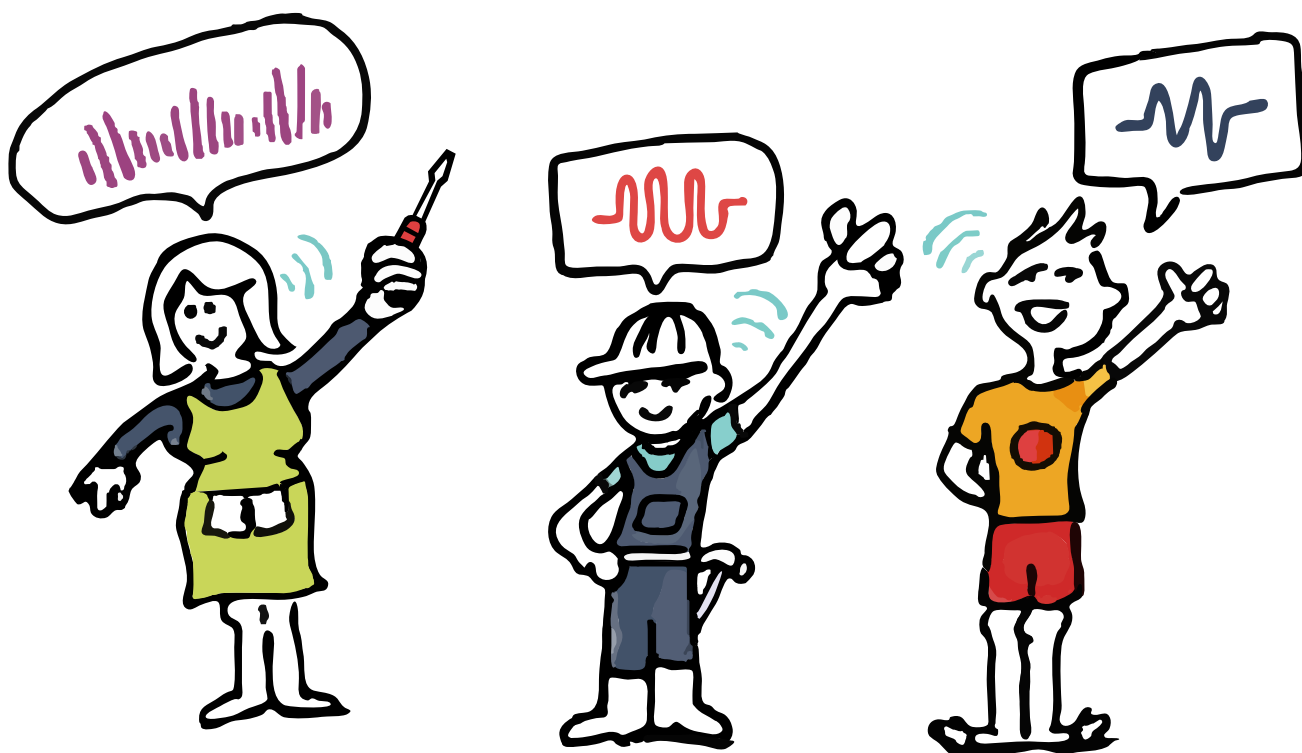


Workers' Version

SUPPORTING GOOD HEARING HEALTH AT WORK





STRATEGIES for trainers/ Toolbox leaders

1.0	Trainer advice	3
2.0	Engagement	8
3.0	Bring in ideas	10
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TRAINER ADVICE



Persons conducting a business or undertaking (PCBUs) have a legal duty to manage, implement, review and control measures for noise. Workers should be involved in the process and provide feedback, but it is not their legal duty to do so. Therefore, activities to do with managing hazardous noise at work are most relevant for PCBUs, workers won't necessarily have this knowledge.

PCBUs protect workers from hazardous noise through the hierarchy of controls or the source-path-receiver method. The source-path-receiver model will be useful in deciding the best approach.

Monitoring of hazardous noise is done by a competent person (expert) and by the PCBU – the specific use of the term 'monitor' is made clear in the training materials.

BIG IDEAS

1

If we act together,
we can manage the
effects of hazardous
noise on hearing

5

Hearing loss is
often irreversible

2

Hearing loss
is preventable



4

Workplace noise
can be hazardous
to hearing

3

Good hearing
is part of good
worker health

OUTLINE

Teaching and learning experiences fall loosely into the following categories:



Find out what you know already.

