



Department-Approved Course Requirements: 2-Hour Pre-Task Meeting

Course Required for:

Worker Training

Purpose:

This course is a general elective course that can help fulfill the requirement for an individual applying for a Site Safety Training Card. **THIS IS AN AWARENESS-LEVEL TRAINING ONLY and does not provide any other qualification or authorization outside of the Site Safety Training Card.**

Duration:

2 Hours of instructional time, excluding breaks

Class Size:

1-40 Trainees

NYC Requirement:

In order to continue to operate in the City of New York, the designated construction worker is required to complete a minimum number of hours of approved site safety training and to carry site safety identification cards as proof of completion of the training (As per New York City Local Law 196 of 2017 also known as 'LL196' or 'Local Law'). This course provides two hours towards the satisfaction of that requirement.

Facility Requirements:

The Training Facility used by the Course Provider must:

- Have sufficient room to accommodate all expected attendees and the equipment needed to perform hands-on exercises where required as part of the course.
- Make provisions for the presentation of training material in all media types (computer, projectors, video/DVD players, etc.); and
- Comply with all applicable laws, rules and regulations relating to occupancy, zoning, egress, fire detection, fire suppression, light, ventilation, cleanliness, sanitary facilities, emergency notification and evacuation procedures.

Training may be held at construction sites, provided the above requirements are met.

Instructor Requirement:

To deliver this course the instructor(s) must demonstrate that he or she is credentialed or trained in instructional methods and learning processes. The instructor(s) must also successfully demonstrate his or her ability to solve or resolve problems relating to the subject matter by possession of a recognized degree, certificate, licensure or professional standing, or by extensive knowledge, training, and experience, in the subject matter being taught. To the extent that the course instructor(s) holds, or has held, a trade license issued by the Department, it must be in good standing and not be surrendered to, suspended by or revoked by the Department.

The instructor(s) must also be authorized by the Occupational Safety and Health Administration ('OSHA') as a trainer(s) for its Construction and Outreach Program.

Curriculum Requirement:

All **topics** listed under **Course Content Outline** must be covered using the listed **Instructional Delivery Method**. The time dedicated to each outline topic should be appropriate for the course content

and can vary depending on the trade or job performed by the trainee. The **Instructional Delivery Materials** used in this course must contain all current applicable NYC Construction Code references, current rules, policies and bulletins.

Course Curriculum Proposal Package Review:

A comprehensive review will be performed by the **Department of Buildings** to determine compliance with these Course Curriculum Requirements.

Instruction Delivery Method

- Media:** Lecture/Discussion, Slide Presentation, Presentations of Mock Pre-Task Meetings
- Handouts:** Slides, references and handbook, pre-built Job Hazard Analyses for various tasks.
- Guided Learning:** Hierarchy of Controls Game, where trainees practice using higher levels of hazard controls beyond personal protection equipment (Good, Better, Best Exercise).
- Group exercise where trainees will develop and present Mock Pre-task Meetings derived from Job

Course Content Outline

1. Introduction
 - a. Instructor introduces topic and describes their qualifications and relevant experience for training this module.
 - b. Establish that all trainees can hear and fully understand you i.e. 'raise your hand if you fully understand me' or 'clap your hands if you fully understand me'
 - c. State basic classroom rules, bearings and decorum
 - i. Inform trainees of duration or training and breaks (if any)
 - ii. Remind trainees about limiting distractions (phone use, texting, sidebar conversations)
 - iii. Emergency procedures (location and means of egress, exits or other contingencies)
 - iv. Location of restrooms
 - d. Training Objectives and Expectations:
 - i. Trainees will learn the purpose and proper presentation of pre-task meetings
 - ii. Trainees will become aware of administrative regulatory requirements associated pre-task meetings and record keeping standards.
2. Explain the necessity of have a Pre-Task Meeting.
3. Define and list the roles and responsibilities of Competent Person.
4. Explain context of a pre-task meeting and that such meetings flow from a more formal plan known as a job hazard analysis and other terms such as a job safety analysis, a safe work plan or a risk assessment procedure.

