

a. Specific Aims

Youth Teaching Youth: Are TASK Teens Ready to Teach? is an evaluation of the ongoing Teaching Agricultural Safety to Kids (TASK) initiative of the Illinois Easter Seal Society (IESS). TASK subscribes to a youth teaching youth model that trains high school FFA chapter members in agricultural safety and health topics. These trained FFA members then present the agricultural safety and health topics to elementary school children in the school setting. The evaluation collects data using surveys and interviews of both previously involved and currently involved members of Illinois FFA chapters participating in the initiative. Data collection also involves observations of the training that teens receive and the presentations that trained teens present to the elementary school students. Quantitative evaluation of elementary school presentation effectiveness uses a quasi-experimental Separate-Sample Pretest-Posttest Control Group Design (Campbell and Stanley, 1962).

The evaluation sought to document current activities associated with the IESS TASK initiative. Uses of that documentation include: 1) a means of improving the TASK training received by Illinois FFA members, 2) enhance the utility and effectiveness of that training in the presentations by trained teens in elementary schools, 3) begin a longer-term assessment of the influence TASK training on the personal safety behaviors of teens trained, and 4) assess the strengths and weaknesses of the current TASK curriculum modules used by trained teens.

Aims have not been modified since award of the competing application. These aims remain:

1. To evaluate the historical and ongoing training processes used by the TASK program.
2. To observe and appraise the application of TASK training by TASK presenters in elementary classrooms.
3. To describe the beliefs, attitudes, and motivations of FFA members toward their TASK experience.
4. To interpret the findings of Objectives 1, 2, & 3 to provide information for improving TASK training.
5. To assess the impact of TASK presentations on the agricultural knowledge and comprehension of younger elementary age students.
6. To review the TASK supplied curriculum materials for needed content, format, and technical improvements.

Only Objective # 5 lends itself to the formulation of a hypothesis. Stated in the null it is:

H_0 : No significant difference will be seen in the agricultural safety and health knowledge and comprehension between those elementary classroom students that receive TASK presentations and those that do not.

b. Studies and Results

In all, 25 TASK units had been published and made available to FFA for use in TASK presentations. All of these units, as used by the FFA members in their presentations, were included within the appropriate elements of this project. These units include the original 12 content units: Heavy Farm Equipment, Mechanical Factors, Lawn Mower Safety, Human Factors, Handling Emergencies, Hand and Power Tools, Safety Around Animals, Signs and Symbols, Storage Facilities, Rural Recreation, Chemical and Pesticide Safety, Personal Protective Equipment; and the original 4 Overview and Guide Units: Train the Trainer, Community Leadership, Teaching Ag. Safety to Kids, Evaluation.

In the second year of the evaluation project nine new units were made available by TASK for use in the program. These nine are: Babysitting Safety, Violence Prevention, Alcohol Safety, Pedestrian Safety, Burn Prevention, Firearm Safety, Water Safety, Bicycle Safety, and Pickup Truck Safety.

It is noted that TASK also received outside funding to prepare TASK–Environment. This effort was funded to develop and disseminate materials on the human health threats from environmental pollution, especially as it affects children. Though this effort used the basic training and curriculum features of TASK it was not included in this project as it was not part of the funded proposal.

Conclusions and Summary Discussion from the Project

This section includes relevant literature citations, where available, for comparison and contrast with the findings from this project.

- 1) Observations and surveys of participants of TASK training of FFA members indicated too much information was being given at the expense of assimilation and practice and rehearsal.

TASK training was refined in increments over the years of the study. The training schedule was revised to consolidate content delivered and provide specific activities for practice and rehearsal following each presentation. The last session on Friday night was changed to allow trainees to interview local individuals on agricultural safety and health concerns followed by the first session on Saturday morning to use information collected in planning their training presentation. Training presenters received more contact and information concerning their presentations and how each fit into the training. Advisors and experienced TASK trainees were incorporated formally into the program as resources.

These changes were deemed positive improvements by project staff, presenters that attended multiple trainings, and past TASK trainees attending current trainings. In addition these changes to reduce the complexity of training and provide coaching and practice for integration of those concepts covered reflect findings from a review of peer education literature (Goodland and Hurst, 1990).

- 2) All categories of FFA members that attended TASK training expressed overall satisfaction with the TASK training received and the TASK experience overall was personally fulfilling and worthwhile. A mean of 5.5 (7 = extremely prepared to 1 = not at all prepared) was found on the question of perceived preparation to teach TASK to elementary students.

A total of 277 FFA members, 153 historical trainees and 124 trained during the study period, were surveyed by mail. Common advantages of TASK included learning information that was not known and helping keep kids safe. Common negative comments on the training were the length and number of sessions. The most common motivations for attending were: 1) wanting to help kids be safer, 2) personal growth and fulfillment, and 3) learning new information. The vast majority, 89% of respondents volunteered to attend the training. 54 percent of trainees were male, the mean year in school was 10.43, and the mean age was 16.7 years. The underpinnings of this finding support those found in a study of high school students trained as lay health advisors (Berkley-Patton, Fawcett, Paine-Andrews, & Johns, 1997).

- 3) No significant difference in intention to perform 11 specific agricultural safety and health related behaviors was found when comparing trainees immediately following initial TASK training or over the course of yearly follow-up surveys after initial training. Most questions were not directly related to TASK material and were a means to assess any overall generalized impact on students from participating in TASK.

Survey response categories to the semantic differential questions ranged from 1 = Never to 7 = Always. Positive responses to behavior questions included not allowing extra riders on machinery and not taking the opportunity to be an extra rider on machinery. Survey respondents were evenly split between positive and negative on allowing wearing seat belts as drivers and riders, allowing extra riders on ATVs, and being an extra rider on ATVs. The majority did not wear bicycle helmets, ATV helmets, wearing ppe when using chemicals, wearing proper clothing when mowing, or wearing SPF 15 when in the sun. It is noted that extra riders and wearing SPF 15 are specifically part of TASK materials, with one eliciting positive responses and the other negative responses.

These findings are contrary to that of an investigation using FFA members to present skin cancer prevention information to 3rd graders (Reding, Fischer, Gunderson, Lappe, Anderson & Calvert, 1996). However, specifics in that study of study design (internal and external threats to validity), singleness of content, and the one-time instance of training make specific comparisons and contrasts with this study difficult.

- 4) In spite of the lack of apparent influence on intentions related to the specific identified agricultural safety and health behaviors, it is noted that TASK trainees' positive perceptions of TASK training impact on their view of safety and health issues were consistent. Such perceptions were found in each of the yearly surveys administered, and were enhanced as respondents aged, leading to an even greater appreciation for the TASK training and its influence.

This conclusion indicates a lack of application and transfer of information from the educational to the practical and as such would not necessarily be a surprise (Goodland & Hurst, 1990). However, it could also be the case that in many instances, due to the age of trainees, that the students simply have not yet taken ownership of the information, i.e., relating it to their own personal experiences and making it meaningful, but will do so in the future. This reasoning is supported in a follow-up study of students that had gone through the Drug Abuse Resistance Education (DARE) program (Dukes, Stein, & Ullman, 1997) and a review of mentoring education literature (Brooks & Stiles, 1997). It is also possible that for many of the specific agricultural safety and health behaviors identified that the TASK trainees receive little support through positive modeling by those they consider important. This reasoning can be supported by attitudinal and normative components of cognitive psychology models (Ajzen & Fishbein, 1980 and Triandis, 1980) and a review of literature that included the change agent role in childhood injury prevention schemes (Jones & McDonald, 1986).

- 5) TASK presentations made by FFA members were presented at an appropriate level and in a positive manner to elementary students. Students generally followed the included script and used the included overheads with some additions of actual relevant equipment, i.e., personal protective equipment and hand tools. However, little use was made of either the introductory section or the group activity section contained within each unit.

In total, 128 observations of TASK presentations to elementary schools were made by project staff. Presentations in elementary classrooms were observed of 56 different combinations of 105 TASK presenters in 13 different classrooms in 10 different schools with a total of 2100 students. The mean length of presentation was 30minutes, however the standard deviation within this set of presentations was 13.25 minutes.

The quantitative portion of the observations noted that the quality of presentations was positively influenced by the experience of the presenters, those with more experience usually gave better presentations. The quality of presentations was positively influenced by the amount of adult support provided at the local level. Those with the most support arranged more presentations and the presentations made were of a higher quality. Difficulties seen in presentations include some lack of preparation (practice) for presentations and the inappropriate use of TASK provided materials. These difficulties included not using overheads provided or not using the overheads provided so all students could see them. Also noted was a common absence of using group activities, and, in several instances, little adult support in preparing for and scheduling presentations

In addition, 77 observations of TASK presentations were recorded by the teachers of the classrooms receiving the presentations. These observations concurred with the staff observations both in positive and negative aspects of the presentations. These teachers were highly supportive of the intent, the content and the applicability of the presentations to their students. These teachers judged the presentations to be at an appropriate level for their students.

- 6) TASK training and materials are used in a wide variety of locations outside of the elementary classroom.

72 observations were made of presentations using TASK information and training that do not occur in the elementary school setting. Approximately 2800 participants were present for these presentations. These presentations included safety day camps, safety days, agriculture days, and conservation camps. Static displays, and one-on-one exchanges during similar events, using TASK information and materials also occurred but were not formally evaluated.

- 7) The “ H_0 : No significant difference will be seen in the agricultural safety and health knowledge and comprehension between those elementary classroom students that receive TASK presentations and those that do not.” was **NOT REJECTED**.

Task Unit quiz scores from fourteen different units were administered to 2919 students in 13 different classrooms between 1998-2000. The categorical breakdown of the students was 1646 pre-test (741 experimental, 905 control) and 1273 post-test (623 experimental, 650 control). A general finding of all TASK Unit Quizzes tested is that one or two questions may show variability in percent of correct responses (more correct responses on the posttest than on the pretest, at times significantly so). However, when the quiz is taken as a whole, a mean classroom score for the quiz, or the quiz questions as dependent variables in the covariate analysis, no overall significant difference is found between pretest and posttest groups. This statement follows for either a single replication or multiple replications (factorial analysis).

A good example is one of the original TASK units, Safety Around Animals, that had four replications of the design, i.e., 4 experimental pretest, 4 control pretest, 4 experimental posttest, 4 control posttest. In this analysis, the score means, number of correct responses on each quiz, for Pretests and Posttests were used. The Pretests were combined and the Social Science Component, Percent Meeting Criteria from the statewide testing was used as covariate. The Factorial ANOVA revealed $.05F_{11,65} = 1.94, p > .05$ (computed $F = .817$). Factorial ANCOVA revealed $.05F_{12,64} = 1.89, p > .05$ (computed $F = .741$). All other analysis was of a similar nature, regardless of TASK unit tested, original or new, or whether the analysis was for a single replication or multiple replications.

The lack of significance could truly be that the TASK presentations made no difference in the knowledge of students. Or, it could be that the unit quiz questions were not discriminating enough to accurately assess such a difference or, perhaps, the questions cued students to the correct response. Project staff deemed this testing unrevealing on the question of the effectiveness of TASK presentations and developed an alternate testing scheme using open-ended questions for the final year of the project.

- 8) TASK presentations are effective in purveying specific agricultural safety and health information to elementary aged students.

Testing of 13 TASK units using open-ended questions occurred in 2001 with 2859 students (1168 experimental, 1691 control) in classrooms located in 13 different schools. Within the experimental group percent correct scores had a range of 58-83.

Within the control group, percent correct scores had a range of 78-91%. Units such as Bicycle Safety (exp. = 91%, control = 80%) and Water Safety (exp. = 89%, control = 83%) had the closest difference in percentage correct responses. Units such as Signs and Symbols (exp. = 82%, control = 58%) and Firearm Safety (exp. = 84%, control = 60%) had the widest difference percentage of correct responses.

It is noted that in many units one of the two questions had very similar correct response percentages. However, the other question for that unit showed a substantial positive difference in correct response percentage for the experimental group. Examples of this include Lawn Mower Safety and Storage Facilities. In Lawn Mower Safety most students gave reasonable answers on the question related to dangers of riding mowers and training someone to use it (exp. = 44%, control = 42%). However, on the second question related to appropriate clothing to wear when mowing a substantial difference was found (exp. = 46%, control = 22%). In Storage Facilities student responses were mostly correct on the question related to what to do if you found someone trapped in a storage facility (exp. = 42%, control = 42%). However, on the second question related to identifying and describing danger areas around farm buildings and structures a substantial difference in correct responses was found (exp. = 43%, control = 16%). These data indicate that those receiving TASK presentations were receiving specific information that was not among the "general knowledge" for the students tested.

- 9) TASK trainees make little use of TASK Unit 2, Community Leadership and TASK Unit 4, Evaluation.

The most common reasons for not using the content of these units included: 1) it does not have anything to do with the elementary kids, 2) have not had the opportunity, 3) too busy, 4) the content wasn't interesting, and 5) we already learn this stuff in FFA. It is the case that in most instances, particularly those trainees with little local support, TASK trainees do not have much opportunity to utilize the information from these two units. With busy schedules, little incentive, little support locally to go to the trouble, and a perception that this is repeated information, it is not surprising these units are not used. And, as commonly stated, if it cannot be directly connected to doing something with the elementary students, it is not perceived as important to the effort.

It is interesting to note that these two units were adapted relatively unchanged for use in the both the federally funded *Missouri TASK* initiative and the FFA Foundation sponsored *Partners for a Safer Community* effort that was distributed nationally. No literature citations were found on student use of these sections within these two programs. It should be noted that the National FFA Organizations *Food for America* (1996) program contains sections on making presentations, contacting community members, and evaluating presentations that may account for some the perception that the more extensive materials on these topics in TASK is redundant.

- 10) TASK curriculum units contain accurate, appropriate, and useful information for use by TASK trainees with elementary students. The units do contain several specific areas that could be improved.

TASK units underwent a structured review on specific criteria by project staff, TASK FFA member trainees, secondary FFA advisors, elementary school teachers, and University of Illinois Ag. Education teacher education students. As such, many items suggested by those using the material, FFA members, were also listed by those using their expertise in some fashion, FFA advisors, elementary teachers and teacher education students.

Unit review found most delivery content of the units to be at the knowledge/comprehension level with some application/analysis within either the quizzes or activities. A readability survey on the content sections and the quiz sections using two different scoring systems judged the material to be appropriate for the targeted audience. An overall suggestion was rearrange the focus of the means of content delivery from script/overheads to group activities addressing the same content. The need for more activities with additional guidance on how to do the activities was a common comment from all reviewers, particularly TASK trainees. Whether this change would lead to students actually using the activities, which they do not currently use, is problematic. Another overall thought on the unit structure indicated the need to revise/review the questions in each unit quiz for effectiveness, with the addition of games or puzzles as ways of measuring knowledge gained during the session.

A summary of the specific needs from these reviews are: 1) a need to improve pictures/overheads and add color, 2) need to update the "data" included, 3) increase the amount of detail provided in all sections, 4) need age group identification and specific content, 5) provide more activities and more examples of alternatives that might be used dependent on time availability, 6) include in directions the potential use of some of the activity pages (e.g., the Riddles in Safety Around Animals) as introductory materials, and 7) identify appropriate content specific WWW sites that might be useful in maintaining content. Suggestion #7 was also directed at a revision of or future TASK materials as a means of distribution.

A final suggestion for improving/revising the units was to specifically address the use of the units by teams of students. The vast majority of the presentations were made by teams of students as opposed to a single student. This reality could contribute to more common use of group activities if the content presentation focus was adapted to accommodate teams of presenters.

Between the time this project was funded and the writing of this report, much progress had been made within FFA chapters relative to computer capabilities and access to World Wide Web and Internet resources. As this was the case, the TASK manager responded accordingly to provide extensive access to agricultural safety and health resources to the FFA chapters via its website <http://www.iesstask.com/>.

- 11) TASK trainees that had local support attended training more frequently, made more presentations overall, and the presentations made were of a higher quality. This support included active adult support from the FFA advisor and FFA students that had previous TASK training and presentation experience.

It is noted that responses from FFA advisors to the question on routine involvement in TASK activities ranged from "None, entirely run by student" to "some guidance for students" to "arranging for TASK presentations at elementary schools and other locations." While only a handful of advisors actually recorded these statements, the many observations and routine interaction with TASK trainees over the four years of the project indicates these statements are an accurate reflection of the current overall status. And, the more common situations are the two former as opposed to the latter. This direct impact of a lack of local support for trainees is consistent with that of inadequate supervision and a lack of supportive communication advanced by Kleim & Toliver, 1993. And, this finding reflects a long-standing opinion, Topping, 1988, that an intrinsic difficulty of cross-age tutoring/teaching occurs in arranging for presentations and matching times of availability. Many FFA students may simply not be able to overcome these difficulties without assistance.

As with Conclusion #9 above, no literature citations were found relating to the amount and type of trainee support and quality of trainee presentations from either the *Missouri TASK* or *Partners for a Safer Community* programs.

- 12) Continuous support in the form of personnel from a sponsoring organization is necessary for adoption, training, and routine use of safety and health programs such as TASK.

Several FFA chapters have reached the stage that TASK material use and presentations are routine and an integral part of the program. However, it is the exception that this evolution does not normally occur without outside support. Those chapters only recently sending students to training and using TASK materials need such support in order to progress to a stage of routine use. It was noted by FFA advisors, both recorded and anecdotal, that the multiple past changes in TASK support personnel had restricted the availability of support and thus impeded attendance at TASK trainings and use of TASK materials.

That such support is necessary for adoption and use is not surprising. Support for the presence and availability of a person acting in such an advisor/facilitory role can be found in a wide range of instances over many years. These instances, all having some applicability to the current situation include: adoption of specific general innovations (Rogers, 1960), adoption of curricula in the formal school setting (Hall & Hord, 1983), community group development around a particular issue (Christenson & Robinson, 1989), and community and group processes directed specifically at agricultural safety and health issues [Petrea, 1997 & many articles found in the *Journal of Agromedicine* 5 (2)].

Report Presentation Format

The presentation format for this report will include a **MAJOR HEADING**, designating one of the four major component headings contained in the original proposal, beginning sections. Each major heading will be followed by a restatement of the specific Key Evaluation Questions (KEQ) under that major heading addressed during the report period. Following the restatement of each KEQs will be (**AIM #**), identifying which of the six Specific Aims of the proposal the following narrative addresses.

Sub-headings for activities under each KEQ will be used as needed. Finally, a **Comments** section will be found following as needed to comment on activities pertaining to one or more KEQs.

Historical Component

KEQ1: What was the specific content and methodology educators used in training youth during previous TASK training. (**Aim #1**)

DCS1: Review of documentation and descriptive summary of information within the coding categories.

A review of historical materials revealed that the pilot TASK training was conducted by staff of the National Safety Council and a hired educational consultant. No documentation was located that indicated: 1) any formal evaluation of the pilot TASK teen training was conducted or 2) any data from the observations and interviews of those making presentations or classroom teachers were incorporated into final edits of training materials or into future training plans.

TASK training conducted subsequent to the pilot training settled into a pattern of either yearly or semi-yearly offerings at various locations, with the training beginning Friday noon and ending late Saturday afternoon. Trainers conducting the subsequent teen training have had much turnover, have varied educational backgrounds and experience, and the content of their presentations has varied in the amount of TASK training material included. The turnover situation stabilized in the two most recent trainings with more repeat trainers, more educational experience in those conducting the training, and more formally stated objectives for presentations. A copy of the Historical Coding instrument is found in **Appendix A**.

Other Historical Data

Also found within the historical materials was a pilot testing of training materials that included a testing scheme that utilized Chi Square and Kolmogorov-Smirnov procedures on post-test data only from one control and one experimental group showing statistically significant results from using the materials. Additionally, fifteen (15) sets of data that included: observations of presentations by trained teens, interviews with trained teens making those presentations, and interviews with teachers of the classes in which the presentations were made.

A short summary of the observation and interview data indicated six general findings from these 15 sets of data. These findings included: 1) that students were generally competent, though nervous, in making the presentations; 2) most presentations followed the content contained in the corresponding TASK unit; 3) some difficulties in using the TASK unit

materials, i.e., overheads or just reading the script, were noted; 4) trained teens thought the presentations were useful for both them and the students; 5) the general perception of the classroom teachers was that the trained teens did a good job with the presentations; and 6) the classroom teachers thought the presentations were useful for their students as they presented safety information that would not otherwise be addressed.

KEQ2: What are perceptions of former TASK FFA members toward the TASK training received? (Aim #3)

KEQ3: What are the self-reports of former TASK FFA members on the application of TASK training principles to their agricultural safety and health related behaviors? (Aim #3)

KEQ4: What are the perceptions of former TASK FFA members on the application of TASK training principles in other agricultural safety and health related activities or events? (Aim #3)

DCS2, 3 & 4: Data will be collected in a census study using a Theory of Planned Behavior beliefs elicitation mail questionnaire containing open-ended and demographic questions.

A mail census survey, $N = 153$, was conducted of all teens for which a record could be found that had been trained during the historical period. This mail survey followed format and follow-up procedures as outlined by Dillman (1978). This census study generated $n = 75$ responses, a 49.0 percent response rate. A sample survey instrument is found in **Appendix A**. (As the instrument used for historical, current, and follow-up were essentially the same, only one is provided. Additional references will be to the same instrument).

Findings from this census survey included: 1) the most common perceived advantages to TASK training were increased personal safety knowledge and helping younger kids be safe, 2) the most common perceived disadvantages to TASK training were not enough time spent on making presentations at the training and not being able to follow through on the training within the local elementary schools, 3) the majority of trainees volunteered to attend the training, and 4) the current overall opinion of the training was that of very positive and useful. Responses to the survey on the question of perceived competency to make TASK presentations revealed a mean of 5.2, Prepared (1 = Not at all prepared, 7 = Extremely well prepared). Elementary school presentations were the most common location for TASK presentations.

The mail survey included questions on 11 different questions related to specific agricultural safety and health situations. These questions asked for self-reports on frequency of performing the specific behaviors and were intended to assess any general positive influence of TASK training and participation on specific situations encountered in production agriculture. For ease of reference, the questions are listed below. Within each question is found the two most common responses, with percentage of total responses, and the percent of responses to which the question was not applicable. A summary of responses to these questions can be found below in TABLE 1.

In the following statements, response categories 4-7 are considered negative. In total, the majority of respondents **did not allow** extra riders on tractors and were not extra riders on tractors when presented with the opportunity. The majority **did wear** seatbelts as both drivers and riders in cars and trucks. The majority **did not wear** helmets while riding bicycles and atvs.

TABLE 1. Summary Responses on Behavioral Questions, Historical Survey, n = 75.
Two most common responses in percents and percent not applicable.

