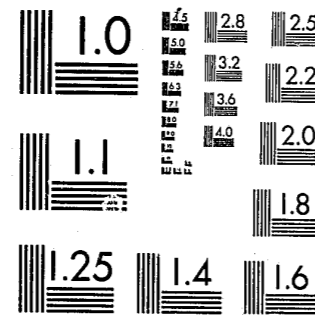


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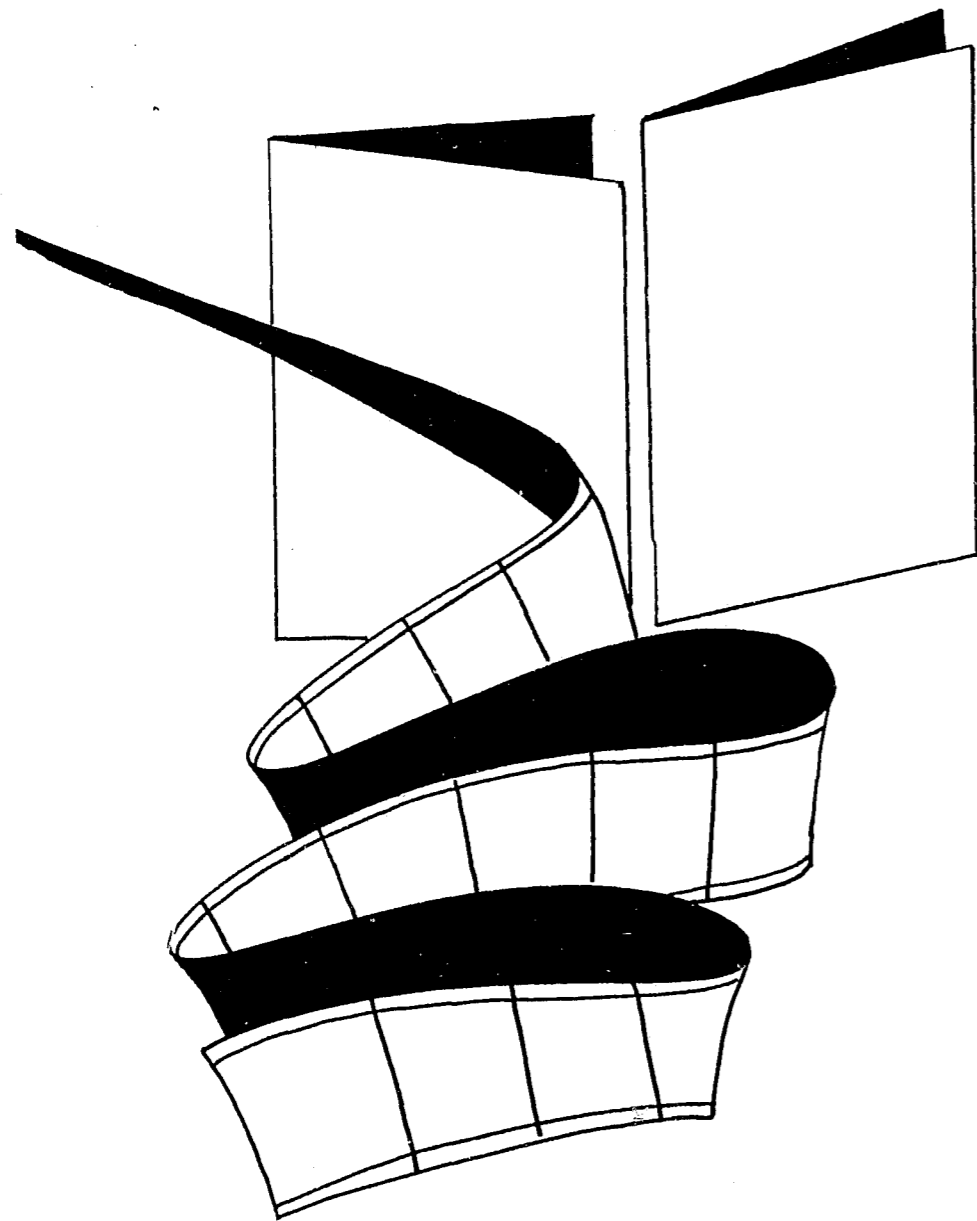
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PROGRAMMING TECHNIQUES



prepared for
The Law Enforcement Assistance Administration,
U.S. Department of Justice
by
National Retired Teachers Association
American Association of Retired Persons

NCJRS

FEB 9 1981

ACQUISITIONS

National Retired Teachers Association-American Association of Retired Persons

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iii

National Retired Teachers Association-American Association of Retired Persons

FOREWORD

This handbook is written for the law enforcement officer whose task, responsibility and privilege as a programmer is to impart his hard-won knowledge and experience to older persons.

It is designed to review the fundamental principles of program planning and implementation, and advance the practical techniques and strategies necessary for effective programming with older persons.

By using communication techniques and teaching procedures the experienced law enforcement officer can structure his program and presentations to heighten positive information and education values for the older person.

Programming Techniques begins with the elements common to all programs and takes the reader to the particular requirements of the program and the older audience. It should enable the officer to organize and present a subject's material content so as to make each program of utmost benefit to the older person.

George Sunderland
NRTA-AARP
Washington, D.C.
July, 1980

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TABLE OF CONTENTS

Foreword	v	
Acknowledgements	vii	
PROGRAM PLANNING		
PRELIMINARY PLANNING		1
Audience Assessment	1	
Establishing Goals and Objectives	3	
Program Design	4	
COMMUNICATION TECHNIQUES		4
Personal Commitment	4	
Profile of Aging	4	
Speaking Skills	7	
TEACHING PROCEDURES		9
Learning Principles	9	
Organization And Content	10	
Learning Environment	10	
Pacing The Presentation	11	
Encouraging Participation	11	
Teaching Guidelines	12	
DELIVERY METHODS		13
Preparing Aids	14	
Selecting Appropriate Aids	14	
Presenting Aids	17	
PROGRAM IMPLEMENTATION		
PROGRAM FACILITATOR		19
PLANNING CALENDAR OF EVENTS		20
SPONSORS		21
SPECIFIC TOPICS		23
PROGRAMMING VARIATIONS		23
SITE/FACILITY SELECTION		24

SPEAKERS	24
Program Moderator	24
Resource Persons	25
COSTS	26
LEGAL ASPECTS	27
INVITATIONS	27
PUBLICITY/PROMOTION	28
SITE PREPARATION	28
Physical Arrangements	29
Logistical Support	29
Refreshments	30
Clean-up	30
LITERATURE AND DISPLAYS	31
EVALUATION	31
RECOGNITION	31
SUMMARY REPORT	32
CONCLUSION	33

FORMS AND CHECKLISTS

PROGRAM PLANNING

Law enforcement agencies regularly conduct education and information programs for various members of the community. The elements of a successful program do not vary significantly from one group to another. However, the emphasis given to each element does differ, as do the interests and expectations of each group attending the program. Since the older audience has particular concerns and needs, this guide emphasizes the planning, presentation and implementation of programs for this age group.

Programs designed for audience participation, such as those combining narration and films, followed by discussions or question-and-answer periods, prove to be a more meaningful learning experience for many older persons than do program emphasizing formal lecture presentations. In all situations, basic communicative skills are needed to deliver the message effectively. However, to present a program to an older audience, the speaker's talk must be slower paced and organized to enhance the learning process; in addition, the speaker needs to know how to use memory cues and visual aids.

Other factors, such as a positive learning environment, personal commitment, and meaningful content contribute also to effective programming for older persons. Practical consideration of physical factors such as outside interference, rest breaks, lighting, room temperature, and even accessibility to the meeting area is equally important.

PRELIMINARY PLANNING

Planning a program involves consideration of several functions: audience assessment, goals and objectives and program design. In this sense, it is important to emphasize careful planning to ensure the proper coordination of all other programmatic efforts.

Audience Assessment

The first step in planning a program is to assess the characteristics of potential participants. The law enforcement officer responsible for conducting the program should ask himself a series of questions to ensure that he fully understands the audience's composition and needs. Some of the questions he should consider are:

- What is the source of the program concept?
- Has it been requested specifically by a sponsoring group or agency?
- What information is available on the subject?
- Should the subject be broken into a series of programs?
- Is it part of a more encompassing program?

The answers to these questions will begin to establish the program's focus. For example, if the presentation has been requested by a sponsoring group, the representatives of that group can provide their reasons for requesting it. The planner should seek answers to other questions, such as:

- What occurrence or concern led to the program request?
- If there were no specific occurrences or concerns, why did the group decide to request a presentation on a specific crime topic?
- Who in the group specifically wants the program?
- What are the characteristics of the group? Age? Affiliation? Neighborhood? Economic status? Sex? Ethnic background?

If the program is one of a series scheduled in advance, or even periodically, by the law enforcement agency, the questions may vary. While the planner of a regularly scheduled program is still interested in audience characteristics, his focus shifts somewhat to determine where potential participants are most likely to come from, such as a specific neighborhood with numerous street muggings of elderly residents. The planner also must examine his motives for selecting the topic, location, and audience. Are those motives in line with the interests of the target group? Or are they designed solely in terms of the department's purposes? A successful program is one which says something the participants want and need to hear.

If the planner is preparing a short presentation which will be part of a larger program, such as a day-long workshop, he must add several questions to those identified earlier. Some additional questions he might want to ask are:

- What is the overall topic of the workshop or conference?
- Who are the sponsors? What are their intentions?
- What are the other elements of the program?
- What is the sponsor "promising" the participants?
- Will every participant be a part of the planner's session, or will participants be choosing from among a variety of workshops or presentations?

It is impossible to know too much about a prospective audience. It is possible, however, to collect so many details as to lose sight of their use. The purpose of analyzing the audience is to help in making decisions about *what* to say, *why* it should be said, *where* to say it, and *how* to say it.

