

A woman with dark hair tied back, wearing a white shirt and a large black headset, is looking intently at a script. Next to her, a man with a beard and blonde hair, wearing a black shirt and a white earbud, is also looking at the script. In the background, another woman with brown hair is visible, looking off to the side. The scene appears to be on a film set.

# Safe on set

**TRAINING MATERIAL FOR GROUPS USING THE  
ONLINE COURSE IN A PRODUCTION OR AS PART  
OF A FILM AND TV EDUCATIONAL PROGRAMME**

**Prevent** conveys knowledge on how to create successful companies in which everyone is safe and healthy thanks to a work environment that promotes health. Prevent wants to inspire and support workplaces in their work environment management. We do this by:

- providing information about work environment issues
- giving training and holding seminars around the country
- developing simple, useful products and methods.

**Prevent** is a non-profit organisation owned by the Confederation of Swedish Enterprise, the Swedish Trade Union Confederation (LO) and the Council for Negotiation and Cooperation (PTK), i.e. by the employers and trade unions together.

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ARBETSMILJÖ I SAMVERKAN  
SVENSKT NÄRINGSLIV, LO & PTK

# Welcome!

Welcome to this training material for the Safe on Set online course! The material provided here is aimed at people who are conducting group training based on the online course. Use the material as support and pick out the parts that are relevant to your particular group. The material is suitable for

- teachers on an educational programme for people looking to work in the film and TV industry
- managers in the film and TV industry who want to train the staff at their workplace or the crew for a specific production
- those working in the film and TV industry who want to learn more about the work environment together with their colleagues.

How to proceed:

1. Start by reading the training material (this document).
2. Go through the Safe on Set online course. It takes about one and a half hours to complete.
3. Plan your course according to your group's own context, such as the amount of time you have available and the prior knowledge of the participants. You can use the material in the online course and the exercises in this training material as a basis for your training plan, or develop your own exercises tailored to your group.



# Put the work environment on the agenda with Safe on Set

Everyone should feel safe and secure at work, whatever their role in a film or TV production. The work environment covers everything in our day-to-day working life – from safe electrical installations to the atmosphere among the crew.

Working with the Safe on Set online course enables everyone in the crew to contribute to a safe and secure industry for everyone.

## Your role as trainer

This training material includes exercises linked to the videos, interactive exercises and texts in the online course. The training material is aimed at people who will be providing work environment training to groups who work or intend to work in the film and TV industry, for example after they have finished studying. If you have not already completed the online course, we recommend that you do so before using the exercises in the training material. As a trainer, you can:

- **raise awareness** of work environment issues that may occur in the film and TV industry;
- help participants **understand** how to deal with difficult situations that may arise at work;
- **create a discussion forum** where participants can reflect on their situation and learn more about how they can contribute to a good work environment for all;
- **support participants** on issues concerning the work environment and safety and security in the workplace.

## Enable participants to develop and support each other

Addressing work environment issues is an ongoing development process in the industry. Making people who are working or will be working in this field more aware of issues that affect the work environment is one step in this process. Plan your training to reach the participants in your specific group,

spark or maintain their engagement, and give them a chance to discuss with and support one another. Use your creativity and think about formats that work for you as a group. Feel free to toss ideas and thoughts around with a colleague. Here are a few things to keep in mind:

- **Base the training on real life.** Focus on examples and discussions that are relevant to the participants. Base them on the types of productions they work or will work on. Also consider the prior knowledge of the participants. If you don't know what prior knowledge they have, it's a good idea to find that out first.
- **See yourself as a moderator** rather than a knowledge provider. Draw on the participants' knowledge and experience during your discussions.
- **Promote constructive dialogue and reflection.** Try to create conditions for group participants to converse and reflect together in a constructive way. Encourage everyone to actively listen and participate.
- **Choose different types of exercises.** Make it easy for everyone in the group to participate actively in discussions by using various types of exercises that start a conversation. For example, go round the group and ask everyone to say something, or alternate exercises and discussions for the group as a whole with conversations in pairs or smaller groups. You could also do some of the exercises in writing, if this is possible.
- **Talk about expectations.** Discuss with the participants in advance what expectations people in the group have. What do they hope to learn? Are there things they don't need to learn?
- **Join in the discussion – but also leave room for the participants.** When you get a question from a participant, ask if another participant wants to answer. You can also use your own experience or reflections. The more of yourself you give, the more the participants will also give.