11. How often do you grant permission to persons that request to be extra riders when you are operating agricultural machinery?	Always	1	2	3	4	5	6	7 (response category)	22.4%	13.8%	Never	Not Applicable	19.3%	
12. How often do you use opportunities to be an extra rider on agricultural machinery being operated by someone else?	Always								16.5%	22.1%	Never	Not Applicable	9.4%	
13. How often do you wear a seat belt every time you are the driver of a car or truck?	Always								31%	22.1%	Never	Not Applicable	5%	
14. How often do you wear a seat belt every time you are riding in a car or truck driven by someone else?	Always								28%	23.2%	Never	Not Applicable	7%	
15. How often do you wear a bicycle helmet every time you ride a bicycle?	Always								17.3%	35%	Never	Not applicable	10.1%	
16. How often do you wear an ATV helmet every time you ride an ATV?	Always								10%	29.5%	Never	Not Applicable	20%	
17. How often do you allow an extra rider on an ATV when you are the driver?	Always								19.8%	38.3%	Never	Not Applicable	20%	
18. How often do you use opportunities to be an extra rider on an ATV being operated by someone else?	Always								15.9%	17.8%	Never	Not Applicable	14.8%	
19. How often do you wear the personal protective equipment listed on chemical labels every time you are applying chemicals?	Always								19.8%	22.3%	Never	Not Applicable	16.4%	
20. How often do you wear proper clothing (long pants, hard shoes, and protective eyewear) every time you use a power walk-behind lawn mower?	Always								9.8%	9.8%	25.3%	Never	Not Applicable	9.8%
21. How often do you wear proper skin protection, at least SPF 15, every time you are in the sun for more than 10 minutes.	Always								16.9%	31%	Never	Not Applicable	7%	

Respondents were fairly evenly divided on not allowing extra riders on atvs and on taking advantage of opportunities of being an extra rider on atvs. The majority of respondents reported **not wearing ppe with chemicals, not wearing proper clothing while mowing, and not wearing proper sun-block protection.** Thus, little influence from participating in TASK training can be seen on influencing these behaviors in a positive direction.

It is interesting that given this data that the vast majority of respondents, 82%, feel that participating in the TASK program has influenced, in a positive fashion, their view of the hazards found within agriculture and the way the view safety in general. One can question the accuracy of the self-reports that seem contrary to these perceptions or that these perceptions are themselves only a case of respondent compliance, the fact remains that these respondents state such is the case.

Demographics for the historical census study reveal that 56% of respondents were female, the mean age of trainees was 19.8 years, and the majority had volunteered to attend the training.

Ongoing Process Component

In all, 25 TASK units have been published and made available to FFA for use. These units include the original 12 content units: Heavy Farm Equipment, Mechanical Factors, Lawn Mower Safety, Human Factors, Handling Emergencies, Hand and Power Tools, Safety Around Animals, Signs and Symbols, Storage Facilities, Rural Recreation, Chemical and Pesticide Safety, Personal Protective Equipment; and the original 4 Overview and Guide Units: Train the Trainer, Community Leadership, Teaching Ag. Safety to Kids, Evaluation.

In the second year of the evaluation project nine new units were made available by TASK for use in the program. These nine are: Babysitting Safety, Violence Prevention, Alcohol Safety, Pedestrian Safety, Burn Prevention, Firearm Safety, Water Safety, Bicycle Safety, and Pickup Truck Safety.

All units, both original and new, **that were actually used by the FFA members in their presentations were subject to review** within the observation and testing sections of the project. All units, both original and new, were subject to review within the curriculum review section.

Specific Content and Methodology of TASK Training

KEQ5: What are the specific content and methodology educators use in training FFA members at TASK training's? (Aim #1, 4)

DCS5: Development of documentation coding categories, observation checklists, and descriptive summary on information in the coding categories.

Observations were made of four state TASK Trainings of FFA members with a total of 124 participants. Trainers at the trainings included National Safety Council staff, Cooperative Extension Personnel, University instructors, fire/rescue department personnel, and Agricultural Business and interested Media, both radio and print, personnel.

Methodology used in TASK trainings included lecture, interest approaches, illustrated demonstrations, guided group study, safety material review, topical research, guided presentation preparation, and work-sheets. Groups of students conducted 5 –10 minute presentations on a safety topic using one of the 21 TASK Units. Findings over the four years of observation indicated that all trainers were well prepared and that the content of trainer presentations closely followed content contained in TASK materials with the exception of specific examples from

individual's work history and personal experiences. Quantitative ratings from the instrument were all 5 and 6 (on the six scale), with a few exceptions that were 4 (on the six scale). These exceptions were mostly related to audio-visual use difficulties, such as print size of texts used as overheads.

Observation of the 1998 TASK Training indicated that too much information was being given at the expense of assimilation and practice and rehearsal. The 1999 and subsequent trainings incorporated a revision of the training schedule, consolidating content delivered, and providing specific activities for practice and rehearsal following selected presentations. The 1999 training incorporated these findings by revising the timeline of presentations to allow for practice and rehearsal following the presentations. This change allows students an opportunity to apply specific information soon after it is received and contributes to students having already practiced activities that will be needed when they return to their locales.

Another change incorporated was to allow time the first evening for interviews that are part of the community assessment needed to involve as many people in TASK activities as possible. This Friday evening activity was carried over through individual student group work on Saturday morning to allow students time to become reinvolved and reacclimated (waking up and paying attention) to the setting before moving into the second set of concurrent sessions.

The 2000 and subsequent trainings were revised to include the addition of practice interviews with local community individuals rather than other training participants. And the 2000 and subsequent training agendas added the formal inclusion of FFA advisers to student groups while preparing their presentations.

The changes made to the training schedule and sequence had most of the desired effects. The Friday night interviews were advantageous, but not as worthwhile as possible. The early Saturday morning strategy of allowing group work time, with dedicated facilitators, succeeded at some level of motivating students to become re-involved. In addition, the change to an entire group session for the evaluation and resources sessions had the desired effect of allowing all students to hear something from each of the groups of assigned students on topics and potential evaluation strategies. The first two-three hours of the Saturday morning session remains problematic in enhancing student participation.

Further refinements of the TASK training session included improving the community assessment interview time on Friday evening by inviting a broad spectrum of selected individuals to be available for students to interview. A finding from the first use of this strategy in 2000 was that community members needed specific guidance as to their role in this process. They need to understand that the process is redundant for them (groups of students asking the same questions) but this was needed to provide practice for the students. Another refinements included dividing the groups into two halves for presentations in order to make the length of this process shorter. This allows all groups to observe other group presentations live to supplement the video of all presentations that is provided.

A major revision was to be more specific with new speakers on their presentations. This was accomplished by providing all instructors with specific questions that the student groups

would be looking for to prepare their presentations. These questions were initially prepared to assist students in items to think about while listening in training sessions. However, this information was equally useful to individual trainers, in addition to the content of the specific TASK units in understanding how their session fit into the whole training.

The 2001 training was revised to include previously trained TASK participants as individuals available to assist student groups in preparing presentations. Copies of TASK training materials is found in **Appendix B**.

Each TASK training culminated in student groups making a five-minute presentation that had been prepared during the training using both TASK materials and resources provided. All presentations were video taped, with videos being provided to all participants. The quality of the videos was improved so overheads, interactions, etc are more visible in the final edit. In addition, an evaluation rubric was developed for use by all students when observing other groups' presentations. This rubric contained specific criteria to guide students in observing and assessing the presentations. Each individual group received the data compiled from all the students observing their presentation. The video taping and rubric were part of the changes in training to provide students with specific evaluation techniques to determine presentation quality. A copy of this rubric is found in **Appendix B**.

TASK TRAINING OBSERVATIONS

Observation of TASK trainings used the same observation form as that used in making observations of elementary school presentations by FFA members. These observations remained consistent over the four years of the project with the following pertinent findings: a) trainers were well prepared, b) content of trainer presentations closely followed that contained in TASK materials, c) students were least attentive and actively participating during the Saturday morning sessions. The copy of the observation instrument is found in **Appendix C**.

KEQ6 : What are the attitudes, subjective norms, and motivations for involvement in the TASK program of FFA members participating in TASK training? (**Aim #3, 4**)

KEQ7: Following TASK training, how competent do FFA members feel to teach elementary students? (**Aim #3, 4**)

KEQ8: What are perceptions of TASK FFA members toward the TASK training received? (**Aim #3, 4**)

DCS6, 7&8: An exit evaluation following training will be developed. A survey and follow-up surveys on ToPB format with one, two, and three year follow-up to document changes in perceptions.

PERCEPTIONS OF TEENS TRAINED

Task Training Exit Survey

No practical difference was found among any of the four separate trainings on participant responses to the end of training survey. On the seven Likert scale, semantic differential

questions (1 = Fully Agree, 5 = Fully Disagree) the Grand Mean of responses on all questions had a range of 1.3 – 2.1 over the four years studied. For all questions and in all years the most common responses were 1 (Fully Agree) or 2 (Agree). Most common responses to the Overall Comment question for all four end of training surveys were that trainees felt an overall satisfaction with the training and that the training was worthwhile. Most common negative comments were that sessions were too long, that there were too many sessions, and not enough practice time. These comments carry over to mail survey responses. A copy of the end of training evaluation instrument is found in **Appendix C**.

An exception in student responses within the end of training surveys was noted for those that had attended multiple trainings. These participants felt that the revisions to the trainings over the project period provided for less content, more immediately useful content, more preparation and practice time, and better overall presentations. The videos of end of training presentations tend to substantiate this observation.

Perceptions of Teens Trained – Mail Census Survey

A mail census survey of TASK training participants was conducted each year of the project. This census survey included: 1) students trained the current year and, when applicable, 2) all students trained in the previous years of the project. Thus, the 1998 survey included FFA members trained in 1998. And, for example, the 2001 survey included FFA members trained in the 2001 training plus a resurvey of all the members trained 1998, 1999, and 2000. Surveys were coded to allow for follow-up in succeeding years. The 2001 survey was placed on the TASK website for completion and had a very low response rate, 16 percent of the 124 participants. As no practical or significant difference, e.g., $_{05}F_{11,1028} = 1.79, p > .05$ (computed $F = 1.10$) was found among the trainees responses on all the semantic differential questions (12 total) for 1998 – 2001, surveys were group into the arbitrary categories of Current (initial year of training), 1st year follow-up, 2nd year follow-up, and 3rd year follow-up for additional comparison.

During the four years of the project total response rate for Current trainees was $n = 96$ (77%). In the three years of 1st year follow-up surveys the response rate was $n = 42$ (40%). In the two years of 2nd year follow-up surveys the response rate was $n = 15$ (21%). And the single year of 3rd year follow-up surveys the response rate was $n = 2$ (6.8%).

The census survey to TASK training participants contained sections on 1) Perceptions of the training received, 2) Use of the TASK materials subsequent to the training, 3) Self-reports on frequency of performing 11 specifically identified agricultural safety and health behaviors. These behaviors are the same ones found in detail above in the Historical section (*these behaviors related to extra-riders on tractors and ATV's, vehicle seatbelt use, helmet use with bicycles and ATV, and personal use of PPE*) and 4) Demographics. 1st, 2nd, and 3rd Year follow-up surveys were the same questions with the set of instructions modified to indicate the instruments similarity to the previous year instrument.

Pertinent demographics of the 96 TASK trained individuals responding to the Current category of surveys over the four years include: 54 percent of trainees were male, the mean year in school was 10.43, and the mean age was 16.7 years. These items are contained in TABLE 2.

TABLE 2. All survey demographics, Current category, n = 96

	Participant Sex	Mean	Standard Deviation
Age		16.7	1.55
Year in School		10.43	1.51
Male	55 (44%)		
Female	69 (56%)		

Findings exclusively from the Current category surveys received over the four years indicated overall satisfaction with the TASK training received and the TASK experience overall was worthwhile. The most common responses on the advantages of TASK included learning information that was not known and helping keep kids safe. The most common negative comments on the training were the length and number of sessions. The most common motivations for attending were: 1) wanting to help kids be safer and 2) personal fulfillment. The vast majority, 89% of respondents volunteered to attend the training. The remainder received the opportunity to attend the training based up the number of FFA Chapter activities or as a perk of being an officer. These TASK respondents felt "Prepared" (a mean of 5.5 on a 7 scale) to make TASK presentations to elementary students.

The most common reasons for NOT using TASK materials following the training were too busy and no opportunity. For those that did use TASK materials following training general nervousness and concern for keeping the attention of students the most common uncertainties faced. Using group activities and talking about the consequences of farm accidents were the most common responses to the question of which portions of the TASK materials was the hardest to use. (It is interesting to note that the majority of statements within the TASK materials are of the **Do Not** variety, with the consequences of doing only implied). The most common uses of TASK materials were: 1) elementary schools, 2) middle schools, 3) training fellow FFA members, and 4) Safety day camps. TABLE 3 contains summary data from the all Current Category responses.

When looking at findings from responses to the above questions on 1st, 2nd, and 3rd year Follow-up surveys, the positives increased, the negatives decreased, the positive perception of participation increased, and the overall perceived influence of having participated in the training was stated as more significant.

TABLE 3. Summary of Current Category survey responses, n = 96

Question Posed	N/A	Most Common Response	
		First	Second
Perceived Competence to present TASK 1 = Not at All to 7 = Extremely, Mean = 5.5		5 (31.8%)	6 (27.4%)
Used training in community/school		Yes—70 (73%)	No--26 (27%)
Locations of comm./school training (Some respondents used training in multiple places.) 3 rd – Train Fellow Students 43 (44.7%) 4 th – Safety Day Camps 35 (36.4%)		Elementary School 70 (73%)	Middle School 58 (60%)
<i>For the following questions: 1 =Always through 7 = Never</i>			
Grant permission to extra rider on machinery	15.6%	7 (25.9%)	6 (14.8%)
Use opportunity as extra rider on machinery	8.1%	7 (23.0%)	6 (19.3%)
Wearing seat belt as driver	3.0%	7 (28.1%)	1 (28.1%)
Wearing seat belt as rider	0.7%	7 (24.4%)	1 (20.7%)
Wear helmet on bicycle	12.6%	1 (27.4%)	7 (27.4%)
Wear helmet on ATV	16.3%	7 (18.5%)	1 (14.8%)
Allow extra ATV rider	17.0%	4 (16.3%)	7 (15.6%)
Become extra ATV rider	12.6%	7 (19.3%)	2 (14.1%)
Wear proper attire for chemical application	11.9%	4 (17.0%)	4 (17.0%)
Wear proper attire for mowing	6.7%	7 (20.0%)	1 (14.2%), 2 (14.1%)
Wear SPF 15 Sun Screen if in sun 10 min.	0.7%	7 (18.5%)	2 (16.3%)

KEQ9: What are the self-reports of TASK FFA members on the application of TASK training principles to their agricultural safety and health related behaviors? (Aim #3, 4)

KEQ10: What are the perceptions of former TASK FFA members on the application of TASK training principles in other agricultural safety and health related activities or events? (Aim #3, 4)

DCS9&10: Specific open-ended and ToPB semantic differential questions will be included in the one-year and two-year follow-up mail questionnaires.

Findings from all survey responses on the 11 specific behaviors revealed no significant difference among either the different years or the arbitrary categories, e.g. $.05F_{10,1045} = 1.83, p > .05$ (computed $F = 1.73$). In addition there were no practical differences found when comparing across all responses. The specific questions are listed below with the percentages of the two most common responses and the percentage for the Not Applicable Category. A summary of responses is found below in TABLE 4.

TABLE 4. Mean and Standard Deviation Ranges on Behavioral Questions, n = 96

Question Posed	Mean	Standard Deviation
Grant permission to extra rider on machinery	5.22-5.69	1.76-1.918
Use chance as extra rider on machinery	4.98-5.18	1.85-1.945
Wearing seat belt as driver	4.08-4.20	2.54-2.590
Wearing seat belt as rider	4.15-4.18	2.35-2.368
Helmet for bicycle	3.97-4.51	2.75-2.908
Helmet for ATV	4.16-4.82	2.34-2.578
Allow extra ATV rider	4.29-4.94	2.08-2.363
Become extra ATV rider	4.36-4.86	2.04-2.281
Proper attire for chemical application	4.33-4.75	2.13-2.328
Proper attire for mowing	4.31-4.46	2.31-2.386
Wear SPF 15 Sun Screen when in sun 10 min.	4.10-4.13	2.14-2.168

While one can find substantial differences between initial mean responses on a specific question with follow-up mean responses on the same question, in all cases the means were lower, indicating possible respondent compliance with perceived “correct” answer. For example, self-reported bicycle helmet use was substantially lower on the 1999 1st year Follow-up survey, a mean of 6.8 (on scale with 7 being *never*), compared to the 1998 Current survey, a mean of 3.3.

Another example, this time in a positive direction, is self-reported seatbelt use while riding in a vehicle was substantially higher on for those trained in 1999, a mean of 2.0, compared to those trained in 1998, a mean of 4.8.

However, it is also possible that students simply made a mistake either one year or another in completing the semantic differential questions on this portion of the survey. This can be indicated by the finding that when comparing frequency of responses that six of the 11 questions, including bicycle helmet use, the alternatives 1 (Always) and 7 (Never) had approximately the same percent response. Regardless, when viewing all responses in total, little practical difference in self-reports on the 11 specific questions is noted.

FFA members trained by TASK continue to have the perception that participating in the TASK program has influenced, in a positive fashion, their view of the hazards found within agriculture and the way the view safety in general. This perception is similar for all survey respondents, Historical, Current, 1st Year Follow-up, 2nd Year Follow-up, and 3rd Year Follow-up.

FFA Member Teaching Observations

KEQ11: What components of TASK Unit 3, *Teaching Safety to Kids*, are utilized by trained FFA members in program delivery to elementary students? (Aim #2, 4)

KEQ12: In what ways have the trained FFA members used TASK curriculum materials in the class sessions they have taught? (Aim #2, 4)

KEQ13: Is the content of information delivered to elementary students at a level appropriate for elementary students? (Aim #2, 4)

DCS11, 12 &13: Trained observers will utilize a checklist to be developed for recording student activities during the class sessions observed. Teens teaching and sessions observed to be coordinated with sites selected to allow for quasi-experimental design in the Impact component.

TASK Unit 3, *Teaching Safety to Kids*, contains the four main sections. The section *What Makes a Good Teacher* contains a group activity to identify qualities of good teachers and directed discussion on what makes good teachers good. The section *Knowledge, Attitude & Behavior* introduces the terms, physical and cognitive characteristics of elementary students, and small group activity to apply this information to a specific topic. The section *Lesson Plan Development* provides information and practice on writing learning objectives using Audience, Behavior and Condition as criteria and outlining a presentation. The section *Effective Teaching Methods and Materials* contains 12 teaching tips on methods and material use.

Observation data indicated that of the four sections contained elements of three are used somewhat, with information from *Knowledge, Attitude & Behavior* used least. The section *Lesson Plan Development* is not used. As presenters become more comfortable with making presentations and unit content more elements of the three sections used begin to appear. It is only in the most experienced and those that have gone through more than one training the specific elements relating to Knowledge, Attitude & Behavior begin to appear in the presentations.

In no case to date has anything in *Lesson Plan Development* been apparent in preparations or delivery. While data indicate that presenters do actively use the stated objectives within the units, no independent use of *Lesson Plan Development* appears.

PRESENTATION OBSERVATIONS

In total, 128 observations of TASK presentations to elementary schools were made. Presentations in elementary classrooms were observed of 56 different combinations of 105 TASK presenters in 13 different classrooms in 10 different schools with a total of 2100 students.

Most presentations were between 20 (14.3%) and 30 (17.9%) minutes in length with 61.7% of observations in this range. As a summary statement for scores, at least 50 percent of the scores were either 4 or 5 (on the six scale). Observations of TASK presentations revealed several findings. These include some lack of preparation (practice) for presentations and the common presentation difficulty of the inappropriate use of TASK provided materials. These difficulties included not using overheads provided or not using the overheads provided so all students could see them. Also noted was a common absence of using group activities, and, in several instances, little adult support in preparing for and scheduling presentations. A summary of all TASK trainee presentations observed is contained in TABLE 5.

The gross scores from the observation checklist trended higher over the four years of observations, with those attending more than one training and those making more presentations

TABLE 5. Mean, Mode, and Std Dev. of all TASK Presentation Observations, n = 128

Survey Question	Mean	Mode	Std. Deviation
<i>Time</i>	29.20	30	13.425
Command of subject matter			
Trainer has knowledge of the content to be taught.	5.27	5.0	.680
Planning			
Trainer provides structure.	5.15	5.0	.811
Instruction proceeds logically and stepwise.	5.09	5.0	.782
Students are aware of instructional plan and objectives.	5.06	5.0	.811
Presentation			
<i>Trainer is clear and enthusiastic.</i>	4.95	6.0	.917
<i>Trainer provides many examples and explanations.</i>	5.21	6.0	.826
<i>Trainer asks questions, provides feedback...</i>	5.09	5.0	.931
<i>Instruction is congruent with planned objectives.</i>	4.94	5.0	.982
<i>Content and presentation are appropriate to audience.</i>	4.82	5.0	1.049
<i>Appropriate use of visuals/instructional props.</i>	4.59	5.0	1.147
<i>Evaluation effectively determines if objectives met.</i>	3.95	5.0	1.692
Student Participation			
<i>Students appear interested and attentive.</i>	4.99	5.0	.861
<i>Students actively engaged in the content area.</i>	4.86	5.0	.958
<i>Students on task in-group activities/settings.</i>	4.67	5.0	1.169
Rapport			
<i>Trainer encourages respect, patience, and fairness.</i>	5.47	6.0	.626
<i>Trainer communicates well with students.</i>	5.12	6.0	.935
Goals and Objectives			
<i>The goal/purpose of the TASK Unit was understood....</i>	5.63	5.0	1.235
<i>Students met the listed objectives of the Unit as demo...</i>	4.87	5.0	1.858

having higher scores. Influences that may account for this difference are more trained students being observed, overall effects of repeated observer suggestions following observations, higher observer scoring due to repetition, and actual overall improvement in the quality of presentations. An additional factor may be the trend of using two or more students to make presentations. In this scheme individual presenters are responsible for specific sections, and the other students turn overheads, exhibit relevant display items, hand out quizzes, or read quiz questions.

The quantitative portion of the observations noted that the quality of presentations was positively influenced by the experience of the presenters, those with more experience usually gave better presentations. An additional factor in the quality of presentations noted was the positive influence in the amount of practice time devoted to the presentation materials. This finding applied equally to both experienced and novice presenters. Experienced presenters were more likely to think they could do the presentation regardless of the content, and the novice were inexperienced enough to think they were prepared before they actually were. Lastly, the quality of presentations was positively influenced by the amount of adult support provided at the local level. Those with the most support arranged more presentations and the presentations made were of a higher quality.

The effort to interview TASK presenters immediately following their presentations was stifled from the beginning. The need for students to return to their High School, in some instances several miles away, caused mass exodus as soon as the presentations were finished. Even in the instances where elementary or middle schools were located in the same building, presenter class schedules and other activities interfere with formal interviews.

