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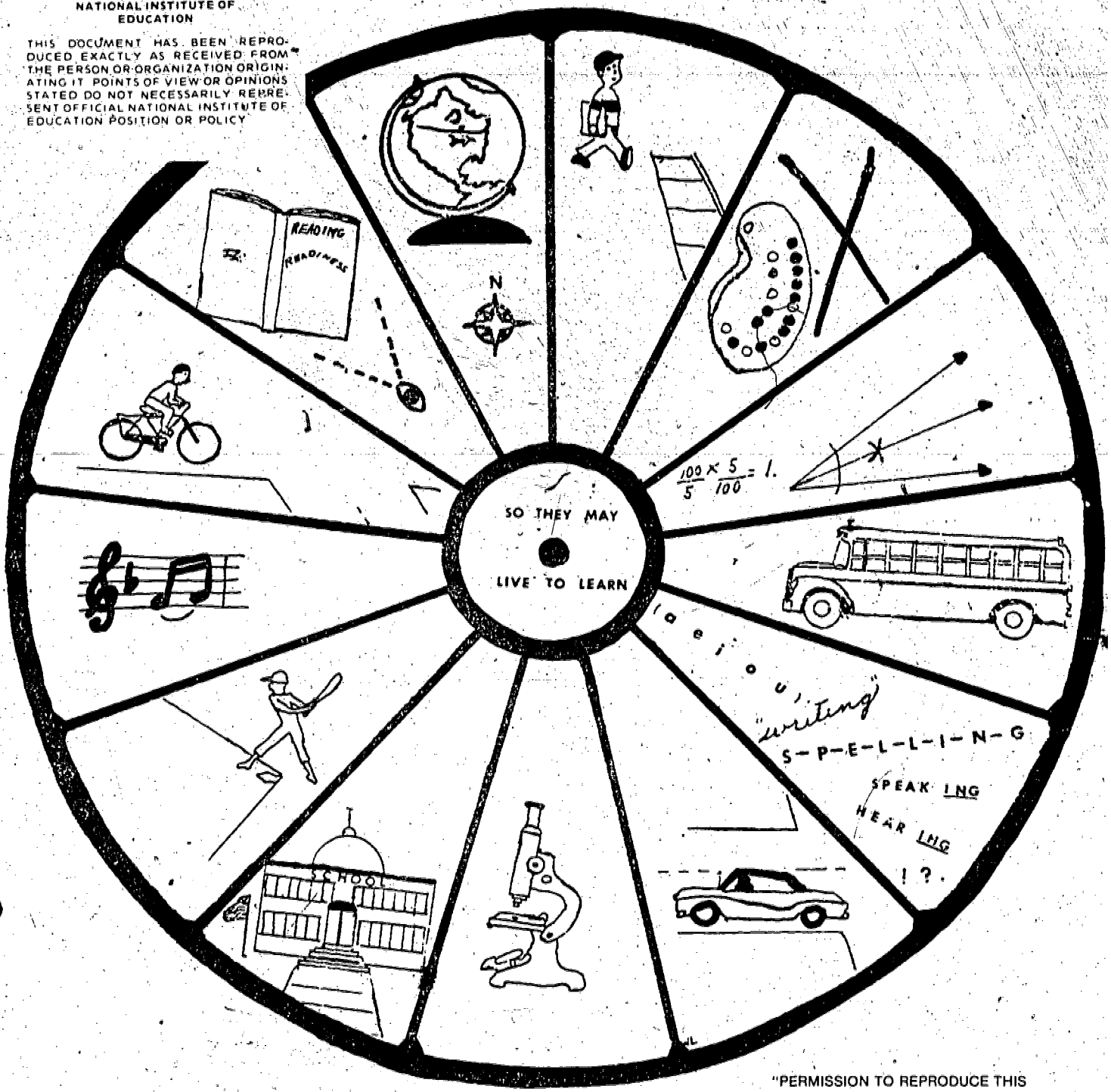
ABSTRACT

Directions and materials for approximately 110 fourth grade level trafic safety learning activities, intended to develop the perceptual skills of young pedestrians and to train fourth grade students in safe conduct on the school bus, on bicycles, in an auto and in the school environment, are provided. Safety concepts and skills are taught through art, math, music, reading, science, and social studies lessons. More than half of the curriculum material is focused on pedestrian perceptual safety and auto passenger safety activities. Shape discrimination, symbol recognition, pedestrian rules, and mileage computation are among the topics offered. The remaining three safety content areas are more briefly developed. While the lessons are arranged sequentially, they can be used selectively. The curriculum also provides (1) approximately 60 masters that can be reproduced for classroom use; (2) a cross reference list enabling the teacher to select activities in terms of safety area, integrated subjects, type of activity and/or type of skill taught; (3) a bibliography citing films and filmstrips, teacher preparation books and materials, curriculum and instructional materials, games and books for children, and curriculum and instructional materials; (4) a list of resource persons; and (5) learning activity and film evalution forms. (Author/RH)

SIS

INTERDISCIPLINARY TRAFFIC SAFETY INSTRUCTIONAL SYSTEM

SIS



SERIES IV

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PRELUDE

THIS SAFETY EDUCATION PROGRAM ENCOMPASSES THE LATEST METHODS OF THE FUNCTIONAL, VISUAL PERCEPTUAL MOTOR APPROACH TO LEARNING. IT UTILIZES THE DISCIPLINES OF EDUCATION, PSYCHOLOGY, OPTOMETRY AND OTHER RELATED FIELDS. IT TAKES INTO ACCOUNT HOW CHILDREN LEARN THE CONCEPTS AND PRECEPTS THAT THEY MUST RELY ON DAILY, IN ORDER TO SAFELY AND SUCCESSFULLY SURVIVE IN A COMPLEX ADULT-ENGINEERED TRAFFIC WORLD.

THE SURVIVAL, SAFETY AND SUCCESS OF CHILDREN DEPENDS NOT SO MUCH ON KNOWING A SET OF RULES OR REGULATIONS ABOUT SAFETY, BUT BY A SYSTEMATIC PROCESS OF IDENTIFYING, PREDICTING, DECIDING AND EXECUTING A SPECIFIC BEHAVIOR WHEN CONFRONTED WITH A POTENTIALLY DANGEROUS SITUATION. THE CHILD MUST FIRST IDENTIFY THE HAZARD, PREDICT WHAT WILL OCCUR IF CERTAIN ACTIONS ARE TAKEN OR NOT TAKEN AND THEN, BY CALLING ON STORED MEMORY OF PAST EXPERIENCES, CORRECTLY DECIDE ON AN APPROPRIATE ACTION. FINALLY, HE MUST THEN EXECUTE THE BEST ACTION OR REACTION TO SUCCESSFULLY MANAGE THE ENCOUNTER. THESE ENCOUNTERS OCCUR AS CHILDREN ATTEMPT TO CROSS INTERSECTIONS, RIDE IN THE FAMILY AUTO OR ON THE SCHOOL BUS. THEY HAPPEN IN THE HOME AS WELL AS THE SCHOOL ENVIRONMENT, IN THE PLAYGROUND, ATHLETIC FIELDS AND WHEN RIDING BICYCLES AND MOTOR EQUIPMENT. THIS PROCESS OF IDENTIFYING, PREDICTING, DECIDING AND EXECUTING IS LARGELY TRIGGERED BY VISUAL INPUTS IN ORDER TO CEREBRALLY MATCH DATA WITH STORED MEMORY TRACES THAT HAVE BEEN ALSO VISUALLY ACQUIRED.

ALTHOUGH WE RECEIVE INFORMATION FROM OTHER SENSE MODALITIES SUCH AS HEARING, TOUCH, TASTE AND SMELL, EIGHTY FIVE PER CENT OF THE INFORMATION WE HAVE OF THE WORLD AROUND US IS ACQUIRED THROUGH VISION. VISION MONITORS AND VERIFIES THE OTHER SENSE DATA. WE ARE AWARE THEN OF THE CERTITUDE OF ARNOLD GESSELL'S STATEMENT, "VISION IS THE DOMINANT SENSE..IN ORDER TO KNOW THE CHILD, WE MUST KNOW HIS VISION." IT WAS ARISTOTLE WHO SAID THAT THERE IS NOTHING IN THE MIND THAT DIDN'T COME THROUGH THE SENSES. CHARDIN'S ADAGE, "TO SEE OR TO PERISH",[2] EXEMPLIFIES THE IMPORTANCE OF VISION FOR SURVIVAL. SURVIVAL AND SEEING ARE CLOSELY LINKED TODAY AS WAS FOR OUR PROGENITORS WHO SUCCESSFULLY SLEW THE SABER TOOTH TIGER.

MANY INDIVIDUALS HAVE MADE SIGNIFICANT CONTRIBUTIONS TOWARD UNDERSTANDING THE ROLE OF VISION AND ITS RELATION TO THE LEARNING PROCESS. SOME OF THE MOST OUTSTANDING PEOPLE ARE: G. N. GETMAN*, A. M. SKEFFINGTON, GEORGE CROW, HARRY FOUG, SAMUEL RENSHAW, N. C. KEPHART, DARELL BOYD HARMON, ROBERT KRASKIN, FLORENCE SUTPHIN, R. C. OREM, RAY C. WUNDERLICK, AND MANY OTHERS. THEY ALL EMPHASIZE THAT VISION IS LEARNED AND HAS A NECESSARY MOTOR COMPONENT. THE LATEST INTERPRETERS OF THE WRITINGS OF JEAN PIAGET * STRONGLY ENDORSE THE THRUST OF EDUCATION IN THIS DIRECTION. WE OWE A DEBT TO THE PROFESSIONALS TODAY WHO ARE CONCERNED ABOUT LEARNING AND HOW BEST TO ARRANGE CONDITIONS FOR LEARNING TO OCCUR. THEY DARED TO TAKE A NEW TACT, AND FOLLOW CONVICTIONS BASED UPON SOUND PRINCIPLES.

IT BEHOOVES US WHO HAVE CLASSROOM AND CLINICAL RESPONSIBILITIES TO BRING THE BEST METHODS AND TECHNIQUES TO OUR CHILDREN. WE MUST ALSO BE AWARE OF THE MODELS OF LEARNING AND ACQUIRE SKILLS OF APPLYING THEM IN THE CLASSROOM WITH THE INDIVIDUAL CHILD.

WE, IN MODERN FUNCTIONAL OPTOMETRY, FIND A GREAT SENSE OF SATISFACTION IN SEEING OUR TECHNIQUES AND PRINCIPLES BEING UTILIZED, FOR WE KNOW THE SOUNDNESS AND EFFECTIVENESS OF THIS APPROACH TO THE HUMAN ORGANISM. AS ROBERT KRASKIN SO STRONGLY URGED, "WE CAN, SHOULD AND MUST USE THE PRINCIPLES AND TOOLS OF THE DISCIPLINES, BUT NEVER USE THE METHODS OF ANOTHER PROFESSION."[3]

*FOR FURTHER IDENTIFICATION, SEE PAGE IV.

MODERN OPTOMETRIC VISUAL TRAINING HAS LONG STRESSED THE FACT THAT VISUAL COMPETENCY IS A TRAINABLE SKILL THAT HAS RAMIFICATIONS IN ALL HUMAN PERFORMANCE. CONSEQUENTLY, AN INTERDISCIPLINARY APPROACH MUST BE TAKEN TO INSURE MAXIMUM AUTONOMY ON THE PART OF THE DEVELOPING CHILD. NOW MORE AND MORE TEACHERS ARE REALIZING THE EDUCATIONAL BENEFIT TO THE CHILD THAT COMES FROM AN INTERDISCIPLINARY APPROACH. TOGETHER WE ALL MUST GROW IN THE KNOWLEDGE OF HOW CHILDREN LEARN TO SEE, SO THEY CAN SURVIVE SAFELY AND SUCCESSFULLY IN OUR SOPHISTICATED WORLD. WE CALL ON YOU TO BE AWARE AND ALERT TO OPPORTUNITIES AVAILABLE TODAY TO MAKE EDUCATION THE JOY IT MUST BE IF TRUE LEARNING IS TO TAKE PLACE.

LEONARD T. SALTYSIAK
OPTOMETRIST

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INTRODUCTION

HOW TO USE THIS PROGRAM

THE OVERALL OBJECTIVE OF THIS INTERDISCIPLINARY INSTRUCTIONAL SYSTEM FOR TRAFFIC SAFETY IS TO PROVIDE AN EFFECTIVE TOOL FOR TRAINING THE YOUNG IN THE KNOWLEDGE AND SKILLS NEEDED TO EFFICIENTLY COPE WITH THE TRAFFIC ENVIRONMENT. THIS PROGRAM PRESENTS SAFETY AWARENESS AND RESPONSIBILITY AS A NECESSARY "WAY OF LIFE" AND NOT AS A RESTRICTIVE PRESCRIBED LIST OF "DO'S" AND "DON'TS."

THIS PUBLICATION IS DIVIDED INTO FIVE SAFETY CONTENT AREAS (SEE TABLE OF CONTENTS). MATERIALS HAVE BEEN DEVELOPED TO PROVIDE SEQUENTIAL LEARNING. AN "A LA CARTE" APPROACH TO SELECTING THOSE ACTIVITIES WHICH ARE SPECIFICALLY RELEVANT TO YOUR STUDENTS IS ENCOURAGED. HOWEVER, THIS PUBLICATION IS ALSO DESIGNED TO BE USED IN A PROGRESSIONAL SEQUENCE.

THE FOLLOWING ARE SPECIFIC CHARACTERISTICS OF THIS INSTRUCTIONAL PROGRAM THAT WILL ASSIST YOU IN ITS USE:

1. A TABLE OF CONTENTS BASED ON THE CONCEPTS FOR EACH MAJOR SAFETY AREA IS LOCATED AT THE FRONT OF EACH GRADE LEVEL PUBLICATION. THIS ALLOWS THE TEACHER TO CHOOSE THOSE SAFETY AREAS BY CONTENT BASED UPON THE ASSESSED NEEDS OF THE STUDENT.

2. A CROSS REFERENCE IS PROVIDED IN THE BACK OF EACH GRADE LEVEL PUBLICATION TO ALLOW SELECTION OF SAFETY CONTENT BY SAFETY AREA, INTEGRATED SUBJECTS, TYPE OF ACTIVITY AND TYPE OF SKILL. WITHIN THE SAFETY AREAS YOU MAY SELECT LESSONS IN A PARTICULAR SUBJECT AREA OR CHOOSE SPECIFIC SKILLS THAT ARE NEEDED FOR YOUR STUDENTS, THE LESSONS ARE FURTHER DENOTED AS TEACHER DIRECTED, GROUP OR INDIVIDUAL ACTIVITIES, SEE PAGES 189-198.

3. SPECIAL EMPHASIS HAS BEEN PLACED ON THE USE OF MASTERS FOR REPRODUCTION. EACH MASTER HAS THE DIRECTIONS FOR USE ON THE BACK OF IT. EVERY MASTER IS DESIGNATED BY A TITLE, LETTER AND PAGE NUMBER. THE MASTERS ARE LISTED IN THE CROSS-REFERENCE UNDER "MASTERS FOR REPRODUCTION," AS WELL AS UNDER EACH INTEGRATED SUBJECT.

4. A BIBLIOGRAPHY OF FILMS, TEACHER PREPARATION, BOOKS AND MANUALS, CHILDREN'S BOOKS AND OTHER RELATED INSTRUCTIONAL MATERIAL IS PROVIDED. THIS LISTING CONTAINS MOST OF THE CURRENT BOOKS AND MATERIALS THAT ARE RELATED TO THIS PROGRAM. MOST OF THESE ARE AVAILABLE ON A SHORT LOAN BASIS FROM THE MARYLAND STATE DEPARTMENT OF EDUCATION, SAFETY AND TRANSPORTATION PHONE: 796-8300, EXT. 287.

5. AN EVALUATION FORM IS INCLUDED FOR YOU TO SUBMIT AT ANY TIME YOU DEEM IT APPROPRIATE, BUT ESPECIALLY AT THE CONCLUSION OF EACH SCHOOL SEMESTER. YOUR EVALUATION IS ESSENTIAL IN ORDER TO ADEQUATELY ASSESS THE EFFECTIVENESS OF THIS PROGRAM FOR BOTH THE TEACHER AND THE STUDENT. THESE EVALUATIONS WILL BE USED AS A BASIS FOR FUTURE REVISIONS.

SAFETY INSTRUCTIONAL SYSTEM EVALUATION

PLEASE BE FRANK AND CONSTRUCTIVE IN COMPLETING THIS EVALUATION. RETURN A COPY OF THIS FORM AT THE END OF EACH SEMESTER (OR MORE OFTEN IF YOU WISH) TO:

MARYLAND STATE DEPARTMENT OF EDUCATION
SAFETY AND TRANSPORTATION
P. O. BOX 8717, FRIENDSHIP INTERNATIONAL AIRPORT
BALTIMORE, MARYLAND 21240

GRADE LEVEL K 1 2 3 4 5 6
(CHECK ONE)

	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT
1. CLEAR AND CONCISE PRESENTATION OF CONCEPTS AND CONTENT FOR THE TEACHER.			
2. CONCEPTS AND ACTIVITIES SUITABLE FOR GRADE LEVEL COMPETENCIES.			
3. FORMAT EASILY FOLLOWED.			
4. ACTIVITIES COMMENSURATE WITH OBJECTIVES.			
5. ACTIVITIES PRACTICAL FOR APPLICATION OF CONTENT.			
6. VISUALS ADEQUATELY COORDINATED WITH LESSONS.			
7. TECHNICAL MATERIAL APPROPRIATE TO STUDENT COMPREHENSION LEVEL AND TEACHER UNDERSTANDING.			
8. INTERDISCIPLINE APPROACH TO ACTIVITIES REALISTIC AND EFFECTIVE.			
9. CROSS REFERENCE SYSTEM EFFECTIVE AND HELPFUL.			
10. BIBLIOGRAPHY AND RESOURCE REFERENCE.			

11. ARE MORE ACTIVITIES NEEDED? ___YES ___NO. IF YES, IN WHAT AREA? _____

12. PLEASE LIST ANY ACTIVITIES YOU FEEL SHOULD BE EXCLUDED. _____

13. HOW DO YOU FEEL THIS PUBLICATION IS BEST USED? ___A LA CARTE THROUGHOUT ___AS SUPPORT MATERIAL FOR OTHER SUBJECT AREAS ___AS A SEPARATE COURSE OF STUDY WITHIN THE SCHOOL WEEK ___AS OCCASION PRESENTS ITSELF

14. HOW DO YOU PLAN TO USE THIS PUBLICATION IN THE FUTURE? ___DAILY ___MONTHLY ___ONLY OCCASIONALLY ___NOT AT ALL ___OTHER (SPECIFICY) _____

PLEASE INDICATE YOUR SUGGESTIONS ON THE REVERSE SIDE OF THIS PAPER IN ANY AREAS WHICH YOU MARKED AS NEEDING IMPROVEMENT. ANY OTHER CRITICISMS OR COMMENTS ARE ALSO APPRECIATED.

SAFETY FILM CRITIQUE FORM
(SEE DIRECTIONS ON BACK)

CHECK ONE:

☐ BOY

☐ GIRL

NAME: _____

	CHECK ONE: YES	NO	UNDECIDED
1. DID YOU LIKE THIS FILM?	☐	☐	☐
2. DO YOU THINK THIS FILM WAS EFFECTIVE?	☐	☐	☐
3. DO YOU FEEL THE SITUATIONS PRESENTED IN THIS FILM WERE REALISTIC?	☐	☐	☐
4. IF ANSWER TO #3 IS NO, WHICH SITUATIONS WERE UNREALISTIC AND WHY?			
5. DID THIS FILM SUPPLY YOU WITH NEW INFORMATION?	☐	☐	☐
6. COULD YOU IDENTIFY ANYONE IN THIS FILM AS REPRESENTATIVE OF PEOPLE YOU KNOW?	☐	☐	☐
7. WOULD YOU LIKE TO SEE OTHER SUBJECTS USE THIS FILM TECHNIQUE FOR INSTRUCTION?	☐	☐	☐
8. DO YOU THINK VIEWING THIS FILM WILL CAUSE YOU TO CHANGE SOME OF YOUR BEHAVIOR?	☐	☐	☐
9. IF ANSWER TO #8 IS YES, IN WHAT WAY WILL YOU CHANGE YOUR BEHAVIOR?			
10. IF ANSWER TO #8 IS NO, WHY WILL YOU NOT CHANGE YOUR BEHAVIOR?			

IF YOU WISH, PLACE ANY ADDITIONAL COMMENTS ON THE BACK OF THIS SHEET.

SAFETY FILM CRITIQUE FORM

DIRECTIONS

THE FILM CRITIQUE IS DESIGNED TO BE USED WITH THE SAFETY FILMS LISTED IN THE BIBLIOGRAPHY. AFTER THE CRITIQUE HAS BEEN COMPLETED, THE STUDENTS CAN TABULATE THE RESULTS AND REPORT THEM TO THE CLASS. VARIATION: HAVE THE CHILDREN SUGGEST ACTIVITIES AND/OR REPORTS THAT CAN BE MADE FROM INFORMATION GAINED FROM THE CRITIQUE.

TABLE OF CONTENTS

Pedestrian Perceptual Safety Activities

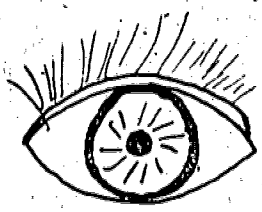
School Bus Safety Activities

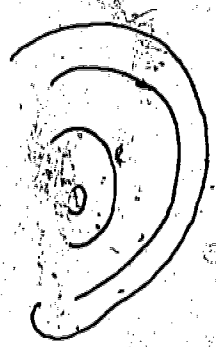
Bicycle Safety Activities

Auto Passenger Safety Activities

School Environment Pedestrian Safety Activities

PEDESTRIAN PERCEPTUAL SAFETY ACTIVITIES





UNIT OBJECTIVES:

Through developmental perceptual training activities, the student will be able to acquire the basic perceptual skills necessary to the pedestrian task.

A totally coordinated body is necessary to function efficiently in the complex traffic world.

All senses must be developed and trained to cope with the traffic environment to ensue maximum efficiency.

OBJECTIVE: Having experienced a series of exercises concerning shape discrimination and symbol recognition, the student will be able to interpret 80% of the shapes and symbols used in the traffic environment.

CONCEPTS TO BE DEVELOPED:

1. Shapes can be used for specific meanings.
2. Symbols can be constructed to provide meanings or messages.

1. TRAFFIC SIGN SURVEY - INTERVIEW ON TAPE RECORDER - Have the children ask questions of other classmates or adults and report the findings of their survey. Children should be encouraged to make up their own questionnaire.

   a) Where have you seen traffic signs?

   b) Where can we find them in our environment?

   c) Are they all the same size and shape?

   d) What would happen if we changed all signs and made up new ones?

   e) Do they all give the same information or message?

   f) How do we know they are helpful?

   g) How can we find out if people obey what the signs tell them to do?

   h) What will happen if all signs disappeared?

   i) Why are signs necessary in our environment?

2. SIGN CONSTRUCTION - Students make up real signs in shape and size and place them in relevant areas of the classroom, gym, hallway, lunchroom, etc. They are to be obeyed as if they were in a real traffic situation.

3. MASTERS FOR REPRODUCTION

A-Match the Sign Shape to the Definition

B-Match the Mathematical Name with the Definition

C-What is Missing?

D-Shape Count-Four Way Intersection

E-Shape Count- X Type Intersection

F-Shape Count- Y Type Intersection

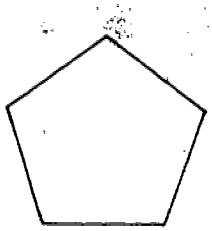
G-New Signs

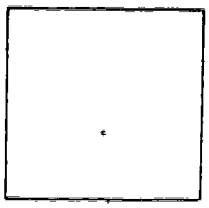
H-New Signs Without Words

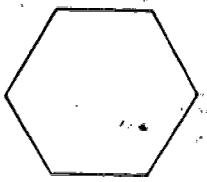
MATCH THE SIGN SHAPE TO THE DEFINITION

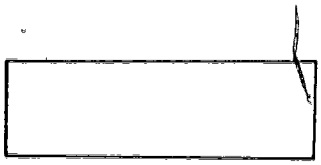
A

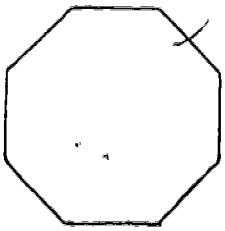
Four Sides =	Opposite Sides are =	Having 5 sides =
Three sided figure =	8 sided figure =	Six sided figure =

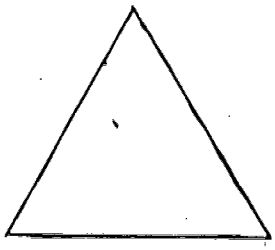












MASTER FOR REPRODUCTION A

MATCH THE SIGN SHAPE TO THE DEFINITION

DIRECTIONS

Have students cut the shapes from the bottom of the paper and place them in a box with the correct definition.

