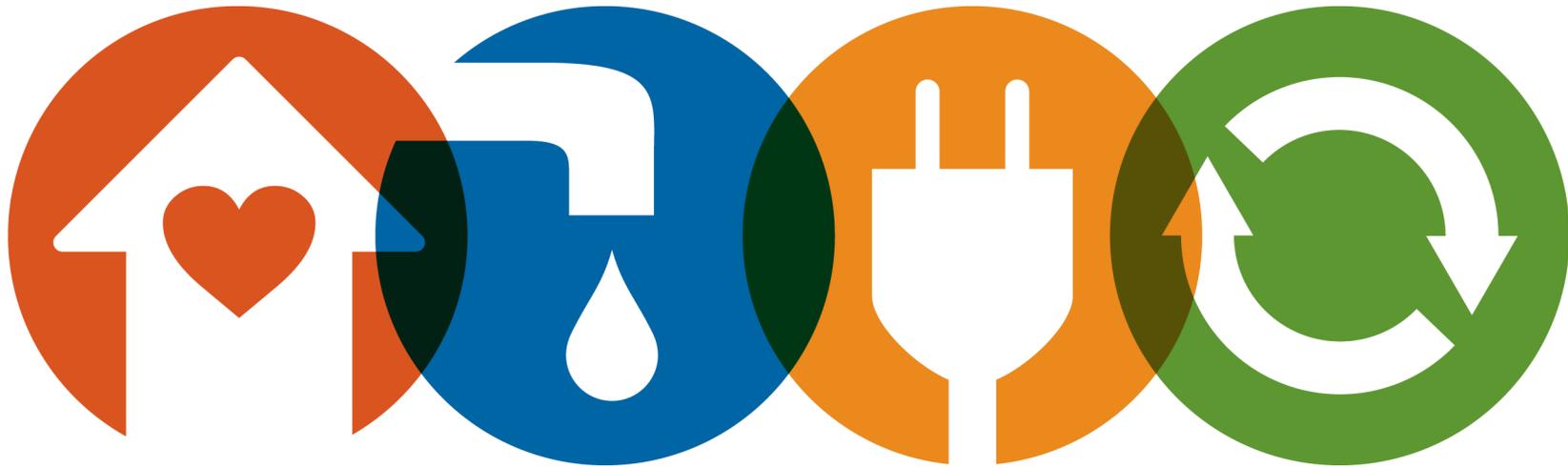


GREEN & HEALTHY LIVING:

Resident Engagement Training in a Box



EASY IMPROVEMENTS FOR YOUR HOME WORKSHOPS
TRAINER NOTES

TABLE OF CONTENTS

Getting Started	03
What You Should Provide	04
Training Summary Agenda	05

ENERGY CONSERVATION

Energy Conservation Workshop Summary	07
Energy Conservation Workshop Agenda	08
Exercise 1: How Much Electricity Do I Use?	09
Exercise 2: WATT Do They Take?	13

WATER CONSERVATION

Water Conservation Workshop Summary	16
Water Conservation Workshop Agenda	17
Exercise 1: Discover Your Water Habits	18
Exercise 2: How Much Water Can I Save By Changing My Habits?	19

Appendix of Student Exercises	34
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Credits	51
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HEALTHY LIVING

Healthy Living Workshop Summary	21
Healthy Living Workshop Agenda	22
Exercise 1: Reading the Labels	23
Exercise 2: Make Your Own Green Cleaner	26
Exercise 3: Asthma Breathing Through a Straw	27
Exercise 4: Pests True or False	28

WASTE & RECYCLING

Waste & Recycling Workshop Summary	30
Waste & Recycling Workshop Agenda	31
Waste Reduction Exercise 1: Discover What You Can Recycle	32

GETTING STARTED

The TIAB contains four workshops on “Easy Improvements for your Home” that can each be completed in 30 minutes. The workshops can be delivered separately or back-to-back and cover four areas: Energy Conservation, Water Conservation, Healthy Living and Waste & Recycling.

The Enterprise Green & Healthy Living training documents consist of the following:

Trainer’s Notes (this document)

The Trainer’s Notes provides the information you will need to prepare and teach the course materials. It includes instructions for leading each workshop’s content, student exercises and related video content. It also includes sample answers for all worksheet-based exercises.

Workshop Folders (available on the Enterprise Green Communities website)

Each workshop consists of the following:

- Presentation (MS PowerPoint) – These presentations serve as the main content to be used in discussions and can also be printed and used as handouts.
- Student Exercises (Acrobat PDF, MS Excel) – The exercises provide an engaging approach to reinforce course learning. Some exercises are worksheets to be completed by students, while others are hands-on, interactive activities.
- Videos – Some exercises or demonstrations are best conveyed with an example. As such, several sample demonstrations are included as videos. Videos may be used to help prepare you or as part of the workshop.
- Preparing to lead a session is not intended to be a time consuming or difficult process. Prior to leading a session for the first time, you can expect to spend approximately 1 to 1.5 hours per workshop to prepare for the training (preparation time is much less after each presentation). Assuming that the workshops are to be presented individually, it is best to review the Presentation, Exercises and video relevant to the specific workshop (Energy Conservation, for example) before you work with the residents. You are also encouraged to complete the exercises before leading training. This preparation will help you see how the exercises relate to the presentation and vice versa. In some cases we have provided sample exercise sheets already filled out for you to refer to.

WHAT YOU, AS THE TRAINER, SHOULD PROVIDE

You will need to provide a number of items for each workshop. (A more-detailed list is included in the each workshop's section of this document.)

Items with an asterisk (*) are useful materials to have on hand for demonstration, to pass around, and as giveaways. These products can be purchased as a package directly from EFI (www.EFI.org or 800-379-4121) for \$60 (including the Kill-a-Watt meter) or \$40 (without the Kill-a-Watt meter). These supplies are also available through HD Supply, Home Depot and other hardware stores.



ENERGY CONSERVATION

- Compact Fluorescent Lightbulb*
- Smart Surge Protector*
- Kill-a-Watt meter*
- Calculator
- Chalkboard, dry erase board, or easel paper for illustrations and notes visible to a class audience



WATER CONSERVATION

- WaterSense Showerhead*
- Faucet Aerator*
- Toilet Flapper*



HEALTHY LIVING

- Coffee straws (available at most office supply stores)
- Scissors
- Supplies to assemble Green Cleaning Formula (see module for detailed list)
- Chalkboard, dry erase board or easel paper for illustrations and notes visible to a class audience



WASTE & RECYCLING

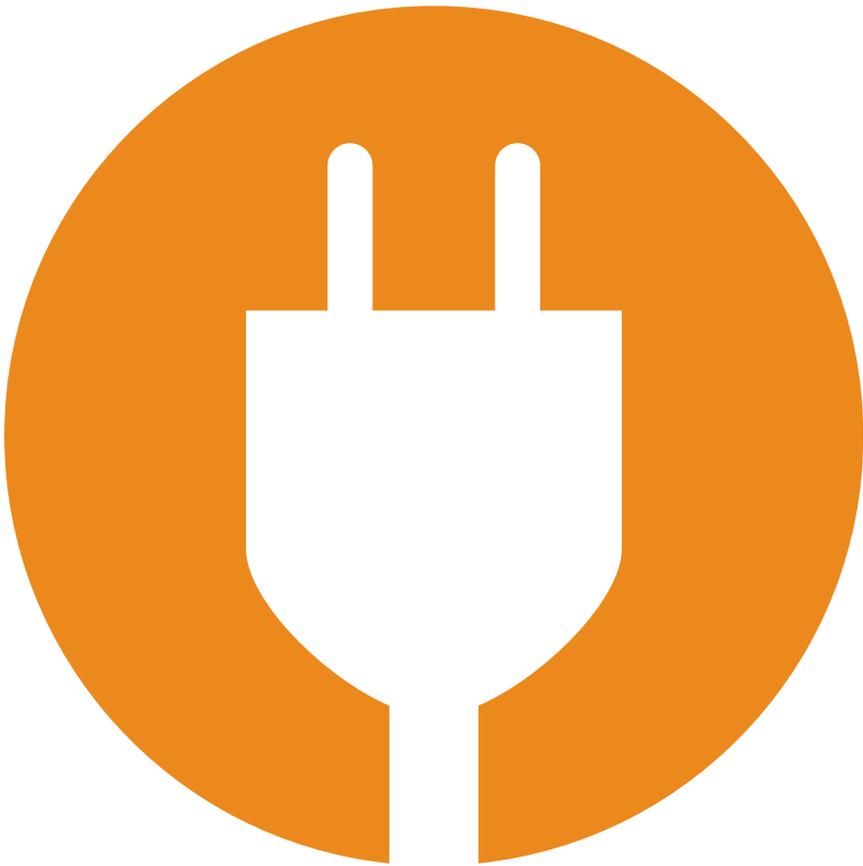
- Recyclable Items (see module for detailed list)

TRAINING SUMMARY AGENDA

The agenda below identifies the core elements of each workshop. A more detailed description of the workshop's training tools is provided before each section.

