



Department-Approved Course Requirements: 2-Hour Tool Box Talks

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 Tool box talks
- 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 Toolbox derived from Job Hazards A

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 become familiar with Toolbox Talks as a quick and easy way for competent persons to reinforce and supplement established training efforts of and employer and keep safety and health compliance at the forefront of all workers minds.
 - ii. Heighten trainees' awareness of the need for effective tool box talks
 - iii. Demonstrate how to obtain feedback from workers when providing toolbox talks so the talks can become more relevant to what tasks workers are performing.
 - iv. Demonstrate how effective toolbox talks can increase camaraderie, communication and overall jobsite culture
2. Explain who should provide toolbox talks the role and responsibilities of Competent Person and how toolbox talks are recorded and archived.
3. Components of a Toolbox Talk
 - a. Choose relevant topics
 - b. Delivered by a Competent Person and or Qualified Persons
 - c. Describe Topic in a hazard to control relationship
 - d. Include regulatory requirements
 - e. Encourage Feedback
 - f. Provide verification and acknowledgement of subject matter through query

- g. Provide verification and acknowledgement by signature
4. 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 Toolbox talk, review material from the job hazard analysis and create talking points so the audience can easily understand the message.
 - d. Make handout available during the Toolbox Talk
 - e. Make eye contact with every participant and deliver contents in a methodical relaxed manner that encourages conversational tones and discussion. Do not lecture.
 - f. Speak clearly in a language and vocabulary everyone understands
 - g. Ask questions to gauge saturation and understanding of deliverable content
 - h. Ask participants to recall and recite steps back aloud focusing on hazards and controls
 - i. Build upon previous training and ensure workers understand their respective training apt for the tasks.
 - j. Repeat critical portions of the task with hazard controls.
 - k. Ask questions to assure that workers understand the plan.
 - l. Speak in a language and vocabulary all participants can understand.
 - m. Avoid drift and tangents but listen to feedback
 - n. 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.
 - o. 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 toolbox talks.
5. Where to perform a Toolbox Talk
- a. Near the anticipated work
 - b. Select an area with minimal distractions
 - c. Minimal noise or environmental concerns
 - d. Conducive to learning and attention
6. Potential Human Error Traps when Performing a Toolbox Talk
- 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
7. Templates for Toolbox Talks
8. 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>
9. Group Presentation Exercises where trainees create and present Tool box talks
10. 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.
11. Written (Multiple Choice) Assessment with written and formatted Tool box talks