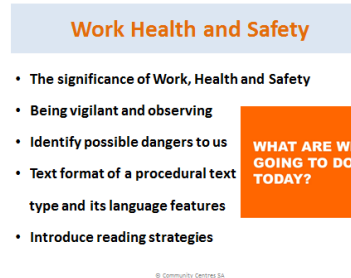


Adult Community Education - Work Health and Safety Basics

– Session 1

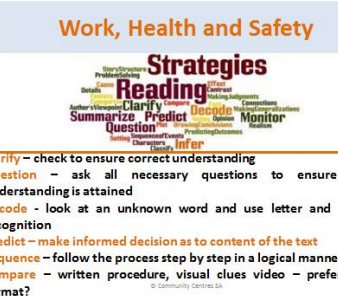
Time	Content	Resources
3 mins	<u>Session 1 - Welcome to Country – In Kurna Lands</u> “We acknowledge that this land we meet on today is the traditional lands of the Kurna people and we respect their spiritual relationship with their Country. We also acknowledge the contributions of Aboriginal and non-Aboriginal Australians to the inclusion and empowerment of all people in the country we live in and share together.” <u>Welcome to Country – Outside of Kurna Lands</u> “We acknowledge and respect the traditional custodians whose ancestral lands we are meeting on here today. We acknowledge their deep feelings, attachment, and relationship of Aboriginal peoples to Country. We also acknowledge the contributions of Aboriginal and non-Aboriginal Australians to the inclusion and empowerment of all people in the country we live in and share together.”	Work Health and Safety 
2 mins	Note to Tutor: (This program has been designed to be delivered in four sessions of approx. 3 hours duration (total of 12 hours training) but can be done as two full days or six by 2 hour sessions in conjunction with other delivery units related to employability skills (to meet needs of participants and the Centre. • <u>Session 1</u> - Introduction to Work Health and Safety (WHS) • <u>Session 2</u> – Work Health and Safety Reading Strategies • <u>Session 3</u> – Taking Personal Responsibility for WHS • <u>Session 4</u> – Mental Health and Practical application of WHS – pulling it all together	Work Health and Safety ACE Course
15 mins	Welcome to the Work Health and Safety ACE Course Welcome participants to the course and the training facility. Provide information relating to the requirements of the course. • Four-week course - 4 by 3 hour sessions - or two full days of 6 hours delivery or six by 2 hour sessions -as appropriate • Each of the four sessions is three hours in length or two - as appropriate • Give dates of the course • Provide any paperwork that participants need to complete etc.	

	Provide information relating to Centre requirements and expectations – e.g. • Centre facilities and areas participants may and may not access • Refreshments – tea / coffee etc. • Expectations of participants – use of mobiles, respectful behaviour, confidentiality (e.g. particularly in relation to an injury or disability that a participant might disclose etc.) • Evacuation procedure and external meeting point • Requirements for use of equipment participants may need to use • Other relevant information that participants need to know It is useful to conduct a Centre if practicable) and show participants the location of toilets, kitchen, smoking area (if relevant), vending machines, outdoor seating areas and other features.	
5 mins	Tutor States: What we will cover in this session... • Group members – motivation for attending / prior knowledge • The significance of Work, Health and Safety • The importance of good housekeeping and observing being “vigilant” • Identifying possible dangers to us and others • Text format of a procedural text type and its language features • Increasing work-place vocabulary (broadening knowledge of words) • An introduction to reading strategies.	 The slide is titled 'Work Health and Safety' in orange text on a light blue background. Below the title is a list of bullet points: 'The significance of Work, Health and Safety', 'Being vigilant and observing', 'Identify possible dangers to us', 'Text format of a procedural text type and its language features', and 'Introduce reading strategies'. To the right of the list is an orange box with the text 'WHAT ARE WE GOING TO DO TODAY?'. At the bottom right, there is a small copyright notice: '© Community Centres SA'.
15 - 20 mins	Getting acquainted exercise: As this is the first of a four-part program, it is important that all participants feel welcome, comfortable and included in the group. If people feel a strong sense of inclusion, it is more likely that they will complete the program. Therefore, allow at least 15 to 20 minutes for participants to meet and interact with each other. Tutors could use their own preferred exercise. Three examples of techniques that <u>could</u> be used are: *Line-ups – stand on an imaginary (or rope) line and talk to others – Trainer poses Question 1: How much do you know about Work Health and Safety (from a little at one end to a “reasonable amount” at the other end) and asks participants to discuss with each other the topic “What prompted you to enrol in this program” – Allow a few minutes –e.g. until buzz of conversation starts to fade. Trainer poses Question 2: How much experience have you had as an employee or volunteer in a workplace in Australia or elsewhere? (Again – line up from “none or a little” at one end to a “reasonable amount” at the other end) and asks participants to discuss with each other the topic “Where do you feel very safe? Least safe? (and why)	

