

SELECTING, DESIGNING, & USING MEDIA

Purpose

The purpose of this module is to introduce participants to considerations involved in selecting the most appropriate media for communicating safety messages and to use during instruction, including advantages and limitations related to various media types. Emphasis is placed on the effective use of Microsoft PowerPoint as a popular medium and software tool used to visually communicate messages and key concepts, especially as it relates to training.

Objectives

After completing this module, participants will be able to:

- Identify key factors to consider when selecting media to communicate safety messages.
- Identify appropriate media for a classroom-based (facilitator-led) safety training project.
- Assess effective elements and techniques for use in creating and using PowerPoint to communicate safety messages and training content.
- Identify 2 media-related actions to implement at their workplace, as well as potential barriers to these actions and how to overcome these barriers.

Time

70 minutes: 12:50 to 2:00 PM

Agenda (Instructional Strategy and Content Outline)

The following topics and activities are covered in this module. An estimate of the time needed to cover each section of the module appears in parentheses.

1. Module Introduction (2 minutes)
2. Scope and Types of Media (18 minutes)
 - A. Selecting Media (8 minutes)
 - B. Large Group Activity: Choosing Media (10 minutes)
3. Presentation Delivery Technology (20 minutes)
 - A. Introduction to Presentation Delivery Technology (2 minutes)
 - B. Interactive Discussion – Checklist: Design Considerations for Presentation Delivery Technology (18 minutes)
4. Checklist: Special Considerations for Flipcharts (4 minutes)
5. Pairs Activity: Assessing the Effectiveness of PPT Elements and Techniques (20 minutes)
6. Individual Activity: Planning for Your Small Business (5 minutes)
7. Summary and Transition to Module 4 (1 minute)

Materials and Equipment

- Participant Guide and Facilitator Guide
- Flipchart, markers, and tape
- Laptop or personal computer (PC) and LCD projector with wireless remote or projector
- 24 PowerPoint slides

Suggestions for Time Management

- Start promptly on time.
- Become familiar with key points on the checklists (design considerations) in this module before your delivery and plan how you will integrate the interactive discussion.
- Watch the clock closely to adequately cover all of the material in this module. Discussions should be managed to end the module on time.

Cues**PPT 3-1****2-Minute
Presentation****PPT 3-2****Presentations and Activities****1. Module Introduction (2 minutes)**

- Start this module at the scheduled time.
- Show PPT 3-1.
- Ask participants to turn to Page 1 of this module.
- Conduct a 2-minute general introduction to this module.
- Show PPT 3-2.
- Briefly review the purpose and objectives of this module. Make the following comments:
 - The purpose of this module is to introduce you to considerations involved in selecting the most appropriate media for communicating safety messages and to use during instruction, including advantages and limitations related to various media types such as flipcharts and slides.
 - Emphasis is placed on the effective use of Microsoft PowerPoint as a popular medium and software tool used to visually communicate messages and key concepts, especially as it relates to training.
 - We will also close the module by identifying media-related actions to implement at your workplace, as well as potential barriers to these actions and how to overcome these barriers.
- Remind participants to ask questions if they need clarification.

**8-Minute
Presentation****PPT 3-3****PPT 3-4****2. Scope and Types of Media (18 minutes)**

- Ask participants to turn to Page 3.
- Introduce media, including the job aid on Pages 5 and 6, on types of safety communication and training media, in an 8-minute presentation.
- Show PPT 3-3.
- Define media as “the physical, visual means or tools for communicating a safety message or key aspects of a training program.”
- Make the following points:
 - Generally, when people refer to media, they are referring to aids such as reference materials (like this Participant Guide), PowerPoint presentations/slides, flipcharts, videos, or a computer.
 - The singular form of media is “medium.”
- Show PPT 3-4.
- Reinforce the connection between media and objectives with the following points:
 - Regardless of the situation surrounding media selection, a key consideration in making successful media decisions is the objectives.
 - By defining training objectives first, safety communicators and trainers can recommend media that achieve a positive result.
 - When reviewing objectives, consider that some media are better suited to awareness-raising or a strong central message, while others support mastery of higher thinking skills. For example, a complex job skill may require a combination of media – video for information and refining skills with materials or problem solving in a practice session to achieve skills.

