

# PLANNING FOR EMERGENCIES

## Strategies for Small Business Training Program

# OVERVIEW

**Welcome . . .**

. . . to a training course developed by the National Safety Council.

*The mission of the National Safety Council is to educate and influence people to prevent accidental injury and death.*

**Making Our World Safer**



For more than 90 years, the National Safety Council (NSC) has been accomplishing this mission through a global approach to safety and health issues, and a vast array of services and products. Through dozens of different programs and workshops, the NSC's Occupational Safety and Health educates executives, industry managers, supervisors, and safety and health professionals to improve the safety, quality, and production efforts of organizations on a worldwide basis.

We are pleased to be the recipient of a Susan B. Harwood grant from the Occupational Safety and Health Administration (OSHA). Through this grant, we are able to present this Planning for Emergencies training program to you.

## About the National Safety Council

### History and Scope

Since our founding in 1913, the National Safety Council has served as the leading source of safety and health information, working for generations to protect lives and promote health with innovative programs and services. We began our efforts in the workplace – in factories, warehouses, and construction sites – making businesses aware of ways to prevent deaths and injuries on the job.

Our efforts have expanded to include safety in transportation, home, and community, home, and community to promote safety and health 24 hours a day. And, through the International Safety Council, our mission now spans the globe.

### How the National Safety Council Is Organized

Acknowledging our first 40 years of operation as an Illinois not-for-profit corporation, an Act of Congress on August 13, 1953 created the National Safety Council as a corporation under federal law. Public Law 269 of the 83rd Congress formally established NSC as a federally chartered organization. The Charter mandates that the National Safety Council be non-political and shall not contribute to or otherwise support or assist any political party or candidate for office.

With over 50,000 corporate members, NSC is governed by a Board of Directors. With the exception of two NSC senior officers who are salaried, all the directors are unpaid volunteers. The Board, its officers and committees, aided by more than 2,000 volunteers, determine policies, operating procedures, and programs to be developed and carried out by NSC's 300-plus professional staff. Board members represent industry, labor, government, associations, and individuals. NSC member firms employ more than 30 million people.

NSC's network of chapters conducts safety, health and environmental efforts at the community level, providing training, conferences, workshops, consultation, newsletters, updates and safety support materials, as well as valuable networking avenues. Located in many cities across the U.S. and in the United Kingdom, our network extends NSC's visibility and provides a local voice for advocating issues that can educate, inform, protect, and save lives.

Our global subsidiary, the International Safety Council, is NSC's outreach beyond U.S. borders. Founded in 1992 as a separate non-profit affiliate corporation of the National Safety Council USA, the International Safety Council conveys expertise and our mission to industries, associations, and governments worldwide.

## About the National Safety Council (continued)

### How the National Safety Council Is Funded

NSC derives funding from four main sources:

1. Membership dues paid by over 50,000 corporate members.
2. Revenues gained from the sale of materials and programs to members and others.
3. Fees for on-site safety and health evaluations for training and consulting projects.
4. Donations and grants.

### How the National Safety Council Operates

NSC is not an agency of the government and general subsidies are not accepted. NSC does not have the authority to legislate or regulate. But, we do have the ability to influence public opinions, attitudes, and behavior. We serve as an impartial information broker by bringing together safety and health professionals with government, associations, and media representatives to form national coalitions on key safety and health issues.

In its mission of protecting life and promoting health, NSC works with hundreds of allied organizations in industry, labor, government, education, and the community at-large, as well as with Chapters. Because it is a public service organization, NSC can be impartial in its dealings with all groups and individuals.

NSC works to achieve consensus on safety and health topics through its volunteer members and coalitions of organizations. It disseminates credible information through a communications network of publications, training programs, audiovisual materials, news releases, and broadcast public service messages.

Each autumn, NSC sponsors the Congress & Exposition, an international convention and tradeshow, attended by approximately 20,000 safety and health professionals. The Congress features educational sessions covering the latest developments in safety and health. It is the largest safety and health products and services event in North America.

## About the National Safety Council (continued)

### Joining the National Safety Council in a Mission to Save Lives

Membership offers practical solutions to safety challenges. Valuable information, resources and programs can help employees build and support effective safety initiatives on the job, on the road, and in homes and communities.

