

Safety Orientation Program

FACILITATOR GUIDE



Table of Contents

Introduction	4
About ABC	4
About the Safety Orientation Template	4
Special Thanks	5
Important Note About Leadership Involvement	6
Icons	6
Planning for Your Safety Orientation	7
Purpose	7
Target Audience.....	7
Session Goals.....	7
Learning Objectives	7
Identifying Your Content.....	8
Knowing Your Audience’s Learning Needs and Preferences.....	8
Teaching Methods to Bring Content to Life	9
Materials and Equipment.....	10
Room Setup	11
Presentation Tips.....	13
Storytelling and Presentations	14
Slide Development Best Practices	14
Classroom Management	15
Participant Guide.....	16
About the Participant Guide	16
Customizing the Participant Guide	16
Using the Participant Guide	16
Participant Guide Customization Checklist	17
Safety Orientation Session Outline and Content.....	18
Orientation Development Checklist.....	19
Content and Slide Preparation Checklist.....	20
Safety Orientation Program.....	23
Introductions	23
Section 1: Safety Leadership	24
Section 2: Project-Specific Safety Guidelines	25
Section 3: General Worksite Safety	27
Section 4: Occupational Health and Wellness.....	30
Section 5: Personal Protective Equipment.....	31
Section 6: Fall Protection / Working at Heights	34
Section 7: Fire Safety	37
Section 8: Equipment and Tools	38
Section 9: Working Over or Near Water	41

Section 10: Electrical Safety 42
Section 11: Road Safety 43
Section 12: Excavation and Trenching 44
Section 13: Permits 45
Section 14: Concrete Construction 46
Section 15: Steel Erection..... 47
Conclusion and Final Questions..... 48
Safety Orientation Program Roster..... 49
Safety Orientation Program Evaluation 50

Introduction

About ABC

Associated Builders and Contractors (ABC) is a national construction industry trade association representing more than 21,000 members. Founded on the merit shop philosophy, ABC and its 70 chapters help members develop people, win work and deliver that work safely, ethically and profitably for the betterment of the communities in which ABC and its members work. ABC's membership represents all specialties within the U.S. construction industry and is comprised primarily of firms that perform work in the industrial and commercial sectors.

- ABC is the merit shop construction industry's voice with the legislative, executive and judicial branches of the federal government and with state and local governments, as well as with the news media.
- ABC's mission is the advancement of the merit shop construction philosophy, which encourages open competition and a free enterprise approach that awards contracts based solely on merit, regardless of labor affiliation.
- ABC's objective is to deal with issues on an industry-wide basis through its national office and chapters.
- ABC's activities include government representation, legal advocacy, education, workforce development, communications, technology, recognition through national and chapter awards programs, employee benefits, information on best practices, and business development through an online contractor search directory.

ABC was founded in 1950 when seven contractors gathered in Baltimore, Md., to create an association based on the shared belief that construction projects should be awarded on merit to the most qualified and responsible low bidders. The courage and dedication of those seven contractors helped to quickly spread the merit shop. Today, ABC is recognized as one of the leading organizations representing America's business community and the merit shop construction industry.

About the Safety Orientation Template

The Safety Orientation Template helps ABC chapters provide a consistent, impactful safety orientation program to employees. The 2017 report on Safety Training Evaluation Program (STEP) application data makes it clear that orientation programs of 200 minutes or more improve TRIR and DART rates by more than 90%. Companies that conduct an in-depth indoctrination of new hires into the safety culture, systems and processes based on a documented orientation process experience 48 percent to 50 percent lower incident rates than companies that limit their orientations to basic safety and health compliance topics.

Our goal is to ensure all ABC chapters are able to present safety orientation programs that run at least 200 minutes in length. This customizable template will guide you through the process of conducting a highly effective safety orientation program. This will be an important factor as you build a culture of safety that strives to achieve zero accidents.

Special Thanks

ABC thanks the following volunteers who contributed their time and expertise to the development of the Safety Orientation Program:

Christopher Diaz

Balfour Beatty

Ken Kyle

Rinaldi Group

Jim Thompson

Kwest Group

Important Note About Leadership Involvement

As you prepare to present the safety orientation program, be sure your program incorporates senior leadership. Engaging a senior leader who can speak directly to the participants about the significance of safety to the company and on the jobsite will provide an impactful, memorable lesson that safety is of the utmost importance. Encourage a senior leader to share your company's safety philosophy early into the orientation process so participants immediately understand how important their safety orientation is to their success.

Icons

Throughout the Facilitator Guide you will see icons indicating action you can take to customize your safety orientation program. Pay attention to these icons; they will make the customization process simple!



The light bulb icon indicates presentation tips. When you see this icon, you will find ideas to help you customize your content and delivery.



The screen icon indicates PowerPoint template tips. When you see this icon, you will find ideas to help you customize your PowerPoint tips.



The activity icon indicates an idea about how you can incorporate an engaging activity into your session.

Planning for Your Safety Orientation

Purpose

When considering your goals for your safety orientation program, there are many considerations that will help you to prepare and present a great training session. This facilitator guide will guide you through this process, including:

- Selecting the best format for your safety orientation
- Planning for your safety orientation
- Designing your safety orientation
- Identifying appropriate learning objectives
- Using effective training aids, including demonstrations and tools
- Setting up a training environment that is conducive to learning
- Presenting with confidence
- Evaluating your safety orientation program

Target Audience

This facilitator guide is designed for any safety professional who is tasked with delivering safety orientation programs. If you are a new trainer and have not conducted safety orientations in the past, this guide will provide all of the necessary steps to take to ensure you are prepared. If you are an experienced trainer and have conducted safety orientation programs in the past, this guide will help you to optimize and fine-tune your content and presentation. This guide will be especially helpful for those chapters who are pursuing higher STEP achievement levels and want to expand their existing safety orientation program.

Session Goals

Before you begin to plan to develop or improve your safety orientation program, it's important to consider your goals for the program. Your goals might be to achieve zero accidents on the job, or they might be to reduce specific issues or challenges that can affect safety during a project. Identify your goals before you get started. That will ensure you know exactly what you want your participants to do or how you want them to behave on the job after they complete the program.