MATCH THE MATHEMATICAL NAME WITH THE DEFINITION

B

Four Sides =	Opposite Sides are =	Having 5 sides =
Three sided figure =	8 sided figure =	Six sided figure =

octagon	square	pentagon
rectangle	hexagon	triangle

MASTER FOR REPRODUCTION B

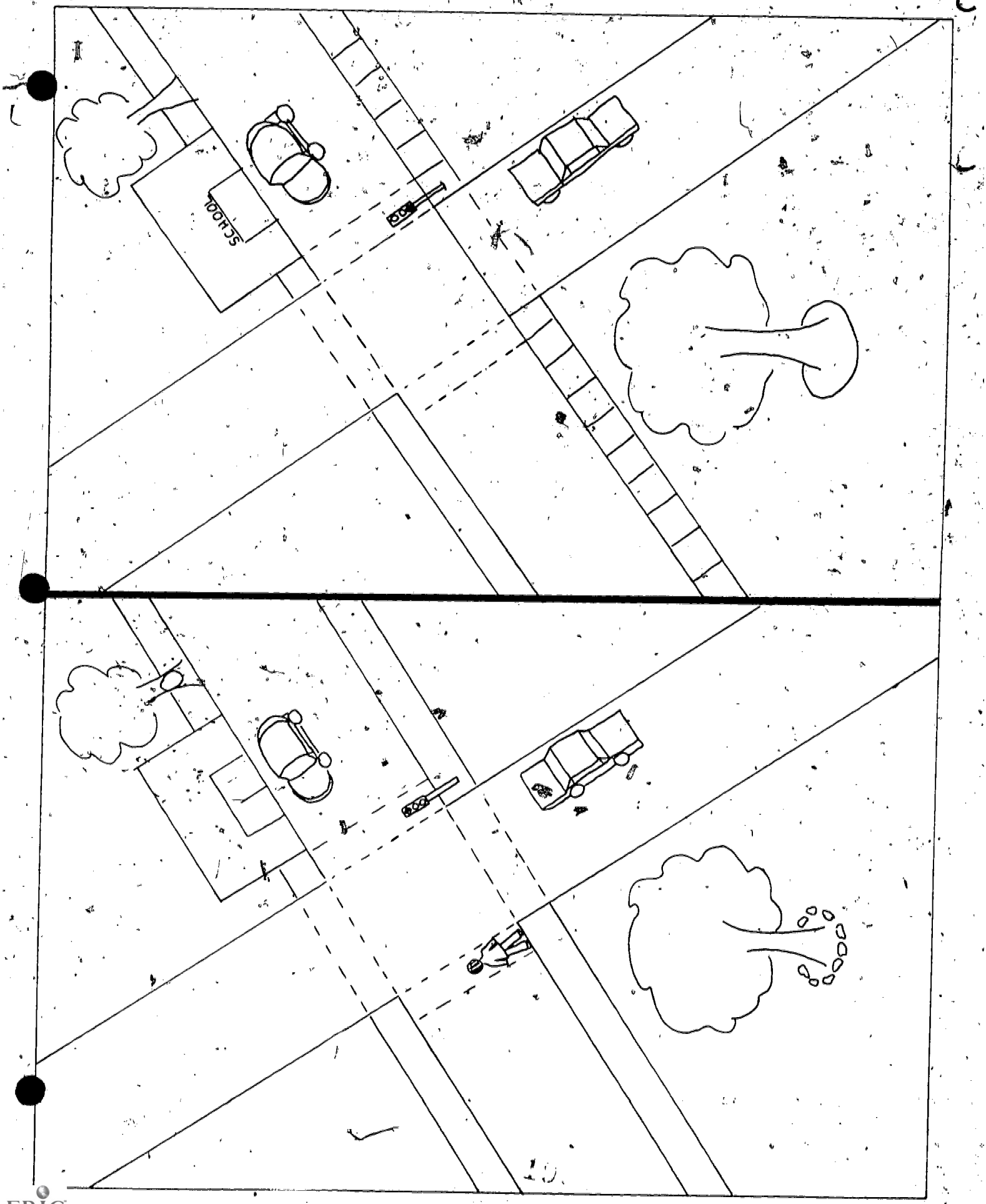
MATCH THE MATHEMATICAL NAME WITH THE DEFINITION

DIRECTIONS

Have students cut out the mathematical name for the shape and place it in the box with the proper definition.

WHAT IS MISSING?

C



MASTER FOR REPRODUCTION C

WHAT IS MISSING?

DIRECTIONS

Have students place a ✓ on what is the same in both pictures and an X on what appears in only one picture.

SHAPE COUNT-FOUR WAY INTERSECTION

D

MASTER FOR REPRODUCTION D

TYPES OF INTERSECTIONS

DIRECTIONS

Have the children look at each of the intersections. Direct them to find the number of squares, triangles, rectangles, circles, and other shapes. Have them list the amounts on the provided spaces. Variation: Check to see who found the most of each type, and have them identify the object and its shape.

SHAPE COUNT- X TYPE INTERSECTION

12

MASTER FOR REPRODUCTION E

TYPES OF INTERSECTIONS

DIRECTIONS

Have the children look at each of the intersections. Direct them to find the number of squares, triangles, rectangles, circles, and other shapes. Have them list the amounts on the provided spaces. Variation: Check to see who found the most of each type, and have them identify the object and its shape.

SHAPE COUNT- Y TYPE INTERSECTION

number of △
number of □
number of ▭
number of ○
number of other shapes

MASTER FOR REPRODUCTION F

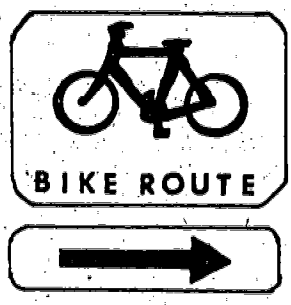
TYPES OF INTERSECTIONS

DIRECTIONS

Have the children look at each of the intersections. Direct them to find the number of squares, triangles, rectangles, circles, and other shapes. Have them list the amounts on the provided spaces. Variation: Check to see who found the most of each type, and have them identify the object and its shape.

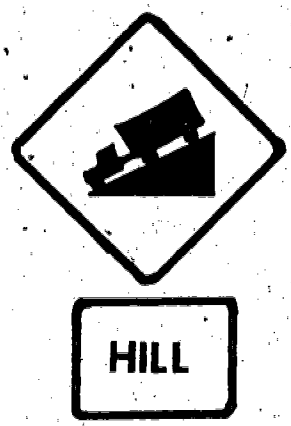

PED
XING

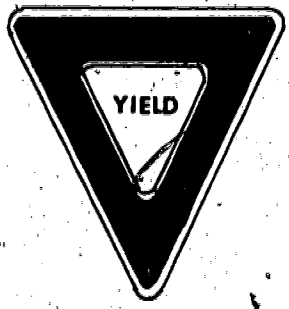

NO
BICYCLES


BIKE ROUTE


BIKE
XING


NO LEFT
TURN


HILL


YIELD


NO U
TURN

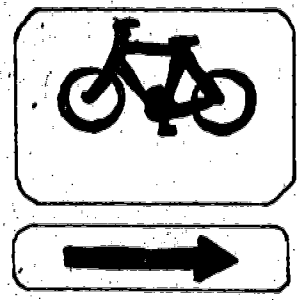
MASTER FOR REPRODUCTION G

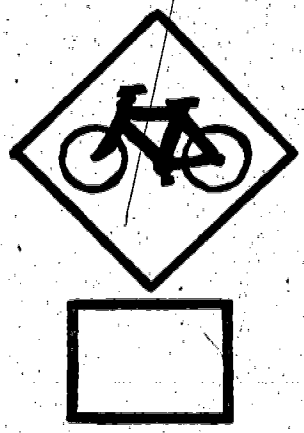
NEW SIGNS

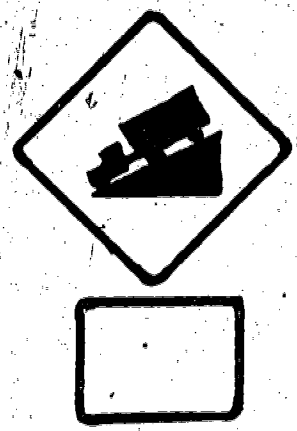
DIRECTIONS

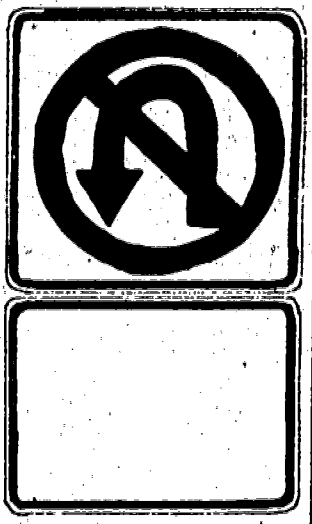
Give children handout. Discuss the signs and their meanings.
Variation: Discuss where the signs may be found in nearby areas.

31









MASTER FOR REPRODUCTION H

NEW SIGNS WITHOUT WORDS

DIRECTIONS

Give children handout. Have the children name the signs without the word clues. Variation: Have the children think of various locations where some of these signs could be used. Have them color scenes from some of these locations on a 9" X 12" piece of manila paper. After this has been completed, have them cut out the corresponding sign (s) and glue them onto the picture.

OBJECTIVE: Having experienced a series of activities involving pedestrian rules, the student will be able to orally state pedestrian rules and describe their importance.

CONCEPT TO BE DEVELOPED: Through a mock safety court trial, the students will be able to construct the necessary pedestrian rules and state their importance.

1. LANGUAGE ARTS REINFORCEMENT OF SAFETY WORDS - I am going to hold up a card which shows one of our traffic safety words. I will show the card only a short time. Then I will call on someone to first say the word, spell it, and then use it in a sentence. If that person can do all three things, he may put the word on the TRAFFIC SAFETY TREE. Examples: vehicles, pedestrian, crosswalk, intersection, signal light, etc.

2. ASSEMBLING THE TRAFFIC SCENE - A large sheet of oaktag is divided into four squares. In each square there is a picture showing some activity that will be completed in the last picture of the series. The same pictures are placed on small cards cut the same size as the squares on the large cards. The child takes the small pictures and assembles them to tell the same story as that on the large sheet. Later, the child may assemble the small picture to tell the story without the master or he may make up his own story.

3. SPEECH AND LANGUAGE PRACTICE - CONTRAST - Life in the city and country are contrasted with regard to the traffic situation. Children cite examples of the differences in city and rural traffic. However, stress the concept that both controlled and uncontrolled intersections appear in rural, suburban, and urban areas. Procedures for all are the same no matter where they are located.

4. TEAM COMPETITION-As a class project, compose a list of true-false, and completion questions covering traffic laws, signs, traffic lights, and devices. Divide the class in half and have each half answer the questions for the other half. Each correct answer is assigned one point. The team getting the most points is declared the winner.

5. MASTER FOR REPRODUCTION

I-My School Route Survey

6. SCHOOL ROUTE SURVEY-In a discussion of safety rules we use to and from school, elicit from students the rules that apply to them in their own route. Some children will not be using all pedestrian rules because they may not cross with a traffic light.

7. TRAFFIC COURT-Through a discussion of ways to discourage traffic violations, the teacher may introduce the idea of traffic courts. "What is a traffic court? Why do we need them? What purpose do they serve? Who goes to traffic court?" Let's describe the people involved in a court situation. The students should be familiar with the roles of the judge, the jurors, the witnesses and the defendents. If there are some students who are not sure of the roles these people play, the teacher can write the names on a chart and discuss each one. The teacher may also introduce the role of the bailiff to the class.

"We would like to hold traffic court in our room. However, we will have to have traffic cases to bring to court." "Why do people come to court?" The teacher can elicit from the students the idea that the people violated a traffic rule. "Let's list some broken pedestrian rules--that can endanger us. The teacher may use chart paper or poster board to list the rules the children give. Some of the rules that are usually given are the following:

1. Look both ways before crossing the street.
2. Walk-don't run across the street.
3. Cross only at corners.
4. Don't play near the street.
5. Obey the patrols, crossing guards and traffic lights.
6. Do not act foolish when you are crossing a street.

After the class has composed their list of Pedestrian Rules, encourage the students to write hypothetical situations involving a violation of traffic rules that leads to an accident

and that is controversial enough to be brought before a court as a traffic case. This part of the lesson can be done the first day.

8. ROLE PLAYING IN MOCK TRAFFIC COURT-This is role playing at its best. The children not only portray the individual's role in court, but they are gaining a valuable lesson in courtroom procedures. (Refer to Activity 7 for additional information.)

After the children have submitted their hypothetical traffic situations, the cases are placed on the judge's bench. The teacher may select the student participants any way she desires.

The "baliff" calls the court to session, introduces the judge and requests the court to rise. The "judge" enters, asks the court to be seated, and proceeds to read the case for the day. He then reads one of the stories. The teacher may have to help the class interpret the situation. She may then write a few brief facts on the board so that the class understands who is being brought to court and why.

The students may now really put themselves into the roles that they are portraying. The prosecuting attorney can call his witnesses and appeal to the jury. The defense attorney can plead his case. Encourage "lawyers" to use specific rules in quoting violations. The model intersection is used by the witnesses to reinact what took place.

The case finally goes to the "jury." These students decide the verdict but they must support this verdict with valid ideas.

9. MASTER FOR REPRODUCTION-J-Mock Traffic Court Plan-With the help of the students, assemble the traffic court according to the Mock Traffic Court Plan.

MY SCHOOL ROUTE SURVEY

NAME _____ ADDRESS _____

_____

1. HOW MANY CORNERS DO YOU CROSS ON THE WAY TO SCHOOL? _____

2. HOW MANY OF THE CORNERS THAT YOU CROSS ON THE WAY TO SCHOOL HAVE TRAFFIC SIGNAL LIGHTS? _____

3. HOW MANY CORNERS THAT YOU CROSS ON THE WAY TO SCHOOL HAVE WORD SIGNALS? _____

4. HOW MANY CORNERS THAT YOU CROSS ON THE WAY TO SCHOOL HAVE NO SIGNALS AT ALL? _____

5. HAVE MANY OF THE CORNERS THAT YOU CROSS ON THE WAY TO SCHOOL HAVE SCHOOL CROSSING GUARDS? _____ POLICEMEN? _____ SCHOOL SAFETY PATROL BOYS? _____

6. HOW DO YOU GET TO SCHOOL? SCHOOL BUS _____ WALK _____ CAR POOL _____.

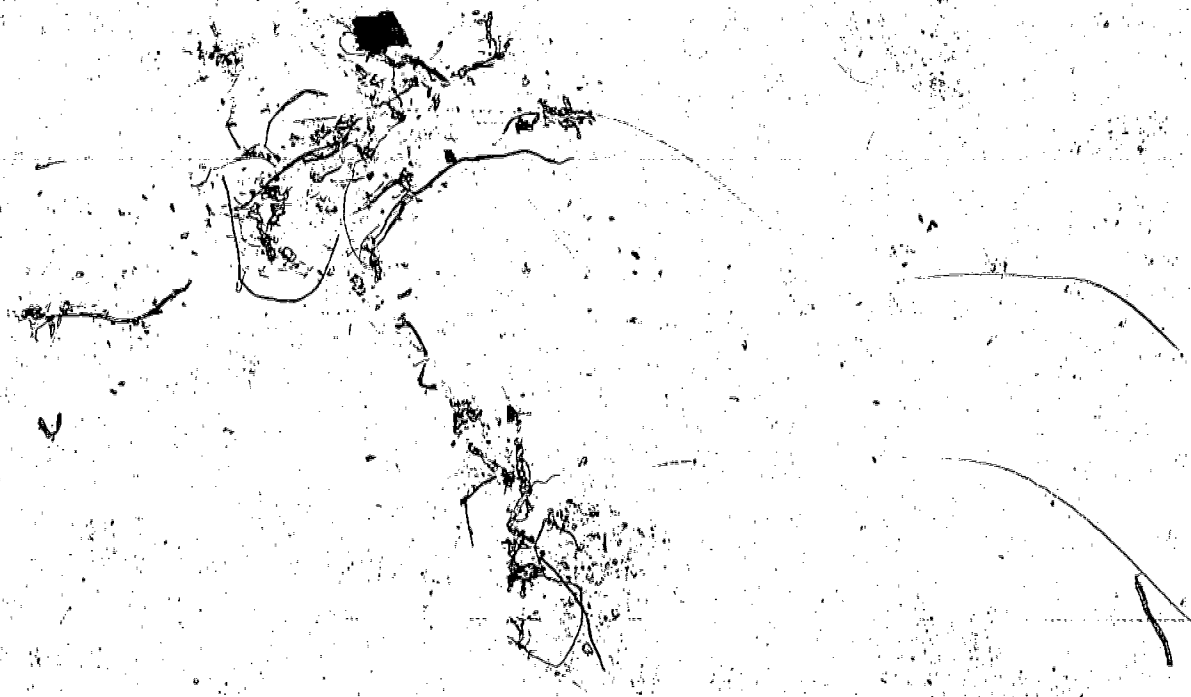
7. IF YOU HAD YOUR CHOICE WHICH WAY WOULD YOU PREFER TO GET TO SCHOOL EVERY DAY. SCHOOL BUS _____ WALK _____ CAR _____.

MASTER FOR REPRODUCTION I

MY SCHOOL ROUTE SURVEY

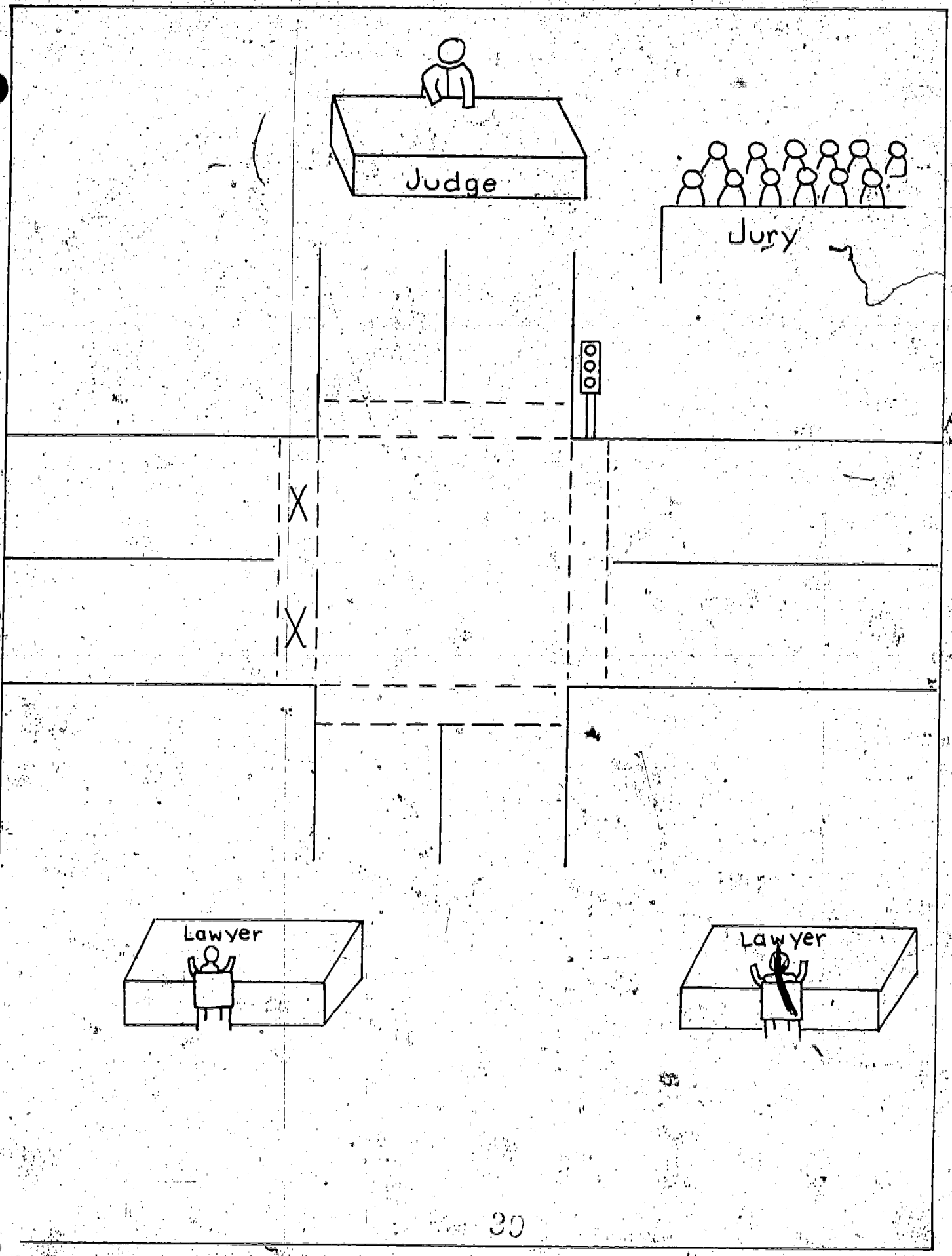
DIRECTIONS

Distribute student handout. Students make survey in relation to their <u>own</u> rpute. Discussion follows.



MOCK TRAFFIC COURT FLOOR PLAN

J



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MASTER FOR REPRODUCTION J

MOCK TRAFFIC COURT FLOOR PLAN

DIRECTIONS

This floor plan can be set up to accompany the Mock Traffic Court Role Playing Activity.

INTRODUCTION

The following are exercises in visual perspective and pattern completion and are designed to assist in the training for more effective vision.

TEACHER INFORMATION

Vision is a complex process involving more than sharpness of image:

Efficiency and getting meaning are reduced if the eye cannot follow what it is supposed to look at, if it cannot switch easily and accurately from one point to another, if the two eyes cannot work in harmony as a team to focus and center on what it should be directed on, or if the eyes need other senses such as finger touch, head movements, or vocalization to help the elements in the visual process function better. Visual abilities are all motor skills, and as such are strongly influenced by the motor ability of the body in general.

Visual perception activities include eye movement and focus activities, form perception activities, visual memory activities, visual comparison activities, visual projection activities, and eye-hand coordination activities. The emphasis is on the functional rather than the medical aspects of vision.

MASTERS FOR REPRODUCTION

K - Visual Completion Exercises

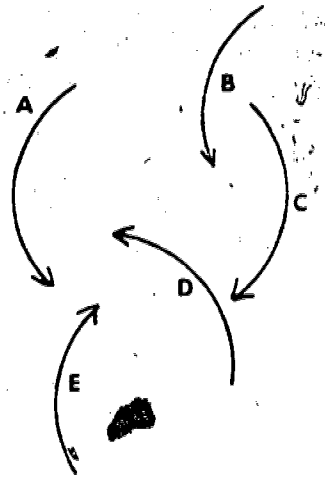
L - Visual Completion Exercises

M - Visual Completion Exercises

VISUAL PERSPECTIVE PATTERN

K

1



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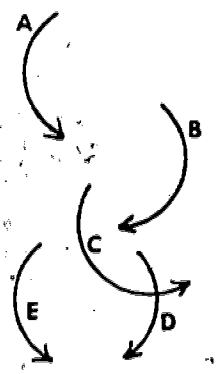

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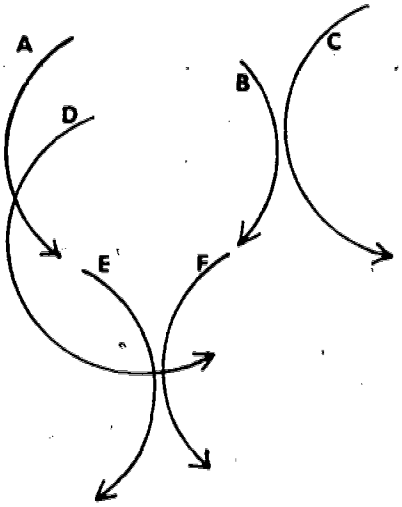

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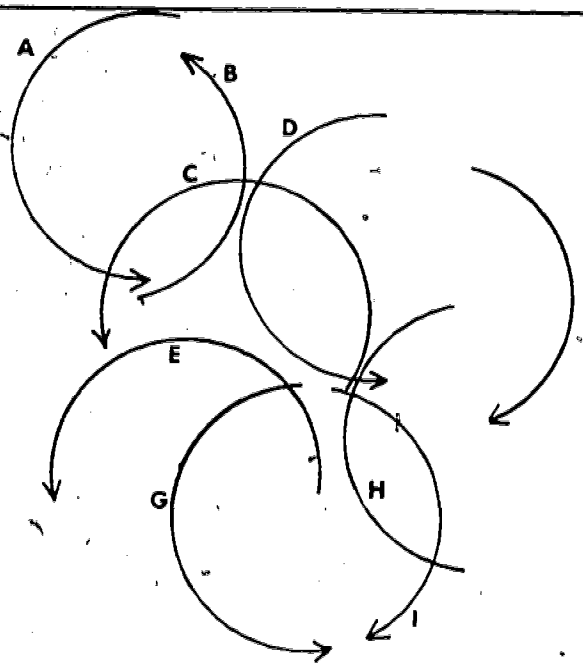

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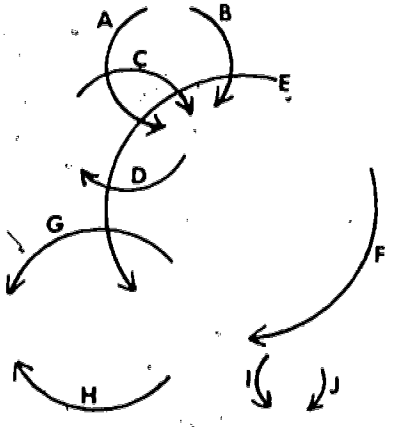

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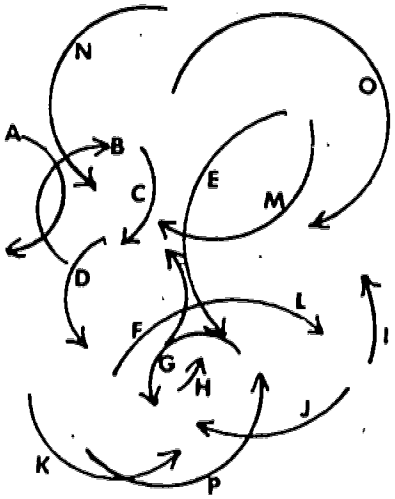


MASTER FOR REPRODUCTION K

VISUAL PERSPECTIVE PATTERN

DIRECTIONS

Lopking at one box at a time:

1. Visually observe the line patterns to determine which lines, if connected, would meet to form a circle. Name the lines.