By joining the National Safety Council, everyone at a company can take advantage of these core membership benefits and privileges:

- Free use of NSC Library Services.
- Admission to Members-Only website.
- Access to Division volunteer activity and networking groups .
- Significant discounts on NSC products and training.
- Registration discount at the Annual Congress & Expo.
- A primary contact also receives additional benefits based on the number of employees covered under a membership.

### How to Reach the National Safety Council

The National Safety Council and network of local Chapters offers many ways for you and your organization to help protect life and promote health. Membership, volunteer participation, as well as using NSC resources, programs, and materials will help to make your workplace, school, home, and community safer and healthier.

- NSC's network of Chapters conducts safety, health, environmental, and ergonomic efforts at the community level, providing training, conferences, workshops, consultation, newsletters, updates and safety support materials, as well as valuable networking avenues. Located in many cities across the U.S., our network extends NSC's visibility and provides a local voice for advocating issues that can educate, inform, protect, and save lives.

For a state-by-state listing, please call 1-800-621-7619 or visit our Website at <http://www.nsc.org>.

- NSC's Website offers safety and health news, regulatory information, first aid and CPR courses, defensive driving courses, and a training calendar for up-to-date information on safety, health, and environmental issues.

## About this Program

The **Planning for Emergencies** training program is designed to increase participant knowledge and improve their skills in planning for emergencies. Program material is geared toward the small business owner, employer, manager, employee, and/or their representatives who have responsibility for managing emergencies, but who may have limited safety and/or training experience.

### Instructional Goals of the Program

As a result of completing the **Planning for Emergencies** training program, participants will be able to implement an effective emergency action planning process and create a plan for their business.

- Based on best practices and OSHA requirements for emergency action planning, participants will focus on a 4-step process and related elements for handling emergencies in the workplace.
- Participants will address types of emergencies, planning guidelines, and planning priorities such as communications, direction and control, training, medical services, and community outreach.

A 4-step process for effective emergency planning serves as the model and program framework for achieving this goal and establishes the overarching learning path.

- Step 1: Get Started – Establish a Planning Team
- Step 2: Analyze Capabilities, Risks, and Vulnerabilities
- Step 3: Develop the Plan
- Step 4: Implement the Plan

This goal is reinforced through use of a case study as a primary instructional method integrated/woven through each module and step. A case study offers a method of learning about a business situation through narrative (description) and contextual analysis.

## Audience Profile

In training development, audience (participant/learner) types, characteristics, and needs must be addressed in content examples and exercises so that content is interesting and appropriate to those in attendance. Content must be designed to match the interests, knowledge, and skills of participants to motivate learning and support effective learning.

The following characteristics, including education, skills, experience, demographics, and pre-program attitudes, describe the *average* participant expected to attend the program.

### Education/Knowledge, Skills, and Experience

- Education ranging from high school education to some college (Master's level is rare)
- Majority are experts in a specific job; work experience may range from new hires to employees who have been in the same job for many years
- Limited number of participants (approximately 5-10%) have had formal safety training; low level/no previous knowledge and skills in emergency planning
- Reading, English, and math skills at approximately a 7th grade level
- Moderate level problem-solving skills

### Demographics

- Approximately 25% represent a diverse group of cultural backgrounds
- Average age is 35-45 years old
- Approximately 90% male; 10% female

### Pre-Program Attitudes

- Most have a moderate to high level of motivation to learn about emergency planning
- Approximately 10% may be required to attend and have lower interest toward learning about an emergency planning process

### Special Learning Needs

Facilitators occasionally find they have a participant in class with a special learning need, often evidenced by difficulty in reading, writing, math, or problem solving. Reading may be difficult for an individual due to their education level, a learning disability, or language translation. Participants may also have trouble hearing or seeing. Facilitators should deal with these situations in a sensitive and proactive manner to improve participant success in learning.

## Program Content

The **Planning for Emergencies Program** consists of these modules:

- Program Introduction
- Module 1: Get Started – Establish a Planning Team
- Module 2: Analyze Capabilities, Risks, and Vulnerabilities
- Module 3: Develop the Plan
- Module 4: Implement the Plan
- Conclusion
- Tools and Resources (Clean copies of tools and list of resources)

**NOTE:** “Reinforcement” and building of information occurs across modules. For example, a topic may be presented in Module 2 and only briefly referenced in a list of plan components in Module 3.

The **Planning for Emergencies** program content is based on a number of NSC and other resources, articles, and web sites that contain pertinent information on emergency planning.

