

Facilitator Guide

Human Resources Enterprise Learning and
Development


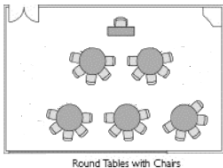
REFRAME SAFETY TRAINING – BLENDED

Facilitator Guide

USING THE FACILITATOR GUIDE

Purpose of the Guide	This Facilitator Guide is designed to help you prepare for and facilitate the ILT portion of the reframe cognitive behavior safety training class. It's intended to provide information to review and facilitate the activities that supplement the eLearning modules taken as a prerequisite to this course.
Facilitator Guide Contents	<p>The Facilitator Guide contains:</p> <ul style="list-style-type: none"> • Scripting to provide the core content for each topic discussion. • Instructions for facilitating each activity. • Debriefs and Notes to help you move the class through the material smoothly. • eLearning content that directly relates to the ILT portion of the training.

CLASS PREPARATION


Scheduled Presenters	<p>Confirm prior to your class that the following presenters are scheduled and confirmed. This should be completed, in advance by the Big Util Learning Team.</p> <ul style="list-style-type: none"> • EIX/BIGU Executives Kick-off
Facilitator Preparation	<ul style="list-style-type: none"> • As a Facilitator, you should be familiar with the content, activities and timing of the course. Before the session, <u>read your Facilitator Guide</u>. • Relate your personal experience and business knowledge to emphasize key points throughout the course, as applicable/appropriate. • Facilitators should arrive early (7:00am) in order to set up the kick-off space and break out rooms, as well as verify logistics; such as audio/video connections for all rooms, the location of the restrooms, evacuation route, fire extinguisher, and AED device. • Your team should prepare the Post-it Easel Pads in advance. This will help guide your team through the course, plus save valuable class time.
<p>Room Setup</p> 	<ul style="list-style-type: none"> • Be sure to create a relaxed environment for the participants. The break out rooms are typically arranged as Table Teams, with the kick-off space arranged with Theatre-Style seating. • Have music playing in the kick-off space <u>before class begins</u> as well as, <u>breaks, lunch, and activities</u>, if possible. 

Locate Training Materials on SharePoint	<p>Use this site to access all material relevant to reframe, including slide deck, facilitator's guides, direct links to videos, and resources. Use the newsfeed and notebook to inform other facilitators of presentation tips, additional resources, and for general discussion.</p> <ul style="list-style-type: none"> • NOTE: If you do not have access to the team site, contact the reframe program manager to grant you access.
Materials Needed	<p>The materials needed for this course are:</p> <ul style="list-style-type: none"> • reframe PowerPoint presentation • Name Tents • Pens

	<ul style="list-style-type: none"> • Post Its, several for each table • reframe Placemat Handout • Markers for table activities • Flip-charts near each table group • Activity materials: RAS Cards, Red/Green Frame Worksheets, Case Study, Think/Feel/Do Laminates • Post-training survey (via Success Factors)
Laptop Preparations	<p>Set up your classroom laptop and verify that it is working properly and connected to the internet:</p> <ul style="list-style-type: none"> • reframe PowerPoint presentation (download and test prior to your class). • Make sure the sound is working and at an appropriate level. <p>• NOTE: Be sure to close your email, stretch breaks, and other messaging applications to ensure you do not receive messages during the class. Also, close all other applications to ensure your system is running at optimum speed.</p>

FACILITATOR NOTES



Audience	This course is designed for delivery to the remainder of the Big Util community (i.e., non-field employees).
Course Description	<i>reframe</i> is a cognitive safety program for Big Util leaders and individual contributors.
Course Length	The program is a one-day, accelerated workshop with break-out sessions.
Learning Objectives	<p>This workshop is designed to occur one to two weeks after employees have completed “reframe” Safety eLearning modules, and includes a group introduction, with separate break-out sessions to support Instructor-Led activities. Learners will engage and collaborate with their peers during these activities, which are designed to increase personal investment in psychological safety, and other safe work practices. Learner Objectives include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • The learner will explain why reframe is different from other safety training courses. • The learner will communicate their top five reasons to be safe. • The learner will provide examples of how thoughts and feelings can lead to potentially unsafe behaviors.
Tips for Success	<p>In addition to reading through the Facilitator’s Guide and preparing materials, there are several steps to take to ensure successful program delivery:</p> <ul style="list-style-type: none"> • Be sure to arrive at least one hour before the class begins. • Use the materials/supplies boxes from Big Util Learning and set up the room, including the electronic equipment. • Learn how to operate the equipment. • Make sure to follow the prompts: “Say, Ask, Click, Debrief, etc.,” which embedded in the guide to help you present and manage topic flow.


	<ul style="list-style-type: none"> Encourage participation and involvement. Option: Tell learners that they have a chance to earn points throughout the day, through participation. Have teams log points whenever they are proactive about Review Q&A or if they “win” a particular activity. Points will be tallied on their team flipchart. Winners earn a prize at the end of the day. Whenever you see the Gold Star symbol, mention that review topic or activity is worth ____ points. Make it fun by giving them some crazy numbers (ie., a thousand points!) or just give them 5 points for each.) Stay with the schedule as much as possible so that all topics are covered. That being said, guide learners to take ownership of the “review” of eLearning content as much as possible, so you can prioritize the time for activities and key takeaways. Be familiar with reframe eLearning content for reference during class and to minimize redundancy. <p>NOTE: The guide includes eLearning content for your reference; they’re numbered and shaded.</p>	
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SECTION	DESCRIPTION	ACTIVITY
Morning Ballroom 8:00 – 8:15 am	<ul style="list-style-type: none"> Welcome / Introduction – 5 Safety Culture Assessment & Maturity Model – 5 Move to Breakout Sessions – 5 	
Breakout Room 8:15 am – 8:45 am	<ul style="list-style-type: none"> Breakout Session Intro – 3 Safety Huddle – 2 Rules of the Road / Housekeeping – 2 Feedback Opportunities – 5 Agenda – 3 Get on the Court – 5 	<ul style="list-style-type: none"> Team Name Activity – 10
Breakout Room 8:45 am – 9:15 am	<ul style="list-style-type: none"> How is reframe Different – 1 ABR Model Review – 5 This is Why (Why I Work Safe) – 4 Break Video – 1 	<ul style="list-style-type: none"> Handcuffs Activity – 20
Breakout Room 9:25 am – 10:00 am	<ul style="list-style-type: none"> Safety Culture Model Review – 5 Errors and Violations – 2 Predictable and Unpredictable Hazards – 3 Miner Video (eLearning) Debrief – 5 	<ul style="list-style-type: none"> Hazards Teams – 10 Case Study – Alex – 10
Breakout Room 10:00 am – 10:30 am	<ul style="list-style-type: none"> The Brain Review – 2 The Brain Q&A – 1 Brain Facts – 1 Brain Functions Q&A – 1 D-I-P-I – 2 The Conscious Brain Review – 3 7 Units – 2 What’s Important Now – 2 Break Video: Staying Focused – 1 	<ul style="list-style-type: none"> Questions Activity – 10 Memory Game – 5





Breakout Room 10:40 am – 11:30 am	<ul style="list-style-type: none"> • The Subconscious Brain Review – 5 • The Thinking Process – 2 • GIGO Programming – 2 • Frames and Goals – 5 • Our Safety Frames – 5 • Break Video: TBD 	<ul style="list-style-type: none"> • Fizz Buzz Activity – 15 • Think Feel Do – 10 • Create Safety Goal – 5
LUNCH 11:30 – 12:00pm (30 mins)		
Afternoon 12:00 – 12:35 pm	<ul style="list-style-type: none"> • Brain Tools Review – 3 • Why Reframe? – 2 • How Reframing Works – 3 • Sentence Starters – 1 • How Red Frames Impact Safety Culture – 1 	<ul style="list-style-type: none"> • Case Study – Blake – 10 • Speed Reframing – 5 • Reframing – Placemat – 10
12:35 pm – 12:50 pm	<ul style="list-style-type: none"> • Locus of Control Review – 1 • James Bond Stockdale – 7 • External Locus of Control (ELOC) – 3 • Internal Locus of Control (ILOC) – 3 • Break Video: A Helpful Safety Reframe – 1 	
1:00 pm – 1:50 pm	<ul style="list-style-type: none"> • Start Stop Continue Discussion – 5 • Break Video: (Derek Coleman / TBD) – 2 	<ul style="list-style-type: none"> • Tent Pole Activity – 20 • Tent Pole Debrief – 5 • How to Stay in ILOC – 8 • Case Study: Casey – 10
2:00 pm – 3:10 pm	<ul style="list-style-type: none"> • Five Safety Frames Review – 1 • Safety Control – 10 • What's in My Control Video – 1 • Risk Awareness – 10 • Hierarchy of Controls – 5 • Not Seeing It, Not Managing It Video – 1 • Operating Attitude w/Activity & Debrief – 15 • Stress Management – 10 • Professional Orientation – 10 • Break Video: Stress and The Importance of Controlling Our Thinking – 1 	<ul style="list-style-type: none"> • Count the Passes – 8 • PO: Start/Stop/Continue – 3
3:20 pm – 4:30 pm	<ul style="list-style-type: none"> • Deep Dive #1 – 15 • Deep Dive #2 – 15 • Debrief and Wrap Up – 10 	<ul style="list-style-type: none"> • Speed Framing – 10 • Speed Ball – 20



reframe 2.0 Safety Training for the Enterprise	
SLIDE	TITLE
ILT 1:	Facilitator's Checklist



 <p>FACILITATOR'S CHECKLIST</p> <ul style="list-style-type: none"> <input type="checkbox"/> Will we be the best result for the day? <input type="checkbox"/> Will we be able to get in the subject for our goals? <input type="checkbox"/> How will we use challenge effectively? <input type="checkbox"/> Do we know the safety procedures? <input type="checkbox"/> Are the slides exciting? <input type="checkbox"/> Have we checked the audio and volume? <input type="checkbox"/> Is the content on screen supported? <input type="checkbox"/> Do you both know how to use the slide software? <input type="checkbox"/> Have we checked all the materials for our slides? <input type="checkbox"/> Do we have the best challenge ready? <input type="checkbox"/> Do we have the "Think-Pair-Go" strategy prepared? <input type="checkbox"/> Do we have the "Think-Pair-Go" strategy? <input type="checkbox"/> Do you have all your materials printed, prepared and in a folder? <input type="checkbox"/> Do we have the correct Pre-Training Survey and an agenda ready? <input type="checkbox"/> Will we bring our own materials - do we have the rules and a checklist ready? <input type="checkbox"/> Do we have a "GOALING" for them with our "How do you do it?" <input type="checkbox"/> Do we have an opening question from the a facilitator? 	
<p>eLearning</p>	<p>Introduction Module 0 Slide 1 - Introduction</p> <p>Welcome to reframe 2.0, a very different approach to safety training. In 2017, BIGU invested in an extensive Safety Culture Assessment.</p> <ul style="list-style-type: none"> • 9,000 BIGU employees participated in the surveys, and • 546 people participated in interviews and focus groups. <p>The key take away? We have improved.....AND we can do better.</p>
	<p>The key points from the survey results were:</p> <ol style="list-style-type: none"> 1. We tend to focus on the rules, procedures and equipment over the risks. 2. Our safety culture is leader-led: if leader is less committed or lacks skill to motivate employees, they may not buy in to safety programs, want freedom to make choices to protect their own safety. 3. We have so many safety messages and programs, lots of noise, it feels like overkill. 4. Employees give feedback, not always heard; feel we have to protect business from risk. <p>Safety culture was surveyed at the level of Public Compliance: We follow the rules because we have to. If someone isn't watching, what decisions do we make? Do we put our safety first or focus on covering up?</p>
<p>ILT 2: 3P Trainers Duration: 4 min</p> 	<p>INTRODUCTION TO reframe – WHOLE GROUP</p> <p>Say: Good Morning, and Welcome! Before we get started, I'd like to introduce _____, who is going to help us kick off this training.</p> <p>Executive: Introduction and Welcome to Training</p> <p>Executive or Big Util Facilitator: Big Util has teamed up with 3P Trainers consulting to create and present a dynamic experience for everyone today:</p> <ul style="list-style-type: none"> • At Big Util, we know about the work we do, and 3P Trainers knows a lot about workers, so between the two of us we'll be presenting different but complementary perspectives. • 3P Trainers is a North American based company and our team has worked in utilities and other hazardous industries across North America, Australia and Europe. We take a psychological approach to safety, wellbeing and operational excellence. Over 100K people through our programs. We are glad you get to be one of them today!
<p>ILT 3: Big Util Duration: 1 min Objective: The learner will explain why reframe is different from other safety training courses.</p>	<p>WHY reframe – WHOLE GROUP</p> <p>Say: Your eLearning mentioned the Safety Culture Assessment we sponsored with 3P Trainers in 2017:</p> <ul style="list-style-type: none"> • Just as a review - 9,000 participated in surveys. 546 people did interviews and focus groups. • Key takeaways, besides those on the slide - we have improved...AND we can do better. • You will be presented with a lot of information today. Some of it will feel immediately relevant and helpful. Some of it you will need to process for a while before its usefulness is clear. We want you to challenge yourself (and each other, and us!) and ask questions whenever something seems unclear or you're not sure how to apply it.

 <p>SAFETY CULTURE ASSESSMENT</p> <p>2017 Safety Culture Assessment</p>	<p>Say: This brings us to the safety culture maturity model, which highlights our overall objective.</p>
<p>eLearning</p>	<p>Introduction Module 0 Slide 2 – Pre-Training Survey</p> <p>During this training, you will be provided with many opportunities – both online and in person - to engage, share your insight, and provide feedback to help us with the continuous care and improvement of the reframe Safety Training Program.</p> <p>We use surveys to help inform us about your experience with training, and will ask you to complete another one immediately after the workshop, and another several weeks down the road.</p> <p>Your honesty will help us make the program stronger, more enjoyable and more useful to you, and your responses are totally anonymous. There is no way and no need for us to know who answered the questions. We are only concerned with opinions, experience and knowledge you had, or gained, before and after the training.</p>
<p>eLearning</p>	<p>Introduction Module 0 Slide 3 – Why reframe/Why Now (How are we doing this?)</p> <p>Thank you for taking the time to complete our pre-training survey. We understand that everyone is dedicated to transforming BIGU's safety culture, and there are some key points to make in doing this:</p> <ol style="list-style-type: none"> 1. We're uniting people from across the business to take our safety culture to the next level. 2. We're improving work practices so people feel more empowered and engaged. 3. We are supporting our leaders with training: providing a clearer view of strong safety leadership; aligning us in a common approach in order to take us all to the next level. 4. We are supporting our employees so they can take ownership of their safety, with improved practices and reframe training. 5. We are streamlining safety messages and focusing on getting the word out about the concepts you will learn in reframe training. 6. We will focus on our safety mindset. Adapting our personal attitudes toward safety, rather than our policies and procedures. This will help us get to a place where we “choose to” put safety first. <p>We are making this investment in our safety as individuals and as an organization, to see the evolution we are all hoping for, with reframe training. This is a critical step in the journey toward taking control, and ownership, of our personal safety.</p>
<p>eLearning</p>	<p>Introduction Module 0 Slide 4 - Transform Safety Mindset</p> <p>Activity: Select the arrows onscreen to transform the safety mindset.</p>
<p>eLearning</p>	<p>Introduction Module 0 Slide 5 – Safety Culture Maturity Model</p> <p>Different organizations have different safety and performance results. Click on a level to view its description.</p> <p>Where do you see yourself on this chart? What about your workgroup? Big Util as a whole?</p>

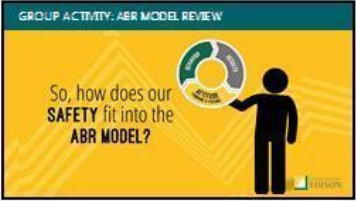
	<p>Movement takes time. The key is to start small. Small changes in how you think and act everyday creates momentum and movement. We encourage you to OWN THIS EXPERIENCE and prepare yourself for the reframe experience and a safety transformation: both here and in the classroom.</p>
<p>eLearning</p>	<p>Introduction Module 0 Slide 6 – Knowledge Check</p>
<p>ILT 4: 3P Trainers Duration: 5 mins Objective: The learner will identify the three components of the Safety Culture Model.</p> 	<p>SAFETY CULTURE MATURITY MODEL – WHOLE GROUP Prep: There will be a list of attendees, facilitator and room assignments outside the ballroom during registration. Each facilitator will be assigned 25 learners, and will lead their learners into a break out session. Make sure attendees note WHO their facilitator will be, and WHERE they will go during the breakout session. Click and Do: Review the Safety Culture Maturity Model levels, highlighting Big Util’s goal of moving from public compliance to private compliance. Say: To support that journey today - we are going to get you up and moving around with some fun activities, and we’ll also get you thinking about how each and every one of you play an integral role in this transformation. Say We are not assuming you are not safe at work and home. We are here to help you understand how your brain works and what you can do to control your brain to make safe choices and minimize or eliminate incidents and near misses so you stay safe for what matters most to you. Say: Before we do that, however, let’s breakout into smaller groups. We have an entire team of facilitators with us today. Ask: Please, would each of you introduce yourselves, and lead your team into your break out room?</p>
<p>eLearning</p>	<p>Introduction Module 0 Slide 7 – reframe Workshop / Modules Overview Slide 8 – Conclusion / Main Menu</p>
<p>ILT 5: 3P Trainers Duration: 3 min</p> 	<p>BREAKOUT SESSION INTRO – BREAKOUT GROUP Do: Make sure everyone finds a seat. Say: Alright, let’s begin! Does anyone here regularly wear any kind of Personal Protective Equipment (aka PPE)? (Where do they work? Field.) Could there still be safety incidents and near misses at the office? (yes) What about psychological safety, do you think that is a factor when learning about safety? Why? Ask: With all this time spent on training and creating procedures, all to keep us safe, why do you think there continues to be safety incidents and near misses? (People become complacent). Exactly! That is why we are here today. Say: Our role today is not to tell you how to do your jobs. What we are going to do is take a deep dive into your brain – or the brain – the most important safety equipment you have, and it’s built-in! Say: With that, let’s get started with the most important element of our work: our safety!</p>
<p>ILT 6: Big Util Duration: 2 min</p>	<p>SAFETY MOMENT – BREAKOUT GROUP Say: Opportunity to share an Big Util safety moment. Cover who will:</p> <ul style="list-style-type: none"> • Start CPR • Call 911 • Notify Hotel/location manager • Meet 1st responder • Know and collect the AED location • Assemble location and take the sign in sheet and run the name call <p>Say: Next we’ll cover a few housekeeping items...</p>



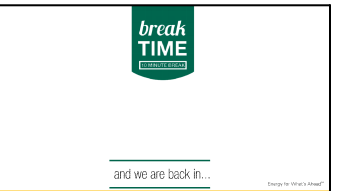
	
<p>ILT 7: 3P Trainers Duration: 2 min</p> 	<p>RULES OF THE ROAD – BREAKOUT GROUP Do: Go through the Materials. Say: You have a placemat, pens, markers, post its and RAS Cards for your own note taking and reminders throughout the day; some people remember best with writing, some with talking. Some with doing. Say: We will point out opportunities to jot ideas and reminders down on your placemat or Flipbook. These are yours so make whatever notes work for you. Timing – Say: To leave on time we need to work together on time; we’ll manage the time of the sessions and activities and work to take 10 minute breaks every hour or so (we have about 6, so if everyone is 5 mins late, that is 30 minutes to make up, so please get back on time). Phone calls – Say: - please keep your phone on silent and step outside if you take an emergency call. Coffee/tea/bathrooms – Say: This is not school. We are not your teachers, so you do not have to ask our permission to use the bathroom. Please manage your comfort for your best learning experience. Do: Pass around attendance sheet or tablet. Say: During your eLearning, you had a chance to complete a “pre-training” survey, and this day will end with a post-training survey; which will help us gauge how effective this training is. That is not, however, the only way you’re able to provide feedback...</p>
<p>ILT 8: 3P Trainers Duration: 3 min</p> 	<p>AGENDA – BREAKOUT GROUP DO: Review agenda: This is Why, The Safety Culture Model, The Brain, Brain Tools, and The Five Safety Frames. SAY: Today we’re going to learn about the building blocks of a strong safety culture, including the reasons we value safety, the components of our safety culture, and the role of our brain in keeping us safe. Then we’ll show you how to apply the building blocks to five Safety Frames that give us a common language for discussing the different elements of our safety culture, and finally you’ll get a chance to really apply everything you’ve learned. TRANSITION: ...and now - let’s get on the court.</p>
<p>ILT 9: 3P Trainers Duration: 5 min Objectives:</p> 	<p>GET ON THE COURT – BREAKOUT GROUP Say: In almost any given situation, we can use the analogy of a game – today we’ll use basketball – when you’re at a game you’re either playing, or you’re watching. You’re either on the court or in the stands. Here we see two groups of people: those that are on the court and those that are not. Ask: Who might think these thoughts - those in the <i>stands</i> or those on the <i>court</i>? “Why do we need to be safer, we’re safe enough.” “This really has nothing to do with the office where I work.” “How can someone that’s never done my job tell me how to do it.” Ask: What about the people on the court? The players? From what we know about how our thinking impacts the results we get....remember the attitude-behavior-results model from eLearning modules? Do: Create the ABR Model on the easel. Overwrite it with Think – Feel – Do while covering the following:</p>


	<p>Say: You've heard this before: that results are based on the effort you put in. In other words, the benefit you receive from today's training is based on the amount of effort you put into it. And this is key: It's exactly the same when you're putting in effort toward safety: Your thinking, your feeling, affects what you're doing.... resulting in a safety culture.</p> <p>Our goal? (refer back to maturity model) To create a safety culture that not only adheres to public compliance (processes, procedures, analysis), but to create a safety culture that each individual chooses to support, privately. It starts right here.</p> <p>Say: Ready for your first team activity?</p>
<p>ILT 10: 3P Trainers Duration: 10 min Objectives:</p> 	<p>TEAM NAME ACTIVITY – TABLE TEAMS</p> <p>Prep: You can prep the flipcharts ahead of time to guide the activity. Give each table markers. Encourage them to get creative and draw storyboards or images to depict their key points.</p> <p>Say: Let's give you the opportunity to tell us what your team is going to bring to the court today.</p> <p>Do: Review the instructions on the slide one point at a time. Explain why this is important- create a cohesive and consistent approach to reframe, get clarity and alignment on goals, attitude, behaviours and results. Ask if there's any questions.</p> <p>Activity: Give table teams 5 minutes to complete their activity. If you have enough flipcharts send each team to a flipchart, or post a flipchart page to the wall so they are up and moving. Circulate and encourage the teams to be creative. Note that the team name reflects their goal to be the safest and most productive team on the court.</p> <p>Debrief: Have each team stand up and share their information. Post their flip charts near their table.</p> <p>Say: So when your energy is low, or you're distracted – you can use these (flipcharts) to refocus on the right stuff, which affects your behavior in ways that help you achieve our collective goal.</p> <p><i>(Option: Tell learners that they have a chance to earn points throughout the day, through participation. Have teams log points whenever they are proactive about Review Q&A or if they "win" a particular activity. Points will be tallied on their team flipchart. Winners earn a prize at the end of the day. Whenever you see the Gold Star symbol, mention that review topic or activity is worth ___ points. Make it fun by giving them some crazy numbers (ie., a thousand points!) or just give them 5 points for each.)</i> </p> <p>Say: Now that we are clear on the game plan, let's talk about why reframe is different.</p>
<p>eLearning</p>	<p>Module 1 – This is Why (Five Reasons)</p> <p>Slide 1 – Introduction and Objectives</p> <p>This eLearning course is designed to give you all of the information and concepts you'll need in order to be successful, and have fun, during the workshop. If you don't know when your workshop is scheduled, please check with _____ to confirm that you're enrolled in the one-day session. Please Note: These eLearning modules are considered required training, and should be taken BEFORE the workshop.</p> <p>For both the eLearning, and workshop training, we'll be covering the same topics. You may already suspect that, just as the eLearning is considered more conceptual, the workshop will certainly be more active! We've adopted these delivery methods for two primary reasons:</p> <ol style="list-style-type: none"> 1. To be wary of individual time constraints as we roll reframe training out to the Enterprise. 2. To utilize a variety of teaching methods for supporting a variety of learners. <p>That being said, there are five main topics to cover during reframe Training. Click on each one to learn more.</p>


