



CALIFORNIA RURAL LEGAL ASSISTANCE, INC.

FIGHTING FOR JUSTICE, CHANGING LIVES

Heat Stress Training Initiative (HSTI)

Training of Trainers (TOT)

Trainers Guide and Curriculum

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There are two pieces to this curriculum. This first piece is a **Trainers Guide**.

This is the section that the experienced trainer will follow to guide him/her through the process of training a new trainer (trainee). The second piece will be for use by the trainee, and it will be referred to as the **Trainee Workbook**.

There are 5 steps in the Training of Trainers (TOT) model at CRLA.

These steps are as follows:

1. **Observing**- The new trainee observes/participates in an official, CRLA HSTI training session in the field, followed by a structured debrief with his/her trainer.
2. **Learning**-The trainee reviews the Trainee Curriculum with their trainer, reviews information on heat illness Cal/OSHA materials, and the trainer teaches the key sections of CRLA education for action that apply to HSTI training (via video snippets and role playing).
3. **Application of Learning** –The trainee practices delivering the training for his/her trainer and a small group of friends or colleagues inside a CRLA office.
4. **Guided Practice**- The trainee will co-facilitate 1-2 reportable Department of Labor (DOL) trainings with his/her trainer as their co-facilitator. Feedback and debriefs are provided after each training.
5. **Independent Practice**-The trainee leads a reportable DOL training for a group of community members, while being observed by their trainer.



“The Trainer’s goal is to help the trainee learn to do something new, and then coach the trainee well enough so that he/she can then do what they learned on their own”

Trainers Guide

This section is for use by the experienced CRLA community worker who is leading the training of trainers.

The Manual is organized to correspond with each of the 5 steps of the TOT. Use this guide to support you and focus you in the training of your trainees.

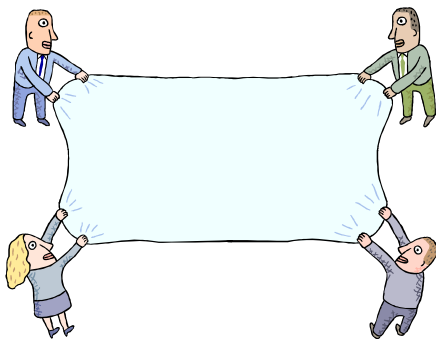
There are two outcomes for your work in the Training of the Trainers:

Expected Outcomes:

1. Diffusion of training skills and knowledge among low-income community residents and low-wage employees
2. Readiness of community leaders to exercise rights and recognize workplace safety issues related to heat stress

Getting Ready to Start a Training of Trainers

You want to make your trainee feel comfortable enough that he or she doesn't mind making mistakes or making some wrong choices along the way to learning the most effective approach to do something new. You begin to make him/her comfortable as soon as they walk in to observe your training in step 1. Spend time talking to your trainee before the training begins, and let him/her know that they may see you do many things



today as you train the group, and that you might even make some mistakes. Reassure him/her that learning is about practice, and that you are still practicing yourself. Finally, **let him/her know that you will be there through all five steps to catch them if they fall or make mistakes.** Part of learning to educate others to take action means taking action ourselves,

to support others who take risks teaching, leading and to helping others fight for their rights.

Step 1 (2 Hours)

Take some time to get to know your trainee (s). In Step 1 the trainee(s) are going to receive orientation regarding the training format, and in the process, learning how to observe what goes on in a training session.

You are helping them to develop a sense of how they will train, and how they will help others take action through education. You are taking them through a five-step training to become a volunteer trainer within their community.

The first step in this process is for you to schedule a full 45-minute training session on heat stress and then invite trainee(s) to observe that training. You will need to spend some time meeting with the trainee(s) before the training to review the Step 1 assignment in the *Trainee Curriculum* and then spend some time with your trainee(s) to debrief after the observation.

Help the trainee(s) prepare by asking them to calendar the time and date for your training observation on their own personal calendar or on a note somewhere in their home to remind them of the training on that day.

Explain to them the importance of arriving at a training location at least 15 minutes before the training starts. Be sure to explain that conducting a good training means preparing for your training participants. While CRLA will provide them with training materials, they will be responsible for setting up before the training, collecting all material after it is over and returning materials to you as their lead trainer after the training.

After the training observation ends, make some time to debrief with your trainee(s) and review their written observations. It is best to conduct a debrief after all the participants

have left and you have some privacy with your trainee(s). During the debrief session, you should explain the following two elements of CRLA education for action:

- We **establish mutual respect and sharing** with our community members, workshop participants and local leaders. We are teachers and learners.
- We **listen, observe and identify trends and issues** that we encounter as part of our community-based work

At the end of your debrief session, schedule the Step 2 Training meeting, when you will review the HSTI Training Manual and Materials with your trainee(s). Provide copies of the HSTI Training Manual for the trainees to take with them when they leave. Encourage them to review on their own time, just to become familiar with the content. The suggested time for Step 2 Training is **3 hours**.

