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| A Job Well DoneKnow the RulesTeacher Lesson Plans and Resources |

Contents

Introduction 3

Further Resources 25

# Introduction

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

Teacher lesson plans and student worksheets have been developed to assist teachers to design and deliver lessons to prepare students for work experience which can be customised and tailored to suit the individual learning needs of students. By providing a range of activities to help students explore OHS issues related to the world of work, teachers will be able to assess the work readiness of their students prior to undertaking a work experience placement or structured work placement.

The General Module – ***Know the Rules*** has been developed to support schools to meet the OHS requirements that all students must complete, an occupational health and safety program developed by the Department of Education and Training (DET), prior to the undertaking work experience.

Included in this resource are:

* 16 Lesson Plans to deliver the General Module ***Know the Rules***
* 16 Student Worksheets to build knowledge and skill in OHS
* 1 Teacher Resource - Student assessment progress checklist. This resource could be used in conjunction with ABLES Insight Assessment Platform.

Lesson Plans include:

* Key OHS messages for students
* Purpose of the lesson
* Learning outcome
* Student worksheet for that lesson
* Suggested activities to plan and deliver
* A Job Well Done video title to support lesson delivery
* Suggested assessment
* Suggested Curriculum links – The Health and Physical Education curriculum plays a significant role in building the knowledge, skills and understandings that apply to a range of health, wellbeing, safety and movement contexts. Links are provided for teachers to contextualise a range of learning activities.
* Further resources

Teachers should use this resource in conjunction with:

* A Job Well Done General Modules
* DET [Work Experience Manual](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx) for Victorian Secondary schools.
* The [Workplace Learning Toolbox](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/teachers.aspx)

For some students, [safe@work](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/safework.aspx) may also be appropriate

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| Topic | Know the Rules  |
| Number of lessons in this topic  | 16 |
| **Lesson 1** | **Health and Safety Laws**  |
| Key messages  | * There are many laws in Australia to protect you at work.
* These are called Workplace Health and Safety laws.
* There are laws against bullying in the workplace.
* There are laws about discrimination in the workplace.
* These laws have been made to make sure you are safe while at work.
* All workers – full-time, part-time, casual, contractors, and students – are protected by these laws.
* While in the workplace, everybody has a responsibility to themselves and to everyone else in the workplace.
 |
| Learning outcome  | Students understand that OHS laws protect our workplaces and the communities we live in.  |
| Purpose  | Explore the range of rules that support safe workplaces including schools, clubs, public places and worksites. Introduce students to safety awareness in familiar settings. |
| Student worksheets  | Health and safety laws |
| Suggested activities  | Watch the video Know the Rules Ella asks Sally about the rules. Sally suggests that OHS rules are the most important. OHS relates to: * Personal safety
* Keep others safe
* Working as a good team.

As a group, role play scenarios that demonstrate these three key messages for students. Students complete the student worksheet as a class, in small groups or with a partner.  |
| Related video  | Farm Ella and Kate work through personal safety needs while completing work experience on a farm. |
| Suggested assessment  | Completed Student Worksheet Observation and knowledge personal safety.  |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Topic | Know the Rules |
| Number of lessons in this topic  | 16 |
| **Lesson 2** | **Duties of Employers and students** |
| Key messages  | * The employer must provide a safe and healthy workplace, safe machinery and equipment, and safe systems of work including induction and supervision.
* The student on work experience must take care and look after their health and safety and not put others at risk.
* The employer must provide the right OHS training and induction for all employees in the workplace.
* The employer must provide students on work experience with any equipment or clothing that is required or appropriate.
* The employer needs to meet all OHS laws as if the student were an employee.
 |
| Learning outcome  | Students understand the concept of ‘Duty of Care’ and its application to safe workplaces.  |
| Purpose  | Provide an opportunity for students to problem solve possible at risk situations in the workplace.To plan contingencies in the event of OHS risks while on work experience.  |
| Student Worksheets  | Duties of employer and students |
| Suggested Activities  | Read through the student worksheet information on Duty of Care for employers and students. As a class call for volunteers to role play the five scenarios offered. Ask students to develop a further 5 scenarios in groups and problem solve the risk situation. Use storyboards to draw / act out what Duty of Care means:* For parents
* For schools
* For government
* For industry.