	<p>This module will outline a safety culture model, in other words, all of the variables that make an organization safe. This includes the environment, the practices, and the individual (person).</p> <p>Those are our objectives for the reframe training. Let's look at what we need to accomplish for the rest of this Module:</p> <p>By the end of this module, you will have identified five reasons to adopt and increase your personal investment in physical and psychological safety.</p> <p>You'll be able to name the three components of a culture of safety.</p> <p>By the end of this module, you will also be able to explain why reframe is different from any other safety training.</p> <p>Let's consider why reframe is different from your other safety training experiences.</p>
<p>eLearning</p>	<p>Module 1 – This is Why (Five Reasons) Slide 2 – How is reframe Different?</p> <p>What does your brain have to do with safety? Do you believe you can control your brain?</p> <p>Everything starts with a thought. Things that happen in your life are a result of the thoughts you were having in the moment. Your thoughts drive what you feel, what you do, and ultimately the results you are getting (or not getting) in your life and your organization. We assume the results we ALL want for safety, is to make sure we go home to the things that matter most.</p> <p>Let's consider how and why we want to think in ways that will keep us safe.</p>
<p>ILT 11: 3P Trainers Duration: 1 min Objective: The learner will explain why reframe is different from other safety training courses.</p> 	<p>HOW reframe IS DIFFERENT</p> <p>Say: All of us know that safety is paramount for our colleagues in the field, always at the top of their minds.</p> <p>Ask: Is it the same in our work environment, in the office? We, essentially, support our teams in the field – do we think about the same things as they do when it comes to safety? Why or why not? (their safety measures are more obvious)</p> <p>Ask: So why do you think you are here? Are there still safety issues in your work environment? (Of course.) Do you think your work can affect the safety of the teams out there in the field? Don't you also have reasons to work safely? (My 5 reasons)</p> <p>Ask: Based on your reframe eLearning, how is this training different from any safety training you've had to date? (it is about the brain, our most important safety device)</p> <p>Ask: What does your brain have to do with safety? (we make choices that can lead to harm)</p> <p>Say: Let's test this out with an activity.</p>
<p>ILT 12: 3P Trainers Duration: 20 min Objectives: The learner will identify the three components of the ABR model.</p> 	<p>HANDCUFFS ACTIVITY & DEBRIEF – PAIRED TEAMS ★</p> <p>Say: <i>Handcuffs</i> is an activity that demonstrates the power of thinking and how our thinking determines the results we get in life (and in safety).</p> <p>Safety & Respect Consideration: <i>Let participants know this will be a physical activity that might require getting quite close to a colleague and may require some moving and stretching. Ensure participants know they are invited to participate but they may play the role of a coach or adviser if they are uncomfortable or have an injury. Remind pairs to move slowly and be aware of their surroundings so they don't trip and fall when they are twisting/stepping around with each other. It should not hurt. Be sure the pairs are not doing something that may be hurting the partner or endangering them in any way.</i></p> <p><i>Remove any trip hazards around the pairs prior to starting (e.g. chairs). Encourage the group to participate in line with their level of comfort and fitness, and that if they have an injury that may prevent them from taking part, they are welcome to sit out the activity.</i></p>



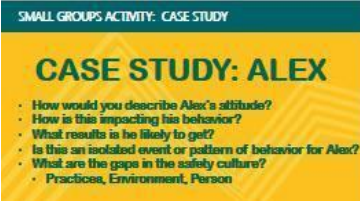
	<p>Do: While everyone is seated, introduce the activity. Invite your co-facilitator or a participant out the front to demonstrate while you talk the group through on how to get ‘handcuffed’. To get handcuffed, have the participant put the loops on each wrist, being sure not to tighten them too much. Place one loop over your wrist and pass the remaining loop around the participant’s rope and then put the other loop on your wrist. Show the group how you are now both ‘tied’ together (when you both pull back gently from each other, there should be a ‘V’ created by the two ropes)</p> <p>Say: The goal is to free yourself from your partner. The rules of engagement are as follows: The handcuffs must stay on your wrists at all times You cannot remove or modify cut the handcuffs, bite through it, cut it or undo the slip knot You cannot talk to other pairs You have 5 minutes to free yourself <i>For facilitators-Check in with the pairs and note that if anyone appears to be uncomfortable getting very up close to their colleagues they can opt out and coach their colleagues. Pay particular attention to gender mixes and reinforcing respectful contact.</i></p> <p>Do: Let the group choose a partner to work with and let them try for 5 minutes. Don’t give them help.</p> <p>Debrief: With the group seated, ask them what their experience was like. Debrief according to Attitude – Behavior - Results. What you think and feel about a situation determines what you do and the results you get (or don’t get). Ask the participants the following questions: After a couple of minutes of trying what did you start to think? How did you start to feel? What did you do when I told you that it was impossible or possible? What happens when we have an unhelpful attitude/thinking pattern in place? What happens to our energy levels, what do we do?</p> <p>Do: Give them hints and let them try again. Ask if these are really handcuffs? (no) what is the difference? (they are flexible, have exit points) Tell them it is possible and it is easy and can be done while sitting down. Give them another 5 minutes and coach them to success.</p> <p>Debrief: Ask if it was easier the second time? (yes) walk them through their attitude, behaviour, results. Introduce the Framing concept: These attitudes and thinking patterns are also called your “Frames” – Have you heard of your “Frame of mind?” These frames are what helped or hindered your goal to be free of the handcuffs.</p> <p>Say: How you think about your safety has different results for you, your team, and for Big Util. Imagine what it would be like if you woke up tomorrow and everyone was not only keeping themselves safe, but also looking out for one another.</p>
eLearning	<p>Module 1 - This is Why (Five Reasons) Slides 3 and 4 – ABR Model</p> <p>What does your brain have to do with safety? We are going to explore this concept further by looking at what we call the Attitude-Behavior-Results model. Roll over on each component for their definitions. Everything starts with a thought. Let’s look at a safety example of the model. Remember, all of us have the same goal: we want to get home safely. For Example: If this is the result we want, consider the likelihood of me achieving this if I am thinking, “Safety is just about luck. If I have a good day, the luck’s been on my side and if I get hurt, it’s just been a bad luck day.” If this is what I think about safety, how will I feel when it comes to completing a risk assessment or taking part in a safety meeting? Very un-energized, unmotivated and disinterested. If this is how I feel, am I going to put much energy into the activity? Of course not. How is this going to impact the final Result I want which is to go home safely? Let’s consider what matters most, so you are mindful of how controlling your brain can impact, not just your safety, but your life.</p>


<p>ILT 13: 3P Trainers Duration: 5 min Objectives: The learner will identify the three components of the ABR model.</p> 	<p>ABR MODEL REVIEW – BREAKOUT GROUP Do: Flipchart the ABR model Ask: Does everyone recognize this from the online course? What is it? Say: The Attitude-Behavior-Results model. Let’s review it in line with what we just saw during the activity. What was the first result we saw? (It looked like some of us were ready to give up.)</p> <ul style="list-style-type: none"> • What were the thoughts that were leading to this result? • How did these thoughts make us feel? • Compare this to the second Result where you found the solution. After we had told you that the activity was completely achievable and there was a solution, • What were your thoughts? • How did these thoughts make you feel? <p>Click then Ask: So then, how does our safety fit into this ABR Model? Say: Everything starts with a thought. Let’s look at a safety example of the model. If we assume that all of us have the same goal – we want to get home safely. Ask: Were our results based on luck? Ask: Which do you have the most control over? (attitude) Debrief: Direct participants to the top left of the placemat to identify the results (the goal) they want in life and safety. Say: Let’s review why we want to think in ways that will keep us safe.</p>
<p>eLearning</p>	<p>Module 1 - This is Why (Five Reasons) Slides 4 through 8 – Five Reasons I Work Safe Why do you work safely? It might be for the people, things, future plans in your life. These are the things that motivate you to be safe. These are things you would miss if they were taken away. These are the reasons why your life is worth living. Click on the Hand to enter your five reasons for working safe. When you stop and think about the things you listed – the things that matter, do you think it could help you make safer choices? During reframe training, we will be encouraging you to make choices that will keep you safe for the people, places and things you value most. On Click: Learner enters five reasons to work safe. On Completion: Learner can "sign" their reasons and is given an option to print. V.O. SCRIPT: Next, let's take a look at the current state of safety here at Big Util. (Deleted Slides 7 and 8 “2017 Injuries”)</p>
<p>eLearning</p>	<p>Module 1 - This is Why (Five Reasons) Slide 9 - Knowledge Check Slide 10 – Conclusion</p>
<p>ILT 14: Big Util Duration: 4 min Objective: The learner will identify five reasons to adopt and increase personal investment in physical and psychological safety.</p>	<p>WHY I WORK SAFE REVIEW (aka This is Why) – BREAKOUT GROUP Prep: Draw a hand on a flipchart to document examples of what we work for. Say: Recognize this? (We will be saying that a lot today.) Why do you work safe? It might be for the people, things, future plans in your life. You wrote down your top five things during the first eLearning module – if you printed it out and brought it in, great! If not – your reasons are probably easy to remember. Take a minute or so to remember and write them down on your placemat or RAS cards. Say: Let’s write some of the reasons YOU value safety, just to keep them handy as we move through the day. (Refer them to Reasons I value My Safety on placemat.) Do: Write their reasons on the flipchart.</p>

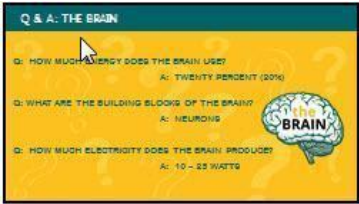
	<p>Click and Say: Remember, this safety effort isn't about protecting you FROM something, (Click) it's protecting you FOR something – you can also think of it as an investment, investing in these most important reasons. Let's take a look at the bigger picture.</p>
<p>ILT 15: Duration: < 1 min</p> 	<p>SAFETY CULTURE AT HOME VIDEO – BREAKOUT GROUP Say: After the break, we'll review the safety culture model. Say: This video is a humorous look at what happens if we don't take responsibility for our safety culture at home. Enjoy!</p>
<p>ILT 16: Duration 10 min</p> 	<p>BREAK TIMER – BREAKOUT GROUP Note: Clock winds down 10 minutes.</p> <p>Always use the timer and tell the participants exactly what time we will reconvene. Then always "stick to your word" and start back as soon as you said you will and the clock hits 00:00-even if not everyone is back. Don't wait for latecomers. This is important to establish this expectation from the first and every break or everyone will learn that you will wait for them...and each break will go over and the program will run over time.</p>
<p>eLearning</p>	<p>Module 2 – The Safety Culture Model M1 Slide 17 – Safety Culture Model We all know it is not one thing that creates safety. It is the result of everything we do. So we are going to explore a model that summarizes everything we do. This is the Safety Culture Model. Let's begin by examining what the word "culture" means, and how it relates to safety.</p>
<p>eLearning</p>	<p>Module 2 – The Safety Culture Model M1 Slide 18 – Culture Video Culture is defined as "the attitudes and behaviors of a particular social group." In other words, our culture at Big Util encompasses how we do things, what we value, and what we believe. V.O. SCRIPT: Our safety culture comes from everything we think, say, and do - every day - and can be a helpful or 'not helpful' investment for you, your team, and the entire organization. Investing in opportunities to improve our safety culture can help us solve challenges and prevent incidents, however, those same opportunities can also create enough momentum to transform, or shift, our culture.</p>
<p>eLearning</p>	<p>Module 2 – The Safety Culture Model M1 Slide 19 – Safety Culture Components Actions: Interactive components – perhaps pop-up descriptions of each?</p> <ul style="list-style-type: none"> • Environment: what you can touch and feel • Practices/Procedures: policies, procedures, rules, tailboard meetings, etc. • Person: what you bring to the table <p>V.O. SCRIPT: This model was developed by our colleague Dr. Scott Gellar (2001). He found that when any one aspect of the 3 components falter, an incident is more likely to occur. So, we need to invest in all three components to stay safe.</p>


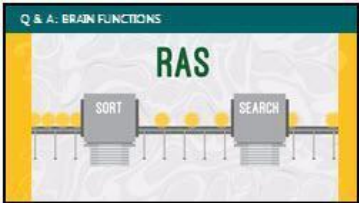
	<p>Click on each component to learn more. Which component or components do we typically focus on and where do we invest most of our resource in our safety culture? (practices, environment) Why? (It's easier to see and predict) This model identifies what you have to invest in to work safely, let's consider what can cause gaps that lead to safety incidents.</p>
<p>ILT 17: 3P Trainers Duration: 5 min Objectives: The learner will identify the three components of the Safety Culture Model.</p> 	<p>SAFETY CULTURE MODEL REVIEW – BREAKOUT GROUP Ask: Who recognizes this? What is it called? (Safety Culture Model.) (Gold Star!) Ask: And what is culture? (norms, values, beliefs) Say: Excellent. So, if our safety culture comes from everything we think, say, and do everyday – then it would make sense to invest in all three of these components: our environment, our people, and our practices and procedures in order to help solve challenges and prevent incidents. Remember: It's the small deeds that can create momentum and start a culture shift. That is why we are here today. Say: So, which of these components do we typically focus on? (Environment/Practices/Procedures) Ask: Which component do we rely on to manage the threats (People) Which component is the greatest contributor to incidents? (People) Ask: What percent of incidents do you think are caused by person component? (90) Click and Say: Over 90%! Think about that, we are our greatest strength to safety culture, and our greatest threat. Say: Let's talk about this. First, think of a personal incident you have had recently. It could be anything, an accident, a near miss – at work, at home. Then ask yourself, was this incident an error – or a violation?</p>
<p>eLearning</p>	<p>Module 2 – The Safety Culture Model M1 Slide 22 – Person Component Over 90%! The Person component causes about 91-96% of incidents resulting from poor decisions, visual misjudgment, operational errors, technique errors, and attitude. The flip side of that coin, of course, is that human judgement and decision making is therefore the greatest PREVENTION TOOL we have available. Yet we invest more in our practices, procedures and environment than the human element. The good news? We are the key to determining our safety outcomes!</p>
<p>eLearning</p>	<p>Module 2 – The Safety Culture Model M1 Slide 23 – Errors and Violations Anyone ever made a mistake or bended a rule? Welcome to being human. There are two types of causes that lead to safety incidents: An error is a mistake due to fatigue, stress or distraction. A violation is a choice not to follow procedure. Both of these can be managed by utilizing our most important safety equipment: Our brain. Let's take a look at an Big Util example of someone who deliberately chose a shortcut that led to a safety incident. (OR OTHER APPLICABLE)</p>
<p>ILT 18: 3P Trainers Duration: 2 min</p>	<p>ERRORS & VIOLATIONS REVIEW – BREAKOUT GROUP Say: Remember an error is a mistake due to fatigue, stress or distraction. A violation is a choice not to follow procedure. Both of these can be managed by controlling your brain.</p>


<p>Objective: The learner will identify the three components of the Safety Culture Model.</p> 	<p>Ask: Are any of you guilty of errors or violations? Of course we all are; we are human. But it is possible to control your brain so you work safely and don't commit an error or violation that leads to you getting hurt.</p> <p>Say: Does anyone want to share an error or violation? It doesn't have to be work-related. (sharing or share your own) Question: was the incident predictable or unpredictable?</p> <p>Say: By the way – that idea, that principle of understanding we are fallible human beings, is one of five error prevention principles currently being introduced by Big Util as a strategy for ensuring that this Person element is addressed on the job, so keep your eyes and ears open, as we will introduce more principles, as well as a specific error prevention tool, later in this training. Good information to have for this future error prevention training.</p>
<p>eLearning</p>	<p>Module 2 – The Safety Culture Model M1 Slide 20 – Two Types of Hazards Which of these can you PREDICT will be present in most days of your work? These incidents are what the Environment and Practices component of the Safety Culture Model manages - when we KNOW we will be encountering a hazard, we can put in place a control like a guard, a rule, fall protection, a policy. However - is every hazard known to you? Is there a chance an UNPREDICTABLE hazards can arise during the day? (Highlight unpredictable hazards) When you encounter a situation you don't have a rule for-something hazardous and UNPREDICTABLE happens, and that's when you engage the PERSON component of the model. If everything was always planned and predictable, then we would not need our brains, we would just need great tools and rules. Everyday, however, requires us to think, make decisions, solve problems, judge, learn and plan; sometimes by ourselves, sometimes with each other. That is why there are three components of the Safety Culture Model; it's not one OR the other, we need to invest in ALL THREE in order to manage both the predictable, and unpredictable parts of our day – at work and in our day-to-day life. Let's consider what we are doing well to manage hazards to stay safe and what hazards are a threat to our safety culture.</p>
<p>eLearning</p>	<p>Module 2 – The Safety Culture Model M1 Slide 21 – Strengths and Threats What are our strengths in managing hazards? ON SCREEN TEXT: Policies, procedures, training. Rules, respect, vehicles, tools, skills, fulfilment, meaning. V.O. SCRIPT: What element of the Safety Culture Model do you rely on to manage the threats (People) Which component is the greatest contributor to incidents? (People) What percent of incidents do you think are caused by person component?</p>
<p>ILT 19: Big Util Duration: 13 min Objective: The learner will identify the three components of the Safety Culture Model.</p>	<p>PREDICTABLE & UNPREDICTABLE HAZARDS REVIEW – TABLE TEAMS Ask: Let's review some predictable and unpredictable hazards and then tie everything together with an activity. (Flipchart) Which hazards can you PREDICT will be present in most days of your work? Say: So that is what the Environment and Practices components manage-when we KNOW we will be encountering a hazard, we can put in place a control; like a guard, a rule, fall protection, a policy. Ask: But not every hazard is known to us. Let's list some UNPREDICTABLE hazards next. (Flipchart) (traffic accident, natural disasters, fire?) Say: When you encounter a situation you don't have a rule for, something hazardous</p>

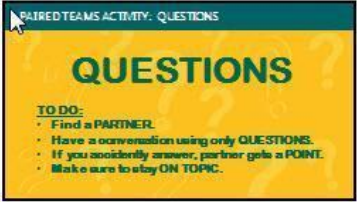
<p>ACTIVITY: PREDICTABLE AND UNPREDICTABLE HAZARDS</p> 	<p>and UNPREDICTABLE happens, and that's when you engage the PERSON component. Why? Because of the people and things that make your life meaningful, right? Your reasons for working safe, for living safe – the person component is all about making safe choices.</p> <p>Ask: And how many days per year, does something UNPREDICTABLE happen? (everyday!!!)</p> <p>Transition: Let's discuss the hazard that resulted in a safety incident, the video of the Miner we watched during eLearning.</p>
<p>eLearning</p>	<p>Module 2 – The Safety Culture Model M1 Slide 24 & 25 – Safety Story – The Miner</p>
<p>ILT 20: Big Util Duration: 5 min Objective: The learner will identify the components of the Safety Culture Model.</p> 	<p>MINER VIDEO DEBRIEF – BREAKOUT GROUP</p> <p>Do: Show the first still of the eLearning video and begin a general discussion.</p> <p>Ask: If anyone would like to give their overview of the video.</p> <p>Ask: What was the hazard? (if not given in overview, the hazard was an automation retrofit of the mechanical miner) Was this a predictable or unpredictable hazard? When did he think about the things that matter most to him? (during / after incident) What was his attitude? Where was his focus? Which led to what behavior?</p> <p>Say: We can manage our risks by thinking about all three components of the safety culture model. We can invest in our safety by thinking about why we work safe. reframe is all about controlling our brain, and understanding that all people are fallible because of our brain limitations.</p> <p>Say: Even the best – and this is key, as I'm assuming this gent was very good at his job – even the best people make errors. Understanding how and why errors occur is a first step toward effective error management, owning your safety and investing in your safety culture.</p> <p>Say: While this training is mostly about managing the Person component, we still recognize you have to be equally invested in your Environment and Practices/Procedures.</p> <p>Transition: Let's take a look at another incident, one that may be more relevant to an office environment.</p>
<p>eLearning</p>	<p>Module 2 – The Safety Culture Model M1 Slide 26 – Knowledge Check</p>
<p>ILT 21: 3P Trainers Duration: 10 min Objective(s): The learner will identify the three components of the ABR model.</p> 	<p>CASE STUDY: ALEX - BREAKOUT GROUP</p> <p>Prep: Handout the case study to each learner.</p> <p>Say: Before we start moving into the next section “The Brain,” let's take a look at one particular incident. This case study has three parts, each one focused on a different character. We're only going to read the first part now, the one focusing on Alex.</p> <p>Do: Have the group read part one (Optional: have one person from the group read the section out loud).</p> <p>Debrief: Ask How would you describe Alex's attitude? How is it impacting his behavior? What results is he likely to get? Does it seem like he's just having a bad day, or following a pattern of behavior? What are the gaps in the safety culture – practices, environment, person – that you see in this description of Alex's situation?</p> <p>Do: Review the group's responses.</p> <p>Transition: Say Time to review the brain.</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 3 – The Brain Apprenticeship</p>

	<p>We're going to dive into understanding a bit more about how this piece of machinery works right here.</p> <p>During our Brain Apprenticeship, you will learn how your brain works, why it works well sometimes and why sometimes it does not, and how you can get the most out of your brain every day.</p> <p>We'll learn about 3 functions of the brain and how they work together to keep you and the people around you safe.</p> <p>Without a full understanding of how our brains work, we might over rely on our environment and practices to keep us safe. Doing so leaves room for more errors and violations and ultimately, more incidents.</p> <p>Knowing how to reframe your brain on when it matters can prevent incidents.</p> <p>Understanding the control you have over what you think, feel, and do is more likely to keep you, your team, and your company safe.</p> <p>Let's begin our apprenticeship with a short video.</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 4 – The Brain Video</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 5 – Video Knowledge Check</p> <ol style="list-style-type: none"> 1. How much energy does the brain use? 2. What are the building blocks of the brain? 3. How much electricity does the brain produce? <p>Answers: 1. 20% 2. neurons 3. 10-25 watts.</p> <p>ON COMPLETION, ON SCREEN TEXT: Well Done! or Let's try that again!</p> <p>V.O. SCRIPT: Let's continue our brain apprenticeship, and dive deeper into some genetic realities in order to understand the limitations and benefits of our brain functions.</p>
<p>ILT 22: 3P Trainers Duration: 2 min Objective: The learner will identify three specific facts about the brain, and how its function affects thoughts, attitudes and behaviors.</p> 	<p>THE BRAIN REVIEW – BREAKOUT GROUP</p> <p>Do: Show the brain and pass it around the room (if available).</p> <p>Say: During this eLearning module, you learned how your brain works, why it works well sometimes and why sometimes it does not, and how you can get the most out of your brain every day.</p> <p>Say: You learned the three functions of the brain and how they work together to keep you and the people around you safe.</p> <p>Say: Knowing how to reframe your brain on when it matters can prevent incidents. Understanding the control you have over what you think, feel, and do is more likely to keep you, your team, and your company safe. And, once again, the main purpose of learning about the brain, is to understand its limitations. All people are fallible because of our brain limitations. Understanding how and why errors occur is the essential first step in effective error management.</p> <p>Ask: Who's ready for a pop quiz?</p>
<p>ILT 23: 3P Trainers Duration: 1 min Objective: The learner will identify the three primary functions of the brain.</p>	<p>THE BRAIN Q & A – BREAKOUT GROUP</p> <p>Say: Let's see how much you remember from eLearning, and then we'll try and prove these brain facts with some activities. (If they're stumped, tell them to go ahead and take a look at their placemats for clues.)</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. How much energy does the brain use? 2. What are the building blocks of the brain? 3. How much electricity does the brain produce? <p>Answers: 1. 20% 2. neurons 3. 10-25 watts.</p> <p>Say: Next, we are going to continue our review of the limitations and benefits of our brain functions and the impact it has on our safety.</p>

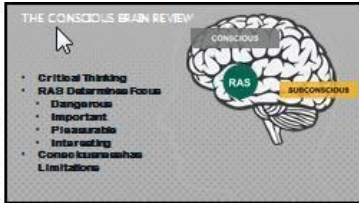
	
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 6 – Survival / Efficient</p> <p>For example, unlike a real power station, or network or computer or cell phone, our brain hasn't had any recent updates to it. We know our world is more complex, and the days of hunting and gathering are long gone; however, the genetic makeup of our brain today has not changed much from the brains of our ancestors.</p> <p>What were we worried about so long ago? Food. Shelter. Survival. (images) It was easier to see our threats when we were not focusing on complicated infrastructures and people.</p> <p>What do some other 'threats' look like today? (Electrical, speed, distractions, high population, complex technology, infrastructure, traffic). (image, collage)</p> <p>Because we are using the same brain our ancestors used, but our threats have become increasingly more complicated, our brains are challenged to know what to focus on for survival.</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 7 – Survival / Efficient</p> <p>Remember, how much of our bodily energy our brains use? (20%) So it only makes sense that it wants to do everything it can to conserve energy.</p> <p>It takes shortcuts to get the most reward for the least energy (sound familiar?).</p> <p>We conserve energy through habit formation, which can be a good thing. But if your brain does not use energy at the right times, your safety and survival could be compromised. In fact, when you expend more energy than you bring in, you die. The brain runs on electricity and we know that electricity always takes the PATH OF LEAST RESISTANCE!</p> <p>For example, have you ever been distracted while driving home from work and missed someone in your blind spot? That is because your brain was on autopilot, attempting to efficiently get you home.</p> <p>So then, how could this ancient genetic power station impact our safety in today's world? (images: may not see blind spots; try to do things quickly; create habits to do the job quickly).</p> <p>By understanding how our brains ADAPT and CONSERVE, and controlling our brain when we need more energy to see and manage threats; we can perform tasks more safely and invest in going home safe.</p> <p>Let's dig deeper into the way our brain functions and how it impacts safety.</p>
<p>ILT 24: 3P Trainers Duration: 1 min Objectives: The learner will identify the three primary functions of the brain.</p>	<p>BRAIN FACTS – BREAKOUT GROUP</p> <p>Say: Our brain uses so much of our body's energy (20%), we do everything we can to conserve – for example - through habit formation. This can be a good thing. Consider though, when habit formation is NOT a good thing – when driving, for example.</p> <p>Ask: How does this impact safety? (may not see blind spots; trying to multi-task; other bad habits?). Our brain is constantly asking "is it worth it?" and most of the time answers "nah."</p> <p>Ask: For example, have you ever been distracted while driving home from work and missed someone in your blind spot? How about this one – have you ever been on your way to a meeting someplace else after work, but because of habit – you headed toward home? That is because your brain was on autopilot, efficiently getting you home.</p> <p>Say: By understanding how our brains ADAPT and CONSERVE and by controlling our</p>

