

## Workshop: Creating Triggers for Training from Existing Video

Participant Survey

March 28, 2012

*Please select the best answer or answers (choose all that apply)*

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1. What are currently doing in your training?

- I use VHS tapes played on a VCR and TV
- I use video on DVDs /CDs
- I use digital videos provided by my Training Program (such as NIEHS grantee)
- I use digital videos I got from other Trainers
- I use digital videos I found on the Internet (YouTube, OSHA, CSB, etc)
- I create my own using a digital video camera and editing software
- I embed video into my presentations (using Powerpoint or other programs)
- I will never surrender my 16mm films and projector!
- Other \_\_\_\_\_

2. How are videos used in your training?

- To show specific equipment (such as respirators),
- To show procedures (such as donning PPE or decon)
- To show hazards (such as fire or skin absorption of toxin)
- As part of a fictional scenario
- To show real events related to our training (from news accounts, investigating agencies, etc)
- To trigger discussion and thinking from participants
- I don't use videos
- Other \_\_\_\_\_

3. What are the sources which created videos used in your training?

- My Training Program (such as NIEHS grantee)
- Other NIEHS grantee
- NIEHS SBIR Awardee
- OSHA
- State OSHA / workers compensation
- NIOSH
- MSHA
- US Chemical Safety Board (CSB)
- EPA
- DOE
- Commercial company
- Other: \_\_\_\_\_

4. What problems have you encountered using digital video in training?
- Equipment malfunction (LCD projector for example) which delayed class
  - Digital video file wouldn't work (formatting or other problems)
  - Poor digital quality
  - Video too long
  - Video contained information not relevant to point(s) I wanted to make
  - None – I never use this stuff!
  - Other \_\_\_\_\_

5. When did you begin using digital video in your training (using LCD projector connected to a computer)?
- Since 2000
  - Since 2006
  - Since 2008
  - Since 2010
  - Since 2011
  - I have just begun
  - I've already told you I don't use it!!

6. If you are interested in participating in an ongoing Workplace and Environmental Trainers Video Work Group, through email and over the Internet, please provide your contact information:

Name: \_\_\_\_\_

Email address: \_\_\_\_\_

Grantee: \_\_\_\_\_

Thanks!

## **Waking up the Audience: The Use of Trigger Videos in Labor Education**

**Abby Ginzberg, JD**

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Use of trigger videos can enhance union education programs by encouraging an active learning process, in which class members can identify with the problems posed in the video, and are motivated to seek a collective action-oriented solution to those situations which exist in their own workplaces. Such an approach empowers workers to develop their own answers in a supportive and mutually reinforcing context.

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**Key words:** empowerment education, health and safety training, active learning

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### **INTRODUCTION**

The challenge confronted by most teachers, whether in labor education settings or otherwise, is that of engaging the audience and encouraging participation. All too often, passivity rather than active involvement is the order of the day. To help break this cycle, the use of trigger videos has been adopted by some union education programs.

The primary goal of such programs has been to empower the audience to take a more active role in the learning process and then to chart a course for change once the classroom experience is over. These trigger videos can be empowering in several ways. First, they are designed to evoke an emotional response so that participants are motivated to seek changes once the program ends. Second, the videos attempt to validate the real experiences of workers or other participants, which enables them to identify with the conflict or problem posed in the video. Finally, the trigger video is designed to foster group discussion and a collective approach to both analysis of the problem and action planning to solve it.

These trigger videos usually present a dramatic vignette illustrating a dilemma, a problem, or a situation with which the audience is familiar without providing the answer as to what should be done to resolve the situation. This leaves plenty of room for discussion and encourages an active learning process. Some of the more traditional uses of video which rely heavily on the "how to" approach to information almost guarantee audience passivity, because this format often fails to involve the

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audience in an active way and simply presumes that the information is being integrated.

Not enough thought has been given to the difference between the motivational and informational aspects of training videos. In some cases, the technology has become a less expensive way to communicate information (i.e., the video of a lecture by a talking head), but does nothing to guarantee that the audience has absorbed the most important information. This is particularly true in the field of health and safety where, for example, remembering the particular properties or hazards of a specific substance is far less important than knowing where to look it up since there are thousands of chemicals being used in the workplace. Similarly, information about the exact type of protective gear to use when working with a specific chemical is less important than learning that one should investigate the proper gear before working unprotected.

