



# Community Awareness Training Facilitator Guide March 2015

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Midwest Consortium for Hazardous Waste Worker Training

## Acknowledgments

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The Midwest Consortium developed this course for Hazardous Waste Workers and Emergency Responders under grant D42 ES07200 and cooperative agreement number U45 ES 06184 from the National Institute of Environmental Health Sciences. Several member institutions of the Midwest Consortium contributed to the development of this program.

See [www.eh.uc.edu/mwc/](http://www.eh.uc.edu/mwc/) for a listing of contacts at each member institution and additional information. We encourage you to comment on these materials. Please give your suggestions to those teaching the program in which you are now enrolled, or forward them to the Midwest Consortium for Hazardous Waste Worker Training, University of Cincinnati, P.O. Box 670056, Cincinnati, Ohio 45267-0056 or click on 'contact us' at [www.eh.uc.edu/mwc/](http://www.eh.uc.edu/mwc/).

## Warning

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The Midwest Consortium has copyrighted this material for workers who must use personal protective equipment to reduce exposure to hazardous materials. A recipient of the material, other than the Federal Government, may not reproduce it without permission of the copyright owner. The material was prepared for use by instructors experienced in the training of persons who are or who anticipate being employed at a worksite requiring use of personal protective equipment. Authors of this material have prepared it for the training of this category of workers as of the date specified on the title page. Users are cautioned that the subject is constantly evolving. Therefore, the material may require additions, deletions, or modifications to incorporate the effects of that evolution occurring after the date of this material preparation.

## Disclaimer

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The Occupational Safety and Health Administration (OSHA) rules help assure worker health and safety at work sites and during a range of emergency response activities. This program does not prepare you for these activities.

For information about additional training that may be needed, consult the training facilitator.

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# Overview for Facilitators

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This program was developed in response to the need for residents near industrial sites to gain skills to better identify sources and risks of exposure to emission. By following the outlined format and activities in this guide, you will be better able to enhance learning, stimulate participant discussion, and achieve the training objectives.

The program is designed to be tailored for the needs of participants. It is expected that up to a 3-hour program might be useful; however 2 hours may better fit the needs of residents. This program does not replace Reporting Environmental Releases (REL), Toxic Use Reduction (TUR), or Persistent Bioaccumulative Toxics (PBT).

Breaks are not part of the training hours.

For each agenda, it is the responsibility of the training center staff to develop/assemble the following:

- Agenda and Lesson Plan (retain in program file)
- Supplemental Exercises (if used more than once, the exercise must be sent to UC to be put into MWC format and made available to other centers.)
- Sufficient electronic resources for participant use (as appropriate)

The Midwest Consortium for Hazardous Waste Worker Training is devoted to professional instructor freedom while maintaining consistency of training. If you are a new trainer, the lead trainer at your center will provide assistance and initially will observe programs you facilitate. You may be asked to team-teach with an experienced trainer as you gain skills in MWC programs. If programs exceed 24 participants, 2 facilitators are needed for any activity.

## Instructor Preparation

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Several exercises are available at [www.eh.uc.edu/mwc](http://www.eh.uc.edu/mwc) for use in this program, including:

- Preparedness
- TRI
- Zip Code
- Green
- Nano materials
- Fracking
- Climate Kit

The first task is to match the exercises with participant needs. The exercises incorporate a variety of teaching methods to meet varied learning styles. Material presentation, discussion, small-group activities, exercises, and technology demonstrations are used for learning. These varied formats are designed to meet the different types of learners who might be present in your program. The Instructor Guide for each exercise provides step-by-step instructions for presenting the material.

Assure/document consistency with overall goals of the session which addresses these outcomes:

- Identify local environmental concerns
- Discuss local concerns with others in my community
- Participate in advocacy regarding local concerns
- Use resources to find information

All of the exercises except Preparedness have an accompanying Facilitator Guide available at [http://eh.uc.edu/mwc/exercise\\_resource.asp](http://eh.uc.edu/mwc/exercise_resource.asp); these guides include information such as time requirements, teaching methods, required materials, suggested instructor preparation, minimum content requirements, issues which may arise, and reference materials. Every instructor should be familiar with the Facilitator Guide and references in it, all materials that will be distributed to participants and OSHA Standard, 29 CFR 1910.120 (HAZWOPER), and NIEHS (<http://www.niehs.nih.gov/>) and the NIEHS Worker Training Program (<http://www.niehs.nih.gov/careers/hazmat/index>.) Funding for the development and presentation of this program is made possible only through an NIEHS program that furthers training mandated in the OSHA standard for development and presentation of model training to protect workers and residents.

