


Safety facilitation film based on the true story of Jed Millen - facilitator notes

Part one

Actions	Text to screen	Facilitation guide text	Time stamp
	Title: Safety facilitation film - based on the true story of Jed Millen.	As you watch the films, think about you, your workplace and any similarities.	
Play the film			00:00 - 03:35
Pause film at each discussion question.	<p>Can you relate to Jed's story so far?</p> <p>What safety issues have you seen so far?</p>	<p>Can you relate to Jed's story so far?</p> <ul style="list-style-type: none"> - Ask for a show of hands. <p>What safety issues have you seen so far?</p> <ul style="list-style-type: none"> - Lack of early communication. - No clear accountability or record regarding power being cut off. - Out of date plans – gas line not identified. - Time pressures. - Physical stress. - Mental stress. - Fatigue – early starts, long days. - Weekend work – insufficient rest and recovery. - Working outdoors (UV exposure and heat). - Worker health and wellbeing – long hours of work and lifestyle choices (including healthy eating) can be difficult due to location. - Young workers/new workers: <ul style="list-style-type: none"> o Training (on the job). o Peer influence (particularly those with higher power or status such as a supervisor). <p>Conversation prompts:</p> <ul style="list-style-type: none"> - If you were Jed, would you feel pressured to move the crane without thinking through the risk? Why or why not? - As the apprentice (Marty), how would you feel at this moment in response to Henry's attitude? 	

	<p>Jed and the apprentice Marty weren't told about a toolbox talk that happened that morning. What sort of implications could this have?</p>	<ul style="list-style-type: none"> - What opportunities did Jed have to explain the basis for his thinking around hazards and their control to his boss (Henry) or you (the apprentice Marty)? <p>Toolbox talks provide workers with the opportunity to:</p> <ul style="list-style-type: none"> - Talk about site issues. - Identify where problems are and work together to establish solutions. - Remind workers about site specific safety rules. - Identify where safety issues may arise. - Work together to avoid issues (particularly with work teams from different trades, for instance, crane operator/dogger/boilermakers working together to plan the day's work). <p>Conversation prompts:</p> <ul style="list-style-type: none"> - Has Jed's employer met their obligations? Why/why not? - Has the principal contractor met their obligations? Why/why not? - Jed's workplace is considered high risk construction work. Given his proximity to the rail powerlines, does this change how you feel about Jed's day so far? Why/why not? - Do you think the other workers on site realised this was high risk construction work? Why/why not? - When should both work teams have stopped work to review the safe work method statements and do a new risk assessment? <p>Think about a time when:</p> <ul style="list-style-type: none"> - Production pressure may have pushed you to do work without fully assessing the risks. - You had the opportunity to identify problems and come up with solutions before and during work. - Apprentices were encouraged to speak up. 	
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Part two

Continue the film		06:13 – 08:12
Pause film at each discussion question.	<p>Who do you relate to in this scenario and why?</p> <p>Henry</p> 	<p>Who do you relate to in this scenario and why?</p> <p>Henry? What kind of pressure do you think Henry is under?</p> <ul style="list-style-type: none"> ○ Time and work pressures. <p>What is Henry's leadership style:</p> <ul style="list-style-type: none"> ○ Transactional <ul style="list-style-type: none"> ▪ Focuses on supervision, organization, and performance. ▪ Promotes compliance through both rewards and/or punishments. <p>OR</p> <ul style="list-style-type: none"> ○ Transformational <ul style="list-style-type: none"> ▪ Leads by example. ▪ Thinks broadly. ▪ Considers all hazards – not just those immediately in front of workers. <p>Do you think that Henry demonstrated safety leadership?</p> <p>Discuss the concept of safety leadership, which involves:</p> <ul style="list-style-type: none"> ○ Providing a safety vision. ○ Clarifying goals. ○ Giving feedback. ○ Highlighting sources of risk. ○ Encouraging application of controls. ○ Facilitating innovation ○ Creative thinking.
	<p>Jed</p>	<p>Jed?</p> <p>What risks were Jed exposed to?</p> <ul style="list-style-type: none"> ● Physical risk factors. ● Psychological risk factors. ● Limited ability for health lifestyle choices because of the way the work was organised and designed.



Marty
(Viewer point of view)

These risks were not managed and contributed to Jed's incident.

- Do you work in an environment where you manage high risk and hazardous work? Encourage examples.
- Have all the hazards been considered? What are they? Have they been managed?

Marty (apprentice/you)?

- How would you feel after witnessing a serious workplace incident like this?
- How do you think this would impact young workers' mental health?
- What is your opinion of this workplace?
- Would you be able to speak up if you thought something was not right if you worked on this site?

Conversation prompts:

- Young workers can lack experience in complex and high-risk work situations. Consider the situation from their perspective, remember what it was like to first enter a workplace. What can we do as a team, regardless of trade, to ensure health and safety?
- As an employer, how would you support Jed and those who had witnessed this incident?
- Consider the boilermakers and the potential risks they were exposed to. How did lack of planning and communication with the boilermakers impact Jed's safety?
- Why did the boilermakers keep cutting? (Time and work pressures)
- What are the risks of the boilermakers performing a high risk manual task like this for so long?
- When Jed fell, how do you think Henry handled the situation?
- Did you know something bad was going to happen? Why?

	<p>How can your workplace lead the change toward safety?</p>	<ul style="list-style-type: none"> - Are young workers encouraged to speak up? If not, what can be done to change this? - Do you look after your work mates? How? - Do you feel comfortable to stop the job if it doesn't feel right? (Even if you get push back from managers)? Why/Why not? <p>How can your workplace lead the change toward safety?</p> <ul style="list-style-type: none"> - If you are a leader: <ul style="list-style-type: none"> o How are you creating the perception that working safely is valued and a priority of the organisation? o How do you manage bad news? - How well are your workplace's safety procedures and practices implemented in practice, compared to how they are intended on paper? Is there a gap? - What can you do to highlight the importance of communication? Consider how your work impacts others? - What can you do to create the expectation that safety is a core part of all work tasks? - What can you do to encourage people to speak up, listen, and stop a job? - How do you address fatigue and time pressures? - How can your workforce be in control of its own safety? 	
Wrap up	<p>Thank you for your participation.</p> <p>Remember to:</p> <ul style="list-style-type: none"> • Ask questions. • Stop. • Think. • Lead change. 	<p>To make sure this doesn't happen to us or anyone you know and love - we need to get better at asking questions, stopping, thinking and leading change.</p> <p>Don't assume everything is safe.</p>	