## **Bear in mind that some topics can be difficult to talk about**

Some work environment issues can be difficult to talk about – issues such as stress, communication problems and sexual harassment. If you know or think that some participants have personal experience of these issues, discussing them may be particularly sensitive. It's important to deal with these questions responsibly and with respect for the fact that the participants are

individuals with diverse experiences and prior knowledge. Here are some tips on things to keep in mind:

- **Create a safe group atmosphere.** Consider dividing a large group into smaller groups to allow more people to speak, including those who are not comfortable being seen or heard in large groups. Establish community rules to create a safe space, for example one person talks at a time, and you as the trainer invite people to speak.
- **Emphasise that sharing is optional.** In a safe environment, participants may be willing to talk about their own experiences and share what they have gone through with others. Feel free to encourage this in situations where it is appropriate, but emphasise that it's optional. Also emphasise that nobody can single out anyone else or discuss the stories of others without permission. Nobody should feel called out or called into question.
- **Focus on solutions.** When training students or people who are new to film and TV, it's particularly important to think about how you speak about problems and difficult issues that may arise in the industry. Focus on constructive ways to deal with the problems and avoid spreading anxiety.

# Exercises

This section contains suggested exercises that you can use in your training. These exercises are linked to the various chapters in the online course. There are also suggestions for different ways of structuring the training during one or more sessions.

## How to use the exercises

You can use the exercises in the training material in various ways. Don't feel you have to use all the exercises; choose a few that you think might work well for your group. Start from the participants' experience and level of training or work situation, as well as from the amount of time available. You can also adapt the exercises to the group's circumstances or create your own exercises.

You may choose to organise the training in various ways based on different approaches or themes. Here are a few suggestions as to what you could do.

### Cover one chapter per session

Divide the training into five different sessions. Each session could be a full lesson or a shorter part of a lesson, depending on how much time you have. Allow the participants to work through a chapter in the online course independently before each meeting. Then use the exercises linked to the relevant chapters as a basis for group discussions when you meet.

### Collate participants' reflections after they have worked through the online course

Allow the participants to work through the whole online course on their own beforehand. Select relevant exercises to go through together in one or more training sessions.



### Focus on the videos

Each chapter has at least one video led by presenter Alexander Karim. You can choose to use all or just some of the videos when planning your group training. Have the participants watch the videos before or in conjunction with one or more training sessions. Then do the exercises linked to the videos. They are marked with a film symbol.



### **Talk about difficult situations**

Each chapter of the online course contains one or two dilemmas, with brief descriptions of difficult situations that may arise in a film or TV production. Choose two or three dilemmas that you think are particularly relevant to your group and do the exercises linked to those dilemmas. These are marked with two speech bubbles in this training material. Of course, you can also develop your own exercises or questions for discussion which are linked to the dilemma and tailored to your group.

## **Exercises for chapter 1 – Safe production**

### **Exercise 1 – What do we know about the work environment?**

In this exercise, participants reflect on what they know about the work environment, why it's important and what they would like to learn more about. The exercise is particularly helpful if you're not sure what prior knowledge participants have and want to get an idea of this before planning the full training.

You are also encouraged to do exercise 12 in this training material, where you and the participants follow up on the exercise and reflect on what they have learnt on the course.

### **How to proceed:**

1. Explain why you think it's important to take the work environment seriously and what it actually means. You can use the information in the Information from the trainer box below as a starting point or speak from your own experience.
2. Ask »What do you think of when you hear the term work environment?« and allow every participant to write down the first thing that comes to mind.
3. Go around the whole group, giving everyone the opportunity to share what they have written.
4. Have participants discuss in groups and choose three things that characterise the work environment of the productions they are usually involved in and three things they would like to learn more about in terms of the



work environment. These things may be issues that the participants raised during the group discussion, or something that occurs to them during the discussion.

5. Write a list of the six things from step 4. It may be a good idea to use this list as a basis for planning the rest of the course for the participants. Also use the list if you do exercise 12 in this training material.

### **Information from the trainer**



You should feel safe and secure at work, whatever your role in a film or TV production. The work environment covers everything in your everyday life at work – from safe electrical installations to the atmosphere among the crew.