PPT 3-5

Remind participants there are other types of media in addition to those described in the matrix

10-Minute Large Group Activity**PPT 3-6**

- Highlight other important considerations in media decisions.
- Ask participants to turn to Page 5. The job aid is on Pages 5-7.
- Show PPT 3-5.
- Introduce the job aid on types of safety communication and training media topic of classroom media by making the following points.
 - Forms of media that are commonly used are listed in the first column of this matrix.
 - There are at least 5 major factors to consider when selecting media. They are shown across the top of the matrix (job aid).
 - In using this matrix, it is important to remember that selecting media, like so many other communication and training decisions, involves an assessment of each situation. There is not often an obvious choice of media until you assess the situation.
 - In most cases, media such as slides and videos can either be purchased or custom-developed. You will need to consider time and budget issues to determine whether you will develop and produce your own media or purchase it from an external vendor.
- Briefly review the matrix with participants.
- Remind participants that there are other types of media in addition to those described in this matrix.
- When completed, transition to the large group activity.
- Ask participants to turn to Page 9.
- Introduce a 10-minute large group activity on choosing media. The activity has 2 parts.
- Show PPT 3-6.

Remind participants to take notes in the space provided

- Review the directions for the activity.
- For Part 1, remind participants that an objective would be required – and they should make assumptions about the objectives.
- Using the example provided, facilitate a brief discussion about a safety meeting and types of media that may be useful. Tell participants to consider 2 issues at the safety meeting:
 - Injury rate is trending down.
 - Need to solicit feedback on the current safety incentive program.
- Have participants briefly explain their responses and take notes in the space provided.
- Repeat the process by asking participants to identify 2 additional safety situations and types of useful media.
- Ask participants to turn to Page 10.
- Next, read the scenario on forklift safety.
- Ask participants to briefly discuss if they agree or disagree with the facilitator’s plan to use a generic DVD from a national safety training provider to demonstrate each of the points described in the scenario.
- Have participants explain their decisions and, if they disagreed, ask participants to recommend other media and explain the reasons for their choices.
- Remind participants about the importance of an objective to selecting media.
- Tell participants that there is often more than one choice of media for a safety situation and objective.

Debrief

2-Minute Presentation

PPT 3-7

PPT 3-8

Emphasize the importance of audience needs

18-Minute Interactive Presentation

Encourage questions from participants

PPT 3-9

3. Presentation Delivery Technology (20 minutes)

- Ask participants to turn to Page 11.
- Introduce presentation delivery technology, with a focus on the use of PowerPoint software, in a 2-minute presentation.
- Show PPT 3-7.
- Introduce presentation delivery technology with the following comments:
 - Using Microsoft PowerPoint® (PPT) software, a computer, and projection unit for multimedia presentations is a popular medium used to visually communicate messages, hold audience attention, and increase comprehension.
 - Used wisely, it can help an audience remember your safety message by visually reinforcing key points. Used unwisely, it can be distraction to a presenter and your important message.
- Highlight the benefits of PPT software and presentation delivery technology.
- Show PPT 3-8.
- Emphasize the importance of putting audience needs first as a priority in design and delivery.
- Ask participants to turn to Page 13.
- Tell participants you will now highlight key points from the checklist on Pages 13-16 through an 18-minute interactive presentation. Let them know that you will be showing/using PPT examples as you summarize the checklist.
- Encourage questions from participants.
- Show PPT 3-9.

Interactive discussion: Ask participants to assess PPT 3-9 and reinforce points from General Guidelines

Move in the PPT program and continue to use PPT 3-9 to reinforce points in Using/Adapting Templates and Masters

- Introduce the checklist by highlighting its main categories:
 - General Guidelines
 - Using/Adapting Templates and Masters
 - Text/Fonts
 - Color/Color Scheme
 - Graphics
 - Animations and Transitions
- Highlight key points from General Guidelines.
- Ask participants to assess PPT 3-9 based on points from **General Guidelines**.
- In particular, draw participant attention to the following on the PPT slide:
 - Be consistent with all elements (formatting, fonts, colors, graphics, position of elements, etc.) and flow. As with many things in a presentation, less is often better.
 - Select a master style or template from the presentation software to use for the entire presentation. Use the same basic format for each slide, such as:
 - A border, if appropriate
 - Company name and logo
 - Slide page number at the bottom
 - Course, subject, or topic name
- Take time to answer 1-2 questions about General Guidelines.
- Ask participants to turn to Page 14.
- Highlight key points from **Using/Adapting Templates and Masters**.
- If you are comfortable, move within the PPT program to reinforce points in Using/Adapting Templates and Masters. Also, continue to use PPT 3-9 to draw participant attention to PPT elements.