	<p>brain when we need more energy to see and manage threats, we can perform tasks more safely and invest in going home safe. Say: How about another pop quiz!</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 8 – Three Important Functions While our brain has many parts and functions, for the purposes of safety, we’re going to highlight 3 main functions:</p> <ul style="list-style-type: none"> • The Reticular Activating System, or RAS, is like a bridge or filter between all our sensory experiences and the other brain functions. • Conscious: our conscious brain is the critical thinking function that is engaged when our RAS determines something needs our focused attention: (I am scared, I feel threatened, I think this is important, I want to pay attention looks like fun, this is very interesting) • Subconscious: our subconscious brain is our autopilot that drives most of our day to day functions from getting out of bed in the morning to filling out our JHA day after day to eating and breathing. Without it we would not survive but sometimes being in autopilot makes us complacent. <p>Let’s look at these one at a time, starting with the RAS.</p>
<p>ILT 25: 3P Trainers Duration: 1 min Objectives: The learner will identify the three primary functions of the brain.</p> 	<p>3 FUNCTIONS OF THE BRAIN Q & A – BREAKOUT GROUP Ask: What are the three main functions of the brain? (Have them go ahead and take a look at their placemats if they need clues.)</p> <ul style="list-style-type: none"> • Conscious • Subconscious • RAS (Reticular Activating System): The RAS is like a bridge or filter between all our sensory experiences and the other brain functions. It simplifies our world by sorting and searching for what we should pay attention to. • Firstly, the RAS filters information based on certain criteria: Dangerous, Important, Pleasurable, Interesting. <p>Transition: We saw a good example of how that works during our eLearning...</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 9 – The Reticular Activating System What would your life be like if it had to pay attention to all the sensory information we could potentially experience in a day? (overwhelming) Luckily, your RAS (Reticular Activating System) is a small but mighty structure that simplifies our world by sorting and searching for what we should pay attention to. Like a reframeboard, your RAS filters information as it comes in and decides where it goes. It sorts incoming information based on a hierarchy and searches for answers to questions. It is a filter between your five senses and your brain, filtering out unnecessary information. It helps us prioritize and focus on what may threaten our safety, what is most important and what we need to pay attention to so we stay safe and enjoy life. Without it, your brain would shut down due to the overwhelming amount of information we are asked to pay attention to on any given day. Let’s look at the key functions of the Reticular Activating System.</p>
<p>eLearning</p>	<p>Module 3 – The Brain</p>

	<p>M2 Slide 10 – The Reticular Activating System</p> <ul style="list-style-type: none"> Your RAS works 24/7. It never rests. We receive millions of bits of information every second of our life. All of this data comes in through your senses (sight, smell, touch, hearing, taste) with 80% of data coming in through sight. The RAS decides what to pay attention to: based on two key functions: sorting and searching. We are going to look at both functions and how you can control those functions. Remember this program is all about controlling your brain. The first step is learning how to control your RAS so you pay attention to what is most threatening and important to help you work safely. <p>Let's start with the sort function of the RAS.</p>
	<p>Module 3 – The Brain</p> <p>M2 Slide 11 – RAS Sorts DIPI</p> <p>We know that, to survive, our brain has to focus and be efficient with energy. Our RAS is like the personal assistant that keeps us from spending energy on unnecessary things. And our RAS chooses what to focus on based on what we call DIPI (we even have an acronym to help your brain save energy). Our brain sorts information based on if the information is....</p> <p>Dangerous, Important, Pleasurable, or Interesting.</p> <p>This is the Hierarchy the RAS uses to filter and decide what we pay attention to- DIPI. If we think skydiving is more risky than rewarding, our RAS will focus on the dangers. If we skydive 20 times, would that hierarchy potentially change? Should it? This transformation from risky to rewarding is why performers practice, practice, practice! They want to get to the rewarding part!</p> <p>Think about DIPI on the job. How might these perceptions – over time - impact your safety? (you could spend less time assessing the risks before you jump because you are focused on the thrill).</p> <p>We know we can program our RAS to make things more rewarding. So the question becomes how do we make "safety" DIPI again? Let's take a look at a video that shows us an example.</p>
	<p>Module 3 – The Brain</p> <p>M2 Slide 12 – Video: DIPI in Action</p> <p>M2 Slide 13 – Video Debrief</p>
<p>ILT 26: 3P Trainers Duration: 2 min Objectives: The learner will explain the difference between the four DIPI criteria: Dangerous, Interesting, Pleasant or Important.</p> 	<p>D-I-P-I – BREAKOUT GROUP</p> <p>Say: So we know that our RAS sorts information based on certain criteria: Dangerous, Important, Pleasurable, Interesting – the Acronym: DIPI.</p> <p>Click and Say: Who remembers the Volkswagon video from eLearning? What did they do to make safety DIPI?</p> <p>Say: This is the Hierarchy the RAS uses to filter and decide what we pay attention to- DIPI. For example if we think skydiving is riskier than rewarding, our RAS will focus on the dangers. If we skydive 20 times, does that hierarchy potentially change? (yes, it can become more fun than fear over time). How might that impact your safety? (you could spend less time assessing the risks before you jump because you are focused on the thrill). Go ahead and update your placemats in the DIPI section.</p> <p>Say: The second function of the RAS is to search for answers to questions. Let's test this out:</p> <p>Optional Whole Group Activity (adds 1-2 mins)</p> <p>Ask participants to close their eyes and ask them a series of simple questions to demonstrate how their RAS sorts incoming info and searches for answers...What is that sound? Where are your hands? Can you feel your left foot? How many people were thinking about their left foot before I asked about it? RAS decided that info wasn't important until I made it important.</p>

	Resource: RAS - https://www.youtube.com/watch?v=QCnfAzAlhVw
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 14 – RAS Searches If I want to get information out of your brain, how would I do it? I would ask a question. The second function of the RAS is to search for answers to questions. It may not sound significant, but think about it: Your brain is hardwired to answer questions and it's these questions that can train your brain to filter and focus on what is DIPI. So, it's really important to ask good questions to get the most helpful answer. Remember, we choose which questions to ask. Good questions lead to good answers. Good answers to help keep us safe. It's that simple.</p>
<p>ILT 27: 3P Trainers Duration: 10 min Objective: The learner will explain what the Reticular Activating System (RAS) does.</p> 	<p>QUESTIONS ACTIVITY – PAIRED TEAMS Say: The second function of the RAS is to search for answers to questions. Let's test this out. Do: Everyone stand up and stand in pairs with someone NOT at your table. You will now be having a competition with them, to see who is able to keep a conversation going using only questions. Say: Here's the INSTRUCTIONS-you will have a conversation with your partner, made up ENTIRELY of questions. One of you will start with a question, then the other will respond ON TOPIC with another question, and you'll respond back with another question and so on. The trick is to stay ON TOPIC and NEVER answer the question except with another question. If you accidentally answer the question, a point goes to your partner and start again. Say: Let us demonstrate. [Facilitators demonstrate live; let the group begin, checking in with the pairs and catching them out if they are answering the question. After 2 minutes bring the group back together] Debrief: Who found that difficult? Why? Did you find yourself automatically answering the question out loud or in your head, even if you tried not to? Say: Your brain is hardwired to answer questions and questions can train your brain to filter and focus on what is DIPI. So, it's really important to ask it good questions to get the most helpful answer. We can choose what questions to ask our brain. Good questions lead to good answers that help us stay safe. Ask: For example, instead of asking, how can I get this task done as quickly as possible? What would be a better question to ask if your goal is to work safely and efficiently to get the work done? (what new hazards might I be facing today? Have I overlooked anything important? How can I find a better way to do this so we don't miss anything dangerous)?</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 15 – The Conscious Brain Let's see how much memory your conscious brain has. <<Memory Game>></p>
<p>ILT 28: 3P Trainers Duration: 3 min Objective: The learner will identify at least two limitations of</p>	<p>THE CONSCIOUS BRAIN – BREAKOUT GROUP Prep: Add flashlight image and "Conscious" to Flipchart. Say: The next important function of the brain is our conscious. (not conscience) Let's review the conscious first, then have a little fun with its limitations. Do: Refer to space on the PLACEMAT to take notes and the visual reference to the Conscious Brain. Say: Remember our conscious brain is the critical thinking function that is engaged</p>

conscious and subconscious brain function.



when our RAS determines something needs our focused attention: (I am scared, I feel threatened, I think this is important, I want to pay attention looks like fun, this is very interesting)

Click and Say: The brain’s conscious function is like a flashlight shining on what we need to be aware of and pay attention to.

Say: The sort and search functions of the RAS helps us control what our conscious brain needs to focus on.

Say: Because our conscious brain has limitations, prioritizing helps us act effectively and efficiently. Without it, we would not be able to focus on what matters.

Say: You experienced a sample memory test in your eLearning, let’s do a little more testing to see how limited our conscious brain really is!

ILT 29:

3P Trainers

Duration: 1 min

Objective: The learner will identify at least two limitations of conscious and subconscious brain function.



MEMORY CHALLENGE ACTIVITY – BREAKOUT GROUP

Say: So let’s see how much memory your conscious brain has.

I am going to flash 20 words for 30 seconds. Your job is to remember as many words as you can in those 30 seconds.

Put your pen on the desk and just focus your conscious mind on the screen up here and memorizing the words.

But have a piece of paper ready to write the words down.

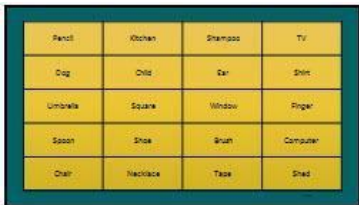
Do: show next slide. It disappears after 30 seconds.

ILT 30:

Big Util

Duration: 1 min

Objective: The learner will identify at least two limitations of conscious and subconscious brain function.



MEMORY CHALLENGE ACTIVITY – BREAKOUT GROUP

Note: You don’t need a timer the slide disappears automatically after 30 seconds.

Do: When slide disappears tell participants to grab their pens. Give the group about 60-90 seconds to write

Say: Write as many words as you can remember.

Say: Let’s check and see how you did. Pens down!

ILT 31:

Big Util

Duration: 3 min

Objective: The learner will identify at least two limitations of conscious and subconscious brain function.

MEMORY CHALLENGE ACTIVITY – BREAKOUT GROUP

Do: Show this slide and let the group check which words they recalled correctly

Say: I would guess that the class average is 7 because this is the AVERAGE NUMBER OF ITEMS WE CAN HOLD IN OUR ATTENTION-7. So we call our conscious capacity the 7 UNITS. Most people can hold about 7 simple or familiar items in their mind at any one time. But even having a simple conversation takes all our 7 units because we have to pay attention to the words, the body language, the tone, the meaning, what we are going to say next and so on. So 7 Units is the way we describe how much we can hold in our mind.

Ask: Who got between 5-9 words? Why do you think that is typical (7 units plus or minus 2) Did anyone get more than 9? If so what method did you use (chunking, stories etc.) If you got less than 5 is it possible that the activity was not DIPI for you so

Pencil	Witchan	Shampoo	Ty
Dog	Child	Ear	Shirt
Umbrella	Square	Window	Finger
Spoon	Shoe	Brush	Computer
Chair	Necklace	Table	Shed

your Conscious brain was not using all 7 units? Did anyone use a strategy to remember?

Debrief: So that was a memory test that may have overwhelmed your conscious brain, especially if you were distracted or felt pressured by the activity.

Ask: Do you ever feel pressured at work and unable to focus on the task at hand? It may be helpful for you to know that it is not about being smart or intelligent, it is about the limitations of our conscious brain and what we can do to control it to keep us safe!

Ask: How do you think this affects our Psychological Safety – our loved ones psychological safety? (stressed, cranky, forget anniversaries?) We'll be talking more about that during this workshop.

Say: So, again – how many things can we effectively focus our conscious brain on at any time? (seven) (Next slide.)

eLearning

Module 3 – The Brain

M2 Slide 16 – 7 Units of the Conscious

As we noted in the memory test our brains can attend to about 7 different pieces of information.

So we call our conscious capacity the 7 UNITS. Most people can hold about 7 simple or familiar items in their mind at any one time. But even having a simple conversation takes all our 7 units because we have to pay attention to the words, the body language, the tone, the meaning, what we are going to say next and so on.

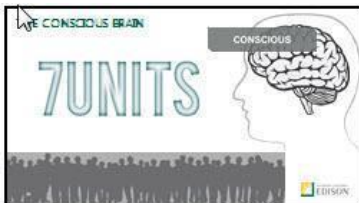
So 7 Units is the way we describe how much we can hold in our mind.

ILT 32:

3P Trainers

Duration: 2 min

Objective: The learner will identify at least two limitations of conscious and subconscious brain function.



7 UNITS REVIEW – BREAKOUT GROUP

Say: THE AVERAGE NUMBER OF ITEMS WE CAN HOLD IN OUR ATTENTION is 7 - 7 UNITS. Most people can hold about 7 items in their memory at a time.

- This makes effective multi-tasking impossible, as we tend to increase error rate, especially when tired, distracted, or stressed. (Remember, our brains prefer to conserve energy.)
- Whatever your 7 units are focused on – THAT is what is DIPI to you in that moment.
- We cannot split our units, we merely task reframe.

NOTES: *Make the connection to safety and psychological safety starting here.*

(New) Ask: How many of us have experienced this – being so busy with our seven units – whatever they are, they can be all consuming can't they? ...that we snap at our loved ones without thinking? I've done it....and apologized immediately after. Do you think this makes our loved ones feel safe during that moment? During that snap? If our conscious mind is filled with these 7 units, then it doesn't have the room to take care of our family, our team, our community – does it?

Say: Now that we know that our focus is limited, let's discuss a strategy we can use, that will help us in focusing our 7 units.




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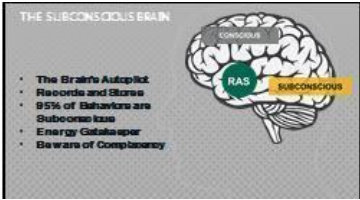
Module 3 – The Brain

M2 Slide 17 – Limitations of Our Conscious

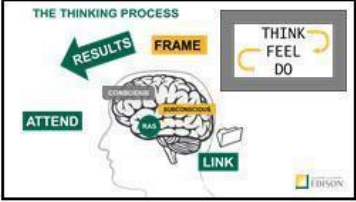

We do miss a lot of incoming information, and we may not see changes in our environment – especially slow changes over time.




However, there is an easy strategy you can use to keep your conscious brain focused on what is DIPI and it is all about one of the functions of the RAS- searching for answers to questions.


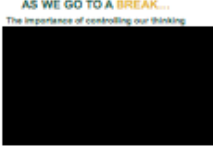
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 18 – What’s Important Now? More will be explained in class, however, right now the most helpful way to focus your attention when you need to, is to ask yourself the question: What’s Important Now? What’s Important Now is the most powerful question you can ask your RAS. When you’re distracted, WIN re-focuses your attention. Let’s do another knowledge check...</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 19 – Knowledge Check M2 Slide 20 – Action Plan DIPI/7Units</p>
<p>ILT 33: Big Util Duration: 2 min Objective: The learner will explain the difference between the four DIPI criteria: Dangerous, Interesting, Pleasant or Important.</p> 	<p>WHAT’S IMPORTANT NOW? – BREAKOUT GROUP Say: The most helpful way to focus your attention when you need to, is to ask yourself the question: What’s Important Now? What’s Important Now is the most powerful question you can ask your RAS. When you’re distracted, WIN re-focuses your attention. Ask: When you are at risk of being tired, stressed, or distracted; during safety moments, risky situations, driving, high pressure, rushing, would this be a good time to use the WIN question? The WIN strategy can be used over and over, you’ll see. Say: Keep this strategy in your back pocket, you may want to use it later on today. Let’s check out another video and take a break.</p>
<p>ILT 34: Duration: 1 min</p> 	<p>STAYING FOCUSED VIDEO – BREAKOUT GROUP</p>
<p>ILT 35: Duration: 10 min</p> 	<p>BREAK TIMER.</p>
<p>ILT 36: Big Util Duration: 15 min Objectives: Energize Group. The learner will identify at least two</p>	<p>FIZZ BUZZ ACTIVITY- BREAK OUT GROUP Safety Considerations: Ensure all participants have enough space to stand in a circle with no trip hazards present. Say: Next, we are going to play a simple counting game called FIZZ BUZZ. I need everyone to stand up and form a semi-circle and once we are set up I will give you the rules of engagement. Do: Get everyone to number off out loud until everyone has a turn (1, 2, 3, 4 ...)</p>


<p>limitations of conscious and subconscious brain function.</p> 	<p>Say: That was easy, now let's make this more interesting. When you get to 3 or a multiple of 3 you DO NOT say the number you say FIZZ instead. (3, 6, 9, 12)</p> <p>Say: When a mistake is made we will kindly ask you sit down and begin again from 1 until we end up with our FIZZ BUZZ champion.</p> <ul style="list-style-type: none"> •After one round, when we get to 5 or a multiple of 5 we will now say BUZZ. (5, 10, 15 20) •After one more round, when we get to a multiple of 3 and 5 we say FIZZ BUZZ. (15, 30) •Use the provided slide to guide the group. If it goes on too long hide the slide. <p>Do: Congratulate and Introduce the prize for the FIZZ BUZZ champion (if applicable).</p>
<p>ILT 37: 3P Trainers Duration: 5 min Objective: The learner will identify at least two limitations of conscious and subconscious brain function.</p> 	<p>SUBCONSCIOUS BRAIN REVIEW/FIZZ BUZZ DEBRIEF – BREAKOUT GROUP</p> <p>Ask: Knowing what you know now about your brain, why do you think FIZZ BUZZ can be so challenging? (we have limited attention – 7 units). Did you find yourself wanting to count the way you always do and not include Fizz or Buzz or Fizz Buzz? Why? (because it is easier, mindless)</p> <p>Click and Say: The third important function of our brain is the subconscious. Think of your subconscious as a folder on our brain's hard drive – where it records and stores a ton of information. Things like our skills, abilities, experiences. The subconscious is also the autopilot that drives most of our day to day functions from getting out of bed in the morning to driving to work day after day to eating and breathing. Without it we would not survive, however, sometimes being in autopilot makes us complacent.</p> <p>Say: That is why your subconscious is important, it goes into autopilot when it can to conserve energy.</p> <p>Ask: Do you remember (from the eLearning) what percentage of our behaviors and reactions are part of our subconscious? (95%) We actually save energy so we can use our precious 7 units consciously, on our priorities.</p> <p>Say: As our Energy gate keeper, the subconscious gives us energy to get up and go (or not). Like a 4 am wake-up call when we have to go to work. What is our energy then? Low. How about a 4 am wake-up call to go catch a flight to hop on a cruise? High. That's our subconscious at work, our database of experiences getting up for work are less DIPI than getting up early for a holiday!</p> <p>Say: Your subconscious can help you achieve the results you, your team, and your company want – in safety and in life. It can also hinder your safety and the results you want. We are going to explore both options and show you how to take control and think helpful thoughts!</p> <p>Notes: Be specific, make safety personal to each individual - how does subconscious relate? Are there things they do subconsciously that may be unsafe?</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 21 – The Subconscious</p> <p>The subconscious is the part of our brain that runs most of our daily activities, the things we have experienced before and habituated.</p> <p>When the brain experiences something over and over, the subconscious is your memory bank that stores your life experiences so you can repeat them again and again – your habits!</p> <p>Your subconscious can help you achieve the results you, your team, and your company want – in safety and in life. It can also hinder your safety and the results you want. We are going to explore both options and show you how to take control and think helpful thoughts!</p> <p>Let's begin with WHY the subconscious is so important!</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 22 – The Subconscious Video</p>

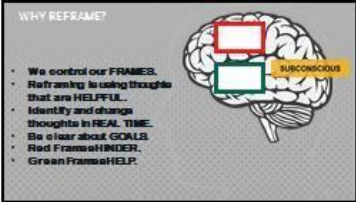

<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 23 – Video Debrief</p> <p>The subconscious is like a folder on our brain’s hard drive – where we store a ton of information. Things like our skills, our memories and experiences. It runs 95% of our day to day activities – from basic life functions, to our fight or flight responses and our habits.</p> <p>Our brains act as an Energy Gate Keeper, automating our learned behaviors and memories to save time and energy; boosting energy & response times when we need it, but mostly staying on auto-pilot.</p> <p>Because 95% of our behaviors and reactions are part of our subconscious, we actually save energy so we can use our precious 7 units consciously, on our priorities.</p> <p>Let’s put this all together and see how the three functions of the brain work together to drive our attitudes, behaviors and results.</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 24 – The Thinking Process</p> <p>Let’s look at how all the functions of our brain works together in the thinking process. Our brain does not experience the world exactly as it is, our brain must attach meaning to the things we experience.</p> <p>First, our RAS sends DIPI information to our Conscious. Once it is there, we pay attention to 7 Units of it. Remember, our brain needs to make meaning of everything.</p> <ul style="list-style-type: none"> • To make meaning of what we experience, we Link it to what is in our database in our subconscious, looking for similar or identical experiences to find meaning behind the experience. • If we don’t find something to link to –never been here before - we may be confused or intimidated and our conscious brain goes into overdrive trying to make sense of something new. • If we find something to link to because we have been here before, this drives our reaction to what we are experiencing- we call this a Frame – a frame of reference or a frame of mind. • Frames are made up of three parts 1) our thoughts, 2) our emotions, and 3) our actions. Frames are how our brain processes our world. We create them, they are our reality and drive our actions. • Each frame we have created (from before we are born) is stored in our brain via the wiring of our neurons-these are our habits. Over time, the brain uses these frames, this old wiring, to guide our actions without us having to think about it. This can help us or hurt us depending on our goals. • Sometimes these frames are helpful to our end goals, and sometimes they are not. We call helpful frames GREEN and unhelpful frames RED. For example, if my goal is to work safely for what I value, any Frames I have to support that goal are GREEN – I think wearing my PPE is important. Any Frames I have that hurt that goal are RED – I think production is more important than safety. <p>Let’s take this thinking process for a test drive.</p>
<p>ILT 38: 3P Trainers Duration: 2 min Objective: The learner will identify three specific facts about the brain, and how its function</p>	<p>THE THINKING PROCESS REVIEW – BREAKOUT GROUP</p> <p>Say: Let’s review how all the functions of our brain work together in the thinking process, then test it out with an activity.</p> <p>Do: Click through the slides while going through the process.</p> <p>Ask: What’s first?</p> <ol style="list-style-type: none"> 1. Our RAS sends DIPI information to our Conscious. 2. Once it is there we pay attention to it by putting our 7 Units on it.