Students can work in pairs to create their response in a range of mediums.  |
| Related Video  | Know the rules |
| Suggested Assessment  | Completed worksheets Observations and progress notes Teachers may choose to include their observations on the ABLES Insight Platform  |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Topic | Know the Rules |
| Number of lessons in this topic  | 16 |
| **Lesson 3** | **Personal Safety** |
| Key messages  | * A strong sense of awareness of your own personal safety is very important, not just at work but getting to and from your place of work.
* Students undertaking work experience must be supervised at all times and would never be expected to work alone.
* Students need to understand what creates stress for them, be aware of stress and how to manage it in a positive way.
 |
| Learning outcome  | Students can identify strategies to deal with health and wellbeing in the workplace including identifying signs of stress, panic and / or anxiety.  |
| Purpose  | To assist students in managing their personal behaviour in the workplace. |
| Student Worksheets  | Personal safety |
| Suggested Activities  | Organise a guest speaker to present on issues related to work place stress, anxiety and panic behaviours. Select from a range of local community services: * Medical doctor
* Health professional
* Nurse
* Sports therapist
* Physiotherapist
* Nutritionist
* Yoga teacher.

Ask your speaker to provide activities to help students learn how to manage stress in the workplace. Students can use this opportunity to learn about career pathways in a range of industries.  |
| Related Video  | Office and Kitchen videos Indi finds out about work experience in Administrative and Support Services. He learns about acceptable behaviours in the workplace. Indi is in a professional kitchen and wants to know how to handle stress and anxiety. His supervisor Rob explains strategies for staying calm and focussed.  |
| Suggested Assessment  | Create a narrative that explains how students can manage personal stress in the workplace. Students may choose to use a range of mediums to demonstrate safe work behaviours.  |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| **Lesson 4** | **Workplace Bullying**  |
| Key messages  | * While in the workplace the way you behave and treat others is taken very seriously.
* Workplace bullying is ongoing and unreasonable behaviour directed towards a worker.
* Workplace bullying can create a risk to health and safety.
* Workplace bullying may affect the mental and physical health of workers.
* The best way to deal with workplace bullying is to report it quickly to your supervisor.
 |
| Learning outcome  | Students understand the difference between feedback from a supervisor and being bullied.  |
| Purpose  | To introduce students to workplace bullying laws. To stress the importance of reporting concerns to the supervisor. |
| Student Worksheets  | Workplace bullying |
| Suggested Activities  | Classroom discussion using prompt questions: * What is workplace bullying?
* What is not workplace bullying?
* What are the effects of bullying?
* What should you do if you see bullying at home, school or in the workplace?
 |
| Related Video  | Know the Rules Sally explains to Ella the importance of feeling safe while at work. Sally makes it clear that workplace bullying is never acceptable behaviour, it is against the law.  |
| Suggested Assessment  | Complete Student Worksheet. Observations and progress notes. Teachers may choose to include their observations on the ABLES Insight Platform |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence) * Communicating and interacting for health and wellbeing
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| Topic | Know the Rules |
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| **Lesson 5** | **Discrimination Laws** |
| Key messages  | * There are laws in Australia that mean people are not to be treated unfairly because of who they are or because they are different to others.
* It is illegal to be treated unfairly and not give people the same opportunities because of their differences.
* Everybody should be treated with respect regardless of differences.
 |
| Learning outcome  | Students understand the concept of fairness and how to accept and celebrate the similarities and differences between people.  |
| Purpose  | To introduce students to discrimination laws and respect for differences. |
| Student Worksheets  | Discrimination Law |
| Suggested Activities  | Brainstorm a range of student experiences where they have felt or have observed discrimination. Students work in pairs and select 5 areas of discrimination they could help find a solution for. Complete Activity 1 from the Student Worksheet as a class activity.  |
| Related Video  | Know the Rules Sally is a National Disability Coordination Officer. Listen to Sally’s messages about bullying. What does she suggest if you feel you can’t speak with your supervisor? How does Ella respond? Are these good suggestions? Invite an [NDCO](http://www.ndcovictoria.net.au/) Officer to your school to talk about Discrimination Laws.  |
| Suggested Assessment  | Completed Student Worksheet. Observations and progress notes. Teachers may choose to include their observations on the ABLES Insight Platform |
| Suggested curriculum links  | [Civics and Citizenship](http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/civics-and-citizenship/introduction/scope-and-sequence)* Laws and Citizens
* Citizenship, Diversity and Identity.

