

Workplace health and safety posters – design your own



Background

This unit is about posters – particularly workplace health and safety posters. In many workplaces there are posters about using machines safely, dangerous areas, faulty equipment and so on. WorkSafe Victoria also produce posters to raise awareness of health and safety issues.

What makes you look at some posters and not at others? Is it the heading, are you interested in the content, do the colour and graphics catch your eye?

Overview of the unit

The activities in this unit are based around workplace health and safety posters and cover getting the message from posters as well as designing and producing your own poster. There are 2 activities in this unit:

- Activity 1: What's it all about? And, who's it for?
- Activity 2: Create a poster

Purpose of the unit

To increase awareness of workplace health and safety, particularly for young workers.

To develop critical literacy, including visual literacy skills.

Resource requirements

Activity sheets	<p>Activity 1: What's it all about? And, who's it for?</p> <ul style="list-style-type: none">• Activity sheet 1: <i>OHS posters</i>• Activity sheet 2: <i>Is it effective?</i> <p>Activity 2: Create a poster</p> <ul style="list-style-type: none">• Activity sheet 3: <i>Rate your poster</i>
Other material or resources	<p>A large (A1) version of the <i>BodyOMatic</i> poster is available to download at the SAFE-T1 website – www.safe-t1.net.au (Teacher or Student Resource Centre - Generic resources under Awareness/Reference materials - www.safe-t1.net.au/bodyomatic-poster.html)</p>

Facilities and equipment

Activity 2 – Students may need to access the internet to research information for their poster.

Access to a computer and appropriate software will be required for those students who wish to design and produce a poster on the computer.

Assessment & curriculum alignment

The activities in this unit are designed to support student learning but may also be used for assessment purposes. The activities support the learning outcomes listed in the table below but **may not cover all the elements**. If the activities are to be used as assessment tasks, teachers should **check the relevant curriculum document**, e.g. the VCAL Curriculum Planning Guides, to ensure all the elements are covered and the activity is consistent with the unit purpose statement.

While documentation from undertaking the activities in this unit can be collected to build a portfolio of evidence to be used for the assessment of relevant learning outcomes, students will need to demonstrate competence of a learning outcome on more than one occasion and, wherever possible, in different contexts, to ensure the assessment is consistent, fair and equitable.

	VCAL Foundation	VCAL Intermediate	VCAL Senior	VELS	Primary e-phase
Activity 1: What's it all about? And, who's it for?	WRS 1 – LO 2 WRS 2 – LO 2 OC – LO 4 R&W – LO 6 or 7 or 8	WRS 1 – LO 2 OC – LO 4 R&W – LO 6 or 7 or 8	WRS 1 – LO 2 R&W – LO 6 or 7 or 8	English	Explore
Activity 2: Create a poster	OC – LO 4 WRS 1 – LO 2 WRS 2 – LO 2, 5 & 6 PDS 1 – LO 2	OC – LO 4 WRS 1 – LO 2 WRS 2 – LO 1, 2,3, 4 & 5 PDS 1 or 2 – may be used in conjunction with other activities to cover some learning outcomes	PDS 1 or 2 – may be used in conjunction with other activities to cover some learning outcomes	Design, Creativity and Technology	Explain

Activity 1: What's it all about? And, who's it for?

This purpose of this activity is, firstly, to increase awareness of workplace health and safety and, secondly, to develop critical literacy skills, particularly in relation to visual literacy.

What to do

For this activity you need at least two different posters on aspects of workplace health and safety. You will find four posters produced by or for WorkSafe Victoria in *Activity sheet 1: OHS posters*.

With the students, choose a poster and, as a group, discuss:

- What message is the poster is trying to get across?
- Is the message clear?
- Who is the audience for the poster?
- Who might have produced the poster?
- Why might they have produced it? (Students may initially see this as being the same as what is the message. You may need to ask them follow up questions eg. Why don't they want people to be hurt at work?)

You may like to write up the students' ideas so they can all see them. This will assist them when they come to work in small groups to look at another poster.

Now get students to think about the design and graphics. Discuss questions such as:

- What are the main colours used? What impact do they have? Who are they meant to appeal to or have an effect on?
- What graphics or photos are used? What impact do they have? Who are they meant to appeal to or have an effect on?
- What fonts are used? Are some fonts more formal or serious than others? Are they meant to appeal to different audiences?
- Are there any words used? If so, what do they tell you about workplace health and safety?

Posters can use a range of techniques to get across their main message. These can include humour, shock, information. Discuss what the main technique used in this poster is.

Overall do the students think the poster is effective? Ask them to give the poster a rating. 5 stars for a really, really fantastic poster; 1 if they don't think it's at all effective. You may like to put the posters on the wall and ask students to vote by putting stars on them.

Working in small groups or individually, students should consider the same questions in relation to another, quite different, poster. They may like to use *Activity sheet 2: Is it effective?*

To finish the activity, you might like to ask students to vote for the most effective poster overall.

Student roles and responsibilities in relation to the activity

Listen to each other.

Contribute to class discussion.

Take on a role and show responsibility consistent with the level of VCAL they are undertaking.

