

SAFETY COMMUNICATION AND TRAINING TECHNIQUES OVERVIEW

Welcome . . .

. . . to a training course developed by the National Safety Council's Occupational Safety and Health Services.

The mission of the National Safety Council is to educate, protect, and influence society to adopt safety, health, and environmental policies, practices, and procedures that prevent and mitigate human suffering and economic losses.

Safety and Health Leadership...

It's Our Mission



For more than 90 years, the Council has been accomplishing this mission through a global approach to safety and health issues, and a vast array of services and products. Through dozens of different programs and workshops, the Council's Occupational Safety and Health Services educates industry managers and safety and health professionals to improve the safety, quality, and production efforts of more than 10,000 organizations worldwide.

We are again pleased to be the recipient of a Susan B. Harwood grant from the Occupational Safety and Health Administration (OSHA). Through this grant, we are able to present this training program to you.

About the National Safety Council

History and Scope

Since our founding in 1913, the National Safety Council has served as the leading source of safety and health information, working for generations to protect lives and promote health with innovative programs and services. We began our efforts in the workplace – in factories, warehouses, and construction sites – making businesses aware of ways to prevent deaths and injuries on the job.

Since then, we have expanded our efforts to include office, highway, community, home, and recreational safety. This expansion includes occupational and environmental health and general wellness in order to promote safety and health 24 hours a day. And, our mission now encompasses all people across the globe.

How the Council Is Organized

Acknowledging our first 40 years of operation as an Illinois not-for-profit corporation, an Act of Congress on August 13, 1953 created the National Safety Council as a corporation under federal law. Public Law 269 of the 83rd Congress formally established the Council as a federally chartered organization. The Charter mandates that the Council be non-political and shall not contribute to or otherwise support or assist any political party or candidate for office.

The Council is governed by a Board of Directors. With the exception of two Council senior officers who are salaried, all the directors are unpaid volunteers. The Board, its officers and committees, aided by more than 2,000 volunteers, determine policies, operating procedures, and programs to be developed and carried out by the Council's 300-plus professional staff. Board members represent industry, labor, chapters, government, associations, and individuals. Council member firms employ more than 30 million people.

Our global subsidiary, the International Safety Council, is the Council's outreach beyond U.S. borders. Founded in 1992 as a separate non-profit affiliate corporation of the National Safety Council USA, the International Safety Council conveys expertise and our mission to industries, associations, and governments worldwide.

About the National Safety Council (continued)

How the Council Is Funded

Council funding comes from four main sources:

1. Dues paid by a membership that numbers in the thousands.
2. Revenues gained from the sale of materials and programs to Council member firms/others.
3. Fees for on-site safety and health evaluations, tuition, and other fees for training and consulting projects by Council professionals.
4. Donations and grants.

The Council is not an agency of the government and general subsidies are not accepted.

How the Council Operates

The National Safety Council is not a governmental agency. We do not have the authority to legislate or regulate. But, we do have the ability to influence public opinions, attitudes, and behavior. We serve as an impartial information broker by bringing together safety and health professionals with government, associations, and media representatives to form national coalitions on key safety and health issues.

In its mission of protecting life and promoting health, the Council works with hundreds of allied organizations in industry, labor, government, education, and the community at-large, as well as with 39 Chapters. Because it is a public service organization, the Council can be impartial in its dealings with all groups and individuals.

The Council's method is to achieve consensus on safety and health topics through its volunteer members and coalitions of organizations. It then disseminates the best possible information through its massive communications network of publications, training programs, audiovisual materials, news releases, and broadcast public service messages.

Each autumn, the Council sponsors the Congress & Exposition, a major convention, attended by approximately 20,000 safety and health professionals. The Congress features nearly 300 educational sessions covering the latest developments in safety and health. It is the largest safety and health products and services event in North America.