In addition, 72 observations were made of presentations using TASK information and training that do not occur in the elementary school setting. Approximately 2800 participants were present for these presentations. These presentations included safety day camps, safety days, agriculture days, and conservation camps. Static displays, and one-on-one exchanges during similar events, using TASK information and materials also occurred but are not formally evaluated.

The largest administrative logistical obstacles to performing observations are lack of proper advance notification by high schools of presentation schedules, and the last minute scheduling changes encountered by local TASK presenters in the elementary schools.

KEQ14: What are the perceptions of elementary school teachers on the effectiveness of TASK teen trainers in their elementary classrooms? (Aim #2, 4)

DCS14: Questionnaire utilizing open-ended ToPB belief elicitation questions to all instructors of participating elementary classrooms.

An instrument to assess individual classroom teacher perceptions of the effectiveness of the TASK presentations was prepared. This questionnaire had 15 questions in the areas of perceptions of the presentation, inclusion of TASK content in other academic areas, and communications with the FFA Chapter making the presentation and utilized some semantic differential questions. Initially it was hoped that the teacher would complete the form before the TASK presenters or the observer left. This effort suffered from classroom teachers invariably needed to get on with other schoolwork, get the students to another activity, simply had other more pressing problems immediately following the presentations. Therefore, the questionnaire was left for the teacher to fill out and had a self-addressed stamped envelope to mail back. Though most teachers indicated they would fill the questionnaire out and return it. Only five questionnaires were mailed back.

A revised questionnaire was prepared that had only 5 questions on one side of paper. Questions related to whether the teacher stayed in the room, advantages and disadvantages of having the TASK presentation made, the perceived competency of the presenters, potential use of a follow-up activity, and general comments. In addition, a small monetary incentive was provided to those teachers that submitted questionnaires.

In total 77 questionnaires were submitted with perceptions of TASK presentations by elementary classroom teachers. In all, presentations of 13 different TASK units were made. In only one case did the teacher not stay in the room. Many perceived advantages of TASK presentations were listed. The most common include 1) students like having the older kids come in, 2) it was good for the kids to hear the "content" (specific to that presented), 3) presenters are giving good role models to students, and 4) provides good information. No disadvantages were

listed within the responses. The teachers' perceptions of the competency of student presenters had a mean of 6.1 (1 = not at all prepared, 7 = extremely well prepared). The most common rating was 6. In five cases the rating was a 3 or 4, with the comment that the students were unprepared and the presentation was a "reading" session. The most common response to the likelihood of using a follow-up activity was 7, unlikely. The most common general comment was the TASK provided a good experience for both presenters and students while providing good safety information.

Teen Use of TASK Unit 2 and Unit 4

These two units were selected for specific review as each is included the all TASK training conducted and are not otherwise included in the above evaluation.

KEQ15: In what ways do TASK trained teens utilize TASK Unit 2, Community Leadership? (Aim #6)

KEQ16: In what ways do TASK trained teens utilize TASK Unit 4, Evaluation? (Aim #6)

KEQ17: Do TASK trained teens perceive Community Leadership activities and Evaluation activities as contributing to their personal leadership qualities? (Aim #2, 6)

DCS15, 16 & 17: Face to face structured interviews with a randomized selection of FFA chapters with teens trained at a TASK training.

After a number of failed efforts, due to time constraints immediately following presentations, the interview strategy was abandoned. To secure similar data, two meetings were conducted in which invited FFA members were asked to review the TASK modules for their opinions of content and organization. These sessions were conducted in Spring 1999 at two locations for the convenience of those attending, one at UIUC (northern and central Illinois) and one at Mt. Vernon High School (southern Illinois).

A total of 16 male and 17 female TASK FFA member trainees representing 11 FFA Chapters attended these two sessions. A structured questionnaire was prepared to assess student use of and perceptions of utility for TASK Unit 2, Community Leadership and TASK Unit 4, Evaluation. This questionnaire can be found in **Appendix D**.

Of the 33 trainees that attended these sessions only 7, 21.2%, answered Yes to the question of personal use of the content within the TASK Unit 2 module. The uses of this module as indicated by respondents included: 1) to establish chapter committees directed at community development, 2) in a short speech, 3) coming up with a plan for training the community, 4) building a TASK team, and 5) running a local health fair booth to raise awareness.

Those students responding to the question on the primary reason for not using any Unit 2 content included: 1) there was nothing in it to use with elementary students, 2) no need or time to use the content, 3) we only use the lesson hooks with visual aids, and 4) we do not get into that much depth in the lessons. All alternatives had multiple responses.

Of the 33 trainees that attended these sessions only 4, 12.1%, answered Yes to the question of personal use of the content of the TASK Unit 4 module. . The uses of this module

as indicated by respondents included: 1) we ask the students questions after the presentation to see if they understood and 2) I read the book and evaluate the lessons in my head after each session.

Those student responding to the question on the primary reason for not using any of TASK Unit 4 included: 1) have not had the opportunity, 2) too busy, 3) the content wasn't interesting, 4) we did not think the kids would like filling out a paper evaluation, 5) we have not yet done a full presentation so we did not need to evaluate, 6) I am using feedback from the kids at the time of the presentation.

The instrument used by the attending trainees contained a question asking if there were any comments on the usefulness of Unit 2 and Unit 4 to students participating in the TASK program. The most common response was "No." One telling response was "These units are okay but these units aren't really necessary because through FFA we learn community leadership and can go through an oral evaluation before we leave the classroom." It is interesting to note that several responses indicated the perception that the information contained in Unit 2 and Unit 4 was potentially useful or beneficial and should perhaps be used more.

These two meetings were held in 1999 and indicate that little, if any, of Unit 2 or Unit 4 are put to practical use. The findings from these meetings relating to Unit 2 and Unit 4 were used, in addition to training observations and student surveys, as part of the impetus for revisions of TASK training agenda and content. The restructuring of the trainings addressed concerns by providing more concrete information and examples, more time for specific application of the content of the units to both chapter and personal activities, more direct involvement of FFA advisors as part of the agenda, and, more recently, in involving past trainees to assist in pertinent parts of the program. Thus, the increase in practice time following specific presentations and the inclusion of unit content as a direct part of that increased practice time is intended to offset misperceptions and lack of clarity. And, the use of advisors and past trainees to assist student groups in the development of presentations is intended to provide a broader base of support for students to access.

It is noted that is perhaps simply asking too much for FFA members with their myriad of activities and, in some cases, lack of adult support to use either of these units in any significant ways. While Unit 2 does a good job of providing guidance and a framework to use in many FFA Chapter activities, the fact that the FFA Advisor has an advisory board already may preclude any student lead efforts to use the content within this unit. And, given student schedules, lack of experience in doing interviewing, and reticence in dealing with adults unknown to them may simply be too much to overcome.

The lack of time for retrospect following presentations prior to another activity and the proclivity to rely on past experience in using particular units are natural circumstances for teenagers. The perception of Unit 4 information being mostly covered elsewhere within the FFA experience is something to take into account, even though the specific content is not necessarily found elsewhere. It does indicate some higher thinking that students do not want to take "tests" and that the same information can be obtained through asking questions. This preference may stem from a lack of time devoted to including such testing within the time available for

individual presentations. Or, it may also simply be a carryover from the often stated concerns of TASK trainees in keeping the attention of kids during presentations.

It should be noted that the National FFA Organizations Food For America (1996) program is available for use by FFA chapters. This program provides general information about agriculture to elementary students. This program includes short sections on setting goals, making necessary contacts, planning and making presentations, following up on presentations, and evaluating the presentation given. It may be that exposure to this content and participation in this program explains some of the resistance to using the more extensive materials addressing similar themes found in the TASK program.

Impact of TASK Presentations on Elementary School Students Component

KEQ18: What is the immediate effect of TASK presentations on elementary students' knowledge and comprehension of agricultural safety and health principles? (Aim #4, 5)

KEQ19: What is the one-year knowledge and comprehension retention of TASK agricultural safety and health principles by elementary students? (Aim # 5)

DCS18, 19: Pre-Post tests will be utilized to measure immediate knowledge and comprehension gains. Follow-up at one-year after presentation.

TESTING THE TASK UNIT QUIZZES

Each TASK Unit developed contains a five-question quiz that covers the content contained in the unit. The project made the decision to use those quizzes within the quasi-experimental testing scheme contained in the proposal. To do otherwise would require the development and testing of new quizzes and also would interfere with the formal review of the TASK Units for technical accuracy and educational appropriateness. This scheme of testing had two purposes. One purpose is as a portion of the assessment of any TASK presentation effects, and the second purpose is as a portion of the TASK curriculum review. Each purpose will be addressed in the appropriate section.

Task Unit quiz scores from fourteen different units were administered to 2919 students in 13 different classrooms between 1998-2000. The categorical breakdown of the students was 1646 pre-test (741 experimental, 905 control) and 1273 post-test (623 experimental, 650 control).

In addition, scores from unit quizzes from eight different units were used in one-year follow-up testing of 420 students within the experimental group (200 in 1999 initially tested in 1998, 220 in 2000 initially tested in 1999) 10 different classrooms. However, as no practical difference was found in scores between the initial and one-year follow-up (though the initial scores were consistently higher), this component of testing was abandoned.

QUIZ FINDINGS

The quasi-experimental Separate Sample Pretest -Posttest Design proposed for project quiz testing was:

R	O	(X)	Where R is comparable (if not equivalent) classrooms
R		X	assigned through randomization.
R	O		X is TASK training (X) is training withheld
R		O	O is pretest O is posttest

Using this design complete replications were achieved with 13 of the TASK units (5 units had 1 replication, 5 units had 2 replications, 2 units had 3 replications, and 1 unit had 4 replications. The analysis proposed for this testing included ANOVA (factorial when applicable) and ANCOVA. Within the ANCOVA, the covariate would be the individual school classroom data from the statewide Illinois Goal Assessment Plan (IGAP) testing that occurs in the spring of the year. The IGAP data categorizes data from the component sections into three categories as percents 1)Not Meeting criteria, 2) Meeting criteria, and 3) Exceeding criteria. The percent meeting criteria (PMC) category within the chosen components was used for comparison as in all cases this was were the highest percentage of students were found. The PMC would also be used as the metric to ensuring comparability of the different classrooms in the various parts of the state.

The components from the IGAP used from this testing scheme were the Science PMC and the Social Science PMC as these were available for the fourth grades that made up the majority of the students tested. There were some fifth graders tested and their fourth grade PMC on the chosen components were used as the corresponding analysis covariates. Beginning with the 1999 testing, the state revised its testing to the Illinois State Assessment Plan. However, the Science and Social Science components were not changed until the 2000 testing period. In all cases, all Science and Social Science classroom PMC at the test site schools were higher in the 2000 tests. Therefore, a grand mean percentage, 1998, 1999, 2000, of individual classroom PMC was computed to use as the covariate. A grand mean = 53.5, range 48-56, $.05F_{2,36} = 3.26, p > .05$ (computed $F = 2.58$), was found for the PMC of the Science component. A grand mean = 49.3, range 45-53, $.05F_{2,36} = 3.26, p > .05$ (computed $F = 2.20$) was found for the PMC of the Social Science component. Therefore, no significant difference in PMC was found among the 13 schools and the test classrooms were deemed comparable. A summary of means is contained Table 6.

A general finding of all TASK Unit Quizzes tested is that one or two questions may show variability in percent of correct responses (more correct responses on the posttest than on the pretest, at times significantly so). However, when the quiz is taken as a whole, a mean classroom score for the quiz, or the quiz questions as dependent variables in the covariate analysis, no overall significant difference is found between pretest and posttest groups. This statement follows for either a single replication or multiple replications (factorial analysis).

A good example is one of the original TASK units, Safety Around Animals, that had four replications of the design, i.e., 4 experimental pretest, 4 control pretest, 4 experimental posttest, 4 control posttest. In this analysis, the score means, number of correct responses on each quiz, for Pretests and Posttests were used. The Pretests were combined and Social Science PMC was used

TABLE 6. Mean IGAP/ISAT School Scores for Years 1998, 1999, 2000.

School	Science Scores	Social Science Scores
	Years '98, '99, '00	Years '98, '99, '00
	Mean of <i>Meeting Criteria</i> category	Mean of <i>Meeting Criteria</i> category
Greenfield	53	49
Windsor	45	52
Ina	48	34
Field	52	57
Beardstown	60	57
Loda	58	54
Central	59	49
Waltonville	55	45
Cissna Park	49	47
Dodds	53	48
Trico	48	53
Summerville	57	49
McClelland	59	53
Grand Mean	53.5	49.3

as covariate. The Factorial ANOVA revealed $.05F_{11,65} = 1.94, p > .05$ (computed $F = .817$). Factorial ANCOVA revealed $.05F_{12,64} = 1.89, p > .05$ (computed $F = .741$). All other analysis was of a similar nature, regardless of TASK unit tested, original or new, or whether the analysis was for a single replication or multiple replications.

As shown above, testing using the unit quizzes was essentially unrevealing as a mechanism to assess the effectiveness of TASK presentations. The lack of significance could truly be that the TASK presentations made no difference in the knowledge of students. Or, it could be that the unit quiz questions were not discriminating enough to accurately assess such a difference or, perhaps, the questions cued students to the correct response. Project staff undertook an analysis of the questions contained in each unit and compared the questions asked with the material content of the units. This analysis did reveal that the questions themselves were representative of the material content. However, such analysis did not render an opinion on the effectiveness of the TASK presentations on student knowledge. This led to the development of open-ended questions as an additional data source for assessing the effectiveness of TASK presentations versus the effectiveness and discriminating ability of the unit quiz questions.

TESTING WITH OPEN-ENDED QUESTIONS

Open-ended questions based on the content of, and a content analysis of the content within, each of the TASK units. The opportunity arose to pilot test the open-ended question sets from eight TASK units during the 1999-2000 year. Only those students receiving the TASK presentations, experiment posttest, received these question sets as these were the students that were exposed to that content. In each case, the responses to the open-ended questions were

compared with the identified correct responses based upon content review. This data is contained in TABLE 7.

Content analysis comparison included the identified correct response possibilities and allowance for synonyms and comparable meanings, (firearms = guns = pistols = rifles, or, parent = adult = somebody older). It was determined that between 75-90 percent of the responses, varying with the unit tested, could be counted correct. Testing of 13 TASK units using open-ended questions occurred in 2001 with 2859 students (1168 experimental, 1691 control) in classrooms located in 13 different schools.

As the questions developed were based specifically on the content of the TASK units for presentation, a revised set of questions for each unit was prepared. These questions were more general in nature, however the correct response options were still to be found within the

TABLE 7. Schools, Classrooms, and Students by TASK Module. Open-ended Testing.

MODULE	EXPERIMENTAL			CONTROL		
	<i>Schools</i>	<i>Classrooms</i>	<i># Students</i>	<i>Schools</i>	<i>Classrooms</i>	<i># Students</i>
Lawn Mower Safety	3	4	91	1	7	120
Chem/Pesticide Safety						
Handling Emergencies	2	3	58	1	2	96
Hand and Power Tools	2	2	52	1	7	124
Heavy Farm Equip.	5	10	221	2	15	291
Human Factors						
Mechanical Factors	2	3	78	2	5	100
Protective Equipment						
Rural Recreation	2	6	106	1	6	145
Safety Around Animals	2	4	79	2	7	129
Signs and Symbols	4	4	93	1	4	74
Storage Facilities	3	5	102	2	11	188
Alcohol Awareness						
Firearm Safety	1	3	56	1	7	141
Baby-Sitting Safety						
Bicycle Safety	4	6	129	2	9	149
Burn Prevention	1	1	26	1	1	20
Pedestrian Safety						
Pickup Truck Safety						
Violence Prevention						
Water Recreation	1	4	77	1	6	114
Total			1168	Total		1691
Grand Total of Participants=2859						

corresponding units content. In each case two open-ended questions were prepared for each TASK unit. Again, the ability to test individual units was dependent on TASK trained teens

using those individual units as presentation materials in elementary schools. Table 8 contains summary information.

Within the control group, the percent correct scores had a range of 58-83. Within the experimental group, the percent correct scores had a range of 78-91%. Units such as Bicycle Safety (exp. = 91%, control = 80%) and Water Safety (exp. = 89%, control = 83%) had the closest difference in percentage correct responses. Units such as Signs and Symbols (exp. = 82%, control = 58%) and Firearm Safety (exp. = 84%, control = 60%) had the widest difference percentage of correct responses. A copy of unit questions and correct responses is found in **Appendix E**.

It is noted that in many units one of the two questions had very similar correct response percentages. However, the other question for that unit showed a substantial positive difference in correct response percentage for the experimental group. Examples of this include Lawn TABLE 8. Percent of students with correct responses on open-ended questions. Empty cells indicate those units that were not tested with open-ended questions.

MODULE	EXPERIMENTAL	CONTROL
	<i>% Correct Response</i>	<i>% Correct Response</i>
Lawn Mower Safety	90	64
Chem/Pesticide Safety		
Handling Emergencies	85	79
Hand/Power Tools	89	71
Heavy Farm Equip.	84	69
Human Factors		
Mechanical Factors	78	52
Protective Equipment		
Rural Recreation	88	78
Safety Around Animals	85	65
Signs and Symbols	82	58
Storage Facilities	88	58
Alcohol Awareness		
Firearm Safety	84	60
Baby-Sitting Safety		
Bicycle Safety	91	80
Burn Prevention	90	64
Pedestrian Safety		
Pickup Truck Safety		
Violence Prevention		
Water Recreation	89	83

Mower Safety and Storage Facilities. In Lawn Mower Safety most students gave reasonable answers on the question related to dangers of riding mowers and training someone to use it (exp.

= 44%, control = 42%). However, on the second question related to appropriate clothing to wear when mowing a substantial difference was found (exp. = 46%, control = 22%).

In Storage Facilities student responses were most correct on the question related to what to do if you found someone trapped in a storage facility (exp. = 42%, control = 42%). However, on the second question related identifying and describing danger areas around buildings and structures a substantial difference in responses was found (exp. = 43%, control = 16%).

This additional data indicates that students receiving the TASK presentations are retaining specific content being presented. And, this content is beyond that assessed by the quiz questions contained in the units. The essay questions forced students to think and to process the information from the module. The essay questions should be designed to require students to organize their thoughts and communicate through writing. Findings from using these open-ended questions also show that many TASK presentations contain content not found within the specific TASK Units. In several instances, a correct alternative answer to the questions is consistently given that does not appear in the TASK units. This information may be provided at the TASK training or from other sources and is finding its way into the presentations. A complete listing of unit testing by using quiz and open-ended questions is contained in Table 9.

TABLE 9. TASK Units Tested with Unit Quizzes and with Open-ended Questions.

Module	Testing with Quiz			Testing with Open Ended	
	Combined Pretest	Exp. Post	Control Post	Exp. Post	Control Post
Lawn Mower Safety	X	X	X	X	X
Chem/Pesticide Safety	X	X	X		
Handling Emergencies	X	X	X	X	X
Hand and Power Tools	X	X	X	X	X
Heavy Farm Equipment	X	X	X	X	X
Human Factors	X	X	X		
Mechanical Factors	X	X	X	X	X
Protective Equipment	X	X	X		
Rural Recreation	X	X	X	X	X
Safety Around Animals	X	X	X	X	X
Signs and Symbols	X	X	X	X	X
Storage Facilities	X	X	X	X	X
Alcohol Awareness					
Firearm/Gun Safety				X	X
Baby-Sitting Safety					
Bicycle Safety	X		X	X	X
Burn Prevention					
Pedestrian Safety					
Pickup Truck Safety	X	X	X		
Violence Prevention					
Water Recreation Safety				X	X

The primary administrative obstacle in testing was **initially** the lack of routine administration of the quiz contained in the unit presented, or that the quiz is not given as a pretest or posttest when needed to fill design replications. TASK trainees are simply not in the habit of utilizing this portion of the materials. And given the findings, the use of the current quizzes as a presentation evaluation tool is not rightfully advocated. By the end of this project, this component was much less difficult, due mostly to repeated contacts by the project manager.

It is perhaps too much to expect of the trainees to concentrate on using either the quizzes or the open-ended questions to assist in evaluating their own presentations without the continued guidance of an adult.

KEQ20: What other reinforcements on agricultural safety and health principles presented by TASK trainers have the elementary students receiving TASK training been exposed during the one-year period? (Aim #4, 5)

DCS 20: During the one year follow-up exams, questions will be added to assess this exposure.

No assessment of this evaluation question was performed. Consultation with Project Contact confirmed this was not a good question, and obtaining such data would be time-consuming and of minimal validity or usefulness.

TASK Curriculum Materials Review Component

KEQ21: After use of specific units, what are the perceptions of FFA members on the content, format, and utility of those specific units. (Aim #6)

DCS21: A face-to-face structured interview with all observed FFA members following their elementary school presentation. (Aim #6)

The curriculum review component diverged from the original proposal in order to obtain as many different perspectives as possible. Additional perspectives on the contents of TASK materials was obtained from University of Illinois Agricultural Education teacher education students, High School FFA advisors, elementary classroom teachers, and project staff. A summary of all other reviews will be given following this section.

FFA Member TASK Trainee Review

As with KEQ 15, 16, & 17, after a number of failed efforts, due to time constraints immediately following presentations, the interview strategy was abandoned. To secure similar data, two meetings in Spring 1999 were conducted in which invited FFA members were asked to review the TASK modules for their opinions of content and organization. These sessions were conducted at two locations for the convenience of those attending, one at UTUC (northern and central Illinois) and one at Mt. Vernon High School (southern Illinois). A total of 16 male and 17 female TASK FFA member trainees representing 11 FFA Chapters attended these two sessions. All 21 units were reviewed.

Each TASK trainee reviewed units they had actually used in presentations. The trainees were asked to indicate which of the TASK units each had used in presentations. Use of TASK units ranged from 24 times for Heavy Farm Equipment and Personal Protective Equipment and 21 times for Safety Around Animals and 20 times for Handling Emergencies. On the other end of the range, Alcohol Awareness was used 3 times, Water Recreation was used 2 times, and Pedestrian Safety had been used 1 time. Violence Prevention was the only TASK unit that had not been used to this point by the reviewers.

A review instrument was prepared that contained all individual sections contained in each unit (all units contained the same sections, however they varied in length given the topic). This instrument asked for specific comments from the trainees on each section of the unit reviewed. Additional semantic differential questions using a 7-point Likert scale were prepared on the helpfulness of the introductory section and on the overall student perception of the unit. A copy of the Review instrument is contained in **Appendix F**.

Student perceptions of the Introductory unit were generally that the contents were good and useful. However, it is also noted that all sections except *Section a* received the comments of not being necessary/useful. Some specific suggestions for improvement were provided. These were that *Sections a and b* needed updating, and that all sections needed more detail.