[Intercultural capability](http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/introduction/rationale-and-aims)* Cultural Diversity

[Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence) * Contributing to healthy and active communities
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| Topic | Know the Rules |
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| **Lesson 6** | **OHS Signs**  |
| Key messages  | * It is very important that you pay attention to all the safety signs in the workplace and that you understand what they mean.
* There are a range of safety signs in the workplace that mean different things.
* Some signs mean stop and do not.
* Some signs mean you need to be careful.
* Some signs mean that you need to wear personal protective equipment (PPE)
* Some signs mean that there are dangerous goods.
 |
| Learning outcome  | Students can identify common workplace safety signs and understand what they mean |
| Purpose  | Students are to familiarise themselves with a range of safety signs and understand their meaning. |
| Student Worksheets  | Workplace Health and Safety Signs (WHS) |
| Suggested Activities  | Select from this range of activities: 1. Discuss the features of particular signs, including colour, features on the symbols, print size and shape.
2. Follow safety signs student worksheet activity sheet.
3. Discuss situations where these signs may be found, using the workplace pictures
4. Go for a safety sign hunt at school to identify the schools safety signs
5. Matching games: match cut-outs of signs or photos of signs, or match words with the safety signs that relate to them.
6. Use signs as playing cards for Snap or Memory.
7. Build up an album of photographs of workplace signs (photograph employees near signs, make sure that normal ‘cues’ are present in the photo e.g. door, machinery). Use photos for review (recognition and understanding) and discussion of features of signs.
8. Role play – complete an action to simulate sign meaning – ask what would you do if you saw this sign?
9. Complete a survey of workplace signs, note location of signs and make a plan on which signs are marked.
 |
| Related Video  | Know the Rules Students could also chose any of the industry specific videos. They can practice; watch, listen, ask strategies with a classmate. They can also consider how Sally suggests Watch, Listen, Ask strategies to Ella.  |
| Suggested Assessment  | Completed Student Worksheet Observation and assessment of knowledge and understanding of OHS signs. |
| Suggested curriculum links  |  [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health

[Civics and Citizenship](http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/civics-and-citizenship/introduction/scope-and-sequence)* Laws and Citizens
* Citizenship, Diversity and Identity.
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| Topic | Know the Rules |
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| **Lesson 7** | **Personal Protective Equipment (PPE)**  |
| Key messages  | * Using personal protective equipment is a ‘last resort’ – it means that there is no other ways to effectively remove the hazard or reduce the risk.
* Protective equipment is provided by an employer to make a task safer.
* Work experience students must use PPE, as long as their employer has instructed them in how to use it correctly.
 |
| Learning outcome  | Students identify Personal Protective Equipment and the safety requirements of using PPE in the workplace. |
| Purpose  | To assist students to become familiar with types of personal protective equipment, environments where they are used and what parts of the body they are designed to protect. |
| Student Worksheets  | Personal Protective Equipment |
| Suggested Activities  | Watch the warehouse video.Peter inducts Ella in the types and use of PPE for his workplace. Ask students to identify the different PPE items. What other items could be used as PPE? This may include guards, covers and safety switches. 1. Complete Activities 2 and 3 on the Student Worksheet.
2. Organise a guest speaker from an industry that uses PPE on a daily basis. For example: Protective Services, MFB, Nurses, Doctors or a Chef.
3. Request the speaker to prepare activities that demonstrate the safety features of their PPE and how they apply in the workplace.
4. Students create a narrative that demonstrates their understanding of PPE
 |
| Related Video  | Kitchen  |
| Suggested Assessment  | Completed worksheet Observation of knowledge through a completed creative narrative.  |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Topic | Know the Rules |
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| **Lesson 8** | **First Aid**  |
| Key messages  | * First aid is the first thing that can be done to help someone who has been injured or is unwell.
* First aid is what to do until the injured or unwell person can get medical help.
* First aid is not giving people medication.
* If you need first aid you must tell your supervisor immediately.

