
PROGRAM INTRODUCTION

Objectives

After completing this *Program Introduction*, participants will be able to:

- Define the important words that relate to the Focus Four hazards.
- Recognize and identify the regulations that relate to these four hazards.
- Learn the reasons why they need to identify, control and eliminate construction hazards at their jobs. It is a way to prevent injuries, illnesses and deaths.
- Recognize the hazards at their worksites in these four areas.
- Recognize the at-risk behavior of workers.
- Identify ways to correct at-risk behavior of workers.

Tips for Customizing the Program Introduction to Your Organization

Following are some things you can do to customize this program to your organization. This customization applies whether you are facilitating a class, holding a tailgate session, or coaching an employee.

1. Consider why you are providing this development for your employees and be prepared to share your reasons with them.
2. Review the course goals above and on Page 2 of the Participant Guide, and be prepared to discuss why they are important in your construction (or construction-related) business.
3. Review the hierarchy of controls on Page 4 of the Participant Guide and on Page 2 of the Pocket Reference Guide. Identify the controls that you have in place at your construction sites and be prepared to discuss them when you introduce controls to participants.
4. Consider how you get information regarding the OSHA regulations (Internet, local OSHA office, printed OSHA materials, OSHA toll-free number). Then consider how your employees (or contractors) get this information. Be prepared to discuss with them how they can access OSHA information.

CLASSROOM PRESENTATION TIPS

Time

50 minutes: 8:00 to 8:50 AM

Followed by a 10 minute break, 8:50 to 9:00 AM

Agenda for Classroom Training

Following is the recommended agenda. Note that if you are teaching the class on site and if participants know each other, you can skip the Participant Introductions (Agenda Item #2).

1. Welcome and housekeeping—Presentation (5 minutes)
2. Participant Introductions—Activity (15 minutes)
3. Course Introduction and Goals—Presentation (5 minutes)
4. Important Terminology—Discussion (15 minutes)
5. The Worksite Analysis Process—Discussion (10 minutes)

RECOMMENDED PROCESS

1. Welcome and Housekeeping—Presentation (5 minutes)

Cues	Content
PowerPoint (PPT) Intro-1	<ul style="list-style-type: none"> ■ Use PPT Intro-1 to set up and test the LCD projector. Leave this slide on the screen as participants arrive for the class. ■ Start the program promptly at the scheduled time.
PPT Intro-2	<ul style="list-style-type: none"> ■ Welcome participants to the class by showing PPT Intro-2. If you don't know everyone in the class, introduce yourself. ■ Cover the following administrative details if participants aren't already aware of them: <ul style="list-style-type: none"> – Emergency evacuation procedures and exits. – Starting and ending times. – Breaks and lunch. – Smoking policy. – Location of rest rooms, break room and telephones. – Electronic devices turned off. – Medical concerns.

Participant Guide

PPT Intro-3

- Emphasize that you will take 10-minute breaks throughout the day, and that there will be a 1-hour lunch at approximately 11:40 a.m.
- The course will end at 4:10 p.m.
- Tell participants that they will receive a certificate of completion at the end of the day. OSHA requires that a person attend the complete course in order to get a certificate.
- Hand out the sign-in sheet.
- Refer participants to their Participant Guides. Ask them to turn to Page 1 of the section called *Program Overview*.
- Provide a brief background of the National Safety Council and the Susan Harwood Grant—both make the class possible.
- Use PPT Intro-3 and briefly review the National Safety Council's mission.

2. Participant Introductions—Activity (15 minutes)

Note: This segment can be skipped if participants already know each other. However, if they are from different areas of your organization, or if they are from different subcontractor businesses, you should do the introductions.

Cues

Content

- Tell participants that you want to give them a chance to get to know one another.
- Ask them to share the following information:
 - Their name, company and job.
 - The safety construction training they have had in the past.
 - Their construction background.
- Start the introductions by giving some information about yourself.
- Set an example by doing this quickly.
- Allow about 15 minutes for the introductions.
- As participants introduce themselves and their construction background, jot down a few notes. Plan to integrate this information as it is relevant throughout the course.

Facilitator Note

3. Course Introduction and Goals—Presentation (5 minutes)

Cues	Content
	<ul style="list-style-type: none">■ Refer participants to Page 1 of the <i>Program Introduction</i> in their Participant Guides.■ Tell them that this training program will teach them how to become the safest construction workers possible by addressing the four areas that create the most injuries in the construction industry.■ Introduce these four hazard areas.<ul style="list-style-type: none">– Falls– Electrocutions– Excavation and trenching– Struck-by
Question	<ul style="list-style-type: none">■ Ask participants: Which of these four areas concerns you most in your job?■ Pay attention as participants answer this question. Their answers will give you cues regarding which content you should emphasize in the class.
PPT Intro-4 and Intro-5	<ul style="list-style-type: none">■ Refer participants to Page 2. Show PPT Intro-4 and Intro-5 to review the goals of the training program.■ As you introduce each course goal, explain why it is important to your small construction (or construction-related) organization.■ Encourage participants to ask questions, then respond to their questions.