Establishing Goals And Objectives

In considering *what* to say, the more general the topic, the more applicable it is to a variety of audiences. Conversely, the more narrow the topic, the more relevant it is to a specific audience. The planner should bear in mind that interest on the part of older listeners will relate directly to how the message affects them personally. If an objective of the program is to stimulate action on the part of the audience, the message must be applicable specifically to that audience. This means that "canned" programs which are general enough to present throughout the jurisdiction will need to be modified for a given audience.

The planner must develop a list of objectives for each program. At the top of this list will be the most general and fundamental goal or purpose of the specific program; it will help the planner develop more precise objectives. The fundamental goal statement must reflect whether the program aims to *inform* members of the audience about a particular subject, or whether it aspires to *change* the attitude or behavior of the attendees.

One goal frequently selected is to inform older persons about street crimes. The speaker gives a short lecture and lists the common street crimes committed against the older population. Those crimes may be listed orally, flashed on a screen by using overhead projections, or highlighted in a handout or brochure. Specific objectives will enhance the program's success by precisely stating *how* the participants will learn this new knowledge; i.e., participants will write, identify, recite, list, compare and/or contrast street crime problems for older persons.

If the basic intent of the program is to *change* attitudes or behavior, the statement of objectives will be even more important. If the program goal is to help older persons avoid becoming victims to street crimes, an accompanying objective could be: Participants will identify the personal behaviors that make them susceptible to street crimes and will plan behavioral changes to reduce their susceptibility. Objectives may fall short of proving actual behavioral change, but they should be precise. It is a good practice to encourage follow-up responses to determine whether behavior does change; this can build a firm foundation for more in-depth law enforcement assistance to the older population.

Identifying the fundamental outcome desired from the program allows the planner to develop and attain his objectives with a greater degree of assurance than would otherwise be possible. Evaluating success is also made easier by writing down the expected outcome. It is likely that *some* programs will be primarily informational while others will be change-oriented. Most programs, however, will probably be combinations of the two.

The planner should list the fundamental goal and objective(s) in concise, simple language. They will serve as a focus for subsequent activities; designing the program, selecting message content, structuring the message, determining delivery methods and personally evaluating the success of a given presentation.

Program Design

Once the audience assessment, fundamental goals and objectives are considered, the planner can begin to draw up a program design. The design defines activities that need to be undertaken to implement the program, including the time frame, persons involved and areas of responsibility.

The design may have all the elements of a successful program and *not* succeed unless the planner emphasizes the older audience's needs and concerns. Programming techniques of particular importance with older age groups include communication techniques, teaching procedures and delivery methods. The planner should familiarize the facilitator, moderator, and any resource persons with the techniques presented in this guide.

COMMUNICATION TECHNIQUES

Each speaker involved with the program must be able to communicate effectively with older persons. He must display personal commitment and use speaking skills appropriate for older persons.

Personal Commitment

Although it is very difficult to describe, a significant factor in effective communications is how the speaker presents himself, showing that he cares about the audience and its problems. Older persons generally recognize their vulnerability. They know they can be victimized. When they are told explicitly that they are vulnerable, they want to hear it from someone who is sensitive to that fact.

In teaching the older population to reduce criminal opportunity, the law enforcement program speaker must not convey cynicism. On the contrary, a positive attitude and confident demeanor are necessary, to give hope to the older person that help is truly available.

It is often the case that a law enforcement officer's attitudes are hardened to the harsh realities of life. Officers may accept the victimization of potentially helpless members of society, such as the elderly, as a fact of life. If this attitude is conveyed to the older audience, the response to the speaker and the program will diminish. Further, the officer's attitudes about his own aging may be reflected in his dealings with older persons. An understanding of the participants' unique attributes and characteristics will enhance his ability to communicate effectively with older adults.

Profile Of Aging

Communicating effectively with older persons requires a general understanding of the aging process. It is important to understand not only the stereotypes about aging which are prevalent in society, but also to examine personal stereotypes about aging. By itself, the number of years a person lives does not change motives or needs. Older persons are simply adults with "more mileage."

Most older persons live active and productive lives. Less than 5 percent of the elderly are institutionalized. Although older persons may experience enduring physical complaints, lessened mobility and reduced vigor, they nevertheless continue their daily activities and are generally satisfied with their lives.

It is difficult to generalize about older Americans; they are a most heterogeneous group. However, there are some aspects of aging which have direct bearing upon planning and effective communications. Some considerations are:

- Although many older persons do not have extensive formal education, they have learned a great number of skills and have experienced multiple changes in their lives. In this sense, their education is substantial. Program content must address this fact and not "speak down" to older audiences.
- Income levels are fixed in numerous cases, meaning that older persons are restricted economically in terms of obtaining transportation to a program, installing security devices, and paying out-of-pocket expenses. It is a good idea to provide transportation, refreshments, and other types of support when possible.
- Many elderly are gainfully employed. Countless others do or would like to do volunteer work. It would not be difficult to find older persons willing to assist in programming activities.
- There are more single older women than men. Older persons often live alone by necessity or by choice. Special efforts should be made to attract isolated elderly.
- There are enormous differences among the elderly population. Some are "young-old"; others are "old-old". This is an important factor in the delivery of information to a group; it is faulty to view all older participants as being alike. Levels of aging vary as widely as levels of maturity in younger age groups. Most successful programs strive to inform as well as entertain older groups, especially since the subject matter is often stressful for participants.

Techniques to enhance communications with the elderly should focus on two primary senses: vision and hearing.

Vision

Widely varying vision changes can occur with age. There can be changes in visual acuity, farsightedness, nearsightedness, focusing ability, depth perception, peripheral vision, glare resistance, dark adaptation and color vision. In advanced old age, blindness can occur from glaucoma, cataracts, and diabetic or vascular complications. There are some important factors to consider in the planning process:

- Vision changes are the most common perceptual changes associated with aging.
- Many persons maintain perfect vision into old age.

- Some older adults may have difficulty reading small print or discerning details.
- Older persons should not be expected to focus rapidly on objects at varying distances.
- With diminished depth perception, long corridors, stairways and steps may cause difficulty.
- There is a shrinkage in peripheral vision which may limit the ability to detect things outside the vision field.
- Beginning at about 45 years of age, people generally require more light to see clearly, and they begin to experience glare problems.
- With aging, it takes longer to adjust to darkness or sudden lighting changes.
- Color vision tends to fade, with red fading the least.
- It becomes more difficult to distinguish among blues, greens and violets.

To compensate for these factors, the planner should consider:

- Using large, well-spaced lettering for printed materials.
- Allowing longer viewing time for visual materials, such as slides and posters.
- Arranging suitable lighting for older audiences. (Incandescent or yellow lights are more comfortable than fluorescent lights).
- Using high contrast colors in written materials and visual aids.
- Designing large visual aids.
- Avoiding too many details or too much information in handout materials or overhead transparencies.
- Giving visual aids distinct outlines.
- Combining verbal reinforcement with visual information.
- Planning presentation and seating arrangements to accommodate constriction of peripheral vision.
- Controlling glare from natural or artificial light.
- Ascertaining that stairs are well lighted, corridors are unobstructed, and room numbers well marked.
- Monitoring the audience to check for visibility difficulties.

Hearing

Hearing impairment has many causes and there are several problems that result from it. The more difficult it is for a person to hear, the more he relies upon other skills for communicating. People with normal hearing will naturally watch a speaker's face and lips more carefully in a noisy place and will concentrate heavily on what is being said in order to follow the conversation. This is even more true for the hearing impaired.

Hearing loss may be the most isolating sense loss that occurs since it affects our ability to understand and to communicate. Points to bear in mind in planning a presentation are:

- Hearing changes affect about one in four persons over age 60.
- Hearing impaired persons generally hear many sounds, but may not understand what is being said.
- Words spoken too rapidly will result in diminished understanding.
- If the older person is experiencing a loss in the ability to hear the volume or loudness of sounds, this does not affect the ability to perceive the clarity of words.
- If the ability to hear the clarity of words declines, speech will sound muffled or fuzzy no matter how loudly the words are spoken.
- Words sounding alike (such as cheese, these, sees, ease) can be sources of confusion.
- Background noises seriously interfere with the ability to hear and understand.
- Microphones may cause hearing problems for persons with hearing aids.

To compensate for these factors, the planner should consider:

- Speaking clearly without over-enunciating.
- Talking loudly while lowering the pitch of the voice.
- Slowing down the pace.
- Gesturing and displaying objects to reinforce what is said.
- Facing the audience as directly as possible.
- Rephrasing information for understanding and reinforcement.
- Controlling background noises.
- Explaining unusual words and terms.
- Placing a monitor in the audience to signal if sounds are not audible.

Speaking Skills

An education or information program usually revolves around a lecturer, speaker, or moderator. Even if a panel is to be used, someone will have to assume the responsibility for coordinating the various presentations.

Occasionally, a law enforcement officer is fortunate enough to be a natural orator. More often, however, he is unprepared for the public speaking role which the department has assigned to him and he must deliver a number of programs to develop an acceptable or comfortable speaking style.

Audiences react to the tone or mood set by a speaker. If the speaker is tense and uncomfortable, audience reaction will be similar. If the method of presentation is stiff and formal, the audience response will mirror the formality. When conducting a program, never read a speech. The speaker must be intimately familiar with the subject. Then he can use the particular style of delivery best suited to his listeners. Scanning the faces in the audience also promotes attention, establishes rapport, and allows the speaker to take the participative pulse — to determine if members of the audience understand what he is saying. Active, alert faces, sporadic eye contact with the speaker, and heads tilted slightly to the side are signs that the listeners are indeed attentive.

The speaker must remember that some older persons undergo declines in their vision. Thus, he should position himself directly in front of the major portion of the audience, preferably not too far away. Unless the group is too large, he should also stand on the same level. Room lighting should be directed on the speaker's face and not into the eyes of the audience. When the speaker's face is clearly visible, older persons can lip-read and more readily concentrate on the message.

The spoken word is inevitably an important element of any program. The presenter should speak in a normal tone without shouting or over-enunciating words and he should project his voice to the last row in the audience. Public address systems may not always help when talking to older audiences, since low-quality amplification can cause distortion for people with hearing aids. Shouting does not help either, as it raises the pitch of the speaker's voice, making comprehension difficult for older persons who suffer from diminished ability to hear high-pitched sounds.

