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ABSTRACT

GRADES OR AGES: Grades 7-9. SUBJECT MATTER: Education for survival and safety education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into eight sections: accident problems, safe behavior, safety in the home, safety in school, safety at work, safety in physical and recreational activities, safety in driving and walking, and safety in civil emergencies. The publication format of four columns gives the outline of content, the major understandings and fundamental concepts, suggested teaching aids and learning activities, and supplementary information for teachers. The proposed course outcomes are presented in the introduction. The guide is soft covered. OBJECTIVES AND ACTIVITIES: Each subsection contains questions and topics for discussion. The supplementary information provides teachers with further discussion material. INSTRUCTIONAL MATERIALS: Checklists are provided on home safety and home swimming pool safety. Regulations from the Commissioner of Education of New York State on safety education are also presented. Lists of multimedia resources on various aspects of safety are also included for teachers. STUDENT ASSESSMENT: No provision is made. OPTIONS: The guide is suggestive only. (BRB)

HEALTH CURRICULUM MATERIALS
Grades 7, 8, 9

STRAND V - EDUCATION FOR SURVIVAL
SAFETY EDUCATION

The University of the State of New York/The State Education Department
Bureau of Secondary Curriculum Development/Albany 12224
1970

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FOREWORD

This publication contains curriculum suggestions for teaching Strand V - Education for Survival, Safety Education, for grades 7, 8, and 9.

The publication format of four columns is intended to provide teachers with: a basic content outline in the first column; a listing of the major understandings and fundamental concepts which children may achieve, in the second column; and information specifically designed for classroom teaching which should provide them with resource materials, teaching aids, and supplementary information, in the third and fourth columns. The comprehensive nature of the health program makes it imperative that teachers gain familiarity with all of the strands presently in print. In this way, important teaching-learning experiences may be developed by cross referring from one strand to another.

It is recommended that the health coordinator in each school system review these materials carefully and consult with teachers, administrators, and leaders of interested parent groups in order to determine the most appropriate manner in which to utilize this strand as an integral part of a locally adapted, broad and comprehensive program in health education.

The curriculum materials presented here are in tentative form and are subject to modification in content and sequence. Critiques of the format, content, and sequence are welcomed.

Gordon E. Van Hooft
Chief, Bureau of Secondary Curriculum Development

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Grades 7, 8, 9

CONTENTS (con.)

OVERVIEW

In our present technological society hazards have become so numerous, complicated, and varied that the intellectual and emotional preparation needed to live safely has become increasingly complex. Safety and accident prevention remain a major unsolved problem.

For this reason it is important that parents, teachers, and administrators understand the problem of safety and the relationship of health and safety in a total school program. Education in safety and accident prevention are attempts to assure the optimum welfare of all students.

Adolescents need to become aware of the safety implications of their daily lives and of the activities associated with safe and unsafe living. This strand places increasing emphasis on understanding accident causation; the human and environmental factors involved; the research being conducted on accidents and their cause and prevention; and safety in civil emergencies.

The student is encouraged to find answers to the following questions:

1. Can we provide a truly safe environment? Individual safety? A safe way of behaving?
2. Is there a relationship between the mental health status of a person, the nature of social structure (and the activities within this structure), and the creation of the physical things of life and safe living?

OUTCOMES

Students in grades 7, 8, and 9 should:

1. Be aware of the hazards related to their activities.
2. Understand the environmental, social, and personal factors related to safe living.
3. Know there is a relationship between one's activities, attitudes, and accidents.
4. Develop insight into the relationship between their growth and development and safe participation in various activities.
5. Acquire the knowledge to be able to react properly in the event of an emergency.
6. Be encouraged to accept responsibilities which lead to the prevention of accidents.

OUTLINE OF CONTENT	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
I. The Accident Problem			
A. Definitions		Discuss relevant definitions in "Accident Facts," National Safety Council, 425 North Michigan Ave., Chicago, Illinois (about $2).	An accident is an unexpected or unintended occurrence which usually produces injury, death, or property damage.
1. Accident 2. Injury	There can be an accident without injury, but generally, all injuries result from accidents.		The National Safety Council defines a disabling injury as an injury which prevents a person from performing any of his usual activities for a full day beyond the day of the accident.
B. Accident statistics	Death from accidental injury is the leading cause of death in the age group 1-37, and is the fourth major cause of death for all age groups. For every one death resulting from an accident, 100 disabling injuries occur.	Discuss injury and death statistics. Use the chalkboard or make charts, slides, or transparencies. Refer to "Accident Facts." An interesting bulletin board display can be made from newspaper clippings telling of various accidents. Each clipping can be accompanied by a paragraph in which the student tries to analyze the cause of the accident and suggests how it might have been prevented.	1968 deaths from accidental injury Motor vehicles 55,000 Home 30,000 Work 15,000 Drowning 7,000 Other 3,000 Total 110,000 (from "Accident Facts," National Safety Council, Chicago, Illinois)
		Compare the annual cost of accidents in the United States with the total expenditure for education, medical care, etc. Prepare a circle graph to illustrate the findings.	The financial cost of accidental injury and death runs over 20 billion dollars yearly, based on lost wages, medical expenses, insurance costs, and property damage.

