SSSTS toolbox-talk planning pack

Original planning and rehearsal resources from SSSTS Course. Updated 12 November 2026.

For full SSSTS, prepare for the trainer's approximately five-minute talk instructions. SSSTS-R does not require delivering that full-course talk. These are independent practice materials, not official assessment questions or a marking scheme.

Blank plan: situation and controls

Write in the spaces, or use the editable text download from the guide. Confirm real site details before using a plan at work.

Site or fictional exercise, location and task

Identify the work and exact situation you will discuss.

Audience and the action they should take

Who will listen, and what should they do afterwards?

Hazard, who could be harmed and why this matters

Describe the relevant risk in plain language.

Confirmed controls and source of the local arrangement

Which plan, instruction or competent person confirms what applies?

Blank plan: points, participation and follow-up

Continue the same plan. Three points and two questions are suggested planning aids, not CITB sub-scores.

Three main points and a short opening

Opening:
1.
2.
3.

Two audience questions and the useful answers to listen for

Ask what someone would do or how they would explain the arrangement.

Visual or safe demonstration and understanding check

Use a diagram or explanation; do not expose someone to a hazard for a demonstration.

Changed conditions, reporting contact and recap

What should stop or change? Who is contacted, how, and what must be confirmed before resuming?

Unanswered questions, action owner and follow-up

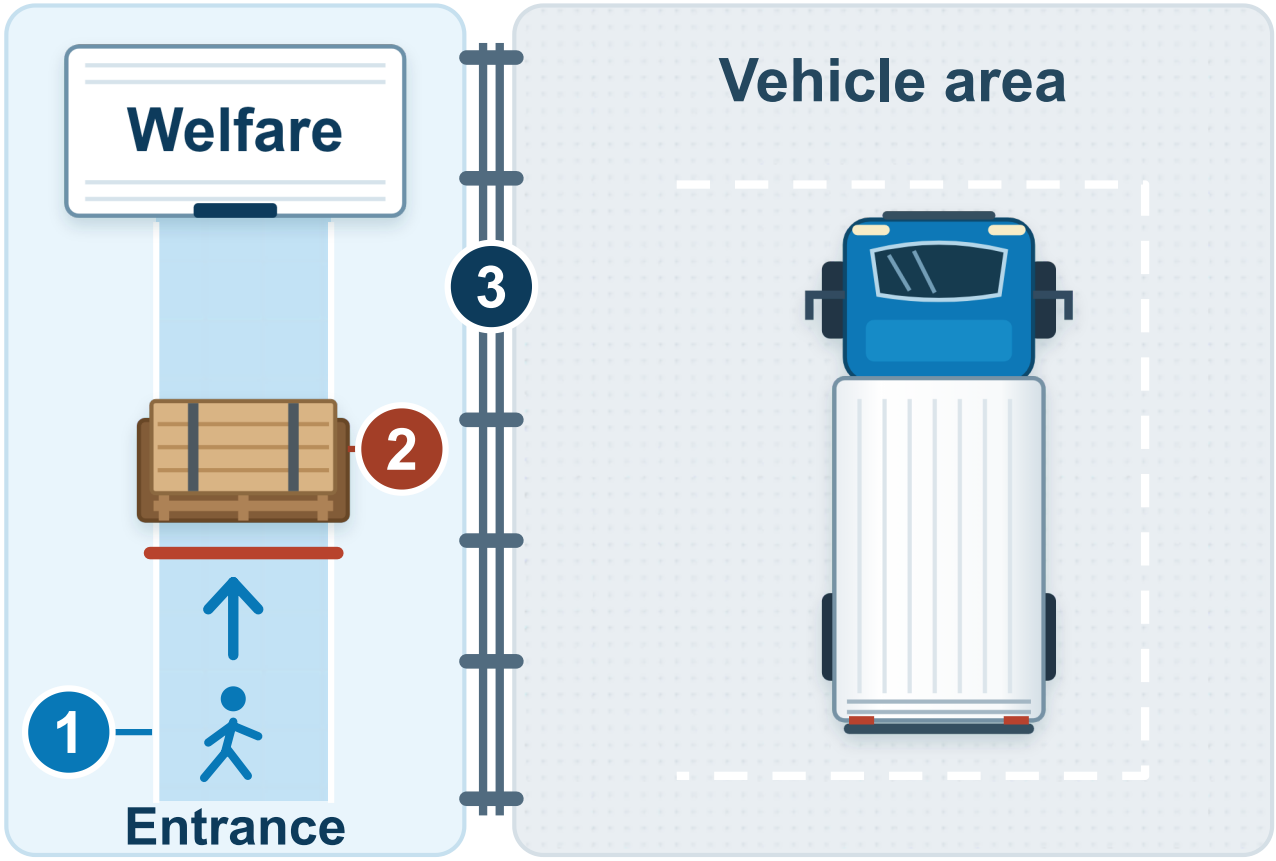
Record what needs checking, who will resolve it and how the answer returns to the audience.