Step 2 (This should take about 4 Hours)

Prepare a packet or kit of materials that will be covered in Step 2 before the trainee arrives. The packet will be theirs to take with them and to use in future trainings.

The Materials to be covered in Step 2 include:

- HSTI Manual 3.0
- Department of Occupational Safety and Health Guide to Laws and Rules
- Power Point
 - Using the Video
 - Using the Flip Chart
- Approved DOL HSTI Flyers (English and Spanish)
- Pre-Post Evaluation for Participants
- HSTI Attendance Sheet
- CalOSHA Guide “*How to Report a Problem to CalOSHA*”

During this session, you should explain the following two elements of CRLA education for action as they relate to the tools:

- We engage our workshop participants and community leaders in the process of learning and teaching.
- We conduct excellent community-based training and education for action

How to Review the Training Tools

Give the trainee(s) some time to look over all the materials with you before you look at each one individually. Follow the checklist on the previous page to guide you through this step. You may want to check off each tool after you review it.

As you walk through the tools on the list, point out the name of each tool to the trainee(s), using the language you use as a trainer to describe each tool. For example, when you review the HSTI Manual, be sure to refer to it as the Manual as you go along. (Remember, the trainee(s) are using a *Curriculum* to guide them through the TOT, which is different from the HSTI Manual we all use to prepare and organize our HSTI training sessions).

Explain that the HSTI Manual provides them with very specific guidance on how to organize and conduct a training, including a specific outline of the training sections and the core curriculum (see pp 2-3).

Ask the trainee to listen while you read aloud the information on pages 4 and 5 of the HSTI Manual. It is important for you to ask the trainee(s) questions as you go along, to check for understanding. For example, after reading the section on Attendance Sheets and Impact Assessments, ask the trainers:

“What are 2 of the 3 purposes for CRLA using the questionnaires?”

If the trainee(s) is/are not able to answer the question or does/do not remember, go back and review the specific section again. The goal for you as the CRLA Trainer is to make

sure your trainee(s) understand what you are expecting of them and what we are asking them to do in each section of the HSTI training. Pages 6-9 do not apply to our trainee(s) at this time. However, pages 10-16 do apply. Be sure to complete a review of pages 10-16 of the HSTI Manual. Follow the same approach of asking clarifying questions as you go along and checking for trainee(s) understanding.

Next, you should review the CAL/OSHA Heat Illness Prevention Enforcement Q & A with your trainee(s). This is a long document, and it requires that the trainer read the information. You should take time to point out some key facts and highlights from the document. Let the trainee(s) know that this tool is a reference for them, not something they would pass out at their trainings. Encourage them to read the document for “homework”. Next time you see them they can ask you any questions related to the document. Here are some suggested areas of the document to point out for your trainees:

Part 4: What are the environmental risk factors for heat illness?

Part 6: What is considered sufficient access to drinking water?

Part 7 a., b, c : What is considered sufficient access to shade?/ How much shade must be Available? / How close must a shaded area be to employees?

Part 13: What procedures must an employer have for responding to symptoms of possible heat illness.....should they become necessary?

IMPORTANT: While the CAL/OSHA document is a helpful, reliable and CRLA approved reference for understanding the rules and regulations related to heat illness prevention it is **not to be used** to “instruct” an employer on the law. Your trainee(s) should direct any concerns about legal compliance by an employer to you as a CRLA Community Worker or a local CRLA Attorney.

The Power Point is one of the most important tools in the HSTI training. Some trainee(s) will be familiar with using Power Points others will not be familiar. The video is part of the power point, and needs to be specifically discussed as a tool of its own. You should spend some time showing the entire power point and video to your trainee. At the same

time, show the trainee(s) how to use and set-up the following: 1) a laptop computer, 2) a LCD projector, 3) a flash drive or DVD-rom, 4) speakers, and/or 5) necessary projection screens.

The next step requires that you invite other staff or friends/family of the trainee to join you as part of the training audience. This requires that you notify the trainee in advance so that their guests or other CRLA staff have enough notice to prepare to join you about one hour after you meet up with the trainee for Step 3 preparation (see Step 3 for more details)

As a final part of the day get the trainee ready to think about what it would look like to use the video, power point and to conduct a role-play. **Show Video Clip #5 to your trainee (Video Snippet featuring Cecilia). This clip features the use of the video and role play with a group.** Ask them to watch for the elements and skills you identified earlier.