**Examples** of key resources include:

- The Emergency Management Guide for Business and Industry, FEMA 141/October 1993 and the FEMA web site at <http://www.fema.gov/index.shtm>. (This was used as a primary resource.)
- Module 16 – Emergency Action Planning in the POSH course, NSC.
- On-Site Emergency Response Planning Guide, Richard T. Vulpitta/NSC.
- Module 4 – Emergency Preparedness and Response in the Basics of Safety Performance for Small Business program, NSC.
- Standing Together: An Emergency Planning Guide for America’s Communities, Joint Commission on Accreditation of Healthcare Organizations.
- Homeland Security products available at [www.ready.gov](http://www.ready.gov), such as Ready Business Mentoring Guide – Working with Small Businesses to Prepare for Emergencies.

Content reflects needs and characteristics of small business and their workers, as well as effective training, education, and awareness strategies resulting from NSC experience in these areas.

## Quality Based on Sound Instructional Design & Adult Learning Principles

Consistent with NSC's high quality training standards, the **Planning for Emergencies** program was designed, developed, and delivered to meet small business and worker needs through a performance-based training approach, using current instructional design and adult learning principles.

The following principles underlie the development process used in designing and developing this program. NSC:

- A systematic, research-based design and development process that includes the following phases to ensure instructional integrity from concept through delivery. Major development phases that are the framework for the project tasks and timeline are:
  - Phase 1: Conduct project kick-off to define needs/objectives/content and create Design Document (refined in Phase #2)
  - Phase 2: Design and develop Draft 1; Review by NSC
  - Phase 3: Develop Pilot Draft
  - Phase 4: Conduct Pilot Test; Determine revisions
  - Phase 5: Develop Final Products
- An interactive approach using balanced levels of information delivery and learner-centered, application activities that enhance skills.
- An emphasis on knowledge and skills transfer to the participants' work experiences, including job aids and suggestions to apply new learning to work situations.
- Integrates participant background, experience, and expertise in training activities.
- A review and application of previously learned concepts is used throughout the program.
- Program evaluation methods including pilot testing of program materials, informal testing, and a post-course evaluation.
- Media that reflects the participants' needs and learning styles, delivery settings, and objectives with available resources.
- A variety of learning methods such as case studies, group discussions, and large and small group activities during the training to enhance learning.



## Instructional Strategy

An instructional strategy establishes a plan for what will be taught (content) and how it will be taught (process) to achieve program objectives. All modules in the **Planning for Emergencies** program are designed and developed based on the strategy below, providing facilitators with a blueprint of what must be done to achieve learning objectives.

### Pre-Instructional Activities

- Identify and/or appeal to participant motivation for learning. Video footage of emergencies was recommended for use in the program introduction to help engage learners and sensitize them to emergency-related issues.
- Review program goals and the learning path. Relate outcomes to participant experiences and work setting.

### Information Presentation

- Present information, including definitions and key concepts, with related small (and other size) business examples in a logical sequence.
- Chunk information (as appropriate – large, small, laterally, etc.) to organize technical concepts and appeal to the learner's level of understanding.

### Learner Participation

- Engage participants in interactive opportunities for problem-solving and practice and feedback with newly learned concepts. A progressive and comprehensive case study integrated/woven through each module and step is recommended based on results of brainstorming on November 21.
- Link all activities to support key objectives.
- Help participants link concepts to what they know during/at the end of each module.

### Testing/Evaluation of Learning

- Measure a participant's knowledge, skill, and/or attitude change depending on the topic and desired outcome/goal/objective.
- Implement a variety of different testing mechanisms throughout the program. For example, participant completion of activities provides facilitators with regular opportunities to monitor their learning progress and offer direct feedback.
- Provide a mechanism in which participants are able to evaluate all aspects of the program – achievement of objectives, design, instructors, media, and logistics.

### Application, Retention, and Follow-Through

- Facilitate retention of new information with opportunities for participants to apply what they have learned during/after the program. Examples include job aids, checklists, and recommendations on how to use tools/resources in the program.
- Provide consultation and/or recommend other resources when participants have special needs.

## Instructional Methods

Instructional methods are the way that instructional strategies are implemented – approaches and activities used by a facilitator to ensure that learning occurs. For example, if a strategy is to “gain the attention of a learner,” then a method might be to “ask the learner to list questions about module topics that will be addressed.” A variety of methods, such as those below, support the instructional strategy of the **Planning for Emergencies** program.