Learning Objectives

Once you know what your goals are, you are ready to identify learning objectives. A learning objective is a statement that explains the expectations you have of your participants after the session is over. This might be knowledge they should acquire, behaviors they should demonstrate, or skills they should have.

Each learning objective should meet the following requirements:

- Begin with a verb (which will help participants understand what is being asked of them)
- Clearly identify the observable behavior, skill, or knowledge the participant should be able to demonstrate

Example:

By the end of this safety orientation program, participants should be able to:

- State the commitment we all make to safety on the job
- Complete pre-task planning forms and checklists
- Identify the critical need for Personal Protective Equipment (PPE)

Identifying Your Content

When you have your goals for the safety orientation program and the learning objectives for your participants, it's time to identify what content you will present to them.

The Safety Orientation PowerPoint Template presents 22 topics, corresponding slides, and high-level bullet points that will help you to develop and present at least 200 minutes of content to your participants. As you prepare your program, take some time to review the PowerPoint template to see how it is structured and what content is recommended. The following tips will help you to customize the PowerPoint template to ensure it meets your needs.

- Use only the topics you need.
Based on your company or your specific projects, you may find that some of the recommended topics are unnecessary for your program. Remove the slides for any topics that you do not plan to present during the program to keep your program focused.
- Expand sections based on your existing content
You may find that you have more content to share on a given topic than is provided in the PowerPoint template. Add content to a slide or add additional slides to a section as needed.
- Add new sections
If the PowerPoint template is missing a topic that you wish to present, add a new section to the PowerPoint template and populate it with your own content. That will ensure your participants see and hear all of the important information you want to share with them.
- Add your logo
Customize the PowerPoint template with your company's logo to ensure it reflects your branding and can clearly be identified as your own safety orientation program.

Knowing Your Audience's Learning Needs and Preferences

Safety is a critically important topic, and it is important to be sure the information you present is clear and easy to understand. Remember that your audience will be made up of many different types of people. Some participants may be brand new and eager to learn so they perform well on the job. Other participants may have attended a safety orientation in the past and don't feel a strong need to pay close attention.

Adults bring their own learning needs and preferences to any training program, and it is important to be aware of them when preparing for your program. When you are preparing your content, keep in mind that people learn best when:

- Training is relevant to them (related to their job)
- Training builds on previous concepts, experiences, or knowledge (they can connect it to what they already know)
- Training actively involves the participants (they are engaged and part of the process)

When designing your safety orientation program, these concepts will help you to select an appropriate teaching method that will ensure participants meet their learning objectives.

Teaching Methods to Bring Content to Life

When you think about some of the best training programs you have attended in the past, what comes to mind? Chances are the examples you think about involve more than a presenter standing in front of a classroom scrolling through slides. When presenting your safety orientation program, you have the opportunity to make it interesting, engaging, and even fun for participants. The following are a few ways you can vary your teaching methods to keep your program interesting.

Teaching Method	Tips
Use more than one presenter or facilitator	<ul style="list-style-type: none"> • Multiple presenters means participants will hear multiple voices and perspectives • Be sure both presenters know the material and which portions he or she will cover • Discuss handoffs between sections and when it is OK to interrupt or interject with a thought or question
Use video clips	<ul style="list-style-type: none"> • Videos are a very popular way to facilitate learning transfer; learning can happen faster when videos are used in the classroom • Be sure the video is working properly by testing the DVD player or computer before the session begins
Use demonstrations	<ul style="list-style-type: none"> • Perform demonstrations to highlight actions and/or consequences • Learners may find demonstrations more memorable or relatable than simply hearing about a process or concept • Be sure to have all materials necessary for the demonstration before the session begins
Use large or small group discussions or activities	<ul style="list-style-type: none"> • Let participants learn from and with each other, which opens them up to their peers' ideas and perspectives • Be sure the classroom is set up to accommodate movement or activity • Be sure to debrief conversations as a larger group so all participants are on the same page at the end of the discussion or activity
Use hands-on demonstrations	<ul style="list-style-type: none"> • Allow participants to physically try or practice a task • Be sure to have all necessary materials before the session begins

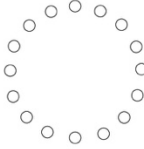
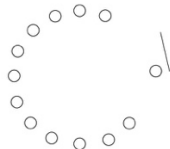
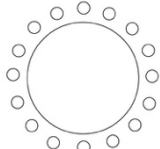
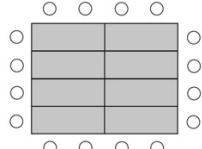
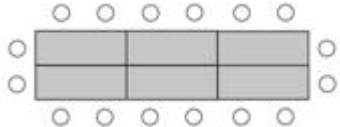
Let participants teach each other	<ul style="list-style-type: none"> • Participants demonstrate understanding and mastery of a concept if they can teach it to others • Be sure to have the necessary materials and space before the session begins
Case Studies	<ul style="list-style-type: none"> • Participants can listen and react to real-world examples related to the concepts they are learning • Have discussion questions prepared in advance to encourage critical thinking and participation
Coaching	<ul style="list-style-type: none"> • Participants can get one-on-one instruction from the facilitator or another employee with specific knowledge about a subject. • Consider making coaching arrangements formal, which ensures coaches and employees meet regularly and have established goals they are working to meet.
Mentoring	<ul style="list-style-type: none"> • Participants can receive one-on-one or small group advice or feedback on specific areas. • Mentors can be senior to their mentees, and they can also be peers. • Consider incorporating mentoring into your safety orientation program from the beginning of your content development. This can allow you to use time during the orientation program to introduce mentors and mentees and encourage them to immediately get to know and work together.

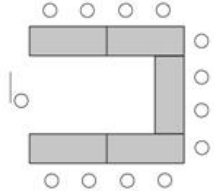
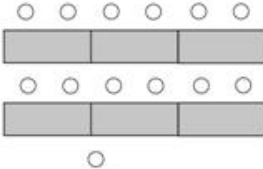

Materials and Equipment

As you prepare to deliver the safety orientation program, consider some of the materials you might need in order to be successful. To present a PowerPoint presentation, you will need a computer or laptop, a projector, a screen, and connector and power cables. Depending on which activities you will use, you may have training aids or materials that are necessary to coordinate in advance of your session. Walk through your content and make a list of all of the materials that you must gather before your participants arrive.

