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ABSTRACT

Developed by classroom teachers, university professors, and personnel from the Oklahoma State Department of Education, this guide is an effort to assist teachers in locating and utilizing safety materials as well as to assist them in developing well-balanced safety programs for the children and young people in the state. The preschool and elementary curriculum considers: (1) safety in transportation, home, and schools, (2) information on drugs, alcohol, and smoking, and (3) safety concepts for seasonal activities. The secondary curriculum covers material on: (1) driver and traffic safety, including motorcycles, (2) emergency and evacuation procedures, (3) safety concepts for various school shops and classrooms, (4) home and recreation safety, and (5) drugs, narcotics, and alcohol. (SN)

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COMMITTEE ON TEACHING
SAFETY EDUCATION IN
OKLAHOMA SCHOOLS
(K-12)

KNOW
FIRE
DANGERS

PLAYGROUND
PLAY SAFE

CORRIDORS
QUIT

COURTESY
OF THE STATE

FOR
SAFETY
SAKE

Prepared by
The State
Committee on Safety Education
of
THE OKLAHOMA CURRICULUM
IMPROVEMENT COMMISSION

Safety, Driver, Health
and Physical Education Section

and

Curriculum Section

THE OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent

1971



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**OKLAHOMA CURRICULUM GUIDE
FOR
TEACHING SAFETY EDUCATION**

**Prepared by
The State Committee on
Safety Education
of
THE OKLAHOMA CURRICULUM IMPROVEMENT COMMISSION
W. D. Carr, Chairman**

**in cooperation with
Safety, Driver, Health, and Physical Education Section
Henry Vaughn, Administrator**

**and the
Curriculum Section
Clifford Wright, Administrator**

**THE OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent**

1971

FOREWORD

Safety is a way of living, rather than a subject to be taught. As such, it is entitled to a place in every classroom activity that can make safety facts and behavior meaningful. Teachers who are concerned with the development of safe behavioral concepts in their pupils are searching constantly for methods and materials that will make these concepts meaningful. Administrators and staff members need assistance in coordinating efforts for safety education. Patrons, civic groups, and community organizations have a keen interest in this phase of education.

Industrial, commercial, and governmental institutions provide a wealth of materials to assist the teacher in making safety concepts pleasant and meaningful. Insurance companies have a vital interest in this area and provide interesting, free materials and teaching aids for safety. The National Safety Council accumulates and coordinates material for the teaching of safety in all of its aspects.

This guide is offered by the State Department of Education for the purpose of assisting teachers in locating and utilizing materials and in finding direction in the monumental task of developing a continuous program of safe behavior in the children and youth of Oklahoma.

Leslie Fisher
State Superintendent

ACKNOWLEDGMENTS
STATE COMMITTEE FOR DEVELOPMENT
OF
SAFETY EDUCATION CURRICULUM GUIDE

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WE WISH TO EXPRESS OUR SINCERE APPRECIATION AND SPECIAL
"THANKS" TO THE
EDITING COMMITTEE

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We are indebted for the art work to Miss Nan Nelson and her instructor, Mr. Woodrow West. (Nathan Hale High School, Tulsa)

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PHILOSOPHY AND OBJECTIVES:

Every year accidents claim the lives of more children than any other cause and account for the injury of many thousands of others. Yet no set of facts can possibly contain the story of human suffering. Contrary to Benjamin Franklin's idiom, this experience may not be the best schoolmaster, although, the fees are heavy.

By teaching children how to live safely amid the increasing complexities and hazards of today's society, the teacher may help to prevent many of these accidents and reduce the severity of others. Safety instruction must not be left to chance. This area of instruction is vital to the future of every boy and girl. Inherent in a school's responsibility to teach a skill is a greater responsibility to teach the safe use of that skill. But the school's responsibility extends beyond this. The student must be given an opportunity to learn and inspiration to want to learn safe procedures for any activity in which he is expected to engage. Thus, Safety Education has become an integral part of the schools' curriculum.

The need for early education in safety is now well recognized. Mores established by the child in early formative years have a bearing on his safe activities in future years. His safety is as important during the early years of his educational life as at any time. Accidents nullify the effectiveness of any educational program.

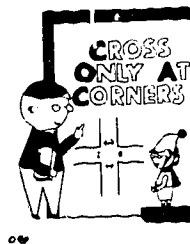
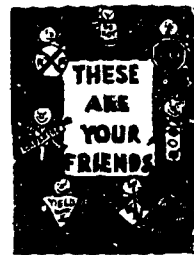
Beyond this, the school has the added obligation of providing a safe environment for the child. It must translate into its own school program the safety lessons it teaches. This calls for the exercise of precaution by school authorities to safeguard pupils from injury while on the school premises or in school activities. Through the coordinated efforts of the administrative, supervisory, teaching, special services, and maintenance staffs, many accidents may be eliminated and others reduced in severity. Education of this cooperative effect and provision of assistance to educators who need it, are the primary objectives of this guide.

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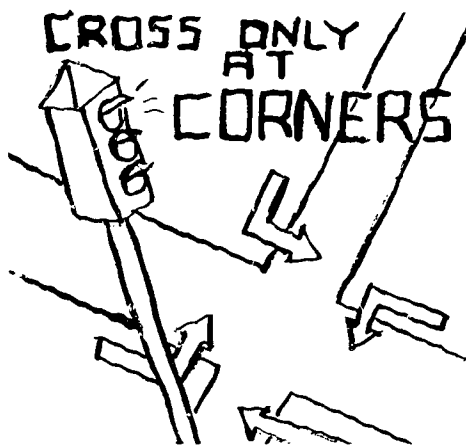
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Part I
Pre-School and Elementary Safety Education
Chapter I TRANSPORTATION



A. PEDESTRIAN SAFETY



ESSENTIAL UNDERSTANDING
TO TEACH RESPONSIBILITY TO
ENSURE A SAFE ROUND TRIP
FROM
HOME TO SCHOOL AND HOME
AGAIN

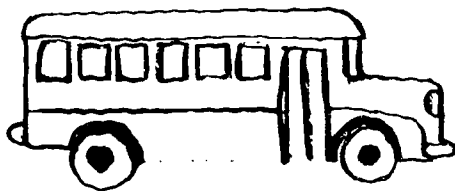
RESOURCES:

1. National Safety Council Safety Data Sheet #10 & #58
2. NSC safety lessons:
 - "How we get hurt"
 - "Follow the leaders to safety"
 - "People who will help us to be safe"
 - "Seeing for safety"
 - "Safely to school"
 - Safety lesson on animals
3. State Dept. of Education, 310 Will Rogers Building
 - "Respect for America Law-Order coloring book"
4. Triple A (AAA) Club
 - "My own safety story"
 - 10 "Otto the Auto" stories
 - "Otto the Auto" film
5. Wiley, John, & Sons, Everyday Safety (transparency series)

INTEREST AREAS

1. Safe route
2. Personal information
3. Traffic signals and respect for officials
4. Crossing at corners (jaywalking)
5. Accepting rides and gifts, etc.
6. Discarded or sharp objects
7. Walking with friends (small group)
8. Getting in and out of autos
9. Caution with animals
10. Playing in streets and public playgrounds
11. Alleys and driveways
12. Chasing and scuffling
13. Respecting private property
14. Walking directly to and from school
15. Wearing white at night
16. Wearing clothing that obstructs view or restricts movement

B. SCHOOL BUS SAFETY



THE BUS SAYS:
RIDE WITH ME TO
SAFETY

ESSENTIAL UNDERSTANDING

TO TEACH RESPONSIBILITY FOR
CHILD'S SAFETY BEHAVIOR
WHILE BOARDING, RIDING,
AND ALIGHTING FROM THE BUS

RESOURCES:

1. National Safety Council safety lesson
"Making choices"
2. Oklahoma Safety Council Office
3. State Department of Education
Transportation Section

INTEREST AREAS

1. Stay in safety zone while waiting on bus
2. Bus must be stopped before approaching bus
3. Do not crowd to bus
4. Sit down and stay down
5. Be careful with sharp objects
6. Use windows for purpose intended
7. Bus must come to complete stop before alighting
8. Be safety conscious for those who are not when bus is stopped to load or unload

C. BICYCLE SAFETY



ESSENTIAL UNDERSTANDING
TO TEACH EARLY VEHICLE
SAFETY RESPONSIBILITY

RESOURCES

1. "Otto the Auto" film (AAA)
2. NSC safety lessons:
"Safety on Wheels"
"Cycling With Safety"
"Outdoor Fun"
3. NSC Safety Data Sheet #1
4. 10 "Otto the Auto" stories (AAA)
5. The Delaware Department of State
Instruction Safety Action
6. Bicycle Blue Book
Public Relations Department
Goodyear Tire & Rubber Co.
Akron, Ohio

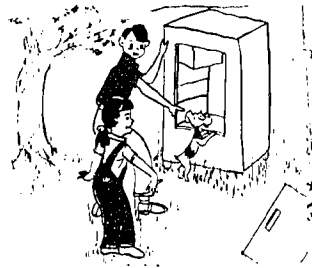
INTEREST AREAS

1. Bicyclist as a driver
2. Traffic signals
3. Safe area for vehicle (tricycle-
sidewalks), etc.
4. Courtesy
5. Respect for private property
6. Respect for traffic officials
7. Vehicle inspection clinics
8. Proper size of vehicle

Chapter II HOME SAFETY



HOME SAFETY

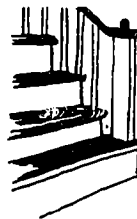


Deal safely



with animals

At home or in the classroom



A steep stairway

CAUSE & CURE

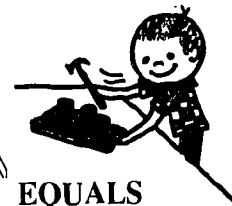
- F** FLOORS
Clean up wet spots
- A** AISLES
Keep them clear
- L** LADDERS
Place them securely
- L** LITTER
Pick it up
- S** STAIRS
Walk, use handrail

MATCHES

CLEAN UP NOW



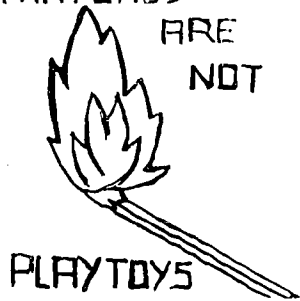
KNOW HOW



EQUALS
NO CUTS
OR
BRUISES

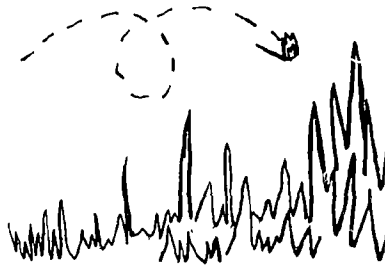
A. FIRE SAFETY

MATCHES
ARE
NOT



PLAYTOYS

CAN YOU STOP
FIRES?



ESSENTIAL UNDERSTANDING

HOW TO PREVENT A FIRE
BUT HOW TO ACT IN CASE OF A
FIRE

RESOURCES:

1. NSC Safety Data Sheet
"Cigarette Fire Hazards" #86
"Flammable liquids in the home"
#12
"Flammability of Wearing Apparel"
#90
"Matches" #12
2. NSC Safety Lessons
"Check up on safety"
3. Child Safety Council
4. National Fire Protection Assoc.
60 Batterymarch Street
Boston, Mass. 62110

INTEREST AREAS

1. Fire Department information (No. of fire departments, location of fire, etc.)
2. Visit fire department
3. Home fire drill
4. Fire hazards in home — matches, kitchen burners, oily rags, trash fires, cigarettes, etc.
5. Flammable materials (lighter fluid, cleaning solutions, paint thinners, gasoline, etc.)
6. Holiday hazards
7. Danger of pressurized cans
8. Which fabrics are highly inflammable

B. POISON PREVENTION

KEEP DANGER
OUT OF
BOUNDS



ESSENTIAL UNDERSTANDING

TO DEVELOP IN CHILDREN A
SENSE OF RESPONSIBILITY FOR
POISON PREVENTION BY NEVER
TOUCHING OR TESTING ANY
UNKNOWN SUBSTANCE

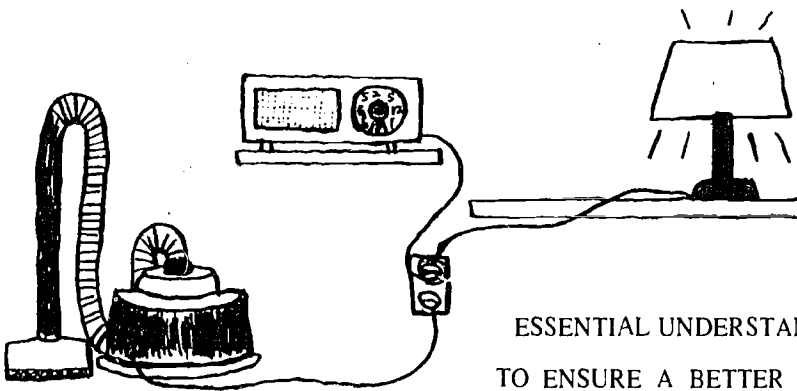
RESOURCES:

