

# Charles Campbell College

# Year 10

# Workplace Learning Booklet

# 2016

Name:

Home Group:

**This booklet MUST remain at school**

# Work Experience & Structured Workplace Learning & the Law

List the 3 pieces of Legislation/Acts that protect students whilst on Work Experience and Structured Workplace Learning.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

III \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In a few sentences describe how each Legislation/Act is designed to protect you whilst on Work Experience and Structured Workplace Learning.

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II\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

III\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List 3 Employer responsibilities

I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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List 3 Employee responsibilities

I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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III\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Department for Education & Child Development Child Protection Curriculum states that :**

**1. We all have the right to be safe**

**2. We can help ourselves to be safe by talking to people we trust**.

I. How should you feel in the workplace and why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II. What steps would you take if you did not feel safe on work experience or structured workplace learning?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Health and Safety Laws Crossword

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** |  |  |  |  |  |  | **2** |  |  |  | **3** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **4** |  | **5** |  | **6** |  |  |  |  | **7** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **8** |  |  |  |  |  |
| **9** |  |  |  |  |  |  |  |  |  |  |  |
| **10** |  |  |  | **11** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | **12** |  |  |  |  |

**Task:** Follow the clues below to fill in the blanks

**Across**

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Health and Safety Act 2004.

4. Employers must by law ensure the \_\_\_\_\_\_\_ of their employees.

8. Small particles of stone and sand that can get in your eyes.

10. International distress signal

11. A fracture means a broken or cracked \_\_\_\_\_\_.

12. WorkSafe makes WHS laws to create \_\_\_\_\_\_ workplaces.

**Down**

1. Short for Occupational Health and Safety.
2. There are laws in South Australia to prevent \_\_\_\_\_\_\_ at work.
3. Something required by law is said to be a \_\_\_\_\_\_\_ requirement.

5. There are laws which cover working at heights, to prevent injuries from \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. Safety gloves protect your fingers and \_\_\_\_\_\_\_.

7. Responsibility under the Act is called a ‘\_\_\_\_\_\_\_ of care’.

9. Short for ‘health and safety representative’.

# Workplace Bullying and Harassment Activity

Read the following scenarios and decide if it is an example of bullying or harassment. Explain your answer.

**Scenario 1**

Joe and Dan were having lunch in the staff room. Joe has a magazine that fell out of the newspaper. It is advertising women’s underwear. They are laughing and making jokes about the women’s hot bodies. Lizzie comes into the staff room to eat her lunch. The men glance at Lizzie and then continue their jokes and laughter. Lizzie tells them to grow up. Dan told her not to be such a ‘spoil sport’ and anyway she is just jealous of the models’ hot bodies

**What type of harassment is this and why do you believe this is the case?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scenario 2**

It is a staff meeting. All six members of the team are discussing the current projects. Edwina, the manager, looks at Margaret, and says; ‘You are obviously not coping with your project. You seem very disorganised. If you do not have it under control by Tuesday, I will take the project away from you and you can answer the phones for the rest of the week. I will give that project to someone who is up to it!’ Edwina approaches Margaret a week later in the lunch room in front of her work colleagues and says ‘Margaret I’m still not happy with your work, you obviously have not listened to anything I have said. What will it take to get it through that thick skull of yours?’

**What type of harassment is this and why do you believe this is the case?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Sample Worker Induction Checklist

|  |  |
| --- | --- |
| **Purpose:** To ensure that new workers are thoroughly inducted into the workplace | |
| **Worker Name:** | **Start Date:** |
| **Position/Job** | **Section:** |
| **Manager/Supervisor:** | |
| **General Induction:** | |
| **Introduction**   * Structure of the company – who’s who * Job description and responsibilities * Start/Finish times – meal breaks * Company contact details * Change room and other facilities * Pay details – when and how   **Key People**   * Supervisor * Health and Safety Representative * Co-workers   **Workplace Related Information**   * Personal Security (storage) * After hours access * Harassment and bullying policy | **Health and Safety**   * WHS policy and procedures * Drugs and alcohol * Emergency/evacuation procedure * First aid – location/procedure * Roles and responsibilities for safety * Information on hazards and controls in the workplace * Hazard and incident reporting procedures and location on forms * Correct use and storage of protective equipment   **Job Specific**   * Job specific training eg machinery such as fryers, slicers etc * Specific job related hazards and control methods |
| **Other points raised for follow up:** | |
| **Conducted by (name):** | **Sign: Date:** |
| **Worker:** | **Sign: Date:** |

**Why is induction important before starting Work Experience and Structured Workplace Learning?**

# SAFETY SIGNS – HEALTH AND SAFETY IS IMPORTANT AT WORK

**Match the picture with the correct words**

**  **

**  **

 

1. Beware
2. First Aid
3. Breathing apparatus must be worn
4. Hearing protection must be worn
5. Beware – electricity
6. Eye protection must be worn
7. Gloves must be worn
8. No smoking
9. Fire extinguisher

10.Beware – forklift

# Activity: Hazards & Risk Assessment

1. Choose an industry or type of workplace that you are interested in eg. Manufacturing; Hairdressing; Electrician; Child Care
2. Make a list of hazards that may be present in that workplace eg. Slippery floors from spills; manual handling from lifting loads;
3. Choose 3 hazards and enter them into the table below
4. Read the Information Sheet on the next page
5. Use the Risk Assessment Chart to assess the risk and enter the information on the table below.
6. Write down ways to control the hazards on the table below.