There are two aspects to the work environment: on the one hand we have the physical work environment, and on the other we have the organisational and social work environment. The physical work environment includes ergonomics, lighting, acoustics and climate. The organisational and social work environment covers issues such as planning, working hours and cooperation. This also includes having procedures in place to prevent unhealthy workloads and to ensure that everyone feels healthy and happy at work.

In many of today's film and TV productions, the physical work environment is taken very seriously and the risks are well recognised and managed. This is a positive development that has largely taken place in recent decades. Many people find it more difficult to tackle risks relating to the organisational and social work environment. However, it need not be so difficult. The aim is to make thinking about the risks associated with stress and poor communication as ingrained as considering those associated with heavy lifting and repetitive strain.



## **Exercise 2 – Talk about the video titled What is the work environment**

In this exercise, participants will reflect on the video titled What is the work environment? in chapter 1 of the online course.

### **How to proceed:**

1. Get the participants to watch the video What is the work environment?, which comes at the beginning of chapter 1 in the online course. Encourage them to make a note of any reflections while watching or afterwards.
2. Divide the group into smaller groups.
3. Ask the participants to discuss what was said in the film. You could use the questions in the box below as a starting point.
4. Conclude with a whole group discussion in which participants can reflect together on the questions and the different groups' responses.

### **Questions**

- What do you think about what the people in the video are saying?
- Is there anyone in the video who has a similar role to you? If so, do you agree with what the person is saying?
- Do you agree that part of the job is to solve problems?





### **Exercise 3 – Dealing with a dilemma**

In this exercise, participants reflect on a dilemma that may arise at work. Start with the dilemma in chapter 1 – To speak up or not to speak up? – for the participants to respond to and discuss.

#### **How to proceed:**

1. Present the dilemma.
2. Present the different answers included in the dilemma. If you are doing the exercise in person in the same room, you can place sheets of paper on which the answers are written in different parts of the room. Add another sheet for participants who don't think any of the answers are appropriate or who have a different suggestion.
3. Ask the participants to stand by the sheet that best corresponds to their values. Remember that as a rule there is no right or wrong answer.
4. Ask those who are standing by the same sheet of paper to tell each other why they chose this answer. If lots of people chose the same answer, divide them into smaller groups. If someone is standing alone by a sheet of paper, ask them to tell you why they chose this answer. Stay nearby so this person doesn't feel alone in that part of the room.
5. Ask one or more people from each answer to explain to the group as a whole why they chose it. The other groups cannot comment on or question the explanation. Ask if anyone wants to change their answer after hearing the other groups' explanations.
6. Thank everyone and let them go back to their seats. Present the feedback that comes after the answers to the dilemma in the online course. Have the participants discuss the feedback. Do they agree? Is there anything else that's important to consider?
7. To finish, ask the participants to think about any personal experiences of similar situations, in the group as a whole or in smaller groups. Use the reflection questions under the heading Think and reflect for the dilemma in the online course as a starting point.

## **Exercises for chapter 2 – Your role is important**

### **Exercise 4 – Who should do what?**

In this exercise, participants reflect on their own and others' responsibilities and tasks regarding the work environment in a film or TV production.

#### **How to proceed:**

1. Prepare the exercise by writing a number of work environment situations or problems on pieces of paper, such as Post-it notes. Write one situation on each piece of paper. Place the notes in a bowl or jar. Record on a separate piece of paper or in a document who is responsible for managing the different situations: the employer/manager, the safety representative, the crew or everyone.
2. Make four columns on a board or flipchart or in a digital document that you display on a large screen. Write the words Employer/Manager, Safety representative, Team and Everyone at the top of each column.
3. Get a participant to take a note from the bowl or jar and read it out. Then ask the participant to say who they think (or know) is responsible for dealing with the situation. If they don't know, the rest of the group or you can help them. Then write the situation in the appropriate column on the board.
4. Let the next participant take a note, and do the same as in step 3. Continue in the same way until all participants have taken a note or until the notes run out. Don't dwell on each note for too long – try to keep up the pace.
5. Finish by discussing with the whole group what you can see on the board.

