



Trains and Tracks **Virtual Presentation Facilitation Guide**

Audience: OLAVs

Age Group: Students in Kindergarten- Second Grade

Technology Level: Intermediate (Participants should be comfortable with having a screen on)

Estimated Time: 30-45 Minutes (made shorter by stopping video fewer times)

Background information: *Trains & Tracks* is a set of PowerPoint slides for Operation Lifesaver Authorized Volunteers to use with children in Kindergarten - 2nd Grade, or between the ages of 5 – 8, when discussing railroad safety. During the Covid-19 pandemic, this slide presentation was given professional animation and voice over to create a video. This video, like the slides it was developed from, was created to introduce key safety messages to young children in an engaging and relatable way. The story is followed by several review slides that emphasize key safety messages while recalling elements from the story. The entire presentation has been designed to be presented in order and in its entirety. If a shorter presentation is necessary, you may choose to skip review slides, but the story slides must be presented together and in order.

About this Age Group:

Children in K – 2nd Grade are eager to connect what they are learning to prior personal experience and will often want to share their own stories. They will have shorter attention spans and they express restlessness clearly by moving their bodies or talking with friends. If you see signs of restlessness, engage them with a question that allows the whole class to participate.

Presenting *Trains and Tracks* Virtually

Utilizing Zoom:

- In the first five minutes, go over any Zoom techniques you would like them to follow such as:
 - Raising hands to be called on.
 - Have participants practice putting on mute while the story is going. Some kids will know how to do this, some will not. Be prepared to give directions as to how to do this.
 - If you will be utilizing chants throughout the story, practice clapping a slow and steady beat. This will help your participants stay on track.

Option 1: Reading from the screen

Reading *Train and the Whateveritwas* aloud while showing the slides mimics the experience of reading a picture book aloud. This will be familiar to most children. If using this option prepare breaks within. See below for possible options of how to start with break questions.

Option 2: Playing the video with guided stop and start

When using this option, consider the below break down of pages to stop and ask a question or get involved. You will still look for places to stop and start the video to ask questions/get feedback.

- Slide 4: Where might train be going? What do you think is on board?
- Slide 6: Can you help me show how train is big, strong, and heavy?

- Slide 7: Can you be quiet too?
- Slide 9: Can you try it with me? Remember Train is very quiet!
- Slide 11: What could it be?!
- Slide 17: Notice are all cars on the track?
- Slide 19: What is this person doing?
- Slide 24: Can you help me repeat this chant?
- Slide 25: Hey look at these kids! See how they are riding so far away from Train and Track?
- Slide 27: Can you help me repeat the whisper chant?
- Slide 29: 6 WHOLE FEET!
- Slide 30: Trains can take a whole mile to stop.
- Slide 31: Trespassing is going somewhere when you are not invited, like walking into your neighbor's house.
- Slide 32: Remember our chant? Let's do it!
- Slide 33: Have you seen these before? Whenever you do (*explain crossing at a cross walk*)
- Slide 34: Let's practice looking both ways and listening for a train horn.

Activities to use during Zoom BEGINNING :

OPENER: *Would you rather?* Ask a simple preferential question such as, "Would you rather ride on a train full of puppies you could play with or a train full of chocolate candy you could eat?" Allow students to raise their hands for their answer. A few will want to share with you their "why"—allow 2-3 students to do this. For very young audiences, you may find it most productive to have a picture that would symbolize some part of your question, and then hold it up for students to see and identify the object they are voting for.

Activities to use for TRANSITIONS:

Throughout the video or reading, if student's look like they are losing focus, take a brain break and ask them to review story elements with either/or answers such as:

- Which is **wider**, a train or tracks?
- Are trains always **loud**?
- Review and recreate Train's Chant: TRAIN OR TRACK? JUST STAY BACK!

After Reading or Watching:

Remind students that trains:

1. Are big, strong, and HEAVY (have students create motions for these and repeat 2-3 times getting louder each time)
2. Are Quiet (have students make shh... sound) Ask to remember trains FIRST CHANT (when she whispers chants... CLICKETY CLACK, TRAIN ON TRACK)
3. Trains cannot swerve (have students mimic "driving" a car, but their steering wheel suddenly becomes stuck! Ask them to introduce other factors such as: trains can't stop quickly! Or, it's just so loud) and can hurt someone if an object flies off of a track.

Closing Activities

If you have extra time and an excited group of kids, a quick game can often be played via zoom. Below are a few that can work well in this format.

If students are moving around a lot:

The Bubblegum Game

1. Dig deep in your pocket—my hand is stuck!
2. Wiggle it free!
3. Pull out some gum for you and me!
4. Unwrap it... carefully!
5. Now we chew, chew, chew!
6. Blow a big bubble!
7. It takes us in the air!
8. Follow it around—look down below!
9. Give it a pop!
10. Here we go!

If you're with a group of kids who like to **sing and talk**, you can sing a review song to end:

Big, Strong and Very Heavy

Head, Shoulders, Knees, and Toes

Big, Strong, and Very Heavy

Head, Shoulders, Knees, and Toes

Very Heavy

Knees and Toes

Big Strong and very Heavy

Head, Shoulders, Knees, and Toes

Very Heavy

Knees and Toes

Be careful around tracks and trains

Eyes and Ears and Mouth and Nose

They are big, strong, and heavy

Head, Shoulders, Knees, and Toes

Very Heavy!

Knees and Toes!

Adding any kind of body movements is a great idea, and keeps students focused on the song. When teaching new songs, be sure to go slowly and repeat in small increments before adding to larger increments.

At the end:

1. Restate your name and that you are with Operation Lifesaver.
2. Tell Students that they can ask an adult to help them visit www.oli.org for more information.
3. If you have chat features enabled, type the website in the chat box.
4. Manually remove students one by one.

Operation Lifesaver is a nonprofit public safety education and awareness organization dedicated to reducing collisions, fatalities and injuries at highway-rail crossings and preventing trespassing on or near railroad tracks. Visit OLI.org for more information.