

# Module Title: Workplace Safety and Emergency Preparedness

**Target Audience:** The entire workforce of Company X, anyone can encounter various chemicals or safety issues within the workplace and will need to know what to do.

## Learning Objectives:

1. Demonstrate the purpose of OSHA (Occupational Safety and Health Act)
2. Identify how to report accidents or near misses
3. Select Secondary Containers
4. Distinguish various Hazard Communications

**Seat Time:** 30 minutes

## Outline:

- Welcome
- Navigation
- Learning Objectives
- OSHA
- Safety Data Sheets
- Safety Data Sheet Sections
- Safety Data Sheet Sections
- Hazard Communication
- Workplace Scenario
- Secondary Containers
- Knowledge Check
- Hazard Communication
- Knowledge Check
- Emergency Operations Plan
- Summary
- Assessment
- Congratulations

**Font:**

Arial – Slide Titles  
Open Sans (Body)  
Open Sans (Headings)

**Color Palette:****Global Comments:**

- Use the Classic Player in Storyline
- Slide dimensions are 16:9 ration with slide size (1280:720)
- Use Classic Player in Storyline
- Use custom color scheme for shapes throughout (See Color Palette); white font on darker colored backgrounds/black font on lighter colored backgrounds
- Text in [brackets] should not appear on the slide or be record in voice over
- Black background unless otherwise stated
- If text in a caption bubble (speech bubble) is too long to display at once, fade-out/fade-in text in the caption bubble and arrange it sequentially on the timeline; do not use scrolling text in captions
- Seekbar visible and controllable for the learner on all slides and layers; Menu is “free” in the Player properties
- Slide numbers with letters (example 10a) indicate layers for corresponding slide number

**Directions:** [Notes for Reviewers]

Please focus on the accuracy and completeness of the content during this review cycle.

Provide comments on this Storyboard using the comments feature.

Slide 1.1/ Menu Title: <i>Welcome</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Background Video: Repeating Shapes with navy blue background</p> <p>Teal rectangle covering top half with title in it</p>	<p>[Slide Title] <b>WORKPLACE SAFETY AND EMERGENCY PREPAREDNESS</b></p> <p>[Directions] Click the Start button to begin the course. Click the Navigation button for a navigation tutorial.</p> <p>[Buttons] START</p> <p>NAVIGATION</p>	<p>[Narrator] Welcome to the Workplace Safety and Emergency Preparedness course. In this course you will learn about OSHA – The Occupational Safety and Health Act, how to prevent and report accidents and Hazard Communication. If you are familiar with the course navigation player, click the start button to begin. If you would like some guidance with navigating the course, click the navigation button. When you are ready, let’s get started.</p>	<p>Title will fade in from left when narration begins</p> <p>The Start and Navigation buttons will fade in timed with the VO reference</p> <p>The Start button will jump to slide 1.3</p> <p>The Navigation button will jump to the next slide (slide 1.2)</p>
<b>Notes:</b>			

Slide 1.2/ Menu Title: <i>Navigation</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Background image:</p> <p>Photographic image of a compass on a map; centered on slide; with top and bottom border of black</p> <p>Teal caption bubbles with labels point to player features</p>	<p>[Slide Title] <b>NAVIGATION</b></p> <p>[Directions] Click the Next button to begin</p> <p>[Captions] Next Previous Accessibility Volume Replay Seekbar</p>	<p>[Narrator] Please take some time to review the course player. If you are already comfortable navigating through the course, you may continue to the next slide. If you want to move forward or backward in the course, you may click the next or previous buttons. You can find accessibility options here. Click on the speaker icon to adjust the volume. To see the entire slide again or review a portion of the slide, click the replay button or adjust the seek bar at any time. You may pause the slide at any time by clicking the play pause button. The player will</p>	<p>Circle will travel along a motion path from the ring of the compass and move to the applicable Player features timed with the VO reference.</p>

Circle hidden inside ring of compass	Play/Pause Menu	resume by clicking that same button again. You can return to a slide by using the menu on the left. You are now ready to navigate the course. Click the next button to begin.	
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**Notes:**

**Slide 1.3/ Menu Title: Objectives**

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Background Image:</p> <p>Photographic image of dark wood planks with a white notebook containing a pencil sitting on the notebook in the center of the wood.</p> <p>Teal rectangle at the top, from center to right corner with instructions for By the end of this module...</p> <p>Teal rectangle bottom left to center holding directions</p> <p>Font for objectives Ink Free – bulleted with checkmarks</p>	<p>[Slide Title]</p> <p><b>OBJECTIVES</b></p> <p>By the end of this module, participants will be able to:</p> <p>[Learning Objectives]</p> <ul style="list-style-type: none"> <li>✓ Demonstrate the purpose of OSHA (Occupational Safety and Health Act)</li> <li>✓ Identify how to report accidents or near misses</li> <li>✓ Recognize required secondary Container label information</li> <li>✓ Distinguish various Hazard Communication</li> </ul>	<p>[Narrator]</p> <p>In this course you will learn about OSHA – the Occupational Safety and Health Act, how to prevent and report accidents, Secondary Containers, and the various aspects of Hazard communication and its importance. Now that you’ve heard the learning objectives, click next to continue on.</p>	<p>Each checkmark bulleted objective will fly in from the right, timed with the VO reference.</p> <p>The directions will appear timed with the VO reference.</p>

**Notes:**

Slide 1.4/ Menu Title: <i>OSHA</i>			Objective: [1]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Photographic image of yellow “Safety First” Sign on right side of slide</p> <p>Direction text appears above the tabs</p> <p>Starting from the left side of the slide are the three tabs, going left to right</p> <p>Most of the slide is blank below the tabs, leaving space for content on layers</p> <p>Click next directions appear on bottom left of the slide when the VO stops</p>	<p>[Slide Title] <b>OSHA</b></p> <p>[Tabs] What is OSHA</p> <p>What is the purpose of OSHA?</p> <p>What is the Right to Know Law?</p> <p>[Directions] Select each tab to learn more</p> <p>Click Next to continue when you are finished.</p>	<p>[Narrator] Select a tab to learn more about OSHA</p> <p>Click next to continue when you are finished.</p>	<p>Tabs fly in from the left that will open when clicked to have text inside them</p> <p>The three tabs will have gray hover and black visited states which when clicked will open layers</p> <p>Next button is hidden until all tabs have been visited</p> <p>The Next button will jump to slide 1.5</p>
<b>Notes:</b>			

Slide 1.4a/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>[Same visual design as 1.4]</p> <p>Teal box with white outline, the width of all three tabs filling up most of the slide</p>	<p>[Text inside rectangular border] OSHA is the abbreviation for Occupational Safety &amp; Health Act. It is the federal agency charged with the enforcement of safety and health legislation.</p>	<p>[Narrator] OSHA is the abbreviation for the Occupational Safety and Health Act. It is the federal agency charged with the enforcement of safety and health legislation.</p>	<p>Large rectangular box will float up from the bottom</p>
<b>Notes:</b>			