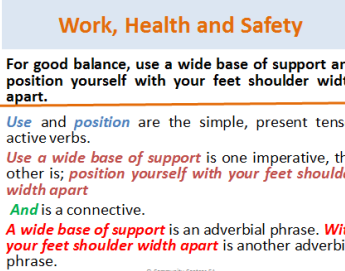
	• Being out at night, using public transport etc. The list is extensive and it doesn't matter what is discussed. The learning point is that <u>we need to be conscious of safety just about everywhere.</u> Note: This should be a quick exercise if the “line-ups” inclusion activity was used earlier on (around five to ten minutes, as some of the scenarios would have been touched on already) – a little longer if an alternative inclusion activity used. Key Learning: We need to always be conscious of safety concerns regardless of the context, and understand that we are responsible for our own safety and that of others. As part of this discussion ensure that not only physical safety but also psychological safety is discussed: • Harassment • Bullying • Fatigue • Stress • Depression • Anxiety etc. • Complete the activity. Participants write two or three safety issues that are relevant to their contexts.																									
10 mins	Activity Where do I need to be aware of Work, Health and Safety Requirements? Following the discussion explain Activity One to the participants and allow time to undertake the task. Participants may complete activity in writing, diagrams or whatever method is preferred. Share and discuss the results as appropriate. {Note to tutor – keep in mind that Oral Communication is a Foundation Skill taught in this unit. At this stage of the course, use this task as a diagnostic assessment to ascertain the level of skill of the participants and note any participant who demonstrates a particular skill or lack thereof. Use these observations for future planning to meet the individual needs of participants as they progress through the course.}	Activity (Paper version supplied for participants to complete) Work Health and Safety Work Health and Safety ACE Course ACTIVITY SHEET 1 Where do I need to be aware of Work, Health and Safety Requirements? <table><tr><th>Scenario</th><th>Where</th><th>What</th><th>When</th><th>How</th><th>Why</th></tr><tr><td>Scenario 1: Working in a shop</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Scenario 2: Working in a factory</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Scenario 3: Working in a school</td><td></td><td></td><td></td><td></td><td></td></tr></table> Write your answers in the spaces provided. © Community Centres Ltd	Scenario	Where	What	When	How	Why	Scenario 1: Working in a shop						Scenario 2: Working in a factory						Scenario 3: Working in a school					
Scenario	Where	What	When	How	Why																					
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Scenario 3: Working in a school																										

	Key Learning: We need to be aware of Work, Health and Safety everywhere. Similarly, regardless of where we are, we are responsible for our own health and safety as well as that of others.	
10 mins	What is Work, Health and Safety Tutor opens this question for discussion: Why does the Work, Health and Safety field of work exist? At this stage, the points to make are that: *Work Health and Safety is based on Australian legislation, or laws *These laws aim to make all of us aware of the responsibility we have to care for others and ourselves. Introduce the concepts of good housekeeping, observation and vigilance. Tutor says: Before we start this exercise let's talk about vocabulary. Tutor asks group: What is vocabulary? Discuss or write-up answers. Or...Write down or keep in your head your favourite big or quirky word in English – a word that you just like - or are proud of knowing. Share with one other person in the group. Tutor says: The word vocabulary is often shortened to “vocab” which means “words that relate to a topic or a language.” Because there may be a number of words that may be new to you in this area, it's useful to add any new ones to your own list. Vigilant is one of these words that you might like to start with. Select a scenario, which would be a common experience for those within the group. This could relate to a household task, such as: • using a chemical cleaner • driving a car • catching public transport • a visit to the beach or a local park • using a shopping trolley at the supermarket etc. It does not matter what the scenario is, so this is not a definitive list. Task: Tutor divides the full group into small groups or pairs. *Tutor asks participants to undertake the following steps. 1) Select a scenario and name it on the activity sheet 2) List at least two possible dangers associated with undertaking the task	Handout – vocabulary list 

