

GUARANTEED TO SUCCEED

A Handbook for Community Activity Coordinators

produced by the



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Membership Division
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1 INTRODUCTION

1.1 What is Guaranteed to Succeed?

Guaranteed to Succeed is a “how to” guide for ACS members who want to bring chemistry-based community outreach activities to the public. This guide includes information that will help you plan events—reference materials and contact information, discussions of concerns about different types of community outreach events, and templates to assist you with planning your events.

This material may be used in its electronic format, or printed and placed in a three-ring binder so that you may add personal timelines, correspondence or other information to adapt it to your particular situation. It should be an evolving document that becomes one of your section’s most valuable tools.

- Print out appropriate sections and distribute them to the local section public relations coordinator or your fund-raising committee chair.
- Create a binder to store updated community outreach materials that you receive throughout the year.
- Keep copies of newspaper articles that appear about your event and samples of letters and emails of thanks that you receive from participants and volunteers.
- Print out and organize these materials in a way that will work best for *your* section.

Your manual will reflect the steps that you have taken to adapt the national community outreach programs to fit *your* section’s needs, serve *your* community, match *your* partners, and take advantage of *your* unique interests and ideas. After all, that is how community outreach works best. Your documentation efforts will also allow the next community outreach coordinator to have a great record of past accomplishments and a wonderful head start for continuing traditions.

The Office of Community Activities (OCA) will be adding materials to this guide. When updated and new material arrives, just insert it in the back of your binder or wherever works for you. Supplementary sections may include following up on your events, feedback from participants, and volunteer recognition.

1.2 ACS Community Programs

Programs of the ACS Office of Community Activities (OCA) are designed to assist volunteers in becoming more effective leaders and to provide reliable resources that can be easily used for promoting the contributions of chemistry. OCA programs include:

National Chemistry Week

National Chemistry Week (NCW), a community-based outreach program, is designed to reach the public with positive messages about chemistry and to make a positive change in the public’s perception of chemistry. Activities include chemical demonstrations, hands-on activities, lectures, open houses, displays, contests, and games. NCW is celebrated annually in the fourth week of October.

Chemagination

Chemagination is a science essay and poster competition for high school students. Participants are asked to write an article and design a cover for *ChemMatters* magazine using the theme, “What innovation or breakthrough in chemistry will be important in the lives of teenagers 25 years from now?” Contests are held at the local, regional, and national levels.

Chemists Celebrate Earth Day

Chemists Celebrate Earth Day is an environmental awareness campaign. The event provides activities designed to enhance public awareness of important contributions made through chemistry in preserving our planet and improving our environment. Earth Day occurs annually on April 22.

Salutes to Excellence

Salutes to Excellence, a recognition program, presents an opportunity for ACS members to conduct events in their communities to recognize the positive impact on everyday life made by practitioner of chemistry, a product of chemistry, and/or a place of importance in chemistry. Honorees receive a commemorative plaque provided by ACS.

Chemists in the Library

Chemists in the Library is a program offered to libraries nationwide. The program is designed to facilitate an alliance between libraries and their area chemists, educators, and community volunteers. Events are held throughout the year.

2 RESOURCES

Every year, the Office of Community Activities offers numerous resources for community outreach programs.

- safety-checked activities for elementary/middle school students
- unifying events
- Safety Guidelines
- information about student affiliates chapters
- promotional kits
- ideas and suggestions
- online resources and reference lists
- websites for community outreach programs and products:
 - chemistry.org/oca – ACS Community Programs
 - chemistry.org/ncw – National Chemistry Week
 - chemistry.org/chemagination - Chemagination
 - chemistry.org/earthday – Chemists Celebrate Earth Day
 - chemistry.org/oca/salutes – Salutes to Excellence
 - chemistry.org/oca – Chemists in the Library
 - chemistry.org/store – ACS Online Store

For assistance with your community outreach questions, please contact staff in the ACS Office of Community Activities. They can provide you with guidance and answers. The staff can also put you in contact with other ACS offices and members.

Communicate with the Office of Community Activities. Over the years, community outreach activities have become bigger and better; that's directly related to the input provided by ACS members.

2.1 Office of Community Activities Staff

Manager, Judith Jankowski (j_jankowski@acs.org, 800-227-5558 x6078 or 202-872-6078)
Membership Specialist, Marisa Burgener (m_burgener@acs.org, 800-227-5558 x4458 or 202-872-4458)
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2.2 Committee on Community Activities (CCA)

The [Committee on Community Activities](#) (CCA) provides guidance and support to the community outreach program. The CCA in turn reports to the ACS Board of Directors. The CCA includes ACS members who have extensive experience with planning and implementing community outreach events at the local and national levels. To take advantage of the experience and knowledge of this group, contact them at 800-227-5558 x6097, or oca@acs.org. The Office of Community Activities staff will forward your comments.

The mission of the Committee on Community Activities is to advise and assist the staff of the Office of Community Activities in its work with the ACS local sections (and other interested parties) in the implementation and development of community outreach activities. To this end, the Committee on Community Activities suggests and endorses ideas that promote a diversity of programs, activities, and materials. The Committee on Community

Activities assists the Office of Community Activities in recognizing successful public outreach programs.

2.3 ACS Online Resources

Visit the ACS website at chemistry.org. You'll find links to the various community activities available to local sections, the Online Store, the ACS Education Division, the Global Chemistry Network, ACS publications, and chemistry resources around the world. A list of direct links can be found below.

- chemistry.org/oca – Community Programs
- chemistry.org/ncw – National Chemistry Week
- chemistry.org/chemagination – Chemagination
- chemistry.org/earthday – Chemists Celebrate Earth Day
- chemistry.org/oca/salutes – Salutes to Excellence
- chemistry.org/oca – Chemists in the Library
- chemistry.org/kids – Chemistry Activities, Articles and Games for Children
- chemistry.org/store – ACS Online Store
- [Community Coordinator Newsletter](#), posted quarterly
- [Committee on Community Activities](#)

2.4 Education Division

The website of the ACS Division of Education is located at chemistry.org/education.

The Best of WonderScience, Volumes 1 and 2. A compilation of 15 years of *WonderScience* magazine, which covers 97 different science topics and contains more than 600 hands-on science activities for 4–6-grade students, explanations, and links to the National Science Education Standards. *The Best of WonderScience* is available through the ACS online store (chemistry.org/store)

ChemMatters. An award-winning quarterly magazine designed for high school chemistry students. Each issue includes articles that reveal chemistry at work in everyday life. *ChemMatters* was designed for teachers to use as a supplement to their first-year high school chemistry courses. A teacher's guide is available that provides additional information on articles, hands-on activities, classroom demonstrations, and additional resources. *ChemMatters* is normally available on a subscription basis, but is distributed at no cost during National Chemistry Week.

Kids & Chemistry Hands-On Activities and Demonstrations Guide. A comprehensive guide for doing hands-on science lessons and demonstrations for school children. Includes reproducible materials (for both the presenter and students) covering 18 different science activities, as well as helpful tips for first-time and veteran presenters.

Kids & Chemistry Large Event Guide. Similar to the *Hands-On Activities and Demonstrations Guide*, this guide is specifically designed for science demonstrations in front of groups of 30 or more students. Includes tips on planning, publicizing, organizing volunteers, and conducting the actual demonstrations. Each general topic includes five or six supporting demonstrations.

WonderNet: Your Science Place in Cyberspace! (chemistry.org/wondernet) Adapted from *The Best of WonderScience*, this website features hands-on elementary school physical science activities for teachers and students.

2.5 Chemistry-Related Organizations

- Alpha Chi Sigma (www.alphachisigma.org)
- American Indian Science & Engineering Society (www.aises.org)
- American Institute of Chemical Engineers (www.aiche.org)
- Association for Women in Science (www.awis.org)
- Iota Sigma Pi (http://chem-faculty.ucsd.edu/sawrey/Iota_Sigma_Pi)

- National Organization for the Professional Advancement of Black Chemists & Chemical Engineers (www.nobcche.org)
- Silver Circle, ACS (chemistry.org/silvercircle.html)
- Women Chemists Committee, ACS (membership.acs.org/w/wcc)
- Younger Chemists Committee, ACS (chemistry.org/ycc)

2.6 Other Organizations Interested in Science, Math, and Technology Education

- Hands-On Science Centers Worldwide (www.cs.cmu.edu/afs/cs/usr/mwm/www/sci.html)
- National Science Partnership for Girl Scouts and Science Museums (<http://sln.fi.edu/tfi/programs/nsp.html>)
- Triangle Coalition for Science and Technology Education (www.triangle-coalition.org)
- Resources for Involving Scientists in Education (RISE) (www.nationalacademies.org/rise/roles1.htm)

One of the most useful publications in this area is *Sharing Science with Children: A Survival Guide for Scientists and Engineers* (www.nationalacademies.org/rise/roles1a.htm). Developed by the North Carolina Museum of Life and Science, this publication offers advice on working with children, specific teaching tips, and a list of thinking and learning characteristics of children at various age levels.

2.7 Local Resources

Virtually all community outreach programs involve partnerships between local section members and members of the local community. As you plan your programs, you should ask yourself what resources might be available near you:

Who are your local section members?

Use the demographic reports and bimonthly rosters sent to each local section secretary from national ACS.

What are your local chemical industries?

Use the website for your geographic area (city, county) to identify employers. Call the ACS Office of Industry and Member Programs (800-227-5558 x4441 or 202-872-4441) for assistance.

What schools are in your area?

Contact the state department of education for your area as well as organizations associated with independent, religious, and home schools.

What resources do your local libraries have?

Call the libraries to find out if there is a science librarian or a central children's librarian who could help you plan events. Inform them about the ACS Chemists in the Library Program.

What bookstores are in your area?

Many bookstores have programming throughout the year to attract children and adults.

Where are the senior centers in your community?

Senior centers offer various programs to their members, and are often receptive to the same type of hands-on activities commonly offered to schools.

What is the ACS Silver Circle?

The ACS Silver Circle is comprised of senior and often retired members of the ACS who are committed to serving their communities. The ACS Community programs mentioned in this publication are Silver Circle certified. Check your local section roster for a listing of senior chemists. For more information email silvercircle@acs.org or call 1-800-227-5558 x4458 chemistry.org/silvercircle.html

What types of museums are in your area?

Look in the newspaper for a list of current museum events. Call the Chamber of Commerce or the visitors' center for

a list of museums. Check the website for your city. Also check the website for the Association of Science and Technology Centers (www.astc.org).

What local businesses might donate resources?

Make a list of your needs and identify local businesses that may make cash or in-kind donations such as supplies, facilities, volunteer time, etc. Use your local telephone book.

Who are your local high school chemistry teachers?

Check the website of the National Science Teachers Association (www.nsta.org) to find out if there is an affiliated group in your area. Call the local departments of education to see if they offer mailing lists of schools or complimentary distribution of materials. Contact the science supervisors in each school district. Look again at your local section's roster to see if any individuals have identified themselves as pre-college teachers.

Where are the local university chemistry departments and student affiliates chapters?

Identify colleges and universities in the area. Contact ACS (<http://www.chemistry.org/education>) to find out how many student affiliates chapters are in your area and how to contact them. Contact the ACS Student Affiliates Office to request a list of student affiliates chapters in your area (800-227-5558, x6166, or 202-872-6166).

Where are the shopping areas and public facilities that might host community outreach events?

Compile a list of shopping centers and malls that could potentially serve as event sites. Think about the possibilities specific to your area (i.e. train station, aquarium, sports arena, fairground, or pedestrian zone downtown) in addition to more typical venues like public schools, libraries and universities.

3 GETTING STARTED

3.1 Setting Goals

As you make plans for community outreach activities, first determine the scope of your programs. Outreach may be one activity presented by one ACS member to one child. Conversely, what you plan may be the primary outreach program of a section that motivates most of the section members and includes a series of events designed to reach hundreds, thousands or tens of thousands of community members.

3.2 Questions to Consider

- How many events can the section support?
- Will there be a theme, and if so, how will it be incorporated?
- Where should the events be held?
- Who will staff the events?
- Who is the audience?
- What resources are available?

Whether you plan one event or a series of events throughout the year, there are similarities in the planning processes. The template below will help in your organization. The challenge is to choose events and goals that fit the needs of the local section and the community.

3.3 Checklist

What will we do?

Event:

Description of the event:

Audience:

Event site:

Who will lead the organization of the program?

Primary section member/organizer:

Committee members (if relevant) and their corresponding roles:

Who is the contact person at the site?

Name:

Phone:

Mailing address:

Email address:

What are the necessary resources?

Insurance?

Activity supplies?

Staff/volunteers?

Signs?

What are the related costs?

Postage?

Printed materials?

Giveaways?

Supplies?

How should we advertise the event?

If so, how do we do so?

Newspaper advertisement?

Flyer?

Email?

Website?

Mailing?

How do we attract media to the event?

Work with you Public Relations Chair. They are eligible to receive special training through the ACS Communications Office (800-227-5558 x6274 or 202-872-6274).

Who is the section's public relations chair?

Name:

Phone:

Mailing address:

Email address:

Are there safety considerations?

Ventilation?

Water?

Sink?

Evacuation plan?

(See the [Safety Guidelines](#) portion of this manual for suggestions.)

4 VOLUNTEERS AND PARTNER ORGANIZATIONS

Volunteers are the secret to successful community outreach. In the past, local sections reported an average of 58 community outreach volunteers per section, each donating approximately 20 hours of service. Without the willing and enthusiastic volunteerism of over 10,000 ACS members, the community outreach program could not exist. Fortunately, the number of community outreach volunteers continues to grow.

These trends mirror nationwide trends in volunteerism. According to a 1998 study by Independent Sector, 56% of American adults aged 18 or over volunteered a total of 19.9 billion hours, a 13.7% increase in the rate of volunteering compared with 1995 results. An estimated 109 million people volunteered in 1998.

4.1 Basic Tips

Here are some tips to help you recruit, train, manage, and reward your volunteers. These tips are based on the experience of community outreach coordinators and professionals who work with volunteers and volunteer-based organizations.

Design coherent volunteer jobs with well-defined duties.

Specific responsibilities and well-defined time commitments will attract more volunteers than vague open-ended assignments. You'll need long-term volunteers who will be involved with planning and organizing for a period of weeks and months, and you'll also need a cadre of volunteers just for the day of your community event. By providing a range of volunteer opportunities, you will attract more volunteers, and they will be more willing to work with you again.

Recruit volunteers through a variety of channels.

Community outreach coordinators have had success in recruiting volunteers through the following channels:

- articles in local section newsletters;
- posters in the chemistry building of local universities, teachers' lounges, and chemical facilities;
- phone calls and emails to colleagues (direct invitations work very well);
- articles in an employer's newsletter or magazine;
- partnerships with other organizations (e.g., student affiliates chapters, a senior chemists group);
- announcements at local section meetings or departmental seminars; and
- bimonthly membership rosters (provided to each local section secretary).

When recruiting volunteers, be enthusiastic, upbeat, and informative.

Use the word "want" instead of "need". Talk about how volunteering provides an opportunity for involvement, giving back to the community and profession, and having fun. Stress the benefits to everyone involved. If possible, personalize your invitation. Calling or asking in person will have better results than broadcast or general announcements.

Orient and train your volunteers.

Volunteers deserve an overview of your community outreach program, and they may need specific training for their job. It will reinforce their commitment to the program and make them more effective volunteers. Depending on the nature of your event, orientation and training may be very simple (just a phone call and one-on-one conversation before the event) or it may involve a half-day session prior to the event.

Communicate with your volunteers.

Volunteers need and want information. You can set up an email list or phone tree to keep them posted on plans, new information, and results. Follow up quickly with requests for more information. Provide them with written instructions and all of the information they need about your event site, including room locations and parking sites.

Recognize your volunteers.

Show that your local section values volunteer support. Recognition can be both formal and informal—a note of thanks, a certificate presentation at a local meeting, or a complimentary note addressed to the company CEO or department head. Recognize volunteers publicly when newspaper or other media opportunities arise. The ACS Online Store (chemistry.org/store) has numerous products (including “Volunteer” note cards, “Chemistry” note cards, mugs, jewelry, and apparel) that can be used as part of your volunteer recognition effort. Exemplary volunteers, partner organizations or commercial sponsors can be recognized with a Salute to Excellence (see [Appendix 4: Salutes to Excellence for details](#)).

For more information on working with volunteers, visit the following websites of organizations specifically devoted to fostering volunteerism:

- America’s Promise: The Alliance for Youth (www.americaspromise.org) has a mission of mobilizing people from every sector of American life to build the character and competence of America’s youth. Founded in 1997, it has created a network of dedicated national and local partners.
- Charity Village (www.charityvillage.com) is a Canadian website with a wealth of information related to volunteerism, philanthropy, and the nonprofit sector.
- Energize, Inc. (www.energizeinc.com) is an international training, consulting, and publishing firm specializing in volunteerism.
- Independent Sector (www.independentsector.org) is a national leadership forum working to encourage philanthropy, volunteering, not-for-profit initiatives, and citizen action that helps to better serve people and communities.
- Points of Light Foundation (www.pointsoflight.org) is a nonpartisan, nonprofit organization devoted to promoting volunteerism. Based in Washington, DC, with a network of more than 500 volunteer centers nationwide, its mission is to engage more people more effectively in volunteer community service to help solve serious social problems.
- Service Leader (www.serviceleader.org) lists online resources for volunteer management and community engagement.
- Volunteer Today (www.volunteertoday.com) is an e-newsletter for those who manage the work of volunteers in nonprofit, government, or corporate programs.

4.2 Student Affiliates: Volunteers, Partners and Audience

Student affiliates deserve a special mention all their own, because they have been key to the success of many community outreach programs. The student affiliates chapters in your community can serve in a variety of roles such as:

- volunteers for your events;
- a full-fledged partner organization; and
- members of your audience.

One model that some sections have found especially effective is first to train student affiliates to conduct chemical demonstrations or hands-on activities and then to draw on these student affiliates as volunteers (whether in elementary classrooms, science museums, or university laboratories).