Slide 1.4b/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same Visual design as 1.4a]	[Text inside rectangular border] The purpose of OSHA is to make sure all team members have a safe workplace.	[Narrator] The purpose of the Occupational Safety and Health Act is to make sure team members have a safe working environment. Our company is regulated by OSHA, the main federal agency charged with the enforcement of safety and health legislation.	Same interaction as 1.4a
<b>Notes:</b>			
Slide 1.4c/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual design as 1.4a]	[Text inside rectangular border] The Right to Know Law provides team members access to information about any chemicals or hazardous materials they may be exposed to and the proper precautions to follow when working with the material.	[Narrator] One of the requirements of OSHA is the Right to Know Law. This law provides all employees access to information about any chemicals or hazardous materials they may be exposed to and the proper precautions to follow when working around each material.	Same interaction as 1.4a
<b>Notes:</b>			

Slide 1.5/ Menu Title: <i>Safety Data Sheets</i>			Objective: [4]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Background] Photographic image of black background with green and glowing nets  Teal rectangle attached to the left side of a photographic image of a Safety Data Sheet example	[Slide Title] SAFETY DATA SHEETS  [Right Arrow 1] Safety Data Sheets (SDS) contain important health and safety information for hazardous materials and/or chemicals maintained in the workplace.  [Left Arrow 2]	[Narrator] Safety data sheets are available for every chemical and hazardous material in your work area. Safety Data sheets, also called SDS's contain important health and safety information for hazardous materials and chemicals that are maintained in this workplace. Every department will have a list available of the hazardous materials that are used in that department. The information about each chemical is found on the SDS. If there is an emergency, you can access	Teal rectangle attached to SDS start on the slide as VO Reference occurs, SDS flies out to the right and arrows start to slide in  The arrows pointing right slide in the from the left first, timed with the VO Reference

<p>5 long rectangles with arrow ends; the first arrow points right, second left, third right, fourth left, fifth right</p> <p>White thumbtack icon next to each flat end of arrow box</p> <p>Left thumbtacks align with slide title above</p> <p>Right thumbtacks align under rectangles before the arrows start</p> <p>The words 'Safety Data Sheets' in the first arrow is in bold</p> <p>The words 'Tools &amp; Resources&gt;Global Safety Data' in the second arrow are in red and bold</p> <p>The word 'emergency' and the phone number '1-800-555-1212' are in bold in the 5<sup>th</sup> arrow</p>	<p>Safety Data Sheets (SDS) are available on the intranet site under Tools &amp; Resources&gt; Global Safety Data</p> <p>[Right Arrow 3] Each department has a list of its own hazardous materials. The information about each chemical is found on the Safety Data Sheet (SDS).</p> <p>[Left Arrow 4] Safety Data Sheets (SDS) will have information organized the same regardless of manufacturer.</p> <p>[Right Arrow 5] In an emergency, you can access any SDS by calling 1-800-555-1212 (posted in each area). The SDS will be faxed to you within minutes.</p> <p>[Directions] Click Next to continue to the next slide.</p>	<p>any SDS by calling 1-800-555-1212. This number is posted in every department. After you call, that SDS will be faxed to you within minutes. You may also access SDS's on the intranet site under Tools and Resources then click on Global Safety Data. Every SDS will have the information organized the same no matter who manufactures the product.</p>	<p>The arrows pointing left slide in the from the right timed with the VO reference</p> <p>Directions appear when VO is finished</p> <p>The Next button will jump to slide 1.6</p>
<p><b>Notes:</b></p>			

Slide 1.6/ Menu Title: <i>Safety Data Sheet Sections</i>		Objective: [4]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

<p>Accordion interaction with vertical rectangle tabs labeled 1-8</p> <p>The closed accordion will show on the screen to start</p> <p>Photographic image of chemist in lab mixing with periodic table in the background</p> <p>8 Teal rectangles with white outlines</p>	<p>[Slide Title] <b>SAFETY DATA SHEET SECTIONS</b></p> <ol style="list-style-type: none"> <li>1. Identification</li> <li>2. Hazard(s) Identification</li> <li>3. Composition of Ingredients</li> <li>4. First Aid Measures</li> <li>5. Fire-Fighting Measure</li> <li>6. Accident Release Measures</li> <li>7. Handling &amp; Storage</li> <li>8. Exposure Controls</li> </ol> <p>[Directions] Click on each text box to learn more. Click Next when you are ready to continue.</p>	<p>[Narrator] Every SDS communicates the dangers of hazardous chemical products. Each SDS is required to be written in a uniform format, which includes section numbers, headings, and associated information under the headings. Click each heading to learn more.</p>	<p><b>Accordion Interaction</b></p> <p>Each tab will have hover state in gray and visited state in black</p> <p>Next button will be hidden until all layers/tabs have been visited</p> <p>Each tab will move to the far right appearing to open and a gray rectangular box will appear for each layer/tab</p>
<p><b>Notes:</b></p>			

Slide 1.6a/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Heading displayed prominently within open section of accordion. Gray rectangular box with white outline</p> <p>Bullet points listed below.</p>	<p>1. Identification</p> <ul style="list-style-type: none"> <li>• Product identifier used on the label as well as other common names</li> <li>• Name, address, and phone number of manufacturer and emergency phone number</li> <li>• Recommended uses of the chemical with a brief description of what is actually does as well as any restrictions on use</li> </ul>	<p>[Narrator] Section 1, Identification. This includes the product identifier, manufacturer information, and how the product should be used.</p>	<p>Learner can select another tab from this layer or be automatically brought back to the base layer to select a new tab, depending on how the accordion interaction is developed.</p>
<p><b>Notes:</b></p>			



Slide 1.6b/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	2. Hazard(s) Identification <ul style="list-style-type: none"> <li>• The hazard classification of the substance</li> <li>• Signal word</li> <li>• Hazard Statement</li> <li>• Pictograms – i.e. skull and crossbones, flame</li> <li>• Precautionary Statements</li> <li>• Description of any hazards not otherwise classified</li> </ul>	[Narrator] Section 2 Hazard Identification – This includes all hazards regarding the chemical as well as required label elements.	Same animation/interactions as 1.6a
<b>Notes:</b>			

Slide 1.6c/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	3. Composition of Ingredients <ul style="list-style-type: none"> <li>• Chemical name</li> <li>• Common Names and Synonyms</li> <li>• Chemical Abstracts Service (CAS) Number and other unique identifiers</li> <li>• If a mixture, the exact percentages must be specified.</li> </ul>	[Narrator] Section 3 Composition of Ingredients – This includes information on chemical ingredients. If the product claims to have trade secrets, that will be stated here.	Same animation/interactions as 1.6a
<b>Notes:</b>			

