

Safely Transport Native Children Training



Teacher's Guide

Adapted from the *Indian Health Service Safe Native American Passengers (SNAP)
Training for Child Passenger Safety*

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Native CARS Child Passenger Safety Education

Teacher's Guide

This Native CARS curriculum was developed to provide Child Passenger Safety Technicians a means of providing communities with safer transportation skills for Native American children in tribal communities. The training is based on the National Child Passenger Safety Training Program curriculum and directly modeled on the Indian Health Services SNAP (Safe Native American Passengers) course, with additional information about addressing issues unique to Native American communities. Depending upon your audience and intended presentation timeframe (15 or 45 minutes or up to 5 to 2 hours), there are 4 sample presentations for use. Training materials are available for download from the Native CARS website at [Link](#):

Native CARS Training materials include:

- Training Power Point slides
- Simple steps to Child Passenger Safety video
- Teacher Planning Guide
- Student Handbook

After participating in this training the student will be able to:

- Understand basic elements of correct installation of child restraints
- Begin to recognize obvious misuse of child restraints
- Understand the importance of parents/caregivers reading both the child restraint and vehicle manufacturer's instruction manuals to complete a car seat installation

Students will NOT be able to:

- Serve as a technical expert.
Teach this course on their own

Teaching this Native CARS training is an excellent way to practice teaching skills. The teachers of this course must be prepared to teach through lecture, discussion of current issues and hands-on practice with both child restraints and vehicle seat belt systems.

To assist the teachers with course preparation, this guide is provided to help with:

- Planning a Native CARS Training
- Roles/responsibilities for the teacher
- Preparing to teach
- Evaluation

Who can teach this course

While this training can be taught by an individual, this individual might find that they are most effective if this training is provided by at least two certified CPS Technicians; one to act as the

lead teacher, and one to provide assistance. A ratio of 5 or fewer students per each teacher will be optimal for question handling and hands on exercises.

The role of the Lead Teacher is to serve as the technical expert during the course and to ensure all of the following activities are assigned and completed:

- Assign chapters for the teaching team to teach (individual chapters with corresponding exercises)
- Recruiting training participants and additional teachers
- Making the agenda (see sample)
- Finding a classroom that has parking with space for hands-on exercises
- Copying the student handbook

The role of the teaching team is to:

- Be prepared to teach assigned chapters
- Assist the lead teacher
- Help the students learn child passenger safety
- Set up hands-on exercises

Preparing to Teach

It is important to gather all teaching materials before the date of the training. Study all exercises, activities, and tests in advance. You can use your technician manual as a resource.

To assist with preparation for the training materials provided in this guide include:

- Sample agenda
- Classroom equipment list
- Exercise instructions and forms
- Pre/post test and instructions
- Evaluation forms

The Native CARS curriculum provides core teaching materials needed to convey the minimum information to students. The teacher should use the notes from the power point slides, which are the same as the student handbook notes. Be sure to cover everything in the notes section. This training includes several exercises. Instructions and forms for each exercise are provided in this guide.

Pretest and Post Test

The purpose of the Native CARS pretest is to assess the student's knowledge of child passenger safety concepts before the course is taught. Comparatively, the post test assesses a student's knowledge after course materials have been presented. The simple format allows for easy and reliable evaluation. The pretest and post test are the same. Depending upon your audience and presentation timeframe, the pre/post test can be optional. It is designed more for the 2 hour presentation, but can be modified for use with the 45 and 15 minute presentations. The pretest should be given at the beginning of the course before any technical information is provided to the students. The post test will be handed out to students right after the slide presentation is completed. Results from the pretest and post test will be compared to gauge a change in knowledge. Hopefully, the students will do better on the post test!

Putting together an agenda

It can take between 45 minutes to 2 hours to cover training materials, depending upon which presentation timeframe you elect to use . You can start and finish at times that work well for your group. You will find a sample agenda in this guide that gives the teaching team some guidelines for fitting the course information into the desired time frame. Feel free to make changes to the agenda to allow for individual or class needs, differences in equipment and vehicles and your own teaching style.