Room Setup

When identifying how to set up your training room, consider the types of discussion and activities you will use during the program. The following provides information regarding several types of seating arrangements, their best uses, and an example of what it will look like.

Seating Arrangement Style	Description	Example
Circle	A circle of chairs is often used to foster an intimate relationship among participants and with the facilitator, who occupies one of the chairs in the circle.	
Broken Circle	This configuration offers the advantages of the full circle yet affords the facilitator a measure of control. The trainer stands next to a flipchart.	
Circular Table	This configuration takes advantage of a circle's informality but gives participants a place to put papers and books. The table also removes the sense of vulnerability some people feel in a plain circle of chairs. Studies show that people at a round table participate more than when they are in a plain circle of chairs.	
Square Table	Square tables are a step toward a formal meeting arrangement. They are often used when there are "sides" to be presented. Research indicates that a square table seems to encourage conversation across the table.	
Rectangular table	At a rectangular table, no one can see the faces of all the people at the ends of the table, whom participants expect to control interactions.	

	Rectangular tables can be effective for some kinds of training sessions, but they highlight tensions felt by two sides facing each other.	
U-shaped table	This configuration is popular for seminars. A U-shaped table gives participants the sense that they are equal. The opening in the U is a position of power for a facilitator, note-taker, or recorder.	
Classroom style	This configuration gives facilitators—especially if they stand on raised platforms—a lot of control, and it's hard for people to talk to anyone except those seated beside them. This arrangement accommodates many people in a small room and is effective for one-way communication.	
Theater style	Theater or auditorium seating is used to maximize the number of people in one room. It's not a good arrangement for stimulating group discussion or participation.	

Presentation Tips

Presenting in front of an audience can make even a seasoned facilitator nervous, so use the following tips to practice and prepare your presentation.

Nonverbal Skills	<ul style="list-style-type: none"> • Smile! • Be yourself; learners appreciate authenticity.
Eye Contact	<ul style="list-style-type: none"> • Make eye contact with learners as you speak to them. • Look at the participants more than your notes or your slides. • Look at everyone, not just a few supportive faces.
Poise and Self-Confidence	<ul style="list-style-type: none"> • Leave your hands to your sides except for when making meaningful gestures. • Maintain a relaxed posture.
Movement and Gestures	<ul style="list-style-type: none"> • Do not stand in one place, but avoid pacing. • Try not to use a podium; move toward the participants to engage them. • Make movements meaningful, not distracting. • Time movements with statements. • Avoid distracting behaviors, like jingling change, pen clicking, waving a pointer, constant throat-clearing, repetitive movements, etc.
Voice	<ul style="list-style-type: none"> • Vary your tone to avoid sounding monotonous. • Use inflection for emphasis, to portray enthusiasm, and provide variety.
Volume	<ul style="list-style-type: none"> • Change volume as appropriate for emphasis and situation. • Project your voice so everyone can hear you well.
Speed	<ul style="list-style-type: none"> • Don't speak too quickly or too slowly. • C down for emphasis; increase speed to generate enthusiasm.
Word Usage	<ul style="list-style-type: none"> • Pronounce and enunciate words clearly. • Use vocabulary words that everyone is able to understand.
Timing	<ul style="list-style-type: none"> • <i>Attention span in most learners is 20 minutes or less!</i> • Insert brief activities or audience response opportunities. • If necessary, call a break or ask people to stand and stretch.
Variety	<ul style="list-style-type: none"> • Be humorous if it is your style. If not, don't try to force it. • Start with an interesting statement, observation, quotation, or question to immediately engage participants. • Use examples, stories, anecdotes, analogies, and statistics. • Include a varied teaching methods to keep participants engaged. • Provide a presentation outline or agenda so participants can follow along. • Use a participant guide to encourage participants to follow along and take notes.

Storytelling and Presentations

Although participants can learn a lot from facts and figures alone, you can use the power of your own experiences to engage and educate everyone in the classroom. Storytelling is a great method to connect with your audience and provide insights and information in a memorable, relatable way.

Use storytelling techniques to share your experiences.

- Make sure your story has a beginning, a middle, and an end so the audience can easily follow your train of thought.
- Include specific information to make the story vivid and interesting.
- Be sure the story is applicable to the content you are sharing. For example, if you are communicating the importance of PPE, tell a story that illustrates a time when not wearing PPE resulted in negative consequences or a time when wearing PPE saved a life.
- Keep stories as short as possible. Stories that are difficult to follow or jump around too much will not be impactful and may only confuse participants.

Slide Development Best Practices

PowerPoint presentations are often a well-received, easy-to-implement training tool. However, they should support your program, not detract from it. The following tips can increase the effectiveness of your presentation on participant learning.

Formatting	<ul style="list-style-type: none">• Use margins; be sure text and graphics fit on the page.• Number all slides to make them easier to follow.• Make sure text and graphics do not accidentally overlap.• Use consistent formatting across all slides.
Content	<ul style="list-style-type: none">• Make the slides self-explanatory but succinct; limit the number of words on each slide.• Be sure the slides are easy to understand.• Avoid jargon and acronyms.
Background	<ul style="list-style-type: none">• Use a solid color with contrasting text (light background with dark text works well).• Be sure the background does not distract from the content.
Text	<ul style="list-style-type: none">• Information should be bulleted rather than paragraph style.• Minimize the number of bullets on each slide whenever possible.• Keep designs and documents simple.
Font	<ul style="list-style-type: none">• Use easy-to-read fonts including Helvetica, Arial, and Times New Roman.• Use no more than 3 different font styles on each slide.• Title text should be 36 pt or larger; body text should be 24 pt or larger.
Color	<ul style="list-style-type: none">• Use dark text on light backgrounds and light text on dark backgrounds.• Use color themes that work well together.
Graphics	<ul style="list-style-type: none">• Use pictures and graphics to emphasize or demonstrate concepts.• Use simple graphs and charts; detailed graphs and charts should be given as a handout.

