OBJECTIVES

Upon completion of this module, the trainee will be able to:

1. Identify those personal qualities that are positively related to job success.
2. Explain the apprenticeship training process.
3. Explain the scaffolding trade, trade math, and the regulations and standards associated with the scaffolding trade.
4. Identify and explain stationary scaffolds.
5. Identify and explain mobile scaffolds.
6. Identify and explain suspended scaffolds.

Note to the Instructor

Before teaching this module, you should review the details in this Instructor’s Guide for Equipment and Materials, Testing, and the suggested Teaching Sequence. Be sure to allow ample time to prepare your own training plan or lesson plan, and to gather all required equipment and materials.

Required Equipment and Materials

The following are required for instruction using this module.

**Equipment**
- Overhead projector and screen
- Whiteboard/chalkboard
- Safety equipment
- Appropriate Personal Protective Equipment

**Materials**
- Trainee Task Module
- Transparencies
- Markers/chalk
- Module Examination
- Site-specific manufacturer’s handouts
HOW TO USE THIS INSTRUCTOR’S GUIDE

For each 2½ hour class session in this Instructor’s Guide, the basic Presentation Sequence is as follows:

- Introduction/Overview
- Classroom, and/or Demonstration, and/or Laboratory
- Class Break
- Classroom, and/or Demonstration, and/or Laboratory
- Summary

Suggested time periods for classroom sessions are included throughout this Instructor’s Guide. These time periods should be adapted to meet local conditions and training requirements.

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- **Laboratory**: Instructors will facilitate all laboratory activities, coach trainees as they practice the procedures, monitor trainee progress, and provide feedback. The instructor will make sure that safety rules are followed at all times and that protective equipment is worn.

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MODULE OVERVIEW

This module introduces the scaffolding trainee to the scaffolding trade. It describes the duties of a scaffolder, identifies scaffold types, and defines terms associated with scaffolding.

Prerequisites

Please see the Course Map. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following:

Core Curricula

Safety Considerations

Ensure that the trainees are equipped with Appropriate Personal Protective Equipment.

Teaching Time for This Module

Approximately 5 hours or two sessions of training time is suggested to cover Introduction to the Trade. The training class session is a suggested 2½ hour time period, which includes at least one break. You will need to adjust the time required for hands-on activities and testing based on your class size and resources. All time periods for this module are suggested, and you will need to adapt the suggested lesson plan to meet your local conditions.

Suggested Teaching Sequence — Two 2½-Hour Sessions

Adjust your class times based on class size and resources.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Trainee Module Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Human Relations On The Job –</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apprenticeship In Scaffold Building</td>
<td>1.0.0 – 3.5.0</td>
</tr>
<tr>
<td>2</td>
<td>Scaffolding Trade – Float Scaffolds</td>
<td>4.0.0 - 7.6.0</td>
</tr>
<tr>
<td></td>
<td>Module Examination</td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES

Upon completion of this module, the trainee will be able to:

1. Identify Occupational Safety and Health Act (OSHA) regulations that regulate the scaffolding industry.
2. Identify and explain the basic guidelines for planning, erecting, and using scaffolding.
3. Identify and explain personal protective and life-saving equipment.
4. Explain fall protection.
5. Identify and explain electrical hazards.

Note to the Instructor

Before teaching this module, you should review the details in this Instructor’s Guide for Equipment and Materials, Testing, and the suggested Teaching Sequence. Be sure to allow ample time to prepare your own training plan or lesson plan, and to gather all required equipment and materials.

Required Equipment and Materials

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<th>Equipment</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead projector and screen</td>
<td>Trainee Task Module</td>
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<tr>
<td>Whiteboard/chalkboard</td>
<td>Transparencies</td>
</tr>
<tr>
<td>Appropriate Personal Protective Equipment</td>
<td>Markers/chalk</td>
</tr>
<tr>
<td>Body harness</td>
<td>Module Examination</td>
</tr>
<tr>
<td></td>
<td>Performance Profile Sheets</td>
</tr>
</tbody>
</table>
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- Introduction/Overview
- Classroom, and/or Demonstration, and/or Laboratory
- Class Break
- Classroom, and/or Demonstration, and/or Laboratory
- Summary

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MODULE OVERVIEW
This module introduces the scaffolding trainee to safety methods, equipment, regulations, and procedures used in scaffolding.