Level of teacher support

Provide OHS posters or access to them.

Facilitate discussion.

Provide support appropriate to the level of VCAL the students are working at.

Assessment

This is a learning activity. This activity could be used to support the learning outcomes as indicated in the table on page 2.

If the activity is to be used as an assessment task, teachers should check the relevant curriculum document, e.g. the VCAL Curriculum Planning Guides, to ensure all the elements are covered and the activity is consistent with the unit purpose statement.

Students working at a Senior level would be expected to work more autonomously on the activities.

Activity 2: Create a poster

This activity is designed to further develop awareness of OHS, either generally or of a specific issue. It would be best undertaken after *Activity 1: What's it all about? And, who's it for?*

What to do

For this activity students can work in small groups or individually to design and produce their own workplace health and safety poster.

First students need to decide what message they want to get across (the purpose) and who they want to get it across to (the audience). Some students may want to focus on general awareness of workplace health and safety, others may choose an industry or job area and others a hazard.

They may need to research information for their poster. The WorkSafe Victoria website has a range of information about OHS topics and hazards as well as industry specific information. The website can be accessed in the Safety and Prevention tab at www.worksafe.vic.gov.au.

Ask students to think about which posters they found effective when they were doing Activity 1 and why. They should think about design, graphics, fonts, colour as well as the words to use.

The poster could be designed and developed on the computer, drawn or painted but they may like to do a rough one first – just to see what their ideas look like on paper or the screen.

When students have finished their posters, have them rate the posters in the same way as they rated the posters in Activity 1 or ask them to rate their own poster using Activity sheet 3.

Set up a gallery to display the posters or use them in classes where students are preparing for work experience.

Student roles and responsibilities in relation to the activity

Work cooperatively, if working in teams, listening to the views of team members, contributing ideas and, where necessary, negotiating with other team members.

Contribute to the planning and development of the poster.

Take on a role and show responsibility consistent with the level of VCAL they are undertaking.

Level of teacher support

Facilitate discussion.

Provide encouragement.

Provide copies of posters, if required.

Provide access to the internet, computer and relevant software, if required.

Provide support appropriate to the level of VCAL the students are working at.

Assessment

This is a learning activity. This activity could be used to support the learning outcomes as indicated in the table on page 2.

If the activity is to be used as an assessment task, teachers should check the relevant curriculum document, e.g. the VCAL Curriculum Planning Guides, to ensure all the elements are covered and the activity is consistent with the unit purpose statement.

Students working at a Senior level would be expected to work more autonomously on the activities.

OHS posters

A large (A1) version of the *BodyOMatic* poster is available at the SAFE-T1 website – www.safe-t1.net.au (Teacher or Student Resource Centre - Generic resources/*BodyOMatic* poster).

BODY O MATIC®

REPLACEMENT PARTS FOR EVERY BODY.

FACE UP TO THESE HOT DEALS!

RIGHT EAR WBS10119
You've never heard an offer like this one. Ears to suit any budget.
LEFT EAR: WBS10118

EYES WBS02617
An eye for an eye. This deal won't last forever.
BROWN EYES: WBS02618 GREEN EYES: WBS02619

NOSE WBS10021
Cut off your nose to spite your face?
FAIR NOSE: WBS10022 DARK NOSE: WBS10023

SMELL OUT A BARGAIN!

RIGHT HAND WBS10020
Need a hand these days? Our designer paws can help.
LEFT HAND: WBS10024

FIVE FINGER DISCOUNT!

LEFT ARM WBS10026
This baby won't cost you an arm and a leg – just an arm will do.
RIGHT ARM: WBS10028

BIG TOE WBS10025
Unlike your previous toe, this little piggy will always make it home.
LITTLE TOE: WBS10029

SUPER SAVINGS ON APPENDAGES!

RIGHT FOOT WBS21011
Our selection of new and used feet will put a spring in your step.
LEFT FOOT: WBS21014

ANTI-SLIP

RIGHT THUMB WBS10071
Give workplace safety the thumbs up!
LEFT THUMB: WBS10072

BODY O MATIC®

AVAILABLE AT YOUR NEAREST BODY-O-MATIC!

If only it was this easy to stay in one piece.