	3) Identify what steps must be taken to ensure that the dangers do not occur, and people remain safe.	
	Tea break – 10 - 15 minutes	
15 mins	Activity Tutor leads participants through the activity and assist them (if necessary) to complete the questions on the activity sheet. Note to tutor - Remember that the significance of this task is to generate discussion and observe the oral communication skills of participants. It is also important to monitor the content of discussion to keep focus on the questions asked. The aim is to lead participants to be vigilant and know that regardless of where they are, they need to: (a) Be aware of possible dangers and; (b) Have strategies for maintaining their own safety as well as that of others. In this activity, place emphasis on getting participants to clarify and be specific in their descriptions of dangers and strategies to keep safe. Key Learning: We need to be aware of Work, Health and Safety everywhere, recognise possible dangers (hazards) and consider sensible, safe strategies to minimise and preferably eliminate those possible dangers.	Activity (Paper version supplied for participants to complete) 
10 mins	Lifting Procedures – Handout Tutor: Give out Handout. The handout covers two procedures, both of which relate to Manual Handling. Tutor notes: - Discuss both examples with the participants. - There is no need to read each of them fully at this stage - Just scan the documents with participants - highlighting different features of each procedure noticed by participants and you. Tutor says: Quickly scan this safety procedure. What do you notice? Learners responses may include: - Pictures - Numbers - Headings - Text - Steps Tutor asks: What else do you notice? (To dig deeper and explore text navigation skills)	Handout 

	Question prompts: What is happening with the pictures? How do the numbers link in with the text?	
15 mins	Reading the Procedures Tutor explains: The learning point here is that when you have follow a procedure it is essential you understand it. In addition, anything unclear must be followed up e.g. by asking questions of people who can assist. Tutor says: Read handout and highlight any words, phrases or statements that you cannot clearly understand. Tutor lists on the whiteboard: the words, phrases or statements that require further clarification. Participants brainstorm aloud the correct meaning of words and phrases in context of the text. Tutor note: As this process undertaken, again assess skills in oral communication. The specific competencies being assessed in this task are: • Participate cooperatively and collaboratively in the ACE course • Meet the behavioural expectations of the ACE group • Ask relevant questions to ascertain the information required • Check to ensure accurate interpretation and following of instructions • Navigate texts accurately to locate relevant information Demonstrate how each of these reading strategies can be used: Clarify Check to make sure correct understanding of the text by asking questions of a responsible person. Question Compose questions to clarify understanding of a responsible person. Decode Decoding - How to apply their knowledge of letter-sound relationships to sound out words that are new to them – example: ssssspppooooon – spoon! Predict Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read or what comes next.	 Work, Health and Safety Strategies Reading Strategies Clarify – check to ensure correct understanding Question – ask all necessary questions to ensure understanding is attained Decode – look at an unknown word and use letter and sound recognition Predict – make informed decision as to content of the text Sequence – follow the process step by step in a logical manner Compare – written procedure, visual clues video – preferred format?

	Sequence Sequencing is a skill that contributes to comprehension. Sequencing refers to identification of components of procedures — and the ability to retell the directions in the order in which they occurred. Constructing meaning Constructing meaning from text, and for problem solving when meaning breaks down example: This is not making sense. Let me re-read it. Critical Reading Readers can understand new ideas in texts by thinking about how things are <u>alike or different</u> e.g. by comparing texts, considering prior knowledge and new ideas. Tutor explains: These strategies <u>provide opportunities to practice and master techniques</u> throughout the course to assist reading and interpreting any text form. The specific competencies being assessed in this task are: • Identify texts that are relevant to own needs • Identify purpose of at least two simple and familiar texts e.g. lifting procedures • Comprehend the main ideas in at least two types of written texts e.g. procedural • Identify and interpret at least two pieces of information contained in a short, unambiguous text • Identify key words, chunks information and searching surrounding text as an aid to comprehension • Re-reading or slowing down when meaning is lost																									
10 mins	Text Features – Manual Handling Procedures Tutor asks: Which procedure seems easiest for you to understand? Why? Example 1, or Example 2 (Discuss responses or hold a quick vote (e.g. a show of hands) Optional activity - write answers on whiteboard – having columns e.g. <table><tr><th>Example 1</th><th>Example 1</th><th>Example 2</th><th>Example 2</th></tr><tr><td>What’s easy to understand</td><td>What’s harder to understand</td><td>What’s easy to understand</td><td>What’s harder to understand</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Example 1	Example 1	Example 2	Example 2	What’s easy to understand	What’s harder to understand	What’s easy to understand	What’s harder to understand																	Show two procedures Use the table to the left as an optional extension – or just discuss.
Example 1	Example 1	Example 2	Example 2																							
What’s easy to understand	What’s harder to understand	What’s easy to understand	What’s harder to understand																							

