07 Looking After You

Storyboard Revision History

Date	Task	By	Version
02/04/2019	HVP-07Looking after You_SB_v1.0.docx		1.00

Table of Contents

Global Notes for Development Team

- References will be made, especially on the visuals and presentation strategies, to the earlier course on Risk Management.
- Add HVP logo on helmets in images, where the helmet's front view is visible.
  Reference -
  https://www.google.com/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjZ_4qFiqLhAhWKsI8KHSDGBW4QjRx6BAgBEAU&url=https%3A%2F%2Fwww.hvp.com.au%2Fabout-hvp%2Four-people%2F&psig=AOvVaw2s8_fag9p67i0Aggk6q6JA&ust=1553755252336257

Note to HVP:

Is it fine to add the logo?

Introduction

Page Title	Introduction to Health and Safety	Type	Text and Static Image / Graphic	Number	1
Screen Layout					
Event	**Audio**	**On-Screen Text (OST)**		**Internal Development Notes**	
1.	Select your role to view the content applicable to you.	HVP Active Learning Online (HALO) Looking After You General Awareness Course on ways to ensure you take care of your health and safety Select your **role** to view the content applicable to you.		The will be two entry points to the module – **Employee** and **Contractor/Visitor**. Design needs to be similar to Risk Management Module (refer to the opening page of that module). Also refer to email guidance on changes to the player/GUI.	

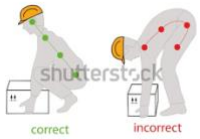
Page Title	Introduction	Type	Text and Static Image / Graphic	Number	2

Screen Layout			
Event	**Audio**	**On-Screen Text (OST)**	**Internal Development Notes**
2.	At HVP, we expect you to be as committed to your own health and safety as we are as we carry out our business activities. Welcome to the Looking After You e-learning course. The course is designed to provide an overview of the various ways you can ensure you keep your back, ears, eyes, hands and skin safe as you work at HVP Plantations. This course will take approximately 25 minutes to complete. During and at the end of the course, you will be presented with challenge points to assist in reinforcing the learning. The challenge points come in a variety of question types. If you do not answer a question correctly, you'll have to attempt the question again. If you answer incorrectly again, you will be presented with the correct answer. ~~At the end of the course, you will be presented with a course certificate~~.	Protecting health and safety Welcome to the Introduction to Health and Safety e-learning course. Overview of the health and safety requirements at HVP Estimated course duration: 25 minutes Challenge points to assist in reinforcing the learning Course certificate at the end of the course Select the highlighted arrow to continue.	Design needs to be similar to Risk Management Module (refer to slide 2 of that module) Build a simple animation with full screen images and onscreen text in sync with the audio. Note to HVP: Is a certificate planned for this course?

Page Title	Learning Objectives	Type	Text and Static Image / Graphic	Number	3

Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes
3.	By the end of this course, you will be able to: • Identify parts of the body that are at high risk of injury • Identify the risks associated with manual handling tasks • Apply safe lifting practices • Identify the risks associated with sound and noise • Apply effective eye protection strategies • Identify how to prevent injuries to hands	By the end of this course, you will be able to: • Identify parts of the body that are at high risk of injury • Identify the risks associated with manual handling tasks • Apply safe lifting practices • Identify the risks associated with sound and noise • Apply effective eye protection strategies • Identify how to prevent injuries to hands	Design needs to be similar to Risk Management Module (refer to slide 4 of that module) Build a simple animation with images and onscreen text being displayed in sync with the audio. Note to HVP: We await advice on the ideal images to be used on this inaugural screen. We are suggesting images below. Please validate them. Suggested Shutterstock image IDs for the list of objectives: •  • Please provide an approved HVP image for safe lifting, otherwise, we recommend - • 252245797



Please provide an approved HVP image sound protection, eye protection and hand protection, otherwise we recommend the below -


(HVP image) or Shutterstock below -

- 1044752218

1044752254

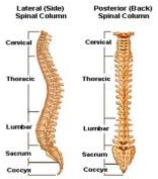
Page Title	The Body	Type	Interactive - Click to Reveal	Number	4

Screen Layout			
Event	**Audio**	**On-Screen Text (OST)**	**Internal Development Notes**
1.	As you go about your work at HVP Plantations, your body is at risk of being injured unless adequate caution is exercised. Let's specifically understand the risks associated with your spine, ears, eyes, hands and skin and discuss ways to ensure their safety. Select each highlighted body part to learn about the risks associated with it and ways to protect it while at work.	**Areas of our body prone to risk** Spine Ears Eyes Hands Skin	Display a human form, label and highlight the 5 parts listed in the OST column. This is the Home page for the interaction. When a part is selected, the learner will review the pages relevant to the body part. The learner will then return to this page to select the next body part to review. When all the five sections have been visited, the learner can select Next to continue. Note to HVP: Pages for each body part are described below as separate pages.
2.		Select each highlighted body part to learn about the risks associated with it and ways to protect it at work.	Add instruction text and enable interactive elements.
Spine			
1.1			Pages are described below, in separate tables. Although we have followed a sequence, the learner could select any body part to visit from this page. All five parts must be completed before they move to the next section.
Ears			
2.1			
Eyes			
3.1			
Hands			
4.1			
Skin			

5.1			

Page Title	Spine	Type	Text and Static Image / Graphic	Number	5

Screen Layout



Instruction	Play the given video to learn about the structure and functions of the spine.		
Event	**Audio**	**On-Screen Text (OST)**	**Internal Development Notes**
4.	The Spine has 3 main functions. • To protect the spinal cord • To allow movement • To support the upper body Play the video to learn about the structure and functions of the spine.	The Spine has 3 main functions. • To protect the spinal cord • To allow movement • To support the upper body	For the page, use an image as given above - a generic image for the background. Provide a player for the video that will be the main content on this page – video will be shared by HVP. Note for HVP: We await the video on the spine. We will develop the voiceover script after we receive the video.