1. NSC Safety Data Sheets
 - #92 "Safe use of pesticides"
 - #21 "Solid and liquid poisons"
 - #14 "Chemicals"
 - # 8 "Poisonous plants"
 - #49 "Bathroom hazards"
2. U.S. Dept. of Health
Education and Welfare
3. Public Health Service
Division of Accident Prevention
Washington, D.C. 20201
"A Guide for Teaching Poisons in
Kindergartens and Primary
Grades"

INTEREST AREAS

1. Poison out of reach of children
2. Recognize poisonous snakes, berries, plants
3. Throw away unused prescriptions
4. Household cleaners, disinfectants, exterminators in safe places
5. Dangers of pesticides
6. Poison Prevention Week 3rd week in March

C. HOUSEKEEPING SAFETY



ESSENTIAL UNDERSTANDING

TO ENSURE A BETTER UNDERSTANDING OF THE NECESSITY OF ORDERLINESS IN HOME SAFETY

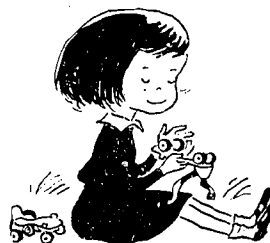
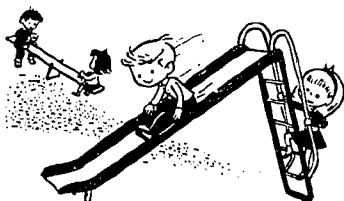
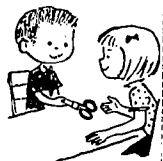
RESOURCES:

1. NSC Safety Lessons:
 - “A Saturday morning conference”
 - “Check up on Safety”
 - “Safety Indoors”
 - “Using tools safely”
 - “Clean-up time”
 - “Clean-up, Check-up time”
2. Oklahoma State Wildlife Conservation Department Information & Education Division
3. National Safety Council
 - “Home Safety Course”

INTEREST AREAS

1. Keep areas free of clutter and trash
2. Have a place for materials and keep them there
3. Pick up broken toys, glass and litter in yard
4. Put tools and sharp objects out of reach
5. Be sure all rugs are secure
6. Wipe up all spills
7. Make sure all plugs and wiring are safe
8. Report any hazard to parent
9. Ice boxes and refrigerators
10. Steps and stairs free
11. Driveways clear
12. Gun safety

CHAPTER III SCHOOL SAFETY



What would you do?

- if you smelled smoke during a school assembly?
- if you saw that one of the EXIT lights was out?
- if you could not find your class during a drill?

A. RESPONSIBILITIES

SUPERINTENDENT

Be concerned with program organization and the assignment of personnel to assure adequate and proper direction of the safety education program



PARENT

Keep close contact with the school safety program by discussion of the meaning and importance of the program in the home



BUS DRIVER

1. Work with and support the local school administration
2. Have knowledge and clear understanding of the State Bus Program
3. Have knowledge of laws and regulations of State Motor Vehicle Department
4. Provide a safe passage of students to and from school
5. Maintain a professional driving attitude; drive defensively



CROSSING GUARD

1. Create a good public image
2. Have knowledge of local traffic regulations
3. Know the Why, When, Where and How of school-child accidents
4. Have a clear understanding of authority, duties and responsibility, and techniques of traffic control

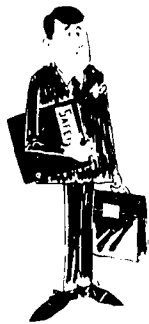


PUPIL

1. Know and obey safety rules
2. Be courteous to others
3. Help keep our environment clean
4. Be calm in any emergency and practice good safety practices

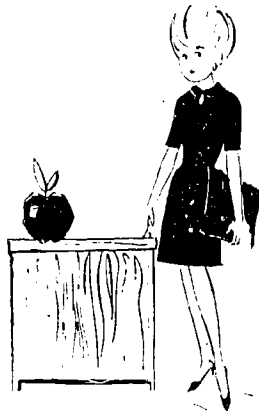


OF THE SAFETY TEAM



SAFETY CO-ORDINATOR

1. Be aware of administrative policy
2. Conduct survey of safety instruction
3. Be co-ordinator between school and community
4. Evaluate the safety program
5. Provide inservice instruction for teachers



CLASSROOM TEACHER

1. Set example
2. Keep the administration and principal informed of unsafe conditions
3. Integrate safety teaching whenever possible
4. Encourage parents to emphasize safety at home
5. Utilize all instructional aids to accomplish learning in all phases of safety — songs, poems, stories, language arts, math, science, social science, and others



SCHOOL SAFETY COUNCIL

1. Promote individual and school community safety
2. Encourage active participation of the students in bicycle, bus and pedestrian safety
3. Operate under supervision of the School Safety Coordinator



BUILDING PRINCIPAL

1. Utilize contributions and services of community groups
2. Supervise the safety instruction
3. Utilize services of safety organizations (list in Appendix)
4. Comply with all directives from the State Department of Public Instruction

B. PLAYGROUND SAFETY AND PHYSICAL EDUCATION

Show How /
for Know How



ESSENTIAL UNDERSTANDING

TO DEVELOP RESPONSIBILITY
FOR SAFE HABITS ON PLAY-
GROUNDS AND WITH SCHOOL
EQUIPMENT

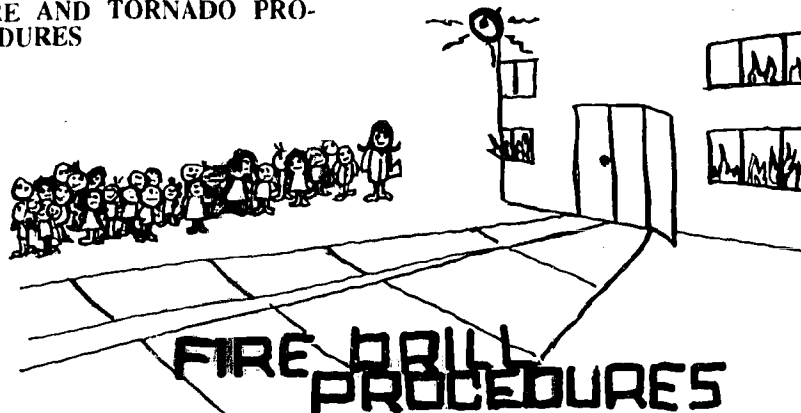
RESOURCES:

1. NSC Safety Data Sheets
 - #69 Playground apparatus
 - #29 Play areas
 - #22 Safety in the gymnasium
2. NSC Safety Lessons:
 - “Accidents in School”
 - “Ready for Safety”
 - “Preparing for Safety”
 - “Getting Hurt in School”
 - “Lifting and Carrying”
3. American Red Cross First Aid Course

INTEREST AREAS

1. Recognize the hazards to safety on school playground
2. Proper use of equipment
3. Respect for authority of officials
4. Courtesy
5. Keep school grounds clean and safe
6. Report hazards in apparatus and school grounds
7. Posting of general First Aid Rules

C. FIRE AND TORNADO PROCEDURES



ESSENTIAL UNDERSTANDING

TO ENSURE THE CHILD'S UNDERSTANDING OF THE IMPORTANCE OF BEING PREPARED IN DISASTER

RESOURCES:

1. State Civil Defense Education
310 Will Rogers Building
2. OU & OSU
Local Fire Department
3. U. S. Weather Bureau
Basement of Will Rogers Bldg.
4. Nat'l. Fire Protection Assoc.
60 Batterymarch Street
Boston, Mass. 02110

INTEREST AREAS

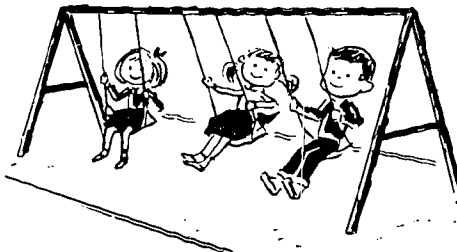
1. Drills often and at different times
2. Keep flammable objects in safe areas
3. Keep halls and doorways unobstructed
4. Courtesy
5. Respect for officials
6. Report hazards at once
7. Know to whom to report a fire
8. Be aware of types of disasters
9. School rules for bad weather
10. Participation in Fire Prevention week in October

D. SAFETY IN DESIGNATED SCHOOL AREAS



ESSENTIAL UNDERSTANDING

TO ENSURE ACCEPTANCE OF SAFETY RESPONSIBILITY OF EACH CHILD TOWARD ALL AREAS OF SCHOOL

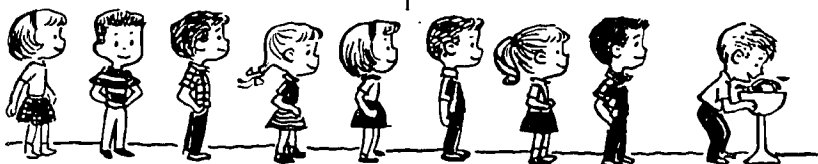


RESOURCES:

NSC Safety Lessons
Being a safe audience
NSC Safety Data Sheet
#67 School dramatic production
#51 Safety in pupil exclusions
#14 Chemicals
#85 Safety in school lunch room

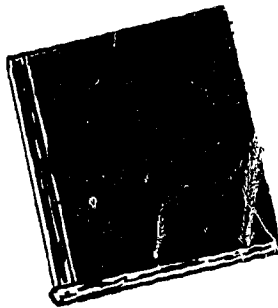
AREAS OF INTEREST

1. Individual housekeeping in classroom
2. Courtesy in halls
3. Respect property of others
4. Individual responsibility for cleanliness in restroom
5. Be a good audience
6. Use laboratory or shop equipment only under supervision
7. Organized play in gym and with equipment is fun and safe
8. Out of school playground play is unsupervised and unsafe
9. Playground equipment evaluated for safety (Removal of unsafe equipment)



CHAPTER IV INFORMATION ON DRUGS, ALCOHOL AND SMOKING

WHAT DO YOU KNOW ABOUT:



WHERE DO YOU STAND?

ESSENTIAL UNDERSTANDING

TO ENSURE THE CHILD HAS AN UNDERSTANDING OF THE DANGERS OF EXCESSES AND POSSIBLE OUTCOMES IN THESE AREAS OF ABUSE

Warning:

These areas of instruction, important as they are, should be undertaken only in accordance with school policy

Indiscriminate instruction in the above areas could be detrimental to the objective

RESOURCES:

1. American and State Cancer Assoc.
2. American and State Heart Assoc.
3. State Department of Health
4. Guidance Associates of Pleasantville, New York
5. State Department of Education Narcotic and Drug Education
6. A.A.
7. State Pharmacy Association
8. State Bar Association
9. State Mental Health Assoc.
10. Marsh Film Enterprise
No. 1105* Drugs: Friend or Foe? Grades K-3
No. 1106* Drug Abuse: Who needs it? Grades 4-7

AREAS OF INTEREST

1. Abuses and the law
2. Abuses and health outcome
3. Abuses and society's behavior toward them
4. Abuses and emotional stability
5. Agencies available for help in these abuses
6. Parental attitudes toward abuses

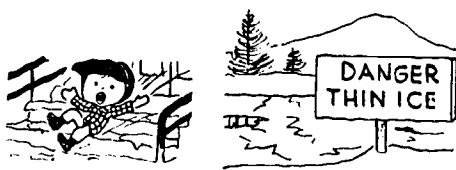
ARE THEY WORTH IT?
The Risk,
The Pain



THE PENALTY

CHAPTER V SEASONAL SAFETY

A. Winter



Concepts to develop

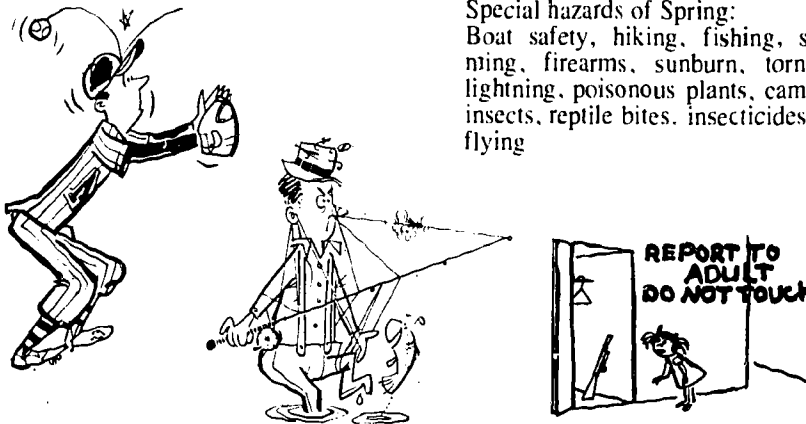
Special hazards of winter weather: Personal protection, pedestrian accidents, pedestrian-vehicle accidents, fire hazards due to over extension of heating systems, winter sports, carbon monoxide poisoning, snow blindness, Christmas tree hazards (fire, electrical), fireworks displays, ice skating



Activities

- (1) Play game "Think Ahead." List accidents — decide how they were caused — determine how to prevent
- (2) Study combustible materials
- (3) Arrange bulletin board display of safe procedures during winter months
- (4) Ask Fire Chief for a demonstration

