

Out & About: *Traveling Safely Both in the Program and When Accessing the Community*

Safety Training Curriculum for
Individuals with Intellectual Disabilities



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SAFETY TRAINING CURRICULUM FOR NEW PARTICIPANTS

INTRODUCTION All new program participants will be enrolled in a 6 week *Safety Training Program*. This *Safety Training Program* will be facilitated by an identified staff person. The purpose of this program is to:

1. Orient participants as to "ways to be safe" in the program, while traveling and when accessing and using community facilities.
2. Evaluate participants' abilities in practicing safety skills.
3. Identify areas of concern and recommend safety training outcomes.

***Please note: the term "program" can refer to either a day program or a residential program.**

TRAINING SCHEDULE Training should be offered 2 days per week for 6 weeks. Each session should last a minimum of 2 hours. Each training session should include a 1 hour community practice session.

[Training schedule can be flexed based on the size of the group and level of functioning of the participating members. It is better to take your time and ensure comprehension even if it means the training program takes a little longer.]

TRAINING PROCEDURE

1. Administer Pre-Test prior to first training session. See page 67.
2. Begin training with Training Session 1: Orientation to the Importance of Safety.
3. For each subsequent training, review previous session (Review concepts by asking questions to ensure comprehension).
4. Introduce new safety topic.
5. Discuss key training concepts. Clearly define concepts. Use multi-sensory training materials including video if available. Practice through role play.
6. Go into community. Review training concepts and practice in a variety of situations. Provide reinforcement and information about the session reviewed during the classroom training.
7. Return to the program. End session with a review of safety topic and discussion of community-based training experiences.

TRAINING SESSION 1: ORIENTATION TO THE IMPORTANCE OF SAFETY

Training Objectives:

Upon completion of this session, the trainee(s) will be able to:

1. Demonstrate an understanding of the importance of safety by:
 - A. Knowing what safety means.
 - B. Stating that the responsibility to be safe is his or hers.
 - C. Knowing to carry an identification (ID) card each time she or he goes out into the community.
 - D. Knowing what to do if he or she is separated from staff.
 - E. Understanding the meaning of "danger" signs and symbols; knowing what to do to remain safe while traveling.
2. Demonstrate an understanding of how to be safe at the program by:
 - A. Being able to identify exit signs.
 - B. Demonstrating safe use of the elevator.
 - C. Understanding and demonstrating safe procedures for exiting the building in the event of a fire.

Materials:

- Variety of types of ID's (cards, lanyards)
- Variety of "danger" signs and symbols (e.g., poison, wet floor, orange triangles, etc.)

TRAINING SESSION 1: ORIENTATION TO THE IMPORTANCE OF SAFETY

PREPARE Gather needed materials. Ensure each individual has an identification card. Ask individuals to bring their ID cards to the session. Know the route that will be taken to exit the building during a fire drill. Have an actual “wet floor” sign to show individuals during the practice session.



DISCUSS **Trainer Statement:** Today you are going to begin a six week training program on how to be safe when traveling, both in the program building and when you are out in the community. We all need to be concerned about safety. Knowing how to be safe and following safety rules when traveling is one of the most important responsibilities you can have.

To help you learn how to be responsible for your own safety, we will:

- spend time walking through the building and learning how to be safe in the building;
- travel in the community, practicing how to be safe whenever we are out in the community;
- present you with a "Certificate of Participation" at the completion of the six week training program.

In today's training session we will discuss what it means to travel

safely. We must travel safely both in the program and when accessing the community.

Trainer Question: Ask trainee(s) to define what safety means. Write responses on a flip chart. Discuss and reinforce all responses. (Assess each individual's understanding of safety.)

Trainer Statement: Safety means:

- You will not get hurt;
- You know where you are;
- You know where staff are;
- You know where and how to get help if you need it.

When we travel from one place to another, we must know how to travel safely.

Trainer Question: Who is responsible for your safety?

Possible Responses:

- My parents;
- My Counselor;
- Me;
- You.



Trainer Statement: "You are!" Traveling safely is your responsibility. It is also the responsibility of the staff to help you to be safe at all times. But you have the primary responsibility for your own safety.

One of the ways you can be responsible for traveling safely is to always carry ID with you.

Trainer Question: What is an ID? (Wait for responses.)

Trainer Statement: An ID or identification card is something that you carry that has information about you.

Trainer Question: What information might an ID have on it?

Possible responses:

- My name;
- My home address;
- My telephone number where you live or go to day program;
- My day program address;
- My photo.



Trainer Statement: Good, you know some of the information that would be on your ID. If you get lost or need help, you should show your ID to someone who can help you. You should show your ID to a “safe person.”

Remember, it is very important that you have an ID and carry it with you at all times. Remember, always carry your ID card when you go out into the community.

Ask trainees to show each other their ID cards. Ask each trainee to read (or ask someone to read for him or her) the information on her or his ID card.

We will talk about who “safe people” are later in this training.

Trainer Question: Where would you keep your card? (Wait for responses)

Possible Responses:

- I could carry your card in a "fanny pack" or purse.
- I can put your ID in a bag with handles like a tote bag.
- Some people wear an ID on a chain or lanyard around the neck.
- Some people put their ID in their wallet in their pocket.

Trainer Statement: There are lots of ways to carry an ID. It is very important to carry your card at all times. Know where you will carry your card each time you go out into the community.

Some people prefer to wear an identification or ID necklace instead of carrying a card. If you wear your ID around your neck, you should have the side with your name face your body. You do not want strangers to be able to call you by name (because they read it off your ID).

PRACTICE Role Play:

- Showing your ID to ask for help;
- Have someone ask you to show your ID so they can help you;
- Having your ID around your neck and a “stranger” calling your name (in an unsafe manner).

SUMMARY Trainer Statement: Remember, it is your responsibility to stay safe. An important part of staying safe is to **make sure you always carry your ID.**

TRAINING SESSION 2: ORIENTATION TO SAFETY IN THE PROGRAM

Training Objectives:

Upon completion of this session, the trainee(s) will be able to:

1. Demonstrate an understanding of how to be safe at the program by:
 - A. Being able to identify exit signs.
 - B. Demonstrating safe use of the elevator.
 - C. Understanding and demonstrating safe procedures for exiting the building in the event of a fire.

Materials:

- Examples of exit signs
- Photos of elevators, elevator buttons, and floor numbers
- Games/activities that teach hazards and reinforce safety (visit YAI's Resource Center, yai.org, for the *How to be Fire Safe* manual).



TRAINING SESSION: 2

ORIENTATION TO SAFETY IN THE PROGRAM

REVIEW Last time we met, we talked about the importance of being safe. You know that to be safe when traveling, you must follow **safety rules**. To be safe in the community, you must always carry your ID.

Trainer Question: Now we will discuss ways to be safe when traveling throughout the program. What are some things around the program that might not be safe - or what might happen that would be unsafe?

Possible responses:

- Fire;
- Water on the floor;
- Broken door or elevator;
- Obstruction in hallway;
- Bottle with poison symbol left on counter.



If you see something unsafe what should you do? (Wait for responses and discuss.)

Trainer Statement: You should:

- Tell staff;
- Move obstruction;
- Clean up spills.



Let's talk about what to do in the event of a fire. It is very important to know all the ways to be safe in the building. If there is a fire, you must know to exit the building quickly and where to exit.

In some buildings, you need to listen to the loud speaker so you know where to go to be safe.

Activity: Show pictures or symbols of “danger.” Ask each individual to identify the sign or symbol and discuss its meaning.

Trainer Question: What are some things you must know about to be safe in the building? (Wait for responses).

Be sure to discuss or review the following:

- What the exit signs look like;
- Where the building exits are located;
- Which path to travel and what exit to use to leave the building in the event of a fire;
- How to use the elevator.
- What to do if a floor is wet;
- What to do if obstacles are obstructing a doorway or hallway.