Page Title	Manual Handling	Type	Text and Static Image / Graphic	Number	6

Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes
5.	The spine can become injured through incorrect manual handling. So, what is manual handling? Manual handling means using your body to exert force to handle, support or restrain any object. It is not just lifting or carrying heavy objects, it includes a variety of physical activities. The term also includes activities such as pruning plants, stacking items onto a shelf, ~~helping a patient into a bath~~ and even using a keyboard. Hazardous manual handling involves: • repetitive or sustained application of force, awkward postures or movements • tasks that people would find physically difficult • exposure to sustained vibration • ~~manual handling of live people or animals~~ • manual handling of unstable loads that are difficult to grasp or hold	**Manual Handling** It is using your body to **exert force** to **handle**, **support** or **restrain** any object, including people or animals. It includes **lifting**, **pushing**, **pulling**, **holding**, **lowering**, **throwing**, **carrying**, **packing**, **typing**, **assembling**, cleaning, sorting and **using tools**. **Hazardous Manual Handling** • **Repetitive** or **sustained application of force**, **awkward postures** or movements • tasks that people would find **physically difficult** due to the **degree of force** applied • exposure to **sustained vibration** • ~~manual handling of live people or animals~~ • manual handling of **unstable loads**	A simple animation page with images and OST appearing in sync with audio Refer Slide 10 of the Risk Management module. For the top image area, a series images can come in a loop, until audio is playing. Note for HVP: Awaiting 'HVP related movements' images as indicated in the CO.

Page Title	Facts about Manual Handling	Type	Text and Static Image / Graphic	Number	7

Screen Layout			
Event	**Audio**	**On-Screen Text (OST)**	**Internal Development Notes**
6.	Here are some facts that will help you be aware when manual handling loads. • Up to 80% of Australians will experience back pain at some point in their lives and 10% will experience significant disability as a result. • Low back pain occurs with the same frequency in people with sedentary occupations as those in heavy labour. • Musculoskeletal disorders arising from work situations contribute to major expenses and are a major reason for lost time injuries. • Being overweight increases the likelihood of back pain. Forces are pushed further forward. • Age doesn't necessarily make any difference, bad backs affect people of all ages. • Poor handling techniques when you are young will contribute to problems in later life. • Those who have suffered from a back injury are three times more likely to suffer injury again.	**Manual Handling Facts** 80% of Australians experience back pain ~~at some point in their lives~~ 10% will experience significant disability ~~as a result~~ Low back pain impacts people in sedentary occupations and those in heavy labour ~~similarly~~ Musculoskeletal disorders contribute to major expenses and lost time Being overweight increases the likelihood of back pain Bad backs affect people of all ages Poor handling techniques will contribute to problems in later life. Those who have suffered a back injury are three times more likely to suffer injury again.	Use a background image. Scene from the Risk Management module could be used. Note to HVP: 7-part infographic in sync with audio  Use icons in place of numbers. Icons suggestion: use icons to represent lifting, pushing, pulling, holding, lowering, throwing, carrying, packing, typing, stacking items on a shelf etc.

Page Title	Identifying Hazardous Manual Tasks	Type	Interactive - Click to Reveal	Number	8

Screen Layout			
Event	**Audio**	**On-Screen Text (OST)**	**Internal Development Notes**
3.	Hazardous manual tasks must be identified:	**Hazardous Manual Tasks**	Click and reveal interaction with 6 clickable icons and labels.

	• Before any manual task is undertaken for the first time; • Before any changes are made to systems of work; • Before an object is used for a purpose other than for which it was designed; • If new or additional information about hazardous manual tasks becomes available; • If an injury resulting from a task occurs to a worker. Select each tab to learn about identifying hazardous manual tasks.	Long duration – a task lasting more than 2 hours Repetitive movements – repeated movements utilising the same body parts Sustained posture – same position over 30 seconds Awkward postures - uncomfortable or unnatural positions Repetitive forces – effort applied repeatedly over time Sustained forces - effort applied continually over a period of time High force - very physically demanding and requires two or more people to complete sudden force - a changing force and involves jerky or unexpected movements or is force applied suddenly and with speed Vibration - Tools and equipment can transfer vibration to the operator's body.	Could use a vertical accordion style on a background image. Icon suggestions: Use similar icons as for previous page. Background image suggestion: Note for HVP: Where would you like the basic reminder for slide 8, 11, 12 & 13 to fall? Before or after 9 and 10? Or would you just like a basic reminder in the challenge point? Is there a HVP photo that you can share similar to the below? 399984121 

Page Title	Challenge Point 1: Identify Manual Tasks	**Type**	Textual MRQ (Multi-Select)	**Number**	9
Question Stem	<Identify the tasks from the list below that can be considered manual handling..> •				
Instruction	Select the correct options and Submit.				
Options	☐ <Tree planting> ☐ <Typing emails> ☐ <Stacking photocopy paper>				

	☐ <Fire Fighting>
Correct Feedback	That's right. <All these options are considered to be manual handling..>
Incorrect Feedback	That's incorrect. <Insert incorrect feedback text here. Modify first part as required as well.>
Visual Feedback	Please show visual indicators for correct/incorrect selection(s) and answers.

Page Title	Managing Loads – Manual Lifting	Type	Interactive - Click to Reveal	Number	10

Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes
4.	Manual lifting or carrying of heavy loads should be avoided wherever possible. If this is not possible, you can minimise the risk of injury by using mechanical aids, for example, lifting hoists or hand trolleys. When using a mechanical aid, you must ensure that: • It is designed to suit the load and work task; • It is suitable for the work environment; • You are trained in the use of the aid; • It is in good working order. ~~Select the **Mechanical Aids** button to view examples.~~	Minimise the risk of injury by using mechanical aids. When using a mechanicals aid, ensure: • It is designed to suit the load and work task • It is suitable for the work environment • You are trained in the use of the aid • It is in good working order.	This page will be a static image and text page, ~~but will also include a click button (**Mechanical Aids**), that will reveal a series of images and their labels as if a slide show in sync with audio.~~ For the main page, use a series of background images, display the OST, one after another in sync with audio. Refer Slide 2 of the Risk Management module.
5.		~~Select the **Mechanical Aids** button to view examples.~~	~~Add instruction text and enable interactive elements.~~
Mechanical Aids			
1.1	~~When using a hand trolley to move a load, push the trolley instead of pulling it as this allows:~~ ~~• Maximum use of body weight;~~ ~~• Less awkward postures; and~~ ~~• A forward-facing posture to be adopted, providing better vision in the direction of travel.~~	~~**Mechanical Aids**~~ ~~Hand Trolleys~~	Note to HVP: If you have more suitable images than the below Shutterstock images– please share. On click of the Mechanical Aids button, display images suggested and their labels as a slide show. Labels and images: • Hand trolleys – 371635675

			 • Lifting hoists – 279159632  • Conveyors – 1159306828  • • OR HVP Images  

			 NOTE: Include Audio only when displaying Hand Trolleys. Note to HVP: Please validate the suggested non-HVP images above or provide replacement.

