

## Working with Country – Environmental Health

### Officer

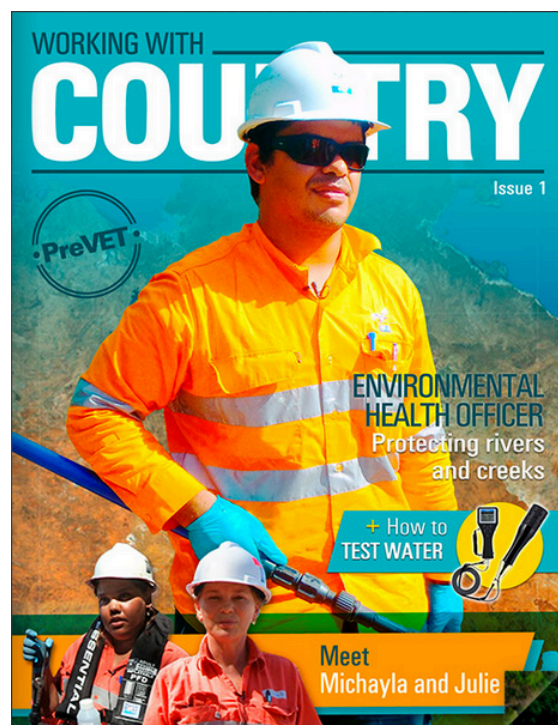
This module gives students examples of how they can have a job working on country.

### Magazine with activities

Richard, Julie and Michayla are Environmental Health Officers from the West Arnhem and Gulf Regions. They describe the types of work they do to look after their country.

Students will learn:

- the importance of signs as a communication tool in the workplace and the key features of signs for emergencies, hazards and safety,
- the purpose of Personal Protective Equipment (PPE),
- to identify the sequence of steps in a process, and
- how to transfer information from a water testing instrument to a form.



### Curriculum Links

PreVET reinforces and authentically contextualises curriculum learning. For detailed mapping, see [m1a-curriculum-mapping.xlsx](#)

#### Australian Curriculum Prior Learning

- English: Receptive mode – students analyse and explain how language features, images and vocabulary are used by different authors
- Mathematics: students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time
- Science: students use equipment in ways that are safe and improve the accuracy of their observations.

#### T-9 Net Diagnostic Continua




- Reading: Breaking the written code and Using text.
- Numeracy: Understanding numbers and how they work, Time, Chance & Data, Shapes & measurement

#### Australian Core Skills Framework




- Reading, Oral Communication Levels 1-3
- Numeracy Levels 1-3

# Overview of 1A Environmental Health Officer – Activities

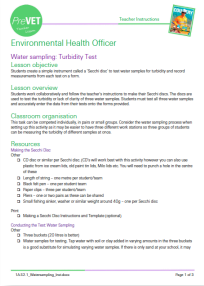
See [m1a-transcript-answers.pdf](#) for Activity Answers, [m1a-quiz\\_answers.pdf](#) for Quiz Answers.

		Overview	Key Vocabulary	Teaching ideas	Related Games	Quiz Questions
A1 What Are Signs		This activity highlights the various characteristics of signs: colour, words, shapes, and pictures. Key points: - Understanding different types of signage	Signs Communication Information Ammonia Fire Extinguisher Biohazard Evacuation plan	There is an opportunity for a class discussion about what particular signs tell the students.	1A.S3.G1.1 Signs Bingo 1A.S3.A1 Signs Word jumble	1
A2 Signs in Richard's Lab		The purpose of this activity is to introduce workplace signs. Key points: - Understanding a range of safety signs in the workplace	Exit Fire Extinguisher No thoroughfare	Compare to the types of signs found around school. Predict what types of signs might be found in different places students are familiar with, then other workplaces.	1A.S3.G1.1 Signs Bingo 1A.S3.A1 Signs Word jumble	2
A3 Signs in the workplace		This activity provides students the opportunity to identify key features of common workplace signage for emergency, hazards (warning and danger), and PPE. Key points: - Understanding a range of signs for the workplace	Hazard Warning Emergency Laws Danger Signs Information	Have students create posters/comic strips/signs of possible hazards when students are doing experiments in the Science Lab. These can then be displayed in the lab.	1A.S3.G1.1 Signs Bingo 1A.S3.A1 Signs Word jumble	2, 3, 4