WORKSHOP	CONTENT	DURATION
 ENERGY CONSERVATION	<ul style="list-style-type: none"> • PowerPoint slides • Exercise 1: Reading a Utility Bill • Discussion: How to Reduce Energy • Exercise 2: WATT Do They Take? • Video: How To Read A Utility Bill (Trainer resource and/or in class use) 	30 minutes
 WATER CONSERVATION	<ul style="list-style-type: none"> • PowerPoint slides • Exercise 1: Discover Your Water Habits • Exercise 2: How Much Water Can I Save? • Discussion: Water Saving Actions (Tenant & Property Owner) • Video: Test for Toilet Leaks (Trainer resource and/or in class use) 	30 minutes
 HEALTHY LIVING	<ul style="list-style-type: none"> • PowerPoint slides • Exercise 1: Reading Home Product Labels • Exercise 2: Make Your Own Green Cleaner • Exercise 3: Asthma Breathing Through Straw • Exercise 4: Pest True or False • Video: Breathing with Asthma Demonstration (Trainer resource) 	30 minutes
 WASTE & RECYCLING	<ul style="list-style-type: none"> • PowerPoint slides • Exercise 1: Discover What You Can Recycle • Discussion: Recycling Action Plan • Video: What Can Be Recycled (Trainer resource and/or in class use) 	30 minutes

Energy Conservation





ENERGY CONSERVATION WORKSHOP SUMMARY

This workshop introduces residents to energy conservation strategies they can use in their homes.

PowerPoint slides present an overview of energy use and conservation strategies for the home. Two exercises are provided:

Exercise 1: How Much Electricity Do I Use?

This exercise teaches residents how to read their utility bill. A video called “How To Read An Electricity Bill” is provided as a resource for you to explain how to read such a bill. It may also be used in class, at your discretion. As part of the exercise, residents plot their energy use on a chart and see how energy use varies from household to household and is influenced by the number of people in each household. The exercise also prompts residents to explore and discuss how they might reduce their energy use.

Exercise 2: WATT Do They Take?

This exercise guides residents through a discussion of the energy use of various household appliances. You are encouraged to begin with the slides and then use both exercises to spur discussion. You, as the Trainer, are encouraged to practice the exercises using the sample utility bills provided or to obtain local bills.

The PowerPoint calls out where each exercise should be conducted during the session.

ITEMS NEEDED

Included with TIAB:

- Energy Conservation PowerPoint slides
- Energy Conservation Exercises 1 & 2
- Video (How To Read An Electricity Bill)
- Utility bills - Trainers should encourage residents to bring their own bills for the bill reading exercise

Trainer to provide:

- Utility bills - Trainers should provide one to use or use the sample bill provided (in the Energy Conservation workshop folder) ¹
- Energy conserving equipment (CFL Bulbs, Smart Surge Protectors, Kill-a-Watt meters) for residents to see/touch/feel during training ²
- Whiteboard or flip chart available to record resident responses during the exercises

¹ A sample bill is included in the Energy Conservation workshop folder if you are unable to obtain a locally-relevant sample bill.

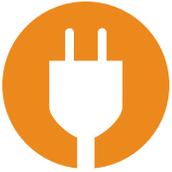
² These materials, along with some items required for the Water Conservation workshop, can be purchased as a package directly from EFI (www.EFI.org or 800-379-4121) for \$60 (including the Kill-a-Watt meter) or \$40 (without the Kill-a-Watt meter).



ENERGY CONSERVATION WORKSHOP AGENDA

30 minutes

TOPIC	DURATION	TEACHING METHOD	IN YOUR "BOX"	PREPARATION
Overview	10 minutes	<ul style="list-style-type: none">• PowerPoint slides	<ul style="list-style-type: none">• Energy Conservation PowerPoint	<ul style="list-style-type: none">• Review slides• Procure energy conserving equipment to pass around
Reading electricity bills	5 minutes	<ul style="list-style-type: none">• Discussion (or use video): How To Read An Electricity Bill	<ul style="list-style-type: none">• Video: How To Read An Electricity Bill• Sample electricity bill	<ul style="list-style-type: none">• Review video and exercise, consider using local bills
Electricity bills – what do residents use	10 minutes	<ul style="list-style-type: none">• Energy Conservation Exercise 1: How Much Electricity Do I Use?• Discussion: Tenants share their electric usage and compare against peers	<ul style="list-style-type: none">• Energy Conservation Exercise 1 PDF	<ul style="list-style-type: none">• Review exercise• Request tenants bring electricity bills• Provide calculators, chalkboard or large paper to record informations
How to reduce energy use	5 minutes	<ul style="list-style-type: none">• Energy Conservation Exercise 2: WATT Do They Take?• End session with an example of a resident that implemented numerous saving measures (included in PowerPoint)	<ul style="list-style-type: none">• Energy Conservation Exercise 2 Excel file	<ul style="list-style-type: none">• You should be familiar with data in the Exercise to lead discussion• Also, you should customize Exercise 2 with local electricity cost



EXERCISE 1: HOW MUCH ELECTRICITY DO I USE?

GOAL

In this activity,
Residents will:

1. Learn how to read a utility bill.
2. Calculate their total household electricity use and electricity use per person.
3. Discuss strategies and behaviors for reducing energy use.

PREPARATION

Trainer:

- You will want to have access to a white/chalkboard or a large piece of paper that can be posted in front of the group.
- Writing implements (chalk, dry-erase or magic markers)
- You should be familiar with understanding an electricity bill. If not, watch the included “How To Read An Electricity Bill” video.
- Electricity bill samples (for residents who didn’t bring one). The file for the electricity bill sample can be found in the same folder as the student exercises. Alternatively, you can provide your own sample bill if it would be more applicable to your residents.

Participating Residents should bring:

- An electricity bill (or, if unavailable, use the provided electricity bill sample)
- Calculator

Note: Sample answers are shown in the appendix.

**ENERGY CONSERVATION
EXERCISE 1:
HOW MUCH ELECTRICITY
DO I USE?
SAMPLE ANSWERS**

GOAL: In this activity, you will:
1. Learn how to read their utility bill
2. Calculate your total household electricity use and electricity use per person
3. Discuss strategies and behaviors for reducing energy use

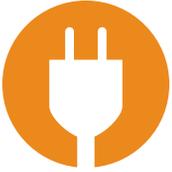
DIRECTIONS: Step 1: Evaluate your utility bill
Look at your utility bill and locate the kWh used each month and the total cost of the bill.

MONTH	kWh	COST
January	250	\$40
February	150	\$24
March	240	\$38
April	300	\$48
May	240	\$38
June	300	\$48
July	270	\$42
August	450	\$70
September	180	\$28
October	270	\$42
November	180	\$28
December	240	\$38

A. TOTAL: kWh: 3000 Cost: \$480

B. NUMBER OF PEOPLE IN HOUSEHOLD: 2

C. ENERGY USE PER PERSON (LINE A x B): 1500 kWh



EXERCISE 1: HOW MUCH ELECTRICITY DO I USE?