These activities find out the participants' prior knowledge about hazardous noise at work.



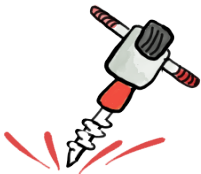
Learn about hazardous noise.

These activities bring in ideas about hazardous noise at work.



Learn about managing hazardous noise.

These activities connect ideas about hazardous noise and noise-induced hearing loss at work.



Apply what we now know and understand about hazardous noise at work.

These activities help participants create actions that manage hazardous noise at work.



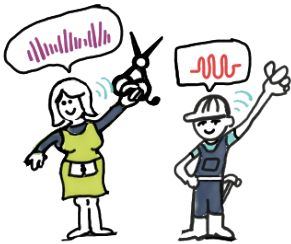
Reflect on how well you can manage noise at work.

COMMENTS AND IDEAS TO SUPPORT TRAINERS WORKING WITH WORKERS

These activities support workers' learning about hazardous noise and how hazardous noise can be controlled at work.



Trainers are encouraged to select one or more of the different learning activities outlined in each section. For example:

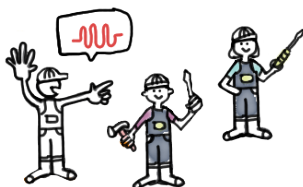


Use discussion, questions and surveys to make a connection between learners' experience and the learning you wish to share.



Use a variety of learning experiences to help learners to:

- bring in their own ideas about what hazardous noise is and how to control it
- learn new ideas about what hazardous noise is and how to control it
- apply this learning in their work environment.



Encourage workers to talk about how we can eliminate if not then minimise exposure to hazardous noise.

- When have they worked in a place that eliminated hazardous noise?
- What is a simple action they could suggest to reduce exposure to hazardous noise at work?
- What do you need to do if you are concerned about noise levels at your work, or your hearing?
- Do you have established ways to provide feedback to your business if you are worried about other people being at risk from hazardous noise?

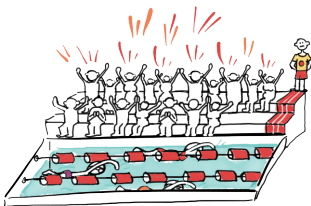
COMMENTS AND IDEAS TO SUPPORT TRAINERS WORKING WITH WORKERS

These activities support workers learning about hazardous noise and how hazardous noise can be controlled at work.



Trainers are encouraged to select one or more of the different learning activities outlined in each section. For example:

Ask workers to:



- create a list of the technical language used to describe hazardous noise at work
- make notes (mind maps or drawings) about the new learning. Share their summary with a colleague. Add to and change their summary in response to feedback
- find examples of the five different ways PCBUs can protect workers from hazardous noise.



At the end of every workshop session, participants can respond to the following reflective prompts:

- three things that stick with you
- two things that you realise or find interesting
- one question you still have.

Find out prior knowledge and experience of hazardous noise at work and how to control it.

It is important to give people the opportunity to bring their prior knowledge, skills, attitudes and behaviours to the session, as well as to introduce them to the need to work collaboratively to help protect them from hazardous noise at work.



Use strategies to help participants (workers) engage with new learning about hazardous noise and how to control it at work.

Encourage participants to:

- **use surveys** to determine what people know already. Adjust your content delivery to recognise prior knowledge of the groups you work with
- **use storytelling**, images, questions, statistics or an event – to capture interest and curiosity about noise-induced hearing loss (NIHL) at work. Include stories that describe people working together to manage hazardous noise levels at work
- **share NIHL-related facts** with workers
- **use question prompts** to encourage people to think deeply about and share their NIHL-related experiences and knowledge with the group.

What is NIHL? Do you know anyone who suffers from NIHL?

1. Tell us more... What happened? What is their hearing like now? When or where have you experienced hazardous noise?
2. Who is responsible for managing hazardous noise levels at work?
3. Why does NIHL matter? Why should we care about NIHL?
4. Why is NIHL hazardous?
5. How can we minimise people's exposure to hazardous noise?

TO WRITE A DEFINITION OF NIHL:

- **brainstorm** everything you know about NIHL (a given topic presented as a focus question)
- **record** each idea or thought on a separate piece of paper or Post-it note, by writing text or drawing images
- **group the notes**
- **make a generalisation** about NIHL.