Three major viewpoints come out of these sections of the review. The first is reflected by those students who do not see any worth in these pages. The second is best summed up by one of the students who reviewed the Burn Prevention unit- "These pages give a good general idea about the lesson. However, to be perfectly hones, I would skip over them." The last viewpoint, most likely to also be reflected by professional teachers, is "Read it and study it." TABLE 10 contains a summary of the number of student comments received from their review of Introductory Sections a-g.

TABLE 10. High School Student Reviewer Comments with Regard to 1 a-g

Comment	Introductory Section						
	Total Number of Comments						
	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>
<i>Good, great, useful</i>	99	49	63	74	61	64	60
<i>Needs update</i>	12	4	N/A	N/A	N/A	N/A	N/A
<i>Dislike calendar</i>	N/A	8	N/A	N/A	N/A	4	N/A
<i>Like calendar</i>	N/A	7	N/A	N/A	N/A	2	N/A
<i>Needs more detail</i>	4	5	9	12	10	5	6
<i>Not necessary/useful</i>	N/A	11	8	1	4	5	7
<i>Needs improved graphics/activities</i>	N/A	N/A	9	N/A	N/A	N/A	N/A
<i>Specific timeline state.</i>	N/A	N/A	N/A	5	N/A	N/A	N/A
<i>Trainers should dev.</i>	N/A	N/A	N/A	N/A	2	N/A	N/A
<i>Unsure/indifferent</i>	N/A	N/A	N/A	N/A	2	N/A	N/A
<i>Specific suggestions</i>	N/A	N/A	N/A	N/A	7	N/A	5
<i>Felt was flexible</i>	N/A	N/A	N/A	N/A	N/A	5	N/A
<i>No time to do</i>	N/A	N/A	N/A	N/A	N/A	N/A	2

A. Introduction; b. How to Use the Module; c. Program Material; d. Lesson Preparation; e. Unit Goal; f. Teacher Outline; g. Follow-up and Evaluation

Student response means to the overall question of helpfulness of the Introductory section contained in each TASK Unit is contained in TABLE 11. In addition this table contains the actual number of reviews conducted during these two review sessions. Violence Prevention was the only TASK unit not reviewed. It is noted that Lawn Mower Safety, Human Factors, and TABLE 11. Perceptions of Utility of Introductory Sections, 1a-g, in Planning and Preparation Scale: Not at all Helpful = 1 to Essential to the Unit = 7.

MODULE	Student Perceptions	Number of Reviews
	<i>Mean of Responses</i>	
Lawn Mower Safety	3.6	7
Chem/Pesticide Safety	5.5	4
Handling Emergencies	6.5	4
Hand/Power Tools	5.2	5
Heavy Farm Equip.	5.6	5
Human Factors	4.8	4
Mechanical Factors	5.6	5
Protective Equipment	6.4	7
Rural Recreation	6.2	5
Safety Around Animals	5.9	7
Signs and Symbols	5.8	7
Storage Facilities	6.8	4
Alcohol Awareness	6	2
Firearm Safety	5.8	4
Baby-Sitting Safety	4.5	4
Bicycle Safety	6.3	3
Burn Prevention	6	2
Pedestrian Safety	5	1
Pickup Truck Safety	5.1	7
Violence Prevention		
Water Recreation	6	2

Baby-sitting Safety received the lowest perceptions of usefulness of the Introductory Sections of all the TASK units. A review of the specific reviews of these units did not reveal any specific criticisms of this section or suggestions for how to improve this section.

Student reviewers were asked to provide specific comments on the content and layout of the other sections contained in each of the TASK units. Again, all units contain the same sections with the specific length of each dependent on the content covered. As with the introductory section, the majority of comments reflected approval of the contents. A number of comments reflected the inability to use them fully due to restrictions in class time. It is also

noted a number of comments indicated that individual portions were not used as the reviewers perceived them to be ineffective.

A number of changes for *Section a*, the presentation script, were given by reviewers. These included more detail, more examples, and specific age group guidelines. Reviewers also provided specific alternatives that they used for all other sections. Alternatives for the small group, *Section b*, activities included bringing in samples of personal protective equipment and lawnmowers to be used as the focal point for discussions. An alternative used as a conclusion, *Section c*, was to make a game of asking students what they learned. Alternatives used for *Section d*, visual aids were to use them as handouts rather than overheads, to have students color them in, and bringing in other items such as toys as supplements. Alternatives for *Section e*, family handouts, included coloring them in to make them more interesting, using these items as handouts for use during the presentation, and mailing all the handouts to be used during the time of presentations to the home as one packet. A summary of the number of comments for this section of the review instrument are contained in TABLE 12.

TABLE 12. High School Student Reviewer Comments with Regard to 3 a-e

<i>Comment</i>	Section Identification				
	<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>
Good, great, useful	65	45	63	42	50
Class time restricts full use	2	11	N/A	N/A	N/A
Needs more flexibility	6	N/A	N/A	N/A	N/A
Didn't used/not effective	4	6	5	4	3
Needs more detail	11	N/A	7	N/A	N/A
Needs age group specific content/act.	6	11	N/A	3	10
Used with entire class instead of in groups	N/A	7	N/A	N/A	N/A
Specific alternatives suggested	N/A	10	1	15	8
Helps prep for quiz	N/A	N/A	12	N/A	N/A
Quiz too much/not necessary	N/A	N/A	4	N/A	N/A
More examples needed	N/A	N/A	N/A	12	N/A
Improve visual aids/add color	N/A	N/A	N/A	9	12
Hopefully involves parents	N/A	N/A	N/A	N/A	12
Promotes continuing education	N/A	N/A	N/A	N/A	7

a. Presentation Script; b. Small Group Activity; c. Conclusion; d. Visual Aids; e. Classroom and Family Handouts

A summary of the specific suggestions made by reviewers to improve TASK units includes: 1) provide more detail in all areas, e.g., more alternatives, specific age guidelines; 2) provide more activities and more examples of alternatives that might be used dependent on time availability, i.e., all the alternatives used by reviewers stated above; 3) update any statistics used in individual units; 4) provide better pictures as overheads with a preference for them being in color, 5) highlight or draw boxes around specific important content so it is readily seen.

It should be noted that in the time elapsed since the project began that most FFA Chapters now have reasonably up-to-date computer equipment and WWW access. One of the comments

TASK trainees routinely mention since this review was conducted in 1999 was access to specific agricultural safety and health resources on the web. To meet this perceived need TASK established a website, <http://www.iesstask.com/>, that contains information on current activities, upcoming training, and links to other web resources. This option for securing updated/supplemental information, particularly pictures, has addressed some of the suggestions made by student reviewers at the time of the review.

It is important to keep in mind that the individual's experience in the classroom, at a TASK training, or with community responses all have an effect of some kind on how the student view the TASK program, curriculum, and their part in the program. A summary of the means of responses to the question of the overall perception of the reviewers to individual TASK units is contained in TABLE 13.

TABLE 13. Overall Perception of TASK UNITS. Scale: Very Bad = 1 to Very Good = 7

MODULE	Student Perceptions	Number of Reviews
	<i>Mean of Responses</i>	
Lawn Mower Safety	5.9	7
Chem/Pesticide Safety	6	4
Handling Emergencies	6	4
Hand/Power Tools	6.2	5
Heavy Farm Equip.	5	5
Human Factors	5.8	4
Mechanical Factors	5.4	5
Protective Equipment	6.4	7
Rural Recreation	5.4	5
Safety Around Animals	6.8	7
Signs and Symbols	6.3	7
Storage Facilities	6.3	4
Alcohol Awareness	5.5	2
Firearm Safety	5.5	4
Baby-Sitting Safety	6.3	4
Bicycle Safety	5	3
Burn Prevention	4.3	3
Pedestrian Safety	5	1
Pickup Truck Safety	6.1	7
Violence Prevention		
Water Recreation	5.5	2

University of Illinois Ag. Education Teacher Education Students Review

A total of 26, 12 male and 14 female, UI Ag. Ed. student teachers conducted reviews of all 21 TASK content units and the four trainer units. These students were chosen due to their

proximity and their current status of being in their student teaching semester in their course work. As such, the students have recently reviewed pertinent educational theory, practice, and lesson plan preparation. The 4 questions on the review instrument included: 1) evaluations of the content, format, and utility of the contents of each unit, 2) identification of technical errors, 3) suggested improvements, and overall perceptions of the units.

A summary of teacher education student reviews reflected those received from the TASK trainees. Overall the reviews indicated: 1) units were good and useful, 2) a need to improve pictures/overheads and add color, 3) need to update the "data" included, 4) increase the number of examples and the amount of detail provided, and 5) need age group specific content.

The majority of students found the content to be at the knowledge/comprehension level with some application/analysis within either the quizzes or activities. A specific point identified by these students was the need to specify the age levels for which the unit content is appropriate. In addition, these students mentioned that more interaction was needed, i.e., more group activities. Another point was that most did not like the idea of reading a script, and the group was split on the time line suggestions that were included in the script. A copy of the review instrument is contained in **Appendix F**.

FFA Advisors Review

The opinions of five FFA advisors were garnered during the two Spring 1999 meetings arranged at UI and Mt. Vernon. Project advisors met for a time with the advisors to discuss TASK in general and their thoughts. This discussion was used to set the stage for advisors to complete a one page questionnaire with open-ended questions. These questions advisors for: 1) suggestions on improving TASK training, 2) their routine involvement with TASK activities, 3) personal use of TASK materials, 4) the value of TASK to the FFA Chapter, 5) the support for TASK provided by Illinois Easter Seals, 6) the single most important thing that could be done to make TASK more useful to the chapter, and 7) any other thoughts.

Responses to the question on improving TASK training included spending more time on showing kids how to integrate TASK into other activities and specialize the training on certain units rather than being so broad in coverage. Responses to the question on routine involvement ranged from "None, entirely run by student" to "some guidance for students" to "arranging for TASK presentations at elementary schools and other locations."

Responses to the question on routine personal use of TASK materials ranged from "None" to use of specific content units (five in all) to using them for public speaking materials. Responses to question of the value of TASK to the FFA chapter included contribution to the safety committee, inclusion in the chapter program of works, and providing material to use in making presentations to younger kids.

Responses to the question on TASK support provided by Illinois Easter Seals included that support was good, that without it TASK might not be able to continue, that TASK owed its existence to Illinois Easter Seals, and that recent years had seen a lack of leadership at the state level. The three responses to the question on the single most important thing that could make TASK more useful were having a short program of training for advisors, specialize instruction in only a few areas, and more cooperation on the part of the schools. The general comments

provided by the FFA advisors include that the materials were well laid out and easy to follow and that several elementary schools in southern Illinois were not expecting presentations.

Elementary Classroom Teachers Review

Four Illinois certificated elementary classroom teachers were retained to use their teaching background and curriculum experience to review TASK materials. This review was conducted on all 21 content units and all training units. Two teachers reviewed each unit.

These classroom teachers were very positive in their reviews of the units. All units were judged to be appropriate for 4th and 5th grade students. These teachers found most delivery content at the knowledge/comprehension level with some application/analysis within either the quizzes or activities. Specific positive comments were made about the visual aids, worksheets, activities and the take home materials. It was especially noted that IF the families would use these materials it would reinforce what was covered in the classroom. Special note of potential usefulness was made of the Vocabulary items that made up a portion of these take home materials. There was some misunderstanding concerning the training units as the teachers pointed out these materials would have little use in and were not necessarily appropriate for the elementary classroom but contained good and useful information for those making the presentations, i.e., FFA members.

Specific units were noted by these instructors as containing content that would be unfamiliar to their students. These units included Rural Recreation, Signs and Symbols, Storage Facilities, and Mechanical Factors. The unfamiliarity added to the usefulness of making the presentations to their students.

These teachers perceived that some material in particular units was redundant/repetitious to that in other units. In particular they noted that Mechanical Factors, Heavy Farm Equipment, and Lawn Mower Safety contained what they thought was overlapping information. General improvements that were suggested were to: 1) increase the number of activities included in each unit, 2) include in directions the potential use of some of the activity pages (e.g., the Riddles in Safety Around Animals) as introductory materials, 3) include in directions the effectiveness of using real items (e.g., actual hand tools within the Hand and Power Tool unit) instead of the overheads, 4) revise the presentation sequence (e.g., rearranging the presentation sequence in Violence Prevention) as such might be more effective, and 5) be sure not to try to cover too much material within the time frame (e.g., Rural Recreation seemed to contain a lot).

Project Staff

Project staff review of TASK unit content is mirrored that provided by other reviewers and thus will not be restated. Staff did perform a readability survey on the contents of TASK units and that data follows.

Readability of Learning Modules

Readability measures those features of a manuscript that make it difficult and/or easy for the reader to understand. Numerous formulas have been developed to estimate readability. They measure features of the text that best correlate with difficulty. The formulas do not identify that which is difficult in the text, but simply give some measure of the degree of difficulty.

The Flesch Reading Ease Score and the Flesch-Kincaid Grade Level Score yield information about the readability of text. The Reading Ease Score rates text on a 100 point scale; the higher the score, the easier it is to understand the text. For most documents, a score of 60 – 70 is appropriate. The Grade Level Score rates text on a United States grade school level. A score of 7.0 means that a student in the seventh grade can understand the text.

The TASK Learning Modules were tested for readability. The information sections were developed for use by the high school FFA students, who would be teaching the information to grade school students. The quizzes were written for the grade school students and were tested for readability separately. Results are shown in TABLE 14.

TABLE 14 . Readability scores for all TASK Learning Modules.

MODULE	INFORMATION SECTION		QUIZ SECTION	
	<i>FRES</i>	<i>FKGRS</i>	<i>FRES</i>	<i>FKGRS</i>
Lawn Mower Safety	54.0	10.0	77.8	6.7
Chemical/Pesticide Safety	54.6	10.1	67.0	8.0
Handling Emergencies	75.4	5.0	66.8	6.8
Tool Safety	69.7	7.0	63.8	8.6
Heavy Farm Equipment	59.9	10.4	78.8	6.1
Human Factors	54.8	9.3	78.6	5.5
Mechanical Factors	69.5	8.2	70.3	7.0
Protective Equipment	60.3	9.5	64.9	6.9
Rural Recreation	79.6	6.1	67.2	8.1
Safety Around Animals	51.2	11.4	56.2	8.4
Signs and Symbols	81.2	5.0	73.2	6.2
Storage Facilities	74.4	6.0	58.4	9.8
Alcohol Awareness	68.7	8.1	71.9	8.2
Firearm Safety	74.3	8.2	62.4	6.8
Baby-sitting Safety	62.2	7.3	74.4	5.9
Bicycle Safety	63.9	7.0	73.8	5.8
Burn Prevention	79.0	6.1	69.2	6.8
Pedestrian Safety	74.1	5.9	62.9	6.8
Pick-up Truck Safety	65.3	8.6	60.4	7.1
Violence Prevention	69.9	6.8	72.1	6.3
Water Recreation	58.3	5.2	72.3	8.0

Note: *FRES* is the Flesch Reading Ease Score; *FKGRS* is the Flesch-Kincaid Grade Readability Score.

A random sample of four paragraphs was selected from the information sections. Readability scores using the Flesch Reading Ease Score and the Flesch-Kincaid Grade Level Score were determined using the procedure found in Microsoft Word, from Microsoft Office 97. The information sections would be read and studied by the high school FFA students

and should have readability scores appropriate to this group. Both readability scores were then determined for the quiz section of each module. The quiz section was designed to be completed by the grade school students (grades 5 and 6). Therefore, readability scores should reflect a grade school level of reading competence.

Many of the modules have grade level scores that exceed that of the TASK participants, particularly the grade school students who will be taking the quizzes. This should not be taken to mean the reading level of the quizzes is too difficult. Rather, readability scores measure relative difficulty based on sentence length and number of syllables per word. Many of the words used when studying safety are technical and multisyllabic, therefore, higher grade readability scores would be expected. Many of the definitions of these more difficult words are actually part of the instruction, learned when the module is being taught. Grade school students would be exposed to and expected to learn the technical terms before presented with the quiz.

KEQ22: What improvements can be suggested to enhance the specific content of TASK curriculum units. (Aim #6)

KEQ23: What improvements can be suggested to enhance student use of specific TASK curriculum units. ((Aim #6)

DCS22 & 23: Compilation of data from observations of use, teen's perceptions and key personnel review of curriculum units using evaluation instruments to be developed.

TABLE 15 and TABLE 16 reflect in tabular format the statements reflected above under KEQ 21 on student suggestions to enhance the content of TASK units. Suggestions from other reviewers for improving units are contained in the appropriate sections, also found under KEQ 21.

TABLE 15. TASK Trainee Suggestions for Improvements to Enhance Specific Content

	Number of Comments
Easy Reference/Good/User Friendly/Self Explanatory	56
Nothing/Don't know	36
More Content Detail Needed (activities, ideas, directions)	28
Improve Graphics (add color, highlight areas)	39
Use age Appropriate Language	4
Didn't Use After First Lesson	5*

*Response number six was applicable only to the introductory through Follow-up/Evaluation pages contained in the first four pages of each unit.

TABLE 16. TASK Trainee Suggestions for Improvements to Enhance Student Use of Unit

	Number of Comments
None	18
More Q&A/Less lecture/More activities	16
Improve/Add graphics and visual aids	15
More diverse age lessons needed	9
Simplify language/Review appropriateness	6
Shorter lessons	5

The one comment that never arose was one, that if the curriculum was changed *thusly* then the student would be more likely to use all or parts of the unit that they hadn't used in the past.

KEQ24: After use of specific units, what are the perceptions of personnel of *Su Vida y Salud* - Rural Safety for Hispanic Families on the content, format, and utility of specific units translated into Spanish? (Aim #1)

DCS24: A structured interview with key *Su Vida y Salud* -Rural Safety for Hispanic Families personnel.

An interview was conducted with Robynn Narwot, Center for Rural Health and Social Service Development, Southern Illinois University. Ms Narwot served as project director of the Hispanic curriculum development project. A summary of that interview follows.

The Spanish language units were derived through a grant to SIU Center for Rural Health and Social Service Development and Illinois Easter Seal Society in the grant from the National Rural Health Association (NRHA). Illinois Easter Seals Society granted permission to use TASK materials and was given a stipend in return. In developing the Spanish materials, the original TASK modules: Safety Around Animals, Handling Emergencies, Signs and Symbols, and Human Factors were chosen. These modules were chosen by NRHA from the list of the original 12 TASK units. No specific reasoning for picking these units was given.

The overall purpose of this project was to develop a product that was geared more toward a family setting. This was to be delivered through Rural Health Clinics and their community educators. These informal educators go out to the field or farm and give trainings on site. These educators also work with the Migrant Head Start program in southern Illinois. But, the emphasis here is on the community lay educator working with parent groups- kids are not involved in the initial education effort. At a parenting group meeting, the idea is to teach parents the concepts and they take it home and teach in an informal educational setting to their kids.

A committee met to make a decision on areas that needed to be altered for special populations. They did a pilot test with a group of migrant adults enrolled in a migrant education program through the Illinois Migrant Council (this was as part of their regular sessions) to determine what worked and what didn't, what was liked and what wasn't. Mostly this was through open discussion between the committee that observed the presentations and the participants.

The activities were changed toward more of a parent-developed plan. The committee reworked them extensively. The committee decided what by consensus what it thought was appropriate. Videotapes and discussions with handouts were found to be of more importance than straight presentations by speakers. Each session lasted about 1 hour and was in a party-like atmosphere (informal- snacks, relaxed atmosphere).

Spanish language translation for the derived units was provided by the National Center for Farmworker Health, Inc. Buda, TX.

No user feedback has been received since the pilot project was conducted in 1995. The grant from NRHA included no requirement for a formal evaluation report. The finalized Spanish units, along with an English version, were sent to NRHA for distribution. Repeated contacts to NRHA did not receive a response on the number of these units that had been distributed. It is noted that NRHA was undergoing considerable administrative change when the request was made.

While no NRHA information is available on distribution, and thus use, it is known that the Migrant Head Start program and the Migrant Health Clinic in Union Co. (Cobden, IL) are using them to some extent in their programs.

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c. SIGNIFICANCE

Please see the introductory section for project conclusions and summary discussion reflecting the significance of this project.

d. PLANS

NOT APPLICABLE

e. PUBLICATIONS

Petrea, RE & Burns, E. (1998). Youth teaching youth: Are TASK teens ready to teach? Fourth International Symposium: Rural Health and Safety in A Changing World, Saskatoon, Saskatchewan, Canada, October 18-22, 1998.

Burns, E. & Petrea, RE. (1999). Teaching agricultural safety to kids (TASK) evaluation: Findings after eighteen months. National Institute for Farm Safety, Ocean City, Maryland. June 20-24, 1999. Paper #99-10.

Petrea, RE. (1999). Community-Based Models of Occupational Safety and Health Training. Panelist in presentation, National Conference on Workplace Safety and Health Training, St. Louis, Missouri, October 24-26, 1999.

Burns, E. & Petrea, R.E. (2000). TASK teens teaching youth: Findings from a quasi-experimental design to assess presentation effects. Invited presentation Agricultural Safety a& Health in a New Century. New York Center for Agricultural Medicine and Health, Cooperstown, NY. April 28-30, 2000.

Burns, E. & Petrea, R.E. (2000). Illinois TASK curriculum review opinions of TASK student trainers and agricultural education student teacher candidates. Invited presentation at the National Institute for Farm Safety Annual Conference. Dubuque, IA, June 25-29, 2000. Paper #00-11

Petrea, R.E. (2000). Incorporating youth into community leadership development via rural/agricultural safety and health issues: Strategies, findings, and suggestions. Invited presentation at 32nd Annual Conference of the Community Development Society. Saint John, New Brunswick, Canada, July 23-26, 2000.

Petrea, R.E. (2000). Incorporating youth into community leadership development findings from three initiatives. Invited presentation at Nordic Meeting on Agricultural Occupational Health, Alnarp, Sweden; Sept. 25-27, 2000.

Petrea, R.E. & Thompson, R.W. (1998). Sustainable, community-based approaches to agricultural injury and illness prevention. Invited presentation International Roundtable discussion on rural childhood injury prevention, Espoo, Finland. June 15-16, 1998.

FUTURE JOURNAL PUBLICATION PLANS

Current plans are to submit at least three (3) articles to different referred journals for publication of the findings from this project.

f. PROJECT-GENERATED RESOURCES

Not Applicable

g. INVENTION and PATENTS

Not Applicable

APPENDIX A

Coding Categories for Training – Historical

Overall Goals

Specific Topics Presented

Educators Used in Training

Content of Training

Stated Objectives

Evaluation Performed

Instructions

The purpose of this questionnaire is to determine attitudes and perceptions of trained teens toward the Illinois *Teaching Agriculture Safety to Kids (TASK)* program. We would like for you to share your feelings and beliefs regarding your involvement in *TASK*, the *TASK* training you received, and your activities following the *TASK* training.

