

Young workers' injuries



Background

In Victoria, young workers aged 15 to 24 have the highest proportion of work-related injury – 17% higher than the average across all age groups.

Young workers also have a higher rate of hospitalisation – 21% higher than other age groups. The highest injury rates for young people occur in:

- retail (especially fish shops and takeaway food)
- cafes and restaurants
- manufacturing (particularly in meat products, metal fabrication, wood and joinery sectors), and
- construction (especially plumbing, electrical and carpentry work).

Types of injuries

The most common types of injuries experienced by young people include sprains, strains and muscle tears; lacerations; fractures and burns. Young workers are also more likely to be subjected to bullying and occupational violence.

Injury hotspots

WorkSafe Victoria has developed some online materials which include the *Injury hotspots* for young workers and short case studies of young workers in the retail, hospitality, manufacturing and construction industries. You can find these at www.pief.com.au/pief/hotspots/young%20workers/YW_project_web.html or on the CD Rom, *Young Workers: It doesn't hurt to speak up*.

Cooperative logic problems: *Young workers' injuries*

Overview of the unit

The activities in this section are cooperative logic problems. Cooperative logic problems are a great way to encourage students to work together and problem solve. They also help those participating in the activity to focus on the information presented, and, students find cooperative logic problems fun.

The cooperative logic problems in this unit focus on the injuries young workers are most likely to receive and the industries they are most likely to work in. The first cooperative logic problem is based on the characters in the case studies of four young workers (available at www.pief.com.au/pief/hotspots/young%20workers/YW_project_web.html or on the CD Rom, *Young Workers: It doesn't hurt to speak up*). The second cooperative logic problem uses the same model but different characters and injuries.

Purpose of the unit

- To make students aware of the injuries that young workers are most likely to experience.
- To develop team work skills.
- To develop problem solving skills.

Target group

Young people who have casual, part time or on-going work or are likely to begin work in the near future.

Description of activities

Preparation

Photocopy each of the pieces for the problem. Each problem in this activity has:

- the problem or question to be solved
- the pieces of information to solve the problem
- clues.

You need to have enough sets for students to work in groups of 4 – 6.

Cut up the pieces as indicated and store each set in an envelope or plastic clip top bag. If you intend to use the activity with other groups, you may like to laminate the pieces.

Solving the problem

- Organise students into groups of 4 – 6. Explain that the aim of the activity is to solve the problem or question by working together.
- Place the problem and the information pieces in the middle of the table face up.

- Give each student at least 1 clue card.
- Students read out their clue and as a group, discuss the clue and, based on the clue, manipulate the information cards. Tell students they need to listen carefully to each of the clues.
- The problem is solved when students have read out all the clues (at least once) and are satisfied that the information is organised in the correct order.

A few tips:

- If some students have reading difficulties, pair them with another student who reads well and they can work together jointly on their clues.
- Some students may be tempted to take over and solve the problem themselves. This will leave the other students unengaged and not understanding how the problem was solved. This defeats the whole purpose of the problem solving activity so it's important to make sure all students are involved in reading clues and manipulating the information pieces.

After each group has solved the problem you may like to:

- check that each group has the same answer (although the process is just as important as the answer)
- spend a few minutes discussing the data and how they went about solving the problem.

Student roles and responsibilities in relation to the activity

Listen to each other and share in solving the problem.

Level of teacher support

Preparation of the materials.

Ensure all students are able to participate in the activity and that it is not dominated by one person in the group.

Resource requirements

Activity sheet	Activity sheet 1: Young workers' injury cooperative logic problem 1 Activity sheet 2: Young workers' injury cooperative logic problem 2
Published material	At the completion of the activity, you may like students to access the case studies on www.pief.com.au/pief/hotspots/young%20workers/YW_project_web.html or on the CD Rom, <i>Young Workers: It doesn't hurt to speak up</i>). The second cooperative logic problem uses the same model but different characters and injuries.
Other	Scissors Envelopes or small plastic clip top bags

Assessment

The cooperative logic problems are learning activities.

VCAL Unit and level

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

	Foundation	Intermediate	Senior
Work Related Skills 1	Activities may be used to introduce and reinforce OH&S.		
Work Related Skills 2	Activities may be used to introduce and reinforce OH&S.		
Reading and Writing			
Numeracy			
Oral Communication	LO 4	LO 4	LO 4
Personal Development Skills 1	LO 2 & 5	The activities can be used to introduce and reinforce problem solving and team work.	
Personal Development Skills 2	LO 4	The activities can be used to introduce and reinforce problem solving and team work.	

Problem



Young workers' injuries 1

Match the young worker to their job and the injury they received.

Information to solve problem



Cindy	Kitchen hand	Third degree burns from tipping a vat of hot cooking oil on her right arm and leg.
Indira	Waitress	Serious back injury from slipping over while lifting a heavy case of bottles.
Greg	Apprentice fitter and turner	Loses fingers in a machine not turned off during maintenance.
Jimmy	Apprentice carpenter	Multiple serious injuries, including back and head injuries, after falling from 6 metre scaffolding.

Clues



The kitchen hand didn't injure her back.

Indira is a waitress.

Greg received injuries to only one part of his body.

The apprentice carpenter received multiple serious injuries.

Jimmy and Greg are both apprentices.

Cindy received third degree burns.

The person who lost their fingers was male.

Problem



Young workers' injuries 2

Match the young worker to their job and the injury they received.

Information to solve problem



Joe	Shop assistant	After a night shift where he was the only person on duty, he becomes extremely anxious and nervous. During the shift he had to deal with drunk and abusive customers who threatened him.
Brett	Plasterer	Serious back injury from falling from a trestle without guard rail.
Bree	Apprentice cook	Loses top of finger while slicing vegetables.
Charlotte	Storeperson	Serious back injury from lifting and carrying boxes.

Clues



The shop assistant didn't injure his physical body.

Brett is a plasterer.

Bree didn't injure her back.

The storeperson received a serious back injury.

The apprentice is female.

Joe has become extremely anxious and has trouble concentrating.

The person who received a serious back injury from falling off a trestle was male.