Trainer Statement: When you are traveling in the building, it is very important to be safe!

PRACTICE Walk through the program and have trainee(s) identify exit signs/exits, “wet floor” sign; use the elevator; practice taking the route that will be used in the event of a fire. Reinforce that you should never use the elevator in the event of a fire.



SUMMARY: Trainer Statement: To be safe both in the program and when you are out in the community you must:

- Know what an exit sign looks like;
- Know how to use an elevator;
- Know how to exit the building if there is a fire;
- Understand the meaning of "danger" signs and symbols and understand how to be safe when you see them;
- Know what to do if a floor is wet;
- Know what to do if an obstruction is blocking a doorway or hallway.



TRAINING SESSION 3: ORIENTATION TO THE NEIGHBORHOOD

Teaching Objectives: Upon completion of this training session, the trainee(s) will be able to:

1. Return to the program from a 2 block radius walk around the program and be able to state:
 - A. The name and address of the facility.
 - B. The features of the facility.
 - C. The names of some of the cross streets near the facility.
 - D. Other landmarks around the program.
1. Know to carry an ID when going into the community.

Materials

- Pictures of local landmarks and buildings around the program
- Community orientation or safety games (visit www.yai.org/resourcecenter for the following resources: Community + Game, Community Training Game, Pedestrian Light Signal, The Safe People Folder, Travel Safety Challenge, Travel Safety Bus)
- Flip chart and markers



TRAINING SESSION 3: ORIENTATION TO THE NEIGHBORHOOD

PREPARE Before teaching this session, it is important for staff to take a walk around the neighborhood and identify street signs and other landmarks in all directions, within approximately a 2 block radius around the program. Staff should observe the front of the building and list the identifying features. Take photos of the neighborhood around the program.

REVIEW Last time we met, we talked about the importance of being safe within the program. You know that to be safe when traveling, you must follow **safety rules**. To be safe in the community, you must always carry your ID. To be safe when traveling within the program, you should know:

- The location of the exits;
- How you will exit the building if there is a fire;
- To avoid areas marked with "danger" signs or symbols;
- To tell someone if you see a dangerous situation;
- What to do if an elevator is broken.

DISCUSS **Trainer Question:** Today we are going to talk about traveling in the neighborhood around the program. What does the word neighborhood mean?

Possible responses:

- I live in a neighborhood;
- There are a lot of houses in the same area; that's a neighborhood;
- Our neighborhood has lots of stores in it;
- The area around our program is a neighborhood.

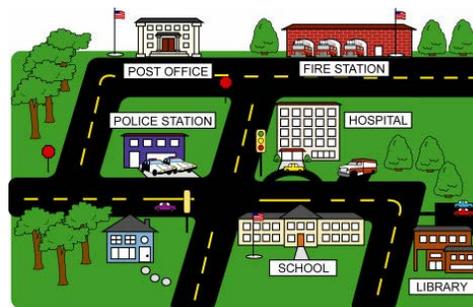
Trainer Statement: Very good! A neighborhood is a group of people, houses, programs and businesses all near each other.

Neighbors are people who live near each other. There is a neighborhood where you live and a neighborhood where you work or attend program during the day.

Today we are going to talk about the neighborhood here where this program is located. We are going to learn the address of this program, and the stores and landmarks that are in the same neighborhood as this program.

Trainer Question: What is the address of this program? (Wait for responses.)

Trainer Statement:
The address is:



The address of the program is on your ID card.

Trainer Question: Why is it important to know the address of the program?

Possible Responses:

- So you can return to the program when you are out;
- If you get lost, you can find your way back if you know the address;
- If you get lost, you can tell someone the address and the person can show you how to get back;
- If someone you know wants to come here, you can tell the person the address so she/he can find the program.

Trainer Statement: It is important to know the address of the program and what the building looks like so you can return to the

program when you are in the neighborhood.

Trainer Question: Does anyone know what the front of the building looks like? What color is the building? Is there a number on the front of the building? What do the front doors look like? (Discuss all accurate responses.)

Possible Responses:

- The building front is red brick;
- The building has all glass doors in the front;
- The building has a number on the front;
- When you look up you see many windows;
- The building looks tall when you look up.

Trainer Statement: Good. It is important to know what the building looks like. (Show photos and discuss distinguishing features of the building.)



Trainer Question: You know what the front of the building looks like. What else can you look for in the neighborhood that will help you to find the program?

Possible Responses:

- Street names;
- Landmarks.

Trainer Statement: Streets in this neighborhood have names. Knowing the names of streets by the program can help you to find the program. (**Review** the name of the street that the program is on and name the streets within a two block radius in all directions.)

There are other streets in the neighborhood. We will take a walk around the neighborhood today and learn the names of the streets.

When you recognize the street names, you will know that you are near the program. You will learn to use the street names to help you to walk back to the program when you are in the neighborhood. A landmark is something you see in the community that will also help you know where you are located.

Trainer Question: What are some other types of landmarks in our neighborhood?

Possible Responses:

- Stores that are near the program;
- A park;
- A bus stop;
- A statue;

Trainer Statement: Good, a landmark is something to help you to know where you are. Examples of landmarks are statues, bus stops, train stations, store fronts, and gas stations.

You must be observant when you are in the community. You must observe and identify the landmarks.

When you are observant, you look and see what is around you. Sometimes you will see street signs and stores. You might see a statue or a sign. Today we are going to take a walk around the block in different directions and you will learn the street signs, stores, and other landmarks in the neighborhood of this program.

PRACTICE

Take a walk for two blocks in all directions from the program.

(Reinforce the need to carry an ID. Ask each person to show you his or her ID before you walk out of the building.) While walking, point to different things



but say nothing. Return to the front of the building and ask participants what they observed. Acknowledge all appropriate responses. Then walk around the block a second time asking participants to point out landmarks and street signs they notice (staff should also point out landmarks and street signs not noticed by the participants).

SUMMARY Today you learned about the name and address of the program. You learned what the building looks like. You learned what street the program is on and what landmarks are near the program. Landmarks will help you to find your way back to the program. Important landmarks are store fronts.

REVIEW Ask the following questions and discuss accurate responses:

- What is the name of the street the program is on?
- What does the front of the building look like?
- What are the names of other streets in the neighborhood?
- What landmarks are near the program?



SUGGESTED ACTIVITIES:

- After taking a walk around the neighborhood and summarizing, ask the individuals to write/draw the address of the program, what the building looks like, and a description of some of the landmarks, including street signs, store fronts, statues, and other things in the neighborhood.
- Draw a map of the streets within a two block radius and ask the individuals to tell you the names of the street signs on the corners. Put pictures of landmarks on the map where they are located.
- Play a memory game using photos of the neighborhood landmarks.

TRAINING SESSION 4: INDOOR COMMUNITY FACILITIES

Teaching Objectives: At the end of this training session, the trainee(s) will be able to:

1. Travel safely when inside a community facility and will know the safety procedures if lost or separated from staff and/or peers by:
 - A. Demonstrating safe use of elevators and escalators.
 - B. Understanding the concept of *“Stay where you are and your staff will find you.”*
 - C. Identifying “safe” people who can help them.
 - D. Using your phone to call the program or 911.
 - E. Knowing to leave the building if the fire alarm is ringing.