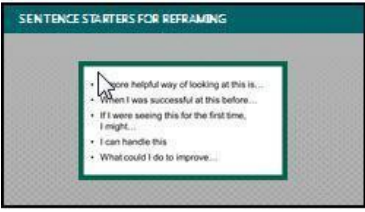

<p>affects thoughts, attitudes and behaviors.</p> 	<ol style="list-style-type: none"> Then to make meaning of everything, our brain links it to experiences, feelings, memories, beliefs - that we already have. (This is key.) Because, if we find something to link to because we have been here before, that pre-conceived experience, memory, feeling or belief will typically drive our reaction to the incoming information - we call this reaction a Frame – a frame of reference or a frame of mind. Again, these frames are made up of three parts 1) our thoughts, 2) our emotions, and 3) our actions. (Hence, think-feel-do.) Sometimes these frames are helpful to our end goals, and sometimes they are not. We call helpful frames GREEN and unhelpful frames RED. For example, if my goal is to work safely for what I value, any Frames I have to support that goal are GREEN – I think wearing my seatbelt is important. Any Frames I have that hurt that goal are RED – I think getting somewhere quickly is more important than safety. <p>Say: Any Questions? Don't worry, the next activity will help drive home this process...</p>
<p>ILT 39: 3P Trainers Duration: 10 min Objective: The learner will identify three specific facts about the brain, and how its function affects thoughts, attitudes and behaviors.</p> 	<p>THINK FEEL DO ACTIVITY – TABLE TEAMS Prep: Organize the content in piles so each table has the same numbers of think, feel, do cards. Say: In table groups your goal is to take the pieces of information we give you and identify. Break the group in to 4 groups-blue group, yellow group, green group and red group. Give them each a set of 27 statements to choose from, but let them know they only need three full statements using 3 components.</p> <ol style="list-style-type: none"> Task 1 of 2: SORT the statements in to three piles, THINK pile, FEEL pile, DO pile. HINT: a thought is something I say to myself, a feeling is a chemical reaction or emotion, a DO is an action is take or don't take. Go and check the tables, they are getting m any incorrect, confusing thoughts and feelings, so take this time to coach them. Once all of the tables are done with this task and they are correct, move on to task two. Create frames that make sense and in this order: think-feel-do You have 5 minutes ready set go. (Do round robin, one example per table.) <p>Debrief: The key point: What is the difference between what we think, what we feel and what we do. The key point is that what we THINK drives what we FEEL. And what we FEEL drives what we DO. Frames all start with what we think. Say: Now that we are clear on the parts of our frames, I want to share one more concept with you that feeds our frames.</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 25 – The Thinking Process – GIGO Sometimes our thinking helps us get the results we want. Sometimes it does not. This is known as GIGO. GIGO is a software programming principle that shows if we put good code in, we get good program out. If we put garbage in, we get garbage out. For example, you are operating in storm season. If your thought is- I need to be extra careful today- what are you more likely to focus on? What are you more likely to do? (be safe) What if your thought is: This storm is no big deal, I have seen worse. What are you likely to focus on or do? (getting things done instead of being extra careful and looking for additional risks or hazards) That is the power of GIGO, if your thinking is helpful to your goal to work safe, your Frames will be Green and support that goal. If your thinking is not helpful to your goal to work safe then, your Frames will be Red and they will hinder your goal to work safe.</p>
<p>ILT 40: 3P Trainers</p>	<p>GIGO PROGRAMMING REVIEW – BREAKOUT GROUP Ask: Who remembers this acronym from eLearning modules? GIGO</p>


<p>Duration: 2 min Objective: The learner will analyze the process of thoughts and feelings leading to potentially unsafe behaviors.</p> 	<p>(The software programming principle of Garbage in, Garbage out or good code in good program out.) Say: The power of GIGO is, if your thinking is helpful to your goal to work safe, your frames will be green and support that goal – hence, Green Frame thinking. If your thinking is not helpful to your goal to work safe then, your frames will be red and they will hinder your goal to work safe, resulting in Red Frame Thinking. Say: Computers do not care if the objective is positive or negative, right? They don't have the power of judgment – yet. The computer only cares about the data going in (your frame), in order to generate data going out (the outcome, your goal). Say: When you take a step back to think about it, our brains are pretty similar, aren't they? Let's recap.</p>
<p>eLearning</p>	<p>Module 3 – The Brain M2 Slide 26 – Knowledge Check</p>
<p>ILT 41: 3P Trainers Duration: Objectives: The learner will identify at least three techniques used in framing, reframing and analyzing their locus of control.</p> 	<p>FRAMES AND GOALS – BREAKOUT GROUP Ask:</p> <ul style="list-style-type: none"> • What are Red and Green Frames? (Green frames help you to reach a goal – good in, good out. Red frames hinder you from reaching a goal – garbage in, garbage out.) • If you were on a journey, how would you feel if you hit a series of red lights? That is what red frames do...they slow your progress toward your goals. Red and Green frames depend on your goal. They DO NOT care if that goal is positive or negative <p>Say: your goals need to be supported with good thinking – helpful Frames are Green because they help your goals. If we are aligned as a company on our safety goals, we can support those goals with good thinking and questions that support Green Frames and help us achieve our goals. NOTE: Many will want to associate green with “positive thinking” and red with “negative thinking.” This is inaccurate. Frames are not good or bad or positive or negative, they are green or red based on whether our thoughts drive feelings and actions that HELP achieve our GOAL or not. What could be considered a "positive thought" e.g., "I'm going to win the lottery, I'm a lucky person" could actually be a red frame because it fuels hoping and wishing you will get rich to fund your retirement and waiting for luck to fill your bank account, but also means you didn't plan or save in your early years, possibly leaving you penniless in retirement!</p>
<p>ILT 42: Big Util Duration: 5 min Objective: The learner will differentiate between green and red frames of thought.</p> 	<p>OUR SAFETY FRAMES – BREAKOUT GROUP Ask: Let's get some clarity. Do we have Red Frame Thinking at Big Util? (yes) Anyone ever think that “I work in the office, what can happen here?” what feelings do those thoughts generate? What actions? Do they help/hinder my ability to reach my goal? Say: That depends! If my goal is to work safely and enjoy my future and freedoms, then we exist in the red frame, because it would not make sense to say and think these things with the goal of working safely. And conversely, if my goal is to maintain the status quo, and to take the easiest path, then continuing that line of thinking (I'm safe enough, I've never had an accident, ignoring suggestions), you would have green frames, but it would be contrary to the goals here at Big Util. Say: Give more examples of Red Framed Thinking, like "safety is just good luck or bad luck", "the company is in charge of my safety", or "we only follow rules to stay out of trouble." Ask: How about examples for Green Frames? Say: We have an activity to help you invest in your Safety Culture with Green Frames and Good programming. Let's take a look.</p>
<p>ILT 43:</p>	<p>CREATE A SAFETY GOAL – SOLO</p>


<p>3P Trainers Duration: 5 min Objective: The learner will identify two examples of green and red frames of thought.</p> 	<p>Say: On your PLACEMAT there is a spot to create a safety goal. <<Note: Refer to the threats to our safety culture we documented earlier today for ideas if helpful.>> Identify a goal, then Frame it with a Green Frame that supports your goal. What do you need to think, feel and do to make this happen? Debrief: Ask for a couple of examples. Say: Time for lunch!</p>
<p>ILT 44: Duration: 1 min</p> 	<p>BREAK VIDEO SAY: We have been talking a lot about controlling our brain so we think in helpful ways. Here is an example of how stress can get in the way of staying focused and finding the right information when you need it!</p>
<p>ILT 45: Duration: 30 min</p> 	<p>LUNCH TIMER 30 minutes for lunch. Remind learners to be back on time!</p>
<p>ILT 46: 3P Trainers Duration: 10 min Objective: The learner will demonstrate how to reframe at least one red frame to green.</p> 	<p>CASE STUDY: BLAKE – BREAKOUT GROUP Say: Let’s revisit the case study we started earlier in the day. This time we’ll take a look at Blake. Do: Have the group read Blake’s section of the case study. (Optional: ask someone in the group to read the section out loud.) Debrief: Ask Is Blake creating any potential gaps in the Safety Culture? What attitudes and behaviors does she own in this situation? What are Alex’s and Blake’s Red Frames? What are they THINKING, how do they FEEL and what do they DO as a result? How would you Reframe to a Green Frame? What would you THINK FEEL DO in a Green Frame? (Optional: What about Alex in the first part of the case study? This is called their “50 %,” and we will discuss further later today. For both characters, what is DIPI to them? What’s taking up their 7 Units?) Do: Review the group’s responses. Say: Nice work! Let’s keep moving!</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 1-3 – Introduction When we realize we are thinking and reacting in ways that hinder our goals, we can change our Frames and our thinking. Understanding what is in our control and where we have influence can help us make better choices by reframing in more helpful ways. When our thinking and actions are in line with our goals, were more likely to get the results we want in safety and in our life.</p>

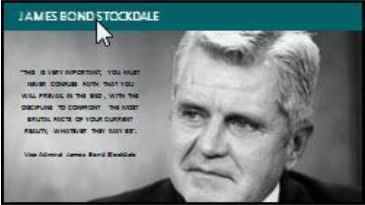
	<p>How's your thinking working for you? If you find that every thought you have is helpful, keep doing what you are doing! If there are times when your thinking is unhelpful, the following tools can help you recalculate when needed and get back on track.</p> <p>First, let's learn a bit more about the brain...</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 4 & 5 – Neuroplasticity Video & Debrief</p>
<p>ILT 47: 3P Trainers Duration: 2 min Objectives: The learner will demonstrate at least one technique used in framing, reframing and identifying their locus of control.</p> 	<p>BRAIN TOOLS INTRODUCTION – BREAKOUT GROUP</p> <p>Ask: Now that we've reviewed some things about how our brain works, let's review ways we can reprogram the attitudes, behaviors ... and thus, "Results" that keep us from reaching our goals. We call them "Brain Tools."</p> <p>Say: Question for you. We're all adults here, have our brains finished growing? "Welp – we hit puberty, so no more growing – everything is fixed." Even our thinking? No, of course not. Who can describe how our brains can change thought processes based on the video from our eLearning? Is there a specific term that comes to mind? (neuroplasticity)</p> <p>Say: Neuroplasticity. Scientific proof that we can rewire our brains so that our thought processes serve our own goals.</p> <p>Say: So then, it is logical to assume that when we realize we're thinking and reacting in ways that hinder our goals, we can remember to change our Frames and, thus, our thinking.</p> <p>Say: Additionally, understanding what is in our control and where we have influence can help us make better choices by reframing our thoughts in more helpful ways. Knowing that we, at all levels of the organization, are accountable and empowered! We're empowered to prevent undesired events, and we understand that each of us is in control of what we think, say and do – this is crucial to being safe. (That's another Error Prevention Principle. See how I did that?)</p> <p>Say: If there are times when your thinking is unhelpful, there are two tools that can help you reframe when needed and get back on track: managing our Frames and our Locus of Control. Let's look at reframing first.</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 6 – Reframing</p> <p>Let's look at some tools that help reframe thoughts so they're in line with making safety, DIPI.</p> <ul style="list-style-type: none"> ● Life is experienced based on our frames. So if we are constantly choosing red frames, our life experience may not be working so well. If we have Red Frames around safety, we may get hurt. The good news is, we made the frames in the first place, so we can change them. We have the ability to control our frames therefore we have the ability to control how we experience our lives. ● Reframing is about choosing green frames, rather than red frames. Reframing is also about moving from unhelpful thinking to helpful thinking. ● It has to start with identifying unhelpful thinking when it happens and changing your thoughts to something more helpful in real-time. ● When our thinking and actions are in line with our goals, we are more likely to get the results we want in safety and in our life. ● Having a clear idea about what we want or how we want things to be different is essential for developing a more helpful frame. ● Having a more helpful frame will help you get what you want from life, not just your safety but your career, your relationships, every life experience.

<p>ILT 48: 3P Trainers Duration: 2 min Objective: The learner will provide one example of how thoughts and feelings can lead to potentially unsafe behaviors.</p> 	<p>WHY REFRAME – BREAKOUT GROUP Say: Life is experienced based on our frames. So if we are constantly choosing red framed thoughts, our life experience may not be working so well. If we have Red Frames around safety, we may get hurt. The good news is, we made the frames in the first place, so we can change them. We have the ability to control our frames therefore we have the ability to control how we experience our lives. Say: Reframing is about taking red framed thoughts, and reframing them as green. Reframing is also about moving from unhelpful thinking to helpful thinking. Say: It has to start with identifying unhelpful thinking when it happens and changing your thoughts to something more helpful in real-time. Say: Having a clear idea about what we want or how we want things to be different is essential for developing a more helpful frame. Ask: So, to review: what is the connection between goals and Frames (Red Frames hinder your goals, Green Frames help your goals). Ask: Does this mean we all have to be positive thinkers? (No it means we have an opportunity to program good thinking and control our frames so they support our goals. It is about helpful thinking if it is Green, not helpful if it is Red) Say: Let’s see an example of how this works.</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 7 – Why Reframe What is the connection between goals and Frames (Red Frames hinder your goals, Green Frames help your goals). Does this mean we all have to be positive thinkers? (No it means we have an opportunity to program good thinking and control our frames so they support our goals. It is about helpful thinking if it is Green, not helpful if it is Red) Let’s take a look at how to reframe.</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 8 – How Reframing Works We have the most control over our frames when we are in the thinking phase. Because once we are at the feeling stage, we have created a neurochemical reaction that is hard to stop. So our reframing starts with our thinking. Naturally, we choose red frames because they are the path of least resistance. Let’s look at an example (a short video with avatars). Ok, now it’s your turn to try it out...</p>
<p>ILT 49: 3P Trainers Duration: 1 min Objective: The learner will demonstrate how to reframe at least one red frame to green.</p> 	<p>HOW REFRAMING WORKS – BREAKOUT GROUP Say Having a more helpful frame will help you get what you want from life, not just your safety but your career, your relationships, every life experience. Say: This is the same BIGUnario from the eLearning, so we’ll move quickly through this. Do: Walk through reframe example (on the slide). Remind learners that we tend to choose red frames because they are the path of least resistance. Say: Let’s take a look at some helpful phrases for reframing, then we’ll team up and practice!</p>
<p>ILT 50: 3P Trainers Duration: 1 min Objective: The learner will demonstrate at least one</p>	<p>SENTENCE STARTERS FOR EFFECTIVE REFRAMING – BREAKOUT GROUP Say: So, if faced with a similar situation in the future, how might you reframe in real time? These sentence starters can help you structure your thinking so you can respond effectively to red frame thinking. Say: Starting from the “Do” and working backwards can sometimes be easier.</p>


<p>technique used in framing, reframing and identifying their locus of control.</p> 	<p>Remember, your goal is safety citizenship. Frames are your perspective. They are not the truth – they are YOUR truth. So, choose yours wisely and create one that you will believe!</p> <p>Say: Let’s practice reframing with your team...</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 9 – Reframing Practice Reframing is a skill that you can practice in your head when you notice you are having red frames, or out loud during red frame conversations/situations. Take a look at each red frame thought, and reframe it with a green framed response.</p>
<p>ILT 51: 3P Trainers Duration: 5 min Objective: The learner will demonstrate how to reframe at least one red frame to green.</p> 	<p>SPEED REFRAMING ACTIVITY - TABLE TEAMS</p> <p>Say: Here’s the BIGUnario: “You are working late during a storm warning, answering calls from irate customers about downed power lines. You should've been home over an hour ago.</p> <p>You're feeling tired after a long day and frustrated that you're expected to continue working. You think to yourself, "Every call is the exact same problem, it's obviously storming outside - we'll get to it when we get to it."</p> <p>You continue answering the calls, despite being angry, distracted and unfocused.”</p> <p>Do: Give table groups 2 minutes to reframe then take 3 minutes to debrief and hear a couple of examples. Remind them it is about the goal (on the slide); your Frames are Green if they support your goal.</p> <p>Debrief/Say: What does this mean for our safety culture here at Big Util? If we have the ability to reframe our thinking so that it supports our personal, and our team’s safety goals here at Big Util? What happens if and when we don’t reframe?</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 10 – Phrases to Reframe Your Thinking These sentence starters can help you structure your thinking so you can respond effectively to red frame thinking. Remember, your goal is safety citizenship. Frames are your perspective. They are not the truth – they are YOUR truth. Feel free to choose one that you can use whenever you need it. Let’s practice reframing some more red frames using these phrases.</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 11 – Reframing Activity Consider situations you could reframe to support your safety goals either at home, or at work. Then “re”frame the red frames below with the green frames on the right. Utilize the following phrases for the red frames:</p> <ul style="list-style-type: none"> • Why do we need to be safer • Why should I change • It’s not my fault it’s management- contractors • You don’t know how to do my job don’t tell me what to do • Things will never change


	<ul style="list-style-type: none"> • Where is that written down • Stuff happens • Safety only matters when it doesn't impact productivity <p>Utilize the following phrases for the green frames:</p> <ul style="list-style-type: none"> • A more helpful way of looking at this is... • When I was successful at this before... • If I were seeing this for the first time, I might... • I can handle this • What could I do to improve... <p>V.O. SCRIPT: Do any of those red frames sound familiar?</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 12 – Frames & Our Safety Culture</p> <p>When we have red frames, it doesn't matter how good our environment or practices are. Think of a Red Frame that impacts your practices or environment. No matter how many rules and regulations we come up with it is the person who has the Frame that either helps or hinders whether or not that rule or regulation is followed.</p> <p>That is why we focus on the person component, and the frames we create, about safety.</p> <p>Let's dive a bit deeper into the person component, to investigate how and why framing has such a huge impact on our day to day lives.</p>
<p>ILT 52: Big Util Duration: 1 min Objective: The learner will provide one example of how thoughts and feelings can lead to potentially unsafe behaviors.</p> 	<p>HOW RED FRAMES IMPACT SAFETY CULTURE – BREAKOUT GROUP</p> <p>Say: If we have red frames, it doesn't matter how good our environment or practices are.</p> <p>Ask: For example of a Red Frame around work safety that impacts our practices or environment (It has nothing to do with me, safety training takes up so much time).</p> <p>Say: No matter how many rules and regulations we come up with it is the person who has the Frame that either helps or hinders whether or not that rule or regulation is followed.</p> <p>Say: That is why we focus on the person component and the frames we are making about safety. Up next, a more in depth look at the person component, and someone who was able to reframe his thoughts and attitudes in order to survive.</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 13 – Locus of Control</p> <p>Where is the control in your life located? When things aren't going well, is it up to you to make a change or is it up to other people?</p> <p>The word "Locus" is Latin for 'a place where something is situated or occurs,' and "Control" – means to exercise influence or have power over someone or something. In this case, that someone is you, yourself. We're talking about taking control over your life.</p> <p>The goal of reframe centers on this action - to transition / or reframe - from letting external forces control your thinking to owning and controlling your thoughts. That's internal control- you own it!</p> <p>When our thinking and actions are in line with our goals (ILOC), we are more likely to influence what we can and control our thinking to get the results we want in safety and in our life.</p>



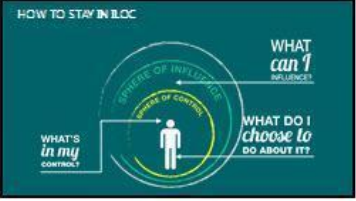
	<p>If you find yourself in victim mentality – thinking things like “it isn’t up to me, nothing I can do about it” you are likely never going to achieve your life goals, and that certainly can affect your safety! Let’s walk through this brain tool but first, let’s hear a story.</p>
<p>ILT 53: 3P Trainers Duration: 1 min Objective: The learner will identify the four things in their locus of control.</p> 	<p>LOCUS OF CONTROL REVIEW – BREAKOUT GROUP Ask: What does Locus mean? (Latin for place where something is situated or occurs.) And Control? (Exercise influence or have power over you. In this case, we’re talking about taking control over your life.) Say: We will walk through this brain tool but first I want to share a story with you about a legend who had a strong internal locus of control that saved many lives.</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 14 – The Twins’ Story We all have red ELOC frames (External locus of control) and green ILOC frames (Internal locus of control). Where we believe control is in our life influences are conscious thoughts. Like our heartrate, this belief often operates automatically without us even thinking about it. It’s with us all the time, influencing how we think, what we feel, and what we do. We tend to default to one or the other and will shift between the two depending on the situation we are in. But we cannot operate from both at the same time. External frame – like a cork in the ocean. If your goal is to get to land, what do you rely on to get to your goal? Everything but the cork – tides, waves, etc. Internal locus of control – master of own ship – I am in control of where I want to get to in life. An internal locus of control is a belief that control for a situation lies inside you. An external locus of control is a belief that control for a situation lies with someone or something else – a victim (e.g., I blame my boss for hating my job). We also can believe that one thing is in our control and another situation is not. Which frame do you choose most often? Imagine that there is a set of identical twins, they grow up together, but for some reason they see the world very differently, and think very differently. Both twins are born into and grow up in a troubled home. Dad was sent to jail when they were young and raised by a single mom who worked a lot to make ends meet. Psychologists were studying identical twins and interviewed each. The first was in jail, a drug addict and on death row. The second was running his own business and had a devoted family. When asked “why do you think you have turned out the way you have,” both responded with the same answer: “With a father like mine, how could I end up any other way?”</p>
	<p>Module 4 – Brain Tools M3 Slide 15 – Twins ILOC/ELOC Debrief How would these two identical, but very different, people approach safety in the workplace? So it comes down to how we think about safety – and how we think about life – ultimately it is how we use our brain which decides the results we get. <<Action: Select phrases you may hear from Twin One, and Twin Two. >> (Use the following to build phrases.)</p>

	<p>TWIN ONE <i>Blames others for outcomes</i> <i>Owens no portion of responsibility</i> <i>Focuses only on what's wrong with a situation</i> <i>"Why does this always happen to me?"</i> <i>"It's not my fault – there's nothing I could have done differently"</i> <i>Sees that the control over their life is EXTERNAL to them, in the hands of other people, circumstances or chance</i></p> <p>TWIN TWO <i>Considers and owns what they may have contributed to an outcome</i> <i>Takes control of their life</i> <i>Lives by decisions they make and learns from mistakes</i> <i>"How could I do things better next time?"</i> <i>"What can I learn from this"</i> <i>"What are the positives here"</i> <i>See that the control over their life is INTERNAL to themselves, that regardless of what other people do to them or what circumstances come their way, they are in control of their own RESPONSE.</i></p>
<p>ILT 54: 3P Trainers Duration: 7 min Objective:</p> 	<p>STOCKDALE STORY – BREAKOUT GROUP Story: Highest ranking US naval officer during the Vietnam War:</p> <ul style="list-style-type: none"> •Shot down during bombing run toward start of war. Taken prisoner by Vietnamese in Hanoi Hilton •When he first got there, he noticed prisoners wouldn't look him in the eye. He asked why and heard they had just been tortured and given up information and they were ashamed they gave up information about our country. •Recognized his fellow prisoners were giving control of their fate to others so he influenced them to think in ways that saved their lives. •We know we are going to be tortured. From now on, tell the men to hold on for 1 minute and not give up any information. Decide in advance what information they will give up and nothing more. <p>Ask: What is he giving them with that tool? (Sense of control in otherwise uncontrollable situation)</p> <ul style="list-style-type: none"> •Stockdale also knew they had to eat to survive so he framed the maggots in the bowl as protein •Must exercise. Stay fit and healthy because next time malaria comes through, the goal is to be as fit and healthy as possible to survive and get home to their families •Morale improved and Vietnamese recognized it, so they put him in solitary. •Wife petitioned Red Cross to get involved because of Geneva Convention breaches. •They chose healthiest prisoner – Jim. All you have to do is tell them how well you've been treated. They come back to get him 30 mins later, he had cut himself up. They managed to clean him up and took him to Red Cross. In meantime, he pummeled himself with a stool leg. Red Cross saw it and intervened – credited with saving 1000s of lives. •Jim Collins interviewed him for the book <i>Good to Great</i>: What personality types didn't make it out of the camps? They were the optimists. They always said the war would end and we'd be free. War would end by next Easter. Easter would come and go. They blind faith in war ending, instead of looking after selves. Eventually they gave up. Stockdale paradox: you must never confuse faith that you will prevail in the end, with the discipline to confront the most brutal facts of your current reality, whatever they may be. <p>Ask: So where is YOUR Locus of Control Located?</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 16 – ELOC Overview As you may have noticed, there are two dominant Frames around our Locus of</p>

	<p>Control. The first one is ELOC or External Locus of Control. If you are stuck in a red ELOC frame, you believe you are not in control of what you think, feel, say or do. Have you ever said: “You are making me very angry?”</p> <p>Call out some of the common ELOC thinking (use with pop – ups or thought bubbles?)</p> <ul style="list-style-type: none"> • It’s his/her fault • They are to blame • They make me poor • I’m just not good at that sort of stuff • Traffic “makes me” mad • I have to • I have no choice • This always happens • It’s luck, fate • It will never work • I’m a victim of circumstance • There’s nothing I can do • ...McDonalds makes me fat...the government makes me poor....my spouse makes me unhappy...my kids make me crazy....etc. <p>Feeling:</p> <ul style="list-style-type: none"> • Hopeless • Helpless • Angry • Anxious • Fatalistic • Victim • Under Attack <p>Actions:</p> <ul style="list-style-type: none"> • Wait • Procrastinate • Blame • Give up <p>What do we know about how these thoughts affect our health, life, relationships, work and safety?</p> <p>Say: Let’s consider the impact being in ELOC has on you and your safety.</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools</p> <p>M3 Slide 17 – ELOC Research</p> <p>People who default to ELOC frame tend not to have power to influence incidents. Even if there was nothing to complain about, they’d probably complain about that! (Click to reveal research results.)</p> <p>Think about a time when you have worked with someone who tended to be ELOC most of the time.</p> <p>EXPAND: What was it like? How did you know they were ELOC? What were their results?</p> <p>The flip side of ELOC is ILOC. Possessing an Inner locus of control.</p>
<p>ILT 55: 3P Trainers Duration: 3 min Objective: The learner will identify the four things in their locus of control.</p>	<p>ELOC DESCRIPTION – BREAKOUT GROUP</p> <p>Ask: Does this look familiar? (eLearning) What are some common phrases that ELOC, Individuals with an external locus of control will think, or feel or say? We all know someone!</p> <p>It’s his/her fault</p> <ul style="list-style-type: none"> • They are to blame • They make me poor • I’m just not good at that sort of stuff • Traffic “makes me” mad • I have to • I have no choice