4. Important Terminology—Discussion (15 minutes)

Cues	Content
PPT Intro-6	<ul style="list-style-type: none"> ■ Begin this segment by telling participants that you will be using some words throughout this course that they should know. ■ Refer participants to Page 3. Use PPT Intro-6 as you introduce the words on this page. <ul style="list-style-type: none"> – When you introduce the word <i>hazard</i>, ask participants to describe some typical hazards that they need to be aware of at their construction sites. – Get some answers, then say that this class will teach them how to identify hazards at their worksites. – When you introduce the word <i>risk</i>, ask participants to describe some typical risks that people at construction sites might take. – Get some answers, then say that this class will give them some strategies and techniques for avoiding risks on the job. – When you introduce the term <i>safe work practices</i>, ask participants to identify some of the safe work practices they use. Congratulate them for working safely!
Question	<ul style="list-style-type: none"> ■ Refer participants to the question at the bottom of Page 3. ■ Ask participants: Who do you think gets hurt most on the job: the new or the experienced employee? Why? ■ Get a few participant responses, then summarize the discussion with the following points. <ul style="list-style-type: none"> – Although new employees get hurt the most, the fact is that people with experience also tend to be injured a lot. – This is because they have learned the job and the shortcuts, and are often not as careful as they should be.

Question

- It's also because management frequently doesn't enforce safe practices.

PPT Intro-7

- Ask participants: If a company doesn't have any injuries over a period of time, does that mean that there is no problem—that there are no hazards anywhere?
- Get a few participant responses, then show PPT Intro-7 as you make the following points.
 - As a company, it is important that we don't measure our success by how many people are hurt (or not hurt).
 - We need to measure our success by how effectively we reduce hazards and at-risk behavior.
 - Consider this. When someone gets injured because they took a risk, do you really think it is the first time they took that risk?
 - Of course not. Chances are they've taken that risk many times. And chances are that others have seen them taking that risk without saying anything.
 - Now think about your employees. If they are taking risks and you are looking the other way, what message are they getting?
 - It is important to give them the right message, which is that you intend to develop and enforce safe work practices.
 - In turn, you expect your employees to follow these safe work practices.
- Refer participants to Page 4. Introduce the terms on this page with the following points.
 - Whenever there is a hazard on the job, it is important to eliminate that hazard or, if that is not possible, to take steps to protect workers from the hazard.

PPT Intro-8

- The actions that a person or organization takes to eliminate hazards and to prevent future injuries are *controls*.
- Show PPT Intro-8. Review the three types of controls.
- As you review each type of control, ask participants to give examples. Be prepared to provide examples of controls at your construction sites.
- Emphasize that engineering controls are the preferred type of control, administrative controls are the second most preferred, and personal protective equipment (PPE) is the control method of last resort.
- Mention that it is common and often desirable to use more than one type of control to address a hazard.
- Following is some additional information about controls that can assist you in this discussion.
- Engineering controls include:
 - Redesign of equipment.
 - Substitution of a material, equipment or process.
 - Change of a process to minimize the hazard.
 - Use of barriers or shields to isolate a hazard.
 - Use of barriers to isolate a person.
 - Ventilation.
- Administrative controls include:
 - Training, education and enforcement.
 - Procedures to limit exposure.
 - Increasing distance between source and receiver of a hazard.
 - Adjusting work schedules and rotating assignments to reduce exposure.
 - Maintenance.
 - Good housekeeping.
 - Wet-work methods.

Pocket Reference
Guide

- Personal Protective Equipment controls include:
 - Protective clothing.
 - Eye and face protection.
 - Respiratory protection.
 - Hearing protection.
 - Headwear.
 - Footwear.
 - Fall protection.
 - Protection against electrical hazards.
- Refer participants to their Pocket Reference Guides. Briefly introduce this guide by telling them that it is a job aid for them. They should carry it with them on the job and refer to it when they want a quick reference to important safety information.
- Refer participants to Page 2 of their Pocket Reference Guides. Point out that this page lists a variety of the most important controls that they can use at their worksites.
- When they see a hazard, they should refer to this guide for ideas on how to control it.