For more information about the ACS Student Affiliates program, including links to many of the more than 900 ACS Student Affiliates chapters, see the Student Affiliates website (chemistry.org/education). The website also contains links to American Indian Science & Engineering Society student chapters and the American Institute of Chemical Engineers student chapters. If your area colleges/universities do not have Student Affiliates chapters, your local section could be instrumental in helping them form one.

The ACS Office of Community Activities holds workshops for Community Coordinators and student affiliates during both the spring and fall ACS national meetings. For information related to these events, contact the ACS Office of Community Activities.

4.3 Building Bonds with Partner Organizations

Community programs provide an excellent opportunity for your local section to build bonds with other organizations in your community. Other organizations can provide many valuable resources including:

- a ready-made audience;
- energetic volunteers;
- a location for your event;
- assistance with publicity and media; and
- assistance with financial and in-kind support.

A good way to identify potential partners is to look at the employers of your ACS local section members and to consider professional and civic organizations to which ACS members belong. With any partnership, remember that your partner organization will bring its own set of missions, goals, and priorities. While those priorities may be different from your local section's priorities, they are probably complementary. If you pool your ideas and talents, think creatively, and adapt the basic elements of a successful community outreach program, you can create a unique program that will meet the needs of each organization and dazzle your audience.

In recent years, 97% of the sections reported planning and carrying out community-based activities in partnership with other organizations, such as industries, colleges and universities, museums, libraries, scout troops, government agencies, and civic organizations.

4.4 Volunteer Job Descriptions

Volunteers like to work on specific tasks that have well-defined parameters; and important one being time limits. With this in mind, gather together a committee to plan, carry out, and follow up on the section's community outreach events. The team members may include:

1. *Community Outreach Coordinator*

- recruits program coordinators for community outreach programs (e.g. NCW, Chemagination, Chemists Celebrate Earth Day, etc.);
- determines overall outreach budget, including soliciting funding;
- coordinates correspondence with schools and other partner organizations to ensure program consistencies;
- coordinates with Public Relations Chair to ensure media coverage of local section outreach events;
- serves as liaison and to and point person for local section executive committee;
- schedules Program Coordinator meetings;
- keeps lines of communication open to all Program Coordinators; and
- reduces duplication of effort by identifying and eliminating redundancies.

2. *Public Relations Chair*

- designs and distributes flyers;
- invites and confirms guests;
- notifies local media (TV, radio, community newspapers, etc.); and
- arranges for photos.

Contact the ACS Office of Communications (800-227-5558, x6274 or 202-872-6274) for more information.

3. **Program Coordinator** (*NCW Coordinator, Chemagination Coordinator, etc.*)
 - coordinates volunteer jobs and program budget;
 - determines focus of events (theme, audience, etc.);
 - selects event locations
 - recruits 6–10 committee members to serve as Event Coordinators, Volunteer Recruiters/Activity Coordinators and Logistics Coordinators;
 - schedules meetings;
 - keeps communication lines open to all; and
 - updates those who miss a meeting.

4. **Event Coordinator** (*Mall Event Coordinator, School Event Coordinator, etc.*)
 - oversees the organization of an individual event that the section sponsors;
 - communicates with the other committee members to define the needs of the event (number of volunteers, resources, etc.) and makes sure that all components of the program are in place;
 - acts as the primary contact with the event site;
 - attends the event; and
 - accepts responsibility as the primary section contact during the event.

5. **Volunteer Recruiter**
 - determines the number of volunteers needed and jobs to be done;
 - works with the Community Outreach Coordinator or Program Coordinator to schedule volunteers and assign specific jobs or stations, including setup, cleanup, and coverage for breaks and meals (always maintain at least one experienced presenter at all times);
 - contacts volunteers at least twice before the event to confirm their commitment and schedule; and
 - distributes thank you letters/gifts to all volunteers.

6. **Activities Coordinator** (*Chromatography Butterfly Coordinator, Glitter Slime Coordinator, etc.*)
 - determines activities;
 - schedules presentations;
 - orders and secures materials;
 - determines graphics needs for each activity;
 - labels all substances; and
 - selects and prepares handouts & “giveaways” for each activity.

7. **Logistics Coordinator**
 - works with activities group to determine material needs and logistics, such as general setup of the room, entrance, cash box, signs, trash locations, and traffic flow;
 - works with facility to arrange for tables, chairs, trash receptacles, parking, and other needs;
 - checks into location needs, such as security, insurance, rental information (booths), and zoning regulations; and
 - makes sure the event and room setups are accessible by those with disabilities.

8. **Safety Coordinator**
 - makes sure all activities follow Safety Guidelines in [Chapter 9](#);
 - obtains an ACS Certificate of Insurance if necessary; and
 - has goggles, gloves, MSDSs, and other safety materials available for demonstrators and participants.

9. **Refreshment Coordinator**
 - coordinates any meals or light snacks for the event; and
 - ensures that water is available to volunteers at the event if it lasts for several hours.

5 IDENTIFYING AND KNOWING THE AUDIENCE

The target audience for ACS community outreach is the public. However, many activities have an emphasis on a specific audience such as elementary or secondary school students.

If you are conducting a general outreach program such as National Chemistry Week or Chemists Celebrate Earth Day and choose students as your audience, select a specific age group as the focus. High school students will be bored with activities designed for younger children, while elementary school students will find discussions of advanced topics too complex. Decide whether to include parents and families as part of your audience. When working with students, teachers are a valuable resource, serving as volunteers, advisors, or enthusiastic audience members.

Consider designing a program that can be adjusted for different audiences. For example, some sections have held poster and essay contests with different guidelines for each age or grade category.

If the event is held in a mall, museum, or other public venue, the audience can range in age from preschoolers to senior citizens. Plan a variety of activities that can meet the needs and interests of at least three or four separate age groups.

Ask for advice and background details from others who know your audience. For example, teachers can help you anticipate how students of various ages will respond to the activities. Park rangers can give advice on the dynamics of working and teaching in an outdoor setting. A public relations professional can offer advice on handling television and radio interviews.

No matter what groups you choose as your audience, your communication efforts will be more effective if you take the time to tailor your message, activities, and event to fit their interests, level of understanding, and characteristics.

Potential community outreach audiences

- the general public
- students
- a class
- a school
- a Boy or Girl Scout troop (Remember the [NCW Youth Activity Patch](#))
- seniors at an adult day care
- newspaper readers
- a football crowd
- museum patrons
- library patrons
- policymakers and civic leaders (Rotary Club, Lions Club, Chamber of Commerce)
- teachers (state or regional science teachers association)
- parents (PTA/PTO)
- interest groups (garden clubs, public lectures at a museum or library)
- media audiences (radio interview, local cable television program, op-ed article)
- communities surrounding chemical companies

5.1 Working with Students

If your section plans to make students an important part of your community outreach audience, many resources are available to help you make your activities more effective.

Here are a few pointers, adapted from *Sharing Science with Children: A Survival Guide for Scientists and Engineers* developed by the North Carolina Museum of Life and Science. For more teaching tips and a list of thinking and learning characteristics of children at various age levels, see the full publication at www.nationalacademies.org/rise/roles1a.htm.

Share about yourself.

Let the students know you are a real person with a family, pets, and hobbies. Talk about how you decided to be a chemist. Describe an average day or tell what is interesting or unique about your work.

Involve the students in the process of science.

More than almost any other science, chemistry offers a wonderful opportunity for attention-getting demonstrations and engaging hands-on activities. Keep in mind that your goal is to arouse curiosity, excitement, and eagerness to know more. You will also have a wonderful opportunity to lead students through the process of science. The process skills of science (observing, identifying, classifying and measuring) are the skills that enable students to apply science to everyday problems.

Stimulate thinking by asking questions.

Valuable questions ask students to make a prediction, give an explanation, state an opinion, or draw a conclusion. Allow time for students to *think* before anyone gives answers.

Use language the students will understand.

Be conscious of vocabulary. Try not to use a difficult word when a simple one will do. Define words students may not know. Match your vocabulary to your audience's level of understanding. When in doubt, ask a teacher about what students can understand. While teachers may not be experts in chemistry, they are experts on teaching students—so take advantage of that expertise.

Make your subject real to the students.

Show the students that chemistry is part of their everyday lives. Ask students to think of an additional example of how chemistry and chemicals have changed the way we do and understand things. Tell how chemistry will make the students' lives better or different in the future. Show how what you do and know relate to what the students are learning in school.

Encourage observation.

Ask them to observe the activity. Don't inform them ahead of time what they will see. After the activity, ask what happened and why.

Prepare the students for the unexpected, if appropriate.

Unexpected loud noises, bright lights, unusual odors, and similar experiences that evoke strong emotion or fright can disturb some students. Warn students that a surprise or something unusual is coming, even when evoking a degree of surprise is one part of your goal.

Model good safety and disposal practices.

You are an important role model. Students will follow your lead on safety. See the Safety Guidelines ([Chapter 9](#)) for more details.

Leave more than a memory behind you.

Help set up an experiment that students can continue after you leave. Hand out instructions for a simple (and safe!) activity that students can do on their own or with their families. Give them a list of fun websites, books, museums, and television shows to check out on their own. Invite them to write to you with questions—and answer those letters or emails quickly.

If appropriate, ask for an evaluation of your efforts.

Ask the students what they liked about the presentation. Ask the teacher or another adult to make suggestions and comments that will help you to improve the presentation.

6 MANAGING THE PROJECT

6.1 Organizing and Delegating Responsibilities

To be successful, your section will need a diverse group of volunteers who are able to assist in the program's organization and implementation. Every member of the group will need to know his or her responsibility and authority. They will also need to know how their piece of the project fits in with all the others. You should recognize that the organization of the community outreach programs *must* be tailored to *your* local section.

6.1.1 *Communicating with Your Organizing Committee and Volunteers*

The community outreach organizing committee and event volunteers will be a diverse group, employed in a variety of organizations with busy schedules and many responsibilities. Therefore, it is very important that you develop an efficient system for keeping them informed of plans and gaining their input. Communication ideas follow:

- Hold face-to-face meetings; these are especially useful in the early planning stages and can be held in conjunction with your monthly local section meeting.
- Conduct routine business with memos, faxes, and letters.
- Hold conference calls.
- Use email. Set up an email group or listserv through a service like Yahoo Groups (groups.yahoo.com).
- Include information about your event on your local section website, in your local newsletter, etc.

6.2 Timeline for Organizing Information

Throughout the planning process, use a three-ring binder as a place to keep the information you collect. Well-organized information makes it easier to respond quickly to requests for information, prepare reports after the event, and duplicate the program in successive years.

General community outreach event timeline

Here is a general timeline for planning your community outreach event. You will probably need to adjust this timeline to accommodate your specific requirements such as the scope of your event, volunteer schedules or school schedules.

9 months before the event

- Use the bimonthly roster as a source of volunteers. Recruit the Community Outreach Committee, and send the Community Outreach Coordinator's name to the Office of Community Activities (oca@acs.org, 800-227-5558 x6097 or 202-872-6097).
- Brainstorm to generate ideas about potential events, the audience, and appropriate activities. Consider events that focus on the local section members as well as the traditional audience of students.
- List potential resources, including local section committees such as the Women Chemists Committee, the Younger Chemists Committee, Student Affiliates Chapters, Senior Chemists and Technician Affiliate Groups.

7 months before the event

- Select and reserve sites—schools, malls, museums, and/or libraries.
- Contact partner organizations to explore collaboration opportunities. Ask a representative from the organization to be a member of your committee.
- Appoint coordinators for events, volunteer recruitment, public relations, activities, logistics, safety, and refreshments.
- Set up a communications system that all committee members can access.

6 months before the event

- Solicit contributions, both financial and in-kind support, from companies, foundations, and other local organizations.
- Establish contacts with local media. Involve your Public Relations Coordinator.
- Contact teachers, school administrators, head librarians, curators at museums, and managers at malls and shopping centers (see the sample letter titled "[Sample Letter of Introduction to School Administrator for NCW](#)").
- Contact government officials for proclamations (see sample letters for your mayor, governor, and legislative delegation in [Appendix 5: Templates](#)).
- Select activities and demonstrations for the events.

4 months before the event

- Demonstrate the activities planned for your community outreach event at a local section meeting.
- Recruit and schedule volunteers.
- Secure an ACS Certificate of Insurance if required at your site (see [Appendix 6: Liability Insurance](#) for more information).
- Order materials from the ACS Office of Community Activities and collect supplies.
- Work with your Public Relations Chair to send notices to the public affairs or public relations offices of local chemical companies inviting their attendance at events.

2 months before the event

- Mail a news release to your media contacts.
- Contact participants to confirm dates, times, and duties.
- Visit sites of planned community outreach activities.
- Prepare handouts and giveaways.

1 month before the event

- Mail additional news releases and call TV, radio, and newspaper contacts.
- Finalize details for events.
- Double-check all safety arrangements.

The month of the event

- Celebrate your community outreach activity!
- Take pictures and send them to the Office of Community Activities as soon as possible.
- Return forms for *Chemical & Engineering News* article to the Office of Community Activities.

The month after the event

- Write your community outreach activity report for inclusion in the local section annual report.
- Send thank you notes to all volunteers and those involved in the community outreach programs.

7 SELECTING THE VENUE

Will your section reach out to the public at a school, museum, mall, park, or television studio? What are the safety requirements in each location? What are the costs? What are insurance and liability requirements from the owners of that space? What are the advantages and disadvantages of different locations?

This section will help you think creatively about places for your community outreach events, and it will help you identify and meet specific requirements that are commonly found in different locations.

7.1 Most Common Locations for Community Outreach Events

Although community outreach events are frequently held in schools (from the elementary through the university level) or at shopping centers and malls, they also have been held in countless other venues, including nursing homes, “safe houses” for abused children, libraries, zoos, train stations, and football fields. Each site will have unique issues that must be addressed. Some programs may not be appropriate for all venues. The committee will have to make careful choices to link what is done to where it is done. Schools and universities are by far the most commonly reported venues for community activities, with libraries, museums and shopping malls rounding out the list.

Potential sites for community outreach programs

- auditoriums
- convention centers
- gymnasiums
- hospitals
- industries
- libraries
- malls
- museums
- nature centers
- parking lots
- parks
- private homes
- schools
- science stores
- shopping centers
- television studios
- train stations
- universities
- utility companies
- zoos

8 EVENTS, EVENTS, AND MORE EVENTS

8.1 Types of Community Outreach Events

Each year ACS local sections conduct hundreds community outreach events that reach millions of people, particularly elementary and secondary school students, with positive messages about chemistry, and the diversity of approaches that have been taken is truly amazing. Every community outreach event is a unique experience, taking on its own character based on the interests, creativities, and personalities of the organizers. Local section community activity coordinators have found creative ways to engage their audience, have fun, and deliver a clear message that chemistry is part of our everyday lives.

The events conducted by ACS local sections can generally be categorized as one of the seven basic types found in the table below. There are, of course, exceptions.

Community Outreach Events by Type[†]

Type of community activity	% of local sections using this activity
Chemical demonstrations	82
Hands-on science activities	81
Public displays	50
Unifying event contest	44
Contests	37
Lectures	22
Open houses	18

[†] *The data provided in this table is summarized from information reported by local sections to the ACS Office of Community Activities through annual NCW surveys, Local Section Annual Reports, and submissions to “Chemical & Engineering News”.*

The sections below contain suggestions for events at specific venues, as well as ideas for events organized around a theme. These suggestions are based on numerous examples of successful events that have been submitted by local section community activity coordinators.

8.2 Location-Specific Activities

8.2.1 Schools

Some of the most effective community outreach activities are conducted in elementary and secondary schools by ACS local sections. Children have an innate interest in science. Without a doubt, the most successful community outreach events held in the schools are chemical demonstrations and hands-on activities. They are not only fun for volunteers to perform but also highly effective in attracting students and teachers to chemistry. Numerous other activities can be successful as well; local sections have held essay and poster contests, career days for students, and workshops for educators.

8.2.1.1 Suggested school activities

8.2.1.1.1 Elementary schools

- Participate in the National Chemistry Week (NCW) poster contest or the Chemist Celebrate Earth Day (CCED) contest.
- Use supplies provided by local chemical companies and organizations to conduct a series of classroom chemistry demonstrations for K–6 students. Ask high school or university students to assist.
- Sponsor a workshop for elementary school teachers designed to give educators the opportunity to perform tested experiments under the guidance of experienced demonstrators.
- Arrange for local business representatives and ACS members to sponsor several teachers as part of an Adopt-a-Teacher program. Volunteers have given lectures, shared chemistry videotapes with classes, and provided chemical demonstrations at elementary schools.
- Produce a video of various demonstrations on simple topics such as states of matter and paper chromatography. Distribute the video to elementary schools in conjunction with a section-sponsored contest.

8.2.1.1.2 Secondary schools

- Offer a Chemagination contest in your area.
- Participate in the National Chemistry Week (NCW) poster contest or the Chemists Celebrate Earth Day (CCED) poetry contest.
- Hold a “Family Science Night” at a middle school in partnership with the PTA/PTO. Feature hands-on experiments and a stage show with chemistry demonstrations. Invite parents who are chemists to bring information about their place of work.
- Create a “Periodic Table of the Elements” quilt. Have students from different schools decorate squares covering different periodic groups with the properties and applications of each element in that group.
- Sponsor a titration contest for high school students. Combine this with other activities of interest such as career fairs.
- Have local students create “A Poetry Book of the Periodic Table,” writing verses that describe properties of the elements.
- Direct events toward students from underrepresented groups. Include speakers on careers in chemistry such as a forensic chemist, and hold special sessions on chemistry and the Internet.
- Train high school students to work with the public and offer to present a morning of chemistry at a local science museum or elementary school. Count the time given by the students as Service Learning Hours, a requirement in many school systems.
- Have a Salutes to Excellence event to honor an outstanding teacher, and invite high school science clubs to attend.