	<ul style="list-style-type: none"> • This always happens • It's luck, fate • It will never work • I'm a victim of circumstance • There's nothing I can do • ...McDonalds makes me fat...the government makes me poor....my spouse makes me unhappy...my kids make me crazy....etc <p>Feeling:</p> <ul style="list-style-type: none"> • Hopeless • Helpless • Angry • Anxious • Fatalistic • Victim • Under Attack <p>Actions:</p> <ul style="list-style-type: none"> • Wait • Procrastinate • Blame • Give up <p>Ask: Does the research tell us that people who default to ELOC frame are powerful influencers? (No.) The flip side of ELOC is ILOC. Possessing an Inner locus of control. Who knows someone that possesses the qualities of a person with an ILOC? What do you think are some of their characteristics?</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 18 – ILOC Overview</p> <p>On the other hand, we have the ILOC frame. What was Twin Two's ILOC Frame? The Green ILoC frame isn't about having a better life, it's about possessing a different perspective about it.</p> <p>Thinking:</p> <ul style="list-style-type: none"> • I can • I choose to • My choice is • Traffic can frustrate me if I let it • I'm not good at that stuff...yet • This sometimes happens • My contribution is <p>Feeling:</p> <ul style="list-style-type: none"> • Focussed • Motivated • Energized • Determined • Calm <p>Action:</p> <ul style="list-style-type: none"> • Make a plan • Change course when the plan changes • Double down on effort • Try new ideas • Persist • Look to themselves first for accountability and responsibility <p>...and if this is the framing habit, then how do you imagine they affect our life, health, relationships, and work? And I'm sure you won't be surprised by the impact ILOC Frames have on our safety.</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 19 – ILOC Research</p>

	<p>People who default to an ILOC frame tend to be happier, healthier, have better relationships, persist in tough situations, and do well when there are high demands. ILOC's have "controlled luck," in that they create their own luck. (Click to reveal research results.) Think about a time when you've worked with someone who tended to be ILOC most of the time. EXPAND: What was it like? How did you know they were ILOC? What were their results?</p>
<p>ILT 56: 3P Trainers Duration: 3 min Objective: The learner will identify the four things in their locus of control.</p>  <p>The image shows a slide titled 'INTERNAL LOCUS OF CONTROL - ILOC' with a sub-header 'ILOC Research Results'. It lists four bullet points: 'I can', 'I choose to', 'This happens sometimes', and 'Focused, Motivated, Determined'. A circular logo with a person icon is also present.</p>	<p>ILOC DESCRIPTION – BREAKOUT GROUP Say: The ILOC frame. What was Stockdale's ILOC Frame? (I think I have choices here, I can take control of my thinking about torture and maggots and exercise and isolation and the Red Cross). How did that make him and the other prisoners feel? (I'm in control, I can keep myself safe to the best of my ability even though I am facing these brutal realities). What behaviors does that lead to? (Focusing on their reaction, doing what they could to survive) What results did that create? (They survived and went home) Say: The Green ILoC frame isn't about having a better life, just a different perspective about what life presents: Thinking: <ul style="list-style-type: none"> • I can • I choose to • My choice is • Traffic can frustrate me if I let it • I'm not good at that stuff...yet • This sometimes happens • My contribution is Feeling: <ul style="list-style-type: none"> • Focused • Motivated • Energized • Determined • Calm Action: <ul style="list-style-type: none"> • Make a plan • Change course when the plan changes • Double down on effort • Try new ideas • Persist • Look to themselves first for accountability and responsibility ...and if this is the framing habit, then what results tend to happen in life, health, relationships, work and safety? Say: You won't be surprised by the impact ILOC Frames have on our safety. In fact, ILOC frames can change lives, organizations, operations, and even, the world. It's one of the error prevention principles you'll be hearing more about at Big Util: that WE, at all levels of the organization, are accountable and empowered to prevent undesired events; and that TOGETHER, we can improve processes and priorities, as well as influence each other's behaviors every day.</p>
<p>ILT 57: Duration: 1 min</p>	<p>BREAK VIDEO Say: Check out this helpful safety reframe, and when you get back from break– we will put our ELOC and ILOC Frames to a test...</p>

<p>AS WE GO TO A BREAK...</p> <p>A helpful safety reframe</p>  <p>Image by What's Good?</p>	
<p>ILT 58: Duration: 10 min</p> 	<p>BREAK TIMER</p>
<p>ILT 59: 3P Trainers Duration: 10 min Objective: The learner will identify the four things in their locus of control.</p> 	<p>HOW TO STAY IN AN ILOC FRAME – BREAKOUT GROUP/SOLO</p> <p>SAY: Like Stockdale/The Twins, life handed them circumstances that were not part of their plan, not in line with their goals. But they weren't born an ILoC, they just got good at taking an ILoC approach to whatever life handed them. And if they can do it, you and I can too.</p> <p>This is the technique of being an ILoC. It's simply figuring out WHAT'S IN YOUR SPHERE OF CONTROL, and WHAT'S IN YOUR SPHERE OF INFLUENCE.</p> <p>Firstly, we need to recognize that in life, there are only four things in your control, only 4 things. Not my kids, not my spouse, not my boss. Just what I THINK, FEEL, SAY and DO. And that's all. That's what is always in your Sphere of Control.</p> <p>Next, I need to look at what life hands me and figure out what I can influence, even if I can't CONTROL it.</p> <p>And there are MANY things you can influence. We all have the same level of control no matter who you are, what you do for a living, or where you come from. Our sphere of Influence is anything we might leverage or impact to help us get the results we want.</p> <p>ASK: As a member of your company, are there policies, people, things in your environment that you can influence? What is outside of your sphere of influence?</p> <p>DO: Flipchart what's out of their control but in their sphere of influence (shareholder expectations, regulations, storms, other people, team mates behavior, traffic, other drivers, the public, boss, management, the policies/rules, deadlines, scorecard) Can the things outside of your sphere of influence impact your frames and your safety? (yes) So what CAN we control, what can we do about the things in our sphere of influence?</p> <p>DO: Flipchart what's in their control. Discuss what they can choose to do about the things in their sphere of influence.</p> <p>Debrief and Solo Activity: How can you frame what is in your sphere of influence so that it's more helpful? Turn to the ELOC and ILOC visual on your placemat and document what you can do to influence one of your 'brutal facts' and what is in your control.</p> <p>Note: Must reiterate here that of all the things that are outside of our control, making safe choices is 100% in our control.</p> <p>Transition- Say: Let's have some fun and challenge your ELOC and ILOC Frames.</p>
<p>ILT 60: 3P Trainers & Big Util Duration: 20 min Objective: Demonstrates the power of ELOC vs. ILOC. The learner will identify the four things in their locus of control.</p>	<p>TENT POLE ACTIVITY – BREAKOUT GROUP</p> <p>Safety Consideration: Prior to commencing the Tent Pole activity, please inform participants of the nature of the activity: Tent Pole will involve some minor physical exertion. Be mindful of clearing a large enough space for all participants to fit around the tentpole. As the pole gets lower to the ground, make sure participants know that they can stop participating if they have knee or back problems that makes the activity uncomfortable. Be specific in the set up that it may require the body to be in the</p>



following positions: Arms out extended, leaning, or crouching.

Do: Have participants all stand up and stand on either side of the tentpole in even lines. Have your co-facilitator or a participant assist you in this activity by holding the other end of the tentpole.

Say: This may look like an ordinary tent pole to you, but it is, in fact, an explosive stick of dynamite. As a group we need to interact with this dynamite very carefully to make sure it does not blow up. What we need to do is lower this tent pole very carefully to the ground. I need everybody to stand facing the tent pole and hold your index finger out straight, because this is the only way that we can have contact with the tent pole. (Demonstrate what this looks like and explain that they cannot curl their fingers around the tent pole or put a finger on top of the tent pole).

What you must focus on is holding the tent pole **UP**. The way we will hold it **UP** is by resting it on our index finger. Your job is to make sure that you never lose contact with the tent pole. If anybody loses contact with the tent pole, we have had an explosion. If we do not hold the tent pole **UP**, and it falls, we have had an explosion. Now the goal of this activity is to lower the tent pole to the ground, all the time making sure that we hold it **UP** and do not lose contact with the tent pole. I will be watching and if anyone is not holding the tent pole **UP**, or loses contact with the tent pole, then we will begin again. Tell the participants that the activity is beginning and let go of the tent pole. Watch the tent pole rise into the air. When people begin to lose contact with it, grab the end of the tent pole again, and re-set the activity. You can re-set the activity any number of times before asking the group some of the following questions:

Ask: What is going on? Why is the tent pole going up? What is our goal here? (get it to the ground) What are you all focused on individually? (not losing contact) What do we need to focus on to achieve our goal? (the ground/down)

Do: Give the participants another turn at attempting to lower it to the ground. If they are still struggling, you can suggest that some communication might help. Encourage a participant to help focus the group on the goal (e.g., a participant might start saying "down, down, down, down"). Allow the participants' sufficient time to complete the activity, however do not let it drag on for too long. This is meant to be a short and punchy 10-minute activity so it is the facilitator's responsibility to ensure it is run in a timely manner.

Say: Let's talk about this activity and what it has to do with your ELOC and ILOC frames

ILT 61:

3P Trainers

Duration: 5 min

Objective: The learner will identify two examples of green and red frames of thought.



TENTPOLE DEBRIEF – BREAKOUT GROUP

Ask: What were some of your frames during this activity? (more ILOC or more ELOC?) Were they helpful or unhelpful for the team?


Ask: Did it seem like a difficult activity? Of course not...but how did your frames change throughout the activity? Why did the tentpole go up? Because that is where we were focusing. We were all focusing our brains on holding the tentpole up and not losing contact, rather than the actual goal of getting it to the ground.

Ask: How did we get it down? Communication, focusing our brains on the actual goal we wanted to achieve (can liken this to team or organizational goals) of getting the tentpole down). We were committed, right? Committed to safety, to continuous improvement and excellence by learning from our past mistakes. (This is an Error Prevention Principle - #5).


Say: Did a natural leader emerge? Someone to provide immediate encouragement and reinforcement? These types of leaders provide, not only, a psychologically safe environment, it also provides an environment for success. Which, by the way is Error Prevention Principle #4. (Just thought I'd slide that right in there.)



Ask: Which was easier or more effortful for the brain? Often the ILOC approach. It takes focus, reframing, redirecting on What's Important Now. It's easier for the brain to be ELOC and hand the task to someone else.

Transition: Who felt the results were simply out of their control? Their sphere of influence? Was anyone practicing their Start/Stop/Continue strategies?




<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 20 – Staying in ILOC Frame Like The Twins, life handed them circumstances that was not part of their plan, not in line with their goals. They weren't born an ILOC, Twin Two just got good at taking an ILOC approach to whatever life handed him. And if he can do it, you and I can too. (Remember that neuroplasticity thing about our brains?) This is one technique (a brain tool) of being an ILOC: simply figuring out WHAT'S IN YOUR SPHERE OF CONTROL, and WHAT'S IN YOUR SPHERE OF INFLUENCE. Firstly, we need to recognize that in life, there are only four things in your control, only 4 things. Not my kids, not my spouse, not my boss. Just what I THINK, FEEL, SAY and DO. And that's all. That's what is always in your Sphere of Control. Next, I need to look at what life hands me and figure out what I can influence, even if I can't CONTROL it. And there are MANY things you can influence. We all have the same level of control no matter who you are, what you do for a living, or where you come from. Our sphere of Influence is anything we might leverage or impact to help us get the results we want. Time for a knowledge check...</p>
<p>eLearning</p>	<p>Module 4 – Brain Tools M3 Slide 21 – Knowledge Check</p>
<p>ILT 62: Big Util Duration: 5 min Objective: The learner will demonstrate at least one technique used in framing, reframing and identifying their locus of control.</p> 	<p>START STOP CONTINUE DISCUSSION – BREAKOUT GROUP Do: Refer to the PLACEMAT Start Stop Continue activity and ask for some examples of what learners can act on now that they understand their sphere of influence and what's in their control (what they think, feel, say, and do - preferably in the workplace) and then FRAME it- think, feel, do. (Example: challenging co-workers, workload, etc.) Debrief: Hear one example from each table. Transition: This might be a good time to continue with our case study...</p>

<p>ILT 63: 3P Trainers Duration: 10 min Objective: The learner will provide one example of how thoughts and feelings can lead to potentially unsafe behaviors.</p>	<p>CASE STUDY: CASEY – BREAKOUT GROUP Prep: Make sure each learner has their handout. Say: Let's review the last section of our case study. This time we'll read about Casey. Do: Have the group read the final section of the case study. (Optional: ask one member of the group to read Casey's section out loud.) Debrief: Ask What are the gaps in the safety culture – practices, environment, person – that led to the incident? What is Casey's 50% - what should he have owned in this situation? What were Casey's Red Frames? What did he THINK, FEEL and DO as a result?</p>

<p>SMALL GROUPS ACTIVITY: CASE STUDY</p> <p>CASE STUDY: CASEY</p> <ul style="list-style-type: none"> • What are the gaps in the safety culture? • What is Casey's 50%? What do they own? • Identify Red Frames / LOC for your character. • Reframe to a Green Frame, include Think-Feel-Do. • How did Red Frames / LOC lead to the incident? 	<p>How would you Reframe to a Green Frame? Was Casey's response to his situation more ELOC or ILOC-based? How did locus of control contribute to the safety incident? Do: Review the group's responses.</p> <p>Say: After the break, we'll have some fun with locus of control, and about situations where red and green frames might impact your safety and opportunities to manage your thinking effectively.</p>
<p>ILT 64: Big Util Duration: 2 min</p> 	<p>BREAK VIDEO SAY: Sometimes it's hard to get out of an ELOC frame. This story is a great example of ILOC in action.</p>
<p>ILT 65: Duration: 10 min</p>	<p>BREAK TIMER</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 2 – The Five Safety Frames</p> <p>What do you think of when you hear the words “Five Safety Frames?” What is your Frame?</p> <p>You can control and create your Frames, as we discovered earlier. If you are aware of the five frames that impact safety, you can focus your 7 units and make them DIPI when you need to make choices (green framed choices) to achieve your safety and life goals.</p> <p>We will review these one at a time.</p> <p>You will spend time exploring what each pattern means, what influences or controls your Red Frames, and what is in your sphere of control to create Green Frames.</p> <p>Each of these Safety Frames will help you work safely for what you value.</p> <p>Let's take a look...</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 3 – The Frames We Choose to Control</p> <p>These concepts may not be new to you, but controlling your Frames about each of the safety frames may create a new opportunity for you to challenge “the safety leader in me”.</p> <p>They are directly connected to what you learned in previous modules: investing in your Safety Culture, understanding how your brain functions, and controlling your brain with Locus of Control and reframing.</p> <p>Each of the safety frames have key words that identify a snapshot of Green Frame thinking. Click on each to view.</p>


	<p>Next, let's consider how these thought processes can help or hinder your safety goals, depending on your frame.</p>
<p>ILT 66: 3P Trainers Duration: 1 min Objective: The learner will identify the five primary safety frames.</p> 	<p>AGENDA – FIVE SAFETY FRAMES</p> <p>Ask: When you hear “Five Safety Frames” what is your Frame? (I think these are things that I can choose to control so I feel committed to working safely).</p> <p>Say: As we discovered earlier in the day, you can control and create your Frames. If you are aware of the Five Thinking Patterns that impact safety, you can focus your 7 units and make these Five Thinking Patterns “DIPI,” then make Green Frame choices to achieve your safety and life goals.</p> <p>Say: Right now, we’ll spend time exploring what each of the Five Thinking Patterns means, what influences or controls your Red Frames, and what is in your sphere of control to create Green Frames about each of these thinking patterns.</p> <p>Say: Each of these frames work together, to help you work safely for what you value.</p> <p>Say: Alright, let’s review!</p>
<p>ILT 67: 3P Trainers Duration: 1 min Objective: The learner will identify the five primary safety frames.</p> 	<p>FIVE SAFETY FRAMES – BREAKOUT GROUP</p> <p>Say: These are the safety frames you can choose to control.</p> <p>Say: Each of them have key words that identify a snapshot of Green Frame thinking.</p> <p>Do: Read each of the frames and the key words as per the slide. Remind them this is the Green Frame for each pattern.</p> <p>Transition: Let’s dig deeper into these and consider how they can help or not help your safety goals depending on your Frame.</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 4 – The Safety Frames We Choose to Control</p> <p>A research team analyzed thousands of employees working for one of our mining clients. They looked at their Frames and then analyzed their injuries.</p> <p>We found that people with Green Frames are five times LESS likely to have an incident than those with Red Frames.</p> <p>Does that number seem accurate to you? Or does it seem blown out of proportion? It might be surprising that attitude can impact safety in such a dramatic way, but this is what the science says. How we approach the five Safety Frames could be the deciding factor in whether we go home safely at the end of the day.</p> <p>Convinced yet that green frames can keep you safer? Let’s look at how we can make that happen?</p> <p>Let’s check out the first frame...</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 5 – Safety Control</p> <p>Our first safety Frame is Safety Control. Green framed thinking around Safety Control is “I’m responsible” and “I’m in control.” The definition is “the extent to which we believe we have control over our safety.”</p>


	<p>Do you believe that you can control your own safety, to refuse unsafe work, speak up about near misses? Or are you focused on being compliant and just following the rules? That is the Red Frame around safety control.</p> <p>Safety Control is the ultimate ILOC application. I control my safety, I am my own safety leader, I am motivated to take control, I make choices to work safely.</p> <p>For example, if you are rushing to the point that you compromise your safety, do you believe you can change your pace, so you are still productive but also safe?</p> <p>Remember, this is a Frame, and if yours is Red you are giving control of your safety to something or someone else even, perhaps, the company.</p> <p>This Frame challenges “the safety leader in me”, in other words are you your own safety officer or leader, or do you give away control.</p> <p>Safety control Frames rely on two key components...</p>
<p>ILT 68: 3P Trainers Duration: 2 min Objective: The learner will demonstrate framing and reframing at least one thought.</p> 	<p>SAFETY CONTROL FRAME – BREAKOUT GROUP</p> <p>Say: Our first thinking pattern is Safety Control. Green frames around Safety Control are what? “I’m responsible and I’m in control.”</p> <p>The definition being: “the extent to which we believe we have control over our safety”.</p> <p>Ask: What words stand out for you? (believe, control)</p> <p>Say: Safety Control is the ultimate ILOC application: I control my safety, I am my own safety leader, I am motivated to take control, I make choices to work safely.</p> <p>Ask: Who gets hurt if you don’t take control, the company or you? (you) This Frame challenges “the safety leader in me;” in other words, are you your own safety officer or leader, or do you give away control?</p> <p>Say: Safety control Frames rely on two key components...</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 6 – Two Components</p> <p>A Green Safety Control Frame means ‘I choose to be responsible for safety, and I believe I am in control of my safety.’</p> <p>I choose and I believe; you can’t have one without the other.</p> <p>Safety choices are driven from an internal belief that investment of time and energy to perform tasks safely and effectively allows you to reduce risks and stay safe. You may believe you are responsible, yet it is easy to lay blame on your environment or practices: “They didn’t give me safe tools.” “The policies don’t say I can’t do it that way.”</p> <p>In the end it really is up to you to say I need safer equipment or I don’t need a policy to tell me that this is not a safe way to do this.</p> <p>Let’s consider the Red and Green Frame thinking around Safety Control.</p>
<p>ILT 69: 3P Trainers Duration: 2 min Objective: The learner will define and demonstrate techniques for working safer, using the five safety frames: Safety Control, Risk Awareness, Operating Attitude, Stress Management, and Professional Orientation.</p>	<p>TWO COMPONENTS OF SAFETY CONTROL – BREAKOUT GROUP</p> <p>Ask: I choose versus I believe. Do you need both to succeed? Can you have one without the other? Why or why not? (I choose and I believe; you can’t have one without the other.)</p> <p>Say: It is easy to lay blame on your environment or practices for you not making the right choice: “The policies don’t say I can’t do it that way.” In the end it really is up to you to say “I don’t need a policy to tell me that this is not a safe way to do this.”</p> <p>Ask: What was the Miner’s ultimate conclusion? (He was ultimately responsible for his accident.)</p> <p>Say: And, in terms of psychological safety, saying things like “She made me so angry,” or “He made me do it,” are certainly ELOC thoughts. So, in terms of your own safety</p>


<p>TWO COMPONENTS OF SAFETY CONTROL</p> 	<p>and the safety of others, you would want to frame those as “green” (or ILOC) if you believe you are in control of yourself and your safety.</p> <p>Transition: Let’s consider the Red and Green Frame thinking pattern around Safety Control.</p>
<p>ILT 70: 3P Trainers Duration: 4 min Objective: The learner will demonstrate framing and reframing at least one thought.</p>  	<p>RED AND GREEN FRAME SAFETY CONTROL – BREAKOUT GROUP</p> <p>Prep: Prepare a flipchart with the Red Frames and Green Frames and add the language: think, feel, do. This can be used to guide the activity as well as peer feedback or debrief.</p> <p>Ask: Again, Green Frame thinking about Safety Control - I’m responsible and I BELIEVE I’m in control of my safety. If Casey from our Case Study had a Green Frame, what do you think it would be? (I think I am responsible, I will give Blake the benefit of the doubt, I am responsible for my learning and staying safe).</p> <p>Ask: What about Red Frame thinking towards Safety Control – is it derived from an Internal or an External Locus of Control?(external)</p> <p>Ask: How does this make you feel? (powerless, disengaged) How does Green Frame thinking make you feel? (empowered, engaged, motivated, confident)</p> <p>Ask: What will you do as a result? (invest in the safety culture model, take control, seek safest ways to work, take a proactive approach to safety, look for risks)</p> <p>Say: Let’s get you thinking of examples of Red Frames and how you can reframe to Green, by considering your own personal Frames around Safety Control. Think of an incident or near miss in your personal life. It could be that you had a near miss while driving, or while working in your home, or cooking...anything. Ok, everyone have something? What was the first thought that came into your mind after that incident or near miss? Was it red? Did you blame someone or something else? Or, was it already green? Did you say to yourself, oh man, I should have slowed down, or been more focused, whatever it was... Keep in mind that it’s okay if it was RED – We’re here to learn!</p> <p>Ask: Does anyone want to share their RED frame, in order to reframe it to GREEN?</p> <p>Say: Now let’s get you thinking of examples of Red Frames while working at Big Util and how you can reframe to Green to work safely by considering what’s your 50%?</p>
<p>ILT 71: 3P Trainers Duration: 2 min Objective: The learner will complete their personal commitment to safety.</p>	<p>WHAT’S MY 50% - BREAKOUT GROUP</p> <p>Ask: Show of hands -- who believes you are responsible for what you can control in your safety culture?</p> <p>Say: The concept of your 50% comes from family counselling. In a partnership, each is 100% responsible for their 50%. In your shared responsibility for your safety, you are 100% responsible for your part in the equation. Don’t focus on the # 50%, but rather how did I contribute to this situation, what part of the situation/culture model can I control?</p> <p>Ask: How could Casey, from our Case Study, could have used this question – what’s my 50% -- to frame his thinking about Safety Culture? (changed his attitude, took the high road, taken on responsibility for learning)</p>