Find out prior knowledge and experience of hazardous noise at work and how to control it.

It is important to provide the opportunity to bring prior knowledge, skills, attitudes and behaviours to the session.



**TRAINEE
ACTIVITIES**

Participants (workers) can:



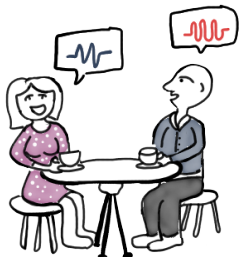
Listen

to stories about NIHL from the trainer and/or colleagues



Contribute

their stories and experiences about NIHL



Respond

to the following question.

1. What is NIHL? Do you know anyone who suffers from NIHL?
2. Tell us more... What happened? What is their hearing like now? When or where have you experienced hazardous noise?
3. Who is responsible for monitoring hazardous noise levels at work?
4. Why does NIHL matter? Why should we care about NIHL?

REFLECTION ON THE WORKSHOP

Record:

- three things that stick with you
- two things that you realise or find interesting
- one question you still have.

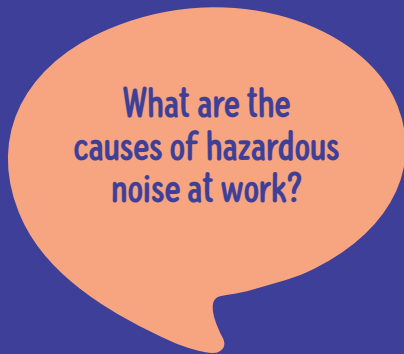
Bring in, connect and extend ideas about hazardous noise at work.

Workers and contractors are able to identify the causes of hazardous noise at work.

Workers and contractors are able to explain how to protect their hearing from hazardous noise at work.

Workers and contractors are able to generalise about their role in relation to hazardous noise at work.

QUESTIONS FOR WORKERS AND CONTRACTORS



LEARNING OUTCOMES

1

To identify and describe the causes of hazardous noise at work. (What is hazardous noise? What is it like?)

2

To explain ways that workers can protect their hearing from hazardous noise at work. (How can workers protect themselves from hazardous noise levels at work?)

3

To make a generalisation about how to protect people from hazardous noise levels at work.

Differentiated success criteria

We will know we've achieved the learning outcomes because people will...

... have many ideas about the causes of hazardous noise

... have many ideas about what to do if they are concerned that the noise levels at their work are too loud, or are concerned about their hearing

... have many ideas about how to protect their hearing.

and they will...

... explain why these ideas are relevant to noise-induced hearing loss

... explain what to do if they are concerned about levels of noise at work.

and they will...

... make a generalisation about the causes of hazardous noise at work

... make a generalisation about how to prevent noise-induced hearing loss at work.

Constructive alignment of the learning task

Acquire and consolidate surface understanding

What is hazardous noise? **Define**

Who is at risk of noise-induced hearing loss? **Identify**

Can noise-induced hearing loss be repaired? **Identify**

What is one way of managing hazardous noise? **Define**

Who is responsible for managing hazardous noise at work? **Identify**

Acquire and consolidate deep understanding

What causes noise-induced hearing loss? **Explain**

How can noise-induced hearing loss be prevented? **Explain**

Transfer to a new context

Find noise sources and noise risks in your workplace. **Apply**

Establish prior knowledge about the causes of hazardous noise at work.

It is important to provide opportunities for determining what prior knowledge, skills, attitudes and behaviours participants bring to the session. Another important step is to introduce workers to the need to work collaboratively when responding to hazardous noise at work. Emphasize that the responsibility for monitoring noise levels at work must be carried out by an expert (competent person) not by the PCBU.



Use strategies to link with prior knowledge and help engage workers in learning about the causes of hazardous noise at work.

Encourage participants (workers) to:

Use **storytelling**, images, questions, statistics, a video and/or an event to capture interest and curiosity about the **causes** of hazardous noise at work.

Establish prior knowledge about the causes of hazardous noise at work.

It is important to provide opportunities for determining what prior knowledge, skills, attitudes and behaviours participants bring to the session. Another important step is to introduce workers to the need to work collaboratively when responding to hazardous noise at work.