A fictional site example

Workers walk from an entrance to a welfare building beside a delivery area. Stored materials obstruct the separated pedestrian route. No alternative route is authorised in this example.

Blocked walkway: what happens next?

Follow the numbered points on this example site plan.



1 Use the walkway

Keep to the separated pedestrian route between the entrance and welfare.

2 Stop at the blockage

Stored materials obstruct the route. Do not squeeze past or improvise a diversion.

3 Stay out of the vehicle area

The barrier separates the areas. Walking around it is not an authorised alternative.

> **Stop and report the obstruction**
>
> Keep the affected movement paused until the route is restored or an alternative is assessed, authorised and communicated.

Original example site plan, not to scale. Use the confirmed arrangements for your own site.

Annotated five-minute rehearsal outline

Suggested timings, not official sub-scores. Sam is the fictional delivery coordinator; replace that detail with confirmed local arrangements.

1. **0:00-0:40 - establish the situation**

   “This talk is for people walking from our pedestrian entrance to the welfare building. Materials are blocking the route shown here. The delivery area is beside it, so walking around the blockage could put you into vehicle movements.”

   Why this helps: the audience knows which task and changed condition you mean.

2. **0:40-2:30 - explain three points**

   “First, use the planned pedestrian route and keep outside the vehicle area. Second, keep that route clear: do not leave materials on it. Third, if it is blocked, do not squeeze past or invent a diversion. Stop using the affected route and report it to Sam, our delivery coordinator in this exercise. The affected unsafe movement stays paused until the route is restored or an alternative is assessed and authorised.”

   Why this helps: each point describes an action, and the final point explains what happens when the usual control fails.

3. **2:30-4:15 - ask and listen**

   “Using the drawing, what would you do if you reached this obstruction?” Listen for stopping short of the problem, reporting it and avoiding the vehicle area. Then ask: “What needs to be confirmed before people use the route again?” Listen for a restored route or an assessed, authorised alternative that has been communicated.

   Why this helps: the answers show the listener's decision. If someone suggests walking behind the vehicle, revisit the separation principle before continuing.

4. **4:15-5:00 - recap and close the loop**

   “Use the planned route, keep it clear and report a blockage instead of improvising. Sam will coordinate the response in this example. Is there anything about the route or reporting arrangement we have not made clear?” Record an unanswered concern and say who will check it and how the answer will be shared.

   Why this helps: the close repeats the action and gives uncertainty somewhere to go.

This talk does not qualify a learner as a vehicle signaller. Only trained and authorised people should direct movements. A high-visibility garment or reversing alarm does not replace a planned safe arrangement.

Adaptation check

Confirm the actual route, audience, controls, reporting contact and restart authority. The fictional coordinator in the example is not a real site contact. A diagram-based explanation must not expose someone to a live hazard.

Rehearsal feedback and action record

Ask a colleague to explain the main action after hearing the talk. Record what needs improvement, then rehearse again.

Record what happened, then choose one improvement

Check	Observation to record	Change before the next rehearsal
Relevance	Could the listener identify the task and main action? _____	_____
Pace and audibility	Could they hear and follow the explanation? _____	_____
Visual clarity	Could they read the labels and explain the route? _____	_____
Participation	What did their answer reveal? _____	_____
Uncertainty and follow-up	Which question needs checking, and with whom? _____	_____

Worked feedback example

Observation: the listener remembered the blocked route but could not name the reporting contact. **Change:** put the confirmed role and contact method on the speaker-note card. **Recheck:** ask the listener to explain whom they would contact and what must happen before affected movement resumes.

Blank follow-up record

Talk or exercise: _____ Date: _____

Audience or attendance reference: _____

Understanding demonstrated: _____

Unresolved question or action: _____

Action owner: _____ Review date: _____

Outcome communicated to the audience: _____

A signature records attendance; it does not, by itself, show understanding. Use this as an original practice aid, not a complete site compliance system.

The health-and-safety examples are for Great Britain. Northern Ireland has separate legislation. The drawings, rehearsal outline, blank fields and feedback examples are original practice materials, not CITB workbook extracts or an official model answer.

This printable worksheet has tagged headings, selectable text and a text equivalent for the diagram. Use the editable text version or the guide's entry tools for typing; this PDF is not a fillable form. Follow current trainer instructions and confirmed site arrangements.