Page Title	Managing Loads – Team Lifting	Type	Text and Static Image / Graphic	Number	11
Screen Layout					
Event	**Audio**	**On-Screen Text (OST)**		**Internal Development Notes**	
7.	When mechanical aids are not practical and a load is heavy and difficult to carry or manage because of its size, team lifting is the answer.	**Team Lifting** **All team members are capable of lifting**		Using a series of background images, display the OST, one after another in sync with audio.	

	When you lift a load in a team, ensure that: • All team members are capable of lifting; • Safe lifting principles are maintained; • Everyone communicates and agrees on the steps to move the item – it's best if one person coordinates the lift; • All team members lift at the same time; • The load is evenly distributed where possible.	**Safe lifting principles are maintained** **Everyone communicates and agrees on the steps to move the item** **All team members lift at the same time** **The load is evenly distributed where possible**	Refer Slide 2 of the Risk Management module. Suggested images: 630963236 800587475, 203767582 Note to HVP: Please validate provide a HVP image similar to the below – 

Page Title	The Right Way to Lift	Type	Interactive - Click to Reveal	Number	12

Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes
6.	When you lift an item, either alone or as a team, you must use the SMART lifting techniques. Drag the slider to view the steps to follow for safe lifting.	**Right way to lift heavy objects** STEP 1 STEP 2 STEP 3 STEP 4 STEP 5	This is a slider interaction with 5 slider points. Develop images for the slider using the following as reference. For the OST refer below and not what is provided in the sample image.  https://www.google.com/url?sa=i&source=images&cd=&ved=2ahUKEwjd9qKsy7DhAhUMP48KHZwDB6QQjRx6BAgBEAU&url=https%3A%2F%2Fwww.mobiletruckrental.com.au%2Flifting-heavy-objects%2F&psig=AOvVaw0kERgHTURZZJOyvSxcZPj0&ust=1554266227986102 Use the first 5 images only - number them Step 1 to Step 5. Note to HVP: The above image is suggested as reference for the graphics designer. Please validate if the steps displayed are fine. If you have more appropriate images in your library, please provide them.

7.		Drag the slider to view the steps to follow for safe lifting	Add instruction text and enable interactive elements.
STEP 1			
1.1	Step 1 - Size up the weight and dimensions of the load.	**S**ize up the weight and dimensions of the load.	On sliding to Step 1 Note the text in bold and red.
STEP 2			
2.1	Move your body as close to the load as possible.	**M**ove your body as close to the load as possible.	On sliding to Step 2
STEP 3			
3.1	Always bend your knees.	**A**lways bend your knees.	On sliding to Step 3
STEP 4			
4.1	Raise the load with your legs not your back.	**R**aise the load with your legs.	On sliding to Step 4
STEP 5			
5.1	Turn your feet in the direction that you want to move. Always, ensure that you carry the object between your waist and shoulder.	**T**urn your feet in the direction that you want to move.	On sliding to Step 5

Page Title	Safe Carrying Principles	Type	Text and Static Image / Graphic	Number	13

Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes
8.	Before moving an object, always check that it is safe to lift – that is, the box is not broken and there are no sharp items protruding – and make sure the passageway is clear. When lifting a load, do: Face the direction of travel Keep your arms tucked in and Keep the load close to your body Avoid: Restricting your vision with the load Twisting your body Changing your grip on the load unless it is supported	**DO** **Face the direction of travel** **Keep your arms tucked in** **Keep the load close to your body** **DON'T** Restrict your vision with the load Twist your body Change your grip on the load unless it is supported	Use a background image. Scene from the Risk Management module could be used. Show first OST in sync with audio Paragraph 1. Then build up an infographic with two lists – DO and DON'T in sync with audio. Infographic suggestion: 1018960315  Develop appropriate icons for each point in the infographic.

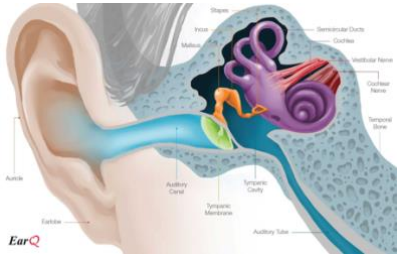
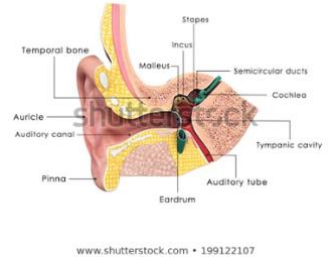
Page Title	Risks from Continuous Vibration	Type	Text and Static Image / Graphic	Number	14

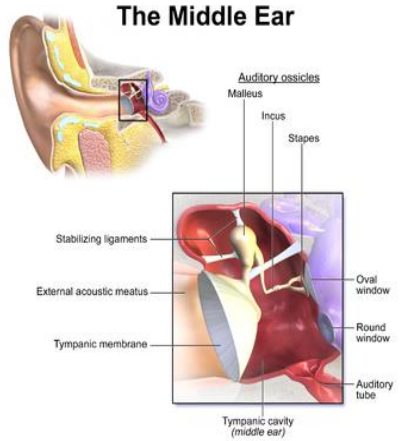
Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes
9.	Exposure to prolonged vibration can restrict blood flow and result in injury. Vibration from hand-held power tools disrupts circulation in the hand and forearm and can damage nerves, tendons, muscles, bones and joints of the hand and arm. Vibration from a seat or surface in heavy vehicles or machinery can cause whole body vibration and result in lower back pain, degeneration of the lumbar vertebrae and disc herniation. If you work with equipment which causes vibration, ensure that you: • Use tools and equipment that specifically minimise vibration; • Have tools and equipment regularly serviced; • Adjust your seat appropriately in vehicles and plant; • Operate equipment within the speed suggested by the manufacturer or to a speed that reduces vibration levels; • Perform alternate work tasks to reduce the time you are using equipment that causes vibration.	**Vibration** • Hand-held power tools disrupt circulation • A seat or surface in heavy vehicles or machinery can cause whole body vibration and result in pain and damage to spine **Working with equipment that vibrate** • Use tools that minimise vibration • Have tools serviced regularly • In vehicles and plant, adjust your seat appropriately • Operate equipment at recommended speeds • Perform alternate tasks to reduce time spent in using vibrating equipment	Design the page something like Slide 10 of the Risk Management module. For image areas, a couple of images could be used – either the two images are displayed one after another in a loop or displayed next to each other, space permitting. Suggested images: For the top image area:  For the image at the bottom: 