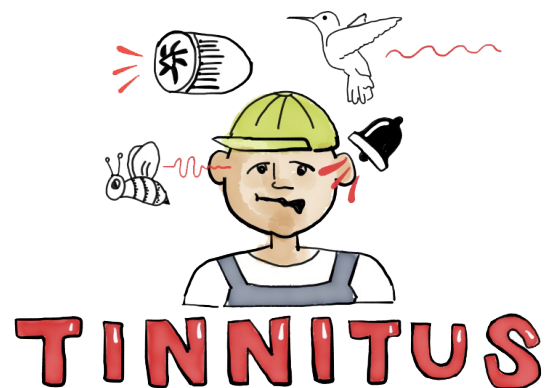
TRAINEE ACTIVITIES

- **Listen to or view** the stories about what causes and how to manage NIHL. Respond to the ideas presented.
- **Read or view WorkSafe NIHL resources** (written, visual, animations, video) and respond to the ideas presented in the resources.
- **Respond to** the following questions.
 1. What causes hazardous noise?
 2. When have you experienced hazardous noise?
 3. What causes hazardous noise at work?
 4. What causes hazardous noise in your work?
 5. How can we manage hazardous noise at work?
 6. What strategies does your workplace use to manage hazardous noise?

REFLECTION ON THE WORKSHOP

Record:

- three things that stick with you
- two things that you realise or find interesting
- one question you still have.



Use strategies that help participants acquire and consolidate deep learning.



Encourage people to work in pairs or groups of three to:

Seek help from others in identifying how to protect against exposure to hazardous noise at work. For example, in small groups, talk about:

- ways we can protect ourselves from hazardous noise at work
 - strengths and weaknesses of our hazardous noise protections at work
 - common strategies for identifying potentially hazardous noise at work
 - barriers that prevent you and other workers from complying with hearing protection requirements at work
 - ways in which workers in the future will talk about our current approach to hazardous noise at work.
-

Use strategies that help participants acquire and consolidate deep learning.



Participants can work in pairs or groups of three to:

Identify **five ways** people are protected from experiencing hazardous noise at work.

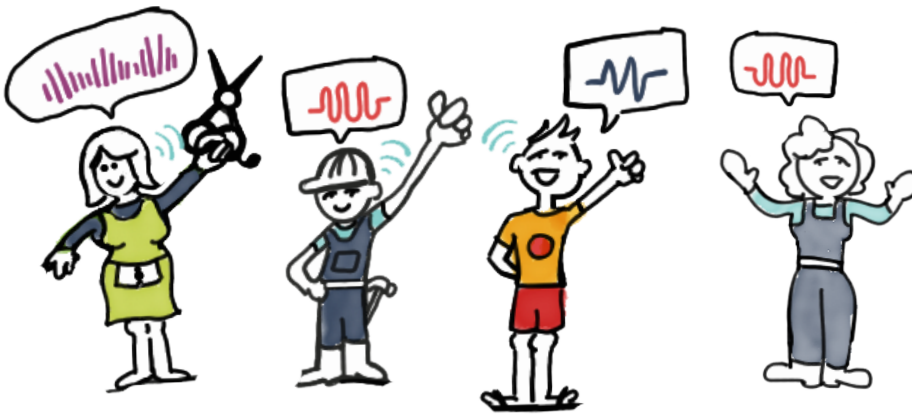
Complete a SWOT analysis on protecting workers from hazardous noise at work. Share your analysis with the wider group.



Use strategies that help participants acquire and consolidate deep learning.



Participants (workers) can work in pairs or groups of three to:



Think-pair-share. How effective is your current workplace in its noise control practice for managing hazardous noise levels? What would improve the ways noise is controlled at work?

Self-reflection. Do you make a difference to workplace noise levels? How much do your actions influence the actions of others at work?

REFLECTION ON THE WORKSHOP

Record:

- three things that stick with you
- two things that you realise or find interesting
- one question you still have.

Transfer ideas about protecting people from hazardous noise at work.



Use strategies to help people transfer their new learning to their workplace and other contexts.



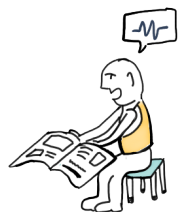
Find ways to apply their new learning about workplace noise to their own workplace. For example, adopt a 'sort it or report it' attitude to hazardous noise at work.