- Facilitator/facilitator presentations (mini-lectures) with PowerPoint slides to reinforce key learning points
- Small and large group discussions and activities that include:
  - Brainstorming ideas, options, and solutions
  - Problem solving
  - Case study analysis
  - Practice and feedback
  - Completing worksheets and/or checklists

As previously noted, the goal of this program is reinforced through a case study used as a primary instructional method. NSC technical consultants worked with the instructional designer to create a progressive and comprehensive case study integrated/woven through each module and step. A case study offers a method of learning about a business situation with a narrative (description) and contextual analysis. It guides learners through a process in which they focus on why the instance occurred as it did and how learners can apply relevant points to their own similar situations.

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## Instructional Media (Products) and Equipment

An appropriate selection of media helps achieve objectives, ensuring that the instructional strategy and methods are effectively implemented. Media communicate instructional messages to a learner and include materials, devices, and people through which information is delivered. For example, media may be a textbook, video, facilitator, simulator, computer, audiotape, or participant manual.

The following media support the **Planning for Emergencies Program**.

- **Participant Guide.** A manual comprised of reference material and learning activities for small business employers and employees trained by Chapters. Organized by an introduction, 4 modules, and a conclusion, it guides learners through the training with a program overview and module information to include purpose, objectives, and discussion points with note-taking space, as appropriate. Learning activities, such as discussion scenarios and checklists on main program topics, are included for use in the workplace. Level of detail/format is similar to that of previously completed OSHA-funded (Susan Harwood) training programs. Manual is spiral-bound.

## Instructional Media (Products) and Equipment (continued)

- **Facilitator Guide.** A moderately-scripted guide for facilitators delivering the program to small business employers and employees in their service areas. Content complements the structure of the Participant Guide. Level of detail/format is similar to that of previously completed OSHA-funded (Susan Harwood) training programs. Manual is spiral-bound.
- **PowerPoint (PPT) Slides.** Approximately 100 PPT slides to visually support the facilitator's delivery AND reinforce key training points in the program. PPTs developed with graphics on approximately 65-75% of slides.

Equipment needed to support training delivery includes a flipchart and paper, markers, PPT projection unit, laptop or PC, and a timer.

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## Class Size and Training Site Considerations

To achieve the total number of attendees per delivery identified in the grant and foster an interactive learning experience, the **Planning for Emergencies** program is designed for a maximum of 32 participants.

- From an instructional perspective and to promote an interactive and effective learning experience, **a maximum of 32 and minimum of 15 participants per delivery is optimal** in the programs.
- Running programs at less than 15 or more than 32 participants may negatively impact the level of interactivity and quality of the overall learning experience by detracting from skills development and individual attention by facilitators to participants.

**NOTE:** Each program may be delivered in a potential situation in which a high (50) or low number (10) of participants may be in attendance. Facilitators will need to adjust how activities are implemented if the class size is high or low. For example, with large groups of 25 or more participants, use smaller grouping arrangements in corners of a room or use breakout rooms. Small audiences of about 8 participants may be kept in one group for activities.

- Deliver the program at a site that can comfortably accommodate participants in a U, double U, or similar setting. Avoid facilitating the program in a typical classroom setting (rows of chairs facing forward) to best encourage interest and group involvement. Ample tabletop room for comfort and writing/work space is needed.
- Sites should be conducive to program delivery from a technology perspective, including access to a projection unit for PowerPoint (PPT) slides.

## Characteristics of Chapter Facilitators: Delivery System

Delivering/facilitating the **Planning for Emergencies** program in a way that complements a participant-centered, interactive design is critical to effective learning. The following facilitation skills are necessary for successful program delivery. It is also assumed that all Chapter Facilitators will have a required minimum set of standards prior to delivery, including a strong background in safety and proven training/facilitation experience.

In addition to being able to present technical information on emergency planning in a knowledgeable, accurate, and overall effective manner (platform skills), facilitators must:

- Motivate participation
- Direct participants' activity/Keep participants focused and involved
- Debrief learning activities
- Manage group process

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## Testing Strategies

Learner progress is informally tested to ensure that participants reach a desired level of competency.

### Knowledge-Based Testing

Informal knowledge-based testing occurs during the program as participants answer questions posed in activities and by facilitators. As a result of their observation of participants' ability to engage in discussions, facilitators may need to provide individual consultation during the program.