# Overview of 1A Environmental Health Officer – Activities

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B1 Personal Protective Equipment		<p>This activity introduces the purpose of Personal Protective Equipment (PPE) by showcasing Michayla Holt (Trainee Environmental Technician) at a water testing site near Borrooloola.</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>- What kinds of PPE are there and why are they needed in the workplace?</li> </ul>	<p>Personal Protective Equipment</p> <p>PPE</p> <p>Safe PPE Sign</p> <p>Protect</p>	<p>Discuss PPE in schools – from uniforms to maintenance care. You could bring in the caretaker of the school to talk to the students about what he/she must wear and use while working.</p> <p>1A.S3.A2.1 <u>PPE Crossword</u>: This activity has two worksheets. The second worksheet has a couple of words that have not been mentioned throughout the other activities and hence students may need assistance to complete it.</p>	<p>1A.S3.G2.1 PPE Card Games</p> <p>1A.S3.A2.1 PPE Crossword</p>	8, 9, 10
B2 Following a process		<p>Students learn to identify the sequence of steps involved in taking a water sample.</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>- Understanding and ordering a sequence of instructions</li> <li>- Understanding why a sequence of instructions needs to be followed</li> </ul>	<p>Process</p> <p>Sample</p> <p>Set of Steps</p> <p>Order</p>	<p>Discuss in more depth about why the Environmental Officers would be checking the water. Brainstorm / mind map possible human causes, effects and solutions for our natural waterways.</p>		5, 6
B3 Filling out forms		<p>This activity models Richard, the Water Management Trainee's process of transferring information from a water testing instrument to a form.</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>- Composing texts within a given format</li> </ul> <p>Activity Worksheet – <a href="#">surfacewater.pdf</a></p>	<p>Gauge</p> <p>Field</p> <p>Accuracy</p> <p>Time</p> <p>Date</p> <p>Sample</p>	<p><u>Time Tools</u>: 12-Hr to the min: Challenge Time</p> <p>To help develop problem solving skills have students count how many moves they had to do to get the other clock on the correct time and compare with a partner. Note that students can choose the + and – buttons for 1 minute, 5 minutes, 15 minutes, 30 minutes and 1 hour.</p> <p><u>Make your own student I.D.</u> App and Worksheet- The two activities are the same except one uses an app and the other paper. It is recommended that teachers choose one of these to do, not both.</p>	<p>1A.S3.G3 –Time Tools (Scootle)</p> <p>1A.S3.G4.1- Time Game</p> <p>1A.S3.G5 – Stop the Clock</p> <p>1A.S3.A3.1 – Make your own student I.D. (App)</p> <p>1A.S3.A4.1 – Make your own student I.D. (Worksheet)</p>	

# Overview of 1A Environmental Health Officer – Activities

<p>Lesson – Water Sampling Turbidity Test</p>	 <p>The image shows a document titled 'Water sampling: Turbidity Test' with a 'Teacher Instructions' header. It includes sections for 'Lesson objective', 'Lesson overview', 'Classroom organisation', 'Resources', and 'Equipment for Test Water Sampling'. The document is on page 1 of 2.</p>	<p>Students create a simple instrument called a 'Secchi disc' to test water samples for turbidity and record measurements from each test on a form.</p>	<p>Turbidity Turbid Secchi disc Analyse Legend (measurement)</p>	<p>- Have students reflect about how they measured the turbidity of the water – a homemade device and the accuracy of the measurement itself – especially between groups.</p> <p>- Try a new experiment: Separate the dirt from the water (filtration)</p>		<p>7</p>
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