

It doesn't hurt to speak up!



Background

Young workers are more likely to be injured at work than any other age group in Victoria. 15 to 24 year olds in all types of employment – casual, part-time, labour hire, work experience, structured workplace learning or apprenticeships – have the highest rate of injury in the state, and their injuries are more likely to result in hospitalisation.

WorkSafe Victoria has developed a range of resources and publications to increase the safety of young workers. This includes three advertisements which show young workers being seriously injured. The purpose of the advertisements is to make young workers aware that 'it doesn't hurt to speak up' if you don't know what to do or how to do it.

The advertisements can be access at

www.worksafe.vic.gov.au/wps/wcm/connect/WorkSafe/SiteTools/About+WorkSafe/Campaigns/# or on the CD Rom, *Young Workers: It doesn't hurt to speak up*.

Overview of the unit

There are 5 activities in this unit:

- Activity 1: It didn't have to happen
- Activity 2: Timeline
- Activity 3: Consequences
- Activity 4: What to say when
- Activity 5: Make your own ad

Each of the activities uses the 'It doesn't hurt to speak up' ads as the focus or stimulus.

It is unlikely you would want to use all these activities with the one group of students but you may like to use two or three. The following activities would go well together:

- Activity 1 and 2
- Activity 2 and 3
- Activity 2 and 4
- Activity 2 and 5
- Activity 4 and 5.

There are obviously a range of other activities that can be done with the advertisements, including using them as a focus for discussion about workplace hazards and young worker safety.

Purpose of the unit

- To develop an awareness of how workplace injuries can occur.
- To develop communications skills and strategies to use in workplace settings to minimise workplace injuries.
- To help young people recognise the far reaching consequences of workplace injuries.

Resource requirements

Activity sheets	<p>Activity 2: Timeline</p> <ul style="list-style-type: none">• Activity sheet 1: Timeline: Stock pot• Activity sheet 2: Timeline: Nail gun• Activity sheet 3: Timeline: Bread slicer <p>Activity 3: Consequences</p> <ul style="list-style-type: none">• Activity sheet 4: Ripples• Activity sheet 5: Consequences <p>Activity 5: Make your own ad</p> <ul style="list-style-type: none">• Activity sheet 6: Story components• Activity sheet 7: Your story
Published material	<p>The 'It doesn't hurt to speak up' advertisements which are on the CD Rom, <i>Young Workers: It doesn't hurt to speak up</i>.</p> <p><i>Safety tips for Young Workers</i> flyer which is also available on the CD Rom, <i>Young Workers: It doesn't hurt to speak up</i>.</p>
Facilities and equipment	<p>Computer</p> <p>Datashow projector</p> <p>Activity 5 – a video camera</p>

Assessment

The activities in this unit are designed to support student learning. The activities align to the learning outcomes listed but may not cover all the elements. If the activities are to be used as assessment tasks, teachers should check the relevant Curriculum Planning Guide to ensure all the elements are covered.

Documentation can be collected to build a portfolio of evidence to be used for the assessment of relevant learning outcomes.

VCAL Unit and level

The activities in this unit support the learning outcomes indicated in the table below.

	Foundation	Intermediate	Senior
Activity 1	WRS 1 - LO 4 WRS 2 - LO 2 OC – LO 1, 2 & 4 PDS 1 – LO 2 PDS 2 – LO 3	WRS 1 - LO 3 & 4 WRS 2 - LO 4 OC – LO 1 & 4 PDS 1 – LO 5 PDS 2 – LO 2	WRS 1 - LO 2 WRS 2 - LO 2 OC – LO 4
Activity 2	WRS 1 - LO 4 WRS 2 - LO 4 N – LO 3 OC – LO 4 PDS 1 – LO 2	WRS 1 - LO 3 & 4 WRS 2 - LO 4 OC – LO 4 PDS 2 – LO 2	WRS 1 - LO 2 OC – LO 4
Activity 3	OC – LO 4	OC – LO 4 PDS 2 – LO 2	OC – LO 4
<i>Extension</i>	<i>R&W – LO 1</i>	<i>R&W – LO 1</i>	<i>R&W – LO 1</i>
Activity 4	WRS 2 - LO 2 R&W – LO 1 PDS 1 – LO 1 PDS 2 – LO 5	WRS 2 - LO 2 R&W – LO 1 OC – LO 3 PDS 1 – LO 5 PDS 2 – LO 5	WRS 1 - LO 2 WRS 2 - LO 2 R&W – LO 1 OC – LO 3
<i>Extension</i>	<i>R&W – LO 1</i>	<i>R&W – LO 1</i>	<i>R&W – LO 1</i>
Activity 5	R&W – LO 1 PDS 1 – LO 1 & 5 PDS 2 – LO 1, 3 & 4	R&W – LO 1 PDS 1 – LO 1 & 2	R&W – LO 1 PDS 1 – LO 1 PDS 2 - LO 5
<i>Extension</i>	<i>R&W – LO 1</i>	<i>R&W – LO 1</i>	<i>R&W – LO 1</i>