Prerequisites
Please see the Course Map. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following module:

Core Curricula; Scaffolding, Module 31101

Safety Considerations
Ensure that the trainees are equipped with Appropriate Personal Protective Equipment.

Teaching Time for This Module
Approximately 7½ hours or three sessions of training time is suggested to cover Trade Safety. The training class session is a suggested 2½ hour time period, which includes at least one break. You will need to adjust the time required for hands-on activities and testing based on your class size and resources. All time periods for this module are suggested, and you will need to adapt the suggested lesson plan to meet your local conditions.

Suggested Teaching Sequence — Three 2½-Hour Sessions
Adjust your class times based on class size and resources.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Trainee Module Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – Final Inspection And Tagging</td>
<td>1.0.0 – 3.2.10</td>
</tr>
<tr>
<td>2</td>
<td>Scaffold Use – Rescue After A Fall</td>
<td>3.3.0 – 5.3.0</td>
</tr>
<tr>
<td>3</td>
<td>Electrical Hazards – Hazards From Other Sources</td>
<td>6.0.0 – 6.3.2</td>
</tr>
<tr>
<td></td>
<td>Module Examination and Performance Profile Testing</td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE PROFILE TASKS

1. Inspect the worksite and identify potential safety hazards.

2. Plan and sketch a scaffold for a specific application specified by the instructor.

3. Examine and identify the soil type and proper mudsills at the worksite by type.

4. Demonstrate the proper method for wearing and rigging a body harness.
OBJECTIVES

Upon completion of this module, the trainee will be able to:

1. Identify and describe the use of specific hand tools.
2. Identify and describe the use of specific power tools.
3. Explain the proper methods of storing, handling, and inspecting scaffolding.
4. Describe the proper use of fall protection equipment.
5. Identify and explain jacks and clamping devices.

Note to the Instructor

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<tr>
<td>Whiteboard/chalkboard</td>
<td>Transparencies</td>
</tr>
<tr>
<td>Appropriate Personal Protective Equipment</td>
<td>Markers/chalk</td>
</tr>
<tr>
<td>Available hand tools</td>
<td>Module Examination</td>
</tr>
<tr>
<td>Available power tools</td>
<td>Performance Profile Sheets</td>
</tr>
<tr>
<td>Available fall protection devices</td>
<td></td>
</tr>
<tr>
<td>Available scaffolding equipment</td>
<td></td>
</tr>
</tbody>
</table>
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MODULE OVERVIEW

This module introduces the scaffolding trainee to the safe use and applications of hand and power tools and equipment used in the scaffolding trade.

Prerequisites

Please see the Course Map. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following modules:

Core Curricula; Scaffolding, Modules 31101 and 31102

Safety Considerations

Ensure that the trainees are equipped with Appropriate Personal Protective Equipment.

Teaching Time for This Module

Approximately 7½ hours or three sessions of training time is suggested to cover Trade Tools and Equipment. The training class session is a suggested 2½ hour time period, which includes at least one break. You will need to adjust the time required for hands-on activities and testing based on your class size and resources. All time periods for this module are suggested, and you will need to adapt the suggested lesson plan to meet your local conditions.

Suggested Teaching Sequence — Three 2½-Hour Sessions

Adjust your class times based on class size and resources.

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<tr>
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<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction – Nail Claw</td>
<td>1.0.0 – 2.9.4</td>
</tr>
<tr>
<td>2</td>
<td>Lineman’s Pliers – General Guidelines For Using Jacks</td>
<td>2.10.0 – 4.4.0</td>
</tr>
<tr>
<td>3</td>
<td>Fall Prevention Devices – Repair Module Examination and Performance Profile Testing</td>
<td>5.0.0 – 6.5.0</td>
</tr>
</tbody>
</table>
PERFORMANCE PROFILE TASKS

1. Demonstrate the safe and effective use of available hand tools.

2. Demonstrate the safe and effective use of available power tools.

3. Demonstrate the proper rigging of available fall protection devices.

4. Perform inspection of available scaffolding equipment.
OBJECTIVES

Upon completion of this module, the trainee will be able to:

1. Calculate areas and perimeters of plane surfaces.
2. Calculate volumes of three-dimensional shapes.
3. Use tables to determine weights.
4. Identify types of loads on scaffold platforms.
5. Calculate loads on scaffold platforms.
6. Calculate wind loads on specified scaffold configurations.