Materials:

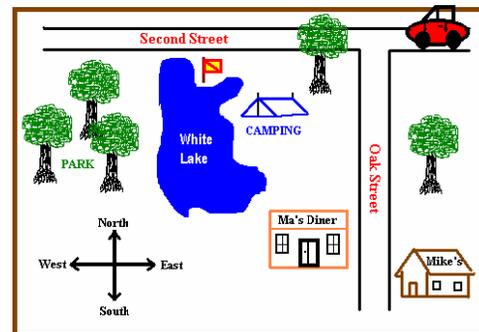
- Pictures of elevators and escalators, safe people, and courtesy or information desk
- Visit www.yai.org/resourcecenter for the following resources: Community + Game, Community Training Game, Pedestrian Light Signal, The Safe People Folder, Travel Safety Challenge, Travel Safety Bus)

TRAINING SESSION 4: INDOOR COMMUNITY FACILITIES

PARPARE Select an indoor facility where there are multiple floors such as a mall where there are escalators and elevators and stores. Complete a site assessment prior to implementing this training session. Know where the escalators, elevators, and courtesy counters are located.

REVIEW The last time we met we talked about the neighborhood around the program and how to return safely to the program by identifying landmarks. Let's review:

- The street address of the program;
- What the outside of the building looks like;
- The names of the streets in the neighborhood of the program;
- Other landmarks in the neighborhood of the program;
- To carry your ID whenever you go out into the community.



DISCUSS **Trainer Statement:** Today we are going to talk about how you can travel safely when you are inside community buildings such as a mall, a museum, a grocery store or a volunteer or work site; and, what you should do if you become lost or separated from staff.
Trainer Question: What are some of the community buildings we go inside to shop or to see something interesting or to volunteer? (Write responses on flipchart.)

Possible Responses:

- The mall;
- The supermarket;
- A museum;
- The Senior Center.



Trainer Statement: The mall is a place we sometimes visit. It is a large building. One of the most important things to remember when you are at the mall is to know where your staff is at all times. You do not have to be with them but you need to know where the staff is and the staff needs to know where you are. The staff's responsibility is to assist you if you need help and staff cannot do that if he or she does not know where you are.

(**Note:** Repeat this same paragraph using other locations. For example, “The Senior Center is a place where you volunteer. . .”)

Trainer Question:

There are elevators and escalators inside buildings that have more than one floor. It is very important to know how to use them safely. Can anyone tell me how to use the elevator? (Discuss all correct responses.)

Possible Responses:

- You push the up button if you want to go up, and the down button if you want to go down;
- You have to go in and out quickly so the doors do not shut on you;
- You should let people exit before you enter;
- You should know what floor you are on and what floor you want to go to.
- You push the button of the floor you want to get off.

Trainer Statement: Good, it sounds like you know how to use an

elevator safely. Later we will take a trip to the mall (or other facility which has an elevator) and practice using the elevator safely.

Trainer Question: Sometimes, there are escalators that take you from one floor to another floor. Does anyone know what an escalator is? Have any of you ever used an escalator?

Possible Responses:

- Stairs that move;
- It moves to take you up or down.



Trainer Statement: An escalator has moving stairs. You can get on the moving stairs on one floor and go down or go up.

When taking an escalator remember:

- The step of the escalator is even with the floor when you get on;
- Get on quickly and hold onto the railing;
- Stay on the step until you are ready to get off;
- When the step you are on is the last step at the top or bottom and is even with the floor, get off quickly.

Trainer Statement: Now, let's discuss what you do if you do not see your staff! The most important thing for you to do is to stay where you are! Your staff will find you. Your staff will always look for you in the last place they saw you.



[Trainer Note: The first thing staff should do when a person is missing is to go to the last place they saw the missing person. Always assure the people you work with that if they are separated from the group they should stay where they are and staff will come for them. Explain to the group that if they see a "safe person" they can show that person their ID, however they should not go walking around to look for a safe person. Reinforce the concept of stay where you are, but if there is a safe person within

your line of vision you can ask him for help.

Also: when training do not discuss in terms of being “lost” but rather in terms of “not seeing the staff.” Often, individuals will not think of themselves as being “lost.” but rather in terms of “not seeing the staff.” Often, individuals will not think of themselves as being “lost” and may say something like: “I wasn’t lost, I was in the mall.”]

Trainer Question: Now we will discuss who you can ask for help if you don’t see your staff. If you do not see your staff you can ask a “safe person” for help. Who are “safe people?”

Possible Responses:

- A police officer
- A bus driver
- A security guard;
- A person behind a store counter;
- A person at the customer service booth, information desk, or courtesy booth.

Trainer Statement: A “safe person” is anyone who wears a uniform (like a police officer or bus driver) or stands behind a counter (like a cashier or a bank teller).

Activity: Play “safe person” activity to reinforce concept. Use pictures of the types of people you will see in your neighborhood. Practice identifying who is a safe person and who is not a safe person.



Trainer Question: If you see someone in uniform or someone behind a counter, what should you do and say to that person? (Reinforce all correct responses.)

Possible Responses:

- I’ll show my ID card;

- I'll say, "I am lost" or "I am separated from my group."
- "I don't know where my staff is. Please find my staff for me."
- I'll tell the person to call the phone number on the ID.

Trainer Statement: Good, it is very important to show your ID. It is important to tell the person that cannot find your staff. If you tell the person to call the number on the ID, the person will call the program. Tell the person to call 911 if there is no answer at the program.

Trainer Question: What would you do if you were separated from your staff and you know how to use your cell phone?

Possible Responses:

- I'll use my phone to call my family:
- I'll use my phone to call the program;
- I'll use my phone and call 911.

Trainer Statement: Good, if you know how to use a phone, call the program. If no one answers the phone, call 911.

Trainer Question: What should you do after you tell someone you are lost or after you use the telephone and talk to someone?

Possible Responses:

- I'll stay where I am and wait for my staff to come and get me.

Trainer Statement: It is very important to stay where you are. Do not try to find your staff. Your staff will be looking for you. Stay where you are. Your staff will find you. Someone at the program or someone at the 911 number will help your staff to find you. Stay where you are!

Trainer Question: Now let's talk about



another concern when we are in public buildings; fire safety. We all need to know what to do if there is a fire in the building in which we are visiting, shopping or working. If you are shopping in the mall and you hear a fire alarm, what should you do?

Possible Responses:

- I'll go out of the mall;
- I'll find the exit I came in and go out;
- I have to leave the building.

Trainer Statement: Good, whenever you hear a fire alarm inside a building, you generally must leave the building. Fires are very dangerous and you can get seriously hurt or even die. You need to know where the exits are in the building. Be observant, look around. It is good to know as many exits as possible.

If there is a fire, you may hear instructions or directions over the loudspeaker. Someone may tell you the best way to get out of the building. Listen carefully and follow the instructions you hear over the loudspeaker and the directions from your staff. Sometimes in buildings with many floors, you will be asked to go to a designated “safe” area. Go to that area and follow directions!

PRACTICE At a mall, plan to practice using the elevator, escalator, identifying “safe” people, using the telephone, and locating exits. You may also want to role play showing an ID card; planning a meeting area; finding a security guard.

Practice skills learned in a variety of indoor community facilities that the consumers use:

- Identifying “safe” people;
- Locating exits (in case of fire);
- Listening to announcements made over a loudspeaker.

SUMMARY It is very important to follow safety rules when you are in a public

building. When you are inside a store, a museum, the mall, or a volunteer site, you must always know the location of your staff. If you become separated from staff, ask someone behind a counter, someone in a uniform, or someone at the courtesy or information desk to help you. Show your ID. Tell the person that you need to find your staff. Tell the person to call the number on your ID. If you hear a fire alarm, leave the building. You practiced how to use the elevator and escalator at the mall. It is important to always remember how to use them safely.

TRAINING SESSION 5: OUTDOOR COMMUNITY FACILITIES

Teaching Objectives: At the end of this session the trainee(s) will be able to:

1. Identify people who can help them.
2. Discuss why it is important to stay where they are and state that he or she will do so in the event of getting lost/separated from the others they are with.