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II. Safe Behavior	Safe or unsafe behavior is developed very early in life and becomes part of a person's personality.		Attitudes toward safe behavior begin to be developed very early in life. Family living patterns and the individual's reactions to environmental factors, seem to combine to establish not only direct safe or unsafe behavior, but apparently unconscious and disguised safe or unsafe behavior.
	According to the multiple-causation theory, accidents are caused by a combination of events, each of which may be subject to human control.	Make a list of things a child is exposed to by parents, teachers, and others in an attempt to teach him safe living.	
		Have students describe the ways they are more "on their own" in safety matters than they were several years ago.	The multiple-causation theory, as an explanation of accidents, simply states that there are a number of factors necessary to cause an accident. The absence of any one of the factors may prevent or eliminate the accident.
	After attitudes are thoroughly established, it is difficult to bring about radical attitude changes.	Discuss what our society must do to insure reasonably safe conditions for all people.	Safety is the result of change of behavior or a change in the physical environment which eliminates hazards.
		Set up several small groups to discuss the following topic: . In early adolescence learning emphasis must be placed on positive and rewarding safe living.	
		Allow students to describe how legislation has influenced safety in all areas.	

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		Cite legislation in the areas of home, industry, public, and motor vehicle safety. Have the class prepare a list of national organizations that have made a contribution to the safety movements stating the contributions of each. Plan a "brainstorming session" for the class and discuss the ways in which the positive approach toward safety contributes to the improvement of society.	
A. Mental health factors in safe living 1. Personality traits	Some of the key mental health factors involved in safety are: . total personality traits . emotionality-impulsiveness . active maturity level	Discuss the varying human factors which contribute to a potential accident. Include: . social environmental circumstances . impulsive reactions to environmental circumstances . unconscious desires, attitudes, etc. . why a person may take drugs or drink alcohol and then place himself in a situation which requires complete attentiveness, such as in the case of driving.	Some human factors which might contribute to a potential accident situation may specifically include: . inattentiveness . emotions - anger and fear . distress . preoccupation . use of drugs of various kinds

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	Many accidents originate in unsafe acts. . Accidents do not just happen, they are caused. . We need to stop unsafe acts if we are to eliminate accidents.	Have the class prepare reports on the different ways safety can become a part of a person's value structure.	Family relationships influence one's mental health and also one's immediate reactions to life. Family discord, for example, may develop aggressiveness. If this discord occurs while the child is very young, this trait may become a part of his total mental health make-up. If it is an immediate situation, the aggression may be very temporary, but may also contribute to unsafe behavior which could result in an accident.
2. Motivation	Unsafe acts performed by people may be related to motivational factors.	Elicit answers to the question, "Are teenagers today being subjected to greater social pressures and seeking tension-relieving experiences?" Discuss the accidents in which your students or their friends and acquaintances have been involved recently and list safety precautions that might have prevented these accidents. See Strand III for both grades 7-9 and 10-12. Discuss the factors which influence mental health, motivation, and general attitudes toward life.	The development of safe attitudes is correlated with the awareness of the accident problem.

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B. Environmental factors in safe living	There are several human and environmental factors which affect the course of accidents.	Analyze newspaper accounts of some accidents. . What were the factors contributing directly to the accident (weather, road conditions, etc.)? . What were some circumstances that may have led to the accident (family quarrels, failure to have car inspected)? . What factors, if brought into play in time, might have prevented this accident? . Were other people directly or indirectly involved?	Some environmental factors which might contribute to a potential accident situation include: . poor construction or engineering of vehicles, roads, buildings, etc. . excessive force on an object . exposure of moving parts of machinery without proper safeguards . poor balance of objects . excessive speed . unprotected areas . a combination of social, personal, and physical environmental factors
1. Others	Individuals cannot always live safely by themselves since the attitudes of others affect them. Accident prevention must be directed toward both the individual and society as a whole.	Invite a psychologist to class to discuss social influences on total living.	
2. Self	Environments are no safer than the individual's ability to adjust to the potential dangers.	Have the class make a list of social, personal, and environmental factors which may cause accidents. Discuss. Have class discussion to determine how research is helping to solve these problems. Have students discuss the statement, "The human body mechanisms are designed to help you live safely."	

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		What are some of the body's safety aids?	
C. Accident proneness	There is a correlation between individual personality and susceptibility to accidents.	Invite a representative of an insurance company to class to discuss: . How companies determine premiums . Why some persons are considered greater risks than others . What insurance companies think about "accident proneness"	It is thought by some authorities that some people may have personality factors which place them more frequently in unsafe circumstances. These may be unconscious desires to alleviate guilt feelings, which occur as a result of a sense of self-destruction self-punishment, etc. It is possible that accident proneness may be related to hostile feelings, a sense of over-confidence, or insecure feelings.
		See Strand III. Discuss the factors related to growth and development and how they may be related to developing safe attitudes.	
		What effect does legal action have on safety?	
III. Safety in the Home			
A. Types of accidents 1. Falls 2. Fires 3. Others	The major causes of injuries in the home are falls and fires.	Make an 8 mm. film of hazards in the home, or write a film script for such a production. Show the film "How to Have an Accident in the Home." New York State Department of Health Film Library, 84 Holland Avenue, Albany, New York.	Falls account for approximately 15,000 deaths yearly, fires for approximately 7,000. More than 4 million are injured annually. 75 percent of all deaths resulting from falls occur to people over age 65. Home accidents kill more children than the next six causes combined.