For this reason, people with high-pitched voices may pose hearing difficulties for older persons. A good public address system which allows for adjustments to the amplified pitch might be useful to flatten pitch peaks.

A chalkboard or flip chart can be used to reinforce what is being said, but explanations of charts or illustrations should be made only when facing the audience. Older adults may hear little or nothing of what is being said if the speaker's back is to them. However, if a chalkboard or flip chart is to be used, the planner should check lighting and legibility for the audience. When writing on a dark surface such as a chalkboard, or on the glaring surface of a newsprint pad, the presenter should make sure that it is not difficult for older people to read.

Gestures and props are useful to illustrate the message the speaker is attempting to deliver. However, they must agree with the spoken word, and they must be timed properly. Also, the speaker must recognize that when he draws an older person's gaze away from the mouth and toward his hands or a prop, there may be a temporary distraction.

Some speakers are more at ease behind a lectern or a table. This may be caused in part by the stress which generally accompanies public speaking. The speaker should keep in mind that a lectern emphasizes the different status he has—it says "I am the authority here." Stepping out from behind the lectern occasionally (unless this diminishes the volume or clarity of amplification) helps to establish a feeling of openness; people feel the speaker is relating to them informally. Moving back

behind the lectern tends to re-establish control; it is a good maneuver to make when shifting from a question-and-answer period to a lecture.

If a lectern is not available, the speaker must take care not to move around too much. Pacing back and forth in front of an audience of older persons may make it difficult for them to concentrate. It can also cause variations in volume level as the speaker moves away from one segment of the audience toward another. Occasional movement a few feet each way can add life to the presentation as long as it is not overdone and as long as the speaker maintains eye contact with the group.

TEACHING PROCEDURES

Building upon effective communication skills, each speaker will want to apply learning principles for older persons to achieve the objectives of his presentation. Depending upon the composition and size of the group, he must determine the most effective methods of teaching the essential information—how and what to do and say.

Learning Principles

An adult's self-image is one of independence, self-direction and experience. The older adult has much to contribute to the learning experience and thus, he will gain more from an active role in the process than from being a passive recipient. Having become a participant to acquire information for immediate application to his problems, the older person requires practical results from learning. He will more readily learn information that is organized into topical areas.

With good health, there is an overall increase in learning into early middle age, with continued growth into the sixties, seventies and eighties. Contrary to past beliefs, early intellectual decline is a myth.

Some factors to consider are:

- There are great individual differences in all learning skills.
- Interests, attitudes and motivation toward learning change.
- Physiological condition and health can affect learning in various ways. However, barring injury or disease, older persons can maintain ability and improve learning strategies.
- There is little decline, in fact there may be an increase, in retained knowledge. Stress, however, can impair memory.
- Older learners respond to reason and learn best when the information fits their experience.
- Older adults need more time to process information.
- Verbal abilities show little decline and many times an increase.

- The extent to which the program's subject matter is meaningful enhances learning.
- Prior learning may affect an older person's ability to accept new or conflicting information. Information that appears to be insignificant or irrelevant may not be retained.
- Learning flows from satisfaction and the rewards foreseen by learners, whatever their ages.

The planner should capitalize on the experiences of participants, find ways to link presentations with individual motives for attending, and, above all, remember that learning should be presented as a challenge, not a threat.

Organization And Content

Almost anything presented for learning (i.e., a written or spoken message, or a physical action) is subject to some degree of organization. Information and education materials are best organized in advance to facilitate the learning process. One useful method to accomplish this task is to index and categorize topics. The entire program can be summarized for the older audience at the outset—a technique that benefits the presenter and the audience. It compels the speaker to develop learning modules that are consistent with program objectives. Each module becomes a building block for the overall program; consideration of one leads logically to consideration of the next, and both the presenter and the participants are better prepared. If the program is presented in an orderly fashion, it becomes simpler to relate the parts to the whole.

Another technique to enhance the organization of information and to reinforce key points is the use of memory cues. Memory cues translate information into a pattern and establish connections among independent topics. As an example, the "Four D's" of crime prevention—Deny, Deter, Delay, and Detect—is a useful teaching tool. Simple diagrams also serve as memory cues, such as the Crime Triangle, with the three sides identified as Desire, Opportunity and Target. Unique acronyms, if they are pertinent to the subject or the community, can be useful.

Organized information is only as good as the content. It is common practice to present background information—national, state or regional studies and statistics to illustrate the crime problems and service needs of the elderly. Unless the content is also applied to the older audience and the local situation, this practice is not very beneficial. Older participants assess how the information affects them personally and the speaker has a responsibility to present relevant facts and to have thoroughly researched the local situation (including police reports, media coverage and the activities of various agencies in the area). When the speaker has met this responsibility he can demonstrate his knowledge, authority and effectiveness.

Learning Environment

Teaching older persons includes motivating them to want to learn. While the presenter cannot be expected to motivate everyone, he can do certain things to create a positive learning environment that will enable participants to express their personal expectations and follow their own motivations

in dealing with the program's content. A positive learning environment promotes individual motivation by being supportive, allowing audience participation, providing meaningful content, and showing a personal commitment to the group.

To stimulate a desire for participation, information must be meaningful. Ideas and thoughts must be related to the individuals' personal experiences or to events familiar to them. Analysis of the audience and of their crime problems and service needs during the planning phase will identify meaningful topics. These topics can be planned beforehand and modified as necessary during the program.

Pacing The Presentation

An older audience requires a relatively slow delivery pace. Rapid speech, no matter how significant the message, could be unintelligible to some in the group. On the other hand, speaking too slowly can become boring and cause audience attention to wander. Watching for non-verbal clues of misunderstanding or boredom will tell the speaker if the pace is comfortable. The pace should always suit the audience, not the speaker.

Sufficient time must be allowed for the participants' response; discussion periods will be essential in most programs. Older adults benefit both from a longer time to hear the presentation and a longer time to respond. Having more time to respond is of little help, however, if the pace of the presentation has been too rapid.

Encouraging Participation

Older participants can include men and women from diversified social, economic, racial and cultural backgrounds with personal interests as varied as their total life experiences. They bring to the program a rich background of acquired knowledge which can be tapped to promote audience participation. A good technique is to capitalize upon a question or comment from a participant; saying, for example, "That is a good question because . . ." or, "That is an interesting comment, for this reason . . ." Even though a question or comment may not be germane to the discussion at the moment, it should be responded to and re-directed to foster other, more pertinent dialogue.

Audience participation can be encouraged in other ways.

- Request definitions from someone in the group. Make certain that technical words or phrases are clearly defined.
- Do not do all the talking. Listening is a valuable tool. Ask the audience to verbalize concepts and examples, to assist in drawing conclusions.
- Share applicable personal experiences. This can prompt others in the audience to do so.
- Allow for discovery. Rather than doing all of the thinking for them, encourage individuals to carry a thought process to its conclusion.

- Ask for potential solutions to problems under discussion.
- Provide opportunities for role-playing, and action demonstrations, such as practice in the use of locks and alarms.
- Get acquainted with some members of the audience before beginning the presentation, and during breaks.

These techniques can aid in establishing a comfortable setting for group or individual participation. Learning and using some of the group's names can establish group rapport.

Care should be exercised when citing specific examples of traumatic events. If someone in the audience has recently experienced, or been threatened with, a similar event, it could renew the psychological side effects of the incident. It is especially important not to elevate levels of fear, but to speak confidently and accurately about ways to reduce the opportunities for such events to occur. Strive to avoid inducing irrational concerns, even though discussing important and real problems.

These techniques will encourage audience participation and create a supportive environment for learning, especially for older persons.

Teaching Guidelines

Older audiences will benefit from the teaching guidelines summarized below.

- *Know* your audience.
- Emphasize the older person's *abilities* and *experience*.
- *Reassure*.
- Establish a comfortable *environment* for learning—physiological and psychological.
- Select appropriate teaching *procedures*—some older persons learn better through discussion, while others learn more effectively from a lecture.
- Assess the older adult's learning *expectations*.
- Take advantage of the audience's *interests*, *attitudes* and *motivation*.
- Use *questions*, *prompting devices*, *organizers*, and *directions* to help establish the connection between current knowledge and new information.
- *Empathize* with your audience—enjoy their individuality and idiosyncracies.
- Do not “*talk down*” to the audience.
- Avoid “*scare*” tactics.

- Try to win *attention* of least attentive.
- Minimize extraneous and distracting *noises* or *situations*.
- Slow down *rate* of presentation.
- Study audience for *non-verbal cues* to judge delivery rate.
- Have *short breaks*, even during a lecture session which lasts *only* an hour.
- Allow more time to elicit audience *responses*, during discussions.
- Allow *self-paced* learning, when possible.
- Always *repeat* a question from the audience.
- Provide opportunities for *recall* of new information.
- *Emphasize* information.
- Reinforce learning process by presenting information both *visually* and *verbally*.
- Clarify and provide *organization* and *structure*.
- Identify any *obstacles* to learning. Allow older persons to practice and reinforce new information.
- Do not use *jargon* unless it is essential to the presentation, in which case it should be explained.
- Prepare for additional inquiry on information with *documentation*.

DELIVERY METHODS

Visual aids and/or audio-visual aids offer a variety of delivery methods to supplement presentations. Aids can help to prevent misunderstandings. They reinforce or illustrate the spoken word. In providing a change of pace, aids help to maintain interest and attention by keeping the presentation from becoming monotonous. Aids also save time—what one visual aid can portray in a few minutes might take an hour or more in talking and yet not be as effective. Aids call attention to main points, thus enhancing retention. The main benefit of aids is that they permit the speaker to appeal to more than one sense at the same time. This results in clearer understanding and greater retention.

