Adult Community Education - Work Health and Safety Basics

Session 4

Time	Content	Resources
5 mins **2 mins**	**Practical Application of Work Health and Safety and Mental Health** **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**: - What do you remember of what we covered in the last 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** – last session we covered: • Responsibility and Accountability for WHS • Range of hazards by occupational and community setting • Roles of key WHS staff in any organisation and tasks they do • Signage • First Aid Kits – re-ordering supplies **Tutor links this session with topics covered in the previous session.**	
3 mins	**Session Four topics:** • Practical application of Work Health and Safety • Putting everything together with a fun assessment activities – following a new procedure and a Safety Data Sheet and using Personal Protective Equipment to mix Flower Extender Liquid • The importance of looking after your own Mental Health and caring for that of others • Workplace audit at your centre or in an outdoor setting	

45 - 50 mins	**Follow written procedure (in pairs) – Summative Task Part 1 of Assessment** **Tutor says:** In previous session, we looked carefully at procedures when covering "reading strategies" so let us now start to put all that we have covered into practice. **Present written procedure to the group – Making Flower Extender Liquid**. Practise text navigation and decoding procedures as the participants learn the content of the procedure. (**Tutor links** back to previous session) **Tutor links** back to previous session and encourages participants to identify: • Text features • Headings • High frequency words **Tutor links** back to previous session and encourages participants to read the document - decoding and questioning for clarification and comprehension. Each participant needs to be given time to read and comprehend their procedure and prepare to follow the procedure to do the summative task. **Tutor says:** This activity is a summative task, which means that you'll be putting ***everything*** that you've learnt during the whole program in practice: * Using PPE * Following a written procedure * Scan reading a Safety Data Sheet * Observing others following a written procedure * Giving verbal feedback to others * Using written information as a warning to others **Tutor explains the purpose Procedure – Mixing Flower Extender Liquid** The purpose of a liquid flower extender is to extend the life of cut flowers by keeping the water cleaner. The sugar gives the flowers a boost of energy and the vinegar and lemon juice help to kill bacteria. **Hand out Personal Protective Equipment and explain the Summative Task:** **In pairs, your task is to follow the procedure and refer to the Safety Data Sheets to make, bottle and label the mixture.** **Note:** One person in the pair undertakes the task while the other watches and takes notes as part of the task. After the first person finishes the observer provides feedback. Roles then change so that both make the mixture.	At least one or two items of PPE such as… **Hairnets** Disposable rubber or latex **gloves** (check that no-one has an allergy to latex) **One clean jam jar with lid or old sauce bottle per person** Pre-prepared stickers or blank stickers and markers **Activity**: Make Liquid Flower Extender Procedure **Safety Data Sheet – Vinegar** Modified version for training purposes.

Preparation

1. Put on Personal Protective Equipment (PPE)– thin latex gloves (or rubber gloves) and safety glasses (for this task reading glasses could be used)
2. Find the section of the Safety Data Sheet for White Vinegar and scan read for warnings about use of vinegar
3. Find a measuring cup, and teaspoon and ingredients
4. Find a small bottle (or jar – at least 400 ml in size)

Making the flower extender liquid

1. Measure the following ingredients into a bowl. Add a cup of water

- 1 teaspoon of **sugar**, 1 teaspoon **of vinegar**, and 2 teaspoons of **lemon or lime juice**
- 1 cup **of water**

2. Stir until all sugar is dissolved

3. Use the funnel to pour the liquid into the jar or bottle and cap tightly

Clean up

4. Wipe the bottle carefully with a cloth or paper towel

5. Place sticker saying "Cut Flower Extender Liquid – Keep away from children. Contains vinegar, sugar, lemon juice. If swallowed induce vomiting. If splashed in eyes, wash eyes with clear water".

6. Clean work site well

7. Remove Personal Protective Equipment (PPE)

Observation and Feedback Procedure (Tutor to provide support if needed)

1. **During the preparation stage, were all steps followed correctly?**

Yes? Comment:…….. **No?** Comment:……

2. **Were all steps followed correctly during the making stage?**

Yes? Comment:…….. **No?** Comment:……

3. **Were all steps followed correctly in the clean-up stage?**
4.