About the National Safety Council (continued)

Joining the Council in a Mission to Save Lives

Credibility, impartiality, and remaining true to the safety and health mission are hallmarks of National Safety Council service. The results of the organized safety movement are measurable. Since 1912, unintentional-injury deaths per 100,000 population in the United States were reduced 55%. Considering that this reduction took place during a period when the nation's population more than doubled, more than 4,300,800 fewer people died from unintentional injuries than would have been killed if the rate had not been reduced.

How to Reach Us

The National Safety Council and network of local Chapters offers many ways for you and your organization to help protect life and promote health. Membership, volunteer participation, as well as using Council resources, programs, and materials will help to make your workplace, school, home, and community safer and healthier.

- The National Safety Council's network of Chapters conducts safety, health, environmental, and ergonomic efforts at the community level, providing training, conferences, workshops, consultation, newsletters, updates and safety support materials, as well as valuable networking avenues. Located in many cities across the U.S. and in the United Kingdom, our network extends the Council's visibility and provides a local voice for advocating issues that can educate, inform, protect, and save lives.

To access Council services and materials, you can work with full-time, full-service local Chapters in several locations. For a state-by-state listing, please call 1-800-621-7619 or visit our Website at <http://www.nsc.org>.

- The Council's Website offers national and international information, including locations for first aid and CPR courses, and defensive driving courses. Be sure to visit our Website periodically at <http://www.nsc.org> and be kept up-to-date on safety, health, and environmental issues.
- By attending this course, you have already become part of the National Safety Council's mission. Thank you for joining us in this very important effort!

About this Program

Today's safety professional is responsible for communicating safety messages through a variety of methods, ranging from creating and sending out memos and E-mails to delivering safety training to their employees. The Safety Communication and Training Techniques (SCTT) program is designed to provide participants with the knowledge and skills to recognize and assess their role in facilitating a comprehensive and effective communication and training plan, focusing on techniques to make safety messages and training programs more effective.

NOTE: While the course addresses fundamental techniques applicable to communicating safety messages through a variety of methods, special emphasis is placed on performance-based training.

Program material is geared toward the small business owner, employer, manager, employee, and/or their representatives who have responsibility for implementing safety initiatives, but may have limited safety and/or training experience. In general, participants who take the SCTT Program are more likely to have had formal training on a specific job, and less likely to have had training on safety communication and training techniques.

Instructional Goals of the Program

During and as a result of the SCTT training program, participants will gain awareness and basic knowledge and skills to:

- Address communication issues and adult learning needs.
- Organize safety messages and training content.
- Select, design, and use media (with a focus on PowerPoint).
- Improve your presentation and facilitation skills.
- Evaluate safety communication and training effectiveness.
- Implement an action plan in safety communication and training in your business.

About this Program (continued)

Program Content

The modules of the SCTT program provide the structure for its delivery. The modules are:

- Program Introduction
- Module 1: Communication Issues and Adult Learning Needs
- Module 2: Organizing Safety Messages and Training Content
- Module 3: Selecting, Designing, and Using Media
- Module 4: Presentation and Facilitation Skills
- Module 5: Evaluating Safety Messages and Training
- Module 6: Action Planning and Using Program Resources in Your Business
- Tools and Resources

Quality Based on Sound Instructional Design and Adult Learning Principles

Consistent with NSC's high quality training standards, this program is designed, developed, and delivered to meet small business and worker needs through a performance-based training approach, using current instructional design and adult learning principles. NSC:

- Uses a systematic, research-based design and development process that includes the following phases to ensure instructional integrity from conception through delivery. Major phases that are the framework for SCTT Program tasks and timeline are:
 - Phase 1: Conduct project kick-off to define needs/objectives/content and create Design Document (refined in Phase #2)
 - Phase 2: Design and develop Draft 1; review by NSC
 - Phase 3: Develop Pilot Draft
 - Phase 4: Conduct Pilot Test/determine revisions
 - Phase 5: Develop Final Products
- Uses an interactive approach using balanced levels of information delivery and learner-centered, application activities that enhance skills.
- Places emphasis on knowledge and skills transfer to the participants' work experiences, including integrates job aids and suggestions for transferring new learning to work situations.
- Applies and integrates participant background, experience, and expertise in training activities.
- Integrates review and application of learned concepts throughout the program.
- Uses program evaluation methods that includes pilot testing of course materials, informal testing, and a post-course evaluation.