Page Title	Challenge Point 3: Identify Correct Ways to Manage Loads	Type	Textual D&D to Sequence	Number	15
Question Stem	Observe the images given. Identify the correct techniques for handling loads.	Development Notes	Provide a set of images and two columns with titles **Correct** and **Incorrect**; learner drags each image from the given set into the two columns. Develop simple illustrations for set of images based on the following 8 images. Use only the images. Do not include any text. When presenting the set of images, shuffle them:  NOTE: This ends the section on the spine. Learners must be redirected back to the Home screen (Screen 4 – The Body) to choose another path.		
Instruction	Drag the images into the correct column and Submit.				
Drag Options (Please Shuffle)	<Insert drag options in correct sequence here.>				
Correct Feedback	That's right. You have identified the right ways of handling loads.				
Incorrect Feedback	Not quite. Click Show Me to view the right ways of handling loads.				
Visual Feedback	Please show visual indicators for correct/incorrect drops. On click of Show Me, the correct drops remain in place with visual indicators for correct, and the incorrect drops get animated into the right columns.				

Page Title	Ears	Type	Interactive - Click to Reveal	Number	16
Screen Layout					
Event	Audio	On-Screen Text (OST)		Internal Development Notes	

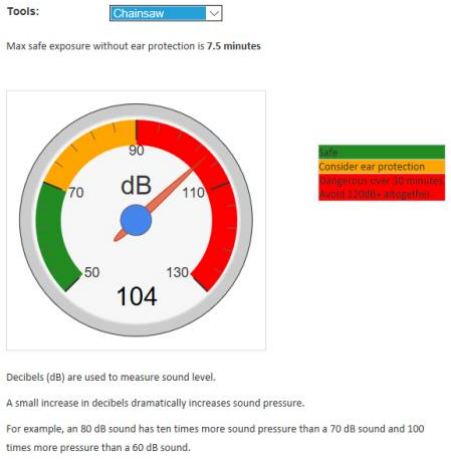
8.	The ear is the organ of hearing and balance. In mammals, the ear is usually described as having three parts—the outer ear, middle ear and the inner ear. Select each highlighted area to learn about the functioning of the ear.	The ear is the organ of hearing andbalance. In mammals, the ear is usually described as having three parts Outer ear Middle ear Inner ear.	This will be a click to reveal page. For images, refer to Slide 18 of HVP MODULE 7 REVIEW 05032019.PPT. Display the leftmost image from Slide 18. The labels (OST) appear in sync with audio. When a label is selected, the corresponding information appears along with corresponding image and labels. Refer:  https://www.earq.com/hearing-loss/ear-anatomy
9.		Select each highlighted area to learn about the functioning of the ear.	Add instruction text and enable interactive elements.
Outer ear			
1.1	The outer ear includes the auricle, the auditory canal and the outer membrane of the ear drum ~~called the tympanic membrane~~. The outer ear collects sound, which then travels through the auditory canal and hits the ear drum, causing it to vibrate.	**The outer ear** Auricle Auditory canal Ear Drum	Popup for Outer ear. Image reference: 199122107  www.shutterstock.com • 199122107 Display the labels for the outer ear.

Middle ear			
2.1	~~The middle ear lies between the outer ear and the inner ear. It consists of an air-filled cavity and includes the three small bones, ossicles malleus, incus and stapes, the auditory tube; and the round and oval windows.~~ The middle ear is filled mostly with air and has three bones in it. They are called the hammer (malleus), anvil (incus), and stirrup (stapes). They amplify the vibrations. The middle ear helps to transfer the vibrations from the air to fluid inside the next stage, or inner ear.	**The middle ear** Tympanic cavity Malleus Incus Stapes Auditory tubes	Popup for middle ear:  Image reference: Slide18 of HVP MODULE 7 REVIEW 05032019.PPT
Inner ear			
3.1	~~The inner ear sits within the temporal bone in a complex cavity called the bony labyrinth.~~ The inner ear is filled with fluid and has the hearing organ called the cochlea. This organ helps to take the vibrations and translate them into electrical signals for the nerve to send to the brain, which then translates it into what we can understand.	**The inner ear** Vestibular duct Cochlear duct Tympanic duct Cochlea	Popup for inner ear:  Image reference: Slide18 of HVP MODULE 7 REVIEW 05032019.PPT

Page Title	Introduction to Noise	Type	Interactive - Click to Reveal – Dial interaction	Number	17

Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes
10.	Having understood the anatomy and functioning of the ear, let's understand what sound and noise are. Your ears take in both sound and noise. Sound is what you hear and noise is considered to be any unwanted sound. Noise may be annoying or cause physical damage to your hearing mechanisms. The noise level in a workplace is dangerous if it exceeds the exposure standard. Note the colours on the dial. Green indicates safety and red indicates the noise could be hazardous. Turn the dial to hear some noises. Ensure you have your ear phones on.	Rustling leaves – 20 decibels Washing machine – 50 decibels Conversation – 60 decibels Busy road – 80 decibels Personal stereo at maximum volume – 94 decibels Chainsaw – 100 decibels Music at a night club – 105 decibels	This page will include a dial with 8 points. Around the dial, provide a "turn" facility and as the learner "turns" the dial, different noises should be heard (8 noises) based on the point around which the learner has currently placed the turn. Note: HVP will provide recordings of the noises listed in the OST. The dial must also indicate the hazard level of the noises with green, yellow and red markings as shown in the image above. As the dial is turned, the noise is heard and the corresponding label is displayed. Note to HVP: Please indicate the hazard levels for each noise listed in the OST (what must be red, what must be yellow/orange and what must be red).

