

ORGANIZING SAFETY MESSAGES & TRAINING CONTENT

Purpose

The purpose of this module is to introduce participants to a process for organizing their safety messages and training programs. Performance objectives are explored as the foundation for effective safety training, as well as other safety communication. After identifying the components of a performance objective, participants will practice writing objectives for a training program. In addition, they will review safety information and resources available to them in developing training content for a safety program.

Objectives

After completing this module, participants will be able to:

- Identify the four components (action, behavior, condition, and degree) of a performance objective.
- Write performance objectives for a training program.
- Recognize the reasons for testing in performance-based training.
- Identify Federal, State, and Safety Industry resources for safety information.
- Recognize the steps for writing a content outline.

Objectives (continued)

- Create a short content outline using the steps provided for outlining content.
- Identify 2 actions related to organizing safety messages and training content to implement at their workplace, as well as potential barriers to these actions and how to overcome these barriers.

Time

75 minutes: 10:50 AM to 12:05 PM (Break for lunch after this module)

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. Parts of a Performance Objective (14 minutes)
 - A. Overview of Performance Objectives (6 minutes)
 - B. Individual Activity: Identifying Components of a Performance Objective (8 minutes)
3. Writing Performance Objectives (16 minutes)
 - A. Tips for Creating Performance Objectives (4 minutes)
 - B. Individual Activity: Writing Performance Objectives (12 minutes)
4. Testing on Performance Objectives (4 minutes)
5. Job Aid: Resources for Safety Information (4 minutes)
6. Creating a Content Outline (29 minutes)
 - A. Purpose and Steps for a Content Outline (4 minutes)
 - B. Example: Outlining Content for Hearing Conservation (5 minutes)
 - C. Pairs Activity: Outlining Training Content (20 minutes)
7. Individual Activity: Planning for Your Small Business (5 minutes)
8. Summary and Transition to Module 3 (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
- 17 PowerPoint slides

Suggestions for Time Management

- Start promptly on time.
- Watch the clock closely in managing the number of activities during this module.
- Provide support to participants as they complete activities in this module. Some activities are complex and may require assistance.

Cues

PPT 2-1

**2-Minute
Presentation**

PPT 2-2 & 2-3

Presentations and Activities

1. Module Introduction (2 minutes)

- Start this module at the scheduled time.
- Show PPT 2-1.
- Ask participants to turn to Page 1 of this module.
- Conduct a 2-minute general introduction to this module.
- Show PPT 2-2 and 2-3.
- Briefly review the purpose and objectives of this module. Make the following comments:
 - The purpose of this module is to introduce you to a process for organizing safety messages and training.
 - Determining performance objectives is perhaps the single most important step in developing a training program. Objectives clearly state what learners are expected to gain from the program.
 - Performance objectives provide a structure or framework for developing training, as well as also provide a structure for developing tools to measure or evaluate learning progress.
 - This module also presents you with safety resources because, as safety professionals responsible for communication and training, you'll need access to current, complete, and accurate safety information, regulations, and training methods.
 - In addition, this module covers the process of outlining training content. This is important because, although the concept of outlining is not new, the process of developing an outline that is learner-focused instead of facilitator or trainer-focused may be new to you.

- Those of you already involved in training may use the terms "lesson plan" or "topic outline" instead of "training content outline." For purposes of this course, all three terms basically mean the same thing.
- Remind participants to ask questions if they need clarification.

**6-Minute
Presentation****PPT 2-4****Question**

Ask for a show of hands to indicate how many participants currently use performance objectives

Reinforce WIIFM!

PPT 2-5**2. Parts of a Performance Objective (14 minutes)**

- Ask participants to turn to Page 3.
- Introduce the definition and parts of a performance objective through a 6-minute presentation.
- Show PPT 2-4.
- Ask: *Why are performance objectives important to safety communication and training efforts? (i.e. Why should we be concerned about having performance objectives in safety efforts?)* **NOTE:** Ask for a show of hands to indicate how many participants currently use performance objectives.
- Reinforce the WIIFM (What's in it for me?) by working hard at this time to get participants to understand the value of performance objectives as they relate to safety. Sell the value of performance objectives in helping to ensure successful safety efforts (and prevent failure).
- Have 2 participants respond to the question. Look for responses to include that objectives can provide a clear definition of expected outcomes (what you are trying to achieve) no matter what safety communication is designed, developed, and implemented.
- Show PPT 2-5.
- Present the definition of a performance objective: Specific, measurable, short-term statements that clearly describe what a learner (participant) will be able to do (new or different) as a result of communication or training.
- Make the following points about objectives:
 - Objectives differ from goals in that they are measurable and observable. Objectives differ from activities in that they describe results you want to see, not how you're going to get the results in the classroom.
 - Written objectives are a vital part of instructional design because they are the roadmap for designing **and** delivering a program.

