

## Class Activities

*This Coaching Tip Sheet provides guidance on activity development for your OSHA 10- and 30-hour class.*

OSHA expects outreach training to meet adult learning needs and include significant student participation and interaction to improve learning outcomes. This means training must include workshops, case studies, exercises, and demonstrations that engage your learners.

### Why did OSHA make activities a required and integral part of your training?

Think back to training classes you have taken. There are those where you sat and listened to lecture after lecture, class over, and well...would you want to go back? How about the class where you were given the information and then



VS.



an exercise to determine if the participants (or you?) could apply the information that was presented? For many trainers, trying to develop and integrate activities can be a daunting task. Our workplaces are diverse in age, culture and educational background, thus our classes are also. Each generation may prefer a different teaching and

learning style.

To be effective, our instructional styles must accommodate all learning styles. By incorporating participatory activities, you may find that no matter the generation and learning style(s) and preference of your class, you are

**Your instructional styles must accommodate all learning styles.**

better able to ensure they can understand and then apply the information and concepts presented.

### Selecting Activities

*How do you know which type of activity strategy to use?*

Determine if the activity is focused on reinforcing a knowledge, a skill, or an attitude/behavior. Next, match the activity to that learning objective. More than one activity can be used to match the same objective. Before class, review what you want them to know and remember.

Some questions to consider when choosing the type(s) of activities you will include:

1. What is the purpose of the activity? Be sure the activity is structured to ensure that the participants comprehend the material presented (e.g., if they need to practice a skill, first demonstrate the skill and then give them an opportunity to try it before they are evaluated). Be sure and inform them of any guidelines for that skill.

#### Knowledge

- guided discussions
- demonstrations
- case studies

#### Skill List

- case studies
- role plays
- worksheets

#### Attitude/Behavior

- structured games
- guided discussions or
- case studies

**Make it memorable!**  
**Activities should make-up 66% of your training and lectures, 33%.**

2. How well does the activity assist with the learning objective? (Sometimes you may have to break the activity into smaller parts.)
3. How much time will the activity take? Be sure you have time to debrief.
4. Will it be fun (or at least stimulating and interesting)?
5. Ensure participants have the minimum skills to contribute to and learn from the experience successfully. If there are multiple steps to the activity, remember the “simple to complex” approach. You can’t make them rocket scientists if they don’t know what a rocket is! Practice patience—you were new once too!

6. Ensure the activity is appropriate for the size of the group. Establish time parameters for the activity – and assign a time-keeper or put a countdown timer on the board.



7. How much real-world relevance do the activities have to the participants? How does the training apply to their job?
8. How will you provide clear, succinct directions that are accessible to participants? This could include:
  - have written directions;
  - write key points on a flip chart; and
  - provide the directions in small doses as they work through the activity.

Keep directions available for participants to refer back to—very important if they leave the room to work on the activity or if you are conducting training online in breakout

rooms. Ask if there are any questions and confirm they understand fully before beginning the activity. Plan to check in throughout to redirect as needed.

9. What is the timing and sequencing of the activity? Think about the time of day. A good time is for a complex activity is **after** lunch when they need to move around to avoid the after lunch dozing.
10. What are the logistics? Do you need to arrange travel to a different location? How will you get the materials there? How does the physical environment encourage or hinder interaction? Is the location accessible by all? Be mindful of any mobility issues participants might have.

**Always, debrief the activity!** Discuss the activity and have the participants relate back to you what they learned.

Remember, people learn in different ways. Think about whether your activities provide the participants with an opportunity to do each of the following:

- listening
- look at visuals
- ask questions
- read
- write
- practice with equipment (if applicable)
- discuss critical issues
- identify problems
- develop a plan of action
- try out different strategies in participatory ways.



## Activity Resources

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Where do you find ideas for your activities?

Many of the following resources are available from OSHA at [osha.gov](https://www.osha.gov).

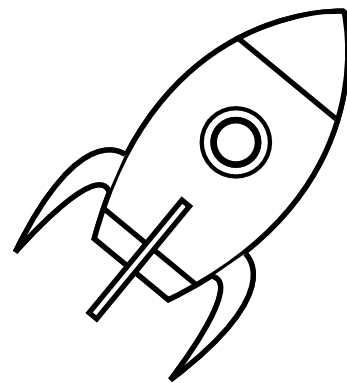
- **Fatal Facts Construction and General Industry**  
These case studies describe examples of incidents of hazardous working conditions that led to a fatality and offer ideas on how to correct the hazards to prevent this type of incident from reoccurring. You will need to separate the *Incident Summary and Brief Description of the Incident* from the *Likely Causes and Incident Prevention*. Have the participants (in groups) discuss the likely causes of the Incident and Incident Prevention. This can also be used as a handout.
- **OSHA Fact Sheet—Construction and General Industry**  
These can be used as a good brainstorming activity. Give the participants the topic and have them discuss the health and safety hazards and ways to reduce or eliminate the hazards. After debriefing it can also be used as a handout the participants keep.
- **OSHA Quick Cards—Construction and General Industry**  
*Quick Cards* are small cards that offer an overview of an important safety topic, as well as help workers raise their awareness of some common workplace hazards. *Quick Cards* are available in Spanish and English as PDFs. NOTE: Some OSHA publications are offered in other languages. If relevant to your participants, do an Internet search to find these resources.
- **Scenarios (or Case Studies)—General Industry**  
OSHA has a variety of [case studies](#) from various types of industries that describe the event and discusses the lessons learned and best practices.

- **Scenarios (or Case Studies)—Construction**  
These case studies are available for download at no cost on the AGC Book Store [website](#). Each case study consists of two documents. The first document is the actual case study, and the second document contains helpful notes for the instructor.
- Additional Resources may be found in the document *References Coaching*
- **National Institute for Occupational Safety and Health's (NIOSH) Fatality Assessment and Control Evaluation (FACE) Program**  
[NIOSH and State FACE Programs](#) study fatal workplace injuries and prepare reports with recommendations to prevent similar deaths. These reports may be searched and sorted by cause of death or by industry so you can select examples most applicable to your participants.

## Sources

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- OSHA Outreach Training Program Requirements, January 1, 2019 (Pages 8-9 – Class Style)
- Designing and Delivering Effective Training, (5th Edition), National Environmental Safety and Health Training Association (NESHTA), [neshta.org](https://www.neshta.org)
- OSHA – [Resource for Delivery and Delivery of Trainers to Workers](#) (pdf) – OSHA 3824-05 2021
- OSHA – [Susan Harwood Grantee Training Materials](#) – free, slide decks, instructor materials, and exercises/activities.



**You can't make students rocket scientists if they don't know what a rocket is!**