Preparing Aids

The preparation of good aids is not that difficult or time consuming. There are eleven basic rules to keep in mind when preparing aids:

1. The aid must be appropriate and relevant to the topic.
2. The aid must be simple. One aid for each main point. Two simple aids rather than one complex one.
3. Aids must reinforce, not merely repeat. Excessive redundancy between aids and the presentation should be minimized. If visuals are used, for example, to list points the speaker wishes to make, he should allow the audience time to read them before commenting or rephrasing the projected message.
4. The aid must be accurate. It should show only the points contained in the presentation. More important, an inaccurate aid reflects on the speaker's competence and affects the confidence felt by the group.
5. Aids must be readable by everyone. They must be legible, and project clear, bright images. They should be uncluttered with detail and sharply defined. An aid that cannot be read is worthless, disturbing, discouraging and distracting. In other words, not good.
6. The aid must be subordinate to the presentation. An aid must supplement, not take the place of the presentation. It should not dominate the session.
7. The aid must be manageable. If an aid is to be effective, it must be used without difficulty.
8. The aid should be portable. Portable aids allow for flexibility and do not restrict the speaker to one location.
9. Aids must show good taste. This is particularly important with older persons who may have different values than the presenter or the community-at-large. Analyzing the characteristics of the audience during the planning phase will go far toward avoiding this problem.
10. Design aids in a horizontal format. This makes it easier for projected visuals to be seen from the back of the room. The horizontal format also coincides with that used by the entertainment media (television and motion picture), so people are conditioned to expect it.
11. Color can add to visual interest and readability. The use of color is generally appropriate; however, its overuse can detract from the overall message by leading the viewer toward irrelevant thoughts or emotional reactions.

Selecting Appropriate Aids

The speaker has a vast array of aids from which to choose. In selecting one to use, choose the one

that most effectively conveys the message. There are advantages and disadvantages to all aids. Consider the most commonly used aids:

- **Chalkboard or Blackboard.** Probably the best-known visual aid, the blackboard permits spontaneity in a presentation and allows the speaker to develop a topic with the group. Erasing is simple, changes can be made very easily and it provides a large writing area. Two disadvantages are: (1) older persons may have to copy the information if they wish to save it, and (2) the presenter cannot write on the blackboard and talk at the same time. It is helpful to place blackboards and flip charts in a well-lighted but non-glare position, in front of and close to the participants, bearing in mind that the older viewer must be allowed time to shift his gaze from the presenter's face toward the visual. Emphasize points with additional, brief, supporting comments.
- **Flip Charts.** A flip chart may be used in much the same manner as the blackboard; however its smaller size and impossibility of erasure are limiting. Two advantages offered by flip charts are: (1) the pages can be turned back for review and (2) pages can be torn off and posted around the room.
- **Posters.** Posters can be made of almost anything—photographs, diagrams, drawings, graphs, word messages or a combination of these. They can be dry-mounted on hardboard and laminated (dry-mounting is an adhesive and heat process; lamination waterproofs the poster).

Posters are permanent and portable. They can be held by the speaker and then passed throughout the audience. Posters should be simple and easy to comprehend, with illustrations as realistic as possible.
- **Overhead transparencies.** Transparencies are relatively easy to prepare, clear and visible. Overlays can be used for a cumulative presentation. Overheads should be simple, with five to six lines of words, using only key points, having consistent notations, and with large lettering.
- **Slides.** Charts, diagrams, and pictures can be made into slides. Actual on-the-scene photographs can add realism to the presentation. Slides require a great deal of preparation and rehearsal. Keep the lights on during introductory remarks. Have the room partially darkened, at least. Show three to five slides per minute. Avoid using too many slides or showing them too rapidly.
- **Films.** The film should *always* be previewed. To determine its suitability for older persons, the following elements should be evaluated:
 1. **Narration:** Vocal quality should be low-pitched, slow, and relatively loud. The narrator must be enthusiastic and consistent. If, for example, the voice is too soft at a critical point in the plot, the older audience may miss the point.
 2. **Plot:** The film's plot requires good organization. Actors, locations, and props must be clearly visible to those in the rear of the room. If the location or a prop is critical to understanding the film's message, it must be shown long enough for older persons to perceive it. Otherwise, the film will not be very useful. Discussion following the film can highlight critical

points that may be missed because of poor cinematography. In some instances, a film can be reshowed to the audience after the discussion. This might be especially useful if it is teaching how to do something.

3. *Acting:* The actors must speak clearly. They must be identifiable and believable. If, for example, a con artist is very easily identified by his high pressure salesmanship, discussion should clarify the difficulties in recognizing a con artist in real life. It is important to avoid films which resort to "grade B movie" stereotypes of criminals.
4. *Message:* The film's message must be presented in a manner which an older audience can identify. Its purpose should be to inform as well as to entertain. The facts presented in the film must be up-to-date and must be compatible with the intent of the program. If, for example, in a program for older women, a film is shown which has an actress using karate in self-defense, the use of this film should be questioned. The audience, while viewing the film, may think that they are expected to resist the offender. The speaker actually wants to deliver the *opposite* message—older persons who resist an attacker are likely to incur serious physical injuries.
5. *Length:* The film should be long enough to convey the desired training but not occupy all of the program time allotted.

Several previews may be necessary to fully evaluate a film and devise methods to compensate for flaws if the film is to be used. Posters, hand-out literature, and demonstrations can supplement a movie or fill informational gaps.

Once the decision has been made to show a film, the film should be introduced. Provide guidelines to the older audience on what to watch for. After the film is over, conduct a discussion. Stress key points or ask prepared questions to give the older persons a better understanding of the film and provide them an opportunity to relate it to their particular needs and desires.

Some films may be stopped for discussion to maintain interest and increase understanding. Attention is likely to wander from a film after fifteen to twenty minutes of viewing.

- *Tape recorder.* Tapes command an attention span of about seven or eight minutes. Use only when their effectiveness is certain.
- *Handouts.* Handouts include anything distributed to the audience, such as summaries, outlines, problems, case studies. Handouts should be accurate, neat and attractive. Have enough for everyone. Many handouts, such as summaries or outlines, enable older persons to comprehend the relationship of each topic to the overall program. Handouts can record the program, serve as memory cues, or supplement law enforcement goals. In addition, handouts give the participants the feeling of taking something from the program with them.

If there is no available hand-out literature for programming with older persons, it can be prepared and produced by the law enforcement agency. Four factors to consider are: type, color, paper, and layout.

The type size, type style, and spacing should be selected to facilitate readability. Large 10- to 12-point type size (the size of this text) is generally suitable for older persons. In selecting type style, or type face, the main principle is to avoid extremely stylized or excessively ornate styles. A good type style to choose is described as *times roman* (it is quite simple with few embellishments on individual letters).

In spacing type for older persons to read, the lines should not be set too close together. Spacing between lines, known as leading, is usually expressed with the size of type—10/12, for example, is 10-point type with 12-point leading. Proper type size and style can not easily be read if there is insufficient spacing between letters and lines.

Color selection requires high contrast. Black letters on a white background are acceptable; black letters on a soft-white, eggshell, or buff-colored background create better contrast for the older reader without creating a harsh effect. Dark letters on pale backgrounds are generally good combinations, while bright pastels, although eye-catching, are too harsh. It is also best to avoid light letters on dark backgrounds.

In selecting two high-contrast colors for handout literature, avoid red-green combinations which cannot be distinguished by color blind individuals (of any age).

Avoid paper types that reflect light, such as glossy finish magazine paper stock. The matte finish papers are preferable and need not be expensive.

Headings, text, and illustrations should have simple lay-outs. Illustrations, such as line drawings, should not offend older persons by negative stereotyping. Hand-out literature should be designed to be simple, of high-contrast, and to the point.

Visual aids are intended chiefly for the benefit of the audience, but the speaker benefits in their preparation. He must analyze the presentation and subject matter so as to select the most appropriate aids.

Presenting Aids

There are some general delivery methods for using presentation aids that should be followed.

- Be completely familiar with the aids, the equipment and their use. Practice using them.
- Arrange aids so that everyone can see and/or hear them.
- Do not let the aid dominate or interfere with your presentation. Don't overdo it.
- Use a variety of aids. Older persons respond to a variety of delivery methods.
- Show and use the aid at the proper time.
- Speak to the audience, not the aid.

PROGRAM IMPLEMENTATION

Plans can be translated into action only when the prerequisites to implementation are obtained. Then, steps of implementation can proceed in an orderly and logical fashion. As with any undertaking, the planner has to think through the entire program from beginning to end.

It is the purpose of this section to consider the major tasks of implementing a successful program in as sequential a manner as possible. In some cases implementation guidelines may appear to do no more than state the obvious; experience proves time and again that the key to smooth program implementation often turns on an obvious detail, such as knowing exactly where to plug in the projector or how to turn down the lights. Program implementation guidelines and general recommendations are provided, supplemented by specific forms and checklists designed to arm the program facilitator with effective, practical tools readily adaptable to his needs.

All forms and checklists may be found in the back of this handbook.

PROGRAM FACILITATOR

The facilitator is critical to success of the program. He has the primary responsibility for all tasks and assignments, even though work may (and should) be delegated to others.

Ideally this person should be experienced in managing program activities and have strong organizational talents. This includes skills in delegating responsibility. The careful assignment of tasks will allow for timely execution of activities. However, the responsibility for the overall program cannot be delegated; the facilitator must commit himself to its success.

Major tasks necessary to implement a program are listed below.

- Set up a planning calendar of events
- Enlist sponsors
- Select specific topic areas
- Frame out schedule and agenda
- Select facility
- Designate the program moderator
- Identify qualified resource persons
- Budget costs for the program
- Satisfy any legal requirements
- Invite participants
- Publicize program activities
- Arrange for logistical support
- Select literature and displays
- Prepare for refreshments
- Arrange clean-up facilities
- Determine feedback/evaluation strategy
- Prepare recognition/letters of appreciation
- Establish guidelines for a summary report
- Identify follow-up activities

These activities often overlap and will necessarily be most effectively handled in a variety of configurations. Some are best carried out by the facilitator, others can be delegated to the moderator and still others can be handled by resource persons. The facilitator will be best able to assign tasks for his unique programmatic needs and goals. (see Checklist #1).

