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Final Report

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U.S. Department
of Transportation
**National Highway
Traffic Safety
Administration**

Experimental Field Test of Proposed Anti-Dart-Out Training Programs

Volume 3 Program Staff Training Materials and Videotape/Film

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| 16. Abstract <p>This report (Volume 3 of three volumes) provides detailed descriptions of additional program materials suggested for use with the recommended version of a child pedestrian safety program. Volume 1 of this report describes the conduct and results of the evaluation of two alternate child pedestrian anti-dart-out training programs and provides recommendations concerning the more effective program. Volume 2 is a users guide for school systems implementing the program. Implementation guidelines and the full texts of the program guides specifying program content and conduct are provided.</p> <p>This volume contains additional materials and videotape/film scripts which have been recommended for use in the program. Training programs for the program coordinators and instructors are included, in addition to a program introductory videotape/film and videotape/film training vignettes for use in personnel training.</p> | | | | | |
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METRIC CONVERSION FACTORS

Approximate Conversions to Metric Measures

| Symbol | When You Know | Multiply by | To Find | Symbol |
|----------------------------|-------------------------|----------------------------|---------------------|-----------------|
| LENGTH | | | | |
| in | inches | *2.5 | centimeters | cm |
| ft | feet | 30 | centimeters | cm |
| yd | yards | 0.9 | meters | m |
| mi | miles | 1.6 | kilometers | km |
| AREA | | | | |
| in ² | square inches | 6.5 | square centimeters | cm ² |
| ft ² | square feet | 0.93 | square meters | m ² |
| yd ² | square yards | 0.8 | square meters | m ² |
| mi ² | square miles | 2.6 | square kilometers | km ² |
| | acres | 0.4 | hectares | ha |
| MASS (weight) | | | | |
| oz | ounces | 28 | grams | g |
| lb | pounds | 0.45 | kilograms | kg |
| | short tons (2000 lb) | 0.9 | tonnes | t |
| VOLUME | | | | |
| tsp | teaspoons | 5 | milliliters | ml |
| Tbsp | tablespoons | 15 | milliliters | ml |
| fl oz | fluid ounces | 30 | milliliters | ml |
| c | cups | 0.24 | liters | l |
| pt | pints | 0.47 | liters | l |
| qt | quarts | 0.95 | liters | l |
| gal | gallons | 3.8 | liters | l |
| ft ³ | cubic feet | 0.03 | cubic meters | m ³ |
| yd ³ | cubic yards | 0.76 | cubic meters | m ³ |
| TEMPERATURE (exact) | | | | |
| °F | Fahrenheit temperature | 5/9 (after subtracting 32) | Celsius temperature | °C |

* 1 in = 2.54 (exact). For other exact conversions and more detailed tables, see NBS Misc. Publ. 286, Units of Weights and Measures, Price \$2.25, SD Catalog No. C13.10.286.

Approximate Conversions from Metric Measures

| Symbol | When You Know | Multiply by | To Find | Symbol |
|----------------------------|-----------------------------------|-------------------|------------------------|-----------------|
| LENGTH | | | | |
| mm | millimeters | 0.04 | inches | in |
| cm | centimeters | 0.4 | inches | in |
| m | meters | 3.3 | feet | ft |
| m | meters | 1.1 | yards | yd |
| km | kilometers | 0.6 | miles | mi |
| AREA | | | | |
| cm ² | square centimeters | 0.16 | square inches | in ² |
| m ² | square meters | 1.2 | square yards | yd ² |
| km ² | square kilometers | 0.4 | square miles | mi ² |
| ha | hectares (10,000 m ²) | 2.5 | acres | |
| MASS (weight) | | | | |
| g | grams | 0.035 | ounces | oz |
| kg | kilograms | 2.2 | pounds | lb |
| t | tonnes (1000 kg) | 1.1 | short tons | |
| VOLUME | | | | |
| ml | milliliters | 0.03 | fluid ounces | fl oz |
| l | liters | 2.1 | pints | pt |
| l | liters | 1.06 | quarts | qt |
| l | liters | 0.26 | gallons | gal |
| m ³ | cubic meters | 36 | cubic feet | ft ³ |
| m ³ | cubic meters | 1.3 | cubic yards | yd ³ |
| TEMPERATURE (exact) | | | | |
| °C | Celsius temperature | 9/5 (then add 32) | Fahrenheit temperature | °F |

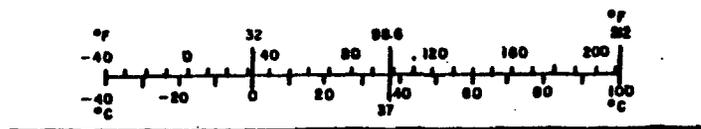


TABLE OF CONTENTS

| | Page |
|--|------|
| SECTION 1. INTRODUCTION | 1-1 |
| Background | 1-1 |
| Overview of Program Personnel | |
| Training Materials | 1-2 |
| Report Overview | 1-3 |
| SECTION 2. CURRICULUM MATERIALS FOR PROGRAM COORDINATOR TRAINING | 2-1 |
| SECTION 3. CURRICULUM AND MATERIALS FOR PROGRAM INSTRUCTOR TRAINING | 3-1 |
| SECTION 4. VIDEOTAPE/FILM SCRIPT "INTRODUCTION TO THE SAFE STREET CROSSING PROGRAM" | 4-1 |
| SECTION 5. VIDEOTAPE/FILM SCRIPT "TRAINING PROGRAM VIGNETTES" | 5-1 |

SECTION 1

INTRODUCTION

This report documents a project to field test and evaluate the Safe Street Crossing Training Program, a child pedestrian safety program designed to prevent dart-out type accidents among children in grades K-3. The project was performed under contract to the National Highway Traffic Safety Administration (NHTSA) within the U.S. Department of Transportation.

Volume 1 of this report describes the conduct of the project and provides the results and conclusions from program testing. It also provides recommendations concerning the effectiveness of two program alternates and recommendations for modification of the recommended alternate and its materials.

Volume 2 provides detailed descriptions of all training materials employed with the recommended program, including the texts of all program guides, and is designed to present complete program implementation guidelines. The materials, as presented in Volume 2, have been modified in accordance with the recommendations resulting from the field testing.

This volume, Volume 3, provides short courses for training the program coordinators and instructors. Lesson plans are provided, as are originals from which transparencies can be produced. The volume also contains a script for a recommended videotape/film which introduces the Safe Street Crossing Training Program and provides an overview of its major features. Also included is a videotape/film script of vignettes employed during the training courses for coordinators and instructors.

Background

Over one-half of all child pedestrian accidents are attributed to dart-out accidents. A dart-out occurs when the child enters the street at midblock, often from between parked cars. Often, he fails to search for or detect approaching traffic. In the past, parents and school programs have attempted to correct the child's behavior by impressing upon him that he should never enter the street midblock. However, it is becoming widely recognized that, in spite of intense negative feedback, children will enter the street while playing (i.e., to retrieve a ball, or run to a friend). This NHTSA-sponsored program uses a different approach to changing the children's behavior. Instead of merely telling the children what not to do, the program teaches the children how to cross the street safely under

all conditions through practice of the correct street-crossing procedures during play activities.

Materials were developed for two Anti-Dart-Out Training Programs that differed on only one major point. One program used pusharound car mock-ups pushed by the children to represent traffic; the other employed a large scale traffic-flow simulator with two rear projection screens. The programs were field tested in two different cities. Data on behavioral observations, teacher and student reactions, deviations in the conduct of the program, and accident rates were collected and analyzed. Presentation of the data and their method of collection are included in Volume 1 of this report. The end result of the field test effort was a set of recommendations for modifications to the program. The "pusharound car" version of the program was recommended as most effective and that program's materials were revised for inclusion in Volume 2. Volume 2 details all program modifications and additions, and serves as a user's manual for school systems preparing to implement the program.

Overview of Program Personnel Training Materials

Four additional materials were recommended for inclusion in the program; and are included in this volume. They are as follows:

1. Coordinators' Training Curriculum.
2. Instructors' Training Curriculum.
3. "Introduction to the Safe Street-Crossing Training Program" Videotape/Film.
4. "Training Program Vignettes" Videotape/Film.

Because of the importance of the coordinator in the overall success of the program, it was considered important to provide this person with formal training. The Coordinators' Training Course is a two-day curriculum designed to familiarize the coordinators with every aspect of the Safe Street-Crossing Training Program and its administration. The course follows the Coordinator's Guide and emphasizes both content and conduct of the program.

The instructors' training course is designed to familiarize the instructors with the conduct of the Safe Street-Crossing Training Program. This course should be presented by the coordinator shortly before the beginning of the school year during the initial year of the program, and can be used subsequently to train new or replacement instructors. The content of the course will differ slightly, depending upon the program administration option chosen. If a small group of specialists is to be trained (Option 1), the course can be more intense and provide numerous opportunities for practice and feedback. In this case, a two-day course

is preferable. If the "one teacher in each school" option (Option 2) is chosen, there may still be some opportunities for individual participation. However, if all the K-3 teachers are to be trained (Option 3), the group will be too large for any activity other than formal presentations. The course, in this case, would probably be limited to one day. This course will assure that all instructors are providing uniform and consistent instruction.

A research quality videotape "Introduction to the Safe-Street Crossing Training Program" was produced to introduce the program to users or potential users and to explain the program to concerned members of the general public. It may be used as both a selling tool and a means of gaining familiarity with the program. The audience for this film would include:

1. School system officials interested in performing the program.
2. Coordinators.
3. Principals.
4. Teachers/instructors.
5. Parent and community groups.
6. Members of the press.
7. Law enforcement and/or city officials.

The videotape is approximately 20-minutes long and is designed to provide content of interest to all these groups and is used as part of the program coordinators' and instructors' training course.. The videotape explains the necessity for and the methods employed by the program. As of the date of this publication, "Introduction to the Safe-Street Crossing Training Program" has not been professionally produced as a 16mm film and is not available for general distribution.

Research quality training program vignettes were also produced on videotape. The vignettes are used during coordinators' and instructors' training to provide visual examples of various components of the program. These vignettes must also be professionally produced as 16mm film prior to distribution.

Report Overview

The full training course package for program coordinators and instructors is contained in this volume. Section 2 contains the Coordinators' Training Curriculum and Section 3 contains the Instructors' Training Curriculum. In addition to detailed lesson plans, reproducible copies of overhead slides and self-test quizzes are provided at the end of each unit. The training materials may be reproduced in their entirety to provide

independent instructional material. Therefore, the pagination is consistent within each guide rather than conforming to the report pagination.

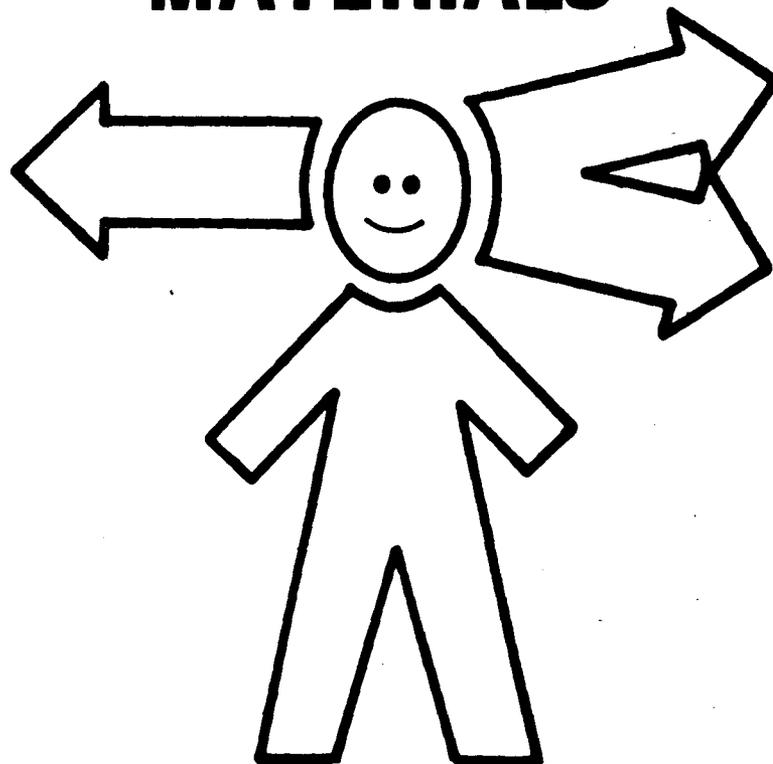
Scripts for the "Introduction to the Safe-Street Crossing Training Program" and training vignettes are provided in Sections 4 and 5, respectively.

SECTION 2

CURRICULUM AND MATERIALS FOR
PROGRAM COORDINATOR TRAINING

**SAFE STREET
CROSSING
TRAINING
PROGRAM**

**PROGRAM
COORDINATOR
TRAINING
MATERIALS**



U. S. DEPARTMENT OF TRANSPORTATION
Contract No. DOT-HS-4-00955

TABLE OF CONTENTS

| | Page |
|--|------|
| INTRODUCTION | 1 |
| AGENDA | 3 |
| PRE-COURSE ACTIVITIES | 4 |
| Use of the Lesson Plans | 4 |
| Use of the Guides | 4 |
| Equipment | 5 |
| Jaywalking Ordinances | 5 |
| INSTRUCTOR'S LESSON PLANS | 6 |
| Unit 1: Introduction | 6 |
| Unit 2: Overview of Initial Training | 11 |
| Unit 3: Conduct of Initial Training Sessions | 23 |
| Unit 4: Conduct of Refresher Training and Follow-on Sessions | 33 |
| Unit 5: Program Administration Options | 51 |
| Unit 6: Preparing and Assisting the Principals | 63 |
| Unit 7: Training and Supervision of Instructors | 71 |
| Unit 8: Obtaining and Distributing Program Materials | 80 |
| Unit 9: Making Arrangements for Outdoor Sessions | 88 |
| Unit 10: The Coordinator's Role as Spokesperson for the Program | 97 |

INTRODUCTION

The National Highway Traffic Safety Administration (NHTSA), within the U.S. Department of Transportation, has developed a child pedestrian safety training program. This program entitled "The Safe Street-Crossing Training Program" is implemented in school systems, and is designed to prevent dart-out type accidents among 5-9 year olds, i.e., Kindergarten through third-graders. The program development and program materials are described elsewhere.¹

The program coordinator within a school system plays a critical role in assuring the success of the program. In recognition of this fact, this manual was developed to provide a curriculum for training the program coordinator. This manual is part of a training course package which also contains two videotapes:

1. An "Introduction to the Safe Street-Crossing Training Program."
2. Training vignettes for use with the Safe Street-Crossing Training Program Coordinators and Instructors Training.

In preparing for this two-day training course, this manual should be read after the Coordinator's, Principal's, and Instructor's Guides have been thoroughly reviewed:

- Coordinator's Guide details the duties and responsibilities of the program coordinator. It should be studied by the coordinators prior to program initiation and referred to in the course of program administration.
- Principal's Guide details the duties and responsibilities of the principals in program schools. Coordinators should be thoroughly familiar with the material in order to provide guidance and support to the principals.

¹Dueker, R. L. Experimental field test of proposed anti-dart-out training programs. Volume 1: Conduct and results. Volume 2: Implementation guidelines and program materials. Final Report. Valencia, PA: Applied Science Associates, Inc., December 1980. Volume 1 documents the conduct and results of the program field test. Volume 2 contains text and specifications for all program materials including Coordinator's Guide, Principal's Guide, and Instructor's Guide. The reader is assumed to have access to all of the materials described in Volume 2.

- Instructor's Guide details the program instructors' activities. It describes each program session, its objective, conduct, and content. Coordinators must have a complete knowledge of this guide to adequately train and supervise instructors, as well as to explain the program to others.

Five basic instructional methods are employed in the Coordinator's Training Course:

1. Lecture with overhead slides for projection.
2. Audiovisual aids, including the program introductory videotape, children's movie, and the training vignettes videotapes.
3. Hands-on practice of session conduct.
4. Discussion and question-and answer-periods.
5. Self-scored tests.

An overview of the course is provided in the suggested course agenda, shown on the following page. This agenda may be reproduced as desired and provided to potential coordinator trainees as part of course descriptive material.

AGENDA

COORDINATORS' TRAINING COURSE

Day One

| | |
|---------------|--|
| 8:00 - 9:50 | UNIT 1: INTRODUCTION |
| 9:50 - 10:00 | Break |
| 10:00 - 12:00 | UNIT 2: OVERVIEW OF INITIAL TRAINING |
| 12:00 - 1:00 | Lunch |
| 1:00 - 2:50 | UNIT 3: CONDUCT OF INITIAL TRAINING SESSIONS |
| 2:50 - 3:00 | Break |
| 3:00 - 5:00 | UNIT 4: CONDUCT OF REFRESHER TRAINING AND FOLLOW-ON SESSIONS |

Day Two

| | |
|---------------|---|
| 8:00 - 9:00 | UNIT 5: PROGRAM ADMINISTRATION OPTIONS |
| 9:00 - 10:20 | UNIT 6: PREPARING AND ASSISTING THE PRINCIPALS |
| 10:20 - 10:30 | Break |
| 10:30 - 12:00 | UNIT 7: TRAINING AND SUPERVISION OF INSTUCTORS |
| 12:00 - 1:00 | Lunch |
| 1:00 - 2:00 | UNIT 8: OBTAINING AND DISTRIBUTING PROGRAM MATERIALS |
| 2:00 - 2:50 | UNIT 9: MAKING ARRANGEMENTS FOR OUTDOOR SESSIONS |
| 2:50 - 3:00 | Break |
| 3:00 - 5:00 | UNIT 10: THE COORDINATOR'S ROLE AS SPOKESPERSON FOR THE PROGRAM |

PRE-COURSE ACTIVITIES

Use of the Lesson Plans

The Instructor's Lesson Plans contained in this manual outline the major content areas to be covered in training. The course is divided into ten units to be presented over a two-day period. Page one of each unit specifies the time allotted, the instructional methods to be used, the equipment required, and the terminal objectives (i.e., what the coordinators should be able to do at the end of the unit). The second and subsequent pages of each unit list the topics to be presented in logical sequence with suggestions for questions to be asked, examples to be used, etc. All references to audio-visual aids provided as part of the package appear in the "Supporting Materials" column at the extreme right. The appropriate pages in the Coordinator's Guide are referred to in the "CG Page" column at the extreme left.

Reproducible copies of overhead slides and self-test quizzes are provided at the end of each unit.² The Lesson Plans should be carefully studied prior to presentation of the course. The content outline is intended for use as a starting point, to be expanded to suit the instructor's individual style. The topics listed are not to be read verbatim to the group, but should instead serve as a basis for the instructor's lectures and/or discussions.

Use of the Guides

The course closely follows the Coordinator's Guide with the pages covered referenced for each topic. A number of topics covered in the Instructor's Guide and Principal's Guide are also included in the course. They are referenced when applicable.³

All participants should receive copies of the guides at least one week before the course, with a cover letter describing their use and requesting their review prior to course participation. Copies of the manuals should also be available at the beginning of the course for participants who may have neglected to bring their own.

²The quizzes and handouts included at the end of some units should be reproduced in sufficient numbers for distribution to the class.

³All three guides will be referred to in the course of instruction and each participant should have a copy of each handy for easy reference.

Equipment

The equipment needed for each unit is specified on page one of that unit. All equipment and audiovisual aids should be assembled in the meeting room prior to presentation of the course. The complete list of equipment and support materials required for the course is as follows:

- "Introduction to the Safe Street-Crossing Training Program" videotape.
- Videotape recorder, 3/4" cassette type.
- Monitor(s), one or more as necessary to permit comfortable viewing by the entire class.
- Cables and power cords for the monitor(s) and recorders.
- Overhead projector.
- Overheads (as provided at the end of each unit).
- Film "Don't Dart-Out."
- 16mm sound film projector.
- Screen.
- Training vignettes videotape.
- Several sets of program materials (school materials and class materials).

The instructor should become familiar with the set up and operation of all equipment prior to the start of the training.

Jaywalking Ordinances

As soon as the participating municipalities have been determined, contact should be made with law enforcement officials in these localities to obtain copies of their jaywalking ordinances. This information will be used in Unit 10. In addition a copy of Traffic Laws Annotated⁴, plus the most recent annual supplement to this volume, should be obtained for reference to pedestrian-related ordinances in the Uniform Vehicle Code.

⁴National Committee on Uniform Traffic Laws and Ordinances. Traffic Laws Annotated, Charlottesville, VA: The Michie Company, 1972. Annual supplements are available from the same source.