The questionnaire is divided into sections. Please following the directions with each section and read each individual question carefully. REMEMBER: there are no right or wrong answers!! We seek your honest opinions of your experiences with *TASK*.

_____ Classic Farm Tractors 1998 (1999, 2000, 2001) Collector's Edition
Wall Calendar

_____ Careful Country Coloring and Activity Book

_____ Emergency Information Magnet

Task Trainings: Please fill in the blanks

1. If you have attended more than one TASK training, please list the year(s) attended and location(s) of the additional training(s).

TASK Training Perceptions: Please write out your beliefs regarding the following questions.

What do you see as the advantages of receiving TASK training?

What do you see as the disadvantages of receiving TASK training?

Is there anything else you associate with the TASK training you received?

There might be individuals or groups that think you should or should not attend a TASK training. Please list below those individuals that come to your mind.

Should _____

Should not _____

What chapter related factors allowed you to attend TASK training? Examples: None, Number of activities, types of activities, service award, etc.

Please state for us your current overall opinion of the TASK training you received.

Following your TASK training, how competent (adequately prepared) did you feel towards presenting TASK to elementary school students.

Not at All Prepared _____ Extremely Well Prepared

Please state for us your biggest hesitation (reluctance or uncertainty) towards presenting TASK to elementary school students.

Have you used your TASK training upon returning to your school and community?

YES _____ NO _____

If YES, go to Question #

If no, what are the factors that prevented you from making TASK related presentations? After answering, Please proceed to Question #

TASK Training Activities

Please place a check mark next to the appropriate category of uses made of the TASK training you received. Check all categories that apply.

- | | |
|---|--|
| a. _____ Elementary School presentations (grades K-5) | e. _____ TASK training of fellow FFA members |
| b. _____ Middle school presentations (grades 6-8) | f. _____ County Fairs |
| c. _____ High School presentations (grades 9 - 12) | g. _____ State Fairs |
| d. _____ Safety Day camps | h. _____ Safety and Health Fairs |
| i. _____ Other (please specify) | |

Please provide us with any additional comments.

Personal Behaviors: Please mark the place on the scale that best indicates how often you perform each of the stated behaviors. If the question asks about a behavior you have never performed, check the Not Applicable category.

How often do you grant permission to persons that request to be extra riders when you are operating agricultural machinery?

Always _____ Never _____ Not Applicable _____

How often do you use opportunities to be an extra rider on agricultural machinery being operated by someone else?

Always _____ Never _____ Not Applicable _____

How often do you wear a seat belt every time you are the driver of a car or truck?

Always _____ Never _____ Not Applicable _____

How often do you wear a seat belt every time you are riding in a car or truck driven by someone else?

Always _____ Never _____ Not Applicable _____

How often do you wear a bicycle helmet every time you ride a bicycle?

Always _____ Never _____ Not applicable _____

How often do you wear an ATV helmet every time you ride an ATV?

Always _____ Never _____ Not Applicable _____

How often do you allow an extra rider on an ATV when you are the driver?

Always _____ Never _____ Not Applicable _____

How often do you use opportunities to be an extra rider on an ATV being operated by someone else?

Always _____ Never _____ Not Applicable _____

How often do you wear the personal protective equipment listed on chemical labels every time you are applying chemicals?

Always _____ Never _____ Not Applicable _____

How often do you wear proper clothing (long pants, hard shoes, and protective eyewear) every time you use a power walk-behind lawn mower?

Always _____ Never _____ Not Applicable _____

How often do you wear proper skin protection, at least SPF 15, every time you are in the sun for more than 10 minutes.

Always _____ Never _____ Not Applicable _____

Personal History: This information is for demographic (describing certain characteristics of the respondents) use only. Please print all responses and be as complete as possible. For any space that is not applicable please put NA.

Name _____ Age _____ Male ___ Female ___

Current Address _____

Current Telephone Number (____) _____

FFA Chapter you were a member of when you received your TASK training. _____

School you currently attend: _____ Year in School _____

Please list any current part-time occupations.

Thank you for taking the time to fill out this survey. Please return this survey to Dr. Chip Petrea in the self-addressed, stamped envelope provided. If you have misplaced the envelope, his address is: Dr. Chip Petrea, UI Extension, 1304 West Pennsylvania, Urbana, IL 61801. Don't forget to choose your Thank You gift on the Instruction page!!

May 1, 2001

TO: TASK Trainers 1997-2001
FROM: Elizabeth Burns, TASK Program Manager
RE: Annual TASK Trainer Surveys



TEACHING ABOUT SAFETY TO KIDS

Dear Trainers,

It's that time of year again and we're back with the surveys! This year we've placed these online at the TASK website. On this letter you will find your very own, personal user name and password. **SAVE THESE!!** You will need them to fill out the survey online.

To do the survey, go to www.iesstask.com and Enter the site. Once in, look at the header on the Welcome page. You should see a link called **TASK Survey**. Click on this and you will see

Please Enter Your Username and password.

Username:

Password:

Enter the codes assigned to you in this letter. You will then be asked if you are a Current or Former Trainer. **If you had TASK training prior to January 2001, then you are a Former. If you had your first training in January 2001, then you are a Current Trainer.**

Once these steps have been completed, then you will have access to the survey. Please take time to read the directions carefully and fill out the questions to the best of your ability.

If you would rather do the survey with pen and paper, please call me at 217-935-9107 and let me know. I'll mail a copy out to you.

ALL RESPONSES ARE KEPT STRICTLY CONFIDENTIAL.

On behalf of the University of Illinois and the TASK Program, thanks for helping us out on the TASK Evaluation Project. Your input is very valuable to the improvement of the overall program. Once I receive word of your completion of the survey, I'll contact you about a thank-you gift.

If you have any questions, or encounter problems with the survey online or otherwise, please contact me at any of the methods listed below. We will be finishing this survey work at the State FFA Convention in June if not before. Thanks again!

Yours for a Safer Community,

Elizabeth A. Burns, MS
TASK Program Manager
RR # 3 Box 221
Clinton, IL 61727

Ph. 217-935-9107

Cell Ph. 309-825-8460

around@davesworld.net

APPENDIX B



"The journey of a thousand miles begins with a single step."



**TASK
TRAIN-THE-TRAINER
STATE WORKSHOP**

JANUARY 29 AND 30 1999

**SANGAMON/MENARD
COOPERATIVE EXTENSION CENTER
SPRINGFIELD**



TASK is a program of Easter Seals Illinois.
Our mission is to promote
the health and safety of children and families everywhere,
with a primary focus on the prevention of disabilities.

Illinois COMMENTARY

Kids teach kids farm safety

Harvest time is just about upon us. This is one of those times Illinois farm families think about safety! At least we hope they do. A lot of activity will be occurring over the next several months, with a lot of people helping out. There will be jobs for children, and jobs that children will be asked to do, and the two are not always the same. Every farm family knows that farming is the most



Tom Berkshire

dangerous occupation in the country. Also, every member of the family must pitch in to make sure everything is done on time.

Each year, more than 23,000 farm children suffer serious injuries. Some of these young people are maimed for life and about 300 will lose their lives. Harvest is one of the riskiest

times for kids. Illinois Easter Seals asks that you think about age-appropriate work and make sure your expectations do not put your son or daughter at risk.

While this message may sound a little strange coming from Easter Seals, we work with many farmers and young people who have been hurt in accidents. We believe very strongly that disabilities to young people caused by farm accidents can and should be prevented. The Illinois Easter Seal Society has been developing a program that is attracting national attention. In 1992, we began a partnership with the Illinois FFA chapters to build a quality program for children. We then asked the Center for Rural Health and Social Policy at Southern Illinois University to bring the university

forces together to build a new concept in safety education. TASK (Teaching Agricultural Safety to Kids) was created, tested in the field using FFA chapters in various parts of the state, and now is becoming a strong part of community accident prevention programs.

The TASK program created a curriculum for high school students to learn to teach 10, 11 and 12-year-olds agricultural safety. We work very hard to give the high school student real-time experience in teaching. When they stand in front of 30 fifth graders talking about tractor rollovers or hog confinement buildings, we want them to get the safety message across loud and clear!

To date, more than 4,000 grade schoolers have been taught using this approach of kids teaching kids. The booklets used as baseline material are available on 12 agricultural production topics ranging from pesticide and chemical use to using heavy farm equipment. Using this material, the student should learn what to do when they are the first on the scene of an accident and how to be safe around animals, equipment and chemicals.

This is a unique approach to safety education and one which tries to be relevant to the grade schoolers' approach to learning. While you never heard it from me...some say that kids don't always listen to their parents. Even if they listen they might not always act on that advice. We believe the family message can be helped by listening to high school role models. Are they more likely to listen to the high school mentor? Our hope is that not only are they more attentive, but that the high school students appreciate the importance of better safety in their own agricultural practice.

The material is designed to grab the attention and not bore the young student. There are lots of hands-on things to do in the projects, and teaching-tricks to make the information take hold in the young person's mind.

The program called TASK is best taught as a community project or a project of schools and youth groups. Material is available through the public library system or it can be purchased from the Illinois Easter Seal Society.

No rural community wants to share in the tragedy of a young person being seriously hurt in a harvest accident or other farm mishap. We want them to share in the implementation of a really exciting prevention program designed just for kids.

For more information about the TASK program, you may phone 1-800-525-0067.

By Tom Berkshire, President and CEO of the Illinois Easter Seal Society since 1990. He previously served on Governor James R. Thompson's staff as a policy advisor in human services and rural economic development. He is a member of the board of directors of the Illinois Rural Partners and of the Illinois Rural Health Association.



**TASK Agenda
for
Friday**

12-1 pm Registration and Check-in at CES

1 pm Welcome and Introductions

1:15 pm Team Assignments

1:30 pm Session 1- Safety & Health Facts

Dr. Sam Steel, NSC/NECAS

ALL DELEGATES ATTEND



2:45 pm Break

3 pm Start Concurrent Sessions-

Session 2- Community Leadership

Dr. Chip Petrea, U of I

TEAMS 1-7 ATTEND THIS SESSION



Session 3- Teaching Safety to Kids

Chris Anderson & Judy Taylor, CES

TEAMS 8-14 ATTEND THIS SESSION



4:15 pm Break

4:30 pm Continue Concurrent Sessions-

TEAMS 1-7 attend Session 3

TEAMS 8-14 attend Session 2

5:45 pm Dinner, Mixer, and Door prizes

6:45 pm Interview Practice

8:00 pm Free Time/Pool/Movies

11:00 pm LIGHTS OUT !!





TASK Agenda for Saturday

7-7:45 am Breakfast and check-out at Drury Inn

7:45 am Depart Drury Inn for State Fairgrounds

8 am Questions and Answers

8:15 am Group Work- Interview Review

8:45 am Break

9 am Group Work- Evaluation Planning

9:30 am Break

9:45 am Session 4- Evaluation

Jill D. Jones, State Farm Insurance

ALL DELEGATES ATTEND

11 am Group Work- Fine-Tuning

11:45 Lunch Buffet- Recognition of Sponsors

12:30 pm Session 5- Resources

Jim Fleming, WAZ FARM Radio

ALL DELEGATES ATTEND

1:45 pm Group Work- Prep for Presentations

2 pm Group Presentations

3 pm Break and Prep for Group Presentations

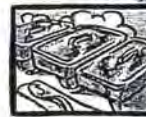
3:15 pm Group Presentations

4:15 pm Break

4:30 pm Wrap-up with Wes Henne, Safety and
Rescue Consultant

5 pm Certificates and Pictures

5:30 pm **HAVE A SAFE TRIP HOME !!**



SPEAKER BACKGROUNDS

Dr. Sam Steel...

is a former FFA Advisor and Agriculture Teacher from Maryland. He has been a county agent in Iowa, Maryland, and Pennsylvania, and is currently the Managing Director for the National Education Center for Agricultural Safety (NECAS) which is located in Peosta, Iowa. NECAS was formed as a result of a partnership between the National Safety Council and Northeast Iowa Community College and focuses on "hands-on" agricultural safety training. As Managing Director of NECAS, Dr. Steel directs program and fund-raising efforts at the Center. Dr. Steel received his B.S. degree from the University of Maryland, M.S. degree from Cornell University, and his Doctorate of Education from Penn State. He is a member of the National Institute for Farm Safety, American Society of Safety Engineers, National Safety Council's Agriculture Division, and the American Trauma Society. Dr. Steel can be reached at the National Education Center for Agricultural Safety (NECAS), 10250 Sundown Rd., Peosta, IA 52068. PH. 1-800-728-7367 ext. 372. Fax 319-556-5058.

Dr. Chip Petrea...

was raised on a dairy farm and eventually operated his own farm which featured a registered Jersey herd. Since 1992, Dr. Petrea has worked with disabled farmers and farm safety and health programs. He is an Extension Specialist in Agricultural Safety and Health with the University of Illinois Cooperative Extension Service. His degrees, which are all from the U of I at Urbana-Champaign, include a B.S. In Dairy Science, Master's and Ph.D in Agricultural Education. He is a member of the American Society of Safety Engineers American Society of Agricultural Engineers, Community Development Society, National Rural Health Association, Illinois Network for Agricultural Safety and Health, Illinois Rural Health Association, and the National Institute for Farm Safety. Dr. Petrea can be reached at the University of Illinois-Cooperative Extension Service, 1304 W. Pennsylvania, Urbana, IL 61801. PH.: 217-333-5035, FAX 217-244-0323, or e-mail R-PETREA@UIUC.EDU .

Mr. Chris Anderson...

is a Youth Development Educator for the University of Illinois Cooperative Extension Service, Sangamon-Menard Unit. Mr. Anderson works with the 4-H youth development program which strives to teach life skills to youth. He writes, implements, and teaches programs from adults and youth which address youth issues. He works with schools, agencies, and organizations targeting youth audiences and provides leadership for 4-H volunteers. Mr. Anderson has been employed with the CES for 9 years. He has served as a Peace Corps volunteer in Agricultural Extension in Haiti prior to joining CES. He received his Bachelor's degree in Agriculture and his Master's degree in Extension Education both from the University of Illinois at Urbana-Champaign. Mr. Anderson address is: Chris Anderson, Unit Educator, Youth Development, U of I CES- Sangamon/Menard Unit, P.O. Box 8467, Springfield, IL 62791. Phone: 217-782-4617. FAX: 217-524-6662. e-mail: Anderson@idea.ag.uiuc.edu.

SPEAKER BACKGROUNDS

Ms. Judy Taylor...

Ms. Taylor is and Extension Educator in Youth Development with the University of Illinois Cooperative Extension Service, Springfield Center. She provides programs for youth, volunteers, parents, and professionals who work with youth. Her philosophy of youth development can be summed up in the following: "rather than being a knowledge dispenser, I prefer to model, mentor, and organize experiences that help youth grow and develop." Ms. Taylor is a certified trainer in Matrixx System (a personality temperament analysis program) by the National Curriculum and Training Institute, Inc., and in the Say It Straight communications program by the Say It Straight Foundation. She has had extensive training in adolescent development and cooperative learning and has presented programs to 4-H volunteers and professional from nine different states. She also collaborates with youth serving organizations in career development, volunteer development and management systems, and developing leadership and life skills in youth. Ms. Taylor received her B.S. in Home Economics Education and her Master's in Youth Development Education from the University of Illinois at Urbana-Champaign. Ms. Taylor's address is: Judy Taylor, Extension Educator- Youth Development, Springfield Cooperative Extension Center, P.O. Box 8199, Springfield, IL 62791. Phone: 217-782-6515. FAX: 217-782-8886.

Mrs. Jill D. Jones...

is the Senior Loss Control Representative for Fire and General Underwriting at State Farm Insurance's Corporate Office. In addition to her present position, Mrs. Jones has also served as a Personal Loss Underwriter, Commercial Lines Underwriter, Field Underwriter, and Senior Loss Control Representative for State Farm. She received both her B.S. in Business Administration and her M.A. in Adult Education, Human Resources and Development from the University of Nebraska, and is currently working on her CPCU- Chartered Property and Casualty Underwriter license. Mrs. Jones can be reached at 1 State Farm Plaza, Bloomington, IL 61701-0001. PH. 309-766-9919. FAX 309-766-9173.

Mr. Jim Fleming...

is the Farm Services Director at WDZ/WSOY Radio in Decatur, IL. Born and raised in Arthur, IL, Mr. Fleming was very active in both 4-H and FFA. He received his American FFA Degree in 1985, served as the State FFA Alumni Vice President from 1985-86, directed FFA Foundation Collections for District IV from 1990-94, and is currently serving a second term on the Illinois Leadership Council for Agricultural Education. A member of the National Association of Farm Broadcasters, Mr. Fleming is currently serving as the State President for the Illinois Farm News Association. Mr. Fleming can be reached at WDZ/WSOY Radio, 337 N. Water St., Decatur, IL 62523. Ph. 217-428-1050. FAX 217-423-9764.

Mr. Wes Henne...

was raised on a farm in Northern Illinois and became involved in agricultural safety primarily as a result of personal experience and the fact that no one, at that time, was training youth and adults for farm rescue and safety. A man of many hats, Mr. Henne owned and operated an equipment dealership for 14 years prior to becoming a representative for the Mathews Company which manufactures Flail Farm Equipment and Grain Drying Systems, as well as being self-employed in a trailer business as a Farm Rescue and Safety Consultant. He received his Associate's degree in Agriculture from Joilet Junior College. and is a member of the Illinois Emergency Medical Technicians Association. Mr Henne can be reached at R.R. # 1 Box 50, Niantic, IL 62551. PH.: 217-668-7616 or FAX 217-668-2332.

TASK Topic Areas



Heavy Farm Equipment



Baby-sitting Safety



Mechanical Factors



Water Recreation Safety



Lawn Mower Safety



Fire and Burn Prevention



Human Factors



Bicycle Safety



Handling Emergencies



Firearm Safety



Hand and Power Tools



Pedestrian Safety



Safety Around Animals



Violence Prevention



Storage Facilities



Pickup Truck Safety



Rural Recreation



Chemical and Pesticide Safety



Alcohol Awareness



Personal Protective Equipment

And coming soon....
TASK Environment!!!



Your Guide to the Maze

some hints on preparing your presentation



Your Mission: To prepare a 10 minute safety presentation centered around the TASK Topic Area your group drew for earlier, using one of the two presentation styles you also drew.

Your Audience: Your fellow TASK Trainers.



Your Support Team: EVERYONE at the TASK training!! We are here to help you research, design, and implement your group presentation. Be sure to ASK QUESTIONS!! It's the only way to get ANSWERS!!



Your Tools: Take advantage of the very diverse safety materials which are on hand for you to use. Take some time during breaks and worktimes to look these items over. You will be surprised at what is available from MANY different organizations!!

KEY POINTS TO DO

Research your topic thoroughly

Decide on a goal

Write *complete* objectives

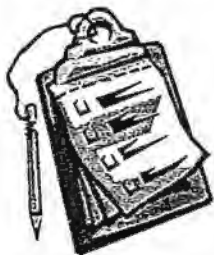
Outline your *complete* presentation

Develop audience participation activities

Use visual and verbal teaching aids

Strategize your evaluation-

Did they *get* your objectives?!!



“There are two ways of spreading light, to be the candle or the mirror that reflects it.”

Edith Wharton

Questions to Help Guide You Through the Maze Based on Your Topic

Safety and Health Facts

- 1. What are the mechanisms or factors that are involved in injuries to people?**
- 2. What statistics can you find to support these findings?**
- 3. What education, engineering, and/or enforcement techniques have been, or currently are being, used to make this topic safer?**
- 4. In your opinion, what actions need to be taken to make this topic safer for everyone?**

Community Leadership

- 1. What are the hazards most often associated with your topic area based on your interviews?**
- 2. What are the hazards most often associated with your topic area based on the available resources(Info Files, books, videos, etc.)?**
- 3. What do you feel is of utmost importance, and WHY??**
- 4. Who would be good resource people to use for further information on this topic?**

Questions to Help Guide You Through the Maze Based on Your Topic

Teaching Safety to Kids

Refer to your two Presentation Outline Sheets. Do # 1 first, and then #2 in that order.

Evaluation

- 1. What type of measurement do you plan to use to determine if the audience understood your three key points?**
- 2. What was your overall impression of your presentation (include both good and needs improvement points)?**

Resources

- 1. How would you promote this topic area in the media (include times of year, type of media to use, audience planned to reach, etc.)?**
- 2. What type of disabilities do you hope your presentation will prevent based on your research?**

Presentation Outline Worksheet # 1

These two worksheets are designed to help you organize your overall presentation. Be sure to use the Training Guides you were issued. Unit 3, Teaching Safety to Kids, will be especially useful for this exercise.

TURN IN ONE NEAT COPY OF THIS WORKSHEET WHEN YOUR GROUP DOES YOUR PRESENTATION.

Who will be your audience? (Remember, you can tailor your presentation to ANY age group, not just the age of the people in this audience)

Age Group:

Learning Characteristics:

Why are they at risk?

Time allotted for presentation: 10-12 minutes

Topic Area:

Title of Presentation:

OBJECTIVE (Refer to pages 14-19 in Unit 3 for help in writing this objective)

Complete Objective: After participating in this presentation, the student will be able to

Breakdown:

Audience: The student will be able to

Behavior:

Condition:

Degree:

Presentation Outline Worksheet # 2

HINT: Time each of the following segments so that you have an idea of how long each one will take.

TURN IN ONE NEAT COPY OF THIS WORKSHEET WHEN YOUR GROUP DOES YOUR PRESENTATION.

Introduction:

Be sure to state each team members' name, where they are from, the topic area you will be covering, age group the presentation is targeting, and what your objective is. **TELL THEM WHAT YOU ARE GOING TO TELL THEM!!**

Attention Getter (_____ minutes):

Skit (_____ minutes): TELL THEM!!!

Key Point #1:

Key Point #2:

Key Point #3:

Conclusion (_____ minutes): TELL THEM WHAT YOU TOLD THEM!!!

Methods and Materials

Use this section to plan out what teaching methods (lecture, Q & A, etc.) you will integrate and the materials you will use for the following points:

Attention getter:

Key point #1:

Key Point #2:

Key Point #3:

Conclusion:

TASK TRAIN-THE-TRAINER PRESENTATION RUBRIC

A rubric can be classified as a noun, a verb, or even an adjective. As a noun, a rubric is an explanatory or introductory commentary. In the verb form to means to adorn with red. And as an adjective, it means to inscribe with red. Perhaps you can see where this is going..

This sheet is NOT meant to be a grading sheet. Rather, use the feedback that you will receive from others at this training to help you improve your style and methods for future presentations, whether those presentations are for a TASK program or an English assignment. Be honest and supportive as you fill these out for others and expect the same in return. Remember, one of the most important goals of this training is to provide you with a set of tools that you can use to help build and strengthen programs in your home community.