If students see or are involved in an accident in the workplace, they must report it immediately to their supervisor, or in his/her absence talk to their co-worker and the school. Staff supervising work experience students must report the incident involving the student to the school. |
| Learning outcome  | Students identify when first aid may be needed.  |
| Purpose  | To introduce the role of the first aid officer and the responsibility or work experience students to report incidents to their supervisor. |
| Student Worksheets  | First Aid |
| Suggested Activities  | 1. Discuss the following key questions:
* What is first aid?
* Who is responsible for first aid?
* Who do you report to if you need first aid?
* What should you do if you see someone needs first aid?
1. Complete Activity 1 on the student worksheet.
2. Organise for the school’s First Aid Officer to demonstrate basic first aid for a range of possible workplace risks:
* Cut finger
* Sunburn
* Muscle sprain
* Headache
* Blood nose
* Insect bites.
 |
| Related Video  | Farm  |
| Suggested Assessment  | * Completed worksheet
* Observation of understanding and knowledge of what to do if first aid is needed.
 |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Topic | Know the Rules |
| Number of lessons in this topic  | 16 |
| **Lesson 9** | **Emergency Procedures**  |
| Key messages  | * Listen carefully when you are told about first aid and emergency arrangements and other procedures at your workplace. If you are still not sure, ask your supervisor.
* Do not rush, stay calm, listen and do exactly what you are told for further information.
* There are different types of emergencies and emergency procedures.
* Fire drill evacuation, first aid procedures and alarm signals.
* If you see an accident in the workplace make sure you are safe first.
 |
| Learning outcome  | Students identify a range of emergency procedures common to all workplaces.  |
| Purpose  | Assist students are to understand the importance of familiarising themselves with the emergency procedures at their work placement and to respond safely. |
| Student Worksheets  | Emergency procedures |
| Suggested Activities  | 1. Brainstorm a list of when emergency procedures might be needed.

What type of emergency might happen: * At school
* At a train station
* At a sports stadium
* In a shopping centre
* At a swimming pool
* At the beach
* At a sports/ leisure centre
* In an apartment block.
1. Use a range of creative mediums and ask students to demonstrate these emergency key messages:
* Listen carefully for the type of emergency for instructions
* Stay calm and follow emergency plan instructions
* Stay safe.
 |
| Related Video  | Know the Rules  |
| Suggested Assessment  | * Completed Worksheet
* Observation and assessment of knowledge of emergency procedures.
 |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Topic | Know the Rules |
| Number of lessons in this topic  | 16 |
| **Lesson 10** | **Manual Handling**  |
| Key messages  | Manual handling is any activity where you use force to lift, lower, push, pull, hold or restrain something.* Putting boxes on shelves, painting, gardening, cleaning, writing and typing are some examples of manual handling tasks.
* Most manual handling injuries can be prevented by following your supervisor’s instructions.
* It is the employer's responsibility to provide you with safe work procedures, and with instruction, training and supervision for manual handling tasks.
* Even though you may be young and new to the job, you have a responsibility to speak up.
* Talk to your supervisor if you feel your job is too difficult, too tiring or puts you at risk of injury.
 |
| Learning outcome  | Students identify the correct procedures for lifting and moving heavy items. |
| Purpose  | To introduce students to injuries caused by incorrect lifting methods and to identify safe methods for lifting heavy objects. |
| Student Worksheets  | Manual handling |
| Suggested Activities  | 1. As a class, discuss what ‘workplace shadowing’ means?

Watch the warehouse video Identify how Ella shadows a worker in the warehouse and uses correct lifting techniques. Ask each student to demonstrate correct lift, bend and move techniques using the student worksheet information as a guide. Complete student worksheet activities.  |
| Related Video  | Know the Rules Warehouse  |
| Suggested Assessment  | Completed Worksheet Observation and assessment of student knowledge of manual handling. |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Topic | Know the Rules |
| Number of lessons in this topic  | 16 |
| **Lesson 11** | **Slips, Trips and Falls**  |
| Key messages  | * While on work experience you may observe some employees working from heights.
* You will not be required to work at heights while on your work experience placement.
 |
| Learning outcome  | Students understand the risks associated with slips, trips and falls in the workplace.  |
| Purpose  | To assist student to identify risks associated with slips trips and falls. |
| Student Worksheets  | Slips, trips and falls |
| Suggested Activities  | The student worksheet provides important information on:* reducing the risk of falls
* the use of ladders
* working from heights.

Role play the scenarios provided. Ask the group for their solutions to the problems presented. What other scenarios could they observe while on work experience?  |
| Related Video  | Retail Indi asks Paul about safety measures in a flower shop. Paul explains how to manage slips, trips and falls and fatigue. |
| Suggested Assessment  | Completed worksheetsObservation of knowledge and understanding about how to prevent slips, trips and falls.  |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Topic | Know the Rules |
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| **Lesson 12** | **Workplace Noise** |
| Key messages  | * When noise levels are too high they can permanently damage your hearing.
* If the noise in your workplace is too loud, your supervisor should give you head phones or ear plugs.
* If you experience any of the warning signs of hearing loss, you should talk about ways to reduce the risk of injury from noise with your supervisor.
 |
| Learning outcome  | Students understand the risk to health associated with workplace noise. |
| Purpose  | To introduce students to the dangers of loud noise and the affect it can have on hearing. |
| Student Worksheets  | Workplace noise |
| Suggested Activities  | Select from a range of activities that provide students with opportunities to observe and listen for noise levels in the workplace. For example: * Organise a trip to the city using public transport
* Observe the noise levels at a sports stadium while a sports match is being played.