INSTRUCTOR'S LESSON PLAN

| | |
|--|--|
| UNIT NO. <u>1. Introduction</u> | TIME ALLOTTED: <u>Day One, 8:00-9:50 a.m.</u> |
| METHODS/MEDIA: Lecture/Videotape/Overheads/ Discussion | EQUIPMENT REQUIRED: Videotape, Videotape Recorder, Monitor, Overheads, Overhead Projector, Program Guides |

OBJECTIVE(S):**COORDINATORS WILL BE ABLE TO:**

1. Demonstrate an overall understanding of the reasons for the program and its goals.
2. Describe their importance to the program.
3. Demonstrate familiarity with content and purpose of the program as contained in the "Introduction to the Safe Street-Crossing Training Program" videotape.
4. Describe their general responsibilities for the program.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| 1-2 | <p>A. Introduction</p> <ol style="list-style-type: none"> 1. Identify course as training sessions for coordinators of NHTSA sponsored child pedestrian safety program. 2. Introduce personnel administering course. Describe background, experience, and connections with the program. 3. Ask each coordinator to state name, position, city, reasons for selection for this program, and other relevant background. <p>B. Administrative information.</p> <ol style="list-style-type: none"> 1. Make certain each coordinator has received a coordinator's, principal's and instructor's manual and is familiar with them. 2. Explain course agenda, meeting times, meal arrangements, breaks, restroom locations, etc. <p>C. Reasons for and Goals of the Program</p> <ol style="list-style-type: none"> 1. Explain the problem. <ol style="list-style-type: none"> a. The seriousness of dart-out type accidents and their resistance to change. b. The approaches taken in the past. | <p>Program Guides</p> |
| 2-4 | <ol style="list-style-type: none"> 2. Describe the program's approach to this problem. <ol style="list-style-type: none"> a. NHTSA program to train children to perform a behavior sequence whenever they enter the street. b. Stop, search, wait, and reinitiate. c. Stop, search, wait, and reinitiate. d. Continuing program--follow-on and refresher. 3. Discuss behavior change and accident reduction. | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| | <p>f. Act as liaison between the community (e.g., parents, parent groups, the media, police, public safety organizations) and the school system in matters concerning the program.</p> <p>g. Provide instructors with new follow-on activities and facilitate exchange of information among instructors</p> <p>3. Ask for questions. Explain that these topics will be discussed in depth in later units.</p> | |

COORDINATOR'S RESPONSIBILITIES

- **SCHEDULE THE CONDUCT OF THE PROGRAM IN THE INDIVIDUAL SCHOOLS.**
- **BRIEF THE PRINCIPALS CONCERNING THE PROGRAM, THEIR ROLES IN THE CONDUCT OF THE PROGRAM, AND THE ROLES OF THEIR TEACHERS.**
- **TRAIN THE INSTRUCTORS WHO WILL ADMINISTER THE PROGRAM.**
- **OBTAIN AND DISTRIBUTE PROGRAM MATERIALS.**
- **SUPERVISE INSTRUCTORS AND SPOT-CHECK THE CONDUCT OF PROGRAM ACTIVITIES IN INDIVIDUAL SCHOOLS.**
- **ACT AS LIAISON BETWEEN THE COMMUNITY (E. G., PARENTS, PARENT GROUPS, THE MEDIA, POLICE, PUBLIC SAFETY ORGANIZATIONS) AND THE SCHOOL SYSTEM IN MATTERS CONCERNING THE PROGRAM.**
- **PROVIDE INSTRUCTORS WITH NEW FOLLOW-ON ACTIVITIES AND FACILITATE EXCHANGE OF INFORMATION AMONG INSTRUCTORS.**

INSTRUCTOR'S LESSON PLAN

| | |
|--|---|
| UNIT NO. <u>2. Overview of Initial Training</u> | TIME ALLOTTED: <u>Day One, 10:00-12:00 a.m.</u> |
| METHODS/MEDIA: Lecture/Film/Overheads/Video-tape/Discussion/Hands-on Practice | EQUIPMENT REQUIRED: Film, Film Projector, Screen, Overheads, Overhead Projector, Videotape, Videotape Recorder, Monitor, Program Materials |

OBJECTIVE(S):

COORDINATORS WILL BE ABLE TO:

1. Demonstrate familiarity with the content and purpose of the children's safety film "Don't Dart-Out."
2. Perform the correct behavior sequence and critique others.
3. Identify all program materials and their use.
4. List all program sessions.
5. Explain the time and space requirements of the program and identify all options and alternatives.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|--|
| 3 | <p>A. The children's safety film "Don't Dart-Out."</p> <ol style="list-style-type: none"> 1. Discuss the film's purpose, audience, and place in the program. 2. Explain that it is being shown at this time to introduce the crossing sequence to the coordinators as well as to familiarize them with the film as part of the program. 3. Show the film. 4. Ask for questions and comments. <p>B. The Behavior Sequence.</p> <ol style="list-style-type: none"> 1. Demonstrate the left-right-left search. 2. Explain the stop, search, wait, and reinitiate sequence. 3. Differentiate between curb and boundary crossing. 4. Demonstrate boundary crossing with pusharound car and masking tape "street." 5. Ask each coordinator to practice the sequence both at the boundary and the curb (the other coordinators should observe and be called upon to identify errors). | <p>Overhead 2-1</p> <p>"Don't Dart-Out"</p> <p>Overhead 2-2</p> |
| 4-6 | <p>C. Initial Training.</p> <ol style="list-style-type: none"> 1. List the sessions. 2. Briefly describe major components and objectives of each session. 3. Describe the complexity of the instructor's task. <ol style="list-style-type: none"> a. Prepare for the program and assemble materials. b. Introduce the concepts of the program to the children. c. Carefully supervise all crossing behavior. | <p>Overheads 2-3 and 2-4</p> <p><u>Instructor's Guide, p. 5-8</u> Overhead 2-5</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|--|
| 22-23 | <ul style="list-style-type: none"> d. Maintain enthusiasm for the games and the program in general. e. Supervise all the children while observing them. g. Perform the sessions as described. <ul style="list-style-type: none"> 4. Emphasize need for assistant. 5. Discuss intersection exercises. 6. Show the introductory portion of the training videotape. Briefly answer and discuss questions. <p>D. The Program Materials</p> <ul style="list-style-type: none"> 1. Describe, display and demonstrate program materials and their assembly. <ul style="list-style-type: none"> a. Class materials. b. School materials (includes game materials). 2. Distribute tokens, parents pamphlets, safety certificates, and safety badges. 3. If necessary, clear an area in the room to provide space for setting up and using the equipment. 4. Ask all coordinators to practice assembling the equipment. <ul style="list-style-type: none"> a. Pusharound cars. b. Barricades 5. Have the coordinators examine the progress chart and game materials. 6. Resume seating and ask for questions and comments. | <p><u>Instructor's Guide, p. 7</u> <u>Instructor's Guide, p.7-8</u> Training Videotape</p> <p>All program materials</p> <p>Overhead 2-6</p> <p>Overhead 2-7</p> <p>Tokens, pamphlets, certificates, badges (at least one for each coordinator)</p> <p>Progress chart, game materials</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| 27-28 | <p>E. Time and Space Requirements of the Program.</p> <ol style="list-style-type: none"> 1. Discuss necessity for extensive program to provide sufficient opportunities for practice and reinforcement. <ol style="list-style-type: none"> a. Program specifies nine 45-minute sessions every day or every other day--most schools require 3-5 weeks to do the program. b. Lack of effectiveness of other short-term programs. c. Emphasis on practice until sequence becomes automatic. d. Skill development only occurs over time. 2. Emphasize continuing nature of the program. <ol style="list-style-type: none"> a. Refresher training and follow-on activities to be discussed in Unit 3. b. Later activities are less time consuming. 3. Discuss possibilities for lessening time requirements. <ol style="list-style-type: none"> a. Combining program activities with recess or physical education classes. b. Incorporating program activities into other school activities. | |
| 28 | <ol style="list-style-type: none"> 4. Explain necessity for a large open area to administer the indoor sessions. <ol style="list-style-type: none"> a. Classrooms do not have enough space to play the games or properly use the pusharound cars. b. Gymnasium best location. c. Auditorium or lunchroom with moveable chairs and/or tables could be used. d. Large central hall if program would not interfere with pedestrian traffic. | |

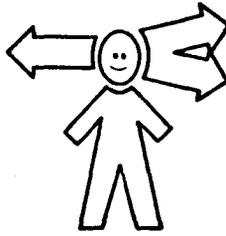
INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <p>e. Pusharound cars easily moved and stored, other materials present no problem--equipment does not restrict use of gymnasium or other location when program not in session.</p> <p>f. During warm weather, could use schoolyard or playground--must be self-contained with no access to the street.</p> | |

"DON'T DART OUT"

- **INTRODUCES CHILDREN TO THE PROGRAM.**
- **DESCRIBES AND DEMONSTRATES THE BEHAVIOR SEQUENCE.**
- **INTERESTS THE CHILDREN IN THE PROGRAM THROUGH ASSOCIATION WITH CAPTAIN KANGAROO.**
- **FAMILIARIZES THE CHILDREN WITH THE REINFORCEMENT TECHNIQUES.**
- **SHOWN AT THE START OF THE PROGRAM.**

THE BEHAVIOR SEQUENCE



LEFT-RIGHT-LEFT

- | | |
|-------------------|--|
| STOP | - AT CURB IF NO PARKED CARS AT BOUNDARY OF PARKED CARS IF PRESENT |
| SEARCH | - LEFT-RIGHT-LEFT |
| WAIT | - FOR VEHICLES DETECTED-TRACK |
| REINITIATE | - SEARCH LEFT-RIGHT-LEFT AGAIN AFTER VEHICLE HAS PASSED |

PRE-PROGRAM ACTIVITIES

CONTENT: SAFETY DISCUSSION.

OBJECTIVE: SENSITIZE CHILDREN TO THE PROBLEM.

SESSION ONE

**CONTENT: CHILDREN'S SAFETY FILM "DON'T DART OUT".
DEMONSTRATION OF BEHAVIOR SEQUENCE.
PRACTICE IN "NO-THREAT SITUATION".**

OBJECTIVE: INTRODUCE CHILDREN TO THE PROGRAM.

SESSION TWO

**CONTENT: CHILDREN'S SAFETY FILM "DON'T DART OUT" (K-1 ONLY).
PRACTICE ON SIMULATED STREET.
INTRODUCE PUSHAROUND CARS AND SAFETY TOKENS.**

OBJECTIVE: PRACTICE BEHAVIOR SEQUENCE WITH CARS AND REWARDS.

SESSION THREE

CONTENT: THE BALL-TOSS GAME - INDOORS

**OBJECTIVE: PRACTICE BEHAVIOR SEQUENCE WHILE ENTERING THE
STREET TO RETRIEVE A TOY DURING GAME.**

SESSION FOUR

CONTENT: THE CHIP GAME - INDOORS

**OBJECTIVE: PRACTICE BEHAVIOR SEQUENCE WHILE BEING CALLED
ACROSS THE STREET.**

SESSION FIVE

CONTENT: THE FOLLOW-THE-LEADER GAME - INDOORS

OBJECTIVE: PRACTICE THE BEHAVIOR SEQUENCE WHILE BEING "CHASED".

SESSION SIX

CONTENT: THE BALL-TOSS GAME – OUTDOORS

OBJECTIVE: SAME AS SESSION 3 UNDER MORE REALISTIC CONDITIONS IN A NATURAL ENVIRONMENT.

SESSION SEVEN

CONTENT: THE CHIP GAME – OUTDOORS

OBJECTIVE: SAME AS SESSION 4 UNDER MORE REALISTIC CONDITIONS IN A NATURAL ENVIRONMENT.

SESSION EIGHT

CONTENT: THE FOLLOW-THE-LEADER GAME – OUTDOORS

OBJECTIVE: SAME AS SESSION 5 UNDER MORE REALISTIC CONDITIONS IN A NATURAL ENVIRONMENT.

SESSION NINE

**CONTENT: MAKE-UP SESSION
REPEAT ANY OUTDOOR SESSION**

OBJECTIVE: ALL CHILDREN IN THE CLASS MUST HAVE ATTENDED A TOTAL OF AT LEAST 6 INITIAL TRAINING SESSIONS.

AWARD CEREMONY

CONTENT: PRESENTATION OF SAFETY BADGES AND CERTIFICATES

OBJECTIVE: REINFORCEMENT AND REMINDERS.

INSTRUCTOR'S RESPONSIBILITIES

- **PREPARE FOR THE PROGRAM AND ASSEMBLE MATERIALS**
- **INTRODUCE THE CONCEPTS OF THE PROGRAM TO THE CHILDREN**
- **CAREFULLY SUPERVISE ALL CROSSING BEHAVIOR**
- **MAINTAIN ENTHUSIASM FOR THE GAMES AND THE PROGRAM IN GENERAL**
- **SUPERVISE ALL THE CHILDREN WHILE OBSERVING ONE**
- **PROVIDE CONSISTENT REINFORCEMENT**
- **PERFORM THE SESSIONS AS DESCRIBED**

CLASS MATERIALS

- **ONE INSTRUCTOR'S GUIDE.**
- **TWO PACKAGES OF YELLOW SAFETY TOKENS (500 TO A PACKAGE).**
- **ONE PROGRESS CHART.**
- **ONE ROLL OF MASKING TAPE.**
- **PARENTS' PAMPHLETS (ONE FOR EACH CHILD IN THE CLASS.)**
- **SAFETY CERTIFICATES (ONE FOR EACH CHILD IN THE CLASS.)**
- **SEW-ON SAFETY BADGES (ONE FOR EACH CHILD IN THE CLASS.)**

SCHOOL MATERIALS

- **ONE STREET SAFETY FILM ENTITLED "DON'T DART OUT".**
- **ONE SET OF PUSHAROUND MODEL CARS (THREE CARS TO A SET).**
- **ONE SET OF STREET-SAFETY BARRICADES AND SIGNS (TWO BARRICADES TO A SET).**
- **THREE SETS OF GAME MATERIALS.**

GAME MATERIALS

- **ONE SET OF BALLS (ONE RED BALL AND ONE BLUE BALL).**
- **ONE SET OF WASTEBASKETS (ONE EACH – PINK, BLUE, WHITE).**
- **ONE SET OF PLASTIC CHIPS (75 BLUE CHIPS AND 75 RED CHIPS).**
- **ONE "FOLLOW-THE-LEADER" GAME ROPE.**

INSTRUCTOR'S LESSON PLAN

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|---|--|
| UNIT NO. <u>3. Conduct of Initial Training Sessions</u> | TIME ALLOTTED: <u>Day One, 1:00-2:50 p.m.</u> |
| METHODS/MEDIA: Lecture/Overheads/Videotape/ Discussions/Hands-on Practice | EQUIPMENT REQUIRED: Overheads, Overhead Projector, Training Videotape, Videotape Recorder, Monitor, Program Materials |

OBJECTIVE(S):

COORDINATORS WILL BE ABLE TO:

1. Describe conduct of all program sessions.
2. Play the games.
3. Describe game session supervision, problems that may arise, and possible solutions.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|---|
| | <p>A. Preprogram Activities, Sessions 1 and 2.</p> <ol style="list-style-type: none"> 1. Discuss preprogram activities (include distribution of pamphlets and preparation of progress charts). 2. Discuss Session 1. <ol style="list-style-type: none"> a. Objectives. b. Materials required. c. Conduct. 3. Discuss Session 2. <ol style="list-style-type: none"> a. Objectives. b. Materials required (emphasize use of safety tokens for first time). c. Conduct. d. Variation for different age groups. <p>B. The Ball-Toss Game.</p> <ol style="list-style-type: none"> 1. List general rules for game sessions. 2. Show the "Ball-Toss Game" segment of the training videotape. 3. Demonstrate set-up of the Ball-Toss Game. 4. Explain objectives of the game. 5. Describe conduct of the game. 6. Answer all questions about the game. 7. Explain variations for different age groups. Note other small modifications permitted in the set-up and conduct of the game. | <p><u>Instructor's Guide, p.9-11</u></p> <p><u>Instructor's Guide, p.12-1</u></p> <p><u>Instructor's Guide, p.14-1</u></p> <p>Overheads 3-1 and 3-2</p> <p>Training Videotape</p> <p><u>Instructor's Guide, p.17-21</u></p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|--|
| | <p>8. Have the coordinators play the game. They should take turns performing the roles of instructor and assistant. Provide feedback to the coordinators emphasizing the rules listed in Overheads 3-1 and 3-2.</p> <p>C. The Chip Game</p> <ol style="list-style-type: none"> 1. Show the "Chip Game" segment of the training videotape. 2. Demonstrate set-up of Chip Game. 3. Explain objectives of the game. 4. Describe conduct of the game. 5. Answer all questions about the game. 6. Explain variations for different age groups and other small modifications permitted in the set-up and conduct of the game. 7. Have the coordinators play the game. They should take turns performing the roles of instructor and assistant. Provide feedback to the coordinators on their performance. <p>D. The Follow-the-Leader Game.</p> <ol style="list-style-type: none"> 1. Show the "Follow-the-Leader Game" segment of the training videotape. 2. Demonstrate set-up of Follow-the-Leader Game. 3. Discuss objectives of the game. 4. Describe conduct of the game. 5. Answer all questions about the game. 6. Explain variations for different age groups and other small modifications permitted in set-up and conduct of the game. 7. Have the coordinators play the game. They should take turns performing the roles of instructor and assistant. Provide feedback to the coordinators on their performance. | <p>Program Materials</p> <p>Training Videotape</p> <p><u>Instructor's Guide, p.22-2</u></p> <p>Program Materials</p> <p>Training Videotape</p> <p><u>Instructor's Guide, p.26-2</u></p> <p>Program Materials</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|---|
| | <p>E. The Outdoor Sessions.</p> <ol style="list-style-type: none"> 1. Show the "Outdoor Sessions" segment of the training videotape. 2. Emphasize the importance of outdoor practice. <ol style="list-style-type: none"> a. Realistic Situation. b. Opportunities to practice under natural conditions. 3. Review the games and describe their adaptation to outdoor conditions. <ol style="list-style-type: none"> a. Same three games are played outdoors. b. Set-up of games differs. <ol style="list-style-type: none"> (1) Parked cars on one side of the street for each game. (2) No pusharound cars or any traffic. c. Describe taking children to outdoor location. d. Briefly explain the street blocking procedure (this will be discussed in detail in Unit 7). 4. Explain the need for a make-up session. 5. Discuss the videotape. Answer all questions. <p>F. Award Ceremony.</p> <ol style="list-style-type: none"> 1. Show "Award Ceremony" segment of the training videotape. 2. Explain importance of awards. <ol style="list-style-type: none"> a. Reinforcement. b. Reminders | <p>Training Videotape</p> <p><u>Instructor's Guide, p.30-3</u></p> <p><u>Instructor's Guide, p.36</u></p> <p>Training Videotape</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|---|
| | <p>3. Describe preparation for award ceremony.</p> <p>a. Fill out certificates.</p> <p>b. Check progress chart to make certain all children are eligible. (If not, plan extra make-up session before ceremony.)</p> <p>4. Explain conduct of award ceremony</p> <p>G. Summary.</p> <p>1. Summarize major concerns in the conduct of initial training.</p> <p>a. Instructor's role.</p> <p>(1) Preparation.</p> <p>(2) Supervision of games.</p> <p>(3) Supervision of crossing behavior.</p> <p>(4) Reinforcement.</p> <p>(5) Need for assistant.</p> <p>b. Program materials.</p> <p>(1) Class materials.</p> <p>(2) School materials.</p> <p>(3) Game materials.</p> <p>c. Time and space requirements.</p> <p>d. Introducing the program: The children's safety film "Don't Dart-Out."</p> <p>(1) Objective.</p> <p>(2) Content.</p> | <p><u>Instructor's Guide, p. 37</u></p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <p>e. The content of the program: the behavior sequence.</p> <p>(1) Left-right-left.</p> <p>(2) Stop, search, wait, reinitiate.</p> <p>f. Program sessions--objectives and content.</p> <p style="text-align: center;">PRE-PROGRAM ACTIVITIES</p> <p>(1) Film, "Don't Dart-Out," Demonstration, and Practice.</p> <p>(2) Film, "Don't Dart-Out," (K-1 Practice).</p> <p>(3) Ball-Toss Game--Indoors.</p> <p>(4) Chip Game--Indoors.</p> <p>(5) Follow-The-Leader Game--Indoors.</p> <p>(6) Ball-Toss Game--Outdoors.</p> <p>(7) Chip Game--Outdoors.</p> <p>(8) Follow-The-Leader Game--Outdoors.</p> <p>(9) Make-up Session.</p> <p style="text-align: center;">AWARD CEREMONY</p> <p>g. Optional intersection exercises.</p> <p>2. Administer and discuss test on Unit 3.</p> <p>a. Fifteen minutes to complete test.</p> <p>b. Group discussion of questions and correct answers.</p> <p>c. Self-scored tests--no collection.</p> | |

UNIT 3

ANSWERS TO TEST QUESTIONS

1. Session 1: Introduction and Practice.
Session 2: Practice and Rewards.
Session 3: Ball-Toss Game Indoors.
Session 4: Chip Game Indoors.
Session 5: Follow-the-Leader Game Indoors.
Session 6: Ball-Toss Game Outdoors.
Session 7: Chip Game Outdoors.
Session 8: Follow-the-Leader Game Outdoors.
Session 9: Make-up Session.
2. As given in the Instructor's Guide, p. 22-25.
3. As given in the Instructor's Guide, p. 34-35.
4. As given in the Instructor's Guide, p. 37.
5. Any five of the rules given in Overheads 3-1 and 3-2. (The rules may be restated or combined.)

GENERAL RULES FOR INSTRUCTORS CONDUCTING GAME SESSIONS

- **HAVE AN ASSISTANT TO WATCH ONE TEAM OR CROSSING AREA.**
- **CAREFULLY OBSERVE EACH CROSSING AND IMMEDIATELY STOP ANY CHILD WHO PERFORMS INCORRECTLY.**
- **VERBALLY PRAISE THE CHILDREN FOR CORRECT PERFORMANCE OF THE BEHAVIOR SEQUENCE.**
- **FREQUENTLY ASK THE CHILDREN WHAT THEY ARE LOOKING FOR.**
- **GIVE THE CHILDREN SAFETY TOKENS FOR CORRECT CROSSINGS. THEY MAY KEEP THESE TOKENS.**
- **PREVENT ANY CHILD FROM FINISHING ON AN INCORRECT PERFORMANCE. THE CHILD MUST DO IT CORRECTLY TO RECEIVE A TOKEN.**
- **HAVE THE CHILDREN CROSS AT THE CURB IF NO PARKED CARS OR AT THE BOUNDARY OF THE CARS IF PRESENT.**
- **EMPHASIZE THAT THE CHILDREN ARE TO LISTEN TO BE SURE THE PARKED CARS DO NOT HAVE THEIR ENGINES RUNNING AND LOOK TO BE SURE THE PARKED CARS AREN'T ABOUT TO BACK UP OR PULL OUT.**

- **EMPHASIZE THAT THE PUSHAROUND CARS ARE TO BE REGARDED AS REAL THREATS. CHILDREN MUST SEARCH FOR AND DETECT.**
- **SWITCH DRIVERS FREQUENTLY SO ALL THE CHILDREN CAN FULLY PARTICIPATE IN THE PLAY OF THE GAME.**
- **TREAT THE SIMULATED STREET AS REAL. CROSS CORRECTLY.**
- **EMPHASIZE THAT THE CHILDREN SHOULD ALWAYS PERFORM THE SEQUENCE NO MATTER WHAT THEY ARE DOING.**
- **MAINTAIN ENTHUSIASM FOR THE PLAY OF THE GAME. GAMES SHOULD MOVE QUICKLY AND WITH EXCITEMENT.**
- **COLLECT AND KEEP THE GAME MATERIALS.**
- **GIVE EACH CHILD A CHECK OPPOSITE HIS NAME ON THE PROGRESS CHART FOR THAT SESSION.**

INSTRUCTOR'S LESSON PLAN

| | |
|---|---|
| UNIT NO. <u>4. Conduct of Refresher Training and Follow-on Sessions</u> | TIME ALLOTTED: <u>Day One, 3:00-5:00 p.m.</u> |
| METHODS/MEDIA: <u>Lecture/Videotape/Overheads/ Practice/Discussion</u> | EQUIPMENT REQUIRED: <u>Overhead Projector, Program Materials, Training Videotape Videotape Recorder, Monitor</u> |

