

Transition Unit

1	Title	Student Safety in the Workplace
2	Areas of Study	<ul style="list-style-type: none"> • Work and the Future • Enterprise • Moral Social and Personal
3	Overview	<p>The 15-24 age group is at the highest risk of accidents at work. Safety and health awareness among this age group is generally under-developed. This Transition Unit (TU) challenges the student to develop an increased awareness of safety at work and to show greater responsibility in the work place.</p> <p>‘Student Safety in the Workplace’ introduces students to the principles of safety and health. It is aimed at senior cycle students whose programme of learning includes some form of work experience and those who are actively engaged in part-time or holiday work. The unit is relevant to all students as future members of the work force.</p>
4	Curriculum Links	<p>The ‘Student Safety in the Workplace’ TU is linked to the broader curriculum in several ways, including:</p> <ul style="list-style-type: none"> • All practical subjects at Junior Cert and Leaving Cert where <i>practical safety</i> is central to the learning experience – including Materials Technology Wood, Home Economics, Construction Studies, Technical Graphics, Technology. • Junior Cert SPHE as well as the proposed Senior SPHE programme (<i>well-being</i>) • Junior Cert Business Studies and Leaving Cert Business (<i>managing safety</i>) • Junior Cert and Leaving Cert Science (<i>safety in the lab</i>) • Highly relevant to the ‘Preparation for the world of work’ and ‘Enterprise education’ LCVP link modules • Multiple links to the LCA ‘vocational specialisms’

Eight Sections:

Sections 1 to 6 are classroom based and supported by the 'Choose Safety' work book. A further resource is the Authority's 'Get Safe – Work Safe' online course available through the website <http://hsalearning.ie>. This was developed specifically as a preparation for the world of work for senior cycle students. Individuals can register and participate, or teachers can register groups of learners to the courseware on-line, free of charge and monitor their progress and completion rates online, through a learning management system. e-learning can be accessed day or night, is self-paced and does not require teacher supervision.

Sections 1-6 of 'Choose Safety' are of 20 hours duration. Many of the classroom based activities will be recorded in the student's 'portfolio' of work.

1. *Starting work* – explores young workers' rights, induction, and health and safety laws and responsibilities.
Student Activities include individual exercises, classroom discussion, fast facts and a speed test
2. *Workplace hazards* - introduces the terms 'hazard', 'risk', and 'risk assessment' and also focuses on key hazards in the workplace.
Student Activities include individual exercises, working in pairs, working in groups, classroom discussion, fast facts, brainstorming, and a speed test
3. *Doing your job* – considers effective controls for managing in particular work at heights, workplace transport safety, and chemicals. It also addresses safety in two key work sectors – farming and hospitality.
Student Activities include individual exercises, working in pairs, working in groups, classroom discussion, fast facts, and a speed test
4. *Roles, tasks and you* - addresses the roles of a safety officer and a safety representative, the work environment, and workplace health and well-being.
Student Activities include individual exercises, working in pairs, working in groups, classroom discussion, fast facts, oral presentation, brainstorming, speed test, and poster design
5. *Communicating safety* - learning about communicating health and safety matters and developing skills for discussing these with peers and with colleagues. Students will also learn about the safety statement in Unit 5 and familiarise themselves with safety signs and their meanings.
Student Activities include individual exercises, classroom discussion, fast facts, oral presentation, role play, speed test, questionnaire, and poster design
6. *Reflections* - examines the cost of accidents and ill-health in the workplace and considers some real life cases where lives have been lost or where serious injuries have been suffered. The case studies allow the students to apply the principles learnt earlier in the course. They also serve as final preparation for the realities of work experience
Student Activities include individual exercises, group work, classroom discussion, formal debate, oral presentation, writing a formal letter, role play, speed test, and poster design

Sections 7, 8 are mostly out-of-class activities. Their duration is 25 hours.

7. *Work Experience* - One full week of the school's work experience programme will focus on applying the principles of workplace safety to a real situation. Students will record a reflective diary or choose from other exercises listed below to explore how safety is managed in a real work environment. The diary will become an important element of the student's portfolio of work.

