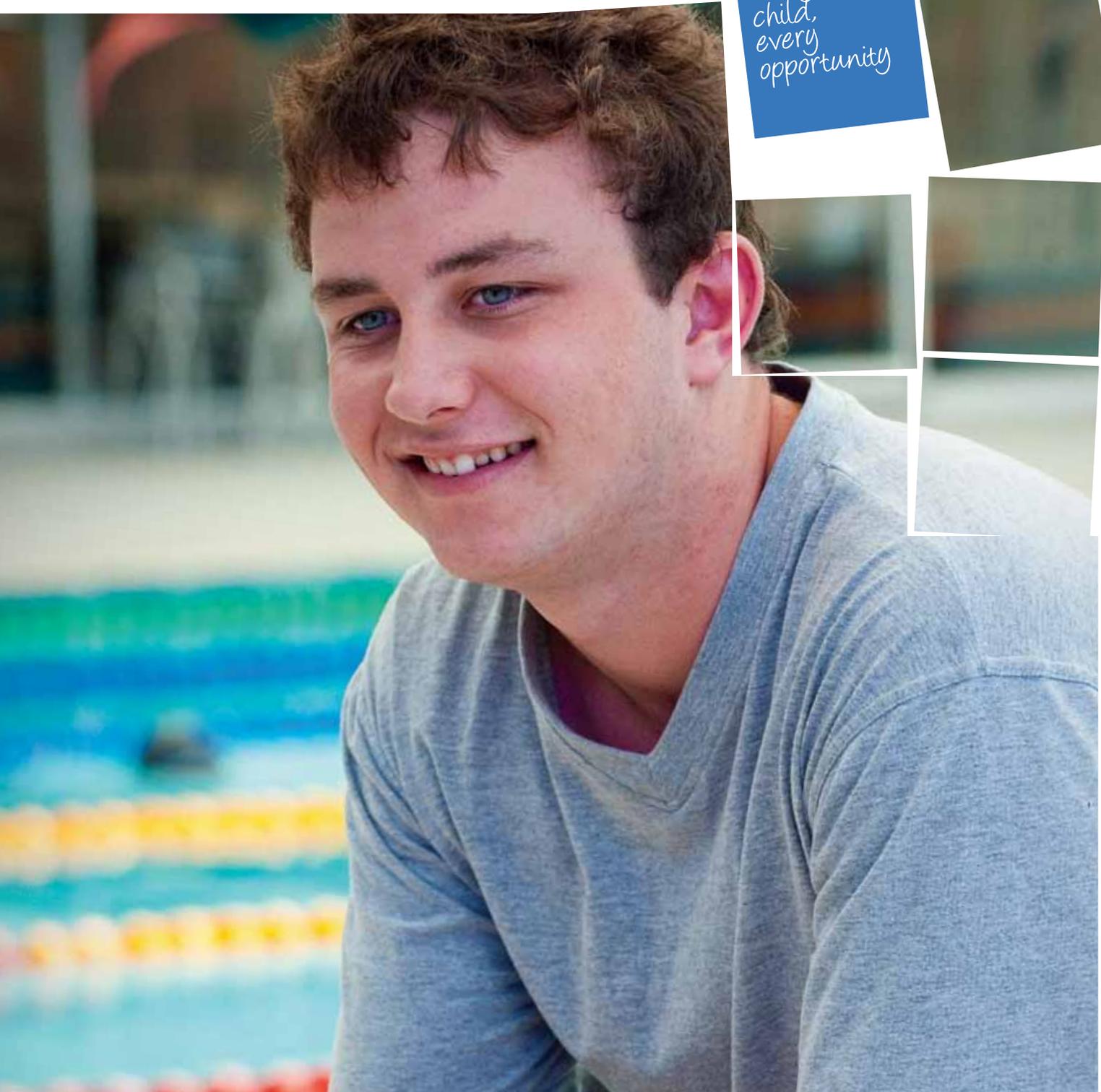
OHS Hazard		Potential Accident
1	Machinery and powered tools	Being struck by vehicles or equipment while at work
2	Hand tools	Back and other injuries from lifting and carrying heavy or awkward objects; working in awkward postures to access machines, overuse injury
3	Impact/crush injuries	Accidents from the misuse of hoists, powered drills, grinders, air tools
4	Manual handling	Exposure to oils, cleaning products, solvents
5	Hazardous chemicals	Using these tools in confined engine spaces often causes cuts and bruises
6	Slips, trips and falls	Accidents involving spills and objects left lying around the shop floor

12. Where are you going on your work experience/structured workplace learning? What are some of the possible OHS hazards you might encounter?