Slide 1.6d/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	4. First Aid Measures <ul style="list-style-type: none"> <li>• Necessary first aid instructions by relevant routes of exposure (inhalation, skin and eye contact, and ingestion)</li> </ul>	[Narrator]  Section 4 First Aid Measures – This includes important symptoms and effects, whether it is acute at onset or delayed. It will also state what treatment is required, if treatment is necessary.	Same animation/interactions as 1.6a

	<ul style="list-style-type: none"> <li>• Description of the most important symptoms or effect, and any symptoms that are acute or delayed</li> <li>• Recommendations for immediate medical care and special treatment needed, when necessary</li> </ul>		
<b>Notes:</b>			

Slide 1.6e/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	5. Fire-Fighting Measures <ul style="list-style-type: none"> <li>• Recommendations of suitable extinguishing equipment, information about extinguishing equipment that is not appropriate</li> <li>• Advice on specific hazards that develop from the chemical during the fire</li> <li>• Recommendations on special protective equipment</li> </ul>	[Narrator] Section 5 Fire-Fighting Measures – This lists suitable extinguishing techniques as well as the appropriate equipment to use. This section will also advise on the chemical hazards present from the fire.	Same animation/interactions as 1.6a
<b>Notes:</b>			

Slide 1.6f/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	6. Accident Release Measures <ul style="list-style-type: none"> <li>• Use of personal precautions and protective equipment to prevent contamination of skin, eyes, and clothing</li> <li>• Emergency procedures, evacuation instructions, appropriate protective clothing.</li> </ul>	[Narrator] Section 6 Accidental Release Measures – This lists emergency procedures, what personal protective equipment is appropriate, as well as proper methods to contain the chemical and clean it up.	Same animation/interactions as 1.6a.

	<ul style="list-style-type: none"> <li>• Methods and materials used for containment.</li> <li>• Cleanup procedures</li> </ul>		
<b>Notes:</b>			

Slide 1.6g/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	7. Handling and Storage <ul style="list-style-type: none"> <li>• Precautions for safe handling, advice on general hygiene practice (i.e. eating, drinking and smoking in work areas prohibited)</li> <li>• Recommendations on the conditions for safe storage (i.e. ventilation requirements)</li> </ul>	[Narrator] Section 7 Handling and Storage – This lists precautions for safe handling and storage including what may be incompatible with the chemical.	Same animation/interactions as 1.6a
<b>Notes:</b>			

Slide 1.6h/ Menu Title:			
Visual / Display:	Slide Text:	Visual / Display:	Slide Text:
[Same visual as 1.6a]	8. Exposure Controls <ul style="list-style-type: none"> <li>• OSHA Permissible Exposure Limits and any other exposure limit used or recommended by chemical manufacturer</li> <li>• Appropriate engineering controls</li> <li>• Recommendations for personal protective measures to prevent illness or injury from exposure to chemicals (i.e. personal protective equipment, respirators, rubber gloves)</li> </ul>	[Narrator] Section 8 Exposure – This lists OSHA’s permissible exposure limits and any other exposure limit used or recommended by the chemical manufacturer, importer, or employer that prepared the SDS. It also gives the appropriate personal protective equipment.	Same animation/interactions as 1.6a
<b>Notes:</b>			

Slide 1.7/ Menu Title: <i>Safety Data Sheet Sections</i>			Objective: [4]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Polaroid looking frame with text inside for each number.	[Slide Title] <b>SAFETY DATA SHEET SECTIONS</b>		<b>The “photo” will fade in from the left and slide on a motion path to the right with 4 seconds at a slow speed stopping on the far right side of the slide.</b>  Next button will be hidden until all layers/tabs have been visited
<b>Notes:</b>			

Slide 1.7a/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	9. Physical and Chemical Properties <ul style="list-style-type: none"> <li>• Appearance, odor, pH, Melting point, Freezing point, initial boiling point/range, Flash point, Evaporation rate, Flammability, Vapor pressure, Vapor density, Relative density, Solubility, partition coefficient, Auto-ignition temperature, Decomposition temperature, Viscosity</li> </ul>	[Narrator] Section 9 Physical and Chemical Properties – This lists the characteristics of the chemicals such as appearance and behavior.	Same animation/interactions as 1.6a
<b>Notes:</b>			

Slide 1.7b/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	10. Stability & Reactivity <ul style="list-style-type: none"> <li>• Lists chemical stability</li> <li>• Possibility of hazardous reactions</li> </ul>	[Narrator] Section 10 Stability and Reactivity – This lists the stability of the chemical and the possibility of hazardous reactions.	Same animation/interactions as 1.6a

	<ul style="list-style-type: none"> <li>• Conditions that should be avoided (i.e., static discharge, shock vibrations, environmental conditions, etc.)</li> </ul>		
<b>Notes:</b>			

Slide 1.7c/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	11. Toxicological Information <ul style="list-style-type: none"> <li>• Likely routes of exposure</li> <li>• Description of effects from short-term and long-term exposure</li> <li>• Numerical measure of toxicity</li> <li>• Description of the symptoms</li> </ul>	[Narrator] Section 11 Toxicological Information – This lists any route of exposure, any related symptoms, acute and chronic effects, and numerical measure of toxicity.	Same animation/interactions as 1.6a
<b>Notes:</b>			

Slide 1.7d/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	12. Ecological Information <ul style="list-style-type: none"> <li>• Data from toxicity tests performed on aquatic and/or terrestrial organisms</li> <li>• If there’s a potential for the chemical to persist and degrade in the environment such as oxidation or hydrolysis</li> <li>• Potential to move from soil to groundwater</li> <li>• Other adverse effects</li> </ul>	[Narrator] Section 12 Ecological Information – This section is nonmandatory. If it is listed, it provides information to evaluate the impact the chemicals would have on the environment if it were released.	Same animation/interactions as 1.6a
<b>Notes:</b>			

Slide 1.7e/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	13. Disposal Considerations <ul style="list-style-type: none"> <li>• Appropriate disposal containers to use</li> <li>• Appropriate disposal methods to employ</li> <li>• Physical and chemical properties that may affect disposal</li> <li>• Language discouraging sewage disposal</li> <li>• Any specific precautions for landfills</li> </ul>	[Narrator] Section 13 Disposal Considerations – This section is nonmandatory. If it is listed it provides guidance on the proper disposal practices, recycling or reclamation of the chemical and safe handling practices.	Same animation/interactions as 1.6a
<b>Notes:</b>			