Activity 1: It didn't have to happen

The purpose of this activity is to show students that the injury could have been prevented and how.

What to do

Show one of the advertisements, stopping at critical points for discussion. For example, using the *Stock pot* advertisement:

- Stop the ad to the point where the young worker first puts his hands on the pot (00.10) and ask:
 - What might happen next (explore the range of possibilities)?
 - What should or could the young worker have done at this point?
 - What should or could his supervisor or co-workers have done at this point?
- Now show the ad to the point where he has the gloves on and has his hands on the pot (00.18). Ask students
 - What might happen next (explore the range of possibilities)?
 - What should or could the young worker have done at this point?
 - What should or could his supervisor or co-workers have done at this point?
- Show the remainder of the ad. Ask students
 - How could the incident could have been prevented?
- Facilitate discussion about:
 - why the young worker didn't ask what to do or how to do it
 - why the young worker's supervisor didn't provide more guidance
 - students own experiences of unsafe work practices and workplace injuries.

A similar format can be followed with the other ads – Nail gun and Bread slicer.

- Provide an opportunity for students to discuss whether
 - the young worker should have been able to gauge if his/her actions were unsafe and if not, why not
 - the supervisor should have been able to gauge that the young worker didn't have the experience and/or knowledge to undertake the task safely.

Student roles and responsibilities in relation to the activity

Contribute to class discussion.

Listen to the views of others.

Level of teacher support

Facilitate discussion.

Assessment

This is a learning activity. A written or oral report on what went wrong and what the young worker could have done to prevent the incident may cover Reading and Writing Learning outcome 3 or Oral Communication Learning outcome 2. However, teachers are advised to consult the Curriculum Planning Guide for the Literacy Skills Units to ensure all the elements are covered.

Activity 2: Timeline

The purpose of this activity is for students to consider how the incident occurred and how it could have been prevented.

What to do

Students would be best working in small groups or pairs for this activity.

Show one of the advertisements.

Ask students to create a timeline of what happened, noting key actions on their timeline. They might like to use Activity sheet 1, 2 or 3 for this or create their own timeline. If you use the activity sheets in this unit you may like to enlarge them to A3 size to make it easier for students to write on.

Students may need to see the ad a number of times before they can complete the timeline.

Then ask students to consider at what points the actions of the young worker, the supervisor and/or co-workers could have prevented the incident occurring. Students can mark this on their timeline.

Discuss what those actions could be. This could also be marked on the timeline.

Student roles and responsibilities in relation to the activity

Contribute to class and small group discussion.

Level of teacher support

Facilitate discussion.

Provide timeline.

Assessment

This is a learning activity.

Activity 3: Consequences

The purpose of this activity is to show the impact of injuries not only on the worker but on family, friends, co-workers and the employer. This should be linked to student's own experiences and the importance of thinking of possible consequences and how to avoid negative consequences.

What to do

Show one of the advertisements.

Ripples on the pond

Using the concept of the ripples on the pond effect (see Activity sheet 4), discuss how one incident, the injury, can affect a number of people. The young injured worker is the one in the centre.

Brainstorm who else will be effected by the incident and the level of effect of the incident and the injury to the young worker on them. Those who are most effected will be in the next ripple or circle.

Using *Activity sheet 4: Ripples*, students should fill in who would fit in each ring. In particular they should think about family members, co-workers who experienced the incident, friends of the young worker, the employer and, if they think the young person would be at school, the teachers.

Not just for now

Incidents, such as the ones shown in the ads, don't just have a short term impact and consequences. The consequences for the young injured worker are something they will need to deal with for the rest of their lives. However, the consequences for others can also be longer term.

Using *Activity sheet 5: Consequences*, brainstorm what the immediate and longer term consequences will be for those likely to be affected by the injury to the young worker.