B. Spring



Concepts to develop

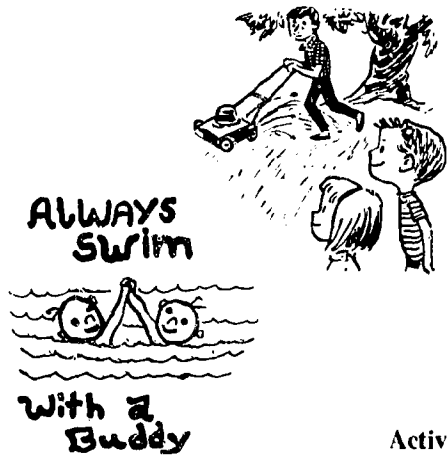
Special hazards of Spring: Boat safety, hiking, fishing, swimming, firearms, sunburn, tornados, lightning, poisonous plants, camping, insects, reptile bites, insecticides, kite flying

Activities

- (1) Learn safety rules for each sport
- (2) Use proper equipment when participating
- (3) Look at protective equipment from athletic equipment room
- (4) Examine: Sharp hooks, pointed rods, seeing how dangerous they might be



C. Summer



Concepts to be developed

Special hazards of summer: Heat strokes, sunburn, water hazards (swimming, boating) Fourth of July fireworks, hiking, snakes, poisonous plants, camping, lawn work, especially use of power mowers (rotary)



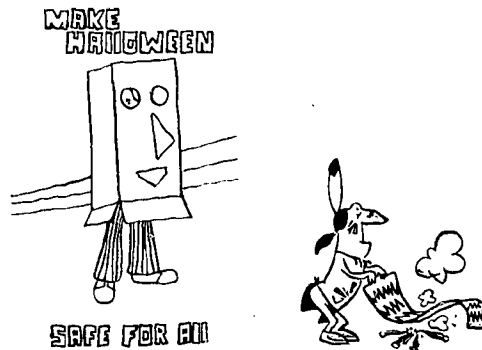
Activities

Visit:

- (1) YMCA
- (2) Local director of swimming pools
- (3) A camp site in a city park

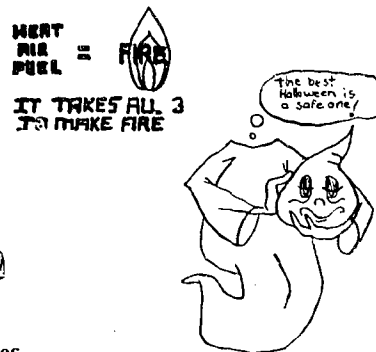
- (4) Discuss safety — all aspects as it applies to the summer — and the inherent dangers
- (5) Instruction in mouth to mouth resuscitation

D. Fall



Concepts to be developed

Special hazards — trash fires, burning of leaves, costumed parties, hunting (especially deer)



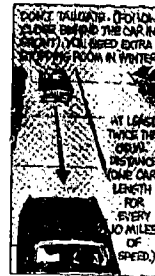
Activities

- (1) Observe — Fire safety month in October, utilizing bulletin boards, visit local fire department, practice fire drills
- (2) Tour school — noting fire protection devices, such as automatic fire doors, sprinklers, alarm systems, stairway enclosures, fire

- extinguishers
- (3) Visit local airport noting special fire fighting equipment
- (4) Have an assembly program using concepts developed concerning fire prevention and safety
- (5) Department of Wildlife (home gun safety instruction)

OKLAHOMA CURRICULUM GUIDE FOR SAFETY EDUCATION

PART II — SECONDARY (7-12)



Chapter

I. Driver and Traffic Safety (For First Aid, refer to Chapter II)

A. Driver and Traffic Safety

1. Know and observe traffic laws, both State and local.
2. Be a licensed driver in the State in which one lives and/or drives
3. Each driver should have a knowledge of traffic engineering
4. Records and reports of accidents should be made
5. Understand the different types of auto insurance, especially State laws concerning liability
6. Psychophysical testing — a program assisting in methods of analysis in physical characteristics of the driver
7. Each driver should understand his physical requirements, attitudes and social responsibilities, as well as the maneuverability of the car
8. Each driver should have some knowledge of motor vehicle systems
9. See: A Guide for Teaching Driver and Traffic Safety Education in Oklahoma Schools — available through Driver Education instructors
10. Each vehicle operated must be registered

B. Motorcycle (Check Oklahoma Operator's Manual for Legal Operation of Motor Bike, Mini Bike, and Go Cart)

1. Natural laws of gravity, friction, centrifugal force and kinetic energy should be taught to and fully understood by the driver
2. Man-made laws should be mastered by the driver. These should include:
 - a. his passing the knowledge test
 - b. his knowledge of legal operation
 - c. his development of the concepts of defensive driving techniques
3. The driver should know his machine
4. The driver should qualify in physical fitness. These qualifications should include:
 - a. health qualifications
 - b. proper dress
 - c. Golden Rule — courtesy, attitude

References:

- (1) Oklahoma Operator's Manual
- (2) Safety Education. Florio & Stafford, McGraw-Hill, 3rd ed., 1969
- (3) Motorcycles in the United States, U.S. Dept. of Ed. & Welfare, Public Health Service, Arlington, Va. 22203

- (4) Freedom of the Road, Suzuki Motor Corp., 13767 Freeway Dr., Santa Fe Springs, California
- (5) Safe Sports Cycling, Yamaha International Corp., Montebello, Calif.
- (6) This is the Motorcycle, Scooter, and Allied Trades Assoc., American Motorcycle Assoc., P. O. Box 231, Worthington, Ohio 43085
- (7) Teaching of Driver and Traffic Safety — Triple A
- (8) Sportsmanlike Driving —
- (9) Accident Facts

C. Bicycle

The bicycle riders should:

- 1. Know and observe traffic laws
- 2. Choose a bicycle of correct size
- 3. Keep a bicycle in good mechanical condition
- 4. Keep bicycle locked when not in use
- 5. Refer to Elementary Section

References:

- (1) Bicycle Safety in Action — National Commission on Safety Ed., Washington, D. C.
- (2) Oklahoma Driver Manual

D. Pedestrian

The pedestrian should:

- 1. Know and observe traffic laws
- 2. Be alert to traffic rules and regulations at all times
- 3. Look for unusual hazards as well as safety areas (overpasses, underpasses, and islands)

E. Other Highway Users

- 1. Slow Moving Vehicle
 - a. Trucks
 - b. Farm Equipment
 - c. Road Machinery
- 2. Commercial Vehicles that Make Frequent Stops
 - a. Buses
 - b. Taxis
 - c. School Buses
 - d. Delivery Trucks
- 3. Stray Animals
- 4. Unsafe Vehicles

F. Use of Drugs and Alcohol (Refer to Oklahoma Driver Manual and Section VII-C)

G. School Bus (Responsibilities for the driver)



3. Double-check brakes, lights, tires, emergency door, horn, and fuel supply to be sure every mechanical detail is in readiness for each trip
4. Obey all highway warning signs and legal rules of the road
5. Follow time schedules carefully; don't keep pupils waiting
6. Never go over the legal speed
7. Be sure the road is clear before allowing pupils to cross
8. Be sure pupils are seated and the door is closed before starting the bus
9. Avoid jerky stops and starts; drive slowly over bumps and rough spots
10. Exercise extreme caution at intersections, railroad crossing, and main highway junctions
11. Never leave the bus with the motor running, or drive backwards on school ground, or fill gasoline tank while pupils are in the bus, or allow anyone except pupils and school authorities to ride in the bus
12. Always dress neatly and cleanly, and set an example
13. Report unmanageable pupils to principals

II. Emergency and Evacuation Procedures

A. First Aid (Home, School, or Traffic)

1. General Procedures of First Aid (the immediate and temporary care)
 - a. Have someone call an ambulance (serious cases)
 - b. Keep the victim in a prone position and as comfortable as possible
 - c. Determine what part(s) of the body sustained injury before giving First Aid — (Establish priorities when more than one injury.)

NOTE: Do not move victim unless absolutely necessary. If the victim must be moved and head or back injuries are suspected, *keep these parts from moving.*
 - d. Administer First Aid
2. Conditions Demanding Immediate Attention (in order of priority)
 - a. Profuse bleeding
 - b. Loss of breath
 - c. Poisoning
3. Wounds
 - a. Types of wounds
 - (1) Lacerated — wound is jagged. Many times is a result of force, thereby has much tissue damage.
 - (2) Incised — Result of being cut by a sharp instrument — bleeds freely.
 - (3) Puncture — Small entry — may not bleed freely.
 - (4) Abrasion — Made by rubbing or scraping (may be called "burn" — floor, mat, etc.)

b. First Aid for Wounds

If the wound is bleeding profusely, your first objective is to slow the flow of blood. Many times *direct pressure* applied to the wound will do this. This should be done with the most sterile dressing available as a secondary objective is to protect the wound from contamination. Your hand itself can be used to slow the flow of blood if nothing is available for a dressing. Loss of more than a quart of blood is considered serious. If a large blood vessel is cut, this much blood, or more, can be lost in *less than a minute*. If an artery is cut (denoted by a regular spurting of blood) it may be necessary to apply pressure with fingers or heel of your hand, pushing the artery against a bone above the wound and slowing the flow of blood. A tourniquet should only be used in cases where there is no other way to stop bleeding to save a life. (It can cause loss of the limb below it.) It is made by tying a band (cloth, leather, etc.) above the injured limb; slip a pencil, or such object, under the band and twist the band until the flow of blood has ceased. Do not release the tourniquet. Make a note of the time and so inform whoever transports the victim. The physician will then know how long the tourniquet has been in place. Treatment of all wounds should use the most sanitary methods available. Wounds that are not bleeding profusely should be cleansed with soap and water, if possible, before applying the most sterile dressing available and bandage to hold in place.

The danger of tetanus (lockjaw) exists in all wounds, but it is especially likely in puncture wounds. If a person is bitten by an animal, the animal must be impounded for a two-week period of observation for rabies. The victim should always report to a physician to see if a tetanus shot is necessary for puncture wounds. (Most of the time it will be.)

4. Shock

Shock is present, to some degree, in nearly all injuries. Some people die from the effects of shock even though their injuries were not serious enough to cause death. When administering First Aid to a victim, assume that shock is present and treat for it, whether it is evident or not. Signs of shock are: staring eyes with dilated pupils; shallow, irregular breathing; weak pulse; nausea; pale, cool, moist skin.

a. Prevention and Treatment of Shock

Have the victim *lie down*. Something beneath the victim to prevent the escape of body heat is helpful. However, if this will cause further movement of an injured part, it is not necessary. Unnecessary movements of injured areas will increase the chance of shock.

b. Prevent the victim from looking at the injured area, if possible.

5. Breath Stoppage

Several conditions might cause the stoppage of breath: drowning, electric shock; partial obstruction of breathing passages; overdose of depressant drugs; gas poisoning.

ARTIFICIAL RESPIRATION: MOUTH-TO-MOUTH RESUSCITATION



1. Lift the victim's jaw forward and tilt his head backward. Keep the jaw pulled forward by hooking your thumb in the corner of the victim's mouth over his teeth.
2. Pinch the victim's nostrils together with your other hand to prevent air leakage.
3. Seal your lips around the victim's mouth and blow air into him until you see his chest rise. (If the chest doesn't rise, something must be blocking the air passage. If possible, turn the victim on his side and administer a sharp blow to the back. If this doesn't dislodge the object you will have to try to reach it with your fingers.)
4. After you see the chest rise, remove your mouth after each forced breath, allowing the victim to exhale.
5. Continue inflation at about twelve times per minute until the victim is breathing again on his own.

NOTE: If the victim is a small child or baby, you would seal both his mouth and nose with your lips. You would blow air gently into the victim at a rate of about twenty times per minute.

6. Poisoning
 - a. Objective is to *dilute it* and in most cases cause the victim to vomit it out. This should be done immediately before the substance gets into the intestines where it cannot be retrieved.
 - b. Vomiting *should not* be induced if the poison is suspected to be an acid or a caustic. (This would cause additional damage coming back up.) Burns around and in the mouth would indicate the presence of these substances.
 - c. Dilution of a poison with fluids, water or milk should be in large amounts — four glasses or more. Vomiting may be induced by a warm glass of water with two tablespoonfuls of salt in it or by sticking a finger in the back of the throat.
 - d. If the poison is an acid or alkali and vomiting would be harmful, give these fluids:
 - (1) Acid — A glass of water and something to neutralize and coat digestive linings, such as milk of magnesia, small baking soda solution, and milk.
 - (2) Alkali — A glass of water and a neutralizing agent such as vinegar or lemon juice, and milk.

NOTE: Liquids should be given only if patient is conscious. Assume that shock will be present.