Slide 1.7f/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	14. Transport Information <ul style="list-style-type: none"> <li>• Four-figure ID number of the substance</li> <li>• Proper shipping name</li> <li>• Transport hazard class(es)</li> <li>• Packing group number</li> <li>• Environmental hazards</li> <li>• Guidance on transport in bulk</li> </ul>	[Narrator] Section 14 Transport Information – This section is nonmandatory. If it is listed it provides guidance on classification information for shipping and transporting hazardous chemicals by road, air, rail, or sea.	Same animation/interactions as 1.6a
<b>Notes:</b>			

Slide 1.7g/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	15. Regulatory Information <ul style="list-style-type: none"> <li>• National and regional regulatory information of the chemical or mixtures (i.e., OSHA, Department of Transportation, Environmental Protection Agency, etc.)</li> </ul>	[Narrator] Section 15 Regulatory Information – This section is nonmandatory. If it is listed it identifies the safety, health, and environmental regulations specific for that product that is not indicated anywhere else on the SDS.	Same animation/interactions as 1.6a

**Notes:**

**Slide 1.7h/ Menu Title:**

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Same visual as 1.6a]	16. Other Information <ul style="list-style-type: none"> <li>• When the SDS was prepared or last known revision</li> <li>• Where changes have been made to previous version</li> <li>• Other useful information</li> </ul>	[Narrator] Section 16 Other Information – This lists when the SDS was prepared or when the last known revisions were made. Other useful information may also be included in this section.	Same animation/interactions as 1.6a

**Notes:**

**Slide 1.8/ Menu Title: *Workplace Scenario* Objective: [2]**

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Background image – Casual office setting  This slide begins with just the avatar of Edwin on the left side of the slide facing right towards the door. Edwin avatar will stay on the left side of the slide and face the right where Terri is once she enters.  Edwin is slightly left of center and Terri enters on the far right and stays close to the far-right side.  Caption bubbles (speech bubbles) track Edwin’s and Terri’s conversation on screen. As Edwin and Terri	[Slide Title] <b>WORKPLACE SCENARIO</b>  [Terri caption] Edwin, you will not believe how my morning is going!  [Edwin caption] What happened Terri?  [Terri caption] I spilled a whole bottle of some chemical in the supply closet.  [Edwin caption] Oh no, how did you handle that?  [Terri caption] I just wiped it up with paper towels and threw in the trash can. Now I have a	[Terri] [1] Edwin, you will not believe how my morning is going!  [Edwin] [2] What happened, Terri?  [Terri] [3] I spilled a whole bottle of some chemical in the supply closet.  [Edwin] [4] Oh no, how did you handle that?  [Terri] [5] I just wiped it up with paper towels and threw in the trash can. Now I have a horrible headache. I just don’t know what to do.  [Edwin]	The caption text will be displayed on the slide timed with the VO audio  Slide begins with Edwin along in office setting.  Terri moves along a motion path coming in from the right and stops just inside the doorway facing forward.  Caption bubbles track their conversation. The next button is hidden on this slide. It will automatically advance to the next slide after ambulance video plays at the end.  Ambulance video starts right after last caption from Edwin.

<p>converse, the captions remain in the same location right above them to the center between them.</p> <p>Edwin avatar has 1 pose - listening</p> <p>Terri avatar has 2 poses, surprised and thinking</p> <p>Terri changes from surprised to thinking between fourth and fifth speech bubble aligned with VO reference to having a headache.</p> <p>Video of an ambulance driving appears at the end to make it seem like Terri was rushed to the hospital.</p>	<p>horrible headache. I just don't know what to do.</p> <p>[Edwin caption] Uh oh, Terri. That's not good. You need to go see a doctor and get checked out.</p>	<p>[6] Uh oh, Terri. That's not good. You need to go see a doctor and get checked out.</p>	
<p><b>Notes:</b></p>			

Slide 1.9/ Menu Title: Workplace Scenario 2[hidden from menu]			Objective: [2]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Same office space as slide 1.8, so appears as if we are coming back to where we left off before.</p> <p>Caption bubbles (speech bubbles) track Edwin's and Terri's conversation on screen. As Edwin and Terri converse, the captions</p>	<p>[Slide Title] <b>WORKPLACE SCENARIO</b></p> <p>[Edwin caption] Terri! I'm so glad to see you are back! You really scared me when you fell over, and I had to call the ambulance.</p> <p>[Terri caption]</p>	<p>[Edwin] [1] Terri! I'm so glad to see you are back! You really scared me when you fell over, and I had to call the ambulance.</p> <p>[Terri] [2] I bet so, Edwin. I am so sorry that happened. Thank you for taking such great care of me until the ambulance arrived!</p>	<p>The caption text will be displayed on the slide timed with the VO audio</p> <p>Slide begins with Edwin and Terri back in office setting</p> <p>Standing in same locations as before</p>




<p>remain in the same location right above them to the center between them.</p> <p>Edwin avatar has 4 poses – gesturing, listening, serious, encouraging</p> <p>Edwin changes from gesturing to listening between the second and third speech bubbles. He moves to serious between fourth and fifth speech bubbles and finally moves to encouraging between seventh and eighth speech bubbles.</p> <p>Terri avatar has 3 poses, explaining, listening, pointing</p> <p>Terri changes from explaining to listening between fifth and sixth speech bubble, moves to pointing when VO reference starts talking about orientation.</p>	<p>I bet so, Edwin. I am so sorry that happened. Thank you for taking such great care of me until the ambulance arrived!</p> <p>[Edwin caption] You're welcome, Terri. Now that you're back and feeling better, we need to review some of our workplace safety policies, so that doesn't happen to you or anyone else again.</p> <p>[Terri caption] I agree! What should I have done differently?</p> <p>[Edwin caption] Well for starters, all chemicals should be either in their original container with the label showing hazard communications, or if the chemical has been moved to a different container, a secondary container, it must include the product identifier and other information about the chemical hazards. If you are ever unsure of what to do, contact your supervisor immediately!</p> <p>[Terri caption] Oh, I vaguely remember learning that during my orientation.</p> <p>[Directions] Click next to continue on and learn more about secondary containers.</p>	<p>[Edwin] [3] You're welcome, Terri. Now that you're back and feeling better, we need to review some of our workplace safety policies, so that doesn't happen to you or anyone else again.</p> <p>[Terri] [4] I agree! What should I have done differently?</p> <p>[Edwin] [5] Well for starters, all chemicals should be either in their original container with the label showing hazard communications, or if the chemical has been moved to a different container, a secondary container, it must include the product identifier and other information about the chemical hazards. If you are ever unsure of what to do, contact your supervisor immediately!</p> <p>[Terri] [6] Oh, I vaguely remember learning that during my orientation.</p> <p>[Narrator] [7] Click next to continue on and learn more about secondary containers.</p>	<p>Caption bubbles track their conversation.</p> <p>Directions float up with VO reference</p> <p>The next button is hidden on this slide. Next button will appear at end of timeline and take learner to next slide, 1.10</p>
<p><b>Notes:</b></p>			