" Experience has two things to teach: The first is that we must correct a great deal; the second that we must not correct too much."- Eugene Delacroix

Check the appropriate ranking for each category. If an area needs improvement, suggest ways in which that could be done. On the other hand, if you observed something that you feel was very beneficial to the program, be sure to mention that as well.

NOTE: Complete page 1 before the timing of the actual presentation begins. Fill out page 2 after the presentation is over.

1. Introductions:

- Complete- included names of all team members and where they are from.
- Partial- included some of the above information.
- None- did not introduce or identify team members

Comments:

2. Explanation of Topic Area(s):

- Complete- included name of area(s) and reasons for presentation
- Partial- included some of the above information
- None- did not identify topic area(s) or reasons for presentation

Comments:

3. Statement of the age group this presentation is geared for and reason(s) behind selection.

- Complete
- Partial
- None

Comments:

4. Statement of objective

- Complete- covers a,b,c, and d
- Partial- covers some of a,b,c,or d
- None- not mentioned

Comments:

STOP! Do page 2 after the presentation!!

TASK TRAIN-THE-TRAINER PRESENTATION RUBRIC

This section is to be completed AFTER the presentation is finished.

5. Were all team members equal participants in the presentation:

Yes Somewhat No

Comments:

6. Overall stage presence of all team members(voice, movement, dress, etc.):

Excellent Good Needs Improvement

Comments:

7. Use of teaching aids:

Excellent Good Needs Improvement

Comments:

8. Was the material and manner in which it was presented appropriate for the chosen audience?

Yes Somewhat No

Comments:

9. Level of interactiveness between the team and the audience:

High Average Low

Comments:

10. Were the objectives, as they were stated in the introduction, addressed in the presentation?

Yes Somewhat No

Comments:

11. Overall ranking of the presentation :

Excellent Good Needs Improvement

Comments:



Farm Safety

Cooperative State
Research, Education,
and Extension Service

Fact Sheet

Guide to Communicating Farm Safety for Editors, Illustrators, Cinematographers and Photographers

Agriculture is one of the most hazardous industries in the United States. It is crucial that those responsible for mass media messages contribute positively to farm safety.

Convey safe farm practices not just with words, but with visual accuracy. Visual errors can actually negate the verbal message. These errors can cause irate letters to editors, resulting in embarrassing apologies to the public and costly retractions. Even worse, they reinforce unsafe farming practices. One wrong picture can undo a thousand words! Articles and stories emphasizing actual experiences of how safe work habits have averted tragedy are tried-and-true attention-getters. But be careful what your pictures are portraying while the words are being read or spoken.

The following guidelines give editors, illustrators, cinematographers and photographers a list of positive safety steps to safeguard against communicating wrong farm safety messages. They are not meant to cover all the possibilities; therefore, "When in doubt, ASK!" farm safety experts, state Extension specialists, or county Extension educators.

Guidelines for "Safe" Safety Communication

DO....show tractors and other farm equipment being maintained and operated safely.

- Tractors should have rollover protection structures (ROPS).
- If slow moving farm equipment is shown being operated on a public road, be sure it has a properly mounted SMV emblem and front and rear lighting that is clean and in working order.
- The vehicle must be operated at a reasonable speed, by an adult wearing a seat belt.

DO NOT..... show individuals of any age riding in or on tractors, wagons or the backs of pickup trucks; stepping over a rotating shaft; leaning over a conveyer; hand-feeding materials into machines with moving parts or blades; climbing to heights without fall protection, stair or platform guarding; or using augers/ladders near power lines.

June 1996

The United States Department of Agriculture (USDA) prohibits discrimination in its programs on the basis of race, color, national origin, sex, religion, age, disability, political beliefs, and marital or familial status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (braille, large print, audiotape, etc.) should contact the USDA Office of Communications at (202) 720-2791.

To file a complaint, write the Secretary of Agriculture, U.S. Department of Agriculture, Washington, DC 20250 or call (202) 720-7327 (voice) or (202) 720-1127 (TDD). USDA is an equal employment opportunity employer.

DO....portray farm workers in proper clothing and personal protective equipment for the job.

- When showing farm workers with machinery, be sure they are not wearing items that could become entangled in moving machine parts; i.e., jewelry, drawstrings, bandannas or ties, or loose clothing.
- Farm workers using all-terrain vehicles should be depicted wearing helmets, goggles, pants, work boots, gloves and long sleeves.
- Workers handling hay, grain, or silage inside structures should be shown wearing dust masks.
- Show farm workers mixing or applying chemicals in proper clothing and personal protective equipment, according to whether the chemical is in concentrated or diluted form (see chemical label recommendations).

DO....show children playing in fenced areas and doing supervised, age-appropriate chores.

Children handling and feeding newborn or small animals is a sure way to catch the public's attention. But the children being photographed may catch the unwanted attention of adult animals who can be dangerously protective of their offspring.

DO NOT.... place children in a risky situation for the sake of your story. Always isolate the babies from the adult animals during filming, and never show children playing in grain piles, wagons or bins.

DO....project positive images, in words and pictures.

When writing about children, write of normal activities and chores appropriate to the age(s) of the children. Remember: unusual responsibility may be admirable in advanced youngsters, but consider what is unsafe for the average child.

DO NOT....show children under 14 driving any motorized farm vehicle, or riding, climbing, standing, or playing on farm machinery.

DO....cover positive stories on adult and youth groups involved in safety workshops and projects.

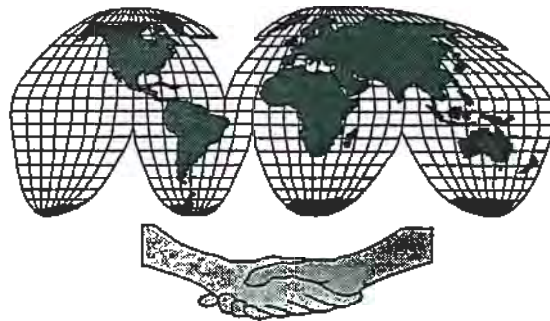
- Frame photos to exclude any potential safety hazard that is impossible to eliminate physically.
- Try to include visible safety measures around the farm within overall shots; i.e., smoke alarms and fire extinguisher mounted prominently in barns, sheds and other outbuildings.
- Photograph areas free of clutter; show clean, obviously well-maintained machinery and equipment. Dirt, clutter and rust could imply carelessness.
- Locate agricultural businesses in your community that have excellent safety records. Detail their safety programs and provide graphic illustrations of accident/cost reduction ratios.

Contrasting bad images that illustrate what not to do is, of course, an effective means of making a positive point. If you use this method, be sure the "wrong way" message is clearly and frequently stated, followed immediately with a strong verbal or visual image of the right way.

Mention or display of a trademark, proprietary product, or firm in text or figures does not constitute an endorsement by the U.S. Department of Agriculture and does not imply approval to the exclusion of other products or firms.

A Very Special Opportunity for Students Participating in Partners for a Safer Community

**TAKE YOUR PARTNERS TRAINING A STEP FURTHER BY ATTENDING A
TASK TRAIN-THE-TRAINER WORKSHOP AND BECOME QUALIFIED FOR
AN INVITATION ONLY WORKSHOP AT THE
NATIONAL EDUCATION CENTER FOR AGRICULTURAL SAFETY.**



Teaching Agricultural Safety to Kids (TASK) has been providing high school students with Train-The-Trainer Workshops throughout Illinois since 1993. These workshops are built around the TASK Train-The-Trainer Curriculum Model which has been adapted for use by Missouri TASK, British Columbia's Farm and Ranch Safety and Health Association (FARSHA), and Partners for a Safer Community. Students who attend these workshops become certified TASK Trainers and are eligible to attend a National TASK Training at the National Education Center for Agricultural Safety (NECAS) in Peosta, Iowa.

NECAS is a joint venture between the National Safety Council and Northeast Iowa Community College. The mission of NECAS is to reduce the excessive level of preventable accidents, injuries, and fatalities among farmers, ranchers, family members, and other agricultural workers. This will be done through the use of intensive hands-on training and education initiatives, including strategies aimed at accident prevention. On-site facilities will include an all-weather training building, a confined spaces site with silos, a livestock confinement building with underground manure storage, an agricultural chemical spill and leak containment site, a tractor stability area, and a gravity flow entrapment and farmstead electricity training site. An International Workshop for youth is currently in the planning phase.

NECAS and TASK want to extend to students in other states and provinces the opportunity to become certified TASK Trainers and take part in National Trainings. For more information on TASK Train-The-Trainer Workshops and how to bring one to your area, contact TASK at 1-800-323-8275, or use the address information provided in the Partners materials. *Taking You Further- Taking You to TASK!!*

1999

**TASK TRAIN-THE-TRAINER
WORKSHOP SPONSORS**



**Springfield, Illinois
January 29 & 30**

GKN Walterschied Inc.
Joel Martin, President
16W030-83rd St.
Burr Ridge, IL 60521
630-887-7022

SMV Technologies
Betty Thorp, President
2431 Destiny Way
New Port Richey, FL 34656
813-372-1512

Turasky's Custom Catering
Tony Turasky
P.O. Box 57
Springfield, IL 62705
217-546-7565

Illinois Safe Kids Coalition
Darryl Patterson
Illinois Dept. of Public Health
535 W. Jefferson, Floor 2
Springfield, IL 62761
217-524-2446

Rural Health Partnership
H. Dayle Eldredge, Director
315 8th St.
Lincoln, IL 62656
217-732-2161 ext. 409

Prairie Farms Dairy
Randy Harrell
1629 S. 9th St.
Springfield, IL 62703
217-544-5771

Easter Seals Illinois
Tom Berkshire, President
2715 S. 4th St.
Springfield, IL 62703
217-525-0398

State Farm Insurance
Jill D. Jones
One State Farm Plaza, D-1
Bloomington, IL 61710
309-766-9919

PepsiCo
Chris Davis
1937 Cook St. Rd.
Springfield, IL 62703
217-522-8841

Illinois Farm Bureau
David Patton
1701 Towanda Ave.
Bloomington, IL 61701
309-557-2537

Illinois State Police
Sgt. Brian Benoit
District 21
P.O. Box 147
Askum, IL 60911
815-698-2415

Sam's Club
Liz Clayton
2300 White Oaks Dr.
Springfield, IL 62704
217-787-4126

Country Companies
Jim Williams
1701 Towanda Ave.
Bloomington, IL 61701
309-821-2222

Sangamon/Menard CES
Chris Anderson
P.O. Box 8467
Springfield, IL 62791
217-782-4617

Papa John's Pizza
Chris Matea
121 N. Grand Ave.
Springfield, IL 62703
217-744-7272

Drury Inn & Suites
Robin Albright, Sales Manager
3180 E. Dirksen Parkway
Springfield, IL 62703
217-529-3900

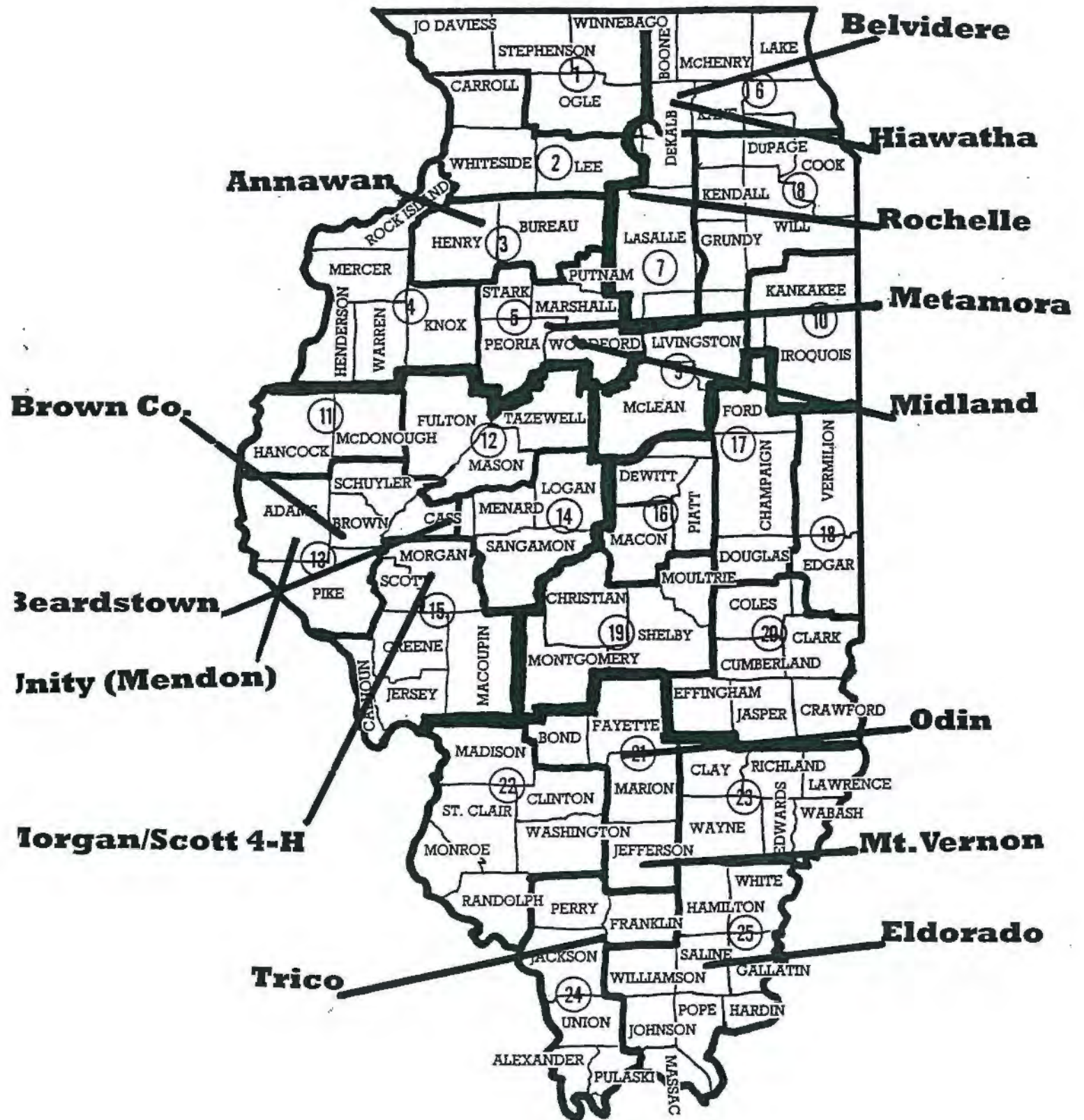
Deere & Company
Gary Mills
Product Safety Manager
One John Deere Plaza
Moline, IL 61265
309-765-5954

Schnuck's Supermarket
Steve Stroup
2801 Chatham Rd.
Springfield, IL 62701

Jubelt's Bakery
210 S. 6th St.
Springfield, IL 62701

Dr. Robert Aherin, U of I
1304 W. Pennsylvania Ave.
Urbana, IL 61801

1999 TASK Train-The Trainer Participants



Suggested Revision of TASK Training Agenda

Rationale: Provide for more active engagement, allows more directed practice of that covered in sessions. Training better simulates actual progression of activities that recommend when return to school site.

Opening Session

Sam Steele - Use Safety and Health Facts as basis for opening comments with updated statistics/Information.

2nd and 3rd Session: Concurrent

a) Teaching Safety to Kids/Methods

B) Community Leadership/Need for/Use of interview information - How fits in overall scheme.

4th Session - Last Session on Friday - Instructors Participate

Small Groups: Groups as assigned would interview students from another group. Use adapted (shortened) interview instrument to obtain data to use in program planning.

5th Session - First Session on Sat. - Instructors Participate

Small Groups: Begin planning presentation using data from interviews, and materials available.

6th Session

Small groups have ½ hour to brainstorm on what evaluation could take place for presentation planned. Base on how have been evaluated in classes.

7th Session

Large group - Directed discussion - Each small group has 5 minutes to state their presentation topic and how think could evaluate it. Write on board/paper to discuss if practical once all have presented.

8th Session

Large group - Present information on Publicity-Marketing - What can do/How fits in when return home.

9th Session

Final preparation for presentation

Last Session

Group Presentations



**2000 TASK TRAIN-THE-TRAINER
SAFETY EDUCATION WORKSHOP
PRE-REGISTRATION FORM**



The 2000 Illinois TASK Workshop will be held January 28 and 29 in Mt. Vernon, IL. We anticipate a full house this year. High school student registration will be limited to 60 students, and adult/EMT registration will be limited to 20.

First Come, First Served. Registration closes Jan. 15th, 2000.

PLEASE READ THIS FORM CAREFULLY BEFORE MAILING!!

VITAL STATISTICS

When: Friday, Jan. 28th beginning with check-in at the Mt. Vernon High School Ag room. Friday's session run from noon until about 8:30 pm. Saturday runs from 8 am to about 4:30 pm.

Where: All sessions will be held at Mt. Vernon High School.

Cost: Registration (includes all meals, materials, and lodging) is \$100. Adults who wish to help chaperone are eligible for a \$35 discount and free lodging. EMT's can receive up to 12 CEU's which are applicable to all four levels of EMT certification.

Note: There is a \$5 nonrefundable pre-fee which **MUST** be paid to secure your spot at the raining. This will be applied toward your final registration costs. All fees must be paid in full within 30 days following the Training. For more than 5 registrants, please make a copy of this page. Substitutions prior to training will be accepted. Final registration forms will be sent to you upon receipt of this form. **THANKS!!**

Chapter/Organization _____

Name(s) _____ **Age** _____ **\$5.00 pre-fee** _____ **Chaperone Y/N** _____

Return to TASK, c/o Easter Seals Illinois, 2715 S. 4th St., Springfield, IL 62703.
 Questions? Call 1-800-323-8275, Fax 217-525-0442, or e-mail around@davesworld.net.

December 13,1999

To: All Speakers and Presenters at the January 2000 TASK Train-The-Trainer State Workshop
From: Elizabeth Burns, TASK Program Director
RE: Call for Information!!

Only a few weeks left before the State TASK workshop in Mt. Vernon on January 28 and 29. I know your schedules are probably very busy right now, but please take a couple of minutes to fill out the information sheets enclosed in this packet. I have included copies of your past outlines and biographies (if applicable). If you need to amend something, just send me the revised copy. Otherwise, please fill out a new form.


We anticipate at least 40 students and 10 adult registrants, but this could go as high as a combined total of 100 participants, so please plan your handout counts accordingly.

I have included a tentative agenda, student presentation guidelines, and the evaluation rubric the students will be using for the group presentations on Saturday. Please take some time to review these materials and leave at least 10 minutes at the end of your session to check with the delegates to see how far they have gotten with their session questions. You may even want to incorporate some work on these questions into your presentation.

Also, review all of the TASK Train-The-Trainer manuals to refresh your memory as to what topics will (or should) be covered during the sessions. As in the past, we encourage you to use the manuals as a guide only, and to use any and all other materials you have which you feel will help these students develop effective safety programs for their home communities.

I have also included notes on some of the things that we have found in the course of the NIOSH evaluation that the students have been struggling to master in their classroom presentations. Please keep these items in mind when preparing your session outline, and call me for clarification on any of these points.

As always, we will provide lodging (this information will be sent after the first of the year) and meals at the workshop, and pay for any other expenses which you may incur in getting ready for and attending this workshop. If you need to submit a voucher sooner, let me know and I'll reimburse you. If there is anything else I can do, please do not hesitate to call or e-mail (around@davesworld.net). Thank you so much for your generous input and I look forward to seeing you soon.

Yours for a Safer Community,

Elizabeth A. Burns, MS
TASK Program Director

BRIEF OUTLINE OF WORKSHOP PRESENTATION

Please list, in outline form, what you plan to cover during your session. Include a list of materials needed such as VCR, slide projector, overhead, or computer projector. If there will be hands-on activities, please note these and how they will be done. Be sure to devote some of your presentation time to working with the delegates on their Session Questions.

SPEAKER INFORMATION FOR PROGRAM

Name: Dr./Mr./Ms./Mrs. _____

Title: _____

Company/Organization: _____

Address: _____

street or rural route

city

state

zip

Phone: (____) _____

FAX: (____) _____

e-Mail: (____) _____

Other(i.e.. website location): _____

Professional Training/Education:

Professional Affiliations/Memberships:

Biographical Sketch:

REIMBURSEMENT FORM
TASK TRAIN-THE-TRAINER WORKSHOPS

Name: _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **FAX:** _____

Lodging: _____

Mileage: _____

Meals: _____

Speaker Fee: _____

Materials: _____

Miscellaneous (please specify): _____

TASK T3 Working Outline for 2000

Friday, Jan. 28th

- 12-1 pm Registration and check-in at Mt. Vernon High School Ag Department
- 1 pm Welcome and Introductions
- a. Staff and Speakers
 - b. Host school staff
 - c. Why we are here
- 1:15 pm Team Assignments (room must be set up in islands for this session)
- a. Explain the teamwork concept for the training
 - b. Announce teams. Have them line up around perimeter of the room.
 - c. Assign adult and past T3 students to teams for mentoring duties.
 - d. Hold drawings for team topic and presentation choices.
 - e. Send teams back to the islands.

Teams need to answer the questions listed in the program in relation to their topic area. The questions and answers should be written out in large block letters on flip chart paper and hung on the wall of the main meeting room following each session. Each speaker should allow time for or build these questions into his/her/their presentation.

- 1:45 pm Session 1- Safety and Health Facts
possible speakers: Dan Hinshaw, State Farm Insurance

Questions to Answer:

- 1. What are contributing factors that lead to injuries in your topic area? List specific factors such as fatigue or poor engineering design. Be able to defend your choices.**
- 2. What statistics can you find to support these findings? Be sure to list each reference. For example: in the year 2000 4 out of 5 drivers reported fatigue as a contributing factor in single car crashes (National Safety Council, Injury Facts, 2001).**
- 3. What education, engineering, and/or enforcement techniques have been, or are currently being used, to make this topic safer?**
- 4. In your opinion, what actions need to be taken to make this topic safer for everyone?**

TASK T3 Working Outline for 2000

2:45 pm Break

3 pm Start Concurrent Sessions

* this allows for the large group of up to 90 people to be broken down into more manageable groups

Session 2- Community Leadership

Dr. Chip Petrea, U of I Extension

Questions to Answer: (these would not be posted on the wall until Saturday morning following the Friday evening interview sessions)

- 1. What are the hazards most often associated with your topic area based on your interviews?**
- 2. What are the hazards most often associated with your topic area based on the available resources here at the training (Info Files, books, videos, etc.)?**
- 3. What do you feel is of utmost importance in addressing in order to begin to change the way people react to these hazards?**
- 4. Who would be good resource people to use for further information on this topic?**

Session 3- Teaching Safety to Kids

possible speakers (needs a team approach)

Bill Million, Effingham CES

Christine Hill, Carbondale CES

Questions to Answer:

Need to fill out the Presentation Outline worksheets 1 and 2.