- We **engage our workshop participants and community leaders** in the process of learning and teaching.
- We **conduct excellent community-based training and education for action**
- We **establish mutual respect and sharing** with our community members, workshop participants and local leaders. We are teachers and learners.
- We **listen, observe and identify trends and issues** that we encounter as part of our community-based work

After the clip is over, ask them “*did that seem hard or easy for the trainer, Cecilia*”? Explain that the next step is to begin practicing, just like Cecilia did in Clip #1 in delivering a training.

Step 3 (This will take about 3 hours)

Your trainee has now reviewed the basic content related to Heat Stress prevention and the legal rights to request that protections from heat stress be provided in the work place. It is now time for the trainee to practice delivering the training agenda as outlined in our *HSTI Manual for Community Presentations* on page 1.

This step requires that you invite other staff or friends/family of the trainee to join you as part of the training audience. This requires that you notify the trainee in advance so that their guests or other CRLA staff have enough notice to prepare to join you about one hour after you meet up with the trainee for Step 3 preparation.

Preparing to Present (1 hour)

Provide your trainee with a review of the DOL approved CRLA Heat Stress training agenda. Make sure you explain to the trainee that today they are going to practice delivering a high-quality training in the community, and reassure them that they can make mistakes and should not feel any pressure to get it right the first time.

First, show the TOT **training clip #2 (Video Snippet featuring Lupe)**. This clip highlights a good opening, a welcoming of trainees and a clear presentation with good voice. Encourage the trainee to watch the video and look for the skills and elements of good training in the clip. As they watch the clip, ask them to write down what they observe under the related section in their Workbook. Discuss what they wrote down and observed and then offer feedback or reminders of the practices we want to encourage them to practice now with you today.

Now, introduce and review the Heat Stress Training Initiative-Feedback for Trainer form on page 15 of the HSTI Manual for Community Presentations. Talk with the trainee about the importance of giving feedback and guidance, and let them know that you get feedback and guidance as well from colleagues and supervisors to help do the best work

you can do for the workers in the community. Sit down with the trainee and review the entire Feedback form and help the trainee better understand the important elements and skills of good training.

Next, show the TOT **training clip #3 (Video Snippet featuring Lorena)**. Ask them now to complete the Feedback form to rate the presenter in the video clip on just the **first section** of the form “Delivery and Learning Environment”. Discuss what they observed and then offer feedback or reminders of the practices we want to encourage them to practice now with you today.

If time permits, **show video clip #4 (Video Snippet featuring Mariano) or video clip #1 (Video Snippet feature Fausto)**, to ensure that they are looking at: good presentation posture, voice, pacing of information and describing steps for reporting an employer.

Presenting for Others (1.5-2 hours)

The trainee can practice in a variety of ways. You can help them choose the best approach for Step 3, which includes:

- Practicing just one-on-one with you in the room role playing as the worker/community participant
- Practicing for you and one or two other CRLA staff who have volunteered to help create a small group setting
- Inviting a few of the trainee’s friends or family members to sit alongside you and participate as the audience of the practice training

All of these are good ways to give the trainee a chance to practice delivering a training and being the leader in a training, but having a smaller group for part of this session will really provide a more realistic experience.

You will need 75 minutes for the trainee to practice an entire DOL approved training, followed by an additional 15-30 minutes to give feedback using the HSTI Feedback form.

Only you or other CRLA staff should complete the form, it might be uncomfortable for friends or family members to fill out a form and could create unnecessary conflict for the trainee. It is best to ask the guest participants to just ask questions when appropriate and participate in the activities as prompted.

After the practice session ends, thank the participants and allow them to leave or ask them to wait for the trainee in another room. Once you are alone with your trainee, sit down and review the Feedback form with them, help the trainee better understand the important elements and skills of good training. Help develop some awareness in the trainee of their performance by asking them two or three of the following questions:

- a. *“What do you think went well today during your practice?”*
- b. *“When did you feel like you really had the full participation of the audience?”*
- c. *“What would you want to change next time you do the training?”*
- d. *“What information or facts do you need to know better for next time?”*
- e. *“How did you feel at the beginning, middle and end of the training?”*

As you close up the session for the day, encourage the trainee to review the power point presentation again and review the HSTI flyers to be sure they are familiar with the information provided in those resources.

You will want to set up a time to check in with your trainee by phone two-three days after the practice session to see if they have any questions and to let them know when to be ready by Step 4 (see below).

Guide to Training on Steps 4 and Step 5 (Variable, up to 5 hours)

You will now want to plan to co-facilitate a formal, HSTI community training with your trainee. This will require you to calendar a training far enough in advance that you can notify your trainee to join you and, if necessary, plan transportation to get to and from the training location. It is permissible for you to drive the trainee to the training using CRLA resources, however, please be sure the trainee has completed all volunteer paperwork with the CRLA Human Resources Department before driving the trainee in your personal vehicle or a rental car on CRLA time.