Slide 1.10/ Menu Title: <i>Hazard Communication</i>			Objective: [4]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Background] Photographic image of people working around a table with computers centered on slide with black background  Teal overlay	[Slide Title] <b>HAZARD COMMUNICATION</b>  [Directions] Click on each button to learn more  Click Next when you are ready to continue.	[Narrator] Hazard Communication is essential to a safe working environment. Knowing what to do in any situation is key.  Click on each button to learn more.	Radio button interaction learner will select each button to have text appear  Next button is hidden until all layers visited  Each button has a selected state in black and visited state in teal  Next button takes learner to next slide, 1.11
<b>Notes:</b>			

Slide 1.10a/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Thin Teal rectangles spreads across width of slide containing text  Bolded words in red	You the team member, <b>have a right to know</b> about the dangerous chemicals you use on the job and how to work safely with those chemicals.	[Narrator] Every employee has a right to know how to safely use the chemicals that are on their job sites.	Learner can select other buttons from this layer
<b>Notes:</b>			

Slide 1.10b/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Bolded words should be in red	<b>OSHA's Hazard Communication Standard</b> is based on a simple concept: workers have both a <b>NEED</b> and a <b>RIGHT</b> to know the dangers and names of the chemicals they are using.	[Narrator] OSHA's Hazard Communication Standards is based on a simple concept. Workers have a need and a right to know the dangers and names of the chemicals they are using.	Same as 1.10a
<b>Notes:</b>			

Slide 1.10c/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Underlined words should be underlined and in italic	Workers also need to know what they need to do to stay safe when using those chemicals. <u>Hazard communication gives workers this information!</u>	[Narrator] All workers should know how to stay safe using any chemicals they come in contact with.	Same as 1.10a
<b>Notes:</b>			

Slide 1.11/ Menu Title: <i>Secondary Container Labels</i>			Objective: [3]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Photographic image of a spray bottle labeled with numbers and parts of secondary container on right side of slide</p> <p>Gray box with teal outline on left 2/3 of slide with checkbox.</p> <p>Bold text in red and bold</p> <p>Bottle label has a fire pictogram for #3</p> 	<p>[Slide Title] <b>SECONDARY CONTAINER LABELS</b></p> <p>[Directions] Click on the checkbox to continue learning more.</p> <p>When you take a chemical from the original container and put it into a different container to be used, that new container is a <b>secondary container</b>.</p> <p>[Bottle label]  <ol style="list-style-type: none"> <li>1. Acetone</li> <li>2. Danger! Flammable Liquid</li> <li>3.</li> </ol> </p> <p>[Label Callouts] Product Identifier, Chemical Hazards, Pictogram</p>	<p>[Narrator] If a chemical is moved from the original container, it came in, to a different container to be used, that new container is now called a secondary container.</p> <p>Click the check box to learn more about Secondary Containers.</p>	<p>Photo labels fly in from the right with callouts pointing to areas.</p> <p>Zoom in to checkbox timed with VO reference.</p> <p>Next button hidden until all layers visited</p> <p>Directions fade in from right timed with VO reference</p> <p>When learner clicks check box, opens next layer</p> <p>Check box covered until end of VO</p> <p>Next button takes learner to next slide, 1.12</p>
<b>Notes:</b>			

Slide 1.11a/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Same as 1.11</p> <p>Text in gray box different</p> <p>Check box removed</p>	<p>Secondary containers must include:</p> <ul style="list-style-type: none"> <li>• the Product Identifier</li> <li>• a combination of words, pictures, symbols that provide information about the chemical hazards</li> </ul> <p>[Directions] Click Next to proceed to a Knowledge Check.</p>	<p>[Narrator] Secondary containers must always show what the product is. It also needs a combination of words, pictures, and symbols to provide the user information about the hazards of that chemical product. Let's check what you've learned so far. Click next to proceed to the next slide and complete the knowledge check.</p>	<p>Next button appears after VO finishes</p> <p>Next button takes learner to next slide, 1.12</p>
<b>Notes:</b>			

Slide 1.12/ Menu Title: Workplace Scenario Knowledge Check <i>[hidden from menu]</i>			Objective: [2]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Teal rectangle centered on slide</p> <p>3 gray boxes with white outline distributed horizontally in teal rectangle from center downward</p> <p>Question centered in top of teal rectangle</p>	<p>[Slide Title] <b>WORKPLACE SCENARIO</b></p> <p>[Directions] Select the answer that you think is best. Click Next to continue to the next slide.</p> <p>[Question] What should Terri have done differently when she spilled the unmarked bottle of chemicals?</p> <p>[Answer 1] <b>[YES]Contacted her supervisor immediately and explained the situation with the unmarked chemicals.</b></p> <p>[Answer 2] Gotten the custodial department to come clean it up.</p>	<p>[1] Thinking back to the scenario with Edwin and Terri, what should Terri have done differently when she spilled the unmarked bottle of chemicals?</p> <p>Select the answer that you think is best.</p>	<p>Each gray answer choice square floats in from the right</p> <p>Click Next directions fade in at VO reference.</p> <p>Each box has hover state in black</p> <p>Clear rectangle over answer choices to limit learner from clicking before VO finished, goes away at end of VO</p> <p>Next button takes learner to next slide, 1.13</p>

	[Answer 3] Terri did the right thing cleaning up the mess herself and throwing it in the trash can.		
<b>Notes:</b>			

Slide 1.12a/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Gray square turned green with correct answer	Yes!	[Narrator – Left Audio] [2] Yes! Terri did not know what chemical was in that bottle. She should have called her supervisor immediately to get further instructions on how to safely proceed	
<b>Notes:</b>			

Slide 1.12b/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Gray square turned red with incorrect answer	Try Again	[Narrator- Middle Audio] [3] Close. That would make sense, but the custodial team may not know what that chemical was either.	
<b>Notes:</b>			




Slide 1.12c/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Gray square turned red with incorrect answer	Try Again	[Narrator – Right Audio] [4] Not quite. Terri got a bad headache from breathing in those fumes from the chemical. Not knowing what that chemical even was is very dangerous to Terri’s health. She doesn’t know the short- or long-term effects.	
<b>Notes:</b>			