Evaluation

To help improve your teaching methods and training execution it is important to get feedback from the students. All students should be encouraged to fill out an evaluation form (sample provided). The evaluation survey is short and will not take long to complete.

Teaching Sample Materials

The following section is comprised of forms you can use to successfully teach your Native CARS child passenger safety training. Any or all of the forms can be used, modified, or if you so desire omitted from your instruction.

Native CARS Child Passenger Safety Education Agenda (2 hours)

1. Introductions (10-15 minutes)
2. Pre-test (5 minutes)
3. Training Expectations
4. Simple steps to Child Passenger Safety video (30 minutes) **Optional**
5. Child Passenger Safety Power Point Presentation (1.5 to 2 hours)
 - Why use child restraints?
 - Recommendations and Laws
 - Best Practices and Tough Choices
 - Collisions/fatalities/injuries
 - Vehicle seat belt systems (latchplates and retractors)
 - If nothing locks
 - Lower Anchors and Tethers for Children (LATCH) and Airbags
 - *Exercise #1 **Optional**
 - Child restraint types
 - Rear-Facing Installations (infant only seats/convertibles)
 - *Exercise #2 **Optional**
 - Forward-Facing Installations (convertibles/forward only seats)
 - Combination seats and Booster Seats
 - *Exercise #3 **Optional**
 - Seat belts
 - Non-regulated products
6. Post Test (5 minutes)
7. Training Evaluation (5 minutes)

***Training exercises should take between 1 to 1.5 hours.**

Native CARS Parents Night Out Education Agenda (1.5 hours)

1. Introduction/Welcome (Share background and history with car seats) (5 minutes)
2. Types of Car Seats “Show & Tell” (15 minutes)
 - Infant Carrier
 - Convertible Seat
 - Combination Seat
 - High Back Booster
 - No Back Booster
 - Seat Belt
3. Watch DVD Simple Steps to Child Passenger Safety. Copies of the DVD can be purchased at: <http://www.livinglegacyweb.com/safety.htm> (27 minutes)
4. Sock Baby Demonstration (5 minutes)
5. Twinkie Physics Demonstration (5 minutes) A hand out can be found at the 800buckleup website at the following:
http://www.800buckleup.org/installation/documents/TwinkieCard_PrintFold_ForWeb.pdf
6. Questions (10 minutes)
7. Car seat checks **Optional** (10-15 minutes)

Total Time: Approximately 90 minutes

Native CARS Child Passenger Safety Education Agenda (45 minutes)

1. Introductions (10-15 minutes)
2. Pre-test (5 minutes) **Optional**
3. Training Expectations
4. Child Passenger Safety Power Point Presentation (30 minutes)
 - Why use child restraints?
 - Recommendations and Laws
 - Best Practices and Tough Choices
 - Collisions/fatalities/injuries
 - Child restraint types
 - Rear-Facing Installations (infant only seats/convertibles)
 - Forward-Facing Installations (convertibles/forward only seats)
 - Combination seats and Booster Seats
 - Seat belts
 - Non-regulated products
 - Additional resources
5. Post Test and Training Evaluation (5 minutes) **Optional**

***Training exercises should take between 45-60 minutes.**

Native CARS Child Passenger Safety Education Agenda (15 minutes)

1. Introductions (10-15 minutes)
2. Pre-test (5 minutes) **Optional**
3. Training Expectations
4. Child Passenger Safety Power Point Presentation (30 minutes)
 - Understanding the law
 - Why use child restraints?
 - Recommendations
 - Best Practices and Tough Choices
 - Why do we restrain children?
 - Booster seats and who needs to use them
 - Common questions
 - Misuse and Non-regulated products
 - Additional resources
5. Post Test and Training Evaluation (5 minutes) **Optional**