ACTIVITY

To orient residents to their bills, you should either show the electricity bill video tutorial or demonstrate its contents to residents.

Step 1

Residents are to fill out the table on their worksheets, eventually arriving at:

- Line A: Total electricity use for the household (in kWh)
- Line B: Enter the number of people in their household
- Line C: Divide Line A by Line B to calculate their electricity use per person

Step 2

You should sketch out 2 charts on the board or paper in front of the group.

- Chart 1: Total Energy Use per Household (Annual)
- Chart 2: Total Energy Use per Person (Annual)
- Plot their figures from Line A into Chart 1 and Line B into Chart 2
- Note in the example below that Household “A” has the highest total use but lowest per person use

Chart 1 Total Energy Use per Household (Annual)

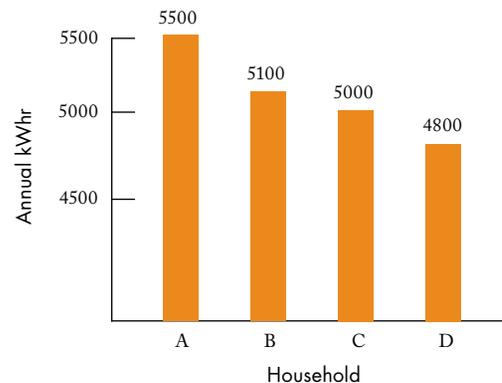
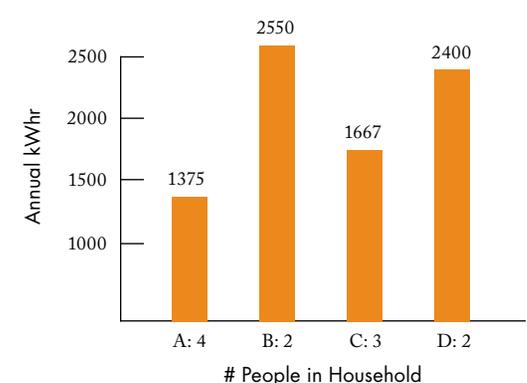
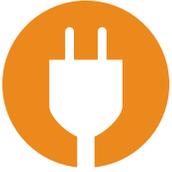


Chart 2 Total Energy Use per Person (Annual)





EXERCISE 1: HOW MUCH ELECTRICITY DO I USE?

ACTIVITY

Step 3

You should call attention to the low and high users and discuss in a positive manner what behaviors may contribute to the high and low electricity use.

Common behaviors that may lead to higher energy use:

- Leaving lights on during the day when rooms are unoccupied
- Conventional light bulbs vs. compact fluorescent lightbulbs (CFL)
- Leaving TVs, home entertainment systems on
- Opening windows while air conditioning
- Phantom electricity uses: idle printers, home entertainment systems (powering clock displays, lights, etc.).
Note: most people have phantom loads.

To discuss how to combat phantom loads, you should show power strip products or images from the following page.

Ask Residents which months have the highest electricity consumption:

- Summer months tend to be the highest due to A/C use
- Cold winter months may be higher if the resident uses a space heater
- If the above conditions can not explain a peak, ask the resident to think about what devices are plugged in

Step 4

Residents should write down three things that they will do to reduce their electricity use.



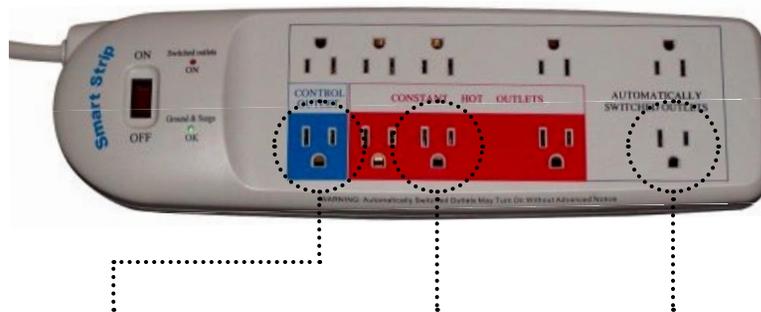
EXERCISE 1: HOW MUCH ELECTRICITY DO I USE?

HOW TO COMBAT PHANTOM LOADS

Smart Strip

The TIAB Product Package includes a sample smart power strip with three types of sockets.

For example, when the blue outlet is on, the dependent outlets are on. If the blue outlet is off, the dependent outlets are off. The red outlets are constantly on.



Blue outlet:

This is the control outlet. If this outlet is on the dependent outlets are on. If this outlets is off, the dependent outlets are off.

Red outlet:

The red outlets are always on.

Dependent outlet:

If the blue outlet is on, this outlet is on; if the blue outlet is off, the dependent outlet is off.

Timer Strip

A timer strip includes a timer that will switch outlets on and off according to time of day. This is good for switching appliances (like a TV) off, while residents sleep or to turn lamps off automatically during the day.



Timer will switch outlets on and off according to time of day



EXERCISE 2: WATT DO THEY TAKE?

ACTIVITY

Step 1

Explain the Electricity Used Min/Max columns.

The watts used represents the electricity needed to run the appliance. The minimum and maximum provides a range of use for the appliance type, which depends on the individual device (for example, an EnergyStar rated appliance might operate near the Minimum of the range while a conventional type may operate near the Maximum).

Step 2

Explain the “# Hours per day On” and the “\$ Cost per Year” columns.

For your reference, Min/Max Cost per year =

$$(\text{Min/Max Wattage}) \times (\# \text{ Hours ON per day}) \times (365 \text{ days per year}) \times \frac{\text{Price per kilowatt per hour}}{1000 \text{ watts}} \text{Em}$$

This worksheet uses \$0.20/kWh as the price for electricity, however, the price per kWh can be easily changed in the Excel file to reflect local electricity prices.

Step 3

Ask students to identify differences in how appliance settings, wattage, usage and size impact its operational cost:

Appliance settings/wattage examples:

- Window fan – can use between 55 and 250 watts and cost between \$32 and \$146/year
- Computer monitor awake vs. asleep – uses 30 and 120 watts and cost between \$18 and \$175/year

Appliance size examples:

- Small TV vs. large TV – uses 113 and 170 watts and costs between \$49 vs. \$74/year

Appliance Usage examples:

- Dehumidifier – 2 hours per day vs. 12 hours per day costs \$115 vs. \$688/year

Water Conservation





WATER CONSERVATION WORKSHOP SUMMARY

This workshop helps residents understand how much water they use and highlights opportunities to save water in their homes.

You are encouraged to begin with the PowerPoint slides and then use the two exercises:

Exercise 1: Discover Your Habits

This exercise is a questionnaire to determine residents' relative water use.

Exercise 2: How Much Water Can I Save By Changing My Habits?

This exercise asks residents to guess the quantity of water that can be saved by following various measures. The correct answers are provided at the end so that residents can see how close their perceptions are to reality.

The PowerPoint calls out where each exercise should be conducted during the session.

You are also encouraged to procure water-conserving devices such as low flow showerheads and faucet aerators to show residents during class. Having a tangible object to refer to will make it easy for you to explain and for the residents to understand. After completing the exercises, you are ready to lead a discussion of water saving strategies that the residents and the property owner can undertake. A video (called "Test for Toilet Leaks") demonstrating an easy toilet flapper leak test is provided as a resource and may also be used in the workshop to show residents how to do this testing.

ITEMS NEEDED

Included with TIAB:

- Water Conservation PowerPoint slides
- Water Conservation Exercises 1 & 2
- Video (Test for Toilet Leaks)

Trainer to provide:

- Water conserving equipment (WaterSense aerators, replacement toilet flappers, low-flow showerhead) for residents to see/touch/feel during training³

³ These materials, along with some items suggested for the Energy Conservation workshop, can be purchased as a package directly from EFI (www.EFI.org or 800-379-4121) for \$60 (including the Kill-a-Watt meter) or \$40 (without the Kill-a-Watt meter.)