8.2.1.1.3 Colleges and universities

- Encourage any local ACS Student Affiliates Chapters to participate in the National Chemistry Week (NCW) competition.
- Hold a “Carnival of Chemistry” that includes skits adapted from familiar stories such as *The Wizard of Oz*. This approach offers the opportunity to demonstrate chemical principles of combustibility, conductivity, flame tests, and properties of gases.
- Join forces with student affiliates to construct a giant periodic table made from balloons or large cards. Display the table on the football field during half time of a home game. Decorated cookies and cupcakes also make great periodic tables.
- Sponsor an open house of campus research laboratories.
- Identify a unique local attraction (cyclotron, innovative water filtration plant, etc.) and arrange tours.
- Sponsor a “Dress as Your Favorite Element Day.”
- Encourage local ACS Student Affiliates Chapters to conduct hands-on activities on campus or in local elementary school and/or secondary schools.

8.2.1.2 Planning for school events

Contact the school.

- Begin your discussions with the principal or a teacher contact you have. (see [Sample Letter of Introduction to School Administrator for NCW](#).)
- Science supervisors in a district are also helpful.
- Contact teachers through the local science teachers' organization.
- Identify local section members who have children in school. In addition to suggesting willing schools, these members may volunteer to assist with the activities.

Identify your primary contact at each school.

- Ask the teachers for input on topics and an anticipated age level for presentations.
- Link the program to their curriculum or the [National Science Education Standards](#).
- Ask the teacher to review the planned activities.
- Discuss logistics of the space, including needs for electricity, water, and chemical waste removal.
- Ask the teacher to coordinate parents and staff volunteers to help with the presentation.

Define the program.

- Decide whether the program will consist of hands-on activities, demonstrations or be a contest.
- Review the [Safety Guidelines](#) for important considerations.
- Limit the number of participants to a size reasonable for the site.
- Visit the school to determine the most appropriate venue—cafeteria, gymnasium, library, etc.
- Prepare a plan to distribute materials.

Select the activities.

- Consider whether all the participants will do the same activity at the same time. This method could require large amounts of the same supplies.
- Decide whether participants will move in small groups from one activity to the next. This approach generally requires more volunteers.
- Read the [Safety Guidelines](#) as they relate to activity selection. In general, use only supplies that can be readily purchased in a pharmacy, grocery store, or hardware store.
- The activities should be SAFE!
- Minimize the complexity of the activities if the audience is large.
- Consider packing together the hands-on activity materials that students may do individually, in pairs, or in groups by tables.
- Remember that ACS activity publications have been safety-reviewed.

Address safety issues.

- Select activities that are safe and informative.
- Emphasize the importance of safety during your presentations.
- Review the [Safety Guidelines](#) with all the volunteers and with the teachers.

Determine the number of volunteers needed.

- When recruiting volunteers, consider the number of schools, the number and complexity of the activities, and what materials you plan to leave behind.
- Utilize your local section's retired members and student affiliates. Both groups tend to be flexible in their schedules, and they add a lot of enthusiasm to the program.
- Parents and school staff can distribute materials.
- Look at the local section demographic report to find the number of younger chemists, women chemists, technical division members, and chemical technicians in the section. Ask them each to sponsor a community outreach portion of the event.

Evaluate cost.

- Reagents and equipment may be donated.
- Mailing 100 flyers or announcement letters will cost about \$70 for printing, postage, and envelopes. It is likely that you will send out more than one announcement. Some states and school systems have distribution centers that will deliver mail to each school.
- You may also want to give students a brochure or sheet describing additional safety-tested activities that they can do at home with their parents.
- An additional, but effective cost item, is a collection of gifts to leave with the teachers and students.
- Plan to distribute a gift to parents or school staff who help with the organization and presentation of the program.

Arrange publicity.

- Contact the local section public relations chair for assistance with the media.
- Invite the local press to your activities. The local media is always interested in community stories, especially those involving children. Always clear any media attendance with school officials first.
- Send an activity home with the students to share with their families. The take-home activity must be safe, easy to do, and informative. Provide the name, phone number, and email address of a local section member to contact for information.

8.2.1.3 Timeline for school events

Here is a general timeline for planning your community outreach event at schools. You'll probably adjust this timeline to accommodate the scope of your event, volunteer schedules or school schedules. For timelines specific to NCW, Chemagination and Chemists Celebrate Earth Day, see the appendices.

6-7 months before the event(s)

- Develop an operational plan.
- Identify school sites.
- Appoint a coordination team, presentation team, and safety consultant.
- Establish a relationship with school officials and area science supervisors.

5-6 months before the event(s)

- Contact targeted teachers and school administrators.
- Introduce the local section and community outreach philosophy.
- Offer to include a presentation in teachers' lesson plans for the year.

3-4 months before the event(s).

- Invite teachers and administrators to fun local section activities.
- Order materials from the Office of Community Activities.

2 months before the event(s)

- Visit the school, teacher, and classroom site.
- Obtain permission from the school to invite media to the activity.
- Order additional materials from the Office of Community Activities.
- Prepare handouts for teachers and students.
- Make a list of all materials and supplies needed for demonstrations and hands-on activities.
- Review the [Safety Guidelines](#).
- Secure an ACS Certificate of Insurance for activities in school whenever necessary. The ACS Treasurer's Office requests 30 days to comply with your request. (see [Appendix 6: Liability Insurance](#) for details).

The month of the event(s)

- Conduct the event(s).
- Send thank you notes to teachers and administrators.
- Document events with interesting photographs and send copies to the Office of Community Activities.
- Report back to the Office of Community Activities.

8.2.2 Public Venues

The two most popular public venues for community outreach events are science museums and shopping malls. Successful events have also been held at libraries, art museums, convention centers, parks, professional sports facilities, children's museums, aquariums, zoos, planetariums, botanical gardens, airports, and county fairs.

At public venues, your audience will be people of all ages and backgrounds. The events you present must be interesting and brief. The public venue gives the chemist an opportunity to teach chemistry in a fast, light-hearted fashion. The sound of people having fun is a perfect way to draw others to your events. Make absolutely certain that your shows are SAFE. Ask the PR Chair to invite the media, and prepare take-home packets of information and materials.

8.2.2.1 Suggested public venue activities

8.2.2.1.1 Malls and shopping centers

- Conduct hands-on activities during National Chemistry Week (NCW) and Earth Day using materials provided by the Office of Community Activities (chemistry.org/oca).
- Use holiday themes such as "The Chemistry of Christmas." Have the audience make red and green slime, or feature the chemistry of red and green candle making. The chemistry of holiday smells and flavors is also a premier holiday subject.
- Sponsor a "Chemistry Day" at a mall and feature demonstrations and tables of hands-on activities. Extend the impact of the event by displaying photographs of the activities in the mall stores.

8.2.2.1.2 Science museums and libraries

- Combine chemistry and theater to produce plays such as *Madame Curie: First Woman of Science*.
- Work with your public relations chair to bring media to the events.
- Carry out activities having themes that match up with a current exhibit or display.
- Try "Kool-Aid Tie Dye" at a children's museum, and distribute a handout explaining dye chemistry.
- Hold a "Discovery Day at the Museum." Include hands-on activities demonstrating your community outreach theme. Ask local industries to provide volunteers who will present activities related to their work.
- Arrange a planetarium show that features computerized models of DNA, proteins, and many other molecules. The audience can "fly" through the molecules as the molecules rotate in space.
- Allow time for students to view the museum exhibits as well as participate in the event itself.
- Invite you local libraries to sign up with the Chemists in the Library program through the Office of Community Activities (chemistry.org/oca).

8.2.2.1.3 Nontraditional settings

- Create educational placemats that feature information highlighting the importance of chemistry in everyday life. Negotiate for an area restaurants use the place mats during your community outreach campaign.
- Set up an exhibit table at a local airport to support your community outreach theme. Introduce travelers from all over the world to the program and distribute theme-based products.
- Ask a local company that has offices in a tall building to have NCW proclaimed in lights atop the building for several evenings during NCW.
- Present an evening of chemistry demonstrations done entirely to music.
- Arrange to have an open house at a company whose products hold specific interest to the public such as personal care, cleaning, or foods.
- Have a poster contest for students. Arrange for the previous year's winning poster to be displayed on buses or in the metro during the month.
- If your area has a professional sports team, ask to display a specially created periodic table in an area that would be highly visible to game attendees.
- Invite forensic chemists from the police crime lab to demonstrate crime-solving techniques, such as fingerprinting, to students.
- Visit a retirement community or nursery school and bring hands-on activities and demonstrations.
- Arrange with a hospital that has a focus on children to allow patients to view demonstrations in person or

through a closed circuit television show. Demonstrate how to make “superballs”, and explain why sodium polyacrylate makes diapers so absorbent. If the hospital’s system allows, invite viewers to call in questions.

- Invite Girl and Boy Scouts to take part in a day’s worth of chemistry discussion, demonstration, and experimentation. Offer NCW patches for events during National Chemistry Week.
- Hold a conference focused on stimulating girls’ interest in careers in science.
- Hold a parade as the finale to your community outreach celebration. Ask volunteers and student affiliates to wear chemistry oriented T-shirts or carry banners decorated with information about the elements.
- Target visits to special facilities such as drug and alcohol rehabilitation centers for teens. Include information about careers in chemistry and involve the residents in hands-on activities.
- Sponsor a “Chemistry Magic Show” at a children’s home.
- Hold a radio trivia contest.
- Select a venue with appeal to adults such as a wine store or exercise facility and set up information about the chemistry involved in the activities at the facility.

8.2.2.2 Planning for public events

Make contact early.

- Malls, libraries, and museums generally book events many months in advance. In some cases, these locations and events are booked up to a year in advance.
- Make these contacts as early as possible, at least four (4) months in advance.

Identify a primary contact at your site.

- Visit the contact in person and give him or her an overview of the event plan. This will build an interest and enthusiasm that may not come from a phone call or an email.
- For libraries and museums, contact the head librarian or curator. Museums and libraries generally plan their program calendars a year in advance.
- For shopping centers, contact the mall manager or the leader of the merchants association. Once permission is given to conduct a program in a mall, make contacts with individual merchants for support or collaborative ideas.
- Visit the location to see if it meets all of your needs. Think about the size of the room or area you need for tables and booths.
- Use the recommendations in the [Safety Guidelines](#) to evaluate the venue.
- Locate the nearest source of running water and sinks for disposal.
- Find out if the facility will provide adequate tables, chairs, trash barrels, and other materials. If the parking lot is far from the event area, arrange for hand trucks to be available for transporting supplies.
- Find out when the facility will be open and available for you so that you will have adequate set-up and take-down time.
- Check on fire extinguishers, smoke detectors, escape routes, air ventilation, and local fire regulations.

Ensure sufficient planning time.

- Because of strong competition for space, a long lead-time and perseverance may be required to convince the managers of malls to agree to your proposals. Some malls must be reserved a year in advance.
- Check with the local libraries about deadlines for publishing announcements in their public events program guide. Consider offering programs in the libraries for a variety of audiences — preschool children through senior citizens.

Consider coordinating with an activity already planned for the location.

- If the science museum features a special or popular exhibit, relate your community outreach event to the subject of that exhibit.
- Library staff may want to promote children's science books on a table near a community outreach activity.
- Consider seasonal tie-ins. Several local sections have emphasized local events such as notable football games or the holiday season during their events.
- Time your library visit to coincide with the release of a popular book or movie, like the Harry Potter series, that has a relationship to chemistry.

A public space may require a rental charge.

- Find out the amount of the charge, the items and services included, and the advance deposit required.
- Be flexible with the timing of your program and offer alternatives if the dates you request are not available.

Consider the expenses of the program.

- A public exhibition is likely to be more expensive than one in a school.
- Advertising may be another expense. Advertise in area newspapers and on radio and television stations. Some stations will donate public service announcements. Let the public know about the event. The purpose of the advertising is not to convince people to come to a shopping mall or museum just for your program. The purpose is to be sure that the people who are already going to the shopping mall or museum have heard about your event.
- Use professionally crafted signs to direct people to your exhibit area.

Investigate other funding sources.

- Local merchants may assume the extra cost of conducting a public display. It is an opportunity for them to make a favorable public impression by helping your local section do something to increase appreciation of science.
- Local businesses are more likely to support your efforts if you publicly acknowledge their contributions to the event.

Your section will reach more people if it conducts events in places where people have come for another reason.

- For example, you will probably reach a greater number and a wider cross-section of the public in shopping centers than in any other location.

Use giveaways to help draw a crowd.

- A take-away packet creates great publicity and will send more visitors your way.
- A bag of brightly colored Slime will encourage children to ask their parents to find your exhibit.
- Brochures, publications, buttons, stickers, balloons, and other items can also persuade visitors and their families to search out your exhibit.
- Relate any giveaway to the event theme so that it becomes part of the overall learning experience.
- "Clear" your giveaway plans with your location contact person. Some malls and museums will not allow a giveaway that they view as competition for a retail store, or one that causes litter or potential damage (e.g., shops may already sell helium balloons, or children may place stickers on mall property).

Find out if you need insurance coverage.

- A librarian, curator, or manager may require a certificate of insurance from your local section to relieve them of liability (see [Appendix 6: Liability Insurance](#) for more information).

Recruit sufficient volunteers.

- You will need additional help in making arrangements with the malls, libraries, and other public places.

Be aware of stereotypes.

- The diversity of your presenters should illustrate to the public that a wide variety of people are chemists.

Select activities that go together to present a coherent program.

- Identify a theme to entice involvement.

Arrange an attractive display.

- If you plan to use helium-filled balloons, check in advance to make certain the venue permits their use.

Identify a “person in charge.”

- This person monitors the interaction between the public and the presenters, and is available to moderate conflicts if needed.

Be SAFE, SAFE, SAFE.

8.2.2.3 Timeline for public facilities events

Here is a general timeline for planning your community outreach event. You'll probably adjust this timeline to accommodate the scope of your event and volunteer schedules. For timelines specific to NCW, [Appendix 1: National Chemistry Week](#).

7-8 months before the event(s)

- Invite the local section Public Relations Chair to community outreach planning meetings.
- Develop an operational plan.
- Identify sites.
- Appoint site coordinators, presentation teams, and a safety consultant.

5-6 months before the event(s)

- Contact the head librarian at libraries, curator at museums, mall manager at shopping centers, and/or leader of the merchants association at a mall.
- Introduce the local section and community outreach philosophy.

3-4 months before the event(s)

- Invite contacts to fun local section activities.
- Plan demonstrations and/or activities.

2 months before the event(s)

- Order community outreach materials from the ACS Office of Community Activities.
- Prepare handouts and giveaways.
- Make a list of all materials and supplies needed for demonstrations and hands-on activities.
- Review [Safety Guidelines](#).
- Secure an ACS Certificate of Insurance for demonstrations in malls, museums, etc. The ACS Treasurer's Office requests 30 days to comply with your request. (see [Appendix 6: Liability Insurance](#) for details).

The month of the event(s)

- Conduct event(s).
- Send thank you notes and letters of recognition.
- Document events with interesting photographs and send copies to the Office of Community Activities.
- Report back to the Office of Community Activities.

8.3 Topic-Specific Activities

In general, it makes sense to build an event around a theme or specific topic. As an example, every year the ACS Office of Community Activities and the Committee on Community Activities (CCA) identify an overall theme for NCW. This theme is generally supported with an activity publication and articles in the *Journal of Chemical Education* and *ChemMatters*. Similar resources are available for Earth Day as part of the Chemists Celebrate Earth Day (CCED) program. Local sections may choose to use the designated theme or adopt one more pertinent to their resources or needs. Within individual events, a theme provides the opportunity to build and strengthen scientific concepts with the audience. Use your scientific knowledge to build a set of activities that link to the event-specific scientific theme. Following is a list of topics that have been used in community outreach events with activities relating to the event theme. Directions for most of these activities can be found in science activity books, such as *The Best of WonderScience*.

8.3.1 Polymers

- Construct models of monomers and then build polymer models.
- Test for starch (glucose polymer) with I_2 .
- Make “Silly Putty.”
- Make slime.
- Demonstrate a DNA model.
- Identify the “Top 6” most produced/most recycled polymers.
- Put a pencil through a zip-closing bag of water, with no leakage.
- Put a skewer through a balloon, without popping or deflating the balloon.

8.3.2 Color

- Mix primary colors to produce secondary colors.
- Do paper chromatography to separate the pigments in black ink.
- Show color-changing markers.
- Work with acid/base indicators.

8.3.3 Density

- Float an egg in salt water.
- Stack salt solutions of different densities (and different colors) in a clear straw.
- Compare equal masses of metal, wood, cotton, etc.
- Compare what happens to cans of diet and regular soda placed in a tub of water.

8.3.4 Kitchen Chemistry

- Make cheese.
- Test foods for starch with an I_2 solution.
- Make acid/base indicators from fruits and other foods.
- Use purple cabbage juice to decide if foods are acidic or basic.

8.3.5 Acids and Bases

- Test household products with pH or litmus paper.
- Make purple cabbage juice indicator.
- Make “indicators” from goldenrod paper.
- Make a baking soda and vinegar volcano.
- Discuss endo/exothermic reactions.
- Do a role-playing exercise to show how the ions rearrange in reaction.

8.3.6 Toys

- Make slime.
- Make goofy putty.
- Explain the “Dunking Duck.”
- Play with “Happy and Unhappy Balls.”
- Demonstrate “Memory Wire.”

8.4 Events with Government Officials

Public officials make decisions every day that affect your life and your community. Their decisions often require an understanding of science and technology. Therefore, improved communication between the world of government and the world of science and technology will lead to better decision-making and will benefit us all. There are, of course, many ways for you and your chemistry colleagues to become involved in government affairs. See the website of the ACS Office of Legislative and Government Affairs (OLGA) (chemistry.org/government) for more details. In addition to getting involved in particular public policy issues, you can use community outreach as an opportunity to acquaint your government officials with your local section members and begin to build a working relationship.

A second reason for involving government officials is that their participation in your community outreach celebration increases media and public perceptions about the importance of your outreach events.

Contact the government official.