The goal for this step is to give the trainee as real an experience as possible and to participate in a formal debrief with you after the training is completed. You should follow the instructions and protocols described in the Manual for Community Presentations, as you would with any other HSTI training for CRLA.

After you complete the debrief with your trainee, let your trainee know that you will be in touch with them in 1-2 weeks to let them know if and when you will have another opportunity for them to participate in another training for the community.

Be sure you complete a Trainer Feedback form for your trainee. Keep that form to share with the Director of Community Workers and Director of Community Programs in reviewing the progress and success of your trainee. **This is important**, because any concerns or problems **must be discussed before moving to Step 5**. Not all trainees will progress to Step 5, and a final review of their progress must be completed before scheduling any Step 5 activity.

TRAINER'S GUIDE ENDS HERE



THE NEXT SECTION IS FOR USE
BY THE TRAINEE

Trainee Workbook for **Health and Safety Trainers**

Step 1: Observing a Training

Welcome to our team. You are beginning a five-step training to become a volunteer trainer within your community. The first step in this process is for you to attend and participate in one entire 45-minute training session on heat stress by your CRLA Community Worker Trainer.

Be sure to put the time and date for your training observation on your calendar or on a note somewhere in your home to remind you that day. Please arrive at the training location at least 15 minutes before the training starts. You will learn that conducting a good training means preparing for your trainees. Arriving early gives you time to make sure everything is ready before the participants arrive.

Observation is an important skill for a trainer to develop, so this first step is about learning how to observe and to use your observations to make decisions about how to engage your future training participants. As you observe your first training, think about the following questions:

- How does the trainer involve participants and what does he or she do to keep participants involved?
- Did the participants understand the basic rules and laws related to heat stress prevention and reporting?
- How did the trainer check to see if the participants were learning?



Step 2: Learning to use the Training Materials

You will spend several hours with your Trainer to review all the HSTI training materials and to learn more about the laws and rules related to heat stress violation reporting and prevention. Come prepared to read, listen, ask questions and begin to practice using some of the tools. The trainer will provide you with a kit of materials on the day of Step 2 Training. All you need to bring to the training is this curriculum, a pen or pencil and a readiness to learn.

Here is a checklist of all the topics you will cover in Step 2. As you complete each topic place a check mark in the appropriate box. You should also use the Notes section that follows to write down tips, ideas and reminders for you to review after the day ends.

I Reviewed these Tools and Topics Today with My CRLA Trainer:

- HSTI Manual 3.0
- Department of Occupational Safety and Health Guide to Laws and Rules
- Power Point
 - Using the Video
 - Using the Flip Chart
- Approved DOL HSTI Flyers (English and Spanish)
- Pre-Post Evaluation for Participants

- Training Tips and Set Up**
 - How to Set Up the Training?
 - How to get Participants to attend the Training?

Step 3: Practicing a Training

You are now ready to begin practicing how to give your training. This step will require you to stand up in front of your trainer and some friends or family members to practice what you have learned so far. Your trainer will talk with you in advance about inviting two or three friends/family members to join you as part of the practice training audience.

You will be asked to watch a video clip today to observe good training skills in other CRLA trainers. Use the worksheet below to record what you observe.

VIDEO OBSERVATION FORM

WHAT I OBSERVED IN THE VIDEO (Check boxes that apply)	A FEW SPECIFIC SUGGESTIONS FOR TRAINER
<input type="checkbox"/> The trainer greeted the audience warmly.	<input type="checkbox"/>
<input type="checkbox"/> I could hear the trainer.	<input type="checkbox"/>
<input type="checkbox"/> I could understand the trainer.	<input type="checkbox"/>
<input type="checkbox"/> The trainer spoke at a good pace so that participants could understand.	<input type="checkbox"/>
<input type="checkbox"/> The presentation seemed practiced.	<input type="checkbox"/>
<input type="checkbox"/> The presenter involved the audience. The trainer provided opportunities for the trainees to demonstrate their skills in handling heat stress situations.	<input type="checkbox"/>
<input type="checkbox"/> The trainer handled questions and comments with calm courtesy.	<input type="checkbox"/>
<input type="checkbox"/> The trainer had good eye contact with the audience.	<input type="checkbox"/>
<input type="checkbox"/> The trainer showed no distracting movements or gestures.	<input type="checkbox"/>
<input type="checkbox"/> The trainer used his/her hands to help communicate ideas visually.	<input type="checkbox"/>

