

Welcome!!



Flagger Instructor Training Course



SAFER ROADS SAVE LIVES

Course Objectives

- ◆ Discuss the basic training skills necessary to effectively present ATSSA's Flaggers' Course
- ◆ Discuss proper flagging techniques

Course Objectives

- ◆ When successfully completed, you should be able to:
 - ◆ Organize and effectively present ATSSA's Flagger Course,
 - ◆ Apply effective training skills, and
 - ◆ Teach others the proper flagging techniques and procedures.

Course Schedule (cont.)

DAY 1

1:00 - ??

- ◆ Individual Practice Skills
- ◆ Dry run of 4-hour Flagger Course

Course Schedule (cont.)

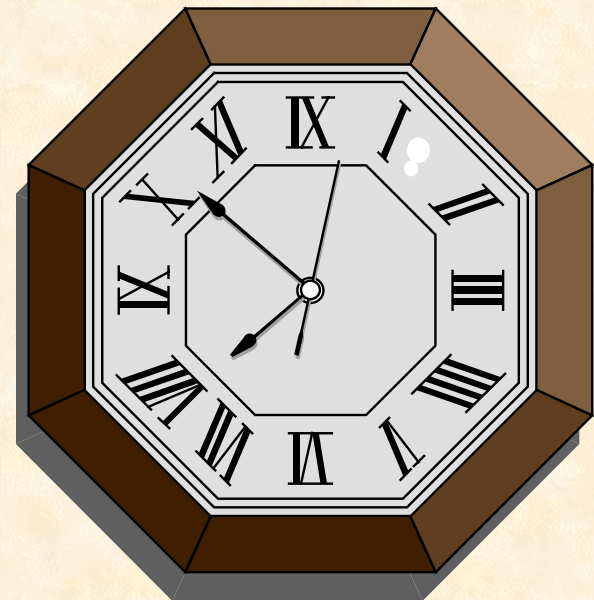
Day 2: 8:00 - 12:00

- ◆ Self-Presentation of the 4-hour course

Course Schedule (cont.)

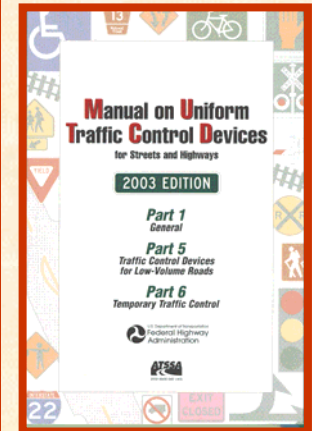
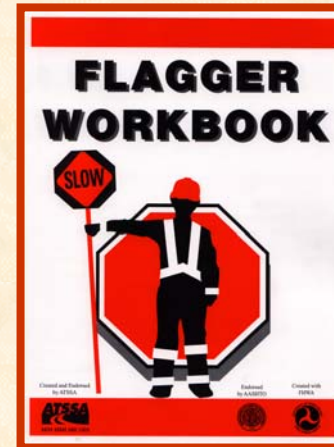
Day 2: 1:00 - ??

- ◆ Exam
- ◆ Review of Exam
- ◆ Course Evaluation
- ◆ Adjourn



Course Materials

- ◆ *Flagger Instructor Guide*
- ◆ Videotape
- ◆ Part 6 of the MUTCD
- ◆ *Training Skills for the ATSSA Flagging Instructor*
- ◆ *Flagger Workbook*
- ◆ *Flagging Handbook*
- ◆ ATSSA Pen
- ◆ Miscellaneous Forms