# Recreation

Teacher Notes/Lesson Plan

Every  
child,  
every  
opportunity



# Purpose, Key Messages and Activities

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered tools, machinery or equipment under any circumstances. They must not handle or use any pool chemicals. They are there to **observe and learn**.

**Structured workplace learning** students can use some machinery after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to assist students to understand the occupational health and safety (OHS) issues in the recreation industry prior to going on work experience or structured workplace learning.

### DVD: 5 minutes

This DVD looks at the potential hazards in a typical gym/pool complex. After a brief overview, the DVD focuses on a structured workplace learning student and employer talking about the safety hazards in both the gym and swimming pool.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Explain that due to the increasing number of careers in sport, the recreation industry is becoming a very popular choice for many students on work experience/ structured workplace learning, yet it has a significant number of hazards. To ensure a safe and enjoyable work placement it is essential that students understand how careful they need to be to protect themselves and their fellow workers.
2. View DVD 5 minutes
3. Complete worksheet 15–25 minutes (this may require further viewing of the DVD)
4. Discuss worksheet 5–10 minutes
5. Discussion 5–10 minutes
6. What to expect on work experience/ structured workplace learning? What hazards to look out for? How to report hazards? What should you do in the event of an accident? What clothing will be required? Hours of work? What to take? For example lunch especially on the first day. How to get there? Any other arrangements? Questions?

Go through the answers to ensure that all students understand the importance of OHS.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Recreation jobs listed in the Job Guide 2010

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- [Athlete](#)
- [Exercise Physiologist](#)
- [Personal Trainer](#)
- [Sports Coach](#)
- [Sports Commentator](#)
- [Sports Development Officer](#)
- [Sports Dietitian](#)
- [Sports Scientist](#)
- [Sportsperson](#)
- [Outdoor Adventure Leader](#)
- [Recreation Officer](#)
- [Sports Administrator](#)
- [Sports Development Manager](#)
- [Sports Facility Manager](#)
- [Sports Marketing Manager](#)

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

# Student worksheet – with answers

## **1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**

You will be introduced to your supervisor and fellow workers, first aid officer, fire warden, health and safety representative and OHS manager if the company is large enough to warrant specified roles. Workplace hazards and safe working practices will be explained to you and no go areas pointed out. You will be told what to do in an emergency and how to report accidents and any workplace hazards you encounter. You will be given a tour of the workplace and shown the facilities and amenities. You will be told where you will be working and who you will be observing. If you need training, this will be organised. If you have any questions, this is the time to ask.

## **2. What tasks can you (the student) expect to do?**

Work experience students will spend most of their time observing the workplace. If they are given tasks it will generally be simple tasks but only after proper induction and training, and they will always be supervised, as there are some significant hazards in gyms and swimming pools.

Structured workplace learning students will be permitted to use some machinery and powered equipment but only after they have been properly trained and only under direct supervision. They are not permitted to work alone or do any tasks they have not been trained to do.

School-based apprentices and trainees can undertake tasks that they have been trained in and under direct supervision.

NB some students will find the restrictions very frustrating but the teacher needs to emphasise that it is important to conform to all safety standards.

## **3. What are some possible manual handling injuries in gyms?**

Injuries could be caused by lifting, carrying, pushing and doing repetitive or prolonged tasks in awkward positions, causing sprains and strains.

## **4. What must employers do to maintain a safe working environment?**

Employers must make sure that hazards are identified and that risks to people are controlled. This means they need a planned and systematic approach to managing the hazards in their workplace. Important actions they can take include conducting workplace hazard inspections, keeping all machinery and equipment in good working order, making sure hazardous chemicals are used and stored safely, and providing the information and training people need to be safe at work.

Where personal protective equipment is needed (like eye or hearing protection), it must be supplied for employees and signs should indicate that it must be worn. First aid and emergency arrangements must be understood by everyone, and there should be procedures for reporting injuries, accidents and 'near misses' that require action to prevent them from recurring.