Flip Chart page should have:

- a. Presentation Title (Topic)**
- b. Age Group presenting to**
- c. Their learning characteristics**
- d. Why they are at risk**
- e. Objective**
- f. Three key points to be made during presentation**

4:15 pm Break

- 4:30 pm Continue Concurrent Sessions- 2 & 3
Teams switch and attend the other session.
- 5:45 pm Dinner and Panel Discussion by past T3 students- Q & A
- 6:30 pm Prepare for Interview Practical
 - a. Introduce the guests (20-30 community members)
 - b. Explain the procedure (each team of 4 will break into two sub-teams. Each sub-team will interview two people chosen at random from the guests. Team member #1 will interview and Team member #2 will observe. Following the first interview (anticipate this taking about 10-15 minutes), they will switch roles and interview the second person. Using this technique, each team will be able to interview 4 different community members.
 - c. Make the random assignments.
- 6:45 pm Interviews
- 7:30 pm Interviews end. Teams re-group and compare notes.
- 7:45 pm All teams are together in a de-brief session led by Chip.
- 8:15 pm End of work sessions. Movies on campus? Free time activities.
- 11:00 pm Lights Out!!

TASK T3 Working Outline for 2000

Saturday, Jan. 29th

- 7-7:45 am Breakfast and Check-out at motel
- 7:45 am Depart motel for Mt. Vernon High School
- 8:00 am Q & A on yesterday's activities
- 8:15 am Group Work on project
- 9:15 am Break

TASK T3 Working Outline for 2000

Saturday, Jan. 29th

9:30 am Group Work- Designing a Year 'Round Safety Program
Led by past TASK trained students and their advisors

Using the topics which have been randomly drawn for this workshop, have the group as a whole:

- a. assume they have a strong, active, diverse safety committee in their home community.
- b. develop a calendar of events which will integrate safety into community activities throughout the year (Jan. - Dec.).
- c. identify different strategies which will help promote a wide-range of promotions, interventions, etc.
- d. identify community members who would be resources for specific promotions.

10:00 am Break

10:15 am

Session 4- Evaluation

Elizabeth Burns, TASK

- a. give a brief overview of what evaluation is.
- b. use the calendar just developed by the group and identify where different evaluation methods could be used.
- c. why people don't evaluate
- d. the benefits of evaluation
- e. how would you evaluate your presentation

moved to 11:30

~~10:45 am~~ Break

11:15

11:00 am

Session 5- Resources

possible speakers

Jim Fleming, Farm Director, Wdz Radio

Questions to Answer:

1. How would you promote this topic area in the media (include times of the year, type(s) of media to use, audience plan to reach, etc.)?
2. What types of disabilities do you hope your presentation will prevent based on your research?

TASK T3 Working Outline for 2000

Saturday, Jan. 29th

- 12:00 pm Working Lunch
- 1:00 pm Divide into two groups for presentations. Half will present in one room, half in another. All will be taped.
- 1:15 pm Group prep for presentations.
- 1:30 pm Group Presentations.
- 2:45 pm Break
- 3:00 pm Wrap-up with FarMedic program. Main meeting room. All delegates.
- 3:45 pm Certificates and pictures.
- 4:15 pm Have a Safe Trip Home!!



Teaching Agricultural Safety to Kids

INTRODUCTION

An estimated 27,000 young adults (19 years and under) are injured annually on U.S. farms, according to the Centers for Disease Control. Each year, many children are fatally injured. Many incidents involve farm youth who are "extra riders" or victims of tractor overturns.

As a local FFA member, you have the opportunity to change these statistics by taking part in TASK (Teaching Agricultural Safety to Kids). Today, you will take on the role of a teacher and present the following injury-prevention program.

HOW TO USE THE MODULE

This unit is intended to be used as a study guide for trainers of TASK. Trainers are encouraged to first research the topic and read the 50 minute presentation script provided. Next, trainers should develop a set of objectives and lesson plan aimed at the specific audience to be instructed.

You may be the first people who have ever really talked to the students about this topic. The impression you will make will be an important one. This guide will help you prepare for your presentation. The following elements are provided to help you easily present the material:

Many trainers do not take the time to do the

prep activities. This leads to an over reliance on the manual or overall poor prep for the classroom. 2

- ▲ Approximate cumulative time for lessons.
- ▲ Space for your own notes.
- ▲ Teaching Notes that are highlighted in bold and offer helpful suggestions and anticipated student responses.
- ▲ Highlighted questions that signal when to ask students questions and generate discussion.

PROGRAM MATERIALS

This module is divided into the following four sections:

- ▲ **Lesson Preparation**
What you need to do prior to teaching this module.
- ▲ **Presentation Script**
Content material that you can follow as you teach.
- ▲ **Visual Aids**
Master copies of the over head transparencies.
- ▲ **Classroom & Family Handouts**
Master copies of small group activities, quiz and take-home material.

LESSON PREPARATION

Materials Needed

- ___ Chemicals, Pesticides, and Cleaners Teaching Packet
- ___ Overhead Projector
- ___ Personal Protective Equipment (optional)

Copies Needed for this Unit

Make one copy of each per student:

- ___ Group Activity
- ___ Student Quiz
- ___ Chemicals and Pesticides Student Take-Home Packets

Check List

One Week Before You Teach

- ___ Review and study unit. (2 hrs.)
- ___ Assemble hands-on activity materials and visual aids. (1/2 hour)
- ___ Make copies of student packets, activities, and handouts. (1/2 hour)

Many students severely underestimated the amount of time needed to prepare a good lesson. Lessons which are too short, inadequate numbers of handouts, and confusion as to who will be presenting are some of the field findings.

- ___ Verify presentation time, date, and materials with advisor. (10 min.)
- ___ Verify availability of overhead projector. (5 min.)
- Practice the entire lesson with other FFA members as students. (1 hour)
- ___ Find the number for the poison control center in your area.

→ This is routinely not done.

The Day You Teach the Lesson

- ___ Arrive at least 10 to 15 minutes early.
- ___ Organize presentation materials in the order to be used.
- ___ Check the overhead projector.
- ___ Familiarize yourself with the room, location of light switches, projection screen, chalk board, etc.

Student trainers need practice with how to properly use visual aids. Too often there is a chalkboard or overhead projector in the classroom, but it is not used and the students fall back on straight lecture.

UNIT GOAL

For students to learn about chemicals, cleaners, and pesticides in the home or yard and on the farm or ranch. To discuss ways to avoid illness or injury from marked or unmarked containers. To learn how to respond in the case of a chemical-related emergency.

LEARNING OBJECTIVES

Given a presentation and performance activity, the student will be able to:

- ▲ Define chemical, pesticide, and cleaner.
- ▲ Name four ways exposure to chemicals can occur.
- ▲ Describe how to avoid injury from chemicals.
- ▲ Discuss appropriate responses in the case of a chemical related accident.

TEACHER OUTLINE

- I. Introduction/Student Involvement
 1. Introduce yourself
 2. Chemicals at home
 3. Useful, but potentially dangerous
 4. State the objective
- II. Teaching Session
 1. Define chemical
 2. Define pesticide
 3. Uses of pesticides
 4. Adults trained to use some pesticides
 5. Define cleaner
 6. Sample chemical label
 7. Caution, Warning, Danger
 8. How exposure to chemicals occurs
 9. What is chemical poisoning?

10. Avoiding exposure to chemicals
11. Chemical related emergency

III. Group Activity ~~✱ ✱~~

1. "How to respond to hazards."

IV. Summary Of What Was Learned

1. Chemicals should be used by adults
2. Never touch an unmarked container
3. Never drink out of an unmarked container
4. Tell an adult if container needs to be put away.
5. The three signal words
6. Exposure to chemicals
7. Poison emergencies

V. Student Quiz

1. Five-question Chemical/Pesticide quiz

VI. Wrap Up

1. Give the correct answers
2. Hand out the take-home packet
3. Safety message

Reminder: Be sure to emphasize the importance and purpose of the Take-Home Family Activities. See Wrap Up Section.

*** Group Activities are rarely used by the student presenters. Some reasons for this are: (A) Time constraints; (B) Lack of practice; (C) don't see the value of using them. As a result, the presenters revert to the lecture style of teaching.*

Generally, there is a lack of any type of evaluation. Most students do not see the value of evaluation and how it can be used to promote and improve their programs.

FOLLOW-UP & EVALUATION

After the Session

After you passout the handouts at the end of this module, be sure to do the following:

1. Thank the teacher or the group leader for inviting you.
2. Conduct an evaluation of the session.
3. Before you forget, make notes on what went well and what improvements you would like to make for your next presentation.
4. Think about ways to adapt this unit for presentations to other groups.

Why Evaluate?

TASK instructors are encouraged to evaluate each safety training session. Here's why:

- ▲ To learn if your students understood the lesson.
- ▲ To improve your personal presentation style.
- ▲ To provide feedback to the TASK office on the effectiveness of the materials.

Evaluation Methods

- ▲ Tabulate the results of the "Quick Quiz." If several students missed a particular question, more time should be devoted to the concept the next time around.
- ▲ Talk to the classroom teacher or group leader. Ask for ideas on ways to improve the presentation and the materials.
- ▲ Have a member of your local safety committee observe your presentation. Have him/her pay particular attention to your audience's interest and level of participation. Afterwards, meet to discuss what was observed.

Community Evaluation

TASK strongly encourages rural communities to monitor local childhood injuries and assess the effectiveness of safety materials offered to children. An excellent resource on the evaluation of community youth safety programs is called Evaluation Guidebook. It is available for a small charge from the Children's Safety Network Rural Injury Prevention Resource Center, National Farm Medicine Center, 1000 North Oak Avenue, Marshfield, Wisconsin 54449-5790. Their phone number is (712) 389-4999.

By incorporating a bit of each of the five training manuals into your session will further help the students begin to realize the inter-connectiveness of these ideas and strategies.

TASK Topic Areas



Heavy Farm Equipment



Baby-sitting Safety



Mechanical Factors



Water Recreation Safety



Lawn Mower Safety



Fire and Burn Prevention



Human Factors



Bicycle Safety



Handling Emergencies



Firearm Safety



Hand and Power Tools



Pedestrian Safety



Safety Around Animals



Violence Prevention



Storage Facilities



Pickup Truck Safety



Rural Recreation



Alcohol Awareness

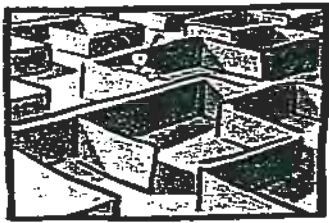


Chemical and Pesticide Safety



Personal Protective Equipment

And coming soon....
TASK Environment!!!



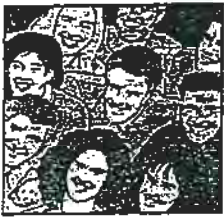
Your Guide to the Maze

some hints on preparing your presentation



Your Mission: To prepare a 10 minute safety presentation centered around the TASK Topic Area your group drew for earlier, using one of the two presentation styles you also drew.

Your Audience: Your fellow TASK Trainers.



Your Support Team: EVERYONE at the TASK training!! We are here to help you research, design, and implement your group presentation. Be sure to ASK QUESTIONS!! It's the only way to get ANSWERS!!



Your Tools: Take advantage of the very diverse safety materials which are on hand for you to use. Take some time during breaks and worktimes to look these items over. You will be surprised at what is available from MANY different organizations!!

KEY POINTS TO DO

Research your topic thoroughly

Decide on a goal

Write *complete* objectives

Outline your *complete* presentation

Develop audience participation activities

Use visual and verbal teaching aids

Strategize your evaluation-

Did they *get* your objectives?!!



“There are two ways of spreading light, to be the candle or the mirror that reflects it.”

Edith Wharton

Presentation Outline Worksheet # 1

These two worksheets are designed to help you organize your overall presentation. Be sure to use the Training Guides you were issued. Unit 3, Teaching Safety to Kids, will be especially useful for this exercise.

TURN IN ONE NEAT COPY OF THIS WORKSHEET WHEN YOUR GROUP DOES YOUR PRESENTATION.

Who will be your audience? (Remember, you can tailor your presentation to ANY age group, not just the age of the people in this audience)

Age Group:

Learning Characteristics:

Why are they at risk?

Time allotted for presentation: 10-12 minutes

Topic Area:

Title of Presentation:

OBJECTIVE (Refer to pages 14-19 in Unit 3 for help in writing this objective)

Complete Objective: After participating in this presentation, the student will be able to

Breakdown:

Audience: The student will be able to

Behavior:

Condition:

Degree:

Presentation Outline Worksheet # 2

HINT: Time each of the following segments so that you have an idea of how long each one will take.

TURN IN ONE NEAT COPY OF THIS WORKSHEET WHEN YOUR GROUP DOES YOUR PRESENTATION.

Introduction:

Be sure to state each team members' name, where they are from, the topic area you will be covering, age group the presentation is targeting, and what your objective is. **TELL THEM WHAT YOU ARE GOING TO TELL THEM!!**

Attention Getter (_____ minutes):

Skit (_____ minutes): **TELL THEM!!!**

Key Point #1:

Key Point #2:

Key Point #3:

Conclusion (_____ minutes): **TELL THEM WHAT YOU TOLD THEM!!!**

Methods and Materials

Use this section to plan out what teaching methods (lecture, Q & A, etc.) you will integrate and the materials you will use for the following points:

Attention getter:

Key point #1:

Key Point #2:

Key Point #3:

Conclusion:

TASK TRAIN-THE-TRAINER PRESENTATION RUBRIC

A rubric can be classified as a noun, a verb, or even an adjective. As a noun, a rubric is an explanatory or introductory commentary. In the verb form to means to adorn with red. And as an adjective, it means to inscribe with red. Perhaps you can see where this is going...

This sheet is NOT meant to be a grading sheet. Rather, use the feedback that you will receive from others at this training to help you improve your style and methods for future presentations, whether those presentations are for a TASK program or an English assignment. Be honest and supportive as you fill these out for others and expect the same in return. Remember, one of the most important goals of this training is to provide you with a set of tools that you can use to help build and strengthen programs in your home community.

" Experience has two things to teach: The first is that we must correct a great deal; the second that we must not correct too much." - Eugene Delacroix

Check the appropriate ranking for each category. If an area needs improvement, suggest ways in which that could be done. On the other hand, if you observed something that you feel was very beneficial to the program, be sure to mention that as well.

NOTE: Complete page 1 before the timing of the actual presentation begins. Fill out page 2 after the presentation is over.

1. Introductions:

___ Complete- included names of all team members and where they are from.

___ Partial- included some of the above information.

___ None- did not introduce or identify team members

Comments:

2. Explanation of Topic Area(s):

___ Complete- included name of area(s) and reasons for presentation

___ Partial- included some of the above information

___ None- did not identify topic area(s) or reasons for presentation

Comments:

3. Statement of the age group this presentation is geared for and reason(s) behind selection.

___ Complete

___ Partial

___ None

Comments:

4. Statement of objective

___ Complete- covers a,b,c, and d

___ Partial- covers some of a,b,c,or d

___ None- not mentioned

Comments:

STOP! Do page 2 after the presentation!!

TASK TRAIN-THE-TRAINER PRESENTATION RUBRIC

This section is to be completed AFTER the presentation is finished.

5. Were all team members equal participants in the presentation:

Yes Somewhat No

Comments:

6. Overall stage presence of all team members(voice, movement, dress, etc.):

Excellent Good Needs Improvement

Comments:

7. Use of teaching aids:

Excellent Good Needs Improvement

Comments:

8. Was the material and manner in which it was presented appropriate for the chosen audience?

Yes Somewhat No

Comments:

9. Level of interactiveness between the team and the audience:

High Average Low

Comments:

10. Were the objectives, as they were stated in the introduction, addressed in the presentation?

Yes Somewhat No

Comments:

11. Overall ranking of the presentation :

Excellent Good Needs Improvement

Comments:

REMINDERS AS YOU REVIEW

Keep these things in mind as you review the tape, lesson plans, and rubrics:

1. When you evaluate someone else, at what point do comments have a negative impact instead of a positive influence?
2. What would you do to “fill in the blanks” on the lesson plans?
3. Why would the rubrics reflect a different “opinion” than yours in regards to the presentation?
4. How could these lesson plans be used in your community?

Remember, doing presentations of any kind require the type of work we did over those two L O N G days. The more you research, write, practice, review, and evaluate yourself and others, the easier these things will get. Always strive for just a little more than what you think you are capable of mainly because you are worth it!

Training Interview Questionnaire

Introduction: We have asked you to participate in this interview because of your knowledge and concern for agricultural and rural safety and health. Our chapter wants to know what concerns you might have about a specific agricultural and rural safety and health topic. Of course, there are no right or wrong answers to these questions, and your views will be kept strictly confidential. Your name will not be associated with your responses. You are free to stop at any time, if so desired. I will record your answers on this form. Our chapter will be happy to send you a summary of all the responses if you are interested. Do you have any questions?

The first question we would like to ask you is:

(Question developed by group)

The second question we would like to ask you is:

(Question developed by group)

The third question we would like to ask you is:

(Question developed by group)

Thank You for Your Time. After all interviews are completed we will review the information and make a decision on how to incorporate these answers into the presentation we will make at the end of the training.

TASK TRAINING

26 January 2001

Springfield, IL

As previous observations of TASK Training Sessions, all sessions were well-organized and well-presented. Session presenters used the modules effectively, connecting each session to "Teaching Agricultural Safety to Kids". Student participants were required to use the modules. Hopefully the student participants learned the structure and utility of the modules and will be better equipped to use them when they teach in the elementary programs.

An interesting addition to this Training Session was the inclusion and participation of past student trainees, alumni of the TASK training Sessions. These students definitely added realism to the training sessions. They introduced speakers, talked with new participants during breaks, and worked with training teams. This was a wonderful idea.

Other recommendations include:

- bring closure to each session by having student teams take summarized information for the session and apply it to planning a session for elementary students.
- have chapter agriculture teachers work with their student groups during the sessions. More active participation by the agriculture teacher would be an advantage.
- use agriculture teachers as invited session presenters. This may improve visibility and grow participation.

Session organizer is doing an excellent job, maintaining the quality of presenters and increasing the instructional materials available to the student participants.

APPENDIX C

TASK TRAINER OBSERVATION CHECKLIST

Part I: Instructional Methods: Circle the number that matches your level of agreement with the statement. Six (6), strongly agree; one(1), strongly disagree.

Command of subject matter:

Trainer has knowledge of the content to be taught. 1 2 3 4 5 6

Planning:

Trainer provides structure. 1 2 3 4 5 6

Instruction proceeds logically and stepwise. 1 2 3 4 5 6

Students are aware of instructional plan and objectives. 1 2 3 4 5 6

Presentation:

Trainer is clear and enthusiastic. 1 2 3 4 5 6

Trainer provides many examples and explanations. 1 2 3 4 5 6

Trainer asks questions, provides feedback ,
and corrects misunderstandings. 1 2 3 4 5 6

Instruction is congruent with planned objectives. 1 2 3 4 5 6

Content and presentation are appropriate to audience. 1 2 3 4 5 6

Appropriate use of visuals/instructional props. 1 2 3 4 5 6

Evaluation effectively determines if objectives met. 1 2 3 4 5 6

Student participation:

Students appear interested and attentive. 1 2 3 4 5 6

Students actively engaged in the content area. 1 2 3 4 5 6

Students on task in group activities/settings. 1 2 3 4 5 6

Rapport:

Trainer encourages respect, patience, and fairness. 1 2 3 4 5 6

Trainer communicates well with students. 1 2 3 4 5 6

Overall perception of instructional session: COMMENTS

(Use this space to qualitatively describe the instructional session.)

Obs.# _____ Location _____ Presenters _____

#Elem. Students _____ Teacher Present _____ Time on Lesson _____

Part II: Evaluation: Circle the number that matches your level of agreement with the statement. Six (6), strongly agree; one(1), strongly disagree.

Goal and objectives:

The goal/purpose of the TASK Unit was understood; Students could communicate the goal/purpose of the Unit when asked. 1 2 3 4 5 6

Students met the listed objectives of the Unit as demonstrated by performance on the TASK activities and quizzes. 1 2 3 4 5 6

COMMENTS:

Part III: Trainer support. (Interview Trainer) Use the following statements to guide your interview. Provide comments.

- Level of support/type of support provided the FFA Student Trainer by HS Teacher.
- Motivation; encouraged participation.
- Instructional support; assistance in planning, preparing visuals, etc.
- Scheduling with elementary schools and teachers.
- Logistics; transportation, permissions, etc.

COMMENTS:

Part IV: Future support: Provide comments; possibly interview elementary teacher.

Speculate on the future support of the TASK activities, i.e., will the elementary class/students continue program activities after the FFA Trainer returns to his/her high school? Will the elementary instructor support the content/objectives and provide for ongoing/future rehearsal/repetition of the objectives.

COMMENTS:

T.A.S.K. Train the Trainer Evaluation Results

1/28/2000

1. How would you rate usefulness of this program? (please circle most appropriate)
- not useful slightly useful moderately useful very useful

2. Do you think the program adequately addressed the topic?

Yes No

3. Have you change your attitude about teaching in any way as a result of this program?

Yes No (If "yes" please state how)

Please specify:

4. How will this program help the community?

5. Have you attended any other Extension Program?

6. What other topics would you like to see presented?

7. What suggestion do you have to improve this program?



UNIVERSITY OF ILLINOIS
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Helping You Put Knowledge to Work



APPENDIX D

TASK Curriculum Units Review

Unit # and Title: _____ Reviewers School _____

We need your advice based upon your use of and experience with this unit.

1. Please provide specific comments, positive or negative (or both), about the content and format (layout) of these areas in this TASK unit.

1a. Introduction

1b. How to Use the Module

1c. Program Materials

1d. Lesson Preparation

1e. Unit Goal

1f. Teacher Outline

1g. Follow-up & Evaluation

2. How helpful are these introductory pages (1a-g above) of this unit to your planning and preparation processes?

Essential to the Unit _____ Not at all Helpful

2a. What would make these pages (1a-g above) more user friendly?

(please continue on other side)

3. Please provide specific comments, positive or negative (or both), about the content and format (layout) of these areas in this TASK unit.

3a. Presentation Script

3b. Small Group Activity

3c. Conclusion

3d. Visual Aids

3e. Classroom & Family Handouts

4. What would make these pages (3a-e above) more user friendly?

5. What is your overall perception of this TASK curriculum unit?

Very Bad _____ Very Good

(please continue on next page)

5. Identify any technical errors found in this TASK curriculum unit. Please include page number in the unit, specify the error and the correction that needs to be made.

6. What other specific suggestions would you have for improving this TASK unit? Please identify the specific segment and page number of the unit to which the suggestions apply for segments 1a-g and 3a-e above.

THANK YOU!!!

TASK Curriculum Units Review

Participant's School: _____

1. Have you personally used any of the content (activities) contained in Unit 2, Community Leadership during your TASK experience?