		Gunshot or jet engine – 120 decibels 	
11.		Turn the dial to hear some noises. Ensure you have your earphones on.	Add instruction text and enable interactive elements.

Page Title	Types of Hearing Impairment	Type	Interactive - Click to Reveal	Number	18

Screen Layout			
Event	**Audio**	**On-Screen Text (OST)**	**Internal Development Notes**
12.	The noise level in a workplace is dangerous if it exceeds the exposure standard. Difficulty in hearing someone speaking to you from one metre away, a temporary hearing loss or ringing in the ears after leaving work or you need to use hearing protectors – these could be indicators that noise exposure standard is being exceeded. Noise exposure in the workplace is the single most common cause of hearing impairments. Select each tab to learn about some common types of hearing impairments.	**Hearing impairments** **Tinnitus** **Acoustic Trauma** **Temporary Threshold Shift** **Noise Induced Hearing Loss (NIHL)**	4-tab click to reveal interaction - use a horizontal accordion style design. Use a background image. Note to HVP: What is the acceptable noise level, in simple terms?
13.		Select each tab to learn about a type of hearing impairment.	Add instruction text and enable interactive elements.
Tinnitus			

1.1	Tinnitus is a temporary ringing in the ears, but can also be long term if constant exposure to loud noises occurs.	**Tinnitus**
		
		• Can be a temporary or long term ringing in the ears
		• Can be triggered by events such as:
		  ○ Exposure to one episode of loud noise
		  ○ Stress and fatigue
		  ○ Middle ear infections
		  ○ Dental or jaw problems
		• Will not cause hearing loss, but it may become worse as hearing loss develops
			Tab 1

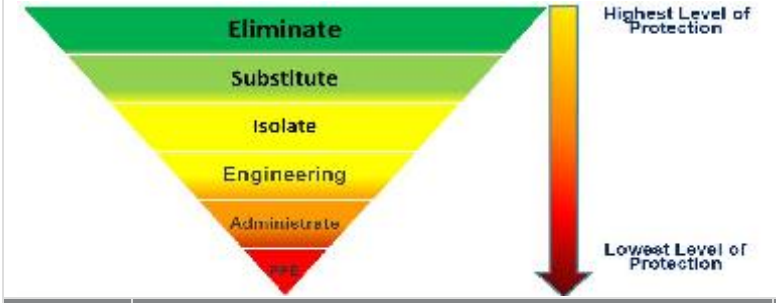
Acoustic Trauma			
2.1	Acoustic trauma can result in permanent hearing loss.	**Acoustic Trauma**	Tab 2

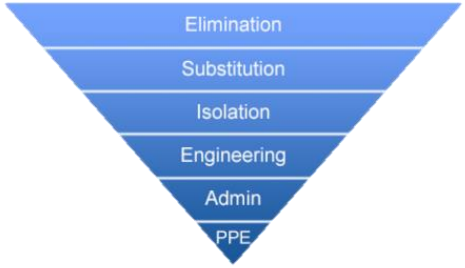
		• Acoustic trauma results from exposure to a very intense level of sound.
		• Such intense levels of sound may cause damage to the:
		  ○ Ear drum
		  ○ Bones in the middle ear
		  ○ Hearing cells.
		• Hearing loss caused by acoustic trauma is likely to be permanent.	

Temporary Threshold Shift			
3.1	Hearing loss resulting from Temporary Threshold Shift is usually not permanent. Hearing is restored with some rest and time way from noise.	**Temporary Threshold Shift (TTS)** • Occurs following an episode of hazardous noise exposure • Results in a temporary change in the level of hearing experienced • Hearing loss is not permanent	Tab 3
Noise Induced Hearing Loss (NIHL)			
4.1	Noise Induced Hearing Loss occurs when exposed to noise over a long period of time. NIHL can cause a regular reduction in hearing over a period of time. If you notice any adverse changes in your hearing, you should seek medical treatment immediately.	**Noise Induced Hearing Loss** • Known as NIHL or Permanent Threshold Shift (PTS) • Permanent damage to hearing can occur after continued exposure • NIHL will result in a reduction in the hearing threshold when exposed to noise levels of 90dB(A) or more, over a long period of time	Tab 4 The final sentence audio plays after the OST has played out completely.

Page Title	Occupational Health and Safety Regulations 2017	Type	Text and Static Image / Graphic	Number	19

Screen Layout



Event	Audio	On-Screen Text (OST)	Internal Development Notes
10.	As an employer, HVP has a general duty to make the workplace safe, as well as specific duties in relation to hazards such as noise and strives to ensure that employees are not exposed to noise that exceeds the national exposure standard set out in the Occupational Health and Safety Regulations 2017. To do this, HVP first tries to **eliminate** the source of the noise. Elimination is the most effective means of risk control and involves the physical removal of the risk. The second most effective way to control risks is **substitution**, which involves replacing something that produces a risk with something that does not involve a risk to health and safety. The third most effective way to control risks is **isolation**, which involves separating a worker from the hazard or risk. The fourth most effective means of controlling risks is engineering controls. Engineering controls limit the		Use a background image with paragraph 1 of audio. Build up the following image in sync with audio, next. The image builds, top to bottom. Each band of the image can be displayed in a different colour as shown above; include the arrow and text.  Note to HVP: Is it okay to use a different colour for each band? Is this also too much audio information given your comment on CO.

	potential risks a hazard can pose to workers by erecting physical or procedural barriers. Administrative controls are changes to the way people work. Administrative controls do not remove the risk, instead they limit or prevent a worker's exposure. Finally, PPE ~~is the least effective way to control risks and~~ represents the last line of protection between workers and the hazard. PPE should always be ~~considered the last resort and be~~ used in conjunction with other control methods.		

