Injury Prevention in Child Care Part A: Playground Safety and Outdoor Learning Trainer's Guide

version 1
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NOTE TO TRAINER

This Trainer's Guide is part of a Toolkit intended to accompany the *Injury Prevention in Child Care Part A: Playground Safety and Outdoor Learning* Training Module. The Toolkit includes a Trainer's Guide to leading training sessions, a Slide Presentation, and materials for participants' packets.

For more information about using the NTI materials, please read "Guidelines for Using the NTI Curriculum Materials," available in the "Curriculum" section of the NTI Resources Website (accessed by entering your NTI username and password at http://sakai.unc.edu).

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PREPARATION CHECKLIST

Curriculum Materials:

Download the following from the "Curriculum" section of the NTI Resources Website:

- ☐ *Injury Prevention in Child Care Part A: Playground Safety and Outdoor Learning* Training Module
- ☐ *Injury Prevention in Child Care Part A: Playground Safety and Outdoor Learning* Trainer's Guide
- ☐ *Injury Prevention in Child Care Part A: Playground Safety and Outdoor Learning* Slide Presentation
- ☐ *Training Checklists*

Preparation:

- ☐ Read the *Injury Prevention in Child Care Part A: Playground Safety and Outdoor Learning* Training Module.
- ☐ Read the *Injury Prevention in Child Care Part A: Playground Safety and Outdoor Learning* Trainer's Guide.
- ☐ Review the *Injury Prevention in Child Care Part A: Playground Safety and Outdoor Learning* Slide Presentation:
  - ☐ Customize slide #2 to include your name, agency, and the date of your training.
  - ☐ Print the slides as overheads or load the slide presentation onto your laptop, USB drive, or a CD. Save or print a back-up copy of the presentation as well.
- ☐ Create a participant's packet (one per participant) per copyright guidelines:
  - ☐ Copy activities, worksheets, and the evaluation form provided in this Trainer's Guide under "Materials for Participant's Packet".
  - ☐ Copy the Slide Presentation as a handout.
- ☐ On a flip chart sheet, write out the Overview of Training Session to display in the training room (you may prefer to leave off the estimated time and training technique).
- ☐ On a flip chart sheet, write out the Training Objectives to display in the training room.
- ☐ Make 4 copies of the Playground Hazards handout found on page 25. If possible, copy onto sturdy paper such as card stock and laminate. Use scissors to cut out each cell in the Playground Hazards table. For each puzzle, you will have 27 squares. Place all 27 squares from one table in a zip-top bag.
- ☐ See "Training Implementation and Logistics Checklist" (located in the document titled *Training Checklists*) for set-up tasks to do the day of the training.
- ☐ Other: _____

Equipment and Supplies:

- ☐ See "Equipment and Supplies Checklist" (located in the document titled *Training Checklists)* for general supplies
- ☐ Laptop, slide presentation, and LCD projector or overhead projector
- ☐ Flip chart sheet for posting Overview of Training Session
- ☐ Flip chart sheet for posting the Training Objectives
- ☐ Small prizes for participants
- ☐ Other: _____

OVERVIEW OF TRAINING SESSION

Below is an overview of the topics covered in this session.

Estimated Time	Topic	Training Technique
10-15 minutes prior to session[1]	**Registration**	-----
Optional[2]	**Introductions/Icebreaker**	Large group
5 minutes	**Overview of Training Session and Objectives**	Slides/overheads
10 minutes	**Opening:** **Take a Guess**	Small group
15 minutes	**Presentation:** **Playground Safety**	Slides/overheads
15 minutes	**Activity:** **Playground Hazards Puzzle**	Small group
15 minutes	**Presentation:** **Outdoor Learning Environments**	Slides/overheads
10 minutes	**Activity:** **Loose Parts**	Partner work
5 minutes	**Closing**	Large group
10 minutes	**Learning Assessment:** **Ticket Out**	Individual and/or large group
5 minutes	**Evaluation of Trainer**	Individual
Estimated Total Time: Approx. 1 hour and 30 minutes[3]		

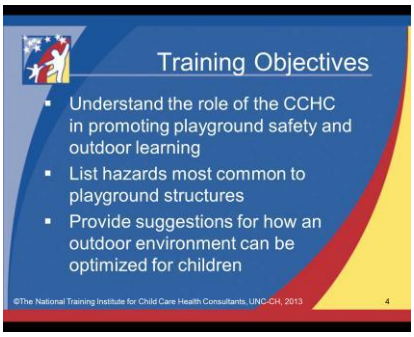
[1] Not included in total time.
[2] Not included in total time. Develop activity based on participants' training needs.
[3] Add additional time if group guidelines and/or group facilitation methods need to be addressed at the beginning of the session, or if you decide to include any additional activities. For more information, see NTI's *Building Curriculum Development and Training Skills* Training Module.

TRAINER'S OUTLINE

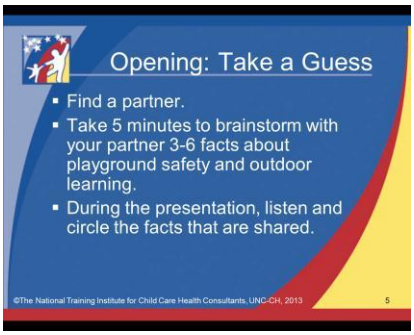
Introductions/Icebreaker

Time	Optional
Training Technique	Large group
Instructions	• Show slides 1–3. (Slides 1-2, the title slide and customizable slide, are not printed here.) • Ask each participant to introduce themselves by sharing their name, agency (if they are from different agencies), and their favorite thing to do on a playground.
Talking Points	**Introductions** • Let's introduce ourselves and start to think about playground safety and outdoor learning. • As we go around to room, I'd like each of you to share your name, your agency, and your favorite playground activity. 
For More Information	See NTI's *Building Curriculum Development and Training Skills* Training Module for ideas about introductions and icebreaker activities.
Notes	

