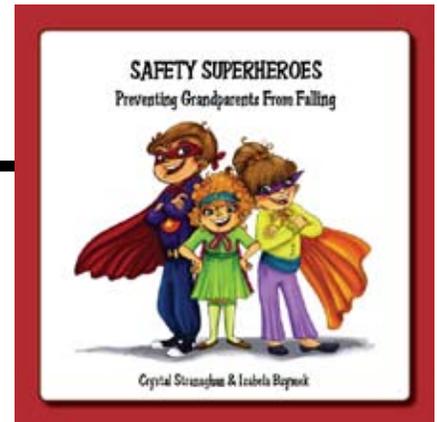


Safety Superheroes: Preventing Grandparents from Falling Volunteer Training Handout - School & Community Visits

Thank you for volunteering your time to help us spread the Safety Superheroes message through the generations. We have created this handout to help your through your visit out in the community - no matter what kind of location this may be to.



Preparing for your visit

- Review the partnership checklist and confirm that all tasks have been assigned and prepared.
- Practice reading the book to a real or imaginary audience so you can show pictures as well as read the words. (if in partners, have 2 copies of the book - one for the reader, and the other person can show pictures)
- Make sure you practice reading the book several times so you don't stumble over any words and are able to read with expression and ease.
- Confirm the date and time of your visit with your contact at the school or with the person who arranged it for you a few days beforehand. If you're driving, ask about the best place to park.
- Look up the location of your visit, and be sure you know how to get there. Always leave some extra time for travel so you can get settled in and set up before the kids arrive.
- Choose comfortable clothing that you can move around easily in and that adheres to the Safety Superheroes principles (SHOW the kids what we're teaching them).
- Avoid eating anything with peanuts in it on the day of your visit (peanut allergies are severe and quite common these days, so many schools are peanut-free zones. It's best to be on the safe side).
- Prepare your materials the night before and review your checklist.
- Include a bottle of water in your materials kit - make sure it's in a container with a tight lid.

During your visit

- Check in at the office when you arrive - explaining that you're a volunteer and what group/project you're with.
- Introduce yourself to the teacher or adult in charge and confirm that the teacher or adult in charge of the kids will be present throughout your visit/presentation.
- Confirm the exact time you have available for your presentation, and then stick to it.
- Introduce yourself to the kids and tell them why you think what you're doing together today is important.
- Tell the kids what the plan is (you're going to read the story, then they can ask questions and then you'll interact with the dollhouse).
- Ask them to save their questions until the end of the story and suggest you're going to see who the best detectives are at the end so they need to listen really carefully.
- Usually the adult in charge will step in if any students are misbehaving or being disruptive, but the phrase "we'll just wait until everyone is sitting quietly again, and then I'll continue with the story" is very effective.
- When you're finished reading, ask the kids what things they can do at home to prevent falls.
- Engage the kids - let your personality shine through and be genuine with them. If you're having fun, they'll have fun.
- Remember to relax - there is no such thing as a "perfect" visit - and kids are very accepting. Just breathe.

Managing the Question Period

- Go over **What is a question?** at the start (A who, what, when, where, how or why statement that requires an answer).
- When calling on students, focus on clothing based statements (eg. “Yes, you in the red butterfly shirt”) instead of gender based statements (eg. “The girl in the back”) as it can be awkward and embarrassing for the student if you’re wrong.
- Younger students especially will tell longer rambling stories about “connections”. Point out that’s an excellent connection but that what you’re looking for right at the moment are questions, and remind them what those are.
- If there’s a question you’re not sure how to answer in the “right” way - feel free to refer that question to the teacher or other adult in charge who is familiar with the group of kids.
- If there’s something you don’t know the answer to, turn it into a learning experience. Ask the group - “if we wanted to find an answer to that, who do you think we could ask?” (the author of the book, the illustrator, an occupational therapist, a doctor etc.)

Dollhouse Interactions

- Take turns with the dollhouse. They are difficult to replace so we need to make sure they are played with gently.
- Stress that everyone will have a turn - and make sure the kids (and you!) know how they get to be next.
- Guide the interactions with questions: eg. “What could you do in the living room to make it safer?” or “Take this hand railing. Where could you put it to make it safer?”

Concluding your visit

- Thank the students for being a great audience and have them give themselves a round of applause.
- Welcome the students to the Safety Superhero team, give them the provided handouts to take home & encourage them to make their own house safer using the things they’ve learned.
- Thank the teacher for their time, and assistance.
- Take away everything you brought in and ensure that your area is tidy again.
- Make sure that you check out again with the office on your way out of the building.
- Discuss with your partner what went well, and what you feel could be improved upon for next time.
- Wash your hands well - kids have different germs and you want to keep yourself healthy!

Working in Partners

- Plan ahead - know who your partner is and communicate with them.
- Be clear in your roles and responsibilities within your partnership. If you’re confused or disorganized, it will come across to the students and you will have more trouble keeping them engaged.
- Be flexible within that plan. Even if you’re not planned to be the primary reader, practice the material. You never know - you might be called upon at the last minute to step in.
- Use your strengths - everyone has a different set of skills and experiences. Get to know your own, and your partner’s strengths and be sure to make use of them!

***THE GOLDEN RULES: NO PEANUTS & NO PHOTOS OF KIDS FACES, BUT LOTS OF FUN!!**

Facilitator Training Handout - School & Community Visits - prepared by Author & Health Psychologist Crystal Stranaghan