- Call his or her office. Ask who handles the official’s appointments, and follow up with that contact.
- Identify yourself as a local section member. Explain that ACS is a scientific, educational, and professional society of individual chemical scientists and engineers from industry, academe, and government.
- Experience has shown that the person with whom you are speaking often will wrongly think you are an industry association lobbyist when you first mention ACS. If the number of members in your section is significant for your area, mention it; otherwise, mention the statewide number of members and any affiliations they may have.
- Indicate that you want to send an invitation to the official for your community outreach activities, but wanted to check first that the time slot on his or her schedule was not already filled. Keep in mind that when a legislature is in session, the legislators may be back in their districts only from Friday through Monday.
- Send (to the attention of the scheduler, if any) a letter of no more than one page inviting the official and mentioning the phone call. Mention that your activities are part of a nationwide event, if appropriate. Again identify ACS, the local section, and the number of local or statewide members. State that you will follow up with a call, and include a number where you may be reached. Discreetly note the benefits of participation, such as the media being invited and the occasion being an opportunity to highlight the official’s commitment to education. If possible, include press clippings from the year before.
- Call the official or scheduler about three days after the letter should have been received. Mention the letter; again identify the local section, and ask if he or she has had a chance to make a decision. Don’t be surprised if it takes repeated calls to get an answer. Persistence at this point pays off. Both you and the scheduler may breathe a sigh of relief when something is finally set up.
- Ask if the official would like to lead off the event. Provide venue directions to the official’s office, along with parking information and the exact length of time allotted for their talk. Ask for biographical information to use in introducing (and talking with) the official.
- Send copies of publicity to the official before and after the activity, with the official’s name highlighted. Send a thank you letter, including appreciation for the work of the official’s scheduler.

General principles regarding invitations

The higher an official's office, the more invitations he or she receives. The focus should be on invitations to state and federal officials. OLGA staff members can help to identify them and facilitate their attendance. These people may be very involved in and knowledgeable about issues that are of interest to the section, such as education or environmental protection. Chemical demonstrations, hands-on activities, and student presentations are more likely than lectures or tours to draw an official.

You greatly increase the likelihood of the official's participation if you involve someone that already has a relationship with the official's office. Examples are campaign volunteers, major contributors, lobbyists from local companies, and section members who may know the official through the chamber of commerce, religious organizations, or similar groups.

Proclamations from Government Officials for NCW

See [Appendix 5: Templates](#) for sample proclamations to be issued by government officials.

9 SAFETY GUIDELINES

These guidelines are based on the premise that all presenters care very much about the safety of their audiences and participants during demonstration shows and hands-on activities. Although these guidelines are primarily for the presenters of chemistry outreach programs, the responsibility for presenting safe chemistry programs falls on a much larger group of individuals. Local section leaders, community activity coordinators, volunteers, and even participants and their parents share the responsibility of ensuring safe environments for these programs and activities. The information presented in these guidelines will help in the selection and presentation of programs and activities to keep community activities safe.

For the purpose of these guidelines, a chemical is defined as any material used during the course of a demonstration or a hands-on activity. Material Safety Data Sheets (MSDS) should be available for all chemicals used in demonstrations and hands-on activities. Because these activities involve “doing science,” presenters and participants will be required to do what scientists do—wear appropriate personal protective equipment that includes, at a minimum, chemical splash (cover) goggles that conform to the American National Standard Institute (ANSI) Z87.1 standard, types G or H.

The guidelines presented here are divided into four sections, two for types of facilities and two for types of activities.

1. Guidelines for Presentations and Activities at Scientifically Equipped Facilities
2. Guidelines for Presentations and Activities at Non-scientifically Equipped Facilities
3. Guidelines for Hands-On Activities
4. Guidelines for Chemical Demonstrations (ACS Division of Chemical Education)

Follow all guidelines appropriate for both *site and type* of activity. For example, a hands-on activity at a shopping mall would need to follow both the guidelines from Section 2 and those from Section 3, always using the more stringent rules of the two guidelines.

If you observe any activity that puts the audience at risk, we encourage you to take action. If the situation is deemed immediately hazardous, take appropriate measures to stop the activity. If such action is taken, report the circumstances of the activity to the community activities coordinator and the local section executive committee. If you have concerns about other issues related to safety, address them to the presenter in a timely manner.

See the [Appendix 6: Liability Insurance](#) for a description of the Liability Insurance Coverage carried by ACS and instructions for how local sections may obtain a Certificate of Insurance.

9.1 Presentations and Activities at Scientifically Equipped Facilities

Scientifically equipped facilities include:

- science facilities at colleges, universities, secondary schools, and science museums;
- research and manufacturing facilities; and
- any other type of facility that has laboratories.

It is assumed that these facilities generally have:

- extensive emergency equipment, including fire extinguishers;
- chemical supplies;
- adequate ventilation and air circulation;
- disposal procedures for chemical waste; and
- rules concerning personal safety of visitors and employees during community activities.

1. Secure pre-approval for use of the facilities.

Secure pre-approval of all hands-on activities and demonstrations from the laboratory safety director or other management official. Make facility security/safety officers aware of the planned activity.

2. Prepare supplies in an appropriate area.

Carry out demonstration and activity preparations in an area designed for working with chemicals. Put controls in place to ensure that the types and quantities of chemicals brought into the area are appropriate and kept to a minimum. Make certain that all chemicals are appropriately labeled including appropriate safety hazard warnings. Make MSDS available for all chemicals in the activity area.

3. Pre-test demonstrations and activities.

Pre-test programs, if possible, in the area in which they are to be performed. The pre-testing will help identify potential safety hazards.

4. Carefully review activities that produce loud noises.

Consider moving these activities outside. If they are carried out inside, be certain to notify management and security. In all cases, alert the audience to expect a loud noise and to cover (protect) their ears.

5. Identify issues related to chemical waste.

Establish in advance the types of chemical waste that will be produced and the procedure for waste disposal. Be certain to follow the federal, state, and local regulations for waste disposal.

6. For demonstrations, provide adequate shielding for the audience and the demonstrator.

The safety of the audience is paramount. It must not be assumed that the members of the audience are protected by distance. Protection could be achieved by shielding the audience and by the demonstrator wearing chemical splash (cover) goggles (ANSI Z87.1) types G or H. Alternately, chemical splash (cover) goggles could be worn by all participants (demonstrator and audience). Have a goggle sanitation plan for goggles used by multiple persons. One possible method of sanitation is to immerse the goggles in diluted household laundry bleach (1 part bleach to 9 parts water), followed by thorough rinsing and drying. Know the location of the nearest eye wash fountain and safety shower and ensure in advance that the eyewash and safety shower are working properly. Discuss safety precautions with the audience as well as the locations of the nearest restrooms.

7. If the activity is hands-on, provide adequate personal protective equipment for the participants, the leader(s), and any assistants.

The safety of all persons involved is paramount. All participants, helpers, and presenters must wear eye protection in the form of chemical splash (cover) goggles (ANSI Z87.1) types G or H. Prepare and execute a goggle sanitation plan for goggles used by multiple persons. One possible method of sanitation is to immerse the goggles in diluted household laundry bleach (1 part bleach to 9 parts water), followed by thorough rinsing and drying. If the activity is likely to be messy, consider providing disposable laboratory aprons and gloves. If aprons are to be reused, be certain to label the front of the apron. Never reuse disposable gloves. Prior to the activity, discuss safety precautions with the audience as well as the locations of the nearest restrooms.

8. Perform programs in areas with adequate ventilation.

Make certain the facility being used for the activity or demonstration has adequate ventilation for the chemicals being used.

9. Make plans in advance for adequate crowd control.

Make advance plans and provide personnel to ensure that the audience size is maintained at a predetermined level for the activities. This includes control over the entrances to limit the number of persons admitted to the area. Make certain that the number of volunteers is appropriate for the activities and for the expected size of the audience. For hands-on activities, it is very important to control the number of persons having access to the area of the activity.

10. Plan exit routes.

Make certain that there is easy access to and exit from the area of the demonstration or activity. Include an explanation of exit procedures and have adequate personnel to supervise evacuation in case of an emergency. Be aware of all on-site fire regulations regarding audience size and emergency evacuations.

11. Do not allow consumption of food or drink in the demonstration/activity area.

12. Have spill kits available that are appropriate for the chemicals to be used.

13. Ensure that fire protection is readily available in the immediate area.

14. Distribute handouts complete with safety recommendations.

If the description of the activity is distributed, make sure that the procedure is well tested and details all safety related concerns. All ACS materials have undergone safety review and contain appropriate guidelines.

9.2 Presentations and Activities at Non-scientifically Equipped Facilities

Non-scientifically equipped facilities include

- elementary schools
- exhibit halls
- hospitals
- museums
- libraries
- senior citizen centers
- shopping malls
- sports facilities
- theaters

These facilities generally lack

- extensive emergency equipment, including fire extinguishers;
- chemical supplies;
- adequate ventilation and air circulation;
- disposal procedures for chemical waste; and
- rules concerning personal safety of visitors and employees during community activities.

1. Secure approval in writing for use of the facility from its management.

Make management fully aware of the specific demonstrations and activities that are planned, any inherent hazards, and the precautions being taken to mitigate those hazards. Make facility security/safety officers aware of the planned activity.

2. Inspect the facility to ensure its adequacy.

Make no assumptions about the facility that will be used. Prepare a checklist of items necessary for the activities to be carried out, including basics such as water and electricity. Keep in mind that non-scientific facilities have inadequate ventilation and air exchange compared with scientific facilities. Make certain an appropriate fire extinguisher is available in the immediate area even if you must supply one.

3. Be aware of audience size limitations set by local fire regulations. Fire regulations may also determine what materials can be brought into the facility.

4. Use care in selecting the demonstrations/activities to be done in this type of facility.

For example, avoid reactions that produce loud noises, flames, smoke, and fumes.

5. Pretest demonstrations and activities.

Because it may not be possible to pre-test the demonstrations and activities in the facility to be used, pre-test them with an age-appropriate helper in a similar area. During the pre-testing process, identify and correct potential safety problems. Pre-testing will also ensure that the planned activity produces the expected results.

6. Minimize on-site reagent preparation.

For example, pre-weigh samples in bottles to which water may be added on-site to prepare solutions. This eliminates the need to bring large quantities of solution to the facility.

7. Consider the time length of demonstrations and activities.

In a facility that has a large turnover of people, consider the use of brief demonstrations and activities. This is important for crowd control.

8. Do not take flammables or combustibles [as defined by the National Fire Protection Association (NFPA); www.nfpa.org] into a non-scientifically equipped facility.

9. Do not use flames of any type.

Caution must also be exercised when using hotplates. Never use a hotplate to heat flammable materials.

10. Carefully review activities that produce loud noises.

Consider moving these activities outside. If they are carried out inside, be certain to notify management and security. In all cases, alert the audience to expect a loud noise and to cover their ears.

11. Use plastic, non-breakable containers and supplies.

Keep use of glass to a minimum. Use glass only when necessary and with appropriate safety precautions.

12. Consider issues related to the transport of chemicals and removal of waste.

The transport of chemicals to the event site and removal of waste afterwards present potential problems, including legal problems, to those in charge of the programs.

- A. To minimize the potential problems associated with the transport of chemicals to the facility, give careful consideration to the planned activities and demonstrations. You should strongly consider developing demonstrations and activities that use chemicals that may be purchased at local stores such as hardware, grocery, and discount stores. Be aware that there could be potential problems associated with transporting these chemicals to the facility, although some of these chemicals (e.g., drain cleaner, muriatic acid) would not be appropriate for use in community activities. Make certain that all chemicals are appropriately labeled. Include any hazard and handling information. When practical, make MSDS available for all materials used.
- B. If possible, develop demonstrations and activities that “neutralize” the wastes that are produced. Depending on the nature of the liquid wastes, it may be possible to dispose of some or all of the wastes on-site through the sanitary sewage system, provided permission to do so has been obtained from local sewer/sanitation authorities. This must not be done unless you have previously secured management approval. If the waste is transported off-site, it is important to observe all federal, state, and local regulations governing such transport.
- C. Label all waste and dispose of it in accordance with EPA or equivalent local regulations.
- D. Follow the rule “if you take it in, you must take it out” as much as possible and always for any hazardous and potentially hazardous substances.

13. For demonstrations, provide adequate shielding for the audience and the demonstrator.

The safety of the audience is paramount. The audience must be kept a minimum distance from demonstrations; a minimum of five feet is recommended. It must not be assumed that the members of the audience are protected by distance. Protection could be achieved by shielding the audience and by the demonstrator wearing chemical splash (cover) goggles (ANSI Z87.1) types G or H. Alternately, chemical splash (cover) goggles could be worn by all participants (demonstrator and audience). Have a goggle sanitation plan for goggles used by multiple persons. One possible method of sanitation is to immerse the goggles in diluted household laundry bleach (1 part bleach to 9 parts water), followed by thorough rinsing and drying. Know the location of the nearest eye wash fountain and safety shower and ensure in advance that the eyewash and safety shower are working properly. Discuss safety precautions with the audience as well as the locations of the nearest restrooms.

14. If the activity is hands-on, provide adequate personal protective equipment for the participants, the leader(s), and any assistants.

The safety of all persons involved is paramount. All participants, helpers, and presenters must wear eye protection in the form of chemical splash (cover) goggles (ANSI Z87.1) types G or H. Prepare and execute a goggle sanitation plan for goggles used by multiple persons. One possible method of sanitation is to immerse the goggles in diluted household laundry bleach (1 part bleach to 9 parts water), followed by thorough rinsing and drying. If the activity is likely to be messy, consider providing disposable laboratory aprons and gloves. If aprons are to be reused, be certain to label the front of the apron. Never reuse disposable gloves. There should be a discussion with the audience of the safety precautions being taken as well as the locations of the nearest restrooms.

15. Make plans in advance for adequate crowd control.

Make advance plans and provide personnel to ensure that the audience size is maintained at a predetermined level for the activities. This includes control over the entrances to limit the number of persons admitted to the area. Make certain that the number of volunteers is appropriate for the activities and for the expected size of the audience. For hands-on activities, it is very important to control the number of persons having access to the area of the activity.

16. Plan exit routes.

Make certain that there is easy access to and exit from the area of the demonstration or activity. Include an explanation of exit procedures and have adequate personnel to supervise evacuation in case of an emergency. Be aware of all on-site fire regulations regarding audience size and emergency evacuations.

17. Do not allow consumption of food or drink in the demonstration/activity areas.

18. Have spill kits available that are appropriate for the chemicals to be used.

19. Distribute handouts complete with safety recommendations.

If the description of the activity is distributed, make sure that the procedure is well tested and details all safety related concerns. All ACS materials have undergone safety review and contain appropriate guidelines.

9.3 Guidelines for Hands-on Activities

When hands-on activities are planned, regardless of the location, certain precautions must be taken to protect the participants and those directing and assisting with the activity. The protection is necessary regardless of the nature of the activity, even if the “safest of chemicals” are being used. These guidelines must be used in conjunction with one of the two facility guidelines.

1. Pre-test all planned activities to ensure that they work and to identify and eliminate any safety problems.

2. Select chemicals that carry a minimum of risk for use in hands-on activities.

Keep in mind common allergies such as those to different varieties of nuts, latex, and sulfites.

3. Explain the procedures clearly to ensure that all participants understand and agree to follow the procedures before beginning the activity.

4. Make provisions to ensure that adequate experienced help is available to carefully oversee the experimenters carrying out the hands-on activities.

5. Supervise participants.

Do not allow unsupervised activity. Do not allow any extension of the planned activity unless approved by the presenters. Prior to starting any activity, discuss safety precautions with the audience as well as the locations of the nearest restrooms.

6. All participants, helpers, and presenters must wear appropriate personal protective equipment.

The safety of all persons involved is paramount. All participants, helpers, and presenters must wear eye protection in the form of chemical splash (cover) goggles (ANSI Z87.1) types G or H. Have a goggle sanitation plan for goggles used by multiple persons. One possible method of sanitation is to immerse the goggles in diluted household laundry bleach (1 part bleach to 9 parts water), followed by thorough rinsing and drying. If the activity is likely to be messy, consider providing disposable laboratory aprons and gloves. If aprons are to be reused, be certain to label the front of the apron. Never reuse disposable gloves.

7. Make all participants aware of all safety precautions.

Do not allow anyone to participate in any activity if they have missed procedural and safety instructions.

8. Exercise caution with flames.

Never use alcohol burners in any type of activity. It is inappropriate to use a flame in a non-scientific facility. If burners are used in a laboratory setting, make certain that the experimenters are old enough to understand the use and dangers involved. Be careful of loose-fitting clothing, and make certain that long hair is tied back or otherwise prevented from hanging down when using burners. Caution must also be exercised when using hotplates. Never use a hotplate to heat flammable materials.

9. Carefully control activities using the sense of smell.

Prepare in advance any activity that involves smelling any substances. Allow only safe, commercially available substances to be smelled. Additionally, these should be at minimal concentrations even if dilution is required. Teach participants about the dangers of smelling chemicals and instruct them in the proper technique—wafting a small amount of vapor from the container to the nose rather than placing the nose directly over the container. Use professional discretion in selecting substances for these types of activities being particularly aware of chemical sensitivities (allergies).

10. Do not perform activities that involve tasting.

This guideline is consistent with the earlier guideline that prohibits the consumption of food or drink in the demonstration areas. In keeping with standard, safe chemical practice, chemists do not taste substances used in their activities.

11. Instruct all participants to wash their hands immediately upon completion of the activity and before leaving the facility in which the activity takes place.

9.4 Guidelines for Chemical Demonstrations

When demonstrations are planned, regardless of the location, certain precautions must be taken to protect the presenters, participants, and audience. Protection is necessary regardless of the nature of the activity, even if the “safest of chemicals” are being used. It is recommended that highly hazardous, highly flammable, or carcinogenic substances, such as benzene, carbon tetrachloride, carbon disulfide, and formaldehyde, not be used in any demonstration activity.

These guidelines must be used in conjunction with one of the two facility guidelines.