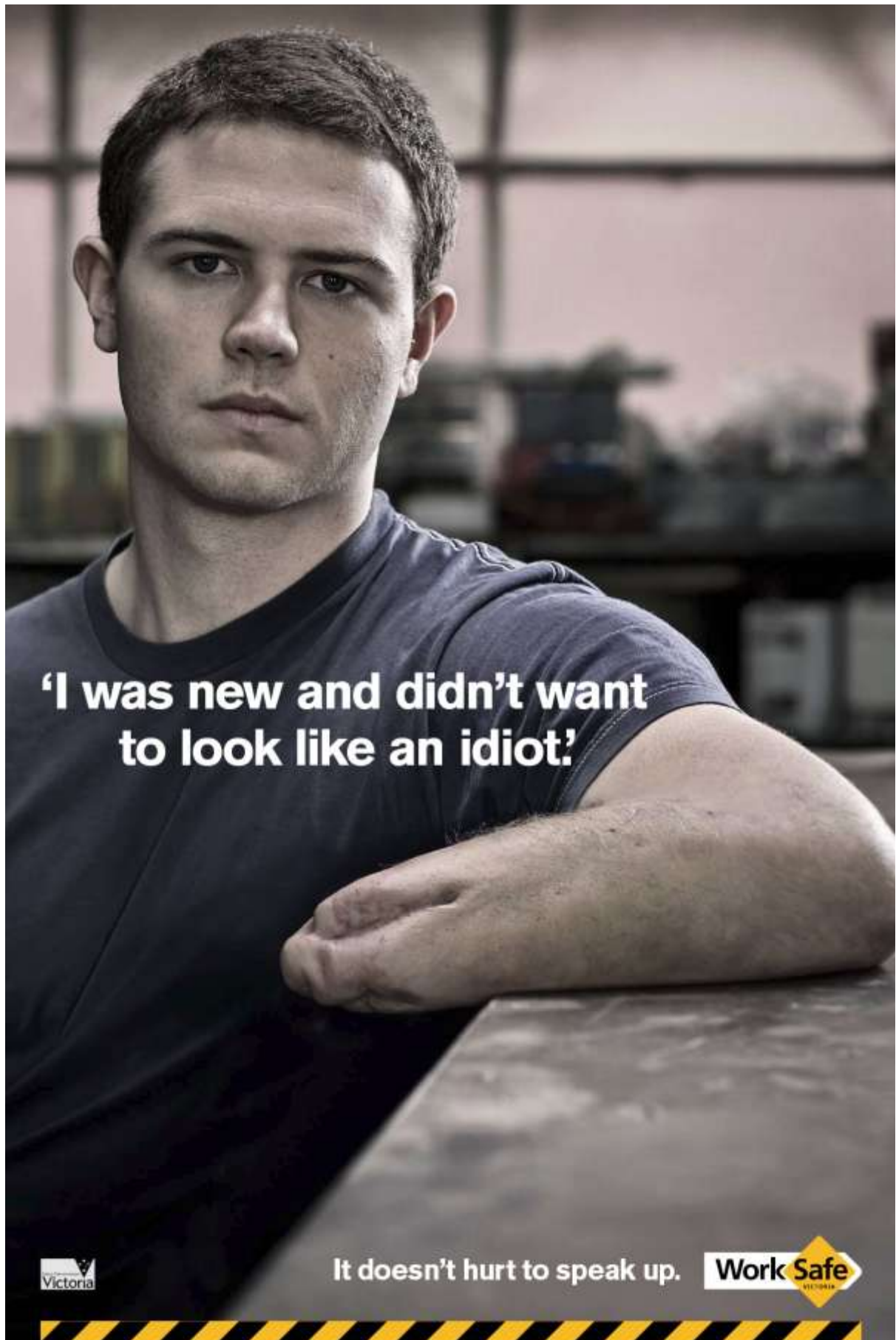
If you're aged between 15 and 24, you're more likely to be injured at work than any other age group. Just ask for help or training if you're not sure how to do something safely. After all, what do you have to lose? For free confidential safety advice call 1800 136 089, email info@worksafe.vic.gov.au or visit worksafe.vic.gov.au

Victoria **WorkSafe** SAFETY



SPEAK UP! BE WORK SAFE.

RESEARCHED BY THE UNIVERSITY OF MELBOURNE
AND THE UNIVERSITY OF WYLLINGBOROUGH



**'I was new and didn't want
to look like an idiot.'**



It doesn't hurt to speak up.





**‘I thought I’d look stupid
if I asked again.’**

It doesn't hurt to speak up.



Is it effective?

Activity sheet 2

Poster:



Purpose

What message is the poster trying to get across?

Is the message clear? Why?

Who might have produced the poster?

Why might they have produced it?

Audience

Who is the audience for the poster?

Design

What are the main colours used?

What impact do they have?

Who are they meant to appeal to or have an effect on?

What graphics or photos are used?

What impact do they have?

Who are they meant to appeal to or have an effect on?

What fonts are used?

Are some fonts more formal or serious than others?

Are they meant to appeal to different audiences?

Are there any words used? What are they?

If so, what do they tell you about workplace health and safety?

Rate it

Rate the poster

5 stars for a really fantastic poster; 1 for a really bad one and a dog for an even worse one.



Why did you give it that rating? Write 2 sentences explaining your rating.





Purpose

What message is the poster trying to get across?

How well does it do this?

5 stars for a really fantastic poster; 1 for a really bad one and a dog for an even worse one.



Audience

Who is the audience for the poster?

How appropriate is the poster for the audience?

5 stars for a really fantastic poster; 1 for a really bad one and a dog for an even worse one.



Design

What are the main features of the design you used? (e.g. colour, graphics, font, white space, etc)

How effective are they for the audience and the message you are trying to get across?

5 stars for a really fantastic poster; 1 for a really bad one and a dog for an even worse one.



Overall rating

Rate your poster

5 stars for a really fantastic poster; 1 for a really bad one and a dog for an even worse one.



Why did you give it that rating? Write 2 sentences explaining your rating.