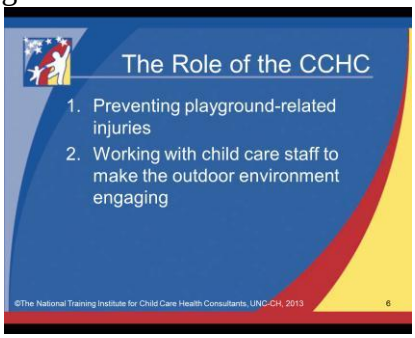
Overview of Training Session and Objectives

Time	5 minutes
Training Technique	Slides/overheads
Supplies	• Flip chart sheet with Overview of Training Session written on it • Flip chart sheet with Training Objectives written on it
Instructions	• Show slide 4. • Direct participants' attention to the posted Overview of Training Session. Review the plan for the session. • Review Training Objectives.
Talking Points	**Training Objectives** • There are several things that I want you to be able to do by the end of the training today. I designed the material and the activities we'll be doing around three main training objectives. By the end of today's training session, I'd like you to be able to: ▪ Understand the role of the CCHC in promoting playground safety and outdoor learning ▪ List hazards most common to playground structures ▪ Provide suggestions for how an outdoor environment can be optimized for children 
For More Information	See NTI's *Building Curriculum Development and Training Skills* Training Module to learn more about training objectives.
Notes	

Opening: Take a Guess

Time	5 minutes
Training Technique	Partner work
Instructions	• Show slide 5. • Have each participant find a partner. • Ask each pair to write down 3-6 important facts about playground safety and outdoor learning that they think you will cover during the presentation. Ask them to circle any facts that they have written down as you give the presentation. • Let participants know that the person who has listed the most facts that are covered in the presentation will receive a small prize at the end.
Talking Points	• Please find someone that you don't know well to work with for the opening activity. Move to sit next to your partner. • Take 5 minutes to brainstorm 3 to 6 facts about playground safety and outdoor learning. These can be facts that you read in the newspaper, things you've learned on the internet, or things you learned in school or on the job. Write down your facts. • As the presentation continues, listen to hear if I share a fact that you've written down. If you hear me say a fact that you've written down, circle it. • At the end of the presentation, the person with the most circled facts will win a small prize. 
For More Information	See NTI's *Building Curriculum Development and Training Skills* Training Module for ideas about introductions and icebreaker activities.
Notes	

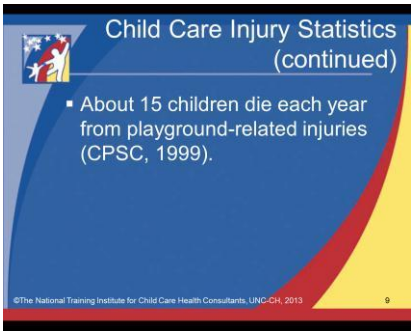
Presentation: Playground Safety

Time	15 minutes
Training Technique	Slides/overheads
Instructions	Show slides 6 - 25.
Talking Points	**The Role of the CCHC** • The Child Care Health Consultant is well-positioned to play a key role in improving the outdoor environment for young children in child care. She is charged with two main tasks: 1. preventing playground-related injuries 2. working with child care staff to make the outdoor environment engaging  • The CCHC must be able to assess play spaces and the outdoor environment for safety risks. She should help child care caregivers/teachers create a stimulating outdoor environment that encourages outdoor play and exploration to increase physical activity and help children connect with nature. • Because many child care centers will face limitations in choosing playground equipment and outdoor space due to location, climate constraints, and funding limitations, the CCHC may have to be creative in her work. • The CCHC should also maintain a list of community, state, and national resources for consultation and referral about playground safety and outdoor learning environments.
Notes	

Child Care Injury Statistics

- More than 200,000 children ages 14 and younger are treated in emergency rooms each year due to a playground-related injury (CDC, 2004).
- Nearly half of the injuries sustained are considered severe and include fractures, concussions, dislocations, and amputations (Tinsworth and McDonald, 2001).

- For children under 6, playground-related injuries number about 90,000 each year and account for more visits to the emergency room than any other child care-related injury (CPSC, 1999).
- Most injuries occur when a child falls from the playground equipment onto the ground. In a study conducted in 1999, it was found that 24% of the child care settings did not have safe playground surfacing, and 27% of the child care settings did not keep the playground surfacing well-maintained (CPSC, 1999).



- About 15 children die each year from playground-related injuries, and three children have died on playgrounds at child care settings since 1990 (CPSC, 1999).

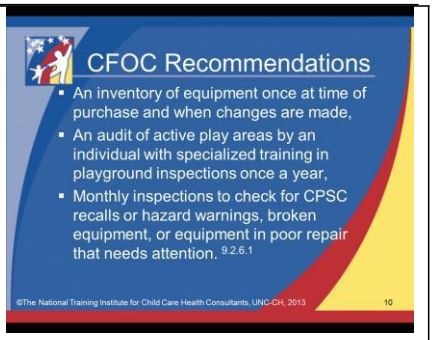
Notes

Talking Points

CFOC Recommendations

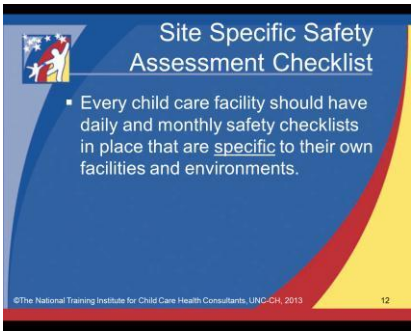
Caring for Our Children (3rd edition, 2011) recommends inspections of the facility and equipment as follows:

1. an inventory of equipment once at time of purchase and when changes are made to the playground;
2. an audit of active play areas by an individual with specialized training in playground inspections once a year;
3. daily safety check for hazards such as broken bottles, insect nests and packed; surfacing under swings and slides, and
4. an inspection to examine deterioration of structures and to initiate correction or removal of hazards once a month and whenever injuries occur. 9.2.6.1



Site Specific Safety Assessment Checklist

- Every child care facility should have both daily and monthly safety checklists in place that are specific to their own playground.
- A CCHC might assist a child care facility by sharing model checklists and helping staff create their own safety checklist.