Note to the Instructor

Before teaching this module, you should review the details in this Instructor’s Guide for Equipment and Materials, Testing, and the suggested Teaching Sequence. Be sure to allow ample time to prepare your own training plan or lesson plan, and to gather all required equipment and materials.

Required Equipment and Materials

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- Introduction/Overview
- Classroom, and/or Demonstration, and/or Laboratory
- Class Break
- Classroom, and/or Demonstration, and/or Laboratory
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MODULE OVERVIEW

This module introduces the scaffolding trainee to the trade math. It explains and gives examples of math calculations of scaffold loads including area loads, concentrated loads, live loads, cantilevered loads and wind loads.

Prerequisites

Please see the Course Map. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following modules:

Core Curricula; Scaffolding, Modules 31101 through 31103

Safety Considerations

Ensure that the trainees are equipped with Appropriate Personal Protective Equipment.

Teaching Time for This Module

Approximately 7½ hours or three sessions of training time is suggested to cover Trade Math. The training class session is a suggested 2½ hour time period, which includes at least one break. You will need to adjust the time required for hands-on activities and testing based on your class size and resources. All time periods for this module are suggested and you will need to adapt the suggested lesson plan to meet your local conditions.

Suggested Teaching Sequence — Three 2½-Hour Sessions

Adjust your class times based on class size and resources.

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<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Trainee Module Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – Mathematical Tables</td>
<td>1.0.0 – 4.2.0</td>
</tr>
<tr>
<td>2</td>
<td>Types Of Loads – Calculating Cantilevered Loads</td>
<td>5.0.0 – 6.3.0</td>
</tr>
<tr>
<td>3</td>
<td>Wind Loads</td>
<td>7.0.0</td>
</tr>
<tr>
<td></td>
<td>Module Examination</td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES

Upon completion of this module, the trainee will be able to:

1. Identify the safety considerations and components of tubular welded frame scaffolding.
2. Explain the proper methods for erecting tubular welded frame scaffolding.
3. Identify the safety considerations and components of tube and coupler scaffolding.
4. Explain the proper methods for erecting tube and coupler scaffolding.
5. Identify the safety considerations and components of system scaffolds.
6. Explain the proper methods for erecting system scaffolding.
7. Identify the safety considerations and components of ladder-type and outrigger scaffolding.
8. Explain the proper methods for erecting ladder-type and outrigger scaffolding.
9. Identify the safety considerations and components of pump-jack scaffolding.
10. Explain the proper methods for erecting pump-jack scaffolding.

Note to the Instructor

Before teaching this module, you should review the details in this Instructor’s Guide for Equipment and Materials, Testing, and the suggested Teaching Sequence. Be sure to allow ample time to prepare your own training plan or lesson plan, and to gather all required equipment and materials.

Required Equipment and Materials

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<tr>
<td>Available scaffolding equipment</td>
<td>Module Examination</td>
</tr>
<tr>
<td>Appropriate Personal Protective Equipment</td>
<td>Performance Profile Sheets</td>
</tr>
</tbody>
</table>
HOW TO USE THIS INSTRUCTOR’S GUIDE

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- Introduction/Overview
- Classroom, and/or Demonstration, and/or Laboratory
- Class Break
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MODULE OVERVIEW
This module introduces the scaffolding trainee to equipment used with stationary scaffolds, and describes the procedures for erecting stationary scaffolds.

Prerequisites
Please see the Course Map. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following modules:
Core Curricula; Scaffolding, Modules 31101 through 31104

Safety Considerations
Ensure that the trainees are equipped with Appropriate Personal Protective Equipment.

Teaching Time for This Module
Approximately 27½ hours or eight sessions of training time are suggested to cover Stationary Scaffolds. You will need to adjust the time required for instruction, hands-on activities, and testing based on your class size and resources.