Activities may include:

(Each of the following assumes agreement and cooperation by the employer. In all cases the emphasis will be on the positive and on the promoting of good safety practice and keen awareness of the issues)

Safety Ambassador

Students are appointed as safety ambassador in the workplace to promote awareness / enquiry of safety matters. This may be expanded to include a badge or other symbol to give the position some recognition. Ideally this would be linked with one or two events in the work placement such as some presentation of a safety award to a worker or group of workers. They must also exercise special care regarding safety matters.

Observations

Students observe and record safety in the work placement including – safety controls currently in place, safety issues arising, safety policies under development including training, possible alternatives to current system of work, long term safety measures. Their observations are reported orally to the class (and to the employer, where possible).

Reflective Diary

Students write a daily journal of their experience in their workplace during the work experience placement.

Student Council

Students participating in this TU may discuss with the Student Council or similar, ways to promote safety awareness in the school that may be coordinated and promoted by the council and by the TU students.

Research

Students can design and conduct a survey or a questionnaire on safety matters in the job. Workers and managers can be included in the research.

Interviews

Students may interview individual or groups of workers and managers (or the safety representative) to record their awareness of safety at the workplace. The interview could record on tape, on video or through a webcam or by transcript.

Media

The interviews or research outcomes could be presented as a radio or video documentary or news report.

Presentation

Students record safety matters using non-verbal media such as a photo collage, sketches, models etc.

Awareness Campaign

Students design a poster, a TV or radio ad or a web-based promotional campaign to encourage safety awareness. There may be links to the 'student journal' or to the 'school magazine' or school radio station.

		<p>Safety Day Students may plan, design and coordinate a safety awareness day for the whole school or for a year group where the key issues of safety, health and welfare are promoted and explained.</p> <p>Role play Students write and act out a key scene based on a safety matter that may arise in the workplace. This may be a short drama, a mime or dance or similar.</p> <p>Art A painting, sculpture, model, song, poem or short story based on safety at work.</p> <p>Guest Speaker A prominent local person or past pupil with practical experience of safety issues may address the class and provide an insight into how safety, health and welfare issues impact on their business, sporting or personal lives.</p> <p>Other The teacher or the class group may decide another activity appropriate to the students' abilities and interests that promote understanding of safety, health and welfare issues.</p> <p><i>7.a (Where Work Experience is not a viable option for the school / student) – An in-depth study and analysis of the school's safety and health management system including interviews with the principal and other key personnel can be carried out.</i></p> <p>8. <i>Analysis</i> - Students work alone and in groups to prepare oral and written reports on safety lessons learnt during their week's work experience. This will be presented in class (time allowing) and added to the portfolio of work.</p> <p>Note: Sections 7 and 8 can be taken before 4, 5 and 6 if that suits the work placement arrangements in the school. That is, the work experience placement may take place before the 'Choose Safety' text is complete. It is preferable that students consider Units 1 to 3 on hazards, risks and controls before experiencing the workplace.</p> <p>The accompanying 'Choose Safety' workbook includes over 70 student activities that encourage reflection, analysis and debate on the issues raised. The 'Get Safe – Work Safe' e-learning courseware provides up to four hours of online learning.</p>
6	Breakdown of the Transition Unit	<p>The 'Choose Safety' text is a 20-hour course that may be taught over the full school year (one period per week) or blocks of periods to suit the dynamics of the overall programme (such as Transition Year).</p> <p>The 'Get Safe – Work Safe' e-learning course is suitable for the same cohort of learners. This resource can be taken as introduction to all of the key elements of the learning or as a summary at the end of the TU. Equally individual lessons can be presented from time to time to supplement the classroom and work experience activities. In every case the e-learning course can be completed as a classroom activity or as a form of homework.</p>