	<p>Say: Thinking about environment, practices and people, what will your goal be if you have a Green Frame around Safety Control? (Remind them the number 50% is not important. What is important is knowing what they own, what their contribution is to their safety culture. Encourage them to think about their PB5 and how that might influence their approach to the Safety Control frame.)</p> <p>Say: Let's watch a short video that demonstrates – what is in – or out – of your control.</p>
<p>ILT 72: 3P Trainers Duration: 15 – 20 min Objective: The learner will define and demonstrate techniques for working safer, using the five safety frames: Safety Control, Risk Awareness, Operating Attitude, Stress Management, and Professional Orientation.</p> 	<p>CARD SORTING ACTIVITY – BREAKOUT GROUP</p> <p>Prep: Each player will use a modified deck of cards with 40 cards and a run of 5 straight cards (A-5 or 6-10). Set up the top 4 cards to have one of each suit, number and color showing.</p> <p>Say: We are going to do a learning activity to consider how we can influence someone's Frames and manage our 50% to give helpful feedback. I need two volunteers.</p> <p>Do: Facilitators team up with each of the volunteers. Facilitators decide who will be good cop and who will be bad cop. Assign the bad cop to the volunteer that you think could handle being given Red Frames.</p> <p>Say: Everyone gather round the table; the two card sharks have a seat beside the dealer.</p> <p>Do: Lay four cards out on the table- one of each suit but different numbers- for each of the card sharks. Make sure they are not all the same color or suit.</p> <p>Say: The goal of the game is to sort the cards based on criteria. Your dealer is not going to tell you what the criteria is and when the criteria changes, but they will give you feedback and information as you progress. (For facilitator the criteria are color, number, suit)</p> <p>Say: There will also be a discard pile. You won't know what criteria we are looking for but we will guide you as you try to sort and place all the cards. The card on the top of each pile is the only card you are focusing on.</p> <p>Do: Bad cop take control of the cards. Good cop let the card player take control.</p> <p>Do: As the players sort the cards the leader will keep track in the following order: Color, Number, Suit. When they get 5 right the criteria changes.</p> <p>Do: <u>Bad cop</u> says unhelpful things, such as, "beginners luck", "are you sure", "you need to pick up the pace", "you need to try harder", "that's wrong...wrong again", "no", "still no", "I don't know how else to help you", "are you giving up on that one", "other people usually get it", "looks like that luck ran out", "hopefully this one is easier"; do check your watch, keep hold of the deck, sigh, look over at the other more successful learner, never say yes or give acknowledgement of correct answers.</p> <p><u>Good cop</u> gives encouragement, feeds Green Frames, such as "yes, good", "yes, that's the right choice", "you seem to be learning quickly", "you are a fast learner", "try again", "think a little differently about that one", "go at your own pace", "notice what you've done before, you'll get it", "this one is challenging, but I know you'll get it", "you're doing great", "great thinking", "you can pick that one up later", "that's a good choice"; do nod, hand the deck over, smile, stay focused on their work. Never say 'no' or acknowledge incorrect responses, only redirect them to try again.</p> <p>Keep going until decks are sorted.</p> <p>Debrief – Ask: What was the experience like for each of the players, what were their Frames? Ask how this relates to Safety Control? (if you are given the right support and information you can take control of your safety like the card player took control based on Frames and feedback)</p> <p>Debrief ...</p>


	<p>Ask what the experience was like for each of the players, what were their Frames? Ask the players how well they learned the task--did they determine the criteria? Where were their 7 Units? What was DIPI? Ask how this relates to Safety Control. (if you are given the right support and information you can take control of your safety like the card player took control based on Frames and feedback)</p> <p>ASK: Observers, compare the learning processes and error rates of the two learners, and what the big difference was--THE TEACHER. What was the frame of the "bad cop?" you are stupid, not getting it, impatient, frustrated. What was the frame of the "good cop?" you are totally capable, you will learn, calm, encouraging, patient.</p> <p>Say: How does this impact someone's psychological safety when you are the bad cop? (they feel threatened, intimidated, embarrassed, may feel isolated) And the good cop? (feel rewarded, recognized, proud, encouraged, inspired, safe, motivated) More importantly, who is making fewer mistakes, thinking more clearly, making better choices, performing faster, learning the task quicker?</p> <p>Say: A very big part of our 50%, what's in our control and our responsibility, is the way we talk to one another. We influence each other every time we interact. When we work as a team, we are influencing one another with our frames; with our own thoughts, feelings, words and actions toward one another. Our 50% in our team's safety is to use helpful frames with ourselves, and hand helpful frames to one another.</p> <p>Say: Let's take a break...</p>
eLearning	<p>Module 5 – The Five Safety Frames M4 Slide 7 – Red Frames</p> <p>Red Frame thinking about Safety Control is derived from an external locus of control. We know that ELOC thinking equates to thinking you are not the one in control. If you think someone else is in charge, your brain won't search for risks. Unless we tell our brain it is important, we won't spend our 7 units on it.</p> <p>Data also shows that Red Frames around Safety Control mean people are more likely to engage in risky behaviours, and are more likely to be involved in a safety incident. Is this a Frame you want in your safety culture? (I hope you said "No!")</p>
Learning	<p>Module 5 – The Five Safety Frames M4 Slide 8 – Green Frames</p> <p>Green Framed thinking is derived from an internal locus of control. Thoughts like: I'm responsible and I BELIEVE I'm in control of my safety, I am my own safety officer, I can choose to work safety, I believe that I have choices and am my own safety leader, make us feel empowered and engaged; motivated and confident. Empowered people are proactive, invested and in control; and seek out the safest ways to work.</p> <p>If you ask yourself what is important now, what can I do to be safe, if you believe you are in control and tell your brain it is important, you will invest your 7 units on more than just "being compliant."</p> <p>So when we use our Green Safety Control Frames here at Big Util, what results do you think we will get?</p>
eLearning	<p>Module 5 – The Five Safety Frames M4 Slide 9 – Impacts of Green Frames</p>

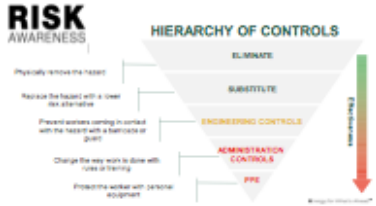


	<p>M4 Slide 10 – Knowledge Check</p> <p>Violations down, with engagement and participation up; are the results of Green Frame thinking patterns.</p> <p>In other words, safety is a shared responsibility – shared between you and Big Util – fifty, fifty.</p> <p>And you are 100% responsible for your share.</p> <p>Let’s do a knowledge check....</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames</p> <p>M4 Slide 11 – Risk Awareness</p> <p>The next safety frame is Risk Awareness. Green frames around Risk Awareness is “I see it., I manage it.”</p> <p>If you see risk and manage it, then your Green Frame will keep you and others safer. We can’t manage what we don’t see. Consider this, does your safety culture make Risk Awareness DIPI?</p> <p>If seeing and managing risk is DIPI, it means our conscious brain will identify risks and choose to manage them.</p> <p>Risks are our reality, we can’t eliminate them completely, but our Green Frames will help us see and manage risk.</p> <p>Let’s explore the concept of Risk Awareness and the Frames...</p>
<p>ILT 73: 3P Trainers Duration: 2 min Objective: The learner will identify the five primary safety frames.</p> 	<p>INTRODUCTION TO RISK AWARENESS – BREAKOUT GROUP</p> <p>Do: Provide a personal example of a situation in which you missed or nearly missed a safety hazard because it wasn’t DIPI for you (e.g., road hazard/pedestrian, tripping hazard, etc.). <u>Points to make:</u> we are all suBIGUptible to Red Frames around Risk Awareness due to our brain limitations—the first step in reframing is understanding these limitations; Risk Awareness is truly a team effort—multiple brains with the same goal (safety) have an expanded field of perception; Green Frame doesn’t stop with awareness—communication is key.</p> <p>Say: The Green frame for Risk Awareness is I see it, I manage it.</p> <p>Ask: Did anyone see a risk this morning?</p> <p>Ask: Did you manage it? What did you do?</p> <p>Say: We can’t manage what we don’t see. Consider this, does your safety culture make Risk Awareness DIPI?</p> <p>Say: Risks are our reality, we can’t eliminate them completely, but our Green Frames, and making the risk DIPI will help us see and manage risk.</p> <p>Say: Let’s define Risk Awareness...</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames</p> <p>M4 Slide 12 – Risk Defined</p> <p>“Risk” is defined as the <i>possibility</i> of loss or injury, not that it will always happen.</p> <p>Why do humans take risks? Risks aren’t always bad, they can be quite DIPI and can, at times, lead to great reward.</p> <p>For example, do you know anyone who likes to jump out of a plane, head to Las Vegas to gamble, or invest in the stock market or bitcoin?</p> <p>When we take a risk, there is a chance of a positive outcome...and a chance of a negative one - a possibility that something or someone will be lost or harmed in the process.</p> <p>However, could you go through a month, a week or even a day without engaging in a risk? Probably not.</p> <p>So this conversation is about MANAGING risk, not AVOIDING risk altogether.</p> <p>It is our attitude or Frames that control how we see and manage risks.</p> <p>Let’s take a look at Red and Green Frames around Risk Awareness...</p>


<p>ILT 74: 3P Trainers Duration: 2 min Objective: The learner will define and demonstrate techniques for working safer, using the five safety frames: Safety Control, Risk Awareness, Operating Attitude, Stress Management, and Professional Orientation.</p> 	<p>RISK DEFINITION – BREAKOUT GROUP</p> <p>Ask: If risk is the possibility of loss or injury, does that mean it will always happen? (no). Any time we take a risk, there is a possibility that something or someone will be lost or harmed in the process.</p> <p>Ask: Why do humans take risks? Do you know anyone who likes to “take risks”, perhaps they’re a sought-after keynote speaker, or stage performer, maybe you have military friends that jump out of air planes, or financial friends that invest in the stock market? Why do they do these things? Do you think they just wake up one day and decide “I’m going to jump out of a plane today?” All of these activities may have started as risky endeavors, but after learning, and practicing, do you think what they do is still Risky to them after a while? (Well, maybe jumping out of a plane...) If these people are experts at what they do, what do you think their goal is around risk? (reduce or eliminate it)</p> <p>Say: We’ve all heard the saying “no risk, no reward.” There’s some truth to that, but people who stake their reputations, their livelihoods, their careers on taking risks do everything in their power to mitigate the risk so they are more likely to reap the reward. So this conversation is about engaging in MANAGED risk, not AVOIDING risk altogether.</p> <p>Ask: Is it possible that our brains might be focused on something else, or even in auto-pilot, and totally miss risks? (yes). And is it possible that we have habituated risky behaviours that shortcut our safety procedures? (yes)</p> <p>Say: It is our attitude or Frames that control how we see and manage risks. Let’s take a look at Red and Green Frames around Risk Awareness and what we can do about them. So what can you do to ensure you see and manage risk and don’t get hurt. That is our quest!</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 13 – Risk Awareness - Red Frame</p> <p>Think about the key phrases for Risk Awareness: “I see it. I manage it.”</p> <p>If managing risk is dependent upon seeing risk, is it possible that our brains might be focused on something else, and totally miss risks? Of course it is.</p> <p>Is it possible that we have habituated risky behaviours that shortcut safety procedures? Think about those “rolling stops” at a stop sign, or when we TWD! (Text while driving.)</p> <p>So what can you do to ensure you SEE AND manage risk? Here’s a hint: it begins with our thoughts and feelings.</p> <p>So then, how do you think you’d feel in this thought pattern? Complacent? Demotivated? Distracted?</p> <p>Next, let’s look at Green Frames around Risk Awareness, and then differentiate the two.</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 14 – Risk Awareness - Green Frame</p> <p>What are some Green Frames around Risk Awareness? How do you think you’d feel? Engaged? Committed? Focused?</p> <p>Select a red or green frame for each of the Risk Management thoughts below:</p> <p><<Action: Mix up the following in random order and include a red box and a green check box with each. Learners will check the boxes based on the instructions above.>></p> <p>R: “It’s a waste of time.”</p> <p>G: “How can I make this interesting?”</p> <p>R: “I think the safety committee is in charge of this.”</p> <p>G: “Something might have changed...”</p> <p>R: “Nothing ever changes.”</p>

	<p>G: "What is important now?" R: "I think I could do this in my sleep." G: "Let's take a bit more time to assess this." R: "I think the risk is so low we don't need to bother." Next, let's review and connect some concepts about brain function and risk awareness.</p>
<p>ILT 75: 3P Trainers Duration: 4 min Objective: The learner will demonstrate framing and reframing at least one thought.</p> 	<p>GREEN AND RED FRAMES RISK AWARENESS – BREAKOUT GROUP</p> <p>Ask: In terms of Work or Personal life, this time: What would you consider a RED frame around Risk Awareness? Remember, to do this more quickly, think of an incident or near miss first, then think of your "go to" thoughts surrounding that incident or near miss. Let's use something like – putting up Christmas lights. That's naturally DIPI, isn't it? Most of us are excited to decorate for the holidays...</p> <p>Ask: What are the risks surrounding installing new track lighting in your home? (fear of height, tools, electricity, accessibility, etc.) And, if our family is helping, we want to be extra aware of risks, yes? (very DIPI)</p> <p>Ask: Okay, so how are you feeling if you dread putting them up? What would be a RED frame about putting up the lights? (I see it, I manage it becomes - ?? I see it, but don't manage it. i.e., turning off electricity, checking the light sockets, testing the ladder, coming up with a plan, etc.) What do you do as a result? (take shortcuts, rush to get job done, avoid managing risks, even if I see it I might ignore it, leave it to chance or to someone else, or not look for risks at all.)</p> <p>Ask: And how about the first phrase, what if we DON'T see it?? The red frame then, could be "not being proactive about looking," or how about not admitting to yourself that you don't know what you're doing, or you could use some help? (A green frame for example, watching a YouTube video or Google a "how to" document on installing lights, or making sure you have a second set of eyes or hands to help with the task).</p> <p>Ask: What might influence you at work to have a Red Frame around Risk Awareness? (pressure to get the job done quickly, feeling that the reward is worth the risk, being in an ELOC state, being distracted or fatigued)</p> <p>Ask: What do you do to manage risks? (follow protocol, ask questions, speak up, look for change and risks, ask what's important now)</p> <p>Say: Part of having a Green Frame around Risk Awareness is understanding how some hazards are a function of our brain limitations. Seeing and managing risks is also about focusing our 7 units. Let's test this out.</p>
<p>ILT 76: 3P Trainers Duration: 8 min Objective: The learner will identify at least two limitations of conscious and subconscious brain function.</p>	<p>COUNT THE PASSES VIDEO – BREAKOUT GROUP</p> <p>Say: I am going to show you a video of 2 teams passing a basketball. I want you to count the # of passes the team in WHITE makes. This is a competition – Everyone needs to focus their own 7 units. Don't talk to your neighbor. If you focus, "you will be the only team ever to get it right" So focus your 7 units on counting the # of passes the team in white makes. That is the only thing we want you to focus on.</p>



	<p>Do: Show the video. Note that if anyone has seen please don't give the answers.</p> <p>Ask: How many passes? Ask each participant (correct answer is 16). Anyone see anything else? (Gorilla)</p> <p>Ask: If you saw the Gorilla did you get the right number? (likely not) Did everyone see the gorilla? Why not? (focused 7 units on counting, brain unable to multitask)</p> <p>Say: Let's watch the video again and this time don't count the passes, just focus on what changes you see.</p> <p>Do: Show video again</p> <p>Ask: Did you identify other changes (girl from team in black left and background color changed.) Did you see the Gorilla this time? (yes) Why? (because we weren't counting, 7 units had new focus)</p> <p>Say: So what does this tell you about your brain? How did we miss the Gorilla? And what does this have to do with safety and Risk Awareness? (show next slide)</p>
<p>ILT 77: 3P Trainers Duration: 2 min Objective: The learner will identify at least two limitations of conscious and subconscious brain function.</p> 	<p>BLIND SPOTS – BREAKOUT GROUP</p> <p>Say: Most of us missed the gorilla. You're not alone. About 50% of people miss this. Why is that? Our 7 units were focused on the task that I gave you – so counting the passes by the team in the white shirts was DIPI, and that task alone blinded us to other changes taking place right in front of our eyes.</p> <p>Say: These blind spots—we'll refer to them as "gorillas"—are created by natural limitations of the brain. Our 7 units are easily overloaded by the information we see as DIPI in the moment. This is known as <i>inattentional blindness</i> by psychologists and brain researchers.</p> <p>We know from our discussions yesterday that our brains can only focus on a limited number of things, and the rest is sent to our subconscious. So, we miss the Gorillas or hidden hazards unless someone tells us to look for them, like I did the second time we watched the video.</p> <p>Ask: When does a task become so DIPI that it takes up nearly all of our brain power? (task is unfamiliar, complex, difficult, or perhaps someone is watching us/telling us what to do)</p> <p>Ask: So if these situations make something DIPI, then we <u>should</u> be focusing our 7 Units on them, right? (yes) How can this be a problem? (we might miss a hazard outside of our 7 Units, like the gorilla)</p> <p>Ask: It's hard not to fall into a Red Frame when we think of these gorillas, right? If we can't possibly attend to everything in the work environment, what can we do to stay safe? How do we Green Frame this?</p> <p>Transition: Before we answer that question, let's take a look at one more example that's a little more relevant to work.</p>
<p>ILT 78: 3P Trainers</p>	<p>RISK AND YOUR BRAIN – BREAKOUT GROUP ASK: What brain function assesses danger or risk? (RAS) Does what is DIPI change</p>


<p>Duration: 2 minutes Objective: The learner will define three specific facts about the brain, and how its limits and functions may affect thoughts, attitudes and behaviors surrounding safety.</p> 	<p>during your life, your career? (yes, based on experience and circumstances) If we habituate risk, what happens? (it becomes our Frame in our subconscious and it is no longer DIPI) So, if your goal is to stay safe and you have habituated risk, is your Frame Red or green? (red) SAY: You may recall during our brain apprenticeship yesterday we talked about how the brain processes millions of bits of information and the RAS filters what to send to the conscious brain based on if it is DIPI. The conscious brain has limitations and can't effectively multi-task because we only have 7 units. SAY: So, if our brain is overwhelmed we won't see risks. If we don't see risks we can't manage them!</p> <p>Transition: Say Let's recap the challenges to seeing risks then consider how we manage risks.</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 15 – Risk and Your Brain</p> <p>Let's review!</p> <p>What brain function assesses danger or risk? Subconscious, Conscious or RAS? (RAS) Does what you consider Dangerous, Important, Pleasurable or Interesting (DIPI) change during your life, your career? Yes or No (yes) Habituated risk is or is not DIPI? (Is not. It becomes our Frame in our subconscious and it is no longer DIPI). Therefore, if your goal is to stay safe and you have habituated risk, is your frame red or green? (red) You may recall during the brain apprenticeship module, we talked about how the brain processes millions of bits of information and the RAS filters what to send to the conscious brain based on if it is DIPI. The conscious brain has limitations and can't effectively multi task because we only have 7 units. So if our brain is overwhelmed we won't see risks. If we don't see risks, then, obviously, we can't manage them! Well done! Next up – our Operating Attitude.</p>
<p>ILT 79: 3P Trainers Duration: 5 min Objective: The learner will define and demonstrate techniques for working safer, using the five safety frames: Safety Control, Risk Awareness, Operating Attitude, Stress Management, and Professional Orientation.</p>	<p>HIERARCHY OF CONTROLS – BREAKOUT GROUP</p> <p>Say: When we SEE the risk and are aware of the hazards, we can use our 7 Units to MANAGE the risk. We SEE it then we MANAGE it. The Hierarchy of Controls is a list of control measures, in priority order, that can be used to eliminate or minimize exposure to the hazard. The options at the top of the list are more effective, as they address the hazard (the thing that could cause harm), rather than just reduce the risk (the harm that the hazard could cause). Do: Work through a real example with the group. Ask for an example from the audience or use the example below. Ask them to take notes on PLACEMAT under Risk Awareness.</p> <ul style="list-style-type: none"> Eliminate-Eliminate risk of slipping by covering areas with ribbed surfaces or non-slip mats.



 <p>RISK AWARENESS</p> <p>HIERARCHY OF CONTROLS</p> <p>Physically remove the hazard</p> <p>Replace the hazard with a lower risk alternative</p> <p>Prevent workers coming in contact with the hazard with a barrier or guard</p> <p>Change the way work is done with rules or training</p> <p>Protective worker self-protection equipment</p> <p>Effectiveness</p>	<ul style="list-style-type: none"> • Substitute- Replacing old desks with rising desks for ergonomic safety. • Engineering- Attach blade guard to paper cutter. • Administration- Provide training on new lamination machine. • PPE- Provide wrist guards for keyboard and mouse pads, or foot riser promoting good posture. <p>Ask: What does this have to do with Risk Awareness? (this is how we manage risk; if we had a risk-free environment, we wouldn't need the Hierarchy of Controls) What are some ways the Hierarchy can help with the Gorillas in our environment? (make the unpredictable more predictable; provide guidance on what should be DIPI; make the Gorillas less of a hazard)</p> <p>Ask: How have you used it? How will you use it now? What can you do to make these controls and Risk Awareness DIPI? (ask questions, believe that I am in control and I am responsible—Green Frame around Safety Control)</p> <p>Ask: If PPE is so low on the effectiveness scale, why do we put such a high emphasis on it? (last line of defense, acknowledgement that all risk cannot be eliminated) What are examples of controls that are implemented at an organizational level instead of a personal level? (rules and regs, safety protocols, equipment upgrades, improved procedures, etc.)</p> <p>Ask: What if you have a Red Frame around Risk Awareness? Will these organizational controls be as effective? (no) Why? (I won't take them seriously, I won't raise issues with my team, I won't relate them to my PB5 and safety leadership)</p> <p>Say: The Hierarchy of Controls is an important tool for understanding how we manage risk, but it makes two critical assumptions. One is that the controls we put in place will be implemented effectively. The other is that we recognize the risks that need managing. In both cases, the Frame we put around Risk Awareness, Red or Green, will determine the outcome.</p> <p>Say: Let's watch a quick video that really exemplifies "Not seeing it, not managing it."</p>
<p>ILT 80: Big Util Duration: 1 minute</p> 	<p>NOT SEEING IT, NOT MANAGING IT VIDEO</p> <p>Debrief: All of these control measures, by the way, tie into our error prevention principles: We are fallible, but empowered, proactive and committed to safety, so we manage our risks. This video, however, is a humorous look at NOT seeing risks, and NOT managing them.</p> <p>Transition/Say: Up next. Our operating attitude...</p>
<p>ILT 81: Big Util Duration: 5 min</p> 	<p>S.T.O.P. ERROR PREVENTION</p> <p>SAY: Yesterday we talked a little about Error Prevention Tools (EPT), and that you may be receiving more information and training on them soon. However, we'd like to focus on one particular tool, S.T.O.P., which is certainly relevant in terms of Safety Frames, Risk Awareness in particular.</p> <p>ASK: Why? Thinking before acting is the first step to preventing undesired events. Whenever a question arises or there is uncertainty regarding the next action to take, STOP and begin to ask questions.</p> <p>ASK: When? When uncertainty, doubt, or confusion is present. When you feel you are outside of procedure, or parameter or process.</p> <p>SAY: Here's how it works, and what it means:</p> <ul style="list-style-type: none"> • S - Stop: A brief PAUSE to focus on the task. • T - Think: A mental review of the task at hand. • O - Observe: Examine the surrounding conditions and parameters for the immediate task. (If not safe, place the equipment in a safe condition and contact Supervisor if needed). • P - Perform: Perform the action if safe to do so and verify the correct outcome.