2. Use a pencil to connect the lines that were selected. Was your original selection correct?

CORRECT ANSWERS:

1. Lines A and C.

2. Lines E and D.

3. Lines A and B.

4. Lines G and I.

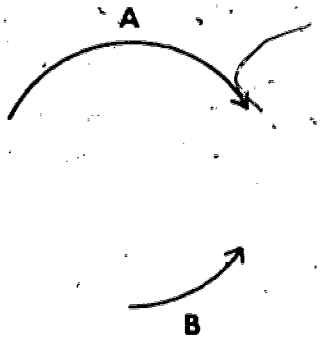
5. Lines A and B, C and D, E and F, G and H, I and J.

6. Lines D and F.

VISUAL PERSPECTIVE PATTERN

L

1



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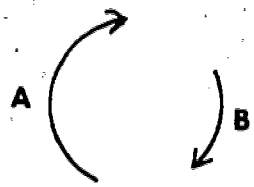

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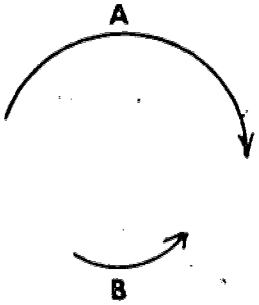

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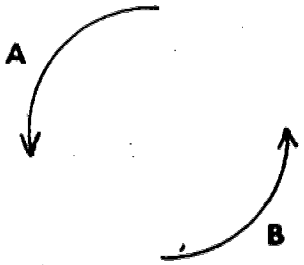

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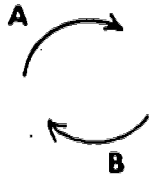


MASTER FOR REPRODUCTION L

VISUAL PERSPECTIVE PATTERN

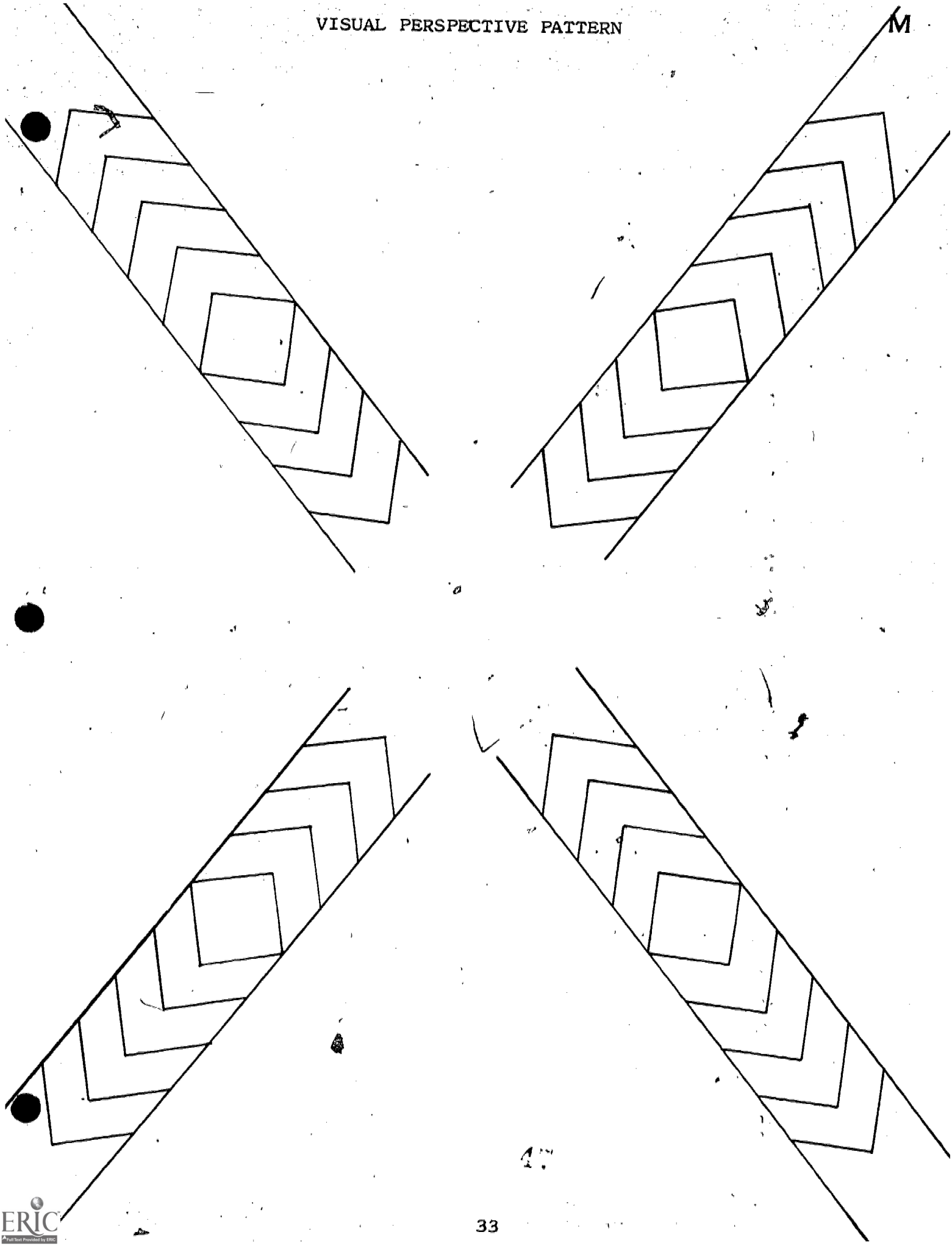
DIRECTIONS

Students are to select those curved lines that would meet if completed. These exercises are to be done by visual means only. Checking answers can be accomplished by using a compass if a teacher so desires.

ANSWERS:

#1 Complete
#5 Complete

VISUAL PERSPECTIVE PATTERN



MASTER FOR REPRODUCTION M

VISUAL PERSPECTIVE PATTERN

DIRECTIONS

Students are to determine visually whether lines forming the incomplete X are straight or not.

ANSWER:

All lines forming X are parallel and would form straight lines.

LIGHT AND ITS USE IN SAFETY

INTRODUCTION

The study of light and reflective material has a direct bearing upon safety at night while walking. Children must know the nature of light, reflection, etc. in order to have a better appreciation of the rules regarding walking after dark.

OBJECTIVE: Having experienced a series of exercises dealing with light, the students will be able to describe the nature of light and its importance in night vision.

CONCEPT TO BE DEVELOPED: The ability of an object to reflect light determines its visibility.

TEACHER INFORMATION

WHY LIGHT UP AT NIGHT? Reflective material has the ability to bounce light back directly to its source, and to do so for a long distance. The person wearing retro-reflective material can be seen at night from almost twice as far away as the person who is not wearing retro-reflective material.

TYPES OF REFLECTION

Reflection - the bouncing back of a ray of light from a surface.

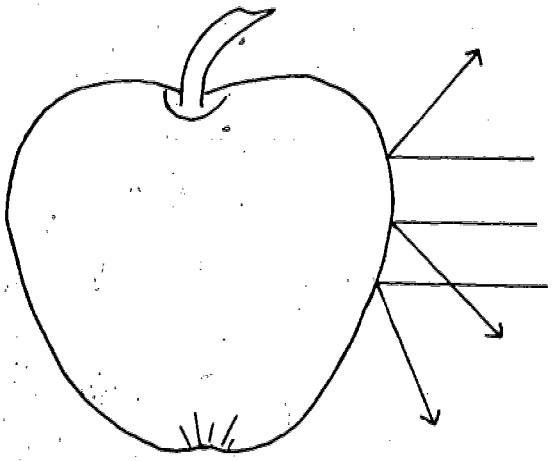
Everything around us reflects some light. Most objects are DIFFUSE reflectors. DIFFUSE REFLECTORS - light striking them is reflected in all directions. That is why they are hard to see at night. There is little light to be reflected, and what there is is scattered in many directions and not back to the light source.

MIRROR REFLECTION - relfects light in only one direction, but unless the light source is directly in front of the mirror, this direction is away from the source.

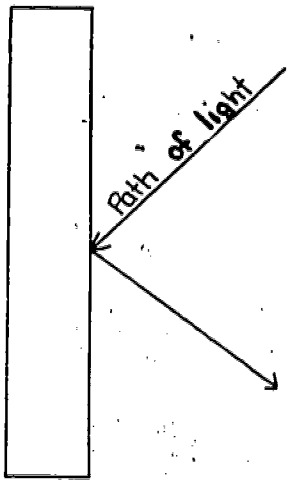
RETRO-REFLECTIVE MATERIAL - contains millions of tiny prisms or glass beads. Light striking on one of these prisms or beads is focused within the structure and reflected directly back to the source.

1. MASTERS FOR REPRODUCTION

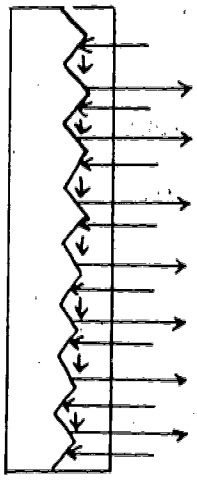
N - Reflector Study Sheet
O - Draw the Light Reflected from a Variety of Reflecting Surfaces
P - Park the Car in the Garage



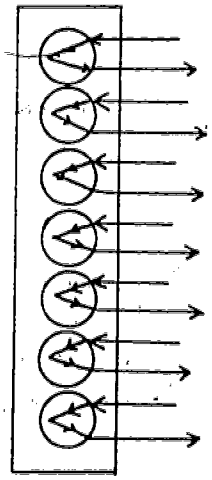
Diffuse Reflector



Mirror Reflector



Retro-Reflector Prisms



Retro-Reflector Beads

MASTER FOR REPRODUCTION N

REFLECTOR STUDY SHEET

DIRECTIONS

Study handout sheet on types of reflectors. Students note the different ways that light bounces from the surfaces.

52

Draw the light if reflected from:

Diffuse Reflector

Mirror Reflector

Retro-Reflector

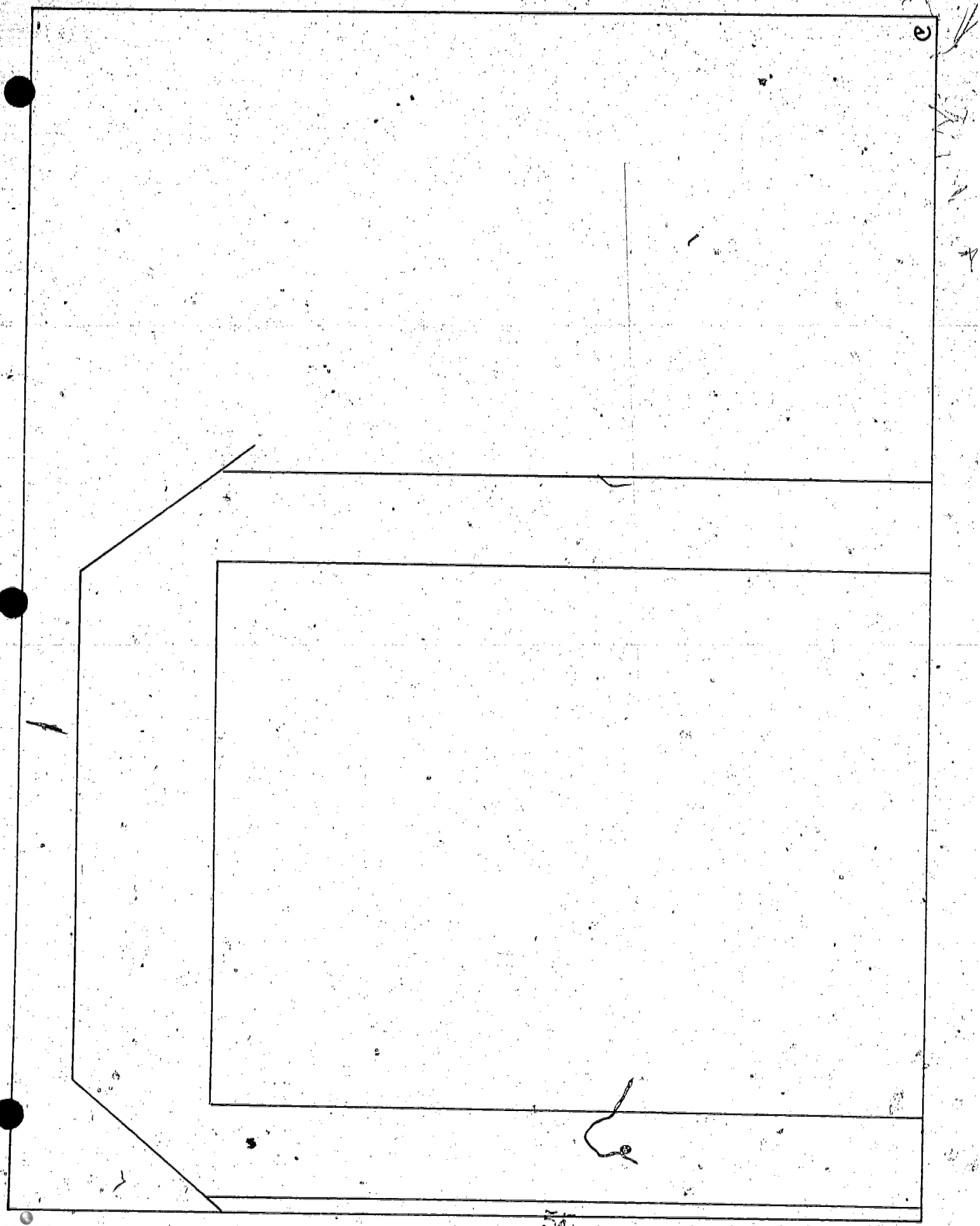
MASTER FOR REPRODUCTION O

DRAW THE LIGHT REFLECTING FROM A VARIETY OF REFLECTING SURFACES

DIRECTIONS

Distribute student handout. Children illustrate the different types of reflectors and show the way the material reflects light.

PARK THE CAR IN THE GARAGE



MASTER FOR REPRODUCTION P

PARK THE CAR IN THE GARAGE

DIRECTIONS

CONCEPT: To show that light makes it possible to see by sending impplses to the brain through the eye. To indicate that what we see may not be what is actually there. One eye sees the garage and the other eye sees the car. The messages go to the brain and the brain puts them together, then we see them together.

MATERIALS NEEDED: crayons, a 3" x 5" piece of cardboard.

Distribute the master with the empty garage. Instruct the children to draw a car outside that is close to the door of the garage. After the drawing is completed, give the following directions:

1. Take a piece of cardboard and place it on the edge between the car and the garage.

2. Lean over until the top of your nose touches the cardboard.

3. Keep both eyes open.

4. What happened to the car? Did you get it back in the garage safely?

OBJECTIVE: Having experienced several learning activities concerned with the value of sound, the student will be able to describe its specific characters and give examples of each sound type.

CONCEPTS TO BE DEVELOPED:

1. Sounds travel from one place to another.
2. Sound travels through air.
3. Sound can travel through air and through solids such as paper and string.
4. When an object carries sound, the object vibrates.
5. Sound travels through water.
6. Sound vibrations may be made visible.
7. In toys, musical sounds are made by: plucking, striking, blowing, and rubbing.
8. The part of the toy which produces the sound moves back and forth rapidly; it vibrates.
9. The vibrating part may be a reed, a drumhead, a string, a bar, a tube, a ball, a paper membrane, or a column of air.
10. Sound travels through water.

TEACHER INFORMATION

LISTENING is essential for survival in the traffic environment. There is a distinction between what we hear and the levels of listening.

"LEVELS OF LISTENING

Since listening operates at various levels, teachers and pupils both must be aware of the different ways of listening. In fact, they may deliberately choose at a given time to function at a particular level. If the third grade is asked by the teacher to follow carefully directions for making the Christmas box, a high level of listening for exact details will be in order. But if the television speech which the junior high class was asked to monitor turns out to be a boring affair, the students may listen only enough to get the main idea of the talk. Strickland has suggested different amounts of involvement in listening. No one level is necessarily better than any other, but the following list of levels ranges from inexact to detailed, from aimless to purposeful, from passive to creative:

Hearing

1. Hearing sounds or words but not reacting beyond bare recognition (e.g., knowing that Joey is speaking).

2. Intermittent listening—turning the speaker on and off in aimless fashion, as the mind wanders (e.g., hearing one fact about sled-dogs but none of the rest of the social studies report on Eskimos).

3. Half-listening—following the train of discussion but only closely enough to seize the first opportunity to have one's own say (e.g., not really hearing what your classmate did over the weekend but waiting to tell, during the conversation period, how you caught a fish).

Listening

4. Listening passively with little or no observable response. (The child who constantly "glues" his eyes on his teacher but offers no reactions in words or facial expression may or may not be responding.)

5. Narrow listening in which the main significance or emphasis is lost as the listener selects details which may be relatively unimportant but which are familiar

or agreeable to him. (A junior high school pupil agrees heartily with two points made by a panel speaker but disregards other contributions on all sides of a question.)

Auding

6. Listening and forming associations with related items from one's own experience. (A second-grader notes the relationship between the words "hound" and "found"; a fifth-grader who has listened to the committee report on the gold rush of '49 tells of his visit to a ghost mining town in the West, relating his account to items in the report.)

7. Listening closely enough to the organization of a talk or report to get main ideas and supporting details, to follow directions, etc. (An eighth-grade pupil notes that the main topic of the report is the causes of the American Revolution and lists four such causes.)

8. Listening critically. (A sixth-grader gives evidence of critical listening when he asks for more data on the statement made by a classmate that most South American countries have democratic governments.)

9. Appreciative and creative listening, with genuine mental and emotional participation. (A pupil responds to the humor of the Benet poem "John James Audubon," suggests several other poems that the group might read orally from The Book of Americans by the Benets, and tells why these poems are exciting to him.)

These types of hearing, listening, and auding have been listed on successive levels, but obvisouly there is much overlapping among them. In general, pupils must have considerable experience and mental maturity before they can react as in levels seven, eight, and nine; but such responses are not limited to older children any more than aimless listening is typical of younger children. In every case the context of the material heard, and the concepts and purposes involved, rather than the mere age of the pupils, will determine whether the reaction is passive hearing or accurate, creative auding. The teacher and the other pupils have much to do with the level or quality of any one child's listening. With guidance a child's listening experience may become a genuine "meeting of minds." His auding may be: selective, purposeful, accurate, critical creative."

FROM: Listening Aids Through the Grades, David H. & Elizabeth F. Russell, Teachers College Press, Teachers College, Columbia University

1. VIBRATION CAUSES SOUND - Discussion - Sound is sometimes carried over great distances. What are some of the ways in which sound is carried? (Telegraph, telephone, radio, television, echo, etc.)

2. MASTER FOR REPRODUCTION

Q - Making Toy Telephones

3. HOW DO MUSICAL TOYS WORK? Children will be interested in finding out how musical toys work. They will find that sounds are produced in a number of ways: by plucking, by striking, by blowing, and by rubbing. In some toy instruments the force needed to cause vibration is supplied by winding a spring, by pulling the toy, or by whirling the toy.

Children will look for the part of the toy responsible for the sound: the part which vibrates. Some vibrators which are found in musical toys are: reeds, drumheads, strings, bars, tubes, air columns, balls.

The following chart describes some musical toys. Remember that not all toy instruments operate in the same way as the instruments which they represent. Gather as many musical toys as possible. Outline can be given and then children can do original research.

TOY	PART THAT VIBRATES	METHOD OF PRODUCING SOUND
Horn Clarinet Saxophone Trumpet Cornet Trombone	Reeds. (In real trumpets, cornets and trombones, the player's lips serve as reeds.)	Blowing.
Xylophone	Metal bar.	Striking.
Music Box	Metal reeds of different length attached to a bar.	Plucking. A moving belt with projecting fingers or flaps plucks one or more of the reeds at the same time.
Kazoo	A membrane of thin paper.	Humming into the toy.
Violin	Strings.	Bowing the string.

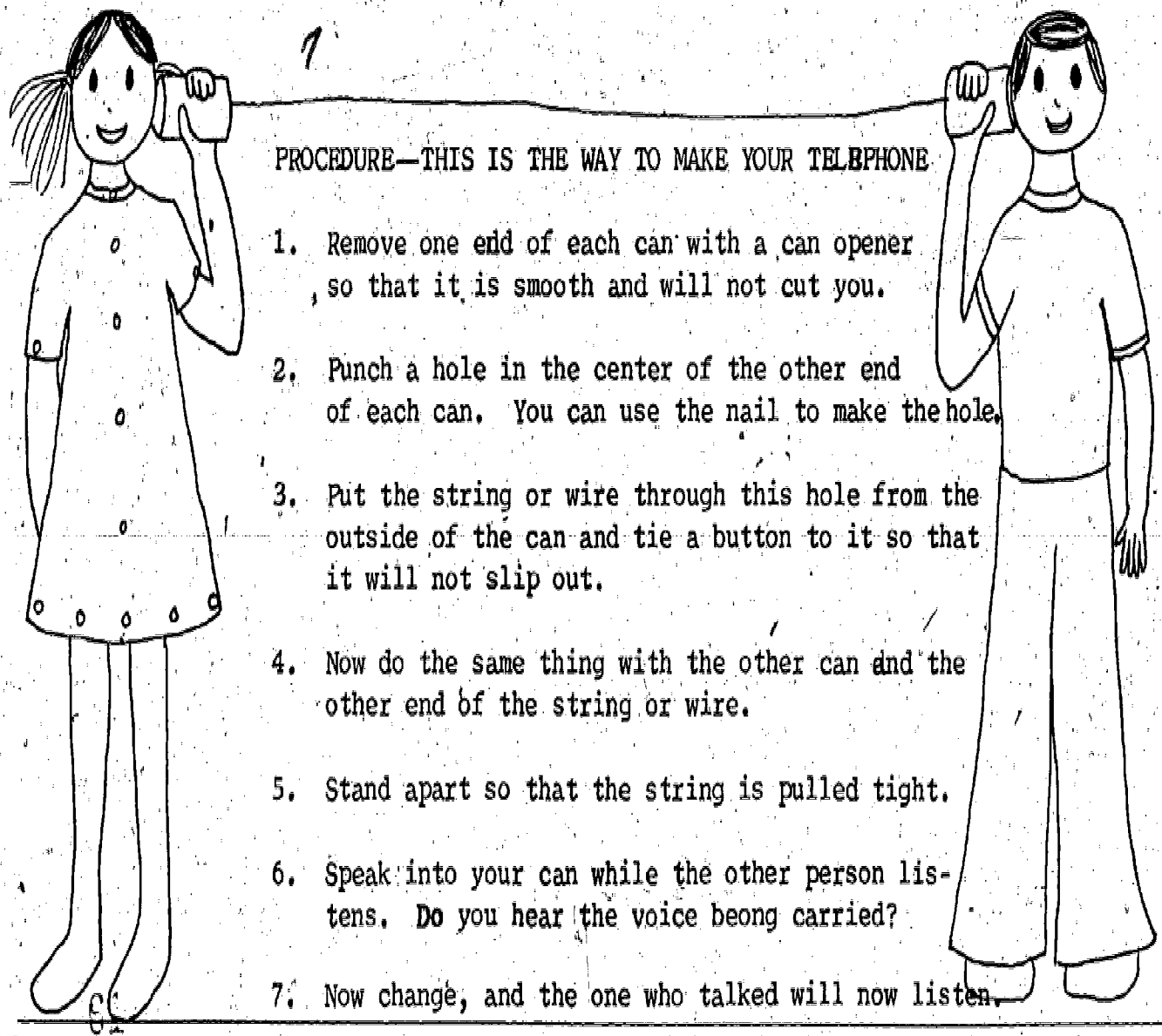
FROM: Board of Education, New York City

MAKING TOY TELEPHONES

Your toy telephone will carry your voice so that you can talk to a friend. When you use this toy telephone, you will see that sound travels.