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		Conduct a home hazard survey. Have students develop a survey instrument, administer it, then tabulate, graph, and report to class. Close supervision is required in this activity. At a later date have students report on how home hazards were corrected. Develop a large classroom poster depicting the various fire hazards commonly found in the home. Make up safety slogans giving home safety hints. Have students as a class project build a model house and label potential hazard areas. Use overhead transparencies or charts showing hazardous areas in the school, community, and home.	
B. Those most susceptible to injury 1. [illegible] 2. Children	Children and the aged are the most susceptible to injuries in the home.		

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C. Preventive measures 1. Individual 2. Community 3. Legislative	One of the objectives of safety education is to make people more alert to accident hazards, and thereby reduce accidents. The hazards related to home swimming pools can be minimized if recommended precautions are taken.	Have students determine how they might reduce the potential hazards within their own home. They can report back to class about their efforts.	There is a close correlation between accidents and absence of supervision.
IV. Safety in the School			
A. Types of activities	Through the close cooperation of students and members of the school staff, safety hazards in the school environment can be significantly reduced.	Organize a school safety club. . Conduct a school safety survey. . Have students act as safety inspectors. . Have students analyze accidents. Discuss why boys have twice the accident rate girls have. As a class project have students make a sketch of a proposed elementary school- making provisions for play areas, student traffic flow, bicycle storage, and transportation loading and unloading of students. Ask them to describe the safety factors involved.	The 1968 "Accident Facts," published by the National Safety Council, Chicago, states that most accidental injuries occur during physical and recreational activities. The boys have twice the accident rate as do the girls.

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B. Preventive measures		What part do laws play in reducing accidents in school?	Consult your teacher's handbook for local fire regulations.
1. Individual 2. Collective 3. Legislative	Safety hazards in school can best be eliminated through a cooperative effort of all the people using the buildings and grounds.	List those areas which need to be considered in studying school safety. . Are all these included in your survey? . How are these safety situations controlled in your school? Using their own school as an example, have students identify the special provisions the school has made for: . safety of handicapped children . safety in unorganized games . safety while changing classes or during school dismissal Students can help make parents aware of home and traffic hazards and the need for correction and control of hazards. Have students set up activities that may become part of a community project in safety education.	

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V. Safety in Physical and Recreational Activities	There are specific hazards associated with particular athletic and recreational activities. In general, contact sports are more dangerous than noncontact activities. Protective equipment and proper conditioning can prevent or reduce the severity of injuries.	Make movies of safety in sports. Bring examples of different types of protective sport equipment into the classroom. Each student might write a report or make safety posters about his favorite sport. He or she should include the safety precautions appropriate for this particular sport.	The inexperienced or untrained individual is the one who is most likely to take unwarranted chances that can lead to accidents.
A. Water recreational activities			
1. Swimming	Swimming is a competitive recreational, and life-saving activity. Both boys and girls should learn the basic procedures of water safety.	Have students list ten qualifications for a safe swimming area. Organize a bulletin board for the demonstration of water safety. Those who like to make posters or draw cartoons might prepare a series on water safety.	Outdoor swimming classes in summer are conducted by the American Red Cross. In New York State there was a 92 percent increase in the number of school pools in the 1955-1965 period.
	Swimming is the most popular of all American sports.	Film: *Be Water Wise Swimming*, 25 minutes, color, N. F. Films, State Health Department Film Library.	Two out of every three people in the United States are not able to swim 50 feet. Close to 7,000 people drown each year in the United States.

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	Six out of seven drowning victims are boys.	Film: *I'm No Fool in Water*, 8 minutes, color, State Health Department. Use the American Red Cross posters and water safety guide to illustrate specific safety principles. Show and discuss the following films: *Ice Rescue*, American Red Cross, 12 minutes, color. *Water Rescue*, 12 minutes, color, State Health Department Film Library.	The age group 5-14 leads the list of drowning fatalities.
	Swimming can be beneficial as a recreational activity for all. Certain basic procedures should be learned, however, for safe swimming.	Discussion questions: . Why isn't it good to swim alone? . Why shouldn't you dive in unknown water? . How can a swimmer rest while swimming? . What danger might you face if you swim in very cold water?	Some basic swimming rules are: . A swimmer should not swim alone. In case of emergency, he might be unnoticed and drown. . In unknown water a rock, submerged piling, etc. could cause injuries. . A swimmer might float, tread water,or vary his style of swimming -- sidestroke or dog paddle is restful. . Cold water exhausts a swimmer more quickly than warm water. Cold muscles are susceptible to cramps.

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		. Discuss why it is not a good procedure to call for help when one is only fooling.	. He may at another time need help and people will think he is fooling.
2. Boating	The United States Coast Guard sets rules and regulations that increase boating safety.	Have students tell about small craft such as: row-boats, canoes, kayaks, inflated boats; their uses, and hazards involved in the use of each. Film: *Boating Safety, Courtesy Afloat*, 18 minutes, color, B.Y.M. Films, New York State Health Department. Does N.Y.S. have special laws for safe boating? Invite a speaker from a local boating club or organization.	The National Safety Council in 1968 stated that approximately 1,500 drownings were listed among small boat accidents last year. Life preservers must be available for all passengers. Keep these dry. Federal Boating Act, 1958 - "All boats of 10 H.P. or greater must be numbered and licensed."
		If there is sufficient interest in your school or community, students may wish to investigate the details of the New York State Conservation Department's boating course.	New York State has a boating course conducted under the Conservation Department. Regulations and pamphlets are available free.
	Since fuel vapors are explosive, special precautions should be observed with fuel or empty containers that once contained fuel.	Discussion of boating safety: . What are the legal requirements for boat operators ages 10-14?	The teacher should stress items such as these: . Fueling - never refuel with the motor running or when it is hot.