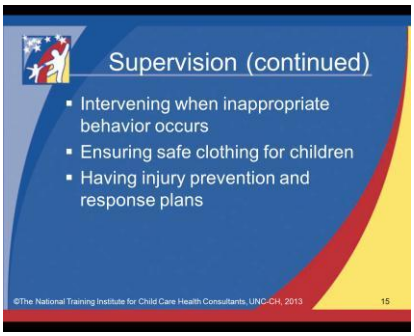


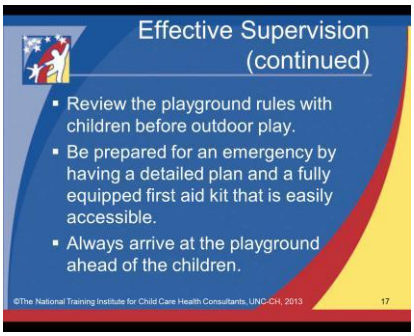
Supervision

More than 40% of playground injuries may be due to inappropriate or lack of adult supervision. A supervisor needs to be attentive to the children as well as to the environment in which they play. According to the National Program for Playground Safety (1997, 2004), supervision means:

- Being alert and attentive
- Being aware of age-appropriate equipment
- Evaluating and inspecting hazards
- Observing signs

	• Knowing and applying safe playground rules • Training the children on how to use the playground equipment correctly • Being consistent with the indoor adult-child ratio • Intervening when inappropriate behavior occurs • Ensuring safe clothing for children (no cords or ties) • Having injury prevention and response plans
Talking Points	**Effective Supervision** Children can move into a hazardous situation very quickly. Some specific things child care caregivers/teachers can do to reduce this risk include: • Assign staff members to a "zone" (grass, play equipment, etc.). • Rotate staff to help relieve monotony and/or fatigue. • Maintain, at minimum, the same staff-child ratio that is used in the classroom. Often, the ratio outdoors may need to be higher than in the indoor environment depending on the size of the outdoor play area and how easily visible the children are as they play. • Review the playground rules with children before outdoor play. • Be prepared for an emergency by having a detailed plan and a fully equipped first aid kit that is easily accessible. • Always arrive at the playground ahead of the children.



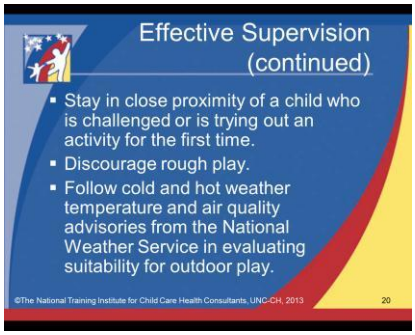


- Check playground for hazards.
- Report broken or dangerous equipment immediately and prohibit children from playing on it.
- Be alert; delay adult conversations.

- Plan and explain teacher-organized games with children while indoors to avoid distraction when outside.
- Move around the playground so children can be seen, and they can see you.
- Make sure children are using play structures appropriately.

- Stay close to a child who is challenged or trying out an activity for the first time.
- Discourage rough play.
- Follow weather temperature and air quality advisories from the National Weather Service in evaluating suitability for outdoor play.

(Adapted from Peaceful Playgrounds, 2002, and California Childcare Health Program, 1991)



Talking Points	**Design of Outdoor Play Areas** Appropriately designed playgrounds include: • Natural elements, vegetation, trees, land forms, topography • Sand, water • Soft surface material (Ex: sand, wood chips, rubber, or pea gravel for children age 3 and over)  *(Trainer: You might consider giving the first few examples, as listed on the slide, then giving trainees an opportunity to share their ideas about what appropriately designed playgrounds should have. They might suggest the following.)* • Garden opportunities • Age-appropriate equipment • Space to migrate safely around equipment • Seating (for supervision and passive play) • Play props **Other Design Considerations** Other design considerations include: • Proximity of pathways, emergency equipment storage, restrooms, water fountains, exits • Location away from parking areas and roads • Drainage • Shade covering for sun protection  (From Recreation Resources Services (1995) and the National Program for Playground Safety (1997-2004))
Notes	

Talking Points

Matching Equipment and Children

Equipment needs to be appropriate for the size and age of the child. The physical, socio-emotional, and intellectual level of the child also has implications for the environment and play space. Careful consideration should be given to select equipment appropriate for a child's developmental needs.

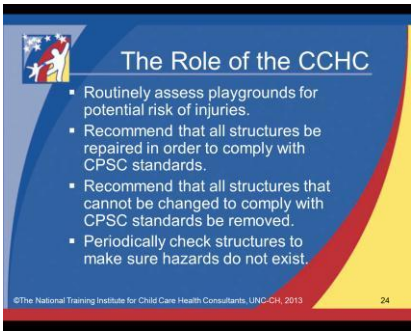
Accessibility

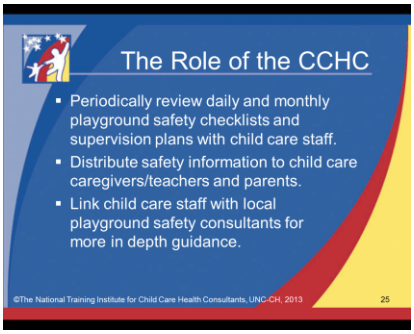
The Americans with Disabilities Act requires that all public accommodations be accessible to people with disabilities. Child care centers, even those that are privately run, are considered public accommodations and must be accessible to persons with disabilities. Reasonable modifications must be made to the building and outdoor space to accommodate the needs of children with disabilities.

