**JOB DESCRIPTIONS**
**& PROCEDURE**

## PROJECT LEADER

**Preparation Stage** (*Day 1*):

DURING CLASS:

- Explain the project to the class (see '*Background'* document for information about greenhouse gases, the effect of vehicle emissions on global warming, and info about Windsor's anti-idling by-law; also see '*Idle-Free Windsor Project Overview*' document for source information about Windsor's Idle Reduction Campaign).
- Assist the Project Teams in finding a name for the overall project (e.g., 'Assignment No-Idle' or 'The Idle Reduction Campaign').
- Divide the classroom into teams of six (1 Team Leader and 5 Vehicle Officers – show '*Job Chart'* transparency).
- Explain how and when the intervention will take place (see '*Idling Intervention Project Overview*' document).

**Idling Observation Stages** (*Day 2* & *Day 4* –> baseline and follow-up observations):

DURING CLASS:

- Hand out job descriptions to all team members (e.g., all Vehicle Officers get the Vehicle Officer job description).
- Explain how to identify an idling vehicle (i.e., look for exhaust fumes; listen for the engine; look for vibration of the vehicle; smell of exhaust fumes; look for headlights being on).
- Explain how to fill out the '*Idling Observation Form*' by showing the transparency (e.g., under 'Vehicle Description,' include the colour, make, and circle the type of vehicle – car, truck, mini-van, or SUV). Make sure to define each type of vehicle so that all team members clearly know the difference between them. Give an example of how a row should be filled out.
- Emphasize that students should observe one vehicle at a time. The point is quality (to be exact and correct with all information) not quantity.

END OF SCHOOL DAY:

- Give each Team Leader five '*Idling Observation Forms*' – one for each team member. Make sure that everyone has a watch and a pencil or pen to record their observations.
- Assign parked or stopped vehicles to each Team Leader. Make sure that each team is responsible for an equal number of vehicles (the Team Leaders will assign vehicles to the individual Vehicle Officers on their team). Make sure that no two students are responsible for the same vehicle.
- Provide assistance when needed.
- Immediately after the observation stage:
    - (1) collate each team's '*Idling Observation Forms*' and divide them up by team;
    - (2) using the '*Idling Observation Master Form*,' write out all of Team #1's information, including student names, vehicle descriptions, and all other idling observations made by each student of that team – do the same for all subsequent teams;
    - (3) Calculate the 'Duration of Idling' for each vehicle.
- Fill out the 'Name of School' and 'Weather' and 'Temperature' and 'Date' and 'Time at Start'(i.e., 2:40pm) and 'Time at Stop' (i.e., 3:00pm) sections on each team's '*Idling Observation Master Form*.'

**Commitment Intervention Stage** (*Day 3*):
DURING CLASS:

- Congratulate students for a job well done!
- Explain how to fill out the '*Commitment Intervention Form*' by showing the transparency. Give an example of how a row should be filled out. Also, introduce Vehicle Officers to the '*Script for Approaching Motorists*' by showing the transparency and handing out copies. They should be given time to practice using the script (e.g., role-play) and using the print materials they will distribute to motorists (e.g., information cards, windshield stickers, bookmarks, and bumper stickers).
- Emphasize that students should fill out the form completely and correctly immediately after their interaction with each driver. The point is quality (to be exact and correct with all information) not quantity.

END OF SCHOOL DAY:

- Give each Team Leader five '*Commitment Intervention Forms*' and five '*Scripts for Approaching Motorists*' – one form and one script for each team member. Make sure that everyone has a pencil or pen to record their interactions with motorists.
- Make sure that each team is responsible for an equal number of vehicles. There should be no overlap (i.e., make sure that no two students are responsible for the same vehicle).
- Provide assistance when needed.
- At the end of the day:
  (1) collate each team's '*Commitment Intervention Forms*' and divide them up by team;
  (2) using the '*Commitment Intervention Master Form*,' write out all of Team #1's information, including student names, vehicle descriptions, and all other vehicle approach information made by each student of that team – do the same for all subsequent teams;
- Fill out the 'Name of School' and 'Weather' and 'Temperature' and 'Date' and 'Time at Start' (i.e., 2:40pm) and 'Time at Stop' (i.e., 3:00pm) sections on each team's '*Commitment Intervention Master Form*.'

END OF *Day 4*:

**Preparation for Discussion: STEP 1 – Calculating Totals and Averages**

- Gather the '*Idling Observation Master Forms*' from Day 2 and Day 4. If there were two teams on Day 2 and two teams on Day 4, then there should be four '*Idling Observation Master Forms*'.
  - On the '*Idling Observation Master Form'* from Day 2, for Team #1, calculate the total number of vehicles that were idling and the total number of vehicles that were not idling. Calculate the average amount of time that all vehicles spent idling (for those vehicles that weren't idling, 'zero' was the amount of time spent idling). Repeat these calculations for all other teams. Record your numbers for each team on the '*Calculations sheet – Idling Observation Summary.*'
  - After the calculations have been made for all teams, overall calculations will be made which will combine all of the teams' totals and averages taken from the '*Idling Observation Master Forms*' (see '*Calculations sheet – Idling Observation Summary*').
  - Repeat all calculations for Day 4, and record your total numbers for each team on the '*Calculations sheet – Idling Observation Summary.*'