Materials:

- Pictures of food vendors and safe people
- Pictures of local outdoor community facilities in the program's neighborhood



TRAINING SESSION 5: OUTDOOR COMMUNITY FACILITIES

PREPARE Plan to take an outing to an outdoor facility. Assess the facility for opportunities for an individual to practice asking a food vendor or a policeman for help because he or she is lost. If possible, introduce yourself to the vendor or the policeman and tell them about the role play you are planning

REVIEW **Trainer Statement:** The last time we met we talked about how you can be safe when you are inside a building. It is important to know where your staff is at all times. It is important to have a meeting place in case you are separated from staff. If you are lost, it is important to know who can help you. The best person to help you is someone at the courtesy or information desk. A policeman or security guard can also help you. You can also ask someone behind the counter in a store to help you.

Remember, always show your ID and tell the person you are not with your staff; you are lost. Ask the person to help you to find your staff.

You also learned that it is important to know how to use the elevator and the escalator. Do you remember what you should do if there is a fire in the building? You must follow the directions of your staff; you will generally be asked to exit the building.

DISCUSS **Trainer Statement:** Today we are going to talk about being safe when you are in an outdoor facility.

Trainer Question: What are some outdoor facilities in this neighborhood?

Possible Responses:

- Parks;
- Playgrounds;
- Ball parks;
- Basketball courts;
- Flea markets.

Trainer Statement: Good, the ball park, the local park, an outdoor concert pavilion, an outdoor flea market or craft fair, and a street fair are all examples of outside facilities or places. They are not inside a building. When you are at the park, you are outside.



It is important to follow safety rules when you are at an outdoor facility, when you are somewhere doing something that is outside.

Trainer Question: What are the safety rules when you should know when you are doing something that is outside?

Possible Responses:

- Stay with my staff;
- Only talk to people I know or someone selling something;
- Know where to find my staff if I get lost or separated from staff.

Trainer Statement: Good. Staying with your staff is very important. You must know where your staff is at all times.

Trainer Question: But, what if you look around and you do not see your staff. What should you do?

Possible Responses:

- Walk around and try to find my staff;
- Find someone to help me;
- Stay where I am and staff will find me;

Trainer Statement: You have some good ideas. But the **most important safety rule** is not to walk around, but to **stay where you are**. You can also ask someone for help. Who could you ask for help?

Possible Responses:

- A safe person;
- A policeman;
- A person selling something to eat;
- Someone I know.



Trainer Statement: Good, you can talk to a policeman, or someone who is selling something such as a hot dog vendor or someone behind a booth. It is important to remember to never talk to strangers who are just walking by you.

Trainer Question: What should you do and say to the safe person if you do not see your staff and think you are lost?

Possible Responses:

- Show my ID;
- Tell the person I can't find my staff;
- Tell the person to help me find my staff;
- Tell the person to call the number on my ID.

Trainer Statement: Good, you remembered. Show your ID. Tell the person that you can't find your staff. Tell the person you are

lost. Ask the person if he or she can help you find your staff. Ask the person to call the number on your ID.

Trainer Question: What if the person says they can't help you to find your staff?

Possible Responses:

- I'll wait there; maybe my staff will find me;
- I'll go back to the program;
- I'll walk around and look for the staff;
- I'll find someone else to help me.

Trainer Statement: You should ask another safe person who is near you for help. If you do not see anyone else who can help you, **stay where you are!** Your staff is looking for you and will find you if you stay where you are.

You can also use your cell phone or a nearby public phone, to call the program. If you do not know how to dial the program, dial **911**.

Remember: STAY WHERE YOU ARE! Staff will come for you.

Trainer Question: Why is it important to stay where you are?



Possible Responses:

- My staff is looking for me and if I walk too far away he won't be able to find me;
- My staff will be looking for me in the same place we were when I got lost.

Trainer Statement: Good. It is very important to stay where you are. The staff will be looking for you in the area he or she last saw you. If you get tired standing, sit on the ground or find a bench near-by.

PRACTICE At the outdoor facility you have selected, plan for individuals to role play being lost. What should they do if they do not see their staff?

Role play:

- Asking the vendor or policeman for help; and,
- If the person says he or she can't help; practice having the individuals stand in one place and wait.

SUMMARY When you are at an outdoor facility and you do not see your staff, ask someone close by, such as a person selling something or a policeman, to help you. Show your ID and tell the person to call the number on the ID. If the person can't help you, stay where you are. The most important safety rule to remember is to stay where you are. Staff will find you if you stay where you are!



TRAINING SESSION 6: PEDESTRIAN SAFETY -- STREET CROSSING

Teaching Objectives: At the end of this session, trainee(s) will:

1. Know how to cross a street safely by:
 - A. Knowing how to use "Walk" and "Don't Walk" signs, including a blinking "Don't Walk" sign.
 - B. Knowing to look for cross walk lines and use those lines for crossing.
 - C. Knowing how to cross at a "red light/green light" intersection.
 - D. Knowing how to cross a street without a traffic signal.

Materials:

- Photos of "Walk"/ "Don't Walk" signs
- Photos of green light/red light traffic signal
- Community orientation or safety games (visit www.yai.org/resourcecenter for the following resources: Community + Game, Community Training Game, Pedestrian Light Signal, The Safe People Folder, Travel Safety Challenge, Travel Safety Bus)



TRAINING SESSION 6: PEDESTRIAN SAFETY -- STREET CROSSING

REVIEW The last time we met, we talked about how to be safe when you are outdoors and get separated from staff. Who can you talk to if you get separated from staff and need help?

Good, you remembered. You can talk to a policeman, or someone behind a booth, an usher, or someone else **working**. Never talk to strangers who are just passing by.

Show your ID and stay where you are. Yourr staff will come for you.

DISCUSS **Trainer Statement:** Today we are going to talk about how to cross a street safely.

Trainer Question: What can happen to you if you do not know how to cross a street safely?

Possible Responses:

- I can be hit by a car or bus;
- I can get really hurt.

Trainer Statement: It is very important to know how to cross a street safely. Let's talk about how to cross a street safely.

Trainer Question: What might you see at the street corner that will help you to cross the street? (Discuss appropriate responses.)

Trainer Statement: Good, you might see a "**Walk**" and "**Don't Walk**" sign. This sign will help you to cross the street safely.

Trainer Question: What does the sign say when it is safe to walk?

Trainer Statement: Good, the sign says "**Walk.**"

Trainer Question: What is something very important to do before you cross a street?

Trainer Statement: Good, you must remember to look to the left, look to the right, and look to the left again before crossing the street even when the sign says "**Walk.**" Keep glancing both ways as you cross the street. Drivers are sometimes careless and continue driving when he or she should have stopped.

Trainer Question: What if the sign says "**Walk**" and you start walking across the street and **then, the sign begins to blink "Don't Walk."** What should you do?



Trainer Statement: Continue walking. There is time for you to cross the street before the cars start coming. Always walk steadily across the street. Walk quickly, but never run because you could trip and fall.

Trainer Question: What do you do if you are at the corner and sign says "**Don't Walk?**"

Trainer Statement: Good. You should stay on the sidewalk at the corner and wait until the sign says "**Walk.**"

Trainer Question: Should you step off the curb and wait? No, never step off the curb. Wait on the sidewalk until the "**Walk**" light comes on.

Trainer Question: What if there is no sign that says "Walk" and "Don't Walk?"

Trainer Statement: It is very important to look both ways before crossing the street. Look to the left, to the right, and to the left again. When no cars are coming, walk steadily across the street. Continue to look both ways as you are crossing the street. Walk quickly, but never run across the street.

Sometimes there are white lines for crossing the street. This is called a **cross walk**. The cross walk is the safest place to cross the street. Walk between the white lines after you have looked both ways and are sure that no car is coming. Always use the **cross walk** if you see one.