The Role of the CCHC

There are a number of things that CCHCs can do to help improve playground safety. A CCHC can:

- Routinely assess playgrounds for potential risk of injuries
- Recommend that all structures be repaired in order to comply with CPSC standards
- Recommend that all structures that cannot be changed to comply with CPSC standards be removed
- Periodically check structures to make sure hazards do not exist
- Periodically review daily and monthly playground safety checklists and supervision plans with staff
- Distribute safety information to caregivers/teachers and parents
- Link child care staff with local playground safety consultants for more in depth guidance





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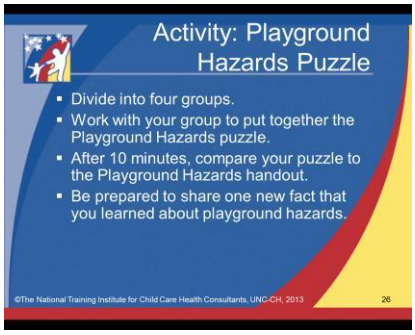
For More Information	See the *Playground Safety* Section of NTI's Injury Prevention in Child Care Part A Training Module. For more information about developing a playground safety checklist, please see the following: • *Audit and Inspection Criteria* (Stenz, 1997), available in Appendix B of NTI's *Injury Prevention in Child Care Part A: Playground Safety and Outdoor Learning* Module • U.S. Consumer Product Safety Commission (CPSC). Public playground safety checklist. Available at: http://www.cpsc.gov/cpscpub/pubs/327.html • Aronson S. Model child care health policies. 2nd ed. Rosemont (PA): PAAAP, ECELS; 2002. (Please review Appendix Q.) For more information about playground planning and design: Playworld Systems, Inc. Playground planning checklist. Available at: http://playworldsystems.com/files/downloads/PlaygroundPlanningChecklist.pdf . For more information about how to match children with play equipment: The National Program for Playground Safety. Age-appropriate design guidelines for playgrounds. Available at: http://playgroundsafety.org/safe/age-appropriate-design . For more information about the Americans with Disabilities Act see *The Access Board, ADA accessibility guidelines for buildings and facilities*. Available at: http://www.access-board.gov/adaag/html/adaag.htm . (Scroll down to Section 15: Recreation Facilities, *then go to* 15.6: Play Areas) Also, general information about the Americans with Disabilities Act (ADA) and child care centers can be found online at: • (English) U.S. Department of Justice. Commonly asked questions about child care centers and the Americans with disabilities act. Available at: http://www.usdoj.gov/crt/ada/childq&a.htm • (Spanish) U.S. Department of Justice. Preguntas comunes de la ley para personas con discapacidades y centros de cuidar de nin□os. Available at: http://www.ada.gov/child26a_spanish.htm.
Notes	

Activity: Playground Hazards Puzzle

Time	15 minutes
Training Technique	Large group
Supplies	• One cut-up copy of the Playground Hazards Table for each small group • A copy of the complete Playground Hazards Table for each participant
Instructions	• Show slide 26. • Divide the participants into four groups. You might have them count off by 4s, divide by birth month, or line up from shortest to tallest and then split into four groups. • Give each group a zip-top bag with the Playground Hazards puzzle (cut into 27 pieces) inside. Ask them to put together the puzzle so that it makes a table with three columns – the Hazards, Problems, and Solutions. • Tell the participants that they have 10 minutes to work with their group to put the puzzle together. • After 10 minutes, hand out copies of the Playground Hazards handout so that each group can compare their puzzle to the complete version. Consider giving small prizes to members of the group or groups with a complete table. • After all participants have moved back to their space in the room, ask volunteers to share one thing they learned about playground hazards.
Talking Points	• We need to divide into four working groups. • I'm going to give each group a bag with a Playground Hazards puzzle inside. • Each group will have 10 minutes to work with their group to put the puzzle together. After 10 minutes, I will hand out copies of the Playground Hazards handout so that each group can compare their puzzle to the complete version. • Would anyone like to share one new fact that they learned about playground hazards while putting the puzzle together? 
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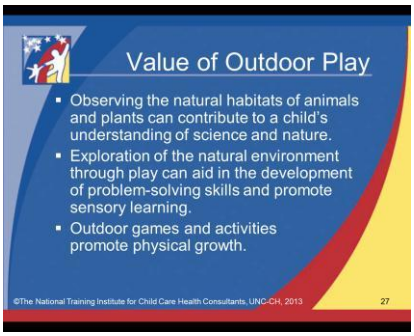
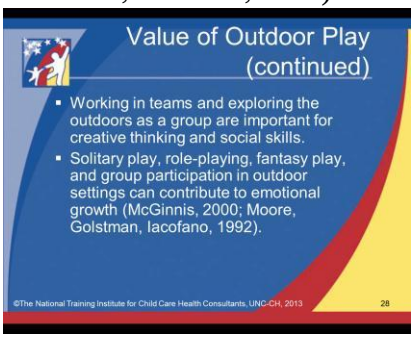
Presentation: Outdoor Learning Environments