WATER CONSERVATION WORKSHOP AGENDA

30 minutes

TOPIC	DURATION	TEACHING METHOD	IN YOUR "BOX"	PREPARATION
Overview	3 minutes	<ul style="list-style-type: none">• PowerPoint slides	<ul style="list-style-type: none">• Water Conservation PowerPoint	<ul style="list-style-type: none">• Review slides
Individual water use	5 minutes	<ul style="list-style-type: none">• Water Conservation Exercise 1: Discover Your Habits	<ul style="list-style-type: none">• Water Conservation Exercise 1 PDF	<ul style="list-style-type: none">• Review exercise
What actions help save the most water	5 minutes	<ul style="list-style-type: none">• Water Conservation Exercise 2: How Much Water Can I Save By Changing My Habits?	<ul style="list-style-type: none">• Water Conservation Exercise 2 PDF	<ul style="list-style-type: none">• Review exercise
Management action	10 minutes	<ul style="list-style-type: none">• PowerPoint slides	<ul style="list-style-type: none">• Water Conservation PowerPoint	<ul style="list-style-type: none">• Review slides
Water saving equipment	5 minutes	<ul style="list-style-type: none">• Demonstration: Show aerators, low-flow showerhead and toilet flapper• Video: Test for Toilet Leaks• PowerPoint slides	<ul style="list-style-type: none">• Video: Test for Toilet Leaks	<ul style="list-style-type: none">• Review video• Review slides• Provide water conserving demo equipment
Tenant Management Partnership call to action	2 minutes	<ul style="list-style-type: none">• Discussion: Tenants commit to one change for a month. Owner to document and share water savings.		



EXERCISE 1: DISCOVER YOUR WATER HABITS

GOAL	PREPARATION	ACTIVITY
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Residents identify water-wasting habits that they could change.

- Handout out exercise sheets.
- Ask the residents to work in pairs or small groups.
- Review the scoring system and demonstrate scores for one or two items.

WATER CONSERVATION EXERCISE 1: DISCOVER YOUR WATER HABITS
SAMPLE ANSWERS

GOAL: Identify water-wasting habits that you could change.

DIRECTIONS: Indicate your water using habits below.

PERSONAL HABITS	OFTEN	SOMETIMES	NEVER
Keep showers 5 minutes or less	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Turn water off while brushing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run water off when brushing teeth	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fill tubs and sink to wash your face	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Use shower head aerator	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Water washing dishes, but leave water running	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Plug bath and/or sink to catch and reuse water	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Repair leaking toilets, shower fixtures	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
TOTAL	30	15	0

SCORING: Give yourself 30 points for every "often" you answered "often," 15 points for every "sometimes" you answered "sometimes," and 0 points for every "never" you answered "never."

30 POINTS OR MORE (30/30): You are a water saver!

25 POINTS OR MORE: Easy up the good work!

20 POINTS OR MORE: You can do better.

15 POINTS OR LESS: You are wasting too much water and money—don't do this!

Note: Sample score is shown in the appendix.

- Ask each resident, working in pairs or in a group, to complete the form for themselves and then share results with their partner or group.
- Ask each group or pair to note their scores. What was the high score in the class? What did they do well? What are the most common water conserving habits? What are the least common?



EXERCISE 2: HOW MUCH WATER CAN I SAVE BY CHANGING MY HABITS?

GOAL	PREPARATION	ACTIVITY
------	-------------	----------

Have residents understand the water saving potentials of changes in habits.

Have each resident commit to at least two changes in habits.

- Distribute exercise sheets.
- Review the scoring system.
- Explain that you will provide them the correct answers so that they can fill in the “Correct Answer” column.
- Ask the residents to work in pairs or groups to share their initial results.

WATER SAVING ACTION	WATER SAVING POTENTIAL (GALLONS PER DAY)	CORRECT ANSWER
Shower less than five minutes	1 4 8 12 16 20	20
Turn off water when brushing teeth	1 4 8 12 16 20	4
Use low-flow showerhead	1 4 8 12 16 20	16
Run water off for 2 minutes when doing laundry	1 4 8 12 16 20	4
Fill dishwasher only to wash full	1 4 8 12 16 20	1
Stop all water when brushing dishes	1 4 8 12 16 20	12
Turn off all water when washing	1 4 8 12 16 20	10

Note: Sample answers and an answer key are shown in the appendix as well as a table with water usage assumptions.

- Ask residents to take their best guess in selecting the water savings for each habit.
- Give the groups 5 minutes to complete the task and discuss it. Allow for some exchange.
- Ask residents: “What do you think is the biggest water using activity? Why?”
- Provide the correct answers and allow residents to fill these in the “Correct Answer” column.
- Ask each group or pair to talk again to identify 2 changes in habits for each person.
- Ask each group to add up the total savings they can expect per day and per month.

Healthy Living





HEALTHY LIVING WORKSHOP SUMMARY

This workshop provides an overview of opportunities to create a healthy home. It focuses on healthier cleaning and household products, reducing asthma triggers and allergens, and safely controlling pests.

You can begin with the PowerPoint slides and then use the four exercises provided:

Exercise 1: Reading the Labels

This exercise has residents sort household cleaning products by toxicity to introduce the importance of reading the labels and selecting the lowest toxicity product that will do the job.

Exercise 2: Make Your Own Green Cleaner

This exercise gives residents the opportunity to make their own green cleaner. You can then move back to the slides to introduce issues related to home-based asthma triggers.

Exercise 3: Asthma Breathing Through a Straw

This exercise provides an opportunity for residents to experience what it feels like to breathe with asthma. Trainers are encouraged to review the video (called “Breathing with Asthma”) to prepare to lead this exercise.

Exercise 4: Pests True or False

This exercise asks residents to confirm or deny common pest myths.

The PowerPoint slides indicate when each exercise should be conducted during the presentation.

ITEMS NEEDED

Included with TIAB:

- Healthy Living PowerPoint slides
- Healthy Living Exercises 1, 2, 3 & 4
- Video (Breathing with Asthma)

Trainer to provide:

Materials for:

- Exercise 2: Green cleaner (1 quart spray bottles – 1 per resident – baking soda or borax, white vinegar, dish soap, measuring spoons and cups)
- Exercise 2: Soiling agents (ketchup, mustard, cocoa, pencil)
- Exercise 3: Coffee straws for asthma exercise
- Demonstration cockroach baits, monitoring traps, gels

Preparation for Healthy Living Exercise 1:

- Print and cut out picture cards

Preparation for Healthy Living Exercise 2:

- Print and cut up recipe cards



HEALTHY LIVING WORKSHOP AGENDA

30 minutes

TOPIC	DURATION	TEACHING METHOD	IN YOUR "BOX"	PREPARATION
Products in your home	10 minutes	<ul style="list-style-type: none">• PowerPoint slides• Healthy Living Exercise 1: Reading the Labels	<ul style="list-style-type: none">• Healthy Living PowerPoint• Healthy Living Exercise 1 PDF	<ul style="list-style-type: none">• Review slides• Cut up Healthy Living Exercise 1 product images beforehand
Healthier products	15 minutes	<ul style="list-style-type: none">• PowerPoint slides• Healthy Living Exercise 2: Making Green Cleaner• Healthier products cost comparison	<ul style="list-style-type: none">• Healthy Living PowerPoint• Healthy Living Exercise 2 PDF	<ul style="list-style-type: none">• Review exercise• Assemble ingredients (see recipe in Healthy Living Exercise 2)
Asthma & allergy triggers	8 minutes	<ul style="list-style-type: none">• PowerPoint slides• Healthy Living Exercise 3: Asthma Breathing Through a Straw	<ul style="list-style-type: none">• Healthy Living PowerPoint• Video: Breathing with Asthma	<ul style="list-style-type: none">• Review video• Provide straws for exercise
Controlling pests	7 minutes	<ul style="list-style-type: none">• PowerPoint slides• Healthy Living Exercise 4: Pests True or False	<ul style="list-style-type: none">• Healthy Living PowerPoint• Healthy Living Exercise 4 PDF	<ul style="list-style-type: none">• Review slides & exercise• Provide cockroach baits, monitoring traps, gels



EXERCISE 1: READING THE LABELS

GOAL

Residents understand that product labels provide information on the risks for using the products and that they can make choices to use products with fewer potential health risks.