***Training exercises should take between 15-30 minutes.**

Classroom Equipment and Materials Checklist

Category	Name	X
AV Equipment	Laptop Computer	
	Projector and Screen	
	VCR or DVD player	
	Extension cord(s)	
Course Materials	Native CARS Power Point Slides	
	Student Handbook	
	Teaching Guide	
	Current Recall Lists from www.nhtsa.gov	
	Simple steps to Child Passenger Safety video	
	Clipboards, pens/pencils	
Training aids	Demonstration dolls or stuffed animals (dolls can be purchased at www.thislink.com).	
	Child safety restraints with instructions including infant only carrier seat, convertible car seat, forward-facing only car seat, and booster seat (no back and high back)	
	Belt kit for demonstration. Belt kits can be purchased at www.safety2go.com . While belt kits will greatly aid in understanding belt systems in vehicles, if unable to procure a kit teachers can demonstrate belt systems by demonstrating in vehicles.	
	Traffic cones or barricades to block off a large area for safe hands-on exercises in vehicles	

Native CARS Pre/Post Test

Name: _____

1. Tough choices are made by:
 - a. A CPS Technician
 - b. parent/caregiver
 - c. police officer
2. What does LATCH stand for?
 - a. Lower Anchors and Tethers for Children
 - b. Less Anchovies To Chill
 - c. Little Athletic Toys for Children
3. The best child restraint is one that:
 - a. Matches the interior color of your vehicle
 - b. The most expensive seat you can buy
 - c. Fits the child, fits the vehicle, and will be used correctly every time
4. The CR that provides the **best** protection for a 13 month old who weighs 23 pounds is a:
 - a. Rear-facing infant CR that goes to 22 pounds
 - b. Rear-facing convertible or infant CR that goes to 30 pounds rear-facing
 - c. Forward facing convertible that goes to 40 pounds
5. What is not part of a seat belt system?
 - a. Anchor
 - b. Buckle
 - c. Car seat
 - d. Latchplate
6. The webbing is the part of the seat belt that:
 - a. Stretches in a crash
 - b. Holds the person to the vehicle
 - c. Both A and B
7. The two types of pre-crash locking retractors are:
 - a. Switchable and Emergency Locking
 - b. Automatic locking and Switchable
 - c. Both A and B
8. What is the maximum weight to use LATCH, including the weight of the child AND car seat?
 - a. 42 pounds
 - b. 50 pounds
 - c. 65 pounds
 - d. 70 pounds

Native CARS Pre/Post Test Answer Key

1. Tough choices are made by:
 - a. A CPS Technician
 - b. parent/caregiver
 - c. police officer
2. What does LATCH stand for?
 - a. Lower Anchors and Tethers for Children
 - b. Less Anchovies To Chill
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 - a. Switchable and Emergency Locking
 - b. Automatic locking and Switchable
 - c. Both A and B
8. What is the maximum weight to use LATCH, including the weight of the child AND car seat?
 - a. 42 pounds
 - b. 50 pounds
 - c. 65 pounds
 - d. 70 pounds

Instructions for Exercise 1: Identification of restraint systems in vehicles

Objectives:

- Students will identify the different restraint systems
- Students will identify the Lower Anchor and Tether locations

Activity: In groups of either 2 or 3 after instructor has demonstrated different restraint systems in vehicles, each group will:

- a) Identify safety and restraint features found in vehicles
- b) Look for airbags
- c) Find tether anchors and lower anchors
- d) Use the vehicle owner's manual to find information on child restraints, lower anchors and tethers.

Suggested materials:

- a) Vehicles with different restraint systems. Remember, you can use the driver's side to demonstrate an emergency locking retractor and sliding latch plate.
- b) Vehicle owner's manuals

Exercise 1: Identification of restraint systems in vehicle

Circle the appropriate components at the each location. If the location does not exist in the vehicle, cross out that vehicle position.