### **Suggested list of situations and problems**



- A conflict between two crew members during a shoot
- Conducting a risk assessment for a stunt scene
- It has been a long day and everyone in the crew is tired
- Safety at the filming location is inadequate
- Creating a positive and inclusive work environment
- A technician has discovered that a piece of equipment is faulty
- Managing stress during a live broadcast
- Ensuring that those working in the office have good desks and chairs
- Someone has been injured during a shoot
- Identifying and addressing noise problems

### **Discussion questions**



- Do you see any patterns in who is responsible for different types of issues?
- Is there anything that surprises you?
- Are you unsure of where to place any of the situations? If so, how can you find out what's right?

You could use the questions in the box below as a starting point.



### **Exercise 5 – Dealing with a dilemma**

In this exercise, participants reflect on a dilemma that may arise at work. Choose one of the dilemmas in chapter 2 – Who wants to be a safety representative? or Should you need to remind people about safety? – for the participants to respond to and discuss. Use the description of exercise 3 in this training material as a starting point.





## Exercises for chapter 3 – Working to prevent issues

### Exercise 6 – How important is good communication?

In this exercise, participants reflect on the role that good communication plays in making work a success.

#### How to proceed:

1. Get the participants to watch the video How can we work preventively? in chapter 2 of the online course.
2. Ask »What do you think characterises good communication in your work?« and allow every participant to write down the first thing that comes to mind.
3. Then ask the question »How can poor communication affect your work?« and again, get the participants to write down their thoughts.
4. Go around the whole group, giving everyone the opportunity to share what they have written.
5. Have participants discuss in groups and choose three things that characterise good communication and three things that could hinder communication and cooperation within the crew. These things may be issues that were raised in the video, or that the participants raised during the group discussion, or something that occurs to them during the discussion.
6. Conclude the discussion by describing why you think it's important to ensure good, clear communication. You can use the information in the Feedback from the trainer box as a starting point or explain in your own words based on your own experience.

#### Feedback from the trainer

Communication is the key to effective cooperation when working in a team. It may seem obvious – but it's also easy to forget when the pressure is on or when everyone needs to focus on their role to make things work.

Good communication is about both talking directly to each other and ensuring that important information reaches the right people at the right time. Everyone benefits from an open and positive climate for conversation, where everyone – whatever their role – greets each other and treats each other with respect.

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When it comes to information, it's important that this is clear and easily accessible to everyone who needs it. The best communication paths depend, among other things, on the size of the production and whether it's located in one place or moves around.

### **Exercise 7 – Managing stress**

In this exercise, participants reflect on their own experiences of stress. They also get to think about how their actions can affect others.

#### **How to proceed:**

1. Individually, in pairs or in small groups, ask the participants to think about the questions in the box below.
2. As a group, compile a list of things that can create stress in a workplace.
3. Compile a similar list of things that can reduce stress.
4. Finish by allowing participants to discuss and reflect together on how they can support one another as colleagues in a stressful situation and what the manager can do to reduce stress in the crew.

#### **Questions**

- In what types of situation do you feel stressed? Give examples from productions you have worked on.
- How do you usually react when you feel stressed?
- How do you think your reactions to stress might affect people around you, like colleagues?
- How do you usually deal with stressful situations?
- How might you help a colleague who is feeling stressed?
- What do you think the manager should do to reduce stress in the crew?



### **Exercise 8 – Dealing with a dilemma**

In this exercise, participants reflect on a dilemma that may arise at work. Choose one of the dilemmas in chapter 3 – Weekend work or Is it possible to prevent stress? – for the participants to respond to and discuss. Use the description of exercise 3 in this training material as a starting point.



## **Exercises for chapter 4 – Identifying and managing risks**

### **Exercise 9 – Solving problems by talking to each other**

In this exercise, participants will use role play and discussion to explore how they can solve different problems by communicating clearly with each other.

#### **How to proceed:**

1. Prepare the exercise by coming up with three different situations or scenarios in which communication is a problem. You can use the situations in the box below or make up your own situations that are relevant to your group. Write down the situations in some way so that the participants can have them to refer to during the exercise, for example on a board, in a document that you show on a large screen or on paper that you hand out to the participants.
2. Briefly present the three different situations.
3. Divide the group into small groups of three people. Assign each group one of the three situations.
4. Get the groups to explore their different situations and try to resolve the problems. Each person in the group takes a role in the situation and acts out a scene based on that situation. Encourage the groups to add details and information to make the scene interesting and relevant to them.
5. If there's time, after a while you can invite the groups to either switch roles within the group or explore one of the other situations.
6. Conclude by getting the groups to tell the other groups how they resolved the different problems.