At the other end of the spectrum from the traditional didactic video is interactive video, which requires the student's involvement in each step of the learning process. This approach, which combines sophisticated computer and video technology, is being used by the United Auto Workers (UAW) and General Motors in their safety training programs and is being developed by the Machinists and Boeing for their Hazard Communication training program. Interactive video technology can be particularly useful when large numbers of workers have to be trained since the self-training component can be scheduled at the worker's convenience. The potential problems with the interactive model involve the absence of classroom discussion, which is often the most helpful and informative aspect of labor education programs since it provides the chance for workers to learn from each others' experiences—a key basis for empowerment education.

In general, trigger videos involve a dramatic, rather than documentary, format. It is through a dramatic scene that you can best set up both the emotional as well as the training dilemma. By contrast, in the documentary style, where you have real people describing their experiences, there is little opportunity for viewers to project their own feelings onto the situation. The viewer therefore remains more distant from the experience. In a dramatic scene, where you stage a confrontation between a worker and manager (or between a husband and wife or between co-workers), there is a greater likelihood that the viewer will be able to identify with some aspect of the conflict and either strongly agree or disagree with the way the situation is handled on the screen. Moreover, if the scene ends before a resolution is achieved, the audience is far more likely to respond with creative approaches to solving the problem presented by the video.

One such example that illustrates this open-ended approach was used in a 5-minute segment entitled "It's Everybody's Business" which was produced for the International Chemical Workers' Union and the United Steelworkers Hazardous Waste Training Program. In this video, the dilemma involved the role of the union in the aftermath of a toxic spill. Management was attempting to play down the danger to the community at the same time that the community was up in arms over a toxic release in their neighborhood. The union was caught in the middle between the community calling for shutting the plant down which would eliminate all the jobs and management stonewalling the community by dismissing concerns about the seriousness of the toxic leak. The video posits the dilemma for the union without resolving it.

Another video in this series, entitled "Spill Drill" involves a conflict between union members and a manager over cleaning up a toxic spill of formaldehyde without

the proper protective gear. There is also conflict among the employees who disagree about whether they need full protective gear. What should be done in this situation is left to the audience to decide. Depending on the experience of workers in different locations, the responses differ. But in each class, workers figure out what they would do if they were confronted with a similar situation.

The use of trigger videos requires some extra preparation on the part of the instructor in that they must be previewed with some thought given to how to encourage a wide-ranging discussion without sacrificing the few important teaching points that underlie the video program. Most trigger videos are carefully constructed to stimulate conversation on a controversial topic and are often accompanied by a trainer's manual that provides the trainer with ideas for follow-up questions and exercises. The teaching points should also be obvious to most trainers. However, even without such a manual, by reviewing the tape, a trainer should be able to think of a few open-ended questions that will stimulate debate and lead the class from the identification of the problem to the action-oriented approach that may help solve similar situations in their workplaces.

An additional advantage of videos is that they can be used in 'train the trainers' programs. If the videos and manual are sufficiently interconnected, they should be capable of being adapted to settings in which nonprofessional educators can teach a class. If the video is successful in eliciting responses from the viewers, the trainer has to "manage" the discussion, rather than create it.

Lastly, the trigger video, if provocative and believable, can encourage a greater openness to the whole educational program, of which it is but a small part. By posing problems that are familiar in an entertaining fashion, the audience often becomes more receptive to the program as a whole and more willing to engage in the process of action-planning. And if the audience is alert, the class will almost certainly be more rewarding and empowering for both the students and the instructor.

# **Creating Video Triggers For Health, Safety and Environmental Training: Sources of Material**

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## **Video Triggers**

Videos can be useful teaching tools to introduce new topics, raise issues or set up situations for discussion by participants. The use of videos as triggers is one method for engaging your audience and encouraging participation. A good trigger video presents a scene, problem, or a situation without providing specific answers to open ended questions posed by the facilitator. This leaves plenty of room for discussion and encourages an active learning process.

The traditional use of video relies heavily on a “how to” approach to providing information and specific answers. This almost guarantees participant passivity and presumes that the information is learned because it’s been shown.

Videos used for triggers should be short, generally not more than a few minutes in length. Facilitators, using current digital technology, can readily create original video triggers. Facilitators can also create video triggers by clipping scenes from existing digital video, using simple and widely available editing software, such as Microsoft’s Window MovieMaker. Inexpensive digitizing hardware can be used to easily convert older videos in VHS and other formats, common before 2000.