PPT 3-10

- In particular, draw participant attention to the following in the PPT program and/or on the PPT slide:
 - Design templates in PowerPoint and color schemes, giving you numerous combinations.
 - Go to View/Master/Slide Master and all the elements of the template become editable. Change the size and shape of graphic elements on the master and remove or add extra objects. Any changes you make will be reflected in all slides using that master so it becomes a very quick way of creating original layouts.
 - If you are creating your own, create an image that you want to project of yourself and your business.
 - Depending on your selection/where you locate a template, note that some PPT templates may not follow good design parameters. (Ask participants to identify a poorly designed PPT template.)
 - Do not crowd slides – leave plenty of space around text and graphics.
 - Keep everything in alignment. Be conscious of every element you place on the page. If text or graphics are out of alignment (from one bullet to the next or one slide to the next), it takes away from a professional look.
 - Spend time getting to know your options, working in Masters, arrange slide content by using layout options, etc.
- Take time to answer 1-2 questions about Using/Adapting Templates and Masters.
- Show PPT 3-10.
- Highlight key points from **Text/Fonts**.
- Ask participants to assess PPT 3-10 based on points from Text/Fonts.
- Remind participants to turn to Page 15 during this section.

Interactive discussion: Ask participants to assess PPT 3-10 and reinforce points from Text/Fonts

PPT 3-11

- In particular, draw participant attention to the following on the PPT slide:
 - KISS – Keep it simply stated. Use no more than about 6 lines of type/6 words per line.
 - Avoid wording overload. Cover only one topic or show only one idea per slide.
 - Replace complete sentences with bullet points. Use only key words, not full sentences.

- Show PPT 3-11.

- Ask participants to assess PPT 3-11 based on points from Text/Fonts, as well.

- In particular, draw participant attention to the following on the PPT slide:
 - Limit number and style of fonts you use in the overall presentation and on a slide.
 - When designing for slide viewing, use fonts that look good on slides/are easy to read.
 - Pick fonts from families (variations within one font).
 - Use the proper font size (at least 18 points) for the distance you will be projecting your slides so they can be easily seen and read by the audience.
 - Avoid ornate fonts.
 - Capitalize only the first letter of a word, not entire word.
 - Check for consistency (parallelism) in handling content.
 - Proof slides several times for spelling errors or mistakes.
 - Use different sizes of text and introduce bold and italics. Use bold and italics for emphasis only.
 - Bullets, fonts, colors, and formatting should be consistent across all slides.
 - If you are showing your presentation on a different computer, save the fonts – or embed them – in the presentation. Make sure text displays correctly on another computer.

- Highlight key points from **Color/Color Scheme**.

Interactive discussion: Ask participants to assess PPT 3-11 and reinforce points from Color/Color Scheme

PPT 3-12, 3-13, & 3-14

- Ask participants to [**continue to**] assess PPT 3-11 based on points from Color/Color Scheme.
- In particular, draw participant attention to the following on the PPT slide:
 - If you're not restricted by company guidelines, spend time choosing a good color scheme for your slides. In most versions of PPT, you're helped by predefined color schemes.
 - Avoid using multiple or muted colors and use contrast, but do not use colors that clash.
 - Be familiar with the color wheel.
 - Remember that more is not necessarily better. It is better to pick one or two colors that compliment each other. Vary their tints and shades to make a contrast.
 - Use red sparingly – only to emphasize the MOST important point. Also, bright red text on a bright green or blue background will “vibrate.” (Other color combinations can do the same, making text difficult to read.)
 - Before your presentation, project your slides on the presentation screen to check color and color combinations. Some colors do not project well.
- Take time to answer 1-2 questions about Text/Fonts and Color/Color Scheme.
- Ask participants to turn to Page 16.
- Highlight key points from the **Graphics and the Animation and Transitions sections**.
- Show PPT 3-12, 3-13, & 3-14.
- Ask participants to assess PPT 3-12, 3-13, & 3-14 based on points from the Graphics and the Animation and Transitions sections.

Interactive discussion: Ask participants to assess PPT 3-12, 3-13, & 3-14 and reinforce points from Graphics and the Animation and Transitions sections

PPT 3-15

Tell participants that this Checklist is included for information. Do NOT review key points from it.

- In particular, draw participant attention to the following on the PPT slide:

Graphics

- Use graphics – clip art, photos, and videos – when relevant and appropriate.
- Keep it simple.
- Show only one graphic per slide.
- Play videos that might include a training film or illustrative examples.
- Pick a style of clip art and maintain consistency.
- Use video, as appropriate. Practice with video insertions in case troubleshooting is necessary.
- Be aware of document/file size and quality when importing graphics.

Animations and Transitions

- Avoid using slide transitions or special effects that will distract from your message (flashy or over-frequent animations).
- If you use transitions or animations, use natural ones that offer some visual relief and use between most slides.
- Occasional music or sound during a transition or animation can focus the audience on the slide show, but be cautious about loud, annoying, inappropriate sounds.
- In PPT, browse through available transitions.