Animations	<ul style="list-style-type: none">• Animation should add interest and emphasis.• Too much animation can be distracting.• Use animation timing carefully.
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Classroom Management

To set your participants—and yourself—up for success, consider the following classroom management tips:

- Turn off or silence cell phones. Discourage participants from answering calls, texting, or checking emails during the program.
- Calmly resolve disputes. If participants argue or challenge your presentation, don't respond emotionally or by raising your voice. Use your best judgment to decide if you will try to resolve the conflict in the moment or address the situation with the participant after the session concludes.
- Stay on topic. Don't allow others—or yourself—to stray from the program's content. That will keep you on time and ensure both you and your participants meet their goals.
- Identify a strategy for answering questions. Encouraging questions during your presentation or requesting that participants hold them for the end of the session can be equally effective. Know which strategy will make you comfortable.

Participant Guide

About the Participant Guide

The participant guide is an important tool for your participants. It serves several key functions:

- The participant guide includes the learning objectives for the program so participants know what they will learn and what is expected of them.
- The participant guide serves as a table of contents for the program so participants can easily follow along and understand the progression of the content.
- The participant guide provides space for notetaking and helps participants to organize their thoughts.
- The participant guide serves as a job aid for participants after the program is over. Participants can review the content if they have questions and may be able to find answers on their own.
- The participant guide should contain a signature page that confirms all orientation components have been presented and discussed and participants accept responsibility for their role in maintaining a safe work environment.

Customizing the Participant Guide

When developing your participant guide, keep the following in mind:

- Include a copy of the agenda, which participants will use to follow along with the session.
- Include a copy of the slides you will show. Print the slides with the corresponding notes section so participants can take notes directly in their guides.
- If you incorporate activities that are not captured in your slide set, include a space for participants to take notes on the information they learn when participating in the activities.
- Include copies of any company policies and procedures that participants should have access to during the project.
- Include a link or copy of any additional resources that might be useful to participants during or after the program is over.

Using the Participant Guide

When using the participant guide as part of the safety orientation program, the following tips will help participants to find value in it as an important learning tool:

- Introduce the participant guide at the start of the orientation program and encourage participants to look through it. Let participants know they should actively use it to take notes during the session.
- Reference the participant guide as you present the content and suggest opportunities to highlight information or take notes.

Participant Guide Customization Checklist

- Insert information about your company into the About <INSERT COMPANY NAME> section.

- Insert information about your safety orientation program's goals, expectation, and other important information that participants should know before the program begins.

- Customize the learning outcomes. This will help participants understand knowledge they should acquire, behaviors they should demonstrate, or skills they should have.

- Customize the agenda.
 - Add, delete, and/or reword session titles as needed.
 - Add the expected start time for each session. Refer to the Safety Orientation Session Outline and Content for recommended time estimates.

- Add a copy of your slide set for the participants' reference.
Print the PowerPoint slides with the notes page to make notetaking easier for participants.

- Add copies of any policies or written information that you may reference or participants should have.

- Customize participant signature page.
Include two copies: one for the participant to sign and turn in and one for the participant to keep for their records.

Safety Orientation Session Outline and Content

This guide is structured to present a minimum of 200 minutes of comprehensive safety orientation content. This outline should be customized to achieve your company’s specific goals and the participants’ learning objectives.

Breaks should be added as needed, with **no more than 90 minutes elapsing between breaks.**

Topic	Recommended Time
Introductions	10 minutes
Section 1: Safety Leadership	15 minutes
Section 2: Project Specific Safety Guidelines	15 minutes
Section 3: General Worksite Safety	35 minutes
Section 4: Occupational Health and Wellness	20 minutes
Section 5: Personal Protective Equipment	20 minutes + 15 minutes per optional activity
Section 6: Fall Protection/Working at Heights	15 minutes + 20 minutes for optional activities
Section 7: Fire Safety	10 minutes
Section 8: Equipment and Tools	35 minutes + 10 minutes for optional activity
Section 9: Working Over or Near Water	5 minutes
Section 10: Electrical Safety	5 minutes
Section 11: Road Safety	10 minutes + 10 minutes for optional activity (total of 20 minutes)
Section 12: Excavation and Trenching	15 minutes
Section 13: Permits	10 minutes
Section 14: Concrete Construction	5 minutes
Section 15: Steel Erection	5 minutes
Conclusion and Final Questions	10 minutes
Total	240-360 minutes

Orientation Development Checklist

- Identify your goals for the program.
What are you trying to do or change?

- Identify for learning objectives for the participants.
How do you want participants to behave after completing the orientation? What do you want them to do or do better?

- Review your existing content.
 - Get to know the content you will be presenting.
 - Identify the content that is current and ready to share.
 - Identify the content that is outdated and needs to be revised.
 - Identify the content that is unnecessary and needs to be removed.

- Customize the PowerPoint template.
 - Expand sections based on your existing content.
 - Add new sections as needed.
 - Add graphics, charts, or other images that will draw attention to your content.
 - Add your logo and customize the look and feel of the slide set.

- Identify the teaching methods you will use to bring your content to life.
Which ideas, activities, or other engagement strategies will you implement to keep your participants' attention? Which strategies are the most likely to resonate with your participants? Which strategies look like they would be fun or impactful?

- Identify all necessary materials and equipment needed for the program.
Materials and equipment might include:
 - Projector
 - Screen
 - Computer or laptop with slide presentation
 - Power and connection cables
 - Participant guides
 - Markers and flip chart
 - Props, activity, and demonstration materials
 - Classroom setup, including seating arrangement

- Update the participant guide with updated content and slides.

Content and Slide Preparation Checklist

Introductions

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 1: Safety Leadership

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)
- Confirm senior leadership involvement, including scheduling time on calendars and providing any necessary information to participating leaders (participant demographics, background information, agenda information, etc.)

Section 2: Project-Specific Safety Guidelines

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 3: General Worksite Safety

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 4: Occupational Health and Wellness

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 5: Personal Protective Equipment

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)

- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 6: Fall Protection/Working at Heights

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 7: Fire Safety

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 8: Equipment and Tools

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 9: Working Over or Near Water

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 10: Electrical Safety

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 11: Road Safety

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 12: Excavation and Trenching

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 13: Permits

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 14: Concrete Construction

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 15: Steel Erection

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Section 16: Conclusion and Final Questions

- Review content structure
- Identify supplemental stories (as needed)
- Identify discussion questions (as needed)
- Identify teaching methods and activities (as needed)
- Ensure the PowerPoint slides are updated and customized (as needed)

Safety Orientation Program

Introductions

Introduction The purpose of the introduction is to provide participants with an overview of the session, content, program structure, and learning objectives.	
Preparation / Materials <ul style="list-style-type: none">Name tags (if needed)Markers	Recommended Time 10 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none">TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">Slide 1 (introductory slide)Slide 2 (learning objectives)	

Suggested Process

1. Welcome participants and introduce yourself.
2. Ask all participants to sign the roster to ensure they get credit for their attendance.
3. Provide housekeeping information, including location of restrooms, scheduled break times, etc.
4. Refer participants to participant guide to review learning objectives.
5. Ask participants to share any initial questions or concerns they have after reviewing the learning objectives. Address questions and concerns accordingly.



