# Stage 5 Industrial technology – virtual lessons – risk assessment

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| Guiding question |  |
| What are your students going to learn? (Objectives) | **IND5-1**   * identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies |
| How are they going to learn it? (Resources and Strategies) | Students complete worksheets (attached). These can be delivered electronically (email or through an online learning platform) or printed and given to students. |
| Target date for completion | 2 weeks |
| How are you going to know that they learned it? (Success criteria) | Lesson outlines   1. **Risk assessment**   Risk assessment is a systematic examination of safety in the workplace. The aim is to:   * Identify hazards * Assess injury severity and likelihood * Implement control measures to reduce or eliminate the risks   We do this to try and improve the overall safety for all people, whether that be in a school environment, another place of work or your home.  Risk assessments assess the safety hazards across the entire workplace and consider the controls necessary to minimise the risk for all the different activities taking place.  In this task students carry out a Job Safety Analysis (JSA) which is very similar to a risk assessment, they focus on the construction stage of the teacher’s task of choice and the hazards associated with that task.   1. **Completing the JSA**   Students consider the process that they will undertake to produce their item. They break this down into 10 -12 steps of construction for larger projects, or fewer for smaller projects and use the table provided to identify the potential hazards and what can be done to minimise the risk.  Students use the risk assessment matrix provided to identify the level of risk before and after the implementation of safety controls. |
| Collecting evidence of student learning (Verification) | Students complete worksheet (attached). This can be submitted to the teacher by the due date electronically (email or through an online learning platform) or printed and handed in. |
| 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 choice of 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. |

### Risk assessment matrix

| Empty cell | Very likely | Likely | Unlikely | Highly unlikely |
| --- | --- | --- | --- | --- |
| Fatality | High | High | High | Medium |
| Major injury | High | High | Medium | Medium |
| Minor injury | High | Medium | Medium | Low |
| Negligible injury | Medium | Medium | Low | Low |

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| **Project name** |  | **Date** |  |
| **Student Name** |  | **Class** |  |

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| Procedure (in steps) | Possible Hazards | Risk level | Control measures | Final Risk Level |
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