Community Awareness Training

Facilitator Guide

Acknowledgments

Warning

Disclaimer

The Occupational Safety and Health Administration (OSHA) rules help ensure health and safety at work sites and during a range of emergency response activities. This program does not prepare or these activities. Additional training may be needed.

This guide was updated December 11, 2023 and all web links are active as of that date. If you discover any inactive web links, please inform your Program Director so they can be updated.

Table of Contents

Overview for Facilitators

This program was developed in response to the need for community members to gain skills to better identify sources and risks of environmental or man-made exposures. 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 UMN 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 facilitator 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.

Facilitator Preparation

Several exercises are available at https://mwc.umn.edu for use in this program, including:

- Assessing Preparedness Survey
- TRI (Toxic Release Inventory)
- What is Happening in my Zip Code
- Sustainability Action Plan for Climate Change
- Lithium Battery Safety
- Climate Kit
- Investigating Water Contamination (Lead and PFAS)
- Air Pollution

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 Facilitator Guide for each exercise provides step-by-step instructions for presenting the material.

Ensure 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 https://mwc.umc.edu; these guides include information such as time requirements, teaching methods, required materials, suggested facilitator preparation, minimum content requirements, issues which may arise, and reference materials. Every facilitator 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 (https://www.niehs.nih.gov/research/supported/translational/wtp/index.cfm). 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 facilitator 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

Teaching Methods for This Lesson Plan (check each method you will use)	Audiovisual Requirements (check each that is needed)
_ Presentation _ Discussion _ Question and answer _ Hands-on simulation _ Team teaching _ Small-group exercises _ Case study _ Other (describe):	_ Training handbook _ Supplemental handbook material _ Websites: _ White board or equivalent _ Projector, laptop or other devices _ Hands-on simulation _ Other (describe):
Reference Materials (list all materials needed--paper or electronic)	**Special Space or Facility Requirements**
	(List any room size or special facility regulations here, such as set-up areas, equipment storage concerns, etc.)
Suggested Discussion Questions (think in advance what you might be asked, and prepare responses)	**Suggested Facilitator Preparation** (consult with others as needed to improve preparation skills)

Lesson Plan Form 2

Subject Area or Element	Detail	Reference Number or Citation
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.

Instructional Resources

The instructional resources listed below may be useful in preparation and during the program. Many resources are also available on the internet.

- NIOSH Pocket Guide to Chemical Hazards. http://www.cdc.gov/niosh/npg/.
- Fact sheets, Other-than-English resources, and Exercises posted at https://mwc.umn.edu

Presentation of Material

Graphics and Audiovisuals

Graphics are available and should be used to assist with in-class instruction. Graphics appear throughout the participant 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 participant 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
- NIOSH Pocket Guide

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

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 participants 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 participants 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 participants to freely express their values, attitudes, and opinions.
- Do not judge participant's responses.
- Facilitate discussion by paraphrasing and clarifying. It is seldom appropriate for the facilitator 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 participants' 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 participants 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

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 https://mwc.umn.edu.

Introduction

Time Requirement: 15 minutes

Number of Facilitators: 1 or more, consistent with ratio in Minimum Criteria

Materials

- Registration forms
- Open-space room which will allow for group discussion and small group activities
- Whiteboard or equivalent; markers

Objectives

When completed, participants will be better able to:
- Identify local environmental concerns
- Use resources to find information

Teaching Methods

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

Suggested Facilitator Preparation

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

Minimum Content Requirements

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

Questions You May be Asked

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 and government websites are resources 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.

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

Present the Session

The session is presented according to your lesson plan.

Time Requirement: 1 ½-2 ½ hours

 Number of Facilitators: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Whiteboard or equivalent; markers
- Participant Materials
- Other materials or technology as needed

Teaching Methods

- Presentation/discussion
- Small-group activity

Suggested Facilitator Preparation

- Review the Participant Materials
- Review this guidance
- Review the lesson plan

Minimum Content Requirements

- One MWC exercise

Questions You May be Asked

See Facilitator Guide for the exercise(s) you have chosen.

Closing and Evaluation

Time Requirement: 15 minutes

Number of Facilitators: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Whiteboard or equivalent; markers
- Evaluation forms

Objectives

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

Teaching Methods
- Discussion

Suggested Facilitator Preparation
- Ensure you have evaluation forms prior to the program.

Minimum Content Requirements

- Evaluation
- Answer last questions
- Thank participants

Questions You May Be Asked

"How do I get more training?"

Provide your schedule and schedules from other MWC members.

Presentation of the Session

Thank participants for attending the program.

Review the goals of the program.

This is an opportunity for final questions and to ensure 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.