Every instructor should carefully review this Facilitator Guide before planning the session. Lesson outline forms may be helpful when drafting your presentation outline. The facilitator completes the lesson plan for his/her session; as needed, the program director may review it and provide input. Examples of lesson outline forms are shown on the following two pages. Review the entire contents of this guide before completing the lesson plan.

The exercise(s) you choose for this program will be documented in the lesson plan that becomes part of the program file at your office.

## Lesson Plan Form 1

<p><b>Teaching Methods for This Lesson Plan</b> (check each method you will use)</p>	<p><b>Audiovisual Requirements</b> (check each that is needed)</p>
<p> <input type="checkbox"/> Lecture  <input type="checkbox"/> Discussion  <input type="checkbox"/> Question and answer  <input type="checkbox"/> Hands-on simulation  <input type="checkbox"/> Team teaching  <input type="checkbox"/> Small-group exercises  <input type="checkbox"/> Case study  <input type="checkbox"/> Other (describe):         </p>	<p> <input type="checkbox"/> Training handbook  <input type="checkbox"/> Supplemental handbook material  <input type="checkbox"/> CD ROM  <input type="checkbox"/> Web Sites loaded on devices:   <input type="checkbox"/> Easel and Easel Paper  <input type="checkbox"/> Hands-on simulation  <input type="checkbox"/> Other (describe):         </p>
<p><b>Reference Materials</b> (list all materials needed--paper or electronic)</p>	<p><b>Special Space or Facility Requirements</b></p>
	<p>(List any room size or special facility regulations here, such as set-up areas, equipment storage concerns, etc.)</p>
<p><b>Suggested Discussion Questions</b> (think <u>in advance</u> what you might be asked, and prepare responses)</p>	<p><b>Suggested Instructor Preparation</b> (consult with others as needed to improve preparation skills)</p>

Lesson Plan Form 2—use to organize your facilitation.

<b>Subject Area or Element</b>	<b>Detail</b>	<b>Reference Number or Citation</b>
Major subject heading or Roman numeral item from outline format.	Detailed breakdown of subject area or element. This detail will necessarily occupy more space than shown here.	e.g., page number in training handbook, section number of regulation, or audiovisual material.

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## Instructional Resources

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The instructional resources listed below may be useful in preparation and during the program. Many publications are available free from the U.S. Government Printing Office; other resources are available for a minimal cost. Many resources are also available on the internet.

1. NIOSH Pocket Guide to Chemical Hazards. NIOSH, <http://www.cdc.gov/niosh/npg/>.
2. For acronyms and technical terms see [http://eh.uc.edu/mwc/GlossaryAbbreviations\\_MainPage.asp](http://eh.uc.edu/mwc/GlossaryAbbreviations_MainPage.asp) and refer participants to this resource
3. Fact sheets posted at [http://eh.uc.edu/mwc/fact\\_sheets\\_resource.asp](http://eh.uc.edu/mwc/fact_sheets_resource.asp)
4. Other-than-English resources posted at [http://eh.uc.edu/mwc/other-than-english\\_fact\\_sheets\\_resource.asp](http://eh.uc.edu/mwc/other-than-english_fact_sheets_resource.asp)
5. Exercises posted at [http://eh.uc.edu/mwc/exercise\\_resource.asp](http://eh.uc.edu/mwc/exercise_resource.asp) (participant and facilitator materials)

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## Presentation of Material

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### **Graphics and Audiovisuals**

Graphics are available and should be used to assist with in-class instruction. Graphics appear throughout the student materials. Refer participants to these illustrations as you discuss the material. When possible, use local graphics that will be more interesting to participants.

Photographs, sketches, charts, posters, short videos, and PowerPoint slides are also useful training tools and may be introduced in the lesson where appropriate.



PowerPoint slides should be limited to those which support lesson presentation. Avoid using one-word slides, slides with term definitions, and slides as lecture outlines. These types of slides are not effective at keeping trainee attention. Effective slides contain color graphics, questions and short review lists.

## **Resources**

Depending on your lesson plan, you may want to provide the following on each table:

Hard copy of specific standards as appropriate; HAZWOPER is posted at [www.eh.uc.edu/mwc](http://www.eh.uc.edu/mwc)

An SDS dictionary or glossary posted at [www.eh.uc.edu/mwc](http://www.eh.uc.edu/mwc)

NIOSH Pocket Guide

If available, provide an iPad or other device to access these resources on-line as well.

## Activities and Exercises

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### **Small-Group Activities and Exercises**

Small-group activities and exercises should be incorporated throughout this training course. The purpose of these activities and exercises is to involve trainees in clarifying information, identifying options, and applying skills.

Participants may complete the activities or exercises on their own and share their results in class, or as small groups.