PREPARATION

- Separate residents into small groups of 3-5 people.
- Print out and cut up one set of product images and one sorting sheet per group. Each group will have pictures of products and a sheet that allows them to sort the products into 3 categories: Caution, Warning or Danger.
- You can also provide sample products instead of, or in conjunction with, the pictures. Providing sample products gives residents a chance to read the labels for a product and makes the exercise more tangible.



Note: An answer key as well as the picture cards are shown in the appendix.



EXERCISE 1: READING THE LABELS

ACTIVITY

Ask each group to sort the products into 3 categories: Caution, Warning or Danger.

Review the results from the groups and provide the answers.

Discuss

- Which of these products do you use?
- Which labels surprised you the most? Which were more dangerous than you thought they would be?
- Which might you substitute?

Windex has a label of “warning.” Ask residents if anyone knows of a less toxic way to clean windows? The answer is – water and vinegar.

- How often do cleaning products result in poisoning cases?

In 2008, over 200,000 Americans called their poison control center with a problem related to cleaning products, about 9% of all the calls received. (Source: American Association of Poison Control Centers)

- What type of exposures or harm could come from using some of these cleaning products?

Toilet bowl cleaner (“Danger” label) contains ingredients that if swallowed could cause significant harm including breathing problems, throat soreness, vomiting and stomach pains. Bleach can be quite harmful if it is swallowed or comes into contact with your eyes. By far the most significant risk associated with bleach comes from mixing bleach with ammonia, which can produce a toxic gas that can cause choking and serious breathing problems. A study of women who do home cleaning found that they had increased exposure to bleach and increased risks of asthma. (Source: Occup Environ Med 2005;62:598-606)



EXERCISE 1: READING THE LABELS

ACTIVITY

Product Categories

Caution:

- Air Freshener
 - Ammonia
 - Ant & Roach spray
 - Carpet Cleaner spray/pump
 - Aerosol disinfectant (flammable)
 - General Cleaner
-

Warning:

- Bleach
 - Glass Cleaner
 - Bathroom Cleaner
-

Danger:

- Drain Cleaner
- Aerosol Air Freshener
- Toilet Bowl Cleaner

Specific Products

Caution:

- Febreze
 - Ammonia
 - Raid Ant & Roach spray
 - Resolve
 - Lysol aerosol disinfectant
 - Mr. Clean Antibacterial
 - Lysol 4 in 1
-

Warning:

- Chlorox Cleanup with Bleach
 - Windex
 - Tilex Mold & Mildew
-

Danger:

- Drano Max Gel
- Liquid Plumber
- Airwick Spray
- The Works



EXERCISE 2: MAKE YOUR OWN GREEN CLEANER

GOAL	PREPARATION	ACTIVITY
<p>Teach residents to make green cleaners using ingredients commonly found at home and test their effectiveness.</p>	<p>Step 1</p> <p>Assemble ingredients – white vinegar, liquid dish soap, baking soda, water.</p> <hr/> <p>Step 2</p> <p>Assemble cleaning product dispensers – ideally, small spray bottles (often found at local hardware stores).</p> <hr/> <p>Step 3</p> <p>Gather items to test stains – food stains such as ketchup, mustard, etc.</p> <hr/> <p>Step 4</p> <p>Print and cut out recipe cards to distribute for residents to take home.</p> <hr/> <p>Note: Recipe cards are provided in the appendix.</p>	<p>Step 1</p> <p>Have residents follow the All Purpose Green Cleaner recipe and make their own cleaning product. A recipe for a Green Window Cleaner is also provided.</p> <hr/> <p>Step 2</p> <p>Test cleaning product on dirty table, counter or floor.</p> <hr/> <p>Step 3</p> <p>Allow residents to take cleaning product and recipe cards home.</p>





EXERCISE 3: ASTHMA BREATHING THROUGH A STRAW

GOAL

Have residents experience what it can feel like to have an asthma attack or breathing problem.

PREPARATION

- Handout small straws.
- Review the video (Breathing with Asthma) demonstrating this exercise.

Note: There is no student handout for this exercise.

ACTIVITY

Step 1

Ask each resident to breathe through the straw for about 30 seconds. Be sure to let residents know that if they have breathing issues or feel faint at any time they should stop using the straw.

Step 2

Debrief and ask them how it felt? Typical responses are “I had trouble getting enough air in,” “hard,” “like an elephant was sitting on my chest,” “hard to get enough air out,” etc.

Step 3

Explain that when we breathe normally it is like breathing through a paper towel holder. When we are having an asthma attack due to an allergic reaction, we get swelling in the airway – our paper towel holder become a small straw – and the muscles around our airway may spasm or tighten further reducing the size of the airway. All of this is what makes it feel so bad.



EXERCISE 4: PESTS TRUE OR FALSE

GOAL	PREPARATION	ACTIVITY
<p>Dispel myths about pests and describe most effective pest control strategies for cockroaches, mice and bed bugs.</p>	<ul style="list-style-type: none">Review introductory slides. <hr/> <p>Note: An answer key is shown in the appendix.</p>	<ul style="list-style-type: none">Play true/false game with residents.Divide them into 2 teams if appropriate.

Waste & Recycling





WASTE & RECYCLING WORKSHOP SUMMARY

This workshop introduces residents to the opportunities to reduce waste and recycle household items.

Because recycling requirements and resources vary significantly at the local level, trainers need to modify the PowerPoint slides and exercises to reflect local conditions. Specifically, within the Waste & Recycling PowerPoint, you need to:

1. Assess which recycling topical slides should be removed (i.e. remove glass slide if local programs do not accept glass).
2. Adapt the Plastic slide by moving the plastic ID numbers into the appropriate box (either “Recyclable in our area” or “NOT recyclable in our area”).
3. Adapt the home recycling slide according to the local recycling rules.
4. For multi-family properties, insert a diagram or photo of the appropriate place to deposit recyclables on the property.

The workshop begins with an ice breaker activity:

Exercise 1: Discover What You Can Recycle

This exercise asks residents to identify items that can be recycled. Two versions of the activity are supplied to accommodate varying space and resource constraints.

You then should use the slides (making local modifications on the PowerPoint documents) to explain the benefits of recycling, locally recyclable materials and strategies to make it easier. A video called “What Can Be Recycled” is provided as a resource or for use in class to show items that are commonly recyclable. Discussion is encouraged to engage residents in creating an action plan and to identify challenges to discuss with the property owner/manager.