OBJECTIVE(S):**COORDINATORS WILL BE ABLE TO:**

1. Explain the continuing nature of the program and the importance of refresher training and follow-on activities to its long-term success.
2. Describe the place and purpose of follow-on activities in the program.
3. Describe various types of follow-on activities.
4. Play and explain follow-on games.
5. Prepare a coordinator's follow-on memo.
6. Explain accident data collection methods and analysis.
7. List the refresher training sessions and describe their content, objectives, and purpose.
8. Identify techniques for maintaining program momentum.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|---------|---|---|
| 6-7 | <p>A. The Continuing Nature of the Program.</p> <ol style="list-style-type: none"> 1. Explain the importance of refresher training and follow-on activities. <ol style="list-style-type: none"> a. Need for frequent periodic practice and reinforcement. b. Ensure retention. c. Re-emphasize initial training. d. Improve reinitiation behavior. 2. Present brief overview of follow-on activities. <ol style="list-style-type: none"> a. Every two weeks for K-1, once per month for 2-3. b. Supervised by classroom teachers--must have assistants. c. Can be incorporated into other activities. d. As many different types of activities as possible should be performed (games, walks, initial training sessions, etc.). | <p><u>Instructor's Guide, p. 38</u></p> |
| 20-21 | <ol style="list-style-type: none"> e. Coordinator's follow-on memo. 3. Present overview of refresher training. <ol style="list-style-type: none"> a. Children forget over summer vacation. b. Refresher training, abbreviated form of initial training for 1, 2, and 3 grades. c. Three sessions. d. No awards. <p>B. Follow-on Activities.</p> <ol style="list-style-type: none"> 1. Show the "Follow-on Sessions" portion of the videotape. | <p>Training Videotape</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|---------|---|--|
| 6-7 | <ol style="list-style-type: none"> 2. Ask for questions and comments on the videotape. 3. List and discuss the types of follow-on activities. <ol style="list-style-type: none"> a. Repeat training sessions. b. Safety walks. c. Practice during a fire drill or class trip. d. Practice during physical education activities. e. Practice emphasizing reinitiation behaviors (searching again, after a car has passed). f. Races. g. Games with partners. h. Tag games. i. Kicky Wicket Game (not in <u>Instructor's Guide</u>-- may be published in <u>Coordinator's Follow-on Memo</u>). j. Invent your own games. 4. Ask for coordinators' suggestions for other games and activities. Discuss their merits and drawbacks. 5. Practice playing several of the games suggested in the <u>Instructor's Guide</u>. Have the coordinators take turns serving as instructor and assistant. <ol style="list-style-type: none"> a. The Lap Game. b. Animal Tag or Automobile Tag. | <p><u>Instructor's Guide</u>, p.38-42</p> <p>Overhead 4-1</p> <p>Handout 4-1</p> <p><u>Instructor's Guide</u>, p.40-41</p> |
| 20-21 | <ol style="list-style-type: none"> C. <u>Coordinator's Follow-on Memo</u>. <ol style="list-style-type: none"> 1. Explain the coordinator's role in ensuring performance of follow-on activities. <ol style="list-style-type: none"> a. Classroom teachers need guidance to help them perform follow-on sessions properly. (For Options 1 and 2, this is the only program activity they will conduct.) | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|---------|--|----------------------|
| | <ul style="list-style-type: none"> b. Principals need reminders and suggestions. c. Shortly after completion of initial training, reminders should be sent to each school, listing possible follow-on activities. d. Every month thereafter, coordinator should prepare "Coordinator's Follow-on Memo," to distribute to all K-3 teachers. e. Teachers and principals should be encouraged to share information on their follow-on activities. Principals should submit reports every two months on types of activities and their frequencies. Forms for these reports should be distributed by the coordinator. | Handout 4-2 |
| | <p>2. Describe content of "Coordinator's Follow-on Memo."</p> <ul style="list-style-type: none"> a. Reminders of the importance of a variety of follow-on activities. b. Data from Principals' Reports. c. Descriptions of new activities performed by the teachers (from Principals' Reports). d. Suggestions for new follow-on activities (generated by the coordinator). Excellent ideas can be found in library books of children's activities that can be adapted for use in follow-on sessions. The coordinator's own experiences and ideas, and those of his/her friends, can also be adapted for use. e. Accident news. This is important to show teachers and principals concrete real-life benefits of the program--reduced accident rates. | Handout 4-3 |
| | <p>3. Describe accident data collection and analysis.</p> <ul style="list-style-type: none"> a. Obtain accident reports from police department. b. Check enrollment (only K-3 children in schools performing the program should be included in the data). | Overhead 4-2 |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|---------|--|---|
| 7 | <p>c. Identify accident types (intersection and non-intersection, non-intersection specifically addressed by this program, i.e., dart-outs).</p> <p>d. Determine "Before" and "After" periods. ["Before" any number of months before program initiated (minimum of three years). "After" when children began training.]</p> <p>e. Analyze and report data. (Month-by-month or school-by-school comparisons or overall comparison for all schools for specified time period--means, totals, or percentages.)</p> <p>f. Follow-up on accidents occurring to participating children once program is underway. Get description of accident and report in memo without identifying child or school.</p> <p>D. Refresher Training.</p> <p>1. Discuss subsequent years of the program.</p> <p>a. Only Kindergarteners receive initial training.</p> <p>b. All first-, second-, and third-grade classes receive refresher training at the beginning of the school year.</p> <p>c. New students in first-, second-, and third-grades must receive additional training. (Either the entire initial training or refresher training plus extra sessions.) They should receive badges and certificates. Methods are detailed in the <u>Principal's Guide</u>, p. 14.</p> <p>d. Follow-on sessions are performed throughout the rest of the year by all classes. (K-1 every two weeks, 2-3 once per month.)</p> <p>2. Review refresher training sessions.</p> <p>a. Session 1 - Film "Don't Dart-Out," Demonstration and Practice.</p> | <p><u>Instructor's Guide</u>, p.43-5.</p> <p><u>Principal's Guide</u>, p.14</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <ul style="list-style-type: none"> b. Session 2 - "Ball-Toss Game" Indoors. c. Session 3 - "Follow-the-Leader Game" Outdoors. 3. Stress importance of Refresher Training to re-introduce the program to the children after the long summer vacation. E. Maintaining Program Momentum. <ul style="list-style-type: none"> 1. Discuss tendency of teachers and principals to believe program over after initial training. 2. Emphasize coordinator's role in counteracting this tendency. <ul style="list-style-type: none"> a. Frequent contacts with principals and teachers. b. Coordinator's follow-on memo. c. Session observations. d. Constant emphasis on continuing nature of the program from its inception. 3. Ask for other suggestions on maintaining interest and involvement in the program. Discuss them. 4. Administer and discuss test on Unit 4. <ul style="list-style-type: none"> a. Fifteen minutes to complete test. b. Group discussion of questions and correct answers. c. Self-scored tests--no collection. | <p>Overhead 4-3</p> |

ANSWERS TO TEST QUESTIONS

1. This program requires frequent periodic practice and reinforcement to ensure retention and re-emphasize initial training. Children soon forget and without refresher training and follow-on activities the initial learning will soon be lost. Refresher training takes place at the beginning of each new school year for the first-, second-, and third-grades. Follow-on activities are performed every two weeks for K-1, once per month for 2-3.
2. Any of the examples presented in this unit or the program guides are acceptable. If a new idea is presented, it should be evaluated for its practicality and utility.
3. Reminders of the importance of a variety of follow-on activities.

Data from Principals' Reports.

Descriptions of new activities performed by the teachers (from Principal's Reports).

Suggestions for new follow-on activities (generated by the coordinators).

Accident news.

4. Refresher Session 1: Demonstration and Practice.
Refresher Session 2: "Ball-Toss Game" Indoors.
Refresher Session 3: "Follow-the-Leader Game" Outdoors.
5. Frequent contacts with principals and teachers.

Coordinator's Follow-on Memo.

Session Observations.

Constant emphasis on continuing nature of the program from its inception.

TYPES OF FOLLOW-ON ACTIVITIES

- **REPEAT INITIAL TRAINING SESSIONS**
- **SAFETY WALKS**
- **PRACTICE DURING A FIRE DRILL OR CLASS TRIP**
- **PRACTICE DURING PHYSICAL EDUCATION ACTIVITIES**
- **PRACTICE EMPHASIZING RE-INITIATION BEHAVIORS
(SEARCHING AGAIN AFTER A CAR HAS PASSED)**
- **RACES**
- **GAMES WITH PARTNERS**
- **TAG GAMES**
- **INVENT YOUR OWN GAMES**

How to Play the Kicky Wicket Game

Introduction

This game provides a realistic setting for street entries to occur in the course of play and, thus, opportunities for the children to practice safe street-entry behavior.

Materials Required

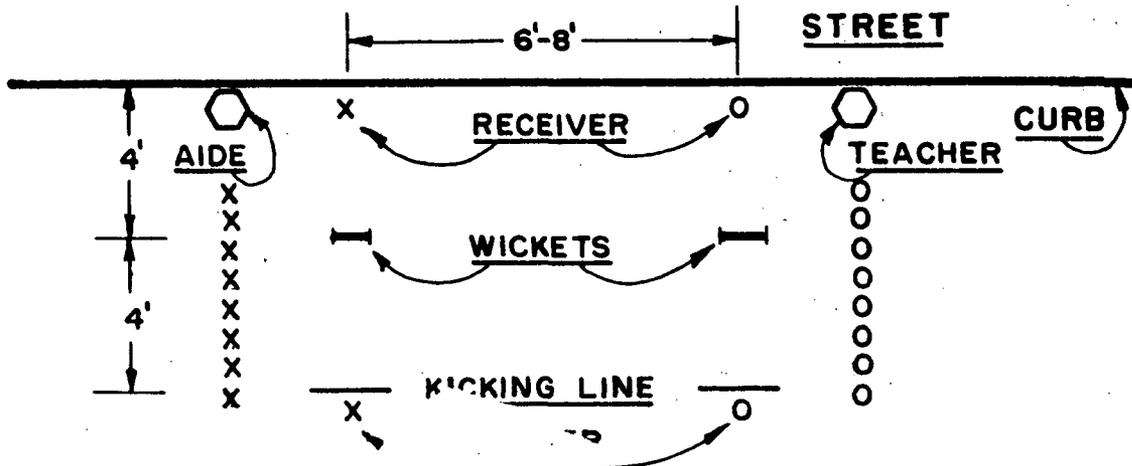
- Balls (2)
- Wickets and stands (2)
- Pad of paper for keeping score (2)
- Pencils (2)

Personnel Required

Teacher and Aide.

Preparation of the Game Site

1. Place the wickets about six to eight feet apart, parallel to the curb, and about four feet from the curb.
2. Using tape or string, for indoor and outdoor sites respectively, make a line parallel to the curb and about four feet away from the wicket.



Conduct of the Game

1. Divide the class into two groups of equal size.
2. Have each team line up perpendicular to the curb about two feet from their wicket, as shown in the preceding figure. The teacher and aide take their position near the curb, as shown in the figure.
3. The child nearest the curb takes the position of "Receiver," and the child farthest from the curb takes the position of "Kicker."
4. At the "Go" signal, given by the teacher, the Kicker from each team attempts to kick the ball through the wicket to the Receiver.
5. The Receiver catches or retrieves the ball and hands it to the person in line nearest the curb, who hands it to the next person, to the next, and so on, to the head of the line, who becomes the new Kicker. The previous Kicker moves to the Receiver position.
6. If the ball goes through the wicket, a point is scored. If the ball does not go through the wicket, no point is scored.
7. If the ball goes into the street, the Receiver must retrieve it, using the correct left-right-left search behaviors before entering.
8. If the child uses the correct procedures for entering the street, a point is scored for that team.
9. If the child enters the street incorrectly, no points are scored, and the child must return to the curb and re-enter the street using the correct search behavior before retrieving the ball and handing to the next child in line.
10. The children waiting in line may be enlisted in watching members of the opposite team entering the street. If they observe an incorrect street entry, they may yell "Crash--instant replay!". Correct behavior may be recognized by yelling "Safe!".
11. Play may be ended by the clock or by a set number of rotations of the teams.
12. The team having the highest total of wickets plus safe street entries is the winner.

SAMPLE PRINCIPAL'S REPORT

School United Elementary

Principal A. Someone

Number of K-3 Classes 10

Number of classes performing follow-on activities in:

| | K | 1 | 2 | 3 |
|-------|----------|----------|----------|----------|
| March | <u>2</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| April | <u>3</u> | <u>3</u> | <u>1</u> | <u>2</u> |

Types of follow-on activities performed:

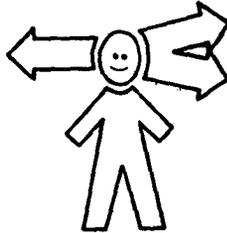
| | March | April |
|--|----------|----------|
| Repeat initial training sessions | <u>2</u> | <u>1</u> |
| Safety walks | <u>1</u> | <u>3</u> |
| Practice during fire drill or class trip | <u>0</u> | <u>1</u> |
| Practice during physical education activities | <u>3</u> | <u>2</u> |
| Practice emphasizing reinitiation behaviors | <u>1</u> | <u>1</u> |
| Races (as listed in <u>Instructor's Guide</u>) | <u>0</u> | <u>1</u> |
| Games with partners (<u>Instructor's Guide</u>) | <u>2</u> | <u>3</u> |
| Tag games (<u>Instructor's Guide</u>) | <u>2</u> | <u>1</u> |
| New games suggested on Coordinator's Follow-on Memo | <u>1</u> | <u>1</u> |
| Teacher-Invented Games | <u>1</u> | <u>1</u> |

Please describe in detail any new follow-on activity devised by your teachers. These will be shared with the other schools in the Coordinator's Follow-on Memo. If you would like to give credit to the individual teacher, please supply her name.

Teacher's Name (optional) _____
 Activity _____

Teacher's Name (optional) _____
 Activity _____

SAMPLE COORDINATOR'S FOLLOW-ON MEMO



The Safe Street-Crossing Training Program is proceeding well. Most classes perform follow-on activities regularly, and the children exhibit good retention. Last Saturday, four or five children were spotted playing on Elm Street and using the safe street-crossing behavior sequence whenever they entered the street.

Follow-on activities are very important. They continually refresh the children's memories and provide opportunities for practice. All our hard work in teaching this safety measure may be lost if we do not make certain that the children remember what they learned and know how to use it in real-life situations.

A variety of follow-on activities provide the children with different circumstances to which they must apply the behavior sequence. One activity indoors, one out, a walk, a game of tag, a ball game--all present different practice situations for the children. This is very important to ensure retention under all conditions. Please try to perform as many different follow-on activities as possible.

Principal's Reports

In general, the principals' reports are very encouraging. Some teachers in every school but one performed follow-on activities in March, and classes in all school participated in April.

Seventy-eight percent of all classes performed follow-on activities in March, 82 percent in April.

The figures for January and February were 76 percent and 69 percent. Keep up the good work!! Our goal is 100 percent by June.

The breakdown by classes is:

| | <u>K</u> | <u>1</u> | <u>2</u> | <u>3</u> |
|-------|----------|----------|----------|----------|
| March | 52% | 76% | 82% | 59% |
| April | 58% | 80% | 75% | 61% |

Out of 316 follow-on activities performed in March and 332 in April, the distribution of activities was as follows:

| | <u>March</u> (316) | <u>April</u> (332) |
|--|-----------------------|-----------------------|
| Repeat initial training sessions | 14 | 20 |
| Safety walks | _____ | _____ |
| Practice During Fire Drill or Class Trip | _____ | _____ |
| Practice During Physical Education Activities | _____ | _____ |
| Practice Emphasizing Reinitiation Behaviors | _____ | _____ |
| Races (as listed in the <u>Instructor's Guide</u>) | _____ | _____ |
| Games with Partners (<u>Instructor's Guide</u>) | _____ | _____ |
| Tag Games | _____ | _____ |
| New Games Suggested in Previous Coordinator's Follow-on Memos | _____ | _____ |
| Teacher-Invented Activities | _____ | _____ |

Teacher Invented Activities

Our principals have reported several interesting, new activities they would like to share with you.

At Overlook School, Miss Jamison played a new game with her second graders. She brought in several decks of cards. The children each received one card. Miss Jamison and her assistant stood across a barricaded street from the children, each holding a deck of cards. The children formed two lines opposite the teacher and assistant. The first child in each line crossed to the teacher or assistant and was shown the first card in the teacher's or assistant's deck. If the color matched (red, black) his/her card, the child was permitted to keep the new card. If not, he/she could not keep the card. The child then crossed back and went to the end of the line. The children were encouraged to trade among themselves to obtain numerical sequences within a suit. At the end of the game, the child with the most cards in order in a suit won. This was an excellent game and well received by the children. The element of chance (no card received if wrong color) lent excitement to the game. Of course, each child was required to perform the proper behavior sequence before crossing. If he failed to do so, he either forfeited his turn (went to the back of the line) if he had only one card, or lost one of his cards if he had more than one. This is an outstanding example of a teacher-invented game that interests the children and provides good practice of the behavior sequence.

At Georgia School, a teacher combined a spelling bee with practice of the behavior sequence. In the classroom, the teacher created a short masking tape street. The spellers had to cross the street correctly to spell each word, then cross back. A child was eliminated for misspelling or for crossing incorrectly.

Handout 4-3

This is a good example of a creative combination of academic activities and program follow-on activities.

These teachers deserve a great deal of credit for their thought, effort, and ingenuity.

New Activities

I came across a good idea the other day that could easily be adapted to follow-on activities.

(Coordinators supply material)

Another idea is:

(Coordinators supply material)

Accident News

There were two accidents in March, and one in April involving our children. One Kindergarten, one first, and one third grader were struck. The third grader was involved in an intersection accident--crossing against the light. The first grader was struck when his kitten ran into the street and he chased it. He was only slightly injured. The Kindergarten was struck in a parking lot while walking with her mother.

Only the first grader committed the type of error we are specifically training against. Although one accident is still one accident too many, we are seeing reductions in accident rates.

For the 36 months before the program, we averaged 4.2 non-intersection accidents per month of K-3 children. For the eight months the program has been in operation (through April), we have averaged 3.3 accidents per month. We expect this number to go down as the program progresses.

The eight months before the program and the eight months after program initiation show the following numbers of non-intersection accidents. You can see the trend.

| | | | | | | | | | | | | | | | |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <u>Jan</u> | <u>Feb</u> | <u>Mar</u> | <u>Apr</u> | <u>May</u> | <u>Jun</u> | <u>Jul</u> | <u>Aug</u> | <u>Sep</u> | <u>Oct</u> | <u>Nov</u> | <u>Dec</u> | <u>Jan</u> | <u>Feb</u> | <u>Mar</u> | <u>Apr</u> |
| 2 | 5 | 3 | 2 | 7 | 4 | 5 | 4 | 5 | 4 | 3 | 1 | 2 | 3 | 2 | 1 |

One school had four children involved in accidents by this time last year. This year - none!

All in all, the accident data looks good. Your efforts and cooperation with follow-on activities will keep it that way. Thank you all for making this program work. Please continue to do so.

ACCIDENT DATA COLLECTION AND ANALYSIS

- **OBTAIN ACCIDENT REPORTS FROM POLICE DEPARTMENT**
- **CHECK ENROLLMENT OF ACCIDENT VICTIMS IN PARTICIPATING SCHOOLS**
- **IDENTIFY ACCIDENT TYPES**
- **DETERMINE "BEFORE" AND "AFTER" PERIODS**
- **ANALYZE AND REPORT DATA**
- **FOLLOW UP ON ACCIDENTS, OBTAIN FULL DESCRIPTIONS, AND REPORT**

REFRESHER TRAINING

- **SESSION 1 – FILM “DON’T DART OUT”, DEMONSTRATION, AND PRACTICE**
- **SESSION 2 – BALL-TOSS GAME – INDOORS**
- **FOLLOW-THE-LEADER GAME – OUTDOORS**

INSTRUCTOR'S LESSON PLAN

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| UNIT NO. <u>5. Program Administration Options</u> | TIME ALLOTTED: <u>Day Two, 8:00-9:50 a.m.</u> |
| METHODS/MEDIA: <u>Lecture/Discussion/Overheads</u> | EQUIPMENT REQUIRED: <u>Overheads, Overhead Projector</u> |

OBJECTIVE(S):

COORDINATORS WILL BE ABLE TO:

1. List and define the three program administration options.
2. Discuss the advantages and disadvantages of each option.
3. Describe sources for obtaining specialists and/or assistants.
4. Apply the options to the particular needs of their school systems.
5. Compute the number of specialists required in their school systems.
6. Explain the importance of full school system participation.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| 9-10 | <p>A. Overview of the Program Administration Options.</p> <ol style="list-style-type: none"> 1. List of three options (in order of decreasing effectiveness). <ol style="list-style-type: none"> a. Training by specialists. b. Training by one teacher in each school. c. Training by individual classroom teachers. 2. Briefly define each option. <ol style="list-style-type: none"> a. Personnel hired specifically for program administration and sent to the various schools. b. One teacher from each school, selected by its principal, responsible for program administration, in his/her school. c. Classroom teachers administer all program activities. 3. Define the terms Instructor and Assistant. <ol style="list-style-type: none"> a. Instructor is the person administering the course--may be teacher or specialist. b. Assistant aids instructor--may be classroom teacher. | Overhead 5-1 |
| 9 | <p>B. Option 1: Training by Specialists.</p> <ol style="list-style-type: none"> 1. Discuss the advantages of Option 1. <ol style="list-style-type: none"> a. Permits greatest control and standardization of program administration. b. Specialists would be experts in program administration. c. Specialists are thoroughly trained and supervised directly by coordinator. | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| | <ul style="list-style-type: none"> d. Program administration is the specialists' only responsibility. e. Classroom teachers are available to serve as assistants. <p>2. Discuss the disadvantages of Option 1.</p> <ul style="list-style-type: none"> a. Higher cost. b. Locating suitable personnel. c. All schools cannot receive training at the same time. <p>3. List possible sources of personnel to serve as specialists.</p> <ul style="list-style-type: none"> a. The administrative or central school system staff. b. PTA members who would volunteer for the positions. c. Aides already employed by the school system. d. Student teachers recruited through a local college or university. e. Substitute teachers. f. Honors high school students as a project for extra credit or as a volunteer project. g. Retired persons. <p>4. Note that in the "Introduction to the Safe Street-Crossing Training Program" videotape, the instructor, Mrs. Lewis, was a specialist and Mrs. Andrianas, the classroom teacher, served as her assistant.</p> | Overhead 5-2 |
| 10 | <p>C. Option 2: Training by One Teacher in Each School</p> <ul style="list-style-type: none"> 1. Discuss the advantages of Option 2. <ul style="list-style-type: none"> a. Reduced cost. | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| 10 | <p>b. All schools can begin training at the same time.</p> <p>c. One teacher in each school is completely familiar with the program, and his/her schedule is adjusted to permit full program administration.</p> <p>d. Classroom teachers are available to serve as assistants.</p> <p>2. Discuss the disadvantages of Option 2.</p> <p>a. Program administration may vary from school to school.</p> <p>b. Principals may be unable to reapportion the teacher's duties to permit him/her to devote full time to the program.</p> <p>c. Other teaching responsibilities may intrude upon the teacher's time for program administration.</p> <p>d. Coordinators do not have as much control over instructors.</p> <p>e. Larger group to train and supervise.</p> <p>3. List types of personnel who may be selected by the principals to serve as instructors.</p> <p>a. A classroom teacher.</p> <p>b. A physical education teacher or some other special program teacher.</p> <p>c. An experienced aide assigned to the school.</p> <p>d. Volunteer personnel recruited by the school.</p> <p>D. Option 3: Training by Individual Classroom Teachers.</p> <p>1. Discuss the advantages of Option 3.</p> <p>a. Reduced cost.</p> <p>b. Less disruptive within a school than Option 2.</p> | Overhead 5-3 |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <p>c. All schools can begin training at the same time.</p> <p>2. Discuss the disadvantages of Option 3.</p> <p>a. Teachers unable to devote much time and effort to the program.</p> <p>b. No standardization of program administration.</p> <p>c. Teachers have many other demands on their time--inadequate time for preparation.</p> <p>d. Smaller degree of involvement and motivation.</p> <p>e. Must be trained in a large group--less intensive training.</p> <p>f. Coordinator has little control over program administration and supervision difficult.</p> <p>g. Impossible for coordinator to observe each teacher conduct sessions--errors in program administration will not be noted or corrected.</p> <p>h. No assistants built into the program.</p> <p>3. List possible sources of assistants.</p> <p>a. Aides assigned to the school.</p> <p>b. Parents or community volunteers.</p> <p>c. Responsible high school students.</p> <p>d. Other school personnel.</p> <p>E. Scheduling the Administration of the Program.</p> | <p>Overhead 5-4</p> |
| 11 | <p>1. Explain that the amount of scheduling required is dependent upon the program administration option selected.</p> <p>2. Describe constraints on scheduling of specialists.</p> <p>a. Dependent on four major factors.</p> | <p>Overhead 5-5</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| 11 | <p>(1) Number of schools in system</p> <p>(2) Number of specialists available.</p> <p>(3) The size of each school--the number of participating classes.</p> <p>(4) Local climate.</p> <p>b. Example--50 schools in warm climate, each specialist could conduct training in 10-15 schools, 4 or 5 specialists required; 7 or 8 required in seasonal climate.</p> <p>c. Possible to reduce number of specialists required for the first year of training by initiating the program in one-half or one-third of the schools each year (areas of high traffic density should receive training first).</p> | |
| 12-13 | <p>3. Discuss procedure for scheduling specialists. Present examples p. 12-13, <u>Coordinator's Guide</u>.</p> <p>4. Have each coordinator compute the number of specialists required for his/her school system (estimate the number of participating classes if unknown).</p> | |
| 13 | <p>5. Discuss scheduling of schools for Option 2.</p> <p>a. Little scheduling required--all schools should begin training at beginning of school year.</p> <p>b. If instructor cannot be freed from his/her regular duties for the full 3-5 weeks required for the whole school to perform initial training, he/she could administer initial training to only two or three classes at a time. The instructor would thus be involved in program activities for only an hour or two per day. A school with 10 K-3 classes would then require approximately 15 weeks to complete initial training.</p> <p>6. Note that scheduling of schools is not required for Option 3.</p> | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <p>F. Needs of the Individual School Systems.</p> <ol style="list-style-type: none"> 1. Ask each coordinator to describe the needs of his/her school system and have the group discuss which options or modifications of options would be best. 2. Emphasize the need for total school system participation. <ol style="list-style-type: none"> a. Schools in low-income areas are of particular concern. Research has shown these are schools with greatest need for the program. They are in areas of high traffic density and have the highest pedestrian accident rates. b. These schools may need extra incentives and assistance. They may have older facilities and/or insufficient staffing and be especially concerned about the time and space requirements of this program. c. It may be possible to have specialists conduct the program <u>only</u> in the high-risk areas, while the other schools use a teacher option. d. If program to be implemented in stages, schools in high-risk areas should receive it first. e. Every effort should be made to ensure that all elementary schools in the system conduct the program. If certain schools elect not to conduct the program, the motivation of personnel at the other schools is undermined and program effectiveness suffers. | |