### Application Testing

Application testing is informally implemented through observation by facilitators as participants complete learning activities. All learning activities (individual, pairs, small group, etc.) completed during the program, although not formally scored, provide facilitators with continuous opportunities to monitor knowledge and skills transfer. Facilitators should monitor participant progress during the program. As a result, facilitators may need to provide individual consultation to participants as the program progresses.

**NOTE:** Participant receipt of a "recognition of completion certificate" is based on attendance during the entire program. Certificates should be distributed at the end of the program.

## Program Evaluation

Focusing on project and task-specific objectives, evaluation methods and assess project administration and quality and effectiveness of the training program.

### Administrative Evaluation

The objective of the Administrative Evaluation is to compare actual with planned project performance based on timing, project costs, numbers trained, and other operational criteria such as transportation, facilities, and on-site support. This evaluation:

- Is done on a continuous basis throughout the project as part of an overall management system. The project manager will use the results to improve performance by taking necessary corrective actions and ensure successful and timely completion of project tasks.
- Assesses general satisfaction of Chapter partners, OSHA personnel, facilitators, participating small businesses, and others responsible for organizing, promoting, and conducting the program.

Facilitators and administrators will complete a summary assessment form for each conducted program to summarize on-site observations and record task performance throughout the program.

### Post-Program Quality Assessment

A Post-Program Quality Assessment completed by each training participant at the end of the 6.5 hour **Planning for Emergencies** program captures program quality and general performance ratings. Areas evaluated include:

- |   |                                       |
|---|---------------------------------------|
| ■ Overall administrative arrangements     | ■ Performance of facilitators         |
| ■ Achievement of program goals/objectives | ■ Potential utility of the program    |
| ■ Adequacy of instructional methods/media | ■ Quality and practicality of program |
| ■ Content and organization of material    | ■                                     |

## Suggestions for Effective Facilitation

There are many things a facilitator can do to keep participants on track, hold their interest, and provide for a successful learning experience.

### General Suggestions

- Emphasize how the Participant Guide is a training manual, as well as a resource to be used on their jobs after the class is over.
- Use every small group activity as an opportunity to assess participants and their understanding of the subject matter. For example, if a group identifies answers that are incorrect or that show a lack of understanding, use this to clarify the content. Be sure to do this without putting the group down or embarrassing them.
- Keep participants informed of where they should be in their Participant Guides by referring to every page, even if one is just a resource page.
- Have as many resources in the training room as possible using the list in this section. Place resources at a demo table to enable participants to view them during lunch and breaks.
- Consider assigning grouping individuals so that each group contains a combination of novices and people with experience. One way to do this is to have them line up according to the amount of safety management experience they have, then have them count off by the number of groups you need to have (example: count from 1-6 for six groups). Encourage the veterans to share their knowledge and experience with the novices.
- Ask participants to speak loud enough so that everyone in the room can hear. For a soft-spoken participant, the facilitator should repeat what the participant has said before responding.

### Suggestions for Managing Time

- Start the class on time—in the morning, after breaks, and after lunch. State in the introduction your expectation for participants to be punctual. You will make a commitment to let them out on time if they will make the commitment to be in class on time.
- Remember that it is not essential for you to address every point on every page. Instead, discuss the big picture. Explain the key learning points, then move on.
- The Participant Guide is designed with many resource pages. When you prepare for the program, look at each module, then identify the content areas that you will emphasize. The remaining content areas can serve as resources pages to participants.

## Suggestions for Effective Facilitation

- If you find you are running short of time, you have some options for adjusting activities. Here are some examples.
  - Instead of covering a page with a lecture or discussion, ask participants to review the page, then ask questions. Take one or two questions, then move on.
  - Change a small group activity into a large group discussion, then cover only the most important learning points.
  - Change a lecture or activity into a resource page.

### Suggestions for Handling Large Groups

If you have a large group (over 25 participants), it will be critical to manage time diligently. Here are some suggestions that can keep large groups on track and moving quickly.

- For small group activities, assign one case study/problem per group (rather than assigning all problems to all groups).
- Limit debriefing activities to one or two ideas from each group (rather than all of their ideas).
- Identify participants who are most skilled or experienced and enlist their help in keeping the group on track.
- If a discussion exceeds the allotted time, but people still have questions, offer to address them during break or lunch or after class.

### Suggestions for Handling Small Groups

A very small group (fewer than 8 participants) will present you with a different problem: relying on the same people for participation. Here are some suggestions to alleviate the pressure.