ITEMS NEEDED

Included with TIAB:

- Waste & Recycling PowerPoint slides
- Waste & Recycling Exercises 1
- Video (What Can Be Recycled)

Trainer to provide:

Common household waste items for
Exercise 1: Discover What Can You Recycle

Recyclables:

(see list in exercise for a more-exhaustive list)

- Plastic bottles (all plastic ID #s)
- Aluminum cans
- Metal cans
- Different types of paper (magazines, office, junk mail, etc)

Non-Recyclables:

(examples)

- Soiled Pizza box
- Batteries
- Chip bags



WASTE & RECYCLING WORKSHOP AGENDA

30 minutes

TOPIC	DURATION	TEACHING METHOD	IN YOUR "BOX"	PREPARATION
Why recycle?	15 minutes	<ul style="list-style-type: none">• Waste & Recycling Exercise 1: Discover What You Can Recycle (Residents to complete Step 1 of worksheet prior to PowerPoint presentation)• PowerPoint slides	<ul style="list-style-type: none">• Waste & Recycling PowerPoint• Waste & Recycling Exercise 1 PDF	<ul style="list-style-type: none">• Review exercise• Review and customize PowerPoint slides for local conditions
What can you recycle?	10 minutes	<ul style="list-style-type: none">• Waste & Recycling Exercise 1: Discover What You Can Recycle (Residents complete Step 2)• Demonstration: Show items that are recyclable	<ul style="list-style-type: none">• Waste & Recycling Exercise 1 PDF• Video (optional): What Can Be Recycled	<ul style="list-style-type: none">• Bring recyclable items to show during training• Review video
Set up a home recycle center & deposit recyclables	5 minutes	<ul style="list-style-type: none">• Discussion: Setting up recycling area in the home• Waste & Recycling Exercise 1: Discover What You Can Recycle (Residents complete Step 3)• Discussion: Any barriers that residents encounter?	<ul style="list-style-type: none">• Waste & Recycling PowerPoint• Waste & Recycling Exercise 1 PDF	<p>Edit PowerPoint file to:</p> <ul style="list-style-type: none">• Identify sorting rules required by building, waste hauler or town• Show recycling room/drop off area



EXERCISE 1: DISCOVER WHAT YOU CAN RECYCLE

GOAL

Residents identify which household waste materials can be recycled rather than thrown in the trash.

There are two approaches to this exercise, depending on the availability of space or materials.

PREPARATION APPROACH 1

- Prior to the session, identify which materials can be recycled locally and where in the building recyclable materials should be deposited.
- In the session, hand out exercise sheets which asks residents to work in pairs or small groups.

WASTE & RECYCLING EXERCISE 1: DISCOVER WHAT YOU CAN RECYCLE SAMPLE ANSWERS

GOAL: Learn to identify which household waste materials can be recycled rather than thrown in the trash.

DIRECTIONS: Step 1: Mark what you currently recycle. Step 2: Mark what you can **add** to recycle that you didn't know.

Category	Item	Step 1 (Recycle)	Step 2 (Add)
PAPER	Office paper	●	●
	Card stock	●	●
	Magazines	●	●
	Newsprint	●	●
	Uncoated foam	○	●
METALS	Aluminum foil (clean)	○	●
	Aluminum cans	●	●
GLASS	Bottles	●	●
	Jars	○	●
PLASTICS	#1 PETE (in address labels)	●	●
	#2 HDPE (in laundry detergent, milk jugs)	○	●
	#3 PVC (in shower caps, shower curtains)	○	○
	#4 LDPE (in produce bags)	○	○
	#5 PP (in bottle caps, yogurt containers)	●	●
#7 Other (in packing peanuts, foam mail)	●	●	
#8 Other	○	○	

Note: Sample answers are shown in the appendix.

ACTIVITY APPROACH 1

Step 1

Have participants mark which materials they currently recycle in the Step 1 column. Continue with the PowerPoint until it prompts you to move to Step 2 of the exercise.

Step 2

Have participants mark down which items were “new” to them – that they didn’t know they could recycle.



EXERCISE 1: DISCOVER WHAT YOU CAN RECYCLE

PREPARATION APPROACH 2

- Prior to the session, review which materials can be recycled locally and where in the building recyclable materials should be deposited.
- In this version of the exercise, groups of 3 or 4 are presented with a pile of recyclable and non-recyclable items. They must sort through the pile and divide the items into recyclable and non-recyclable piles.
- With this in mind, you should collect enough sample recyclable and non-recyclable items for each group. Each group should have representative items from the worksheet as well as non-recyclable trash items (for example: batteries, chip bags, juice boxes, dirty pizza boxes).
- Review video (“What Can Be Recycled”) for a reference in how a group would sort through common household waste.

ACTIVITY APPROACH 2

Step 1

Have participants break into groups of 3 or 4. You should present the pile of common household waste to each group and have them divide the pile into recyclable and non-recyclable sort through which materials they currently recycle in the Step 1 column.

Step 2

You should go through the Waste & Recycling presentation to review which items are locally recyclable. Then, participants should mark down which items were “new” to them – those that they didn’t know they could recycle.

WASTE & RECYCLING EXERCISE 1: DISCOVER WHAT YOU CAN RECYCLE
SAMPLE ANSWERS

GOAL: Learn to identify which household waste materials can be recycled rather than thrown in the trash.

DIRECTIONS: Step 1: Check what you currently recycle. Step 2: Check what you may/will recycle that you didn't before.

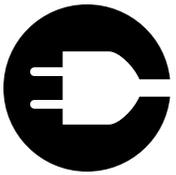
Material	Step 1 (Currently Recycle)	Step 2 (May/Will Recycle)
PAPER		
Office paper	●	●
Card stock	●	●
Magazines	●	●
Newspaper	●	●
Cardboard boxes	●	●
Corrugated boxes	●	●
Waxed paper	○	○
METALS		
Aluminum foil/tray	○	○
Aluminum can	●	●
Copper/brass	○	○
GLASS		
Bottle	●	●
Jar	○	○
PLASTICS		
All PETE (or polycarbonate) bottles	●	●
All HDPE (or low-density polyethylene) bottles	○	○
All PP (or polypropylene) containers	○	○
All LDPE (or low-density polyethylene) containers	○	○
All PS (or polystyrene) containers	○	○
All PVC (or polyvinyl chloride) containers	○	○
All PE (or polyethylene) containers	○	○
All other	○	○

Note: Sample answers are shown in the appendix.

APPENDIX OF STUDENT EXERCISES

The following appendix provides the student exercise forms for each workshop with sample answers where applicable. Student exercises are available for download in the Resident Engagement Training in a Box section of the Enterprise Green Communities website. They are organized by corresponding workshop topic.

WORKSHOP	EXERCISE	APPENDIX CONTENT
 ENERGY CONSERVATION	<ul style="list-style-type: none"> • Exercise 1: Reading a Utility Bill • Exercise 2: WATT Do They Take? 	<ul style="list-style-type: none"> • Exercise 1: Sample answers • Exercise 2: Excel file
 WATER CONSERVATION	<ul style="list-style-type: none"> • Exercise 1: Discover Your Water Habits • Exercise 2: How Much Water Can I Save? 	<ul style="list-style-type: none"> • Exercise 1: Sample answers • Exercise 2: Sample answers • Exercise 2: Assumptions
 HEALTHY LIVING	<ul style="list-style-type: none"> • Exercise 1: Reading Home Product Labels • Exercise 2: Make Your Own Green Cleaner • Exercise 3: Asthma Breathing Through Straw • Exercise 4: Pest True or False 	<ul style="list-style-type: none"> • Exercise 1: Answer key & product images • Exercise 2: Worksheet & recipe cards • (There is no student handout for Exercise 3) • Exercise 4: Answer key
 WASTE & RECYCLING	<ul style="list-style-type: none"> • Exercise 1: Discover What You Can Recycle 	<ul style="list-style-type: none"> • Exercise 1: Sample answers



ENERGY CONSERVATION

EXERCISE 1:

HOW MUCH ELECTRICITY DO I USE?

SAMPLE ANSWERS

GOAL

In this activity, you will:

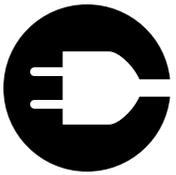
1. Learn how to read their utility bill.
2. Calculate your total household electricity use and electricity use per person.
3. Discuss strategies and behaviors for reducing energy use.

DIRECTIONS

Step 1: Evaluate your utility bill

Look at your utility bill and locate the kWh used each month and the total cost of the bill.

MONTH	kWh	COST
January	210	\$42
February	180	\$36
March	240	\$48
April	300	\$60
May	240	\$48
June	300	\$60
July	210	\$42
August	450	\$90
September	150	\$30
October	270	\$54
November	180	\$36
December	240	\$48
A: TOTAL	3030	\$606
B: NUMBER OF PEOPLE IN HOUSEHOLD	2	
C: ENERGY USE PER PERSON (LINE A ÷ B)	1515/person	



ENERGY CONSERVATION

EXERCISE 1:

HOW MUCH ELECTRICITY DO I USE?