**JOB/INDUSTY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **List hazards associated with the job** | **Identify the risk using the Risk Assessment Chart (on next page)** | **Suggest ways to control the risk** |
| **1.** |  |  |
| **2.** |  |  |
| **3.** |  |  |

# INFORMATION SHEET – Basic Risk Assessment

FOLLOW THE FOUR STEPS

**Step 1: Information**

Gather information about each hazard identified

**Step 2: Likelihood**

Think about how many young people are likely to be exposed to each hazard and for how long.

You need to take into account the different situations/conditions that may exist in your workplace that may increase the **likelihood**, such as a change to operations, inspection, cleaning, maintenance, servicing and repair, new or inexperienced staff.

**Step 3: Consequences**

Use the information to assess the consequences of each hazard

* Fatality
* Major injuries (significant long term effects)
* Minor injuries (usually requiring several days off of work)
* Negligible injuries (maybe first aid)

**Step 4: Rating the Risk**

Use the table below to work out the risk associated with each hazard

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Likelihood of injury or harm to health** | **Insignificant – no injuries** | **Minor – first aid on site** | **Moderate – medical treatment needed** | **Major – extensive injuries** | **Catastrophic - fatality** |
| **Very Likely** | **SIGNIFICANT** | **SIGNIFICANT** | **HIGH** | **HIGH** | **HIGH** |
| **Likely** | **MODERATE** | **SIGNIFICANT** | **SIGNIFICANT** | **HIGH** | **HIGH** |
| **Moderate** | **LOW** | **MODERATE** | **SIGNIFICANT** | **HIGH** | **HIGH** |
| **Unlikely** | **LOW** | **LOW** | **MODERATE** | **SIGNIFICANT** | **HIGH** |
| **Rare** | **LOW** | **LOW** | **MODERATE** | **MODERATE** | **SIGNIFICANT** |

# WORK RELATED INJURY AND ILLNESS

Video :

1. What is a work-related injury?

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1. List 5 examples of work-related injuries.

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1. What should you do if an injury occurs in the workplace?

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# IDENTIFYING, UNDERSTANDING AND CONTROLLING

# WORKPLACE HAZARDS

1. List 3 hazards that you might find in the following workplaces:

Office

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Hotel

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Factory

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Building Site

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1. List injuries that may result from each of the following hazards:

Manual Handling

…………………………………………………………………………………………………………………………………………………………………………………..

Noise

……………………………………………………………………….…………………………………………………………………………………………………………

Hazardous Substances

……………………………………………………………………………………………………………………………………………………………………………………

# PERSONAL PROTECTIVE EQUIPMENT (PPE)

What PPE would you wear if you were a…..

Choose from the following pieces of equipment :

**Face Shield Respiratory Mask Glasses Earplugs**

**Gloves Earmuffs Boots Goggles**

**Helmet Sunglasses Apron Sunhat**

**Sunscreen**

**FIREFIGHTER**

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**PEST CONTROL WORKER**

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**WELDER**

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**KITCHENHAND**

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**CHILD CARE EDUCATOR**

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# Workplace Personal Safety: Sentence Match

**Task:** Draw a line to Pair the sentence fragments.

|  |  |
| --- | --- |
| 1. If you are bullied at work, you should … | … that harms, injures or upsets a person. |
| 1. To reduce work related stress, employers can do things like … | … the location and accessibility of the work site. |
| 1. Stress is usually described as … | … provide information, instruction and training for people who work alone |
| 1. Workplace violence and bullying is an action, incident or pattern of behaviour … | … situations where they are victimised or bullied. |
| 1. A person is alone at work when … | … rotating (sharing) the more boring, repetitive or demanding tasks |
| 1. Employers must take steps to protect employees from … | … a reaction in people to heavy demands, pressures and expectations |
| 1. To reduce the risk of injury or harm to health, employers should … | … inform your supervisor or someone you can trust |
| 1. Things that may increase the risks involved with working alone include | … they can’t be seen or heard by another person. |

# Online Activities:

Go to [www.passporttosafety.com.au](http://www.passporttosafety.com.au)

Click on **login** – enter the pin and password (see your teacher for these, passwords are case sensitive) – and click **login**

Enter your details. Click on **Update my profile** at the bottom of the page.

Select **Safety101** and complete the quiz.

**Print your certificate** on completion of the safety quiz and keep with your workbook.

**For Friday Week 8 -**

Go to [www.safework.sa.gov.au](http://www.safework.sa.gov.au) – Resources Activities and Education ; and complete:

* Hunt for Hazard
* Virtual Hotel
* Virtual Office