Time	15 minutes
Training Technique	Slides/overheads
Instructions	Show slides 27 – 42.
Talking Points	**Value of Outdoor Play** • Children learn through play! Playing outdoors lets children explore new ideas and behaviors, develop gross motor skills, and gain exposure to fresh air. It provides an avenue for development of important physical, emotional, social, and cognitive skills that cannot be fostered in the same way indoors (McGinnis, 2000). • Observing the natural habitats of animals and plants outdoors can contribute to a child's understanding of science and nature. Exploration of the natural environment through play can assist in the development of important problem-solving skills and promote sensory learning. Physical growth is promoted during various outdoor games and activities, such as running, jumping, skipping, and planting. Working in teams and exploring the outdoors as a group are also important as children use creative thinking and develop necessary social skills. Solitary play, role-playing, fantasy play, and group participation in outdoor settings can contribute to emotional growth (McGinnis, 2000; Moore, Golstman, Iacofano, 1992).  • Outdoor learning can provide children with information about our changing environment, and give them an understanding and an appreciation for nature (McGinnis, 2000). There is evidence suggesting that a concern for the environment stems from early contact with the outdoor environment (White and Stoecklin, 1998). In addition, contact with animals, which can be incorporated into the child care setting, can be an important way for children to learn about the natural world (Moore, 1993; McGinnis, 2000). 
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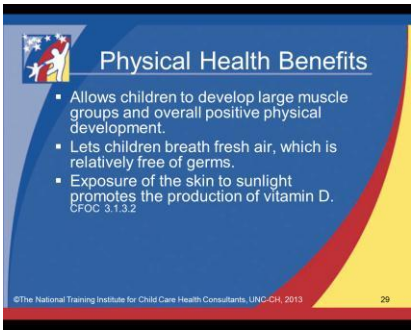
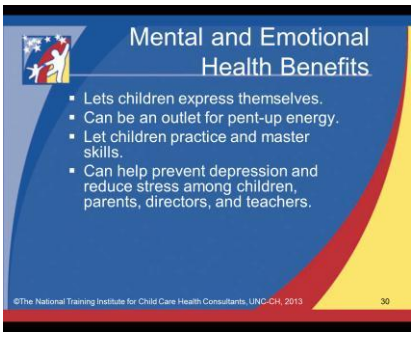
Talking Points	**Physical Health Benefits** • Playing outdoors allow children to run, jump, and be physically active, thereby developing large muscle groups and overall positive physical development. This is especially important with the increase in the number of overweight children. • It also allows children to breathe fresh air, which is relatively free of germs. Children are less likely to transmit diseases in an outdoor environment. • Short exposure of the skin to sunlight also promotes the production of vitamin D that growing children require. 3.1.3.2 **Mental and Emotional Health Benefits** • A well-developed, interesting outdoor learning environment lets children be free to express themselves. They do not have to use their "indoor voices" and "walking feet" outdoors. They can run, shout, laugh, and express feelings that may be kept in while they are indoors. Especially for children with behavior problems, the outdoor environment is an outlet for pent-up energy. • Physical activities such as throwing, jumping, and running also provide opportunities for children to practice and master skills. • There is evidence that engaging in outdoor activities can help to prevent depression and reduce stress among children, parents, directors, and teachers.
Notes	

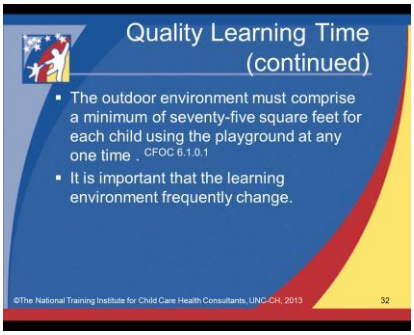




Talking Points

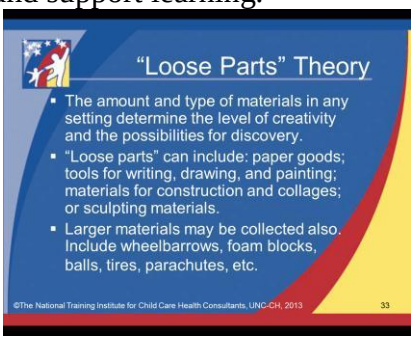
Quality Learning Time

- Remember that play should not follow a set schedule. Children need time to play without being rushed.
- Outdoor play time should be viewed as an extension of classroom activities. Consider having children bring their indoor activities with them to the outdoor area (McGinnis, 2000).
- CCHCs can help child care caregivers/teachers find ways to extend indoor activities such as reading, art, dramatic play, and block areas into the outdoors (McGinnis, 2000).
- The outdoor environment must comprise a minimum of seventy-five square feet for each child using the playground at any one time and should include an open space for running that is free of other equipment. 6.1.0.1
- It is important that the learning environment frequently change. This might include exploring a variety of different play areas, or it might involve changes in the kind of play, focus on different aspects of the environment, or different levels of activity (Butin, 2000).



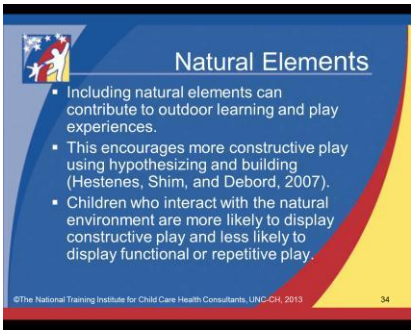
"Loose Parts" Theory

- The outdoor space should provide colorful materials and equipment that allow the child to act upon the environment and support learning. 2.1.2.3
- In 1971, Simon Nicholson published his theory of "loose parts" in children's play. This theory states that the amount and type of materials in any setting determine the level of creativity and the possibilities for discovery. "Loose parts" can include: paper goods; tools for writing, drawing, and painting; materials for construction and collages (e.g., beads, seeds, stones); or sculpting materials (e.g., clay, mud). For more active play, larger materials may be collected as well. For example, an outdoor environment may include wheelbarrows, foam blocks, balls, tires, parachutes, etc.



Talking Points

Natural Elements

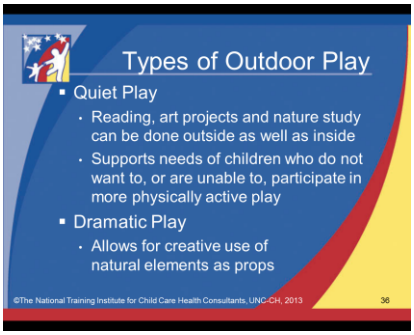


- Furthermore, materials used in outdoor settings do not need to be manufactured. The incorporation of natural elements such as logs, stumps, boulders, and safe plants can contribute to outdoor learning and play experiences (White and Stoecklin, 1998).
- A 2007 study found that on playgrounds with more natural elements as opposed to an outdoor environment consisting only of artificial structures, children engaged in more constructive play using hypothesizing and building (Hestenes, Shim, and Debord).
- Children who had opportunities to interact with the natural environment were more likely to display constructive play and less likely to display functional or repetitive play.