MATERIALS NEEDED: (For each group of two)

A nail
Two tin cans
Several feet of wire or string
Two large buttons



PROCEDURE—THIS IS THE WAY TO MAKE YOUR TELEPHONE

1. Remove one end of each can with a can opener so that it is smooth and will not cut you.
2. Punch a hole in the center of the other end of each can. You can use the nail to make the hole.
3. Put the string or wire through this hole from the outside of the can and tie a button to it so that it will not slip out.
4. Now do the same thing with the other can and the other end of the string or wire.
5. Stand apart so that the string is pulled tight.
6. Speak into your can while the other person listens. Do you hear the voice beong carried?
7. Now change, and the one who talked will now listen.

MASTER FOR REPRODUCTION Q

MAKING TOY TELEPHONES

DIRECTIONS

Elicit from the children that when a child talks into the can, the bottom vibrates. The vibration is carried along the string or wire. This makes the bottom of the other can vibrate. This vibration makes the voice much louder than it is when it has only air to pass through.

4. HOW COULD YOU SIGNAL A FRIEND WHO IS UNDERWATER? Children may recall an experience of clicking stones together while under water and hearing the sound. How is this possible? (Sound travels through water.) How can we prove, here in the classroom, that sound travels through water? Children may suggest something like the following:

1. Fill an aquarium with water.

2. Take two pieces of metal or rock and hit them together under the water.

3. Children will hear a clicking sound.

4. What is the path of the sound? (From the rocks, through the water, through the aquarium glass, through the air, and to our ears.

Ask a child to place his ear against the side of the aquarium while two rocks are struck under water. How does this sound compare with the one that was previously made? (It is louder.)

Relate sound activities to the traffic environment.

OBJECTIVE: Given specific situations with two and four traffic lanes, the student will be able to select ten and fourteen second gap time using reference points (guides for distance a car must be behind in order to allow enough time to cross the street.)

REVIEW

1. Review the procedure for crossing the street using the gap time techniques.

ACTIVITIES

1. Survey - Students survey magazines and newspapers for traffic scenes. Let them select appropriate pictures of traffic scenes of seconds a car is away from a fixed reference point, if the car was going 35 mph. Variations: Have children bring in photographs of their own neighborhood with a street scene with cars. Also, vary the hypothetical speed of the cars.

2. Selecting Reference Points - Given a specific traffic scene (pictures or drawings) the student will list possible points of reference as guides for distance a car must be behind in order to allow enough time to cross the street he might use as a pedestrian. Class shares ideas and a general list is drawn from one specific photo. Students check their own lists to see if they have selected any points of reference that would not allow adequate gap time. Students must then substitute the appropriate time interval in relation to distance needed to cross a street. NOTE: This exercise is designed primarily to illustrate and practice depth perception, i.e., relative distances and estimations of time factors. You will probably note that at the beginning, children will have a varied number of estimates for distance and time due to the fact that pictures portray a single dimension and the depth of field is lacking. However, this type of an experience will provide basic training in acquiring this much needed skill.

3. Gap Time and Distance Judgement Activity-
Materials Needed- One Box-approximately 12" X 24" X 6"
Crayons
String
Paper cutouts of pedestrians and cars
(Masters for Reproduction R-S)

Draw an intersection with crosswalks to fit into the bottom of the box (See diagram). At each end of the box punch two holes 3" high and 3" apart. Loop the string from one end of the box to the opposite end through the holes then back to the other end. Cut out the car and attach it to one of the strings so it moves on the street when the strings are pulled. On the sides of the box, punch two holes approximately 5½" inches high and 3" apart. Loop the strings from side to side as described above. Cut out the pedestrian from Master R and attach it so that the pedestrian can be moved to cross the street in the crosswalk. The strings can be pulled to create various gap-time situations. Example: Pedestrian and car moving at the same rate, the car being beyond the reference point as the pedestrian starts to walk, etc.

MASTERS FOR REPRODUCTION

R-Time, Distance, and Speed Activity
S-Time, Distance, and Speed Activity

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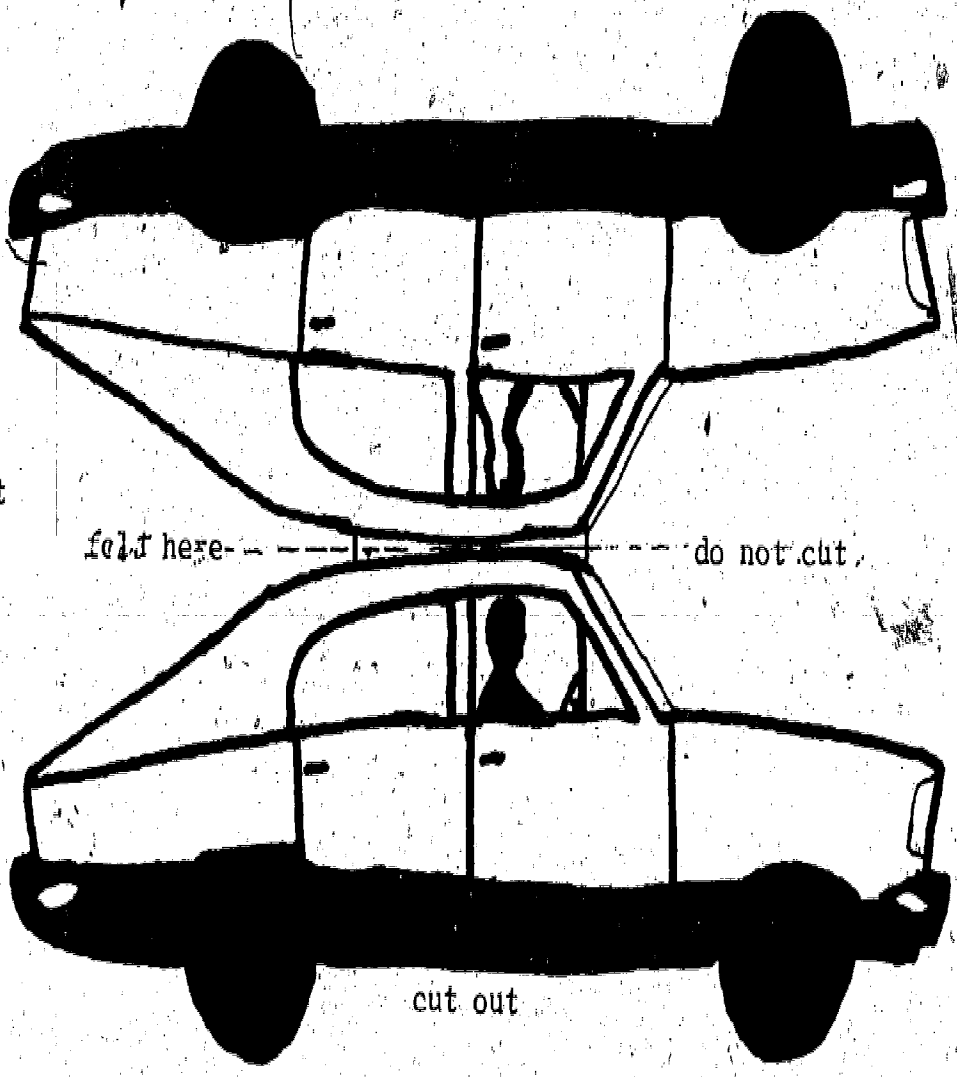

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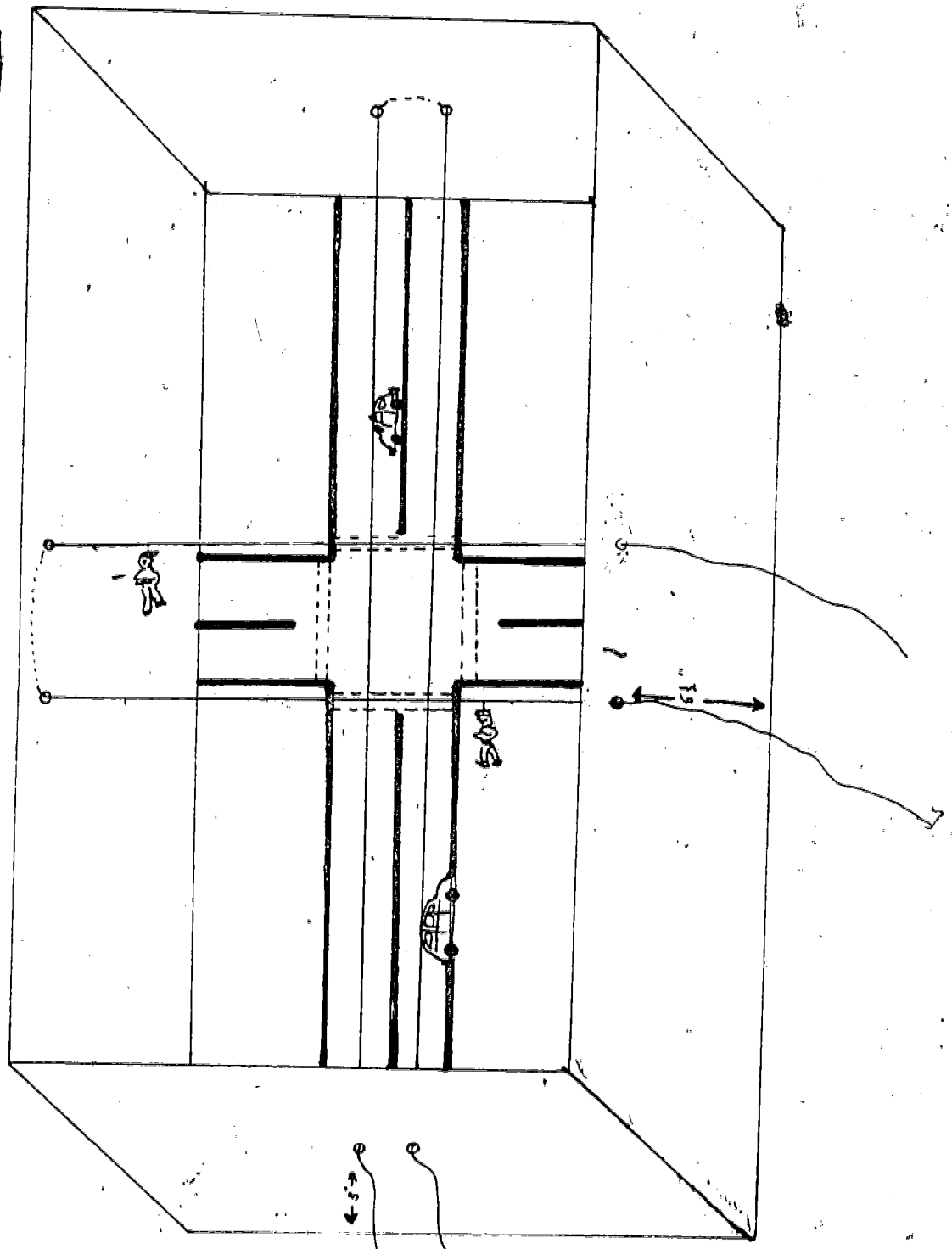
TIME, DISTANCE AND SPEED ACTIVITY



OBJECTIVE: The student will be able to accurately select the reference point (for cars to be behind) that will allow maximum time to cross a street.

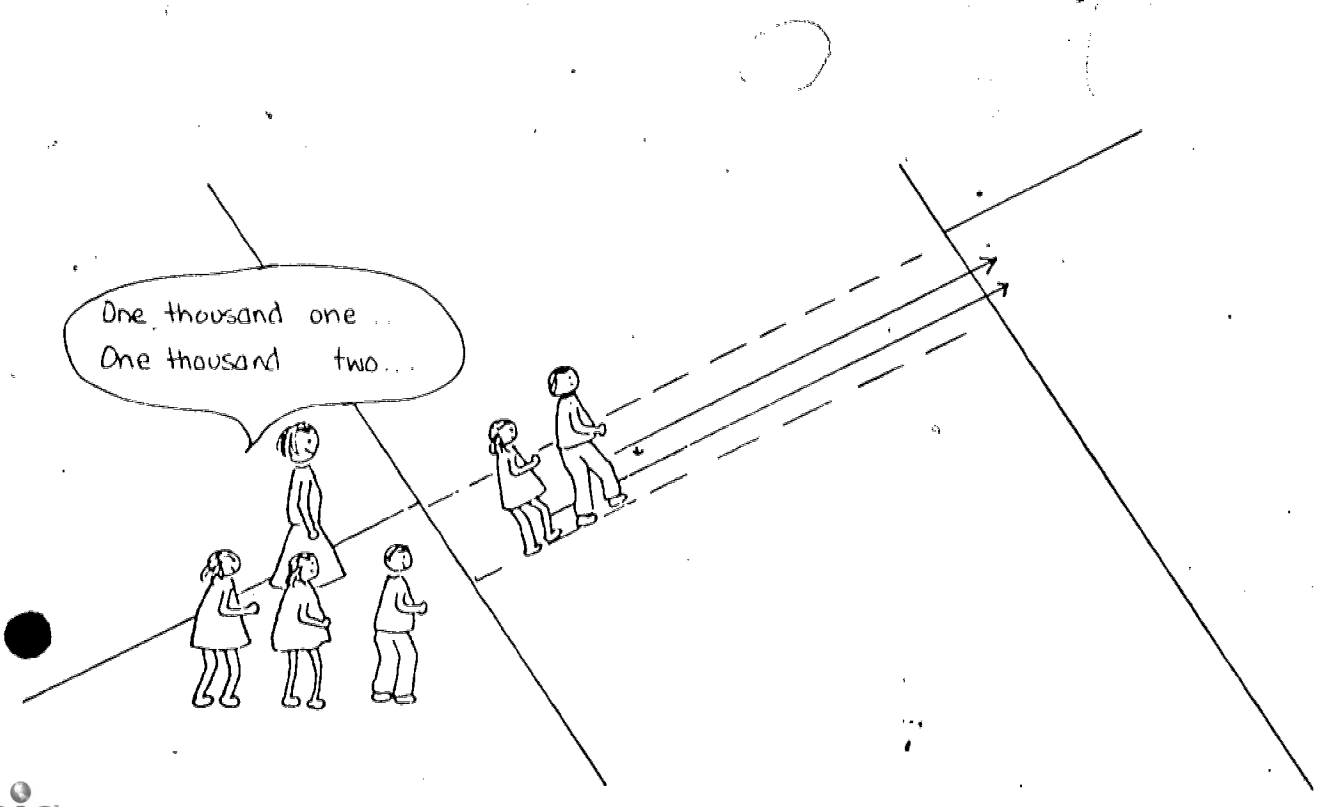
STEP ONE: The student must be able to count in "second" intervals; i.e. one-thousand-one, one-thousand-two, etc.

PROCEDURE: Using a large clock with a second hand, have students count as a group, one-thousand-one, etc., in unison with the second hand. Fourteen seconds is enough. This procedure must be practiced until the students have the ability to count accurate seconds.

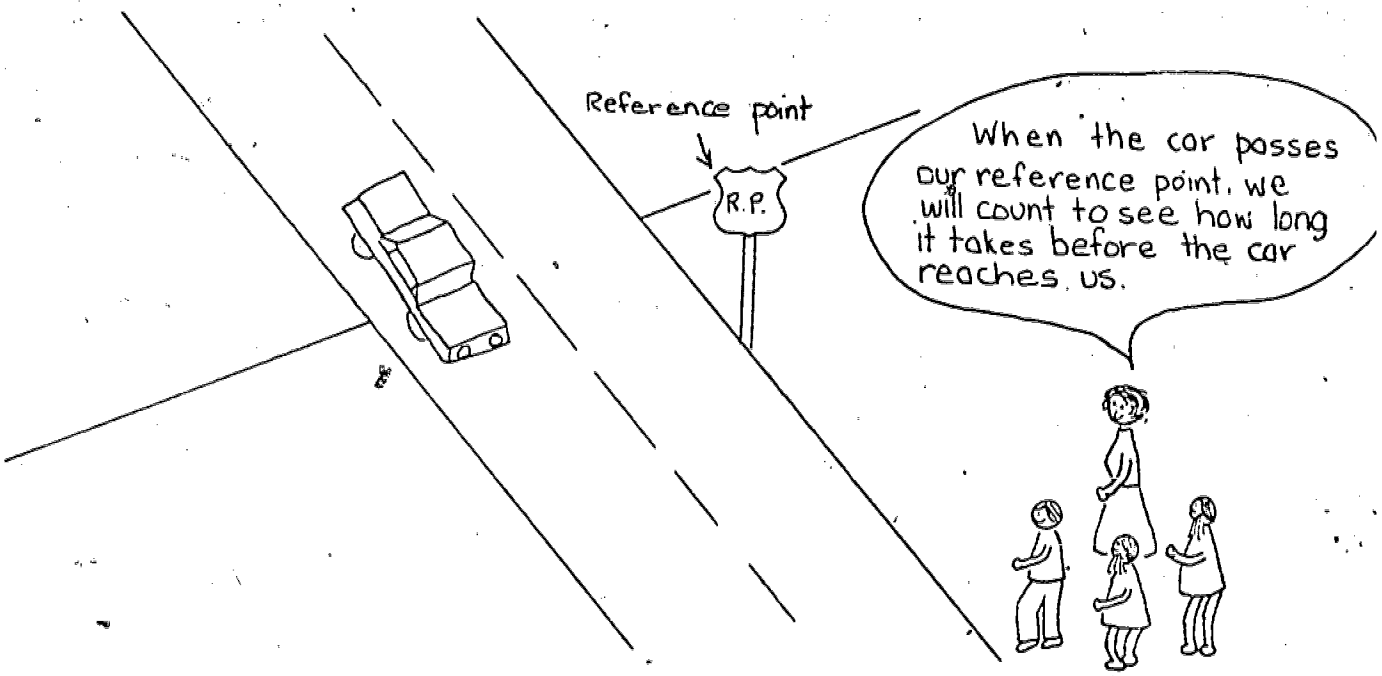
STEP TWO (STREET): The student must be able to determine the time that it takes him to cross a street. Approximate timing is as follows:

4-lane street:	12-14 seconds
2-lane street:	10 seconds
1-lane street:	6-8 seconds

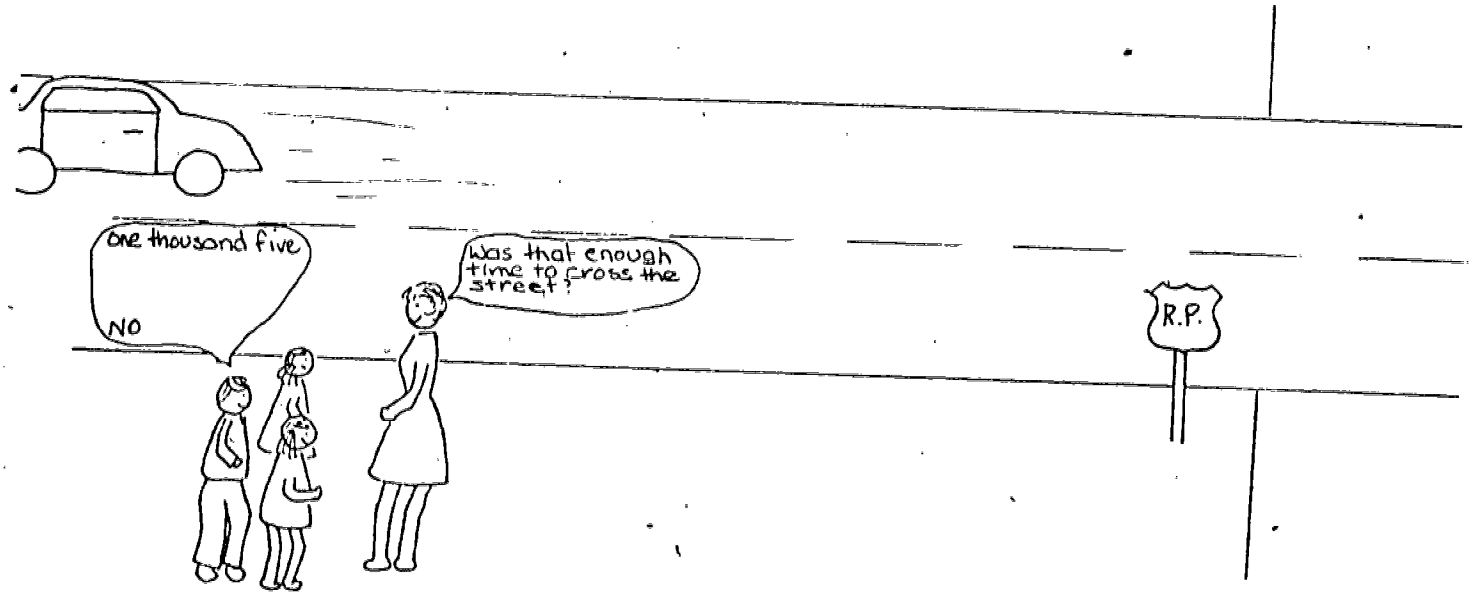
Using a street without much traffic, have the students (2 or 3) walk across the street while the rest of the class is counting. The time will be representative of most of the class barring unusual circumstances. Students must understand that this is the time they must have in order to get across a street safely.



PART b: Select or have students select a point. Explain that we now are going to count the distance from the point when a car passes it to where we are standing. (The distance should be lower than 12 seconds for sequential building.)

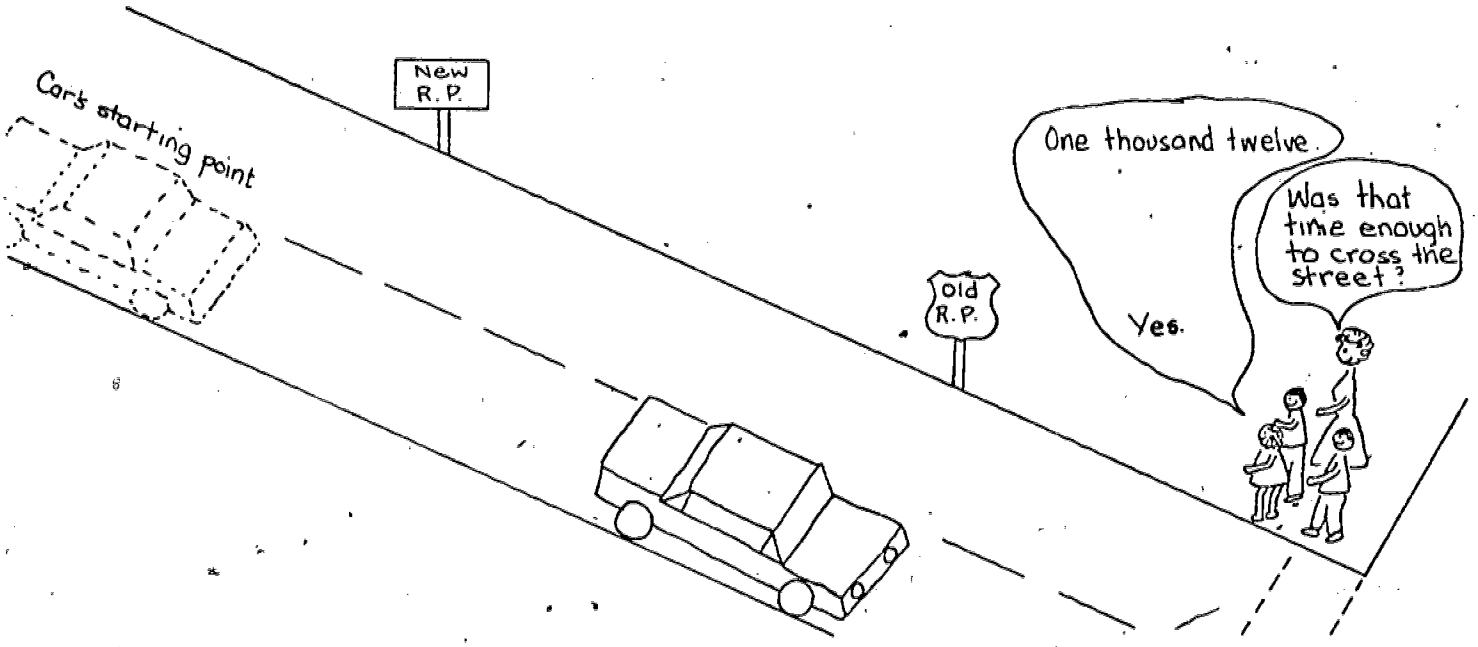


After the distance is calculated, ask students if that was enough time to cross the street. The answer should be no.