Yes? Comment:…….. **No?** Comment:……

The specific competencies being assessed in this task are:

- Participate cooperatively and collaboratively in the ACE course
- Satisfactorily complete activities / tasks on time
- Follow directions and respond appropriately to feedback
- Identify text features of instructions and their purpose
- Ask relevant questions to ascertain the information required
- Effectively use reading strategies to comprehend instructions

	Tutor congratulates the group for their ability to concentrate and put everything covered during the program into practice.	
30 mins	**Clean-up and Tea Break**	
15 mins	**Workplace Audit Part 2 of the Assessment process** **Workplace Audit –** chose a different area or review previous area in earlier session e.g. kitchen, bathrooms, outdoor area, training room Tutor leads a discussion on outcomes of the audit: * Who did something different? * Who did the same? * What did you notice that is the same / different? * Discuss the differences in risks – indoors verses outdoors (outdoors may be broken glass, needles (sharp objects), sun care etc.	Workplace Audit checklist
40 mins	**Mental Health as a WHS issue** **Tutor says**: the focus of this program has been on avoiding physical injury - but employers and employees both need to understand the importance of take care of our own mental health and that of others. **Tutor asks:** Why do you think it is important to consider also our mental health and that of our work mates, family and friends? Brainstorm and note on board or break into small groups and ask one person to take notes or write answers on butchers' paper **Answers might include:** • Hard for workers to focus properly on work if they have problems in their home life • Unhappy workers may be rude to customers or cause friction in team • Mental health issues can lead to physical illness and absenteeism **Tutor says:** let's define mental health by watching the YouTube video "Mind matters in minutes' https://www.youtube.com/watch?v=ArOTqcMH2G0 **Tutor leads**: a brief discussion on the video and their thoughts etc. Brainstorm to identify places in SA that offer support for people who need it. E.g. Headspace, Beyond Blue, Lifeline, Black Dog Institute, The Man Cave, The Women's Information Service, SA Health, Drug and Alcohol Services etc. **Note:** Tutor to allow time to explore sites and / or look at brochures on various support services.	**Activity** – Ten top tips to Mental Health – 2 page handout that is aligned with Safework SA poster **Safework SA poster** - Ten top tips to Mental Health (tutor needs to pre-order from Safework SA – free)

	Tutor says: Safework SA is the leading Government organisation in South Australia with responsibility for administering Work Health and Safety legislation. Safework SA has produced a useful poster that provides ten tips for staying mentally healthy that we will now look at. **Tutor hands out A4 posters** (one per group or one per person) **and Ten Tips to Mental Health Activity** Sheet. **Tutor says:** Once you have had time to read the poster, think about how you can relate to these tips and make notes about **what you do now** in relation to each of the tips, and jot down any ideas you have for the future. **Say:** Once you have finished, find one or two others that **you feel comfortable and share your thoughts – either in** the training room or in a quiet space. The specific competencies being assessed in this task are: • Sharing cooperatively in the discussion and being respectful with each other and any self-disclosures in the ACE course • Satisfactorily complete activities / tasks on time • Follow directions and respond appropriately to feedback • Ask relevant questions to ascertain the information required • Identify a range of resources to help self and others in tough times.	
20 mins	Break group in to small groups – discuss how this session related to previous sessions. Call out some answers or break into small groups to discuss. **Tutor reminds group of previous sessions:** **Session 1** - Introduction to Work Health and Safety (WHS) principles and practices (or Intro to WHS concepts) **Session 2** – Work Health and Safety Reading Strategies **Session 3** – Taking Personal Responsibility for Work Health and Safety **Session 4** – Mental Health and Practical application of WHS – pulling it all together **Feedback / evaluation** forms / hand out information about upcoming programs at the centre, in or around the local community, or beyond. **Future pathways** for participants to explore support people and resources.	
30 mins	**Farewell and "closure" exercises** – writing on back some positive things, pass ball around and say…"What I've enjoyed about working with you (and say the name e.g. Jack) is …" and go around and shake hands or do something to symbolise the different cultures represented in the group – e.g. have a shared meal. If a meal is shared this could be link to safe food handling practices.	