About this Program (continued)

Quality Based on Sound Instructional Design and Adult Learning Principles (continued)

- Uses appropriate media that reflect the participants' needs and learning styles, setting, and objectives while considering available resources.
- Integrates a variety of learning methods such as realistic case studies, large and small group activities, and group discussions during the training to enhance learning.

Instructional Strategy

An instructional strategy is a plan for what will be taught (content) and how it will be taught (process) to achieve objectives. All modules are designed and developed based on the strategy below, giving facilitators a blueprint of what must be done to achieve objectives.

Pre-Instructional Activities

- Identify and/or appeal to participant motivation for learning.
- Review module objectives/content. Relate outcomes to participant experiences/work setting.

Information Presentation

- Present information, including definitions and key concepts, with related small business examples in a logical sequence.
- Combine (chunk) information, as appropriate.

Learner Participation

- Engage participants in interactive opportunities for problem-solving and practice and feedback with newly learned concepts.
- Link all activities to support key objectives.
- Help participants link concepts to what they know during and at the end of each module.

Evaluation of Learning/Testing

- Measure a participant's knowledge, skill, and/or attitude change depending on the topic and desired outcome/objective.
- Implement a variety of different testing mechanisms throughout the program.

Application, Retention, and Follow-Through

- Facilitate retention of new information by providing opportunities for participants to apply what they have learned during the module or program.
- Provide individual consultation and/or recommend other resources when participants need special assistance.

About this Program (continued)

Instructional Methods

Instructional methods are the way that instructional strategies are implemented – approaches and activities used by a facilitator to ensure that learning occurs. For example, if a strategy is to “gain the attention of a learner,” then a method might be to “ask the learner to list questions they have about module topics that will be addressed.” A variety of methods, such as those listed below, support the instructional strategy of the SCTT Program.

- Facilitator presentations (mini-lectures) with PowerPoint slides
- Small and large group discussions
- Small and large group activities
- Case studies (analysis/problem-solving)
- Worksheets and checklists

Audience Profile

In training development, audience (participant/learner) types, characteristics, and needs must be addressed in content examples and exercises so that content is interesting and appropriate to those in attendance. Content must be designed to match it to the interests, previous knowledge, and previous skills of participants so they are motivated in the learning experience and effective learning occurs.

Participants who attend the SCTT program are expected to have a range of knowledge, skills, and experience in on-the-job safety practices. In general, participants who take this program are more likely to have had formal training on a specific job, and less likely to have had training on safety communication and training techniques. The following characteristics, including education, skills, experience, demographics, and pre-program attitudes, describe the average participant expected to attend the program.

Education/Knowledge, Skills, and Experience

- Education ranging from high school education to some college (Master’s level is rare)
- Majority are experts in a specific job; work experience may range from new hires to employees who have been in the same job for many years
- Limited number of participants (approximately 5-10%) have had any formal safety training; low level or no previous knowledge and skills in safety communication and training techniques
- Reading, English, and Math skills at approximately a 7th grade level
- Moderate level problem-solving skills

About this Program (continued)

Demographics

- Approximately 25% represent a diverse group of cultural backgrounds
- Average age is 35-45 years old
- Approximately 90% male; 10% female

Pre-Program Attitudes

- Have a moderate to high level of motivation to learn about safety communication and training techniques
- Approximately 10% may be required to attend and have low interest in learning about safety communication and training techniques

Note on Special Learning Needs

Facilitators may occasionally find that they have a participant in class with a special learning need, often evidencing itself with a difficulty in reading, writing, math, or problem solving. Reading may be difficult for an individual due to their education level, a learning disability, or a difficulty with language translation. It is also possible that a participant has trouble hearing or seeing. It is important to deal with these situations in a sensitive and proactive manner, helping to improve participants' success in this program.