Driver Seat			Center Front Passenger Seat			Front Passenger Outboard Seat		
Type of Latch Plate	Type of Retractor	Type of Restraint	Type of Latch Plate	Type of Retractor	Type of Restraint	Type of Latch Plate	Type of Retractor	Type of Restraint
Locking Switchable Sliding Sewn-on	ALR Switchable ELR None	Lap/Shoulder Lap Belt None	Locking Switchable Sliding Sewn-on	ALR Switchable ELR None	Lap/Shoulder Lap Belt None	Locking Switchable Sliding Sewn-on	ALR Switchable ELR None	Lap/Shoulder Lap Belt None
LATCH Lower anchor symbols found? Y N Lower anchor location found? Y N Top Tether anchor found? Y N			LATCH Lower anchor symbols found? Y N Lower anchor location found? Y N Top Tether anchor found? Y N			LATCH Lower anchor symbols found? Y N Lower anchor location found? Y N Top Tether anchor found? Y N		
Center Row Left Outboard Seat			Center Row Middle Seat			Center Row Right Outboard Seat		
Type of Latch Plate	Type of Retractor	Type of Restraint	Type of Latch Plate	Type of Retractor	Type of Restraint	Type of Latch Plate	Type of Retractor	Type of Restraint
Locking Switchable Sliding Sewn-on	ALR Switchable ELR None	Lap/Shoulder Lap Belt None	Locking Switchable Sliding Sewn-on	ALR Switchable ELR None	Lap/Shoulder Lap Belt None	Locking Switchable Sliding Sewn-on	ALR Switchable ELR None	Lap/Shoulder Lap Belt None
LATCH Lower anchor symbols found? Y N Lower anchor location found? Y N Top Tether anchor found? Y N			LATCH Lower anchor symbols found? Y N Lower anchor location found? Y N Top Tether anchor found? Y N			LATCH Lower anchor symbols found? Y N Lower anchor location found? Y N Top Tether anchor found? Y N		
3rd Row Left Outboard Seat			3rd Row Middle Seat			3rd Row Right Outboard Seat		
Type of Latch Plate	Type of Retractor	Type of Restraint	Type of Latch Plate	Type of Retractor	Type of Restraint	Type of Latch Plate	Type of Retractor	Type of Restraint
Locking Switchable Sliding Sewn-on	ALR Switchable ELR None	Lap/Shoulder Lap Belt None	Locking Switchable Sliding Sewn-on	ALR Switchable ELR None	Lap/Shoulder Lap Belt None	Locking Switchable Sliding Sewn-on	ALR Switchable ELR None	Lap/Shoulder Lap Belt None
LATCH Lower anchor symbols found? Y N Lower anchor location found? Y N Top Tether anchor found? Y N			LATCH Lower anchor symbols found? Y N Lower anchor location found? Y N Top Tether anchor found? Y N			LATCH Lower anchor symbols found? Y N Lower anchor location found? Y N Top Tether anchor found? Y N		

Information found in the vehicle owner's manual

Child restraints Page number: _____

Airbag Warning Labels? Y N

Lower Anchors Page Number: _____

Airbag Locations (Circle airbag locations):

Tether Anchors Page Number: _____

Driver	Center Front	Right Front
L Center Row	Center Row Middle	R Center Row
L 3rd Row	3rd Row Middle	R 3rd Row

Instructions for Exercise 2: Installation of rear-facing child restraints

Objectives:

- Students will identify the different features that are found on rear-facing child restraints
- Students will identify the correct child restraint based on the child's weight, age, size and behavior needs
- Students will install child restraint correctly

Activity: In groups of either 2 or 3, each group will:

- a) Identify features found on a rear-facing restraint including model #, date of manufacture, minimum & maximum weight limits, height limits, belt path, angle indicator, and instructions
- b) Check for recall
- c) Chose the correct child restraint for the scenario assigned
- d) Place the child/doll (if available) correctly in the child restraint

In vehicle option

- e) Install the three different child restraints in three different vehicles

Each team should install a child restraint using lap belt only, lap and shoulder belt, lower anchors, and a locking clip, if available.