Compare and contrast the way we protect people from hazardous noise at work with the way we protect workers from other workplace risks. How are they similar? How are they different?



Create a diagram to explore the causes of noise-induced hearing loss at work.



Wonder about the future of noise control at work.



Reflect on how well they work with others to protect themselves from hazardous noise levels at work.

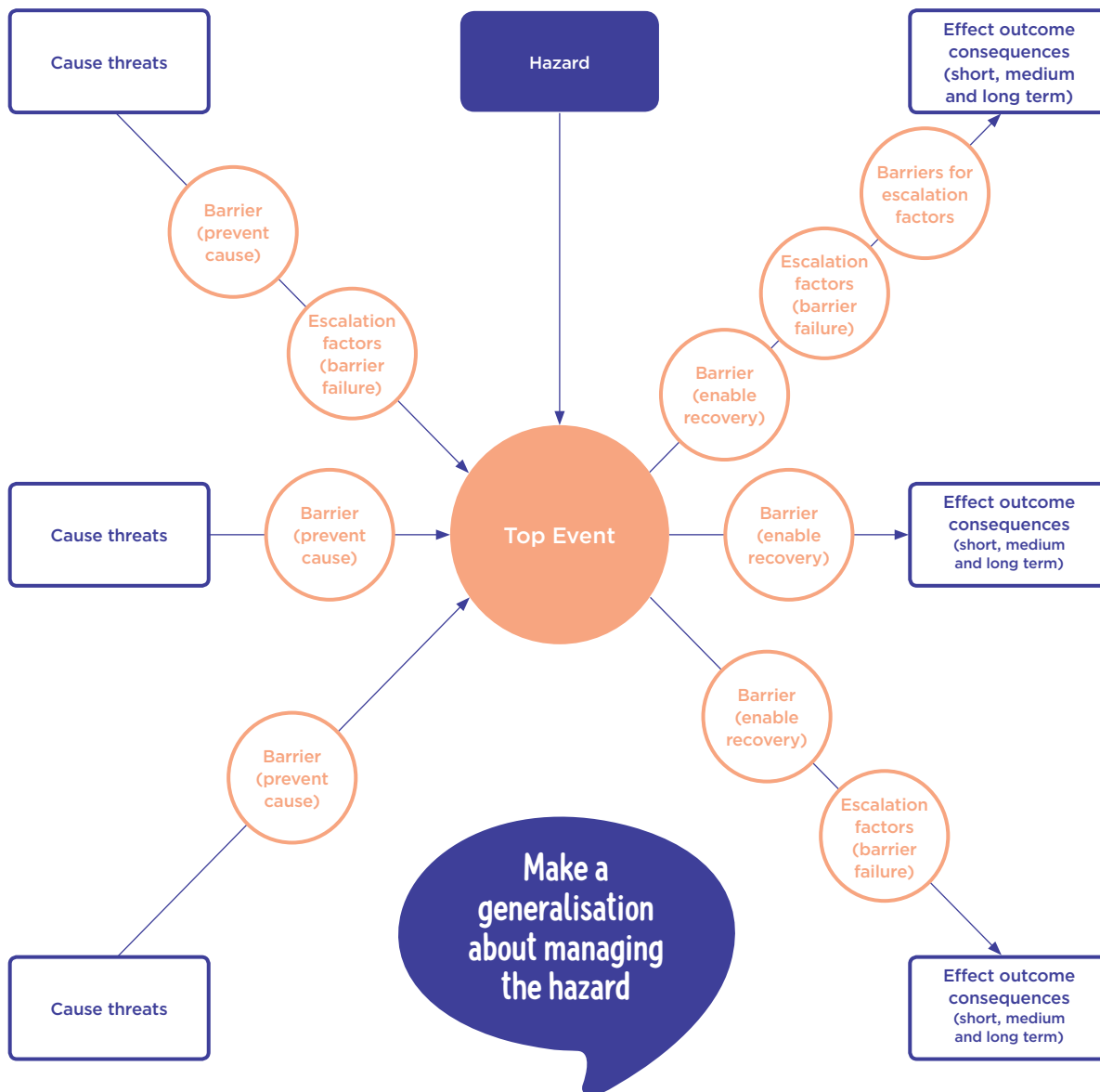
Transfer ideas about managing hazardous noise at work.