PPT Intro-9

- Refer participants to Page 5. Use PPT Intro-9 to introduce participants to The Occupational Safety and Health Administration.
- Make the following points.
 - OSHA is the government agency that assures safe and healthful working conditions for employees.
 - As we go through the training today, you will learn the various OSHA regulations that apply to falls, electrocutions, excavation and trenching, and struck-by.
 - For now, simply be aware that OSHA 29 CFR 1910 contains all the General Industry Standards that relate to worker safety, while OSHA 29 CFR 1926 consists of Construction Standards.

Question

- Ask participants: When you have a question about safety on the job, what can you do to learn about the OSHA requirements?
- Let participants tell you how they get the OSHA-related information they need, then tell them the OSHA resources your organization provides.
- Examples:
 - On the OSHA website
 - On a computer that they can access in the organization
 - In printed materials of the OSHA 29 CFR 1926 standard
 - On laminated note cards
 - At tailgate meetings
 - From their supervisor or foreman
 - From the National Safety Council
 - From their insurance carriers
- Tell participants that they can find a hyperlink to the complete OSHA 29 CFR 1926 standard on their Tools and Resources CD-ROM.

Tools & Resources
CD-ROM

5. The Worksite Analysis Process—Discussion (10 minutes)

Cues	Content
PPT Intro-10 and Intro-11	<ul style="list-style-type: none"> ■ Begin this segment by telling participants that, each time they go to a worksite, they should look over the worksite to identify potential hazards. ■ That review is called a <i>worksite analysis</i>. ■ Refer participants to Page 6. Show PPT Intro-10 and Intro-11 to review the steps they should take when they do a worksite analysis. ■ When you get to Step #3, tell participants that they will receive checklists for each of the four hazard areas throughout the day. ■ When you get to Step #4, emphasize to participants that you want them to address problems with you so that together, you can work out controls to create the safest construction site possible.
Pocket Reference Guide	<ul style="list-style-type: none"> ■ Refer participants to Page 3 of their Pocket Reference Guides. ■ Tell them that the process for a worksite analysis is here so that they can refer to it on the job.
Facilitator Note	<ul style="list-style-type: none"> ■ Before you leave Page 6, tell participants that you will be referring back to this page several times during the day. ■ Encourage them to bend the corner of the page so that they can find it quickly when they need it later.
10 Minute Break	Take a 10 minute break.

TAILGATE OR COACHING PRESENTATION TIPS

Recommended Agenda for the Tailgate or Coaching Session

1. Purpose of Training and Course Goals—10 minutes
2. Important Terminology—10 minutes
3. The Worksite Analysis Process—10 minutes

1. Purpose of Training and Course Goals—10 minutes

Cues	Content
Participant Guide	<ul style="list-style-type: none"> ■ Explain that you will be conducting some tailgate meetings. These meetings will teach them how to become the safest construction workers possible by looking at four areas that create the most injuries in construction: falls, electrocutions, excavation and trenching, and struck-by. ■ Give each employee a Participant Guide. Ask them to turn to Page 1 of the section called <i>Program Overview</i>. ■ Provide National Safety Council and Susan Harwood Grant information—both make the tailgate sessions possible. ■ Briefly review the National Safety Council’s mission. ■ Refer employees to Page 1 of the <i>Program Introduction</i> in their Participant Guides. ■ Introduce these four hazard areas. <ul style="list-style-type: none"> – Falls – Electrocutions – Excavation and trenching – Struck-by ■ Tell employees that in future meetings, they will learn how to protect themselves against each of these hazards. ■ Refer employees to Page 2. As you introduce each course goal, explain why it is important to your organization. ■ Encourage employees to ask questions, then respond to their questions.

2. Important Terminology—10 minutes

Cues	Content
	<ul style="list-style-type: none">■ Begin by telling employees that there is some general safety and health terminology they should know.■ Refer employees to Page 3 and review the words on the page.<ul style="list-style-type: none">– When you introduce the word <i>hazard</i>, ask employees to describe some typical hazards that they need to be aware of at their construction sites.– Get some answers, then say that the upcoming tailgate sessions will teach them how to identify hazards at their worksites.– When you introduce the word <i>risk</i>, ask employees to describe some typical risks that people at construction sites might take.– Get some answers, then say that the upcoming tailgate sessions give them some strategies and techniques for reducing their risks on the job.– When you introduce the term <i>safe work practices</i>, ask employees to identify some of the safe work practices they use. Congratulate them for working safely!■ Refer employees to the question at the bottom of Page 3.
Question	<ul style="list-style-type: none">■ Ask: Who do you think gets hurt most on the job: the new or the experienced employee? Why?■ Get a few responses, then summarize with the following points.<ul style="list-style-type: none">– Although new employees get hurt the most, the fact is that people with experience also tend to be injured a lot.– This is because they have learned the job, have learned the shortcuts, and are often not as careful as they should be.