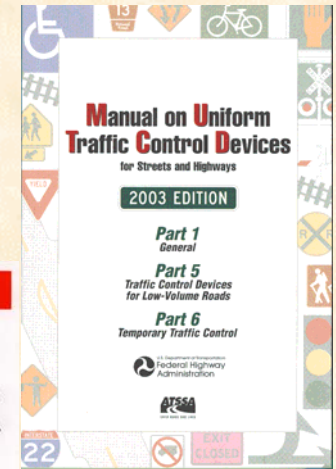
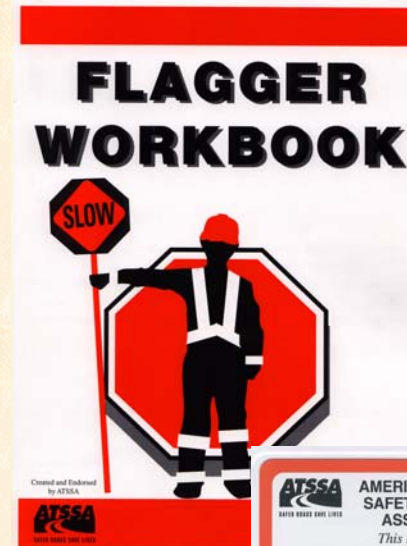
Typical Flagger Course



- In the *Flagger Instructor's Guide*
- Three columns:
 - Verbatim
 - Outline view
 - Space for notes and personal experiences

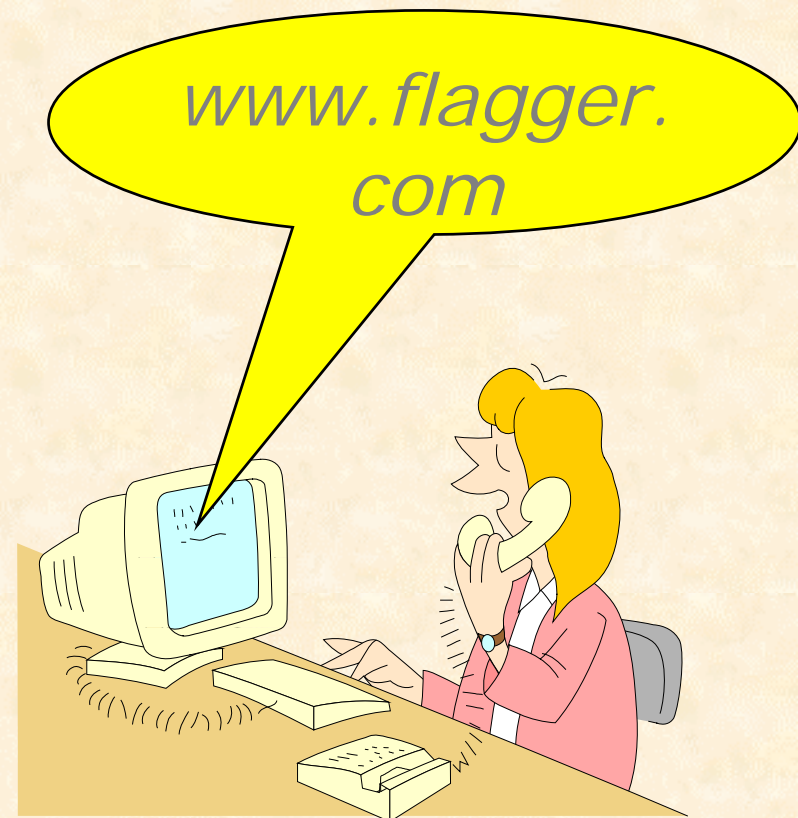
A flagger kits includes:

- ◆ The *Flagging Handbook*
- ◆ Part 6 of the MUTCD
- ◆ Flagger card
- ◆ *Flagger Workbook*
- ◆ ATSSA Pencil
- ◆ Exam
- ◆ Registration on the ATSSA National Database



National Flagger Database

- ◆ A national resource to identify and contact certified flaggers in your area
- ◆ Accessible through the Internet:
www.flagger.com



Course Schedule

- ◆ Introduction to ATSSA's Flagger Certification Program
- ◆ **Effective Training Skills**