PROGRAM ADMINISTRATION OPTIONS

- OPTION ONE: TRAINING BY SPECIALISTS**
- OPTION TWO: TRAINING BY ONE TEACHER IN EACH SCHOOL**
- OPTION THREE: TRAINING BY INDIVIDUAL CLASS-ROOM TEACHERS**

SOURCES OF SPECIALISTS (OPTION 1)

- **THE ADMINISTRATIVE OR CENTRAL SCHOOL SYSTEM STAFF**
- **PTA MEMBERS WHO WOULD VOLUNTEER FOR THE POSITIONS**
- **AIDES ALREADY EMPLOYED BY THE SCHOOL SYSTEM**
- **STUDENT TEACHERS RECRUITED THROUGH A LOCAL COLLEGE OR UNIVERSITY**
- **SUBSTITUTE TEACHERS**
- **HONORS HIGH SCHOOL STUDENTS AS A PROJECT FOR EXTRA CREDIT OR AS A VOLUNTEER PROJECT**
- **RETIRED PERSONS**

SOURCES OF INSTRUCTORS FOR OPTION 2

- **A CLASSROOM TEACHER**
- **A PHYSICAL EDUCATION TEACHER OR SOME OTHER SPECIAL PROGRAM TEACHER**
- **AN EXPERIENCED AIDE ASSIGNED TO THE SCHOOL**
- **VOLUNTEER PERSONNEL RECRUITED BY THE SCHOOL**

SOURCES OF ASSISTANTS FOR OPTION 3

- **AIDES ASSIGNED TO THE SCHOOL**
- **PARENTS OR COMMUNITY VOLUNTEERS**
- **RESPONSIBLE HIGH SCHOOL STUDENTS**
- **OTHER SCHOOL PERSONNEL**

CONSTRAINTS ON SCHEDULING SPECIALISTS

- **NUMBER OF SCHOOLS IN SYSTEM**
- **NUMBER OF SPECIALISTS AVAILABLE**
- **THE SIZE OF EACH SCHOOL – THE NUMBER OF PARTICIPATING CLASSES**
- **LOCAL CLIMATE**

INSTRUCTOR'S LESSON PLAN

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| UNIT NO. <u>6. Preparing and Assisting the Principals</u> | TIME ALLOTTED: <u>Day Two, 9:00-10:20 a.m.</u> |
| METHODS/MEDIA: <u>Lecture/Discussion/Overheads</u> | EQUIPMENT REQUIRED: <u>Overheads, Overhead Projector</u> |

OBJECTIVE(S):**COORDINATORS WILL BE ABLE TO:**

1. Discuss the importance of establishing and maintaining good relations with the principals.
2. List the principals' responsibilities.
3. Describe the purpose and conduct of the pre-program meeting with the principals.
4. Schedule classes within a school.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| 14 | <p>A. Importance of Principal Support of the Program.</p> <ol style="list-style-type: none"> 1. Explain that the success of the program is largely dependent upon the individual schools' cooperation. <ol style="list-style-type: none"> a. Principals must understand and support the program to motivate the teachers, assure smooth functioning, and deal adequately with parental concerns. b. For Option 2, principals select a teacher to serve as program instructor. The principals must be willing to reappportion his/her teaching duties for the duration of the program. For Option 3, the principal must coordinate and supervise all K-3 teachers performing the program. c. Principals schedule program activities within the schools, deal with day-to-day problems and supervise all follow-on activities. d. Principals must be convinced of the value and validity of this program to participate fully in it. 2. Describe the coordinator's responsibility to adequately prepare the principals, provide support and assistance to the principals, and work closely with them throughout the program. <p>B. Principals' Responsibilities.</p> <ol style="list-style-type: none"> 1. List the principals' tasks. <ol style="list-style-type: none"> a. Informing the teachers about the program and obtaining their cooperation. b. Selecting the teachers who will serve as instructors (Option 2). c. Assuring that program activities are properly scheduled. d. Distributing and storing program materials within the schools. | Overhead 6-1 |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|---|
| 14-15 | <p>e. Selecting suitable indoor and outdoor locations for program activities.</p> <p>f. Arranging for assistants.</p> <p>g. Arranging for barricade guards and the blocking of streets.</p> <p>h. Maintaining first level liaison with parents regarding the program.</p> <p>i. Assuring that follow-on activities are performed properly and submitting follow-on reports to the coordinator.</p> <p>2. Ask for and discuss any questions.</p> <p>C. Pre-Program Meeting with Principals.</p> <p>1. Describe purpose of the meeting.</p> <p>a. Introduce program to principals.</p> <p>b. Introduce coordinator and his/her role in the program.</p> <p>c. Gain principals' cooperation and involvement.</p> <p>d. Familiarize principals with their responsibilities for the program.</p> <p>e. Answer principals' questions and provide assistance in planning for the program within the schools.</p> <p>2. Present agenda for the meeting.</p> <p>a. Introduction of coordinator and program.</p> <p>b. Showing of the "Introduction to the Safe Street-Crossing Training Program" videotape and the children's safety film "Don't Dart-Out."</p> <p>c. Opportunity for questions and comments on the videotape and film.</p> | <p>Overhead 6-2</p> <p>Overhead 6-3</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <ul style="list-style-type: none"> d. Distribution of <u>Principal's Guide</u> and <u>Instructor's Guide</u>. e. Outline of principals' responsibilities. f. Discussion of possible problems principals will face. g. Explanation of the importance of full school participation. h. Discussion of selection and replacement of teachers (for Option 2). i. Discussion of preparation of teachers in the schools (for Options 1 and 2). j. Opportunity for questions and comments. k. Description of coordinator's role. Emphasis on coordinator's availability for assistance and advice. <p>3. Briefly describe principals' major concerns with the program and emphasize that the principals should be reassured as to the legitimacy, necessity, and validity of this approach at the meeting. These concerns are addressed in detail in Unit 9.</p> <ul style="list-style-type: none"> a. Midblock crossing. b. Time requirements of the program. c. Space requirements of the program. <p>4. Emphasize the importance of full school system participation. This should be stressed at the meeting, and principals of schools in low-income areas who are especially concerned about the program should be offered extra support and assistance. Refer to Unit 5, Section F.</p> | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|--|
| | <p>D. Scheduling Classes Within a School.</p> <ol style="list-style-type: none"> 1. Explain the importance of careful scheduling within a school. <ol style="list-style-type: none"> a. Equipment must be scheduled. b. Specialists' or special teachers' (Option 2) time must be scheduled. c. As few days as possible should elapse between sessions for each class. 2. Since principals may be confused by the process of scheduling program sessions, emphasize that the coordinators must have a full understanding of this scheduling. 3. Explain scheduling classes within a school. Refer to the <u>Principal's Guide</u> (p. 10-13) for a complete explanation and examples of class scheduling. 4. Ask the coordinators to draw up sample schedules for a school with 15 classes; three Kindergartens, four first grades, four second grades, and four third grades. They should schedule initial training, follow-on sessions, and refresher training. (All rules as explained in the <u>Principal's Guide</u> should be followed, i.e., initial training for K-1 classes every day or every other day.) | <p><u>Principal's Guide, p.10-13</u></p> |

PRINCIPALS' PROGRAM RESPONSIBILITIES

- **INFORMING THE TEACHERS ABOUT THE PROGRAM AND OBTAINING THEIR COOPERATION.**
- **SELECTING THE TEACHERS WHO WILL SERVE AS INSTRUCTORS. (OPTION 2)**
- **ASSURING THAT PROGRAM ACTIVITIES ARE PROPERLY SCHEDULED.**
- **DISTRIBUTING AND STORING PROGRAM MATERIALS WITHIN THE SCHOOLS.**
- **SELECTING SUITABLE INDOOR AND OUTDOOR LOCATIONS FOR PROGRAM ACTIVITIES.**
- **ARRANGING FOR ASSISTANTS.**
- **ARRANGING FOR BARRICADE GUARDS AND THE BLOCKING OF STREETS.**
- **MAINTAINING FIRST LEVEL LIAISON WITH PARENTS REGARDING THE PROGRAM.**
- **ASSURING THAT FOLLOW-ON ACTIVITIES ARE PERFORMED PROPERLY AND SUBMITTING FOLLOW-ON REPORTS TO THE COORDINATOR.**

PURPOSE OF PRINCIPALS' MEETING

- **INTRODUCE PROGRAM TO THE PRINCIPALS.**
- **INTRODUCE COORDINATOR AND HIS/HER ROLE IN THE PROGRAM.**
- **GAIN PRINCIPALS' COOPERATION AND INVOLVEMENT.**
- **FAMILIARIZE PRINCIPALS WITH THEIR RESPONSIBILITIES FOR THE PROGRAM.**
- **ANSWER PRINCIPALS' QUESTIONS AND PROVIDE ASSISTANCE IN PLANNING FOR THE PROGRAM WITHIN THE SCHOOLS.**

AGENDA FOR PRINCIPALS' MEETING

- INTRODUCTION OF COORDINATOR AND PROGRAM.
- SHOWING OF THE "INTRODUCTION TO THE SAFE STREET CROSSING TRAINING PROGRAM" VIDEOTAPE AND THE CHILDREN'S SAFETY FILM "DON'T DART OUT".
- OPPORTUNITY FOR QUESTIONS AND COMMENTS ON THE VIDEOTAPE AND FILM.
- DISTRIBUTION OF PRINCIPAL'S AND INSTRUCTOR'S GUIDES.
- OUTLINE OF PRINCIPALS' RESPONSIBILITIES.
- DISCUSSION OF POSSIBLE PROBLEMS PRINCIPALS' WILL FACE.
- EXPLANATION OF THE IMPORTANCE OF FULL SCHOOL PARTICIPATION.
- DISCUSSION OF SELECTION AND REPLACEMENT OF TEACHERS. (FOR OPTION 2)
- DISCUSSION OF PREPARATION OF TEACHERS IN THE SCHOOLS. (FOR OPTIONS 1 AND 2)
- OPPORTUNITY FOR QUESTIONS AND COMMENTS.
- DESCRIPTION OF COORDINATOR'S ROLE. EMPHASIS ON COORDINATOR'S AVAILABILITY FOR ASSISTANCE AND ADVICE.

INSTRUCTOR'S LESSON PLAN

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| UNIT NO. <u>7. Training and Supervision of Instructors</u> | TIME ALLOTTED: <u>Day Two, 10:30-12:00 a.m.</u> |
| METHODS/MEDIA: <u>Lecture/Discussion/Overheads</u> | EQUIPMENT REQUIRED: <u>Overheads, Overhead Projector</u> |

OBJECTIVE(S):

COORDINATORS WILL BE ABLE TO:

1. Describe conduct of instructors' training course.
2. Explain supervision of program administration.
3. Describe differing supervisory requirements of the program administration options.
4. Explain supervision of follow-on activities.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| 18-19 | <p>3. Describe the differences in training due to program administration in option selected.</p> <ul style="list-style-type: none"> a. Small group of specialists versus large group of teachers. b. Possibility for hands-on practice for Options 1 and 2. c. Participation of specialists in discussions versus straight lecture format for large groups of teachers. <p>B. Supervision of Program Instructors.</p> <ul style="list-style-type: none"> 1. Discuss importance of coordinators control of program administration. <ul style="list-style-type: none"> a. Responsible for program quality. b. Necessity for personal observation. c. Frequent contacts with instructors and principals required. 2. Describe supervision of specialists (Option 1). <ul style="list-style-type: none"> a. Assign specialists to various schools (scheduling is discussed in Unit 4). b. Resolve day-to-day problems (scheduling conflicts, mislaid equipment, lack of assistants, street blocking problems, etc.). c. Adjust schedules if required. d. Observe conduct of sessions. Coordinator should visit the first school that each specialist instructs and as many schools as possible thereafter. Coordinator should then provide feedback to the instructors. | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| 18-19 | <p>3. List points to check for when observing sessions (all options).</p> <ul style="list-style-type: none"> a. Is the equipment set up as described in the <u>Instructor's Guide</u>? b. Are the games played as described in the <u>Instructor's Guide</u>? c. Are the children involved and interested? d. Is discipline a problem? e. Is the correct behavior sequence and only the correct behavior sequence reinforced constantly? f. Is there a capable assistant present? g. Do the instructor and assistant make certain each child crosses correctly? h. Do the instructor and assistant cross correctly themselves? | Overhead 7-3 |
| 18 | <p>4. Describe supervision of teachers (Option 2).</p> <ul style="list-style-type: none"> a. Work with principals. b. Try to observe each instructor at as early a point in the program as possible. c. Plan to visit schools in the same area each day; it may be possible to observe as many as four schools in one day. d. Try to catch and correct all errors in program administration. <p>5. Describe supervision of teachers (Option 3).</p> <ul style="list-style-type: none"> a. Supervision difficult. Work closely with the principals. b. Scheduling time to observe all classes in a large school system may be impossible. | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| 20 | <p>c. Observe one or two classes in each school together with the principal. Show him/her what to look for and ask him/her to observe the other classes and provide feedback to the teachers.</p> <p>C. Supervision of Program Instructors after Initial Training.</p> <ol style="list-style-type: none"> 1. Discuss the fact that for Options 1 and 2 follow-on sessions are the only activities conducted by the classroom teachers. They will need supervision and guidance. Stress the need for assistants and discuss helping principals locate suitable personnel. 2. Review materials in Unit 4 (Section C) on the importance of follow-on activities and the "Coordinator's Follow-on Memo." 3. Discuss observation of follow-on sessions. <ol style="list-style-type: none"> a. Arrangements must be made with the principals. b. Follow-on sessions should be observed in as many schools as possible. c. Feedback and guidance to the teachers should be provided. Get their ideas for other activities. d. Frequent personal contacts are important to maintaining program momentum. 4. Describe supervision of program administration in subsequent years of the program. <ol style="list-style-type: none"> a. Conduct of brief instructors' training course. For Options 1 and 2, it should be a modified course that emphasizes refresher training. For Option 3, brief instructors' initial training course for Kindergarten teachers and refresher training course for 1-3 grade teachers. These courses should be merely reminders to the instructors. The introductory videotape should be shown, and all questions or problems encountered fully discussed. | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| | <ul style="list-style-type: none">b. Even if unable to conduct training with all instructors, complete training for new instructors should be conducted.c. Observations of as many refresher training classes and Kindergarten initial training classes as possible.d. Supervision of follow-on sessions throughout the remainder of the year. Reminders should be sent out at the end of the refresher training, and distribute the "Coordinator's Follow-on Memo" each month. Observe as many follow-on sessions as possible. | |

PREPARATIONS FOR TRAINING PROGRAM INSTRUCTORS

- **BE THOROUGHLY FAMILIAR WITH INSTRUCTOR'S AND PRINCIPAL'S GUIDES.**
- **REVIEW INSTRUCTOR'S TRAINING CURRICULUM.**
- **STUDY THE FILM "DON'T DART OUT" AND PRACTICE USING ALL EQUIPMENT.**
- **ASSEMBLE SEVERAL SETS OF PROGRAM MATERIALS FOR USE IN TRAINING.**
- **ARRANGE FOR A DATE SHORTLY BEFORE THE OPENING OF SCHOOL – THE COURSE WILL REQUIRE A FULL DAY.**
- **CONTACT ALL INSTRUCTORS AND DISTRIBUTE INSTRUCTOR'S GUIDES IN ADVANCE.**

OUTLINE OF INSTRUCTORS' TRAINING

- DISCUSSION OF THE GOALS OF THE PROGRAM.
- SHOWING OF THE "INTRODUCTION TO THE SAFE STREET CROSSING TRAINING PROGRAM" VIDEOTAPE AND THE CHILDREN'S SAFETY FILM "DON'T DART OUT".
- DEMONSTRATION OF THE MATERIALS.
- DEMONSTRATION OF THE SAFE STREET CROSSING SEQUENCE.
- DISCUSSION OF THE INITIAL TRAINING SESSIONS AND SHOWING OF THE TRAINING VIDEOTAPE.
- HANDS-ON PRACTICE (OPTIONS 1 AND 2 ONLY).
- EMPHASIS ON THE CONTINUING NATURE OF THE PROGRAM (FOLLOW-ON ACTIVITIES AND REFRESHER TRAINING).
- OPPORTUNITIES FOR QUESTIONS AND COMMENTS.

SESSION OBSERVATIONS

- **IS THE EQUIPMENT SET UP AS DESCRIBED IN THE INSTRUCTOR'S GUIDE?**
- **ARE THE GAMES PLAYED AS DESCRIBED IN THE INSTRUCTOR'S GUIDE?**
- **ARE THE CHILDREN INVOLVED AND INTERESTED?**
- **IS DISCIPLINE A PROBLEM?**
- **IS THE CORRECT BEHAVIOR SEQUENCE AND ONLY THE CORRECT BEHAVIOR SEQUENCE, REINFORCED CONSTANTLY?**
- **IS THERE A CAPABLE ASSISTANT PRESENT?**
- **DO THE INSTRUCTOR AND ASSISTANT MAKE CERTAIN EACH CHILD CROSSES CORRECTLY?**
- **DO THE INSTRUCTOR AND ASSISTANT CROSS CORRECTLY THEMSELVES?**

INSTRUCTOR'S LESSON PLAN

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| UNIT NO. <u>8. Obtaining and Distributing Program Materials</u> | TIME ALLOTTED: <u>Day Two, 1:00-2:00 p.m.</u> |
| METHODS/MEDIA: <u>Lecture/Discussion/Overheads</u> | EQUIPMENT REQUIRED: <u>Overheads, Overhead Projector</u> |

OBJECTIVE(S):

COORDINATORS WILL BE ABLE TO:

1. List program materials.
2. Discuss sources for materials.
3. Identify alternatives to the specified material.
4. Estimate amounts of materials required for school systems.
5. Describe organization and distribution of program materials.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|---|
| 22-23 | <p>A. Obtaining Program Materials.</p> <ol style="list-style-type: none"> 1. Review lists of required materials (Unit 2, Section D). 2. Discuss sources for materials. <ol style="list-style-type: none"> a. Major program (requires special fabrication; may be available from NHTSA). <ol style="list-style-type: none"> (1) Safety film "Don't Dart-Out." (2) Pusharound cars. (3) Barricades and signs. (4) Sew-on patches. b. Printed materials (can be printed locally if unavailable from NHTSA). <ol style="list-style-type: none"> (1) Course guides. (2) Parents' pamphlets. (3) Progress charts. (4) Safety tokens. (5) "Street Safety Award" certificates. c. Locally available materials (can be easily purchased in local stores). <ol style="list-style-type: none"> (1) Masking tape. (2) Game baskets. (3) Game tokens. (4) Game rope. | <p>Overhead 8-1 Overhead 8-2</p> <p>Appendices D, E, and F Volume II Final Report</p> <p>Overhead 8-3</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| 22-23 | <p>4. Describe alternatives to NHTSA-supplied materials, if unavailable.</p> <ul style="list-style-type: none"> a. "Don't Dart-Out"--no real substitute. Teachers and/or students may act out story (script in Appendix E). b. Pusharound cars--may be fabricated to specifications. Tricycles or other ride-in toy vehicles may be used, supplied by school systems or students themselves. c. Barricades and signs may be fabricated to specifications. Sawhorses and boards with homemade signs attached may be substituted. Type of barricade not crucial, if barricade guard present. d. Sew-on patches--no substitutes. They may be produced locally to specifications. <p>5. Explain that the amounts of class materials to be determined by the number of classes and students participating and the amount of school materials by the number of schools. A reasonable number of extras should be obtained to allow for damage or loss.</p> <p>B. Organizing Program Materials.</p> <ul style="list-style-type: none"> 1. Discuss assembling class materials. <ul style="list-style-type: none"> a. Determine the number of classes and students for each school participating in the program. b. Set up a file for each school showing the number of classes and children in each class. c. Divide the materials into sets, one set for each class, and group all class materials together by schools. d. Provide two or three extra class sets for each school to allow for damage or loss. | Overhead 8-1 |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| 22 | <p>2. Discuss assembling school materials</p> <ul style="list-style-type: none"> a. Determine the number of participating schools. b. Each school should receive one set of school materials (which includes three sets of game materials). <p>3. Ask the coordinators to estimate the amount of materials required by their school system.</p> <p>C. Distributing Program Materials.</p> <ul style="list-style-type: none"> 1. Describe distribution of materials. <ul style="list-style-type: none"> a. Each school should receive the appropriate number of class sets and one school set. b. Distribution should be done a week or two before the start of the sessions. c. For Option 2 and 3, all schools should receive the equipment at the beginning of the school year. For Option 1, distribution should conform to the specialists' schedules. d. All extra materials should be saved and the schools informed of their availability. e. Distribution should be done by the school systems' regular distribution system. The coordinators should work closely with the officials in charge of this system. 2. Describe distribution of replacement materials. <ul style="list-style-type: none"> a. Before the beginning of subsequent school years, all class materials, except <u>Instructor's Guides</u>, must be replenished for Kindergarten classes. b. First-, second-, and third-grade classes conducting refresher training do not need safety tokens, progress charts, parents' pamphlets, safety certificates, or safety badges. Consequently, only masking tape and additional <u>Instructor's Guides</u> (if needed) should be distributed to these grades. | Overhead 8-2 |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <ul style="list-style-type: none">c. Principals should inventory school materials and send coordinators a list of required replacements at the end of the school year. Coordinators must initiate this process of obtaining replacements before the new school year begins.d. New class materials and required school materials should be distributed before the start of school. | |

CLASS MATERIALS

- **ONE INSTRUCTOR'S GUIDE.**
- **TWO PACKAGES OF YELLOW SAFETY TOKENS (500 TO A PACKAGE).**
- **ONE PROGRESS CHART.**
- **ONE ROLL OF MASKING TAPE.**
- **PARENTS' PAMPHLETS (ONE FOR EACH CHILD IN THE CLASS.)**
- **SAFETY CERTIFICATES (ONE FOR EACH CHILD IN THE CLASS.)**
- **SEW-ON SAFETY BADGES (ONE FOR EACH CHILD IN THE CLASS.)**

SCHOOL MATERIALS

- **ONE STREET SAFETY FILM ENTITLED "DON'T DART OUT".**
- **ONE SET OF PUSHAROUND MODEL CARS (THREE CARS TO A SET).**
- **ONE SET OF STREET-SAFETY BARRICADES AND SIGNS (TWO BARRICADES TO A SET).**
- **THREE SETS OF GAME MATERIALS.**

GAME MATERIALS

- **ONE SET OF BALLS (ONE RED BALL AND ONE BLUE BALL).**
- **ONE SET OF WASTEBASKETS (ONE EACH - PINK, BLUE, WHITE).**
- **ONE SET OF PLASTIC CHIPS (75 BLUE CHIPS AND 75 RED CHIPS).**
- **ONE "FOLLOW-THE-LEADER" GAME ROPE.**

PROGRAM MATERIALS

MAJOR PROGRAM MATERIALS

- **SAFETY FILM "DON'T DART OUT"**
- **PUSHAROUND CARS**
- **BARRICADES AND SIGNS**
- **SEW-ON PATCHES**

PRINTED MATERIALS

- **COURSE GUIDES**
- **PARENTS' PAMPHLETS**
- **PROGRESS CHARTS**
- **SAFETY TOKENS**
- **"STREET SAFETY AWARD" CERTIFICATES**