Minimum Safety Guidelines for Chemical Demonstrations ACS Division of Chemical Education

Chemical Demonstrators Must:

1. Know the properties of the chemicals and the chemical reactions involved in all demonstrations presented.
2. Comply with all local rules and regulations.
3. Wear appropriate eye protection for all chemical demonstrations.
4. Warn members of the audience to cover their ears whenever a loud noise is anticipated.
5. Plan the demonstration so that harmful quantities of noxious gases (e.g., NO_2 , SO_2 , H_2S) do not enter the local air supply.
6. Provide safety shield protection wherever there is the slightest possibility that a container, its fragments or its contents could be propelled with sufficient force to cause personal injury.
7. Arrange to have a fire extinguisher at hand whenever the slightest possibility for fire exists.
8. Not taste or encourage spectators to taste any nonfood substance.
9. Not use demonstrations in which parts of the human body are placed in danger (such as placing dry ice in the mouth or dipping hands into liquid nitrogen).
10. Not use open containers of volatile, toxic substances (e.g., benzene, CCl_4 , CS_2 , formaldehyde) without adequate ventilation as provided by fume hoods.
11. Provide written procedure, hazard, and disposal information for each demonstration whenever the audience is encouraged to repeat the demonstration.
12. Arrange for appropriate waste containers for and subsequent disposal of materials harmful to the environment.

Revised 4/1/95

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10 FINDING FUNDING

The most important ingredients for successful community outreach programs are good ideas, proper planning, and enthusiastic volunteers. Many creative and successful community outreach events have been held for little or no out-of-pocket expense. However, many events involve a variety of expenses, from purchasing chemical reagents for making slime to distributing information to teachers, section members, and the media. If you want to raise additional funds from outside sources, this section will help you.

While you are looking for outside funds, remember that local contributors may be looking for activities just like yours to enhance their outreach to the local community. This section was designed to answer your questions about fund-raising and provide fund-raising strategies that may be useful in making your community outreach event a success. As described in the introduction, each community outreach event has a mission and vision that define its program — they need to be shared with those whom you ask for support.

10.1 Ideas for Outside Funding

- Check with companies that employ chemists and chemical engineers. Who are the major employers in your area? The ACS Office of Industry Member Programs can help you to identify companies in your area (800-227-5558, x4447 or 202-872-4447).
- Look to companies that provide goods and services to chemists and chemical engineers. For example, instrumentation and chemical supply companies might appreciate the publicity and goodwill of their key customers.
- Try companies and local foundations with a strong interest in science education or in improving the public understanding of science and technology. Some companies and local foundations have already established partnerships with local schools, museums, and libraries. If you can fit your event under the umbrella of an existing program, it might simplify and speed your request for funds.
- Be creative and consider companies with products or services that fit the community outreach theme—for example, if the theme is “Celebrating Chemistry and Art”, contact paint companies, supply companies, or art restoration and conservation companies.
- Don’t overlook universities and colleges. Does the college administration, the chemistry department, or a research institute have any funds for public outreach programs or for recruiting new students?
- Other organizations with similar missions (professional societies, museums, etc.) are also a good prospect for partnering.
- Individuals, too, may be interested in supporting a specific activity.

Remember that grants may come from a variety of places in a group’s budget. Be flexible in exploring the options within your targeted groups. Some companies funnel all grant requests through their foundation or community relations department. Some companies have established “Dollars for Doers” programs that make it easy for employees to request small grants for nonprofit organizations in which employees are involved. Some companies have established budgets that certain employee groups (e.g., an education committee, a technical forum, or a retiree association) can allocate for worthwhile projects. In other companies, department managers, laboratory directors, or plant managers will have the authority to award grants. In addition, many larger companies have programs to match contributions made by their employees to eligible associations and charities. ACS is a non-profit 501(c)3 organization. At universities and colleges, support might be available from a variety of places, including the dean’s office, the chemistry department, a research institute, or even a research grant that has a public education component.

Individuals might be eligible to apply for matching funds from their company’s matching gift program. Criteria for matching gift qualifications tend to vary from company to company. Always remind individual donors to check to see if the company they work for has matching funds available, and ask them to provide the company’s form if they do.

10.2 Companies Provide a Variety of Support Other than Financial

Sometimes called “in-kind support“, non-cash support is often easier to obtain than monetary support, and it can be just as useful. In a recent report from Independent Sector (*Resource Raising—The Role of Non-Cash Assistance in Corporate Philanthropy*), the authors write that “companies are establishing more focused goals and objectives for their giving and recognizing the usefulness of giving through coordinated approaches and packages that include products, services, employee volunteers, and other non-cash resources, as well as cash grants”.

To spark your creativity in finding in-kind support, see below for a list of types of products and services that you may find useful for your community outreach event.

10.2.1 Useful Services and Products for Your Community Outreach Event

Facilities and services

- plant and laboratory tours
- rental space
- dining and meeting facilities
- telecommunications services
- mailing services
- transportation services
- computer services

Public relations services

- printing and duplicating
- audiovisual and graphic arts services
- piggyback advertising
- public service advertising
- plant and laboratory tours
- newsletters and press releases
- media mailing lists and contacts

Products, supplies, and equipment

- chemicals and glassware
- surplus instruments, labware, and computers
- food
- mementos, souvenirs, and giveaway items

10.3 Elements of a Successful Cultivation Strategy and Proposal

Here are some basic guidelines that employees and volunteers can follow when approaching a corporation for a financial grant or in-kind contribution. *Keep in mind that it is important to begin your fund-raising efforts early.* In some organizations, a proposal for financial support will need to be approved by a committee or board that meets on a monthly or quarterly basis. In other organizations, the proposal may need to go through several layers of management for approval.

10.3.1 Cultivation Strategy

Do homework on the company’s priorities, corporate culture, giving practices, and other involvements.

Every company has its own philosophy and history of the types of projects it will support. Some companies are interested in science and math education; others support environmental education. Some companies want to work with certain partner schools; others work with museums or other organizations. Some companies support only organizations in which their employees are involved. When you find out about a company’s priorities, you can tailor your proposal to address its interests.

Use your contacts within the company.

Take full advantage of your company contacts. For example, identify the highest-ranking member of management who is a scientist or engineer and approach them for support and/or assistance in shepherding a request through the company.

Find out if the organization has a specific format or guidelines for a funding request.

Once you find out the appropriate procedure and guidelines for the organization you are approaching, you can tailor your proposal and anticipate their requests for additional information.

Follow up and report.

Maintain the relationship with the company. Be sure to call when you promise to call. Check in periodically if you haven't heard anything. Even if they decline, keep them in the loop, because next year is another opportunity.

10.3.2 Proposal Components

Develop a brief written proposal.

A written proposal will allow you to convey the information the prospective funder is seeking in order to make a funding decision. It will also help you to anticipate questions and concerns. Even if you are meeting face-to-face with someone, a written proposal is a good idea. Make it brief and straightforward and make sure to include specifically how the money will be used—e.g. “\$5,000 will provide sample science kits for 500 students at the NCW demonstration in the Cincinnati area.” In today's world, where everyone seems pressed for time, brevity is always appreciated.

See [Appendix 5: Templates](#) for a sample fund-raising request letter. Some companies may have specific forms or guidelines, and you can adapt this basic material to fit.

State clearly the benefits to the company, its employees, and the community.

Many benefits can be gained from corporate volunteerism and community involvement. Make your proposal benefits-oriented and stress the value the company will receive from their support. By explicitly stating these benefits and values, you will help the decision makers reach a favorable decision. They may be able to use these benefits to justify the decisions to their management.

State your expectation about the role of the company.

Be specific and clear about what you are asking from the company. A vague request for support will often receive a vague answer and a request for additional information.

Stress employee involvement, using specific examples and individuals.

If a company's employees are involved in your community outreach program, as organizers or volunteers, the chances of gaining support from that company are significantly better. Use specific names and examples whenever possible. Be sure to notify the employees whose names you are using; they can be your best references. If they are willing to make the request themselves or write a letter of support, make good use of these valuable inside contacts.

Mention the involvement of other groups and companies.

When a program has a broad base of support in the community, it is easier to get new participants. If a major employer is already working with your project, don't hesitate to use their name and clout to gain additional partners.

Stress that the program is implemented locally.

Show how the program will be implemented at the local level, stressing the involvement of local individuals, companies, and other organizations. Show how you have adapted a national program to meet the needs, interests, and special characteristics of your area.

State how you will recognize the companies and volunteers.

Study after study shows that recognition is one of the keys to successful volunteer and nonprofit programs. Recognition does not need to be elaborate. Be creative and look for opportunities to say “thank you”. Find out how the company would like to be recognized. Maybe it wants media attention. Maybe it wants its employees to know what it is doing. Maybe it wants to become more involved in other outreach and education activities.

10.3.3 Most Important: Communicate Regularly with the Donor

Regular communication is always appreciated and will help you build a good long-term relationship with a donor. Progress reports do not need to be elaborate, but they must accurately reflect accomplishments.

Keep good records. In volunteer programs, there can be frequent turnover in leadership. By keeping good written records of correspondence, gifts, and program details, you will make the job of the next coordinator much easier.

10.4 Okay, You Have the Gift. What Comes Next?

Spend the money as promised to the donor. Sound simple? Not always. Difficulties can arise from conflicting or changing priorities, budget shuffling, and so forth. Many donors are adaptable to changing needs, but they also like to be kept informed, which is part of maintaining a good donor relationship. Finally, send a thank you letter that states the use of the gift and how it contributed to your local section. Inform the ACS Office of Community Activities, so that the donor can be recognized on the appropriate program website.

10.5 Keep Records of Financial Grants and In-Kind Support

With financial grants, it is especially important to keep good records and to provide a letter acknowledging receipt of the grant. The IRS requires a receipt if the gift is \$250 or more (see [Appendix 5: Templates](#) for a sample statement letter).

If a donor makes a contribution but receives a benefit in exchange (a free dinner, free registration, etc.), then only the portion of the gift that is actually a gift is tax-deductible. A great deal has been written on gift substantiation. A source is the IRS and its charitable contributions publication (IRS Publication 526-Charitable Contributions).

An important point to remember with in-kind support is that recipients are not required by law to attempt to place a monetary value on a non-cash gift when preparing receipts or other documents for a donor company. Letters acknowledging and documenting a gift do not need to name a dollar figure but instead can include a description of the quantity and kinds of products and services provided. Responsibility for applying a dollar amount lies with the donor, not the recipient. However, the recipient must ensure that the applied dollar value accurately reflects fair market value.

11 PUBLIC RELATIONS

YOUR LOCAL SECTION, THE COMMUNITY AND THE MEDIA

11.1 Putting It Together Attractively!

When you complete a successful chemistry experiment, you communicate your results to interested colleagues in a published paper, internal memo, or seminar presentation. Effective communication of your results is part of the overall scientific process.

With any community outreach activity, it is important to communicate your results and message broadly. Your local section can have the most impact in reaching the public if you work effectively with the media. Community outreach activities offer the Society and your local section high visibility. These activities have proven popular with the general public, and have successfully generated positive media coverage.

As an example, news of National Chemistry Week activities in 2003 reached more than 30 million people via nearly 200 articles in publications such as the *Newark Star-Ledger* (circulation 473,000), *Orange County (Calif.) Register* (circulation 419,000), *Cincinnati Enquirer* (circulation 328,000), *Times-Picayune* of New Orleans (circulation 266,000), and *Grand Rapids (Mich.) Press* (circulation 221,000).

The goal of this chapter is to assist the Local Section Public Relations (LSPR) Chairs as they work with local media organizations. Local media is defined as weekly and daily newspapers, AM and FM radio stations, weekly and monthly magazines, Associated Press (AP) and United Press International (UPI) news wire services, and television stations, including major network affiliates and local cable access channels.

Attracting media coverage for your community outreach activity is a high priority and must be a component of your local section's public relations plan. ***The LSPR Chair should be a member of the event committee, and is responsible for pursuing media coverage of community outreach activities and all other section activities.*** (If your local section chair has not appointed a public relations chair, please encourage this appointment immediately. Training is available for the LSPR Chair through the ACS Office of Communications. For more information, contact 800-227-5558, x6274). Resources and media documents are available to your LSPR Chair and can be obtained from the ACS Office of Communications.

A crucial component of garnering media coverage of community outreach activities is to develop a strong working relationship with local media professionals — newspaper reporters and editors, radio news directors, and television planning and assignment editors, news directors and producers. The following subsections in this chapter provide guidelines for identifying these people and developing relationships. A suggested timeline for pursuing media coverage for a community outreach event is included. Each type of media has its own culture, jargon, and operating procedures; the LSPR Chair should review the details on working with newspaper, radio, and television. The last subsection provides a sample press release and fact sheet.

In addition to the background material provided in this chapter, the ACS Office of Communications may send additional information and material to the LSPR Chair for working with the media. For example, the LSPR Chair may be provided with generic radio promotional pieces, news releases highlighting specific community outreach activities, and information regarding children's activities. The LSPR Chair should be the repository for all media information.

11.2 What Is the Message?

Whenever you work with the media, it is important to have a clear, concise message(s). Keep your key message at the forefront of all contact with the media. An example of this follows:

National Chemistry Week (NCW) is the American Chemical Society's (ACS) annual opportunity to have an organized, united public outreach effort which highlights the contributions that chemistry and chemical professionals have made to the world. The NCW message is simple and straightforward: chemistry is all around us and is an important part of everyday life.

The NCW mission is to

- reach the public, particularly elementary and secondary school children, with positive messages about chemistry;
- make a positive change in the public's impression of chemistry;
- promote a mechanism for effectively mobilizing ACS local sections; and
- motivate the ACS membership through local section activities.

NCW is the Society's primary vehicle for promoting public awareness of the positive contributions of chemistry.

11.3 Developing a Media List

One way to ensure press coverage during your community outreach event is to develop a relationship with local media personalities. Compiling a media mailing list as soon as possible does this.

A media list is the LSPR Chair's guide to the media professionals in the local section's area. The list should contain their names, addresses, telephone and fax numbers, and email addresses. Information regarding the types of stories they cover and their deadlines should also be included.

Although this task may seem daunting, the information is accessible. The following steps should make the task easily achievable for the LSPR Chair.

Look in your phone book or search the Internet for the phone numbers of the daily and weekly newspapers, magazines, radio and television stations, and AP and UPI wire services in your area. Call and introduce yourself as a member of the American Chemical Society and ask for the name and title of the person to whom information should be sent regarding community activities. Also, review the websites for these organizations because some of this information may be readily available online.

When calling the news organizations, the following contacts are suggested: ask for the "city desk" for newspapers, the "managing editor's office" for magazines, and the "news director's office" for radio and television stations. Having made contact, determine whether there is a science reporter on the staff of the newspapers, magazines, or radio and television stations, and include them on your mailing list.

Local talk shows are excellent sources of media publicity. The radio and television talk shows should be on the public relations list, as well as the names of individuals responsible for bookings. It is important to determine their booking schedule and include this in the event's public relations plan. (For television, it is often eight to ten weeks; radio is generally three to five weeks.) The LSPR Chair should identify articulate members who would be good candidates for a talk show appearance. For this chapter, "articulate" is defined as the ability to convey ideas in lay language to the general public.

Other media relations sources are universities, chemical industries, and the Chambers of Commerce. Each of these organizations has public relations or media relations offices and mailing lists that they may be willing to share. The local public school districts within the local section's geographical boundaries are also excellent media sources. There is usually an office or an individual responsible for public relations. Many local section members are high school instructors and may be willing to assist with this contact. Every effort should be made to include the schools within the local section by placing an appropriate contact on your event media mailing list.

As a reminder, when speaking with newspaper reporters, be sure to inquire about lead times. It is important to be very specific about the section of the newspaper where you would like to see your event's information placed. For weekly inserts, the lead-time is at least three weeks prior to the event.

11.4 NCW Timeline for Working with the Media

It is never too early to begin developing relationships with your local media professionals. This timeline provides general guidelines to help you plan your media interactions related to NCW. Similar timelines can be generated for other events. The frequency of your media interactions should increase as your community outreach event approaches.

March, April, May

- Compile a media list.
- Establish relationships with media.

June, July

- Invite media to fun, summertime activities.
- Explain problems related to public's perception of chemistry and the understanding of chemistry to everyday life and enlist their support of NCW.
- Send an announcement to the media alerting them to the dates of NCW and events that are scheduled.
- Contact local radio stations and determine their interest in NCW radio promos.

August

- Mail an NCW news release to everyone on your media list.
- Identify activities planned for your community.
- Identify public officials or well-known personalities that are speaking at your events.
- Check the NCW website (chemistry.org/ncw) for the most recent information.

September

- Send another media mailing, highlighting specific information about the event. Don't forget to include time and location.
- Highlight visuals of special interest to television stations, especially activities with children.
- Contact planning editors for local television stations and send them a media release.
- Send radio promos to stations.

Three Weeks Prior to National Chemistry Week

- Send another media mailing.
- Follow up with planning editors for television stations. Make phone calls and re-send the information, if necessary. Ensure that you are on the planning books!

One Week Prior to National Chemistry Week

- Send another media mailing.
- Make phone calls to reporters on your list to assure them of story opportunities and your help.
- Deliver NCW radio promos to local radio stations.
- Contact the AP and UPI wire services in your city. Let them know what you have planned. Provide the name and phone number of a contact person. In most cities, the wire services have daybooks. These are daily listings of press conferences and other events of interest to the media. Most media subscribe to the

- daybooks, and a listing about your NCW activities will be a timely reminder to the media in your area.
- Follow up with planning editors at the television stations; if necessary, re-send media information. Also, make contact with the assignment editors at these stations and provide the same information to them.

11.4.1 The Day Before National Chemistry Week Activities

- Make a personal phone call to remind each of the media representatives in your area of the NCW event.
- Call the assignment editors at the television stations and remind them of the event. If they state that a reporter cannot attend, you should inquire about camera coverage. Advise that you will provide the crew with written information for the news.