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	Overloading, horseplay, and improper movement of passengers in a boat are very dangerous.	. Why must boats have required signals? . What are some Coast Guard rules for safe boating? Plan a field trip to a marina and observe safety facilities.	. Overloading - can be dangerous . Movement of passengers . In case of trouble - sudden storm, etc., do not leave the boat. Evan a capsized boat will remain afloat.
3. Water skiing	Even though water skiing is a relatively safe sport, there are hazards associated with it.	Class Discussion: . How can water skiing be made safer?	In 1965 over 7.8 million people waterskied in the U.S: - 62% of these were men; 38% women. (Outdoor Recreation Resources Comm.) One out of every five boats purchased today is for water skiing purposes. Water skiing developed from snow skiing. It is a fast-growing recreational sport.
	New York State requires two persons in a boat for water skiing. One is the operator and the other is the observer. Most of the accidents in water skiing can be avoided. They are caused by striking a fixed object such as a dock; being run into by the towing boat, striking floating debris, or entanglement in the tow line.	. Discuss the safe skiing rules with the class.	Rules for safe water skiing: . Wear a flotation device for your own protection -- jackets are better than belts. . Avoid excessive speed and stay away from bathers and fishing boats. . Learn and use the proper hand signals. . Watch for hazards, and do not depend on the operator of the boat. . On falling, recover the skiis as they will float.

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	Water skiers must follow certain rules to be courteous and safe.		. Should the skier fall, the driver should reduce his speed and return to the skier. Stop the motor when taking the skier into the boat. . Since a fatigued skier can get in trouble easily, don't ski when fatigued. . It is important to protect the water skier from excessive exposure to sun and wind.
B. Camping	When planning a camping trip, it is desirable to include at least one experienced camper who is familiar with the camping area, and whatever hazards it may pose.	Discussion: . woods courtesy - ask permission, etc. . fire building - on rock or clear areas . prevention of fire - location best prevention . use of woods, tools - axe, knife, etc. . keeping clean and safe - latrine, food supply, water . weather - storms . hiking, fishing - clothing, hooks, etc. Have students suggest the contents of a well-equipped first aid kit to be taken on a camping trip. Have students do research on the harmful forms of plant and animal life in	Camp should be on high ground; mosquitoes frequent low areas. A water supply should be tested and treated for purity. Don't camp on the bank of a stream where there is danger of a flash flood. Fire safety is a must at camp; light a fire only in a safe area. Because of the danger of lightning, don't camp next to the only tree in an area.

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		their own locality. The study should include identification of the plants or animals; dangers of each; precautions to take against the dangers; and first aid treatment which may be applied if necessary. Compile, with class, a list of rules and necessary information connected with the use of firearms and with hunting precautions.	
VI. Safety at Work			
A. Industrial	Industrial accident rates have been reduced by personnel training, design of equipment, safety devices, and safety regulations.	Obtain samples of protective equipment used in industry (e.g., gloves, goggles, and shoes). Invite a safety engineer to speak with students. Visit a nearby factory or construction site and have your students note the variety of safety measures taken to prevent industrial accidents.	The 1968 "Accident Facts," the National Safety Council, Chicago, Illinois, states that since World War II, the rate of accidental deaths of workers has been decreasing. Due to rising prices, the cost of injuries and deaths has risen to about 7 billion dollars yearly at an average cost per worker of $100.
	The most hazardous occupations are mining, construction, and farming, in that order.	Divide class in committees. Assign each committee the responsibility of investigating the safety measures,	

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		including legislation, which have occurred in particular industries; e.g., mining, railroad work.	
B. Agricultural	Most farm accidents are preventable. Farm machinery should be carefully maintained and operated.	Have a committee of students list some of the factors which make a farm safe; which make a farm unsafe.	Of the 8,000 accidental farm deaths each year, slightly less than half were associated with some type of motor vehicle including tractors. (from "Accident Facts," National Safety Council, Chicago, Illinois, 1968.) The National Safety Council states that injuries from farm fires have been declining.
C. Teenage jobs	Many of the jobs held by teenagers involve some element of risk that can be reduced by following safety precautions.	Invite a representative of the N.Y.S. Employment Service to speak to your students about the age requirements for certain jobs and the types of jobs that are considered too hazardous for school-going teenagers to be engaged in. Many teenage boys earn money by mowing lawns. Individual students may collect evidence of accidents which occurred in their neighborhoods from careless use of power motors. Have the class develop a set of rules as guides in the safe handling of the mowers.	