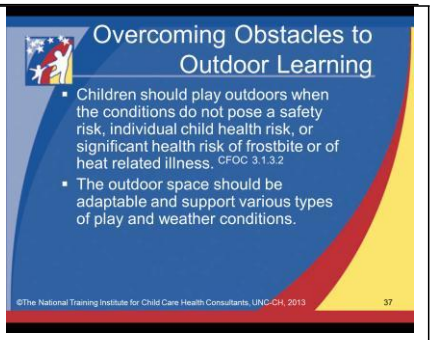
Types of Outdoor Play

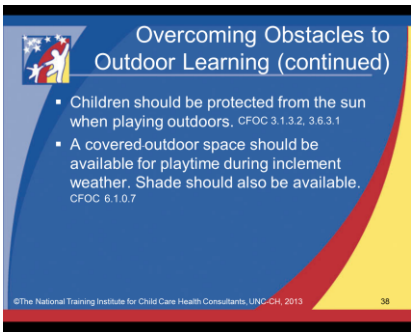
It is important to have a variety of outdoor activities available for children during scheduled time outside (McGinnis, 2000). An outdoor space should provide opportunities for both free and structured play. Outdoor space should be viewed as an extension of the indoor environment, and should include open space for active play, a quiet area, and a dramatic play area (North Carolina School Design Clearinghouse, 1998).

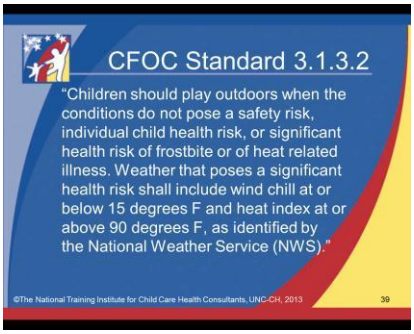
- **Active Play:** Active play such as running, climbing, swinging, lifting, and crawling can be child-initiated or organized by a teacher or leader (Moore, 1992). Play structures can be used to stimulate active play, but should not dominate the learning environment.
- **Observing and Resting Outdoors**: Children also need time to sit quietly, observe nature, and/or rest.
- **Quiet Play:** It is important to provide quiet areas for reading, art projects, nature study, or other quiet activities. This supports the needs of children who can't, or don't want to, participate in more physically active play.
- **Dramatic Play:** Although dramatic play is more often thought of as an indoor activity, the outdoors offers unique opportunities for creative play. Natural elements can be incorporated into the scene and used as props.

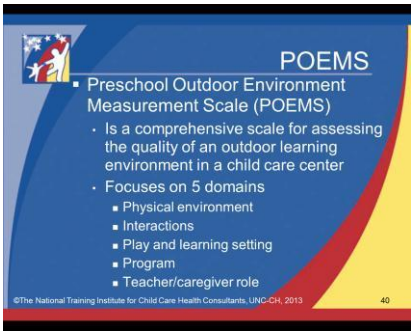


Talking Points	**Overcoming Obstacles to Outdoor Learning**
	• Children should play outdoors when the conditions do not pose a safety risk, individual child health risk, or significant health risk of frostbite or of heat related illness. [3.1.3.2] The outdoor space should be adaptable and supportive of various types of play and weather conditions.
	• Children should be protected from the sun when playing outdoors by using shade, sun-protective clothing, and, for children over 6 months of age, sunscreen with UVB-ray and UVA-ray protection of SPF-15 or higher. [3.1.3.2,3.6.3.1]
	• A covered outdoor space should be available for playtime during inclement weather. Shade should also be available.[6.1.0.7]
	• *CFOC* states that "Children should play outdoors when the conditions do not pose a safety risk, individual child health risk, or significant health risk of frostbite or of heat related illness. Weather that poses a significant health risk shall include wind chill at or below 15 degrees F and heat index at or above 90 degrees F, as identified by the National Weather Service (NWS)." [3.1.3.2]
	
	POEMS
	• The Preschool Outdoor Environment Measurement Scale (POEMS) was designed "to offer guidance to child care professionals and site administrators in evaluating outdoor spaces (p.1)."
	• POEMS focuses on 5 domains
	  ▪ Physical environment
	  ▪ Interactions
	  ▪ Play and learning setting
	  ▪ Program
	  ▪ Teacher/caregiver role
	• Although it was designed for the 3-5 age group, many of the concepts can be applied to other age groups.
	• An observation takes approximately 75 minutes, including an interview with a child care teacher.



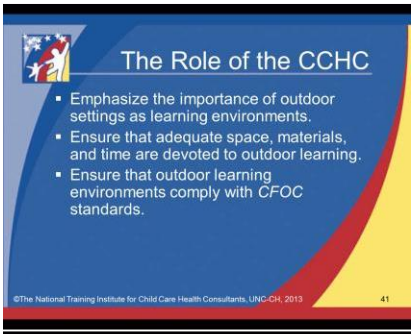


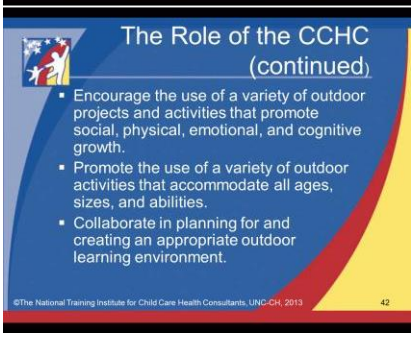




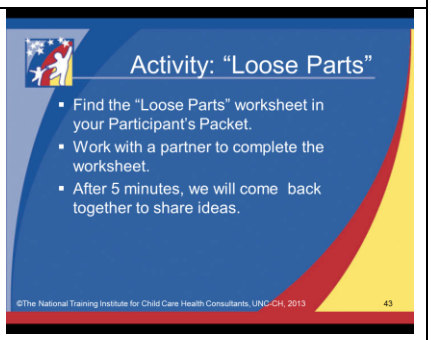
Talking	**The Role of the CCHC**

Points	The CCHC should: • Emphasize the importance of outdoor settings as learning environments in child care settings • Ensure that adequate space, materials, and time are devoted to outdoor learning • Ensure that outdoor learning environments comply with *CFOC* standards related to outdoor settings • Encourage the use of a variety of outdoor projects and activities that promote social, physical, emotional, and cognitive growth • Promote the use of a variety of outdoor activities that accommodate a variety of ages, sizes, and abilities • Encourage the collaboration of children, parents, teachers, and other child care center staff members to plan for and create an appropriate outdoor learning environment.
For More Information	See the *Outdoor Learning Environments* Section in NTI's Injury Prevention in Child Care, Part A: Playground Safety and Outdoor Learning Training Module.
Notes	