Discuss as a group.

Student roles and responsibilities in relation to the activity

Contribute to class and small group discussion.

Consideration of the consequences and impact on a range of people affected.

Level of teacher support

Facilitate discussion.

Provide *ripples* diagram.

Extension activities

Students could be asked to write a story about the consequences for one of those effected, taking into account the immediate impact as well as the long term consequences for them and those around them. This could be done using the first person or as a diary.

Assessment

This is a learning activity.

The extension activity could be used to cover Reading and Writing Learning outcome 1. However, teachers are advised to consult the Curriculum Planning Guide for the Literacy Skills Units to ensure all the elements are covered.

Activity 4: What to say when

The WorkSafe Victoria's advertisements 'It doesn't hurt to speak up' are designed to encourage young workers to speak up if and when they don't know what to do or how to do it. Knowing that it's OK to speak up is the first step, knowing what to say and how to say it is the next step. This activity is designed to give students practice at speaking up.

What to do

Speaking up – the advertisements

Show one of the advertisements and ask students to think about what the young worker could have said or asked and who they could have asked.

Discuss as a group. Write up ideas that students have on what the young worker could have said or asked and strategies that they could have used. Make sure everyone can see these.

Provide students with a copy of the *Safety tips for Young Workers* flyer and ask them to check if it provides any additional ideas about what to ask.

Divide students into twos or threes, depending on the advertisement, and have a person in each pair/group take on the role of one of the characters in the ad and role play with the 'young worker' character asking for assistance or information when they are unsure.

After the role plays, facilitate a group discussion on how it felt to be the 'young worker' asking for assistance. Questions to consider might include:

- Was it difficult to ask?
- How did the 'boss' or 'co-worker' react to being asked for assistance?
- Was there anything that stopped the 'young worker' getting assistance? What?
- Were some ways of asking for assistance more successful than others? Which? Why?

It may be useful to see if one or two of the groups/pairs would like to role play in front of the whole group. This can create further discussion and ideas about how to act and what to say in these circumstances.

Speaking up – your experience

Drawing on students' own work experiences, ask them to develop their own scenarios of incidents where young workers might get injured if they don't speak up. Then ask students to role play the scenarios asking for assistance when they need it.

Student roles and responsibilities in relation to the activity

Take part in role plays.

Listen to the opinions and ideas of others.

Contribute to class and small group discussion.

Level of teacher support

Support students in taking part in role plays.

Facilitate discussion ensuring consideration is given to the difficulty of 'speaking up'.

Extension activities

Students could be asked to write a story about the consequences for one of those effected, taking into account the immediate impact as well as the long term consequences for them and those around them. This could be done using the first person or as a diary.

Assessment

This is a learning activity.

The extension activity could be used to cover Reading and Writing Learning outcome 1. However, teachers are advised to consult the Curriculum Planning Guide for the Literacy Skills Units to ensure all the elements are covered.

Activity 5: Make your own ad

The purpose of this activity is to increase awareness of how workplace injuries can occur.

What to do

Using the 'It doesn't hurt to speak up' advertisements as a model, ask students to work in groups to develop scenarios and scripts that could be used for other ads in the series.

Before writing their own scenarios and scripts, students should analyse the different scenes or parts in the existing ads. *Activity sheet 6: Story components* shows the different scenes or parts of the Bread slicer advertisement. Students can use this as a guide to help analyse the other ads.

Brainstorm possible scenarios.

Each group should choose the scenario they prefer and write it up using the same format as used to analyse the ads. They may like to use *Activity sheet 7: Your story* for this.

When students are happy with the scenario they should begin on the script. They may like to look again at the 'It doesn't hurt to speak up' advertisements to focus on what is said. These ads all have the young workers silently talking to themselves which enables the viewer to gain an understanding of how unsure they are of how to do the 'problem' task.

Students may need to be provided with an example of a script.

Provide time for each group to act out their ads and, if possible, to film them.

Student roles and responsibilities in relation to the activity

Take part in activities.

Contribute to scenarios and scripts.

Work in teams.

Level of teacher support

Facilitate brainstorm.

Provide a model of a script.

Provide advice to individual students or groups in relation to specific tasks when requested by students.

Provide video/film cameras

Extension activities

Students could develop scenarios and scripts which demonstrate how to 'speak up'.