Suggested Teaching Sequence
Adjust your class times based on class size and resources.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Trainee Module Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – Ties</td>
<td>1.0.0 – 2.3.10</td>
</tr>
<tr>
<td>2</td>
<td>Erection – Assembly</td>
<td>2.4.0 – 2.4.3</td>
</tr>
<tr>
<td>3</td>
<td>Tube and Coupler Scaffold – Other Components</td>
<td>3.0.0 - 3.3.0</td>
</tr>
<tr>
<td>4</td>
<td>Erection – Scaffold Application Analysis</td>
<td>3.4.0 - 3.5.0</td>
</tr>
<tr>
<td>5</td>
<td>System Scaffolds – System Scaffold Arrangements</td>
<td>4.0.0 - 4.2.0</td>
</tr>
<tr>
<td>6</td>
<td>System Scaffold Erection</td>
<td>4.3.0</td>
</tr>
<tr>
<td>7</td>
<td>Ladder-Supported Scaffold – Erection</td>
<td>5.0.0 - 7.4.0</td>
</tr>
<tr>
<td>8</td>
<td>Module Examination and Performance Profile Testing</td>
<td></td>
</tr>
</tbody>
</table>
TRANSPARENCY 2

TASK MODULE 31105, STATIONARY SCAFFOLDS

PERFORMANCE PROFILE TASKS

1. Safely erect tubular welded frame scaffolding.

2. Safely erect tube and coupler scaffolding.

3. Safely erect system scaffolding.

4. Safely erect ladder-type scaffolding.

5. Safely erect outrigger scaffolding.

OBJECTIVES

Upon completion of this module, the trainee will be able to:

1. Explain the proper methods for safely erecting and using rolling scaffolding.
2. Explain the proper methods for safely erecting and using scaffold wagons.
3. Explain the safe operation of scissors lifts.
4. Describe the applications and operation of boom lifts.

Note to the Instructor

Before teaching this module, you should review the details in this Instructor's Guide for Equipment and Materials, Testing, and the suggested Teaching Sequence. Be sure to allow ample time to prepare your own training plan or lesson plan and to gather all required equipment and materials.

Required Equipment and Materials

The following are required for instruction using this module:

**Equipment**
- Overhead projector and screen
- Whiteboard/chalkboard
- Appropriate Personal Protective Equipment
- Appropriate scaffolding equipment

**Materials**
- Trainee Task Module
- Transparencies
- Markers/chalk
- Module Examination
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MODULE OVERVIEW

This module introduces the scaffolding trainee to the different types of powered and manually propelled mobile scaffolds and describes safe erection and operation of mobile scaffolds.

Prerequisites

Please see the Course Map. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following modules:

Core Curricula; Scaffolding, Modules 31101 through 31105

Safety Considerations

Ensure that the trainees are equipped with Appropriate Personal Protective Equipment.

Teaching Time for This Module

Approximately 10 hours or four sessions of training time is suggested to cover Mobile Scaffolds. The training class session is a suggested 2½ hour time period, which includes at least 1 break. You will need to adjust the time required for hands-on activities and testing based on your class size and resources. All time periods for this module are suggested, and you will need to adapt the suggested lesson plan to meet your local conditions.

Suggested Teaching Sequence — Four 2½-Hour Sessions

Adjust your class times based on class size and resources.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Trainee Module Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – Assembly</td>
<td>1.0.0 – 2.4.2</td>
</tr>
<tr>
<td>2</td>
<td>Scaffold Wagons – Operation</td>
<td>3.0.0 – 3.6.0</td>
</tr>
<tr>
<td>3</td>
<td>Scissors Lifts – Maneuvering</td>
<td>4.0.0 – 4.4.2</td>
</tr>
<tr>
<td>4</td>
<td>Boom Lifts – Operation</td>
<td>5.0.0 – 5.3.0</td>
</tr>
<tr>
<td></td>
<td>Module Examination and Performance Profile Testing</td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE PROFILE TASKS

1. Erect and use rolling scaffolds.
2. Set up and operate scaffold wagons.
3. Operate scissors lifts.
4. Set up and operate boom lifts.
OBJECTIVES

Upon completion of this module, the trainee will be able to:

1. Identify the safety considerations and components of suspension scaffolds.
2. Explain the proper methods for rigging suspension scaffolds.
3. Identify the safety considerations and components of boatswain’s chairs, work cages, and beam suspended scaffolds.
4. Explain the proper methods for rigging boatswain’s chairs, work cages, and beam suspended scaffolds.