**Continued over...**

## **5. How can slips, trips and falls be prevented?**

Slips, trips and falls can occur as easily indoors as out of doors. Torn carpet, electrical leads trailing across floors and spills not cleaned up immediately can all lead to a trip or slip. It's important that workplaces monitor the condition of floors, steps and interior lighting (particularly in areas like stairwells) to prevent these problems from occurring. A well organised maintenance program and regular hazard inspections will pick up problems before they cause injury to anyone.

It's also important that people understand the importance of reporting any potential hazard without delay, rather than leaving it as a job for someone else.

## **6. What are the hazards associated with swimming pools?**

Slips and trips are a significant hazard. Employers also need to assess the swimming capacity of their staff as they may be involved in rescue and resuscitation. As chemicals and cleaning products are used to maintain the pool and surrounding areas, the staff need to know the proper storage and handling of all chemicals. Hygiene is another factor.

## **7. What is a MSDS? Why is it important?**

Material Safety Data Sheets (MSDS) must be kept for each hazardous chemical in a workplace. The MSDS contains information that people who use the chemical must know, including:

- how the product should be used
- protective clothing that must be worn (such as gloves or eye protection)
- the hazards of the chemical – information about the health effects of exposure
- information about first aid, spills and disposal of the chemical.

## **8. What protective clothing and footwear is required?**

Students need to wear comfortable clothing and closed toe footwear. If in the sun, a long sleeved shirt, sunglasses, sunscreen and hat should be used.

## **9. In gyms and swimming pools, there is significant contact with the public. What does the DVD suggest should be done if a customer becomes aggressive, abusive, threatening or heat affected?**

As a student you should never be left alone with the public and if there are any problems you would immediately call or go to your supervisor who would deal with the situation in the appropriate way.

## **10. What should you do if you see anything unsafe at work?**

Report it immediately, no matter how big or small.

## **11. What should you do if there is an injury at work?**

Report it immediately to your supervisor.

**Continued over...**

## 12. Activity – What should you do?

### Common OHS Hazards in Recreation

OHS Hazard		What should you do?	
1	Assault, abuse	3	Wear protective clothing – hat, long sleeved shirt, sunglasses and sunscreen
2	Heat illness, dehydration	4	Use correct lifting techniques – bend your knees, keep your back straight when lifting and carrying heavy or awkward gym equipment
3	UV radiation	1	Call your supervisor, report the incident
4	Manual handling	5	Avoid exposure to pool chemicals and cleaning products by correct handling and protective clothing
5	Hazardous chemicals	6	If you are not a confident swimmer, being a life guard is not a good career choice, get First Aid training
6	Water hazards	2	Drink lots of water, take breaks in a cool shady place
7	Slips, trips and falls	7	Accidents involving water or spills and objects left lying around the gym or pool. Wear non-slip shoes and avoid hurrying

## 13. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?

Brainstorm possible potential hazards at your workplace.

Class discussion and strategies on how to deal with possible hazards.

# Student worksheet

- 1. On your first day you will be given an induction to the workplace. What is usually covered during an induction?**
- 2. What tasks can you (the student) expect to do?**  
Work experience students  
Structured workplace learning students
- 3. What are some possible manual handling injuries in gyms?**
- 4. What must employers do to maintain a safe working environment?**
- 5. How can slips, trips and falls be prevented?**
- 6. What are the hazards associated with swimming pools?**
- 7. What is a MSDS? Why is it important?**
- 8. What protective clothing and footwear is required?**
- 9. In gyms and swimming pools, there is significant contact with the public. What does the DVD suggest should be done if a customer becomes aggressive, abusive, threatening or heat affected?**
- 10. What should you do if you see anything unsafe at work?**
- 11. What should you do if there is an injury at work?**

Continued over...

## 12. Activity - What should you do?

### Common OHS Hazards in Recreation

OHS Hazard		What should you do?
1	Assault, abuse	Wear protective clothing – hat, long sleeved shirt, sunglasses and sunscreen
2	Heat illness, dehydration	Use correct lifting techniques – bend your knees, keep your back straight when lifting and carrying heavy or awkward gym equipment
3	UV radiation	Call your supervisor, report the incident
4	Manual handling	Avoid exposure to pool chemicals and cleaning products by correct handling and protective clothing
5	Hazardous chemicals	If you are not a confident swimmer, being a life guard is not a good career choice, get First Aid training
6	Water hazards	Drink lots of water, take breaks in a cool shady place
7	Slips, trips and falls	Accidents involving water or spills and objects left lying around the gym or pool. Wear non-slip shoes and avoid hurrying

13. Where are you going on your work experience/structured workplace learning placement? What are some of the possible OHS hazards you might encounter?