Testing Strategies

Learner progress should be tested to ensure that participants reach a desired level of competency.

Knowledge-Based Testing

Informal knowledge-based testing will occur during the program as participants answer questions posed in activities and by facilitators. As a result of their observation of participants' ability to engage in discussions, facilitators may need to provide individual consultation during the program. A formal, end-of-program knowledge-based test will not be used in the SCTT Program.

Application Testing

Application testing will be informally implemented through observation by facilitators as participants complete learning activities. All learning activities (individual, pairs, small group, etc.) completed during the program, although not formally scored, provide facilitators with continuous opportunities to monitor knowledge and skills transfer. Facilitators should monitor participant progress during the program. As a result, facilitators may need to provide individual consultation to participants as the program progresses.

NOTE: Participant receipt of a “recognition of completion” certificate is based on attendance during the entire program. Certificates should be distributed at the end of the program.

Delivery Considerations

Delivering the Safety Communication and Training Techniques program in a way that complements a participant-centered, interactive design is critical to effective learning.

Instructional Media (Products) and Equipment

An appropriate selection of media helps achieve objectives, ensuring that the instructional strategy and methods are effectively implemented. Media communicate instructional messages to a learner and include materials, devices, and people through which information is delivered. For example, media may be a textbook, video, facilitator, simulator, equipment, audiotape, or participant manual.

The following media support the SCTT program.

- **Participant Guide.** A manual comprised of reference material and learning activities for small business employers and employees trained by Chapters. Organized by 6 main modules, it guides learners through the training with a program overview and module information including purpose, objectives, and discussion points with note-taking space, as appropriate. Learning activities, such as discussion scenarios and checklists on main program topics, are included for use in the workplace.
- **Facilitator Guide.** A moderately-scripted guide for facilitators delivering the program to small business employers and employees in their service areas. Content complements the structure of the Participant Guide (above).
- **PowerPoint (PPT) Slides.** 99 PPT slides to visually support the facilitator's delivery AND reinforce key training points in the program. You have an electronic file of these slides on a CD-ROM. If you have a computer and an LCD projector, you can use the CD-ROM for your PowerPoint presentation.
- **CD-ROM.** Included on the CD-ROM are the complete program contents for the Facilitator Guide, PowerPoint slides, and a template for the completion certificate.

NOTE: Equipment needed to support training delivery includes a flipchart and paper, markers, PPT projection unit, laptop or PC, and a timer. Other equipment may be identified during development of the program.

Delivery Considerations (continued)

Class Size and Training Site Considerations

To foster an interactive learning experience, this program is designed for a maximum of 32 participants.

- From an instructional perspective and to promote an interactive and effective learning experience, a maximum of 32 and minimum of 15 participants per delivery is optimal in the program.
- Running courses at less than 15 or more than 32 participants may negatively impact the level of interactivity and quality of the overall learning experience by detracting from skills development and individual attention by facilitators to participants.

NOTE: The program may be delivered in a potential situation in which a low number of 10 participants may be in attendance. Consideration should also be give to situations in which 50 participants may be in attendance.

Facilitators need to adjust how activities are implemented if class size is near to the minimum or maximum number of participants. For example, with large groups of 32 participants, use smaller grouping arrangements in corners of a large room or breakout rooms.

To encourage comfort, interest, and group involvement, the program should be delivered at a site to comfortably accommodate up to 32 participants in a U, double U, or similar setting. The program should **not** be conducted in a typical classroom setting (rows of chairs facing forward) to best encourage comfort, interest, and group involvement. Ample tabletop room for comfort and writing/work space is needed. Sites should be modern training facilities conducive to program delivery, including access to a projection unit.

Facilitators

There will be two facilitators for this course. One facilitator will be a professional from the National Safety Council's Occupational Safety and Health Division. The other will be a professional from the local Safety Council.

Delivering the SCTT program in a way that compliments a participant-centered, interactive design is critical to effective learning. The following facilitation skills are necessary for successful program delivery. It is also assumed that all Chapter Facilitators have a strong background in safety and proven training/facilitation experience.