- Take time to answer 1-2 questions about the Graphics and the Animation and Transitions sections.
- Ask participants to turn to Page 17.
- Show PPT 3-15.
- Remind participants to increase their comfort level with a topic AND equipment by practicing and working with all equipment before they are in front of an audience.
- Tell participants that the Checklist on Pages 17-19 is included for their information (as a reference). Do NOT review key points from this section.

**4-Minute
Presentation****PPT 3-16****4. Checklist: Special Considerations for Flipcharts (4 minutes)**

- Ask participants to turn to Pages 21-23.
- Tell participants that you will spend a few minutes presenting tips about flipcharts.
- Show PPT 3-16.
- Highlight key points from major sections of the checklist:
 - General guidelines
 - Graphics
 - Text/fonts
 - Using flipcharts in the classroom

20-Minute Pairs Activity**PPT 3-17****PPT 3-18 to PPT 23.****Debrief****5. Pairs Activity: Assessing the Effectiveness of PPT Elements and Techniques (20 minutes)**

- Ask participants to turn to Pages 23-25.
- Facilitate a 20-minute pairs activity in which participants assess PPT slides.
- Show PPT 3-17.
- Review the directions for the activity.
- Ask participants to form pairs to complete this activity.
- Tell participants that you will show each slide and give them about 2 minutes to assess each slide. After all the slides are shown and assessed, the debrief will be conducted (large group discussion of assessment results).
- Show PPT 3-18 to 3-23.
- Allow up to 2 minutes for pairs to assess each slide. Start the slide 2-3 times if participants request a repeat of animation. Monitor time closely to allow time for a debrief.
- Use the remaining 5-6 minutes to conduct a group assessment of each slide.
 - Show each slide and choose pairs to share their analysis. (How effective are the **elements and techniques** used in the design of each PPT Slide? Also, ask for a few brief comments.)
 - Keep the assessment moving at a brisk pace as you ask participants for ratings of each element on each slide.
- Look for the following assessments/comments of each slide.
 - Participants may differ in their opinions on ratings.
 - Tell participants to try to rate the slides based on the checklist points, although it is not uncommon to have different opinions regarding media/visuals due to differing learning styles, favorite colors, etc.

PPT 3-18



■ PPT 3-18

- Should be generally rated as an **effective** slide in terms of all elements and techniques.
- As an introductory slide, it presents a strong image of the NSC brand in a clear and crisp manner.

PPT 3-19



■ PPT 3-19

- Should be generally rated as an **ineffective** slide in terms of all elements and techniques.
- Note the poor choice of colors – red vibrates on blue and should not be over used. Text and graphics are unappealing. Animation is annoying.

PPT 3-20



■ PPT 3-20

- Should be generally rated as an **ineffective** slide in terms of most elements and techniques.
- Although a logo is presented, the background (template) is distracting. Use of video to introduce emergency preparedness is a weak, unnecessary technique.

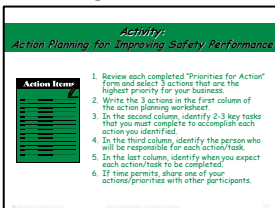
PPT 3-21



■ PPT 3-21

- Should be rated as an **effective and ineffective** slide in terms of elements and techniques.
- The background, overall layout, font, and colors are good/very good, but animation is over used/annoying.

PPT 3-22



■ PPT 3-22

- Should be rated as an **effective and ineffective** slide in terms of elements and techniques.
- While the general layout, use of colors, and graphic are effective, the white background is weak and there is too much text. Animation and fonts need improvement.

PPT 3-23



■ PPT 3-23

- Should be rated as an **effective and ineffective** slide in terms of elements and techniques.
- While the general layout, most colors, and graphic are effective, the background is weak, there is too much text, and animation is annoying.

**5-Minute
Individual
Activity****PPT 3-24****Question****6. Individual Activity: Planning for Your Small Business
(5 minutes)**

- Ask participants to turn to Page 27.
- Facilitate a 5-minute individual activity.
- Remind participants that it is time for them to determine how they will use what they have learned in this module on their jobs.
- Show PPT 3-24.
- Ask participants: *How can you use what you learned in this module about selecting, designing, and using media at your organization?*
- Review the directions for the activity and possible actions.
- Allow time for participants to work individually on identifying actions, potential barriers, and how to overcome barriers.
- As time permits, ask participants to share some of their actions.

**1-Minute
Summary and
Transition****BREAK****7. Summary and Transition to Module 4 (1 minute)**

- Highlight a few of the key points from this module as you summarize this section. Use the objectives as a guide to emphasize important points.
- Tell participants that:
 - The next module will acquaint you with effective presentation and group facilitation skills and types of activities appropriate for use in safety situations.
 - You will also explore the handling of and solutions to difficult facilitation situations
- There is a 10-minute break after this module.