Precise detail on how to implement each of the identified program tasks will be discussed in this section. Actual program implementation often requires some (if not many) tasks to be combined or rearranged.

The facilitator, faced with the job of implementing programs for older persons, will enhance his ability to do his job better and easier by consulting the checklist materials, making notes, adding or deleting items and adapting these checklists to suit his personal needs (see sample Program Information Form). The facilitator who follows these guidelines for program implementation will also find himself in a better position to handle the occasional crisis which arises from time to time (experience will bear this out as well).

CHECKLIST #1: PROGRAM FACILITATOR MASTER CHECKLIST

PLANNING CALENDAR OF EVENTS

The proper sequencing of activities from initial planning to the actual program and follow-up may require a two to four month period, depending upon program complexity. The simplest preparation technique is to chart activities in a series of stages. Sample activities for the facilitator can be:

Initial Meeting

Assessing the level of interest for the overall program concept and identifying specific target groups in the community.

Planning Meeting

Soliciting sponsorship and setting tentative program date(s) and location(s).

Start-up Meeting

Outlining agenda, time schedules and site(s) with sponsors; discuss and assign tasks.

Progress Meeting

Reviewing progress to date, identifying and resolving any problems.

Promotional Meeting (optional)

Informing community and media leaders, and officials of related agencies, about the program

and its goals in order to stimulate interest and cooperation. Plan specific publicity and promotion activities:

Publicity.

Begin TV, radio and newspaper spots announcing the program and its goals to arouse public interest and attendance. Have the chief or sheriff endorse the project. Take steps to reach isolated elderly, such as posting program announcements in drug stores, grocery stores, medical clinics, libraries, and other areas frequented by older community residents.

Promotion.

A proclamation from the mayor, governor or other political leader can enhance support for current as well as future program activities. Inviting prominent community leaders and church officials to assist in program promotion can help to draw participants from special elderly ethnic or religious groups.

When conducting promotional activities and proclamations, maximum impact is generally achieved by timing all major announcements during the week prior to the program date(s).

Conduct Program

Feedback Meeting

Determining program effectiveness and making recommendations for future programming and further action.

Follow-up Meeting

Ensuring that desired action is being taken.

The planning calendar of events will provide a record of decision-making steps against which to check the progress of individual activities.

SPONSORS

There are an unlimited number of agencies, businesses, civic organizations, service clubs and other groups available and willing to sponsor or co-sponsor community service programs. Their involvement serves to further disseminate program concepts as well as provide additional resources for program implementation.

In seeking potential sponsors/co-sponsors, an initial step should be to identify on-going programs in the area with which to affiliate. It is also desirable to get information about any previous efforts, the sponsorships and subsequent results.

If it is necessary to initiate interest in a new topic area, groups and organizations such as the following can be helpful:

• *Service Clubs*

- Jaycees
- Rotary
- Lions
- Junior League
- VFW Posts
- Kiwanis
- American Legion
- Federation of Women's Clubs

• *Professional Groups*

- Bar Associations
- Medical Associations
- Bankers' Associations
- Boards of Realtors
- Crime Prevention Associations
- Industrial/Retail Associations
- Unions
- Police/Firefighter Associations

• *Civic Organizations*

- Parent-Teachers Associations
- Chambers of Commerce
- Red Cross
- Legal Aid

• *Local, State And Federal Governments*

- City/County Councils
- Area Agencies on Aging
- Council of Governments
- Law Enforcement Agencies
- Social Service Agencies
- City/County Planning Agencies

• *Other Community Groups*

- AARP Chapters
- Retired Teachers Associations
- Recreational Clubs
- Sports Clubs
- CB Clubs
- Hobby Clubs

• *Educational Institutions*

• *Businesses/Utilities*

• *Charitable Organizations*

This list is in no way complete. Every locality has special groups and organizations which share a desire in improving their community and obtaining visibility for their efforts. The possibilities for programming resources are only limited by the imagination and initiative of the practitioner.

One small mid-western community has twelve distinct crime prevention programs, with seventeen co-sponsoring community organizations. The programs are maintained at no cost to the police department. This is one of many examples of police departments who have taken on the respon-

sibility to effectively coordinate available community resources with the law enforcement agency's mission. Every department can bring about innovative and worthwhile programs.

SPECIFIC TOPICS

In the beginning of a program, the specific topics to be covered within a broad subject area must be selected. This helps to direct tasks and target on interest areas for prospective sponsors and participants.

When choosing topic areas, consideration of the older participant is all-important. The topics must address the concerns of this group.

In addition, topic areas must be related to each other and the general program goal. This somewhat obvious criterion is not always adhered to in program planning, resulting in disjointed and confusing agenda. Organization and clarity are critical with older audiences. The topic selection process, involving all concerned parties (such as program co-sponsors and contributors), should be directed by the program facilitator to remain on target yet deal with the subject matter as comprehensively as possible.

PROGRAMMING VARIATIONS

Closely related to the topic areas are the many ways in which to present them. The simplest and perhaps most common method is a one-day program in one location. Often person(s) responsible for program implementation select this method because it is the easiest to implement; however, there are many factors which may make it undesirable.

The subject matter itself may require more delivery time than is available in one day. Further, many programs are linked to other activities of a given group and must be implemented within a variety of constraints, such as an after-lunch program at a nutrition site. These situations lend themselves to programming configurations based on a series of presentations such as each Wednesday of the month, or the first Tuesday of each month. The primary consideration in either case is to best accommodate the target audience.

A program of sufficient magnitude to draw large groups of people should offer several dates and different locations. For example, an announcement by the governor that a problem is going to be addressed statewide can be followed by multiple seminars, geographically dispersed. This type of scheduling would allow adjustment to the needs of different neighborhoods and facilitate any follow-up activities resulting from the program.

SITE/FACILITY SELECTION

Once the topic areas and program configuration are outlined, the location(s) must be considered. The facility may be pre-determined (as is often the case) if it is one of the aspects of a co-sponsorship.

If there are options in site selection, the location and design are contingent upon the numbers and composition of the program participants. The site should be relatively accessible by public, private or donated transportation.

There should be ample parking. If buses will be used, allowances must be made for adequate loading and unloading lanes removed from the traffic flow.

Prior to the program, inspect the facility. Lighting conditions inside and outside the building, sidewalks, stairs, elevators, hallways, entrances and exits to the meeting room should be checked. Note the need for any signs and directional assistance. Pay particular attention to safety features and potential hazards which could cause difficulty for older persons, especially those who must use walkers, canes or wheel chairs.

Evaluate the meeting room. Pretest the public address system and assess acoustics—will the older audience in the back of the room be able to hear? Identify any activities to be held near the meeting room during the program. Consider the audience's ability to enjoy audio-visuals and see instructional aids. Plan delivery methods and seating arrangements to minimize the limitations of the meeting room.

Many facilities are available at no charge, as a public service. These include church activity centers, community halls or auditoriums, university or community college facilities, civic or professional club premises, and others.

In selecting an appropriate setting for an older audience, available sites should be inspected. Select the site which provides the most desirable features.

CHECKLIST #2: SITE/FACILITY SELECTION

SPEAKERS

The essence of any community program is its speakers, the people "on-stage". To the audience, they *are* the program, and generally decide the impact of the information by their effective delivery. There is no other variable which affects a program's success quite like its speakers.

Program Moderator

In many cases the facilitator will assume the role of program moderator. If this role is delegated, the facilitator must ensure that the moderator fully understands the purpose and complete operation of the program.

In cases of multi-group or concurrent programs, moderators may be designated for each of the presentations. This simplifies program implementation and provides a variety of personalities contributing to presentations. Several moderators generally will stimulate program delivery and help maintain participant interest and involvement as the program proceeds. (And, one weak link will not necessarily break the chain). A good moderator generally demonstrates competence in the following areas. He:

- Speaks clearly and distinctly,
- Establishes a comfortable atmosphere for participants,
- Makes brief announcements and comments,
- Targets the audience's questions to the program goals,
- Repeats questions and answers from the audience,
- Controls the time and pace for presentation(s),
- Assists resource persons in tailoring subjects to the audience,
- Maintains schedule, including provisions for breaks (at least 10 minutes per hour),
- Monitors room temperature, glare, noise and interruptions,
- Assures that audience can hear and see activities, and
- Adjusts or accommodates the program to any last-minute changes.

An important but sometimes nebulous area of responsibility for the program moderator is to maintain continuity between presentations. The moderator will present transitional ideas to highlight each topic and tie the presentations together. The older audience's retention and comprehension are enhanced by reinforcement.

Effective moderators carry out the often used technique of presentations:

1. Tell them what you're going to tell them.
2. Tell them.
3. Tell them what you've told them.

Many programs make use of resource persons to deliver information, while the moderator gives the introductory and final remarks. It is critical that the participants are made to understand the information presented and its relevancy to them.

CHECKLIST #3: PROGRAM MODERATOR

Resource Persons

The resource person(s) is a primary source of information whose expertise draws upon research, experience and/or practice. He will be expected to respond to participant's concerns and pertinent issues on his assigned topic.

The content and duration of the program often determine the type and number of resource persons to be selected. In many situations, one person effectively serves as the program facilitator, moderator and resource person. Other programs draw upon many individuals to fill these roles.

Regardless of configuration, the resource person must have a strong background in the subject area. He should possess good communication skills, be concerned about the subject area, and informed about the audience's expectations and needs.

Often the resource person represents a department, agency, or organization with interest in the subject matter. He will be conversant with his department's activities but he must also be able to respond to inquiries about new activities and deal with issues that may arise during the presentation discussions.

Some examples of effective resource persons for law enforcement-related programming are:

- Sheriffs or chiefs of law enforcement departments
- Crime prevention or community relations officers
- Members of the judiciary
- Other criminal justice/government professionals
- Representatives of business or community organizations involved in law enforcement-related activities.

It is necessary that the resource person be made fully aware of the audience composition, the subject areas to be discussed, and how his presentation relates to the over-all program. He must know time allotments for presentation and for questions and discussion. With complete understanding of the purpose and objectives, this individual can be an integral element of the program's success.