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	The babysitter's main task is to prevent accidents and injury while providing adequate care for children.	Have students report on their babysitting experiences and indicate how some episodes have altered their technique as babysitters. Elicit answers to the question, "What are some emergencies that a babysitter might have to handle in connection with the care of young children?"	A babysitter should: . Find out from the parents: 1. when they will return home 2. how to contact them 3. special problems of children 4. bedtime 5. child's food habits . Know the emergency telephone numbers for police, doctor, and fire department. . Be shown around the house and learn the location of thermostat, exits, flashlight, etc. . Check on children regularly . Be familiar with basic first aid procedures
VII. Safety in Driving and Walking			
A. Automobiles	Many accidents involving motor vehicles occur under ideal weather, visibility, and road conditions. Death and injuries from motor vehicle accidents are seldom caused by mechanical failure of the machine, but are usually caused by the drivers or pedestrians.	Discussion of: "Accident Facts," New York State Department of Motor Vehicles - current issue Available at: Public Information 504 Central Avenue Albany, New York	During the teens many students may begin to drink alcohol and smoke marijuana. Both of these drugs affect driving ability, making the driver more prone to an automobile accident. The drinking driver is involved in more than 50 percent of the deaths caused by automobile accidents. Next to alcohol, speed and recklessness account for the greatest number of deaths. About 30 percent of

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	Some people are accident prone. Their physical and psychological makeup is such that they are more likely to have accidents than the average person.	Discuss: . causative factors related to automobile accidents . the characteristics of teenage drivers . the use of drugs and alcohol regarding safe driving . "accident proneness" . how automobile accidents may be prevented. Have students investigate the benefits of using seat belts in automobiles. Discuss other precautionary measures that may be taken. As a class project, develop a comprehensive public relations program designed to "sell" driver education to the community.	the deaths are due to these factors. The remaining 20 percent are a result of a number of factors including fatigue; medical conditions such as a heart attack, a stroke, an epileptic seizure, or sudden loss of consciousness; mechanical failure of the car; being overcome by carbon monoxide gas from a faulty exhaust system; and drugs that the person may take for colds, motion sickness, allergies, and drowsiness, which may have powerful side effects causing dizziness and even hallucinations. In New York State there are approximately 400,000 reportable accidents and 2,800 deaths each year from automobile accidents. Accidents occurring in rural areas are accounting for a disproportionate increase in highway deaths. Rural death rates are 4 times higher than urban rates.
B. Pedestrians	Pedestrian accidents are most frequent among the very young and the very old.	Have students determine the frequency of pedestrian accidents in your area. Do they tend to occur at common locations?	The 0-14 age group accounted for 49.3 percent of the pedestrian injuries in a recent year.

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		Discuss: Pedestrians "Jaywalkers" Elderly and slow Partially blind Mentally deficient Alcohol and the pedestrian Drugs and the pedestrian Pedestrians in a hurry The hidden pedestrian Film: *Dick Wakes Up*, 14 minutes, color, State Health Department Film Library.	The death rate for elderly pedestrians 65 and older is higher than for all age groups combined.
	In order to achieve a maximum level of highway and pedestrian safety, cooperation must exist between pedestrian and motorist.	Have students do a research report on pedestrian practices for the community. What is the greatest fault? How can these problems be solved?	
C. Motorcycles	Motorcycle accidents and death rates are mounting rapidly.	Discuss: . the laws in New York State for motorcycles . type of equipment needed for motorcycle safety . why these laws are necessary . road surfaces and two-wheel vehicles	New York State has taken steps to regulate motorcycles through: . operator licensing . equipment regulations . operation standards
		A Review of Motorcycle Safety Problems in New York	A motorcycle license is obtained by passing a standard

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		State -- State Department of Motor Vehicles, Division of Research.	written test, a vision test, a road sign identification test, and a special road test.
		Have students report on suitable clothing for the motorcyclist.	Motorcycle equipment regulations include requirements for adequate brakes, reflectors, lights, tires, horn or warning device, rear-view mirrors, and muffler.
		Discuss the rapid increase in the numbers of motorcyclists in New York State. Year — Motorcycle Increase 1960-64 — 52% 1964-65 — 83% 1965-66 — 52%	Motorcyclist protective equipment regulations include approved helmets and eye protective devices (goggles, safety glasses, face shields or windscreens.)
	The rapid increase in motorcycle use has stimulated New York State to establish rules and regulations that help to protect motorcycle operators and passengers.	Discuss "Motorcycles and Their Operation," AAA, 1712 G Street, N.W., Washington, D.C. 20006.	Rules of the road include: . Motorcycles must not be driven more than two abreast in any single lane of traffic. . Cycles must pass other vehicles on the left -- they may not pass between rows of vehicles parked, stopped or moving in adjacent lanes. There are now 2 million or more registered motorcycles, a 400 percent increase since 1960. State and local laws are being developed for the regulation of these vehicles.