Page Title	Personal Protective Equipment	Type	Interactive - Click to Reveal	Number	20

Screen Layout

1

2

3

Event	Audio	On-Screen Text (OST)	Internal Development Notes
14.	Hearing protection must be worn at all times when working in noisy areas. The two main categories of ear protection equipment available to you are earmuffs and earplugs. Select each image to know more about each ear protection equipment.	**Protect your ears from noise** **Earmuffs** **Earplugs**	2 tab, image-based click to reveal interaction With the audio terms earmuffs and earplugs, display the clickable text for earmuffs and earplugs. Reference images: 193538651,  634172519

			
15.		Select each image to know more about each ear protection equipment.	Add instruction text and enable interactive elements.
Earmuffs			
1.1	Earmuffs consist of two padded and internally insulated domes, which cover the entire ear and a headband that holds the padded cups to the side of the head. For maximum protection, ensure you replace the pads and insulation of your earmuffs every 6 months. Replace the earmuffs approximately, every 18 months, depending upon use and workplace conditions		Tab 1 When the term Earmuffs is selected, in the popup area, in sync with the audio, build up the image of the earmuffs.
Earplugs			
2.1	Earplugs come in many sizes, shapes, materials and colours. **Foam earplugs** work by expanding in your ear canal and blocking hazardous noise. **Moulded earplugs** are custom made silicone plugs, which are moulded to fit the impression of the outer ear area. **Ear canal caps** have flexible tips which plug the ear canal. They are not designed for continuous, long-term wearing but are ideal for situations where hearing protection must be taken on and off frequently. Note that in hot and humid workplaces, earplugs are generally preferable to earmuffs, as earmuffs can cause a rash around the ear from the build-up of sweat under the foam pad. To insert the earplugs:		Tab 2 When the term Earplugs is selected, in the popup area, bring in a set of earplugs with their labels, in sync with audio to form a collage. For images, refer Slide 24 of 07 HVP MODULE 7 REVIEW 05032019.PPT With paragraph 3 of the audio, create a separate section in the popup and bring in the three images in sync with audio. Number the images as 1, 2, and 3 to indicate steps. Refer images given above. Also refer to https://www.wikihow.com/Put-in-Earplugs.

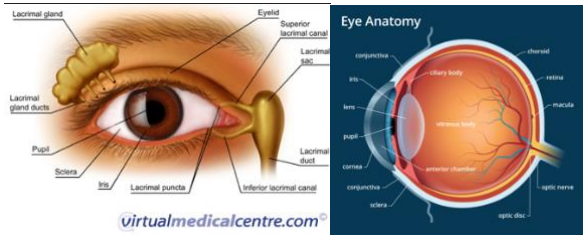
	1. Using clean and dry hands, roll the earplug so that it becomes as thin as possible. 2. Pull down your ear lobe and insert the earplug into the ear canal. 3. Continue to hold your ear lobe down, until the foam plug begins to expand. Once expanded, release the ear lobe. The earplug should block out hazardous noise now.		Note to HVP: To retain context and as there will be adequate space in the popup area, the 3 steps to insert earplugs are included in the same screen. Is this fine?

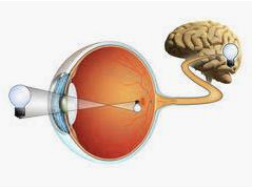
Page Title	Challenge Point 4: < >	Type	Textual True/False	Number	21
Question Stem	<Hearing protection should be used once the noise level is above 70dB.> Note to HVP: This is a placeholder for Challenge Point 4 (ears). Please suggest an appropriate question and answer options to use here.				
Instruction	Is this true or false? Select the correct option and Submit.				
Options	o True o False				
Correct Feedback	That's right. <Insert correct feedback text here. Modify first part as required as well.>				
Incorrect Feedback	That's incorrect. <Insert incorrect feedback text here. Modify first part as required as well.>				
Visual Feedback	Please show visual indicators for correct/incorrect selection and answer.				

Page Title	Our Eyes	Type	Text and Static Image / Graphic	Number	22

Screen Layout

https://www.allaboutvision.com/resources/anatomy.htm https://www.myvmc.com/uploads/VMC/DiseaseImages/2134_dry_eye_label_v4_450_noredeye.jpg

Event	Audio	On-Screen Text (OST)	Internal Development Notes
11.	The eye is a soft globular structure placed in the orbit of the skull. In the outer eye: The **conjunctiva** is a membrane that lines the inside of the eyelids and extends over the front of the eyeball except the cornea. The **tear gland** lies at the upper outer corner of each eye cavity which produces a fluid that lubricates the eyeball. The front of the eyeball is protected by the **eyelids**. **Eyelashes** on the eyelids screen out some of the dust and other particles that might otherwise enter the eye. Any sudden movement in front of the eye or sudden increase in light intensity causes the eyelids to blink in a protective reflex action. Light rays enter the eye through the **cornea** ~~and **aqueous humour**~~. ~~The **ciliary**~~ **Muscles** adjust the shape of the **lens** to enable focusing. The lens focuses the light ~~through the **vitreous humour**~~ on to the **retina**. Light-sensitive cells in the retina absorb light rays and change them into electrical signals. Nerve fibres join at the centre of the back of the retina and form the **optic nerve**. The optic nerve carries the electrical signals produced in the retina to the brain which interprets them as visual images.	Conjunctiva Tear gland Tear duct Eyelids Eyelashes Cornea ~~Aqueous humour~~ Ciliary muscle Lens ~~Vitreous humour~~ Retina Optic nerve	This page is a simple animation where the parts of a human eye will be labelled in sync with audio. Audio Paragraph 1: Start with Image 1 as given above. Add the labels and highlight the area being talked about briefly – ○ Tear gland ○ Tear duct ○ Conjunctiva ○ Eyelids ○ Eyelashes The label appears when the word in bold in the audio is said. Audio Paragraph 2: fade out Image 1 and fade in Image 2. Refer image 1261424266 and https://www.allaboutvision.com/resources/anatomy.htm  Add the labels and highlight briefly the area being talked about: ○ Cornea ○ Aqueous humour ○ Ciliary muscle ○ Lens ○ Vitreous humour ○ Retina

			○ Optic nerve Note to HVP – Please confirm the below. Audio Paragraph 3: Fade out all the labels but for Optic Nerve, zoom out the image of the eye, if needed, for space reasons and fade in the brain and bulb/bulb image such as in the image ID 200634656. 