Slide 1.13/ Menu Title: <i>Hazard Communication</i>			Objective: [4]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Pictogram graphic showing the pictogram, its name, and dangers on right side of slide</p> <p>2 teal arrows with text facing pictogram graphic</p> <p>Black continue button bottom left corner</p>	<p>[Slide Title] <b>HAZARD COMMUNICATION</b></p> <p>[Directions] Click Continue to learn more about Hazard Communication.</p> <p>[Arrow 1] Each Pictogram shows a different way that the chemical is dangerous.</p> <p>[Arrow 2] A chemical label can have more than one pictogram if it is dangerous in more than one way.</p> <p>[Button] Continue</p>	<p>[Narrator] Hazard communication includes pictures and pictograms to show dangers visually in case an employee cannot read. Each pictogram shows a different way a chemical can be dangerous. Some chemicals may have more than one pictogram if it's dangerous in multiple ways.</p> <p>Click the continue button to experience more about Hazard Communication.</p>	<p>Pictogram graphic grows in from right with VO reference.</p> <p>Teal arrows fade in from right with VO reference</p> <p>Continue button hover state teal</p> <p>Continue button takes learner to next layer</p>
<b>Notes:</b>			

Slide 1.13a/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Photographic image of Hazard Communication sheet with number markers 1-6 on sheet labeling</p> <p>Continue button in teal bottom right corner</p>	<p>[Directions] Click on each number to learn more. Click the Continue button when you are ready to move on to the Knowledge Check.</p> <p>[Markers] 1. PRODUCT IDENTIFIER 2. PICTOGRAMS 3. SIGNAL WORDS</p>	<p>[Narrator] This is an actual example of what hazard communication may look like. Click on each number to learn more.</p> <p>When you are finished, click the continue button to check for understanding in a knowledge check.</p>	<p>Number markers 1-6, click to open. No scrolling bars on boxes for numbers.</p> <p>Continue button appears at the end of VO</p> <p>Continue button takes learner to next slide, 1.14</p>

	<p>The signal words used are “<b>Danger</b>” and “<b>Warning.</b>”</p> <ul style="list-style-type: none"> <li>• Danger is used for chemicals that will kill or really hurt you.</li> <li>• “Warning” is used for less dangerous chemicals.</li> </ul> <p>4. HAZARD STATEMENTS A statement that describes how the chemical is dangerous.</p> <p>5. PRECAUTIONARY STATEMENTS A sentence that tells you what you can do to keep yourself safe when using, storing or moving the chemical.</p> <p>6. SUPPLIER INFORMATION</p>		
<b>Notes:</b>			

Slide 1.14/ Menu Title: <i>[hidden from menu]</i>			Objective: [3,4]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>3 of the same Safety First signs used in 1.4. Safety first covered: PICTOGRAMS, SECONDARY CONTAINER, HAZARD STATEMENT added. Horizontally aligned across slide taking up much of the slide.</p> <p>2 photographic images of secondary containers, 2 teal rectangles with hazard statements in them, 2 pictogram icons</p> <p>All 6 elements spread out across the top of the slide</p>	<p>[Slide Title] <b>KNOWLEDGE CHECK</b></p> <p>[Directions] Drag each example of information to the category of Safety it goes into. Click submit when you are finished.</p> <p>[Hazard statements] Danger! May be harmful if swallowed. Highly Flammable Liquid and Vapor</p> <p>[Signs]</p>	<p>[Narrator] You have now learned a lot about Hazard Communication. Drag each example of Hazard Communication to the category it belongs to. Click submit when you are finished.</p>	<p>Drag and Drop interaction</p> <p>Learner will drag the element to the sign that it goes with then click submit; Elements will land on the signs and line up on the right side of the sign after dropped</p> <p>Each safety element will float up when entering the slide as the VO starts.</p> <p>[Drag and Drop Options] Snap dropped items to drop target is selected with tile</p>

<p>under the directions, above the yellow signs</p>	<p>PICTOGRAMS </p> <p>SECONDARY CONTAINER </p> <p>HAZARD STATEMENT </p>		<p>Delay item drop states until interaction is submitted is selected</p>
<p><b>Notes:</b></p>			

Slide 1.14a / Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Looks the same as 1.14</p> <p>Review button centered under directions up above signs</p>	<p>[Slide Title] <b>INCORRECT</b></p> <p>[button] Review</p>	<p>[Narrator] It looks like you could use a little more practice. The correct answers are shown here.</p> <p>Click the review button to see more examples of Hazard Communication.</p>	<p>Review button takes learner to slide 1.16</p>
<p><b>Notes:</b></p>			

Slide 1.14b / Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Looks the same as 1.14</p>	<p>[Slide Title] <b>CORRECT</b></p>	<p>[Narrator] Great job! Click on the continue button to learn about our Emergency Operations Plan</p>	<p>Continue button takes learner to slide 1.15</p>
<p><b>Notes:</b></p>			



Slide 1.14c / Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Looks the same as 1.14	[Slide Title] <b>TRY AGAIN</b>	[Narrator] Try Again – You’re starting to get it. Click the try again button to see if you can sort the Hazard Communication information correctly.	Try again button takes learner back to previous layer which is reset to try the knowledge check again
<b>Notes:</b>			

Slide 1.15/ Menu Title: <i>Emergency Operations Plan</i>			Objective: [2]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Background] Photographic image of wooden plank with laptop and succulents  Centered over image is teal rectangle  White lightbulb on left top corner of teal rectangle  White thumbtacks as bullets for each sentence of text  Directions in black text	[Slide Title] <b>EMERGENCY OPERATIONS PLAN</b>  [Heading] The Emergency Operations Plan contains procedures that should be followed for each emergency alert.  [Bullets] <ul style="list-style-type: none"> <li>• The Emergency Plan can be found on the <b>Intranet Site</b> and is managed by the Health Emergency Management Team (HEMT).</li> <li>• HEMT coordinates the mitigation, preparedness, response and recovery to events that pose an immediate danger to the health and safety of our team members and visitors.</li> <li>• If you are ever in doubt of what to do in any situation, ask your supervisor. <b>SAFETY IS TOP PRIORITY!</b></li> </ul> [Directions] Click Next to continue.	[Narrator] The Emergency Operations Plan contains procedures that should be followed for each emergency alert. This plan is managed by the Health Emergency Management Team (HEMT) and can be found on the intranet site. If you are ever in doubt of what to do in any situation, ask your supervisor. Safety is #1!	Each bullet point flies in from right timed with VO reference  Lightbulb icon is on swivel for 10 seconds from beginning of slide  Directions appear after VO is finished  Next button is hidden until VO finishes  Next button takes learner to slide 1.17
<b>Notes:</b>			