Suggested materials:

Infant seat with base

Convertible child restraint

Foam noodles or tightly rolled newspaper or towels

Dolls, assorted

Several current recall list

Exercise 2: Installation of a rear-facing child restraint

Child Restraint	How does it lock into the vehicle	Teacher check
<i>Infant only (with base)</i>	Retractor: Latchplate: How does it pre-crash lock?	
<i>Infant only (without base)</i>	Retractor: Latchplate: How does it pre-crash lock?	
<i>Rear facing convertible</i>	Retractor: Latchplate: How does it pre-crash lock?	
<i>Rear facing (your choice)</i>	Must be installed with LATCH	

Notes:

Instructions for Exercise 3: Installation of forward-facing child restraints

Objectives:

- Students will identify the different features that are found on forward-facing child restraints
- Students will identify the correct child restraint based on the child's weight, age, size and behavior needs
- Students will install child restraints correctly

Activity: In groups of either 2 or 3, each group will:

- a) Identify features found in forward-facing restraint including model #, date of manufacture, minimum & maximum weight limits, height limits, belt path, and instructions
- b) Check for recall
- c) Choose the correct child restraint for the scenario
- d) Place the child/doll (if available) correctly in the child restraint

In vehicle option

- e) Install the three different child restraints in three different vehicles

Each team should install child restraints using lap belt only, lap and shoulder belt, lower anchors, tether, and a locking clip

Materials needed:

- Convertible child restraint
- Forward-facing child restraint with a harness
- Backless belt positioning booster
- High back belt positioning booster
- Dolls, assorted
- Several recall list

Exercise 3: Installation of forward-facing restraints

Child Restraint	How does it lock into the vehicle	Teacher check
<i>Forward-facing Convertible</i>	Retractor: Latchplate: How does it pre-crash lock	
<i>Forward-facing child restraint with 5-point harness</i>	Retractor: Latchplate: How does it pre-crash lock	
<i>High Back Booster</i>	Retractor: Latchplate: How does it pre-crash lock	
<i>No Back Booster</i>	Retractor: Latchplate: How does it pre-crash lock	

Notes:

Evaluation

Training location: _____

Training Date: _____

Training Evaluation:	Not at all				Very
1 <i>Was the presentation clear and easy to understand?</i>	1	2	3	4	5
2 <i>Was the information presented effectively by the teachers?</i>	1	2	3	4	5
3 <i>Did the presentation increase your understanding of what happens in a crash?</i>	1	2	3	4	5
4 <i>Did the presentation increase your knowledge of local child restraint laws?</i>	1	2	3	4	5
5 <i>Did the presentation increase your knowledge of vehicle restraints systems?</i>	1	2	3	4	5
6 <i>Did the presentation increase your knowledge of which child restraint is appropriate for different children?</i>	1	2	3	4	5
7 <i>Did the presentation increase your knowledge of how to appropriately install a child restraint system?</i>	1	2	3	4	5
8 <i>Did the presentation increase your knowledge of correct child restraint use?</i>	1	2	3	4	5
9 <i>Was there enough time for hands on exercises?</i>	1	2	3	4	5

Teacher Evaluation(s):

Teacher's Name:	Not at all				Very
1 <i>Was the teacher prepared for this training?</i>	1	2	3	4	5
2 <i>Did the teacher demonstrate a high level of knowledge?</i>	1	2	3	4	5
3 <i>Did the teacher respond to the needs of the students?</i>	1	2	3	4	5
4 <i>Did the teacher demonstrate good instructor skills?</i>	1	2	3	4	5

How could this teacher improve his/her teaching skills?

Teacher's Name:	Not at all				Very
1 <i>Was the teacher prepared for this training?</i>	1	2	3	4	5
2 <i>Did the teacher demonstrate a high level of knowledge?</i>	1	2	3	4	5
3 <i>Did the teacher respond to the needs of the students?</i>	1	2	3	4	5
4 <i>Did the teacher demonstrate good instructor skills?</i>	1	2	3	4	5

How could this teacher improve his/her teaching skills?

General Course Evaluation:

Poor

Good

Great

<i>What was your overall impression of this course?</i>	1	2	3	4	5
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What do you feel could be done to improve this training?
