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WorkCover
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VICTORIAN
APPLIED
LEARNING
ASSOCIATION

Free-Wheeling: Teacher resource

Summary

This unit provides teaching materials for the graphic novel and digital story, *Freewheeling*.

The story is about Jacqui who lives on a farm that is a family business. Her dad is busy on another part of the farm so she must attend to the horses. She rides a quad bike over to the stables without a helmet. On her way back from the stables, it is starting to get dark. Jacqui hits a ditch and falls off the quad bike, hitting her head on a rock. The story raises issues around working alone, the risks of using quad bikes, the importance of personal protective equipment, and working on farms in general.

These teaching materials are designed to support and extend the issues covered in the story. They include discussion questions, research ideas and applied learning activities. Activity sheets are provided for students to support the teaching materials.

The materials are designed to cover aspects of the Work Related Skills units of VCAL and can be used, with adjustment, across the VCAL levels.

Purpose

For students to develop an understanding of the risks of using quad bikes, an awareness of other safety issues on farms as workplaces, the importance of personal protective equipment and the need to follow farm safety procedures.

Background

Farmers and farm workers are more likely to be seriously injured or die at work than in other Victorian workplaces. The farming industry employs about 3% of the Victorian workforce, however it accounts for approximately one-third of workplace deaths across the State.

Quad bikes

Quad bikes can roll over in any direction — to the front, side or rear. Rollover can occur suddenly, even at low speeds, putting the operator at risk of injury or death from being thrown from the vehicle, trapped, and/or crushed beneath it.

You can find more about quad bike safety in [Quad Bikes on Farms](https://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/quad-bikes-on-farms) ([worksafe.vic.gov.au/forms-and-publications/forms-and-publications/quad-bikes-on-farms](https://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/quad-bikes-on-farms)).

You can find more information about [safety on farms](https://www.worksafe.vic.gov.au/safety-and-prevention/your-industry/farming) on the Victorian Workcover Authority website at [worksafe.vic.gov.au/safety-and-prevention/your-industry/farming](https://www.worksafe.vic.gov.au/safety-and-prevention/your-industry/farming).

Discussion questions

You may like to use the following questions to facilitate discussion before or after students have read or viewed *FreeWheeling*. Take time to discuss the issues before the students undertake the research or applied learning activities.

Working on a farm

- What kind of injuries happen on farms?
- Who gets injured on farms?
- On the farm, how does a farmer's responsibilities compare to a fathers?
- What issues are there with working alone on a farm?

Quad bikes

- What is a quad bike?
- What accidents might happen with a quad bike?
- What could people do to prevent getting hurt when riding a quad bike?

Personal protective equipment

- What is personal protective equipment or gear?
- What personal protective gear have you used at home or work?
- What are some different types of personal protective gear and what are they used for?
- What are some problems with relying on personal protective gear for safety?

Personal experience

- Have you ever felt a need, or even pressure, to do a task that you thought was unsafe?
 - Describe why.
 - Describe what would have happened if you did do the task more safely.
- Have you ever ignored safety instruction from a boss or parent? If so, why?
- Do you know anyone that operates a business from home? What could be some of the risks of working in a business at home?

‘What’s going on?’

Activity 1: What’s it all about?

Students discuss the following questions about the events in *Freewheeling* and write answers on activity sheet 1.

- What Jobs does Jacqui’s dad ask her to do?
- What are the two vehicles Jacqui has to choose from? Which would be the safer option?
- Why does Jacqui take the quad bike?
- What else could Jacqui’s dad have done to make sure she always wears her helmet when riding the quad bike? (verbal instructions aren’t always enough to get people to follow workplace safety procedures).
- What were some of the factors that caused the incident?
- How could the incident have been prevented?
- If Jacqui was seriously injured, what might the consequences be for her?
- What might be the consequences for her dad if she was seriously injured or killed?

Activity 2: Hazard map

Students draw a map of Jacqui’s farm (see activity sheet 2), and plot Jacqui’s movements in the story. On the map, students label possible hazards that Jacqui could have been exposed too. E.g. riding quad bike on the bad track, lifting hay, dealing with horses.

Activity 3: Cause and effect

Students use the cause and effect chart (see activity sheet 3), to write down the causes of Jacqui’s injury following the quad bike incident e.g. riding without a helmet, riding at night, riding while tired and what happened as a result of this.

Student research activities

Research activity 1: Vehicles on farms

Students research some of the vehicles that are commonly used on farms. They look at the features of the vehicle, what they are used for and injuries that can occur from driving the vehicle.

Students then rank the vehicles according to how safe they think they are to drive (see activity sheet 4).

Activity 2: No helmet – what are the consequences? in the applied learning activities could be used as a follow up activity.

Research activity 2: Just helping out or work?

Students investigate the responsibilities of farmers (the employer) to employees and to others on the farm? Activity sheet 5 has a number of questions for students to consider.