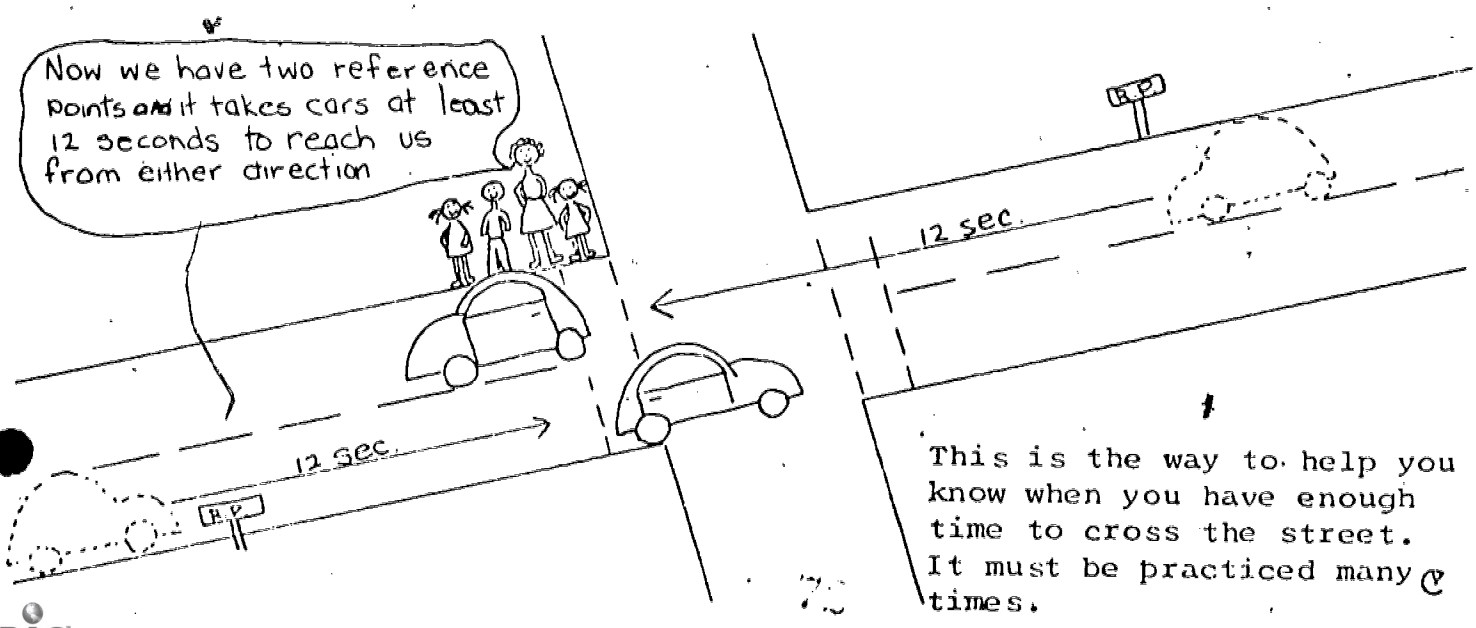
PART c: Now let's pick a reference point farther away to see if we can find one with the time we need. Follow this procedure and tell the students to find the reference point that allows enough time.

PART d: Repeat the same procedure in the opposite direction.



STEP 4: We now have the reference points we need to tell us when we have enough time to cross safely. We now know that cars must be in back of these points if we are to have enough time to cross the street without getting hit. We must remember these two reference points.

Let's practice with these reference points. Does everyone know what these points are? When I say "now" I want you to look both ways and tell me if you have enough time to cross. Practice until the students are proficient at the task.



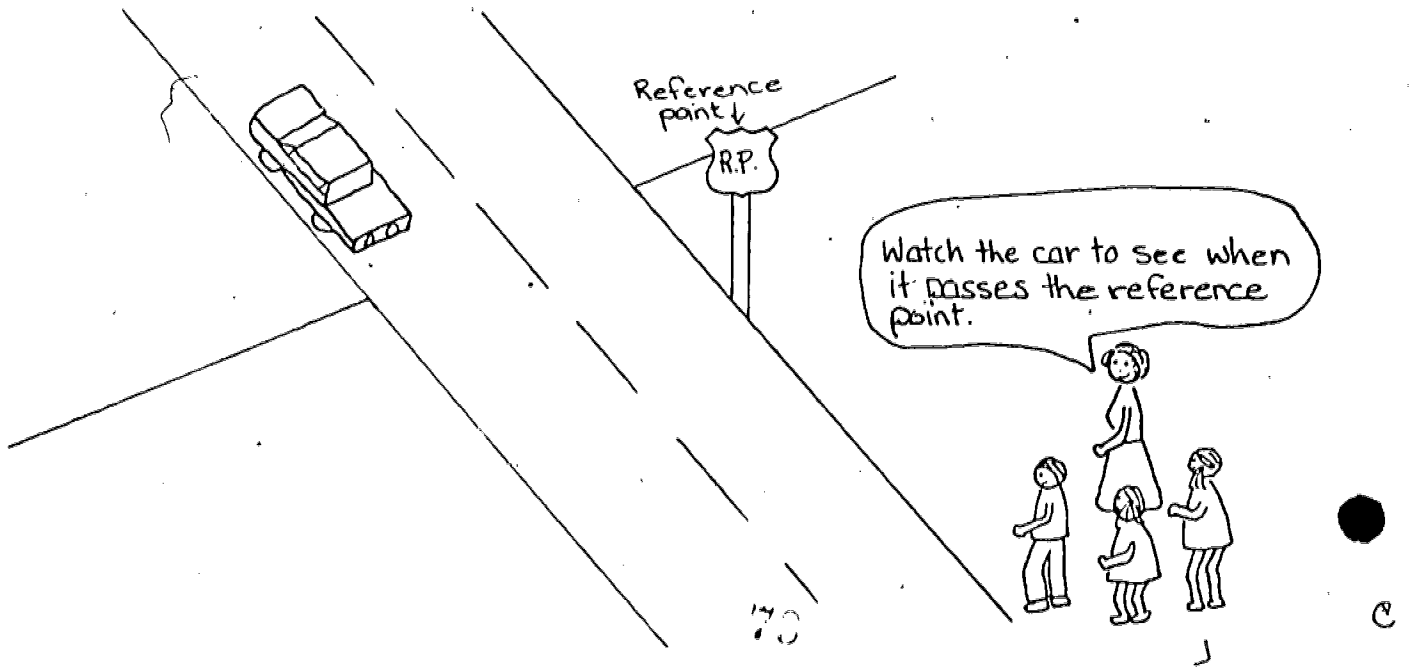
This is the way to help you know when you have enough time to cross the street. It must be practiced many times.

STEP THREE: The student must be able to judge the timing of an object (car) passing predesignated point.

PART a. Have students stand at a given point on a sidewalk. Select a reference point (i.e. sign, post, etc.) and ask the students to indicate when a single person has passed the selected reference point.

NOTE: A reference point can be any object (tree, sign, shadow, parked car, etc.) which marks the distance from you a car must be in order for you to safely cross the street.

When the children have the idea, proceed to choose a reference point in the street for cars to pass. Practice this until understood.



OBJECTIVE:

1. Having experienced a series of activities concerned with friction, speed and stopping distance the student will calculate total stopping distance of a vehicle at a presented speed.

INTRODUCTION-REACTION TIME

Reacting quickly to various situations is an everyday occurrence in our lives. We strive to regain our balance almost instantly if we start to stumble or fall. We jump out of the way as soon as we realize something or someone is about to bump into us. How quickly one can respond to a situation is important to an athlete, a test pilot, a bicycle driver, a pedestrian, and a car driver as well as an auto passenger.

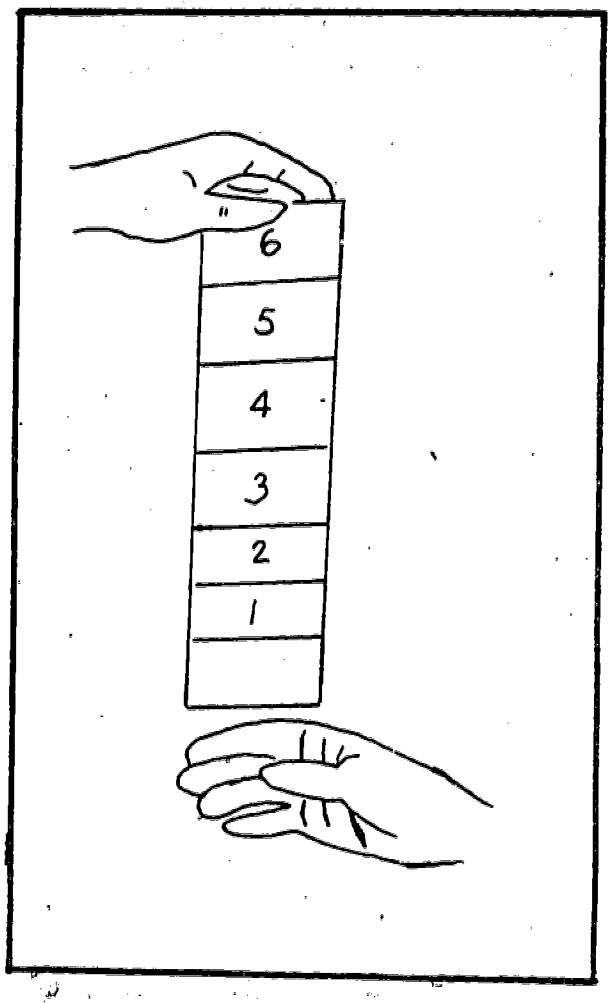
REACTION TIME ACTIVITY

The following activity is designed to check, develop and perhaps increase reaction time.

Divide your class into pairs and give each team a 12" X 2" strip of tagboard or light weight cardboard. Have them mark it off into six two inch long sections and label each section one through six. Have one member of the pair hold the strip of tagboard at the top while his teammate holds his hand an inch below the strip as shown in the illustration. There should be a one inch space between the second child's thumb and fingers. The person holding the tagboard strip should drop it without warning. His teammate should grab it as fast as possible. The numbered section where the pupil grasps the card shows his reaction time score. Now have the other team member try it. Can the children build up a quicker reaction time score through practice?

A discussion will bring out the fact that the eye sees the tagboard strip start to fall, it relays the message to the brain which in turn relays it to the fingers where the action takes place.

Explain that a driver will need approximately the same reaction time to stop his car should he see a child chasing a ball dart in front of it.



Drawing should be 12" x 2"

(Paper only 8½ x 11;scale it down to 6 x 1)

When two surfaces rub against each other there is friction between them.

FRICTION ACTIVITIES

1. Have children investigate the surfaces of common objects for roughness or smoothness.

   A hunt for smooth and rough surfaces can be conducted in the classroom or other parts of the school building. Gymnasium floors, staircases, playgrounds, classroom floors, table or desk tops, kindergarten sand tables, large sheets of sandpaper, corrugated paper, and other materials are possibilities for investigation. Have children make a list of smooth surfaces and a list of rough surfaces.

2. Have the children examine, first with the unaided eye and then with a magnifying glass, the area of bare, exposed wood on a freshly-sharpened pencil and compare it with a piece of rough wood. They will then become aware of the irregularities of even the smoother wood. Children should be encouraged to describe what they see.

3. Have them rub a piece of absorbent cotton over the surface of rough wood. Now ask them to rub absorbent cotton on a smooth desk top. Examine the desk surface with a magnifier They will notice fewer irregularities and see that no cotton is caught on the surface.

4. From the previous problem, the children have learned that it is easier to make an object slide over a smooth surface than over a rough one. Ask them to express their thoughts as to what makes a surface rough or smooth. They may say that a rough surface is bumpy, scratchy, uneven, or has sharp points which stick up.

Friction Helps Bring Moving Objects To a Stop

1. Ask children to recall sliding on ice, on waxed floors, wet floors, smooth stone steps and smooth metal subway gratings. Have children feel the surface of various objects and materials for smoothness and roughness. Ask them on which surfaces they would be more likely to slide.

2. Discuss the safety precautions we take to prevent slipping and skidding. Children may want to discuss the purpose of wearing sneakers for physical education and sports. The use of snow tires on vehicles is now a matter of law on so-called emergency routes and should be discussed. NOTE: Snow tires are of very little help on ice.

3. Sometimes we want to increase friction. Elicit from children that we scatter sand on icy roads, put chains on tires; that a baseball batter rubs his hands with dirt. All of these reduce unwanted slipperiness by making surfaces rougher.

4. Children should be able to explain why friction tape is used on bats, and rubber handles are put on certain tools. Why does a baseball batter pick up soil and rub his hands with it before he steps into the batter's box?

5. Ask child to imagine what would happen if all friction were to disappear. Have them express their ideas on this subject through the use of words or pictures.

5. Ask the class to imagine a world in which there is no friction. List on the board, or have each child list on a sheet of paper, the unusual events which might take place. Some children may wish to make drawings to illustrate the events listed. Discuss the reasons for these effects. Some of them might be listed as follows: "You Could Slide Forever," "You Couldn't Twist Open the Screwtop of a Jar," "Your Bicycle Brakes Would Not Work," "Autos Would Slip and Slide all the Time," "Trains Would Not be able to Start or Stop."

INTRODUCTION-STOPPING DISTANCE

Stopping distance is a physical measurement of time - reaction time, the time needed to recognize and implement the immediate necessity to stop, plus braking time, the time needed to stop the actual motion. These two times added together are related to speed and expressed as physical distance.

Variations in reaction time will affect the stopping distance. Faster reactions, somewhat shorter stopping distances. Slower reactions, longer stopping distances.

What finally determines our ability to stop is friction. With cars and bikes it's the friction between brakes, tires and road surface. In a free-wheeling youngster, it's friction between shoe leather and the surface he is running on.

Speed and Stopping Distance Activity

To show how speed increases stopping distance, select two students or have the children number off in pairs. On a given signal children begin, one walking, one running. When they reach a point predetermined and known only to you, the teacher, signals them to stop. Follow the activity with discussion questions such as:

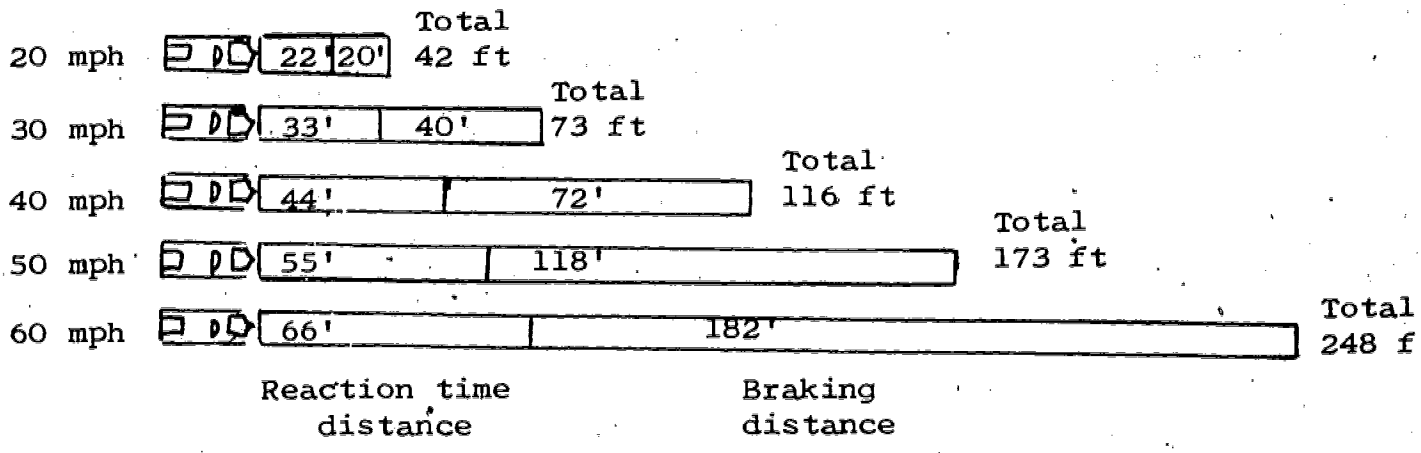
1. Which child was able to stop first? Why?
2. What are some factors that could increase the ability to stop? (A hard surface, rubber soles on shoes, physical control of body)
3. What factors could decrease or make stopping more difficult? (Ice, hard-packed snow, wet pavement or mud or loose gravel)

MASTER FOR REPRODUCTION

T -Speed, Reaction Time and Stopping Distances

T

SPEED, REACTION TIME AND STOPPING DISTANCES



1. How far does the car travel during the reaction time at a speed of:

   a) 20 miles per hour?

   b) 30 miles per hour?

   c) 40 miles per hour ?

   d) 50 miles per hour ?

2. Using the chart given to you, answer questions: If a car traveling at 60 miles per hour travels 66 feet during reaction time of the driver, at 70 miles per hour, how far will the car travel

3. How many more feet are required to stop traveling at:

   a) 40 miles per hour as compared to traveling at 20 miles per hour?

   b) 60 miles per hour as compared to 30 miles per hour?

   c) 50 miles per hour as compared to 20 miles per hour?

   d) 60 miles per hour as compared to 40 miles per hour?

   e) 50 miles per hour as compared to 40 miles per hour?

MASTER FOR REPRODUCTION 7

SPEED, REACTION TIME AND STOPPING DISTANCES

DIRECTIONS

Using the Master for Reproduction, have the students read the graph and tell the stopping distance in relation to speed.

In using this ditto master, it would be helpful to the students to ask questions such as the following:

1. Where are the miles per hour located?
   (on the left)

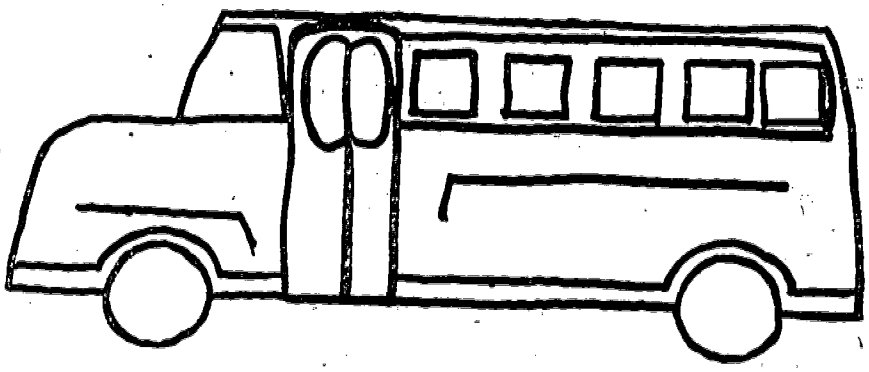
2. Which part of the graph shows reaction time?
   (the first portion)

3. Which part of the graph shows breaking distance?
   (the second portion)

4. Which portion figures represent the total stopping distance?
   (the ones on the far right)

ANSWERS

SCHOOL BUS SAFETY ACTIVITIES



UNIT OBJECTIVES:

1. The students will be able to discriminate between the desired and undesired behavior presented and identify its effects upon the school bus driver and the students.

2. The students will apply rules for waiting, entering, riding, and exiting the school bus.

OBJECTIVE: Having experienced the school bus learning activities, the student will be able to demonstrate his understanding of the procedures for waiting at the bus stop, entering, riding, and exiting the school bus by stating, role playing, or acting out these procedures at the discretion of the teacher.

PROCEDURES AT THE BUS STOP:

1. Know what time the bus will be ready to pick you up.
2. Be ready on time.
3. Plan to leave home at the same time each day.
4. Be at your bus stop at least five minutes before the bus. Avoid being at the bus stop too early.
5. If there are no sidewalks and you have to walk in the street, FACE TRAFFIC and walk in a single line.
6. Stay back away from the curb at least your arm length or more.
7. At the school bus stop, don't wait or play in the street.
8. Wait until your bus comes to a FULL STOP.

1. RESEARCHING THE SCHOOL BUS - Resource: Pat Co. Distributors
   P. O. Box 946
   Spa Road
   Annapolis, Maryland 21404

   (Or any other bus manufacturer.)

LEAD-OFF QUESTIONS:

How are school buses constructed?
What are the purpose and function of the specific parts of the bus?
What is a maintenance check?
Why is a maintenance check important and necessary?
What procedure is used during a maintenance check?
What are the qualifications for a school bus driver?

How do laws pertaining to driving school buses or other vehicles differ?
How do school bus laws differ from other vehicle laws?
What are the school bus laws in your county?

The class can be divided into groups to work on research projects or this can be done on an individual basis.

2. HOW CAN WE SELL OUR SCHOOL BUS MODEL? Children use techniques they feel are important in trying to sell the school bus as if it were a real item. What would be of interest to the buyer? What points would you stress? What advertising gimicks would you use to con vince the buyer? Two children may choose to compete against each other in their sales pitch. The class can select the one who was the more convincing and explain why. A possible resource for the presentation can be a professional salesman for a school bus manufacturer.

3. HOW ARE VEHICLES THE SAME? HOW DO THEY DIFFER? The backgrounds of the various types of vehicles may be researched by the children. After the research has been completed, have the children get together to compare their information. Areas include:

- Size (largest-smallest vehicles).
- Purpose (i.e. truck used for hauling).
- Why one vehicle type has a variety of sizes (i.e. cars— olkswagen to station wagons).
- Discuss how and why features are different on all vehicles (i.e. why passengers entering and exiting a school bus are different than the entering and exiting of automobile passengers).
- Discuss different physical features of the vehicles that pertain to safety. (Is vision for a bus or a car driver easier?)
- The number of wheels on a car and a bus and why the difference.
- Lights of each of the vehicles may be discussed.
- The duties (responsibilities) of the drivers for each of the different vehicles are explained.
- Stopping distances of large vehicles as opposed to stopping distance of smaller vehicles.
- What is
- Doors of vehicles may be compared.

INTRODUCTION: The following activities are designed to reinforce the procedures for entering the school bus.

PROCEDURES FOR ENTERING THE SCHOOL BUS:

1. Wait for the school bus doors to be opened.
2. Keep one hand free to use the handrail.
3. Allow the smaller children to be in front of the line.
4. Leave space between each child in case of:
   - abrupt halt by another child
   - child picking up a fallen object
   - child in front missing a step
5. Take seat promptly.

1. JUMBLED SENTENCES - Rearrange the sentences below and indicate whether the sentence is TRUE or FALSE.

   a. doors school bus for wait be opened to school the bus entering while. (TRUE)

   b. blow hand to one free horn keep the. (FALSE)

   c. children front line allow the the be smaller in to of. (TRUE)

   d. each between space leave child. (FALSE)

   e. promptly seat never take bus school entering the. (FALSE)

2. ORIGINAL TALL TALES - Children create original parodies, satire, or tall tales concerning what is unlikely to happen when they enter the school bus. Some titles might be:

   a. The President of the United Sates was on my School Bus
   b. Prehistoric Man Becomes My School Bus Driver of the Day
   c. My Younger Brother is Captain of the Bus Patrol
   d. My Bus Seat Spoke to Me and Said.....

INTRODUCTION: The following activities are designed to reinforce the procedures for riding on the bus and are constructed to be integrated in other disciplinary areas.

PROCEDURES FOR RIDING ON THE SCHOOL BUS:

1. Stay quietly in your seat.
2. Save snacks and homework for later.
3. Put books or bundles where they can't slide or fall.
4. Keep your arms and legs out of the aisles.
5. Try not to carry big or heavy things on a bus.
6. Your head, hand, and bundles are safest inside the bus.
7. Avoid: obstructing the path, rolling objects, spilling lunches and slippage, and throwing objects.
8. Remain seated while the bus is in motion.
9. Don't talk to the driver except in emergencies.
10. No talking at all when the bus is near a railroad crossing.

1. SIJO POETRY - Sijo is a product of 14th century Korea. It originated during the Yi Dynasty and became popular in America recently. The sijo form consists of six lines with six to eight syllables in each line.

Example of Sijo:

Slowly fall the soft, soft snow
White as sugar, white as milk
White as lace and white as the foam
On the ocean's billowy waves.
Wash your face in it. Throw it.
I love the snow, don't you?

(Sixth grade child)

Children can create Sijo poetry about their experiences while riding the school bus.

2. TRANSPORTATION TO SCHOOL IN THE YEAR 2000 EXHIBIT - Students develop ideas for inventions of vehicles of the future that may carry them to school in the year 2000. If possible, they might also make working models of their ideas. Children can work independently or as a group.