CHECKLIST #4: RESOURCE PERSONS

COSTS

Experience has shown that there are many opportunities to arrange for presentations on law enforcement-related activities at little or no cost. Such community service programming attracts civic organizations, fraternal/service clubs and business organizations, as well as government agencies.

Co-sponsorship of a program usually includes sharing responsibility for at least some portion of the requirements, such as the facility or lunches/refreshments. Many kinds of support are available from many sources within a community. Examples are church groups, libraries or schools providing the space needed for the program. Newspapers, radio and television stations are generally willing to provide public service announcements about such a program. Other costs, if any, may be offset by direct community contributions.

In most cases the costs of a program are minimal. This is primarily due to the cooperation among interested parties in assuming tasks and responsibilities.

If certain costs are unavoidable, they should be ascertained as early in the planning stages as possible in order to be met. Some possible cost areas are identified in Checklist #5.

CHECKLIST #5: COSTS

LEGAL ASPECTS

In any program activity, the potential for incurring legal liability should be considered. Should a participant be injured through negligent conduct during the program, litigation against the responsible individual and/or the group could ensue.

The necessity for appropriate insurance coverage should be investigated, to protect the individual and the group from monetary damages.

If use of a facility is arranged by contract, it must be determined that the terms of the contract are not binding to responsibility beyond that covered by insurance.

If a "Hold Harmless Agreement" is signed it means that responsibility is assumed for any damages or injury that otherwise might be lodged against the landlord or owner of the facility. (See Sample Release and Waiver of Liability)

If there is *any* doubt about the need for insurance or other legal matters, professional guidance should be sought. It is protection against the unlikely, but it is protection nonetheless.

INVITATIONS

The issuance of invitations is a final commitment to program implementation. Specific program information is necessary for the participants to determine their interest and possibility of attendance. Once issued, the major specified details must remain. In light of this, it is necessary to determine, *before the invitations are sent*, any possible conflicts with other important events already scheduled.

An invitation should be mailed or telephoned to each participant, unless it is an open program for the community or select group(s). In this case adequate publicity and notice must be generated, and appropriate community and/or group leaders formally invited.

All resource persons must be individually invited, with additional explanation of their particular roles and the audience make-up. They should be informed of all presentations, and the time frame they should prepare for.

All invitations, for resource persons and participants, should clearly state the name(s) of the program sponsor(s), what the program is about, and where, when and why the program is being held. It may be useful to enclose specific instructions as to how to reach the program site, and a sketch map with the directions.

Responses should be requested from all resource persons and dignitaries invited, and from participants if the audience number is crucial. In many cases, estimates of attendance can be made by representatives of the group(s) invited, providing a general audience number. If the exact number of participants is necessary, a specified time period within which to respond should be prominently placed in the invitation. Rarely do all invitees respond within this time period, but it will greatly reduce the number of follow-ups to the invitation that must be made.

CHECKLIST #6: INVITATIONS

PUBLICITY/PROMOTION

Another necessary element of a successful program is sustained publicity and promotion. Crime prevention or other law enforcement-related programs depend upon strong interest and involvement from many sectors of the community. Interest can be generated through active publicity campaigns.

Publicity can take the form of:

- newspaper articles
- articles for neighborhood papers
- articles for newsletters
- radio spot announcements
- radio interviews with program facilitator or moderator
- telephone calls
- posters (may be prepared by high school art students)
- flyers
- announcements for bulletin boards

Promotion can include:

- personal visits to local city officials to enlist their support
- proclamations issued by the Mayor, County Commissioner, Governor, or other elected official
- regular announcements at community group meetings and other public gatherings to sustain interest
- visits to local businesses to seek their involvement; i.e., donations of facilities, printing, food, refreshments, transportation, free advertising
- visits to local newspapers (written information or press releases about the forthcoming program are helpful to the Editor). (See Sample News Release)

In order to maintain continued interest and possibly stimulate further programming, post-seminar information dissemination should be considered. This information would include the major points and highlights of the program, and future actions that will result from it. Its dissemination could be local, state or nationwide, depending upon access to appropriate media. National law enforcement trade journals and magazines have a great interest in new and innovative programs, especially those emphasizing community involvement.

CHECKLIST #7: PUBLICITY/PROMOTION

SITE PREPARATION

After major decisions about the program have been made (such as sponsors, topic areas), further considerations remain. Attention to physical arrangements, logistical support, refreshments and clean-up will help to ensure the success of the considerable amount of work which has gone into the program at this point.

Physical Arrangements

One simple thing—unchecked—can lead to difficulty. As an example, a major community program was organized; the planning occupied several months, and the media campaigns had produced great interest. The Mayor of the city had agreed to welcome the group and make introductory remarks, but had stressed that he could not remain because of another important commitment. The plan agreed upon was to have the Mayor make his remarks, then darken the auditorium to show the selected film, at which time the Mayor would make his exit. Everything progressed according to plan until it was time to turn off the lights and start the film.

No one had thought to locate the electric switches beforehand. Great confusion ensued with much scurrying and frantic activity. The audience of 400 enjoyed this, but not the Mayor or the facilitator. A hurried call was made to try to locate the building electrician. He was finally located, the electric panel was located (locked) and the program resumed with the Mayor chagrined and 30 minutes late for his next engagement.

No amount of checking the physical details is too much. Walking through the premises to locate fuse boxes, electrical outlets, light switches, temperature controls, public address system controls and other important details is essential. If the site is an auditorium, back-stage familiarization with entrances, exits, lighting and curtain panels is necessary if their use is anticipated.

An additional technique often used to ensure adequate physical arrangements is to mentally "rehearse" the program, on-site. The responsible individual (such as the facilitator) arrives at the facility prior to the program and mentally checks off each activity in sequential order, including any preparations necessary. (In the example above, this would have included positioning the film projector and *locating the light switches*). Mentally reviewing the program from the participants' perspective is necessary as well, including entering and exiting, breaks, refreshments, and positioning of speakers, displays, etc.

There is no substitute for careful attention to detail. A minor flaw in the implementation of a program has the potential for major disruption, and can lead program facilitators into another line of work.

CHECKLIST #8: PHYSICAL ARRANGEMENTS

Logistical Support

A program attended by large numbers of participants requires hosts, hostesses or ushers to assist attendees. This assistance begins with the arrival of participants, ends with their departure and includes many tasks in the interim.

Some of the functions of the host/usher are:

- directing the arrival of participants
- providing special assistance to handicapped or disabled participants
- registering attendees
- distributing initial materials

- assisting in the seating of participants
- passing out samples, handouts
- setting up and operating audio-visual equipment
- providing direction to refreshments, restrooms, telephones
- passing out and collecting evaluations, critiques
- directing the departure of participants

These individuals must be informed of their functions and the facilities at the program site. They should be aware of the program agenda, including timetables, and be prepared to act in case of emergency.

All hosts, hostesses or ushers should be provided with prominent identification—ribbons or name tags—for easy recognition.

CHECKLIST #9: LOGISTICAL SUPPORT

Refreshments

Food and drink provide a refreshing break, giving participants an opportunity to socialize and to get to know speakers and one another. A program lasting longer than one or two hours will generally require some provision for refreshments. This can range from simply having coffee and tea available for self-service, to doughnuts or sweet rolls, to "bring your own" or "brown bag" lunches, or to full-scale seated meals, either donated or catered.

Whatever the decision, the size of the expected audience is all-important. If the program is providing food or drink or both, a close head count is necessary in order to determine costs. In some instances local food services or restaurants will donate and deliver food or refreshments as a public service to the community, but a head count will still be necessary.

If there are to be refreshments, especially those provided free of charge, credit should be given to the providers.

CHECKLIST #10: REFRESHMENTS

Clean-Up

If the facility does not supply custodial service or other manpower to accomplish the required clean-up, it will be necessary to arrange for this. Many facilities that are offered free of charge will stipulate this.

Fortunately, an adequate pool of clean-up volunteers exists in the participant group. Unfortunately, there is no guarantee that a strong interest will exist. Nevertheless, the participants represent a good resource to draw upon, and arrangements should be made as far in advance as possible.

CHECKLIST #12: CLEAN-UP

LITERATURE AND DISPLAYS

Nearly all programs, particularly those that are law enforcement-related, rely heavily on written information for the participants to keep and act upon.

The development of written material necessitates careful planning, as the previous discussion on preparing aids points out. The message and construction of literature for an older audience incorporate many considerations, as does its distribution.

Effective distribution of literature can be accomplished by any or all of the five following ways. It can be:

- Mailed with invitations. It is often desirable to prepare participants for the up-coming program with background information. If invitations are mailed, inclusion of related material accomplishes this.
- Placed with posted program notification. For a program which depends upon notices placed in meeting rooms or posted on bulletin boards for attracting participants, materials placed nearby can be effective. This method may be limited by costs of materials, as a portion of them will be picked up by persons who will not attend the program.
- Distributed to participants before or during program. Many materials have direct application to a specific topic area being presented. Their distribution immediately before the applicable presentation will ensure the correlation to the subject area at hand. It is *not* advised, however, to pass out or distribute materials while a resource person or other guest is speaking.
- Placed on a literature table. Written information that is applicable to the entire program can be picked up by participants, as they arrive, from a strategically placed literature table. This eliminates the need for distribution while presentations are being made, and can save valuable time. Use of this approach requires *clear* identification of materials. It may also not be appropriate to provide certain materials until a later time in the program.
- Disseminated after the program. Either mailed or placed in appropriate locations, follow-up information serves two purposes: it can provide additional information, and it can remind participants of program objectives, such as installing deadbolt locks.

Literature plays an important role in any program. Effective distribution will greatly enhance its contribution to the total message.

Displays and exhibits constitute another form of visual reinforcement to the spoken message. They provide examples of equipment, procedures, etc., that accompany the program topics, and can involve the participants in actual demonstrations of techniques and uses.

In many cases, displays are used by the resource persons in their particular presentations. Other types of displays are best suited for examination by participants before or after the program, and may require a person available for explanation or to answer questions.