Participants (people) can work in pairs or groups of three to:

Apply your new learning on managing workplace noise at work. Adopt a 'sort it or report it' attitude to hazardous noise at work.

Create a diagram to explore barriers to the causes of noise induced hearing loss at work.



SELF-ASSESSMENT

What I know about managing hazardous noise at work.

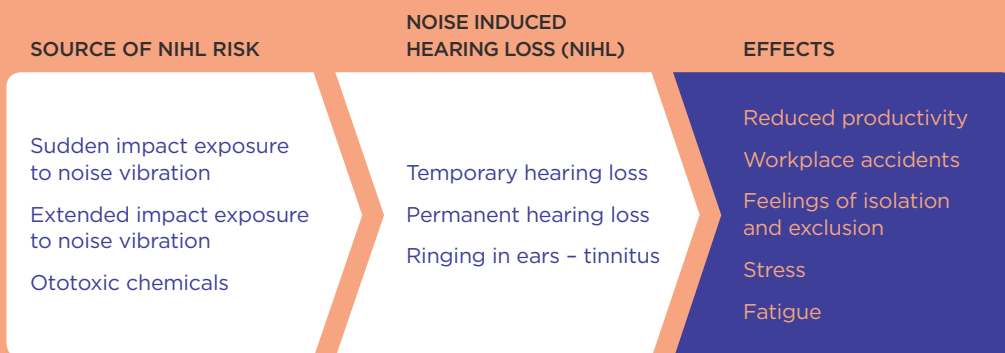
QUESTIONS FOR UNDERSTANDING	SURFACE UNDERSTANDING	SURFACE UNDERSTANDING	DEEP UNDERSTANDING	TRANSFER TO WORKPLACE
<p>What is one way of managing hazardous noise at work? Define</p> <p>Who is responsible for managing hazardous noise at work? Identify</p>	I have one relevant idea	I have several relevant ideas	I can explain these ideas	I can apply these ideas to my workplace
<p>Why does (insert strategy) help to manage hazardous noise at work? Explain</p> <p>How can a workplace prevent noise-induced hearing loss? Explain</p>	I have one relevant idea	I have several relevant ideas	I can explain these ideas	I can apply these ideas to my workplace
<p>How can you manage noise sources and noise risks in your workplace? Apply</p>	I can ... if I model or copy what someone else does	I can ... but I am not sure so I make mistakes	I can ... and I back up my decisions and actions	I can ... and I act as a mentor to protect others from NIHL in my workplace

TRAINER RESOURCE



What is hazardous noise?

Hazardous noise is any sound that is loud enough or lasts long enough to cause damage to hearing or noise-induced hearing loss. It may be caused by vibrations from machinery, high-decibel music or acoustic tones, or a sound caused by a sudden impact, such as an explosion or heavy hammering.



What causes NIHL?

NIHL is temporary or permanent damage to hearing that occurs when the nerve cells in the inner ear become damaged and eventually stop responding to sound. This can happen at work when workers are exposed either to a sudden loud noise, or to loud noises over a long period.

Is it possible to repair NIHL?

Noise-induced hearing loss affects a person's ability to hear high-frequency sounds and some common consonant and diagraph sounds, such as *t*, *k*, *s*, *sh* and *p*. We cannot repair this type of damage, we can only act to prevent further damage.

Is it possible to prevent NIHL?

Noise-induced hearing loss is completely preventable. You can protect your hearing if you:

- know how to identify potential noise sources
- understand the risks related to excess noise
- know how to implement hearing conservation techniques.

TRAINER RESOURCE



How to apply your new learning in your workplace

Identify noise risks. Use the following checklist to identify if noise is a risk in your workplace. If your workers answer 'yes' to any of the questions, ask an expert to come in and complete a detailed noise assessment.

Risk identification questions

1. Do you need to raise your voice to communicate with someone who is about one metre away?

2. Do you notice a reduction in hearing over the course of the day?

3. Do you use noisy power tools or machinery at work?

4. Do you experience noises due to impact (such as hammering, or from explosive powered tools)?

5. Do you use hearing protectors in your work?

6. Do you complain that there is too much noise or that you can't clearly hear instructions or warning signals?

7. Do you experience a ringing in your ears or have muffled hearing?

8. Do you have to raise your voice to have a normal conversation?