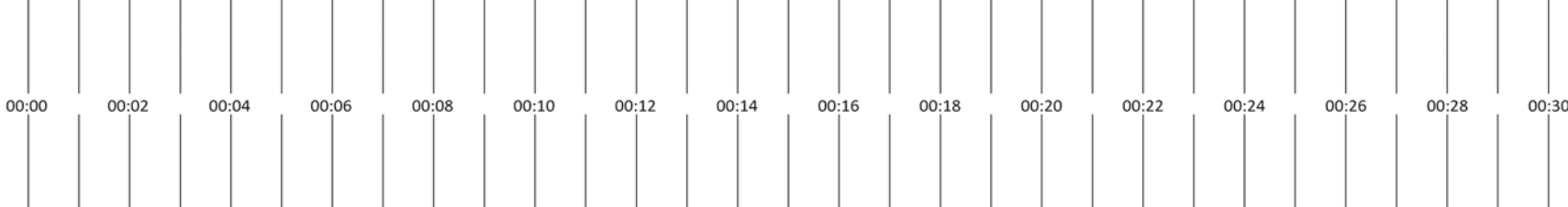
Assessment

These activities could be used to cover Reading and Writing Learning outcome 1. However, teachers are advised to consult the Curriculum Planning Guide for the Literacy Skills Units to ensure all the elements are covered.

Timeline: Stock pot

Critical points
in preventing
incident

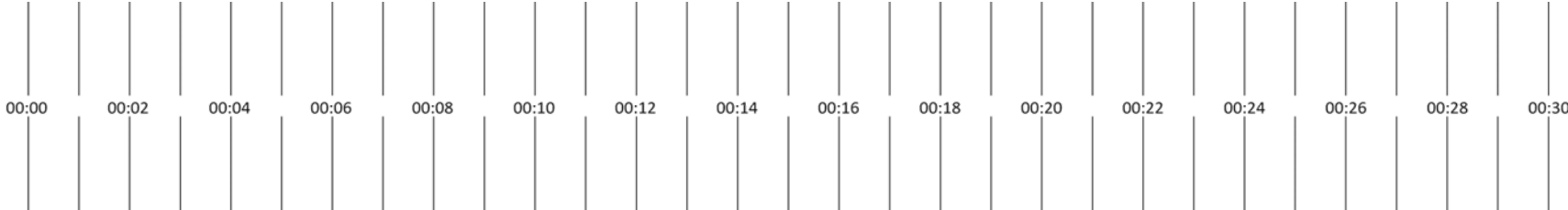
What
happened?



Timeline: Nail gun

Critical points in preventing incident

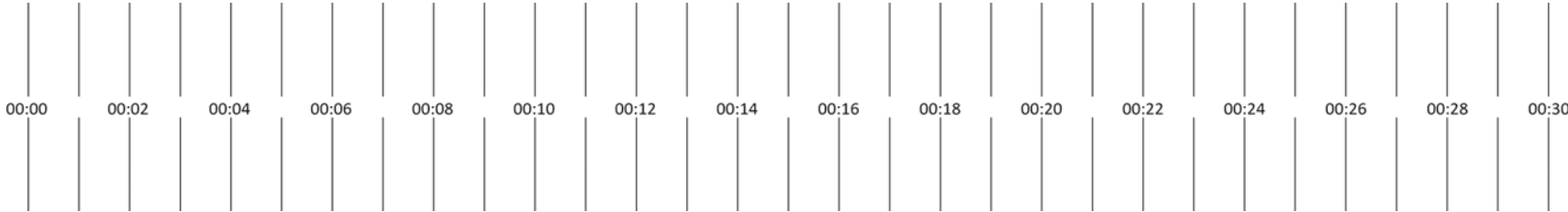
What happened?