Training Skills to be Discussed

1. Principles of Adult Learning
2. Basic Presentation Skills and Techniques
3. Preparation
4. Course Delivery



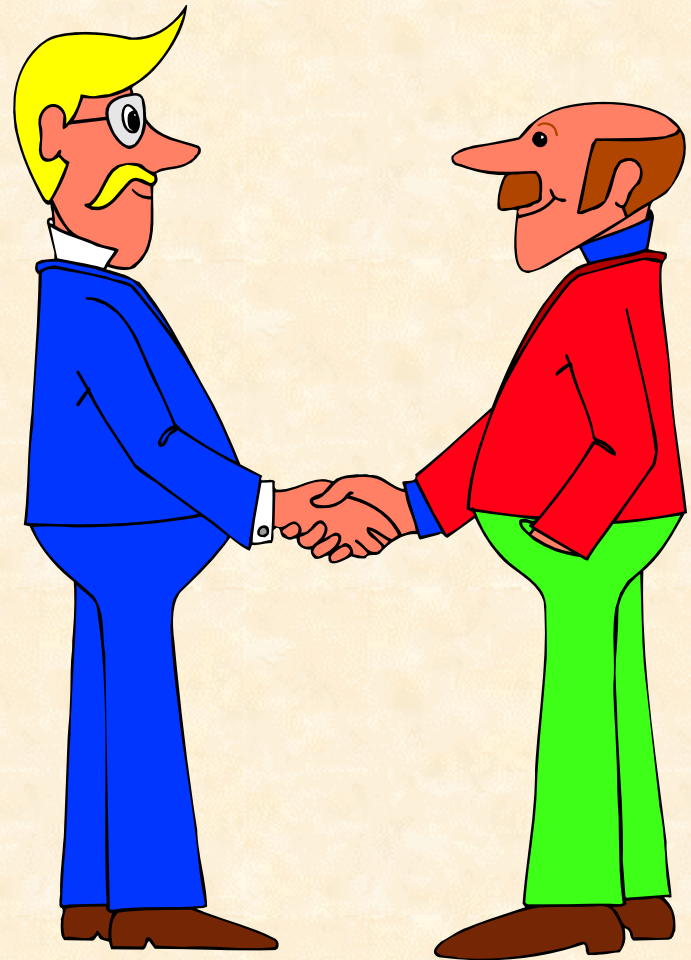
1. Principles of Adult Learning

Training Skills
for the ATSSA
Flagging Instructor



Characteristics of Effective Trainers

- ◆ **Be friendly.**
 - ◆ Developing rapport will make you more credible to students.



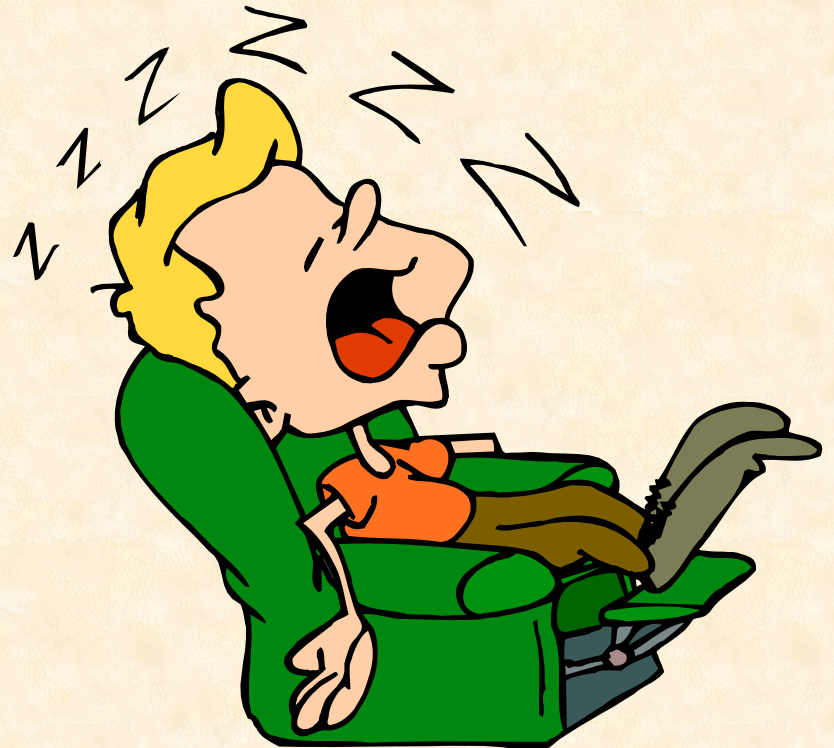
2. Basic Presentation Skills and Techniques