	<p>SAY: It's this particular thinking process that moves us personally and professionally forward in our safety culture model. From Public to Private? Absolutely. And heading down the path to Stewardship.</p> <p>ASK: How do you think this tool relates to the Hierarchy of Controls? (Look for: the Perform step could involve any level of control, depending on the circumstances and the level of risk identified during the Observe step.)</p> <p>ASK: What are some ways you could use this tool: Stop, Think, Observe, Perform – at work or in your personal life? (driving, with family/loved ones, waiting in line, interacting with co-workers, spouses)</p> <p>DO: Have learners give examples: Half re: ME, Half re: Interacting with OTHERS.</p> <p>Transition: We'll apply this Error Prevention Tool before we leave today, in another activity. Time for another knowledge check before break.</p>
<p>eLearning</p>	<p>Module 5 – The Five Thinking Patterns M4 Slide 16 – Operating Attitude</p> <p>Operating attitude is the Frame that governs behaviour when we interact with equipment, our co-workers and our environment.</p> <p>Green Frame is: "I check my attitude before I operate."</p> <p>At first glance, we may think we are literally speaking of operating heavy equipment – which, indeed, does create additional risks in the field.</p> <p>However, we can also think about our operating attitude while in the office. For example, there are many reasons we would want to check our attitude before we operate our computers.</p> <p>Perhaps we've habituated bad posture while typing, or are too tired to remember "not to" click that strange link in that strange email; the former can affect our physical safety, and the latter has the potential to affect our company's safety.</p> <p>Let's look at 3 key elements that impact our Operating Attitude, and what we can do to manage these elements.</p>
<p>ILT 82: 3P Trainers Duration: 2 min Objective: The learner will identify the five primary safety frames.</p> 	<p>Ask: Operating Attitude. These two words encapsulate much more than the obvious. For example, how many of you operate equipment at work? (show hands) What about the shredder, the coffee maker, your computer! Does that equipment create additional risks? (yes.) When we think about the words "Operating" and "Attitude" together, however, what else could we be talking about? (attitude on the job, attitude with our managers, co-workers, friends, etc.)</p> <p>Ask: As far as Operating Attitude, then, which of the models we've discussed today would best relate to your operating attitude? Okay to check your placemats for clues. (safety culture, yes but ABR has "attitude" right in the name.)</p> <p>Say: Right! Attitude plus BEHAVIOR equals Results! There are 3 key elements surrounding behavior that are directly related to our Operating Attitude, some of which may be more psychological in nature.</p> <p>Ask: Do you remember what they are from the eLearning? (Habituation, Alcohol, Fatigue)</p>
<p>eLearning</p>	<p>Module 5 – The Five Thinking Patterns M4 Slide 17 – Aspects of Operating Attitude</p> <p>There are three aspects of Operating Attitude: Habituation, Fatigue, Alcohol and Drugs.</p> <p>All three could be factors in the way we relate to our co-workers, interact with our</p>

	environment, and of course, operate equipment. Let's take a deeper dive into all three....
ILT 83: 3P Trainers Duration: 1 min Objective: The learner will identify the five primary safety frames.	ASPECTS OF OPERATING ATTITUDE SAY: There are three aspects of Operating Attitude: Habituation, Fatigue, and Alcohol and Drugs. Say: For a change of pace, let's divide into three groups and have you guide this review. Do: Divide learners into three groups for Habituation, Fatigue, and Alcohol/Drugs.
ILT 84: 3P Trainers Duration: 11 minutes Objective: The learner will identify the five primary safety frames.	OPERATING ATTITUDE ACTIVITY – BREAKOUT GROUPS OF THREE Say: There are three aspects of Operating Attitude: Habituation, Fatigue, Alcohol and Drugs; that were covered in eLearning. Today, however, you're going to explore how you can manage your Operating Attitude, as it pertains to your frames about your work relationships, work environment, your specific job, or your personal life (perhaps your future goals?). Say: For this activity, you'll have 5 minutes to answer the questions on the screen. Then you'll create a red frame before reframing to green. Then we'll take another 5 minutes or so, to have you all debrief the rest of us about your assigned element of the Operating Attitude: Habituation, Alcohol & Drugs, or Fatigue. You can either use your flipcharts or the scratch paper we're passing out now. Do: Pass out the red and green framed worksheet for them to use as scratch paper. Do: Keep good time, and prompt if needed. Use the eLearning sections to make sure learners are hitting key elements of their aspect of Operating Attitude. Debrief and Transition: Have each group debrief the whole group by answering the questions and describing their red/green frames.
ILT 85: 3P Trainers Duration: 3 min. Objective: The learner will demonstrate framing and reframing at least one thought	OPERATING ATTITUDE FRAMES DEBRIEF ASK: What were some general Red Frames around Operating Attitude? ASK: How do you feel when your frame is Red? (same as Risk Awareness – complacent, demotivated, disengaged, distracted, not focused) ASK: What do you do as a result? (same as Risk Awareness – take shortcuts on practices, rush to get the job done, not look for risks, not wear PPE, avoid managing risks, leave it to chance or someone else) ASK: What might influence you to have a Red Frame around Operating Attitude? (belief that the behavior is acceptable on my team, feeling that the reward is worth the risk, lack of self-awareness, over-confidence in my ability to compensate) SAY: Now let's look at Green Frames around Operating Attitude. ASK: What are your Green Frames around Operating Attitude? (I think I need to make this DIPI, focus on what's important now, my PB5 is depending on me to be safe, my team is depending on me to be safe). ASK: How does that make you feel? (engaged, committed, focused, responsible, aware) Key Takeaway: Operating Attitude is about noticing whether your brain is operating on all 8 cylinders. It's asking yourself if your brain – <i>at this moment</i> – is capable of making the right things DIPI to keep you and your team safe.
eLearning	Module 5 – The Five Safety Frames M4 Slide 18 – Habituation <<See content in slide. Okay to be creative. No need to cover every single bullet if text



	<p>is displayed.>></p> <p>We know that habituation can hurt our goals if we have Red Frames. We'll take a look at how to reframe habituation to Green Frames in class.</p>
 <p>The slide titled 'DEBRIEF HABITUATION' features an illustration of a car crash scene with a car, a person, and a truck. Below the illustration is a box with the following text: 'HABITUATION: 1. What is it? 2. Examples at work 3. When is it dangerous? 4. What can you do to manage habituation (2 things)'. The slide is credited to '© 2018 by Peter Hout'.</p>	<p>Habituation Debrief: (Let the teams facilitate. Questions are on the slide.) Look for: if we habituate something it is no longer DIPI; habituation is a subconscious function so it can be helpful, but it can lead to complacency; if we don't recognize when we have habituated to a risk it is dangerous; TIPS- buddy up, step back, make it DIPI again, find new ways, consider if unhealthy habits are habituated such as working fatigued or hungover, speeding, etc.</p> <p>Habituation Framing: Note that Habituation is a natural way for the brain to be efficient with energy, but it's how we think of habituation in terms of our safety that is crucial - those thoughts are either red or green frame, based on what they chose for their red frame:</p> <ul style="list-style-type: none"> ● Something that is no longer DIPI to them (bored at work, or doing routine tasks on auto-pilot) ● Habituating unsafe behaviors (no seatbelt) ● Unaware of the consequences of an unsafe habit or action (rage tweeting, posting personal info on social media) <p>For Green Frames, look for:</p> <ul style="list-style-type: none"> ● Take a step back to scan for risks in your safety culture ● Find impactful ways to get people to notice health and safety information ● Pause and ask <i>What's Important Now</i> to make risky behaviors DIPI again
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 19 – Alcohol and Drugs</p> <p>We know that alcohol and drugs can hurt our safety goals if we have Red Frames. We'll take a look at reframing our Operating Attitude about alcohol and drugs during class.</p>
 <p>The slide titled 'DEBRIEF ALCOHOL & DRUGS' features an illustration of a human head profile with a brain. A box on the left says 'IMPACTS BRAIN: IMPAIRS REACTION TIME, IMPAIRS JUDGMENT'. A box on the right says 'Alcohol & Drugs: 1. How can they impact the brain and safety? 2. What are 3 tips for safe decisions about alcohol? 3. What are your policies and responsibilities?'. The slide is credited to '© 2018 by Peter Hout'.</p>	<p>Alcohol/Drugs Debrief: (Questions on the slide.) Look for: The brain is an electrochemical device; alcohol and drugs are chemicals that can affect the brain, especially the conscious capacity; a hangover is as dangerous as being under the influence on the job; we drink because it is fun, but we can become aggressive or sloppy; Tips: follow guidelines, alternate with water, non-alcoholic drinks, one per hour, limit to one to two per day or less, avoid binge drinking – know meds side effects.</p> <p>Alcohol/Drugs Framing: What are your safety frames when thinking about alcohol use? Are they green or red? Are we publicly compliant? Follow the laws or risk losing lots of money and our license – of course we are. We're probably privately compliant as well. We've heard too many stories of what can go wrong with drinking and driving. What about other red frames?</p> <ul style="list-style-type: none"> ● How about "I can still drink like I am twenty-one!" ● Or, how about not being aware of the side effects of our medications? ● Research shows us that we tend to be less inhibited under the influence – Can you think of any incidents where you or someone you know impacted their relationships because of decisions made under the influence?


	<p>Green frames might include:</p> <ul style="list-style-type: none"> • Assigning a Keymaster. • Planning fun activities outside the work week, so you're fully engaged at work. • Reading the fine print on your prescriptions.
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 20 – Fatigue M4 Slide 21 – Knowledge Check</p> <p>We know that Red Frames around fatigue can hurt our goals to stay safe. We'll take a look at reframing fatigue with Green Frames during class.</p>
	<p>Fatigue Debrief: Look for: Fatigue is caused by sleep deprivation, sleep debt, stress, shift work, overtime; we can habituate it and become more vulnerable to unpredictable hazards, shuts down our 7 units. Short-term: slows reactions, tired eyes, restless, drowsy, lose concentration. Long-term: weight gain, poorer health, psychological impact lowers our serotonin levels, heart and blood pressure problems, infertility; action plan includes getting more sleep, taking breaks, getting fresh air, 10 minute nap, water, caffeine can help within limits.</p> <p>Fatigue Framing: Fatigue Framing: Fatigue is often underrated as a safety concern, especially if you're working in the office. We've normalized fatigue as a badge of accomplishment in some industries (tech startups?), and certainly have ignored the consequences in others (doctors?). But the truth is Fatigue is as responsible for incidents and near misses as alcohol and drugs. So what were the frames you came up with?</p> <p>Red frames to look for:</p> <ul style="list-style-type: none"> • The company makes me work too much, too many emergencies. • I am a night owl. • I am so busy: work/school/family. <p>Green frames to look for:</p> <ul style="list-style-type: none"> • I think I am the only one who can manage my fatigue when I work long hours. • I feel committed to taking care of myself. • I will say no to bad habits and make good choices to get enough sleep.
<p>ILT 86: 3P Trainers Duration: 2 min Objective: The learner will define and demonstrate techniques for working safer, using the five safety frames: Safety Control, Risk Awareness, Operating Attitude, Stress Management, and Professional Orientation.</p>	<p>RECAP OPERATING ATTITUDE – BREAKOUT GROUP</p> <p>Say: For Habituation it's about your subconscious brain operating on auto-pilot, which is an effective and efficient way to survive. But if you have habituated risking safety, that is when you need to make it DIPI again and engage your 7 units to create a Green Frame and create safe habits.</p> <p>Say: For Alcohol/Drugs, the most obviously affected will be our 7 units, yes? ...deteriorating down to one or two.</p> <p>Say: Don't let Fatigue manage your locus of control. By thinking: It's the company's fault, they make me work overtime- challenge yourself to reframe and focus on what is in your sphere of control. You can't control what the company does, you can only</p>

	<p>control your Frame or reaction to overtime – what you think, feel, say, do. Tips: If your mind is racing, ask your RAS good questions and answer them so your brain will stop searching for answers and you can get to sleep.</p> <p>Ask: Given all we know – Now – about these three key elements, and our operating attitude, how are YOU going to stay reframed “on?” (Be in the moment, consider our five reasons, focus on what’s important now, etc.)</p> <p>Say: Let’s talk about STRESS, a frame that everyone here has experienced at one point or another.</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames</p> <ul style="list-style-type: none"> ● M4 Slide 22 – Stress Management ● One of the Five Thinking Patterns is Stress Management. The Green Frame is I choose a helpful response to stress. ● A stress response is helpful when we are under attack; a rush of cortisol, the feeling of anxiety - can prepare us mentally and physically for emergent situations. ● This was intended as an occasional survival tool when we needed it most. But today we have stress all day every day. ● Choosing a Green response to stress is critical to managing our health and safety over the long term.
<p>ILT 87: 3P Trainers Duration: 1 min Objective: The learner will identify the five primary safety frames.</p> 	<p>STRESS MANAGEMENT INTRO – BREAKOUT GROUP</p> <p>Say: The next of the Five Safety Frames is Stress Management. The Green Frame is I choose a helpful response to stress.</p> <p>Say: Who remembers their stress assessment from eLearning? Are we all in agreement – we are stressed?</p> <p>Say: Stress response is a physical and mental response – a rush of cortisol, a feeling of anxiety – anyone get sweaty palms, forehead, shaky hands....</p> <p>Say: Remember: Our brain’s reaction to stress was intended as an occasional survival tool when we needed it most. But today we have stress all day every day.</p> <p>Say: Choosing a Green framed response to stress is critical to managing our health and safety over the long term. Let’s take a deeper look at our frames surrounding Stress.</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames</p> <p>M4 Slide 23 – Stress Assessment</p> <p>Stress is simply an emotion that happens when we have a Red Frame that we can’t handle something. But this emotion is very powerful and shows up for each of us at different times and different ways.</p> <p>If we make a list of all the things that are potentially stressful for us (work, boss’s expectations, in-laws, kids, money, traffic, bills, politics, health issues, taxes, spouse, home renovations, technology, deadlines, other people...etc.), nearly everything can generate stress! Even thinking about stress can be stressful!</p> <p>It’s when we frame these things as being “terrible”, or “out of my control”, or “I can’t handle them one more day”, that our brain is alerted to a DANGER in the environment and the survival response kicks in and we feel the physiological and psychological effects of stress.</p> <p>Stress is just an emotion that is designed to help us survive the “dangers” in our life. But when it’s unmanaged, it can feel horrible, uncomfortable and even deadly. The</p>



	<p>energy of stress can show up for each of us differently, some of us might eat more, some of us lose our appetite. Some of us will get headaches, some of us will hypertension.</p> <p>We invite you to complete a stress markers assessment. It lists all the different ways stress might show up in your thoughts or feelings and words and actions. Mark off all the ways that stress shows up in your brain and body.</p> <p>Take note if you have more Fight, Flight or Freeze symptoms. Remember, we're all different; different things create stress in different ways.</p> <p>Let's look a little closer at the UNMANAGED stress response, Fight or Flight.</p>
<p>ILT 88: 3P Trainers Duration: 2 min Objective: The learner will demonstrate framing and reframing at least one thought.</p> 	<p>STRESS ASSESSMENT & FRAMES DEBRIEF – BREAKOUT GROUP</p> <p>Say: Stress is simply an emotion that happens when we have a Red Frame that we can't handle something. But this emotion is very powerful and shows up for each of us at different times and different ways.</p> <p>Say: Let's just make a list of all the things that are stressful for use (flip chart...work, boss's expectations, score card, in-laws, kids, money, traffic, bills, politics, health issues, taxes, spouse, home renovations, technology, deadlines, other people...etc.)</p> <p>Say: When we frame these things as being "terrible", or "out of my control", or "I can't handle them one more day", our brain is alerted to a DANGER in the environment and our survival response kicks in and we feel stressed!</p> <p>Stress is just an emotion that is designed to help us survive the "dangers" in our life. But when it's unmanaged, it can feel horrible, uncomfortable and even deadly. The energy of stress can show up for each of us differently, some of us might eat more, some of us lose our appetite. Some of us will get headaches, some of us will hypertension.</p> <p>Ask: Do you think we all had the same stress markers? No. We're all different; different things stress us out in different ways. Which tells us stress is about the FRAME on the stressor, not the stressor itself.</p> <p>Ask: What does this have to do with safety? (if we are not focusing our 7 units on safety we could get hurt) What about psychological safety? (when we are stressed we could take it out on others, may stress them out: when we are stressed and don't handle it well it diminishes our psychological safety, we feel threatened)</p> <p>Transition: Say Let's review the UNMANAGED stress response, Fight or Flight.</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 24 – Fight or Flight</p> <p>The Fight or Flight response is a physiological response triggered when we feel a strong emotion like fear. Fear is a normal emotion to feel in response to a danger or threat. Fear also has a close relative, called anxiety. The Fight or Flight response evolved to enable us to react with appropriate actions: to run away, to fight, or sometimes freeze to be a less visible target.</p> <p>For most of us, however, life isn't about fighting or escaping predators or enemies anymore. The Fight or Flight response was designed to deal with feeling fear for our lives, but today it is much more likely to be triggered by internal worries and anxiety. When we are in fight or flight mode, blood rushes to the brain, muscles and limbs, and as a result we think less and react more instinctively, becoming aggressive or helpless in order to survive. This is not helpful if our goal is to be professional and safe on the job.</p>


	<p>In fact, it distracts us from anything other than the stress and emotions we're feeling. Certainly our safety and the safety of others can take a back seat to the fight or flight response.</p>
<p>ILT 89: 3P Trainers Duration: 3 min Objective: The learner will identify the five strategies for stress management: self-awareness, breathing, assess & reframe, plan and act, and the power of questions.</p> 	<p>FIGHT OR FLIGHT REACTION TO STRESS – BREAKOUT GROUP</p> <p>FIGHT:</p> <p>Say: With a fight response your prefrontal cortex- seat of logic is shut down. We respond from our primitive brain/amygdala – all emotion. We get angry and may become aggressive, defensive, irrational.</p> <p>Ask: How does this impact your safety? (brain is paying attention to your chemical response instead of what might harm you or others. Your aggression and defensiveness distracts you and everyone around you).</p> <p>FLIGHT:</p> <p>Say: So we know our conscious brains focuses on what is DIPI. If we have a flight reaction to stress, the stress is what is most DIPI, stealing our 7 units and taking energy away from our ability to handle anything else.</p> <p>Ask: How does this impact your safety performance? (less focused on safety, run away from issues or fight back and get defensive, don't resolve issues, unable to focus).</p> <p>Ask: Does your reaction impact your psychological safety as well as others'? (yes)? How?</p> <p>Ask: What happens to the safety of others when stress drives your Red Frames and you behave in a fight or flight response? (they feel threatened, intimidated, may feel like they want to run away or shut down or get defensive, you trigger their fight or flight response) That is right it is contagious!</p> <p>Ask: What is the impact of this reaction on our safety culture? (can cause gaps, errors, people may not ask for help or ask questions, less sense of working together, people feel harassed and distracted by this feeling, less pride in the work).</p> <p>Ask: What is the impact on our performance if we feel psychologically threatened? If you recall in the case study Alex was having a stressful moment. What was his reaction (fight, kicked something, yelled)? How could this impact others? (threatened, uncomfortable, avoidance) What was his 50% (managing his reaction to stress so it does not impact others).</p> <p>Say: Let's consider how to do that- what we can do to reframe to Green Frames and have a helpful response to stress.</p>
<p>ILT 90: 3P Trainers Duration: 3 min Objective: The learner will demonstrate framing and reframing at least one thought.</p>	<p>STRESS MANAGEMENT FRAMES – BREAKOUT GROUP</p> <p>Prep: Flipchart for activity Red Frame and Green Frame</p> <p>Say: When we are in a stressful situation, it is the stressful situation that is DIPI to our conscious brain, not the task we should be focused on to stay safe.</p>




<p>ACTIVITY STRESS MANAGEMENT FRAMES IN HIGH RISK SITUATIONS</p> <p>1. WHAT IS YOUR FRAME WHEN YOU DO NOT RESPOND EFFECTIVELY TO STRESSFUL SITUATIONS</p> <p>2. WHAT IS YOUR FRAME WHEN YOU RESPOND EFFECTIVELY TO STRESS MOMENT BY MOMENT</p> 	<p>Say: A Red Frame around stress is one where you don't pay attention to your stress reactions and manage your stress as it happens. You are out of control and your stress is in control.</p> <p>A Green Frame allows you to see your signs of stress as they happen so you can manage them. Let's take a look at examples of Red and Green Frames you may have while operating in storm season.</p> <p>Activity: Walk through Red frames first, flipchart the information. Ask the group to walk you through a typical stressful BIGUnario (or the case study) and what a Red framed reaction would be. (overwhelmed, too much to focus on, stress is distracting you but you don't know it, something goes wrong you curse and get angry, take it out on someone else, rush to get stuff done)</p> <p>Then, reframe to Green by asking them what their Green Frame reaction would be. (collaborative, communicative, focused, adjust in the moment as new stressors happen, do proper risk assessment, look for hazards, work with team, check on their Frames)</p> <p>Debrief: Do you think you are better at handling stress during times when you expect it, like the holiday season? (data shows they are) How does the stress help you if you choose to respond effectively? (focused on processes to stay safe, heightened Risk Awareness, etc.)</p> <p>Ask: Is it possible that we can become complacent when we are not on high alert, so a certain amount of stress can be motivating?</p> <p>Say: What about this: does anyone ever get stressed by other people - get angry or dismissive? (yes) Why? (because they say things that bother me, they don't know what they are doing, they always complain, I don't have time for them). (Next Slide)</p>
<p>ILT 91: 3P Trainers Duration: 10 min Objective: The learner will identify the five strategies for stress management: self-awareness, breathing, assess & reframe, plan and act, and the power of questions.</p> 	<p>STRESS MANAGEMENT STRATEGIES ACTIVITY – FIVE GROUPS</p> <p>Say: Time for another Activity!</p> <p>Do: Break into Five groups, each group taking on one of the strategies.</p> <ol style="list-style-type: none"> 1. Choose a stressful situation, either from work or home, then red and green frame it. (preferable work) 2. Next, apply your strategy. Create the process – what are the steps you are going to take to manage that stressful situation? Be specific. <p>Each team will share their situation, frames and strategy.</p> <p>Note: this is an area where we can be our brother or sister's keeper, and call out to someone privately when we think they might be stressed and offer to help. Brothers and sisters don't let someone suffer in silence.</p> <p>Say: Let's try one strategy on for size....</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 25 – Impacts of Psychological Safety</p> <p>Have you ever gotten stressed by other people and reacted with anger or became dismissive? Have your reactions ever impacted the psychological safety of you or others around you?</p>


	<p>The impact to the safety of others when stress drives our Red Frames may be a direct result of a fight or flight response. People may feel threatened, intimidated, or they may feel like they want to run away or shut down. Others can get defensive, and their fight or flight response can be triggered as a result! That’s right, it’s contagious! Obviously, this impacts our safety culture, however, it can also affect your working relationships and work culture in general. People may not ask for help or ask questions. There’s less camaraderie, people may feel harassed and distracted, taking less pride in their work.</p> <p>Do not underestimate the impact of psychological safety at work. It may not be as obvious as our physical safety, but certainly can have far-reaching effects when ignored.</p> <p>Next, let’s consider what we can do to create Green Frames for a more helpful response to stress.</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 26 – Stay and Play Strategy</p> <p>One Green framed response to stress is to remind ourselves to “Stay and Play.” It means we believe we can handle it, we are energized and confident to stay and deal with it.</p> <p>Our pounding heart is helping us to get ready for the situation and is increasing our oxygen supply.</p> <p>We can’t completely stop our physical reaction and we will never get rid of all the things that stress us.</p> <p>We know there are things we can’t control, however, we can control our Frames around handling the stress (thus, the “Play” part). By practicing the “stay and play” mantra, our symptoms and reactions become managed and helpful.</p> <p>Let’s take a look at five more Stress Management strategies you can use to Green Frame how you react to and manage your stress.</p>
<p>ILT 92: 3P Trainers Duration: 2 min Objective: The learner will define and demonstrate techniques for working safer, using the five safety frames: Safety Control, Risk Awareness, Operating Attitude, Stress Management, and Professional Orientation.</p> 	<p>STAY AND PLAY – BREAKOUT GROUP</p> <p>Say: Stay and Play!! Similar to “What’s Important Now?” – Using Stay and Play as a new mantra can diffuse our reactions and minimize the physical symptoms.</p> <p>Ask: Can you think of an example of where you might use this phrase at work or at home?</p> <p>Say: Alright, one more Safety Frame to go! Professional Orientation!</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 27 – Stress Management Strategies</p> <p>Roll Over each strategy to learn more.</p> <p><<Self Awareness>> Know your stress triggers and know your markers. How does your body tell you it is stressed out? Take a few moments and note in your handout what your top 3 triggers are and how your body reacts, what are the symptoms you</p>

	<p>feel, what is your reaction typically fight or flight?</p> <p><<Breathing>> When you feel stress a good way to manage it is to practice 5x5 breathing. The technique is used to manage anxiety attacks, but also used by top athletes to increase focus, reduce blood pressure and manage stress. Click to watch a quick video. https://www.youtube.com/watch?v=CzIRJftYmAk</p> <p><<W.I.N.>> What's important now to make handling the stress effectively DIPI and creating a Green Frame around what is stressing you.</p> <p><<Assess and Reframe>> Analyze one of your top stressors and then reframe it to a Green Frame. EXAMPLE: Similar deadlines for multiple projects. Red Frame – There's no way this will work. Green Frame – This is an opportunity to get assistance and feedback from other team members.</p> <p><<Plan and Act>> Once we are centered, focused and clear, we can make a plan and act on it. Perhaps you plan to reach out to your social network, or exercise (which helps manage stress hormone, cortisol); or perhaps you'll make a list, take a yoga class, or meditate.</p> <p>Now that we've covered a few strategies, we'll do a knowledge check; but first, a message from the Employee Assistance Program...</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 28 – Employee Assistance Program M4 Slide 29 – Knowledge Check</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 30 – Professional Orientation Intro</p> <p>This is our last of the five safety Frames: Professional Orientation. Its Green Frame: “I do it well, I make it better.”</p> <p>In terms of professional orientation, you may think this Frame is obvious: being a professional means showing up on time, engaging and participating in your role, supporting and leading your team toward success. However, in terms of “Safety” – Professional Orientation includes a bit more...</p> <p>It means we do what it takes to be safe AND make our safety culture better.</p> <p>It means we believe we are “able,” we actively care and we look for ways to improve. In the safety culture this shows up in how we behave and in everything we do.</p> <p>If we have Green Frames around our professional orientation, we are more likely to engage in safe production, and less likely to compromise safety for the sake of production goals and deadlines.</p> <p>Let's consider what these Frames are in greater detail...</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 31 – Three Frames of Professional Orientation</p> <p>There are three Frames around Professional Orientation: Self-Belief, Active Care and Continuous and Never Ending Improvement.</p> <p>Let's take a look at each of the Frames in detail...</p>
<p>ILT 93: 3P Trainers Duration: 1 min</p>	<p>PROFESSIONAL ORIENTATION INTRO – BREAKOUT GROUP</p> <p>Say: The last of our five safety frames is “Professional Orientation.” And the key green frames? (I do it well. I make it better.)</p> <p>Do: Share a story of someone you know that exemplifies these “Green Frames” of</p>