- Consider asking participants to share a piece of information about themselves as an icebreaker during introductions. Icebreakers can help participants to relax and feel comfortable engaging with each other. Questions may be serious or lighthearted; consider examples such as:
 - What are you most looking forward to learning about today?
 - What is your favorite movie and why?
 - If you could go anywhere on vacation, where would you go and why?

Section 1: Safety Leadership

Introduction The purpose of the safety leadership section is to ensure participants fully understand the company leadership's involvement in and commitment to safety as a company priority.	
Preparation / Materials <ul style="list-style-type: none">• Senior leader (c-suite representative or other leader)	Recommended Time 15 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none">• TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">• Slides 3-5 (Uncompromising Safety Leaders)	

Suggested Process

1. Review slides on uncompromising safety leaders.
2. Introduce participants to the guest speaker, a senior leader from the organization
3. Senior leader shares leadership's commitment to safety
4. Senior leader reveals leadership expectations
5. Ask participants to share any questions they have for the senior leader. Ensure the senior leader answers all questions and concerns accordingly.



- This section should be presented by a senior-level leader, which will contribute to this section's impact and will make it memorable.
- If it is not possible to secure a senior leader's in-person participation, consider using a pre-recorded video so participants can still hear directly from leadership.

- Slide 3 should be customized to include a written or video statement reflecting your company's leader commitment to safety.
- Slide 4 should be customized with bullet points or a statement on your leadership's expectations for creating and maintaining a safe work environment. Alternatively, graphics or images that convey a



Section 2: Project-Specific Safety Guidelines

<p>Introduction</p> <p>The purpose of the project-specific safety guidelines section is to ensure participants have access to and understand policies and information that impacts the project.</p>	
<p>Preparation / Materials</p> <ul style="list-style-type: none"> Printed policies (if handouts will be provided) 	<p>Recommended Time</p> <p>15 minutes</p>
<p>Participant Handouts / Guide Page Number</p> <ul style="list-style-type: none"> TBD 	
<p>PowerPoint Template Slide Reference</p> <ul style="list-style-type: none"> Slide 7 (Grounds for Removal from the Project) Slide 8 (Safety Policy and Goals) Slide 9 (Project-Issued Safety Fines and Violations) Slide 10 (Substance Abuse Policy) Slide 11 (Project-Specific Emergency Action Plan) Slide 12 (Cell Phone Policy) 	

Suggested Process

1. Review all relevant policies, including:
 - a. Grounds for removal from a project
 - b. Safety policy and any relevant goals
 - c. Project-issued safety fines and violations and how such fines and violations are handled
 - d. Substance abuse policy, including:
 - i. Federal and state guidelines
 - ii. Your company's policy on substance abuse
 - iii. The employee notification process
 - iv. Associated testing policies
 - v. Reasonable suspicion
 - vi. Refusal to test
 - vii. Positive results
 - viii. Recordkeeping policies
 - e. Project-specific emergency action plan, including exit routes, muster points, and medical and local hospital information
 - f. Cell phone policy

2. Ask participants to ask any questions they have about the policies. Answer all questions and concerns accordingly.



- Customize your content by adding, removing, or renaming the slides to reflect your company-specific policies.
- If possible, provide a copy of each policy to all participants for their records. You may choose to provide handouts, or you may choose to add the policies directly into the participant guide.

- If your company's policies are lengthy, only include high-level bullet points on each slide.
- Be sure that all policy statements are clear and concise to ensure there is no ambiguity.



3. Review the project-specific emergency action plan, including exit routes, the muster point, and relevant medication information and the location of the nearest hospital.
4. Review cell phone usage processes, including when cell phones are permitted and when they are not allowed.

- When discussing cell phone usage, include information regarding when participants may accept calls and whether personal calls are allowed at any time.
- Be sure that all policy statements are clear and concise so there is no ambiguity



5. Ask participants to ask any questions they have about the topics covered in this section. Answer all questions and accordingly.

Section 3: General Worksite Safety

<p>Introduction</p> <p>The purpose of the general worksite safety section is to encourage participants to think about how various hazards, procedures, and systems impact the safety of themselves and others on the job.</p>	
<p>Preparation / Materials</p> <ul style="list-style-type: none"> N/A 	<p>Recommended Time</p> <p>35 minutes</p>
<p>Participant Handouts / Guide Page Number</p> <ul style="list-style-type: none"> TBD 	
<p>PowerPoint Template Slide Reference</p> <ul style="list-style-type: none"> Slide 14 (Worksite Hazards) Slide 15 (Stop Work Authority) Slide 16 (Pre-Job Planning) 	<ul style="list-style-type: none"> Slide 17 (Globally Harmonized System) Slides 18-20 (Safety Data Sheets) Slide 21 (Housekeeping)

Suggested Process

1. Review the section on worksite hazards, including:
 - a. OSHA’s Fatal Four
 - i. Falls
 - ii. Electrocutation
 - iii. Caught in/between objects
 - iv. Struck by an object
 - b. Types of hazards participants may encounter
 - c. Hazard avoidance



- Begin this section by asking participants to brainstorm some of the worksite hazards they may encounter or have encountered or observed in the past. If available, write the hazards on a flip chart to capture their feedback. Compare their ideas to the information you present; this is a great way to recognize the knowledge they already have!
- Consider including a story to illustrate the impact of worksite hazards on safety. Stories should conclude with information about how the issue or hazard was resolved. Ask participants to share their thoughts on how the issue or hazard could have been avoided.