	If there are differences in the responses obtained, make a point of discussing that different <u>people learn differently</u> (no right and wrong ways) and that one layout style may be preferred by some - but not all. The essential learning is that everyone who needs to follow it MUST know the procedure. Tutor asks: What could you do if you were unclear about a procedure? Expected answers... • Ask someone to explain it to you • Ask someone to show you how to do a task • Observe others doing the task • Do a web search and find relevant You tube videos <u>Get up and stretch activity</u> Tutor mentions that some people learn best by hearing information (auditory learners) and others by seeing tasks or activities being done (visual learners) and others by doing things (kinaesthetic learners). We all tend to have a “favourite” style, a second preferred style and a least preferred style. Which do you prefer? <u>Tutor says:</u> – Stand up, have a stretch and find one or two others to talk to about your favourite style. What does it mean for you? (allow a few minutes) <u>Tutor says:</u> Now find one or two other people and talk about your least preferred learning style. Again, talk to others. Why did you choose this as your least favourite? What does it mean for you? (allow a few minutes) <u>Tutor provides theory input:</u> – we all learn differently – no right and wrong way. We tend to over-use our favourite style and under-use our least favourite. Be aware of this and try to use all three approaches when trying to understand your rights and responsibilities in relation to health and safety.	 Work, Health and Safety Language features • SIMPLE PRESENT TENSE • Use of imperatives (e.g.: cut, don't mix) • Use of action verbs (e.g.: turn, put, mix) • Use of connectives (e.g.: first, then, finally, ...) • Use of adverbial phrases (e.g.: for five minutes, 2 centimeters from the top) © Community Centres SA
10 mins	Deconstruction of a Procedure On the slide is the third statement from Example 1 Procedure for performing a lift in preparation for lifting an object. In this statement, there are two active, present tense verbs. These are: “use” and “position” These two words tell us the actions we are to perform and give meaning to the other words in the statement.	 Work, Health and Safety For good balance, use a wide base of support and position yourself with your feet shoulder width apart. <i>Use</i> and <i>position</i> are the simple, present tense active verbs. <i>Use a wide base of support</i> is one imperative, the other is; <i>position yourself with your feet shoulder width apart</i> <i>And</i> is a connective. <i>A wide base of support</i> is an adverbial phrase. <i>With your feet shoulder width apart</i> is another adverbial phrase. © Community Centres SA

	In this statement, there are two imperatives. Remember <u>the imperative tells us what we are to do to follow the procedure accurately</u>. They are grammatically commands or requests. The imperatives in this statement are: Use a wide base of support - is one and the other is – Position yourself with your feet shoulder width apart. There is a connective in this statement and that is “and”. This links the two imperatives in this statement. Firstly, I am to use a wide base of support to get a good balance, and once I have balanced myself I am then to position myself with my feet shoulder width apart. Once I have followed these imperatives linked with the connective “and” I am ready to undertake the motions to lift the object. “Position yourself with your feet shoulder width apart” is an adverbial phrase as it adds meaning to the present tense active verb, “position”. The adverbial phrase tells me how I am to position myself to undertake the lift correctly. Note to tutor: The point of this section is to highlight the language features of any procedure. Participants need to comprehend the fact <u>that all procedures, regardless of the topic, utilising these written language features, which makes them easier to understand</u>. It is not necessary for participants to learn the terminology or grammatical structure of written policies. The point here is that learning how to navigate such documents is required to ensure comprehension.	
15 mins	You Tube Video – Manual Handling Introduction – now let us look at turning theory to practice. Show YouTube... https://www.youtube.com/watch?v=Nt4PEss3Ppk 3 minutes 11 seconds Manual Handling Training Back to Basics YouTube Watch the YouTube and discuss any comments made by participants. Key Learning: participants need to be familiar with the structure of a procedure. This helps them to comprehend content quickly. Activity: Ask participants to work in pairs or small groups to re-look at the two procedures used previously and circle: (a) key words (b) words that appear a lot (high frequency vocabulary) (c) words that are hard to understand Reinforce the need to ask questions of others to ensure that you understand what others expect of you.	YouTube Video 3.11 minutes Safety Procedures 1 and 2 (either two from CCSA website or two Centre or industry procedures – as preferred)