Students collect decibel readings from their school, home and local community. They can use a computer or phone app to measure the noise levels. Students collect data for 3 days and compare their findings. Discuss the findings and consider solutions for noise pollution. Complete the student worksheet. |
| Related Video  | KitchenIndi is keen to learn about how to handle stress points in the kitchen. Discuss with students a range of strategies on how to deal with noise in the workplace. For example: Requesting PPE.  |
| Suggested Assessment  | Completed worksheetObservation of knowledge and understanding about how to prevent injury related to workplace noise. |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Topic | Know the Rules |
| Number of lessons in this topic  | 16 |
| **Lesson 13** | **Mechanical Equipment Safety**  |
| Key messages  | * Mechanical equipment injuries can cause long periods of time off work, and sometimes permanent disability.
* Work experience students must be supervised at all times by a qualified worker.
* Safety guards, 'Locking out' equipment, 'Danger' and 'Out of Service' Tags are important safely measures used to protect workers in the workplace
* Remember, work experience students must not use the mechanical equipment outlined in the Dangerous Plant and Hazardous Equipment and Workplace Hazards sections of the Work Experience Manual.
 |
| Learning outcome  | Students understand that equipment can be dangerous and that students can observe the use of mechanical equipment but cannot use it while on work experience. |
| Purpose  | To introduce students to different types of mechanical equipment in different work environments.To introduce students to Guards, 'Locking out' equipment, 'Danger' and 'Out of Service' Tags for mechanical equipment. |
| Student Worksheets  | Mechanical equipment safety |
| Suggested Activities  | Students should refresh their knowledge of the five industry videos in A Job Well Done. As a group, make a list of the range of different mechanical equipment that is demonstrated in each video.Discuss these key questions:* What type of mechanical equipment have you observed in each of A Job Well Done industry videos?
* What safety features would you expect to see in place to protect workers?

Complete the student worksheet Activity 1 and 2  |
| Related Video  | A Job Well Done – Industry videos  |
| Suggested Assessment  | Completed worksheetObservation of knowledge and understanding about the risks associated with mechanical equipment in the workplace.  |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Further Resources  | [WorkSafe Victoria](http://www.workcover.vic.gov.au/wps/wcm/connect/WorkSafe/Home/Safety%2Band%2BPrevention/Health%2BAnd%2BSafety%2BTopics/Plant/) provides a range of fact sheets on mechanical equipment in the workplace  |