7. Broken Bones
 - a. Keep the injured bone and limb from as *little movement as possible*
 - b. If a wound is also present, it should be treated as previously described
 - c. Assume that shock will be present and treat for it

- d. Many objects can be used to splint a broken bone, fairly light and portable — even rolled up magazines
 - e. The body must be kept immobile in cases of back and head injuries (The numerous methods of bandaging and splinting broken bones and applying traction, where necessary, are described in the American Red Cross First Aid booklet)
8. Strains
- a. Application of moist, warm cloths should be applied
 - b. Relief for a back strain can be gained by lying on the floor on your back
9. Sprains
- a. Should be treated as a fracture and should be X-Rayed
 - b. It should be immobilized and no weight put on it
 - c. Cold, wet applications the first thirty minutes after the sprain may reduce swelling
10. Burns
- Treatment for burns varies with the degree of the burn:
- a. 1st Degree — Reddened skin
Immerse in cold water if possible. If not, cold, moist cloths will help ease the pain.
 - b. 2nd Degree — Blistered
Treat as an open wound. Do not break blisters if possible. Blot dry after use of cold water and cover with a dry, sterile dressing.
 - c. 3rd Degree — Deeper destruction than 2nd Degree
Apply dry, sterile dressing and *get medical attention.*

ASSUME THAT SHOCK WILL BE PRESENT IN BURN CASES AND TREAT FOR IT ALSO

11. Chemical Burns
- a. Should be immediately washed with water and treated as other burns.
 - b. Wash the eye, with running water preferably, letting the water run towards the outside instead of into the other eye. Place a pad over the eye and bandage into place. Get medical attention at once.
12. Eye Injuries
- a. Victim *should not rub eye*
 - b. Use a moistened corner of a clean handkerchief or a moistened end of a cotton swab to remove the object
 - c. Cover with a loose bandage and obtain medical attention
13. Heat Exhaustion
- Have the person lie down and give him a salt solution — 1/2 tea-spoon per glass of water each fifteen minutes

14. Heat Cramps
 - a. Treat as for heat exhaustion described above
 - b. Firm pressure in the area of the cramp and warm, damp towels help
 - c. A person should restrict activities when exposed to heat
 - d. Loss of liquid requires replacement by the person during the day
 - e. Avoid over-eating, and the wearing of light-colored clothes is also helpful
15. Heart Attack
 - a. Usual evidence is extreme shortness of breath and pain in the chest. This pain sometimes spreads down the left arm or upward into the head and neck. *Have the person lie down.*
 - b. If there seems to be too much pain, the most comfortable position for the victim is the best position
 - c. Encourage the victim and do not refer to the pain as a "heart attack."
 - d. The victim should be kept quiet and participate in no activity -- not even walking to the transportation vehicle
 - e. He should be transported to medical facilities immediately, preferably in an oxygen-equipped ambulance
16. Fainting
 - a. If a person feels faint, they can lie flat or lower their head between their knees and take deep breaths
 - b. Treatment for fainting is to keep the person in a prone position until feeling better, a minimum of ten minutes
 - c. If the victim doesn't become conscious when laid down, it may not be a fainting spell and a physician should be called at once
17. Choking
 - a. Tell the victim to cough up the object
 - b. You may turn a child upside-down and strike them on the back between the shoulder blades
 - c. Do not attempt to remove the object with your fingers (unless breathing ceases) as you might push the object farther down
 - d. Even though symptoms may cease, unless the object is coughed up, take the child to medical attention
18. Epileptic Convulsions
 - a. First Aid for a person in these convulsions is to allow them freedom
 - b. Put something between their upper and lower teeth so that they won't bite their tongue
 - c. Clear the area so that they won't hit nearby objects
 - d. When the convulsions cease, keep the victim down for a rest period or convulsions may start again
19. Appendicitis
 - a. Restrict intake of any fluids, foods or medicines
 - b. Medical attention should be sought at once

References:

- (1) American National Red Cross. *First Aid*. Garden City, N. Y.: Doubleday & Co., Inc., Rev. 1957, 31st printing 1968.
- (2) U. S. Dept. of Defense — Office of Civil Defense and U. S. Dept. of Health, Educ. & Welfare — Public Health Service. *Family Guide Emergency Health Care*. Washington, D. C.: U. S. Gov't. Printing Office, 1963.
- (3) Film: "Mouth to Mouth Breathing" Civil Defense, Adult Educ., 310 Will Rogers, Oklahoma City, Oklahoma.

B. Disaster Control

1. Civil Defense

- a. Everyone should have knowledge of warning signals used in community and what actions you should take when you hear them.
- b. In case of an attack against the United States, only one signal has been authorized. A wavering sound on the sirens. If sirens are not installed in your community, find out what signal will be used in case of an attack against the United States.
- c. Nuclear attack
Everyone should be knowledgeable of the following items:
 - (1) Checklist of emergency actions (See Civil Defense Bulletin)
 - (2) The hazards of nuclear attack
 - (3) Warning
 - (4) Fallout shelters, public and private
 - (5) Improvising fallout protection
 - (6) Supplies for fallout shelter
 - (7) Water, food, and sanitation
 - (8) Fire hazards
 - (9) Emergency care of the sick and injured

2. Riots

- a. Teachers should instruct students to stay clear of disorders
- b. Unauthorized persons should be reported to teacher or principal immediately
- c. Board of Education should adopt rules and regulations regarding unauthorized persons on school grounds and in buildings
- d. Rules should be adopted concerning conduct of students regarding unauthorized meetings and demonstrations
- e. Rules and regulations should be posted in conspicuous places in building
- f. Parents should be kept informed of disorders in the immediate area and provisions should be made to keep the student at home and away from area involved
- g. School plans should be adopted to cope with riot problems

3. Floods

- a. Follow the instructions and advice of your local government.
- b. Secure your home before leaving. If you are told to shut off your water, gas, electric service before leaving home, do so.

Also find out on the radio where emergency housing and mass feeding stations are located, in case you need to use them.

c. **Travel with care.**

- (1) Leave early enough so as not to be marooned by flooded roads, fallen trees, and wires
- (2) Make sure you have enough gasoline in your car
- (3) Follow recommended routes
- (4) As you travel, keep listening to the radio for additional instructions from your local government
- (5) Watch out for washed-out or undermined roadways, earth slides, broken sewer or water mains, loose or downed electric wires, and falling or broken objects
- (6) Watch out for areas where rivers or streams may flood suddenly
- (7) If your house is on high ground and you haven't been instructed to evacuate, stay indoors
- (8) Keep listening to your radio or television set for further information and advice

d. **Flash Floods**

- (1) In periods of heavy rains, be aware of this hazard.
- (2) **Be prepared to protect yourself against it.** If you see any possibility of a flash flood occurring where you are, move immediately to a safer location (don't wait for instructions to move), and then notify your local authorities of the danger, so that other people can be warned.

4. **Tornadoes**

a. **Tornado watch** means that tornadoes are expected in or near your area.

- (1) Keep your radio or television set tuned to a local station for information.
- (2) Watch the sky, especially to the south and southwest.

b. **Tornado warning** means take shelter immediately.

- (1) You must take action to protect yourself from being blown away, struck by falling objects, or injured by flying debris.
- (2) Protection is an underground shelter or cave, or a substantial strut-framed or reinforced-concrete building. But if none of these are available, there are other places where you can take refuge.

c. **Protective measures**

- (1) **At Home** — go to storm cellar or your basement if you have one. If not, take cover under a sturdy workbench or table (but not under heavy appliances on the floor above). If your home has no basement, take cover under heavy furniture on the ground floor in the center of the house, or in a small room on the ground floor that is away from outside walls and windows. (As a last resort, go outside to a nearby ditch, excavation, culvert or ravine.)

- (2) **At Work** — Office building, go to the basement or to an inner hallway on a lower floor. In a factory, go to a shelter area, or to the basement if there is one.
- (3) **Outside in open country** — Drive away from the tornado's path, at a right angle to it. If there isn't time to do this — or if you are walking — take cover and lie flat in the nearest depression, such as a ditch, excavation or ravine.

5. Fire Drills

Fire-Safety Drills are basically classroom activities. Teachers should be responsible for the training of the various groups that make up their daily schedules.

- a. It is recommended that one Fire-Safety Drill be held each month of the school year. The first drill should be conducted during the first week of school.
- b. Know school drill and emergency evacuation procedures.
- c. An "Emergency Drill Report Form" should be supplied and filled out following each drill and a copy sent to the Building Principal, to be forwarded to the School Safety Director.
- d. At least one drill each term should be called when:
 - (1) Pupils are in the lunch room
 - (2) Pupils are in the auditorium
 - (3) During other activities besides normal class routine.
- e. Plans for aiding the physically handicapped should be a part of each classroom routine.
- f. Fire Drill instructions should be a part of the student handbook and posted in each room.
- g. Students in lavatories should join the nearest line, rejoining their own group only after arrival at the designated destination.
- h. Children should not be allowed to carry books, extra clothing, or other articles during emergency drills.
- i. Shop students should stop work immediately, turn off all equipment, and follow the exit route established for them.
- j. Classes should line up as far away from the building as is practicable and be clear of all service entrances and drives.
- k. No one should return to the building until an all clear signal has been given.
- l. Teachers, custodians, and other school personnel should be assigned definite responsibilities and instructed in their functions and duties.
- m. Under no conditions should the use of emergency simulators be permitted. These include smoke bombs, explosives, small fires, etc.
- n. Parents should be informed of the Fire-Safety Program of the school.
 - (1) How it operates
 - (2) Understand fully the protection it provides for their children
- o. Fire fighting must be secondary to the safety of the children, and teachers should always carry out their attendance books so

that each child can be accounted for after the building is evacuated.

6. Signals
 - a. The local community or school should set up signals for each type of disaster.
 - b. Emergency signals should be formulated in the event electrical systems fail.

III. Subject Matter Areas (For First Aid, refer to Chapter II)

A. Safety in the Shop (Industrial Arts, Auto Mechanics, Welding)



1. Facilities
 - a. There should be an approved installation of machinery and equipment
 - b. There should be appropriate guards, such as master switches, screens, point of operation on power tools, painted safety zones around hazardous machines
 - c. Power tools should be used by students, only when qualified through adequate instruction and under direct supervision of the teacher
 - d. Equipment should be periodically inspected
 - e. First aid supplies should be available
 - f. Fire extinguishers should be available
 - g. Students should not wear jewelry or loose fitting clothing that could cause injury while using special equipment
 - h. Never clean, oil or adjust machinery while it is running
 - i. Tools should never be left on top of machines, nor stored in a switch box
 - j. If the machine is making a strange noise, stop it and call the teacher to examine it
2. Teacher
 - a. The teacher should be present at all times
 - b. Students and teachers should be provided with protective equipment such as goggles, aprons, gloves, during hazardous operations
 - c. The teacher should give appropriate instruction for using machinery and equipment and also instruction regarding hazards as well as other cautions

References and Other Source Materials:

- (1) Safety Education, Florio and Stafford, McGraw Hill, 2nd Ed. 1962, New York
- (2) U.S. of America Standards Institute, 10 East 40th St., N.Y., N.Y. 10016
- (3) Safety Education in the School Shop, National Safety Council, Chicago

B. Safety in Home Economics

1. Facilities

- a. Outlets should be sufficient in number to avoid overloading and in an easily accessible place for use
- b. Circuit breakers should be available to the teacher for emergency use
- c. Fireblankets and fire extinguishers should be in rooms with ranges
- d. First aid supplies should be available
- e. Sufficient storage should be provided for cutlery and other apparatus preferably locked when not in use
- f. Pertinent information regarding civil defense, shelter areas, and procedures, fire drill instructions, location of safety equipment, should be posted in an auspicious place
- g. Floors in work areas (kitchen) which if accidentally wet will not be dangerously slippery
- h. Proper lighting in work areas

2. Teacher

- a. Special instruction should always be given when cautions must be taken
- b. Safety procedures and instructions should have carry-over value in the home

Reference and Source Materials:

- (1) National Safety Council Accident Facts, 425 N. Michigan Ave., Chicago, Ill. 60611

C. Safety in the Science Laboratory

1— Facilities



- a. The room should not be overcrowded
- b. Floors which, if accidentally wet, will not be dangerously slippery
- c. Cabinets with shatter-proof glass
- d. Electrical outlets on pedestals or splash boards to prevent entrance of water by flooding
- e. All electrical equipment should be properly grounded
- f. Means of removing explosive, toxic, or noxious gases, promptly
- g. Master shut-off switches and valves, easily accessible to the teacher
- h. Appropriate fire extinguishers and fire blankets
- i. Safety showers and eye baths should be available
- j. First aid supplies should be available in the room
- k. Equipment to clean up spills and broken glass should be available
- l. Protective wear for students and teachers (goggles, aprons, etc.)
- m. Proper lighting
- n. Adequate storage space should include:
 - (1) Special storage for highly toxic and flammable chemicals
 - (2) Reacting chemicals stored at a distance from each other

- o. Annual inspections should be made on maintenance of the laboratory and equipment and the results recorded

2. Teacher

The teacher should:

- a. Be familiar with possible hazards, fire regulations, and school policy on procedure in case of accident
- b. Instruct at the beginning of any experience, regarding special hazards, as well as other cautions
- c. Emphasize the importance of traits and attitudes concerning observation, precision, alertness, and of following instructions
- d. Be present at all times when students are working in a classroom or laboratory
- e. Be sure that all materials stored are clearly labeled
- f. Be the leader in preventing accidents and saving lives by developing habits and skills which will safeguard oneself and others. These elements must be fused into a discipline important in itself as a means of effective citizenship.