## Situations and roles



**Language barriers in an international production.** In an international production, there are two teams from different countries. Two people – one from each team – have different opinions on a safety issue. A supervisor tries to mediate and find a solution that both teams are happy with – and that complies with the applicable safety rules for the production.

### Roles:

- Member of one crew
- Member of the other crew
- Supervisor

**Misunderstandings about planning for a shoot.** Three people from different departments have misunderstood each other regarding the planning of a shoot. Two departments need to start their work very soon, while a third department is far from finished with theirs. Everyone is stressed.

### Roles:

- Three team members from different departments, such as set design, make-up and costume

**Conflict due to different creative visions.** Two people in artistic roles disagree on how to deal with a change in the weather. A third person needs to know how the situation is going to be resolved, so they can then communicate the plans for the day to the rest of the crew.

### Role:

- Person with a specific artistic role
- Person with another artistic role
- Person with a planning role and responsibility for the crew



## Exercise 10 – Dealing with a dilemma

In this exercise, participants reflect on a dilemma that may arise at work. Choose one of the two dilemmas in chapter 4 – What is the right level? or Sexual harassment or not? – for the participants to respond to and discuss. Use the description of exercise 3 in this training material as a starting point.

## Exercises for chapter 5 – Part of day-to-day work



### Exercise 11 – Systematic Work Environment Management

In this exercise, participants learn more about systematic work environment management and cooperation between different roles in a production.

#### How to proceed:

1. Plan a short presentation to explain what systematic work environment management and cooperation mean. You can use the info box below as a starting point, or use your own knowledge and experience. Adapt the level of difficulty and the amount of information to the participants' prior knowledge.
2. Give the presentation to the participants. Perhaps display the WEM wheel during the presentation (a larger wheel is shown at the end of this document).
3. In pairs or small groups, have participants discuss the questions in the box below the fact box.
4. Conclude with a whole group discussion in which participants can reflect together on the questions and the different groups' responses.

#### Fact box: Work systematically



One way of prioritising the work environment is to use systematic work environment management. The aim is to prevent ill-health and accidents and to deal with problems and risks before anything happens.

All workplaces in Sweden must implement systematic work environment management, and film and TV productions are no exception. The work is based on four key activities:

- **Investigate** the work environment and identify risks.
- **Assess the risks** and plan measures.
- **Take measures** to address the risks and problems.
- **Check** whether the measures have produced the desired results.

These activities follow one another constantly, like a wheel going round. The idea is that they will lead to continuous improvement, with the next production being a little safer and more secure than the previous one. The wheel also shows that everyone needs to tackle the work environment together – in cooperation.





### Questions

- What do you think are the benefits of a systematic approach to the work environment in a film or TV production?
- Are there any downsides? If so, what are they?
- What are the possible obstacles that make it difficult to work systematically on the work environment?
- What do you think can be done to make systematic work environment management easier?





### Exercise 12 – What do we now know about the work environment?

In this exercise, you and the participants will return to three of the points that you identified in the fourth step of exercise 1, i.e. three things that the participants wanted to learn more about. What have they learnt about the work environment since then?

#### How to proceed:

1. Ask »What have you learnt about the work environment from this training?« and allow every participant to write down the first thing that comes to mind. How can poor communication affect your work?
2. Go around the whole group, giving everyone the opportunity to share what they have written.
3. Allow the participants to discuss as a group the questions in the box below. Ask the participants to choose the three most important things they have learned, and three things they still don't have an answer to. These things may be issues that the participants raised during the group discussion, or something that occurs to them during the discussion.
4. Discuss the points that participants feel have not been answered. Do you have any responses or perspectives to share? Can you or any of the participants research any answers to share with the rest of the group?

#### Questions

- What are the most important things you have learnt about the work environment?
- Is there anything related to the work environment that you still feel unsure about?



### Övning 13 – Hantera ett dilemma

I den här övningen får deltagarna reflektera kring ett dilemma som kan uppstå i arbetet. I den här övningen får deltagarna reflektera kring ett dilemma som kan uppstå i arbetet. Utgå från dilemmasituationen i kapitel 5 – Vad är rätt nivå? – som deltagarna får ta ställning till och diskutera. Utgå från beskrivningen av övning 3 i den här handledningen.

## The wheel illustrating systematic work environment management



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