- Gather the '*Commitment Intervention Master Forms*' from Day 3. If there was one team, then there should be one form.
    - On the '*Commitment Intervention Master Form'* from Day 3, for Team #1, calculate the total number of: vehicles that were (and weren't) idling; drivers who were willing (and not willing) to talk; drivers who took (and didn't take) information cards; drivers who took (and didn't take) stickers; drivers who put (and didn't put) a sticker on their window; males and females. Repeat these calculations for all other teams. Record your total numbers for each team on the '*Calculations sheet – Commitment Intervention Summary.*'
    - After the calculations have been made for all teams, overall calculations will be made which will combine all of the teams' totals taken from the '*Commitment Intervention Master Forms*' (see '*Calculations sheet – Commitment Intervention Summary*').

**Discussion Stage** (*Day 5*)
**Discussion: STEP 2 – Interpreting the findings**
DURING CLASS:

- Congratulate students on a job well done!
- Lead the students in a discussion about the results of the Idling Intervention Project. On the '*Calculations Sheet – Idling Observation Summary*,' in the last 3 columns (i.e., difference between Day 2 and Day 4):
- If both the 'Total number of idling vehicles' and the 'Average amount of idling time' calculations in the last row (i.e., final results) have positive values:
    - Conclusion: The commitment intervention likely contributed to a reduction in the number of idling vehicles and the amount of idling time.
    - Ask students: How much do you think the commitment intervention itself changed drivers' idling behaviour? What else might have contributed to the change in drivers' idling behaviour? What more could be done to encourage drivers to reduce the amount of time they spend idling?
- If the 'Total number of idling vehicles' (last row) has a positive value and the 'Average amount of idling time' (last row) has a negative value, or
  If the 'Total number of idling vehicles' (last row) has a negative value and the 'Average amount of idling time' (last row) has a positive value:
    - Conclusion: The commitment intervention may have partially contributed to a reduction in the number of idling vehicles (if the calculated number has a positive value) or idling time (if the amount of time calculated has a positive value).
    - Ask students: How much do you think the commitment intervention itself changed drivers' idling behaviour? What would you do differently next time (in order to make the intervention more effective)? What more could be done to encourage drivers to reduce the amount of time they spend idling?
- If both the 'Total number of idling vehicles' and the 'Average amount of idling time' calculations in the last row (i.e., final results) have negative values:
    - Conclusion: The commitment intervention was likely ineffective in reducing the number of idling vehicles and the amount of idling time.
    - Ask students: What would you do differently next time (in order to make the intervention more effective)? What might have increased the effectiveness of the intervention? For example:
        - Length of the intervention -> perhaps approaching vehicles for more than one day would have increased the effectiveness of the intervention.
        - Impact of the intervention -> perhaps the drivers were not convinced about the benefits of decreased idling, and a different approach would have been necessary. If so, what new approach would you use?
        - Attitudes of the drivers -> perhaps the drivers are so set in their ways that they simply didn't want to change their idling behaviours. If so, what else could be done to encourage a change in attitude?

**TEAM LEADER**

**Preparation Stage** (*Day 1*):

DURING CLASS:

- Review information related to this week's anti-idling project.

**Idling Observation Stages** (*Day 2* or *Day 4*):

DURING CLASS:

- Learn how to observe idling vehicles, and how to record this information on the '*Idling Observation Form*.'
- Problem-solve any issues that may arise during the observation days.

END OF SCHOOL DAY:

- Make sure that each one of your team members has an '*Idling Observation Form*,' a watch and a pencil or pen to record their observations.
- Make sure that your team members are in their designated observation locations. Also make sure that your teammates are correctly filling out their '*Idling Observation Form*.' Very important -> make sure that no two students on your team are responsible for the same vehicle. No two students should be observing the same vehicle.
- Make sure that your teammates are observing one vehicle at a time. The point is quality (to be exact and correct with all information) not quantity.
- Provide assistance when needed.
- At the end of the day, please do the following:
    - Make sure that everyone on your team has given their '*Idling Observation Forms*' to the Project Leader.

**Commitment Intervention Stage** (*Day 3*):

DURING CLASS:

- Learn how to approach vehicles (whether they are idling or not), and learn how to record this information on the '*Commitment Intervention Form*.'
- Practice using the '*Script for Approaching Motorists,*' and practice handing out the Idle-Free Windsor print materials.

END OF SCHOOL DAY:

- Make sure that everyone on your team has a '*Commitment Intervention Form*' and a '*Script for Approaching Motorists*'. Also make sure that all of your teammates have a pencil or pen to record their interactions with motorists.
- Make sure that your team members are in their designated observation locations. Also make sure that your teammates are correctly filling out their '*Idling Observation Form*.' Very important -> make sure that no two students on your team are responsible for the same vehicle. No two students should be observing the same vehicle.
- Make sure that your teammates are filling out the form completely and correctly immediately after their interaction with each driver. The point is quality (to be exact and correct with all information) not quantity.
- Provide assistance when needed.
- At the end of the day, please do the following:
    - Make sure that everyone on your team has given their '*Commitment Intervention Forms*' to the Project Leader.

