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| Work Experience/Work Placement Scenarios |

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| **Case Study Scenario 1: Stuart** |
| *Stuart organised a work placement as part of his Year 10 Personal Learning Plan (PLP) course, with his uncle who runs a building firm. On the first day Stuart and his uncle drove 30km to an old mill which was being renovated. Stuart’s uncle showed him how to operate the scissor lift and how to rig up safety ropes, and they made sure they had all the correct Personal Protective Equipment (PPE) before they began working on removing the guttering of the three story building. Stuart’s uncle soon realised that they would need more materials and so he left Stuart to continue removing the guttering and drove back to his workshop.* |

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| **Case Study Scenario 2: Joanne** |
| *Joanne wants to get a weekend job as a cellar hand in a local winery. She organises a work placement as part of her Year 10 Personal Learning Plan (PLP) course. She will be stocktaking and driving a forklift to move barrels in the barrel shed. The owner asks if she will also help out by serving wine at a big function they have coming up.* |

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| **Case Study Scenario 3: Andrew** |
| *Andrew was interested in aquaculture and arranged to do work experience with a tuna farm. On his first day he was mending nets and cleaning the boat while it was docked. The second day he went out on a tuna vessel to the tuna farm and was shovelling feed into the tuna nets. As he was untying the vessel from the tuna net the boat moved in the swell and he caught his fingers in the rope. Andrew suffered a fracture and lacerations to his fingers.* *Acknowledgement to SafeWork SA for this scenario.* |

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| **Case Study Scenario 4: Harry** |
| *Harry was on his second day of work experience as part of his Workplace Practices course. His employer instructed him to use an unguarded pipe-bending machine. He wasn’t trained or qualified to operate the machine but he wanted to do as he was told and attempted to operate the machine. His hands became trapped and he suffered broken fingers, multiple cuts and crushed fingertips which resulted in two amputations.* *Acknowledgement to SafeWork SA for this scenario.* |

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| **Case Study Scenario 5: Lily** |
| *Lily organised a work placement in her local newsagency. On her first day she was asked to restock the shelves with some brochures from the storeroom. The brochures were in a carton on the top shelf of the storeroom but she couldn’t find a ladder so she used the lower shelves to climb up. The shelves were freestanding and as Lily climbed it caused the shelving to fall on top of her. The injuries she sustained resulted in Lily ending up as a paraplegic.*  *Acknowledgement to SafeWork SA for this scenario.* |

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| Adult Worker Scenarios |
| **Case Study Scenario 6: Danielle** |
| *Danielle worked in a factory on a processing line. She noticed a blockage on the conveyor system where two conveyors joined so she reached up to clear the blockage. Her finger became caught in a gap between the conveyor belt and a stainless steel slip tray, cutting the tip of her index finger off.* *Acknowledgement to SafeWork SA for this scenario.* |

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| **Case Study Scenario 7: Frank** |
| *Frank manages a dairy farm. With another employee he was using an auger (which is like a large corkscrew turning in a tube) to mix feed for the cattle. The machine had been modified to allow more grain to be collected in the container and a protective hatch cover had been removed. While trying to scoop out the last of the grain from the open hatchway Frank’s hand became trapped. Without realising that there was a problem, the other employee started the mixer up again and Frank’s hand was cut off at the wrist. Acknowledgement to SafeWork SA for this scenario.* |

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| **Case Study Scenario 8: Kylie** |
| *Kylie and her colleague had just started a new job at a food manufacturing company. They were told by their supervisor to clean the industrial blender, as the person that usually operated and cleaned the machine was absent. They had never used the machine before and were left alone to clean it. During the cleaning the other worker accidently started the machine and Kylie’s hand became trapped in the blades. In a frantic attempt to free Kylie’s hand, her colleague again started the blender causing Kylie’s hand to be completely severed. Acknowledgement to SafeWork SA for this scenario.* |

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| **Case Study Scenario 9: Natalie** |
| *Natalie worked at a fast food outlet. She was asked to clean a fryer and steamer unit. The fryer held hot cooking oil and the steamer contained hot water, but Natalie mistakenly thought that both sections of the unit contained hot oil. She emptied the hot water (which she though was hot oil) into a bucket and then began to pour the hot oil from the fryer into the same container. When the hot oil hit the hot water it started to explode. Natalie suffered severe burns to her body. Acknowledgement to SafeWork SA for this scenario.* |