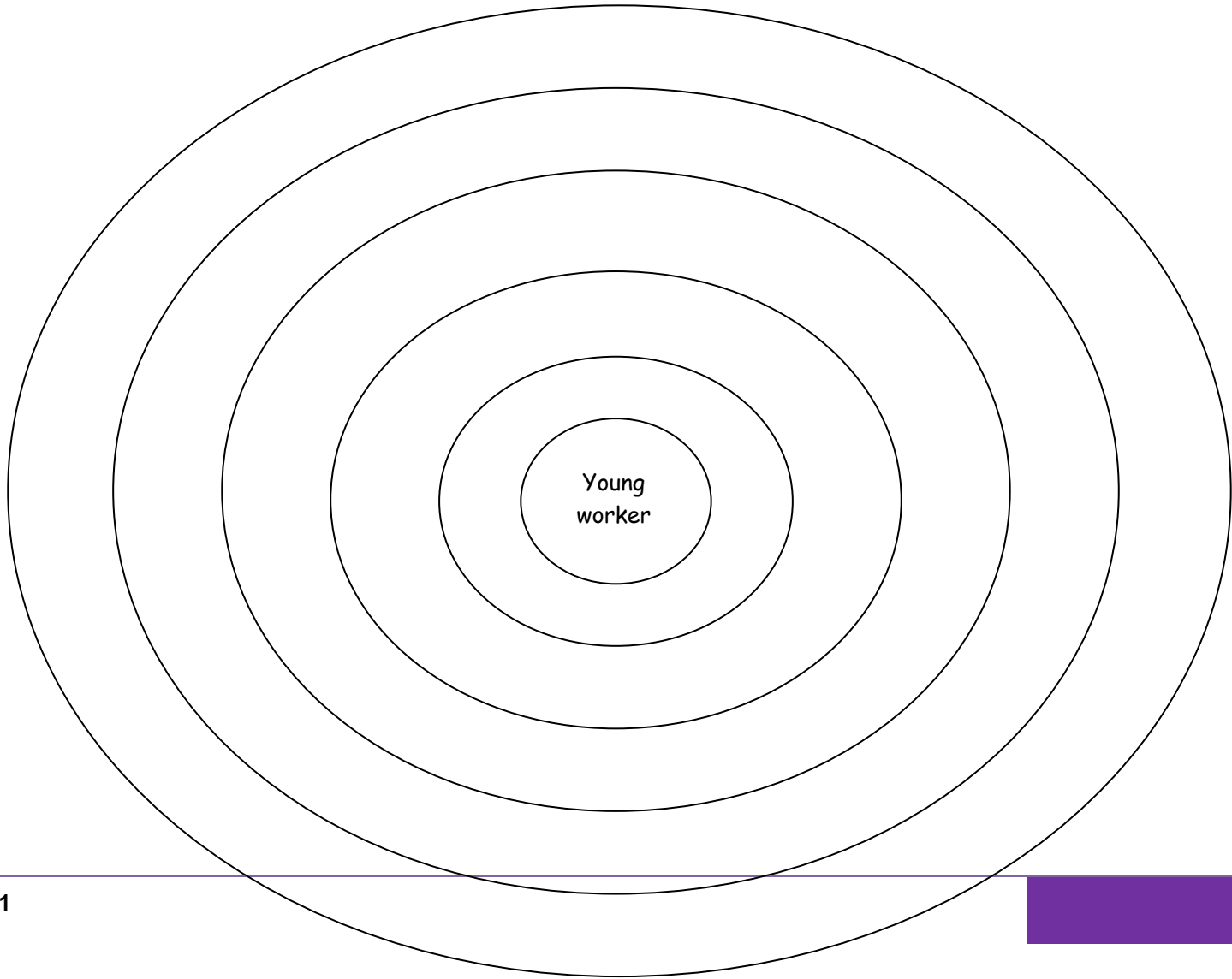


Timeline: Bread slicer

Critical points
in preventing
incident

What
happened?





Consequences

Who will be affected?	How will they be affected <i>immediately?</i>	How will they be affected <i>1 month later?</i>	How will they be affected <i>1 year later?</i>	How will they be affected <i>10 years later?</i>
Young worker				

Story components

Story components	Bread slicer	Stock pot	Nail gun
Where is the story set?	Bakery		
What event/s start the story?	Shows young worker unsure of herself in the job and unsure of how to do work tasks - can't find correct type of bread and feels silly.		
Who are the characters?	Young worker, customer, manager/boss		
What is the problem in the story?	Customer wants bread sliced and young worker unsure of how to do this.		
What happens to the character/s when they have to deal with the problem?	<p>Young worker feel uncomfortable asking her busy (on the phone) boss/manager for help and thinks she can do it herself.</p> <p>Tries to use the bread slicer without asking for help.</p>		
What is the outcome of the problem?	Young worker loses finger in bread slicer.		

Your story

Story components	Your story
Where is the story set?	
What event/s start the story?	
Who are the characters?	
What is the problem in the story?	
What happens to the character/s when they have to deal with the problem?	
What is the outcome of the problem?	