

# ▶ LIFE SKILLS LESSON ACTIVITIES

These activities will help young people to:

- Develop an awareness of what workplace OHS is and why it is important
- Recognise workplace hazards in a variety of work situations
- Identify the potential harm created by workplace hazards
- Identify ways to remove or minimise hazard risks

## ACTIVITY ONE: QUICK QUIZ

**Time required:**

One - two lessons



**Theme:**

Activity One introduces some of the broad OHS issues experienced by young workers. It is intended to generate discussion and allow educators to assess the level of understanding their students have about young worker OHS.

### INSTRUCTIONS:

1. Make double-sided copies of the **Quick Quiz** (attached below)
2. Ask students to complete the quiz individually, in small groups or as a class. Alternatively, read out the scenarios & discuss/ debate responses.
3. Ask students to discuss, record and justify their answers with each other in small groups and feedback to the class.
4. Ask students to complete **Getting into the World of Work** (Attached Below). See Lesson Plan One to check answers.

**Quick Quiz Answers:**

1 A, 2 B, 3 C, 4 D, 5 C, 6 D, 7 A, 8 C, 9 B, 10 D

## ACTIVITY TWO: DVD SCENARIOS

**Time required:**

Two - three lessons

**Theme:**

Activity Two introduces the six DVD scenarios showing typical jobs done by young workers aged 12-16 and the OHS hazards that they encounter. The scenarios explore topics such as workplace rights and responsibilities; recognising, assessing and managing workplace hazards; as well as communication and negotiation skills. Students can complete this activity working independently, in small groups or as a class.

### INSTRUCTIONS:

**Option one**

1. Make double-sided copies of **DVD Scenarios Activity Sheet** (attached below)

2. Put the following headings on the board
  - Name
  - Job Tasks
  - OHS hazards
  - What makes being safe harder?
  - Strategies
3. Play a scenario
4. Assign a student to record student's responses
5. Ask students to identify the scenario character's job
6. Ask students to identify the OHS hazards in the scenario
7. Brainstorm what made it harder for the character to be safe at work
8. Brainstorm strategies the character could use to stay safe at work
9. Students record the responses from the board on to **Activity Sheet Two (attached to Lesson 2: Staying in Working Order)**
10. Repeat steps 5-9 for the remaining scenarios

### Option Two

1. Place the class into groups
2. Print the six **DVD Scenario Answer Sheets** (Kristen, Darcy, Amelia, Julia, Pat, Joey) for each group from Session Plan Two
3. Each **DVD Scenario Answer Sheet** contains four categories (job tasks, OHS hazards, what makes being safe harder, strategies)
4. Cut the four categories on each DVD Scenario Answer Sheet into separate strips
5. Place all the strips into envelopes and give one envelope to each group
6. Distribute Activity Sheet Three: DVD Scenarios
7. Play a scenario
8. Ask students to select the correct strips from the envelope and paste them on to Activity Sheet Three: DVD Scenarios
9. Repeat steps 8-9 for the remaining scenarios



## ACTIVITY THREE: YOUNG WORKER OHS POSTER

### Time required:

Two lessons

### Theme:

Activity Three provides an opportunity for students to demonstrate evidence of learning in relation to young worker safety. Students are to design a media article, web page, comic strip, TV or radio advertisement, movie/DVD or powerpoint presentation promoting young worker OHS.

### Instructions:

1. Show students a sample of young worker safety poster entries from **www.youngworkers.com.au** to set the scene.
2. Individually, in pairs or in small groups students develop a slogan for their poster/article/web page/advertisement, and several tips/strategies that young workers can use to stay safe.
3. Submit posters to WorkCover NSW Young Worker Poster Competition.

# QUICK QUIZ WHAT SHOULD YOU DO?

**1.** You are at work cleaning windows but there is a small part of the window you can not reach. You should...

- a. use a small ladder
- b. stand on one or two telephone books
- c. stand on a chair
- d. leave the window dirty



Reason: \_\_\_\_\_

**2.** There is sharp metal sticking out of your cash register at work. You have scratched your arm several times. You should...

- a. cover the metal with tape
- b. tell your supervisor and make sure other workers know it is dangerous
- c. wear a long sleeved shirt to work to avoid getting scratches
- d. move to another cash register

Reason: \_\_\_\_\_

**3.** Your boss asks you to use the coffee machine but you don't know how. You should...

- a. try and use the machine
- b. ask another worker to quickly show you how to use the machine
- c. ask your boss for training and supervision before making coffee
- d. ask a customer to make the coffee

Reason: \_\_\_\_\_

**4.** A customer asks you to carry a heavy shelf from the shop to their car. You should...

- a. try and carry the shelf by yourself
- b. get a co-worker to do it
- c. say no to the customer
- d. ask your supervisor to demonstrate how to move things safely

Reason: \_\_\_\_\_

**5.** You have to cook lunch for the children you are babysitting but you have never used a gas oven. You should...

- a. ask an adult to show you how to use the oven
- b. use it the same way as your electric oven at home
- c. read the instruction book on how to use the oven
- d. not give the children any lunch



Reason: \_\_\_\_\_

**6.** You break a glass on the floor at the pizzeria where you work. You should...

- a. immediately put up a wet floor sign
- b. clean up the glass
- c. tell your workmates about the broken glass
- d. all of the above



Reason: \_\_\_\_\_

**7.** Small branches and stones keep flying up while you mow for your uncle's business. You should...

- a. put on some goggles, long sleeves, pants and shoes.
- b. close your eyes to protect them
- c. protect your head with a hat
- d. do not mow the area where there are small branches and stones

Reason: \_\_\_\_\_

**8.** Water drips from the kitchen tap on to the floor at the café where you work. You should...

- a. try to repair the tap
- b. clean up the water with a towel
- c. tell your supervisor and avoid this area until it is fixed
- d. ignore the water

Reason: \_\_\_\_\_

**9.** Your supervisor puts boxes in doorways and other places people need to walk. You should ...

- a. leave the boxes where they have been put
- b. tell your supervisor the boxes are dangerous and offer to help move them to a safer place
- c. push the boxes out of the way when you walk past
- d. put the boxes in a change room that hardly ever gets used

Reason: \_\_\_\_\_

**10.** Another worker cuts his hand and starts bleeding. You should...

- a. tell your supervisor immediately
- b. call 000 and the person trained to give first aid
- c. apply pressure to the bleeding
- d. all of the above

# ▶ GETTING INTO THE WORLD OF WORK

CONNECT THE KEY TERMS WITH THEIR DEFINITIONS

**Occupational Health and Safety (OHS):**

**Hazard:**

**Risk:**

**Employee:**

**Employer:**

**Control:**

**Workplace orientation:**

**Workplace training:**

**Workplace supervision:**

**Personal protective equipment:**

Clothing and other equipment to protect workers from workplace hazards

Instructions on how to complete a task or activity correctly and safely

Watching and checking how workers complete tasks to make sure they can do the job correctly and safely

Something that could cause injury, disease or death if not controlled

protecting the safety, health and welfare of people while at work and other members of the public affected by the workplace environment.

Information session or sessions for new workers to make sure they can do the job correctly and safely

The probability that a hazard will cause harm and how serious the harm is likely to be

An organisation or person who hires people to work for them

Removing the hazard or reducing the risk of it causing harm

A person who does work for an employer