3. SAY IT WITH PUPPETS! Students can become puppeteers. Puppets can be created from paper bags, socks, sticks, cardboard, small boxes, or styrofoam. A puppet theatre can be made and a play can be written and produced using the children's puppet creations. These plays can be based on the school bus experience that the children encounter each day. These plays can be shown for assembly programs, at PTA meetings, or to individual classes in the school. Puppets produced can resemble the school bus driver, the school safety, the policeman, or any other individual they come into contact with in the school bus environment.

INTRODUCTION: The following activities are designed to reinforce the procedures for exiting the bus.
Note: Be sure that you use **the procedure specific to your county.**

PROCEDURES FOR EXITING

Since procedures for exiting vary from county to county, please check the proper procedure for your school and county and explain it to your students.

INFORMATION ON LOADING AND UNLOADING SCHOOL BUSES FOR THE STATE OF MARYLAND.

Baltimore City - The school bus pulls over to the curb at established transit bus stops, and the children exit and cross the street as pedestrians. No flashing warning lights are used, and cars can pass the school bus when it is stopped.

Baltimore County - If it is necessary for a child to cross the street before entering or after exiting the school bus, the child must make the crossing as a pedestrian. When the school bus stops to pick up children, it will flash its warning lights and cars coming from both directions must stop.

Counties other than Baltimore County - The school bus flashes warning lights as children enter and exit the school bus. When the children cross in front of the school bus, they should cross approximately five steps in front of the bus. If it is necessary for the child to cross the street, the driver will wait for the child.

* Emphasize to children that if they happen to drop any of their personal belongings near or under the bus, they should notify the driver and/or wait until the bus has gone before they attempt to retrieve that lost object.

1. CAMERAS TELL THE TRUTH - A group of students who are interested in photography and have the equipment can offer their services by taking candid pictures of what occurs at the bus stop, entering the bus, riding the bus, and exiting the school bus. This can be made into a bulletin board entitled THE SCHOOL BUS EXPERIENCE. Dialogue to accompany each picture can be written by other members of the class. A story board could also be developed using the photographs. Dramatizations can also be developed from these candid photos.

   Variation: Children can select the desirable and undesirable activities from the group of candid photographs the students have taken.

2. TAPES TELL THE TRUTH - A group of students who are interested in tape recording and have the equipment can offer their services by taping what actually goes on at the stop, entering the bus, riding the bus, and exiting the school bus. This can be played back as a listening activity. Children determine the desirable and undesirable activities they hear. The class may illustrate what they "hear" on the tapes.

3. MASTERS FOR REPRODUCTION

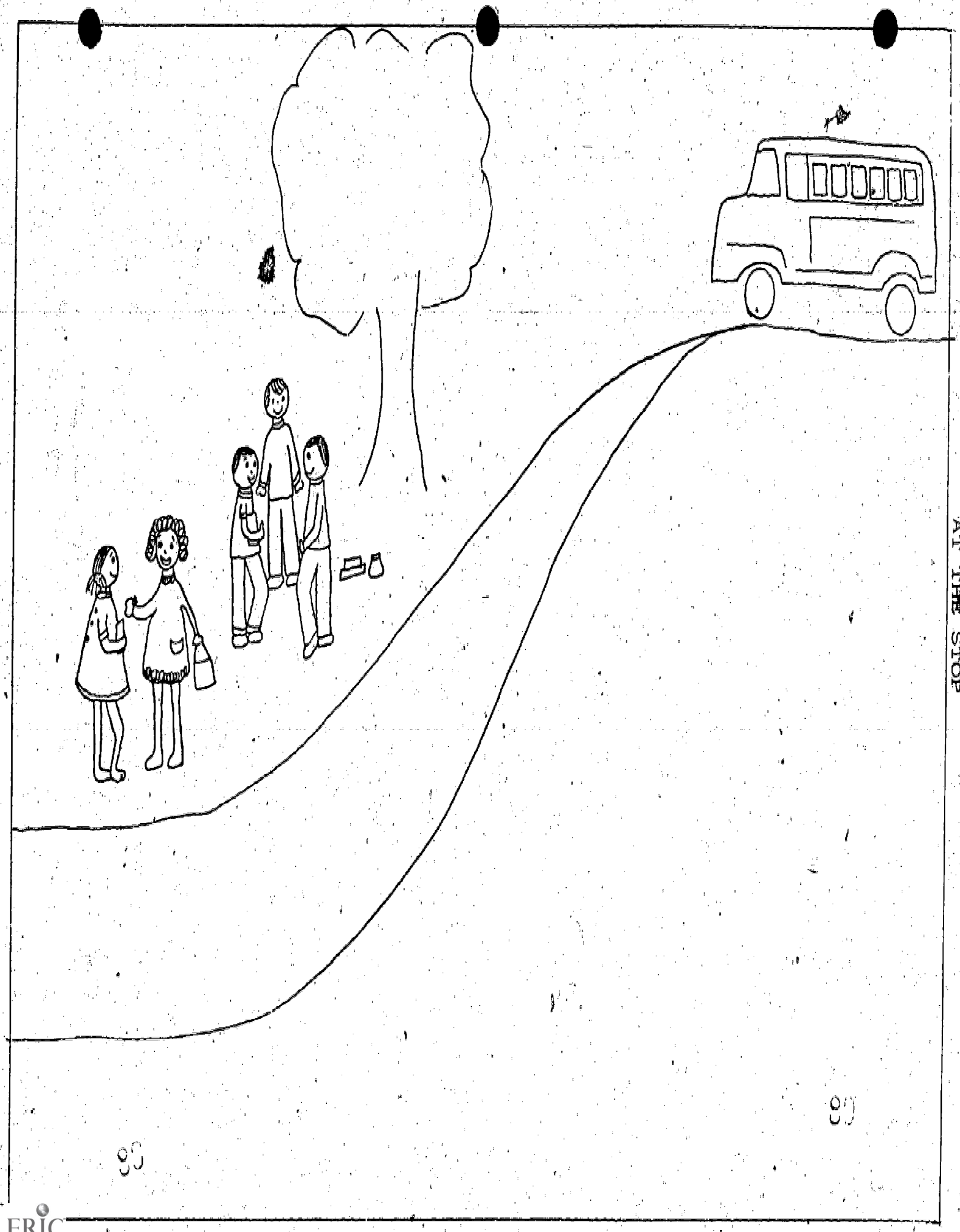
   A - At the Stop

   B - Entering

   C - Riding

   D - Exiting

   E - Crossword Bus Puzzle

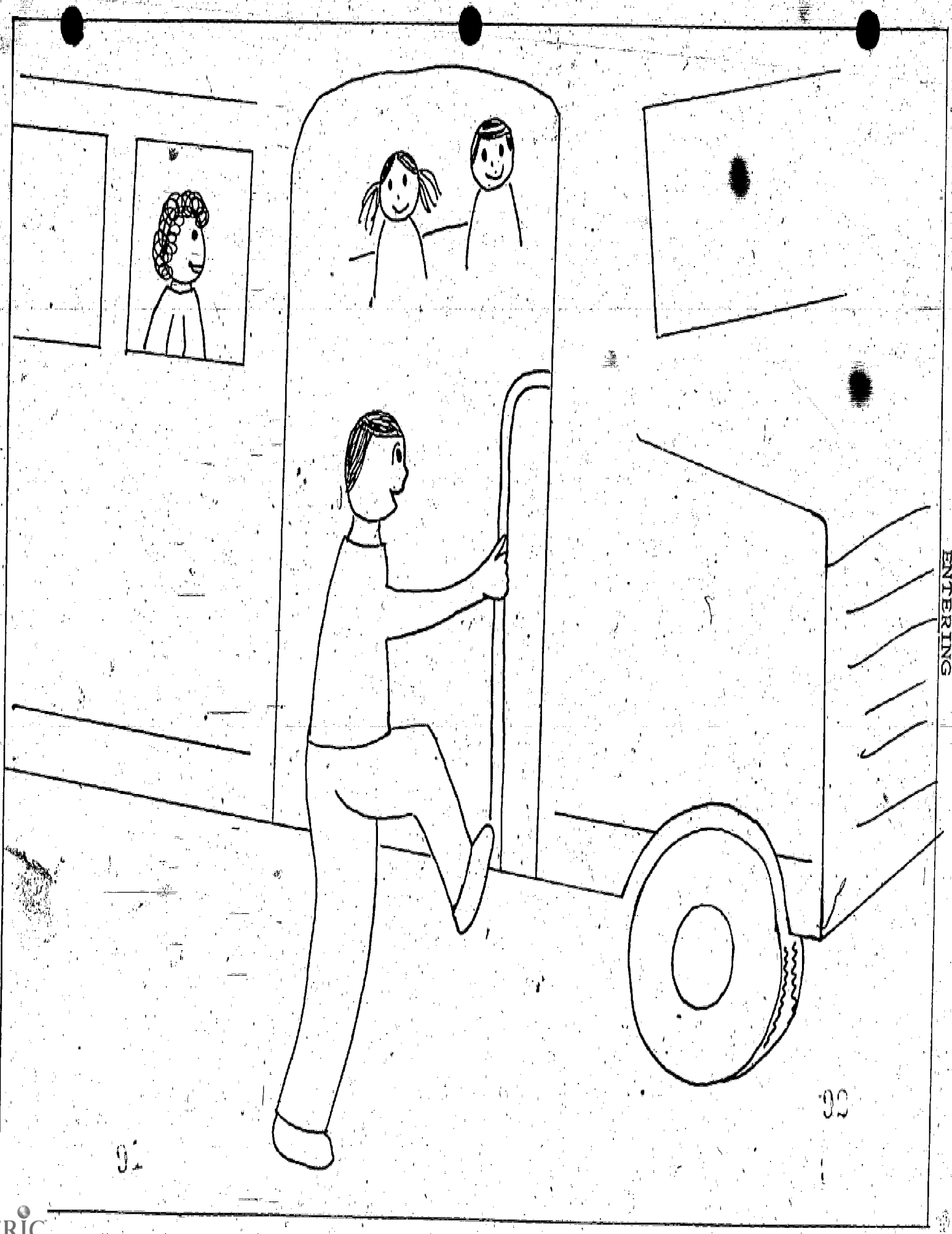

AT THE STOP

MASTER FOR REPRODUCTION A

AT THE STOP

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.

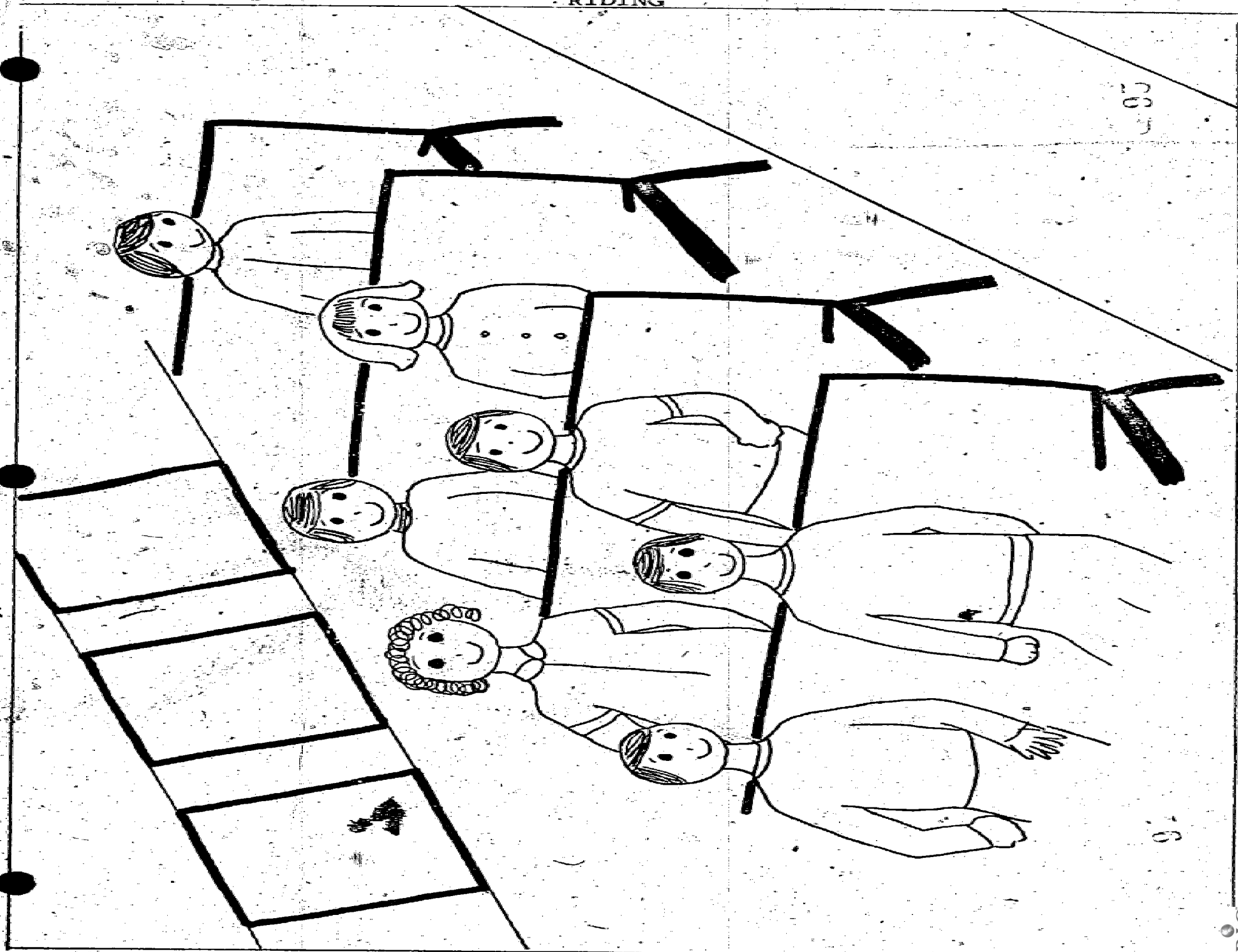

ENTERING

MASTER FOR REPRODUCTION B

ENTERING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.



MASTER FOR REPRODUCTION C

RIDING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.

EXITING

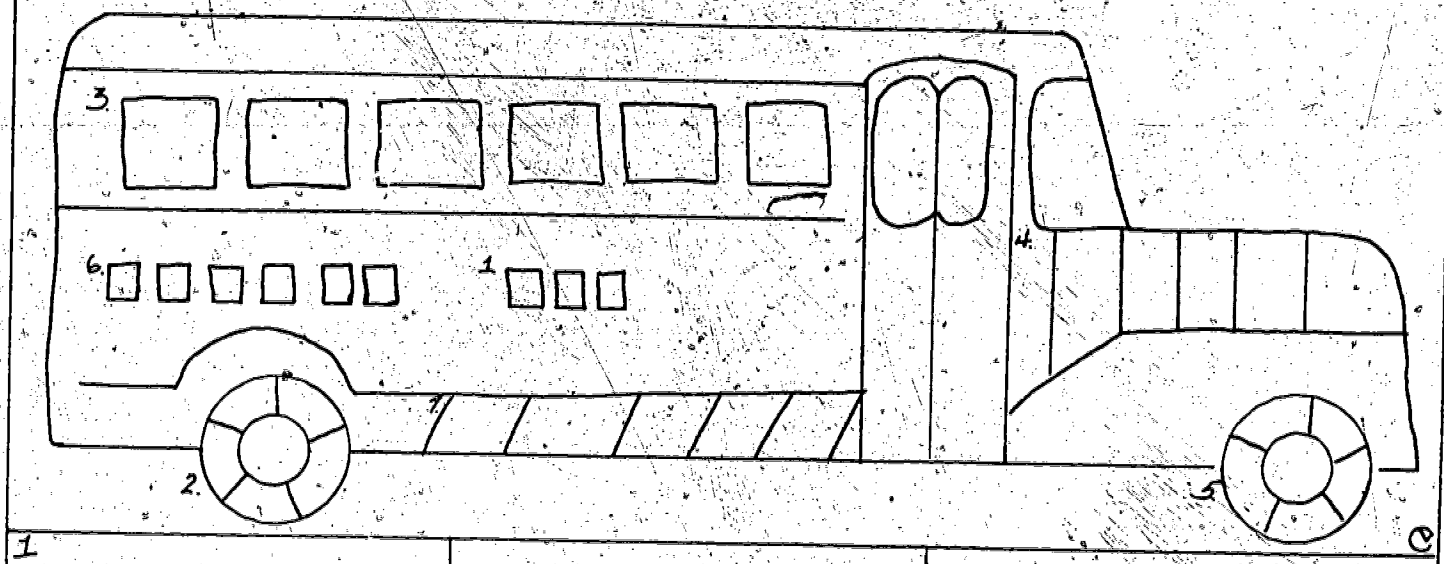
MASTER FOR REPRODUCTION D

EXITING

DIRECTIONS

Use this on an overhead projector and discuss the correct procedure.

CROSSWORD BUS PUZZLE



CROSSWORD PUZZLE

1. The name of a large vehicle that brings you to school.
2. The bus has several of these to help it move.
3. You use these to look out and see a view.
4. Another name for a motor.
5. They open to let you in and out of buses.
6. The name of a building where this vehicle picks up and drops off students.
7. You sit on these as you ride.

MASTER FOR REPRODUCTION E

CROSSWORD BUS PUZZLE

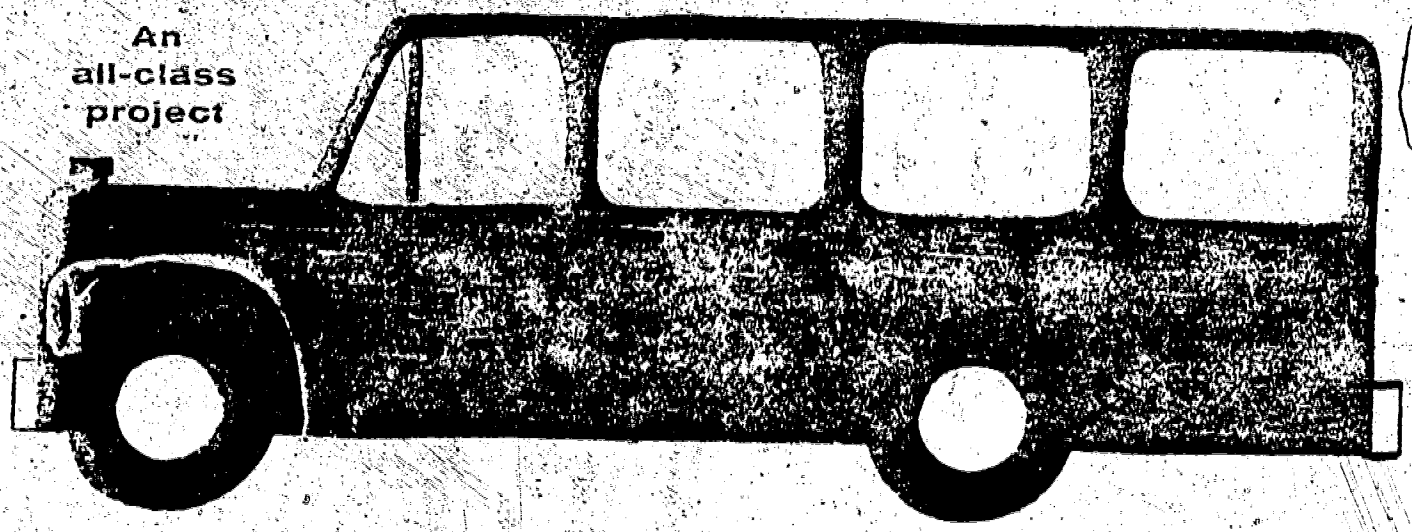
DIRECTIONS

Have the children fill in the proper spaces after reading each statement. Answers are below.

ANSWERS

1. Bus
2. Wheel
3. Window
4. Engine
5. Doors
6. School
7. Seats

An all-class project



SCHOOL BUS CUTOUT

Do you want an imaginative and effective way to teach a school bus safety lesson? Then ask your class to make this almost-life-size school bus out of colorful posterboard, add some chairs to form the bus interior, brief the children on the basic rules for safety and let them go on from there. They can show you how to board, where to sit, stow their books and where to stand. The possibilities for acting out safe bus riding practices are endless!

To make the bus, you'll need seven sheets of posterboard, paint or felt pens for decorating, glue, staples, construction paper for the bumpers and hubcaps, and tape that is at least one-inch wide. Begin by cutting one piece of the posterboard in half to form the bus hood.

Cut windows out of four boards. Cutting out a slanted windshield and projecting bumpers is optional. Then tape the pieces together vertically. If you allow enough flexibility when you tape, the bus can later be folded and stored like a Japanese screen.

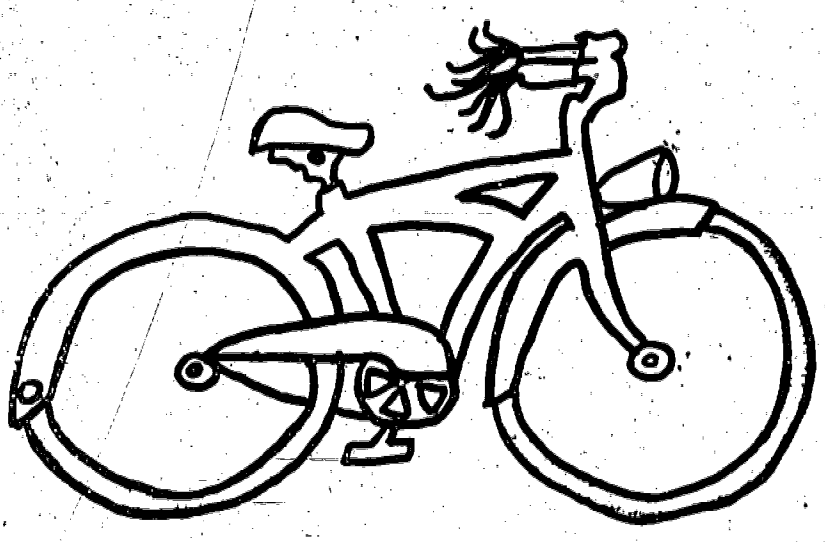
Cut two circles, each one almost as wide as one section of the bus. Tape to the posterboard in the location shown. The wheels should extend below the bottom line of the bus body so they hide the standing bus supports. Paste on hubcaps of construction paper.

Bus supports are made from two identical isosceles triangles cut from the posterboard. Each triangle should be about two-thirds the height of the bus (measuring from the bottom of the wheels), with a base about one-half the length of the triangle side. Fold the triangle in half vertically (you may have to score the board so it will fold properly). Attach one side of the folded half to the back of the bus behind the wheel. Bend the other half perpendicular to the bus body.

Add the fenders, lights, school name and any other decorations with brightly colored paint. Line up desk chairs in pairs to form the bus interior. The pupil designated as the driver should sit alone. Then, the children should learn and practice the following basic rules for riding the school bus safely.

1. Leave home early enough to reach your bus stop on time. Plan to be there no more than four or five minutes before the bus is scheduled to arrive.
2. As you wait for the bus, stay back from the road's edge so you won't accidentally slip and fall onto the highway, or distract passing motorists.
3. Stay back and wait for the bus to come to a complete stop. Then board the bus without delay, holding the handrail as you go up the steps. Take a seat quietly and stay seated until the bus comes to a *full* stop.
4. If you must stand as you ride to school, face the side or the front of the bus, and hold onto the backs of two seats, gripping one with each hand.
5. Follow the instructions of your driver and the school bus patrol (if you have one) promptly.
6. Keep books and packages on your lap or place them on the floor *under* your seat. Never put anything in the aisles.
7. Remember, good conduct is the first rule of safe behavior. There's nothing wrong with quiet conversation, but loud talking and any kind of active play are out. All talking should stop when you approach a railroad crossing, so the driver can listen for trains.
8. Don't do your homework or eat your breakfast on the bus. Think what might happen if the bus went over a bump, or stopped suddenly. You might choke on a mouthful of food or jab yourself.
9. Never put your head, elbows, arms — or anything else — out the windows. The first-aid kit, flares, fuses and the emergency doors are for emergency use only.
10. Get off the bus quickly and quietly without crowding, shoving or pushing. Don't linger around bus loading zones.

BICYCLE SAFETY ACTIVITIES



UNIT OBJECTIVES:

Through a sequence of learning activities using the bicycle as the focal point, the student will acquire a basic understanding of the highway system and its inherent laws.

BICYCLE BASIC CONCEPT REVIEW

1. A bicycle is a vehicle.

2. A good driver must consider: the size of bike, the type of bike, where he rides, and his skill.

3. Since the bicycle is a vehicle, the driver must know and understand the laws and rules of the road and know local regulations.

4. For a bicyclist to be safe, he should know the right size of bicycle for him, the right seat position, handlebar position, and body position.

5. There is equipment on a bicycle that is required for safety, and there is optional equipment for decorative purposes.

6. Keeping your bicycle in good working condition with all parts functioning properly is a must for a good bicycle driver.