Reference:

- (1) How to Provide For Safety in the Science Laboratory.
Stock No. 471-14576 an NSTA Instructional Aid

D. Safety in Physical Education and Athletics

Physical education and athletics activities are more hazardous than many other subjects. It is important that the teacher or coach of this be competent in the practice of good safety at all times. Also in physical education the opportunity for guiding a student is tremendous. "Never overlook the teachable moment for the student."

1. Physical Education

- a. Physical examinations should be a required part of the program.
- b. Keep areas clean and safe by cleaning up paper, sticks, stones, glass, or other rubbish before beginning activity.
- c. Require gym shoes for activities, appropriate uniform, and guard for the eye glasses.
- d. Report and/or repair broken, damaged, or unsafe apparatus and equipment before using in activity.
- e. Have phone numbers, addresses and necessary information posted for emergency situations.
- f. Have adequate first aid supplies available at all times. Include safety first aid instruction as a part of the total physical education program. (Refer to first aid section for first aid)
- g. Be alert to avoid an over-crowded condition in an activity. This can lead to or cause an accident.
- h. The better organized the activity, the fewer chances of injury.
- i. The activity should meet the needs of the students:
 - (1) opportunity for participation and variation of subjects.
 - (2) opportunity for belonging and friendship.
 - (3) development of leadership, sportsmanship, and appreciation of the game activity.
- j. A sound insurance policy should be recommended for the students.

- k. Lessons and alignment of pupils should be planned to avoid collisions.
- l. No activity in the gym, or play areas should be permitted unless teacher is present; this also applies to the use of apparatus.
- m. Use classroom planning pattern with the following:
 - (1) warm-up
 - (2) instruction phase — it is just as important to have lesson plans in physical education as any other subject.
 - (3) application of what was taught under controlled conditions.
- n. Use the principle in teaching "simple to complex," to assure safety.
- o. Start activity with your voice; use whistle as stop-look-listen signals.
- p. Use mats for tumbling and apparatus; make spotters out of leaders; teach bending of the knees on dismounts or landing; teach how to roll out of a fall; teach how to lift using legs.
- q. Use lines on the floor for goals, never the walls; restrict play area for the younger and inexperienced students; use time limit to avoid over-exertion.
- r. There should be supervision of the shower room at all times.
- s. Allow enough time for showers at the completion of the class.
- t. Teach proper approach and departure from classroom, play area of gym.

2. Athletics



- a. The list in Physical Education can also be applied to athletics.
- b. Refer to the First Aid Section for specific first aid information.
- c. A physical examination be required for all athletes.
- d. A sound conditioning and fundamental program for each sport the student is to participate in.
- e. Protective clothing should be provided and replaced when needed for each sport.
- f. Adequate insurance should be required for all athletes and team managers.
- g. Dress and conduct of the athletes should be complimentary to the coach and school.
- h. Sportsmanship stressed at all times, regardless of the score of the game. The coach is the leader of examples at the contest between two schools. His own conduct can influence his players as well as the conduct of the crowd.
- i. Transportation for the athletes should be provided by the school. The coach should set specific guidelines about not riding school transportation.
- j. Officials should be selected by both schools, and their decisions in the game final.
- k. Grade expectations for the athletes should be explained at the beginning of the school year.
- l. A grade check should be set up by each school according to school policies.
- m. Coaches should not pressure other teachers because an athlete has poor grades in that subject.

- n. Coaches should encourage the athletes to be well-balanced and participate in as many activities as possible.
- o. The Golden Rule should be applied in athletics at all times.

E. Safety in Vocational Agriculture

1. Facilities:

- a. The farm machine shop should be painted according to approved safety color code.
- b. Farm machinery should be in safe working condition.
- c. Livestock should have proper care and handling.
- d. Electrical outlets and systems should be properly used.
- e. Farm machinery should be properly marked for roadway use.

2. Teacher:

- a. Should develop competency in the use of hazardous machinery, hand tools, chemicals, personal protective devices.
- b. Develop and use farm safety inspection check sheets in the following areas:
 - (1) Farm tractor machinery
 - (2) Farm shop
 - (3) Farm and home buildings
 - (4) Farm fire preventives
 - (5) Rural traffic and transportation
 - (6) Agriculture chemicals
 - (7) Electrical system
 - (8) Livestock management
 - (9) Recreation



References and Other Source Materials:

- (1) National Safety Council Accident Facts, 425 N. Michigan Ave., Chicago, Ill. 60611
- (2) Safety Guide for the Farm and Home, and Farm Safety Services, General Mills, Inc., Dept. of Public Service, Minn. 1953
- (3) Safety Education, Florio and Stafford, McGraw-Hill, 2nd Ed. 1962

IV. School Plant Safety (For First Aid, refer to Chapter II)

A. Building Safety

1. Types of Safety

- a. Fire Prevention (See Fire Drills, Section II, Part B-5)
The awareness of types and causes of fires should require the elimination of inadequate facilities, poorly installed equipment, and require good housekeeping practices to help prevent them. These causes may be listed as:
 - (1) Natural
 - (2) Explosions
 - (3) Overheating (furnaces, heating systems, plumbing)
 - (4) Electrical
 - (5) Flammable Materials
 - (6) Spontaneous Combustion
 - (7) Arson

- b. Accident Prevention
 - c. "Health and Sanitary Conditions" Promotion
2. Safety Measures
- a. School buildings should be checked for "dead" spaces (between partitions, under floors, etc.) where dangerous gases may accumulate.
 - b. Doorways and driveways should always be kept clear to prevent interference with on-going school activities.
 - c. All doors should be clearly marked with "EXIT" lights and equipped with panic hardware.
 - d. Exit doors should be kept unlocked and unobstructed when the building is in use.
 - e. Fire-exit drill directions should be posted in each room of the building.
 - f. Stairways should have continuous hand rails and the stairs and landing should have non-slip tread.
 - g. Spaces under stairways should not be used for storage.
 - h. Corridors should be kept free of obstructions and be well lighted.
 - i. Equipment in mechanical and boiler rooms should be inspected periodically and maintained in a clean and neat condition.
 - j. Electrical conduits and wiring should be inspected annually.
 - k. Fire extinguishers should be regularly inspected and filled.
 - l. Waste paper and trash should be disposed of in a satisfactory manner.
 - m. Combustible materials should be stored in a safe place.
 - n. Classroom seats should be arranged so that pupils will not need to face direct light.
 - o. Floors should be free of possible hazards due to wear or defects in the floor or floor covering.
 - p. All shops, science labs, home economics rooms and the cafeteria should have two exit doors widely separated.
 - q. Auditorium exits should be of a sufficient number and size so that at full capacity, occupants can evacuate within two minutes, and these should be clearly identified with legal lighted "EXIT" signs.
 - r. Stage curtains, auditorium lights, and other equipment should meet fire code and regulations.
 - s. Restrooms and drinking facilities should be maintained in sanitary conditions.
 - t. All personnel (custodians, teachers, principals) should make general inspections and be ever alert to hazards, and an annual inspection should be made by the City Fire Marshall and School Safety Director or Building Principal.
 - u. Report all accidents promptly to the person in charge or the principal.

Reference and Other Source Materials:

- (1) Society of Fire Protection Engineers, 60 Battery March Street, Boston, Mass. 02110.

- (2) Underwriters Laboratories, Inc., 207 East Ohio Street, Chicago, Illinois, 60611.
- (3) National Commission on Safety Education NEA, 1201 16th Street N. W., Washington, D. C. 20036.

B. Transportation Safety

1. See School Policies
2. Bus Safety
 - a. Walk on left side of road facing traffic.
 - b. Never run to meet the bus; wait for it at the bus stop.
 - c. Never stand in roadway while waiting for bus.
 - d. Stay in line and take turns in loading.
 - e. Clean shoes before entering bus.
 - f. Avoid unnecessary conversation with driver.
 - g. Except for ordinary conversation, observe classroom conduct in the bus in order not to distract driver's attention.
 - h. The use of profane language should not be tolerated. The use of tobacco should be prohibited.
 - i. Arms and head must be kept inside bus windows at all times.
 - j. Report to the driver at once any damage to the bus.
 - k. Get on or off the bus or change seats in the bus only when it is not in motion.
 - l. Bus should not be over crowded.
 - m. A seat should be provided for each student.
 - n. Remain seated until bus stops.
 - o. The privilege of pupils to ride in the school bus is conditioned on their good behavior and observance of these rules.
 - p. Drivers are authorized to enforce these rules.
 - q. Should any person persist in violating any of these rules proper action will be taken by the school.
 - r. Each individual school district should have posted rules and regulations for specific bus requirements.
 - s. Special equipment should be available for transportation of the handicapped.

Reference:

- (1) Safety in Pupil Transportation, Earl D. Heath, Traffic Quarterly, April 1955.
- (2) Safety in Pupil Excursions, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois.
- (3) Let's Be Safe Passengers, National Commission on Safety Education of the National Education Association, 1201 16th N. W., Washington, D. C.
- (4) Minimum Standards for School Buses, NEA, 1201 16th N. W., Washington, D. C.

C. Playground Safety

1. Courts for specific games should be located away from entrances and exits of parking lot.

2. School fences should be of sufficient height to discourage leaping or hurdling and to give sufficient protection to surrounding property and passersby.
3. Supervision should be provided for each activity on the school ground.
4. Safety rules and sportsmanship should be followed in all activities.
5. A fence should separate the grandstand from the playing area.
6. Bleachers should be checked for safety by the department head before using by authorized groups.
7. Overloading bleachers should be avoided.
8. Concession stands should be fireproof and located outside grandstand and playing area.
9. Bottles should not be allowed in area.
10. A spectator at an activity should not throw anything.
11. No spectator should stand under the bleachers.
12. Anyone not playing should keep off the area.
13. Any equipment to be used should be checked for proper working order.
14. All exits should be clearly marked and never blocked.
15. All fire regulations should be obeyed.

References:

- (1) Time Out for Safety, Safety Education, Jan. 1939, Floyd R. Eastwood.
- (2) Standards for Grandstands, Tents, and Other Places of Outdoor Assembly, National Fire Protection Association, 60 Batterymarch Street, Boston, Mass. and American Standards Association, 70 East 45th Street, New York, New York.

D. Parking Lot Safety

1. Adequate parking space should be provided by the school if vehicles are permitted on school grounds.
2. There should be adequate supervision for parking lot.
3. The speed limit should be no greater than 10 m.p.h. and posted.
4. Each school should have a policy in regard to leaving school ground.
5. Parking area should be fenced.
6. Safe driving habits should be encouraged.
7. Entrance and exits should be properly marked.
8. Lanes should be properly marked and sufficiently spaced for parking.

E. Lunch Room Safety

1. An inspection of the kitchen and dining area, and a careful review of work practices, area, equipment, and facilities, should be made regularly. This should include daily inspection for cracked or chipped dishes, as well as an inspection of tables, chairs, machines, etc.

2. The employees should be properly instructed in the operation of the machines and equipment.
3. Electrical equipment should be properly grounded.
4. Switches should be placed away from moisture and located so they can be readily reached in case of an emergency.
5. Spills and breakage should be cleaned up immediately.
6. Portable tables should have stationary lock devices to keep the table stationary when in use.
7. Machines should be properly guarded.
8. Fire extinguishers should be easily accessible.
9. First aid supplies should be available.
10. There should be adequate storage facilities for sharp objects.

Reference: Checklist School Safety Education, National Commission on Safety Education, NEA 1967

F. School Policies

Each school system should have a policy for the following:

1. Leaving school during school hours
2. Visitors
3. Discipline problems
4. Illness and injuries
5. Emergency procedures i.e. bomb threats
6. Students sent on errands
7. Permits for all school trips
8. Police interviews and removal of students from school
9. Unauthorized areas

V. Home Safety (For First Aid, refer to Chapter II)

- A. Refer to Elementary Section on Home Safety, page 5
- B. Refer to Safety in Home Economics, page 29

VI. Recreation Safety (For First Aid, refer to Chapter II)

With the leisure time that is now available to the American Public, each individual should explore methods of reducing risks associated with activities such as swimming, boating, fishing, hunting, skiing, camping, hiking, skating, bicycling, etc.

The following is a guide for each type of unfamiliar leisure time activity:

1. Understand the nature of the activity.
2. Know and understand the natural and man-made rules.
3. Select a site or activity which reduces risk to a minimum — according to needs and skills of the individuals.
4. Approach each new skill with caution and respect.
5. Apply an orderly system of behavior getting to and from the location, as well as during the activity.
6. Cooperate with all leaders and supervisors.

A. Water Safety

1. Swimming

- a. Obtain a medical examination before learning to swim.
- b. Never swim alone; swim with another person and use the buddy system.
- c. Cooperate with the lifeguard by obeying pool rules.
- d. Do not swim unless you are in good physical condition, free of minor ailments.
- e. Know and understand your own swimming limitations.
- f. Know the water depth and about foreign objects before jumping or diving into the water.
- g. Swim at supervised beaches or pools.
- h. Have a swim check system when with a large group of people.
- i. Include a person trained in life-saving techniques on your picnics and outings.
- j. Learn to swim if you do not know how by taking swimming lessons from a qualified swimming instructor.
- k. Do not swim under docks, piers, or rafts.
- l. Swimming after dark can be dangerous.
- m. Do not stay in the water too long, or when temperature is cool.
- n. Beware of sunburns.
- o. Know and understand the basic techniques of life saving.

