

# Signs and hazards board game

## Background

This activity is to accompany the video clip from **WorkABLE: Teachers at work** – Sue Erwin.

The activities are designed to support student learning but may also be used for assessment purposes. The activities support the learning outcomes from Work Related Skills Unit 1, numeracy and literacy (in an integrated approach) 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.

The unit suits Foundation and Intermediate levels.

## Overview of the activity

The board game activity Signs and hazards aims to encourage students to work together in small teams to design an occupational health and safety board game. It is assumed students already have an understanding of occupational health and safety hazards and signs. Students worked on the activity for approximately one and a half hours a week for ten weeks.

There are two parts to this activity:

1. As a class:
  - Brainstorm a variety of workplaces
  - Play and research a variety of board games comparing the different layouts, rules, instructional texts, use of images, colours, graphics
  - Devise a list of the tasks necessary in order to complete the game.
2. In small groups students are required to:
  - Choose a workplace to research in order to design a board game
  - Brainstorm and discuss relevant OHS issues/safe workplace practices/hazards/signs that may occur within the workplace
  - Identify the style of board game to be designed
  - Allocate tasks for each individual within the team
  - If the game has questions and answers, develop a series of questions about the chosen workplace on OHS issues/workplace practices that may arise
  - Design and produce the game including rules and instructions for the game in simple steps; extra resources to play the game i.e. dice, counters, question and answer cards

- Play the board game with a group of students and survey the group to assess the effectiveness of the game – see rubric below.
- Individually students write at least two paragraphs describing how the game could be improved.

## Evaluation rubric

### Background

The rubric on the next page is to accompany the board game activity, *Signs and hazards*.


The rubric is to assist students in evaluating board games developed by other groups in the class.

# Occupational Health and Safety board game evaluation

Name of board game: \_\_\_\_\_

Date \_\_\_\_\_

Student names \_\_\_\_\_

Occupational Health and Safety board game	Excellent 	Good 	Ideas for improvement 
<b>Design</b> Is the game (board and resources) visually appealing? <ul style="list-style-type: none"> <li>• Colours</li> <li>• Graphics</li> <li>• Font (size and style)</li> </ul>			
<b>Purpose</b> Does it teach about OH&S in a certain area? Who is the game meant to appeal to? Does it meet that goal?			
<b>Content</b> Do the graphics match the area of OH&S? Do the questions make sense?			

Overall rating for the board game – colour 5 stars for a fantastic board game – 1 star for needing improvement.



Teacher's Signature \_\_\_\_\_