- If you open this section with a brainstorming question, this is a great place to animate your slide. After customizing your slide with content, select all text and graphics except for the slide title and set it to “appear” after you click your mouse. That way, participants can brainstorm without seeing the answers and ideas on your slide.



2. Review the section on stop work authority and interventions, including:
 - a. The definition of stop work authority
 - b. Roles and responsibilities
 - c. Process for initiating interventions



- This is a great place to use an example. If you have a personal story or are aware of a time when a stop work order or intervention was used, your first-person account can help participants remember and connect to the information you are providing. A story will make it memorable!

- Customize this slide with a graphical representation of your stop work process or with bullet points that communicate when a stop work authority or intervention should be used.
- Consider using a table to compare the roles and responsibilities of senior managers, supervisors, and employees or contractors. This will help participants visually connect which team member is responsible for which tasks.



3. Review pre-job planning, including the definition and use with regard to mitigating hazards on the job.



- When presenting this section, consider sharing a story or reflection about a personal experience with JSAs, such as how a JSA was implemented and led to the reduction of injuries. Participants will have an easier time connection to real-world examples rather than definitions and facts alone.

- Customize the pre-job planning slide with a screen shot or picture of a form or check list that participants will use on the job.



4. Review the globally harmonized system, including its importance to jobsite safety.
5. Review safety data sheets (SDS), including their purpose and how to fill them out.

- Customize your SDS slide with a screen shot or sample SDS form. That will help participants recognize what the sheets look like when they see them on the job.



6. Review housekeeping items, including:
 - a. Good habits
 - b. Clean work areas
 - c. Walking work surfaces
 - d. Toolbox training



- Ask participants to share their observations about the impact housekeeping has on their ability to work safely. Why does a clean workspace mean a workspace is also safer?
Answers may include fewer items to trip over, disinfectants can prevent the spread of germs, dry floors prevent slipping, throwing away garbage means fewer bugs and items to interfere with work, etc.

7. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 4: Occupational Health and Wellness

Introduction The purpose of the occupational health and wellness section is to encourage participants to consider the impact health and wellness has on jobsite safety.	
Preparation / Materials <ul style="list-style-type: none"> N/A 	Recommended Time 20 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none"> TBD 	
PowerPoint Template Slide Reference <ul style="list-style-type: none"> Slides 23-25 (Silica) Slide 26 (Blood Borne Pathogens) 	<ul style="list-style-type: none"> Slide 27 (Injury Reporting)

Suggested Process

- Review the section on silica and related health hazards.
- Review the section on blood borne pathogens, including
 - Transmission
 - exposure control
 - Precautions, and
 - Required vaccinations.
- Review the section on first aid and injury reporting, including how it is administered and any relevant protocols or procedures necessary for requesting and receiving it. Review information on where supplies are located, also.

- Customize this slide by adding additional injury prevention tips based on your experience. If you have several tips to share, create a new slide to present this information so that no slide becomes too crowded and difficult to understand.



- Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 5: Personal Protective Equipment

<p>Introduction</p> <p>The purpose of the personal protective equipment section is to education participants about the life-saving capabilities of PPE and why it is critical that PPE be used on every job.</p>	
<p>Preparation / Materials</p> <ul style="list-style-type: none"> • Sample products or tools and eye protection samples for optional activity • Radio and disposable ear plugs for optional activity • Rubber gloves and shaving cream or whipped cream for optional activity 	<p>Recommended Time</p> <p>20 minutes, plus 10-15 minutes per each optional activity (total of 30-65 minutes)</p>
<p>Participant Handouts / Guide Page Number</p> <ul style="list-style-type: none"> • TBD 	
<p>PowerPoint Template Slide Reference</p> <ul style="list-style-type: none"> • Slide 29 (Head Protection) • Slide 30 (Eye Protection) • Slide 31 (Hearing Protection) 	<ul style="list-style-type: none"> • Slide 32 (Foot Protection) • Slide 33 (Hand Protection) • Slide 34 (Respiratory Protection) • Slide 35 (High Visibility Clothing)

Suggested Process

1. Provide an overview of PPE, including the purpose of PPE when on a jobsite.



- Before telling participants the purpose of PPE, ask them if they can identify why PPE is important.
- Ask participants to share an example or an observation made regarding a situation where PPE saved a life or where not wearing PPE caused an accident.

- If you open this section with a brainstorming question, this is a great place to animate your slide. After customizing your slide with content, select all text and graphics except for the slide title and set it to “appear” after you click your mouse. That way, participants can brainstorm without seeing the answers and ideas on your slide.



2. Review head protection, including hard hats.

3. Review eye protection, including safety glasses.

Eye Protection Activity

Break your participants up into teams and show them a collection of products and tools they will likely encounter at the jobsite. Then, show them various types of eyewear that are available.

Give each team a limited amount of time to match the product or tool with the eyewear that will best protect them when using it.



When the time is up, review the answers with each team and discuss the right—and wrong—answers. Encourage each participant to take notes based on the appropriate times to wear each type of eyewear.

4. Review hearing protection, including ear plugs and ear muffs.

Hearing Protection Activity

Hand out disposable earplugs to participants. Encourage them to insert them into their ears. Demonstrate the proper technique so they can see how they should be inserted into the ear.

Turn on a radio, iPod, or other music player at a quiet volume and ask participants to raise their hands if they can hear the sound. Continue to increase the volume until it reaches a volume similar to what participants will encounter on the job. At each interval, ask participants to raise their hand if they can hear the music. If they are able to hear the music at any point, they may not be properly wearing their hearing protection.



When the maximum volume has been reached, review the proper way and appropriate times to wear ear protection. Encourage each participant to provide feedback on how easy or difficult it was to hear the music as it got louder and connect that to what they will experience at the jobsite.

5. Review foot protection, including proper footwear.

Foot Protection Activity

As you review the slide on foot protection, encourage participants to look at their own footwear. Ask them to point out damage or signs of wear that may indicate their foot will not be well-protected on the jobsite.

When the activity is over, ask participants to identify what problems can be avoided with proper foot protection. Answers may include avoiding injury from stepping on sharp objects, stepping in chemicals or spills, or tripping or slipping. Encourage each participant to take notes based on the appropriate times to wear each type of eyewear.