Question

- It’s also because management frequently doesn’t enforce safe practices.
- Ask employees: If a company doesn’t have any injuries over a period of time, does that mean that there is no problem—that there are no hazards anywhere?
 - As a company, it is important that we don’t measure our success by how many people are hurt (or not hurt).
 - We need to measure our success by how effectively we reduce hazards and at-risk behavior.
 - Consider this. When someone gets injured because they took a risk, do you really think it is the first time they took that risk?
 - Of course not. Chances are they’ve taken that risk many times. And chances are that others have seen them taking that risk without saying anything.
 - Now think about your employees. If they are taking risks and you are looking the other way, what message are they getting?
 - It is important to give them the right message, which is that you intend to develop and enforce safe work practices.
 - In turn, you expect your employees to follow these safe work practices.
- Refer employees to Page 4. Introduce the terms on this page with the following points.
 - Whenever there is a hazard on the job, it is important to eliminate that hazard or, if that is not possible, to take steps to protect workers from the hazard.
 - The actions that a person or organization takes to eliminate hazards and to prevent future injuries are *controls*.

- Review the three types of controls.
- As you review each type of control, ask employees to give examples. Be prepared to provide some of your own examples as well.
- Emphasize that engineering controls are the preferred type of control, administrative controls are the second most preferred, and personal protective equipment (PPE) is the control method of last resort.
- Mention that it is common and often desirable to use more than one type of control to address a hazard.
- Following is some additional information about controls that can assist you in this discussion.
- Engineering controls include:
 - Redesign of equipment.
 - Substitution of a material, equipment or process.
 - Change of a process to minimize the hazard.
 - Use of barriers or shields to isolate a hazard.
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 - Ventilation.
- Administrative controls include:
 - Training, education and enforcement.
 - Procedures to limit exposure.
 - Increasing distance between source and receiver of a hazard.
 - Adjusting work schedules and rotating assignments to reduce exposure.
 - Maintenance.
 - Good housekeeping.
 - Wet-work methods.

Pocket Reference Guide

- Personal Protective Equipment controls include:
 - Protective clothing.
 - Eye and face protection.
 - Respiratory protection.
 - Hearing protection.
 - Headwear.
 - Footwear.
 - Fall protection.
 - Protection against electrical hazards.

- Hand out the Pocket Reference Guides to employees. Briefly introduce this guide by telling them that it is a job aid for them. They should carry it with them on the job and refer to it when they want a quick reference to important safety information.

- Refer employees to Page 2 of this Pocket Reference Guide. Point out that this page lists a variety of the most important controls that they can use at their worksites.

- When they see a hazard, they should refer to this guide for ideas on how to control it.

- Refer employees to Page 5 and introduce them to the Occupational Safety and Health Administration.

- Make the following points.
 - OSHA is the government agency that assures safe and healthful working conditions for employees.

 - As we go through the upcoming tailgate sessions, you will learn the various OSHA regulations that apply to falls, electrocutions, excavation and trenching, and struck-by.

 - For now, simply be aware that OSHA 29 CFR 1910 contains all the General Industry Standards that relate to worker safety, while OSHA 29 CFR 1926 consists of Construction Standards.

Question

- Ask employees: When you have a question about safety on the job, what can you do to learn about the OSHA requirements?
- Let employees tell you how they can get the OSHA-related information they need, then tell them the OSHA resources your organization provides.
- Examples:
 - On the OSHA website.
 - On a computer that they can access in the organization.
 - In printed materials of the OSHA 29 CFR 1926 standard.
 - On laminated note cards.
 - At tailgate meetings.
 - From their supervisor or foreman.
 - From the National Safety Council.
 - From their insurers.
- Tell employees that they can find a hyperlink to the complete OSHA 29 CFR 1926 standard on their Tools and Resources CD-ROM.

Tools & Resources
CD-ROM

3. The Worksite Analysis Process (10 minutes)

Cues	Content
Pocket Reference Guide	<ul style="list-style-type: none"> ■ Begin this segment by telling employees that, each time they go to a worksite, they should look over the worksite to identify potential hazards. ■ That review is called a <i>worksite analysis</i>. ■ Refer employees to Page 6 and review the steps they should take when they do a worksite analysis. ■ When you get to Step #3, tell them that they will receive checklists for each of the four hazard areas during the related tailgate meeting. ■ When you get to Step #4, emphasize that you want employees to address problems with you so that together, you can work out controls to create the safest construction site possible. ■ Refer employees to Page 3 of their Pocket Reference Guides. ■ Tell them that the process for a worksite analysis is here so that they can refer to it on the job.
End of Session	Thank employees for attending the tailgate session.