7. A bicyclist should be able to recognize signs and signals by their shape and color.

8. A bicyclist must be familiar with the new signs.

9. A bicyclist must be able to recognize signs and signals for railroad crossings.

10. A bicyclist must be able to identify the meaning of street markings.

11. The bicyclist must know the rules of the road if the bicycle is to be used as a vehicle in the street.

SKILLS YOU MUST HAVE TO BE A GOOD BIKE DRIVER

1. Getting on and starting up.
2. Balancing.
3. Keeping a good position.
4. Pedaling and ankling.
5. Changing balance to turn, avoiding hazards.
6. Braking to control speed.
7. Stopping when you expect to cope with an emergency.
8. Getting off your bike.

Two important things to remember:

1. Proper fit.
2. Safety check.

SAFE BICYCLE PRACTICES

1. Safety check the vehicle.
2. Choose a safe route.
3. Drive the route mentally before starting.
4. Leave in time to reach the destination safely.
5. Know how well you can drive.
6. Get ready to drive before you start.
7. Keep safe following distances.
8. Keep to the right.
9. Look ahead--stay ready for action.

BICYCLE SAFETY CHECK

1. Be sure your bike is in safe condition for driving.
2. Be sure to have in working order a light in front, a reflector in back, and a horn or bell on your bike.
3. Keep to the right. Drive with the traffic, never against it.
4. Obey all signs, signals, and pavement markings.
5. Always use hand signals for right turn, left turn, and stop.
6. Make each turn with caution.
7. Always give the right-of-way to pedestrians.
8. Cross intersections safely.
9. Drive your bike as a traffic vehicle when you drive in a traffic area.
10. Take special precautions when you drive at night.

Child's Signature

Parent's Signature

PARENTAL GUIDE FOR PURCHASING A BICYCLE

1. Is my child old enough to understand his responsibility in traffic?
2. Will he keep a bike in good shape?
3. Will he practice a safe bicycle driver's code?
4. Will I see that my child gets proper instruction in bicycle safety before he is permitted to drive in traffic?
5. Do we live in a safe area, not heavily congested with traffic?
6. Are there safe places to ride a bike near home?
7. Does the bicycle fit the child? (Leg, thigh, and heel of the foot on the low pedal should form a straight line.)
8. Is the saddle parallel to the ground?
9. Are the handlebar grips at right angles to the handlebar stem?

NOTE: Some bicycles can be adjusted somewhat to the child.

Additional resource material can be obtained from: American Automobile Association, 1712 G Street, N. W., Washington, D. C.20006

OBJECTIVE: The students will be able to complete 80% of the activities dealing with the bicycle with 80% accuracy.

The students will be able to identify all of the laws that govern the use of the bicycle in the traffic environment.

CONCEPTS TO BE DEVELOPED:

1. There are certain limitations on bicycle use.
2. There is certain specific equipment on a bicycle.
3. Laws help to determine order in the traffic environment.
4. A bicycle is a vehicle and is subject to vehicular laws.

TEACHER INFORMATION

Sidewalk (People Path) - A sidewalk is a path at the side of a street for people, animals and non-vehicles. (A bicycle used on a sidewalk is not classified as a vehicle). A sidewalk can be made of concrete, grass, gravel, or asphalt.

Street (Car Path) - A street is an area designated for use by vehicles of various kinds and is not a play area unless blocked off and especially marked as such.

1. MASTERS FOR REPRODUCTION

A - Complete the Sentence
B - It's the Law - Bicycle Equipment
C - The Choice is Up To You! - Equipment
D - It's the Law - Carrying Articles
E - You Be the Judge - Pedestrian
F - You Be the Judge - Blind Persons
G - You Be the Judge - School Bus
H - Bike Bonus Game
I - Bike Bonus Transparency

Complete The Sentence

A

Given the statement below, answer the following questions in complete sentences.

1. Why do we need traffic laws?

2. Why do we need rules of the road for bicycle drivers?

3. Who are traffic laws for?

4. Why must bicycle drivers know the four basic shapes of traffic signs?

5. Although cars are allowed on expressways, bicycles are not. Is this a good law? Why or why not?

6. Auto drivers must pass a written test on the laws and a driving test before they can receive permission to drive a car. Do you think bicycle riders should pass a written test on the laws and pass a bicycle driving test? Why or why not?

MASTER FOR REPRODUCTION A

COMPLETE THE SENTENCE

DIRECTIONS

Distribute student handout. Students answer questions in complete sentences. Discussion of answers can follow.

IT'S THE LAW

Required Bicycle Equipment according to State of Maryland Motor Vehicle Law:

Brake - (11-1207 (c)) - Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

Bell - (11-1207 (b)) - No person shall operate a bicycle unless it is equipped with a bell or other device capable of giving a signal audible for a distance of at least 100 feet, except that a bicycle shall not be equipped with nor shall any person use upon a bicycle any siren or whistle.

Lamp and Reflector - (11-1207 (a)) - Every bicycle in use upon a highway at any time, when, due to insufficient light or unfavorable atmospheric conditions, persons and vehicles on the highway are not clearly discernible at a distance of 1000 feet, shall be equipped with a lamp on the front which emits a white light visible from a distance of at least 500 feet to the front and with a red reflector on the rear of a type approved by the Department which is visible from all distances from 600 feet to 100 feet to the rear when directly in front of lawful upper beams of head lamps on a motor vehicle. A lamp emitting a red light visible from a distance of 500 feet to the rear may be used in addition to the red reflector.

1. What does the word required mean?

2. Why has the State of Maryland written a law so that bicycle drivers are required to have brakes and bells, and have lights, lamps and reflectors on at night on their bicycles?

3. If a bicycle driver in the State of Maryland does not have the required equipment on his bicycle, how is he breaking the law?

4. What does the word recommended mean?

5. The following equipment for a bicycle is recommended safety equipment. After each object write a sentence telling why you think it may be safer to have this equipment on your bicycle.

Red Tail Light _____

_____

_____

Turn Signal _____

_____

_____

Rearview mirror _____

_____

_____

Fenders _____

_____

_____

Reflective Tape for night riding _____

_____

_____

6. Handle grips _____

_____

_____

MASTER FOR REPRODUCTION B

IT'S THE LAW

DIRECTIONS

Distribute student handout. Students read law and determine why it is necessary. Students answer each question with a complete sentence.

C

THE CHOICE IS UP TO YOU!

What does the word optional mean? The equipment below can be bought for your bicycle for the purpose of safety appearance or convenience. After each object below place an X on the box if you would or would not purchase it for your own bicycle. Write a good reason for each of your decisions on the lines provided.

Chain Guard [would] [would not]

Front Carriers [would] [would not]

Kick Stand [would] [would not]

Locks [would] [would not]

Speedometer [would] [would not]

Training Wheels [would] [would not]

MASTER FOR REPRODUCTION C

THE CHOICE IS UP TO YOU !

DIRECTIONS

Distribute student handout. Students check the box they desire and in a complete sentence write why they selected it.

IT'S THE LAW

MMVL 11-1206 - Carrying Articles, p. 49.

No person operating a bicycle shall carry any package, bundle or article which prevents the driver from keeping at least one hand upon the handlebars.

1. Name two things a bicycle driver can do to keep from breaking law #11-1206.

A. _____

_____

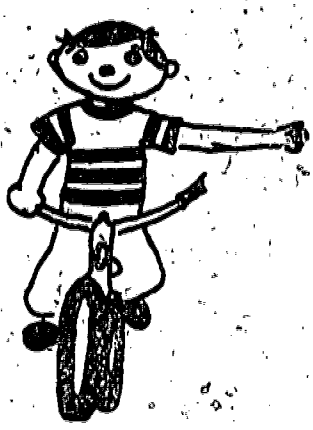
_____

B. _____

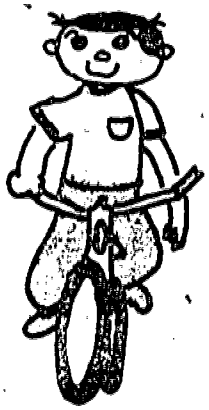
_____

_____

2. The following are the correct hand signals for stops and turns on your bicycle.



a. The left hand straight out means a left turn.



b. The left hand pointed down means stop.

c. The left hand straight up means a right turn.

The law says all vehicles must signal for turns and stops. Do you think this law is necessary for bicycle drivers? Why or why not? _____

_____

_____

_____

MASTER FOR REPRODUCTION D

IT'S THE LAW

DIRECTIONS

Distribute student handout. Students read law and answer with a complete sentence.

YOU BE THE JUDGE!

A pedestrian is crossing in the crosswalk. A bicycle driver thinks he can beat the pedestrian across. The bicycle driver starts to race across. He realizes he can't make it. He starts to slow down but it is too late, he bruises the pedestrian. The pedestrian sues the bicycle driver. The bicycle driver testifies that he started to slow down but he accidentally hit the pedestrian. YOU BE THE JUDGE! Who was right? Why was that the right decision? Base your answer on the bicycle laws that we studied. Write your decision in the space provided below.

MASTER FOR REPRODUCTION E

YOU BE THE JUDGE

DIRECTIONS

Distribute student handout. Students read situation presented Students write answers in complete sentences. Answers should be based on bicycle laws studied in class.

ANSWER:

THE LAW SAYS: The bicycle driver must STOP for pedestrians when they are in the crosswalk.

F

YOU BE THE JUDGE!

The light signals the bicycle rider that it is time for him to go. He starts to move. He sees a blind person crossing the street. As he rides closer he notices the blind person continues to walk across. He stops just in time to avoid hitting him. YOU BE THE JUDGE! Should the bike driver feel annoyed? Why or why not? Base your answer on the bicycle laws that we have studied. Write your decision in the space provided below.

MASTER FOR REPRODUCTION F

YOU BE THE JUDGE

DIRECTIONS

Distribute student handout. Students read situation presented. Have students write answers in complete sentences. Answers should be based on bicycle laws studied in class.

ANSWER:

THE LAW SAYS: Drivers must always come to a complete stop when approaching a blind person who is crossing a street or highway.

YOU BE THE JUDGE!

Carl was on his way to school. He drives his bicycle every day. He takes the same route every day. Yesterday it was very busy with a great deal of traffic. The school bus traffic made him especially angry. They keep on stopping and starting to pick up kids. They are a real pain to follow. Suddenly he passed the school bus when it stopped to pick up the children. Thd driver yelled to Carl, "Son, you just broke the law." YOU BE THE JUDGE! Was the bus driver correct? What law did Carl break? Write your decision on the space provided below. Base your decision on the bicycle laws we have studied.

MASTER FOR REPRODUCTION G

YOU BE THE JUDGE

DIRECTIONS

Distribute student handout. Have students read situation presented and write answers in complete sentences. Answers should be based on bicycle laws studied in class.

ANSWER:

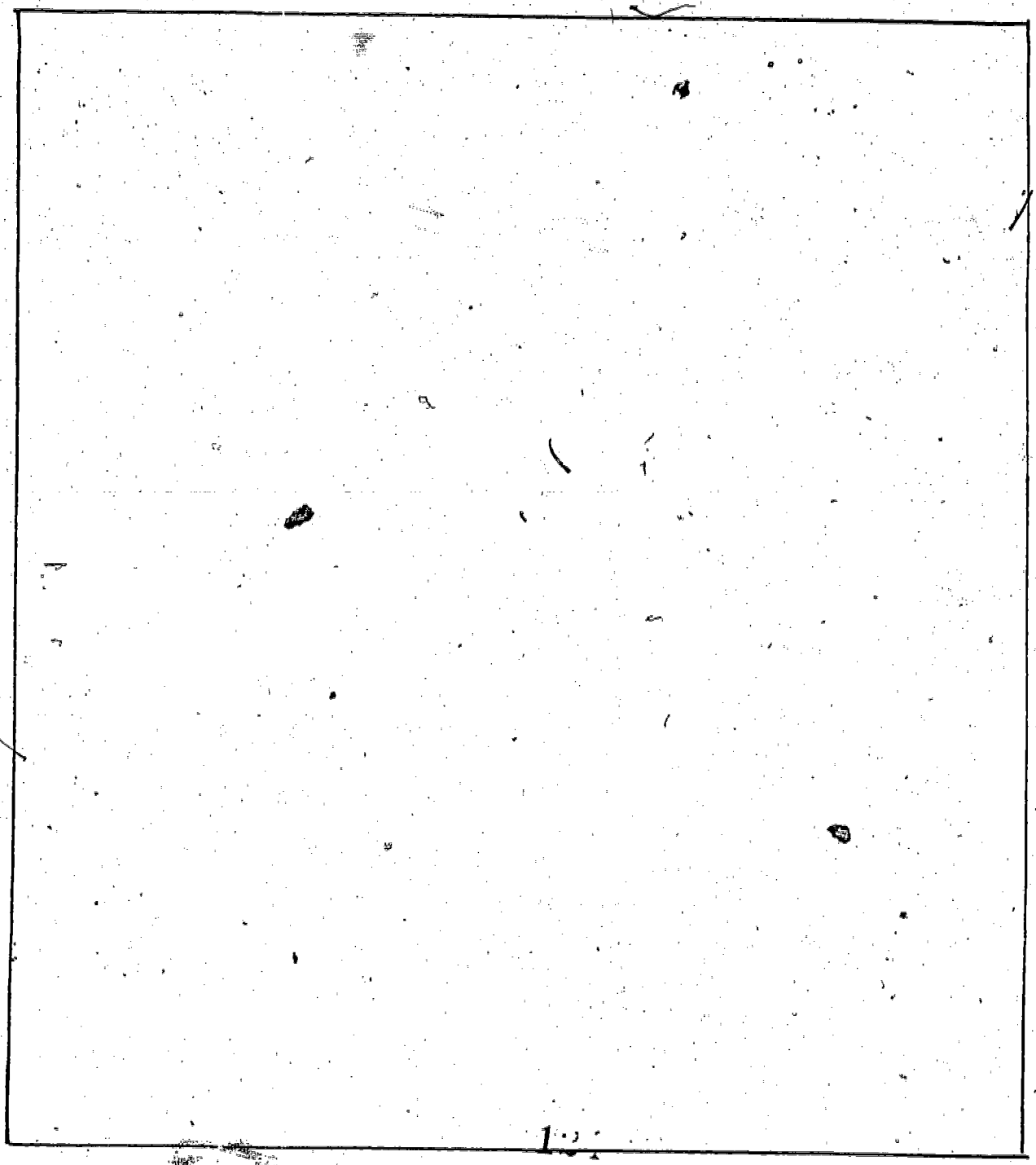
THE LAW SAYS: Bicycle riders must always stop for a school bus which has stopped to load or unload passengers. This is required when overtaking or meeting a school bus from either direction.

123

BIKE BONUS GAME

H

EACH CHILD STARTS WITH A BLANK SHEET OF PAPER. THE TEACHER POINTS TO THE NUMBERED ARROWS ON THE SHEET IN THE OVERHEAD PROJECTOR. WHEN CHILD RECOGNIZES PART THAT THE TEACHER HAS POINTED TO HE WRITES IT DOWN ON PAPER. TEACHER THEN REVEALS NAME OF PART. IF STUDENT IS CORRECT, HE CAN DRAW THE PART ON THE BLANK SHEET OF PAPER. THE FIRST CHILD COMPLETING THE TOTAL BICYCLE IS DECLARED THE WINNER.



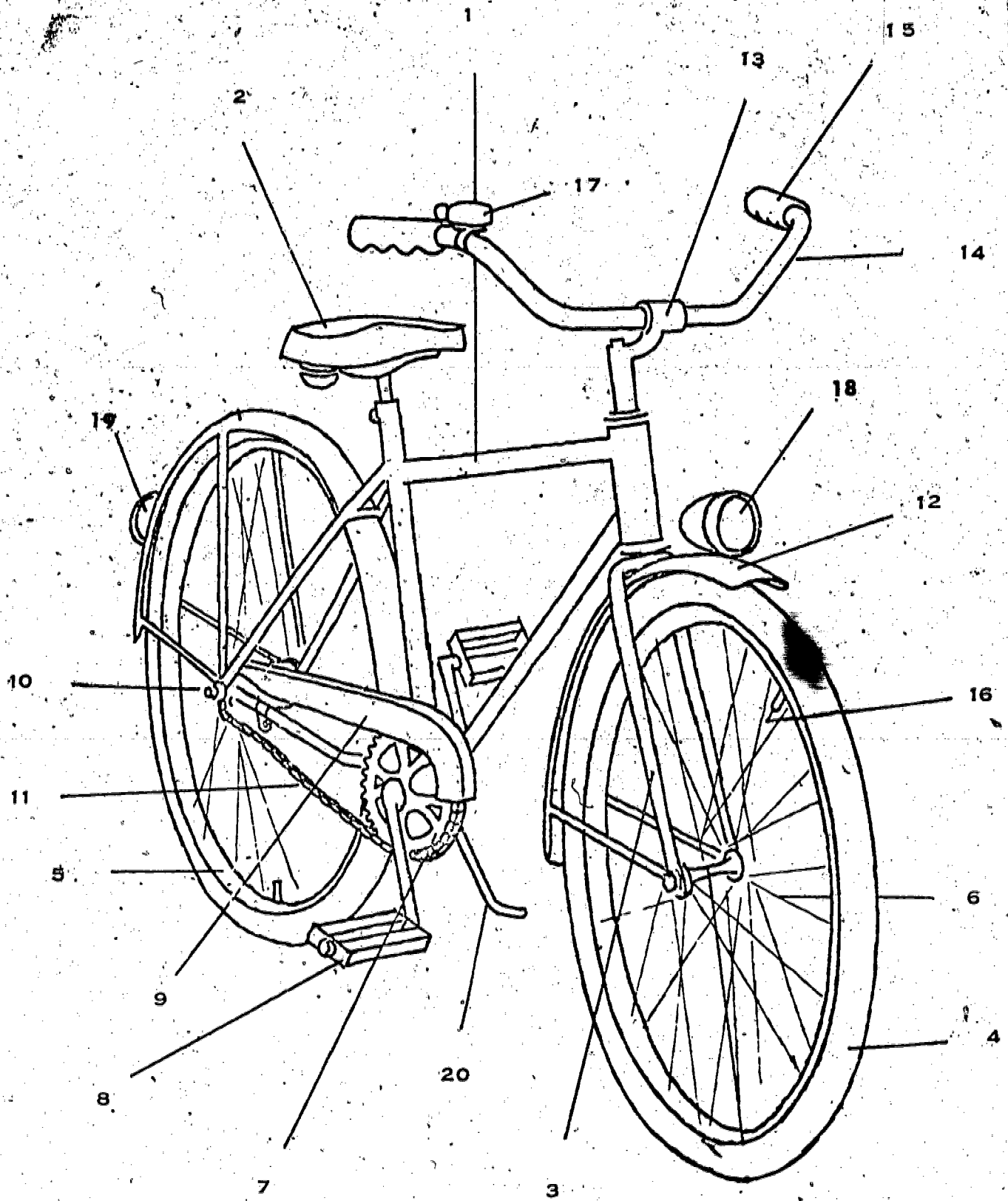
MASTER FOR REPRODUCTION H

BIKE BONUS GAME

DIRECTIONS

Distribute student handout. Teacher points to part of bicycle on overhead projector. Student writes name of part. If student is correct, he may draw part of a bicycle in the space provided. The first child to complete the total bicycle is the winner.

BIKE BONUS TRANSPARANCY



MASTER FOR REPRODUCTION I

BIKE BONUS TRANSPARENCY

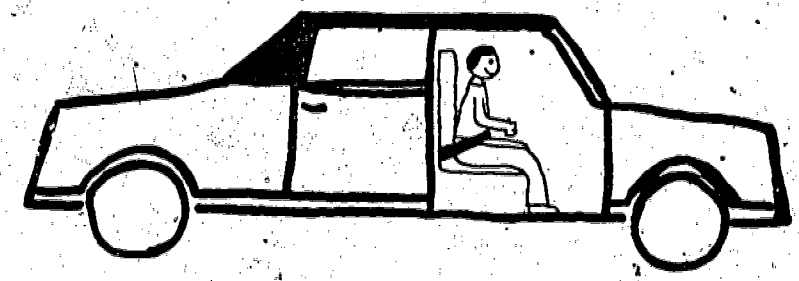
DIRECTIONS

Place the transparency on the overhead projector. Starting with one and going sequentially, have the children name each of the bicycle parts. When the child guesses the name of the bicycle part, he may draw it in the space provided on the Master for Reproduction I. The child who makes the most correct guesses wins the game.

ANSWERS:

1. Bicycle Frame
2. Saddle
3. Fork
4. Tire
5. Wheel
6. Spokes
7. Sprocket Wheel
8. Pedal
9. Chain Guard
10. Brake-Rear Sprocket
11. Chain
12. Fenders
13. Handlebar Stem
14. Handlebar
15. Handlebar Grip
16. Valve Stem
17. Horn
18. Light
19. Reflector
20. Kickstand

AUTO PASSENGER SAFETY ACTIVITIES



UNIT OBJECTIVES:

1. Through the involvement in a series of activities, the student will be motivated to use safety belts at all times.

2. The students will be able to identify and avoid specific hazardous activities while riding as a passenger.

OBJECTIVES:

1. The student will be able to state the advantages, limitations and disadvantages of head support systems.

2. Having experienced the following learning activities the student will be able to:

   A. State the procedures for entering and exiting a car.
   B. Describe at least two valid reasons for wearing a seat belt.
   C. Correctly demonstrate all procedures in a mock or real situation as outlined in the learning activities for entering and riding and exiting a car.

TEACHER INFORMATION

PROCEDURES FOR ENTERING A CAR

1. Open the car door on the curb side.
2. Be sure the door is closed securely.
3. Lock the door.
4. Fasten the seat belt and adjust it securely.

For further information and/or activities refer to Levels K-3.

1. SEAT BELT PURPOSES - DISCUSSION

This activity has been designed for children to learn the purposes of wearing a seat belt. The airplane is used as one example.

a) To show the need for seat belts, ask the following questions and allow time for discussion.

1. How many of you have taken a plane trip or perhaps seen movies or television programs about plane trips?

2. What is one of the first things the stewardess asks you to do when the plane is ready to leave? ("Ladies and Gentlemen, please fasten your seat belts.")

3. What does the stewardess ask you to do just before the plane lands? ("Ladies and Gentlemen, please fasten your seat belts.")

4. What information does a pilot usually give to passengers? (The following may be read to the children as an example.)

After the airplane has taken off and has reached the altitude at which you will be flying, many times the captain will say to you, "Ladies and Gentlemen, this is your captain speaking. The 'No Smoking' sign has been turned off and you are now free to unfasten your seat belts and move about. However, most experienced travelers keep their seat belts fastened in a comfortable position as they ride. We hope you will, too, in the event that we encounter any rough weather formations. Thank you, and thank you for flying with us."

5. Why do you think the airline people think seat belts are important?

6. Do you think they are important? Why or why not?

b) Discussion of seat belts in car.

1. Is an airplane the only place a seat belt is important?

2. How can seat belts help us in cars?

3. Is there any difference in a seat belt in a car and an airplane? What?

4. Do you know what a shoulder harness is? (Master for Reproduction A)

5. Why should seat belts be used?

LAP SHOULDER BELT: Lap belts work well up to 45 mph though even at 35 mph your head may be thrown forward to hit part of the car. But when a shoulder belt is added, drivers seem to become almost invulnerable. As this is written, no lap-shoulder belt wearer is known to have been killed in any accident while traveling at a speed of up to 60 mph.

Recently, a General Motors expert investigated 160 insurance company cases, all wrecks involving people in lap-shoulder belts. Half were very bad crashes, and cars were demolished. In such crashes, 50 to 100 people might have been killed or maimed. Yet all but two escaped with mild injury or none at all.

Even in "hopeless" wrecks - wild, ultra-high speed wipe-outs - they sometimes work. In one study of crashes at speeds over 60 mph the fatality rate for 270 wearers was less than one per cent.

Taken from: Reader's Digest
December, 1972

2. SHOULDER HARNESS UTILIZATION SAFETY ACTIVITY

This activity is designed to illustrate the proper use of a shoulder harness. People who design cars and work to keep us from hurting ourselves say that unless you are at least 4'7" tall, you should not wear the shoulder harness.

a) Have the children choose a partner and have them measure each other's height. On the chalkboard, list the names of the students who are tall enough to wear the shoulder harness. With masking tape, mark the height 4'7" on the door trim so the students will be able to measure themselves during the year.

b) Using an overlay made from Master for Reproduction A, show the proper position of the belts. (Note the space for a "fist" between the shoulder harness and the chest to allow freedom for movement to drive.) Discuss the positioning of the lap belt and shoulder harness.