6. Review hand protection, including gloves.
7. Review respiratory protection, including dust masks and respirators.



- For items 2-7, spend focused time on each content area so participants have a chance to understand the importance of each element on its own and as a part of PPE. While it may be tempting to combine all elements into a single slide to save time, breaking out each component will help participants to focus on the value of each one in turn. This will help them to retain the information on the jobsite.
- Use props during this section; props will help make the session more engaging and interactive.

8. Review the importance of high visibility clothing.
9. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 6: Fall Protection / Working at Heights

<p>Introduction</p> <p>The purpose of the fall protection section is to educate and prepare participants to safely work at heights, including an introduction to the required safety equipment.</p>	
<p>Preparation / Materials</p> <ul style="list-style-type: none"> • Customized slides for optional activity • Harnesses and lanyards for optional activity 	<p>Recommended Time</p> <p>15 minutes + 20 minutes for optional activity (total of 35 minutes)</p>
<p>Participant Handouts / Guide Page Number</p> <ul style="list-style-type: none"> • TBD 	
<p>PowerPoint Template Slide Reference</p> <ul style="list-style-type: none"> • Slide 37 (Fall Protection) • Slide 38 (Aerial Lifts) 	<ul style="list-style-type: none"> • Slide 39 (Guardrail Systems) • Slides 40-41 (Personal Fall Arrest Systems)

Suggested Process

1. Provide an overview of fall protection.



- This is a great opportunity to share fall protection facts and data, including OSHA's report that falls make up 1/3 of all deaths and are the #1 cause of injury and death on construction sites.
- Encourage participants to share what they know about falls and working at height:
 - Where can fatal and nonfatal falls occur?
 - When is fall protection required?

Fall Protection Activity

Show participants a series of pictures of various at-height working conditions, such as:

- Working above dangerous equipment
- Working at heights of over 6'
- Working at heights under 6'
- Working with ladders



Ask them to share their observations and what fall protection equipment might be necessary after looking at each picture in turn. Encourage participants to take notes on their observations.

After reviewing all slides in the section, ask participants to review their notes from the activity. Ask if they still believe their answers are correct or if they would like to change their answers based on what they learned from this section. Ask one or two participants to share a specific piece of information that contributed to their decision to keep or change their answer. This will encourage reflection and demonstrate knowledge retention.

2. Review aerial lifts, including articulating boom lifts and scissor lifts.
3. Review guardrail systems and their proper use.
4. Review Personal Fall Arrest Systems (PFAS), including harnesses and lanyards.



- Demonstrate the correct way to put on a harness and lanyard. You may choose to demonstrate the technique yourself, or you may ask for a volunteer from the audience to “model” the harness and lanyard as you explain how they should be fastened.
- If it is not possible to conduct a live demonstration, consider incorporating a video that demonstrates the correct technique.

Harness Demonstration Activity

Provide harnesses and lanyards to participants and offer a hands-on opportunity to correctly fasten them. Work with small groups to observe and correct mistakes. Encourage participants to coach each other through the process so everyone has a chance to observe others and provide feedback if a harness or lanyard is incorrectly fastened.



5. Review fall protection rules and guidelines that must be followed on the job, including:
 - a. Using rails or restraints when working at heights of more than two feet.
 - b. Always use fall protection when working six feet or more from an adjacent surface, including ladders.

6. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 7: Fire Safety

Introduction The purpose of the fire safety section is to ensure all participants are aware of fire safety best practices and fire prevention and extinguishment.	
Preparation / Materials <ul style="list-style-type: none">• N/A	Recommended Time 10 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none">• TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">• Slide 43 (Fire Protection)• Slide 44 (Flammable Liquids)• Slide 45 (Liquefied Petroleum)	

Suggested Process

1. Review fire prevention techniques, including location of fire extinguishers.
2. Review information on flammable liquids, including storage and location.
3. Review information on liquefied petroleum (LP-gas), including storage requirements.
4. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 8: Equipment and Tools

Introduction The purpose of the equipment and tools section is to ensure all participants are aware of and familiar with the various requirements and items they will encounter on the job.	
Preparation / Materials <ul style="list-style-type: none"> Ladder for optional activity 	Recommended Time 35 minutes + 10 minutes for optional activity (total of 45 minutes)
Participant Handouts / Guide Page Number <ul style="list-style-type: none"> TBD 	
PowerPoint Template Slide Reference <ul style="list-style-type: none"> Slide 47 (Heavy Equipment) Slides 48-50 (Ladders and Stairways) Slides 51-53 (Scaffolds) Slides 54-55 (Cranes) 	<ul style="list-style-type: none"> Slide 56 (Hoisting and Lifting) Slides 57-59 (Hand and Power Tools) Slides 60-61 (Materials Handling) Slides 62-63 (Welding and Cutting)

Suggested Process

1. Provide an overview of safety requirements related to heavy equipment, including:
 - a. Blind spot awareness
 - b. Make eye contact with the person operating the equipment
 - c. Never lift a load that exceeds the capacity of the equipment
 - d. Ensure no one is in the drop or swing zone
 - e. Only use equipment for its intended purpose



- Ask participants to share other best practices or potential issues that they have seen or might see while on the job. Discuss the examples they share and ask participants to provide their own insights into how issues can be avoided.
- This is a great opportunity to share a story or a personal experience with heavy machinery safety. If you can share a story, consider opening this session with it to quickly gain the participant's interest.

2. Provide an overview on ladder safety techniques, including:
 - a. Ladder selection
 - b. Ladder inspection
 - c. The role of fall protection in ladder safety

Ladder Safety Activity

If possible, demonstrate proper ladder safety techniques as part of your session. This will allow participants to take an active role in their learning by allowing them to see and inspect a ladder. Demonstrate both safe and unsafe setup practices so participants can understand what the difference will look like.



3. Provide an overview of the safe use of scaffolding, including:
 - a. Criteria for supported and suspended scaffolds
 - b. Access requirements
 - c. Fall protection
 - d. Capacity



- Although you have already discussed fall protection earlier in your safety orientation program, don't be tempted to skip it as part of this section. Revisiting the discussion will help participants remember what you shared with them (repetition is a great way to help people retain information!). It will also help participants understand the connection between fall protection and on-the-job examples of when it is important.

- Customize the slide with images of safe and unsafe scaffolding. This will give participants a visual reminder of what safe and unsafe working conditions will look like.