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| Topic | Know the Rules |
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| **Lesson 14** | **Hazardous Substances and Dangerous Goods**  |
| Key messages  | Work experience students must not be permitted to work with or handle hazardous substances or dangerous goods. However, as they may be in a workplace which contains these substances, it is important to discuss the rules and regulations surrounding them.* Hazardous substances are found in most workplaces, and include many commonly used chemicals.
* First aid treatment for hazardous substances and dangerous goods should be part of workplace induction.
* If you are exposed to these substances, they can make you ill.
* A hazardous substance can be any substance, whether solid, liquid or gas, that may cause harm to your health.
* You must always wear personal protective equipment (PPE) provided by your employer.
 |
| Learning outcome  | Students understand that work experience students do not handle hazardous substances or dangerous goods. |
| Purpose  | To ensure that students understand the safety risks associated with hazardous substances and dangerous goods. |
| Student Worksheets  | Hazardous substances and dangerous goods |
| Suggested Activities  | To introduce students to the three steps used to manage health and safety at work. Complete the student worksheet. Allow sufficient time for students to research and gather their information. This task will need to be checked thoroughly to ensure students can identify the health risks associated with everyday hazardous substances and dangerous goods.  |
| Related Video  | A Job Well Done - a range of the industry specific videos identify hazardous substances and dangerous goods. Locate the risks that may be found in these industry areas: * Retail Flower Shop
* Working in a warehouse
* Working on the farm.
 |
| Suggested Assessment  | Completed worksheetObservation of knowledge and understanding about the health and safety risks associated with hazardous substances and dangerous goods. |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Topic | Know the Rules |
| Number of lessons in this topic  | 16 |
| **Lesson 15** | **Electricity** |
| Key messages  | * Work experience students must be aware that all workplaces use electricity.
* Electric shock (electrocution) happens when a person becomes part of an electrical circuit and the current flows through their body.
* Accidents and deaths can also happen when equipment becomes 'live' due to electrical faults, lack of maintenance, or short circuits.
* Remember: Work experience students must not be asked to do any electrical work or repairs while on work placement. However, it is important that students are aware of hazards associated with electricity.
 |
| Learning outcome  | Students understand electrical safety practices while on work experience. |
| Purpose  | To introduce students to important safety practices related to the use of electrical equipment while on work experience. |
| Student Worksheets  | Electricity |
| Suggested Activities  | Complete the activities on the student worksheet. Allow time for students to engage in a memory game to consolidate their knowledge of health and safety risks associated with electricity.Invite an electrician to provide a short presentation on the benefits and risks associated with working with electricity. Explore a Trade Taster Day at your local TAFE or TECH School. Request an OHS safety demonstration when using electricity in the workplace.  |
| Related Video  | A Job Well Done - a range of the industry specific videos help to identify the safe use of electricity in the work place.  |
| Suggested Assessment  | Completed worksheetObservation of knowledge and understanding about the health and safety risks associated with electricity in the workplace. |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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| Topic | Know the Rules |
| Number of lessons in this topic  | 16 |
| **Lesson 16** | **Hazard Identification, Risk assessment and Control**  |
| Key messages  | There are three steps used to manage health and safety at work.1. Spot the Hazard (Hazard Identification)
2. Assess the Risk (Risk Assessment)
3. Make the Changes (Risk Control)
 |
| Learning outcome  | Students identify the three steps in hazard identification, risk assessment and control. |
| Purpose  | To introduce students to the three steps used to manage health and safety in the workplace.  |
| Student Worksheets  | Hazard identification, risk assessment and risk control |
| Suggested Activities  | Discuss student’s current knowledge and awareness of potential risks in the workplace. * Assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be.
* Reporting risks to a supervisor to work out the best way to stay safe.

 1. Practice the three safety steps (identification, assessment, control), using the scenarios on the student worksheet.
2. Select one or two videos from A Job Well Done and apply the three steps hazard check to a scenario in the video.

For example: In the Retail Flower shop video, Indi’s task is to sweep the floor close to a large display of flowers in glass vases.* Identify the risk in this situation – possibility of the display being knocked over by the sweeping action.
* Assess the health risk – Indi could cut his arm on flying glass.
* Control the risk factor – Indi performs his sweeping task under supervision.
 |
| Related Video  | A Job Well Done - a range of the industry specific videos could help to identify hazards in the workplace.  |
| Suggested Assessment  | Completed worksheetObservation of knowledge and understanding about hazard identification, risk assessment and risk control in the workplace. |
| Suggested curriculum links  | [Health and Physical Education](http://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/scope-and-sequence)* Personal, Social and Community Health
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# Further Resources

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| Association for children with a disability | [Bullying and discrimination](https://www.acd.org.au/bullying-discrimination/)Provides useful tips for the development of classroom activities in relation to workplace bullying and discrimination in the workplace.  |
| Australian Human Rights Commission  | Includes a range of [Human rights](https://www.humanrights.gov.au/education/human-rights-school-classroom) activities for the classroom  |
| safe@work | [General Modules](https://www.education.vic.gov.au/school/students/beyond/Pages/generalmodule.aspx) provides information to support the delivery of lessons for Know the Rules.  |
| Safe and Supportive School Communities Working Group  | [Bullying No Way!](https://bullyingnoway.gov.au/Resources/TeachingResources) Provides teaching and learning resources for classrooms. The Bullying. No Way! Website for Australian schools is managed by the Safe and Supportive School Communities Working Group which has representatives from all states and territories, including the Catholic and independent schooling sectors. |
| Victorian Government Department of Education and Training  | [Victorian Anti Bullying and Mental Health Initiative](https://www.education.vic.gov.au/about/educationstate/Pages/antibullying.aspx) outlines the governments anti bullying and mental health initiative. |
| Victorian Government Department of Education and Training  | [Work Experience Manual](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/work/wemanualrev.pdf) and [Workplace Learning Toolbox](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/teachers.aspx)Extensive resources to support the implementation of the Know the rules lessons.  |
| Worksafe Victoria  | Worksafe Victoria provides detailed information on [Laws](https://www.worksafe.vic.gov.au/laws) and regulations pertaining to the safety of workers. It also provides information on specific OHS requirements for a range of [industries](https://www.worksafe.vic.gov.au/industries).  |