11.4.2 At Each National Chemistry Week Event

- Be prepared to handle the media at your events. Have available extra copies of your news release. Set up a press center — tables, coffee, and telephones (optional). Make their jobs easy.
- Designate a media guide (a member of the LSPR Committee) to keep watch for media and guide them through your event.
- Take clear action photos and send with the release. If the media cannot attend, you will have this as another opportunity to make the news.
- Prepare a news release summarizing the NCW event, and **INCLUDE THE PHOTO!**
- **HAND-DELIVER** photos and news releases to the press.

As a reminder, ensure that all events have proper safety precautions incorporated into them. All photos taken at those events should also show that all safety precautions were followed.

11.5 How to Get Newspaper Coverage

11.5.1 News Releases

The **LSPR Chair** should follow these steps in their efforts to secure media coverage for community outreach events:

Prepare a news release or fact sheet (short article about an event that you write) and distribute to the reporters and editors on your media list. Your news releases and fact sheets should contain five critical pieces of specific detail about your community outreach activities. These are the venerable “Five Ws” of journalism: the “who, what, where, when, and why” of the event. Including the five Ws will give a reporter or editor enough information to evaluate the newsworthiness of your release. It is important to include a headline on your release or fact sheet.

As the LSPR Chair, your name and number must be on all news releases and fact sheets. Media announcements must be typewritten or computer printed, and they must be double-spaced.

Timing is important. First, mail your release to your newspaper contact. Second, fax it, and third email it. It is important to work within the newspaper’s time frame. Newspapers have different deadlines, and you need to find out what they are and organize yourself to adhere to them. You should check your media contact to determine how your contacts prefer receiving material from you.

As a reminder, you must have a media contact list. If you do not have one, now is the time to get started and prepare this list. If you do not know whom to contact at your newspapers, the suggestions below will be very helpful. Remember that all newspapers are not the same. Some have a lot of sections and editors; others have one editor who is responsible for everything.

You should check the newspaper’s masthead for the names and numbers of editors and reporters responsible for specific sections of the paper. Some mastheads will contain more information than others. Mastheads are the sections that provide information about the publication’s ownership, circulation, and staff, among other things. Many newspapers place the masthead in the editorial section, but that does not hold true for all publications. This information is also available on the newspaper’s website.

If you are unable to reach the editors listed below, you should ask for the “news room” or the “city desk” and ask whomever answers for assistance.

As a precaution, avoid calling when the editors and reporters are likely to be working “on deadline”. If it is a morning paper you are trying to contact, the best time to call is usually in the morning. The afternoon and evening hours are hectic as the writers and editors are trying to meet their deadlines. Most dailies in the United States are morning papers. Afternoon papers are just the opposite.

11.5.2 Who’s Who at the Newspaper?

City Editor — When you are not sure who should get your material, the city editor is a good person to ask. Explain what you have to offer, and the city editor should be able to tell you which section of the paper is most likely to be interested in your material.

Weekend Editor — If one of your community outreach events will be happening during the weekend and will be open to the public, you might be able to interest the weekend editor. Weekend sections can range from full feature pieces with pictures to brief calendar mentions of upcoming events.

Weekly Community Newspapers — In many cases with community weeklies, it will be sufficient to send your releases to the person listed as the editor.

11.6 How to Get Radio Coverage

11.6.1 Radio Formats

Unlike television and newspapers, radio stations function according to specific formats. A format is a style that determines the type of music and topics aired on a single station. Being familiar with stations' formats will enable you to determine which to approach with your message and the kind of audience you could potentially reach with that message. If a radio station conducts on-air interviews, the guest speakers and their topics must fit the station's particular format as well.

Some examples of formats are:

Middle of the Road — popular music with rock and country mixed in, an assortment of news and information programs, aimed to appeal to a broad audience

Rock — rock music, fast-paced news, aimed at a young audience

Urban Contemporary — rap, hip-hop music with soul and rhythm & blues, programmed mainly for a young urban audience

Country — country, country/western music, may have some news programming, aimed at a broad audience

Classical — classical music, some live performances, commentary, appealing to mature audience, includes news and public affairs programming

Talk — discussions with guests and audience members over the phone, appeals mostly to an adult audience

News — continuous newscasts with some features, aimed mostly to adult audiences, most are eager for community news

Other formats include Children's, Ethnic, Jazz, Religious, and Sports.

In most cities, there are a large number of radio stations; you may not be able to make follow-up calls to all of the stations in your local area after mailing your news release. It is worthwhile to do your homework and determine which radio stations will be most receptive to your call. For example, if your local section is presenting a lecture on significant historical events in chemistry as part of its activities, you should make sure that classical music stations are among those on your list to call.

You probably will not know the formats of all of the stations in your local area. However, daily newspapers will list radio stations that broadcast locally and the types of programming they air. This listing is often found near the TV guide section in the newspaper. Information on formats and radio stations in your area is also available on the Internet by using the search engine of your choice. Target stations that play to the demographics you are trying to reach.

11.6.2 Radio Vehicles

Now that you know about the different station formats, you should decide how to package or position your community outreach event and your key messages to fit the stations' needs and interests.

11.6.2.1 News

If you are pitching your community outreach topic or event as a news story, be sure to describe why it is appropriate for radio news. There are three criteria that will make your story newsworthy:

- It is new information for the listeners.
- It is timely information.
- It is about someone or something local.

Radio coverage can take on several forms: a report from a disc jockey broadcasting from the station; remote coverage by a reporter attending your event; or a taped interview with your spokesperson to be aired at a later date.

11.6.2.2 Public Service

Public service announcements (PSAs) are very short reports broadcast to listeners that send messages of public interest or have some educational value. PSAs are typically aired as 10-, 15-, 30-, or 60-second pieces. A PSA is designed to deliver a single message or idea in a short amount of time. It is a common vehicle of issuing community events information.

Some stations prefer to read PSAs on the air; others may air longer PSAs that contain information from your news release produced with music, sound effects, and voice-overs to suit the station's format. Still others may want to have you or someone from your local section come to the studio and read the PSA for a broadcast. One station may handle PSAs differently from the next. If you are pitching to a station, explain in very succinct terms why they should run your PSA. Tell them:

- why your event is of public interest and
- what and who from the community are participating.

If you are trying to get coverage for your event, the most important elements of your announcement — who, what, where, when, why — must appear at the very top of your release. If the person reading your release has to hunt for the information, he or she may not be willing to read the information thoroughly.

11.6.2.3 Community Calendars

Some PSAs are read on "Community Calendars"—segments that air once a week or more and highlight upcoming community events.

11.6.2.4 Public Affairs Shows

Unlike brief news reports or PSAs, public affairs shows are longer in format and may involve extensive interviews with a speaker(s). These shows air only once or twice a week, and the lead time required for booking a speaker is longer than that required of news. Some radio public affairs programs book as far as four to six weeks in advance.

Public affairs shows deal with topics and speakers that are of interest to their general audience. Subjects that involve education, health, local community concerns and issues — stories that really "hit home" — are popular topics for these shows. For this same reason, some public affairs shows also incorporate listener calls and questions to the speaker(s).

11.6.3 Who's Who at the Radio Station?

The following list describes the different roles people play at a radio station. You should remember that many local stations are small in size and limited in staff. Therefore, one individual at the station may wear more than one hat.

Reporter — Individual reporters usually have different beats at a station (for example, local education issues and schools are covered by one reporter while sports stories are covered by another). Keep in mind that when contacting a specific reporter, you should be familiar with the type of stories he or she will cover. The reporters you hear on the air narrating a story or conducting an interview may also be called the “host” or the “on-air talent”.

Producer — The producer is responsible for putting the pieces of a program or story together for the host or on-air talent. It is the producer’s job to identify speakers or experts for a story, get background information on a speaker or topic, and prepare the host for the interview. When you are pitching your story idea with a particular radio show in mind, the producer is your best first contact, especially if you don’t know anyone at the station. Oftentimes the producer of a particular show is also referred to as the “guest contact” for that show. The on-air talent will also produce his or her own show for smaller stations with limited staff. Therefore, before an actual interview takes place, one of the most important questions to ask is who will be conducting the interview.

News Director — The news director at a radio station is responsible for reviewing all the potential news stories for a day and deciding which stories are covered. The news director may also be the person reporting the news on the air. For stations with an all-news format, the news director is responsible for assigning individual stories to different reporters to cover. If you do not have a news contact at a radio station, call the general number for the station; ask to be connected to the newsroom, and request to speak to the news director.

Public Service Director — Most radio stations have a public service director. If you are interested in public service announcements for your community outreach activities, the public service director is the appropriate contact. The public service director may also be the person tasked with putting together the components of a regular community calendar. (See previous sections for more details on “Public Service” and “Community Calendars”.) If the radio station is small, the public service director may also be in charge of promotions or public affairs for the station.

Public Affairs Director — The duties of a public affairs director and a public service director may overlap at a radio station, and it is not uncommon for one person to handle responsibilities in both areas. Many public affairs shows require lengthier interviews than those conducted for news. A public affairs director’s lead time for booking interviews can be as long as six weeks (Refer to the section on “Public Affairs Shows” for more details).

11.7 How To Get Television Coverage

11.7.1 A Picture is Worth a Thousand Words

It is important to remember that television is a visual medium. On television, if there is a picture, it usually means that there is a story. When you call the TV station to pitch your idea, be prepared to tell them about the types of visual opportunities that will be available.

Chemistry demonstrations and hands-on activities can offer very compelling visual images for the television medium. Remember that some audiences are more likely to generate viewer interest. If your event will include 500 local elementary school children performing colorful, hands-on, kitchen chemistry activities, make sure that the station is aware of that fact. If appropriate, also inform them of opportunities to interview students during the activities.

Equally critical is advising the TV station exactly when those visual opportunities will occur — be as precise as you possibly can about the time.

11.7.2 Types of Television Coverage

11.7.2.1 News

The TV station's criterion for news is the same as radio stations. Your story must be new, timely, and of local interest.

News shows are broadcast at a variety of times during the day. Most TV stations offer morning news and early evening news prior to the network news. Many network affiliate stations (ABC, CBS, NBC) have a half hour of news at 11:00 p.m. Eastern Time zone. FOX network affiliate stations usually air a full hour of news starting at 10:00 p.m. Eastern Time zone. Some stations even produce a noontime news show.

Remember that TV coverage of your event will also depend on the time of day during which your event is held. If your morning activity is at 10:00 a.m., you might miss the noon newscast if your event is not covered live, but at least you are in the running for the evening news.

If a TV station has taped your event, ask the reporter when (or on which newscast) the piece will air. Many stations do not provide free tapes of stories they cover. Therefore, if you know the possible times that the story will air, you can set your VCR to record it or have someone else from your section responsible for video recording from home.

11.7.2.2 Public Affairs Shows

On TV, public affairs shows usually air once a week. Some public affairs shows take the form of talk shows that will not require visual opportunities. However, the topics and speakers for this type of show must be compelling enough to sustain a potentially lengthy interview. TV public affairs shows must feature items of interest to the local community. Some public affairs shows use stories currently in the news as a backboard for discussion among guest speakers.

These shows have fewer broadcasts, and booking guests on TV public affairs/talk shows can take place as long as three months in advance.

11.7.2.3 Morning Shows

Some TV stations produce morning shows that feature a mixture of news, public affairs, and feature stories. Because some of these shows can last more than an hour, producers and reporters have a lot of airtime to fill. It is important to explore the possibilities on morning shows.

11.7.2.4 Cable

Many local cable system providers produce shows oriented to their subscribers' interests. The provider produces the shows, and only those subscribing to the cable service will be able to view the shows. However, many of these programs have a strong local angle and may be very receptive to working with your local section for your community outreach activity.

11.7.3 Who's Who at the TV Station?

Reporter — The reporter sent to cover your event will probably not be the anchor person for the newscast. The person who's been assigned to cover your activity may not be someone you know and may not be the person with whom you have developed your working relationship over the telephone. A cameraman responsible for shooting the event will always accompany the reporter covering your event. Another name for the cameraman is the "photographer".

Producer — TV producers are responsible for putting together portions of a show, also referred to as "segments". Some producers are responsible for overseeing the production of an entire program. It is the producer who lines up guests, briefs hosts who will be interviewing guests, collects background information on speakers and topics, and does whatever else may be needed to complete a segment or show.

News Assignment Editor — If you do not have a contact at a TV station, the news assignment editor is a good person with whom to start. The assignment editor assesses all the potential news stories for any given day and distributes story assignments among the reporters.

Weekend News Assignment Editor — If your event is during the weekend, it is critical that you contact the news assignment editor for the weekday news and follow up with the weekend news assignment editor. He or she will be the person handling news story assignments at the station on the day of your event.

Public Affairs Director — Public affairs directors at TV stations are responsible for public affairs programming. The public affairs director may also be the person at the station who promotes the station's involvement with the community. If you are interested in having a TV station involved directly with your community outreach activity, the public affairs director is a good first contact.

11.7.4 What to Expect If the Camera Crews Show Up

11.7.4.1 Designate a Media Guide

If you have invited TV stations to cover the event, keep in mind that last-minute changes may prevent them from coming even if they verbally committed to covering the event. On the other hand, some stations may never return any of your calls but will send a reporter and photographer to cover the event without any warning.

It is important that there be a single person (preferably a member of the local section public relations committee) at the event who is responsible for keeping an eye out for media and guiding them through your event. The person should be able to walk the reporter through the activities, answer his or her questions, lead him or her to prime visual opportunities, and identify key spokespersons for the TV reporter to interview. Your media guide should be there to make the reporter's job easier.

11.7.4.2 Have Copies of the Press Release at Hand

Although you have already sent the news release to the TV station, be certain to have copies of your news release available. Make sure that your media guide has copies as well.

The reporter has probably received information about the event second- or third-hand from an assignment editor or producer at the station. You can make his or her job easier by having pertinent information available when he or she needs it.

11.7.4.3 Parking

TV reporters will always arrive at an event with a photographer or cameraman. This means that they will probably arrive in a station vehicle (e.g. van or SUV). Be certain that there is available parking for the camera crews. Your event may not be the hardest-hitting news story of the day; thus, ease of coverage may play an important part in a station's coverage decision.

11.7.4.4 Interview Space

Make sure that before camera crews arrive, you and your media guide have secured a good TV interview location. You may want to find an area with a bookcase, plant, or some other non-obtrusive background. The reporter may choose to conduct interviews in the middle of all the activity and noise, but if he or she needs a more secluded area, be prepared to provide one.

This designated spot might also be a good place to hang a banner or sign for your event, the ACS, or your local section. If your spokesperson is standing where the sign can be seen, chances are that it will make it on the air along with your spokesperson.

11.7.4.5 Spokesperson

Be certain that your designated spokesperson can be away from an activity if a reporter needs an interview. If your spokesperson is in the middle of a demonstration or a presentation, having a reporter and photographer wait for half an hour for an interview is not acceptable. A one-on-one interview during an event requires less than 10 minutes. Be prepared to have someone step in for your spokesperson in the event that he or she is occupied with some other activity when the reporter asks for an interview.

11.7.4.6 Photographer Only

At the very least, expect that a photographer will come to shoot the event. He or she may or may not be accompanied by a reporter. The photographer may briefly scan your event area, shoot some footage for visuals to use in the newscast, and then leave. The entire process can be completed in a matter of minutes.

This chapter was developed with the assistance of the American Chemical Society's Office of Communications. For more information, call 800-227-5558 x6274 or 202-872-6274.

12 APPENDICES

12.1 Appendix 1: National Chemistry Week (chemistry.org/new)

12.1.1 What is National Chemistry Week (NCW)?

NCW Mission

The mission of NCW is to:

- reach the public, particularly elementary and secondary school children, with positive messages about chemistry;
- make a positive change in the public's impression of chemistry;
- promote a mechanism for effectively mobilizing ACS local sections; and
- motivate the ACS membership participation through local section activities.

NCW Vision

NCW is ACS's primary vehicle for promoting public awareness of the positive contributions of chemistry.

NCW is one of the largest scientific outreach programs sponsored by the American Chemical Society. Local section members of ACS in countless venues have organized NCW events across the country. The ACS Office of Community Activities staff works with its advisory group, the Committee on Community Activities—a diverse group of ACS members—to develop products and designate an annual theme. Each local section of ACS names an NCW coordinator, who receives communications from the national office. Members of the local sections add creativity and limitless energy to the theme to bring NCW programming to their communities. Local sections team with schools, museums, libraries, chemical industries, local businesses, government officials, scouts, newspapers, and others to develop the local programming. The local programs are as varied as the ACS membership itself. NCW outreach events include contests, open houses, hands-on chemistry programs, and lectures.

Community outreach benefits everyone. The ACS members who plan, organize, and present events to their communities help the public learn more about chemistry. They forge partnerships that develop into long-term commitments to science education in their communities. Local section members celebrate the joys of chemistry as they bring successful events to their communities.

The ChemLuminary Awards for National Chemistry Week, a recognition program, is designed to identify local sections that produce top-quality community outreach programs. The numbers and categories of the awards vary from year to year and are defined by a Committee on Community Activities subcommittee.

12.1.2 The History of NCW?

- 1986** ACS President George Pimentel proposes a National Chemistry Day. "I urge that ACS pursue the concept of a 'National Chemistry Day.' Such a program could engage the ACS local sections, the nation's universities and colleges, and the chemical industry." *Chemical & Engineering News*, January 6, 1986.
- November 6, 1987** National Chemistry Day is first celebrated. NCW won the Public Relations Society of America's Silver Anvil Award for Excellence in Special Events and Observances.
- 1989** NCW (to be celebrated every other year) is born.
- 1993** The ACS Board of Directors makes NCW an annual event to be held the first full week (Sunday to Saturday) in November.
- 1997** NCW 10th Anniversary Celebration.
- 1998** NCW Endowment is established and approved as an ACS matching funds program.
- 1999** Year of the International Chemistry Celebration. Organizations and individuals from more than 50 countries participate in the yearlong celebration.
- 2000** American Society of Association Executives names the NCW program as a winner of the Award of Excellence in the 2000 Associations Advance America Awards program.
- 2000** ACS President Daryle H. Busch encourages continued support of NCW: "I want to issue a call to action for more activities in which constituents participate. Participatory activities engage audiences and create a sense of involvement, even ownership. ACS has a number of activities that engage target audiences such as children or the general public. The most notable of these is National Chemistry Week; a community-based program designed to enhance public awareness of the importance of chemistry to the quality of our daily lives. In 1999, all 188 local sections participated in NCW, carrying out events in venues ranging from football fields to hospitals to shopping malls. Tens of thousands of children and adults participated in activities that highlighted the importance of chemistry to their lives."—"Challenges in the New Millennium," *Chemical & Engineering News*, January 3, 2000.
- 2001** National Chemistry Week Task Force unanimously votes to change the date to the fourth week of October, beginning in 2002.
- December, 2003** The National Chemistry Week Task Force is officially designated an "Other Committee of the Board" and becomes the Committee on Community Activities.