Page Title	Common Workplace Eye Injuries	Type	Interactive - Click to Reveal	Number	23

Screen Layout			
Event	**Audio**	**On-Screen Text (OST)**	**Internal Development Notes**
16.	Sources of eye damage at the workplace may be broadly classified into four categories: Impact or Blunt Force Foreign Bodies Chemicals and Radiation Select each source to learn about it.	Impact Foreign Bodies Chemicals Radiation	4-tabbed click to reveal interaction. Use a design similar to Slide 16 of the Risk Management course.
17.		Select each source to learn about it.	Add instruction text and enable interactive elements.
Impact or Blunt Force			
1.1	Normally the eyelids close as a reflex action before being struck by any object approaching them. A blow to the eye can therefore cause internal damage without any apparent injury to the surface of the eyeball. Haemorrhage into the aqueous humour may occur. If any symptoms occur, such as impaired, especially blurred or double, vision, seek medical help immediately.	A blow to the eye can cause internal damage. IF vision is impaired, seek medical help immediately.	Tab 1 Display an image such as ID 1309418563  against a forest background or HVP to provide a similar image.
Foreign Bodies			
2.1	Small foreign bodies such as dust, flying particles and molten metal splashes may be embedded in the eye and these could have physical effects or biological effects on the eyes. These foreign bodies must be removed to prevent eye damage. Risk from foreign bodies is high in activities such as grinding, polishing, chipping, drilling, saw milling, welding, machine tooling and so on.	Any foreign body embedded in the eyes must be removed to prevent eye damage.	Tab 2 Image ID:

			
Chemicals			
3.1	Chemicals can cause damage when they come in contact with eyes. Strong alkalis, acids, corrosive chemicals, organic solvents, surface active agents, allergens and ammonia are some of the chemicals that could irritate or damage your eyes.	Chemicals can cause damage when they come in contact with eyes.	Tab 3 Image: 
Radiation			
4.1	Exposure to radiation can cause serious eye damage, particularly to the cornea, lens and retina. Ultraviolet light generated during electric welding can result in painful burns to the eyes known as 'welder's flash' or 'arc eye'. Glass workers' cataracts are an example of eye damage caused by exposure to high doses of infra-red radiation.	Exposure to ultraviolet or infra-red radiation can cause serious eye damage, particularly to the cornea, lens and retina.	Tab 4 Image ID: 

Page Title	Prevention of Eye Injuries	Type	Text and Static Image / Graphic	Number	24

Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes
12.	To prevent eye injuries and have effective controls in place, the management at HVP Plantations works at identifying hazards and evaluates work practices and conditions must be undertaken. The working environment is evaluated for identifying potential hazards, removing or containing these hazards and enclose areas that use dangerous chemicals or generate harmful radiation. When containment is not possible: • Hazardous areas are designated and sign-posted • Safe working distances are marked • Eye protection gear is provided and • Staff is trained in the use of such protective gear	Potential hazards are identified and work practices and conditions are evaluated Areas that use hazardous chemicals or generate harmful radiation are enclosed. When containment is not possible, hazardous areas are designated and sign-posted Staff is provided with eye protection gear and trained to use them	This will be a simple animation page with a series of images, text and audio. Use a design similar to Slide 2 of the Risk Management course. Background image similar to the below, HVP to provide more suitable images if possible:  From here, the learner is directed back to the page 4, The Body to choose the next part to review.

Page Title	Hands	Type	Text and Static Image / Graphic	Number	25
Screen Layout					

Event	Audio	On-Screen Text (OST)	Internal Development Notes
13.	Intricate in design and function, the hand is an amazing work of anatomic engineering. The hand consists of 27 bones, including the 8 bones of the wrist. When the other associated structures (nerves, arteries, veins, muscles, tendons, ligaments, joint cartilage, and fingernails) are considered, the potential for a variety of injuries exists when trauma involves the hand. To reduce this risk, even the smallest hand injuries require proper medical evaluation and treatment.	The hand is an amazing work of anatomic engineering. Because of the intricate structure of the hand, the risk of injuries is high. Even the smallest hand injuries require proper medical evaluation and treatment.	This will be a simple animation page with a series of images, text and audio. Use a design similar to Slide 2 of the Risk Management course. Use a background image. Within it, against a light-coloured background place the image of the hand and the labels. Use the image of the hand on Slide 29 0f HVP MODULE 7 REVIEW 05032019.

Page Title	Hand Protection	Type	Text and Static Image / Graphic	Number	26

Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes

14.	Hand injuries can be:
	• lacerations or cuts,
	• fractures and dislocations,
	• soft tissue injuries and amputations,
	• infections,
	• burns, or
	• high pressure injuries caused by grease and paint guns.
	
	For protecting your hands:
	• Ensure you comply with the Australian Forest Industry's Life Saving Commitments by
	  ○ Maintaining Equipment Safety Features
	  ○ Using PPE such as appropriate gloves where risk of injury exists – such as when handling rough materials - soil, timber or wire rope - or when handling heat, cold, slippery or harmful substances
		Hand Injuries
		• Lacerations
		• Fractures or dislocations
		• Soft tissue injuries and amputations
		• Infections
		• Burns
		• High pressure injuries
		
		Hand Protection
		• Comply with the Australian Forest Industry's Life Saving Commitments
		• Maintain Safety Equipment Features
		• Use appropriate PPE such as gloves
			This will be a simple animation page with images, text and audio.
			Use a design similar to Slide 10 of the Risk Management course.
			
			Image for the top window:
			 
			For the bottom window: 626231630 – **Note**: If we receive pictures of gloves from HVP as discussed, a collage of gloves should replace this image.
			
			Note to HVP:
			1. Can you please provide more information on what is SP#3? Does it need to be elaborated?
			2. Can you please provide images of the two types of gloves as discussed.

Page Title	UV Protection	Type	Text and Static Image / Graphic	Number	27

Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes
15.	Another potential risk factor is exposure to UV radiation. At HVP Plantations, if your work requires that you are exposed to the sun, you will be provided with adequate sun protection gear. Choose the right gear based on your preference as well as your work area. Use wide brimmed hats especially during late spring to early autumn to reduce the risk of skin damage resulting from unprotected skin receiving exposure to excessive sunlight. Use hats only in situations where an industrial safety helmet is not required in the field. With helmets, use available attachments to reduce the exposure of unprotected skin to areas such as the neck. Using sun protection creams with SPF 30+ is another way to protect your skin during the late spring to early autumn period. Lips salves too are encouraged to help protect your lips from damage to excessive exposure to sunlight.	**Wide brimmed hats** • Use hats especially during late spring to early autumn • Use hats only where an industrial safety helmet is not required in the field • Use attachments to helmets when needed **Sun Protection Creams** • Use creams with SPF 30+ especially during the late spring to early autumn period • Use lip balms for additional protection	This will be a simple animation page with images, text and audio. Use a design similar to Slide 10 of the Risk Management course. Image for the top window:  – **Note**: If we receive more appropriate pictures from the HVP, these could be replaced. Note to HVP: If there are more appropriate pictures from HVP workplaces we could use, please provide them.