- If you have 9 or fewer participants, consider using only one large group.
- You can be more informal in a small group. Consider sitting down at the table with participants.
- You will have more time flexibility with a small group. Consider teaching the course entirely based on their learning goals.
- Give participants more time to do action plans at the end of each module.

## Tips for Using Your PowerPoint Presentation

When using an LCD projector and PowerPoint slides, you may find the following tips helpful. Except for starting the slide show, all commands must be performed while running the slide show in full-screen mode. For additional information from Microsoft on PowerPoint, visit <http://www.microsoft.com/powerpoint>. The web site provides useful information including a tutorial, tips and tricks, support information, and how-to articles.

To ...	Do ...
Start the slide show	<ul style="list-style-type: none"> <li>■ Select Slide Show on menu bar, then select View Show, or</li> <li>■ Press F5</li> </ul>
Perform next animation <b>or</b> advance to next slide	<ul style="list-style-type: none"> <li>■ Press N, or</li> <li>■ Enter, or</li> <li>■ Page Down, or</li> <li>■ Right Arrow, or</li> <li>■ Down Arrow, or</li> <li>■ The Space Bar, or</li> <li>■ Right click mouse, then select Next</li> </ul>
Perform previous animation <b>or</b> return to previous slide	<ul style="list-style-type: none"> <li>■ Press P, or</li> <li>■ Page Up, or</li> <li>■ Left Arrow, or</li> <li>■ Up Arrow, or</li> <li>■ Backspace, or</li> <li>■ Right click mouse, then select Previous</li> </ul>
Go directly to any slide in show	<ul style="list-style-type: none"> <li>■ Press the number of the slide you want, then press Enter</li> </ul>
Display black screen <b>or</b> return to slide show from a black screen (to temporarily stop slide show)	<ul style="list-style-type: none"> <li>■ Press B, or</li> <li>■ Press Period</li> </ul>
Display a white screen <b>or</b> return to slide show from a white screen (same as above, just a different color)	<ul style="list-style-type: none"> <li>■ Press W, or</li> <li>■ Press Comma</li> </ul>
Change pointer from an arrow to pen (allows you to use the mouse to write directly on a slide – notes disappear when you stop the show)	<ul style="list-style-type: none"> <li>■ Press Control P, or</li> <li>■ Right click mouse, select Pointer Options, select Pen</li> <li>■ Hold down left mouse button to write whatever you want</li> <li>■ Press E to erase on-screen annotations</li> </ul>
Change pen color (see above)	<ul style="list-style-type: none"> <li>■ Press Control P, or</li> <li>■ Right click mouse, select Pointer Options, then select Pen</li> <li>■ Select Pen Color, then select desired color</li> </ul>
Change pointer from a pen back to an arrow	<ul style="list-style-type: none"> <li>■ Press Control A, or</li> <li>■ Right click mouse, select Pointer Options, select Arrow</li> </ul>
Display shortcut menu during the show	<ul style="list-style-type: none"> <li>■ Press Shift F10, or</li> <li>■ Right click the mouse</li> </ul>
Get help	<ul style="list-style-type: none"> <li>■ Press F1</li> </ul>
End slide show	<ul style="list-style-type: none"> <li>■ Press Esc, or</li> <li>■ Press Ctrl + Break, or</li> <li>■ Press Hyphen. or</li> <li>■ Right click mouse, then select End Show</li> </ul>



## Preparing for the Program

Facilitators are responsible for carrying out the following preparation activities before delivering the training program. In some cases, depending on how Chapters are structured for training delivery, an administrative staff person may be responsible for certain activities.

**Reminder:** When facilitating a program or portion of a program for the first time, begin preparing with adequate time to resolve questions, concerns, or problems. Review all program content in the entire Facilitator Guide, Participant Guide, and PPT slides.