5. Illustrate and practice the hierarchy of controls and apply them to typical construction tasks that trainees regularly perform.
 - a. Hierarchy of Controls Game, where trainees practice using higher levels of hazard controls beyond personal protection equipment (Good, Better, Best Exercise). Attach scores to various hazard controls proportionate with corresponding higher levels of control i.e. an elimination, which is the best will receive a score of 10 points while personal protection equipment receives 2 points.
6. Components of a Pre-Task Meeting
 - a. Delivered by a Competent Person who is knowledgeable, experienced, has authority to take corrective action and anticipate, recognize and likely hazards.
 - b. The pre-task plan grows out of a larger more formal plan of action, such as a job hazard analysis.
 - c. Perform the pre-task meeting in a sequential order, logically and deductively describing successive steps and procedures along with associated hazards.
 - d. Identify anticipated hazards associated with steps and procedures and reiterated respective hazard controls.
 - e. It reviews and proscribes what controls workers will utilize to eliminate associated hazards, prevent such hazards from doing harm and/or reduce adverse effects of such hazards.
 - f. Emphasizes the importance of participants' contributions to the meeting.
 - g. Emphasize that if the tasks do not go according to plan that the team regroups to resolve the problem or issue.
 - h. Feedback is essential because it can make for a better plan.
 - i. Emphasize that workers inspect their tools and equipment before commencing work activity.
 - j. Check that workers all have their required personal protection equipment and observe them as they inspect such equipment.
 - k. The Competent Person insists that no worker affix their signature to a pre-task plan unless they fully understand the plan and agree to follow and speak-up if their activity strays from the plan.
7. Adult Learning and Holding Attention
 - a. Set expectations and provide a quick outline of your meeting.
 - b. Define your objective clearly.
 - c. Before performing a pre-task meeting, review material from the job hazard analysis and create talking points so the audience can easily understand the message.
 - d. Make eye contact with every participant and deliver contents in a methodical, relaxed manner that encourages conversational tones and discussion. Do not lecture.
 - e. Speak clearly in a language and vocabulary everyone understands.
 - f. Ask questions to gauge saturation and understanding of deliverable content.
 - g. Ask participants to recall and recite steps back aloud focusing on hazards and controls.
 - h. Build upon previous training and ensure workers understand their respective training apt for the tasks.
 - i. Repeat critical portions of the task with hazard controls.
 - j. Ask questions to assure that workers understand the plan.
 - k. Speak in a language and vocabulary all participants can understand.
 - l. Avoid drift and tangents but listen to feedback.
 - m. Keep in mind that when in groups, adults tend not to voice their confusion so the Competent Person should look for body language, puzzled stares and inattention and respond to such non-verbal feedback.

- n. Ask participants for their opinion on the plan and enfranchise them into the development and or revisions to such plans (their input can make for a more practical plan and create better 'buy-in' to the execution of the plan). Competent Persons should take notes from the group's feedback to improve future tasks and pre-task meetings
8. When to perform a Pre-Task Meeting
 9. Where to perform pre-task meeting
 - a. Near the anticipated work
 - b. Select an area with minimal distractions
 - c. Minimal noise or environmental concerns
 - d. Conducive to learning and attention
 10. Number of Pre-Task Meetings
 11. Potential Human Error Traps when Performing a Pre-task meeting
 - a. Glossing over steps
 - b. Rushing through the content because of time pressures
 - c. Making the plan too superficial
 - d. Assuming all participants understand meeting's content
 - e. Assuming all participants have the ability to perform the requisite tasks
 12. Resources:
 - a. <https://www.osha.gov/shpguidelines/management-leadership.html>
 - b. Worker's Rights (See OSHA: <https://www.osha.gov/Publications/OSHA3146.pdf>)
 - c. OSHA Regional Map: <https://www.osha.gov/html/RAmap.html>
 13. Group Presentation Exercises where trainees present Pre-task Meetings
 14. Debriefing (Informal evaluation)
 - a. Guided by instructor, trainees, in a class discussion talk about the course's content and means of delivery and provide verbal feedback to the instructor.
 - b. Instructor takes notes (either committing them to writing during discussion or ascribing them later into noted-comments).
 - c. Instructor applies lessons learned from debriefing to future trainings.
 15. Written (Multiple Choice) Assessment with written and formatted Pre-task meeting