SAMPLE ANSWERS

DIRECTIONS

Step 2: Plot your energy use on the board

Step 3: Analyze and discuss your usage

- Why do you think your electricity varies over the year?
 - Was it higher during summer? Winter? Why?
What are some opportunities to reduce electric use?
-

Step 4: My Action steps

I will do the following three things:

1. Replace lightbulbs with compact fluorescent
 2. Clean back of refrigerator
 3. Turn off computer when not in use
-

Energy Conservation Exercise 2: WATT Do They Take?

Goal: Residents will learn how different home electronics and appliances use energy. Residents will also learn how they can change behaviors and purchasing habits to reduce electricity use.

	Electricity Used		# Hours per Day	\$ Cost per Year	
	Min	Max		Min	Max
Under 100 Watts					
Computer asleep	30	30	8	\$ 18	\$ 18
Computer monitor asleep	30	30	8	\$ 18	\$ 18
Laptop computer	50	50	12	\$ 44	\$ 44
Window fan	55	250	8	\$ 32	\$ 146
Electric blanket	60	100	8	\$ 35	\$ 58
Television, 19 inch	65	110	6	\$ 28	\$ 48
Television, EnergyStar, 30 inch	65	65	6	\$ 28	\$ 28
Ceiling fan	65	175	8	\$ 38	\$ 102
Stereo	70	400	6	\$ 31	\$ 175
Under 500 Watts					
Television, 27 inch	113	113	6	\$ 49	\$ 49
Television, 36 inch	133	133	6	\$ 58	\$ 58
Television, 53-61 inch	170	170	6	\$ 74	\$ 74
Television, flat screen	120	120	6	\$ 53	\$ 53
Television, EnergyStar, 40 inch	95	95	6	\$ 42	\$ 42
Computer awake	120	120	16	\$ 140	\$ 140
Computer monitor awake	150	150	16	\$ 175	\$ 175
Water bed with heater	120	380	6	\$ 53	\$ 166
Clothes washer	350	500	2	\$ 51	\$ 73
Over 700 Watts					
Refrigerator	725	725	8	\$ 423	\$ 423
Fan, furnace	750	750	8	\$ 438	\$ 438
Microwave oven	750	1100	1	\$ 55	\$ 80
Space heater	750	1500	6	\$ 329	\$ 657
Dehumidifier (heavy use)	785	785	12	\$ 688	\$ 688
Dehumidifier (light use)	785	785	2	\$ 115	\$ 115
Clothes iron	1000	1800	1	\$ 73	\$ 131
Dishwasher	1200	2400	1.5	\$ 131	\$ 263
Toaster oven	1225	1225	1	\$ 89	\$ 89
Clothes dryer	1800	5000	2	\$ 263	\$ 730
Water heater (40 gallon)	4500	5500	4	\$ 1,314	\$ 1,606

How is operational cost impacted by:

- Settings (computer monitor awake vs. asleep)
- Wattage (high vs. low)
- Usage (hours per day)
- Appliance Size (large vs. small)



WATER CONSERVATION

EXERCISE 1:

DISCOVER YOUR WATER HABITS

SAMPLE ANSWERS

GOAL

Identify water-wasting habits that you could change.

DIRECTIONS

Indicate your water using habits below.

PERSONAL HABITS

OFTEN 10 pts **SOMETIMES** 5 pts **NEVER** 0 pts

Keep shower to 5 minutes or less

Turn water off when shaving

Turn water off when brushing teeth

Fill bathroom sink to wash your face

Use low flow showerhead

When washing dishes, don't leave water running:

Plug drain and fill sink to wash and rinse dishes

Report leaking toilet, repair happens

TOTAL

20 + 10 + 0 = 30

SCORING

Give yourself 10 points for every time you answered often, 5 points for every time you answered sometimes, and 0 points for every time you answered never.

50 POINTS OR MORE: WOW! You are a wise water user.

35 POINTS OR MORE: Keep up the good work.

20 POINTS OR MORE: You can do better.

15 POINTS OR LESS: You are sending too much water-and money- down the drain.



WATER CONSERVATION

EXERCISE 2:

HOW MUCH WATER CAN I SAVE BY CHANGING MY HABITS?

SAMPLE ANSWERS

GOAL

Understand the water saving potential of changes in habits.

DIRECTIONS

Step 1: Provide your best guess of how many gallons of water you might save.

Circle the number of gallons you think would be saved each day with each practice. The trainer will help you fill in the “Correct Answer” column at the end of the exercise.

WATER SAVING ACTION	GUESS GALLONS OF WATER SAVED PER DAY (circle your best guess)					CORRECT ANSWER
Shower time less than 5 minutes	1	4	6	10	15	20
	<input checked="" type="radio"/> 16					20
Turn off water when brushing teeth	1	4	6	10	15	16
	<input checked="" type="radio"/> 6					16
Use low flow showerhead	1	4	6	10	15	16
	<input checked="" type="radio"/> 10					16
Turn water off for 2 minutes when shaving	1	4	6	10	15	16
	<input checked="" type="radio"/> 4					16
Fill bathroom sink to wash face	1	4	6	10	15	16
	<input checked="" type="radio"/> 1					16
Turn off water when washing dishes (Plug drain and fill sink to wash and rinse dishes or use dishwasher and run full.)	1	4	6	10	15	16
	<input checked="" type="radio"/> 15					16
Report leaking toilet, repair happens	1	4	6	10	15	16
	<input checked="" type="radio"/> 15					16

Step 2: My Action steps

I will commit to at least two changes in water usage habits:

1. Take shorter showers
2. Turn off water when shaving



WATER CONSERVATION EXERCISE 2: ASSUMPTIONS

The below assumptions provide the basis for the water saving estimates shown in the answer key and provide additional information to justify savings notes in the slides.

Toilet: A leaking flapper can leak all day and waste between 10 to 200 gallons per day in extreme instances. Reporting leaks that results in repair produces same savings.

	WATER USAGE HABITS	# USES PER DAY	TOTAL MIN USED	CURRENT FLOW RATE	WATER USE PER DAY	WATER SAVINGS
SHOWER	10 min	1	10 min	4 gpm	40 gallons	
	5 min	1	5 min	4 gpm	20 gallons	20 gallons
	High flow showerhead	1	8 min	4 gpm	32 gallons	
	Low flow showerhead	1	8 min	2 gpm	16 gallons	16 gallons
KITCHEN SINK	Wash dishes, water running	4	12 min	2.5 gpm	30 gallons	
	Shut off water when washing	4	6 min	2.5 gpm	15 gallons	15 gallons
	Wash with high flow aerator	4	12 min	2.5 gpm	30 gallons	
	Wash with low flow aerator	4	12 min	1.5 gpm	21 gallons	9 gallons
BATHROOM SINK	Brush teeth	2	4 min	2 gpm	8 gallons	
	Brush teeth with water off	2	1 min	2 gpm	2 gallons	6 gallons
	Wash face	1	1 min	2 gpm	2 gallons	
	Wash face, fill sink	1	.5 min	2 gpm	1 gallon	1 gallon
	Shave with water on	1	3 min	2 gpm	6 gallons	
	Shave with water off	1	1 min	2 gpm	2 gallons	4 gallons
	Wash & brush teeth with high flow aerator	3	5 min	2 gpm	10 gallons	
Wash & brush teeth with low flow aerator	3	5 min	1 gpm	5 gallons	5 gallons	



HEALTHY LIVING EXERCISE 1:

READING THE LABELS

ANSWER KEY

GOAL Learn that product labels provide information on the risks for using the products and that you can make choices to use products with fewer potential health risks.

