The planning considerations that are common to all curriculum activities can be found in the CARA generic template. These must be considered as well as the activity-specific considerations outlined below.

Activity scope

This guideline relates to student participation in textile activities as a curriculum activity. Textile activities include spinning, weaving, dyeing yarn and fibres, fabric construction techniques (e.g. knitting, crochet, tapestry), cutting, sewing, assemblage and other decorating of fibre and fabric.

Mandatory/special requirements

Mandatory requirements must be met for the activity to be conducted. Special requirements are to be considered in the planning and delivery of this activity.

If azoic or napthol dyes are to be used, refer to the Batik and candle making activity guideline.

Investigate and use the least toxic pigments available (i.e. fabric dyes and inks that minimise fumes) and, wherever possible, substitute less hazardous products (e.g. lower toxicity, water soluble).

If using chemicals, ensure Chemical Hazards in the Curriculum template and Chemical Hazards Guidance notes are adhered to.

Risk Level

- **Low** risk: Fabric construction and decorating techniques by hand (e.g. knitting, crochet, tapestry, hand sewing and use of fabric glue).
- **Medium** risk: Fabric construction and decorating techniques by machine (e.g. sewing machine, overlocker), dyeing of fabric/fibre, and the use of heat, craft knives and cutters.
- **High** risk: Any processes that involve the use of hazardous chemicals (e.g. acids).

Minimum supervision requirements

**Low risk level**

- Covered in the Planning Considerations section as outlined in the CARA generic template.

**Medium risk level**

- Ensure students are individually supervised during initial instruction, use and mixing of chemicals and during initial instruction and use of machines.

**High risk level**

- An additional adult present (e.g. teacher aide) to assist the teacher when using hazardous chemicals.

Minimum qualifications for supervisors

**Low risk level**

- An adult with competence (knowledge and skills) in textile activities, the potential hazards and how they are controlled.
Medium and high risk level

- An adult with competence (knowledge and skills) in textile activities and knowledge of the properties and hazards associated with all materials and equipment used (e.g. the hazards of fibre mould contamination, finger injuries while sewing).

Minimum requirements for equipment/facilities

Low risk level

- Stable benches (e.g. sewing or drafting tables) and chairs or stools of a height suitable for the activity.
- Appropriate personal protective equipment that conforms to Australian Standards (e.g. masks, gloves, aprons, covered footwear).

In addition to the above, for medium and high risk level

- Running water available adjacent to the work area in case of burns.
- Eyewash facilities available nearby when hazardous chemicals are used.

Hazards and controls

Low risk level

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological material</td>
<td>• Ensure students are aware of the potential hazards of plants (including those that are poisonous if eaten and those with corrosive sap) before collecting them for use in textile activities.</td>
</tr>
<tr>
<td>Chemicals</td>
<td>• Ensure fabric and craft glues are clearly labelled, including when decanting into smaller containers.</td>
</tr>
<tr>
<td>Equipment</td>
<td>• Ensure safety guidelines are enforced when using scissors or any sharp implements (e.g. cutting away from the body, keeping fingers out of the way, carrying sharp implements appropriately).</td>
</tr>
<tr>
<td>Waste disposal/spill clean up</td>
<td>• Ensure procedures are in place to immediately manage the removal of all spilt substances and that staff and students are instructed in these procedures.</td>
</tr>
</tbody>
</table>

In addition to the above, for medium and high risk activities

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td>• Provide explicit instructions on how to use any textile equipment (e.g. sewing machines, overlockers, irons, weaving looms) prior to starting the activity and enforce safety guidelines.</td>
</tr>
<tr>
<td>Extreme temperature sources</td>
<td>• Ensure explicit instruction is provided in safety precautions when using an iron (e.g. temperature, steam).</td>
</tr>
<tr>
<td></td>
<td>• Discourage students from unnecessarily moving or carrying hot liquids.</td>
</tr>
<tr>
<td>Hazardous chemicals</td>
<td>• Use non-toxic dyes.</td>
</tr>
<tr>
<td></td>
<td>• Obtain (from supplier or ChemWATCH) safety data sheets (SDS) for any chemicals used. SDS contain information to control the risks of exposure and must be:</td>
</tr>
<tr>
<td></td>
<td>- available to teachers or leaders for immediate reference (store near to where chemicals are used/stored)</td>
</tr>
<tr>
<td>Hazards</td>
<td>Control measures</td>
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<tr>
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<tr>
<td>- less than 5 years old.</td>
<td>• Correctly label and securely store all chemicals and dye powders according to storage compatibilities in the product SDS in a cool, dry area, away from general student use.</td>
</tr>
<tr>
<td></td>
<td>• Consult the product safety data sheet and label instructions prior to mixing dyes.</td>
</tr>
<tr>
<td></td>
<td>• Premix dyes before the lesson, in a well ventilated area.</td>
</tr>
<tr>
<td></td>
<td>• Wear a dust mask and use processes for mixing dry dyes that minimise the generation of dust (e.g. use a glove box or mix powdered dyes in a box lined with damp paper towel in the bottom of a sink to control spills and dust residue).</td>
</tr>
</tbody>
</table>

| Manual tasks | • Ensure textile equipment (e.g. sewing machines, overlockers, irons, weaving looms) is stored securely, and correctly lifted and set-up when it is required for use. |

| Waste disposal / spill clean up | • Wear gloves and use a damp cloth to immediately wipe up any dye powder spills. |
| | • Establish and implement a safe waste disposal system and instruct students about this. (Refer to SDS or consult local authorities on the appropriate means of disposal of toxic pigments, acids, solvents and other chemicals used). |

### Additional links
- Guideline for Managing Risks with Chemicals in DET Workplaces

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