The following facilitation skills are necessary for successful program delivery. In addition to presenting information (platform skills) in a knowledgeable manner, facilitators must:

- Motivate participation
- Direct participants' activity
- Manage group process
- Keep participants focused and involved
- Process activities/learning experiences

Delivery Considerations (continued)

Suggestions for Effective Facilitating

There are many things a facilitator can do to keep participants on track, hold their interest, and provide them with a successful learning experience.

General Suggestions

- Emphasize to participants that the Participant Guide is more than just training materials. It is a resource book designed to be used on their jobs long after the class is over.
- Use every small group activity as an opportunity to assess participants and their understanding of the subject matter. For example, if a group identifies some answers that are incorrect or that show a lack of understanding of the content, use this to clarify the topic. Be sure to do this without putting the group down or embarrassing them.
- As you move through the program, keep participants informed of where they should be in their Participant Guides. You can do this by referring to every page, even if one is just a resource page.
- Have as many resources in the training room as possible. Assemble them using the list in this section. Set these resources up at a demo table in the training room to enable participants to view them on their lunch and breaks.
- Consider grouping individuals so that each group contains a combination of novices and people with experience. One way to do this is to have them line up according to the amount of safety management experience they have, then have them count off by the number of groups you need to have (example: count from 1-6 for six groups). Encourage the veterans to share their knowledge and experience with the novices.
- When participants speak, make sure they are loud enough so that everyone in the room can hear them. If there is a soft-spoken participant, the facilitator should repeat what the participant has said before responding.

Suggestions for Managing Time

- Start the class on time—in the morning, after breaks, and after lunch. State in the introduction your expectation for participants to be punctual. You will make a commitment to let them out on time if they will make the commitment to be in class on time.
- Remember that it is not essential for you to address every point on every page. Instead, discuss the big picture. Explain the key learning points, then move on.
- The Participant Guide is designed with many resource pages. When you prepare for the program, look at each module, then identify the content areas that you will emphasize. The remaining content areas can serve as resources pages to participants.

Delivery Considerations (continued)

- ❑ For small group activities, have participants form groups during the first activity, then use the same groups all day. This saves time in two ways. First, you don't have to spend time re-forming groups for every activity. Second, groups will not have to spend time getting acquainted each time a new group is formed.
- ❑ If you find you are running short of time, you have some options for adjusting activities. Here are some examples.
 - Instead of covering a page with a lecture or discussion, ask participants to review the page, then ask questions. Take one or two questions, then move on.
 - Change a small group activity into a large group discussion, then cover only the most important learning points.
 - Change a lecture or activity into a resource page.

Suggestions for Handling Large Groups

If you have a large group (over 25 participants), it will be critical to manage time diligently. Here are some suggestions that can keep large groups on track and moving quickly.

- ❑ For small group activities, assign one case study/problem per group (rather than assigning all problems to all groups).
- ❑ When debriefing activities, get only one or two ideas from each group (rather than getting all of their ideas).
- ❑ Identify the participants who are most skilled or experienced and enlist their help in keeping the group on track.
- ❑ If a discussion has gone on long enough and you need to move on, but people still have questions, offer to address them during break or lunch or after class.

Suggestions for Handling Small Groups

A very small group (fewer than 12 participants) will present you with a different problem. You will be relying on the same people to participate over and over. Here are some suggestions to alleviate the pressure.

- ❑ Use fewer groups, but make the group size at least 5-6 participants.
- ❑ If you have 9 or fewer participants, consider using only one large group.
- ❑ You can be more informal in a small group. Consider sitting down at the table with participants and working with them.
- ❑ You will have more time flexibility with a small group. Consider teaching the course entirely based on their learning goals.
- ❑ To relieve participants of the pressure of so much participation, give them more time to do the action plans at the end of each module.