The facilitator must see to it that materials are delivered and picked up in a timely fashion. This includes any literature that is used, and requires a close estimate of the number of participants that will be attending.

CHECKLIST #12: LITERATURE AND DISPLAYS

EVALUATION

Evaluation should be borne in mind throughout the program presentation or the project undertaking. Formal or informal feedback can be gathered from two target populations.

The first source of evaluation information is the participant group. It is to this group that the program is targeted, therefore reactions and planned actions by the audience should be fully captured. This is generally accomplished by distributing, on site, evaluation forms immediately after the program. The optimal benefit of evaluation is derived when participants express their likes/dislikes/reactions about specific program element(s).

Informal discussion cannot be counted upon to determine the effectiveness of a program, as people will generally express favorable comments immediately and withhold unfavorable reactions. This is not an accurate barometer of program results, and sooner or later unfavorable comments will surface. It is always best to provide a confidential form to encourage participants to express their true feelings.

Other sources of feedback are the resource persons, moderator and sponsors. Objectivity is sometimes difficult with this group, and criticism should always be careful and constructive, but much is learned from actual experience. Conduct informal interviews and consult with these individuals as to overall reactions, what went right, what went wrong, and what should be done differently.

The basic purpose of evaluations (although this is often lost sight of) is to determine what works, what doesn't and why. Combining the data derived from the audience and the presentations will provide those answers.

RECOGNITION

Letters of appreciation should be sent to resource persons, dignitaries and other invited guests, local, state or Federal officials, committee and subcommittee help. Media such as press, radio and TV should be thanked.

Donors of sites, facilities, transportation, food, beverage, equipment, or display materials and literature should also be thanked. It is most important that volunteers receive some recognition for their time and efforts.

SUMMARY REPORT

If a report is expected by the law enforcement agency's leadership, or by a headquarters office, the information required to prepare it should be identified in advance, so as to make a complete report possible.

Significant items to report might include:

- Total participants
- Resource persons
- Distinguished guests
- Public reaction/visibility
- Media coverage (for historical record)
- Problems
- Successes
- Overall evaluation
- Plans for expansion
- Program suggestions
- Crime problems
- Victimization data, if available (especially of the elderly)
- Expenses
- Other

CONCLUSION

The end of a truly successful program never quite occurs. Rather, it is a springboard for continued efforts—by the planners and facilitators, and the participants.

A successful program should result in increased demand from older persons for more information and more programs. And so, the program planner will begin preliminary planning, making an audience assessment and establishing goals and objectives. Communication techniques, teaching procedures and delivery methods will receive emphasis for older audiences. The planning calendar of events will be filled, sponsors contacted, and new topic areas selected. The facilitator, moderator, and resource persons will come together. The facility, costs, and logistical support will be prepared and publicity and literature will draw together another group of older persons.

A successful program will also require on-going follow-up with the older community. If the topic area was crime prevention, for instance, have security surveys been conducted and security hardware installed? If it was neighborhood organization, have block captains been identified and a communication network established?

Active community involvement with law enforcement requires a great deal of work from *all* persons involved. Maintaining the initial accomplishments of a successful program is a necessary and most satisfying programming technique.

FORMS AND CHECKLISTS

- Sample Program Information Form
- Sample Release And Waiver of Liability
- Sample News Release
- Checklist #1: Program Facilitator Master Checklist
- Checklist #2: Site/Facility Selection
- Checklist #3: Program Moderator
- Checklist #4: Resource Persons
- Checklist #5: Costs
- Checklist #6: Invitations
- Checklist #7: Publicity/Promotion
- Checklist #8: Physical Arrangements
- Checklist #9: Logistical Support
- Checklist #10: Refreshments
- Checklist #11: Clean-up
- Checklist #12: Literature And Displays

SAMPLE PROGRAM INFORMATION FORM

Program/Presentation Title: _____

Program Date(s): _____

Program Location: _____

Sponsor(s): _____

Number of Participants: _____ Audience Type: _____

Contact Person: _____

Address: _____

Telephone No.: _____

Meeting Room(s): _____

Seating Capacity: _____ Floor(s) levels: _____

Transportation Available: _____ Public: _____ Walking: _____

Parking for Personal Cars (No.): _____

Nearby Lodging: _____ Transportation: _____

Telephone: _____

NOTES: _____

SAMPLE RELEASE AND WAIVER OF LIABILITY—ADULT

For and in consideration of the City of _____ Police Department extending me, at my request, the opportunity of participating in the "Citizen Ride-Along Program" I hereby assume all risk of personal injury, death, property damage and any other loss I may sustain in and about any patrol car and in any other way arising out of the program, and I hereby release the City of _____, its officials, police department, police officers and all other personnel from any and all liability whatsoever for personal injury, death, property damage and any other loss I may sustain in and about any patrol car and in any other way arising out of the program.

I further agree to idemnify and hold harmless the City of _____, its officials, police department, police officers and all other personnel from any and all claims, demands or actions arising out of personal injury, death, property damage or other loss to me in and about any patrol car and in any other way arising out of the program.

It is my intent that the assumption of risk, release and hold-harmless herein described are binding upon my heirs, executors and administrators.

IN WITNESS WHEREOF, I have hereunto set my hand and seal at _____, _____, this _____ day of _____, 19_____.

SAMPLE NEWS RELEASE

MAIN CITY POLICE DEPARTMENT

NEWS RELEASE

For Release Immediately

NOTED GERONTOLOGIST TO SPEAK IN CITY

Dr. Edgar Hufnagelerian, professor of gerontology at the University of Southern California, will discuss "Aging and the Incidence of Crime Victimization" at the *Main City Civic Center* on *Wednesday, April 3*.

The presentation is part of a Main City Police Department series highlighting the needs of older citizens.

Hufnagelerian is an expert on the crime issue. He served as director of a statewide blue ribbon panel studying the crime problems of older persons. He is the author of several books on the subject of aging.

The Main City Police Department has relied on Hufnagelerian's assistance in designing their crime prevention program for older residents in the city. Sergeant William Harrigan directs a staff of two officers and two civilians who work with citizen groups throughout the city.

All of the presentations in the current series are held on Wednesdays from 7 to 8:30 p.m. Admission is free. Refreshments are available after the presentation. Hufnagelerian will be available to answer questions.

For information on other speakers and subjects: telephone the *Main City Police Department Crime Prevention Bureau* at 123-4567.

-MCPD-

William Brubaker
123-4567

March 20, 1980

PROGRAM FACILITATOR MASTER CHECKLIST

Task	Priority Number	Person Assigned	Date Assigned	Date Completed	Remarks
Planning Calendar	_____	_____	_____	_____	_____
Sponsors	_____	_____	_____	_____	_____
Specific Topics	_____	_____	_____	_____	_____
Programming Variations	_____	_____	_____	_____	_____
*Site/Facility Selection	_____	_____	_____	_____	_____
*Program Moderator	_____	_____	_____	_____	_____
*Resource Persons	_____	_____	_____	_____	_____
*Costs	_____	_____	_____	_____	_____
Legal Aspects	_____	_____	_____	_____	_____
*Invitations	_____	_____	_____	_____	_____
*Publicity/Promotion	_____	_____	_____	_____	_____
*Physical Arrangements	_____	_____	_____	_____	_____
*Logistical Support	_____	_____	_____	_____	_____
*Refreshments	_____	_____	_____	_____	_____
*Clean-up	_____	_____	_____	_____	_____
*Literature/Displays	_____	_____	_____	_____	_____
Evaluation	_____	_____	_____	_____	_____
Recognition	_____	_____	_____	_____	_____
Summary Report	_____	_____	_____	_____	_____

*DENOTES SEPARATE CHECKLIST

CHECKLIST #2

SITE/FACILITY SELECTION

Applicable Situation	Yes	No
_____ 1. Sufficient room(s) to accomodate participants	—	—
_____ 2. Transportation:		
_____ a. Access to public transportation	—	—
_____ b. Adequate parking—number of spaces: _____	—	—
_____ c. Traffic direction/control	—	—
_____ d. Maps and directions provided	—	—
_____ 3. Sufficient non-glare lighting (inside and outside)	—	—
_____ 4. Acceptable acoustics	—	—
_____ 5. Adequate temperature control	—	—
_____ 6. External noise control	—	—
_____ 7. Safety factors		
_____ a. Non-slippery walking surfaces	—	—
_____ b. Handrails	—	—
_____ c. Stair treads	—	—
_____ d. Safety lighting	—	—
_____ e. Emergency facilities (on-site or nearby)	—	—
_____ f. Other: _____	—	—
_____ 8. Convenient to restaurants	—	—
_____ 9. Convenient to lodging	—	—
_____ 10. Kitchen or food service facilities on-site	—	—
_____ 11. Custodian on premises	—	—
_____ 12. Rental or other fees(s) required—amount \$ _____	—	—

CHECKLIST #3

PROGRAM MODERATOR

Applicable Situation	Yes	No
_____ 1. Knowledgeable of subject area	—	—
_____ 2. Motivator of audiences	—	—
_____ 3. Speaks clearly and voice carries	—	—
_____ 4. Prior observation of abilities	—	—
_____ 5. Role clearly explained	—	—
_____ 6. Each program segment explained	—	—
_____ 7. Provided time schedule	—	—
_____ 8. Provided background on each resource person/official	—	—
_____ 9. Provided literature/display samples	—	—
_____ 10. Provided summaries of films/slides/tapes	—	—
_____ 11. Familiar with equipment (in case of failure/emergency)	—	—
_____ 12. Decided handling of questions and answers	—	—
_____ 13. Decided literature distribution	—	—
_____ 14. Decided break periods	—	—
_____ 15. Remarks and comments prepared	—	—
_____ 16. Alternate moderator selected for emergency	—	—
_____ 17. Explained audience composition	—	—
_____ 18. Reconfirmed participation	—	—