PPT 2-6

- Show PPT 2-6.
- Present characteristics of objectives:
 - Should define measurable and observable behaviors of the participant to be effective – written in terms of results-oriented behavior.
 - Are the foundation upon which you can build lessons and assessments that you can prove meet your overall course or lesson goals.
 - Ensure learning is clearly focused so that participants and facilitator are clear about their learning path.
- Introduce the 4 parts of a performance objective.
- Ask participants to turn to Page 4.

PPT 2-7

- Show PPT 2-7.
- Present the 4 main parts of a performance objective and examples in the first chart:
 - Audience (learners)
 - Behavior
 - Condition
 - Degree
- Tell participants that an easy way to remember the 4 parts of an effective objective is through the letters that begin each part:
 - **A** = Audience
 - **B** = Behavior
 - **C** = Condition
 - **D** = Degree
- Review the first example of an objective (hazard communication). Emphasize the A-B-C-D of the objective.

Tell participants that an easy way to remember 4 parts of an objective is by the letters that begin each part

PPT 2-8

- Show PPT 2-8.

Ask participants to identify all parts of objective – display parts one at a time on PPT 2-8

8-Minute Individual Activity

PPT 2-9

Debrief

- Review the second example of an objective (incident investigation).
- Emphasize the A-B-C-D of the objective as you ask participants to identify all of its parts. Display the parts (one at a time) on PPT 2-8.
- Ask participants to turn to Page 5.
- Introduce an 8-minute activity on performance objectives.
- Show PPT 2-9.
- Review the directions for the activity.
- Give participants about 3-4 minutes to complete the activity. Remind the class that the activity will be reviewed in one large group discussion.
- Move around the room and help participants during the activity, as needed.
- Facilitate the debrief by first reading Objective 1 out loud. Ask the group:
 - Who is the **audience**?
 - What is the **behavior**?
 - What are the **conditions**?
 - What is the **degree**?
- Look for these answers for Objective 1:
 - **Audience:** New employees
 - **Behavior:** Rank JSAs in descending order of quality
 - **Condition:** Given a measurement system and several written JSAs
 - **Degree:** Within 10 minutes

Reinforce the importance of having all four parts in an effective objective

- Read objective 2 out loud. Look for these answers for Objective 2:
 - **Audience:** You (the learner)
 - **Behavior:** Describe actions (you) would recommend to minimize materials handling injuries
 - **Condition:** Given a scenario and appropriate Action Limit and Maximum Permissible Exposure Limit guidelines
 - **Degree:** At least five (actions), without error

- Be sure to reinforce the importance of having all four parts in an effective objective.
 - Audience (A)
 - Behavior (B)
 - Condition (C)
 - Degree (D)

**4-Minute
Presentation****PPT 2-10****12-Minute Pairs
Activity****PPT 2-11**

**If needed, assign
an objective to
pairs to speed up
the activity**

Debrief**3. Writing Performance Objectives (16 minutes)**

- Ask participants to turn to Page 7.
- Tell participants that you will spend a few minutes presenting tips about writing performance objectives.
- Show PPT 2-10.
- Highlight major sections of the job aid and emphasize some examples from each section:
 - Action (behavioral) verbs
 - Verbs to avoid using
 - Types of conditions
 - Standards of performance
- Be sure to mention that they are not expected to read the job aid in detail now. However, emphasize that this is an excellent job aid to have handy when developing effective objectives. Encourage participants to use it a little later when they write objectives for their own training project.
- Briefly summarize key points from Page 8.
- Ask participants to turn to Page 9.
- Introduce a 12-minute pairs activity on how to write performance objectives.
- Show PPT 2-11.
- Review the directions for the activity.
- Ask participants to move into pairs for the activity. If needed, assign an objective to pairs to speed up the activity.
- Give participants about 6-8 minutes to write their objectives.
- Starting with “How to complete a JSA form,” have pairs take turns presenting an objective, as time permits.
- Ask participants to carefully check for the A-B-C-D of each objective and provide feedback on each objective.

**4-Minute
Presentation**

**Tell participants
that testing is
briefly discussed**

PPT 2-12**4. Testing on Performance Objectives (4 minutes)**

- Ask participants to turn to Page 10.
- Tell participants that you will now present points about “what” to evaluate.
- Remind participants that “testing” will only briefly be discussed due to the number of other topics requiring coverage in the course.
- Show PPT 2-12.
- Present the definition of performance testing –A performance test measures if learners have met the standard of performance set by the learning objective.
- Highlight key points about when to test on safety issues. Make the points that tests are highly recommended when the:
 - Training and testing is required and/or involves a certification or qualification process.
 - Organizational culture supports its use.
 - Risks of not mastering objectives may include injury, death, or significant financial loss. i.e. We “need” to test to ensure that behavior change has occurred.
- Summarize types of tests that may be used to test on performance objectives:
 - **Knowledge-based tests** measure knowledge gained by the end of the course.
 - **Skills-based/application tests** require participants to demonstrate an action correctly and/or apply newly learned knowledge and skills to a realistic scenario, challenging questions, or end-of-course action planning activity.
 - **Attitudinal tests/scales** measure attitude change that occurs as a result of training.