Tips for Using Your PowerPoint Presentation

When using an LCD projector and PowerPoint slides, you may find the following tips helpful. Except for starting the slide show, all commands must be performed while running the slide show in full-screen mode. For additional information from Microsoft on PowerPoint, visit <http://www.microsoft.com/powerpoint>. The web site provides useful information including a tutorial, tips and tricks, support information, and how-to articles.

| To ... | Do ... |
|---|--|
| Start the slide show | <ul style="list-style-type: none"> ■ Select Slide Show on menu bar, then select View Show, or ■ Press F5 |
| Perform next animation or advance to next slide | <ul style="list-style-type: none"> ■ Press N, or ■ Enter, or ■ Page Down, or ■ Right Arrow, or ■ Down Arrow, or ■ The Space Bar, or ■ Right click mouse, then select Next |
| Perform previous animation or return to previous slide | <ul style="list-style-type: none"> ■ Press P, or ■ Page Up, or ■ Left Arrow, or ■ Up Arrow, or ■ Backspace, or ■ Right click mouse, then select Previous |
| Go directly to any slide in show | <ul style="list-style-type: none"> ■ Press the number of the slide you want, then press Enter |
| Display black screen or return to slide show from a black screen (to temporarily stop slide show) | <ul style="list-style-type: none"> ■ Press B, or ■ Press Period |
| Display a white screen or return to slide show from a white screen (same as above, just a different color) | <ul style="list-style-type: none"> ■ Press W, or ■ Press Comma |
| Change pointer from an arrow to pen (allows you to use the mouse to write directly on a slide – notes disappear when you stop the show) | <ul style="list-style-type: none"> ■ Press Control P, or ■ Right click mouse, select Pointer Options, select Pen ■ Hold down left mouse button to write whatever you want ■ Press E to erase on-screen annotations |
| Change pen color (see above) | <ul style="list-style-type: none"> ■ Press Control P, or ■ Right click mouse, select Pointer Options, then select Pen ■ Select Pen Color, then select desired color |
| Change pointer from a pen back to an arrow | <ul style="list-style-type: none"> ■ Press Control A, or ■ Right click mouse, select Pointer Options, select Arrow |
| Display shortcut menu during the show | <ul style="list-style-type: none"> ■ Press Shift F10, or ■ Right click the mouse |
| Get help | <ul style="list-style-type: none"> ■ Press F1 |
| End slide show | <ul style="list-style-type: none"> ■ Press Esc, or ■ Press Ctrl + Break, or ■ Press Hyphen. or ■ Right click mouse, then select End Show |

Preparing for the Program

The two facilitators are responsible for carrying out the following preparation activities before delivering the training program. They should decide among themselves who will complete each task. In some cases, depending on how Chapters are structured for training delivery, an administrative staff person may be responsible for certain activities.

Reminder: When facilitating a program or portion of a program for the first time, begin preparing far enough in advance so that you have adequate time to resolve questions, concerns, or problems. Review all program content in the entire Facilitator Guide, Participant Guide, and PPT slides.

- 1. Ensure that all materials, training aids, and training sites are prepared.
- 2. Read the entire Facilitator Guide. Be sure to carefully read the informational presentations and review instructional activities. Make appropriate content notes or write special reminders directly in the Facilitator Guide. Review all corresponding PPT slides.
- 3. If there are content areas with which you are unfamiliar, obtain and read appropriate materials, including resources listed in the Tools and Resources section of the Participant Guide. Based on need and interest, you are also encouraged to pursue additional learning related to occupational safety and health, as well as safety communication and training. It is important to have a strong base of knowledge about the content being presented, especially when participants have questions.
- 4. Read the entire Participant Guide so that you are prepared to refer to corresponding material, especially activities, during program delivery.
- 5. Rehearse key introductions, transitions, and conclusions, including the corresponding visual aids.
- 6. Arrange to have the necessary equipment in the training room(s). Check all equipment before starting the training. Make sure it is operating properly and is set up the way you want it. For example, the LCD should be set up near the front of the room and all electrical cords should be out of your way and taped to the floor if necessary.
- 7. Load the entire CD-ROM that came with this program onto your C (hard) Drive.
- 8. Make sure that participant evaluations are printed and ready to distribute.
- 9. Have completion certificates prepared/available for each participant. A certificate template can be found on the CD-ROM that came with this training program.
- 10. Have a class roster prepared/available for each participant. The roster should include information that may be used for future networking purposes (name, address, phone number, e-mail address, etc.).