Page Title	Challenge Point 5: Source of Injuries	Type	Textual D&D to Sequence	Number	28
Question Stem	At work, different parts of our body are at risk from various sources. Identify the source of risk associated with each body part. Note to HVP: 1. Please validate the options given and the correct answer categorisation. 2. Could these sources be represented with images? If yes, please provide pictures appropriate to HVP.		Development Notes Provide a list. Display 3 columns with titles and images - **Ears** **Eyes** **Hands** In the options list given below, the **first three are for hands**, the **next three are for eyes**, and the **final three are for ears**. Please shuffle when presenting the question. NOTE: This ends the complete section on The Body. Learners next move on to the Assessments.		
Instruction	From the given list of sources, drag each and drop it into the appropriate column and Submit.				
Drag Options (Please Shuffle)	Handling wire ropes or fencing materials Providing first aid to an injured worker Moving drums with hazardous chemicals Spray painting Sand blasting Saw milling Using a chainsaw Mine blasting Gun shot				
Correct Feedback	That's right. You have identified the sources of potential injuries to your ears, eyes and hands.				
Incorrect Feedback	Not quite. Click Show Me to view the sources of potential injuries to your ears, eyes and hands.				
Visual Feedback	Please show visual indicators for correct/incorrect drops. On click of Show Me, the correct drops remain in place with visual indicators for correct, and the incorrect drops get animated into the right columns.				

Assessments

Note to HVP:

The following 4 are placeholder pages for about 4 assessment questions. We will complete the assessment questions when we receive them.

Page Title	Question 1	Type	Textual True/False	Number	29
Question Stem	<Write the question stem here, in question form.>				
Instruction	Is this true or false? Select the correct option and Submit.				
Options	o True o False				
Correct Feedback	That's right. <Insert correct feedback text here. Modify first part as required as well.>				
Incorrect Feedback	That's incorrect. <Insert incorrect feedback text here. Modify first part as required as well.>				
Visual Feedback	Please show visual indicators for correct/incorrect selection and answer.				

Page Title	Question 2	Type	Textual MCQ (Single-Select)	Number	30
Question Stem	<Write the question stem here, in question form.>				
Instruction	Select the correct option and Submit.				
Options	o <Option 1> o <Option 2> o <Option 3> o <Option 4>				
Correct Feedback	That's right. <Insert correct feedback text here. Modify first part as required as well.>				
Incorrect Feedback	That's incorrect. <Insert incorrect feedback text here. Modify first part as required as well.>				
Visual Feedback	Please show visual indicators for correct/incorrect selection and answer.				

Page Title	Question 3	Type	Textual MRQ (Multi-Select)	Number	31
Question Stem	<Write the question stem here, in question form.>				
Instruction	Select the correct options and Submit.				
Options	☐ <Option 1> ☐ <Option 2> ☐ <Option 3> ☐ <Option 4>				
Correct Feedback	That's right. <Insert correct feedback text here. Modify first part as required as well.>				
Incorrect Feedback	That's incorrect. <Insert incorrect feedback text here. Modify first part as required as well.>				
Visual Feedback	Please show visual indicators for correct/incorrect selection(s) and answers.				

Page Title	Question 4	Type	Textual D&D to Sequence	Number	32
Question Stem	<Write the question stem here, in question form.>				
Instruction	<Drag the options into the correct sequence and Submit.>				
Drag Options (Please Shuffle)	<Insert drag options in correct sequence here.>				
Correct Feedback	That's right. <Insert correct feedback text here. Modify first part as required as well.>				
Incorrect Feedback	That's incorrect. <Click Show Me to view the correct sequence. Modify first part as required as well.>				
Visual Feedback	Please show visual indicators for correct/incorrect drops. On click of Show Me, the correct drops remain in place with visual indicators for correct, and the incorrect drops get animated into the right place in the sequence.				

Page Title	Summary	Type	Text and Static Image / Graphic	Number	33

Screen Layout

Event	Audio	On-Screen Text (OST)	Internal Development Notes
16.	Let's do a quick recall of what we discussed in this course. • The spine, ears, eyes, hands and skin are parts of our body at risk of injuries at the workplace. • The spine can be injured during manual handling of tasks. • To handle heavy loads, use mechanical aids or the right team-lifting techniques. • Use ear protecting earmuffs or ear plugs when exposure to noise exceeds the safe standards. • Impact, foreign bodies, chemicals and radiation are sources of risk to eyes. Use appropriate PPE to protect your eyes. • To protect your hands, select appropriate gloves to suit specific requirements. • Use wide-brimmed hats, sun protection creams and lip balms to avoid exposure to UV radiation.	**Key Takeaway** • The spine, ears, eyes, hands and skin are parts of our body at risk of injuries at the workplace. • The spine can be injured during manual handling of tasks. • To handle heavy loads, use mechanical aids or the right team-lifting techniques. • Use ear protecting earmuffs or ear plugs when exposure to noise exceeds the safe standards. • Impact, foreign bodies, chemicals and radiation are sources of risk to eyes. Use appropriate PPE to protect your eyes. • To protect your hands, select appropriate gloves to suit specific requirements. • Use wide-brimmed hats, sun protection creams and lip balms to avoid exposure to UV radiation.	This is the course summary page. Use the common design developed for summaries. Present the points as a list in sync with audio. Use a background image.

Page Title	Course Completion	Type	Text and Static Image / Graphic	Number	34

Screen Layout			
Event	**Audio**	**On-Screen Text (OST)**	**Internal Development Notes**
17.	Congratulations! You have now completed the course Looking After You. We hope you will be able to use correct techniques to protect your body as you go about your work at HVP Plantations.	**Congratulations!** **Course Completed** **Looking After You**	Course completion page. Refer to Slide 40 of the Risk Management module.