Class activities and exercises enhance the learning process; therefore, it is strongly recommended that you make activities and discussions comfortable so that everyone can participate. Assume that every class will have participants with a wide range of communication skills. Some trainees will have no problems participating in group discussion, while others may have a hard time talking in front of the group.



Suggestions for facilitating group activities and discussions include:

- Allow trainees to freely express their values, attitudes, and opinions.
- Do not judge trainee's responses.
- Facilitate discussion by paraphrasing and clarifying. It is seldom appropriate for the instructor to give opinions.
- Avoid putting people on the spot. Instead of asking individuals for answers, have a volunteer spokesperson present findings to the entire group.
- Keep the groups focused on the task at hand. Because small-group exercises can draw heavily on the trainees' personal experience, sometimes conversation can drift.
- Be alert to the potential for one person to dominate work in small groups. If you see this happening, facilitate participation by other members of the group.
- Keep the trainees alert and interested by encouraging participation. If the groups are not participating or giving only cursory answers, ask them probing questions linked to previous work or life experiences.

## Evaluation

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Evaluation provides input from participants regarding value to them, achievement of learning objectives and insights into how to improve the program. Funding from NIEHS is dependent upon the collection and use of evaluation data. Forms are shown at <http://www.uc.edu/evaluationservices/MWC/forms.html>.

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# Objectives and Introduction

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Time Requirement:            Presentation – 15 minutes  
   Discussion/Presentation

Number of Instructors:    1

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## Materials

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- Registration forms
- Open-space room which will allow for group discussion and small group activities
- Easel and easel paper
- Markers
- Exercise(s) you will use

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## Objectives

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When completed, participants will be better able to:

- Identify local environmental concerns
- Use resources to find information

Please note that there is no general content provided to address two of the items on the Evaluation form:

Discuss local concerns with others in my community  
Participate in advocacy regarding local concerns



These may be addressed if your lesson plan includes the Green, Nano or Fracking exercises.

## Teaching Methods

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The introduction combines presentation with discussion. It is important as an instructor to gauge the level of knowledge of the participants. A discussion of experience of each participant may be useful.

## Suggested Instructor Preparation

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- Identify needs of participants or review what your program director has assembled.
- Prepare lesson plan
- Assemble needed student materials in sufficient quantity
- If using electronics, assure training space can support needs
- Review lesson plan with any other facilitators

## Minimum Content Requirements

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- Introduction
- Complete registration forms (if not done in advance)
- MWC exercise(s)
- Evaluation

## Questions You May be Asked

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### 1. Why don't more people know about this?

This is an important opportunity for you to suggest that participants 'spread the word and perhaps brainstorm on how to do that.

### 2. How do I find more information on...?



The local library is a resource for researching.

3. Are there resources in other languages?

See resources in multiple languages here <http://tools.niehs.nih.gov/wetp/index.cfm?id=556> for short training. Also, see <http://tools.niehs.nih.gov/wetp/index.cfm?id=603> to access longer programs in Spanish or Vietnamese.

EPA has many resources in several languages here <http://www.epa.gov/> as shown in upper right hand corner of the home page.

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## Present the Session

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The session is presented according to your lesson plan.

Time Requirement: 1 ½-2 ½ hours

Number of Instructors: 1

### Materials

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The following materials will be needed:

- Chalkboard, marker board or easel with paper
- Markers
- Student Materials
- Other materials, technology shown in the lesson plan

### Teaching Methods

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- Presentation/discussion
- small-group activity

### Suggested Instructor Preparation

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- Review the Student Materials
- Review this guidance.
- Review the lesson plan

### Minimum Content Requirements

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The following are minimum content objectives for the session:

- One MWC exercise

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## Questions You May be Asked

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See facilitator guide for the exercise you have chosen and your lesson plan section on this topic.

## Closing and Program Evaluation

This concludes the program.

Time Requirement: 15 minutes

Number of Instructors: 1

### Materials

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The following materials will be needed:

- Chalkboard, marker board or easel with paper
- Markers
- Evaluation forms

### Objectives

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- Review program objectives (overall and for the exercise used)
- Answer questions.
- Collect feedback (evaluation forms).



## Teaching Methods

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- Discussion

## Suggested Instructor Preparation

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- Assure you have evaluation forms prior to the program.

## Minimum Content Requirements

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The following are minimum content requirements for the section:

- Evaluation
- Answer last questions
- Thank participants.

## Questions You May Be Asked

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1. “How do I get more training?”.

Provide your schedule and schedules from other MWC members.

## Presentation of the Session

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Thank participants for attending the program.

Review the goals of the program.

This is an opportunity for final questions and to assure that the list of questions has been addressed during the program.

Evaluation is important to continued program improvement. This should not be rushed. Provide 15 minutes to complete the program evaluation forms and collect them.