CHECKLIST #4

RESOURCE PERSONS

Applicable Situation	Yes	No
_____ 1. Knowledgeable of subject area	_____	_____
_____ 2. Motivator of audiences	_____	_____
_____ 3. Speaks clearly and voice carries	_____	_____
_____ 4. Prior observation of abilities	_____	_____
_____ 5. Explained specific time allotted	_____	_____
_____ 6. Each program segment explained	_____	_____
_____ 7. Informed of all other speakers	_____	_____
_____ 8. Assignment clearly specified in writing	_____	_____
_____ 9. Explained precise time and location of program	_____	_____
_____ 10. Will remain for questions	_____	_____
_____ 11. Explained facts about local situation(s)	_____	_____
_____ 12. Uses audio/visual aids—specific: _____	_____	_____
_____ 13. Uses literature/handouts—specific: _____	_____	_____
_____ 14. Remarks and comments prepared	_____	_____
_____ 15. Explained audience composition	_____	_____
_____ 16. Reconfirmed participation	_____	_____

COSTS

CHECKLIST #5

Applicable Situation	Amount	Funding Source
_____ 1. Printing	\$ _____	_____
_____ 2. Facility rental	\$ _____	_____
_____ 3. Equipment rental	\$ _____	_____
_____ 4. Travel—speakers	\$ _____	_____
_____ 5. Travel—official guests	\$ _____	_____
_____ 6. Travel—participants	\$ _____	_____
_____ 7. Food	\$ _____	_____
_____ 8. Beverage	\$ _____	_____
_____ 9. Banquet	\$ _____	_____
_____ 10. Advertising	\$ _____	_____
_____ 11. Lodging—speakers	\$ _____	_____
_____ 12. Lodging—official guests	\$ _____	_____
_____ 13. Lodging—participants	\$ _____	_____
_____ 14. Security	\$ _____	_____
_____ 15. Parking	\$ _____	_____
_____ 16. Logistical support	\$ _____	_____
_____ 17. Telephone calls	\$ _____	_____
_____ 18. Stamps/mailing	\$ _____	_____
_____ 19. Clean-up	\$ _____	_____
_____ 20. _____	\$ _____	_____
_____ 21. _____	\$ _____	_____
_____ 22. _____	\$ _____	_____
_____ 23. _____	\$ _____	_____
TOTAL	\$ _____	_____

CHECKLIST #6

INVITATIONS

Applicable Situation	Yes	No
_____ 1. Total number of participants decided—number: _____	—	—
_____ 2. Audience type decided—type: _____	—	—
_____ 3. Initial invitation list developed	—	—
_____ 4. Invitations mailed—date: _____	—	—
_____ 5. Invitations telephoned—date: _____	—	—
_____ 6. Resource persons invited—date: _____	—	—
_____ 7. Official guests invited—date: _____	—	—
_____ 8. Follow-ups made—date(s): _____	—	—
_____ 9. Invitations state program sponsors	—	—
_____ 10. Invitations state resource persons and official guests	—	—
_____ 11. Invitations state time, place, subject areas	—	—
_____ 12. Invitations state specific directions	—	—
_____ 13. Sketch map included	—	—
_____ 14. Invitations state time period to confirm—date: _____	—	—
_____ 15. Special guests reconfirmed—date(s): _____	—	—
_____ 16. Resource persons reconfirmed—date(s): _____	—	—
_____ 17. Resource persons provided explanation of roles	—	—

CHECKLIST #7

PUBLICITY/PROMOTION

Applicable Situation	Yes	No
PUBLICITY		
_____ 1. Sample news release provided to newspapers	—	—
_____ 2. Radio spot announcements made	—	—
_____ 3. Television spot announcements made	—	—
_____ 4. Television/radio interviews with program facilitator	—	—
_____ 5. Announcements placed in neighborhood papers	—	—
_____ 6. Announcements placed in newsletters	—	—
_____ 7. Announcements placed in church, group, or club bulletins	—	—
_____ 8. Flyers distributed	—	—
_____ 9. Announcements posted—locations: _____	—	—
_____ 10. Post-seminar information disseminated	—	—
PROMOTION		
_____ 11. City/county officials visited or contacted	—	—
_____ 12. Proclamations issued by elected officials	—	—
_____ 13. Announcements made at group meetings/public gatherings	—	—
_____ 14. Local businesses visited or contacted	—	—
_____ 15. Television, radio, press coverage arranged	—	—
_____ 16. Promotional speaking engagements scheduled	—	—
_____ 17. Word of mouth promotion encouraged	—	—
_____ 18. Telephone calls to key individuals made	—	—

PHYSICAL ARRANGEMENTS

CHECKLIST #8

Applicable
Situation

Yes No

- | | | | |
|--------------------------|--|---|---|
| <input type="checkbox"/> | 1. Sufficient chairs, properly placed | — | — |
| <input type="checkbox"/> | 2. Public address system tested | — | — |
| <input type="checkbox"/> | 3. Lectern in place and lighted | — | — |
| <input type="checkbox"/> | 4. Light switches, electricity panels and outlets located | — | — |
| <input type="checkbox"/> | 5. Audio-visual equipment in place and tested: | | |
| <input type="checkbox"/> | a. Projector—overhead | — | — |
| <input type="checkbox"/> | b. Projector—movie | — | — |
| <input type="checkbox"/> | c. Projector—slide | — | — |
| <input type="checkbox"/> | d. Tape player | — | — |
| <input type="checkbox"/> | e. Phonograph | — | — |
| <input type="checkbox"/> | 6. Operators of A/V equipment identified | — | — |
| <input type="checkbox"/> | 7. Screens, chalkboards, flipcharts in place | — | — |
| <input type="checkbox"/> | 8. Extension cords and extra bulbs available | — | — |
| <input type="checkbox"/> | 9. Films, slides, tapes, overheads previewed | — | — |
| <input type="checkbox"/> | 10. Transportation of A/V equipment and materials arranged | — | — |
| <input type="checkbox"/> | 11. Refreshment facilities located | — | — |
| <input type="checkbox"/> | 12. Restrooms located | — | — |
| <input type="checkbox"/> | 13. Temperature controls located and working | — | — |
| <input type="checkbox"/> | 14. Telephones located and working | — | — |
| <input type="checkbox"/> | 15. Emergency telephone numbers available | — | — |
| <input type="checkbox"/> | 16. Emergency exits well marked | — | — |
| <input type="checkbox"/> | 17. Interior rooms (closets, etc.) accessible | — | — |

LOGISTICAL SUPPORT

CHECKLIST #9

Applicable
Situation

Yes No

- | | | | |
|--------------------------|--|---|---|
| <input type="checkbox"/> | 1. Adequate number of hosts, hostesses, ushers recruited | — | — |
| <input type="checkbox"/> | 2. Provided prominent identification | — | — |
| <input type="checkbox"/> | 3. Agenda and timetables explained | — | — |
| <input type="checkbox"/> | 4. Functions explained: | | |
| <input type="checkbox"/> | a. Directing participant arrival | — | — |
| <input type="checkbox"/> | b. Assisting handicapped and disabled | — | — |
| <input type="checkbox"/> | c. Registering participants | — | — |
| <input type="checkbox"/> | d. Distributing initial materials | — | — |
| <input type="checkbox"/> | e. Assisting seating of participants | — | — |
| <input type="checkbox"/> | f. Passing out literature, samples, handouts | — | — |
| <input type="checkbox"/> | g. Setting up and operating audio-visual equipment | — | — |
| <input type="checkbox"/> | h. Directing to refreshments, restrooms, telephones | — | — |
| <input type="checkbox"/> | i. Distributing and collecting evaluations/critiques | — | — |
| <input type="checkbox"/> | j. Directing participant departure | — | — |

CHECKLIST #10

REFRESHMENTS

Applicable Situation	Yes	No
_____ 1. Catering arrangements made—audience size: _____	—	—
_____ 2. Delivery and storage of donated food/drink arranged	—	—
_____ 3. Restaurants and price ranges identified	—	—
_____ 4. Adequate time for meals (including travel time) allotted	—	—
_____ 5. Notification of 'bring your own' lunch made	—	—
_____ 6. Space available for eating on-site	—	—
_____ 7. Napkins, straws, utensils, dishes arranged	—	—
_____ 8. Return of borrowed dishes/utensils arranged	—	—
_____ 9. Trash receptacles in place	—	—
_____ 10. Trash removal arranged	—	—
_____ 11. Adequate counter or table space set up	—	—
_____ 12. Adequate help recruited	—	—

CHECKLIST #11

CLEAN-UP

Applicable Situation	Yes	No
_____ 1. Provided by facility	—	—
_____ 2. Audio-visual equipment returned or secured	—	—
_____ 3. Display materials returned or secured	—	—
_____ 4. Chairs stored or returned	—	—
_____ 5. Food service equipment returned or secured	—	—
_____ 6. Left-over food/beverage returned, secured or disposed	—	—
_____ 7. Lost or forgotten items returned to owners	—	—
_____ 8. Clean-up equipment on-site and located	—	—
_____ 9. Trash removed	—	—
_____ 10. Adequate time allotted	—	—
_____ 11. Adequate assistance recruited	—	—
_____ 12. Specific tasks designated	—	—
_____ 13. Lights and equipment off	—	—
_____ 14. Facility locked, keys returned	—	—

LITERATURE AND DISPLAYS

Applicable
Situation

Yes No

LITERATURE

- | | | | |
|--------------------------|--|--------------------------|--------------------------|
| <input type="checkbox"/> | 1. Mailed with invitations | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 2. Placed with posted program notification | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 3. Distributed before and during program | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 4. Placed on literature table | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. Disseminated after program | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 6. Shipped to site in adequate time | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 7. Previewed for appropriateness | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 8. Adequate space on literature table | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 9. Persons assisting at table informed of contents | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 10. Unused literature returned | <input type="checkbox"/> | <input type="checkbox"/> |

DISPLAYS

- | | | | |
|--------------------------|---|--------------------------|--------------------------|
| <input type="checkbox"/> | 11. Displays in place and clearly visible | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 12. Person(s) available for explanation and questions | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | 13. Displays returned | <input type="checkbox"/> | <input type="checkbox"/> |

END