12.1.3 NCW Statistics

27,400,000	Number of people reached through the media during the 2003 NCW campaign
75,000	Average number of people reached through the media per local section
10,000	Average number of volunteers who contributed time and energy to NCW
2181	Average number of individuals reached per section through direct contact
381	Volunteer hours contributed per local section during NCW
100	Percent of ACS local sections that have named an NCW coordinator since 1993
1	Number of ACS members it takes to produce a successful NCW program

12.1.4 NCW General Timeline

January, February

- Use the bimonthly roster as a source of volunteers. Recruit the NCW committee, and send the NCW Coordinator's name to the ACS Office of Community Activities.
- Brainstorm to generate ideas about potential events, the audience, and appropriate activities. Consider events that focus on the local section members as well as the traditional audience of students.
- List potential resources, including local section committees such as the Women Chemists Committee, the Younger Chemists Committee, Student Affiliates Chapters, Silver Circle, and Technician Affiliate Groups.

March, April

- Select and reserve sites—schools, malls, museums, libraries.
- Contact partner organizations to explore collaboration. Ask a representative from the organization to be part of your committee.
- Appoint coordinators for events, volunteer recruitment, public relations, activities, logistics, safety, and refreshments.
- Set up a communications system that all committee members can access.

May

- Solicit contributions, both financial and in-kind support, from companies, foundations, and other local organizations.
- Establish contacts with local media. Use your public relations coordinator.
- Contact teachers, school administrators (see sample letter in [Appendix](#)), head librarians, curators at museums, and managers at malls and shopping centers.
- Contact government officials for proclamations (see sample letters for your mayor, governor, and legislative delegation in [Appendix](#)).
- Select activities and demonstrations for the events.

June, July

- Invite contacts to fun summertime activities.
- Demonstrate the activities planned for NCW.
- Recruit and schedule volunteers.
- Secure an ACS Certificate of Insurance if required at your site (see [Appendix 6: Liability Insurance](#) for more information).
- Order materials from the ACS Office of Community Activities and collect supplies.
- Send notices inviting public affairs or public relations offices of local chemical companies to your events.
- Visit the NCW website for updates and information (chemistry.org/ncw).

August

- Mail an NCW news release to your media contacts.
- Contact participants to confirm dates, times, and duties.
- Visit sites of planned NCW activities.
- Order additional NCW materials from the ACS Office of Community Activities.
- Prepare handouts and giveaways.
- Visit the NCW website for the latest information (chemistry.org/ncw).

September

- Mail additional news releases and call TV, radio, and newspaper contacts.
- Finalize details for events.
- Double-check all safety arrangements.
- Visit the NCW website for the latest information (chemistry.org/ncw).

October

- Celebrate NCW!
- Document with photographs, sending copies to the ACS Office of Community Activities as soon as possible.
- Return form for *Chemical & Engineering News* article to the ACS Office of Community Activities and complete the NCW survey.

November

- Write NCW report for inclusion in local section annual report.
- Send thank you notes to all volunteers and those involved in the NCW programs.
- Provide abstracts for self-nominations for ChemLuminary Awards to local section Chair and Councilor.

12.1.5 NCW Timeline for School Events

March, April

- Develop an operational plan.
- Identify school sites.
- Appoint a coordination team, presentation team, and safety consultant.
- Establish a relationship with school officials and area science supervisors.

May, June

- Contact targeted teachers and school administrators.
- Introduce the local section and NCW philosophy.
- Offer to include a presentation in teachers' lesson plans for the year.
- Remind your school contacts to plan for an NCW poster contest in the fall.

July, August

- Invite teachers and administrators to fun local section activities.
- Order materials from the ACS Office of Community Activities.

September

- Visit the school, teacher, and classroom site.
- Obtain permission from the school to invite media to the activity and ask if the students have blanket photo release forms signed by parents at the beginning of the year or if one must be provided.
- Order additional materials from the ACS Office of Community Activities.
- Prepare handouts for teachers and students.
- Make a list of all materials and supplies needed for demonstrations and hands-on activities.
- Review the [Safety Guidelines](#).
- Secure an ACS Certificate of Insurance for activities in school, if necessary. The ACS Treasurer's Office requests 30 days to comply with your request. (see [Appendix 6: Liability Insurance](#) for more information).

October, November

- Conduct your NCW activities.
- Send thank you notes to teachers and administrators.
- Document with photographs, sending copies to the ACS Office of Community Activities as soon as possible. Report back to the ACS Office of Community Activities.

12.1.6 NCW Timeline for Public Venues

February, March

- Invite the local section PR Chair to NCW planning meetings.
- Develop an operational plan.
- Identify sites.
- Appoint site coordinators, presentation teams, and a safety consultant.

April, May

- Contact the head librarian at libraries, curator at museums, mall manager at shopping centers, and/or leader of the merchants association at a mall.
- Introduce the local section and NCW philosophy.

June, July

- Invite contacts to fun local section activities.
- Plan demonstrations and/or activities.

August, September

- Order NCW materials from the ACS Office of Community Activities.
- Prepare handouts and giveaways.
- Make a list of all materials and supplies needed for demonstrations and hands-on activities.
- Review [Safety Guidelines](#).
- Secure an ACS Certificate of Insurance for demonstrations in malls, museums, etc. (the ACS Treasurer's Office requests 30 days to comply with your request) (see [Appendix 6: Liability Insurance](#) for more information).

October, November

- Conduct your NCW activities.
- Send thank you notes and letters of recognition.
- Document with photographs, sending copies to the ACS Office of Community Activities as soon as possible.
- Report back to the Office of Community Activities by completing and returning the survey.

12.1.7 NCW Dates and Themes

Join ACS volunteers across the country and carry out the mission of NCW! Use this year's theme to reach out to the public, especially students, with messages about the important role chemistry plays in our lives. The following are the dates and themes for upcoming National Chemistry Weeks:

October 16-22, 2005

The Joy of Toys

October 22-28, 2006

Your Home—It's All Built on Chemistry

Please consult the NCW website for additional details (chemistry.org/ncw).

12.1.8 NCW Youth Activity Patch Guidelines

INTRODUCTION

1. The purpose of National Chemistry Week Activity Patch program is to encourage the participation of youth groups (Boy and Girl Scouts, 4-H Clubs, Campfire USA, YMCA, etc.) in ACS National Chemistry Week (NCW) activities at the local section level.
2. The participants of the program are the members of the various youth groups involved.
3. Every year, during the month of October, many ACS local sections sponsor activities in their communities to celebrate NCW. Youth groups can find out details about participating in these activities by contacting the NCW Coordinator in their area. Additionally, NCW Coordinators are encouraged to reach out to youth groups in their local areas to advise them of the availability of the NCW Youth Patch program.

To qualify for a patch, youth group members should complete one activity from two or more of the four YOUTH GROUP ACTIVITY CATEGORIES (A-D) listed below.

YOUTH GROUP ACTIVITY CATEGORIES:

Category A: Having Fun with National Chemistry Week

1. The youth group can sponsor a booth/table at an NCW event to present "hands-on" science activities.
2. The youth group can help promote NCW activities at an event by carrying signs advertising the event at a strategic location, e.g., at the entrance, or inside the lobby of a mall/museum to direct people to the right level/location within the building.
3. The group can participate in NCW by:
 - a. entering NCW contests,
 - b. attending local section activities,
 - c. exploring the ACS/NCW website (chemistry.org/ncw, chemistry.org/kids) and writing a short essay about a topic that they find interesting.

Category B: Learning about Careers in Chemistry

1. Group members can learn about careers in chemistry by writing an essay or drawing a poster that tells about, or depicts a famous chemist.
2. Local chemists can be invited to a group meeting to tell about what they do at work.

Category C: Learning about Chemistry

1. Youth groups can contact the NCW Coordinator in their ACS local section to arrange a tour of a local industrial site.
2. A college or university professor can be invited to attend a group meeting to discuss the chemistry behind things that people use every day.

Category D: Serving the Community

1. Youth group members can teach others about chemistry by:
 - a. preparing a presentation about a concept of chemistry to present to the group,
 - b. conducting hands-on activities for younger children, or elementary school classes.
2. Youth groups can:
 - a. clean up a local stream or roadway,
 - b. conduct a soap or food drive for a local food bank or charity.

12.2 Appendix 2: Chemagination (chemistry.org/chemagination)

12.2.1 Contest Overview

High school students are asked to *imagine* that they are living 25 years in the future and have been invited to write an article for *ChemMatters*, a magazine for high school students that focuses on the role of chemistry in everyday life. The subject of the article is: “Describe a recent breakthrough or innovation in chemistry (and/or its applications) that has improved the quality of people’s lives today.”

In addition to the article, students are asked to design a cover for the magazine.

The article must be written as if the student is living in the year 2030, looking back at innovations that have occurred since 2005.

- Alternative Energy Resources
- Environment
- Medicine/Health
- New Materials

Examples of areas where development is expected are: nanometer-scale systems, energy efficiency, pollution prevention, microfluidics, intelligent devices for sensing, proteomics, climate models, biopharmaceutical therapies, medical devices, and implants.

12.2.2 Rules

ARTICLES must:

- be written by a team of two or three students; each student may be on only one team.
- be no more than 1000 words (figure captions are not included in the limit).
- present the chemistry/scientific concepts/ideas/principles behind the innovation.
- describe the innovation and indicate how it has improved people’s lives.
- present a “history” of the changes that had to occur in 25 years to develop this innovation.
- include drawings, diagrams, illustrations and descriptions of the chemistry and any technology involved in all key aspects of the innovation.
- cite a minimum of three references (other than from the Web). A style guide for the references is found at chemistry.org/Chemagination.

PLEASE NOTE: Articles lacking the minimum number of citations in the proper format will be automatically disqualified from the contest.

- include a cover design for the magazine. The cover design can be an original computer graphic or a free-hand drawing.

DISPLAYS must:

- be less than 76 cm deep, 122 cm wide and 152 cm tall. (30” deep, 48” wide and 60” tall) (to sit on a table, much like at a science fair).
- include the cover of the magazine.
- be a visual representation of the article’s content with a minimum of text.
- include a list of references cited.

ATTENDANCE:

- At least one member of the team must attend the contest to present the display and interview with two or three judges to be eligible for prizes.

12.2.3 Prizes

- Winners are selected by the judges based on the two scores the students have received (one for article and one for interview).

- Prizes will vary in each location the contest is offered.

12.2.4 Key Dates

- One month prior: The "Intent to Participate Form" (one per school) is due to the contact appearing on the form.
- Two weeks prior: "Article Submission Form" and entries are due to the contact appearing on the form.
- Day of the event: The teams will bring their displays to the contest where interviews and judging will take place. Teachers, parents, and other students are also welcome!

12.2.5 Eligibility/Requirements

- All students must be enrolled in grades 9-12 at an accredited school or an accredited home school in the area.
- Each school may enter up to eight articles, two in each category, to compete in the area-wide Chemagination contest.
- Teams wishing to compete regionally or nationally where no local or regional competition was held are eligible to enter at the next level of competition available to them. Teams must compete at least once at an approved and registered contest in order to be eligible for the national competition.
- Students and their parents are responsible for transportation to and from the meeting site.
- Schools must notify the ACS entity running the contest in writing of their intent to participate in Chemagination at least one month prior to the contest date and remain in communication with the Chemagination Coordinator during the time leading up to the contest.
- All entries become the property of the ACS and will not be acknowledged or returned.
- The ACS, its agents and contractors, are not responsible for lost, late, misdirected, or postage-due entries.
- Acceptance of the prize constitutes consent to use the winners' names, likenesses, and entries for editorial, advertising, and publicity purposes. This includes publication of the articles, if selected, in an actual issue of *ChemMatters* magazine.
- Prizes are not transferable.
- Taxes, if any, are the sole responsibility of the winner.

12.2.6 Tie-In to National Standards

[TIE-IN TO NATIONAL STANDARDS](#) (*pdf*)

The grades 9-12 Content Standards of the [National Science Education Standards](#) support a multidisciplinary perspective and encourage teachers to provide opportunities for integrated/multidisciplinary approaches to science teaching. In particular, the History and Nature of Science Standards support the need of students to understand that "science reflects its history and is an ongoing, changing enterprise." Engaging students in this project will give them the opportunity to see that science is a human endeavor which incorporates the ability to ask questions, think critically and logically, make decisions based on data, and communicate scientific arguments.

12.3 Appendix 3: Chemists Celebrate Earth Day (chemistry.org/earthday)

12.3.1 Program Overview

For years, chemists have been promoting a better world through recyclable plastics, cleaner-burning fuels, phosphate-free detergents, environmental monitoring, and green chemistry initiatives. Now, through a joint effort between the Committee on Community Activities, the [Committee on Environmental Improvement](#), and the [Green Chemistry Institute](#), the [American Chemical Society](#) has joined the Earth Day celebration on April 22 (annually).

12.3.2 Chemists Celebrate Earth Day Mission

12.3.3 History of Earth Day

Earth Day was first officially recognized on April 22, 1970, as a way to demonstrate support for a healthy environment, raise awareness about environmental issues, and remind people that we all need to contribute to a sustainable planet.

Chemistry contributes to a sustainable Earth in two ways: first, by recognizing and quantifying environmental pollution, and second by developing safe and environmentally friendly materials and processes. Earth Day is an excellent time to educate our communities about the wonderful ways that chemistry is used to make our planet a better place.

Earth Day reminds us that all of our actions and choices impact the health of the planet, and Chemists Celebrate Earth Day is an opportunity to showcase the positive contributions that chemistry has made to our environment.

See the [Earth Day Network](#) for more general information about Earth Day.

12.3.4 Chemists Celebrate Earth Day Topics and Themes

Chemists Celebrate Earth Day is on April 22, annually.

The broad topics (plants, water, air, soil and recycling) will be recycled every five years.

2005 Theme: Air—Here, There, Everywhere!

2006 Theme: Dig It!

2007 (recycling)

2008 (plants)

2009 (water)

2010 (air)

NCW timelines in the previous section can be adjusted to reflect an April event and applied accordingly.

12.4 Appendix 4: Salutes to Excellence (chemistry.org/oca/salutes)

12.4.1 Program Overview

Salutes to Excellence is an award program that gives ACS members an opportunity to conduct an event within their communities that recognizes the positive impact on everyday life made by a practitioner of chemistry, a product of chemistry, or a place of importance in chemistry. A central part of the event is the presentation of a commemorative plaque, furnished by ACS Office of Community Activities (OCA), for the honoree(s) for the chemistry achievement being recognized.

Since the program was first unveiled in 2000 by OCA more than 300 honorees have received Salutes to Excellence recognition.

12.4.2 How To Plan a Salutes Presentation

1. Choose a candidate, be sure to get all necessary approvals from the site owner and your organization.
2. Next, submit a Salutes to Excellence Registration Form to the OCA. A commemorative plaque will be sent to you within four weeks of your presentation. The plaque is designed to frame your printed citation, which should identify the achievement and explain its significance.
3. Organize a planning group for your celebration. The committee may include as broad a representation of the community as you wish. Consider retired chemists who may be eager to share their experiences. The committee should include a representative of the organization or site being honored and the public relations chair or equivalent person from your local section, division, committee, or region.

12.4.3 Sample Salutes

The following list contains some examples of the types of events your community might host for presenting a Salutes to Excellence award.

- Plan a ceremony at the site for presentation of the commemorative plaque to an appropriate dignitary. The ceremony could include brief informative talks, perhaps with an exhibit, a tour, or a reception.
- Plan a breakfast, luncheon, or dinner with a featured speaker.
- Sponsor a discovery day at a science museum featuring career information.
- Arrange an exhibit at a public venue such as a shopping mall or a library with time allowed for presenting the plaque.
- Plan a ceremony during a state or countywide teachers meeting.
- Invite area educators to a special meeting highlighting chemical education.
- Other activities can be planned in conjunction with your event. For example, you might conduct a poster contest related to chemistry or feature hands-on activities as part of your local section or other monthly meetings. Whatever your event might be, involving community members in the celebration will create an effective outreach opportunity for promoting chemistry.

12.5 Appendix 5: Templates

Note: Templates are available as MS Word files in the Coordinator Resources section of the NCW website (chemistry.org/ncw).

12.5.1 Sample Letter of Introduction to School Administrator for NCW

date
[name]
[principal or other title]
[school]
[street address]
[city, state zip code]

Dear [Mr./Ms.] [name]:

National Chemistry Week (NCW), an outreach program of the American Chemical Society (ACS), will be celebrated nationwide (insert date). The program is designed to enhance the public's awareness of the contributions chemistry makes to society and our everyday lives. It provides an opportunity for ACS local sections (currently 189 sections throughout the U.S. and Puerto Rico), their volunteers, and local educators to unite yearly to promote chemistry. The [name of section] ACS Local Section invites you to join us in celebrating National Chemistry Week.

We are offering a [hands-on chemistry activities program, chemistry awareness program] to be presented at your school in [month]. We will be responsible for all materials for the event and will provide a complete teaching team. [optional: With your permission, we also will invite members of the media, the mayor, and/or the governor to visit the school.]

In a few days, I will call you to discuss the possibility of holding this event at your school and to provide details of the program's agenda. Please contact me at [telephone number] or [email address] if you have questions prior to my call. Of course, if this time of year is inconvenient for you and your students, we may be able to visit your school at a later date.