		<p>The Transition Unit is a 45-hour programme incorporating the 'Choose Safety' text, the 'Get Safe – Work Safe' e-learning course and one of the following two options:</p> <p>a) One week of the school's work experience programme during which the lessons learnt can be applied to real life situation</p> <p>OR</p> <p>Investigating the safety and health system in the school or in a neighbouring enterprise. (This may suit those schools or those students unable to participate in a work experience programme during the school year).</p> <p>b) Completion of at least one of the activities outlined in section 5 above.</p>
7	Aims	<p>The transition unit aims to:</p> <ul style="list-style-type: none"> • Develop the student's understanding and knowledge of workplace safety, health and welfare issues • Encourage participation by young workers in the design and operation of safe places of work • Develop an understanding of well-being and work-life balance • Reduce the incidence of accident and injury in the work place within this high risk age group
8	Learning Outcomes	<p>On successful completion of this transition unit, students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and categorise hazards <input type="checkbox"/> Estimate levels of risk <input type="checkbox"/> Plan appropriate control measures <input type="checkbox"/> Recognise where responsibilities lie <input type="checkbox"/> Explain the effects of mismanagement of safety <input type="checkbox"/> Communicate concerns regarding safety <input type="checkbox"/> Make proposals on how safety can be improved <input type="checkbox"/> Access safety information online and elsewhere <input type="checkbox"/> Show an increased consciousness of safety in day to day life <input type="checkbox"/> Understand the value of work/life balance
9	Key Skills	<p>Information Processing</p> <p>Students may complete the Authority's 'Get Safe – Work Safe' e-learning course available on the educational website: http://hsalearning.ie</p> <p>Students will research and assess media reports, court reports and case studies presented in the text. They will tabulate and evaluate data and other facts relating to safety.</p>

		<p>Communicating There is a strong emphasis on oral presentations of projects, on interviews and on classroom discussion. The skills involved in discussing safety matters with peers and with superiors are developed in the course.</p> <p>Being Personally Effective Successful graduation from the course requires satisfactory completion of most of 70 student activities. Many of these include contact with other students as well as teachers and members of the local business community. Effective organisational skills will be required to design and conduct questionnaires and surveys as well as the completion of a 'major assignment'.</p> <p>Critical and Creative Thinking Students will analyse more than twenty scenarios and case studies presented in the 'Choose Safety' resource. The same reflective analysis is applied to the student's own lives and experiences of work.</p> <p>Working with others Many of the activities involve paired or group work. Most involve personal interaction with others including those in authority. Paired work, group discussions and class debates require further work with others. The core philosophy of the course centres on the importance of working together to ensure a safe place of work. The week's work experience is a further opportunity to develop the students' interpersonal skills.</p>
10	Methodologies	<p>A wide range of active learning techniques are deployed to stimulate learning. These include e-learning, role plays, research, surveys, paired worked, individual assignments, reflective diary, case study analysis, classroom discussion, brainstorming, poster design, letter writing, interviews, team debates, written and oral reports, peer assessment, and web-site searches.</p>
11	Assessment Methodologies	<p>Students' learning is assessed by end-of-unit speed tests, completion of individual and group activities including questionnaires and the completion of a major assignment requiring research and analysis of a safety related matter. All of the student's work will be presented as a portfolio of work and subject to assessment by the teacher.</p> <p>Formative assessment techniques will include peer assessment and teacher assessment of the student's oral and written reports. The skills developed during the work placement will be assessed by the student, by the employer and by the co-ordinating teacher.</p>

12	Evaluation	<p>Completion of the 'Student Safety in the Workplace' Transition Unit may be evaluated by several methods including:</p> <ul style="list-style-type: none"> • Presentation of a student 'portfolio of work' which may include answers to a number of the assignments set in the 'Choose Safety' workbook • Student Reflective Diary completed prior to, during and after work experience • End of unit 'Self Evaluation' • Student interviews • Completion of 'Get Safe – Work Safe' e-learning course • Completion of one or more of the activities outlined in Section 5 above.
13	Resources	<p>Choose Safety textbook for Teachers Choose Safety workbook for students 'Get Safe – Work Safe' e-learning courseware on http://hsalearning.ie</p> <p>'Health and safety matters for students on work experience - a short guide for teachers'</p> <p>Copies of the above publications are available to download from http://www.hsa.ie/eng/Education/Teacher_Support_and_Resources/</p> <p>Hard copies of the Choose Safety workbooks may be obtained via Kilkenny Education Centre e-mail kecsec@eircom.net</p> <p>For further information on any of the above e-mail educationunit@hsa.ie</p>