**Discussion Stage** (*Day 5*)

DURING CLASS:

The class will discuss your experience and the results of the week-long anti-idling project.

## VEHICLE OFFICER

**Preparation Stage** *(Day 1):*
DURING CLASS:

- Review information related to this week's anti-idling project.

**Idling Observation Stages** (*Day 2* or *Day 4*):
DURING CLASS:

- Learn how to observe idling vehicles, and how to record this information on the '*Idling Observation Form*.'
- Problem-solve any issues that may arise during the observation days.

END OF SCHOOL DAY:

- Make sure that you have an '*Idling Observation Form*,' a watch and a pencil or pen to record your observations.
- Make sure that you are standing safely in your designated observation location.
- Make sure that you are ***not*** observing the same vehicle as someone else.
- Make sure that you are observing one vehicle at a time. The point is quality (to be exact and correct with all information) not quantity.
- Make sure that you fill out every column on your sheet.
    - For 'Vehicle Description,' circle whether the vehicle is a car, truck, minivan, or SUV. Also, please write the colour and "make" of the vehicle. The "make" of a vehicle usually appears on the back (e.g., Intrepid) or the side of the vehicle (e.g., F150).
    - For 'Idling,' circle whether or not the vehicle was idling when you began your observations. Look for the signs of idling (e.g., Can you see or smell exhaust fumes coming out of the tailpipe? Can you hear the engine running? Is the vehicle vibrating? Are the headlights on?) If yes, then circle 'Yes.' If there are no signs of idling, then circle 'No.'
    - For 'Arrival Time,' write down the time the vehicle arrived at the school. If the vehicle was already there when you began observing it, then write down the exact time (e.g., 2:53pm) you began your observations.
    - For 'Departure Time or Time Engine Shut Off,' write down the exact time (e.g., 3:03pm) the vehicle either shut off its engine or left the area, whichever comes first. Make sure to circle either 'Departure Time' or 'Time engine shut off,' depending which one occurred first.
    - For 'Duration of Idling,' leave a blank space. Please do not write in this column.
    - For 'Gender of Driver,' write down whether the driver was male or female.
    - For 'Comments,' write down what the driver was doing while waiting in the car. Please be as specific as possible (e.g., reading, listening to the radio, or looking around).
- At the end of the day, please do the following:
    - Make sure that you have included your name on your '*Idling Observation Form*'.
    - Give your '*Idling Observation Form*' to the Project Leader.

**Commitment Intervention Stage** (*Day 3*):
DURING CLASS:

- Learn how to approach vehicles (whether they are idling or not), and learn how to record this information on the '*Commitment Intervention Form*.'
- Practice using the '*Script for Approaching Motorists,*' and practice handing out the Idle-Free Windsor print materials.

END OF SCHOOL DAY:

- Make sure that you have a '*Commitment Intervention Form*' and a '*Script for Approaching Motorists*.' Make sure that you also have a pencil or pen to record your observations.
- Make sure that you are standing safely in your designated vehicle approach location.
- Make sure that you are ***not*** approaching the same vehicle as someone else.
- Make sure that you are filling out the form completely and correctly immediately after your interaction with a driver. The point is quality (to be exact and correct with all information) not quantity.
- Approach the vehicle, gently knock on the window in a friendly manner, and begin reading the script. Make sure to offer print materials to the driver (i.e., information card, windshield sticker, bookmark, and bumper sticker).
- After your interaction with the driver, make sure that you fill out every column in the row you have been assigned.
    - For 'Vehicle Description,' circle whether the vehicle is a car, truck, minivan, or SUV. Also, please write the colour and "make" of the vehicle. The "make" of a vehicle usually appears on the back (e.g., Intrepid) or the side of the vehicle (e.g., F150).
    - For 'Idling,' circle whether or not the vehicle was idling when you approached the driver. Remember the signs of idling (e.g., Can you see or smell exhaust fumes coming out of the tailpipe? Can you hear the engine running? Is the vehicle vibrating? Are the headlights on?) If yes, then circle 'Yes.' If there are no signs of idling, then circle 'No.'
    - For 'Willing to talk,' write down whether or not the driver was willing to talk to you after you knocked on the window.
    - For 'Took information card,' write down whether or not the driver took the information card when you handed it to him or her.
    - For 'Took sticker,' write down whether or not the driver took the sticker when you handed it to him or her.
    - For 'Did they put a sticker on their window,' write down whether or not the driver put the sticker on their vehicle window.
    - For 'Gender of Driver,' write down whether the driver was male or female.
    - For 'Additional Notes,' write down any information you think might be helpful for the Project Leader to know about your interaction with the driver.
- At the end of the day, please do the following:
    - Make sure that you have included your name on your '*Commitment Intervention Form*.'
    - Hand in your '*Commitment Intervention Form*' to the Project Leader.

**Discussion Stage** (*Day 5*)
DURING CLASS:
The class will discuss your experience and the results of the week-long anti-idling project.