Sincerely,

[name]
National Chemistry Week Coordinator

12.5.2 Gubernatorial Proclamation for National Chemistry Week

WHEREAS, the science of chemistry gives us the power to understand and to use the elemental building blocks of all material things; and,

WHEREAS, the science of chemistry provides the fundamental understanding required to deal with many of society's needs, including several that determine our quality of life and our economic strength; and,

WHEREAS, chemists and chemical engineers use their powerful science in helping feed the world's population, tapping new energy sources, clothing and housing humanity, providing renewable substitutes for dwindling or scarce materials, improving health and conquering disease, strengthening our national security, and monitoring and protecting our environment; and,

WHEREAS, members of the [name of section] Local Section of the American Chemical Society, along with their nearly 200 sister sections in all 50 states, the District of Columbia, and Puerto Rico, have set aside [date], for a national celebration directing our attention to the myriad contributions of their science;

NOW THEREFORE, I, [name of governor], Governor of the State of [name of state] do hereby proclaim [date], as

CHEMISTRY WEEK

in the State of [name of state] with the hope that the chemists and chemical engineers of our state will rededicate themselves on this occasion to the service of all humanity.

Signature _____

Date _____

12.5.3 Mayoral Proclamation for National Chemistry Week

WHEREAS, through much of the history of our nation, the American people have depended on science and technology for prosperity and a brighter future; and

WHEREAS, the science of chemistry, perhaps more than any other body of knowledge, has helped us achieve our modern society; lightened difficult tasks; assured an abundance of food and energy; contributed to better health; and provided a myriad of new materials for housing, clothing, recreation, transportation, and other use on Earth, as well as in space exploration; and

WHEREAS, the [name of section] Local Section of the American Chemical Society, in order to create an awareness of the importance of chemistry in day-to-day life, has planned a local celebration for elementary and secondary school students and their families, including [list events]; and

WHEREAS, the members of the [name of section] Local Section wish to make a positive change in the public's impression of chemistry, calling attention to past, present, and future contributions of their science;

NOW THEREFORE, I, [name of mayor], Mayor of the City of [name of city], do hereby proclaim [date], as NATIONAL CHEMISTRY WEEK in the City of [name of city], urging all citizens to recognize the contributions of chemistry and to wish the chemists and chemical engineers of our community the best in their search for new knowledge that will benefit all people.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the City of [name of city] to be affixed this [day] day of [month], [year].

Signature _____

Date _____

12.5.4 Legislative Delegation Proclamation for National Chemistry Week

WHEREAS, [date], has been designated by the [Governor or Mayor] as NATIONAL CHEMISTRY WEEK in [name of state or city] in conjunction with the celebration of the American Chemical Society; and

WHEREAS, the American Chemical Society, founded in 1876, is a nonprofit scientific and educational organization of professional chemists and chemical engineers, whose membership is over 159,000, making it the largest scientific society in the world; and

WHEREAS, the American Chemical Society was chartered by Congress in 1937, and is devoted to the advancement of chemical science in the public interest; and

WHEREAS, the [name of section] Local Section of the American Chemical Society is celebrating this event through [list events]; and

WHEREAS, the objective of the [name of section] Local Section's celebration is to make the public more aware of chemistry's vital role in everyday life and in the nation's economy, now therefore

BE IT KNOWN, that the [name of state or municipality] Legislative Delegation enthusiastically sends its heartiest congratulations to the [name of section] Local Section of the American Chemical Society and proclaims [date] as Chemistry Week.

Signature _____

Date _____

12.5.5 Sample Fund-Raising Letter

[date]
[name]
[title]
[organization]
[address]

Dear [name]:

The [name of section] Local Section of the American Chemical Society (ACS) respectfully requests consideration for a grant from [name of company/organization] for \$[amount] to support the observance and celebration of National Chemistry Week (NCW) in our local community. NCW is the primary vehicle used by the ACS to promote public awareness of the positive contributions of chemistry.

The issues

Although the United States is considered a world leader in science, technology, and the education of scientists and engineers, the American Association for the Advancement of Science in its publication *Science for All Americans* states that most citizens are not scientifically literate. The lack of science knowledge helps to perpetuate negative images of chemistry and is the primary contributor to limited public understanding of the complex world in which we live. Moreover, people simply do not realize that chemistry and the chemical enterprise make enormous positive contributions to their everyday lives.

ACS is the world's largest scientific association, with a membership of more than 159,000 chemists, chemical engineers, and others in related professions. Its mission is to encourage in the broadest manner the advancement of the chemical enterprise and its practitioners through information dissemination, educational programs, and member and public services.

ACS response: National Chemistry Week

In 1987, NCW was created by ACS to reach the public, particularly elementary and secondary school children, with positive messages about chemistry; to make a positive change in the public's impression of chemistry; and to mobilize the ACS membership in public outreach activities. During NCW, thousands of chemists, chemical engineers, teachers, and students volunteer their time, energy, and expertise to bring engaging science-based programs and activities to their communities. These programs and activities have been held in venues as diverse as science museums, shopping malls, hospitals, libraries, classrooms, and chemical companies.

NCW is coordinated by ACS at its national headquarters and is implemented by member volunteers throughout the 189 local sections of ACS. The national office selects an annual theme and unifying event, produces materials, and offers suggestions for creating and conducting a successful community-based program. In the communities, volunteers present chemistry demonstrations, coordinate science-based hands-on activities, put together contests for children, conduct workshops, visit classrooms, and host open houses, among many other varied activities.

According to recent surveys, ACS members dedicated more than 49,000 volunteer hours celebrating NCW and engaging in community outreach. NCW has proven to be an excellent opportunity to gain media coverage for chemistry. Based on circulation figures, last year more than 50 million readers, television viewers, and radio listeners were exposed to positive messages about chemistry. Media highlights include articles in publications like *Chemical & Engineering News*, references placed by members of Congress in the *Congressional Record*, news coverage and features in local broadcasting markets, and radio shows in several markets. NCW has appeared in the syndicated children's feature "Mini-Page," and each year a Presidential Proclamation is issued in recognition of the special week.

ACS was recently chosen for the NCW program as one of 30 Award of Excellence winners by the Associations Advance America awards program, which is a national competition of the American Society of Association Executives. This awards program recognizes associations that propel the U.S. forward through innovative projects in education, skills training, standards-setting, business and social innovation, knowledge creation, citizenship, and community service.

Year [year] activities

[Input paragraph(s) or a list of planned activities. Describe the target audience and who will implement the activities. Also include a sentence on how contributors will be recognized in the local area (e.g., "Contributors will be listed in all printed materials, media-related announcements, on the website, and on banners displayed at public events.")]

This October, the national theme for NCW is "[Theme]". The science-based activities will focus on [topic] that have chemistry connections. The unifying event is [unifying event]. There will also be a poster contest for elementary middle and high school students. [sentence relating contest to theme] Our local section plans to participate in the unifying event and will host additional activities as well. Our plans include [list some events].

Benefits

Participation in NCW has proven to provide numerous benefits for the community, ACS members, and the chemical enterprise.

- NCW provides opportunities for ACS members and industry to interact with the communities where they live and work. This interaction is a stepping-stone to building public trust and confidence in the chemical enterprise.
- The positive community interaction helps ACS members increase personal confidence and sense of pride in their work, which results in greater appreciation for their science-of-choice and in increased motivation to perform their jobs.
- By actively working together to create a positive public perception of chemistry, ACS members and supporters help to build a more scientifically literate society that understands and appreciates the vital contributions of the chemical enterprise.
- Corporations and others with commitments to the local communities are able, through chemistry, to bond to the local people and their communities, instilling a positive influence in the community.

Financial need

A contribution to support the NCW program of the [name of section] Local Section will guarantee the continued growth and quality of this program and enable us to reach more people with the message that chemistry is everywhere. Toward this goal, we are seeking \$[amount] in support. (Attached is a projected budget.) [Develop and include a budget for planned and wished-for activities.]

ACS is a 501(c)(3) not-for-profit organization. Contributions to ACS are tax-deductible to the fullest extent of the law. Enclosed is a copy of the IRS designation letter for your files. [See [Sample Letter for Contributions of \\$ 250 or More to NCW](#)]

If you need further information about the local program, please contact [local area contact name and contact information]. If you need information about the national NCW program, contact Judith Jankowski at the ACS in the Office of Community Activities at 202-872-6078 or j_jankowski@acs.org.

Thank you for considering our request.

Sincerely,

[local section chair or appropriate person]

cc: Judith Jankowski
Mary Bet Dobson

12.5.6 Sample Letter for Contributions of \$250 or More to NCW

[date]
[name]
[title]
[organization]
[address]

Dear [recipient]:

On behalf of the American Chemical Society (ACS), thank you for the support from [name of individual, company, or foundation] to the [name of section] Local Section to support the National Chemistry Week (NCW) celebration. We received \$[amount] on [date].

NCW is the primary vehicle of ACS for promoting public awareness of the positive contributions of chemistry and is held annually in late October. During NCW, thousands of chemists, chemical engineers, teachers, and students across the country volunteer their time, energy, and expertise to bring engaging science-based programs and activities to their communities. The support from [name of individual, company, or foundation] will help the [name of section] Local Section reach out to the local community.

Please keep this letter as a receipt for your gift of [amount]. Contributions to ACS are tax-deductible. ACS is designated by the Internal Revenue Service (IRS) as a tax-exempt organization as defined in Section 501(c)(3) of the IRS code. No goods or services were provided in exchange for this charitable contribution to ACS.

Again, thank you for the contribution.

Sincerely,

[local section chair or appropriate person]

12.6 Appendix 6: Liability Insurance

A. COMPREHENSIVE BUSINESS POLICY—GENERAL LIABILITY

The American Chemical Society (ACS) maintains a Comprehensive Business Insurance Policy. One of the coverages included in this policy is General Liability, which protects ACS, Local Sections, and Divisions against liability claims arising from negligent acts by ACS or its agents that cause bodily injury or property damage.

This coverage is NOT an accident policy, which pays anyone who is injured regardless of how the injury was caused or who was at fault. It is a legal liability policy, which pays when the SOCIETY or *someone acting on its behalf* fails to exercise reasonable care. The resulting damage must stem from this negligence.

The limits of insurance for the Society's commercial general liability coverage are:

General Aggregate	\$3,000,000
Products—Completed Operations	\$1,000,000
Personal and Advertising Injury	\$1,000,000
Each Occurrence Limit	\$1,000,000
Fire Legal Liability (per occurrence)	\$50,000
Premises Medical (per person)	\$15,000

B. CERTIFICATES OF INSURANCE

A Certificate of Insurance is a document that provides evidence that ACS maintains a certain type of insurance coverage. It does not change the coverage in any way; it only provides proof of existing coverage.

When the ACS or one of its Local Sections or Divisions sponsors an event, the owner of the property or establishment where the event is being held may request a Certificate of Insurance. This request is often mentioned in the contract or agreement between the Society and the property owner.

If a Certificate of Insurance has been requested, a request form must be completed and submitted to the ACS Treasurer's Office at least 30 days prior to the event. This form can be faxed or mailed by contacting the Office of the Treasurer at 202-452-2125. The information typically required on the form is as follows:

- The event (name)
- Date and location
- Person to contact for further information with their telephone number and address
- Company or individual requesting the certificate, with their address and telephone number
- Has the requesting party asked to be a "named insured"?
- Has the requesting party specified minimum coverages?...types of coverage?...dollar amounts?

C. CLAIMS

Any incident that may result in a claim against the Society should be reported immediately to the ACS Treasurer's Office at 800-227-5558 x2125 or 202-452-2125. Additionally, a full report should be sent in writing to the following address:

American Chemical Society
Office of the Treasurer
1155 Sixteenth St., NW
Washington, DC 20036
fax 202-872-4604

The report should include the date and time of the incident; a comprehensive statement that details events immediately preceding and following the occurrence; and the names, addresses, and phone numbers of those present. Please contact the ACS Treasurer's Office for a form.

D. GENERAL INSURANCE REQUIREMENTS FOR OTHERS DOING BUSINESS WITH ACS

Just as ACS may be asked to provide proof that we maintain adequate insurance coverage, we must require the same type of proof of others. All independent contractors and service agents hired by ACS should provide a Certificate of Insurance indicating the following minimum coverage:

1. Comprehensive General Liability
\$1,000,000 Combined Single Limit Bodily Injury and Property Damage

Certificate must indicate that coverage is afforded for Completed Operations and/or Products Liability and Blanket Contractual and Personal Injury.

In addition, you should ask that ACS be added as Additional Insured and that ACS be indemnified for the independent contractor's negligent acts.

2. Comprehensive Automobile Liability
\$1,000,000 Combined Single Limit Bodily Injury and Property Damage

Certificate must indicate that coverage is afforded for all owned, non-owned, and hired automobiles.

3. Workers' Compensation
Certificate to show coverage in compliance with Workers' Compensation statutes

4. Employers' Liability (Stop-Gap Liability in Ohio)
\$500,000 each accident

5. Dishonesty Bond

If the Independent Contractor or Vendor handles ACS property or money, a Bond should be required in an amount sufficient to protect the Society's interest.

All certificates are to have a 30-day notice of cancellation in the Society's favor and, except for 3 and 4 above, name ACS as Additional Insured.

All requests for ACS to indemnify another party should be given to the Treasurer's Office for review prior to signing.

E. WORKERS' COMPENSATION

Local Sections or Divisions employing staff must provide their own workers' compensation and other insurance coverage as required by the state of operation.

F. CRIME (BOND) COVERAGE

Local Sections or Divisions must provide their own crime (bond) coverage.

G. DIRECTORS' AND OFFICERS' LIABILITY

Local Sections or Divisions must provide their own directors' and officers' liability coverage.

Any questions concerning the Society's insurance coverage should be directed to the Office of the Treasurer at 800-227-5558, x2125 or 202-452-2125.

H. REQUEST FOR CERTIFICATE OF INSURANCE

AMERICAN CHEMICAL SOCIETY REQUEST FOR CERTIFICATE OF INSURANCE

(Please print or type)

NAME OF EVENT _____

LOCATION _____

DATE(S) _____

ACS CONTACT (includes local sections and divisions) FOR FURTHER INFORMATION:

NAME: _____

NAME OF LOCAL SECTION OR DIVISION: _____

PHONE NUMBER(S): **Business** _____ **Fax** _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

ESTABLISHMENT (COMPANY OR INDIVIDUAL) REQUESTING A CERTIFICATE OF INSURANCE:
(This can be more than one company, for example: a current lease holder and owner of the property.)

NAME OF COMPANY: _____

ATTN: _____

PHONE NUMBER(S): **Business** _____ **Fax** _____

MAILING _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

HAS THE REQUESTING PARTY ASKED TO BE A "NAMED INSURED?" YES _____ NO _____

If "YES", specify the additional named insureds:

ADDITIONAL INFORMATION: Please attach a description (or brochure or flyer) of the event being held and any lease/contractual agreements related to this event. Questions? Contact Peggy Jones at (202) 452-2125.

Submit this form by fax to (202) 872-4604 or mail to:

American Chemical Society
Office of the Treasurer
1155 16th Street, NW
Washington, D.C. 20036

Appendix 7: Staff Contacts

HEADQUARTERS STAFF LISTING December 2004

To aid you in making direct contact with staff members in specific program areas, the following concise telephone listing may help. For assistance from the ACS Washington staff, dial 202-872 (or 452 when you see*) followed by the appropriate extension, or 800-227-5558. To reach staff via Internet, type the email address, or click on the link below.

Program	Contact	Phone Extension	Email
ACS OPERATOR		4600	
EDUCATION			
Director	Sylvia Ware	4388	s_ware@acs.org
Student Affiliates	LaTrease Garrison	6166	l_garrison@acs.org
<i>ChemMatters</i>	Kevin McCue	6164	k_mccue@acs.org
K-to-8 Science Office	James Kessler	6165	j_kessler@acs.org
Kids & Chemistry	Andrea Bennett	6249	a_bennett@acs.org
Project SEED	Cecilia Hernandez	6169	c_hernandez@acs.org
EXTERNAL AFFAIRS			
Director	David Schutt	4477	d_schutt@acs.org
Government Relations, Director	Brian Dougherty	4354	b_dougherty@acs.org
Communications, Director	Jane Shure	6245	j_shure@acs.org
Local Section, Public Relations	Judah Ginsberg	6274	j_ginsberg@acs.org
International Affairs, Director	Tamara Nameroff	4523	t_nameroff@acs.org
MEMBERSHIP			
Director	Denise Creech	6175	d_creech@acs.org
Member Outreach Programs, Director	Martha Lester	4085	m_lester@acs.org
Chemagination	Marisa Burgener	4458	m_burgener@acs.org
Community Activities	Judith Jankowski	6078	j_jankowski@acs.org
Technical Divisions	Alicia Harris	4619	a_harris@acs.org
Industry Member and Award Programs	Theresa Laranang-Mutlu	4447	t_l_mutlu@acs.org
Local Section Activities	Mark O'Brien	4611	m_obrien@acs.org
Local Section Annual Reports	Mark O'Brien	4611	m_obrien@acs.org
Chemists Celebrate Earth Day	Marisa Burgener	4458	m_burgener@acs.org
National Chemistry Week	Judith Jankowski	6078	j_jankowski@acs.org
Salutes to Excellence	Tiffany Williams	6097	t_williams@acs.org
Speaker Service	Deb McLaughlin	4613	d_mclaughlin@acs.org
Senior Chemists	Marisa Burgener	4458	m_burgener@acs.org
Diversity Programs	Edward Stoker	6240	e_stoker@acs.org
Peer Mentoring Program	Stephanie Allen	6262	s_allen@acs.org
Younger Chemists	Felicia Dixon	6022	f_dixon@acs.org
Women Chemists	Felicia Dixon	6022	f_dixon@acs.org
OFFICE OF THE TREASURER			
General Liability Insurance	Peggy Jones	*2125	p_jones@acs.org
Federal & State Taxes	Leila Hoen	6027	l_hoen@acs.org
Matching Gift Fund	Mary Bet Dobson	4094	m_dobson@acs.org