- Ask participants to turn to Page 11.
- Highlight key points about types of testing tools:
 - **Pre-tests** measure how well learners can perform objectives prior to training.
 - **Review tests** measure how well learners can perform the objectives while training is in progress.
 - **Post-tests** measure how well the learners can perform the objectives after training. Post-tests should test on the same topics in the pre-test.
- Close the section on testing by reminding participants that when designing training, they will need to decide when to use pre-tests, review tests, and post-tests to measure learner performance.

4-Minute Presentation

Emphasize that a complete list of resources is provided in the Tools and Resources section of the Participant Guide

PPT 2-13

Take participants to the Tools and Resources section of their guide to show them where the more detailed list is located

5. Job Aid: Resources for Safety Information (4 minutes)

- Ask participants to turn to Page 12.
- Tell participants that before exploring the process for developing a content outline, you will highlight key resources available to assist them in preparing all types of safety communication.
- Emphasize that a complete listing of key resources is provided in the Tools and Resources section of this guide and that this is only a brief summary of resources.
- Show PPT 2-13.
- Briefly walk through the major sections of the safety resources presented in this module.
- Ask participants to briefly review and become familiar with the resources by following along with you on Pages 12-13. Then, take participants to the Tools and Resources section of their guide to show them where the more detailed list is located.
- Allow participants to ask 2-3 questions about the resources, as time permits.
- Remind participants that even though they may have experience in some or many areas of safety, they will likely need to conduct research to prepare some form of safety communication or training.

**9-Minute
Presentation &
Example****PPT 2-14****6. Creating a Content Outline (29 minutes)**

- Ask participants to turn to Page 14.
- Deliver a 9-minute presentation on creating a content outline, including the example on hearing conservation that is provided.
- Show PPT 2-14.
- Introduce training content outlines by making the following points.
 - Developing training content includes identifying any actions the learner must take to achieve the objective and the related topics the learner must know to accomplish the actions.
 - A training content outline is a sequential listing of content that the facilitator must address to support the learner in achieving the objective(s).
 - It involves estimating how much time is needed to cover each action and topic. A training content outline may also be referred to as a topic outline or lesson plan.
- Briefly review the purpose of a training content outline.
- Make 2 points regarding terminology.
 - First, the actual points included in a training content outline may be referred to by a number of different terms, including training points, content, or topics and sub-topics.
 - Second, remember that for the purposes of this module, we use the term training content outline to describe the list and sequence of topics and rough time estimates. Other terms you might use are "topic outline" or "lesson plan." All three terms have the same basic meaning.

PPT 2-15

- Show PPT 2-15.

**Example:
Outlining
Content for
Hearing
Conservation**

**For Step 2,
quickly ask
participants to
share points
(random
brainstorm) for
training content –
record on a
flipchart**

**20-Minute Small
Group Activity**

PPT 2-16

- Present the steps to outlining training content.
 1. Select an objective.
 2. Identify any actions the learner must take to achieve an objective and related topics (points and skills) they must know to accomplish the actions. In other words, identify all training content the facilitator must address to support the learner in achieving the objective(s).
 3. Sequence all training content in the appropriate order and estimate the amount of time needed for each point.
- Ask participants to turn to Page 15. (The example is on Pages 15 and 16.)
- Take 3-4 minutes to walk through the hearing conservation example. Reinforce the 3 steps and point out content that relates to each step.
- For Step 2, quickly ask participants to share points (randomly in a brainstorm) for training content as you record them on a flipchart. Encourage participants to take notes in their Participant Guide. Note that most of the points are listed in Step 3.
- Ask participants if they have any questions. Take time to answer 1-2 questions, but allow enough time for the following activity.
- Ask participants to turn to Page 17.
- Facilitate a 20-minute small group activity to outline training content.
- Show PPT 2-16.
- Review the directions for the activity.
- Ask the class to form small groups of about 4 participants.
- Give the groups about 12 minutes to complete the activity.

Record the results of Step 3 on flipchart paper

- Ask each group to record the results of Step 3 on flipchart paper.
- Move around the room to answer questions during the activity.

Debrief

- Ask each group to briefly present the results of their discussion.
- As groups share their ideas, encourage other groups to ask questions about the content outline or present other ideas. Offer feedback, as time permits.

**5-Minute
Individual
Activity****PPT 2-17****Question****7. Individual Activity: Planning for Your Small Business
(5 minutes)**

- Ask participants to turn to Page 21.
- 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 2-17.
- Ask participants: *How can you use what you learned in this module about safety communication issues and adult learning needs 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****Lunch Break****8. Summary and Transition to Module 3 (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:
 - After lunch, the next module will address selecting, designing, and using media.
 - Many forms of media will be discussed, including PowerPoint as an effective method used by many safety professionals.
- There is a lunch break after this module.