GAME MATERIALS

- **MASKING TAPE**
- **GAME BASKETS**
- **BALLS**
- **GAME TOKENS**
- **GAME ROPE**

INSTRUCTOR'S LESSON PLAN

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| UNIT NO. <u>9. Making Arrangements for Outdoor Sessions</u> | TIME ALLOTTED: <u>Day Two, 2:00-2:50 p.m.</u> |
| METHODS/MEDIA: Lecture/Discussion/Overheads | EQUIPMENT REQUIRED: Overheads, Overhead Projector |

OBJECTIVE(S):

COORDINATORS WILL BE ABLE TO:

1. Explain process of obtaining permission to block streets.
2. Describe outdoor session street requirements and the street-blocking procedures.
3. Solve unique street-blocking problems in their areas.
4. Describe process of obtaining barricade guards.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| 24 | <p>A. Obtain Permission to Block Streets</p> <ol style="list-style-type: none"> 1. Explain importance of obtaining permission from the proper authorities to set up the barricades and block the streets. <ol style="list-style-type: none"> a. Streets must be blocked at both ends to ensure children's safety. b. Authorities must be contacted, or will object to barricaded streets. c. Police may question barricade guards--must have approval of someone in authority. 2. Discuss procedure for contacting the proper municipal authority. <ol style="list-style-type: none"> a. Locate person in charge of traffic management for the city. May be in county courthouse, police department, Department of Transportation, or Department of Highways and Sewers. b. Explain street safety program thoroughly to the person in charge. Emphasize that only residential streets will be blocked, not bus lines or main throughfares. c. Emphasize that permission to block the streets is all that is required, not the barricades themselves. d. Explain that the person will be contacted by the principals to confirm streets and dates. e. Obtain the authority's name, title, address, and phone number. Give these to the principals. They should notify him/her of the dates, times, and locations of the streets to be blocked. f. After streets and dates are known and the principals have sent lists to both the authority and the coordinator, the coordinator should obtain written permission from the authority for all street blocking. Copies of this document should be sent to all principals. | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|--|
| | <p>f. Close to school. Remember that some of the children are only five years old and a long walk might tire them. Also, time spent walking is time not spent practicing.</p> <p>g. Not a bus route. This applies to both school bus routes and any local mass-transit. The police probably will not allow any road to be blocked that is part of a commercial bus route. The same would apply for school buses. Even if permitted, removing the road blocks for every bus would cause too much interruption and trouble for the instructor.</p> <p>h. Convenient alternate (detour) routes. Try to choose a site such that the road can be blocked at the intersection and will be convenient for oncoming traffic to select an alternate route. The signs on the barricades have moveable arrows to direct traffic to an alternate route.</p> <p>i. Enough space for playing games. Each game requires approximately 40 feet of free space on one side of the street.</p> <p>j. Presence of parked cars at the site. One of the games requires that two parked cars be present at the game site. Most residential streets allow parallel curb parking, so this shouldn't be a problem.</p> <p>2. Explain that ideally it would be best to choose three different streets so that each game could be played in a different environment. This may not be possible. If the street is long, different segments of the street may be used.</p> <p>3. Describe the street-blocking procedure.</p> <p>a. Barricades should be set up about 20 minutes in advance of the first session.</p> <p>b. Barricades and signs should be placed in the middle of the street to block the streets as completely as possible.</p> | <p><u>Principal's Guide, p. 17</u></p> <p>Overhead 9-2</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|---|
| 24-25 | <p>c. One barricade guard should be stationed at each barricade.</p> <p>d. The moveable arrows on the barricade signs should be set to show the proper direction(s) for motorists to detour.</p> <p>e. Barricade guards should be instructed to flag down motorists who don't detour, instruct motorist who <u>must</u> use the street to proceed slowly as children are in the street, warn the instructor and class when a car does come down the street.</p> <p>f. When all the sessions for the day are completed, the barricades should be taken down and brought into the school.</p> <p>4. Discuss unique street-blocking problems in the coordinators' areas.</p> <p>C. Obtaining Barricade Guards.</p> <p>1. Discuss the use of crossing guards.</p> <p>a. If possible, crossing guards should serve as barricade guards.</p> <p>b. Coordinators should contact the captain of the crossing guards (at the local police department), explain the program, and request cooperation. If he/she agrees, the coordinator should record his/her name, business address, and phone number, and explain that the principals will call the guard captain with specific dates and times.</p> <p>c. If each school maintains its own group of crossing guards, the principals can make the initial contact as well.</p> <p>d. Principals should send a list of dates and times when crossing guards are needed as well as the street locations to the captain. Two guards would be needed for each day.</p> | <p><u>Principal's Guide,</u> p. 16-17</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| | <p>2. List alternative sources of barricade guards.</p> <ul style="list-style-type: none">a. Responsible high school students.b. Aides assigned to the school.c. Other school personnel.d. Volunteers from the PTA.e. Parents of children participating in the program.f. Older children.g. Members of school safety patrols. | Overhead 9-3 |

OUTDOOR SITE REQUIREMENTS

- MIDBLOCK LOCATION
- NARROW RESIDENTIAL STREET
- TWO-WAY TRAFFIC FLOW
- NORMAL/LIGHT TRAFFIC FLOW
- TRAFFIC SPEED OF 30 MPH OR LESS
- CLOSE TO SCHOOL
- NOT A BUS ROUTE
- CONVENIENT ALTERNATE (DETOUR) ROUTES
- ENOUGH SPACE FOR PLAYING GAMES
- PRESENCE OF PARKED CARS AT THE SITE

BLOCKING THE STREET

- **SET UP BARRICADES 20 MINUTES BEFORE SESSION**
- **PLACE BARRICADES IN MIDDLE OF STREET**
- **STATION ONE GUARD AT EACH BARRICADE**
- **SET MOVEABLE ARROWS ON SIGNS**
- **INSTRUCT BARRICADE GUARDS TO:**

STOP MOTORISTS WHO DON'T DETOUR

TELL MOTORISTS WHO MUST USE STREET, TO GO SLOWLY AS CHILDREN ARE IN THE STREET

WARN INSTRUCTOR AND CLASS IF A CAR COMES DOWN THE STREET

- **TAKE BARRICADES DOWN AT THE END OF SESSION AND BRING INTO THE SCHOOL**

POSSIBLE BARRICADE GUARDS

- **CROSSING GUARDS**
- **RESPONSIBLE HIGH SCHOOL STUDENTS**
- **AIDES ASSIGNED TO THE SCHOOL**
- **OTHER SCHOOL PERSONNEL**
- **VOLUNTEERS FROM THE PTA**
- **PARENTS OF CHILDREN PARTICIPATING IN THE PROGRAM**
- **OLDER CHILDREN**
- **MEMBERS OF SCHOOL SAFETY PATROLS**

INSTRUCTOR'S LESSON PLAN

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| UNIT NO. <u>10. The Coordinator's Role as Spokesperson for the Program</u> | TIME ALLOTTED: <u>Day Two, 3:00-5:00 p.m.</u> |
| METHODS/MEDIA: Lecture/Discussion/Overheads | EQUIPMENT REQUIRED: Overheads, Overhead Projector |

OBJECTIVE(S):

COORDINATORS WILL BE ABLE TO:

1. Describe their roles as primary representative of and spokesperson for the program.
2. Respond to the most common questions and concerns about the program.
3. Explain the need for good community relations and list techniques for achieving them.
4. Describe their roles in preparing the school system for the program (principals and teachers).
5. List their responsibilities as program troubleshooters.
6. Apply this material to their unique problems.

REFERENCES:

Jaywalking Ordinances for the Participating Municipalities

National Committee on Uniform Traffic Laws and Ordinances. Traffic Laws Annotated. Charlottesville, VA: The Michie Company, 1972. Annual supplements are available from the same source.

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <ul style="list-style-type: none"> b. Are we teaching the children to jaywalk? c. Doesn't this program take more time than other child pedestrian safety programs? d. Doesn't this program require a great deal of space to perform? <p>2. Discuss this program versus traditional child pedestrian safety messages.</p> <ul style="list-style-type: none"> a. This program is in no way designed to counteract the important "cross-at-the-corner" and "cross-at-the-light" lessons that children must learn. b. This program is intended to be a part of a much larger safety curriculum that teaches these lessons. c. Instructors should emphasize to the children that crossing at the intersection is still the best way. d. Goal of this program is to make sure that if a child enters the street for <u>any</u> reason, he does so safely. e. This program aimed at those times when the child is casually playing and carelessly enters the street to retrieve a ball or greet a friend. f. Although training in intersection behavior is extremely important, it is becoming widely recognized that children <u>will</u> enter the street while playing, and it is best to teach them to do so safely. g. Dart-out type accidents cannot be prevented by unrealistic expectations that children will remember to cross at the corner even in the midst of play. Children must be taught appropriate behavior for their inevitable midblock crossings. | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| 26 | <p>h. This program emphasizes crossing safely under all conditions, especially those times when it is extremely impractical and unlikely that the children would go to the intersection to cross.</p> <p>3. Discuss integration of this program into the existing safety curriculum in the school system.</p> <p>a. Children should receive a balanced safety program that teaches all aspects of traffic safety.</p> <p>b. Integration into existing safety curriculum necessary part of program implementation.</p> <p>c. Various safety programs must be prevented from interfering with each other while remaining maximally effective.</p> <p>d. Place of this program in relation to ongoing safety programs should be considered during early program planning.</p> <p>e. Coordinators may outline suggestions for teachers to help them integrate this program into the larger safety curriculum. This material may be covered in Pre-Program Activities.</p> <p>4. Discuss jaywalking ordinances.</p> <p>a. Ordinances differ in each locality.</p> <p>b. In most municipalities, ordinances prohibit crossing only under specialized conditions, usually associated with busy commercial areas.</p> <p>c. Rules do not usually apply to the residential areas of concern to this program.</p> <p>d. The Uniform Vehicle Code only specifies that crossing outside a crosswalk is prohibited between adjacent signalized intersections. Another suggested ordinance prohibits pedestrians from crossing outside a crosswalk in a business district.</p> | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <p>e. Most municipalities limit their regulations to through streets, specifically named streets, or areas within a limited distance from a crosswalk (usually 150 feet).</p> <p>f. Some examples of municipal ordinances are:</p> <ul style="list-style-type: none"> - St. Louis and Portland prohibit crossing outside a crosswalk within 150 feet of the crosswalk. - Toledo prohibits crossing the roadway at any point within 300 feet of a crosswalk. - Seattle prohibits crossing outside a crosswalk on any "arterial street." - Tulsa specifies that in residential neighborhoods, on quiet streets, a pedestrian crossing at other than a crosswalk shall take the shortest possible route to the opposite side of the street and at a right angle to the side of the street. <p>5. Explain lack of enforcement of jaywalking ordinances.</p> <ul style="list-style-type: none"> a. Jaywalking ordinances often not enforced. b. Although some cities have strict jaywalking laws, they are usually not enforced except in busy downtown areas or selected problem districts (i.e., near a college campus). c. Law enforcement officials usually take the position that these strict laws are needed and enforceable only in busy, heavy traffic areas. <p>6. Discuss jaywalking ordinances and enforcement in the coordinators' individual municipalities. (Be prepared with the ordinances for each of the participating municipalities.) Emphasize that the coordinators should contact law enforcement officials before initiation of the program to clarify their positions on the issue. Address any concerns individual coordinators may have on this issue.</p> | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <p>7. Discuss/review the time requirements of the program.</p> <ul style="list-style-type: none"> a. Time and space requirements may be more demanding than for majority of safety programs. b. Nine 45-minute initial training sessions, monthly or bi-weekly follow-on sessions, three 45-minute refresher training sessions. c. May disrupt regular school activities. d. Time requirements not excessive. Necessary to ensure complete learning and retention. Research has shown that mere exposure to safe street-crossing concepts is not enough. e. Children need extensive practice and reinforcement. f. Time requirements may be lessened by combining program activities with other school activities, such as recess or physical education classes. <p>8. Discuss/review space requirements of the program.</p> <ul style="list-style-type: none"> a. Large, open area required to administer the indoor sessions. b. Classrooms do not have enough space to play the games or properly use the pusharound cars. c. Gymnasium best location, if use can be scheduled. d. Auditorium or lunchroom with moveable chairs and/or tables could be used. Large central hall possible if program would not interfere with pedestrian traffic. e. Pusharound cars easily moved and stored, other materials present no problem--equipment does not restrict use of gymnasium or other location when program not in session. | |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| 26 | <p>f. During warm weather, could use schoolyard or playground--must be self-contained with no access to the street.</p> <p>g. Coordinators should work with principals to determine the best location in each school.</p> <p>C. Establishing and Maintaining Community Interest and Involvement.</p> <p>1. Discuss the need for support and assistance.</p> <p>a. Support of parents, PTA, civic groups and the general public is important to reinforce the program and prevent interference.</p> <p>b. Municipal authorities and law enforcement officials cooperation with the program is essential to smooth program functioning.</p> <p>c. These groups should be familiar with the goals and methods of the program. Their questions and concerns must be fully answered.</p> <p>2. Identify techniques for achieving community involvement.</p> <p>a. Become acquainted with police and traffic officials and thoroughly brief them on the program in advance.</p> <p>b. Hold a press conference and/or media interview. Try to show the introductory videotape whenever possible to present a complete picture of the program.</p> <p>c. Organize a press conference with school system officials and representatives of the police department. Be sure all participants are thoroughly prepared.</p> <p>d. Volunteer to speak at PTA, school board, or civic group meetings. Have a prepared presentation and show the introductory videotape.</p> | Overhead 10-3 |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------------------|
| 16 | <p>3. Emphasize that the coordinator should always be conscious of his/her role as representative of the public image of the program. He/she should be informed, confident, and cooperative at all times and respond fully to all concerns and questions.</p> <p>D. Preparing the School System for the Program.</p> <ol style="list-style-type: none"> 1. Discuss the importance of principal and teacher acceptance and support of the program. <ol style="list-style-type: none"> a. Success of the program strongly affected by the degree of interest, acceptance, and involvement demonstrated by principals and teachers. b. Their questions and concerns must be fully answered before program initiation. 2. Review principal's pre-program meeting (Unit 6, Section C). 3. Explain that pre-program preparation of the classroom teachers for Options 1 and 2 is primarily a function of the principals. A principal may ask the coordinator to speak at his/her school before program initiation to further prepare the teachers. The coordinator should respond quickly to all such requests for assistance. If Option 3 is chosen and classroom teachers will be program instructors, the coordinator will meet with all teachers for their training (see Unit 5, Section A). <p>E. The Coordinator as Program Troubleshooter.</p> <ol style="list-style-type: none"> 1. Discuss the importance of the coordinator in assuring smooth functioning of the ongoing program. 2. List the coordinators' responsibilities as program troubleshooters. <ol style="list-style-type: none"> a. Dealing with principals. b. Maintaining schedules. c. Assisting instructors. | <p>Overhead 6-2 from Unit 6</p> |

INSTRUCTOR'S LESSON PLAN

| CG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <ul style="list-style-type: none"> d. Obtaining aides. e. Observing program administration and providing feedback to instructors. f. Maintaining and replacing equipment. g. Speaking to concerned parents, community groups, and municipal authorities. <p>F. Final Discussion.</p> <ul style="list-style-type: none"> 1. Conduct discussion of the material in this unit as applied to the individual coordinators. 2. Encourage each coordinator to express all his/her specific questions and concerns. 3. Administer final test questions. <ul style="list-style-type: none"> a. Fifteen minutes to complete test. b. Group discussion of questions and correct answers. c. Self-scored test--no collection. | <p>Overhead 10-4</p> |

ANSWERS TO TEST QUESTIONS

1. As given in Overhead 10-1.

2. As given in Overhead 10-2.

3. Training by Specialists
Training by One Teacher in Each School
Training by Individual Classroom Teachers

Advantages and disadvantages of each option are given in Unit 5.

4. As given in Overhead 6-1.

5. Many subjective answers are possible. Evaluate and discuss in accordance with the principles given in this unit.

COORDINATOR'S PUBLIC RELATIONS DUTIES

- **DEALS WITH QUESTIONS AND CONCERNS OF ALL INTERESTED PARTIES.**
- **INFORMS THE PUBLIC THROUGH THE MEDIA AND PERSONAL APPEARANCES.**
- **CONTACTS ALL INTERESTED MUNICIPAL AUTHORITIES.**
- **ENCOURAGES COMMUNITY INVOLVEMENT.**
- **PREPARES THE SCHOOL SYSTEM FOR THE PROGRAM.**
- **MAINTAINS A CONTINUOUS FLOW OF INFORMATION ABOUT THE PROGRAM.**

PROGRAM ISSUES AND QUESTIONS

- **THIS PROGRAM VERSUS TRADITIONAL CHILD PEDESTRIAN SAFETY MESSAGES.**
- **JAYWALKING.**
- **TIME REQUIREMENTS OF THE PROGRAM.**
- **SPACE REQUIREMENTS OF THE PROGRAM.**

ACHIEVING COMMUNITY INVOLVEMENT

- **CONTACT POLICE AND TRAFFIC OFFICIALS AND THOROUGHLY BRIEF THEM ON THE PROGRAM IN ADVANCE.**
- **GIVE MEDIA INTERVIEWS.**
- **HOLD A PRESS CONFERENCE.**
- **ORGANIZE A PRESS CONFERENCE WITH SCHOOL SYSTEM AND LAW ENFORCEMENT OFFICIALS.**
- **SPEAK AT PTA, SCHOOL BOARD, OR CIVIC GROUP MEETINGS.**
- **SHOW THE INTRODUCTORY VIDEOTAPE TO THE MEDIA AND/OR INTERESTED GROUPS.**

**COORDINATOR'S RESPONSIBILITIES AS
PROGRAM TROUBLE SHOOTER**

DEALING WITH PRINCIPALS.

MAINTAINING SCHEDULES.

ASSISTING INSTRUCTORS.

OBTAINING AIDES.

**OBSERVING PROGRAM ADMINISTRATION AND PROVIDING
FEEDBACK TO INSTRUCTORS.**

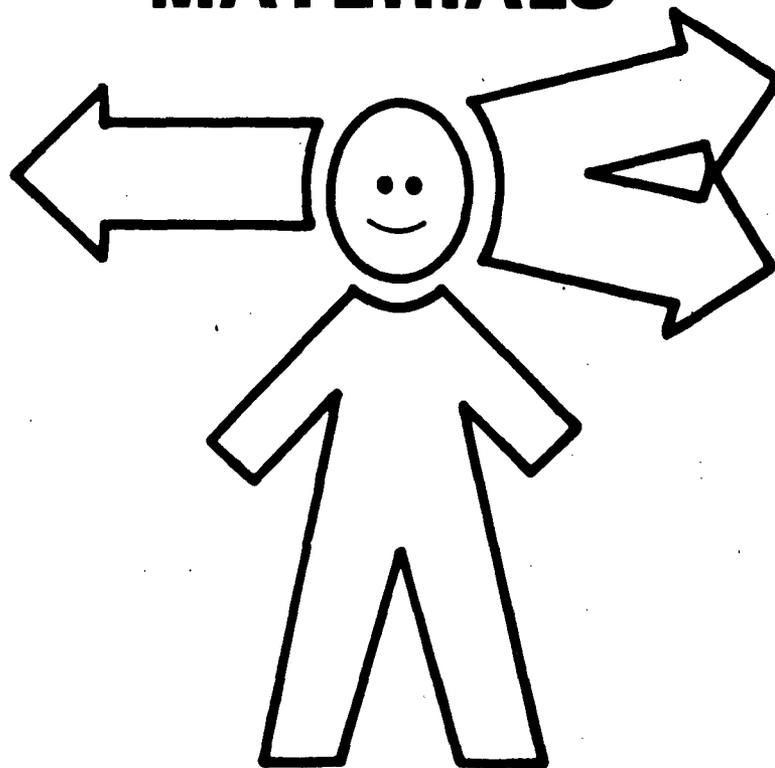
MAINTAINING AND REPLACING EQUIPMENT.

**SPEAKING TO CONCERNED PARENTS, COMMUNITY GROUPS,
AND MUNICIPAL AUTHORITIES.**

SECTION 3
CURRICULUM AND MATERIALS
FOR PROGRAM COORDINATOR TRAINING

**SAFE STREET
CROSSING
TRAINING
PROGRAM**

**PROGRAM
INSTRUCTORS
TRAINING
MATERIALS**



**U. S. DEPARTMENT OF TRANSPORTATION
Contract No. DOT-HS-4-00955**

TABLE OF CONTENTS

| | Page |
|---|------|
| INTRODUCTION | 1 |
| AGENDA | 3 |
| CONSIDERATIONS IN PREPARATION FOR THE COURSE | 4 |
| When Training Should Take Place | 4 |
| Arrangements for the Course | 4 |
| Equipment | 4 |
| Use of Lesson Plans | 5 |
| Coordinator's Preparation | 5 |
| INSTRUCTOR'S LESSON PLANS | 7 |
| Unit 1: Introduction | 7 |
| Unit 2: Overview of Intitial Training | 11 |
| Unit 3: Conduct of Initial Training Sessions | 24 |
| Unit 4: Conduct of Refresher Training and Follow-on Sessions | 33 |

INTRODUCTION

The National Highway Traffic Safety Administration (NHTSA), within the U.S. Department of Transportation, has developed a child pedestrian safety training program. This program entitled "The Safe Street-Crossing Training Program" is implemented in school systems, and is designed to prevent dartout type accidents among 5-9 year olds, i.e., Kindergarten through thirdgraders. The program development and program materials are described elsewhere.¹

The purpose of this manual is to provide a training curriculum for those persons in the school system--teachers or specialists--who will be administering the program to the children. The success or failure of the program in preventing child pedestrian accidents depends in great part on the motivation, program knowledge, and skill of these instructor personnel. The object of the instructors' training is to develop these qualities to a high level.

The manual is part of a training course package which contains, in addition, two videotapes entitled:

1. An Introduction to the Safe Street-Crossing Training Program.
2. Training vignettes for use with the safe street-crossing training program for coordinators and instructors training.

The training of instructors within a school system will normally be performed by the program coordinator, i.e., that person responsible for the overall implementation of the program in the school system. It is assumed that the coordinator has a detailed knowledge of the program conduct and all program materials, especially the Instructor's Guide, as a prerequisite to training the instructors.

¹Dueker, R. L. Experimental field test of proposed anti-dart-out training programs. Volume 1: Conduct and results. Volume 2: Implementation guidelines and program materials. Final Report. Valencia, PA: Applied Science Associates, Inc., December 1980. Volume 1 documents the conduct and results of the program field test. Volume 2 contains text and specifications for all program materials including Coordinator's Guide, Principal's Guide, and Instructor's Guide. The reader is assumed to have access to all of the materials described in Volume 2.

Five basic instructional methods are employed in the one-day training course:

1. Lectures with slides for overhead projection.
2. Audiovisual aids, including the program introductory videotape, children's movie, and the training vignette videotapes.
3. Hands-on practice of session conduct.
4. Discussion and question and answer periods.
5. Self-scored tests.

The details of the course presentation differ to some extent, depending upon the number of instructors being taught. One option for administering the program is to have all the classes taught by a few specialists; a second option is to have one teacher per school conduct the program. These options involve relatively few instructors and, therefore, instructor training can include at least moderate amounts of hands-on practice with program activities and materials. A third option involves having each classroom teacher conduct the program for his/her own class. Instructor training for this option would, of course, require course presentation to a much larger group (unless more than one presentation was given), and opportunity for hands-on practice is much more limited.

An overview of the course is provided in the suggested course agenda, shown on the following page. This agenda may be reproduced as desired and provided to potential instructors as part of course descriptive material.