Slide 1.16/ Menu Title: <i>Review</i>			Objective: [3,4]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Both sets of directions are in teal font</p> <p>3 pictures spread across slide horizontally – (can be same one used in knowledge check) photographic image of pictograms, secondary container, and Hazard Communications page</p> <p>Red arrow pointing to Danger section of Hazard Communication page</p>	<p>[Slide Title] <b>REVIEW</b></p> <p>[Directions]</p> <p>Let's take another look at examples of Hazard Communication. Click Next when you are ready to try the Knowledge Check again.</p> <p>Click Next to continue.</p> <p>[Picture captions]</p> <p>Pictograms show different ways a chemical can be dangerous through a graphic representation.</p> <p>Chemicals that have been removed from their original container and put into another container are called Secondary Containers. These must have words, pictures and symbols to identify the chemical.</p> <p>Hazard Statements describe how the chemical is dangerous.</p>	<p>[Narrator]</p> <p>Let's take another look at examples of Hazard Communication.</p> <p>Pictograms show different ways a chemical can be dangerous through a graphic representation. A lot of times they are triangular.</p> <p>Secondary Containers contain chemicals that have been removed from their original container. They must be labeled with words, pictures, and symbols to identify the chemical. Hazard statements are statements describing how a chemical is dangerous to the work.</p> <p>Click next when you are ready to try the knowledge check again.</p>	<p>Photos and texts are grouped together and float up from bottom timed with VO reference</p> <p>Red arrow comes in timed with VO reference to Hazard Statements pointing to Danger portion of statement on photo</p> <p>Second direction appears after VO is finished</p> <p>Next button is hidden until VO finishes</p> <p>Next button takes learner back to Knowledge Check, slide 1.14</p>
<b>Notes:</b>			

Slide 1.17/ Menu Title: <i>Summary</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>[Avatar] Edwin standing on left side of slide with hands outstretched to the right, caption box in gray out to the right</p> <p>Take the Quiz button in teal</p> <p>3 rectangles on right side of slide, teal</p>	<p>[Slide Title] <b>SUMMARY</b></p> <p>[Edwin caption] Here's a summary of what you've learned.</p> <p>[button] Take the Quiz</p> <p>[large rectangle buttons] OSHA Hazard Communication Unsure?</p>	<p>[Edwin] [1] Let's review before we take the final assessment.</p> <p>[Narrator] [2] Click on each box to reveal more information. [3] After you have visited each button click the take the quiz button to advance to the quiz.</p>	<p>Each rectangular large button takes you to another layer when clicked on</p> <p>Take the Quiz Button is disabled until all layers are visited</p> <p>Each large rectangular button is animated with shape, circle out effect</p> <p>Take the Quiz button takes learner to the next slide, 1.18</p>
<b>Notes:</b>			

Slide 1.17a/ Menu Title:			Objective: [1]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Background is the same, font inside top teal box is different</p>	<p>[top rectangular button] The Occupational Safety &amp; Health Act ensures that all team members have a safe workplace.</p>	<p>[Edwin] The Occupational Safety and Health Act ensures that all team members have a safe place to work.</p>	<p>Learners can click on the other buttons from this layer</p> <p>Take the Quiz button is disabled until all layers are visited</p>
<b>Notes:</b>			

Slide 1.17b/ Menu Title:			Objective: [4]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Background is the same, font inside middle teal box is different</p>	<p>[middle rectangular button] Hazard Communication is a need and a right of all workers to stay safe in the workplace!</p>	<p>[Edwin] Hazard Communication is a need and a right of all workers to stay safe in the workplace.</p>	<p>Same as 17.a</p>
<b>Notes:</b>			

Slide 1.17c/ Menu Title:			Objective: [2]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Background is the same, font inside bottom teal box is different	[bottom rectangular button] If you are ever unsure what to do in any safety situation: CONSULT YOUR SUPERVISOR!	[Edwin] If you are ever unsure of what to do in any safety situation, consult your supervisor!	Same as 17.a
<b>Notes:</b>			

Slide 1.18/ Menu Title: <i>Quiz</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Left ¼ of slide is gray with Terri standing pointing to her watch  Right ¾ is teal parallelogram  Graded quiz heading font size 64 5 Questions -80% to pass font size 35	[Slide Title] <b>QUIZ</b>  Graded Quiz  5 Questions – 80% to pass  <ul style="list-style-type: none"> <li>You have completed the module, now it is time to check for understanding.</li> <li>You will be given 5 multiple choice, multiple response questions.</li> <li>There is no time limit.</li> <li>You can take the quiz as many times as needed.</li> <li>You need <b>80% to pass</b>.</li> </ul> [Directions] Click Next to begin the quiz.	[Narrator] It's time for your quiz. You'll answer 5 multiple choice or response questions. There is no time limit. You must earn 80% to pass.  Click next to begin the quiz.	Graded Quiz, 5 Questions – 80% to Pass wipes in from right at beginning of the slide  Next button takes learner to the next slide, 1.19
<b>Notes:</b>			

Slide 1.19/ Menu Title: Question 1 <i>[hidden from menu]</i>			Objective: [1]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Gray background</p> <p>Terri is standing on right side of slide in a thinking pose</p> <p>Teal thin line going vertically down far left side of slide</p>	<p>[Slide Title] <b>QUESTION 1</b></p> <p>[Directions] Select the best answer choice and click submit.</p> <p>[Question] What purpose does OSHA (Occupational Safety &amp; Health Act) serve?</p> <p>[Answer choices] To tell employees what they have to do to earn money</p> <p><b>[Yes]To help keep employees safe by ensuring all employees have a safe workplace</b></p> <p>To inspect industry standards for compliance in software piracy</p> <p>To maintain efficiency in categorizing standards and algorithms</p>		<p>Learner chooses answer(s) and then clicks submit. Submit button takes learner to next slide.</p> <p>Score by question with 1 attempt for each quiz question as the learner progresses through the quiz. They will be able to retake the entire quiz at the end if they do not pass.</p> <p>Results slide 1.24.</p> <p>The learner should not get immediate feedback with Correct or Incorrect feedback layers. They should answer all of the questions sequentially FIRST in the graded assessment, then receive their score on the Results page. If they do not pass, they can come back and review the quiz.</p>
<b>Notes:</b>			

Slide 1.19a/ Menu Title: <i>[hidden from menu]</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Thin Teal rectangle goes across entire slide with review of question  Text is centered in the rectangle.	The purpose of OSHA is to make sure team members have a safe workplace!		Rectangle appears during review phase of quiz to help learner know correct answer  This is a multiple-choice graded quiz slide.
<b>Notes:</b>			

Slide 1.20/ Menu Title: Question 2 <i>[hidden from menu]</i>			Objective: [4]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for slides 1.19, 1.20, 1.21, 1.22, 1.23. Some question types are different.	<p>[Slide Title] <b>QUESTION 2</b></p> <p>[Directions] Select the best answer choice and click submit.</p> <p>[Question] Which answer choices reflect actual categories of Hazard Communication? Select all that apply.</p> <p>[Answers] <b>[Yes]Product Identifier</b> Periodic table <b>[Yes]Hazard Statements</b> <b>[Yes]Pictograms</b> <b>[Yes]Supplier Information</b> Supervisor Information</p>		<p>Same settings for Slides 1.19, 1.20, 1.21, 1.22, 1.23. Some question types are different.</p> <p>This is a multiple response graded quiz slide.</p>
<b>Notes:</b>			