DIRECTIONS Match Products and Labels (You can list products below, or place in 3 piles: Caution, Warning, Danger)

CAUTION	WARNING	DANGER
Carpet Cleaner	Glass Cleaner	Drain Opener
Aerosol Disinfectant	Bleach	Aerosol Air Freshener
General Cleaner	Bathroom Cleaner	Toilet Bowl Cleaner
Air Freshener		Furniture Scratch Cover
Ammonia		
Ant & Roach spray		
Disinfectant		



HEALTHY LIVING EXERCISE 1: READING THE LABELS



CARPET CLEANER



AEROSOL DISINFECTANT



GENERAL CLEANER



AIR FRESHENER



AMMONIA



ANT & ROACH SPRAY





HEALTHY LIVING EXERCISE 1: READING THE LABELS



DRAIN OPENER



AEROSOL AIR FRESHENER



TOILET BOWL CLEANER



GLASS CLEANER



BLEACH



BATHROOM CLEANER





HEALTHY LIVING EXERCISE 1: READING THE LABELS



BATHROOM CLEANER



BATHROOM CLEANER



DISINFECTANT



AIR FRESHENER



FURNITURE SCRATCH COVER





HEALTHY LIVING EXERCISE 2: MAKE YOUR OWN GREEN CLEANER

GOAL Learn how to make green cleaners using ingredients commonly found at home and test their effectiveness.

DIRECTIONS

Step 1

Combine ingredients for the All Purpose Green Cleaner recipe below to make your own cleaning product. A recipe for a Green Window Cleaner is also provided.

Step 2

Test cleaning product on dirty table, counter or floor using the supplied soiling agents.

ALL PURPOSE GREEN CLEANER

- 1/4 cup white vinegar
- 1/2 tsp. liquid dish soap
- 1 Tbsp. baking soda
- 2 cups warm water

GREEN WINDOW CLEANER

- 1/4 cup white vinegar
- 2 cups water



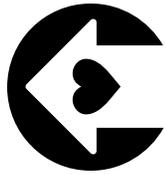
HEALTHY LIVING GREEN CLEANER RECIPES

ALL PURPOSE GREEN CLEANER

- ¼ cup white vinegar
- ½ tsp. liquid dish soap
- 1 Tbsp. baking soda
- 2 cups warm water

GREEN WINDOW CLEANER

- ¼ cup white vinegar
- 2 cups water



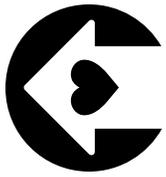
HEALTHY LIVING GREEN CLEANER RECIPES

ALL PURPOSE GREEN CLEANER

- ¼ cup white vinegar
- ½ tsp. liquid dish soap
- 1 Tbsp. baking soda
- 2 cups warm water

GREEN WINDOW CLEANER

- ¼ cup white vinegar
- 2 cups water



HEALTHY LIVING

EXERCISE 4:

PESTS TRUE OR FALSE

ANSWER KEY

GOAL

Dispel myths about pests and describe most effective pest control strategies for cockroaches, mice and bed bugs.

DIRECTIONS

Circle true or false next to the following statements:

1. The feces (poop) and urine from cockroaches and mice can trigger asthma attacks in some people.

TRUE

FALSE

2. A mouse needs a hole at least the size of a quarter to squeeze into a building. *Mice can get through a hole the size of a dime. Demonstrate how small this is by pushing a pen through a piece of paper.*

TRUE

FALSE

3. Cockroach feces look like mice feces.

TRUE

FALSE

Cockroach frass is very small brown black stains, you see many fecal pellets. (show picture) Mice feces are distinct pellets, pointed the ends and can be in a trail, not a pile. (show pictures in slides or handouts of slides)

4. I know my property manager is on top of the pest problem because I see a pest control company coming to spray my home every month or so.

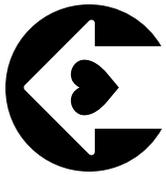
TRUE

FALSE

Spraying to get rid of cockroaches is, by itself, not an effective or green strategy. The best approach is one of Integrated Pest Management. This means the property owner, tenants, and pest control company work to:

- Monitor the pests to see where they are living. Target pest control actions in the areas with pest problems.
- Fix holes and cracks in the building where pests may be entering (e.g., door sweeps, fills cracks, place wire mesh over exhaust or intake grilles, fill holes from plumbing or electrical pipes.
- Make sure trash is well managed to avoid leaving a “picnic” for pests.
- Make sure food and water are not easily available for pests like mice, rats, or cockroaches.
- Make sure tenants do not bring in used mattresses or furniture that may have bed bugs or cockroaches.
- Use selected low toxicity pesticides. Baits and gels for cockroaches. Heat treatments and selected pesticides for bed bugs.

Show residents cockroach traps, baits and gels.



HEALTHY LIVING

EXERCISE 4:

PESTS TRUE OR FALSE

ANSWER KEY

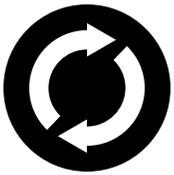
GOAL

Dispel myths about pests and describe most effective pest control strategies for cockroaches, mice and bed bugs.

DIRECTIONS

Circle true or false next to the following statements:

- Baits and gels are effective pesticides to control cockroaches. **TRUE** **FALSE**
- Asthma triggers are eliminated once cockroaches and mice are removed. **TRUE** **FALSE**
The feces left behind can be asthma triggers. Be sure to vacuum and wet wash areas with pest feces. Dead cockroaches can also hold live eggs that are about to hatch.
- Cigarette smoke can make cockroach baits less effective. **TRUE** **FALSE**
Other strong smelling cleaning products and pesticide sprays can also make baits less effective.
- A good way to solve a mouse problem is to trap them. **TRUE** **FALSE**
This may be part of the solution, but we also want to prevent mice from getting into buildings. Sealing up holes and cracks is critical – things like door sweeps, spackling holes, using metal screen and mesh along with caulk can all help. Keeping food and trash under control is also a key step.
- Boric acid works well to stop cockroaches and mice. **TRUE** **FALSE**
It works well with cockroaches, but not mice.
- Bed bugs are found only in beds. **TRUE** **FALSE**
We can also find them in plush materials like sofas, chairs, and stuffed animals. They like to feed on human blood and tend to live where there is access to human, especially when we are asleep.
- A tenant can take care of a bed bug problem on their own. **TRUE** **FALSE**
We need the help of a pest professional.
- One visit by a pest professional to solve a bed bug or other pest problem is usually enough. **TRUE** **FALSE**
At least 2 visits are usually needed for bed bug control or other pests.



WASTE & RECYCLING

EXERCISE 1:

DISCOVER WHAT YOU CAN RECYCLE

SAMPLE ANSWERS

GOAL

Learn to identify which household waste materials can be recycled rather than thrown in the trash.

DIRECTIONS

Step 1: Mark what you currently recycle

Step 2: Mark what you **can/will** recycle that you didn't before

PAPER

- Office paper
- Junk mail
- Magazines
- Newspaper
- Cardboard boxes
- Cracker/cookie boxes
- Milk/juice cartons

METALS

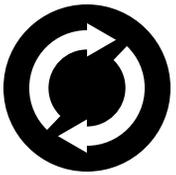
- Aluminum foil (clean)
- Aluminum cans
- Canned food cans

GLASS

- Bottles
- Jars

PLASTICS

- #1 PETE (ex: soda/water bottles)
- #2 HDPE (ex: laundry detergent, milk jugs)
- #3 V (ex: plastic pipes, outdoor furniture)
- #4 LDPE (ex: produce bags)
- #5 PP (ex: bottle caps, yogurt containers)
- #6 PS (ex: packing peanuts, foam cups) **Not recyclable here**
- #7 Other



WASTE & RECYCLING EXERCISE 1:

DISCOVER WHAT YOU CAN RECYCLE SAMPLE ANSWERS

DIRECTIONS

Step 3: Set up a recycling center at home:

- Kitchen: Set up two containers, (1) for recyclables, (2) for other trash.
- Living Room: Set up two containers, (1) for paper, (2) for other trash.
- Tip: When at the grocery store, occasionally ask for groceries to be bagged in paper bags and use the bags as your paper recycling bin.
- Recyclables should be deposited: **Near the trash bins**

Step 4: Review this plan with Family members to ensure everyone participates! Together, see how much you can reduce the amount of trash thrown out!

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