

Adult Community Education Work Health and Safety Basics

Session 3

Time	Content	Resources
10 mins	Review / Reflection Firstly, ask participants to break into small groups to discuss what they remember from the previous session. Quick discussion in full group. Tutor asks: Does anyone have any thoughts from session 1 or 2 that you are not sure about, or want to discuss further? Clarify any aspects requiring further elaboration and information. Remind group of topics covered in previous session: • Safety inspections • Practice d reading strategies – in particular prediction and questioning for clarification • Similarities and differences in WHS procedures • Review of Safety Data Sheet (SDS) • Developed hazard identification and risk management control (or mitigation) strategies • Video – The benefits of good posture Tutor asks: Did anyone attempt the optional home assignment? Did you find a hazard near home, or elsewhere, that could lead to accident or injury? Discuss in the full group: What <u>did you</u> or <u>could</u> you do?	
5 mins	• Fix it yourself – e.g. move a small branch, clear slippery leaves • Ring the local Council – give details of issue, location • Tell the building owner or landlord • Use Snap, Send, Solve etc.	
5 mins	Session Three - Taking personal responsibility for WHS Outline session topics. (and/or write on board) • Your personal responsibility regarding Work, Health and Safety • The range of hazards in work and community settings • Roles of key WHS staff • Warnings – Why? • WHS signage • First Aid Kits • Labels and product safety information	

5 mins	Learning outcomes: By the end of the session you should be able to: • Identify and analyse common hazards in workplace and community settings • Explain the roles of key staff with safety responsibilities • Identify signs commonly found in work and community settings • Know why warning others of hazards is important • Know where to find a First Aid Kit • Read the contents of a First Aid Kit and understand that most items will include “use by” dates • Know what your responsibilities are towards to WHS. Tutor says: We have previously looked at hazards in the home. Let us now look at those that you might encounter in different work areas or community settings. In pairs or small groups your task is to:	Activity – Hazards and risks – what is the difference? 3 column with examples Activity – Hazard analysis by occupation
20 mins	(a) Consider each <u>hazard</u> think about what the risk/s might be in relation to that hazard – and write that down. (b) Think about what you could do to fix that problem or issue – and write that down. (c) Consider who may need to be told about the hazard (d) Complete a hazard or incident report Each pair or small group to look at <u>two</u> cluster groups (E.g. kitchen and garden, or factory and hospital scenario) (Or just one if running over time, faster learner could start on a third as an ‘extension activity) • Kitchen • Garden e.g. park, oval, reserve, community garden • Factory, warehouse, brewery • Hospital, aged or other care facility	(in 4 different columns) • Hazard • Risk • What I could do • Who I should tell
10 mins	Tutor says: So – What are you accountable for when in a workplace – as a worker, volunteer or simply just as a visitor. Let us view a short video... What Are You Accountable For? - Safety Dimensions https://www.youtube.com/watch?v=2-bLNKlecyo (5 minutes 3 secs) Reporting Tutor says: If an accident, incident, or even “near-miss” occurs in a workplace where you are a worker or volunteer, you may be required to complete a hazard or near miss report.	https://www.youtube.com/watch?v=2-bLNKlecyo (5 minutes 3 seconds)

25 mins	Tutor says: Let us try that now... Activity: Complete a simple hazard report form. Participants can work alone or with someone else – thinking of something that might happen such as a slip or fall, injury to body, cut finger or car accident. Discuss – what was easy to do? What was not so easy? Clarify that the purpose of reporting is to provide enough details and accurate information for supervisors to conduct an investigation after the immediate situation has been addressed. This all helps the company to look at ways to keep improving workplace safety. To whom do you report WHS issues? We've just covered how to report a WHS issue in writing but before reporting a WHS hazard you need to know some other things: • Key WHS people to report issues, incidents and near misses to • Roles of these key WHS people - safety officers, fire wardens, safety committees and – what they do as part of their jobs or elected roles • Location of fire hydrants and how to check tags for last date checked • Location of exit plan • Location of “muster stations” or emergency meeting points • Procedures to follow in the case of an evacuation or fire-drill	Activity – Hazard report – use the one in the resource folder or one used by your centre.
15 mins	Roles of key WHS people Tutor says: Many people have set responsibilities under WHS legislation – such as managers, safety officers, fire warden, safety committees or workers. We will now consider what they do in the work place. Card sort activity - Work Health and Safety: Responsibilities of key people Pre- work for tutor: Print both pages of this document – single sided – and cut up page 2 into individual roles so that groups can place these “cards” onto the page 1 template. Print enough copies for small groups of three or four participants. Discuss Even though everyone has responsibilities to WHS, some people have specific responsibilities. For example, in a large organisation, there may be one or more Safety Officers employed. In a very large organisation, there might be a whole team. In a small community centre, the office manager would probably be responsible for WHS as well as many other administrative roles such as managing room bookings, paying staff, managing facilities etc. This person might make a useful guest speaker!	Card sort activity – Work Health and Safety: Responsibilities of key people – page 1 template and page 2 – ‘cards’
10 – 15 mins	Tea break	