Slide 1.20a/ Menu Title: <i>[hidden from menu]</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for slides 1.19a, 1.20a, 1.21a, 1.22a, 1.23a.	Hazard Communication includes: Product Identifiers, Hazard Statements, Pictograms, and Supplier Information.		Same settings for Slides 1.19a, 1.20a, 1.21a, 1.22a, 1.23a
<b>Notes:</b>			

Slide 1.21/ Menu Title: Question 3 <i>[hidden from menu]</i>			Objective: [2]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for slides 1.19, 1.20, 1.21, 1.22, 1.23. Some question types are different.	<p>[Slide Title] <b>QUESTION 3</b></p> <p>[Directions] Select the best answer choice and click submit.</p> <p>[Question] In an emergency, how do you access a Safety Data Sheet (SDS) to find health and safety information for hazardous materials in your work area?</p> <p>[Answers] On the intranet site under Tools and Resources Call 1-800-555-1212 Call Employee Health</p> <p><b>[Yes]Both A and B</b></p>		<p>Same settings for Slides 1.19, 1.20, 1.21, 1.22, 1.23. Some question types are different.</p> <p>This is a multiple-choice graded quiz slide</p>
<b>Notes:</b>			

Slide 1.21a/ Menu Title: <i>[hidden from menu]</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for slides 1.19a, 1.20a, 1.21a, 1.22a, 1.23a.	In an emergency you can access SDS's on the Intranet and by calling 1-800-555-1212		Same settings for Slides 1.19a, 1.20a, 1.21a, 1.22a, 1.23a
<b>Notes:</b>			

Slide 1.22/ Menu Title: Question 4 <i>[hidden from menu]</i>			Objective: [3]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for slides 1.19, 1.20, 1.21, 1.22, 1.23. Some question types are different.	<p>[Slide Title]</p> <p><b>QUESTION 4</b></p> <p>[Directions]</p> <p>Select the best answer choice and click submit.</p> <p>[Question 4]</p> <p>Which answer choice best describes what Terri should do if she encounters a secondary container that does not have a label on it?</p> <p>[Answers]</p> <p>She should take the bottle to the restroom and dump it down the sink or the toilet and then let the supervisor know.</p> <p><b>[Yes] She should just leave the bottle alone and contact her supervisor</b></p>		<p>Same settings for Slides 1.19, 1.20, 1.21, 1.22, 1.23. Some question types are different.</p> <p>This is a multiple-choice graded quiz slide.</p>




	<p><b>immediately to find out how to proceed.</b></p> <p>She should assume the chemical is harmless and continue about her business. She may need whatever that is later. She can smell it to find out what it is.</p>		
<b>Notes:</b>			

Slide 1.22a/ Menu Title: <i>[hidden from menu]</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for slides 1.19a, 1.20a, 1.21a, 1.22a, 1.23a.	If Terri encounters a secondary container without a label, she should contact her supervisor immediately to find out the next steps.		Same settings for Slides 1.19a, 1.20a, 1.21a, 1.22a, 1.23a
<b>Notes:</b>			

Slide 1.23/ Menu Title: Question 5 <i>[hidden from menu]</i>			Objective: [3]
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for slides 1.19, 1.20, 1.21, 1.22, 1.23. Some question types are different.	<p>[Slide Title]</p> <p><b>QUESTION 5</b></p> <p>[Directions]</p> <p>Select the best answer choice and click submit.</p> <p>[Question]</p> <p>Secondary containers must include:</p> <p>[Answers]</p>		<p>Same settings for Slides 1.19, 1.20, 1.21, 1.22, 1.23. Some question types are different.</p> <p>This is a multiple-choice graded quiz slide.</p>

	<p><b>[Yes] The product identifier and a combination of word, pictures or symbols</b></p> <p>Just a pictogram Nothing, it doesn't matter what you put it in</p> <p>You can only keep chemicals in their original containers</p>		
<b>Notes:</b>			

Slide 1.23a/ Menu Title: <i>[hidden from menu]</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for slides 1.19a, 1.20a, 1.21a, 1.22a, 1.23a.	Secondary containers must always include a product identifier as well as a combination of words, pictures, and symbols.		Same settings for Slides 1.19a, 1.20a, 1.21a, 1.22a, 1.23a
<b>Notes:</b>			

Slide 1.24/ Menu Title: <i>[hidden from menu]</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Black hexagon where message will appear when score is revealed on layers on left side of slide</p> 	<p>[Slide Title]</p> <p><b>RESULTS</b></p> <p>Your Score: <b>XX%</b></p> <p>Passing Score: <b>YY%</b></p> <p>[Buttons]</p> <p>Review Quiz</p> <p>Retry Quiz</p>		<p>Use Result slide to show success layer 1.24a when timeline starts if results are equal to or greater than the passing score.</p> <p>Show Failure layer 1.24b when timelines starts if results are less than passing score.</p>

<p>Smaller black hexagons in center and right side holds passing score and your score</p> <p>2 teal buttons directly under smaller hexagons</p>			<p>Base layer will be visible (show through) From Success of Failure slide layers.</p> <p>Results variable reference shows the percent score only. Do not show the points variable reference.</p> <p>Built-in graded quiz variable reference displays learner score where xx appears on slide.</p> <p>80% to pass shown where YY appears on slide</p>
<p><b>Notes:</b></p>			

Slide 1.24a/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
	<p>Congratulations, you passed.</p>		<p>Review button: shows correct/incorrect response when reviewing</p> <p>Continue button jumps to slide 1.25</p>
<p><b>Notes:</b></p>			

Slide 1.24b/ Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
	<p>Sorry you did not pass this course.</p> <p>[buttons] Review Quiz Retry Quiz</p>		<p>Retry button: resets results slide and jumps to Slide 1.19</p> <p>Review button: shows correct/incorrect response when viewing</p>

**Notes:**

**Slide 1.25/ Menu Title: *Congratulations***

<b>Visual / Display:</b>	<b>Slide Text:</b>	<b>Narration / Voiceover:</b>	<b>Animation / Interaction:</b>
Teal confetti photographic image covering entire slide  Black rectangle in the middle holding text  The complete button is underneath the black rectangle box.	[Slide Title] <b>Congratulations!</b>  [Directions] Click the Complete button to end this course.  [Button] Complete		The word Congratulations spins for 1.5 seconds.  When learner clicks complete the course closes.

**Notes:**