Trainer Question: Sometimes you will walk to a corner and see a **red light/green light** hanging above or on the opposite corner. How can you cross the street safely? (Discuss responses.)

Trainer Statement: If cars are stopped at a red light and you are crossing in front of them, look left, right, and left again and begin to cross the street. If cars are moving through a green light, wait until the light turns red and the cars are stopped.

The most important thing to remember is to look to the left, right, and left again before crossing a street. Continue looking as you cross the street. If possible, make eye contact with the driver of the car. If the driver looks you in the eye, she will not hit you.



PRACTICE Take the group out into the community to practice crossing several streets. Find streets with walk/don't walk signs, red/green light

signals, and no signals or signs. Demonstrate how to make eye contact with the driver of the car. Show how the person will never intentionally hit you if he sees you. Ask the group questions while practicing to assess comprehension of skills.

SUMMARY Remember to always follow safety rules when you are crossing a street. Pay close attention to the walk/don't walk signs or the red and green traffic signals. Never step off the curb and always look both ways while crossing the street.



TRAINING SESSION 7: PEDESTRIAN SAFETY – WHILE WALKING IN THE COMMUNITY

Teaching Objectives: At the end of this training session the trainee(s) will:

1. Know the importance of staying in close proximity to the staff before crossing the street.
2. Identify ways to be safe when walking in the community by:
 - A. Knowing not to talk to strangers on the street.
 - B. Giving emergency vehicles the "right of way."
 - C. Identifying emergency symbols.
 - D. Knowing how to respond if presented with an unsafe situation (e.g., fear of dog, approaching stranger).

Materials:

- Photos of emergency vehicles
- Sounds of emergency vehicles (can be purchased or downloaded from computer)
- Pictures of emergency symbols
- Community orientation or safety games (visit www.yai.org/resourcecenter for the following resources: Community + Game, Community Training Game, Pedestrian Light Signal, The Safe People Folder, Travel Safety Challenge, Travel Safety Bus)



TRAINING SESSION 7: PEDESTRIAN SAFETY – WHILE WALKING IN THE COMMUNITY

REVIEW Good morning everyone. At our last training session we talked about safe ways to cross a street. Would someone please like to tell us the most important things to remember when crossing a street?

- Cross the street when the sign says "**Walk;**"
- Always look left, right, and left again before crossing the street;
- Continue to check for traffic while crossing the street;
- Walk quickly, but do not run;
- If you see a cross walk, use it;
- If there are "red lights/green lights," cross in front of the cars that are stopped;
- If there are no traffic signals, look left, right and left again before crossing the street.

DISCUSS **Trainer Statement:** Today we are going to talk about other things that you should do to help you to be safe when walking in the community.

It is important to wait at the corner for the staff and other individuals you are with. When you are walking ahead of staff and you come to a street corner, it is usually best to wait for staff and the other individuals you are with before crossing the street.



Trainer Question: Why do you think it is important to wait for your staff? (Discuss responses.)

Possible Responses:

- We can cross together;
- My staff will help me to be safe.

Trainer Statement: If you forget the safety rules or a driver does not follow the rules and stop at the red light, staff will be right there to remind you or help you in an emergency situation.

Another reason to keep staff in sight at all times is, sometimes, there are people on the street who may approach you and ask you for money or food or maybe even want you to go with them. This can be very upsetting. Remember, **never talk to strangers while you are walking on the sidewalk.** If you see something that you are not comfortable with (or afraid of) tell staff and stay by the staff.



Trainer Question: Sometimes you will see or hear an emergency vehicle on the roadway. (Discuss types of emergency vehicles including ambulances, police cars, and fire trucks.) What should you do if see or hear an emergency vehicle when you are crossing the road? (Discuss responses.)

Trainer Statement: Remember emergency vehicles always have the right of way. If you hear sirens - **stop, look, and wait** for the emergency vehicle to pass. Once it has passed, look at the traffic signals again and carefully cross the road.

Also, sometimes, trucks and cars make a beeping noise when they are backing up. This is a warning to let people in the area know to be safe. If you hear sirens or beeping noises – **stop, look and wait.** Continue traveling once it is safe to do so.

Trainer Question: Show pictures of emergency symbols and ask; “What is this a picture of?” For each symbol, identify what it is, when you might see it, and what you should do if you see it.

Discuss all appropriate responses.

PRACTICE Many of the situations in this session regarding safety will not be able to be demonstrated when you go out into the community during a planned excursion. Practice concepts using games, pictures, and sounds as listed in the material section during classroom training sessions.

When you are in the community be sure to use incidental opportunities as they arise to reinforce each concept. Every time an emergency vehicles passes with its sirens on, is a perfect opportunity to review safe practices or anytime you see an emergency vehicle point it out and discuss.

If possible, role play situations where group members are approached by strangers by having a staff that the consumer does not know, pretend to be a stranger. Practice not responding to that staff, and walking away. Ask questions to check for understanding.

SUMMARY We are responsible for our own safety when we are out walking in the community. We need to stay with our staff and cross together safely at intersections. We also need to be aware of other things around us that may be dangerous. If we hear a truck backing up or an emergency siren, we need to get out of the way. If a stranger approaches us and wants to talk we need to walk away. We never stop and talk to people we don't know!



TRAINING SESSION 8: TRAVELING ON A BUS -- ENTERING & EXITING

Teaching Objectives: At the end of this session trainee(s) will:

1. Know to enter at the front of the bus.
2. Know to move to the rear of the bus after entering*.
3. Know to sit if seat is available or stand holding onto to rail or back of a seat.
4. Know to exit the bus at the rear of the bus.

***Special Note:** When traveling as a group it is best to move to the back of the bus and stay together – it is easier and safer to exit from the back of the bus as a group. However, independent travelers are taught to sit behind or close to the bus driver. Therefore, independent travelers have 2 different rules to follow depending if they are traveling alone or with the group.

Materials:

- YAI's DVD *Effective Teaching within Community Settings* (Please visit YAI's Training Store at www.yai.org)
- Photographs of "bus stop" signs, the fronts of several different buses showing the name of the destination, street or number of the bus;
- A map showing the bus routes;
- Flip chart and markers.



TRAINING SESSION 8: TRAVELING ON A BUS -- ENTERING & EXITING

REVIEW Hello everyone. So far we have had seven training sessions on how to be safe when you are in the program and when you are out in the community. In the last session we talked about how to be safe when you are walking down a sidewalk and when you are crossing a street. Remember, it is important to stay with your staff when you are walking in the community. You may walk a little ahead of your staff, but always keep the staff in your sight. It is also important to remember never to talk to strangers on the street. There are some strangers that may approach you and ask for money or food or want you to go with them. You should not talk to a person who comes up to you and says something to you. You should ignore the person and keep on walking.

DISCUSS **Trainer Statement:** Today we are going to talk about how to be safe when you are riding the public bus.

Trainer Question: Has anyone ever taken the public bus?



Trainer Statement: It is very important to know all the safety rules when you ride the public bus.

Today we will talk about the safety rules.

I have a bus schedule here (show schedule) and this is how you can know when a bus will arrive at the bus stop. A bus stop is a place where you wait for the bus. It is usually marked with a sign and has

the bus schedule posted on a sign. Sometimes there is a bench you can sit on and a roof over the bench in case it is raining.

We will be taking a walk to some of the bus stops near the program and will look for the **bus stop sign at each bus stop**. When you see the sign you will know that it is the place to wait for the bus. You can remember where the bus stop is by observing the landmarks and street signs near the bus stop.

Trainer Question: What kind of landmarks might you look for?

Possible Responses:

- Street signs;
- Statues;
- Store fronts;
- Buildings.



Trainer Statement: Good. You will be able to find the bus stop if you are observant and notice the landmarks and street signs.