15 mins	Location of first aid kits • What it contains • Purpose of a first aid kits • Bandaging / bites / equipment e.g. tweezers / tongs / Note to tutor: Try not to provide support to small groups unless they are struggling as the purpose of this exercise is to read and act on written procedures. Undertake a vocabulary exercise listing the high frequency words associated with Work Health and Safety issues, processes and procedures. Concentrate on WARNING in this session. • Why warn people? • What dangers could be faced • Safety Data Sheet information • Procedures etc. Concentrate on text features to assist with ready identification of information. (text navigation skills) Reinforce checking strategies to ensure that participants understand and interpreted information correctly and demonstrate the appropriate behaviours. Link these exercises with Session Two's audit. Use an item and get pairs to write a short procedure to follow as a control (or mitigating strategy) to address the identified issue. Include within this task: • High frequency vocabulary • Clear warning of possible danger • Oral communication skills within the planning process of the procedure – checking for accuracy of completed task and documented procedure Share and celebrate the finished procedures created from the task.	First Aid Kit Re-order form (list of items contained in a St John First Aid Kit) First Aid Kit Checking and Reorder Task Sheet
35 mins	<u>Learning Outcomes:</u> By the end of this activity you should be: • Familiar with the contents of a First Aid Kit • Able to check a First Aid Kit to identify what items are missing and which are out of date or soon to expire. • Complete a St John First Aid Supplies First Aid Kit Re-Order Form • Identify at least two commonly used symbols relating to first aid supplies (Date of Manufacture and Use by Date) – as listed at the bottom of the handout.	First Aid Kit (tutor preparation – ensure a few different items are close to or past use by dates (could have a class dummy kit used for training purposes only) Handout - First Aid Re - Order Form (2 pager)

Tutor states: Read the “before you start” instructions and then: (a) Follow the procedure (b) Correctly match the symbol with the meaning (Teams can decide how to approach the task so that each team contributes to the “checking”: – for example: By dividing items up evenly so that each team has approx. the same number of items. Alternatively ...by dividing items product type e.g. *Team 1 -bandages / wound dressings / adhesive strips, accident blanket *Team 2 swabs / eye pads / saline solutions / face shield *Team 3 *Gloves / scissors / tweezers / pins / gels / booklets / forms / other Or...By dividing items up by purpose (e.g. type of injury they’d be used for) Tutor wanders around to ensure that groups understand task and are able to follow the procedure on Page 1 of the Activity Handout: 1. Check how many items on the Re-order Form are in the kit 2. Check the “use-by” date which will be beside the “egg-timer” symbol 3. Place any items that are past their use-by date aside, together with any items that will reach their use-by date within the next eight or weeks 4. Advise the tutor of the items that have expired and those that are soon to reach expiry. 5. Complete the number needed to “top up” the kit in Column 5 of the form and hand the completed form to your tutor. If some groups are finished before others tutor mentions “Extension exercise” – calculating cost of goods to be re-ordered and writing figure in column 7. Tutor draws two common First Aid symbols on the board (optional) – and highlights that these will be important to note: (Factory Symbol) – Date of manufacture. (Egg timer) Use by. Do not use after the end of the year/month stated.	Handout (Activity) First Aid Kit Checking Procedure
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5 mins	Tutor asks: - What do you remember of what we covered in this session? Ask also if there any areas that were unclear. Break groups into small groups or pairs and allow a few minutes to discuss. Discuss in large group and provide information on areas where clarification sought. Re-cap quickly – in this session we covered: (2 mins) * Roles of key WHS staff in any organisation * Types of WHS tasks that they do * First Aid Kits – signage, re-ordering supplies * Taking Personal Responsibility for WHS * Different learning styles – Visual, Auditory and Kinaesthetic learning Main Topics to be covered in the last session: • Signage • Following a Written Procedure, Using Personal Protective Equipment and referring to a Safety Data Sheet to mix Flower Extender Liquid • Conducting a Centre WHS Audit - doing a physical audit (inspection) of areas of the Centre. • Mental Health • Program evaluation and farewells • Possible future learning, volunteering and employment pathways	
15 mins	Review / Reflection Break group into small groups – discuss what you remember of what we covered from Sessions One and Two – highlights and low lights. Write two or three key “take home messages” to share with one or two others, or to read out aloud. Remind group of any items to bring for last session – glasses, pen etc.	