References:

- (1) Safety Education, A. E. Florio and G. T. Stafford, 3rd Ed. McGraw-Hill, New York, N. Y.
- (2) Accident Facts, National Safety Council, Chicago, Ill.
- (3) Life Saving and Water Safety, American Red Cross, Philadelphia, Pa.

2. Water Skiing (For First Aid, refer to Chapter II)



- a. Know how to swim before attempting to ski.
- b. Never ski in an area where swimming is allowed.
- c. Know and understand skiing signals jointly with boat operator.
- d. Do not show off on skis.
- e. Always wear a U.S. Coast Guard approved life jacket.
- f. Make sure the tow line is secured properly.
- g. Never attach the tow rope to your body.
- h. Ski or ride on objects that have been water tested and approved.
- i. Do not ski too close to shore or dam area.
- j. Do not come in on skis too close to shore — beware of hidden objects when getting off skis.
- k. Have someone qualified to instruct how to ski.
- l. Know where the first aid equipment is stored in the boat and how to acquire help if needed.
- m. Operator of the boat should know all rules of the lake and rules of pulling a person on skis.
- n. Equipment should be checked periodically, for any defects.
- o. Recommended to have two people in the boat when pulling a skier.

- p. After a skier has fallen into the water, he should indicate by signal that he is all right.
- q. When another boat is approaching and skier is in the water, he should hold up one ski perpendicular in order for the other boat to see the skier.
- r. Operator of the boat should return to the fallen skier as soon as safely possible.
- s. Beware of speed and water space when approaching a person in water.

References:

- (1) Safety Education, A. E. Florio & G. T. Stafford, 3rd Ed., 1969, McGraw-Hill, New York, N.Y.

3. Boating (For First Aid, refer to Chapter II)

- a. Know the condition of the boat and equipment before leaving shore.
- b. Each person aboard should wear a U.S. Coast Guard approved life jacket.
- c. Boat should be approved by the individual lake area requirements.
- d. Know and abide by the water traffic rules.
- e. Be familiar with the state and national laws for all types of boats.
- f. Be sure boat is properly equipped with fire extinguishers and, if used at night, with proper lights.
- g. Carry a line, anchor, compass, paddle and proper tools for an emergency.
- h. Stay clear of smaller boats and slow down so your wake will not cause trouble.
- i. Obey all posted speed laws, and reduce speed near beaches or in passing other crafts.
- j. Carry adequate fuel supply and never refuel when engine is running.
- k. Avoid overload with passengers.
- l. Enter or move about in boat, one at a time.
- m. Plan all trips.
- n. Avoid "horseplay" at all times.
- o. Learn to handle the boat by practice near shore.
- p. Be aware of the changing weather conditions.
- q. Courtesy should apply at all times.
- r. Know that the size engine is qualified for the size of boat.
- s. Know that the size of trailer is adequate for the size boat.
- t. A spare tire is just as important for a boat as it is for a car.

References:

- (1) Accident Facts, National Safety Council, Chicago, Ill.
- (2) Life Saving and Water Safety, American Red Cross, Philadelphia, Pa.

- (3) Safety Education, 3rd Ed., A. E. Florio and G. T. Stafford, McGraw-Hill, New York, N. Y.
- (4) Safe Outboarding, Evinrude Motors, Milwaukee, Wis.

4. Fishing (For First Aid, refer to Chapter II)

Fishing accidents incidence are rather high because of the great number of outdoor hazards to which anglers are subjected.

- a. Know and understand the bites and stings of different animals and insects.
- b. Know the various poison plants, reptiles and dangerous fish.
- c. In fishing, as any other sport, use only the proper equipment.
- d. Know and understand the first aid procedures for fishing and camping gear.
- e. Practice in an open area and with lightweight plug to learn control of equipment.
- f. Because of the hook's unsanitary condition, it is considered a very infectious object.
- g. Be sure to wash hands before eating while fishing; wash hands after handling fish, fishing bait, or fishing equipment.
- h. Only an experienced person should teach the baiting of the hook; and the techniques of how to remove a fish from the hook.
- i. Equipment should be cleaned of old bait before storing or after using.
- j. Equipment should be cleaned and oiled periodically for best use.
- k. Beware of over-exertion and/or burns from the sun.
- l. Know of current weather and changing weather conditions when out in a boat.
- m. Follow all rules of boat safety while fishing.
- n. Beware of standing up in a boat, or movement in a boat while fishing.
- o. Fishing with waders or any type of floating device should be conducted by an experienced person and never alone.
- p. All persons fishing should know how to swim — in the event of accidentally falling into the water.

References:

- (1) Safety Education, A. E. Florio & G. T. Stafford, 3rd Ed., 1969, McGraw-Hill, New York, N. Y.
- (2) Going Fishing? National Safety Council, Chicago, Ill.
- (3) Scout Field Book, Boy Scouts of America, J. E. West and W. Hillcourt Illustrated, New York, N. Y.
- (4) Vacation Days, Safety Engineering Dept., Mutual Liability Insurance Co., Wausau, Wisconsin.

5. Skin Diving

- a. Have a physical examination before taking up diving. Remain in good physical condition.

- b. Do not dive when afflicted with a sore throat, cold, or sinus or ear infection, or when feeling ill or tired.
- c. Have adequate swimming and diving instruction before making first dive.
- d. Never dive alone.
- e. Know the movements of the water — tides, currents, and surf.
- f. Know the type of bottom — mud, shell, rock, sand, or coral.
- g. Know the depth of the water.
- h. Know the storm characteristics of the area.
- i. Use standard and approved equipment that is properly fitted for your use and check it before using.
- j. Set up a signal system with your partner.
- k. Have knowledge of equalization of air spaces — mask, middle ear, etc.
- l. Do not eat or drink before diving. Avoid gas-forming food and drink before diving, because pressure may cause expansion of these gases.
- m. Practice moderation in speed of swimming, depth of dive, and time in water.
- n. Surface slowly — never faster than your bubbles.
- o. Sound is magnified under water; therefore, a diver should always be aware of speeding power boats in the fishing area. Always look up before surfacing.
- p. Wear inflatable safety vests.
- q. Be familiar with the latest methods of artificial respiration.
- r. Excessive shivering is a signal to stop diving.
- s. Always stay with at least one other person. Know where the other person is at all times. Have a system of hand signals in order to be understood if audibility is poor.
- t. Do not swim too long in cold water. This causes exhaustion.
- u. Do not breathe during the last 30 feet of ascent. This can rupture the air sacs and blood vessels of the lungs.
- v. Be alert to the bends, an old diver's disease
- w. Be alert to nitrogen narcosis or the anesthetic effect of nitrogen build-up, which can drug one's senses as does alcohol.

Reference:

- (1) Safety Education, 3rd Ed., 1969, Florio and Stafford, McGraw-Hill, New York, N. Y.

6. Scuba Diving

- a. Have knowledge of skin diving procedures.
- b. Do not attempt to teach scuba in open waters.
- c. Know and understand the proper use of equipment.
- d. Dive only in parties of two or more.
- e. Use diver's flag.
- f. Use only breathing apparatus of commercial manufacture.
- g. Wear inflatable safety vest.
- h. Have knowledge of equalization of air space — mask, middle ear, etc.

- i. Dive only in legal waters between sunrise and sunset.
- j. Dive only in waters free of solid ice surface.
- k. Dive for reasons other than depth or endurance records.
- l. Dive only while free of illness or the influence of liquor or narcotics.
- m. Dive no deeper than 60 feet unless equipped with self-contained underwater apparatus and no deeper than 130 feet if so equipped with weight belts worn outside all harnesses.
- n. Minimum-age requirements are important. The suggested minimum age be set at the eleventh and twelfth grades of the secondary school, or seventeen and eighteen years of age.
- o. Knowledge of artificial respiration should be understood and also its application while the divers are on the surface, returning to shore or boat.

Reference:

- (1) Safety Education, 3rd Ed., 1969, Florio and Stafford, McGraw-Hill Book Co., New York, N. Y.

B. Firearm Safety



- 1. Assume every gun is a loaded gun. Each time a gun is picked up, an immediate check should be made to see that it is not loaded. A gun is made to hurt something or someone.
- 2. All persons need instruction to use a firearm safely.
- 3. A qualified person should be called upon to give instruction.
- 4. Know the local ordinance in regard to shooting a gun in the city limits.
- 5. Firearms and ammunition should be stored separately.
 - a. Allows time for a person to gain self-control.
 - b. Keeps small children from getting hurt.
 - c. Guns and ammunition should be locked up.
- 6. Firearms should be unloaded before taking them into the home, placing them in a car, placing in a boat, crossing a fence, or handing to another person.
- 7. Only the ammunition designed should be used in the firearms.
- 8. Always hunt with a "buddy," a dependable person in case help is needed.
- 9. Follow instructions of how to carry a gun safely.
- 10. Do not point or aim a gun at anything you do not want to shoot.
- 11. Pupils must always have parental permission to use firearms.
 - Parents should know:
 - a. When children are to use firearms.
 - b. Where they will be used.
 - c. Under what conditions they are used.
 - d. Who the companions are.
- 12. Understand the shooting distance for each type of firearm.
- 13. Know the danger of shooting at hard surfaces or large bodies of water.

14. When hauling a gun in an automobile, place it on the floor between the seats on the driver's side with the barrel pointing away from you. Make sure the gun is not loaded.
15. Wear a yellow cap and red jacket or red cap and yellow jacket when hunting.
16. Be sure of the target before pulling the trigger.
 - a. Always be able to identify an object before pulling the trigger.
 - b. Never shoot at a sound (rustling of leaves or breaking of twigs.)
17. Know and understand the position of gun and direction to shoot when two persons are hunting.
 - a. Hunter on left cradle the gun to the left or place stock under armpit with barrel on forearm.
 - b. Hunter on right cradle gun to the right or place stock under armpit with barrel on forearm.
 - c. Hunter on the left shoots all game going to left, hunter on right shoots all game going to the right. Neither hunter shoots game coming toward them.
18. Know and understand the position of gun and direction for each to shoot when three persons are hunting. (Neither hunter shoots at the game running toward him.)
19. Know how to cross a fence safely with a gun.
20. Know how two hunters cross a fence with a gun.
21. Have permission to hunt on other people's property.
22. Be sure to tell property owner when leaving his property.
23. Observe the game laws.
24. Be sure to close all gates to property when hunting.
25. The proper procedure for placing an unloaded gun in a boat is to hand to companion with barrel pointing up.
26. The gun should be kept cleaned and free of obstructions.
27. A competent gunsmith should make repairs and alterations on guns.
28. The safety is the most important device on a shotgun or rifle; it should not be removed until one is ready to fire.
29. Know what to do when lost.
 - a. Fire three shots in rapid succession (S.O.S. for hunters).
 - b. Stay in one place.
 - c. Build a fire in a safe place and be sure it's out before leaving.
30. Keep the finger out of the trigger guard until you are ready to fire.
31. Form local gun clubs and follow rules and regulations.

References:

- (1) Safety Education, 3rd Ed., 1969, Florio and Stafford, McGraw-Hill Book Co., New York, N.Y.
- (2) National Rifle Association, 1600 Rhode Island Ave., Washington, D.C.
- (3) Let's Hunt Safely, National Safety Council, Chicago, Ill.
- (4) Sporting Arms and Ammunition Manufacturing Institute, 250 East 43rd, New York, New York.

C. Holiday Safety

a. Halloween

1. Decorations and costumes should be fireproof.
2. If costume should catch on fire, victim should not run.
3. Do not have costume too long or loose. This could cause a tripping accident.
4. Costumes at school that require guns or any type of play weapon should be checked by the teacher.
5. Jack-O-Lanterns should never contain lighted candles. Flashlight will be safer.
6. Wear clothes that can be seen at night by motorist.
7. Costumes should not be worn while riding a bicycle.
8. On Halloween apply the "Golden Rule."
9. Do not go out alone when going for tricks and treats.
10. Stay in familiar neighborhood.
11. Know what you are eating before putting food in mouth.
12. Be sure mask does not block vision.
13. Masks should be removed before eating. Trying to eat through a mask may cause a person to choke.
14. Throwing objects can cause serious accidents.
15. Have fun, but do not be destructive to property.
16. Parties should be conducted in a safe and orderly manner.
17. Never cover light bulbs with paper or any other kind of flammable material.

b. Thanksgiving

1. Decorations and costumes should be fireproof.
2. Parties should be conducted in a safe and orderly manner.
3. Automobile and pedestrian safety should be stressed at this time due to vacation travel.
4. Distance to be traveled should be considered with ratio of fatigue and miles involved.
5. General rules of safety should be followed when participating in any activity.

c. Christmas and New Year

1. Christmas trees and parties should comply to all individual school standards, when on school property.
2. Do not drink an alcoholic beverage and drive an automobile.
3. Parties should be conducted in a safe and orderly manner.
4. Decorations and costumes should be fireproof.
5. Christmas tree should not block a door in any manner.
6. For a live tree place base in bucket of sand and keep moist.
7. Electric lights on a tree should be disconnected when not in use.
8. Use only suitable decorations for the tree.
9. Do not overload electric system with electric decorations inside or out of the house.
10. Never place candles on the tree.