Note to the Instructor

Before teaching this module, you should review the details in this Instructor’s Guide for Equipment and Materials, Testing, and the suggested Teaching Sequence. Be sure to allow ample time to prepare your own training plan or lesson plan and to gather all required equipment and materials.

Required Equipment and Materials

The following are required for instruction using this module.

**Equipment**
- Overhead projector and screen
- Whiteboard/chalkboard
- Appropriate Personal Protective Equipment
- Appropriate scaffolding equipment

**Materials**
- Trainee Task Module
- Transparencies
- Markers/chalk
- Module Examination
- Performance Profile Sheets
HOW TO USE THIS INSTRUCTOR’S GUIDE

For each 2½ hour class session in this Instructor’s Guide, the basic Presentation Sequence is as follows:

   Introduction/Overview
   Classroom, and/or Demonstration, and/or Laboratory
   Class Break
   Classroom, and/or Demonstration, and/or Laboratory
   Summary

Suggested time periods for classroom sessions are included throughout this Instructor’s Guide. These time periods should be adapted to meet local conditions and training requirements.

Each class session is presented with two columns of information. On the left side of the page, a narrow column provides suggested trainee and instructor actions, icons to call your attention to material, safety, audiovisual, or testing requirements, and space for your notes. The right-hand column provides the outline of the suggested presentation for each class session.

In this Instructor’s Guide, the terms classroom, demonstration, and laboratory are defined and used as follows:

Classroom: Sessions are designed for lectures, group discussions, coaching, and additional activities. Trainees should be encouraged to actively participate.

Demonstration: Instructors will demonstrate all procedures before trainees attempt them. Instructors should make sure that trainees can point out all safety procedures during demonstrations to be assured of the proper use of equipment by trainees.

Laboratory: Instructors will facilitate all laboratory activities, coach trainees as they practice the procedures, monitor trainee progress, and provide feedback. The instructor will make sure that safety rules are followed at all times and that protective equipment is worn.

NCCER Standardized Craft Training Programs

The National Center for Construction Education and Research (NCCER) provides a standardized national program of accredited craft training. Key features of the program include instructor certification, competency-based training, and performance testing. The program provides trainees, instructors, and companies with a standard form of recognition through a National Craft Training Registry. The program is described in full in the Guidelines for Accreditation, published by the NCCER. For more information on standardized craft training, contact the NCCER at P.O. Box 141104, Gainesville, FL 32614-1104; or call 352-334-0911.
MODULE OVERVIEW

This module introduces the scaffolding trainee to the types of equipment used with suspension scaffolds, and describes the rigging of suspension scaffolds.

Prerequisites

Please see the Course Map. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following modules:

Core Curricula; Scaffolding, Modules 31101 through 31106

Safety Considerations

Ensure that the trainees are equipped with Appropriate Personal Protective Equipment.

Teaching Time for This Module

Approximately 7½ hours or three sessions of training time are suggested to cover Suspension Scaffolds. The training class session is a suggested 2½ hour time period, which includes at least one break. You will need to adjust the time required for hands-on activities and testing based on your class size and resources. All time periods for this module are suggested, and you will need to adapt the suggested lesson plan to meet your local conditions.

Suggested Teaching Sequence — Three 2½-Hour Sessions

Adjust your class times based on class size and resources.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Trainee Module Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – Suspended Scaffold Components</td>
<td>1.0.0 – 3.1.0</td>
</tr>
<tr>
<td>2</td>
<td>Rigging Suspended Scaffolds – Work Cage Components</td>
<td>3.2.0 – 4.1.0</td>
</tr>
<tr>
<td>3</td>
<td>Rigging Boatswain’s Chairs And Work Cages – Beam Suspended Components</td>
<td>4.2.0 – 4.3.0</td>
</tr>
<tr>
<td></td>
<td>Module Examination and Performance Profile Testing</td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE PROFILE TASKS

1. Demonstrate the proper methods for rigging suspension scaffolds.

2. Use proper safety considerations for boatswain’s chairs, work cages, and beam suspended scaffolds.

3. Rig up boatswain’s chairs, work cages, and beam suspended scaffolds.