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			Highway signs include special signs to warn cyclists when approaching bridges or viaducts with steel grating surfaces. This is a diamond shaped sign with letters on a yellow background "Steel Deck Bridge." Study of accidents in 200 reports of motorcycle accidents in a year indicates "the primary problem in cycle-car crashes is communication between the operators."
VIII. Safety in Civil Emergencies		Have each student make a thorough inspection of the school building and determine all places that could be utilized as all-purpose shelters.	
A. Effects of nuclear weapons 1. Blast area 2. Radioactive fallout a. Characteristics of fallout radiation	Nuclear weapons have immediate and delayed effects. Our country must be constantly prepared for an unexpected attack. The atomic and hydrogen bombs are the most destructive weapons ever created by man.	Obtain students' copies of "In Time of Emergency, A Citizen's Handbook on Nuclear Attack - Natural Disasters" from your local Office of Civil Defense. Utilize filmstrip #1 of Medical Self-Help Training Program. This is available from the Office of Civil Defense.	The experimental science syllabus for grades 7, 8, and 9 (Block L - Living with the Atom) provides comprehensive material on radiation, fission, fusion, etc. Teachers of health are urged to work with the science teacher in this topic area. If you are within the blast area, there is little or no chance of survival. In the

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b. Physiological effects of radiation on people	Radiation is the emission of particles or rays from the nuclei of certain atoms. The radiation may be alpha particles, beta particles, neutrons, or gamma rays.	Make posters of areas affected by different size weapons. Discuss the factors that influence radioactive fallout including the size of the bomb, the type of explosion, the winds and atmospheric conditions, and the size of the fallout particles.	fringe area, there is a better chance. Outside the fringe area the main concern is fallout. The main hazards of a nuclear attack are blast, heat, fire, and radioactive fallout. You may be able to protect yourself against blast and heat by getting inside a shelter, or taking cover, before the nuclear explosions occur. You may be able to avoid fire injuries by putting out small fires or escaping from large fires that might occur in your area.
	An atomic bomb releases energy by nuclear fission. A hydrogen bomb releases energy by fusion.	Discuss the differences between an atomic bomb and a hydrogen bomb.	You can protect yourself against fallout radiation by getting inside a fallout shelter, if possible, before fallout particles begin drifting down, and by staying there until you are told to come out by authorities who have the equipment to measure radiation levels.
	Radioactive fallout is the major hazard of nuclear explosions.	Discuss what is meant by radioactivity.	After a nuclear attack, food and water would be available to most people, and it should be usable. If any fallout particles have collected, they could be removed before the

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			food is eaten or the water is drunk. People suffering from extreme hunger or thirst should not be denied food or water, even if the available supplies are not known to be free of fallout particles or other radioactive substances.
	In a nuclear attack immediate protective steps must be taken to save one's life.	Discuss the characteristics of a nuclear explosion including the flash of light, blast, initial radiation, heat, shock wave, fire storm, and residual radiation.	Infants and small children should be fed canned or powdered milk (if available) for awhile after the attack, unless the regular milk supply is uncontaminated. They should not be given water that may contain radioactive substances, if other water known to be pure is available. A person cannot "catch" radiation sickness from another person. Radiation sickness . Acute radiation may cause death (600-700 Roentgens) . If not high dosage individual will recover . Genetic effects on future generations possible
B. Protection against radioactive fallout 1. Radiation reduced	There are several ways by which the hazards of nuclear emission may be reduced.	Review the previously suggested filmstrip. Distribute copies of "Your Family Survival Plan," Department of Agriculture.	Radiation reduces itself to 1/10 of its initial level in 7 hours; to 1/100 of its initial level in 48 hours; and 1/1000 of its initial level in 2 weeks.

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		Take the students to a school fallout shelter area. Inspect the area, first aid supplies, and water and food stores. Make a report on your observations.	25 inches of earth or 1 foot of concrete will reduce the radiation to 1/100 of its intensity. Brick, concrete blocks, and water give almost as good protection.
2. Fallout shelters	A well constructed shelter provides protection against a nuclear explosion.	Visit a home shelter if one is available in your area.	Community shelters are intended to provide shelter for large groups of people in times of emergency.
	Several kinds of shelters can be built at home.	Have a representative from a local Civil Defense unit speak to the students about the various kinds of shelters. Discuss the role of the community shelter in nuclear attacks. Discuss their location, construction, equipment, and supplies. Discuss the role of the home shelter in a nuclear attack. Discuss its location, construction, equipment, and supplies.	Concrete is the material frequently used in the construction of shelters. Supplies should include food and water; first aid supplies; cooking, eating and sleeping equipment; receptacles for waste materials; fire fighting equipment; a battery powered radio, flashlights, and lanterns; medicines; tools; and games. The absolute necessities in a home shelter are water, food, sanitation supplies, and medicines. Water - enough for one quart per person per day for 14 days. Food - enough to feed all for 14 days
	The problems of living in the restricted space of a shelter involve nutrition, sanitation, knowledge of the situation, heating, lighting, ventilation, comfort, decontamination, meeting emergency medical situations, and morale.	Discuss some of the major problems of living in a shelter.	

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			Sanitation Supplies - Metal container with tight-fitting lid One or two large garbage cans Plastic liner bags Disinfectant, wash cloths, towels Toilet paper, soap, basin, sanitary napkins First Aid Supplies - Bandages, aspirin, thermometer, first aid handbook Infant supplies, utensils, clothing, bedding, fire-fighting equipment, tools, radio (battery)
C. Civil defense and the fallout program 1. Warning systems 2. Radio transmission 3. Radiological monitoring 4. Evacuation 5. Decontamination	A network of civil defense organizations throughout New York State is designed to assist in diaster situations.	Have a civil defense official visit the classroom to discuss the purpose and organization of his unit. Practice evacuation procedures. Discuss warning systems in your area. In cooperation with school science personnel, demonstrate radiological monitoring techniques.	Before an emergency: . Learn what outdoor warning signals are used in your community, what they mean, and what actions you should take when you hear them. . Make sure you know the difference between the Attack Warning Signal and the Attention or Alert Signal (if both are used in your community).