# Preparing for Work Placement

## Critical Information for Teachers

**Work experience** students are not allowed to use any powered tools, machinery or equipment under any circumstances. They are there to observe and learn.

**Structured workplace learning** students can use some machinery after they have been properly trained and even then only under direct supervision. They should never attempt to use any equipment if they are not confident and competent.

All students, apprentices and trainees should ask their supervisor if they don't know what to do.

## Time

45–60 minutes

Year Levels 9, 10 and 11.  
VELS Level 6

## Purpose

The purpose of this lesson, DVD and worksheet is to help students prepare themselves prior to going on work experience or structured workplace learning.

### DVD: 4 minutes

This DVD looks at the final arrangements and information students need to know before going on work experience or structured workplace learning. It asks students a series of questions about their arrangements. It emphasises the importance of safety and warns students to be aware of potential hazards in their workplace.

## Key Messages

Employers have a duty of care toward their employees and must take action to ensure that no-one is exposed to risks while at work. Employees must also take care that nothing they do at work places them, or anyone else, at risk.

Students should know about the hazards of their chosen industry and must understand the importance of:

- a workplace induction which includes information about OHS
- appropriate training and supervision to enable them to carry out tasks safely
- immediately reporting injuries, 'near misses', problems or concerns
- asking for help if they are not sure about the right way to do something.

## Activities

1. Introduction 5 minutes  
Finalising work experience or structured workplace learning details.

It is anticipated that this DVD will be used during one of the final lessons before students go on work placement. Students who have outstanding paperwork, students yet to complete their safe@work modules, certificates to be signed, safe@work booklets to be completed or VET OHS unit of competence requirements to be fulfilled – these are all activities that will take much of the class time.

Tell the students: before you go on work placement, you must have returned all paperwork, completed your safe@work modules successfully and collected your workbook for completion while on work placement.

2. View DVD 4 minutes
3. Complete worksheet 10–20 minutes
4. Discuss worksheet 5–10 minutes  
Although each student will be visiting a different workplace, it is still important to go through the specific arrangements with the class. Students will learn a great deal from hearing about others experiences.

## Further Activities

Time depends on how organised students are.

Discuss final arrangements for work placement.

# Resources

Copy of the student worksheet. This can be done individually, in small groups or as a whole class discussion. Alternatively, it could be completed verbally, one on one with students who need extra support.

Suggest access to computer facilities for students yet to complete the online safe@work modules.

Further Resources available from DEECD website:

<http://www.education.vic.gov.au/sensecyouth/careertrans/worklearn/safeatwork/default.htm>

Online career exploration and information service useful for all students and adults:

[www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Victorian Essential Learning Standards (VELS) Level 6**

The student activities in this resource have been mapped to the VELS Level 6. See Section A for the mapping grid.

**Please note there is no answer sheet for this activity as the answers to the student activities depend on the student placements.**

# Preparing for Work Placement Student Worksheet

Every workplace is different, so it is very important that you are fully aware of what is required of you when you undertake your work placement. Complete the questions to help you prepare for your placement.

Before you go:

1. **Where is your work placement?**
2. **How are you going to get there?**
3. **What time do you need to be there? Don't be late!**
4. **What are the working hours?**
5. **What do you need to take with you?**
6. **Do you need to take lunch?**
7. **Will you be working indoors or outside?**
8. **Do you need any protective shoes/clothes?**
9. **What is the dress code? Do you need to remove earrings or piercings, nail polish or tone down your hairstyle or individual clothing style? Remember you want to fit in!**
10. **Who do you ask for when you arrive? What is your supervisor's name?**
11. **What records do you need to keep? Your safe@work certificates or logbook?**

Continued over...

# Preparing for Work Placement Student Worksheet

## When you arrive:

You will be given an induction, tour and introduced to lots of new people. There is no way you will remember everything. Take a pen and be prepared to write down important information.

Try to smile and be confident. Look people in the face and answer questions clearly. Most people will be trying to help. Accept that help!

You might be told about restrictions on your placement – things you cannot do or ‘no go’ areas. Follow instructions. It is for your safety.

## **12. Who will you ask if you don't know something?**

## **13. Assess the workplace. Can you see any potential hazards?**

Remember your rights and responsibilities in the workplace. You are there to observe and learn. Make the most of your opportunities. Enjoy yourself!