Training Skills
for the ATSSA
Flagging Instructor



Looking at your audience helps you:

- ◆ Measure student comprehension
- ◆ Give non-verbal feedback
- ◆ Keep student's attention
- ◆ Command respect



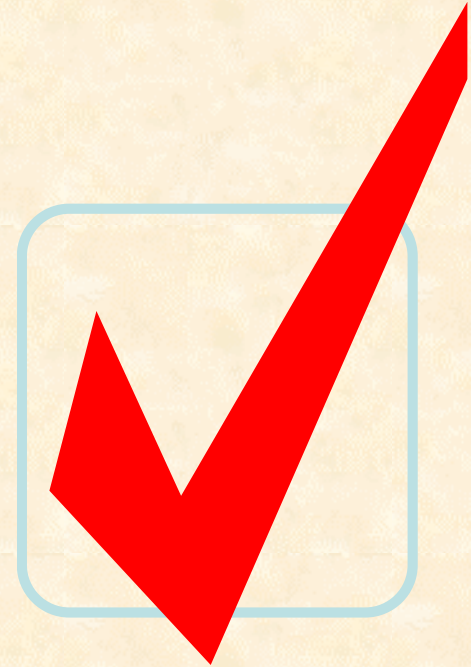
3. Preparation

Training Skills
for the ATSSA
Flagging Instructor



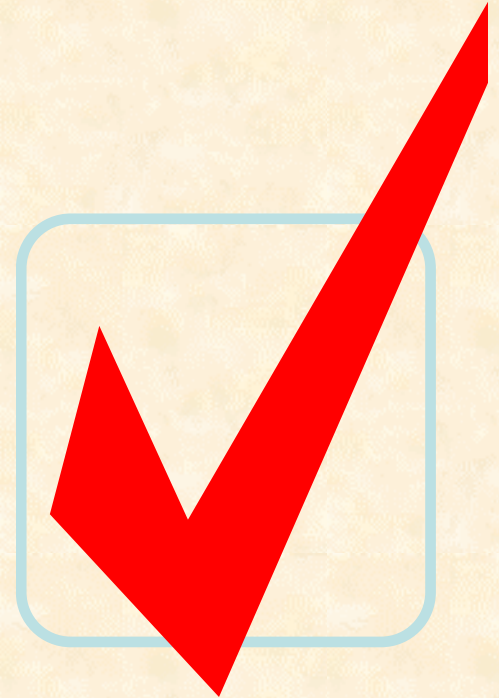
Preparation: Set-Up Checklist

- ◆ Arrive at least an hour early. Try not to let students see housekeeping chores.
- ◆ Table and chairs in proper formation.
- ◆ No outside noise/distractions.



Preparation: Set-Up Checklist

- ◆ Bathrooms located.
- ◆ Coffee ready.
- ◆ TV/VCR setup with tape inserted and ready.
- ◆ Air temperature comfortable.



4. Course Delivery

Training Skills
for the ATSSA
Flagging Instructor



Course Delivery

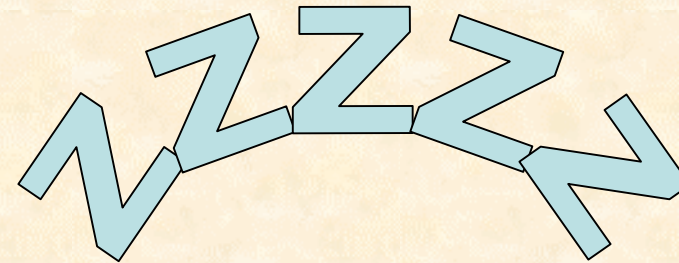
- ◆ Nervous?
 - ◆ Rehearsing will give you confidence.