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			During an emergency: . When you hear the warning signals, or when the warning information is broadcast take prompt action. . If the Attack Warning Signal sounds, go to a fallout shelter immediately (unless your local government has told you to do something else). After you are in shelter, listen to a radio for more information and instructions. . If there is no public or private shelter you can go to, try to improvise some fallout protection. As a last resort, take cover in the best available place. . If there should be a nuclear flash -- especially if you feel the warmth from it -- take cover *instantly*, and then move to a fallout shelter later. The Attack Warning Signal is a 3-5 minute wavering sound on the sirens or a series of short blasts on whistles or similar devices. The Attention or Alert Signal is a 3-5 minute steady blast on a siren.

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D. Natural disasters			
1. General procedures	Cooperation with authorities will help everyone in disaster situations.	Distribute copies of "Aid - When Natural Disaster Strikes," New York State Civil Defense Commission.	
a. Emergency supplies		List emergency supplies needed.	Emergency supplies include: . water . canned or sealed package foods . medicines . first aid kit . blankets or sleeping bags . flashlights or lanterns . battery-powered radio
b. General rules		Learn community warning signals.	
2. Kinds of natural disasters			
a. Storms	Storms of various kinds are capable of mass destruction to property and injury to people. These storms may include hurricanes, blizzards, and tornadoes.	Discuss the causes of floods and hurricanes. Have an expert from the local weather bureau discuss with the class floods and hurricanes, as well as the other kinds of storms. Discuss the role of the weather bureau in the detection of hurricanes and the prediction of floods.	Floods may occur from exceptionally high tides and tidal waves resulting from storms and heavy winds. Severe cyclonic disturbances of the atmosphere in low latitudes are called tropical storms. In the western Atlantic they are known regionally as hurricanes, and in the western Pacific as typhoons. A cyclonic whirl is called a hurricane or typhoon if the surface winds

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			exceed 75 miles per hour. Destructiveness of hurricanes is due to winds up to 200 miles per hour, storm waves, and tides, and flash floods.
	Moving to a safer location is the best preventive action that can be taken.	Discuss the procedures that should be followed once a hurricane or flood warning has been issued.	If you are going to evacuate your home, the water, gas, and electrical service should be shut off before leaving. You should find out where emergency housing and mass feeding stations are located.
	Tornadoes are whirlpools of air of tremendous violence. Tornadoes are the most violent of storms and may be the most dangerous. Winds at the vortex of the tornado may be as strong as 300 miles per hour.	Discuss the procedures that should be followed when a tornado watch has been announced. Discuss what should be done if you are at home, in a car, in a public vehicle, at work, or in an open field.	The radio and television should be kept on for information and advice from the local government and weather bureau. Any sign of the tornado should be reported to the local police department or other designated agency. The best protection is an underground shelter or cave, or a steel-framed or reinforced concrete building. A storm shelter or cellar is good.
	Winter storms include blizzards, heavy snows, ice storms, and freezing rain and sleet. A blizzard is the most dangerous of all winter storms.	Discuss the causes of winter storms, the kinds of winter storms, and protection against them.	A blizzard is a fierce snow storm accompanied by high winds and a rapid fall of temperature.

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	During blinding snowstorms cars should be driven onto the shoulder or parked off of the road. Car emergency kits should include flares, red flags, and a rod or pole that can be used to mark the car's position in drifting snow. Overexertion should be avoided.	Discuss the safety precautions that should be followed before, during, and after a severe storm.	If a blizzard is forecast it is best to stay home. Keep an adequate supply of heating fuel on hand. Stock an emergency supply of food, water, and cooking equipment. Keep a battery-powered radio on hand. Travel only if necessary.
2. Earthquakes	An earthquake is a vibration or sudden undulation of a portion of the earth's crust caused by a shift of a rock mass or by volcanic or other disturbances. Earthquakes result from the steady cooling and shrinking of the earth.	Discuss: . The causes of earthquakes . Emergency procedures before, during, and after the quake.	If an earthquake occurs you should remain where you are. Stay away from windows and outside doors. If a person is outdoors,he should stay away from overhead electric wires and poles. If you are driving a car,pull off the road and remain in the car.

APPENDIX A

REGULATIONS OF THE COMMISSIONER OF EDUCATION OF THE STATE OF NEW YORK

Section 153. Safety Education

Instruction in safety education, including highway and traffic safety, shall be given to all pupils in both elementary and secondary grades; such instruction shall be made a definite part of the school program either as a special subject or in connection with instruction in other subjects; comprehensive plans for safety education shall be organized by local school authorities including highway and traffic safety, home safety, recreational safety, industrial and occupational safety, and school safety, to insure the development of safety habits in all the varied activities of everyday life; and the instruction in safety education shall be given for not less than 30 periods, or the equivalent thereof, in each year in the elementary school (grades 1-8), for not less than 30 periods, or the equivalent thereof, in each year in the junior high school (grades 7-9), and for not less than 15 periods, or the equivalent thereof, in each year of the senior high school (grades 10-12).