Often there are two doors on the bus that will open when your bus arrives at the bus stop. One door is on the side at the front of the bus and the other door is on the side at the back of the bus.

Trainer Question: Which door should you use to get on the bus? (Acknowledge the correct response.)

Trainer Statement: You should use the door at the front of the bus. Always enter the bus at the front. This is the safest way to enter the bus. When you enter at the front of the bus, you will see the bus driver. Step carefully onto the bus. Sometimes there is a high step and you may need assistance. The staff with you will help you step up onto the bus. When you step up again you will look for the place to pay for the bus trip. The most important thing to remember is to **always enter the bus on the side at the front of**

the bus. Enter the bus where you see the bus driver.

Trainer Question: Why is it important to always enter at the front of the bus? (Acknowledge correct responses.)

Trainer Statement: Good. People get off the bus at the rear (back), they shouldn't get on there. Entering in the rear of the bus is dangerous and illegal.

Remember: When you get on the bus, you will be getting on with staff and other individuals from the program. It is important to stay together on the bus. The bus is often crowded and the best way to stay together is to **move to the back of the bus.**

Trainer Question: What do you do if you can not find a seat and the bus is moving?

Possible Responses:

- Hold onto the back of a seat;
- Hold onto a railing above you;
- Hold onto a pole.



Trainer Statement: It is very important to hold onto something if you are standing and the bus is moving. Of course, if you see an available seat, you should sit in it.

When the bus has arrived at the place you want to get off, you should get off or exit the bus at the rear of the bus. Exit at the back of the bus. Remember, you get on at the front of the bus and get off at the back of the bus.

PRACTICE Walk to the nearest bus stop. Ask the individuals in the group to find **landmarks and street signs** and describe them to you.

Discuss how these landmarks will help them to find their way to the bus stop and their way back to the program from the bus stop.

Ask individuals to locate the bus stop sign.

Wait at the bus stop for the buses to come. As each bus comes, ask the individuals to look at the front of the bus above the windshield and tell you what it says. If there is a number on the front, ask individuals to tell you what the number is. Talk about the color of the bus. Identify other physical characteristics that would help individuals to identify one bus from another.

SUMMARY Today you learned four very important safety rules to follow when you are using the public bus. Please tell me the rules and I will list them on the flip chart.

- Always enter the bus at the front of the bus;
- Always move to the rear or back of the bus;
- Sit if there is an available seat or hold onto something if you are standing;
- Always exit the bus at the rear of the bus.



TRAINING SESSION 9: TRAVELING ON A BUS -- GETTING LOST OR SEPARATED

Teaching Objectives: Upon completion of this training session, trainee(s) will:

1. Know what to do if separated from others when using the public bus if you:
 - A. Remained on the bus after others got off.
 - B. Did not get on the bus with the others in your group.

Materials:

- Pictures of buses that are seen in the local community (including a picture of the front of the bus with the number and/or location)
- Safe People Folder (found in the YAI Resource Center)
- ID's
- Pictures of landmarks that are located near local bus stops



TRAINING SESSION 9: TRAVELING ON THE BUS -- GETTING LOST OR SEPARATED

REVIEW Good morning. Welcome back to "safety group." Last time we met we talked about the safety rules to know and follow when using the public bus. Who remembers what those rules are?

- Always get on the bus at the front of the bus;
- Always move to the rear or back of the bus;
- Sit if there is an available seat or hold onto something if you are standing;
- Always exit the bus at the rear of the bus.

Good, you remembered the rules. It is very important to remember safety rules when you are traveling by bus.

DISCUSS **Trainer Statement:** Today, I have something very important to discuss with you. You know how important it is to be near your staff when you are traveling in the community



Trainer Question: What if you realize you are on the bus and the staff and others that you were with, got off the bus? Can this happen? How?

Possible Responses:

- I was day dreaming;
- I tried to get off but the bus was crowded and the doors closed before I could get off;
- I wasn't paying attention.

Trainer Statement: It is very important to know where your staff is on the bus and to get off the bus when your staff does. But, it can happen that staff and the others you are with get off and you don't.

Let's discuss what to do if you are on the bus and you do not see your staff.



Discuss the following:

- Walk to the front of the bus and show your ID to the bus driver;
- Tell the bus driver that you are separated from your staff and ask him to call the number on your ID;
- **Stay on the bus. Staff will come for you.**

Have the group repeat the rules. Test for comprehension.

Trainer Statement: There is another way you can get separated from staff and the others you are traveling with. They get on the bus and you don't.

Trainer Question: What should you do if you are on the street corner and your staff got on the bus and you did not?
(Acknowledge appropriate responses.)

Trainer Statement: Stay at the bus stop! Your staff will realize you are not with them and they will look for you in the last place they saw you - at the bus stop.

If you feel like you are standing a long time without your staff coming and there is a store at the bus stop or right near the bus stop, walk inside the store and look for the person behind the counter. Show your ID and tell the person that you have become separated from your staff. Ask them to call the number on the ID.

Always remember: Staff will find you if you **stay where you are.**
Stay at the bus stop. Staff will come for you. They will look for you in the last place they saw you.

PRACTICE Take the group out and get off at different bus stops. At each stop, look around for stores and “safe people.” Discuss what to do if separated from the group.

Role Play: Getting separated from your staff, and practicing what to do.

SUMMARY When you return to the program, review the importance of observing landmarks and details about what a bus looks like and what it says on the front of the bus. Ask the individuals why they think it is important to know landmarks and details about a bus.



Reinforce if you do not see your staff, stay where you are! Staff will come for you!

TRAINING SESSION 10: TRAVELING ON A SUBWAY – SAFETY AND METROCARDS

Teaching Objectives: At the end of this session trainee(s) will:

1. Know to stay together until everyone purchases or puts money on their metrocard.
2. Know to follow directives as to who should proceed first through the turnstile.
3. Know to stand back on the platform away from track.
4. Know to how to find the conductor's car.

Materials:

- Metrocards
- *How to Use a Metrocard Machine* multi-sensory teaching tool from the YAI Resource Center (<http://www.yai.org/resources/r-c/>)
- Video or pictures of a subway station, metrocard machine, metrocard clerk and turnstile, and black and white striped sign that indicates the conductor car.



TRAINING SESSION 10: TRAVELING ON A SUBWAY – SAFETY AND METROCARDS

Staff Preparation: It will be helpful for you to know who has traveled on the subway and who has not. You also want to know the level of independence the individual appears to have regarding subway travel.

REVIEW Good morning everyone. The last time we met, we talked about what to do if you get separated from staff while you are traveling on the public bus. Let's review the most important things to remember if you discover you are on the bus and the others you are with got off the bus without you.

If you are on a bus, but your staff **is not** on the bus you need to tell the bus driver. Walk to the front of the bus and show the bus driver your ID. Ask the bus driver to call the number on the ID. Remember, stay on the bus until your staff comes for you. Also, if you are at a bus stop and the bus left and your staff is not with you, **stay where you are! Staff will come back for you!**

DISCUSS **Trainer Statement:** Today we are going to talk about safe rules and procedures for using the subway. Some of the time we will walk to places in the community. At other times, we will be taking the public bus or the subway. On some community excursions we may use both the subway and the bus. It is very important to be safe whenever you are out in the community.

Trainer Question: Who here has been on the subway? (Discuss responses. Ask those who have traveled on the subway, to share their experiences.)

Trainer Statement: When we travel by subway, the most important thing to remember is to **stay together**. We will enter the

subway as a group and stay together as a group until we leave the subway station. **We need to be able to see each other at all times!**

Trainer Question: What is the first thing that we need to do when we enter the subway station? (Acknowledge correct responses.)

Trainer Statement: Good, we need to get a metrocard. (Show group the metrocard. Have each of them hold it and describe it.) You need to have a metrocard to ride the subway train. So, the first thing we will do when we enter the subway is get a metrocard.