11. Do not plug or unplug the lights under the tree.
12. Use a step stool to decorate or remove the decorations.
13. Snowballs or other objects should not be thrown due to accident factor.
14. Walk on ice or snow with caution.
15. Follow the rules for winter driving when using the automobile.
16. The tree should not be put up too early or left too long after Christmas.
17. Vacation travel should depend on allotted time and weather conditions.
18. If working, an emergency phone number should be available.
19. Always keep a fire extinguisher close at hand.
20. Do not hang "Icicles" of metallic tinsel near metal parts of light sockets or metal parts of wiring circuits.

d. Spring Break and Summer Vacation

1. Traffic and pedestrian rules should be observed at all times.
2. Should not over-expose to the sun.
3. If working, emergency phone numbers should be available.
4. The safety rules of any sport or games played should be followed.
5. Follow all rules of safety for water pleasures.

e. Fourth of July

1. Danger of different fireworks.
 - a. Rockets — the tail of the rocket may be warped and instead of shooting up into the air, it may shoot down or parallel to the ground, causing severe burns.
 - b. Roman Candles — force of the exploding powder moves the projectile forward, the reacting force may kick out at the end of the candle. The stars are of a similar composition to thermal bombs which are used in warfare.
 - c. Sparklers — after sparkler has stopped burning the wire may still be hot enough to start a fire.
 - d. Torpedo — cap will explode if thrown on a hard surface with the result that the coarse sand used in material content may put out or seriously injure the eyes.
 - e. Flash Crackers — considered high-order explosive (go off quickly).

Other Firecrackers — considered low-order explosives (go off slowly).

Both Crackers — explode violently and can cause bodily harm.

2. If you must have fireworks, have them at a supervised public display.
3. You should not throw fireworks at people or animals.

4. There is danger in placing fireworks under objects.
5. Do not pick up and try to relight any firework that has been lit and did not explode.
6. Fireworks should not be held in the hand when being lit.
7. Any firework can be dangerous, use extreme caution.
8. Explode fireworks only when and where permission is granted.

References:

- (1) Model State Fireworks Law, National Fire Protection Association, Sixty Batterymarch Street, Boston, Mass.
- (2) The Problem of Fireworks Accidents, National Society for the Prevention of Blindness, Inc., New York, New York.

D. Winter Safety

1. General

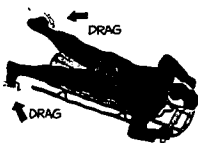
- a. Always place sand, salt, or cinders on slippery surfaces.
- b. Automobiles may require as much as twelve times the distance to stop on icy surfaces as on dry pavement.
- c. When a car approaches with the windshield frosted or iced over, make sure the driver sees you.
- d. Remove ice and frost from windshield and windows before starting to drive.
- e. Look ahead as you walk to see danger spots.
- f. Always look the way you are going.
- g. Make sure clothing is arranged to permit good vision.
- h. Walk at a moderate pace with weight well balanced to decrease danger of falling.
- i. Try to relax when falling to lessen danger of injury.
- j. Wear light colored clothing when walking at night.
- k. Colored glasses give protection from snowy surfaces.
- l. If an umbrella is used, make sure it is carried so that vision is not obscured.
- m. Clean shoes well before entering a heated room or building to avoid slipping.

2. Bicycling

- a. Stay off the bicycle when roadways are icy and snowy.
- b. Ride only when conditions are safe.

3. Sleighing

- a. Sleighing should be done on areas away from traffic.
- b. Choose an area free from stumps, rocks, trees, and uneven surfaces.
- c. Sleights are not to be pulled behind cars.
- d. Sleighing should be done on streets only when barricaded by city officials.
- e. Take turns when sleighing on surfaces with others.



4. Snowballing
 - a. Snowballs should not be thrown at other persons.
 - b. Make snowmen and use them for targets for snowballs.
 - c. Drivers sometimes lose control of vehicle when snowballs are thrown and vehicle is hit.

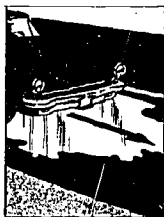
5. Ice
 - a. The thickness of ice does not always indicate its strength.
 - b. Ice can be strong in some parts and weak in others.
 - c. Check ice for strength before skating too far from the shore.
 - d. Skate on areas where water depth is shallow.
 - e. Snow causes ice to melt. Skating areas should be kept clear of snow.
 - f. Always have a "buddy" with you when skating.
 - g. Skating at night can be hazardous unless the area is lighted.
 - h. Fatigue decreases one's skating ability.
 - i. Wear skates and clothes that fit properly. Skates should be sharp.
 - j. Place safety guards over skates to keep from cutting yourself and others while carrying them.

6. Ice Rescue
 - a. When a person falls through the ice during exceptionally cold weather, place water soaked gloves or mittens on the ice to freeze while waiting for help. Gloves or mittens can serve as grooves or notches for hand holds.
 - b. To rescue another person, do one of the following:
 - (1) Push a ladder across the hole. The victim may take hold of the rungs and pull himself out of the water.
 - (2) If enough people are present, form a "human chain" by each person lying on the ice holding the heels of the person ahead until one can reach the victim.

7. Snow Skiing
 - a. Have a competent person teach you how to ski.
 - b. Good physical condition is necessary for skiing. Have a physical examination.
 - c. Use good equipment and keep it well maintained.
 - d. If a person wears corrective glasses, they should be made of shatter-proof glass.
 - e. Choose areas away from stumps, trees, and excavations to ski.
 - f. Always ski with a "buddy."
 - g. One of the leading causes of ski accidents is over estimating one's ability.
 - h. Skiers should ski single file or "Indian" style.
 - i. Dark or colored glasses give protection from bright sunlight reflecting from snow or ice.
 - j. The good skier knows three things at all times when skiing:
 - (1) The terrain
 - (2) Snow conditions
 - (3) His ability



8. Driving on Slippery Roads
 - a. Make sure windshield and glasses are free from frost and ice.
 - b. Get the feel of the car when first starting to drive by applying the brakes intermittently.
 - c. The three most dangerous acts committed by drivers when driving on slippery surfaces are:
 - (1) overpowering
 - (2) oversteering
 - (3) overbraking
 - d. Stopping distances increase from three to twelve times when driving on icy or snowy surfaces.
 - e. When the car starts skidding on an icy surface, release accelerator and steer the direction the car is skidding.
 - f. To stop a car on an icy surface, pump the brakes intermittently.
 - g. Decreasing air pressure of tires does not increase traction.
 - h. Synthetic tires are more susceptible to skidding than natural rubber tires.
 - i. Roadways freeze over on bridges and overpasses quicker than other areas.
 - j. Reinforced tire chains decrease stopping distances more than other type chains.
 - k. Good chains increase traction and reduce skidding.
 - l. Brakes should be applied in advance of turns and then released to provide car control.
 - m. Rapid change of direction and acceleration are responsible for most skidding of cars.
 - n. Following distances on icy roadways should be increased three to twelve times as much as for normal conditions.



References:

- (1) Accident Facts, National Safety Council, 425 N. Michigan Avenue, Chicago, Ill.
- (2) Cold Facts About Winter Driving, Aetna Casualty and Surety Co., Hartford, Conn.
- (3) Safety Education, Florio and Stafford, 3rd Edition, McGraw Hill, New York, New York

E. Camping Safety

1. Locate tents on high ground because of the danger of floods.
2. Locate the tent in an area free from dead trees.
3. Build fires downwind from camp area.
4. Break all matches after use.
5. Drench fires with water if possible.
6. If the tent should catch fire, collapse and pour water on it.
7. Use blankets or sand to smother unwanted fires.
8. Store flammable items away from unattended fire.
9. If there is any evidence of a forest fire, report it at once.
10. Teach children to respect a fire.
11. Care for one's own clothing according to the kind needed for changing weather conditions.



12. Make one's own bed and care for it.
13. Plan group meals confined to selected available material according to nutritional standards.
14. Use a compass; tell directions from trees, sun and grass.
15. Lay trail — be cautious about your footing to avoid falls.
16. Pace and measure distance.
17. Read maps and construct maps of local areas.
18. Hike distances with the maximum of pleasure and the minimum of fatigue.
19. Know the sky above, the meaning of stars, and their usage to man.
20. Understand as much as possible about birds, animals, trees, rocks, insects, and flowers.
21. Recognize harmful plants, trees, insects, animals.
22. Know the care and use of camp tools including, axes, saws, ropes.
23. Enjoy out-of-door games such as: wood chopping contests, fishing, canoeing, trapping.
24. Know about useful articles that can be made from native materials — pans from clay, spoons from wood, pan racks from tree branches, hats from reeds.
25. Understand and use the camp environment to its fullest extent.
26. Practice good health and safety habits.
27. Know the fundamentals of lashing and blanket rolling.

References:

- (1) Hiker's Handbook, Douglas Leechman, W. W. Norton and Company, New York, New York
- (2) On Your Own, S. A. Graham & E. C. O'Roke, University of Minnesota Press, Minneapolis, Minn.
- (3) Summer Camp, National Safety Council, North Michigan Ave., Chicago, 11, Illinois
- (4) Safety Education, 3rd Ed., 1969, Florio & Stafford, McGraw-Hill Book Company, New York, New York.

F. Playground and Park Safety

1. Observe all safety procedures, rules, and regulations in play areas and in going to and from play areas.
2. Play only in areas designated for particular age group.
3. Keep area clean and safe by removing glass, sticks, stones and rubbish.
4. Courts for specific games should be located away from entrances and exits of parking lots.
5. Rules for use of any apparatus, swings or other playground equipment should be conspicuously posted in immediate vicinity of particular equipment.
6. As far as possible, apparatus should be taken indoors when play area is not in use, when apparatus is slippery and therefore dangerous to use, or when ground below is muddy.

7. Other equipment on the grounds should be padlocked to prevent accidents which may occur when the playground is not supervised.
8. Be on the alert for worn spots, holes and depressions under swings and other apparatus. Fill them when they occur.
9. Ball-bearing connections and movable parts should be frequently inspected and well lubricated.
10. Restrict unnecessary rough play, tripping, pushing, etc.
11. Provide space for safe parking of automobiles and bicycles.
12. Do not allow riding of bicycles in play area.
13. Do not allow dogs in area.
14. Up-to-date bulletin boards can be used for scheduling of events and safety rules.
15. Sufficient supervision should be required to fill the need at the given area.
16. Supervisors should have well-equipped first aid kits and should at all times have an up-to-date list of telephone numbers of available physicians and the police department.
17. All accidents which occur at play areas or pools should be carefully reported, and should be investigated by the person designated by employer.

References:

- (1) Accident Facts, National Safety Council, Chicago, Ill.
- (2) Playgrounds, Their Administration and Operation, National Recreation Association, George Butler, New York, New York
- (3) A Guide for Planning Facilities for Athletics, Recreation, Physical Health Education, The Athletic Institute, 209 S. State Street, Chicago, Ill.
- (4) Safety in Sports, D. C. Seaton, Prentice Hall Inc., New York, New York

VII. Drugs, Narcotics, and Alcohol

A. Knowledge Gained in the Classroom

1. There should be knowledge imparted in the classroom to the students on drugs, narcotics and alcohol.
2. Attitudes and values should be instilled in the student before adolescence, but should be continued during this period. (Direct attack on bad attitudes and habits usually fail and arouse resistance.)
3. Classroom areas where knowledge should be imparted and attitudes and values instilled should include:
 - a. Physical Education — physical fitness and attractiveness
 - b. History — laws and examples of leaders who at time of need were under the influence of these
 - c. Science — physiological effect
 - d. Driver Education — statistical data presented on accidents and deaths resulting from the influence of alcohol and drugs

4. The tables below may be of great value in teaching in this area.

B. Information Tables

WHAT THEY ARE	Alcohol (ethyl alcohol, ethanol) is a depressant. It has an anesthetic effect on the nervous system.
SLANG NAMES	Booze, liquor, drinking, moonshine, white lightning
MAIN EFFECTS	Alcohol enters the blood stream within two minutes after it is swallowed. The skin becomes flushed, there is an excessive amount of perspiration, and elimination of the kidneys. Greater amounts of alcohol results in loss of judgment, will power, and self control. Emotional control is altered. Vision and speech are altered (blurred vision or double vision, and slurred speech.) The coordination of muscles is affected (dizziness, clumsiness, staggering gait.) In the final stages unconsciousness may result. The skin becomes pale, cold and clammy. Heart action, digestion action and respiration slow down.
POSSIBLE DANGERS	Alcoholism (habit forming) and possibly alcohol psychosis (an acute mental illness)

C. Traffic Safety

1. About one-half of automobile accidents that result in loss of life involve a driver or pedestrian who has been drinking. The effects of alcohol on a driver of a car are:
 - a. Slows his reaction time
 - b. Impairs his vision and distance judgment
 - c. Makes him inattentive
 - d. Signals have less meaning to him
 - e. Gives false feeling of security
 - f. Often makes him discourteous
2. Check Oklahoma Operators Manual for Implied Consent Law and also for transporting open bottle.