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| **Case Study Scenario 10: John** |
| *John worked at a cardboard manufacturing company and regularly transferred flammable liquids from drums into smaller containers. The chemicals were stored in a storeroom that did not have any ventilation or any lights installed. During a night shift, John was showing a new employee how to transfer the liquids. He used a cigarette lighter to illuminate the interior of the storeroom and the lighter flame ignited the fumes and jumped to the drum, causing an explosion. John and his colleague suffered second and third degree burns to fifty percent of their bodies.* *Acknowledgement to SafeWork SA for this scenario.* |

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| Work Placement Scenarios |

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| **Case Study Scenario 11: Afeefa** |
| *Afeefa phones some local retail stores and asks if she can do a work placement as part of her Year 10 Personal Learning Plan (PLP) course. One store says yes and Afeefa arranges all the required paperwork to start there in two weeks’ time. When she turns up for the first day of her work placement and introduces herself, the shop owner says that she can’t possibly work there because she is wearing a hijab and this will scare away customers.*  |

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| **Case Study Scenario 12: Sophie** |
| *Sophie has always wanted to be a mechanic. She has spent a lot of time at weekends in her Dad’s crash repair shop but she wants to experience a different workplace. Now she is in Year 10 she is excited to do her first official work placement at a mechanic across town. When she arrives on the first day she is shocked to see calendars and posters of naked women in the workshop. Even the computer in the office has a screensaver of naked women.* |

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| **Case Study Scenario 13: Annie** |
| *Annie started her work placement at a takeaway café as part of her Year 11 Workplace Practices course. On the second day she started getting a hard time from Peta, another employee. Peta would wait until the supervisor left them alone and then threaten to bash Annie. When Annie tried to explain that she was there on a work placement Peta told her that the only way to not get bashed was to do her work too, starting with cleaning out the grease trap and then washing all the baking dishes.* |

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| **Case Study Scenario 14: Tony** |
| *Tony began a work placement as part of his Year 12 Workplace Practices course. At the end of the first day another employee accused him of stealing his cousin’s job. He said that his cousin had been sacked last week to save money, because the boss knew he could get lots of students doing work placements and he didn’t have to pay people doing a work placement.*  |
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| **Case Study Scenario 15: Tom** |
| *Tom, a 15 year old on work placement with a small building company, was asked by some apprentices whether he was gay. They commented on him visiting gay bars and implied that he was a paedophile. One day one of the apprentices grabbed him from behind and rubbed up against him.**Acknowledgement to SafeWork SA for this scenario.* |

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| Adult Worker Scenarios |
| **Case Study Scenario 16: Lucie** |
| *Lucie works as the finance officer in a small engineering firm. She really wants to be the WHS rep for the company and when she hears about some training coming up she asks her employer if she can go. Her employer says no – he says that she wouldn’t understand enough about the complicated machinery that the company uses and that all the other people doing the training course would be male and she might feel intimidated.* |
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| **Case Study Scenario 17: Michael** |
| *Michael has been working 8 hours a week at a local supermarket since he was in Year 10. After finishing Year 12 he decided to take a gap year and earn some money before going travelling. He asked his employer if he could increase his hours but his employer said no and that he actually needed to cut his hours to just 4 hours a week. Michael noticed that the same day that his hours were cut, the supermarket was advertising for new school students to work part time.*  |
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| **Case Study Scenario 18: Simon** |
| *Simon works at a large architectural company as a commercial architect specialising in office buildings. He is openly gay. The company wins a contract to design a new office complex but Simon is not asked to join the design team for the project. When he asks why, he is told that it wouldn’t be appropriate because it is an all-male design team.* |
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| **Case Study Scenario 19: Lawrence** |
| *Lawrence is Sudanese. He loves his job at a components manufacturer and has made a lot of friends since he arrived as a refugee three years ago. However, a few of his co-workers keep on about him being a “queue jumper” and that he should be in a detention centre. They say that he isn’t the right colour to work for their company.* |
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| **Case Study Scenario 20: Mandy** |
| *Mandy was in a car accident and as a consequence needs to use a powered wheelchair to move around. She works in an open plan office and there is always a lot of joking around amongst her colleagues. She usually enjoys the interactions with her workmates but one colleague is making her feel uncomfortable. He keeps making reference to her wheelchair and telling jokes about people with disabilities.* |