Sample virtual program: Stage 5 Agriculture, general content, work health and safety

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| Guiding question |  |
| What are your students going to learn? (Objectives) | A student:**AG5-3** explains the interactions within and between the agricultural sector and Australia’s economy, culture and society**AG5-4** investigates and implements responsible production systems for plant and animal enterprises**AG5-13** applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery |
| How are they going to learn it? (Resources and Strategies) | **Resources**Farm safety risks and hazards <https://www.betterhealth.vic.gov.au/health/HealthyLiving/farm-safety-risks-and-hazards> Shifting the safety culture on farm <https://www.farmsafe.org.au/A-Guide-to-Improving-Safety> Farm safety series: assessing stockyard risks <https://www.youtube.com/watch?v=mk_sjfJSr-w&t=2s> **Strategies**This unit can be completed independently by students with minimal to no synchronous involvement by the classroom teacher. However, there are opportunities for discussion about safety in every lesson. Students will research farm safety statistics and information to get a better understanding of the hazards on Australian farms. Using this information they will reflect on their practices on the school farm to apply this knowledge in assessing processes and creating safety awareness for other students.  |
| Target date for completion | Within 2 weeks (3-4 X 60 minute lessons)  |
| How are you going to know that they learned it? (Success criteria) | Lessons 1. Common hazards and causes
2. Risk assessment
3. Safety Campaign
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| Collecting evidence of student learning (Verification) | Using the schools online platform of choice, students will be required to submit the following:* Completed school farm hazards table and statistics information
* Completed risk assessment with diagram
* Safety campaign for students
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| Feedback (Evaluation) | Format to be communicated clearly by teacher, whether it is by emailing comments or annotations on documents, upload of media/audio via online platforms or a blended approach.  |
| Communication | Teachers are able to gauge the progress of the tasks via the schools online platform. Submission dates for each task may be useful as opposed to one final due date. Students can pose questions/clarifications directly to teacher via email or online platform Scaffolds for each task may be posted by the teacher to help clarify specific requirements for each activity.  |

**Resources**:

Farm safety risks and hazards <https://www.betterhealth.vic.gov.au/health/HealthyLiving/farm-safety-risks-and-hazards>

Shifting the safety culture on farm <https://www.farmsafe.org.au/A-Guide-to-Improving-Safety>

Farm safety series: assessing stockyard risks <https://www.youtube.com/watch?v=mk_sjfJSr-w&t=2s>

## Lesson sequence

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|  | Title | Overview |
| 1 | Common hazards and causes.  | * Research the different types of hazards that can be on Australian farms using the resources [Farm safety risks and hazards](https://www.betterhealth.vic.gov.au/health/HealthyLiving/farm-safety-risks-and-hazards), [Shifting the safety culture on farm](https://www.farmsafe.org.au/A-Guide-to-Improving-Safety) and [Farm safety series: assessing stockyard risks](https://www.youtube.com/watch?v=mk_sjfJSr-w&t=2s)
* Using the ‘common hazards’ section of [Farm safety risks and hazards](https://www.betterhealth.vic.gov.au/health/HealthyLiving/farm-safety-risks-and-hazards), create a table with two columns; ‘hazards type’ in column A and ‘school farm hazards’ in column B. Place all the bolded words in column A and identify areas of the school farm where these hazards may occur in column B. For example, animals- cattle crush, yards, feeding areas.
* Research statistics on farm related injuries and deaths and the common causes and age groups. Use these statistics to create an infographic or mind map to present the data.
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| 2 | Risk assessment  | * For one area or task performed on the school farm, use the steps outlined in [Farm safety series: assessing stockyard risks](https://www.youtube.com/watch?v=mk_sjfJSr-w&t=2s) to create a risk assessment. Identify the possible hazards in the area, assess the risks associated, provide a range of possible solutions to prevent or minimise the risk and detail a recommendation for reviewing the assessment into the future.
* Create a diagram or use a photo to identify the main hazards within the area.
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| 3 | Safety Campaign  | * Create a safety campaign to be used on the school farm to alert younger students of the possible dangers. The campaign needs to include:
	+ at least one safety poster for an area of production on the farm,
	+ a set of safety rules that should be followed when working on the school farm and
	+ a short presentation that can be delivered by the classroom teacher to inform students about farm safety in Australia and why safety matters on the school farm. This presentation needs to be engaging for students 11-14 years old, and run independently of the teacher (for example, a video presentation, PowToon, or timed PowerPoint).
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