AGENDA

INSTRUCTORS' TRAINING COURSE

| | |
|---------------|---|
| 9:00 ~ 10:00 | UNIT 1. INTRODUCTION |
| 10:00 - 10:10 | Break |
| 10:10 - 12:00 | UNIT 2. OVERVIEW OF INITIAL TRAINING |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:00 | UNIT 3. CONDUCT OF INITIAL TRAINING SESSIONS |
| 3:00 - 3:10 | Break |
| 3:10 - 5:00 | UNIT 4. CONDUCT OF REFRESHER TRAINING AND FOLLOW-ON SESSIONS |

CONSIDERATIONS IN PREPARATION FOR THE COURSE

The following subsections describe various important considerations in preparing for the instructors' training.

When Training Should Take Place

Training should be provided to all instructors immediately (i.e., 1-3 weeks) prior to the start of the program. Normally, this will be at the beginning of the school year but, in some cases, the program may begin at other points in the school year. Where the program is being "phased in," certain instructors may not require training until later in the school year and, for best results, more than one training course presentation should be planned.

In subsequent years of the program, the training course should be repeated as necessary for new personnel.

Arrangements for the Course

Regardless of whether the program is to be administered by specialists (Option 1), one teacher per school (Option 2), or each classroom teacher (Option 3), each person to attend the training should be sent a copy of the Instructor's Guide about one week in advance. It is very helpful to include with the Guide a cover letter or memo which:

1. Describes the purpose and importance of the program.
2. Indicates the time, date, and location of the instructor training.
3. Requests the attendees to read the Guide before coming to the training.

The meeting room should be large enough to accommodate the expected number of attendees, of course, but it should have sufficient additional room so that materials and activities (e.g., play of the games) can be demonstrated.

Equipment

The equipment needed for each unit is specified on page one of the unit. All equipment and audiovisual aids should be assembled in the meeting room prior to presentation of the course. The complete list of equipment and support materials required for the course is as follows:

- "Introduction to the Safe Street-Crossing Training Program" videotape.

- Videotape recorder, 3/4" cassette type.
- Monitor(s), one or more as necessary to permit comfortable viewing by the entire class.
- Cables and power cords for the monitor(s) and recorders.
- Overhead projector.
- Overheads (as provided at the end of each unit).
- Film "Don't Dart-Out."
- 16mm sound film projector.
- Screen.
- Training vignettes videotape.
- Several sets of program materials (school materials and class materials).

The instructor should become familiar with the set up and operation of all equipment prior to the start of the training.

Use of the Lesson Plans

The lesson plans contained in this manual outline the major content areas to be discussed. The course is divided into four units to be covered in one day. Page one of each unit specifies the time allotted, the instructional methods to be used, the equipment required, and the terminal objectives (what the instructors should be able to do at the end of the unit). The second and subsequent pages of each unit list the topics to be presented in logical sequence with suggestions for questions to be asked, examples to be used, etc. All references to audiovisual aids provided as part of the package appear in the "Supporting Materials" column at the extreme right. The appropriate pages in the Instructor's Guide are referred to in the "IG Page" column at the extreme left. Each instructor should have a Guide handy for reference. Exercises and handouts are included at the end of some units. Sufficient copies of these should be prepared for distribution during the course.

The content outline of the lesson plans is intended for use as a starting point, to be expanded to suit the coordinator's individual style. The topics listed are not to be read verbatim to the group, but should instead serve as a basis for the coordinator's lectures and/or discussions.

Coordinator's Preparation

In preparing to administer the instructors' training, the coordinator should carefully review this manual and the three program documents--the Coordinator's Guide, Principal's Guide, and the Instructor's Guide. The

major course emphasis is on the Instructor's Guide, but the overall program operation cannot be properly appreciated without review of the other guides. In addition, the coordinator should review the film and the two videotapes, as well as all program materials.

As noted previously, the coordinator should supplement the unit outlines with his/her own notes as desired to facilitate the actual delivery of the lectures.

INSTRUCTOR'S LESSON PLAN

| | |
|--|--|
| UNIT NO. <u>1. Introduction</u> | TIME ALLOTTED: <u>9:00 - 10:00 a.m.</u> |
| METHODS/MEDIA: Lecture/Discussion/Overheads/ Videotape | EQUIPMENT REQUIRED: Overheads, Overhead Projector, Videotape, Videotape Recorder, Monitor, <u>Instructor's Guides</u> |

OBJECTIVE(S):

INSTRUCTORS WILL BE ABLE TO:

1. Demonstrate an overall understanding of the reasons for the program and its goals.
2. Describe their importance to the program.
3. Demonstrate familiarity with content and purpose of the program as contained in the "Introduction to the Safe Street-Crossing Training Program" videotape.
4. Describe their general responsibilities for the program.

REFERENCES:Instructor's Guides

"Introduction to the Safe Street-Crossing Training Program" videotape.

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|---|---------------------------------------|
| | <p>A. Introduction.</p> <ol style="list-style-type: none"> 1. Identify course as training sessions for instructors of NHTSA-sponsored child pedestrian safety program. 2. Introduce coordinator. Describe background and experience. 3. List Coordinator's responsibilities for the program. <ol style="list-style-type: none"> a. Schedule the conduct of the program in the individual schools. b. Brief the principals concerning the program, their roles in the conduct of the program, and the role of their teachers. c. Train the instructors who will administer the program. d. Obtain and distribute program materials. e. Supervise instructors and spot-check the conduct of program activities in individual schools. f. Act as liaison between the community (e.g., parents, parent groups, the media, police, public safety organizations) and the school system in matters concerning the program. <p>B. Administrative Information.</p> <ol style="list-style-type: none"> 1. Make certain each instructor has received an <u>Instructor's Guide</u>, and is familiar with it. 2. Explain course agenda, meeting times, meal arrangements, breaks, restroom locations, etc. <p>C. Reasons For and Goals of the Program.</p> <ol style="list-style-type: none"> 1. Explain the problem <ol style="list-style-type: none"> a. The seriousness of dart-out type accidents and their resistance to change. | <p><u>Instructor's Guides</u></p> |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|--|---|
| 5-8 | <p>b. The approaches taken in the past.</p> <p>2. Describe the program's approach to this problem.</p> <p>a. NHTSA program to train children to perform a behavior sequence whenever they enter the street.</p> <p>b. Stop, search, wait, and reintitiate.</p> <p>c. Practice sequence while playing structured games.</p> <p>d. Continuing program--follow-on and refresher.</p> <p>3. Discuss behavior change and accident reduction.</p> <p>D. The "Introduction to the Safe Street-Crossing Training Program" Videotape.</p> <p>1. Explain purpose of the videotape and audiences for which it is designed.</p> <p>2. Show the introductory videotape.</p> <p>3. Ask for questions and comments about the videotape.</p> <p>E. Instructor's Responsibilities.</p> <p>1. Prepare for the program and assemble materials.</p> <p>2. Introduce the concepts of the program to the children.</p> <p>3. Carefully supervise all crossing behavior.</p> <p>4. Maintain enthusiasm for the games and the program in general.</p> <p>5. Supervise all the children while observing one.</p> <p>6. Provide consistent reinforcement.</p> <p>7. Perform the sessions as described.</p> | <p>Introductory Videotape</p> <p>Overhead 1-1</p> |

INSTRUCTOR'S RESPONSIBILITIES

- **PREPARE FOR THE PROGRAM AND ASSEMBLE MATERIALS.**
- **INTRODUCE THE CONCEPTS OF THE PROGRAM TO THE CHILDREN.**
- **CAREFULLY SUPERVISE ALL CROSSING BEHAVIOR.**
- **MAINTAIN ENTHUSIASM FOR THE GAMES AND THE PROGRAM IN GENERAL.**
- **SUPERVISE ALL THE CHILDREN WHILE OBSERVING ONE.**
- **PROVIDE CONSISTENT REINFORCEMENT.**
- **PERFORM THE SESSIONS AS DESCRIBED.**

INSTRUCTOR'S LESSON PLAN

| | |
|--|---|
| UNIT NO. <u>2. Overview of Initial Training</u> | TIME ALLOTTED: <u>10:10 - 12:00 a.m.</u> |
| METHODS/MEDIA: Lecture/Film/Overheads/ Videotape/Discussion/Hands-on Practice | EQUIPMENT REQUIRED: Film, Projector, Screen, Over- heads, Overhead Projector, Video- tape, Videotape Recorder, Monitor, Program Materials |

OBJECTIVE(S):

INSTRUCTORS WILL BE ABLE TO:

1. Demonstrate familiarity with the content and purpose of the children's safety film "Don't Dart-Out."
2. Perform the correct behavior sequence and critique others.
3. Identify all program materials and their use.
4. List all program sessions.
5. Explain the time and space requirements of the program.

REFERENCES:

Instructor's Guides

Film "Don't Dart-Out"

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|---|--|
| 7 7-8 | <p>A. The Children's Safety Film "Don't Dart-Out."</p> <ol style="list-style-type: none"> 1. Discuss the film's purpose, audience, and place in the program. 2. Explain that it is being shown at this time to introduce the crossing sequence to the instructors as well as to familiarize them with the film as part of the program. 3. Show the film. 4. Ask for questions and comments. <p>B. The Behavior Sequence.</p> <ol style="list-style-type: none"> 1. Demonstrate the left-right-left search. 2. Explain the stop, search, wait and reinitiate sequence. 3. Differentiate between curb and boundary crossing. 4. Demonstrate boundary crossing with pusharound car and masking tape "street." 5. Ask each instructor to practice the sequence both at the boundary and the curb (the other instructors should observe and be called upon to identify errors). [Options 1 and 2 only; for Option 3, several volunteers should be requested.] <p>C. Initial Training.</p> <ol style="list-style-type: none"> 1. List the sessions. 2. Briefly describe major components and objectives of each session. 3. Emphasize need for assistant. 4. Discuss intersection exercises. | <p>Overhead 2-1</p> <p>"Don't Dart-Out"</p> <p>Overhead 2-2</p> <p>Overheads 2-3 and 2-4</p> |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|---|--|
| | <p>5. Show the introductory portion of the training videotape. Briefly answer and discuss questions.</p> <p>D. The Program Materials.</p> <p>1. Describe, display and demonstrate program materials and their assembly.</p> <p>a. Class materials.</p> <p>b. School materials (includes game materials).</p> <p>2. Distribute tokens, parents pamphlets, safety certificates, and safety badges. (Options 1 and 2 only; for Option 3, display only.)</p> <p>3. If necessary, clear an area in the room to provide space for setting up and using the equipment.</p> <p>4. Ask all instructors to practice assembling the equipment. (Options 1 and 2 only; for Option 3, volunteers should be requested.)</p> <p>a. Pusharound cars.</p> <p>b. Barricades.</p> <p>5. Have the instructors carefully examine the progress chart and game materials. (Options 1 and 2 only.)</p> <p>6. Resume seating and ask for questions and comments. (Options 1 and 2 only.)</p> <p>E. Time and Space Requirements of the Program.</p> <p>1. Discuss necessity for extensive program to provide sufficient opportunities for practice and reinforcement.</p> <p>a. Program specifies nine 45-minute sessions every day or every other day--most schools require 3-5 weeks to do the program.</p> | <p>Training Videotape</p> <p>All program materials</p> <p>Overhead 2-5</p> <p>Overhead 2-6</p> <p>Tokens, pamphlets, certificates, badges (at least one for each instructor)</p> <p>Pusharound cars, barricades</p> <p>Progress chart game materials</p> |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|---|-------------------------|
| | <ul style="list-style-type: none"> b. Lack of effectiveness of other short-term programs. c. Emphasis on practice until sequence becomes automatic. d. Skill development only occurs over time. <p>2. Emphasize continuing nature of the program.</p> <ul style="list-style-type: none"> a. Refresher training and follow-on activities to be discussed in Unit 3. b. Later activities are less time consuming. <p>3. Discuss possibilities for lessening time requirements. (Principals may be responsible for these decisions, or an overall policy may have been determined. If this is the case, explain here.)</p> <ul style="list-style-type: none"> a. Combining program activities with recess or physical education classes. b. Incorporating program activities into other school activities. <p>4. Explain necessity for a large open area to administer the indoor sessions.</p> <ul style="list-style-type: none"> a. Classrooms do not have enough space to play the games or properly use the pusharound cars. b. Gymnasium best location. c. Auditorium or lunchroom with moveable chairs and/or tables could be used. d. Large central hall if program would not interfere with pedestrian traffic. e. Pusharound cars easily moved and stored, other materials present no problem--equipment does not restrict use of gymnasium or other location when program is not in session. | |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <p>5. Administer and discuss test on Unit 2.</p> <ul style="list-style-type: none"> a. Fifteen minutes to complete test. b. Group discussion of questions and correct answers. c. Self-scored tests--no collection. | |

UNIT 2

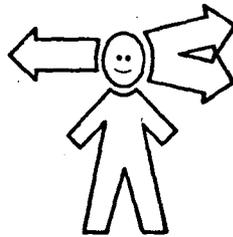
ANSWERS TO TEST QUESTIONS

1. Stop at curb if no parked cars, at boundary if parked cars are present. Search left-right-left. Wait for vehicles detected—track. Reinitiate search left-right-left again after vehicle has passed.
2. One person cannot adequately supervise the class or consistently reinforce crossing behavior.
3. Class materials are distributed to each class and are the property of that class. They include such items as the class progress chart, safety tokens, and parents' pamphlets, certificates, and badges for each child. School materials are to be shared by all classes within a school. This includes the film "Don't Dart-Out," the pusharound cars, the barricades, and the game materials.
4. This is an extensive long-term program which requires nine 45-minute initial training sessions. This program emphasizes actual practice of crossing behaviors under real and simulated street conditions. The children receive immediate reinforcement. This is a continuing program with refresher training and periodic follow-on activities to ensure retention.
5. A gymnasium, auditorium, lunchroom, large central hall, or self-contained playground are all possible locations for indoor sessions.

"DON'T DART OUT"

- **INTRODUCES CHILDREN TO THE PROGRAM.**
- **DESCRIBES AND DEMONSTRATES THE BEHAVIOR SEQUENCE.**
- **INTERESTS THE CHILDREN IN THE PROGRAM THROUGH ASSOCIATION WITH CAPTAIN KANGAROO.**
- **FAMILIARIZES THE CHILDREN WITH THE REINFORCEMENT TECHNIQUES.**
- **SHOWN AT THE START OF THE PROGRAM.**

THE BEHAVIOR SEQUENCE



LEFT-RIGHT-LEFT

- | | |
|-------------------|--|
| STOP | - AT CURB IF NO PARKED CARS AT BOUNDARY OF PARKED CARS IF PRESENT |
| SEARCH | - LEFT-RIGHT-LEFT |
| WAIT | - FOR VEHICLES DETECTED-TRACK |
| REINITIATE | - SEARCH LEFT-RIGHT-LEFT AGAIN AFTER VEHICLE HAS PASSED |

PRE-PROGRAM ACTIVITIES

CONTENT: SAFETY DISCUSSION.

OBJECTIVE: SENSITIZE CHILDREN TO THE PROBLEM.

SESSION ONE

CONTENT: CHILDREN'S SAFETY FILM "DON'T DART OUT".
DEMONSTRATION OF BEHAVIOR SEQUENCE.
PRACTICE IN "NO-THREAT SITUATION".

OBJECTIVE: INTRODUCE CHILDREN TO THE PROGRAM.

SESSION TWO

CONTENT: CHILDREN'S SAFETY FILM "DON'T DART OUT" (K-1 ONLY).
PRACTICE ON SIMULATED STREET.
INTRODUCE PUSHAROUND CARS AND SAFETY TOKENS.

OBJECTIVE: PRACTICE BEHAVIOR SEQUENCE WITH CARS AND REWARDS.

SESSION THREE

CONTENT: THE BALL-TOSS GAME - INDOORS

OBJECTIVE: PRACTICE BEHAVIOR SEQUENCE WHILE ENTERING THE
STREET TO RETRIEVE A TOY DURING GAME.

SESSION FOUR

CONTENT: THE CHIP GAME - INDOORS

OBJECTIVE: PRACTICE BEHAVIOR SEQUENCE WHILE BEING CALLED
ACROSS THE STREET.

SESSION FIVE

CONTENT: THE FOLLOW-THE-LEADER GAME - INDOORS

OBJECTIVE: PRACTICE THE BEHAVIOR SEQUENCE WHILE BEING "CHASED".

SESSION SIX

CONTENT: THE BALL-TOSS GAME – OUTDOORS

OBJECTIVE: SAME AS SESSION 3 UNDER MORE REALISTIC CONDITIONS IN A NATURAL ENVIRONMENT.

SESSION SEVEN

CONTENT: THE CHIP GAME – OUTDOORS

OBJECTIVE: SAME AS SESSION 4 UNDER MORE REALISTIC CONDITIONS IN A NATURAL ENVIRONMENT.

SESSION EIGHT

CONTENT: THE FOLLOW-THE-LEADER GAME – OUTDOORS

OBJECTIVE: SAME AS SESSION 5 UNDER MORE REALISTIC CONDITIONS IN A NATURAL ENVIRONMENT.

SESSION NINE

**CONTENT: MAKE-UP SESSION
REPEAT ANY OUTDOOR SESSION.**

OBJECTIVE: ALL CHILDREN IN THE CLASS MUST HAVE ATTENDED A TOTAL OF AT LEAST 6 INITIAL TRAINING SESSIONS.

AWARD CEREMONY

CONTENT: PRESENTATION OF SAFETY BADGES AND CERTIFICATES.

OBJECTIVE: REINFORCEMENT AND REMINDERS.

CLASS MATERIALS

- **ONE INSTRUCTOR'S GUIDE.**
- **TWO PACKAGES OF YELLOW SAFETY TOKENS (500 TO A PACKAGE).**
- **ONE PROGRESS CHART.**
- **ONE ROLL OF MASKING TAPE.**
- **PARENTS' PAMPHLETS (ONE FOR EACH CHILD IN THE CLASS.)**
- **SAFETY CERTIFICATES (ONE FOR EACH CHILD IN THE CLASS.)**
- **SEW-ON SAFETY BADGES (ONE FOR EACH CHILD IN THE CLASS.)**

SCHOOL MATERIALS

- **ONE STREET SAFETY FILM ENTITLED "DON'T DART OUT".**
- **ONE SET OF PUSHAROUND MODEL CARS (THREE CARS TO A SET).**
- **ONE SET OF STREET-SAFETY BARRICADES AND SIGNS (TWO BARRICADES TO A SET).**
- **THREE SETS OF GAME MATERIALS.**

GAME MATERIALS

- **ONE SET OF BALLS (ONE RED BALL AND ONE BLUE BALL).**
- **ONE SET OF WASTEBASKETS (ONE EACH – PINK, BLUE, WHITE).**
- **ONE SET OF PLASTIC CHIPS (75 BLUE CHIPS AND 75 RED CHIPS).**
- **ONE "FOLLOW-THE-LEADER" GAME ROPE.**

INSTRUCTOR'S LESSON PLAN

| | |
|---|---|
| UNIT NO. <u>3. Conduct of Initial Training Sessions</u> | TIME ALLOTTED: <u>1:00 - 3:00 p.m.</u> |
| METHODS/MEDIA: Lecture/Overheads/ Videotape/Discussion/Hands-on Practice | EQUIPMENT REQUIRED: Overheads, Overhead Projector, Training Videotape, Videotape Recorder, Monitor, Program Materials |

OBJECTIVE(S):**INSTRUCTORS WILL BE ABLE TO:**

1. Describe conduct of all program sessions.
2. Play the games.
3. Describe game session supervision, problems that may arise and possible solutions.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|--|---|
| 9-11 | <p>A. Pre-Program Activities, Sessions 1 and 2.</p> <p>1. Discuss pre-program activities (include distribution of pamphlets and preparation of progress charts).</p> | |
| 12-13 | <p>2. Discuss Session 1.</p> <p>a. Objectives.</p> <p>b. Materials required.</p> <p>c. Conduct.</p> | |
| 14-16 | <p>3. Discuss Session 2.</p> <p>a. Objectives.</p> <p>b. Materials required (emphasize use of safety tokens for first time).</p> <p>c. Conduct.</p> <p>d. Variation for different age groups.</p> | |
| 17-21 | <p>B. The Ball-Toss Game.</p> <p>1. List general rules for game sessions.</p> <p>2. Show the "Ball-Toss Game" segment of the training videotape.</p> <p>3. Demonstrate set-up of the Ball-Toss Game.</p> <p>4. Explain objectives of the game.</p> <p>5. Describe conduct of the game.</p> <p>6. Answer all questions about the game.</p> <p>7. Explain variations for different age groups. Note other small modifications permitted in the set-up and conduct of the game.</p> | <p>Overhead 3-1</p> <p>Training Videotape</p> |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|---|--|
| 22-25 | <p>8. Have the instructors play the game. They should take turns performing the roles of instructor and assistant. Provide feedback to the instructors, emphasizing the rules listed in Overhead 3-1. (Options 1 and 2 only; for Option 3, volunteers should be requested.)</p> <p>C. The Chip Game.</p> <ol style="list-style-type: none"> 1. Show the "Chip Game" segment of the training videotape. 2. Demonstrate set-up of Chip Game. 3. Explain objectives of the game. 4. Describe conduct of the game. 5. Answer all questions about the game. 6. Explain variations for different age groups and other small modifications permitted in the set-up and conduct of the game. 7. Have the instructors play the game. They should take turns performing the roles of instructor and assistant. Provide feedback to the instructors on their performance. (Options 1 and 2 only; for Option 3, volunteers should be requested.) | <p>Training Videotape</p> <p>Program Materials</p> |
| 26-29 | <p>D. The Follow-the-Leader Game.</p> <ol style="list-style-type: none"> 1. Show the "Follow-the-Leader Game" segment of the training videotape. 2. Demonstrate set-up of Follow-the-Leader Game. 3. Discuss objectives of the game. 4. Describe conduct of the game. 5. Answer all questions about the game. 6. Explain variations for different age groups and other small modifications permitted in set-up and conduct of the game. | <p>Training Videotape</p> |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|--------------|---|-------------------------|
| | <p>7. Have the instructors play the game. They should take turns performing the roles of instructor and assistant. Provide feedback to the instructors on their performance. (Options 1 and 2 only; for Option 3, volunteers should be requested.)</p> | Program materials |
| 30-35 | <p>E. The Outdoor Sessions.</p> <ol style="list-style-type: none"> 1. Show the "Outdoor Sessions" segment of the training videotape. 2. Emphasize the importance of outdoor practice. <ol style="list-style-type: none"> a. Realistic situation. b. Opportunities to practice under natural conditions. 3. Review the games and describe their adaptation to outdoor conditions. <ol style="list-style-type: none"> a. Same three games are played outdoors. b. Set-up of games differs. <ol style="list-style-type: none"> (1) Parked cars on one side of the street for each game. (2) No pusharound cars or any traffic. c. Describe bringing children to outdoor location. d. Briefly explain the street-blocking procedure. 4. Explain the need for a make-up session. 5. Discuss the videotape. Answer all questions. | Training videotape |
| 36 37 | <p>F. Award Ceremony.</p> <ol style="list-style-type: none"> 1. Show "Award Ceremony" segment of the training videotape. | Training videotape |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <p>2. Explain importance of awards.</p> <ul style="list-style-type: none"> a. Reinforcement. b. Reminders. <p>3. Describe preparation for award ceremony.</p> <ul style="list-style-type: none"> a. Fill out certificates. b. Check progress chart to make certain all children are eligible. (If not, plan extra make-up sessions before ceremony.) <p>4. Explain conduct of award ceremony.</p> <p>G. Summary.</p> <p>1. Summarize major concerns in the conduct of initial training.</p> <ul style="list-style-type: none"> a. Instructor's role. <ul style="list-style-type: none"> (1) Preparation. (2) Supervision of games. (3) Supervision of crossing behavior. (4) Reinforcement. (5) Need for assistant. b. Program materials. <ul style="list-style-type: none"> (1) Class materials. (2) School materials. (3) Game materials. c. Time and space requirements. d. Introducing the program: The children's safety film "Don't Dart-Out." <ul style="list-style-type: none"> (1) Objective. | |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <p>(2) Content.</p> <p>e. The content of the program: The behavior sequence.</p> <p>(1) Left-right-left.</p> <p>(2) Stop, search, wait and reinitiate.</p> <p>f. Program sessions--objectives and content.</p> <p style="text-align: center;">PRE-PROGRAM ACTIVITIES</p> <p>(1) Film "Don't Dart-Out," Demonstration, and Practice.</p> <p>(2) Film "Don't Dart-Out," (K-1) Practice.</p> <p>(3) Ball-Toss Game--Indoors.</p> <p>(4) Chip Game--Indoors.</p> <p>(5) Follow-the-Leader Game--Indoors.</p> <p>(6) Ball-Toss Game--Outdoors.</p> <p>(7) Chip Game--Outdoors.</p> <p>(8) Follow-the-Leader Game--Outdoors.</p> <p>(9) Make-up Session.</p> <p style="text-align: center;">AWARD CEREMONY</p> <p>2. Administer and discuss test on Unit 3.</p> <p>a. Fifteen minutes to complete test.</p> <p>b. Group discussion of questions and correct answers.</p> <p>c. Self-scored tests--no collection.</p> | |

UNIT 3

ANSWERS TO TEST QUESTIONS

1. Session 1: Introduction and Practice
Session 2: Practice and Rewards
Session 3: "Ball-Toss Game"--Indoors
Session 4: "Chip Game"--Indoors
Session 5: "Follow-the-Leader Game"--Indoors
Session 6: "Ball-Toss Game"--Outdoors
Session 7: "Chip Game"--Outdoors
Session 8: "Follow-the-Leader Game"--Outdoors
Session 9: Make-up Session
2. As given in the Instructor's Guide, p. 22-25.
3. As given in the Instructor's Guide, p. 34-35.
4. As given in the Instructor's Guide, p. 37.
5. Any five of the rules given in Overheads 3-1 and 3-2. (The rules may be restated or combined.)

