

2011 OSHA Susan Harwood Capacity Building Grant

TRAIN-THE-TRAINER LESSON PLAN

Course Length: 240 Minutes

Maximum Class size: 6 Participants

Course Description This course is taught in accordance with the Occupational Health and Safety Agency Susan Harwood “Lessons learned” document and the Instructional Design System (ADDIE). The goal of this training is to provide the education and tools needed so the participant will be able to effectively deliver safety and health training to their workers. Upon the completion of this lesson, each participant will be required to give an oral presentation, applying the basic fundamentals they had learned in this class. This should be accomplished in no more than 15 minutes per participant. The participant will be filmed during their presentation and the class and instructors will review, discuss and critique each video.

Participants will receive a course certificate upon successful completion of this course.

Step 1: Planning the Lesson

Instructional Materials:

- PowerPoint Presentation
- Student Handouts
- Instructional Notes
- Audio-visual Equipment
- Flip charts
- Markers
- Video camera
- Training DVD

Participant Handouts:

- Hand out #1: Presentation Booklet
- Hand out #2: Assessment
- Hand out#2: Critique

Learning Objectives: Participants will:

- Explain the different titles of a teacher
- Determine positive classroom control measures
- Examine diversity and stereotypes
- Describe training delivery methods
- Analyze questioning types and techniques
- Demonstrate the use of training aids
- Define how to empowering the adult learner
- Illustrate the proper use of assessments and Critiques

Step 2: Presenting the Lesson

Introduction: (10 minutes)

- Introduce yourself
 - Include name, title, experience and credentials
 - Start the lesson with an ice breaker:
 - Have everyone give their name and offer an example of a time that they provided safety training to a group of people.
 - Make a list of these on a flip chart, white board, etc.
 - Explain facility emergency action plan procedures/Discuss classroom rules.
 - Briefly read over objectives from PowerPoint slide #3

Class Power Point Presentation: (35 Minutes)

- The basics of becoming a professional Trainer
- Discuss establishing classroom control, to include rules.
- Discuss learning factors
- Creating a conducive learning environment
- Improving one's voice
- Diversity in the classroom

Classroom Participant Discussion Activity #1: (15 Minutes)

- Practice listening to one's own voice (Slide 15)

Classroom Participant Discussion Activity #2: (45 Minutes)

- Looksism and Diversity Activity (Slide 25)

Divide the class into small groups - about 4 learners to a group and issue each group a flipchart and markers. Each group will make two flipcharts. One will be titled "How prejudices and bias focus on the physical characteristics of people" and the other will be titled "How prejudices and bias focus on the dress and makes up of people". Under each title they will list how people are hindered for not meeting a group's or organizational standards (norms). Coach the groups as they work their way through the exercise.

Class Power Point Presentation continued: (35 Minutes)

- Discuss adult learning styles
- Training methodology
- Power point and other visual aids
- Tips for great presentations
- Critiques and assessments

Classroom Participant Discussion Activity #2: (90 Minutes)

- Participant presentations:
Each participant will be required to give an oral presentation of what they had learned in the class. This should be accomplished in no more than 15 minutes per participant. The instructors will review and critique each video.

Course Review: (10 Minutes)

Now, participants should have an idea of how to give an effective and dynamic presentation. Keys to success are to be well-prepared, know the subject, understand the learning process and really involve the learners. Remember, power point is a visual aid not the lesson plan so ensure you incorporate a well-balanced mixture of learning activities.

Participant Critiques & Evaluation: (10 Minutes)

- Student will complete a course critique
- Evaluation: Monitor participant non-verbal and verbal reactions

References:

Instructional System Design. Retrieved from:

- <http://nwlink.com/~Donclark/hrd/sat.html>
- Susan Harwood Training Grant Program

Best Practices for the Development, Delivery, and Evaluation of Susan Harwood Training Grants. Retrieved from:

- <http://www.osha.gov/dte/sharwood/best-practices.html>

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