References:

- (1) Drug Table Tells It Like It Is, Lowry Airman, July 10, 1970, Detroit News, Detroit, Michigan.
- (2) Oklahoma Operator's Manual, Department of Public Safety, 36th and N. Eastern, Oklahoma City, Oklahoma 73111

DRUG TABLE TELLS IT LIKE IT IS!

DRUG	WHAT THEY ARE	SLANG NAMES	MAIN EFFECTS	POSSIBLE DANGERS
MARIJUANA	Marijuana is the dried flowering tops and leaves of the Cannabis sativa, commonly called hemp. It looks like fine, green tobacco and smells like alfalfa. It is usually smoked, but can be baked into cookies, fudge, or mixed with honey for drinking.	Joints, sticks, reefers, pot, hay, Mary Jane, Aca-pulco gold and Laotian green (in South Vietnam).	Feelings of great perceptiveness and relaxed pleasure often accompany small doses. Erratic behavior, loss of memory and distortion of time, space, color, and sounds follow bigger doses.	The risk depends on the personality of the user, strength of the drug and pattern of use. Distortion of space and time make the user accident prone. Psychological dependence is fairly common.
HALLUCINOGENS	LSD, Mescaline and psilocybin occur in a natural state but are also illegally manufactured. Other chemicals being made include dimethyltryptamine, diethyltryptamine, tetrahydrocannabinol, phenylcyclohexylpiperidine and dimethoxymethyl-phenethylamine.	Acid (for LSD), DET, DMT, THC, DOM, PCP (or "Peace Pills") and STP (Serenity, tranquility and peace).	All produce varying degrees of illusions, delusions and hallucinations. They can lead to severe mental changes like those found in psychotics, and to depression and sometimes suicide.	Permanent brain damage is suspected but unproved. Any can trigger psychotic episodes which may recur months later. LSD can break chromosomes — a potential for birth defects.
AMPHETAMINES	Amphetamines and methamphetamines are legally made and prescribed to curb appetites, relieve minor depression and increase energy. They are central nervous system stimulants. Some methedrine is manufactured illegally.	Ups, pep pills, bennies, copilots, footballs, hearts and, for methedrine, meth and speed.	Normal doses produce an increased alertness but very heavy use, particularly of injected methedrine, tends to produce vast overconfidence, hallucinations and aggressive acts.	High blood pressure, irregular heart rhythms and heart attacks can result, as well as violent behavior. High tolerance and psychological dependence are rapid, but no true physical addiction.
BARBITURATES	Barbiturates are sedatives prescribed to induce sleep and for their calming effect. Both psychological and physical dependence can develop with heavy use, particularly when abusers inject the chemicals intravenously.	Red birds, yellow jackets, downs or downers, blue heavens and goofballs.	Small amounts make the user relaxed and often sociable and good-humored. Belligerence and depression are frequent with major use, often similar to drunkenness.	Sedation, coma or death from respiratory failure can follow intentional or accidental overdoses. The user forgets how much he has taken. Alcohol and barbiturates together are deadly.
COCAINE	Cocaine is extracted from the leaves of the coca bush and is a white, odorless, fluffy powder looking somewhat like crystalline snow. It is eaten, sniffed or injected, often with heroin, but is not physically addicting.	Coke, leaf, and snow. Speedballs when mixed with heroin.	Oral use can cut fatigue and produce some exhilaration. Intravenously, it can induce dangerous overconfidence, hallucinations and paranoid tendencies.	Convulsions and death can occur from overdoses but are not common. Paranoiac activity is common, however, and very strong psychological dependencies can develop.
HEROIN/ MORPHINE	Morphine is derived from opium, and heroin is produced from morphine. Both are usually seen as a white, snowy powder which can be taken several ways but are usually injected. Narcotic addiction usually refers to these two drugs.	'M' and dreamer for morphine, 'H,' snow, junk, horse, and nod for heroin, smack when mixed with marijuana.	The two are generally sedative or calming and are effective pain killers. They slow pulse and respiration. Heroin is faster and shorter acting.	Users are prone to respiratory failure until tolerance develops. Overdose deaths are fairly common because the drug compound can contain more pure heroin than the user expects or is able to tolerate.

APPENDIX — Accident Report form

Accident Reporting

Accident reports are vital to both safety education and school administration. They may be used as a teaching tool and as a basis for changing policies or physical conditions. They may alert the administrator to unsafe conditions or procedures which may be corrected immediately, or to the need for administrative changes or special investigation. They serve to keep him informed in the event of questions from board members or other officials or if legal action is implied. New types of accidents may be discovered early, such as the skateboard of a few years ago.

Trends may be used as a basis for planning for the future, as well as for special or continuing studies. Any accident requiring first aid or causing property damage should be reported if it occurs under the school's jurisdiction. Non-school jurisdictional accidents which result in the loss of one-half day or more of school time or activity should be reported.

Monthly and yearly summaries help to identify the principal types of accidents, where, when, and why they are occurring, and what measures may be taken to avoid them. Spotting trends, analyzing data, and taking action can result in the correction of causes through improved instructional material, teacher education, changes in administrative or supervisory procedure, additional instruction for pupils, or alteration of the school environment.

Annual reports are important factors in appraising a school's progress in an overall safety program. Strengths and deficiencies may be pointed out and used as validating agencies for needed changes in the school's program.

The following sample forms may be obtained in quantity by contacting this office.

**State of Oklahoma
Department of Education**

DE-S-1

Individual Report of School Accident

School

Town

Date

Person reporting

Name of injured person

Grade..... Sex.....

Activity

Place of Accident

How

.....

.....

Kind of injury

Body part affected

School time lost

Other explanation

.....

.....

.....

.....

**State of Oklahoma
DEPARTMENT OF EDUCATION**

DE-S-2

School Composite Accident Report

Administrative Unit _____ System _____
Address _____

Name of Person Injured	Sex	Grade	Activity	Place of Accident	How	Kind of Injury	Body Part Affected	School Days Lost

REFERENCES (K-6)

- AAA, 3525 N.W. 23rd, Oklahoma City, Oklahoma 73112.
- ABC's of Safety, Your Independent Insurance Agent's Association.
- American Medical Association, Bureau of Health Education, 535 North Dearborn Street, Chicago, Illinois 60610.
- American Red Cross, Hartshorne, Charley, 323 N.W. 10th, Oklahoma City, Oklahoma.
- Child Safety Council, U.S. Office, 125 West Pearl Street, Jackson, Michigan.
- Education, State Department of, 310 Will Rogers Building, Oklahoma City, Oklahoma 73105.
- Education, State Department of, Civil Defense Section, 310 Will Rogers Building, Oklahoma City, Oklahoma 73105.
- Education, State Department of, Starkey, Nevin, Director of the Drug Education Section, 4545 N. Lincoln, Oklahoma City, Oklahoma 73105.
- Education, State Department of, Transportation Section, State Capitol Building, Oklahoma City, Oklahoma.
- Film Catalog, Education, State Department of, Section of Safety, Driver Education, Health, and Physical Education, 4545 N. Lincoln, Oklahoma City, Oklahoma 73105.
- Film Catalog, Health, State Department of, 3400 North Eastern, Oklahoma City, Oklahoma 73105.
- Health, Education & Welfare, U.S. Department of, Children's Bureau, Washington, D.C. 20025.
- Health, Education & Welfare, U.S. Department of, Public Health Service, Atlanta, Georgia.
- Keas Superior School Bus Sales, Inc., 3737 N.W. 36th Street, Oklahoma City, Oklahoma.
- National Fire Protection Association, 60 Batterymarch Street, Boston, Massachusetts 02110.
- Oklahoma Safety Council, 1600 N.W. 23rd Street, Oklahoma City, Oklahoma.
- Safety Materials for Elementary, Metropolitan Life Insurance Company.
- School Health Policies, Curriculum Section.

State Wildlife Conservation Department, Information and Education Commission, Home and Gun Safety, 1801 N. Lincoln, Oklahoma City, Oklahoma

U.S. Weather Bureau, Will Rogers Building, Oklahoma City, Oklahoma

REFERENCES (7-12)

- Aetna Casualty and Safety Co., Hartford, Conn., 06115
- Accident Facts, National Safety Council, Chicago, Illinois
- American National Red Cross, First Aid; Life Saving and Water Safety; Garden City, New York; Doubleday and Co., Inc. Rev. 1957, 31st printing 1968
- American Standards Association, 70 East 45th St., New York, New York
- Bicycle Safety in Action, National Commission on Safety Ed., Washington, D.C.
- Cold Facts About Winter Driving, Aetna Casualty and Surety Co., Hartford, Conn.
- Drug Table Tells It Like It Is, Lowry Airman, July 10, 1970, Detroit News, Detroit, Michigan
- Guide for Teaching Driver and Traffic Safety Education in Oklahoma Schools, State Dept., Oklahoma City, Okla.
- Guide for Planning Facilities for Athletics, Recreation, Physical and Health Ed., The Athletic Institute, 209 S. State Street, Chicago, Ill.
- Going Fishing, National Safety Council, Chicago, Ill.
- Hiker's Handbook, Douglas Leechman, W. W. Norton and Co., New York, N.Y.
- Let's Be Safe Passengers, National Commission on Safety Education of the National Education Association, 1201 16th St. N.W., Washington 6, D.C.
- Let's Hunt Safely, National Safety Council, Chicago, Illinois
- Minimum Standards for School Buses, National Commission on Safety Ed., National Ed. Assoc., 1201 16th St., N.W., Washington 6, D.C.
- Model Pedestrian Protection Program, American Automobile Association, 1712 G St., N.W., Washington, D.C.
- Model State Fireworks Law, National Fire Protection Association, Sixty Battery-march St., Boston, Mass.

- This Is Motorcycle, Scooter and Allied Trades Association, American Motorcycle Association, P.O. Box 231, Worthington, Ohio, 43085.
- (Motorcycle) Freedom of the Road, Suzuki Motor Corp., 13767 Freeway Dr., Santa Fe Springs, California.
- Motorcycles in the United States, U.S. Dept. of Ed. and Welfare, Public Health Service, Arlington, Va., 22203.
- (Motorcycle) Safe Sports Cycling, Yamaha International Corp., Montebello, Calif.
- "Mouth to Mouth Breathing," Civil Defense, Adult Ed., 310 Will Rogers Bldg., Oklahoma City, Oklahoma 73105
- National Rifle Association, 1600 Rhode Island Ave., Washington, D.C.
- National Safety Council, Traffic Dept., 425 N. Michigan Ave., Chicago, Ill. 60611
- National Safety Council, Accident Facts, 425 N. Michigan Ave., Chicago, Ill. 60611
- National Commission on Safety Ed. NEA, 1201 16th St., N.W., Washington, D.C. 20036
- Oklahoma Operator's Manual, Department of Public Safety, 36th and N. Eastern, Oklahoma City, Oklahoma 73111
- Own Your Own, S. A. Graham and E. C. O'Roke, University of Minn. Press, Minneapolis, Minnesota
- Problem of Fireworks Accidents, National Society for the Prevention of Blindness, Inc., New York.
- Playgrounds — Their Administration and Operation, National Recreation Association, George Butler, New York.
- Safe Outboarding, Evinrude Motors, Milwaukee, Wisconsin.
- Safety Education, Florio and Stafford, McGraw-Hill, 2nd Ed., 1962, New York.
- Safety Education, Florio and Stafford, McGraw-Hill, 3rd Ed., 1969, New York.
- Safety in Pupil Excursions, National Safety Council, 425 N. Michigan Ave., Chicago, Ill.
- Safety in Pupil Transportation, Earl D. Heath, Traffic Quarterly, April, 1955.

Standards for Grandstands, Tents, and Other Places of Outdoor Assembly, National Fire Protection Association, 60 Batterymarch St., Boston, Mass.

Safety Ed. in the School Shop, National Safety Council, Chicago, 1945.

(Science) How to Provide for Safety in the Science Laboratory, Stock No. 471-14576, National Science Teachers Association Instructional Aid.

Safety Guide for the Farm and Home, and Farm Safety Services, General Mills, Inc. Dept. of Public Services, Minn. 1953.

Society of Fire Protection Engineers, 60 Batterymarch St., Boston, Mass. 02119.

Time Out for Safety, Safety Ed., Jan. 1939, Floyd R. Eastwood.

U.S. Dept. of Defense — Office of Civil Defense and U.S. Dept. of Health Ed., and Welfare — Public Health Service, Family Guide Emergency Health Care, Washington, D.C., U. S. Gov't. Printing Office 1963.

U.S. of A M Standards Institute, 10 East 40th St., N.Y., N.Y. 10016.

Underwriters Laboratories, Inc., 207 East Ohio St., Chicago, Ill. 60611.

Vacation Days, Safety Engineering Dept., Mutual Liability Insurance Co., Wausau, Wisconsin.

Wiley, John, & Sons, Everyday Safety, One Wiley Drive, Somerset, N. J. 08873

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