GENERAL RULES FOR INSTRUCTORS CONDUCTING GAME SESSIONS

- **HAVE AN ASSISTANT TO WATCH ONE TEAM OR CROSSING AREA.**
- **CAREFULLY OBSERVE EACH CROSSING AND IMMEDIATELY STOP ANY CHILD WHO PERFORMS INCORRECTLY.**
- **VERBALLY PRAISE THE CHILDREN FOR CORRECT PERFORMANCE OF THE BEHAVIOR SEQUENCE.**
- **FREQUENTLY ASK THE CHILDREN WHAT THEY ARE LOOKING FOR.**
- **GIVE THE CHILDREN SAFETY TOKENS FOR CORRECT CROSSINGS. THEY MAY KEEP THESE TOKENS.**
- **PREVENT ANY CHILD FROM FINISHING ON AN INCORRECT PERFORMANCE. THE CHILD MUST DO IT CORRECTLY TO RECEIVE A TOKEN.**
- **HAVE THE CHILDREN CROSS AT THE CURB IF NO PARKED CARS OR AT THE BOUNDARY OF THE CARS IF PRESENT.**
- **EMPHASIZE THAT THE CHILDREN ARE TO LISTEN TO BE SURE THE PARKED CARS DO NOT HAVE THEIR ENGINES RUNNING AND LOOK TO BE SURE THE PARKED CARS AREN'T ABOUT TO BACK UP OR PULL OUT.**
- **EMPHASIZE THAT THE PUSHAROUND CARS ARE TO BE REGARDED AS REAL THREATS. CHILDREN MUST SEARCH FOR AND DETECT.**
- **SWITCH DRIVERS FREQUENTLY SO ALL THE CHILDREN CAN FULLY PARTICIPATE IN THE PLAY OF THE GAME.**
- **TREAT THE SIMULATED STREET AS REAL. CROSS CORRECTLY.**
- **EMPHASIZE THAT THE CHILDREN SHOULD ALWAYS PERFORM THE SEQUENCE NO MATTER WHAT THEY ARE DOING.**
- **MAINTAIN ENTHUSIASM FOR THE PLAY OF THE GAME. GAMES SHOULD MOVE QUICKLY AND WITH EXCITEMENT.**
- **COLLECT AND KEEP THE GAME MATERIALS.**
- **GIVE EACH CHILD A CHECK OPPOSITE HIS NAME ON THE PROGRESS CHART FOR THAT SESSION.**

INSTRUCTOR'S LESSON PLAN

| | |
|--|---|
| UNIT NO. <u>4. Conduct of Refresher Training and Follow-on Sessions</u> | TIME ALLOTTED: <u>3:10 - 5:00 p.m.</u> |
| METHODS/MEDIA: Lecture/Overheads/ Videotape/Discussion/Hands-on Practice | EQUIPMENT REQUIRED: Overheads, Overhead Projector, Training Videotape, Videotape Recorder, Monitor, Program Materials |

OBJECTIVE(S):**INSTRUCTORS WILL BE ABLE TO:**

1. Explain the continuing nature of the program and the importance of refresher training and follow-on activities to its long-term success.
2. Describe the place and purpose of follow-on activities in the program.
3. Describe various types of follow-on activities.
4. Play and explain follow-on games.
5. Explain the purpose of the Coordinator's Follow-on Memo.
6. List the refresher training sessions and describe their content, objectives and purpose.

REFERENCES:

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|---------|--|---------------------------|
| 38 | <p>A. The Continuing Nature of the Program.</p> <ol style="list-style-type: none"> 1. Explain the importance of refresher training and follow-on activities. <ol style="list-style-type: none"> a. Need for frequent periodic practice and reinforcement. b. Ensure retention. c. Re-emphasize initial training. d. Improve reinitiation behavior. 2. Present brief overview of follow-on activities. <ol style="list-style-type: none"> a. Every two weeks for K-1, once per month for grades 2-3. b. Supervised by classroom teachers--must have assistants. c. Can be incorporated into other activities. d. As many different types of activities as possible should be performed (games, walks, initial training sessions, etc.). e. Coordinator's follow-on memo. 3. Present overview of refresher training. <ol style="list-style-type: none"> a. Children forget over summer vacation. b. Refresher training, abbreviated form of initial training for first-, second-, and third-grades. c. Three sessions. d. No awards. <p>B. Follow-on Activities.</p> <ol style="list-style-type: none"> 1. Show the "Follow-on Sessions" portion of the videotape. | <p>Training Videotape</p> |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|---------|---|----------------------|
| 38-42 | <ol style="list-style-type: none"> 2. Ask for questions and comments on the videotape. 3. List and discuss the types of follow-on activities. <ol style="list-style-type: none"> a. Repeat training sessions. b. Safety walks. c. Practice during a fire drill or class trip. d. Practice during physical education activities. e. Practice emphasizing reinitiation behaviors (searching again, after a car has passed). f. Races. g. Games with partners. h. Tag games. i. Kicky Wicket game. j. Invent your own games. 4. Ask for instructors' suggestions for other games and activities. Discuss their merits and drawbacks. | <p>Overhead 4-1</p> |
| 40-41 | <ol style="list-style-type: none"> 5. Practice playing several of the games suggested in the <u>Instructor's Guide</u>. Have the instructors take turns serving as instructor and assistant. (Options 1 and 2 only; for Option 3, volunteers should be requested.) <ol style="list-style-type: none"> a. The Lap Game. b. Animal Tag or Automobile Tag. <p>C. Coordinator's Follow-on Memo.</p> <ol style="list-style-type: none"> 1. Explain the purpose of the coordinator's follow-on memo. <ol style="list-style-type: none"> a. To maintain program momentum. b. To assist teachers. | <p>Handout 4-1</p> |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|---------|---|----------------------|
| 42-50 | <p>c. To share school-specific program activities. Teachers and principals can share information on their follow-on activities through principal reports which will be included in the memo.</p> <p>2. Describe distribution of the Coordinator's Follow-on Memo to all K-3 teachers each month.</p> <p>3. Describe content of Coordinator's Follow-on Memo.</p> <p>a. Reminders of the importance of a variety of follow-on activities.</p> <p>b. Data from Principals' Reports.</p> <p>c. Descriptions of new activities performed by the teachers (from Principals' Reports).</p> <p>d. Suggestions for new follow-on activities (generated by the coordinator).</p> <p>e. Accident news. This is important to show teachers and principals concrete real-life benefits of the program--reduced accident rates.</p> <p>D. Refresher Training.</p> <p>1. Discuss subsequent years of the program.</p> <p>a. Only Kindergartners receive initial training.</p> <p>b. All first-, second-, and third-grade classes receive refresher training at the beginning of the school year.</p> <p>c. New students in first-, second-, and third-grades must receive additional training. (Either the entire initial training or refresher training plus extra sessions.) They should receive badges and certificates.</p> <p>d. Follow-on sessions are performed throughout the rest of the year by all classes. (K-1 every two weeks, 2-3 once per month.)</p> | |

INSTRUCTOR'S LESSON PLAN

| IG Page | Instructional Events | Supporting Materials |
|------------|--|-------------------------|
| | <p>2. Review refresher training sessions.</p> <ul style="list-style-type: none"> a. Session 1--Film "Don't Dart-Out," Demonstration and Practice. b. Session 2--"Ball-Toss Game" - Indoors. c. Session 3--"Follow-the-Leader Game" - Outdoors. <p>3. Stress importance of Refresher Training to re-introduce the program to the children after the long summer vacation.</p> <p>E. Maintaining Program Momentum.</p> <ul style="list-style-type: none"> 1. Discuss tendency of teachers and principals to believe program over after initial training. 2. Emphasize coordinator's role to provide continuing support and assistance. 3. Encourage the instructors to feel free to consult with the coordinator at any time. Emphasize availability to assist with all phases of the program. 4. Ask for questions and comments on any topic covered during the course. Answer all questions completely. 5. Administer and discuss test on Unit 4. <ul style="list-style-type: none"> a. Fifteen minutes to complete test. b. Group discussion of questions and correct answers. c. Self-scored tests--no collection. | <p>Overhead 4-2</p> |

UNIT 4

ANSWERS TO TEST QUESTIONS

1. This program requires frequent periodic practice and reinforcement to ensure retention and re-emphasize initial training. Children soon forget and without refresher training and follow-on activities, the initial learning will soon be lost.
2. Refresher training takes place at the beginning of each new school year for the first-, second-, and third-grades.
3. Follow-on activities are performed every two weeks for K-1, once per month for 2-3.
4. Any of the examples presented in this unit or the Instructor's Guide are acceptable. If a new idea is presented, it should be evaluated for its practicality and utility.
5. Refresher Session 1: Demonstration and Practice
Refresher Session 2: "Ball-Toss Game"--Indoors
Refresher Session 3: "Follow-the-Leader Game"--Outdoors

Conduct of the Game

1. Divide the class into two groups of equal size.
2. Have each team line up perpendicular to the curb about two feet from their wicket, as shown in the preceding figure. The teacher and aide take their position near the curb, as shown in the figure.
3. The child nearest the curb takes the position of "Receiver," and the child farthest from the curb takes the position of "Kicker."
4. At the "Go" signal, given by the teacher, the Kicker from each team attempts to kick the ball through the wicket to the Receiver.
5. The Receiver catches or retrieves the ball and hands it to the person in line nearest the curb, who hands it to the next person, to the next, and so on, to the head of the line, who becomes the new Kicker. The previous Kicker moves to the Receiver position.
6. If the ball goes through the wicket, a point is scored. If the ball does not go through the wicket, no point is scored.
7. If the ball goes into the street, the Receiver must retrieve it, using the correct left-right-left search behaviors before entering.
8. If the child uses the correct procedures for entering the street, a point is scored for that team.
9. If the child enters the street incorrectly, no points are scored, and the child must return to the curb and re-enter the street using the correct search behavior before retrieving the ball and handing to the next child in line.
10. The children waiting in line may be enlisted in watching members of the opposite team entering the street. If they observe an incorrect street entry, they may yell "Crash--instant replay!". Correct behavior may be recognized by yelling "Safe!".
11. Play may be ended by the clock or by a set number of rotations of the teams.
12. The team having the highest total of wickets plus safe street entries is the winner.

How to Play the Kicky Wicket Game

Introduction

This game provides a realistic setting for street entries to occur in the course of play and, thus, opportunities for the children to practice safe street-entry behavior.

Materials Required

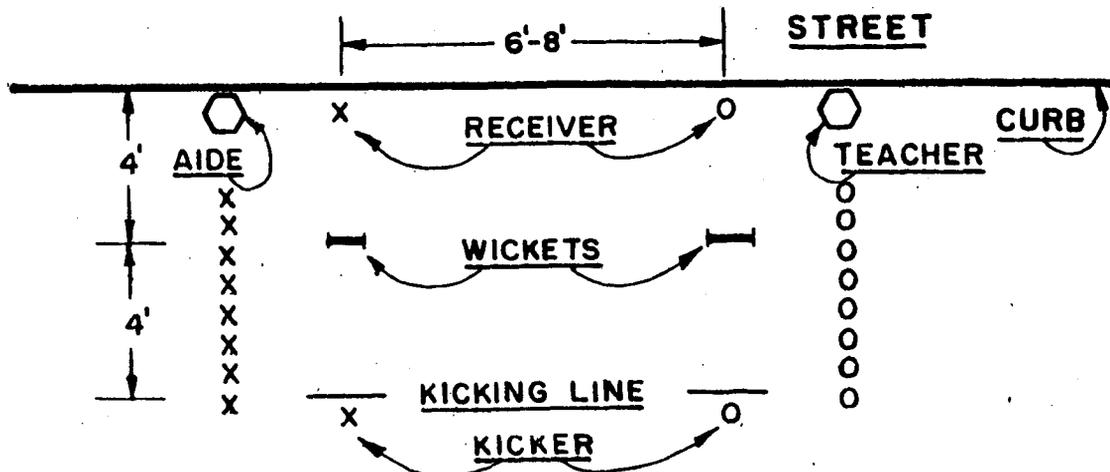
- Balls (2)
- Wickets and stands (2)
- Pad of paper for keeping score (2)
- Pencils (2)

Personnel Required

Teacher and Aide.

Preparation of the Game Site

1. Place the wickets about six to eight feet apart, parallel to the curb, and about four feet from the curb.
2. Using tape or string, for indoor and outdoor sites respectively, make a line parallel to the curb and about four feet away from the wicket.



TYPES OF FOLLOW-ON ACTIVITIES

- REPEAT INITIAL TRAINING SESSIONS.
- SAFETY WALKS.
- PRACTICE DURING A FIRE DRILL OR CLASS TRIP.
- PRACTICE DURING PHYSICAL EDUCATION ACTIVITIES.
- PRACTICE EMPHASIZING RE-INITIATION BEHAVIORS
(SEARCHING AGAIN AFTER A CAR HAS PASSED)
- RACES.
- GAMES WITH PARTNERS.
- TAG GAMES.
- INVENT YOUR OWN GAMES.

REFRESHER TRAINING

- **SESSION 1 – FILM “DON’T DART OUT”, DEMONSTRATION, AND PRACTICE**
- **SESSION 2 – BALL–TOSS GAME – INDOORS**
- **FOLLOW–THE–LEADER GAME – OUTDOORS**

SECTION 4

VIDEOTAPE/FILM SCRIPT
"INTRODUCTION TO THE SAFE STREET-CROSSING
TRAINING PROGRAM"

Title Introduction to the Safe Street-Crossing Training Program

Page 1 of 22

Program _____

Media _____

Time _____

| Visual | Audio |
|---|--|
| <p>Scene 1. Urban residential street. Cars parked on both sides. Four children are playing a disorganized game of tag. One little girl runs into the middle of the street between parked cars. Car approaching. Car tries to avoid her, hits her.</p> <p>Close-up of child's face.</p> <p>Close-up of driver's appalled face. Close-up of hood.</p> <p>Impact, then darkness.</p> | <p>[Background noise, children shouting and playing; traffic sounds]</p> <p>[Thud]</p> |
| <p>Scene 1. Narrator's and Jennifer's feet walking.</p> <p>Camera pulls back for full view. Different residential street with cars parked.</p> <p>Narrator walking towards camera with Jennifer beside him.</p> | |

Program _____

Media _____

Time _____

| Visual | Audio |
|--|--|
| <p>Narrator stops beside a tree, looks at camera. Jennifer begins playing with toy rocket in foreground.</p> | <p>Narrator: Every year 3,000 children are killed in pedestrian accidents. That is more than the number of children who die yearly from cancer and congenital diseases combined.</p> <p>Over one-half of all child pedestrian accidents are attributed to dart-outs. (Pause) A dart-out occurs when a child enters the street midblock, often from between parked cars.</p> |
| <p>Scene 1. Replay of the scene where the child runs into the street.</p> | <p>Narrator: (Voiceover) He may be chasing a ball, responding to a call from a parent, or running to or from a friend. He is intent on his activity and does not pay attention to traffic before entering the street.</p> |
| <p>Scene 3. Children crossing a signalized and guarded intersection.</p> | <p>Crossing properly at intersections, of course, is part of good pedestrian behavior. Children should be taught how to cross at the corners when they are going to and from school, stores, and other neighborhood locations. (Pause) Learning to cross with the crossing guard, with the light, and at corners <u>is</u> very important, but children need something more.</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|--|--|
| <p>Scene 4. Six children are playing in front of a house on a quiet residential street with parked cars. Two children are tossing a football on the sidewalk, the other four children are sitting on the porch playing with toy trucks. The football lands in the street. One child goes between parked cars to get it. No traffic. Doesn't search. Another little boy on the opposite side of the street, carrying a toy truck, is hailed by the children on the lawn. "Come on over." "Come and play." He waves happily and runs across with a quick glance to his right. No traffic nearby.</p> | <p>Narrator: (Voiceover) In their daily play activities, it is unrealistic to expect children to go to the corner at all times. (Pause) Sometimes, they must enter the street midblock—for example, to retrieve a toy.</p> <p>Or, a child is called by a friend. (Pause) If someone calls from across the street, is it reasonable to go all the way up to the corner to cross, only to come back down the street again? Would any child, no matter how well taught, do so in the midst of play?</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|---|---|
| <p>He joins the other children and sits down to play. Scene of all the children playing, including the children tossing the football.</p> <p>Scene 2A. Original scene of the narrator on step. Jennifer playing in foreground with the rocket.</p> <p>Jennifer's rocket shoots into the street. She starts to go after it. Narrator moves quickly to stop her. Puts hand on her shoulder. She looks up at him startled.</p> | <p>Narrator: (Voiceover) Some of these children entered the street midblock. Children always will.</p> <p>(Pause) If cars had been coming, they might have been hit. These children are unaware of the correct procedure for crossing the street.</p> <p>In the past, parents and school programs have either neglected to teach safety procedures, or have attempted to correct the child's behavior. They have also tried to warn children of the potential dangers of running into the street. These methods simply do not work. This is largely because the children are just too young to fully comprehend the danger associated with the situation, much less to keep it in mind at all times.</p> <p>STOP!</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|---|---|
| <p>Narrator stoops down to Jennifer's level.</p> | <p>Jennifer, would you have looked to see if any cars are coming? (Jennifer shakes her head no) Don't you know that cars can hurt you?</p> <p>Jennifer: (Nods) My mommy told me so.</p> <p>Narrator: Then why don't you look for cars when you go into the street?</p> <p>Jennifer: I'm sorry, Uncle Dan. I guess I forgot.</p> |
| <p>Narrator retrieves rocket (looking L-R-L in an unexaggerated manner). Puts rocket in his pocket. Talks to camera, arm around Jennifer.</p> | <p>Narrator: (Sighs) Ah.</p> <p>This is the problem. The U.S. Department of Transportation has developed a training program in an attempt to do something about it. It's called the Safe Street-Crossing Training Program. The approach taken by this program is somewhat different from traditional methods. Instead of merely telling the children what <u>not</u> to do, the program provides learning experiences in which the child actually practices the correct procedures to cross the street safely. The program's objective is to train the children to perform a simple behavior sequence whenever they cross a street. It is practiced often with the intention that it become</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|--|--|
| <p>Takes Jennifer's hand and begins walking away from camera.</p> <p>Long shot of Narrator and Jennifer approaching school. Enter school. Narrator pats Jennifer on the back; she goes to classroom. Narrator pauses inside school doorway. Talks to camera. Then walks away.</p> <p>Scene 5. Interior of a school. Narrator walks up to Mrs. Lewis in hallway and shakes hands.</p> | <p>completely automatic. This sequence maximizes the children's chances of detecting and avoiding approaching vehicles whenever they enter the street.</p> <p>Narrator: Come on, Jennifer. Let's go to school.</p> <p>Jennifer's school is just beginning the Safe Street-Crossing Training Program this year. We will be able to observe the program in action.</p> <p>Mrs. Lewis will teach the program in this school.</p> <p>Mrs. Lewis: Hi. Nice to see you again.</p> <p>Narrator: Mrs. Lewis, can you give me a brief summary of the program?</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|---|--|
| <p>Narrator and Mrs. Lewis converse in hallway.</p> | <p>Mrs. Lewis: Of course, to be successful, any children's training program requires a reasonable length of time, since children need extensive practice. In this program, each class participates in nine, 45-minute training sessions at the beginning. They then have periodic follow-on sessions throughout the school year. All Kindergarten, first-, second-, and third-grades receive the training.</p> |
| <p>Narrator and Mrs. Lewis walk down hallway and stop in open doorway of classroom.</p> | <p>Let's walk toward the gym. I have a class in a few minutes.</p> |
| <p>Camera focuses on the teacher sitting at her desk studying the <u>Instructor's Manual</u>.</p> | <p>Oh, let's stop here for a minute. Mrs. Andrianos is taking a few minutes before class to read the <u>Instructor's Manual</u> for the program. She is reviewing the session that we will be doing with her class today. All program activities are detailed in the manual.</p> |
| <p>Close-up of manual open to illustration.</p> | <p>(to Mrs. Andrianos) Hi, Mrs. Andrianos. See you in a little while.</p> |
| <p>Long shot of teacher smiling and nodding to Mrs. Lewis.</p> | |

Program _____

Media _____

Time _____

| Visual | Audio |
|--|--|
| <p>Narrator and Mrs. Lewis resume conversation in hallway.</p> <p>They walk down hallway, through door.</p> <p>Scene 6. Narrator and Mrs. Lewis enter the gym. The room is set up for Session Three--Ball Toss.</p> <p>Shot of masking tape, balls, and baskets in position.</p> | <p>Narrator: How does this program work?</p> <p>Mrs. Lewis: The children will learn to stop and look every time they walk into any type of street. This is done through the use of guided practice and safety games. These simple games provide opportunities for the children to practice safety behavior in situations like those they actually encounter when playing near the street. The games will be played both in the gymnasium on a simulated street and on a real street where the traffic is blocked. But, we'd better hurry because the class will be there in a few minutes. Here we are. Jennifer's class is next. We will be doing the third session of the initial training.</p> <p>We're going to play a ball game on this simulated street.</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|--|---|
| <p>Shot of car mock-ups.</p> | <p>Mrs. Lewis: (Gestures to car mock-ups) The children push these cars to simulate traffic moving in both directions.</p> |
| <p>Scene 7. Scenes from "Don't Dart-Out." Captain Kangaroo is talking to the children.</p> | <p>Mrs. Lewis: But, let's start at the beginning. Before we reached this point in the program, the children were carefully prepared for what they are to do. All the children saw a movie. Captain Kangaroo is a popular character and most of them really enjoyed the movie.</p> |
| <p>Scene 8. Scene of Captain Kangaroo stepping to curb and edge of cars.</p> | <p>Mrs. Lewis: (Voiceover) Captain Kangaroo teaches the proper crossing sequence to the children in the movie.</p> |
| <p>Scene 8. Scene of Captain Kangaroo looking L-R-L. He then walks back onto sidewalk.</p> | <p>Captain Kangaroo: First, I checked that the two parked cars were not moving. Then I stopped at the edge of the parked cars. I looked left, then right, then left again to make sure no cars were in sight. Then I knew it was safe. When it was Shannon's turn, he asked what he should do if a car came one way while he was looking another.</p> |
| <p>Shannon is shown asking Captain Kangaroo a question pointing in one direction and then the other. Captain</p> | |