- 1. Ensure that all materials, training aids, and training sites are prepared.
- 2. Read the entire Facilitator Guide. Be sure to carefully read the informational presentations and review instructional activities. Make appropriate content notes or write special reminders directly in the Facilitator Guide. Review all corresponding PPT slides.
- 3. If there are content areas with which you are unfamiliar, obtain and read appropriate materials, including resources listed in the Tools and Resources section of the Participant Guide. Based on need and interest, you are also encouraged to pursue additional learning related to occupational safety and health, as well as safety communication and training. It is important to have a strong base of knowledge about the content being presented, especially when participants have questions.
- 4. Read the entire Participant Guide so that you can refer to corresponding material, especially activities, during program delivery.
- 5. Rehearse key introductions, transitions, and conclusions, including the corresponding visual aids.
- 6. Arrange for necessary equipment in the training room and check all equipment before starting the training. Make sure it is operating properly and is set up the way you want it. For example, the LCD should be set up near the front of the room and all electrical cords should be out of your way and taped to the floor if necessary.
- 7. Load the entire CD-ROM that came with this program onto your C (hard) Drive.
- 8. Make sure that participant evaluations are printed and ready to distribute.
- 9. Have completion certificates prepared/available for each participant. A certificate template can be found on the CD-ROM that came with this training program.
- 10. Have a class roster prepared/available for each participant. The roster should include information that may be used for future networking purposes (name, address, phone number, e-mail address, etc.).

## Preparing for the Program (continued)

- 11. Be sure you are familiar with the facility and classroom. Check the following:
  - Emergency evacuation procedures
  - Fire extinguishers
  - Entrances/exits
  - No smoking policy and approved smoking areas
  - Light switches
  - Rest rooms
  - Drinking fountains
  - Telephones
  - Heating/air conditioning controls
- 12. Arrive at the training site at least an hour early on the day of the training. This will give you sufficient time to make final changes to the room set-up and check the equipment. If you have never trained in that location, it will give you time to become acquainted with the room and facility.
- 13. Take 10 minute breaks as indicated in the training program – approximately every 50-60 minutes. Participants need breaks to stretch and relax during a very full day of learning.
- 14. Invite your OSHA representative to attend this training program as an observer.
- 15. Other:

## Materials and Equipment List

Each Chapter facilitator is responsible for ensuring that the following materials and equipment are available/prepared prior to delivering the Planning for Emergencies program. In some cases, depending on how Chapters are structured for training delivery, an administrative staff person may be responsible for preparing materials and equipment.

- 1. One Participant Guide for each participant and facilitator (plus 2 extra copies for guests)
- 2. All registration materials, including name tags or tents and a participant roster
- 3. 2 rolls of masking tape
- 4. Scissors
- 5. Flipchart with flipchart paper
- 6. Flipchart markers (mainly black, blue, green, purple, and brown—bring a few red and/or orange markers for accent)
- 7. Electrical plug strip with surge protection
- 8. Trip protection for electrical cord
- 9. Watch, clock, and/or timer (for timing activities, breaks, and lunches)
- 10. Laptop or computer station with LCD projection unit to display PowerPoint slides; PowerPoint 97 or higher must be loaded on the computer
- 11. Screen
- 12. Evaluation forms
- 13. Course completion certificates
- 14. PowerPoint slides; 6 separate files
- 15. The OSHA Handbook for Small Businesses, U. S. Department of Labor, Occupational Safety & Health Administration, #2209, 1996 at <http://www.osha.gov/Publications/osh2209.pdf>.

## At-a-Glance Training Schedule Planning for Emergencies

The training schedule below is one example of a recommended agenda for use in delivering the **Planning for Emergencies** program.

Module #	Module Title	Time
	Program Introduction	8:00-9:00 AM 60 minutes
<i>Break</i>		9:00-9:10 AM 10 minutes
<b>1</b>	Get Started – Establish a Planning Team	9:10-10:00 AM 50 minutes
<i>Break</i>		10:00-10:10 AM 10 minutes
<b>2</b>	Analyze Capabilities, Risks, and Vulnerabilities	10:10-Noon 100 minutes + 10-minute break included
<i>Lunch</i>		Noon-1:00 PM (60 minutes)
<b>3</b>	Develop the Plan	1:00-2:40 PM 90 minutes+ 10-minute break included
<i>Break</i>		2:40-2:50 PM 10 minutes
<b>4</b>	Implement the Plan	2:50-3:50 PM 60 minutes
<i>Break</i>		3:50-4:00 PM 10 minutes
	Conclusion	4:00-4:30 PM 30 minutes
		Total = 390 minutes (6.5 hours of instruction)

**NOTE:** This schedule reflects 6.5 instructional/training hours, including 10-minute breaks to address adult learning needs. If it is modified, trainers must ensure that 6.5 training hours are accounted for in the program. Participant competence in program concepts is based on successful completion of the entire training.