Trainer Question: What will we do after we all have our metrocards? (Discuss all responses.)

Trainer Statement: After we all have metrocards we will go the the turnstile (show pictures). It is important that you **wait until staff tells you who will go through the turnstile**. The staff will determine who goes through the turnstile first. **It is important that:**

- **We all stay together at the turnstile;**
- **That you listen to the staff as to who should go through the turnstile first; and,**
- **After you are through the turnstile, you wait for your staff and stay together with the others before you head to the train.**

Trainer Statement: Let's discuss how a turnstile works. You take your metrocard and swipe it in the turnstile. A light will turn green. And you can walk through the turnstile.

Note: If available show a video or pictures of this process. You can also role play setting up chairs and tables to illustrate a turnstile. However, this concept will be best illustrated at the subway station.

Trainer Question: What do you think the next thing we do once we go through the turnstile? (Discuss/acknowledge accurate responses.)

Trainer Statement: That's right! We walk to the train. Remember: We all stay together as we walk to the train. It feels good to know you are safe and with your staff and the rest of the group when you get to the subway platform.

Stay together on the platform while you are waiting for the subway train to come.

Trainer Question: At the edge of the platform right by the track, there is usually a yellow line. What do you think the yellow line is for? (Reinforce correct responses.)



Trainer Statement: The yellow line reminds someone that he/she is standing too close to the edge of the platform. **You should never look down the track to see if the train is coming.**

Trainer Question: Why is that a good rule to follow? Why should you not stand too close to the yellow line or look down the track? (Discuss all responses: correct wrong answers and reinforce correct responses. It is very important to reinforce safe travel while on the subway platform.)

Trainer Statement: Standing away from the track is very important because if you stand too close to the edge of the platform, you could lose your balance or someone could accidentally push you, and you could fall onto the track. You could die if the train comes and runs over you. **Always stand behind the yellow line. Never cross over the yellow line.**

I know all of you will remember to always stand **behind the yellow line and to keep the staff and other people in your group in your sight at all times. STAY TOGETHER.** An even better rule is to stand back against the wall to wait for the train, then there is **NO chance that you will be pushed onto the tracks. If the train station has tracks on both sides of the platform, stand in the middle of the platform.**

Trainer Question: Let's review these important rules. Where should you stand when you are waiting for the train?

Review all accurate responses including: standing back against the wall; staying together; stay in the middle of the platform if there are tracks on both sides; and, never cross the yellow line until you are boarding the train.

Trainer Statement: It is also important to know where the conductor car is and to board the train by the conductor. In the subway station, there is generally a black and white striped sign that indicates where the conductor will be standing. When possible, get on the conductor car. (Show a picture of the black and white striped sign that is located by the conductor car.)

Trainer Question: Why do you think it is important to get on the conductor car? (Discuss all responses.)

Trainer Statement: It is safer to travel on the conductor car. This way if something bad happens, or you get left on the subway after your group gets off, you can ask the conductor for help.

Trainer Statement: Before the train comes, the staff will tell you the name of the train stop/station where you will be getting off. You should know the name of the train station where you are getting on the train and the name of the train station or stop where you will be getting off the train.

Trainer Question: How will you know when it is your stop?

- You will look for the name of the stop on the subway wall.
- You will look for landmarks.
- You will listen for staff to tell you that this is the stop we get off.

PRACTICE Walk to the nearest subway station. Ask the group find landmarks and street signs and describe them to you. Walk down into the subway station. Look at the metrocard machine and turnstiles. Practice getting a metrocard, swiping the metro card, and walking through the turnstile. Point out signs that indicate which train you should take to get to your location. See if the group can spot the black and white striped sign by the conductor car. Take a ride on the subway. Practice standing back against the wall, or in the middle of the platform to wait for the train. Listen to the noises of the station – announcements, whistles blowing, train on the tracks. Take a ride on the train. Stay together. Look at the maps and signs that indicate where you will be exiting. Get off the train, and do it all again to head back to your original location.

SUMMARY Today you learned many new things about traveling safely on the subway train. Have the group review all of the things they learned and write them on a flip chart. Fill in any of the areas that the group may have missed. These rules are important to review **every time** you travel by subway!

TRAINING SESSION 11: TRAVELING ON THE SUBWAY -- ENTERING & EXITING

Teaching Objectives: At the end of this session, the trainee(s) will:

1. Know safe ways to enter and leave the subway train.
2. Know ways to remain safe when sitting or standing on the subway train.
3. Know the name of the station stop they are to get off.
4. Know to stay with group while leaving the subway station.

Materials:

- Pictures of subway stations – doorways, conductor car sign, station signs (locations, exit signs, maps, etc.)

TRAINING SESSION 11: TRAVELING ON THE SUBWAY -- ENTERING & EXITING

REVIEW Good morning everyone. The last time we met we talked about how to be safe when we are using the subway. We talked about how to be safe when you enter the subway station, purchase tokens, go through the turnstile, and proceed to the subway platform. We also talked about where to stand on the platform; and what car is the safest car to ride on. Would someone please help me make a list of the most important safety rules or procedures to follow when traveling on the subway?

- Always stay with the group.
- Go through the turnstyle **after everyone has purchased their metrocards.**
- Follow the directives of staff as to who should go through the turnstile first.
- Wait until everyone has gone through the turnstile and then proceed with the others in your group to the platform;
- Stay together on the platform.
- Always stay behind the yellow line – stand back against the wall or in the middle of the platform if there are trains on both sides of the platform.
- Know the name of the train stop where you will be getting off the train.

DISCUSS Today we are going to talk about how to **safely** enter, ride, and exit the subway train and station.

Trainer Question: When you are waiting on the platform and the subway train comes what should you do? (Discuss accurate responses.)

Trainer Statement: It is important to stay close to staff and walk towards the opened door. When possible, get on the conductor car.

Enter quickly and find a seat. Look for the staff and stay close to the staff and the others you are with. You should see your staff sitting or standing right near you.

Trainer Question: What if you can't find a seat on the subway train?

Trainer Statement: If you can not find a seat, you will have to stand. It is very important to hold onto something when the subway train is moving and you are standing.

There is usually a pole or a bar or "straps" hanging down for you to hold onto. Remember, you can always ask the staff to show you where to hold on.

Trainer Question: How will you know when you have reached your stop? (Discuss all responses.)

Trainer Statement: You will know the name of your stop and you will look at the map or at the signs.

When you reach your stop, the door of the subway car opens up and you are ready to leave the subway train. Stay close to the staff and the other individuals you are traveling with and **exit the train quickly**. The individual that entered first, should exit first. As soon as you exit, look for the staff and the others you are with. **Stay where you are until everyone is together**. When everyone is together, everyone will walk to the exit to leave the subway station.

After everyone exits the train and is standing together you will exit the subway station. To exit, you will look for the EXIT signs.

PRACTICE Take a ride on the subway. Practice standing back against the wall, or in the middle of the platform to wait for the train. Enter the conductor car quickly and stay together. Sit if possible; if not, stand holding on the pole or straps. Look at the maps and signs that indicate where you will be exiting. When you are at your stop, get off the train quickly. Stay together and wait for everyone else to get off and stand together.

SUMMARY Today you learned many new things about traveling safely on the subway train. Have the group review all of the things they learned and write them on a flip chart. Fill in any of the areas that the group may have missed. These rules are important to review **every time** you travel by subway!



**TRAINING SESSION 12:
TRAVELING ON THE SUBWAY -- GETTING LOST OR SEPARATED**

Training Objectives: Upon completion of this session, the trainee(s) will:

1. Know what to do if lost on a subway train by:
 - A. Knowing to stay on the train and ask the conductor for help (staff will come for him/her).