<p>Objective: The learner will identify the five primary safety frames.</p> 	<p>professional orientation (if time allows).</p> <p>Ask: What is professional orientation to you? Does it begin and end on the job? Why or why not? (Look for: integrity, pride in company, taking ownership, work and life attitude, social media integrity, etc.)</p> <p>Say: Professional Orientation shows up in our attitudes and our behavior, and is especially relevant in transforming our safety culture from public compliance to private compliance. (Refer to safety culture maturity model if available.) It means we make safe choices even when no one is looking, and we take a stand if we are ever encouraged by others to make an unsafe or unprofessional choice regardless of who the person is; a peer, a subordinate or your boss.</p> <p>Say: There are three elements in which our frames directly impact our Professional Orientation: Self-Belief, Active Care and Continuous Improvement. Let's review what they are and the frames for each next.</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 32 – Self-Belief Frames of Professional Orientation Self-Belief Red Frames mean we don't believe or think we have the resources, abilities and skills to control or influence safety challenges, we feel unable to cope, we do take more risks and have more incidents. Green Frames mean we believe and think we have what we need to control and influence safety challenges, we feel confident and motivated and we do get better results.</p>
<p>ILT 94: 3P Trainers Duration: 2 min Objective: The learner will identify the five primary safety frames.</p> 	<p>SELF-BELIEF FRAMES – BREAKOUT GROUP</p> <p>Say: Self-Belief Frames are centered around how we think about our own personal skills and experience, as well as how we view ourselves in general. This absolutely touches on the ABR model, our attitudes about ourselves affect our behaviors and the results we get. As we learned in a previous activity, however, it's not only about our self-belief, our leaders and managers have an effect on how we view ourselves at work. We also address this as an error prevention principle: "I achieve high levels of performance because of the immediate encouragement and reinforcement received from my leaders, peers and direct reports." This also translates well to working safely, in that red frames could mean we don't believe or think we have the resources, abilities and skills to control or influence safety challenges, we feel unable to cope, we do take more risks and have more incidents. Green Frames are just the opposite, of course: believe and think we have what we need to control and influence safety challenges, we feel confident and motivated and we do get better results. (Next Slide)</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 33 – Active Care Frames of Professional Orientation Active Care Red Frames mean we think it is not our place to speak up about unsafe behaviors, we are less motivated and we don't provide suggestions for safer ways of working. Active Care Green Frames mean we think it is our place to care for others' safety, we feel motivated to intervene if someone else is at risk and will give feedback to actively care for workplace safety. Heads Up! We talked about psychological safety earlier in our eLearning. For class, think about how Active Care Red or Green Frames impact the psychological safety of those we work with.</p>

<p>ILT 95: 3P Trainers Duration: 3 min Objective: The learner will identify the five primary safety frames.</p>  <p>The graphic titled 'ACTIVE CARE & SAFETY' contains two boxes. The left box, 'Active Care Red Zone Frames', lists: 'We THINK it is not our place to speak up about unsafe behaviors', 'We FEEL less motivated', and 'We DON'T provide suggestions for safer ways of working'. The right box, 'Active Care Green Zone Frames', lists: 'We THINK it is our place to care for other's safety', 'We FEEL motivated', and 'We DO intervene if someone else is at risk and will give feedback to actively care for workplace safety'.</p>	<p>ACTIVE CARE FRAMES</p> <p>Say: Active Care Frames are centered around our sphere of influence and how we impact others in the greater community. Red frames here can mean we think it's not our place to speak up about unsafe behaviors, we are less motivated and we don't provide suggestions for safer ways of working. Active Care Green Frames mean we think it is our place to care for others' safety, we feel motivated to intervene if someone else is at risk and will give feedback to actively care for workplace safety. <u>Together</u> we can improve organizational processes and priorities and influence each other's behaviors every day. (EPP #3)</p> <p>Ask: Remember how we've been talking about psychological safety being just as important as our physical safety? How might Active Care Green Frames impact the psychological safety of those we work with? (we think it is important for us to support others' psychological safety as well as our own and feel empathic, caring, try to understand, be open to others' needs, diversity, differences, communicate to actively care for others).</p> <p>Ask: How likely is someone in full Flight mode have a Green Frame around Active Care? (not likely at all)</p> <p>Ask: In terms of Professional Orientation, think of ways we might tolerate micro-aggressions or even slight retaliation in our organization. Has anyone experienced this? Is this an example of actively caring? (No, obviously.)</p> <p>Ask: What are some examples you can think of where you ACTIVELY CARED? (helping elderly on the bus, prevented a child from running in the street, even opening the door for someone with hands full.) But it might just be saying to a co-worker that you don't want to hear the latest gossip from his/her team....</p> <p>Say: The health of our Safety Culture depends on us having a work environment that reinforces and rewards Green Frame attitudes around Active Care.</p> <p>Do: Show Big Util Helpline Slide and Say: In addition to the Employee Assistance Program we discussed during eLearning, our Big Util HelpLine offers a private source of advice and assistance if you feel that retaliation or other professional misconduct has been taken to a level that damages our Safety Culture.</p> <p>Say: One more to go: Continuous Improvement.</p>
<p>eLearning</p>	<p>Module 5 – The Five Safety Frames M4 Slide 34 – Continuous and Never-ending Improvement</p> <p>Continuous and Never Ending Improvement (or CANI) Red Frames mean we don't think about improvement, and we're not motivated to ensure safety is continually improved. In other words, we would accept a lower standard of safety. CANI Green Frames mean we think it is important to improve our job, we feel proud and motivated to improve safety; and we set (and Frame) safety goals appropriately to make them happen.</p> <p>Let's discuss an action plan to prepare us for an experiential activity in class...</p>
<p>ILT 96: 3P Trainers Duration: 4 min Objective: The learner will identify the five primary safety frames.</p>	<p>CONTINUOUS IMPROVEMENT / ACTIVITY – BREAKOUT GROUP / SOLO</p> <p>Say: Continuous Improvement (CI) Frames are centered around the commitment to learn from past errors, and proactively recognize and address them at both an individual and organizational level. (Have you heard that before? It's an error prevention principle, and is integral to Big Util's mission toward safety.) Red Frames around this concept mean we don't think about improvement, or perhaps don't feel it's worth our time and energy to fix something we think needs work. We wouldn't be motivated to ensure safety is continually improved, and certainly would accept a lower standard of safety. Green Frames mean that we DO think it is</p>

<p>CONTINUOUS AND NEVER ENDING (CAN) IMPROVEMENT & SAFETY</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid red; padding: 5px;"> <p>CANI Red Zone Frames:</p> <ul style="list-style-type: none"> We don't THINK about improvement. We would not FEEL motivated to ensure safety is continually improved. We DO accept a lower standard of safety. </div> <div style="border: 2px solid green; padding: 5px;"> <p>CANI Green Zone Frames:</p> <ul style="list-style-type: none"> We THINK it is important to improve our job. We FEEL proud and motivated to improve safety. We DO set and Green Frame safety goals to make them happen. </div> </div>	<p>important to improve our organization, our systems and our jobs, we feel proud and motivated to improve safety and we set safety goals to make them happen.</p> <p>Say: Professional Orientation is our last Safety Frame, but it definitely isn't the least important. It relates to many of the concepts we've discussed over the last two days, including the ABR model, as we already mentioned, but also Locus of Control and our Safety Culture Model, as well as all four of the other Safety Frames.</p> <p>Ask: What are some ways a strong Professional Orientation promotes a healthy Safety Culture?</p> <p>Say: Big Util expects everyone at every level of the organization to uphold the high standards we have for professional conduct. Living our values and meeting our goals as a company depends on it</p> <p>Say: (OPTIONAL) Turn to your action plan in your handout and document one thing you will start to do to be in Green Frame around professional orientation, one thing you will stop doing because it is a Red Frame about professional orientation, and one thing you are doing well that you will continue.</p> <p>Say: When you're finished, go ahead and take a break! When you return, we'll practice some speed framing, and dive deeper into the concepts we've learned today, tying everything up and providing some takeaways for you. Please make sure you're back by 3:20pm, so we can leave on time!</p>
<p>ILT 97: Duration: 1 min.</p> 	<p>BREAK VIDEO TBD</p>
<p>ILT 98: Duration: 10 min.</p> 	<p>BREAK TIMER</p>
<p>ILT 99: 3P Trainers Duration: 10 min</p> 	<p>SPEED FRAMING ACTIVITY - TABLE TEAMS</p> <p>Do: Lay out the activity for participants:</p> <ol style="list-style-type: none"> Write down a personal example of a potentially hazardous situation you have participated in. Line up in two rows facing each other. Each pair takes a turn describing how a given Safety Frame applies to their situation (listen for a prompt from the facilitator to help with ideas). Shift one of the rows so each person has a new partner and repeat the previous step with a new Safety Frame (and prompt from the facilitator). Repeat until you've applied all five Safety Frames to your BIGUnario. <p>Prompts: (Ask the appropriate question at the beginning of each round. Let the group know that these are idea starters only—if they want to approach the Safety Frame and their BIGUnario differently, that's fine.)</p> <ul style="list-style-type: none"> Safety Control – What was your 50% in making sure the situation didn't (or did) lead to a safety incident?

	<ul style="list-style-type: none"> • Risk Awareness – What measures were taken to ensure that no potential hazards were missed (or what measures could have been taken if the hazard was missed)? • Operating Attitude – If you were habituated to accepting the safety exposure as normal, how would (or did) it affect your response? • Stress Management – What stressors might have kept you from responding to the risk in the best manner possible? What would you do differently to manage your stress if it happened again? • Professional Orientation – What did you do after this situation happened to make sure it was a learning experience for you? For others? <p>Do: Allow participants to go back to their seats, and debrief with the following questions:</p> <p>ASK: How did it feel to apply all five Safety Frames to the situation you came up with?</p> <p>Ask: What did you learn from your partners during this activity?</p> <p>Ask: This activity asked you to apply the Safety Frames to a past experience. Is there value in that? What is it?</p> <p>Ask: How realistic is it to expect that you will apply the Safety Frames consistently on the job? What would prevent you from doing that? Is there a way you can put a Green Frame around that?</p> <p>Transition: This activity was designed to make you think on your feet (literally), and challenge yourself to remember the key points associated with each Safety Frame. The next activity will be less stressful, but require you to think a little more deeply about your commitment to our Safety Culture.</p> <p>SAY: We’ve covered a lot of ground over the last two days, and it’s important that we spend some time processing all of this new information we’re asking you to make sense of. Some of that processing will take place after you leave here today, but we’re going to get the ball rolling now.</p> <p>ACTIVITY: Split the class into two groups. One group will go with the 3P Trainers facilitator and have “Deep Dive Discussion #1 – Driving.” The other will go with the Big Util facilitator and have “Deep Dive Discussion #2 – S.T.O.P.” After 25 minutes, the facilitators will reframe places and lead their assigned discussion with the other group. When another 25 minutes has passed, use the remainder of the hour for a class debrief.</p>
<p>ILT 100: Big Util / 3P Trainers Duration: 15 min</p> 	<p>DEEP DIVE DISCUSSION #1 – DRIVING</p> <p>Step 1:</p> <p>SAY: Driving is something we all do. Some only drive as a means to transport themselves and others. Some add driving for fun. Some may also drive for work. It is an activity that requires practice, a great deal of concentration and one that can easily become habituated.</p> <p>ASK: How has the relationship between vehicles and safety evolved over the years?</p> <p>DISCUSS: The safety culture model (Environment, Practices and Person). We typically focus on the Environment and the Practices, but spend little time exploring the thoughts, feeling and actions of the Person operating the vehicle.</p> <p>Step 2:</p> <p>ASK: How many of you think you are excellent drivers? What leads you to believe that?</p> <p>How many of you have ever been in a car accident? How many of the accidents were found to be your fault? How many of the accidents were</p>

found to not be your fault? How did this finding effect your thoughts and feelings about your driving abilities?

Those that have never been in a car accident, what impact does that status have on your driving? <Reinforces all of my driving behaviors> What about receiving a ticket?

DISCUSS: Safety control [Symbol] I'm responsible and I'm in control. I take ownership of outcomes and results and look at my portion of responsibility.

Step 3:

ASK: What is your goal when you get behind the wheel? When does 'getting to your destination' take a back seat to other goals?

What are examples in your life when you very intentionally focus all of your 7 units on your driving and the driving of others? <New car, new baby, etc.??>

At what point do the hazards of driving stop being DIPI?

What are the differences in thoughts, feelings and actions of a defensive driver?

DISCUSS: Risk awareness [Symbol] How does the hierarchy of controls show up?

Step 4:

ASK: What are the things that other drivers do to push your buttons?

What are the things you might be doing that stress out other drivers?

How does stress show up on the road for you?

We have advertisements that remind us not to drink and drive. We have advertisements that remind us to pull over and rest if we're feeling too tired.

Anyone ever heard someone say, "I'm too stressed to drive right now?" What's the difference if my 7 units are focused on somewhere other than my driving?

DISCUSS: Stress management [Symbol] I choose a helpful response to stress. Importance of removing oneself from situation to assess personal frames.

Step 5:

ASK: Under what circumstances do we consistently drive at or under the speed limit? <when there's a police officer nearby, when children are at play, during inclement weather, etc.> Why only then, why not all the time?

What are the thoughts and feelings that support us following the traffic norms of 5 miles over the speed limit is acceptable or going with the flow of traffic is the safest option?

How do we operate a vehicle differently if it's a friend's car we're borrowing?

A rental car? A work vehicle? What thoughts and feelings cause us to drive differently? <Accountability>


DISCUSS: Operating attitude [Symbol] Public versus private compliance.


Step 6:


ASK: What are the attitudes and behaviors about our driving that might, just might keep us from our goal of going home safely to our PB5? Is that unhelpful behavior worth losing it all?

What can we choose to think, feel and do differently that will help us drive safely for our PB5?

What is your 50%

	<p>DISCUSS: Personal and Professional orientation [Symbol] We are in control of what we think, feel, say and do every time we get behind the wheel of a vehicle. Before turning over the key/pushing start, pause, take a deep breath, ask what’s important now, and then turn on your ride to those PB5.</p>
<p>ILT: 101 Big Util / 3P Trainers Duration: 15 min</p> 	<p>DEEP DIVE DISCUSSION #2 – S.T.O.P. ERROR PREVENTION TOOL</p> <p>Step 1: SAY: S.T.O.P. stands for Stop, Think, Observe, Perform. S.T.O.P. is one of the Error Prevention Tools we use at Big Util to help us make safe choices. Employees learn about it during onboarding and we can all benefit from practicing it every day. S.T.O.P. links to psychological safety as well as physical safety for ourselves and for others. Like all good error prevention tools it ultimately helps us and others remain safe for the things we care about. ASK: When was the last time you paused to mentally walk through the next steps you were about to take before moving forward with a potentially hazardous task? What were the negative ramifications? What about it was positive? DISCUSS: The safety culture model (Environment, Practices and Person). We typically focus on the Environment and the Practices, but spend little time exploring the thoughts, feeling and actions of the Person doing the work.</p> <p>Step 2: ASK: Which is easier, to tailboard before you begin working or stop in the middle of the job? Why? Why don’t we always stop when we recognize something we are doing is hazardous? Which part is the hardest to do? Why is it so hard to ask what’s important now? At what point do we think S.T.O.P. is unnecessary? When is it no longer DIPI (or Green Frame)? DISCUSS: Safety control [Symbol] I’m responsible and I’m in control. I take ownership of outcomes and results and look at my portion of responsibility.</p> <p>Step 3: ASK: What gets in the way of us talking to others about their potentially unsafe behavior? When you do say something, how do you say it? How do we react if/when someone calls out something we’re doing that’s not the safest? Do we have a different reaction if it’s our manager, a peer, or a subordinate? What’s the difference in thoughts and feelings of someone who says something versus someone who doesn’t? DISCUSS: Risk awareness [Symbol] I see it, I manage it. What’s my 50%?</p> <p>Step 4: ASK: What impact does Operating Attitude (fatigue/drug/alcohol/habituating) have on our ability to use S.T.O.P.? How is S.T.O.P. connected to psychological safety?</p>

	<p>How is S.T.O.P. connected to physical safety? At what point do you S.T.O.P. yourself? When was the last time you did? DISCUSS: Operating attitude [Symbol] Public versus private compliance.</p> <p>Step 5: ASK: How do work breaks help us live S.T.O.P.? How do you spend your time during those breaks? When your break is over how do you re-enter the work? How does S.T.O.P. show up in real life? How does our ‘drive for results’ culture compete with S.T.O.P.? Where do they not work well together? What does it look like when both have the same goal of “safe and reliable work”? DISCUSS: Stress management [Symbol] I choose a helpful response to stress. Importance of removing oneself from situation to assess personal frames.</p> <p>Step 6: ASK: Which positions/roles are expected to use stop more than others? Why the difference? If working safely is the goal, then how do error prevention tools help us achieve that goal? Both at work and at home? How many S.T.O.P.s do you allow yourself each day? Who on your team/crew have you given permission to stop you anytime, anywhere? DISCUSS: Personal and Professional orientation [Symbol] We are in control of what we think, feel, say and do every day, all day. Like GPS devices, our brains need to recalculate from time to time. If we don’t allow opportunities to use S.T.O.P. during our day we may not end up at our desired final destination, safely home. Say: Everyone up on your feet for this next activity.</p>
<p>ILT 102: 3P Trainers/Big Util Duration: 15 min Objective: The learner will define and demonstrate techniques for working safer, using the five safety frames: Safety Control, Risk Awareness, Operating Attitude, Stress Management, and Professional Orientation.</p> 	<p>SPEEDBALL ACTIVITY – BREAKOUT GROUP</p> <p>Activity: Get learners in a circle at the back of the room or in an open space. Move tables if needed.</p> <p>Say: We are now going to apply our Professional Orientation and safe production. The goal of this activity is to move our speedball down the production line as safely and quickly as possible. First and foremost, we must be safe, so if at any time you don’t feel safe take control and be your own safety officer. Let’s look at our safety culture. Is our environment safe? What about your attitude, do you have your 7 units engaged, does this feel DIPI to you? I have 5 policies that you must follow- 1. Everyone gets the ball once and only once except me (or the person who starts the production) it comes back to me 2. We establish a pattern for production and it must remain the same 3. No one is allowed to pass directly to your left or right 4. If the ball hits the ground it is an incident and we start over 5. The ball must be in motion, you can’t just take it and hand it to someone. Say: Let’s do a practice round to establish our pattern. This one doesn’t count and if we make a mistake we start over. Remember you can only get the ball once, how will we know you got it? And get those 7 units focused because you also have to remember who you threw the ball to.</p>

	<p>Do: Run a practice round to set the pattern. Ensure people know who they are throwing to.</p> <p>Do: Once you have a pattern, do a baseline shift. Have your co-facilitator time and flipchart.</p> <p>Do: Continue to run shifts, asking questions to prompt self-belief, active care, CANI, Green Frames, 7 units, make it DIPI, are you compromising safety for production, do you have to (no). Set new time goals for each shift.</p> <p>Do: prompt the group to Green Frame thinking that finds innovative ways to be safe and productive. You could ask questions: can you get any closer and still be safe, do you have to use two hands, is there a way to make the production line shorter, are you actively caring for your team, are you open to CANI, do you believe you have what it takes to deal with this safety challenge, would your clients ask you to do things faster, would you let anyone compromise your safety, what can you control, what is your Frame around your frustration or stress? What if I told you that the client says it has to be under 1 second and still safe, could you do it? (it is possible)</p> <p>Say: Let's debrief.</p>
<p>ILT 103: 3P Trainers Duration: 5 min Objective: The learner will demonstrate framing and reframing at least one thought.</p> 	<p>SPEEDBALL DEBRIEF – BREAKOUT GROUP</p> <p>Ask: What was the safest round? (last one) Do you believe productivity and safety can co-exist?</p> <p>Ask: How relatable is this to the work we do? We're not in production, or out in the field – do you see relevance in your current job? (team building, project completion, etc.)</p> <p>Ask: What are our risks when we rush things?</p> <p>Ask: What were some of your Frames? Look for- safety is only important unless it gets in the way of productivity/getting somewhere; I've got to get this done fast and not worry about how it affects others; external pressures – will never have more time and more latitude for safety, we are as good as we can be; this wasn't about safety at all, it was about getting more work out of me.</p> <p>Say: So, do you believe we can do our work and we can do it safely (by owning our safety)? If not do you have what you need from this program to help you reframe?</p> <p>Transition: Time to talk about how this can help you at work and ask for your commitment.</p> <p>Key Points: Whole Group Discussion</p> <p>ASK: What was the safest round? Do you believe productivity and safety can co-exist?</p> <p>ASK: What are our risks when we rush production?</p> <p>ASK: How did this activity make you feel? Did you feel some tension or conflict between doing it fast and doing it right/safely? How did you manage the stress?</p> <p>ASK: What were some of the red frames that surfaced during this activity?</p> <p>ASK: Were you able to change those to green frames? If not, how could you have?</p> <p>ASK: Did you find yourself losing focus on the task? If not, what kept it DIPI? If so, how could you have made it DIPI?</p> <p>ASK: How did you support your teammates?</p> <p>ASK: Were you aggravated by the actions or attitudes of any of your teammates? If so, how did you deal with that?</p> <p>ASK: How did Professional Orientation show up in Speedball?</p> <p>SAY: How do you believe we can do our work and do it safely (by owning our safety)?</p> <p>Transition: Congratulations you have conquered safe production. Time to talk about how this can help you at work and ask for your commitment. But first a little break (if</p>

	time allows).
eLearning	<p>Module 5 – The Five Safety Frames M4 Slide 35 – Personal Commitment to Safety During class, you will establish a goal, and use the framing language to identify what you need to Think, Feel and Do to support your goal. So heads up! If you'd like to prepare, you can certainly think about a personal or work safety goal you'd like to use as a part of your personal commitment.</p>
<p>ILT 104: Big Util Duration: 1 min Objective: The learner will complete their personal commitment to safety.</p> 	<p>PERSONAL COMMITMENT / WHAT'S NEXT? – SOLO Say: So we've spent all this time in class today, all that time for eLearning - what do we do next? Say: Let's consider next steps to ensure you don't lose sight of the learning and it makes a difference in your safety culture. We will continue this journey together, but don't forget, it does begin with YOU. Activity: Take one action from your start/stop/continue page. Establish one goal. Use the Frame language to identify what you need to Think, Feel and Do to support your goal. Ask: Who wants to share? Say: Now that you have made this commitment, I encourage you to buddy up with someone in the room to help you stay accountable. We also invite you to have a conversation with your manager about your goals and personal commitment.</p>
eLearning	<p>Module 5 – The Five Thinking Patterns M4 Slide 36 – Become an Influencer Things to think about.... What can you actively to do influence your team's attitudes to maximize quality, productivity and safety? What can your organization do?</p>
<p>ILT 105: 3P Trainers Duration: 1 min</p> 	<p>HOW TO USE reframe – BREAKOUT GROUP Prep: Handout feedback forms and move the feedback flipchart/poster to the front of the room. Say: What can you actively to do influence your team's attitudes to maximize quality, productivity and safety? What can your organization do? Say: Please fill in the feedback forms. We read each one and are always looking for your feedback and ways to improve.</p>
eLearning	<p>Module 5 – The Five Safety Frames M4 Slide 37 – Remember Your Five Reasons Please remember why we choose to work safely. ~End</p>
<p>ILT 106: 3P Trainers</p>	<p>THANK YOU – BREAKOUT GROUP Say: Take a look at the reasons you value your safety that you wrote on your placemat. I'm sure those reasons haven't changed since yesterday, but now you have a new set of tools to help you think, feel and act in different ways that keep those reasons front and center.</p>



Our goal today was to start a conversation about our safety culture. Company commitment isn't enough to transform our safety culture. It takes every one of us being willing to own our safety, in public and in private, at work and at home. It has to be part of who we are, part of our identity. And those reasons we value safety? That's what makes it personal, which is exactly what it should be.

Transition: And with that, it's time to call it a day. Be safe out there, always!