10 mins	Activity Undertake practical exercise of lifting an object and assess the degree to which participants understood the procedure are able to lift compliantly. There is no need for every participant to undertake the lift – the tutor could call volunteers from the group. Note to tutor: You should mention the importance of knowing your own capability for lifting as you should not lift anything that is <i>too heavy or too awkward</i> to lift as that is when you are likely to injure yourself. Note: The object used in this exercise should be relatively easy to lift. E.g., a shoebox sized and shaped object containing lightweight material/s. This activity is about testing accuracy in interpretation of the procedure, and the learning. If there is anyone in the group who discloses that they have medical or health reasons which mean that they are unable to undertake this task, this presents a learning opportunity to discuss how that situation should be addressed according to Work, Health and Safety requirements. Tutor Discusses: For example, ask a responsible, capable person to undertake the task on their behalf. Note to tutor: The point of this exercise is to establish how much participants have remembered and understood of the procedure. It's not a critical assessment of ability to implement the procedure.	Work, Health and Safety  © Community Centres SA
5 mins	Activity Review Tutor asks participants to think about the information they thought of during the activity. Discuss. Ask participants to think about the strategies they used to remember the information they recalled regarding the procedure followed in the lifting activity. Discuss. The specific competencies being assessed in this task are: • Accurately identify audience and purpose of instructions • Demonstrate accuracy using correct terminology and grammar of instructions • Navigate texts accurately to locate relevant information • Demonstrate comprehension of instructions and follow them accurately	Work, Health and Safety Activity Review 1) What information from the lifting procedure did you remember as the activity was being conducted? 2) What reading strategies did you use to identify facts from the lifting procedure?  © Community Centres SA

	• Begins to demonstrate a recognition of the differences between the formal and informal register • Comprehends oral texts which have a predictable structure and familiar vocabulary • Begins to identify key information relevant to an exchange • Asks questions to clarify meaning when listening • Recognises vocabulary related to personal details of self and family and relevant others, most aspects of everyday life, and other vocabulary of personal significance	
10 mins	Session Review / Reflection Ask participants to reflect on this session and what each has learned by asking for some comments from group members. Provide positive reinforcement – “Great, well remembered” etc. Remind participants that during this session the following topics were covered: *Where we need to be conscious of Work, Health and Safety *Physical safety as one component of Work Health and Safety (although there are also psychological safety issues to be concerned about – which will be covered further into the course) *The importance of vigilance and observation and good housekeeping and its link to Work, Health and Safety – (identifying possible danger wherever we might be) *<u>Text format</u> of a written procedure *Introduction to reading strategies which we’ll further practice as the course continues as reading strategies can be applied to the reading of any text *<u>Language features</u> of a procedure.	 The graphic features a blue header with the text 'Work, Health and Safety' in orange. Below it, the word 'Reflection' is written in orange. To the right of 'Reflection' is a silhouette of a person sitting on a rock, looking out at a sunset. Below 'Reflection' is another silhouette of a person sitting on a rock, looking out at a sunset. To the right of this second silhouette is the text 'of this session' in orange. At the bottom right, there is a small copyright notice: '© Community Centres SA'.
5 mins	Tutor thanks group for coming and willingly participating and says “In the next session we’ll cover”: *Understanding key words that relate to Work, Health and Safety *Work Health and Safety Reading Strategies *Remind participants- date, time of next session and anything to bring.	