Facilitators can find material for creating video triggers from a wide range of sources, from the Internet to old boxes in storage closets. An increasing amount of interesting digital material is being added to the Internet every day, including much that is in the public domain and without the legal concerns of use of copyrighted video.

The following pages contain descriptions of nine sources of videos on the Internet that are especially useful for creating triggers for use in a wide variety of workplace health, safety and environmental classes. Many other sites exist. The author welcomes suggestions for additional sites and sources.

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## Internet Sources

### 1. Workplace and Environmental Health and Safety Film Clips

<http://www.youtube.com/markdcatlin?feature=mhum>

My YouTube channel contains more than 850 films and film clips on a wide range of workplace and environmental health and safety topics. Most of these are from government and industrial films made from 1910 to 2000. These films and clips show the rich history of workplace and environmental health and safety and can help in understanding today's issues. Most are in the public domain.

The clips range in length from 20 seconds to 30 minutes, with most less than five minutes. Topics include past use of asbestos, lead, radioactive and other hazardous materials, historical workplace and environmental hazards, early hazardous waste site cleanup and emergency response, respirators and other PPE use, and biological, chemical and nuclear warfare from WWII and the cold war.

A keyword search tool is available on the channel homepage. Below each video on its page is a section for written material (look for the *Show More* below the *like*, *add to* and *share* buttons) describing the original source, historical information and how the clip continues to be relevant. Links to additional sources of information are also provided.

You can also subscribe to the channel to get notice of newly posted clips. You can also join the Facebook Group, *workplace and environmental health and safety films from the past*, to see one clip posted each morning.

For more information about this channel, contact me, at [mark.catlin@seiu.org](mailto:mark.catlin@seiu.org).

## **2. US Chemical Safety Board (CSB)**

<http://www.csb.gov/default.aspx>

The US Chemical Safety Board (CSB) produces some of the best videos being made today. All are based on actual CSB investigation findings, determinations of root causes, and safety recommendations. The CSB has produced 28 excellent safety videos as part of their mission of preventing accidents. CSB videos can be downloaded from their website Video Room and their channel, [YouTube.com/USCSB](https://www.youtube.com/USCSB).

The CSB is an independent federal agency charged with investigating industrial chemical accidents. The CSB conducts root cause investigations of chemical accidents at fixed industrial facilities. The agency does not issue fines or citations, but does make recommendations to plants, regulatory agencies such as the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA), industry organizations, and labor groups.

CSB safety videos are not copyrighted or copy-protected, and you are free to duplicate use and distribute them as you see fit. If you need further assistance, please contact Amy McCormick at 202.261.7630, Hillary Cohen at 202.261.3601 or email the CSB at [requestdvd@csb.gov](mailto:requestdvd@csb.gov).

## **3. EPA's Environmental Response Television (ERTV)**

<http://www.ertvideo.org/Home.html>

This site contains more than 50 documentary-style videos showing unique Superfund hazardous waste sites and emergency responses, site investigations, alternative cleanup and treatment technologies and Hazmat exercises. The site was begun by EPA about 1998 and is a great source of videos for hazardous materials training. Several new videos are added each year. Video topics include the 2001 anthrax investigations and cleanups, meth lab investigations, EPA's Hurricane Katrina and Rita responses, radiation site remediation and EPA's Response to the Libby Asbestos Tragedy. The videos are available for free (with a limit of six per order).

**4. National Institute for Occupational Safety and Health (NIOSH)**  
<http://www.cdc.gov/niosh/docs/video/>

The National Institute for Occupational Safety and Health (NIOSH) is the United States federal agency responsible for conducting research and making recommendations for the prevention of work-related injury and illness. NIOSH videos cover a variety of topics related to safety and health, including many on mining. Some describe new processes developed by NIOSH research programs. Others provide excellent content that can serve as the basis for training exercises. NIOSH videos can be ordered from the NIOSH Publications Office, downloaded, or viewed online at their website. NIOSH also has a YouTube channel.