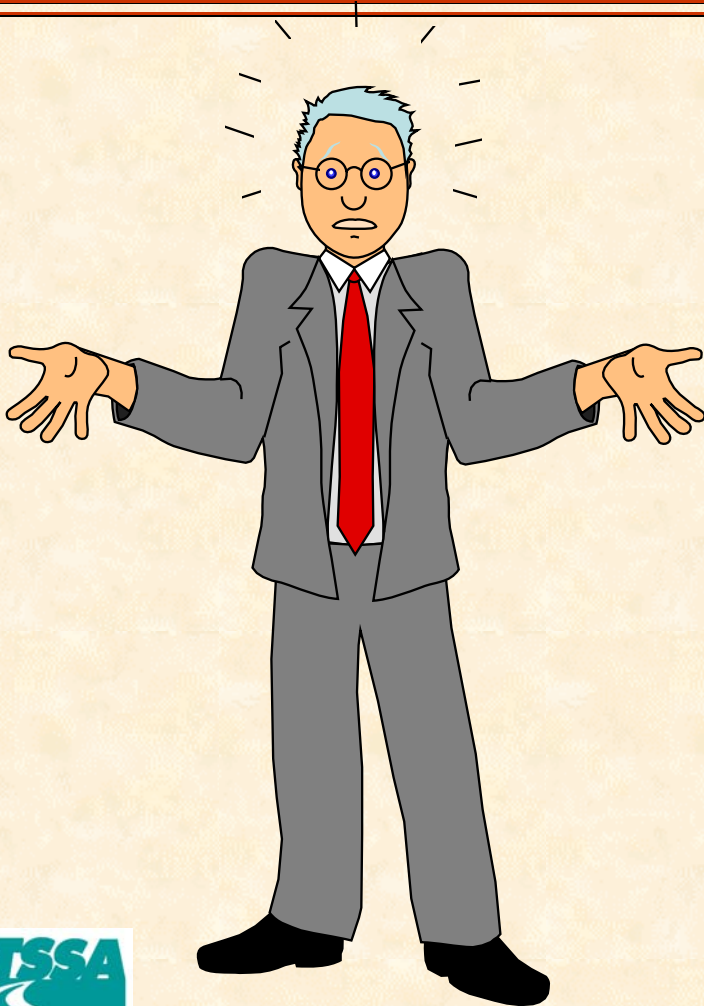
Course Delivery: Handling problem students:

1. Disinterested students

- ◆ Stress benefits of course
- ◆ Get them involved in activities
- ◆ Ask them direct questions
- ◆ Defer points for later discussion or in private



If you can't answer a question:



- ◆ Do not make up answers you do not know.
 - ◆ It hurts your credibility.
- ◆ If information is within the scope of the course, offer to find out and do.

Course Schedule (cont.)

- ◆ **Individual Practice Skills**
 - ◆ **Group Evaluations**
- ◆ Dry run of 4-hour Flagger Course
- ◆ Assignments for Tomorrow

Individual Practice Skills

- ◆ Three-minute presentation on a topic of your choosing.
- ◆ Examples:
 - ◆ How to make a paper airplane
 - ◆ How to use a pen
 - ◆ How to wear gloves



Course Schedule (cont.)

- ◆ Individual Practice Skills
 - ◆ Group Evaluations
- ◆ **Dry run of 4-hour Flagger Course**
- ◆ **Assignments for Tomorrow**

Dry Run of Course

- ◆ Go quickly over the course
- ◆ Cover proper procedures
- ◆ Give you pointers/tips
- ◆ Watch/discuss videotape



Assignments for Tomorrow

- ◆ Present the 4-hr. course to ourselves.
- ◆ Pretend your students are flaggers, not instructors.
- ◆ Have them complete the workbook.
- ◆ As a student, you are taking the course, not evaluating the presenter.