4. Review crane safety techniques, including:
 - a. General requirements
 - b. Ground conditions
 - c. Operator certification
 - d. Swing radius
5. Provide an overview of hoisting and lifting safety.
6. Provide an overview of the safe use of hand tools, power tools, and powder actuated tools.

7. Provide an overview of materials handling, including:
 - a. Rigging
 - b. Proper lifting procedures

8. Provide an overview of welding, cutting, and hot work, including:
 - a. Tools
 - b. Standards and best practices

9. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 9: Working Over or Near Water

Introduction The purpose of the water safety section is to convey critical information related to working over or near water.	
Preparation / Materials <ul style="list-style-type: none">• N/A	Recommended Time 5 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none">• TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">• Slide 65 (Working Over or Near Water)	

Suggested Process

1. Provide an overview of safety requirements for working over or near water.
2. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 10: Electrical Safety

Introduction The purpose of the electrical safety section is to convey critical information related to safely working on jobsites where electricity is used.	
Preparation / Materials <ul style="list-style-type: none">• N/A	Recommended Time 5 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none">• TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">• Slides 67-68 (general requirements)	

Suggested Process

1. Provide an overview of safety requirements related to working with or near electricity, including:
 - a. LOTO
 - b. Wiring design
2. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 11: Road Safety

Introduction The purpose of the road safety section is to convey critical information related to safely working at jobsites located near roadways.	
Preparation / Materials <ul style="list-style-type: none">N/A	Recommended Time 10 minutes + 10 minutes for optional activity (total of 20 minutes)
Participant Handouts / Guide Page Number <ul style="list-style-type: none">TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">Slide 70 (Motor Vehicles and Mechanized Equipment)Slide 71 (Traffic Control and Flagging)	

Suggested Process

1. Provide an overview of safety requirements related to working near highways.
2. Provide an overview of safety requirements related to journey management.
3. Provide an overview of any vehicle inspection or maintenance the participants might be responsible for knowing about or doing on the job.
4. Review safe driving practices

Safe Driving Activity

Collect the facts and information you would like to present to the participants and structure them as True or False questions. Read each question to the participants and ask them to identify if the question is true or false by a show of hands. If the majority of participants answer the question incorrectly, discuss the concept in more details and answer any specific questions they have to ensure they understand.



5. Review proper traffic control and flagging information and techniques
6. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 12: Excavation and Trenching

Introduction The purpose of the excavation and trenching section is to ensure all participants are aware of the potential hazards and safety requirements when working in these conditions.	
Preparation / Materials <ul style="list-style-type: none">N/A	Recommended Time 15 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none">TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">Slide 73 (Excavations and Trenching)	

Suggested Process

1. Review specific excavation requirements.
2. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

- Customize the slide with specific information related to your company's policies or project-specific information regarding excavations and trenching.



Section 13: Permits

Introduction The purpose of the permits section is to ensure all participants are aware of the required permits necessary for the project.	
Preparation / Materials <ul style="list-style-type: none">• N/A	Recommended Time 10 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none">• TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">• Slide 75 (Hot Work Permit)• Slides 76-77 (Confined Space Entry)• Slide 78 (Work Permit)	

Suggested Process

1. Review the purpose of the hot work permit.

- Don't forget to customize this slide with your company's specific policy about hot work. Add bullet points for the most important items and provide a full-length version as part of the participant guide if necessary.



2. Review the purpose of the confined space permit.
3. Review the purpose of the work permit.

- Don't forget to customize this slide with your company's specific work permit information.



4. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 14: Concrete Construction

Introduction The purpose of the concrete construction section is to ensure all participants are aware of the general requirements related to concrete safety.	
Preparation / Materials <ul style="list-style-type: none">• N/A	Recommended Time 5 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none">• TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">• Slides 80-81 (Concrete and Masonry Construction)	

Suggested Process

1. Review concrete and masonry construction information, including concrete bucket safety and limited access zones.
2. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Section 15: Steel Erection

Introduction The purpose of the steel erection section is to ensure all participants are aware of how to safely work with steel.	
Preparation / Materials <ul style="list-style-type: none">• N/A	Recommended Time 5 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none">• TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">• Slides 79-80 (Steel Erection)	

Suggested Process

1. Review general requirements related to steel erection.



- Consider tying this section into the previous section on fall protection. This will help learners to better relate to the information and will serve as an important reminder about why fall protection is a critical part of their overall safety on the job.

2. Ask participants to ask any questions they have about this section. Answer all questions and concerns accordingly.

Conclusion and Final Questions

Introduction The purpose of the conclusion section is to ensure all questions have been answered and participants feel confident as they begin their job assignments.	
Preparation / Materials <ul style="list-style-type: none">• N/A	Recommended Time 10 minutes
Participant Handouts / Guide Page Number <ul style="list-style-type: none">• TBD	
PowerPoint Template Slide Reference <ul style="list-style-type: none">• Slide 86 (Conclusion)• Slide 87 (Thank You)	

Suggested Process

1. Ask participants if there are sections of the safety orientation program that they would like to revisit.
 - a. If the participants have questions they would like to address, answer their questions or clarify information based on their needs. If necessary, return to the slides that you shared, especially if there is text or a visual that might help to answer the question.
2. When all questions have been answered, thank the participants for their time and remind them that you and others are available to answer their questions or provide refresher information or training as they need it.

- Customize the slide with your contact information or the contact information of others on the team who can answer their questions after the training is over.



3. Collect any signed handouts from the participant guide that reference participants received and reviewed the workbook and its content.
4. Collect session evaluations (if used).

Safety Orientation Program Evaluation

Name (optional) _____

Instructor Name _____

Date: _____

Rating

Circle the number that corresponds with your rating.

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

The course objectives were clear.	1	2	3	4	N/A
The content was well-organized.	1	2	3	4	N/A
The content was comprehensive.	1	2	3	4	N/A
The presentation of the content was engaging.	1	2	3	4	N/A
The content was relevant to the work I will be expected to perform.	1	2	3	4	N/A
The learning activities provided opportunities to practice new skills.	1	2	3	4	N/A
Media elements helped me understand the material.	1	2	3	4	N/A
The new knowledge I gained will make a difference in how I do my work.	1	2	3	4	N/A