

Section B

Teaching Methods for Lead-Safe Work Practices

Lead Educator's Role

- **To teach workers about dangers associated with lead-based paint**
- **To educate workers about possible effects of lead poisoning on children and adults**
- **To increase awareness of lead hazards associated with painting, remodeling, and maintenance activities**
- **To motivate workers to use lead-safe work practices**

Lead Educator's Role

- **To explain current state and federal laws and regulations related to lead-safe painting, remodeling, and maintenance**
- **To teach lead-safe painting, remodeling, and maintenance practices**

Adult Learning: Create a Positive Environment

- **Physical environment**
 - **Comfortable**
 - **Accessible**
- **Psychological environment**
 - **Participants feel welcome and valued**
 - **Participants know what is expected**
- **Organization**
 - **Instructor is well-prepared**
 - **Information is**
 - **Current**
 - **Accurate**
 - **Legible**
 - **Appropriate for audience and purpose**

Adult Learning: Various Learning Styles

Individuals have varied learning styles that instructor should try to engage

- **Visual:** learn best by seeing, reading
- **Auditory:** learn best by hearing, discussing
- **Kinesthetic:** learn best by moving, acting
- **Social:** learn best in groups
- **Individual:** learn best alone

Adult Learning: Optimizing Learning

- **Adults remember best what is presented first and what is presented last**
 - **Preview information**
(“Today, we’ll talk about lead-safe work practices...”)
 - **Present information**
 - **Review information**
 - (“Today, we talked about lead-safe work practices, such as ...”)
- **Adults learn through association (e.g., mnemonic devices, short slogans)**
 - **Work wet**
 - **Work clean**
 - **Work smart**
- **Adults learn through repetition**
 - **Work wet**
 - **Work clean**
 - **Work smart**

Adult Learning: Optimizing Learning

- **Adults learn best by doing**
- **Where possible, use hands-on activities**
- **Average adult attention span is 10-15 minutes**
- **Follow periods of student listening with periods of student activity**

**“I hear and I forget.
I see and I remember.
I do and I understand.”**

Confucius

In the Classroom: Introductions

- **Yourself**

- Who you are
- What agency or organization you represent
- Your experience in working with lead-based paint

- **Your audience**

- Who they are
- Their experience working with lead-based paint
- What they hope to learn or accomplish

In the Classroom: Preliminaries

- **Have participants sign in and collect sign-in sheets**
- **Note locations of**
 - **Emergency exits**
 - **Restrooms**
 - **Snacks or drinks**
 - **Telephones**
- **Explain smoking policy**
- **Explain schedule**
 - **Breaks**
 - **End**

In the Classroom: Special Circumstances

- **Some participants may have strong negative feelings about taking this training**
- **Allow participants time to express their negative feelings (to vent)**

In the Classroom: Class Ground Rules

- **Explain what kind of participation is expected**
 - **Participants may interrupt with questions at any time****or**
 - **Participants should hold questions until the end**
- **Each person's contributions are valuable**
- **Only one person should speak at a time**

Communication: Manner of Speaking

- **Speak loudly enough to be heard by everyone**
- **Speak as clearly as possible**
- **Speak slowly enough to be understood**
- **Vary the pitch of your voice to avoid monotony**
- **Use a pleasant and friendly tone**
- **Avoid a sarcasm or impatience in your voice**
- **If possible, use name tags/tents and address people by name**

Communication: Manner of Speaking

- **Speak with authority**
 - “Lead is a poison. It can permanently damage your children.”
 - **Don’t be **too** informal**
 - “Like, man, that lead is some nasty stuff, ya know.”
- not**
- “Lead is a poison? It can permanently damage your children?”

Communication: Nonverbal Considerations

- **Face the audience when speaking**
- **Smile**
- **Make eye contact with people**
- **Talk to all sections of the room**
- **Move naturally**
- **Use appropriate gestures to emphasize important points**
- **Try to stand straight but relaxed**
- **Be aware that there may be cultural differences in nonverbal styles of communication**

Teaching Methods: Audience Awareness

- **Adapt your materials to needs of audience**
 - **Appropriate vocabulary and style**
 - **Address language issues if necessary**
 - **Consider cultural differences if appropriate**
- **Watch for verbal and nonverbal signs of**
 - **Understanding**
 - **Interest**
 - **Confusion**
 - **Frustration**
 - **Boredom**
 - **Questions**
- **Adjust presentation accordingly**

Teaching Methods: Facilitator Presence

- **Friendly**
- **Nonjudgmental**
- **Self-confident**
- **Caring**
- **Approachable**
- **Flexible**
- **Open to questions**
- **Welcoming of feedback**
- **Willing to share personal experiences related to topic**

Prepared for the unexpected

Teaching Methods: Handling Questions

When a participant asks a question, repeat it for the rest of the audience

- **If you know the answer**
 - Respond directly and completely
 - Check that all participants have understood the answer
- **If you don't know the answer**
 - Admit that you don't know
 - Offer to find the information and send it to the participant

Teaching Methods: Techniques

- **Used varied techniques to maintain interest**
- **Encourage participation**
 - **Discussion**
 - **Demonstrations**
- **Use visuals**
 - **Pictures**
 - **Graphs**
 - **Props**
- **Review or recap periodically to correct misunderstandings**

Teaching Methods: Discussion Tips

Participation helps people learn

- **Encourage discussion**
 - “What do you think about this?”
- **Keep discussion on topic**
 - “Let’s get back to our main point.”
- **Respond to questions or comments in nonjudgmental way**
 - “That’s an interesting way of looking at this issue.”
- **Clarify or summarize participant comments**
 - “If I understand you correctly, you’re saying ...”
- **Repeat or paraphrase questions**
 - “Did everyone hear what Lee said? She wanted to know ...”

Teaching Methods: Discussion Tips

- **Encourage participants to share information from their own experiences**
 - “Has anyone tried to handle a situation like this?”
- **Try to draw in shy participants**
 - “Perhaps someone else would like to comment.”
- **Try to keep a few participants from monopolizing discussion**
 - **Interrupt politely**
 - “Are you saying . . .”
 - **Redirect conversation**
 - “Let’s get back to our main point.”
 - “May I add something here?”

Teaching Methods: Discussion Tips

- **Follow up to be sure everyone understands**
 - “Any questions about this?”
- **Close with a summary**
 - “In summary ...”

Resources

- **Point out list of resources for participants to get additional information in *Lead Paint Safety***
- **Your agency or organization**
- **State and local health departments**
- **Connecticut Department of Environmental Protection**
- **Other agencies in the area**

Assessing the Course

- **Knowledge**
 - **What have students learned?**
- **Skills or behavior**
 - **What skills and behaviors have changed?**
- **Attitudes**
 - **What attitudes have been instilled?**
 - **What attitudes have been clarified?**
 - **What attitudes have been changed?**