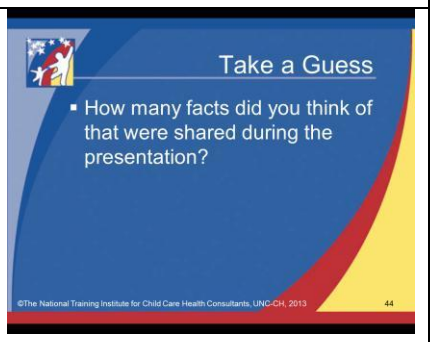
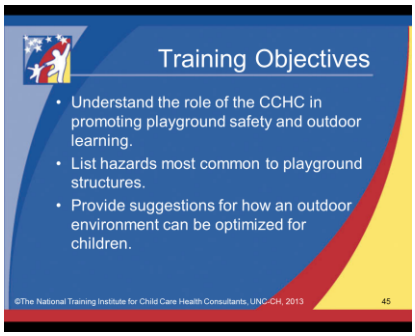




Activity: Loose Parts

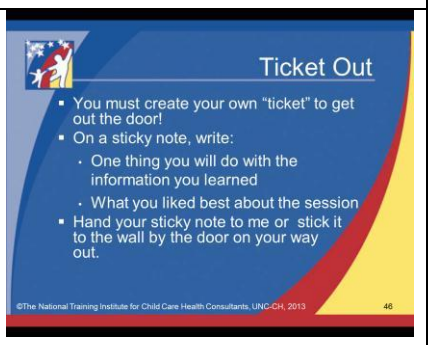
Time	10 minutes
Training Technique	Partner work, large group
Instructions	• Show slide 43. • Ask each participant to find the "Loose Parts" worksheet in their Participant's Packet. • Have participants find a partner to work with, preferably someone that they haven't worked with before. Consider passing around a bowl with pairs of objects. For example, if you have 10 participants the bowl you use might have two paper clips, two sticky notes, two pens, two business cards, and two pencils. Ask each participant to take one object in the bowl, then ask them to find the person that has the same object they have. That person will be their partner for this activity. • Give participants 5 minutes to complete the worksheet, then bring everyone back together to share ideas. • Consider writing their suggestions on a flip chart sheet or blackboard so that everyone can see and remember the ideas.
Talking Points	• Please find the "Loose Parts" worksheet in your Participant's Packet. • Once you have your worksheet, find a partner to work with. • Take 5 minutes to complete the worksheet. After 5 minutes we'll all come back together to share ideas. 
Notes	

Closing

Time	5 minutes
Training Technique	Individual
Instructions	• Show slides 44 and 45. Ask participants how many facts they have circled from the earlier "Take a Guess" activity. Ask the person with the most facts to read them aloud to the group. Ask others to share facts that they had circled. Consider awarding a small prize to the individual or group with the most circled facts. • Show slide 45. Review the Training Objectives. If anyone has any questions or comments, address those now.
Talking Points	**Take a Guess** Let's revisit the "Take a Guess" activity. Did everyone circle the facts as we went along? How many facts do you have circled?  **Training Objectives** Let's look back at our Training Objectives to make sure we met our goals for this session. Does anyone have questions about the information we covered? 
For More Information	For more closing activity ideas, see: S. Bowman. *Preventing Death by Lecture! Terrific Tips for Turning Listeners into Learners*. Bowperson Publishing Company. Glenbrook, NV. 2001, 2003.
Notes	

Learning Assessment: Ticket Out

Time	5 minutes
Training Technique	Individual
Supplies	• One sticky note for each participant • Flip chart sheet • Markers
Instructions	• Show slide 46. • Inform the participants that they must create their own "ticket" to get out the door. • Distribute one sticky note to each participant. Ask participants to write one of the following on their note: ▪ One thing they will do with what they learned ▪ What they liked best about the session • If you have time, ask participants if anyone would like to share what they wrote with the group. Write their answers on the flip chart paper. • Ask participants to hand their sticky note to you or stick it to the wall by the door on their way out.
Talking Points	• Before you leave today, each of you has to create your own "ticket" to get out the door. • On a sticky note, write one of the following: ▪ One thing you will do with what you learned ▪ What you liked best about the session ▪ A suggestion, comment, or idea about playground safety or outdoor learning • Would anyone like to share what they wrote with the group? • Hand your sticky note to me or stick it to the wall by the door on your way out.
For More Information	For more closing activity ideas, see: S. Bowman. *Preventing Death by Lecture! Terrific Tips for Turning Listeners into Learners*. Bowperson Publishing Company. Glenbrook, NV. 2001, 2003.
Notes	



Evaluation

Time	5 minutes
Training Technique	Individual
Supplies	One evaluation form for each participant
Instructions	• Show slide 47. (Placeholder slide not printed here.) • Ask participants to complete the "Evaluation of Trainer Form" at this time. • Inform participants that the evaluations are anonymous. • Explain that the evaluation results provide you with information about the effectiveness of the training and that information collected from the evaluation will be used to improve the training. • Allow participants 5 minutes to complete the evaluation. • Collect forms.
Talking Points	• Please take 5 minutes to complete the evaluation in your Participant's Packet. Your comments will be used to refine and improve the material and activities for future trainings. • Thanks for coming today!
Notes	

MATERIALS FOR PARTICIPANT'S PACKET

Activities

The *Take a Guess*, *Playground Hazards*, and *Loose Parts* handouts are printed on the following pages. These handouts may be printed and included in a participant's packet or as handouts to be distributed to the group. You may wish to white out the existing page numbers and write in your own, or you may print each activity on different colors of paper for easy reference by your participants.

Evaluation of Trainer

The "Evaluation of Trainer Form" at the end of this material should be printed and distributed to each participant for feedback on various aspects of your training.