Students will find helpful information in [15 minutes farm safety check](https://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/15-minute-farm-safety-check-form) (www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/15-minute-farm-safety-check-form) and 'Your Legal Duties' in the [farming](https://www.worksafe.vic.gov.au/safety-and-prevention/your-industry/farming) section of the VWA website (www.worksafe.vic.gov.au/safety-and-prevention/your-industry/farming) useful for this activity.

Students present their findings in a written or oral report.

Research activity 3: OHS incidents on farms

Students research injury incidents that commonly occur on farms and ways that the incidents could be prevented (see activity sheet 6).

Students will find the [farming](https://www.worksafe.vic.gov.au/safety-and-prevention/your-industry/farming) section of the VWA website (www.worksafe.vic.gov.au/safety-and-prevention/your-industry/farming) useful for this activity. Also see *15 minutes farm safety check*.

The documents [Work related injuries and fatalities on Australian farms](https://www.safeworkaustralia.gov.au/sites/SWA/about/Publications/Documents/759/Work-related-injuries-fatalities-farms.pdf) and Farm related injuries reported in the Australian Print Media 2013 will also be useful for students (www.safeworkaustralia.gov.au/sites/SWA/about/Publications/Documents/759/Work-related-injuries-fatalities-farms.pdf).

The VWA guidance [Working alone](https://www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/working-alone) (www.worksafe.vic.gov.au/forms-and-publications/forms-and-publications/working-alone) is also relevant to agricultural workers.

Activity 3: Farm hazard model in the applied learning activities could be used as a follow up activity.

Applied learning activities

Activity 1: News stories

Students read summaries of news articles sourced from *Quad related deaths and injuries in Australia 2013 – Media Monitors Report* on quad bike incidents and crashes (activity sheet 7) and investigate factors that contributed to the incident (see activity sheet 8).

Students choose one of the news stories and develop a comic showing the events of the story. Students can use activity sheet 9 or source a template online.

Students share comics and discuss the story they chose.

Activity 2: No helmet – what are the consequences?

Students develop the script for a 30 second TV advertisement to get people to wear a helmet when they are riding a quad bike. Students should incorporate the consequences of not wearing a helmet.

Students will need to storyboard the scenes in their ad (see activity sheet 10).

This activity could be done as a follow up to research activity 1.

Activity 3: Farm hazard model

Students create a model of Jacqui's farm highlighting the hazards that are present on the farm (see activity sheet 11).

Students will need to consider:

- the type of farm
- machinery that might be used on the farm
- vehicles that are used on the farm
- types of manual handling that may be required
- animals that are kept on the farm and the hazards they create
- risks from working alone.

This activity could be done as a follow up to What's going on? activity 2 and/or research activity 3.

Safe-T1 links

SAFE-T1 provides teaching/learning resources around OHS awareness for young people. The links below are for resources that are relevant to the issues in *Freewheeling*.

- [Work and hazards in agriculture](http://www.safe-t1.net.au/work-and-hazards-in-agriculture.html) - www.safe-t1.net.au/work-and-hazards-in-agriculture.html
- [Teaching and learning activities for agriculture](http://www.safe-t1.net.au/364) - www.safe-t1.net.au/364.

VCAL levels

These activities are suitable for students working at Foundation, Intermediate and Senior level. Teachers will need to adjust the activities to meet the requirements of the curriculum at different levels.

The activities are designed to **support** student learning but, in some instances, 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** VCAL Work Related Skills 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.

Curriculum alignment

Work related skills Unit 1			
	Foundation	Intermediate	Senior
What's going on?			
Activity 1	Can be used as an introduction to Learning Outcomes 2 & 3.	Can be used as an introduction to workplace health and safety	Can be used as an introduction to workplace health and safety
Activity 2	Can be used to support Learning	Can be used to support Learning	Can be used to support Learning

	Outcome 3	Outcome 3	Outcome 3
Activity 3	Can be used as an introduction to Learning Outcome 3	Can be used as an introduction to Learning Outcome 3	Can be used as an introduction to Learning Outcome 3
Research activities			
Activity 1	Can be used to support Learning Outcome 3	Can be used to support Learning Outcome 3	Can be used to support Learning Outcome 3
Activity 2	Can be used to support Learning Outcome 2	Can be used to support Learning Outcome 2	Can be used to support Learning Outcome 2
Activity 3	Can be used to support Learning Outcome 3	Can be used to support Learning Outcome 3	Can be used to support Learning Outcome 3
Applied activities			
Activity 1	Can be used to support Learning Outcome 3	Can be used to support Learning Outcome 3	Can be used to support Learning Outcome 3
Activity 2	Can be used as an introduction to Learning Outcomes 2 & 3.	Can be used as an introduction to workplace health and safety	Can be used as an introduction to workplace health and safety
Activity 3	Can be used to support Learning Outcome 3	Can be used to support Learning Outcome 3	Can be used to support Learning Outcome 3