

**Post Conference Proceedings
Workshop Session Summary
NIEHS National Trainers Exchange
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1. Session Title and Presenters Contact information

Dioramas and Tabletop
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2. Workshop Summary

The diorama session introduced the participants to the use of dioramas as a different instructional tool. Other elements of the presentation covered the different ranges of scales, their applicability to different areas of area coverage and steps in constructing a diorama either as a single unit or in modules.

The tabletop phase was devoted to another training alternative to challenge different organization's response to simulated emergency situations. The key was to have facilitators guide the different organization to incremental solutions based on the information or injects provided over the time of the exercises.

3. Methods

Both presentation employed PowerPoint as a vehicle to introduce the different topics areas.

The diorama employed the liberal use of photographs to show the different phases of construction and then staged examples of accidents to illustrate and reinforce how they can be used to for the training of students. Questions were answered as they needed.

The second presentation provided the theory of tabletops exercises and how to accomplish the conduct of this type of an exercise in a chronological manner. As actual case of food borne contamination was used for as the basis for part of the presentation.

4. Main Points

Key Lessons

Dioramas by using different scales the area of coverage can vary from a few blocks to tenths of a mile and the sense of dimensionality adds scale, perspective, and relatability. On the downside, they can be time, labor and capital intensive.

Tabletops: An effective way to review plans policies and procedures. Saves time, money and resources. The disadvantages are: not a true test of the emergency response system (time-insensitive), can be unrealistic and no easy way to overload the system

Response from Participants

One student's idea was using a diorama for the training of emergency responders in conjunction with the simultaneous training of incident commanders. Both groups would address the same situation but the two different groups attacking the problem from the tactical and strategic views. It was recommended each group be in different rooms which bring the element of clear concise communications into play.

5. References

Dave Frary, *How to Build Realistic Model Railroad Scenery, second edition*, (Waukesha, WI; Kalmbach Publishing, 2001).

Internet: http://en.wikipedia.org/wiki/Rail_transport_modelling

6. Workshop Handouts/Resources

PowerPoint presentation attached