Program _____

Media _____

Time _____

| Visual | Audio |
|---|--|
| <p>Kangaroo smiles, puts up one finger, steps to curb, checks without stopping, looks left-right-left. A car approaches from the left on the second left look, so Captain Kangaroo tracks it past, then re-initiates left-right-left sequence, as he says in voice-over.</p> <p>Scene 8. Shows Marta, then Mark, crossing as voiceover describes. When reach left-right-left, shows Mark looking left-right-left, then Captain Kangaroo's giving him the token.</p> | <p>Captain Kangaroo: I showed Shannon what to do if a car comes while he is looking left, right, and left. I watched the car until it passed, and then started over looking left, right, and left again.</p> <p>When we crossed streets where cars are parked, we always stopped at the edge of the parked cars. Where no cars were parked, we stopped at the curb. But, we always looked left, right, and then left (coincides with Mark's head movements).</p> |

Title _____

Program _____

Media _____

Time _____

| Visual | Audio |
|--|---|
| <p>Scene 6A. Return to scene of Narrator and Mrs. Lewis in gym.</p> | <p>Narrator: Does this movie make much of an impact?</p> <p>Mrs. Lewis: Well, it effectively introduces the program to the children. However, it must be followed by extensive practice and reinforcement. Reinforcement takes many forms. Captain Kangaroo demonstrates them in the movie.</p> |
| <p>Scene 8. From "Don't Dart-Out." Close-up of progress chart. Captain Kangaroo writes names, one in each space on left. Close-up of charts, blank rows. Close-up of token in Captain Kangaroo's hand. Shot of Mark and Captain Kangaroo showing Mark the token and pretending to mark a check on the chart.</p> | <p>Mrs. Lewis: (Voiceover) The children are given checks on a progress chart for each session completed. They also receive safety tokens for each session completed. They also receive safety tokens for each correct crossing and, of course, a lot of verbal praise.</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|--|---|
| <p>Scene 9. Close-up of safety patch, then safety certificates. Then pull back camera to show grouping of safety token, badge, certificate, and progress chart.</p> | <p>Mrs. Lewis: (Voiceover) At the end of the nine sessions of initial training, they receive safety patches and certificates.</p> |
| <p>Scene 6B. Scene of Narrator and Mrs. Lewis in gym. Mrs. Andrianos and class of about 25 second-graders enter. Mrs. Lewis greets them; some noise.</p> <p>Narrator moves off to one side. Jennifer is in the group, but does not approach him.</p> | <p>Mrs. Lewis: Oh, here comes the class. Now you can see an actual training session.</p> <p>O.K., gang, this time we will play a ball game while we practice the safety sequence. Does everyone remember how to look for cars? (Chorus of "yes, sure, look left-right-left") O.K., we'll see.</p> |
| <p>Children line up with Mrs. Andrianos' help.</p> <p>Two children get in cars.</p> | <p>Now, go down to the street we are going to play on. Some of you line up behind the blue basket and some behind the red. Mrs. Andrianos will help you make the lines equal.</p> <p>Who wants to push the cars? O.K., Billy, Abby, you can go first.</p> |

Title _____

Program _____

Media _____

Time _____

| Visual | Audio |
|---|---|
| <p>Mrs. Lewis joins the children, picks up two packets of safety tokens, hands one to Mrs. Andrianos. Children raise hands. Children in cars go to the ends of the simulated street. Mrs. Lewis and Mrs. Andrianos each stand beside a basket.</p> <p>The two children first in line get the balls, begin throwing them. Cars begin moving. Gus gets a basket, tries again. Jennifer misses, ball rolls in street. Goes to curb and stops. Jennifer looks left, right and starts out. Mrs. Lewis stops her.</p> | <p>Mrs. Lewis: Now the idea of this game is to get as many baskets as you can. The team with the most baskets wins. Throw your ball into the basket, then run to the basket, and get it out. You can keep throwing until you miss. Then you have to go into the street to get the ball. But, remember, look for traffic. Look Left-Right-Left, and wait for cars if they are coming. You will get a safety token when you do it right. Then run back to your team with the ball and give it to the next person. Everyone understand? (Chorus of yes) Then, let's go. Gus, Jennifer, you're first. Get the balls and go back to the start line.</p> <p>Come on cars.</p> <p>Uh, stop, Jennifer. O.K., what did Jennifer forget? (Chorus of left-right-<u>left</u>, didn't look right, etc.) She forgot to look left again.</p> <p>O.K., Jennifer, try again.</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|--|--|
| <p>Stops. Looks left, right, left; car approaching on second left; tracks; looks left, right, left again. Retrieves ball. Mrs. Lewis gives her a token. Narrator visible in background. Jennifer runs back to give ball to the next child. Mrs. Andrianos is rewarding Gus at the same time. Camera focuses on excited children, on cars moving, balls bouncing, children receiving safety tokens.</p> | <p>Mrs. Lewis: Very, very good. You remembered to look for cars. You waited and you looked left-right-left again to make sure no other cars were coming. Safety token. Get your ball and go back to your team.</p> <p>Narrator: (Voiceover - background noises of class and Mrs. Lewis) The children enjoy participating in the game and receiving safety tokens. (Pause) The excitement of the game helps simulate real life conditions. Children are usually intent on playing rather than on street crossing. (Pause) The instructors are teaching the stop and search procedures as an automatic response to the street at all times. (Pause) This session emphasizes the common situation of a toy going into the street. (Pause)</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|--|--|
| <p>Close-up of Mrs. Lewis and progress chart. Camera pulls back to show excited children gathered around her as she checks off names. Jennifer's name is checked, then camera follows her as she skips over to the Narrator.</p> | <p>Mrs. Lewis: All right, that's all for today. Now I'll check your names off on the progress chart for today's session. (Reads names, children commenting)</p> |
| <p>Jennifer opens her fist to display three or four safety tokens.</p> | <p>Jennifer: Look, Uncle Dan.</p> |
| <p>Narrator smiles down at Jennifer, then looks at camera. Fade.</p> | <p>Narrator: Hey, very good. Jennifer is learning to enter streets safely. She will participate in many other program activities before she is fully trained.</p> |
| <p>Scene 10. Mrs. Lewis, same class, Jennifer, etc., playing Chip Game indoors. Mrs. Lewis and Mrs. Andrianos holding up chips, children running to them, crossing correctly and incorrectly.</p> | <p>Narrator: (Voiceover) This game represents the "being called across the street" situation. (Pause) The children learn to stop and look no matter who is calling them. (Pause) (Background noises of class and Mrs. Lewis)</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|---|--|
| <p>Teachers reinforcing and correcting children. Children running back. Children in line excited. Pusharounds moving.</p> | <p>The children take turns "driving" the cars so everyone has an opportunity to practice the crossing sequence during each session.</p> |
| <p>Scene 11. Same class playing Follow-the-Leader Game. Children following the game rope, crossing, being reinforced, etc.</p> | <p>Narrator: The "Follow-the-Leader Game" is similar to many chasing activities that the children engage in. (Pause) Each child must stop and look regardless of what his friends are doing. (Background noises of Mrs. Lewis and class)</p> |
| <p>Scene 12. Same class playing ball-toss game outdoors. Long shot of set up. Scenes of children throwing balls, missing, going into street, being reinforced, etc.</p> | <p>Narrator: All three games are also played outdoors on a real street with real parked cars. This is important to impress the reality of the situation on the children. (Background noises)</p> |
| <p>Long shot of street with barricade and barricade guard. Focus on barricades, then on guard who is wearing a safety</p> | <p>Narrator: (Voiceover) Of course, the street is blocked so no traffic will endanger the children.</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|--|--|
| <p>vest and leaning down to talk with a motorist who subsequently turns his car around.</p> <p>Scene 13. Follow-the-Leader Game outdoors. Long shot of set up. Children following rope, being reinforced, etc.</p> <p>Scene 14. Award ceremony in gym. Jennifer performs sequence at simulated street, crosses to Mrs. Lewis. Mrs. Lewis gives her a badge and certificate--close-up of them in her hands with her name on certificate. Children smiling, looking proud (half the children have already received awards and are standing behind Mrs. Lewis.</p> <p>Scene 2B. Narrator is standing on a residential street.</p> | <p>Narrator: This is a make up session for children who may have missed several sessions. (Pause) It is the last session of initial training.</p> <p>The children have received their training and now will receive their awards. (Pause) Jennifer and the other children really value the patches and certificates they have earned. (Pause) But, they have gained much more. (Pause) They have been trained to enter the street safely under all conditions and, therefore, are far less likely to be involved in pedestrian accidents.</p> <p>Narrator: Jennifer, show me how you cross the street.</p> |

Title _____

Program _____

Media _____

Time _____

| Visual | Audio |
|---|--|
| <p>Jennifer emerges from a house across the street. She is wearing a safety patch sewn on her jacket. Narrator waves. Jennifer smiles, goes to boundary of parked cars, looks left, sees car coming from her left, waits for it. Tracks. Re-initiates L-R-L searches. Crosses. Runs to Narrator. He hugs her.</p> | <p>Narrator: Jennifer can cross streets safely now, but how long will she remember? Safety research has demonstrated that if the training stops, children will soon forget. That is why follow-on activities are so important.</p> |
| <p>Scene 15. Mrs. Andrianos leading her class on a walk, crossing street, children performing behavior sequence. Mrs. Andrianos praising them.</p> | <p>Narrator: (Voiceover) Depending upon the grade level, every two weeks or once a month, each class participates in a follow-on session that permits the children to practice the safety sequence. (Pause) (Background noises of Mrs. Andrianos and class. Audible comment-- "We have to cross streets to get to the library.")</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|--|---|
| <p>Scene 16. Children playing a form of tag, run across blocked streets to tag a friend and run back--using the sequence. Long shot includes barricades and guard. Mrs. Andrianos and aide praising.</p> | <p>Narrator: (Voiceover) Mrs. Andrianos is incorporating the crossing procedure into another activity--a trip to the library. (Pause) For another follow-on session, Mrs. Andrianos has devised a new game that includes the safety sequence. (Pause) This is a good activity because the children are excited and involved. (Pause) Mrs. Andrianos and her assistant make certain that the children perform the safety sequence before crossing.</p> |
| <p>Scene 10B. Chip Game in gym. Mrs. Andrianos and aide.</p> | <p>This time she is repeating an initial training session. (Pause) There are many possibilities for follow-on activities. (Pause) The important thing is to continue practicing the safety sequence at regular intervals under all conditions.</p> |
| <p>Scene 17. Narrator sitting in front of school with Jennifer.</p> | <p>Because this was Jennifer's school's first year with the program, all the Kindergarten through third-grade children received the initial training.</p> |

Title _____

Program _____

Media _____

Time _____

| Visual | Audio |
|-----------|--|
| Graphic 1 | <p>Narrator: (Voiceover) The initial training sessions are: (Pause)</p> |
| Graphic 2 | <p>Session One, Film, "Don't Dart-Out," Demonstration and Practice.</p> |
| Graphic 3 | <p>Narrator: (Voiceover) Session Two, Film, "Don't Dart-Out," (K-1), Practice.</p> <p>Session Three, Ball-Toss Game--Indoors.</p> <p>Session Four, Chip Game--Indoors.</p> <p>Session Five, Follow-the-Leader Game--Indoors.</p> |
| Graphic 4 | <p>Session Six, Ball-Toss Game--Outdoors.</p> <p>Session Seven, Chip Game--Outdoors.</p> <p>Session Eight, Follow-the-Leader Game--Outdoors.</p> <p>Session Nine, Make-up Session Award Ceremony.</p> |
| | <p>Then, for the rest of the year, all the classes performed follow-on sessions. Kindergarten and first-grade classes every two weeks and second- and third-grade classes once per month.</p> |

Program _____

Media _____

Time _____

| Visual | Audio |
|---|---|
| <p>Narrator and Jennifer sitting together in front of school.</p> | <p>Next year, only the Kindergarteners will receive initial training. Jennifer and all the first-, second-, and third-grade classes in her school will participate in refresher training.</p> |
| <p>Graphic 5 Graphic 6</p> | <p>Narrator: (Voiceover) Second and subsequent years of the program. Refresher training consists of three of the initial training sessions administered at the beginning of the school year. Session One, Film, "Don't Dart-Out," Demonstration and Practice.</p> |
| <p>Graphic 7</p> | <p>Narrator: (Voiceover) Session Two, Ball-Toss Game-- Indoors. Session Three, Follow-the Leader Game-- Outdoors.</p> |
| <p>Narrator and Jennifer sitting together.</p> | <p>Follow-on activities are again performed by all classes throughout the year.</p> |

Title Introduction to the Safe Street-Crossing Training Program Page 22 of 22

Program _____

Media _____

Time _____

| Visual | Audio |
|---|---|
| <p>Scene 4A. Return to scene of children playing on the lawn.</p> | <p>Narrator: (Voiceover) We try to protect children from the many hazards that threaten them, but we can't always be there when dangerous situations arise. This Department of Transportation program teaches children to protect themselves from pedestrian accidents. Stopping and searching whenever they enter the street may one day save their lives.</p> |

GRAPHIC 1

FIRST YEAR OF THE PROGRAM

GRAPHIC 2

Initial Training

All K, 1, 2, 3 classes receive initial training

1. Film, "Don't Dart-Out," Demonstration, and Practice.
2. Film, "Don't Dart-Out," (K-1), Practice
3. Ball-Toss Game--Indoors
4. Chip Game--Indoors
5. Follow-the Leader Game--Indoors

GRAPHIC 3

6. **Ball-Toss Game--Outdoors**
 7. **Chip Game--Outdoors**
 8. **Follow-the Leader Game--Outdoors**
 9. **Make-up Session**
- Award Ceremony**

GRAPHIC 4

Follow-on Activities

All K-3 classes perform follow-on sessions

K-1--every two weeks

2-3--once per month

GRAPHIC 5

SECOND AND SUBSEQUENT YEARS OF THE PROGRAM

GRAPHIC 6

Initial Training

Only Kindergarteners Receive Initial Training

Refresher Training

All 1, 2, 3 Classes Receive Refresher Training

1. Film, "Don't Dart-out," Demonstration, and Practice
2. Ball-Toss Game--Indoors
3. Follow-the-Leader Game--Outdoors

SECTION 5

VIDEOTAPE/FILM SCRIPT
"TRAINING PROGRAM VIGNETTES"

GRAPHIC 7

Follow-on Activities

All K-3 Classes Perform Follow-on Sessions

K-1 every two weeks

2-3 once per month

The Game Sessions

The games that the children play while practicing the behavior sequence are of vital importance in establishing the desired pattern of behavior. The play situations typically leading to dart-out accidents are recreated so the children can be taught to enter the street correctly in these situations.

The instructor has a multi-faceted task during the game sessions. She must set up the game, prepare the children to play, (Pause), supervise the game, generate enthusiasm for and competition in the game, (Pause), and at all times consistently observe and reinforce each child's crossing behavior. The children should be excited and involved in the game, but must be taught to perform the correct behavior sequence each time they cross. Consequently, the instructor must carefully observe each child and immediately correct any errors in crossing. No child should be permitted to finish on an incorrect performance. He must do it correctly and receive his reward. At the same time, the instructor should remain enthusiastic about the game.

The instructor must herself always cross correctly and take the program seriously. She must regard the simulated street as real and the games as real competition. If she does not, the children will not.

The Ball-Toss Game - Indoors

This is the set up for the indoor ball-toss game, Session 3 of the program. The cars are "driven" by the children to simulate traffic. The children naturally enjoy "driving" the cars and should take turns. However, they must be taught to regard the cars as real threats and not as toys. They should search for, detect, and wait for the approaching vehicles.

The instructor must supervise the speed and degree of separation of the cars. The cars should not bunch up, be too widely spaced, or move

too quickly. The children driving the cars should walk at a slow, even pace and be distanced so that there are times when no cars are threatening the crossing children. Drivers should be switched frequently so all the children can fully participate in the play of the game.

For this indoor game, there are no "parked" cars. The children cross at the edge of the masking tape curb. Either two or three of the cars may be used as threatening vehicles.

Two game baskets are placed just behind the curb approximately five feet apart. A small strip of masking tape is then placed eight to ten feet behind each basket. This indicates where the children are to stand when throwing the balls into the baskets. The class is divided into two equal teams--one lined up behind each basket. The first child on each team stands just behind the masking tape strip.

The program instructor stands on the other side of the simulated street opposite one team, the classroom teacher or other assistant opposite the other. Each teacher has a packet of safety tokens and is responsible for supervising the crossing behavior of her team.

The Ball-Toss Game emphasizes the common situation of a toy going into the street. Each child tosses the ball into the basket until he or she misses, then must go into the street to retrieve it. If the child begins to cross incorrectly, she must repeat the sequence until it is performed correctly. The instructors stop children who perform ritualistic searches, incomplete searches (left-right), and excessive searches (left-right-left-right-left). Children who fail to stop completely to wait for oncoming traffic or to correctly reinitiate the left-right-left searches after a car has passed are also required to repeat the crossing until they do it correctly. When a child crosses correctly, she receives a safety token. In addition, the instructor and assistant give each child a lot of verbal praise for correct crossing behavior. They try to maintain enthusiasm for the game as well and, for the older children, emphasize its competitive nature. The object of the Ball-Toss Game is for each team to make as many baskets as possible.

At the end of the game, the team with the most baskets wins. Each child should have received at least one safety token. The instructor checks off each child's name on the progress chart for this session.

The Chip Game - Indoors

This is the indoor Chip Game, Session 4 of the program. It is a form of relay race. The children are again divided into two equal teams lined up behind the curb on the opposite side of the street from the instructor and her assistant. Each instructor has a game basket full of plastic chips in front of her. The first child in each line is called by name. The child must cross correctly. He then receives a safety token and picks up a chip. He recrosses correctly and goes to the back of his line. The next child in line is then called.

For this game, one of the three pusharound cars is used as a parked car, while the other two serve as threatening vehicles. The children must go to the edge of the parked car to search when crossing to the instructors. When returning, they stop and search at the masking tape "curb."

The chip game represents the situation of a child being called across the street by a parent or friend. He or she must stop, search, wait, and reinitiate no matter who is calling him/her or what urgency is attached to the situation.

The instructors make certain that every crossing is correct. If a child begins to cross incorrectly, he must repeat the sequence and thus loses time for his team. This teacher is not permitting ritualistic searches. A ritualistic search occurs when a child merely turns his head in the appropriate directions without really looking for traffic. To prevent this, the instructors frequently ask the children what they are looking for and remind them to always reinitiate their searches after a car has passed.

The instructors also try to generate and maintain enthusiasm for the competition of the game while reinforcing the behavior sequence. The children should hurry and cross correctly on the first try so their team will amass a greater number of chips. At the end of the game, the instructors collect the chips and determine the total for each team. The team with the most chips wins (Pause). The children are then given checks on the progress chart for the session.

The Follow-the-Leader Game - Indoors

Session 5 is the indoor Follow-the-Leader Game. The instructors again stand on the opposite side of the simulated street from the children. A game rope, dyed different colors, is cut in three segments; one segment extends from the start zone to the street, another makes a loop between the two instructors on the other side of the street, and the third extends from the street to the end zone. Each segment of rope is dyed three different colors. The children jump for the red segments, skip for the blue, run for the yellow, and hop around the wastebaskets set in the center of each segment. The children must walk across the street. The program instructor observes the children crossing to her side of the street while the classroom teacher or other assistant checks the children's performance in returning. There is no parked car and all crossings take place at the curb. Either two or three cars may be used as threatening vehicles.

This game provides the children with opportunities to practice the behavior sequence when they are in the situation of being pursued. If a child fails to perform the sequence correctly, he must exchange places with the child behind. When the child crosses correctly to the instructor, he receives a safety token. The next child begins the course when the child before him has crossed.

The program instructor is encouraging the children to jump and really get involved in the game. She also warmly praises the children for performing well. The children know that their instructors are interested in the game and want them to enjoy themselves. However, they are also aware that the instructors are carefully supervising each crossing.

Outdoor Game Sessions

All three games are then played outdoors on blocked streets. Sessions 6, 7, and 8 provide opportunities for the children to play the games and practice the behavior sequence under more realistic conditions in a natural environment. The games are played near arranged parked cars.

They are played in the same manner as described for the indoor sessions with three obvious differences: (1) there are parked cars present on at least one side of the street for each game, (2) there are no pusharound cars or traffic of any kind, and (3) the children must be taken to a prearranged outdoor location where the street is partially barricaded.

The principal of the school or, if he requests it, the instructor, contacts the local traffic authorities to get permission to block the street. He also obtains the services of two high school students, crossing guards, or other volunteers to act as barricade guards. The guards halt any approaching traffic, explain the situation and ask them to detour. If a car must go through (for example someone who lives on the street), the barricade guard warns the instructor so she can suspend the activity.

As when playing indoors, the instructors are vigilant in rewarding the correct crossing procedures. Each child must go to the edge of the parked cars, stop and search correctly before crossing. However, the instructors maintain their enthusiasm for the game and encourage the children to fully participate.

The children should enjoy the game as well as the rewards for crossing correctly--safety tokens, praise, and checks on the progress chart. The instructors' participation, excitement, and vigilance make the difference between a game session that the children enjoy and benefit from and a boring exercise with inconsistent reinforcement and incomplete learning.

Session 9 is a make-up session for children who may have missed one or more sessions. Any of the outdoor sessions may be repeated, played exactly as before.

Award Ceremony

Initial training is completed by the award ceremony. The children demonstrate the crossing sequence they have learned and are formally presented with the safety patch and certificate. Parents should be informed that the safety patch is to be sewn on the child's jacket.

Follow-on Sessions

After initial training, the classroom teacher is responsible for follow-on activities. Follow-on sessions should be performed at least once a month for second- and third-graders, every two weeks for Kindergarten and first-graders. The teacher may repeat an initial training session, (Pause), incorporate the behavior sequence into another activity, (Pause), or make up a new game. Safety tokens are no longer used. Reinforcement now takes the form of verbal praise and teacher approval. The teacher must have an assistant when conducting these games, as one adult cannot adequately supervise or consistently reinforce the children.

This is a tag game invented by the classroom teacher. The children are divided into two teams. Half of each team lines up on either side of the street. The first child in line on each team on the side of the street where the cars are parked goes first. He runs across the street, tags the first person in line on that side of the street and goes to the back of the line. The tagged child then runs back across the street and tags the first child (Pause) and so forth. The number of crossings for each team is tallied. Of course, each child must perform the proper behavior sequence before crossing. If he does not, he loses time for his team as he must repeat the sequence.

This is an excellent example of a follow-on game. The children are excited and involved, but the teacher and her assistant make certain they observe the crossing rules.

There are many suggestions for follow-on activities listed in the Instructor's Guide. Some of them are exciting games that the children will enjoy. Other ideas include taking a safety walk or incorporating the crossing sequence into another activity, in this case a trip to the library. (Pause) Initial training sessions may be repeated. Follow-on activities should be varied to present as many situations as possible. The importance of follow-on activities cannot be overestimated. If not given frequent reminders, opportunities to practice and reinforcement, children will not retain the initial training. For this program to have any permanent effect, follow-on activities must be performed conscientiously. They are a vital part of the program and instrumental to its success.

Summary

In all program game activities, the instructors must strive to maintain interest and involvement in the game while carefully observing each child's crossing behavior. This is not an easy task and requires a great deal of concentration and ingenuity. However, if done properly, it can be an enjoyable program as well as an invaluable learning experience.