Cover Page

The cover page may be printed and used as a cover page for the activities, slide handout, evaluation form and any additional materials you wish to provide as part of a participant's packet. If your participant's packet contains several activities and handouts, you may want to create a table of contents to guide participants through the materials.

ACTIVITY: Take a Guess

Instructions: Create a list of important facts about playground safety and outdoor learning that you think will be covered during the presentation. As the trainer is speaking, circle any items that are mentioned.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Playground Hazards

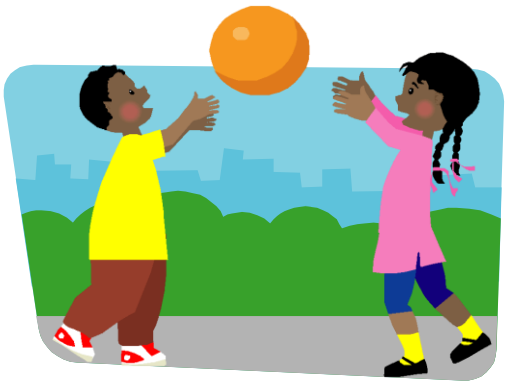
Hazard	Problem/Why	Solution/Why
Improper Surfacing	Hard surfaces such as concrete, blacktop, packed earth or grass, and flooring covered by carpets or gym mats do not have shock absorbing qualities. Falls on these surfaces could be life-threatening.	• Use loose-fill surfacing materials, including hardwood fiber/mulch, fine sand, and fine (pea) gravel*. • Surfaces should contain a minimum depth of 12 inches of material. • Synthetic or rubber tiles and mats** are also appropriate, provided they meet ASTM Standard F1292. * Pea gravel should be used for ages 3 and above only. **Mats should be impact-absorbing for specific heights. Most generic gym mats do not provide adequate protection.
Inadequate Use Zones	Shock absorbing materials do not extend far enough from the equipment to cushion falls. Barriers and obstacles lie within the use zone.	• Minimum use zone of 6 feet in all directions. • Extend zone twice the height of the suspending bar in front and in back of to/fro swings. • The use zone for tot swings is twice the height from the pivot point to the bottom of the enclosed bucket seat. • Slides require an additional use zone at the exit area of the height of the slide plus 4 feet, not to be less than 6 feet.
Spacing	Children are struck by moving pieces of structures or hit one structure when they fall from another.	• Space all fixed structures at least 9' apart. • Clearance space for swings is 9' in all directions. • Clearance space from walkways, buildings, and other structures should be at least 9'. • Locate structures with moving pieces in an area away from other play structures.

Hazard	Problem/Why	Solution/Why
Guardrails/Protective Barriers	Lack of guardrails/barriers of adequate height can result in falls from elevated surfaces.	• All elevated surfaces (>30") should have guardrails/barriers that surround the entire area. • Guardrails should be 20" or higher for preschool age children and 30" or higher for school-age children.
Tripping Hazards	Exposed structure components or items on the playground such as concrete footings, roots, stumps, retaining barriers, or rocks are common trip hazards.	• Remove exposed element. • Indicate with bright colors to increase contrast with surroundings.
Protrusions and Entanglement Hazards	Dangerous pieces of hardware on structures can pierce or cut a child. They also can act as hooks and catch clothing drawstrings causing strangulation.	• Close "S" hooks as tightly as possible. • Eliminate all protrusions or catchpoints. • Anchor all ropes securely at both ends. • Remove drawstrings from children's clothing before active play.
Pinching, Crushing, Shearing Hazards	Moving components of structures might crush or pinch a child's finger.	Guard components by solid plastic cover or boot.
Sharp Hazards	Components with sharp edges or points can cut skin.	Eliminate sharp edges or points.
Head Entrapment Hazards	Children can get trapped and strangle in openings where they can fit their bodies, but not their heads, through the space.	Openings should measure less than 3 ½" or greater than 9".

ACTIVITY: "Loose Parts"

Instructions: List 5 low-cost, safe materials ("loose parts") that child care caregivers/teachers can incorporate into the outdoor learning environment. Describe how each of these materials can be used.

Material	Use
1.	
2.	
3.	
4.	
5.	



Trainer's Name: _____ **Date:** _____

National Training Institute for Child Care Health Consultants
Evaluation of Trainer Form

Using the rating scale below, please evaluate the Trainer's presentation skills.
1= unsatisfactory 2= below average 3=average 4=above average 5=outstanding NA=non-applicable

Training Content						
Please rate the Trainer on the quality of the following:	**1**	**2**	**3**	**4**	**5**	**NA**
• Introduction and opening						
• Accuracy of information						
• Usefulness of information						
• Clear presentation of training objectives						
• Fulfillment of training objectives						
• Organization of training content						
• Closing						

Training Techniques: Methods, Media, & Materials						
Please rate the effectiveness of the Trainer's use of the following:	**1**	**2**	**3**	**4**	**5**	**NA**
• Flip chart						
• Handouts						
• Overhead transparencies						
• PowerPoint slides						
• Video						
• Other (specify):						
Training Techniques: Activities						
Please rate the Trainer's use of training activities on the following characteristics:	**1**	**2**	**3**	**4**	**5**	**NA**
• Clear instructions						
• Usefulness						
• Opportunities for interaction among participants						

Delivery of Content						
Please rate the Trainer on the following training dynamics:	**1**	**2**	**3**	**4**	**5**	**NA**
• Enthusiasm						
• Voice projection						
• Clarity and professionalism of voice						
• Word choice						
• Pace of presentation						
• Eye contact						

Facilitation Skills						
Please rate the Trainer on the following skills:	**1**	**2**	**3**	**4**	**5**	**NA**
• Time management						
• Manner of answering questions						
• Manner of handling difficult behaviors of participants						
• Ability to engage all participants						

Please take a moment to answer the following questions:

What did you like most about this training?

What can the Trainer do to improve this training?

Was this the most effective way to present this material? Please explain.

Do you have any suggestions for other methods to present the material?

Thank you.

Injury Prevention in Child Care Part A: Playground Safety and Outdoor Learning

Participant's Packet