**5. Occupational Safety and Health Administration (OSHA)**  
<http://www.osha.gov>

The Occupational Safety and Health Administration (OSHA) is the United States federal agency responsible to assure safe and healthful working conditions by setting and enforcing standards and by providing training, outreach, education and assistance. OSHA has a small but growing number of videos covering a range of issues and workplaces. Unfortunately, the videos, especially the more recent, are not collected in one place but are scattered throughout their website.

OSHA recently posted a series of 17 videos to help workers learn about the proper use of respirators on the job. These short videos, nine in English and eight in Spanish, provide valuable information to workers in general industry and construction. Topics include OSHA's Respiratory Standard, respirator use, training, fit-testing and detecting counterfeit respirators. The videos are available with closed captioning for streaming or download from OSHA's Web site at [http://www.osha.gov/video/respiratory\\_protection/index.html](http://www.osha.gov/video/respiratory_protection/index.html) .

## **6. Mine Safety and Health Administration (MSHA)**

**<http://www.msha.gov/streaming/videoclipslibrary.asp>**

The Mine Safety and Health Administration (MSHA) the primary federal agency working to prevent death, disease, and injury from mining and to promote safe and healthful workplaces for the Nation's miners. MSHA has a good collection of videos available on their website, including some in Spanish and many digitized older mining films (they call Vintage). Many of their videos, especially the Vintage ones, cover topics relevant to worksites outside of mining.

## **7. Department of Energy (DOE)**

**Nevada Site Office Current Film Library and Historical Nuclear Weapons Test Films**

**<http://www2.worksafefbc.com/Publications/Multimedia/Videos.asp?ReportID=35133>**

The Department of Energy's (DOE) Nevada Site Office Current Film Library has a large number of films depicting historical as well as current activities of the Nevada National Security Site that are available to the public on their YouTube page at <http://www.youtube.com/NNSANevada> .

This site also contains a large series of historical films on the nuclear weapons program. They were converted to videotape format to help preserve the films and to facilitate the declassification and release process. These films document the history of the development of nuclear weapons, starting with the first bomb tested at Trinity Site in southeastern New Mexico in July 1945. The Historical Nuclear Weapons Test films which have been declassified can be ordered from the Nuclear Testing Archive for a small fee.

## **8. WorkSafeBC (Canada)**

**<http://www2.worksafebc.com/Publications/Multimedia/Videos.asp?ReportID=35133>**

WorkSafeBC is dedicated to promoting workplace health and safety for the workers and employers of British Columbia, Canada. They consult with and educate employers and workers and monitor compliance with the BC Occupational Health and Safety Regulation. WorkSafeBC has a large collection of several hundred videos, many of which can be useful for workers in the US. They also have a very good YouTube channel, at <http://www.youtube.com/user/WorkSafeBC#p/u>.

## **9. Internet Archive Moving Images Library**

**<http://www.archive.org/details/movies>**

The Archive's Moving Images Library contains tens of thousands of digital movies uploaded by Archive users which range from government and industrial films to classic full-length films, to newsreels, to cartoons and concerts. More are added each day. Many of these videos are in the public domain and available for free download. A search engine allows for searching through this enormous collection of digital films.

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## A YouTube Resource for Educators and Trainers

# Workplace and Environmental Health and Safety Film Clips

<http://www.youtube.com/markdcatlin?feature=mhum>

This channel contains more than 850 historic films and films clips on a wide range of workplace and environmental health and safety topics. These clips can be useful in teaching classes, including:

- HAZWOPER
- Asbestos
- Lead
- OSHA 10 and 30 classes
- Emergency response
- CBRNE
- Environmental and green training
- Biological hazards
- EHS academic classes
- Labor history classes

These films clips are excellent triggers for discussions and will liven up training, especially refresher classes.

Most of these clips, taken from old government and industrial films from 1912 to 2000, are in the public domain. The clips range in length from 20 seconds to 30 minutes. Topics include past asbestos, lead and pesticide use, historical workplace and environmental hazards, early hazardous waste site cleanup, respirators and other PPE use, and biological, chemical and nuclear warfare from WWII and the cold war.



*Respirator fit testing, 1930s*



*Disposal of Sodium 1948*

A search tool is available on the channel homepage. Information is provided for each clip on their original source, how the clip continues to be relevant and links to additional sources of information. Subscribe to the channel to get notices of newly posted film clips.

For more information or to suggest material to be added to the channel, please contact Mark Catlin at: [mark.catlin@seiu.org](mailto:mark.catlin@seiu.org).