APPENDIX B

Home safety check list:

- Is the house kept neat and tidy?
- Are floors slippery?
- Are steps and railings safe?
- Do you have adequate lighting?
- Are the steps clear, not slippery?
- Are there safety rails on the sides of the steps?
- Does placement of furniture cause hazards?
- Do you have an emergency phone number list?
- Is the electric system overtaxed?
- Are electric wires carelessly placed?
- Are combustible items away from the stove?
- Are cupboards cluttered?
- Are unsafe electrical appliances in the bathroom?
- Is a rubber mat used in the bathtub?
- Is the medicine cabinet kept in good order?
- Are home tools used and stored safely?

Some safety hints for home swimming pools:

- Children should not be permitted access to the pool area unless an adult is present to supervise them. Do not allow anyone to swim alone in the pool.
- Parents should become familiar with the technique of artificial respiration, preferably mouth-to-mouth resuscitation. In event of an accident, this knowledge could prove to be vital.
- The pool must not be filled with the hose nozzle submerged.

SAFETY EDUCATION

Multimedia Resources (7-9)

TEACHER REFERENCES

These supplementary aids have not been evaluated. The list is appended for teacher convenience only, and teachers in the field are requested to critically evaluate the materials and to forward their comments to the Curriculum Development Center.

Books

American Association for Health, Physical Education and Recreation. *Annual safety education review.* 1968 and several previous years.

____. *Teaching safety in the elementary schools.* 1962.

American Automobile Association. *Sportsmanlike driving.* McGraw-Hill. 1965.

American National Red Cross. *Swimming and water safety.* Doubleday. 1968.

____. *First aid.* Doubleday.

Center for Safety Education. *Driver education and traffic safety.* Prentice-Hall. 1967.

Department of Defense, Office of Civil Defense. *In time of emergency - a citizen's handbook on nuclear attack and natural disasters.* 1968.

Florio, A.J. & Stafford, G.T. *Safety education.* McGraw-Hill. 1969.

Forsythe, C.E. *The administration of high school athletics.* Prentice-Hall. 1962.

Gabrielson, A.M. & Miles, C.M. *Sports and recreation facilities.* Prentice-Hall. 1958.

Gabrielson, M.A. *Aquatics handbook.* Prentice-Hall. 1968.

Glenn, Harold. *Safe living.* Charles A. Bennett. 1960.

Grieve, A.J. *Liability for sports and athletics.* A. S. Barnes Co. 1969.

Haddon, W.B. & others. *Accident research: methods and approaches.* Harper and Row. 1964.

Henderson, J. *Emergency medical guide.* McGraw-Hill. 1969.

Holden, R. *All about fire.* Random House. 1964.

Kilander, F.H. *School health education.* Macmillan Co. 1962. pp. 215-250.

National Education Association. *Improving safety patrols: a guide.* Safety Education Commission. 1968.

____. *Our schools plan safe living.* rev. ed. 1966.

____. *School safety education program.* 1966.

Seaton, D.L. & others. *Administration and supervision of safety education.* Macmillan Co. 1964.

Stack, H.J. & Elkow, J.D. *Education for safe living.* 4th ed. Prentice-Hall. 1966.

Strasser, M.K. & others. *Fundamentals of safety education.* Macmillan Co. 1964.

AUDIO-VISUAL AIDS (7-9)

Bicycle Safety:

Bicycle rules of the road. New York State Department of Health, 84 Holland Avenue, Albany, N.Y. 12208. 11 min. color.

The bicyclist. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 15 min. color.

The day bicycles disappeared. American Automobile Association, 1712 G Street, N.W., Washington, D.C. 15 min. b&w.

If bicycles could talk. Aetna Life, 151 Farmington Avenue, Hartford, Conn. 15 min. color.

I'm no fool with a bicycle. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 8 min. color.

Once upon a bicycle. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 10 min. b&w.

Babysitting:

ABC of babysitting. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 10 min. b&w.

Poison in the house. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 10 min. color.

To a babysitter. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 15 min. color.

You're in charge. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 12 min. b&w.

Fire Safety:

Fire and wires. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 21 min. color.

Fireman at your door. Aetna Life, 151 Farmington Avenue, Hartford, Conn. 19 min.

Your clothing can burn. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 13 min. color.

Farm Safety:

Farm tractor safety: a family affair. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 20 min. color.

Miracle in paradise valley. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 35 min. b&w.

Within the frame of safety. International Harvester Co., 180 No. Michigan Avenue, Chicago, Ill. 20 min. color.

Home Safety:

Accidentally yours. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 15 min. color.

Children at play with poison. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 10 min. color.

A glass door lesson for Charlie. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 12 min. color.

How to fight fires in the kitchen. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 5 min. b&w.

Safety in tne home. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 10 min. b&w.

See a pin. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 15 min. color.

Recreation Safety (water, hunting, athletics):

Boating Safety "B" Courtesy Afloat. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 18 min. color.

Fun in fathoms. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 27 min. color.

Ski sense. Aetna Life, 151 Farmington Avenue, Hartford, Conn. 27 min. color.

Ski-ways to safety. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 15 min. color.

You are the lifeguard. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 10 min. color.

Traffic Safety:

Dick wakes up. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 14 min. color.

Safety through seat belts. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 13½ min. b&w.

School Safety:

Expedite: school eye safety. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 12 min. color.

The smartest kid in town. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 16 min. color.

Special delivery. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 28 min. color.

Trouble takes no holiday. New York State Department of Health Film Library, 84 Holland Avenue, Albany, N.Y. 12208. 18 min. color.