Yes ___ No ___

1a. If Yes, Please identify the content(s) and describe how you used that content.

1b. If No, What was the primary reason for not using any Unit 2 content?

2. If Yes for #1, do you feel the Community Leadership activities contributed to your personal leadership abilities?

Yes ___ No ___

2.a If Yes, Please tell us how these activities contributed to your leadership abilities.

(please continue on other side)

3. Have you or your chapter ever used any of the content (activities) contained in Unit 4, Evaluation during TASK activities?

Yes _____

No _____

3a. If Yes, Please tell us how these activities are used to conduct evaluation of your TASK program.

3b. If No, What was the primary reason for not using any Unit 4 content?

Do you have any other comments concerning Unit 2 or Unit 4 and their usefulness to you as a student participant in the TASK program? If so, Please share them with us in the space below.

TASK Curriculum Units Review

Instructor Discussion Items

Do you have any suggestions to improve the training that TASK participants receive?

What is your involvement in TASK activities on a routine basis?

Do you use any of the TASK materials on a routine basis?

If used, which ones do you use?

How valuable is TASK to your FFA chapter on a yearly basis?

What is your opinion of the support for TASK provided by Easter Seals staff?

In your opinion, what is the single most important thing that could be done to make TASK more useful to your FFA chapter?

Do you have any other general thoughts on the TASK program or TASK materials that you would like to share?

APPENDIX E

ESSAY QUESTIONS AND ANSWERS FOR TASK INSTRUCTIONAL UNITS

Review and evaluation of the TASK Quick Quiz section of each module found that questions were appropriate and could effectively evaluate students' knowledge and retention of the information presented. Most questions, however, had common sense answers and tested at lower levels of Bloom's Taxonomy, that is, knowledge and comprehension. Quick Quizzes may be strengthened by adding an optional section (Section C) requiring a short essay question. These essay questions would force students to think and to process the information from the module. The essay questions should be designed to evaluate at higher levels of Bloom's Taxonomy (analysis and/or synthesis) while requiring students to organize their thoughts and communicate through writing. Some repetition (overlap) between the objective quiz questions and the essays may occur, but this is not necessarily bad. Important concepts may be reinforced. Essay questions must support the objectives of the module.

C. **Essay (Optional).** Write a brief answer to each question.

ALCOHOL AWARENESS

1. Describe the effects of alcohol on someone who has had a couple of drinks.

Persons who drink more than one drink do not use good judgement, their thinking and reasoning abilities lessen, and then become less coordinated and their reaction time is slower.

2. How might you convince a friend not to drink alcohol?

Describe the effects of alcohol to them. Also suggest other fun and recreational activities to them such as swimming, horseback riding, hiking, sports, etc.

BABY-SITTING SAFETY

1. What are dangerous things you should look for and correct before small children come to the house?

Trip hazards- clutter, particularly on stairs. Windows should be closed and locked. Avoid burning fires in the fireplace, and be certain matches and lighters are out of reach of children. Electrical cords and outlets should be protected.

3. What questions does a good babysitter ask of the parents before they leave the house?

What time should the children be fed? Go to bed? Do they need a bath? Can they watch television? If yes, which programs? Do they take any medicine? Do the pets need attention? What are the rules? How can the parents be contacted? What are the emergency procedures/phone numbers?

BICYCLE SAFETY

1. What safety equipment is found on most bicycles?

Lights, reflectors, chain guards, brakes, kickstand, fenders, etc.

2. What precautions should you take when riding on wet leaves?

Ride more slowly because wet leaves can be slippery. Do all braking in a straight line and very carefully. Wet leaves may hide storm sewer grates and potholes.

CHEMICAL/PESTICIDE SAFETY

1. Poisoning and injuries can be prevented when we avoid coming in contact with chemicals and pesticides. How can you avoid coming in contact with chemicals and pesticides?

Don't touch unmarked or unfamiliar containers. Don't drink from any container without knowing what is in it or what was in it. Stay away from where chemicals and/or pesticides are being used.

2. Many children are poisoned or injured each year by chemical-related accidents. What would you do if you saw someone who had been chemically poisoned?

Find an adult and explain the emergency. If you can, write down the name of the chemical causing the emergency. If an adult is not around, call 9-1-1.

FIREARM SAFETY

1. List all of the basic gun handling safety rules you know.

Type in list shown on page 8 of Visual Aid #4 of Firearm Safety Booklet.

2. What should you do if you see someone at school with a gun?

Get away! Tell a teacher, your principal, or some adult as soon as possible.

LAWNMOWER SAFETY

1. Riding lawnmowers have many danger points. If you were teaching a friend how to safely use a riding mower, what important rules would you tell them?

Be careful of the danger points, that is, the cutting points through objects from the discharge vent. Never have extra riders on the mower. Remember to use personal protective equipment.

2. What kinds of clothes should you wear when using a power mower? Why should you use them?

Eye protection and hearing protection protect sight and hearing. Properly fitting clothing prevents clothes from getting caught in the mowers moving parts. Heavy non-slip shoes guard against foot injuries.

HANDLING EMERGENCIES

1. A boy riding on a bicycle is hit by a car and is injured. Describe what you should do to help the boy?

Find an adult or call 9-1-1. Identify yourself and give good directions; be specific so the adult or emergency team can quickly find the accident site. Tell them if anyone is with you and what has been done to help the accident victim.

2. What rules must you remember when an emergency happens? Why are these rules important?

Don't panic and don't put yourself in danger. You can't help the accident victim if you are panicked or hurt. Respond properly and quickly. Time is very important.

HAND AND POWER TOOLS

1. Name a tool that does not use electricity and that someone uses with their hands. How could that same tool hurt someone?

A hand tool operates by human power. A power tool uses another energy source such as electricity.

2. Name a tool that uses electricity and that someone uses with their hands. How could that same tool hurt someone?

(Answers will vary based on tool selected)

Be cautious of danger points and electric shock. Use personal protective equipment. Pay attention when using tools and be aware of other people around you.

HEAVY FARM EQUIPMENT

1. What should you do in an emergency if you must talk to the person operating a large piece of very noisy equipment?

Stand away from the machine in a very safe and visible area. Wave your arms to get the operator's attention. Wait for the operator to come to you.

2. What safety rules about large pieces of equipment would you tell your best friend to keep them safe?

Never go near farm equipment; don't play where it is stored or operated. Don't ask for rides. Be aware of danger points like the PTO of a tractor or other moving parts.

HUMAN FACTORS

1. Size, weight, strength, vision and hearing are physical differences between people. How do you think these differences might cause an accident?

Trying to lift something heavy, not being tall enough to see some danger, not being able to hear an alarm, being too short or too light weight to operate some piece of equipment.

2. How could working or playing in the heat be unsafe?

Heat can cause dehydration or heat exhaustion. These cause weakness and dizziness and you could faint.

MECHANICAL FACTORS

1. Name a machine that has two moving parts. Describe how to avoid injuries from the two moving parts on that machine.

(Answers will vary based on student selections)

2. What safety rules do you think are the most important if you see a machine with moving parts?

Play in designated areas; avoid equipment or machinery that is in use. Keep foreign objects (sticks, rocks, etc.) and parts of your body away from moving parts of machinery.

PERSONAL PROTECTIVE EQUIPMENT

1. Name two pieces of clothing or equipment that people can wear to keep them from being injured. Describe how each piece of clothing or equipment can help prevent injury?

(Answers will vary based on students' selection)

2. Why should someone wear sun protection (sun screen)? Name one way other than wearing sun protection (sun screen) to keep from being injured by the sun?

A = Away: Stay away from the sun during midday since midday heat can cause dehydration or heat exhaustion.

B = Block: Use #15 or higher sunblock to prevent sunburn.

C = Cover up: Wear a hat and a shirt with sleeves because the sun can burn you and cause skin damage.

S = Speak out: Tell other people about sun protection. Help educate others about the dangers of the sun.

RURAL RECREATION

1. What information should you tell your parents before you go out to play?

Where you will be going, who you will be with, what you will be doing, and when you will be back.

2. Name two areas around the farm where it is not safe to play. Why are the areas you listed unsafe?

(Evaluation of this question will be subjective since answers may be variable.)

SAFETY AROUND ANIMALS

1. What safety tips are important to remember when you are around animals of any kind?

Vaccinate pets, do not make pets of wild animals, do not touch dead animals, clean bites or scratches immediately with soap and water, don't get between mother and her young, don't try to separate fighting animals, never mistreat animals, and be cautious around animals you don't know.

2. How might you tell that an animal may be sick?

The animal may be showing unusual behaviors; it may be mean, restless, or staggering. If you see a night-active animal in the daytime or a wild animal acting tame, get adult help. The animal may be sick.

SIGNS AND SYMBOLS

1. Name two signs or symbols that identify dangerous places or situations?

Safety signs and symbols can identify safety alerts and hazards such as danger, caution, warning, pinch-point, etc.

2. Why are safety stickers used on machinery and equipment? Draw two safety alert stickers you might see on machines and equipment and describe what they mean?

Safety stickers are used on farm machines and equipment to identify potential hazards. (Evaluation of drawing will be subjective due to the variability of the drawings.)

STORAGE FACILITIES

1. Identify and describe some of the dangers that can be found in or near buildings or structures where large amounts of grain are stored?

Grain storage and manure storage facilities have some common dangers. One danger includes falling into the grain or manure which can cause death by suffocation from poisonous gas. Also, drowning could occur from a lack of air in grain storage or you could be crushed.

2. If you know someone is trapped in some type of storage area, what should you do?

Seek help immediately. Find an adult. Describe the situation and location to the adult. If an adult is not nearby, call 9-1-1.

PICKUP TRUCK SAFETY

1. Cargo areas (the back area of pickups) are not places for passengers. Why is it dangerous to ride in the cargo area of a pickup truck?

Falling out of the cargo area or being thrown out in a crash is a potential hazard. You may also be injured by moving objects in the cargo area. Toxic fumes from the exhaust of the pickup truck may be breathed in ... particularly if the cargo area is covered by a truck cap.

2. It is important to have certain kinds of safety equipment in your pickup truck. What safety equipment should you always carry?

A spare tire and a jack, flares and reflective triangles, a first aid kit, and a fire extinguisher. In the winter, you may want to add a blanket, a candle, and matches, a shovel, sand or kitty litter, and a cell phone.

VIOLENCE PREVENTION

1. It is important to be able to recognize some of the characteristics of a violent person so that violent situations may be avoided. What behaviors might indicate that a person may be violent?

Anger and the use of bad language, threats, drug or alcohol abuse and not being nice to people are all signs that a person may be violent. Avoid people who talk about or who actually carry weapons.

2. You are visiting a new town or city. What things should you think about so that you can stay safe?

Always be polite to strangers. Stay alert and don't wear or carry valuable. Don't use alcohol or drugs. Know where you are going and stand and walk tall with confidence. Travel with a friend and avoid dark, unfamiliar, and/or deserted places.

BURN PREVENTION

1. Fires and burns are most likely to occur in the kitchen. How can you get burned in the kitchen?

When cooking, clothes may catch on fire when reaching over a stove or you may burn yourself on hot dishes or pans when taking them out of the oven or microwave. Pots with hot food in them may be knocked off a stove or counter if handles are not facing in.

2. Identify three potential fire and burn hazards in your home. What might you do to minimize fire and burn hazards?

(Many potential hazards exist. The following are a few examples:)

Tap water too hot – ask parents to lower the temperature of the water heater. When adjusting the tap water temperature for your shower, turn on the cold water first; then add hot water until it is warm enough.

Flammable liquids – store properly and don't misuse them or use them carelessly.

To few or no smoke detectors – install smoke detectors near each bedroom and in potential hazard areas in the house. Check smoke detectors regularly.

PEDESTRIAN SAFETY

1. When walking in a rural area on a road that has no sidewalks, what rules should you follow?

Always walk facing oncoming traffic. Pay special attention as you approach hills and curves. Wear bright colored clothing so drivers can see you.

2. What are the proper steps to follow when crossing a street?

Stay on the curb until it is safe to cross. Use the crosswalk if there is one and obey the traffic signs and signals. Look left, right, and left again as you cross.

WATER RECREATION SAFETY

1. Unsafe situations around water can sometimes lead to a drowning accident. List some examples of unsafe situations around the water.

Using alcohol while swimming, swimming alone, playing unsupervised around water and diving into unfamiliar water can cause unsafe conditions that may lead to a drowning accident. Bad weather or intense sunlight may also lead to injuries.

2. You are swimming or boating and you hear thunder. What should you do and why should you do it?

You should immediately get out of the water and seek shelter. When you hear thunder, lightning is also present. Danger from being struck by lightning is high when in open areas. If you are in the water and lightning was to strike, you could be electrocuted.

APPENDIX F

TASK Curriculum Units Review

Unit # and Title: _____

Evaluate the content, format, and utility of the TASK curriculum unit. Review content, visual aids, quiz, and activities. Are they congruent with the objectives and the quiz questions? At what level (Bloom's taxonomy) are the content, quiz questions, and activities?

Identify any technical errors found in the TASK curriculum units.

Reviewer: _____

What improvements can be suggested to enhance the: 1) content of the TASK curriculum units, 2) usefulness of the TASK curriculum units?

Overall perception of TASK curriculum unit: COMMENTS

(Use this space to qualitatively describe the TASK curriculum unit.)

Review Questions used by current and former TASK student trainers

Unit Title: Signs and Symbols

We need your advice based on your use of and experience with this unit.

1. Please provide specific comments, positive or negative (or both), about the content and format (layout) of these areas in this TASK unit.

1a. Introduction

1b. How to Use the Module

1c. Program Materials

1d. Lesson Preparation

1e. Unit Goal

1f. Teacher Outline

1g. Follow-up and evaluation

2. How helpful are these introductory pages (1 a-g above) of this unit to your planning and preparation processes?

Essential to the Unit _____ Not at all Helpful

2a. What would make these pages (1 a-g above) more user friendly?

3. Please provide specific comments, positive or negative (or both), about the content and format (layout) of these areas of this TASK unit.

3a. Presentation Script

3b. Small Group Activity

3c. Conclusion

3d. Visual Aids

3e. Classroom and Family Handouts

4. What would make these pages (3 a-e above) more user friendly?

5. What is your overall perception of this TASK curriculum unit?

Very Bad _____ Very Good

6. Identify any technical errors found in this TASK curriculum unit. Please include page number in the unit, specify the error and the correction that needs to be made.

7. What other specific suggestions would you have for improving this TASK unit? Please identify the specific segment and page number of the unit to which the suggestions apply for segments 1 a-g and 3 a-e above.



Memorandum

Date: April 1, 2002

From: Adele M. Childress, Ph.D., Program Official *Adele M Childress*
Office of Extramural Programs, NIOSH, E-74

Subject: Final Report Submitted for Entry into NTIS for Grant 5 R01 CC514378-03.

To: William D. Bennett
Data Systems Team, Information Resources Branch, EID, NIOSH, P03/C18

The attached final report has been received from the principal investigator on the subject NIOSH grant. If this document is forwarded to the National Technical Information Service, please let us know when a document number is known so that we can inform anyone who inquires about this final report.

Any publications that are included with this report are highlighted on the list below.

Attachment

cc: Sherri Diana, EID, P03/C13

List of Publications

Petrea, R. E. 2001. The Theory of Planned Behavior: Use and application in targeting agricultural safety and health intervention. *Journal of Agricultural Safety and Health* 7 (1). 7-19.

GMISP125 THE CDC GRANTS MANAGEMENT INFORMATION SYSTEM 11/21/03
GMISM035 GRANT AWARD RECORD 09:53
AH07AH00 (SCREEN NO.1)

AWARD NO.....: 514378 PROGRAM CODE.....: R01 AWARD DATE.: 09/26/1997
CRS EIN.: 1-376000511-A6 AWARD TYPE.....: G FED CAT NO.....: 93.262
CIO CODE.....: NIOSH OBJ CLASS.....: 41.41 PHS LIST NO: CL-143-T00
PROJ PER FROM: 09/30/1997 PROJ PER TO: 09/29/2001 ANNOUNCEMENT NO.: 97025
PREV AWARD NO: PROGRAM CATEGORY...: 15 FC CODE.....:

PROGRAM NAME: AUTHORIZATION: PHS ACT (U.S.C. 241) DSH OF 1970

CHILDHOOD AGRICULTURAL SAFETY AND HEALTH RESEARCH

GRANTEE NAME...: UNIVERSITY OF ILLINOIS

BUSINESS OFFICE: GRANTS & CONTRACTS

STREET.....: 109 COBLE/801 SOUTH WRIGHT STREET

CITY.....: CMAMPAIGN

STATE: IL ZIP CODE: 61820- PHONE:(217) 333-2187-

PROJ DIRECTOR...: ROBERT EDWARD PETREA, EXTENSION SPECIALI

DEPARTMENT.....: AGRICULTURAL ENGINEERING

STREET.....: 338 AG. ENG. SCIENCES, 1304 W. PENNSY. A

CITY.....: URBANA

STATE: IL ZIP CODE: 61801- PHONE:(217) 333-5035-

DISPLAY PF10-RETURN GRANT AWARD MENU PF16-MAIN MENU

GMISP125 THE CDC GRANTS MANAGEMENT INFORMATION SYSTEM 11/21/03
GMISM125 GRANT AWARD RECORD 09:53
AH07AH00 (SCREEN NO.4)

AWARD NO: 514378 YEAR.....: 3 FISCAL YEAR.....: 1999
ACTION TYPE...: 4 AMEND NO.: 1 ACTION DATE: 08/07/2000

APPROVED BUDGET (2):
INDIRECT COST RATE.....: 53.0000
INDIRECT COST RATE CODE.....: G
INDIRECT COSTS (FA).....: 55,497
SBIR FEE.....:

TOTAL APPRDVED BUDGET.....: 189,901
NON FEDERAL SHARE.....:

AWARD COMPUTATION FOR GRANT:
FED SHARE/PHS ASSISTANCE.....: 189,901
UNOB FINANCIAL ASSISTANCE.....:
CUM PRIOR AWARD THIS BUD (FA): 189,901
AMOUNT THIS ACTION (FA).....:

DISPLAY PF10-RETURN GRANT AWARD MENU PF16-MAIN MENU

NIOSH Extramural Award Final Report Summary

Title: Youth Teaching Youth: Are TASK Teens Ready to Teach
Investigator: Robert E. Petrea, Ph.D.
Affiliation: University of Illinois
City & State: Urbana, IL
Telephone: (217) 333-5035
Award Number: 5 R01 CC514378-03
Start & End Date: start-9/29/2001
Total Project Cost:
Program Area: NORA
Key Words:

Abstract:

Youth Teaching Youth: Are TASK Teens Ready to Teach? Youth Teaching Youth: Are TASK Teens Ready to Teach? is an evaluation of the ongoing Teaching Agricultural Safety to Kids (TASK) initiative of the Illinois Easter Seal Society (IESS). TASK subscribes to a youth teaching youth model that trains high school FFA chapter members in agricultural safety and health topics. These trained FFA members then present the agricultural safety and health topics to elementary school children in the school setting. The evaluation collects data using surveys and interviews of both previously involved and currently involved members of Illinois FFA chapters participating in the initiative. Data collection also involves observations of the training that teens receive and the presentations that trained teens present to the elementary school students. Quantitative evaluation of elementary school presentation effectiveness uses a quasi-experimental Separate-Sample Pretest-Posttest Control Group Design (Campbell and Stanley, 1962).

In all, 25 TASK units had been published and made available to FFA for use in TASK presentations. All of these units, as used by the FFA members in their presentations, were included within the appropriate elements of this project. These units include the original 12 content units: Heavy Farm Equipment, Mechanical Factors, Lawn Mower Safety, Human Factors, Handling Emergencies, Hand and Power Tools, Safety Around Animals, Signs and Symbols, Storage Facilities, Rural Recreation, Chemical and Pesticide Safety, Personal Protective Equipment; and the original 4 Overview and Guide Units: Train the Trainer, Community Leadership, Teaching Ag. Safety to Kids, Evaluation. In the second year of the evaluation project nine new units were made available by TASK for use in the program. These nine are: Babysitting Safety, Violence Prevention, Alcohol Safety, Pedestrian Safety, Burn Prevention, Firearm Safety, Water Safety, Bicycle Safety, and Pickup Truck Safety.

1) Observations and surveys of participants of TASK training of FFA members indicated too much information was being given at the expense of assimilation and practice and rehearsal. 2) All categories of FFA members that attended TASK training expressed overall satisfaction with the TASK training received and the TASK experience overall was personally fulfilling and worthwhile. A mean of 5.5 (7 = extremely prepared to 1 = not at all prepared) was found on the question of perceived preparation to teach TASK to elementary students. 3) No significant difference in intention to perform 11 specific agricultural safety and health related behaviors was found when comparing trainees

immediately following initial TASK training or over the course of yearly follow-up surveys after initial training. Most questions were not directly related to TASK material and were a means to assess any overall generalized impact on students from participating in TASK. 4) In spite of the lack of apparent influence on intentions related to the specific identified agricultural safety and health behaviors, it is noted that TASK trainees' positive perceptions of TASK training impact on their view of safety and health issues were consistent. Such perceptions were found in each of the yearly surveys administered, and were enhanced as respondents aged, leading to an even greater appreciation for the TASK training and its influence. 5) TASK presentations made by FFA members were presented at an appropriate level and in a positive manner to elementary students. Students generally followed the included script and used the included overheads with some additions of actual relevant equipment, i.e., personal protective equipment and hand tools. However, little use was made of either the introductory section or the group activity section contained within each unit. 6) TASK training and materials are used in a wide variety of locations outside of the elementary classroom. 7) The "Ho : No significant difference will be seen in the agricultural safety and health knowledge and comprehension between those elementary classroom students that receive TASK presentations and those that do not." was NOT REJECTED. 8) TASK presentations are effective in purveying specific agricultural safety and health information to elementary aged students. 9) TASK trainees make little use of TASK Unit 2, Community Leadership and TASK Unit 4, Evaluation. 10) TASK curriculum units contain accurate, appropriate, and useful information for use by TASK trainees with elementary students. The units do contain several specific areas that could be improved.

A summary of the specific needs from these reviews are: 1) a need to improve pictures/overheads and add color, 2) need to update the "data" included, 3) increase the amount of detail provided in all sections, 4) need age group identification and specific content, 5) provide more activities and more examples of alternatives that might be used dependent on time availability, 6) include in directions the potential use of some of the activity pages (e.g., the Riddles in Safety Around Animals) as introductory materials, and 7) identify appropriate content specific WWW sites that might be useful in maintaining content. Suggestion #7 was also directed at a revision of or future TASK materials as a means of distribution.

Publications

Petrea, R. E. 2001. The Theory of Planned Behavior: Use and application in targeting agricultural safety and health intervention. *Journal of Agricultural Safety and Health* 7 (1). 7-19.