Preparing for the Program (continued)

- 11. Be sure you are familiar with the facility and classroom. Check the following:
 - Emergency evacuation procedures
 - Fire extinguishers
 - Entrances/exits
 - No smoking policy and approved smoking areas
 - Light switches
 - Rest rooms
 - Drinking fountains
 - Telephones
 - Heating/air conditioning controls
- 12. Arrive at the training site at least an hour early on the day of the training. This will give you sufficient time to make final changes to the room set-up and check the equipment. If you have never trained in that location, it will give you time to become acquainted with the room and facility.
- 13. Take 10 minute breaks as indicated in the training program – approximately every 60 minutes. Participants need breaks to stretch and relax during a very full day of learning.
- 14. Invite your OSHA representative to attend this training program as an observer.
- 15. Other:

Materials and Equipment List

Each Chapter facilitator is responsible for ensuring that the following materials and equipment are available/prepared prior to delivering the Safety Communication and Training Techniques program. In some cases, depending on how Chapters are structured for training delivery, an administrative staff person may be responsible for preparing materials and equipment.

- 1. One Participant Guide for each participant and facilitator (plus 2 extra copies for guests)
- 2. All registration materials, including name tags or tents and a participant roster
- 3. 2 rolls of masking tape
- 4. Scissors
- 5. Flipchart with flipchart paper
- 6. Flipchart markers (mainly black, blue, green, purple, and brown—bring a few red and/or orange markers for accent)
- 7. Electrical plug strip with surge protection
- 8. Trip protection for electrical cord
- 9. Watch, clock, and/or timer (for timing activities, breaks, and lunches)
- 10. Laptop or computer station with LCD projection unit to display PowerPoint slides; PowerPoint 97 or higher must be loaded on the computer
- 11. Screen
- 12. Evaluation forms
- 13. Course completion certificates
- 14. PowerPoint slides; 7 separate files
- 15. The OSHA Handbook for Small Businesses, U. S. Department of Labor, Occupational Safety & Health Administration, #2209, 1996
- 16. National Safety Council book titled Small Business Safety & Health Manual
- 17. Other:

At-a-Glance Training Schedule

Safety Communication and Training Techniques

The training schedule below is one example of a recommended agenda for use in delivering the SCTT program.

| Module # | Module Title | Time |
|--------------|--|---|
| | Program Introduction | 8:00-9:00 AM 60 minutes |
| <i>Break</i> | | 9:00-9:10 AM 10 minutes |
| 1 | Communication Issues and Adult Learning Needs | 9:10-10:40 AM 90 minutes |
| <i>Break</i> | | 10:40-10:50 AM 10 minutes |
| 2 | Organizing Safety Messages and Training Content | 10:50 AM-12:05 PM 75 minutes |
| <i>Lunch</i> | | 12:05-12:50 PM (45 minutes) |
| 3 | Selecting, Designing, and Using Media | 12:50-2:00 PM 70 minutes |
| <i>Break</i> | | 2:00-2:10 PM 10 minutes |
| 4 | Presentation and Facilitation Skills | 2:10-3:15 PM 65 minutes |
| <i>Break</i> | | 3:15-3:25 PM 10 minutes |
| 5 | Evaluating Safety Messages and Training | 3:25-3:55 PM 30 minutes |
| 6 | Action Planning and Using Program Resources in Your Business | 3:55-4:25 PM 30 minutes |
| | | Total = 420 minutes (7 hours of instruction) |

NOTE: This schedule reflects 7 instructional/training hours, plus 10 minute breaks to address adult learning needs. If it is modified, trainers must ensure that 7 training hours are accounted for in the program. Participant competence in the program is based on successful completion of the entire training.