2. Know what to do if on the platform and do not see staff by:
 - A. Staying where he/she is and waiting for the staff to return.

 - B. Knowing that if he/she sees a token booth, subway worker or a person in a uniform to tell the person that he/she is lost, show ID, and tell the person to call the emergency number on the ID.

 - C. Knowing to stay there, staff will come.

Materials:

- ID Cards

- Pictures of “safe people” who might be seen in a subway station

- Role play scenarios to practice what to do if separated from staff while traveling by way of the subway.

TRAINING SESSION 12: TRAVELING ON THE SUBWAY -- GETTING LOST OR SEPARATED

REVIEW Good morning everyone. Today we will be discussing safety again. Safety is so important. When you are in the building or somewhere out in the community, you need to know the safety rules. The last time we met we talked about how to enter, ride, and exit the subway train and station. Please tell me what are the most important safety rules to remember when you are entering, riding, and exiting the subway train and station?

Discuss all of the following:

- Wait until the staff is at the door of the subway train and tells you to enter;
- Enter quickly and sit where you can see staff;
- If a seat is not available and you have to stand, hold onto a pole or a strap;
- Know the name of the stop you where you are getting off;
- When you arrive at the stop and the door opens, stay near staff and wait until staff exits.
- Exit quickly and stay with staff; stay there until all of the individuals you are will have exited the train and are standing with you;
- Wait for the staff to tell you to walk towards the exit; it is very important to stay together until everyone is off the train.
- Look for the EXIT sign and the token booth.

DISCUSS **Trainer Statement:** Today we are going to talk about getting lost or separated from staff when you are in the subway station.

There are many ways you can get lost when you are traveling by subway. You can get on a train and the staff and other people you are with do not get on the train. You look around and you do not

see your staff or anyone else you know.

Also, the people you are with could also get on a train and you are left standing on the platform. You look around and you do not see your staff or anyone else you know.

These are 2 ways that you can get lost while traveling by subway. It is very important to know what to do if you get lost on the subway train or in the subway station.



Trainer Statement: If you are on the subway train and do not see your staff or the people you were with:

- **STAY WHERE YOU ARE!!** Your staff knows where you are and will come to get you.
- If you see the conductor, show the conductor your ID. Tell the conductor you are lost and ask him/her to call the number on your ID.

If you are on the platform in the subway station and do not see your staff or the people you were with:

- **STAY WHERE YOU ARE!!** Your staff knows where you are and will come to get you.
- If you see a “safe” person, show your ID and tell him/her that you are lost and ask him/her to call the number on your ID.
- **Do not** leave the subway station! **Do not** get on a train. The staff knows where you are and will come for you.

It is very important to know the rules to follow if you are on the subway train and your staff and the others in your group are not on the train.

Trainer Question: Let’s review how to travel safely by subway and what to do if you are lost.

What is the most important thing to remember if you do not see your staff?

Stay where you are! Your staff will come for you!

If you are on the train, who can you ask for help? The conductor.

If you are on the platform, who can you ask for help? A “safe” person.

Should you leave the train station? NO!! (For fun, have everyone say this loud and in unison.)

Should you get on another train? NO!! (Again say loud and in unison.)

ACTIVITY Make up cards that say: IF YOU ARE LOST - STAY WHERE YOU ARE STAFF WILL COME FOR YOU! Laminate the cards and have individuals hold onto them. Practice repeating this as a mantra over and over.

PRACTICE Walk to the nearest subway station. Look around and identify all the places you could get lost and where you should stand and wait for the staff to come for you. Notice if there are any “safe” people and practice asking them for help. Remind the individuals why it is important to ride on the conductor car. If possible, take a ride on a train during off times, so that is not crowded. Point out the conductor, while on the train role play asking the conductor for help.

SUMMARY Today you learned many new things about traveling safely on the subway train. You have learned what to do if you get lost, or do not see your staff. Have the group review all of the things they learned and write them on a flip chart. Fill in any of the areas that the group may have missed. These rules are important to review **every time** you travel by subway!

FINAL SESSION: POST TEST & CELEBRATION

Training Format:

- Schedule a day to administer post test; support individuals to ensure comprehension of questions.
 - The purpose of the post test is to help the staff to identify areas for future training and support (not to indicate pass or fail).
- All individuals, regardless of score should be presented with a “Certificate of Participation” (use “safety themed” paper or graphics);
- Host a fun “Out and About” Celebration (where certificates can be presented).
 - Decorate with subway and bus maps;
 - Use paper plates that have community caution signs on them (if not available use red, yellow and green as the color scheme);
 - Set up a food stand and serve hot pretzels, fruit, etc.
- Play music with a “safety/travel theme” such as:
 - Ticket to Ride – Beatles
 - Crosstown Traffic – Jimi Hendrix
 - I Will Survive – Gloria Gaynor
 - You Better Run – Pat Benetar
 - Dangerous Times – Cher
 - Strangers in the Night – Frank Sinatra
 - Stop in the Name of Love – The Supremes
 - Stayin’ Alive – The Bee Gees
 - Midnight Train to Georgia – Gladys Knight and the Pips
 - Walk Like an Egyptian – The Bangles
 - Help! – The Beatles
 - The Loco-Motion – Little Eva
 - Homeward Bound – Simon & Garfunkel
 - Walking on Sunshine – Katrina and the Waves
 - I Would Walk 500 Miles – The Proclaimers

Be creative and have fun!

PRE/POST EXAM

Please circle the right answer with a pen or pencil.

1. In the Day Hab program, staff is most concerned about your:

Appearance

Eating

Safety

Schedule

2. When you go out into the community, you must carry your:

Lunch

ID card

Wallet

Tissue

3. If you see a fire or hear the fire alarm at the Day Hab site, you must:

Sit down

Stand still

Leave the building

4. You are lost near the Day Hab building. What will help

you to find your way back to the Day Hab program?

Street signs

A compass

A Green light

5. If you are out in the community and you do not see the staff who are with you, who can you ask to help you find your staff?

A Stranger

A person sitting on a bench

A child

A person behind a counter

6. You are outdoors at the park and you do not see the staff who was with you. You look around and see a hot dog vendor behind the counter of the hot dog stand. You walk up to ask for help. It is very important for you to show:

A picture of yourself

The money you have

Your ID card

Your wallet

7. You are at a corner and ready to cross the street and the signal on the other side says "Don't Walk". You look both ways and no cars are coming. What should you do?

Stay there

Step off the sidewalk

Walk fast to cross

8. When you cross the street, you should be:

By yourself

With staff and the others in your group

9. A very nice stranger walks up to you and tells you that he is hungry and needs money. You feel sorry for him. What should you do?

Give him some money

Walk away

Buy him food

10. Where do you enter the public bus?

At the back of the bus

At the front of the bus

11. When you pay the bus fare, should you stand or sit in the front of the bus or should you move to the back of the bus before sitting or standing?

Stay in the front

Move to the back

12. You got on the bus, but the staff is not with you. What should you do?

Get off the bus

Start telling everyone around you

Stay on the bus and show the busdriver your ID

- 13. You are traveling by subway and purchase your metro card to enter the subway. What do you do next?**

Go through the turnstile

Wait for your friend before going through the turnstile

Wait for everyone to purchase their metro cards before going through the turnstile

- 14. You are on the platform waiting for the subway. You should:**

Sit on a bench by yourself

Stand close to the track

Stand back from the tracks and stay with your group

- 15. You are on the subway train and do not see the staff or the others in your group. What should you do?**

Stay on the subway train and wait for your staff to come

Get off at the next stop

Tell a stranger you are alone

Walk up and down train

- 16. You are on the subway platform and you do not see staff. What should you do?**

Stay on the platform and show your ID to a “safe” person

Ask a stranger to help you

Exit the subway station

Get on another train