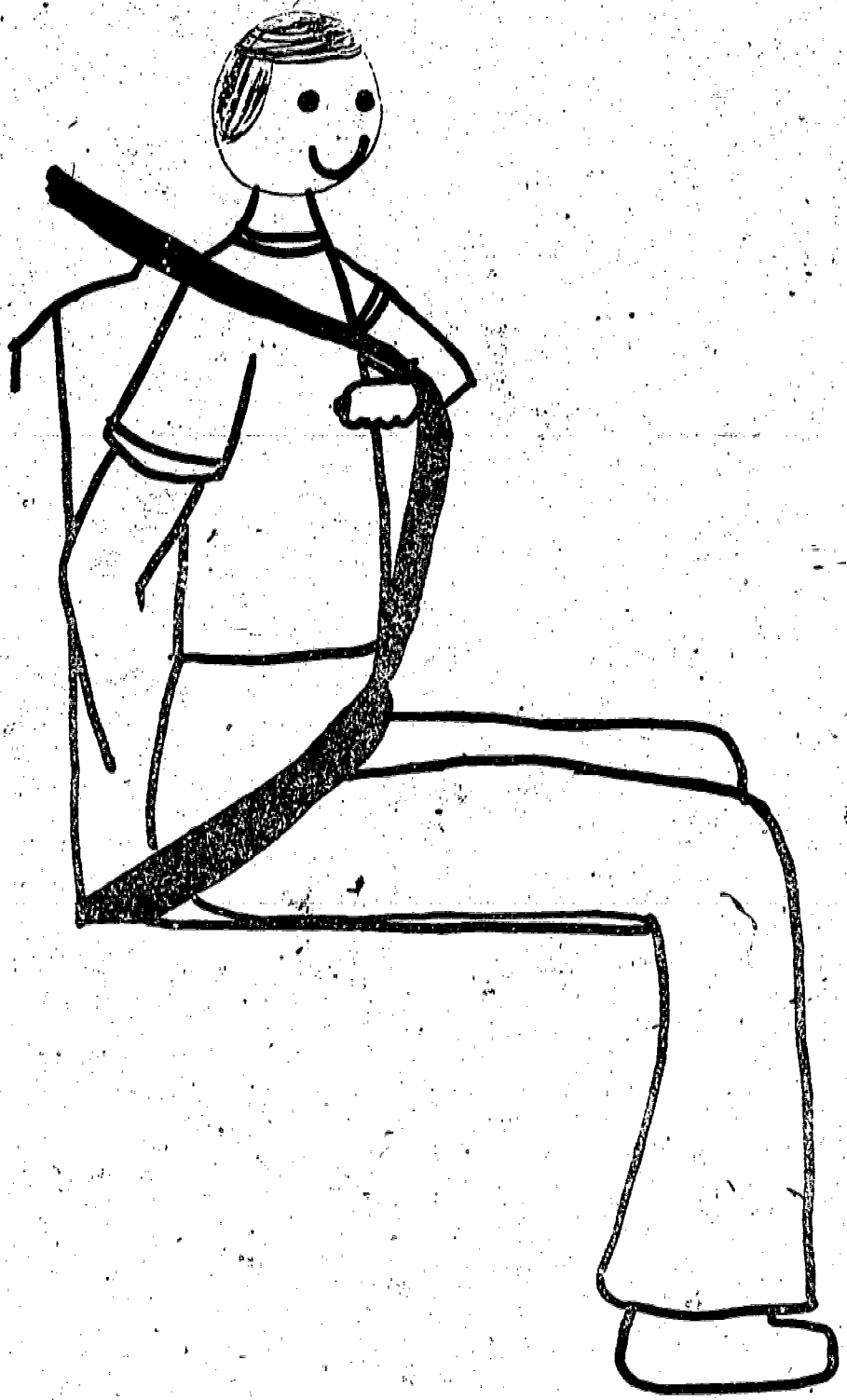
c) Distribute ditto made from Master for Reproduction B. Have the students draw in the seat belt and harness, positioned properly. Check the student drawings for accuracy by showing the overlay from Master for Reproduction A. Make corrections that are necessary.

3. MASTERS FOR REPRODUCTION

A - Shoulder Harness Position

B - Seat Belt - Shoulder Harness Position

A



MASTER FOR REPRODUCTION A

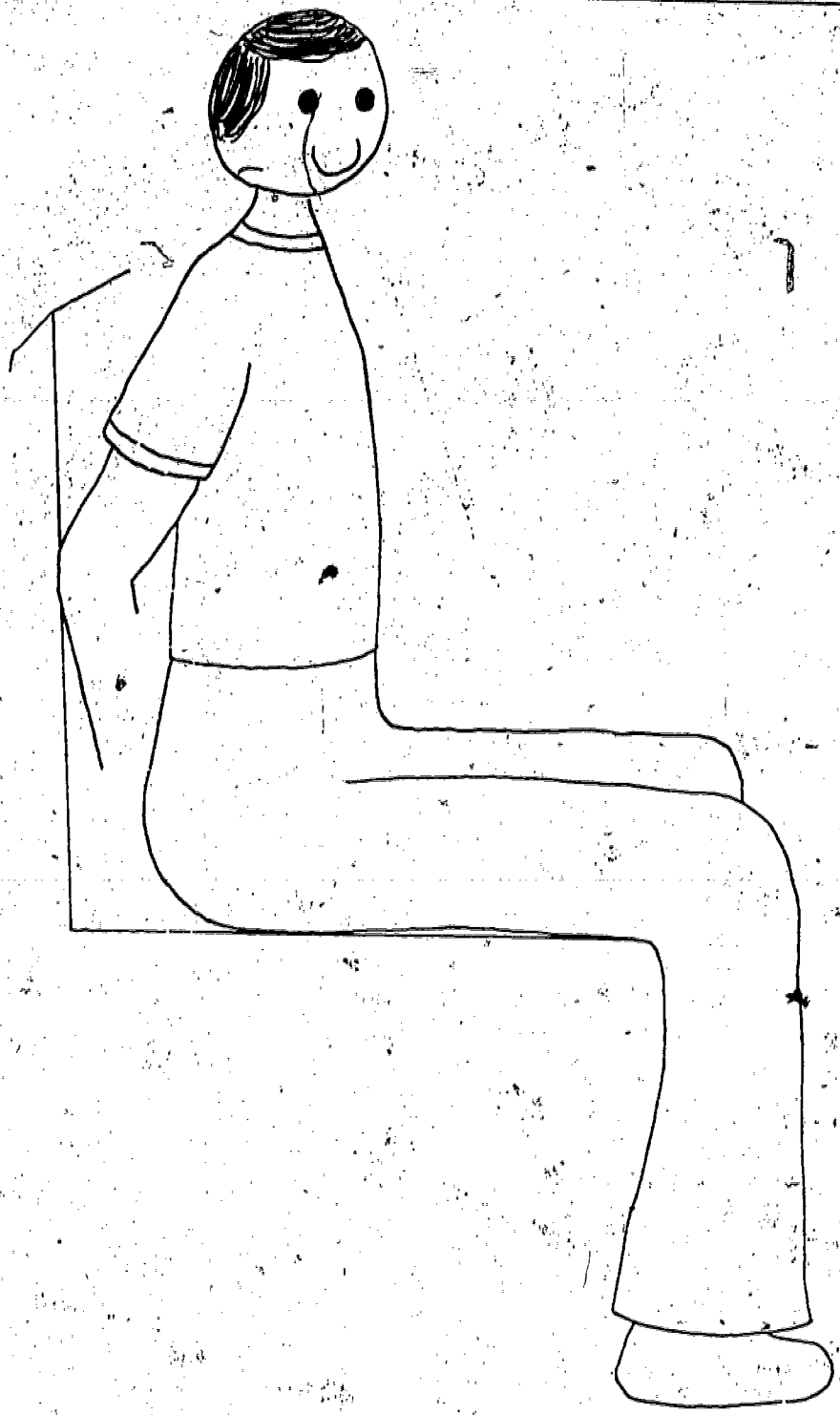
SHOULDER HARNESS POSITION

DIRECTIONS

This can be used as an overlay to show the proper position of belts.

SEAT BELT-SHOULDER HARNESS POSITION

B



135

C

MASTER FOR REPRODUCTION B

SEAT BELT-SHOULDER HARNESS POSITION

DIRECTIONS

Have the students draw in the seat belt and harness, positioned properly. (Use Master for Reproduction A as a guide.)

LANGUAGE ARTS ACTIVITY

INTRODUCTION

The series of Masters for Reproduction C through L tell a story in pictures. There are eight characters in the story, six of them children. To get across the concept that only one person is to use a seat belt, the pictures show the dilemma confronting the children when they all want to go for a ride with their father and they come up one seat belt short. In writing the play or story this gives the children the opportunity to react individually in a problem solving situation.

Have the students study the pictures in sequence.

Possible questions might include the following:

1. How many people want to ride in the car? (Seven)
2. How many seat belts are in a passenger car? (Six)
3. Are there enough seat belts for everyone? (No) Is it important that all passengers have individual belts? (Yes, authorities say only one person per seat belt, never double up!)
4. In looking at the pictures, is the problem of too many people per seat belt solved? If so, how?
5. How would you solve the problem if you were confronted with a problem such as the situation in the series of pictures?

PLAY-"Kenny's Friends"

The play, "Kenny's Friends," is included on Master for Reproduction C. The children may present the play to students in lower grades.

MASTERS FOR REPRODUCTION.

C-Kenny's Friends

D-Meeting

E-New Arrival

F-Chatting

G-Moving Along

H-Getting Ready

I-Buckling Up

J-A Problem

K-What's Wrong?

L-Making a Decision

KENNY'S FRIENDS

This brief playlet is about a young boy and his young friends. Kenny's plans to go with his father to buy a model car are disrupted when Kenny realizes there are more passengers in his father's car than there are safety belts. Kenny emerges the hero when he decides that he will be the passenger to remain behind so that there will be enough safety belts to ensure his friends' and family's safety.

There are eight characters. The time is today and the place is any neighborhood street. The costuming is street clothes except for "Mother," who wears an apron, and "Father," who wears a coat and tie. Desks or chairs can be used to represent the seats in the car.

CAST OF CHARACTERS

Kenny (Age 8)

Chris (Age 8)
Larry (Age 8) (Kenny's friends)
Billy (Age 8)

Julie, Kenny's Sister (Age 6)
Laurie, Julie's Friend (Age 6)
Mother
Father

(Kenny enters from one side of the stage. Starts walking across the stage as if walking down the street.)

(Chris, Larry, and Billy enter from opposite side of stage.)

LARRY: Hi, Kenny!

KENNY: Hi! Where ya' going?

BILLY: Nowhere. Just walkin' around.

KENNY: Me too. Wish there was somethin' to do.

CHRIS: Maybe we should walk up to the ball field.

(Julie enters slowly.)

KENNY: OK, that's an idea. Oh rats, here comes that dumb sister of mine.

LARRY: Ech! She's a pain.

BILLY: Come on, let's start running.

JULIE: Kenny, mummy says come home and get washed. Daddy's going for a ride.

KENNY: Where?

JULIE: I dunno.

CHRIS: Can we all go?

KENNY: Sure, come on.

(All run up to where Kenny's Mother and Father are.)

MOTHER: Ken, Daddy's going to the hardware store. He said he might get you one of those models you've been asking for.

KENNY: Oh great! Can my friends come?

FATHER: There's plenty of room in the car. O.K. guys, scramble in back. Julie and Ken up front.

JULIE: Good, that's where I like to sit.

(Everybody in position as if in a car. Three in front, three in back. Laurie comes running as Father starts the motor. She sees Julie in car.)

JULIE: Hi Laurie, wanna' come along?

LAURIE: Sure, where ya' going?

JULIE: Just down the street. Is it OK for Laurie to come? Please, Daddy, please-please.

FATHER: OK. Hop in. One more won't make any difference I guess.

KENNY: Wait a minute, Daddy, wait a minute. She can't come. Let's see - Daddy, Julie, and Me. - that's three; Larry, and you two guys - that's three. That makes six, and that's all the seat belts we have. That's the rule. You said everybody has to wear a seat belt.

FATHER: Kenny, it's OK this time. We're only going around the corner.

KENNY: (very agitated) So What? Remember what that man on TV said. It's the rule.

JULIE: (seeing that Laurie is beginning to cry) Oh, Daddy, Kenny's mean. I want Laurie to come. All his stupid friends are coming.

KENNY: No, she can't. Don't be such a creep, Julie. You know the rule.

(Julie and Laurie begin to cry together.)

KENNY: O, quit crying! I know. I got an idea. (Kenny gets out of car.) Get in, Laurie, where I was sitting and for Pete's sake stop bawling. Now everybody buckle up. Come on, Daddy - you first.

(Everybody pretends they are fastening their seat belts.)

FATHER: OK. Now we're all strapped in Ken. Now what?

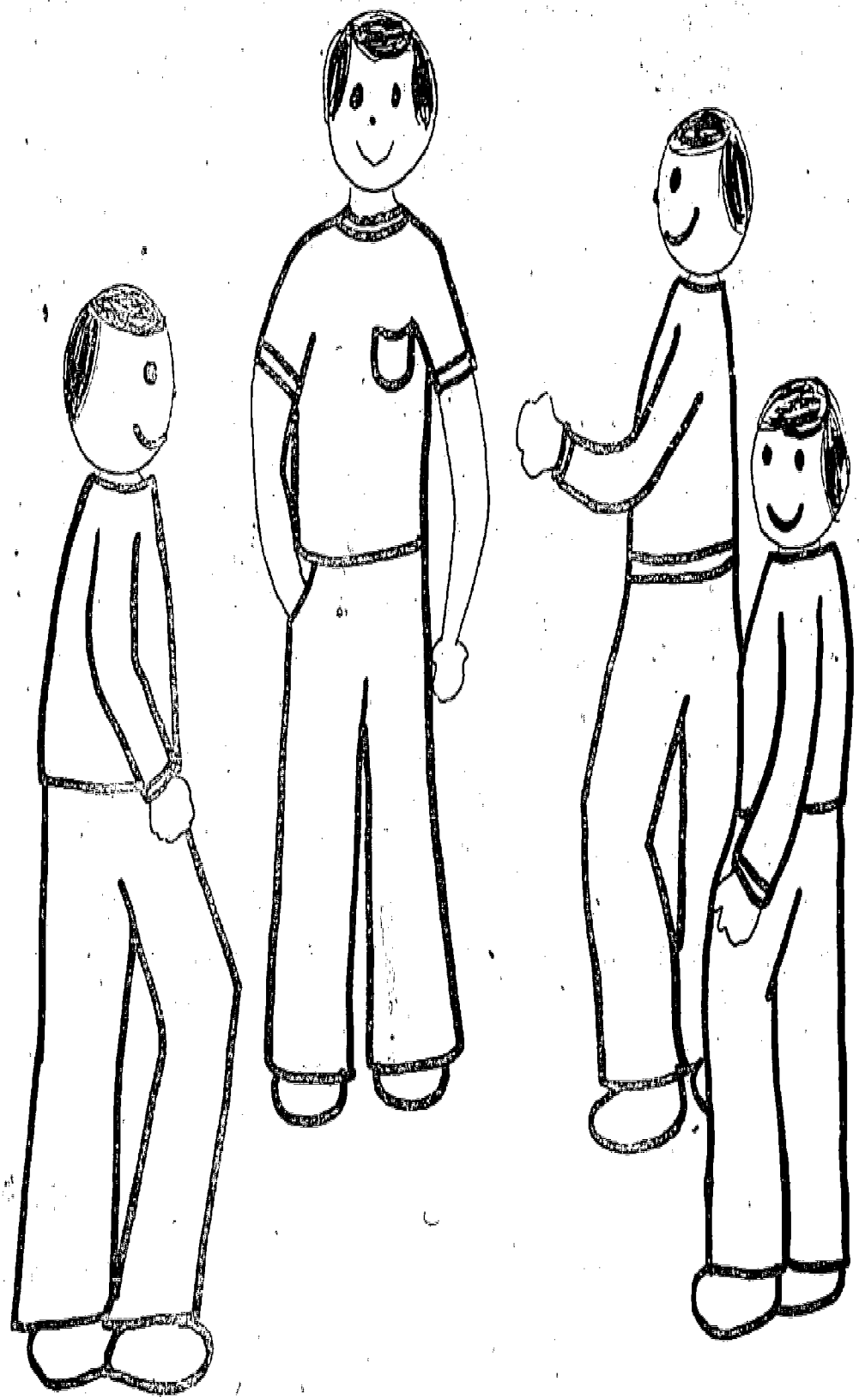
KENNY: I'm not going, that's what. I'll just hang around here and wait for you guys to come back. I don't mine not going. But say, Dad, how about bringing me back two of those car models since I let Laurie use my safety belt?

FATHER: Ken, I think you're pretty sneaky. You figured out a way to get two model cars instead of one. But I think you're real smart, too. You really are concerned about everybody's safety. And on top of that, you're a good brother and a good friend. For that, you'll get your cars.

KENNY: You're cool, Dad. Have a safe trip.

FATHER: We will - because of you, son.

FROM: TEACHING CHILDREN ABOUT SAFETY BELTS
U.S. Department of Transportation
National Highway Taffic Safety Administration
Washington, D.C. 20590



MEETING

MASTER FOR REPRODUCTION D

MEETING

DIRECTIONS

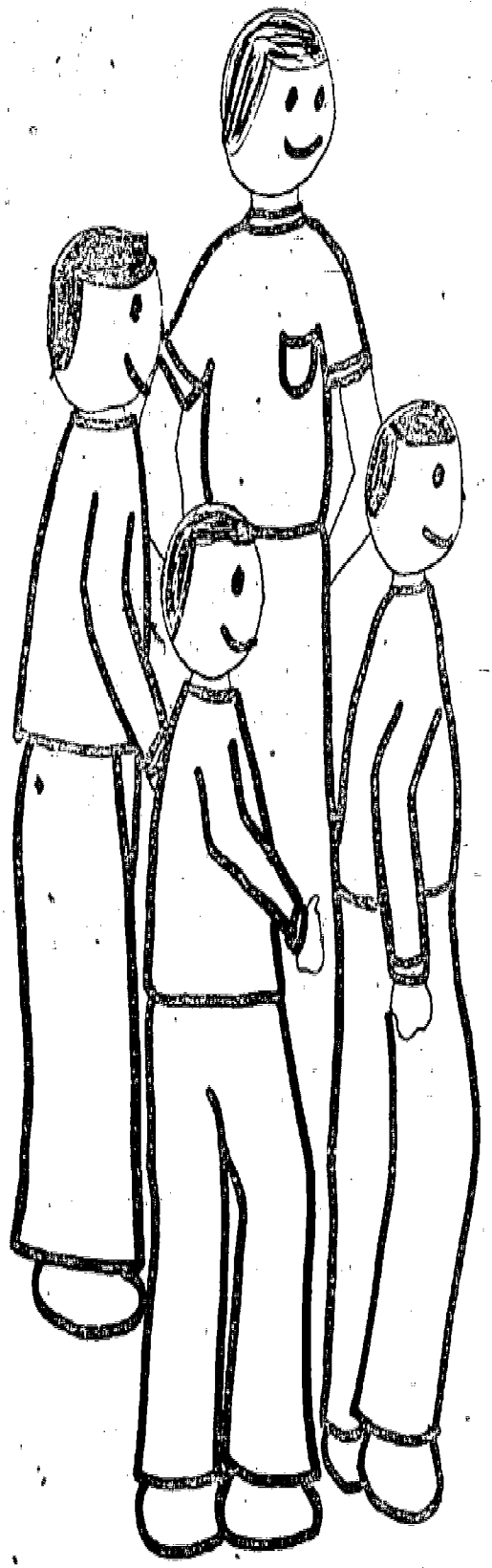
Using the series for Reproduction D-L, have the children develop a safety belt story to parallel the pictures or the story Kenny's Friend(Master for Reproduction C and C continued.)

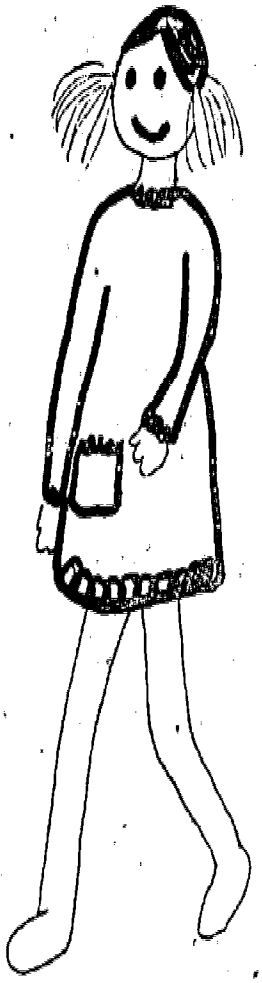
*At the teacher's discretion, the story may then be developed into a play to be presented to lower grades and/or parents.

Master for Reproduction D-This shows four boys, age eight or nine, talking in a group. Have the children discuss the picture.

Possible discussion questions:

1. What could the children be discussing?
2. Why is it important to sometimes talk in a group?





NEW ARRIVAL

MASTER FOR REPRODUCTION E

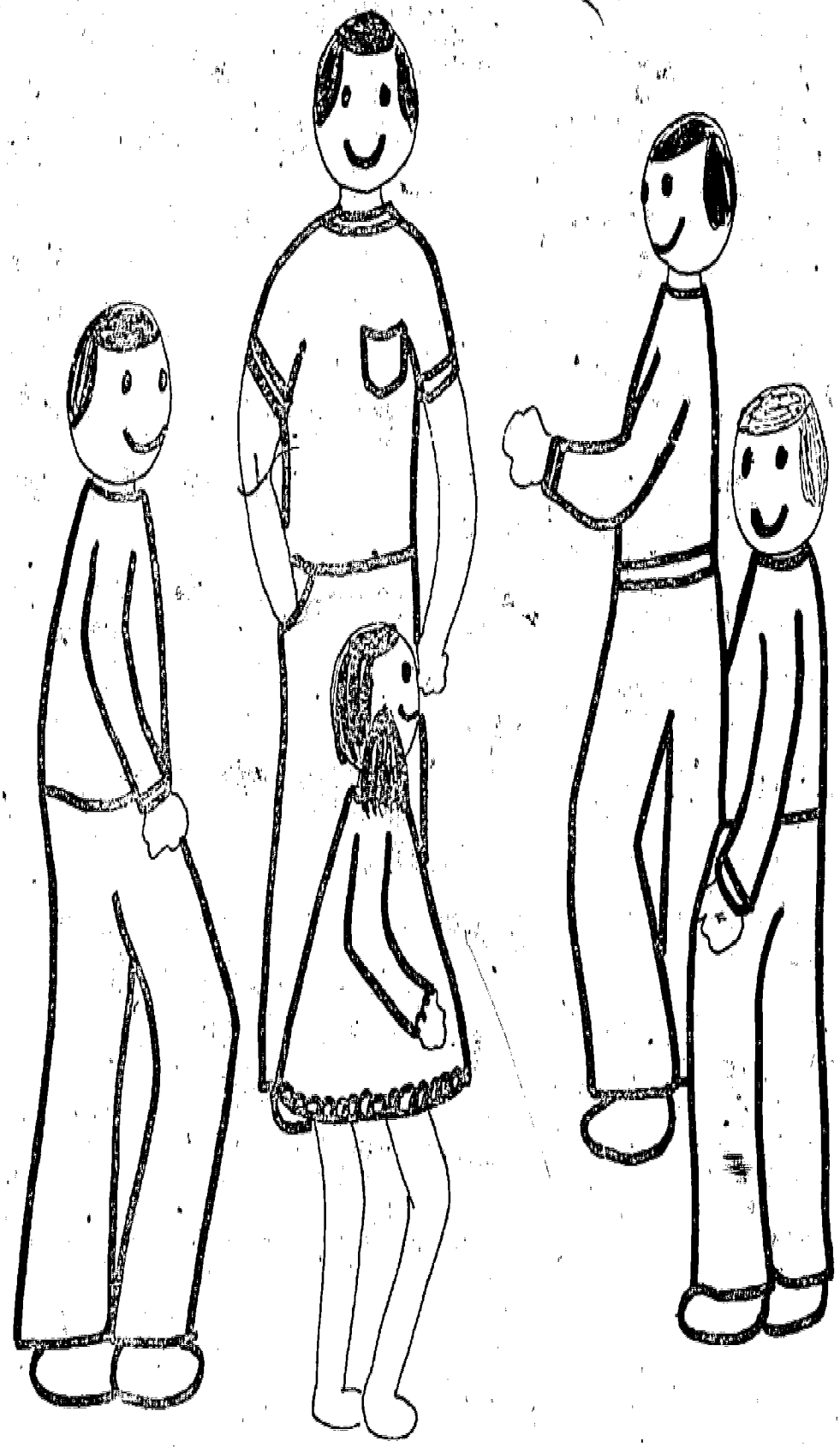
NEW ARRIVAL

DIRECTIONS

Master for Reproduction E shows four boys talking. They look as sister enters----------Laurie, age six. Have children discuss picture.

Possible discussion questions:

1. What might the girl be doing?
2. How might the boys feel with a newcomer to the group?



MASTER FOR REPRODUCTION F

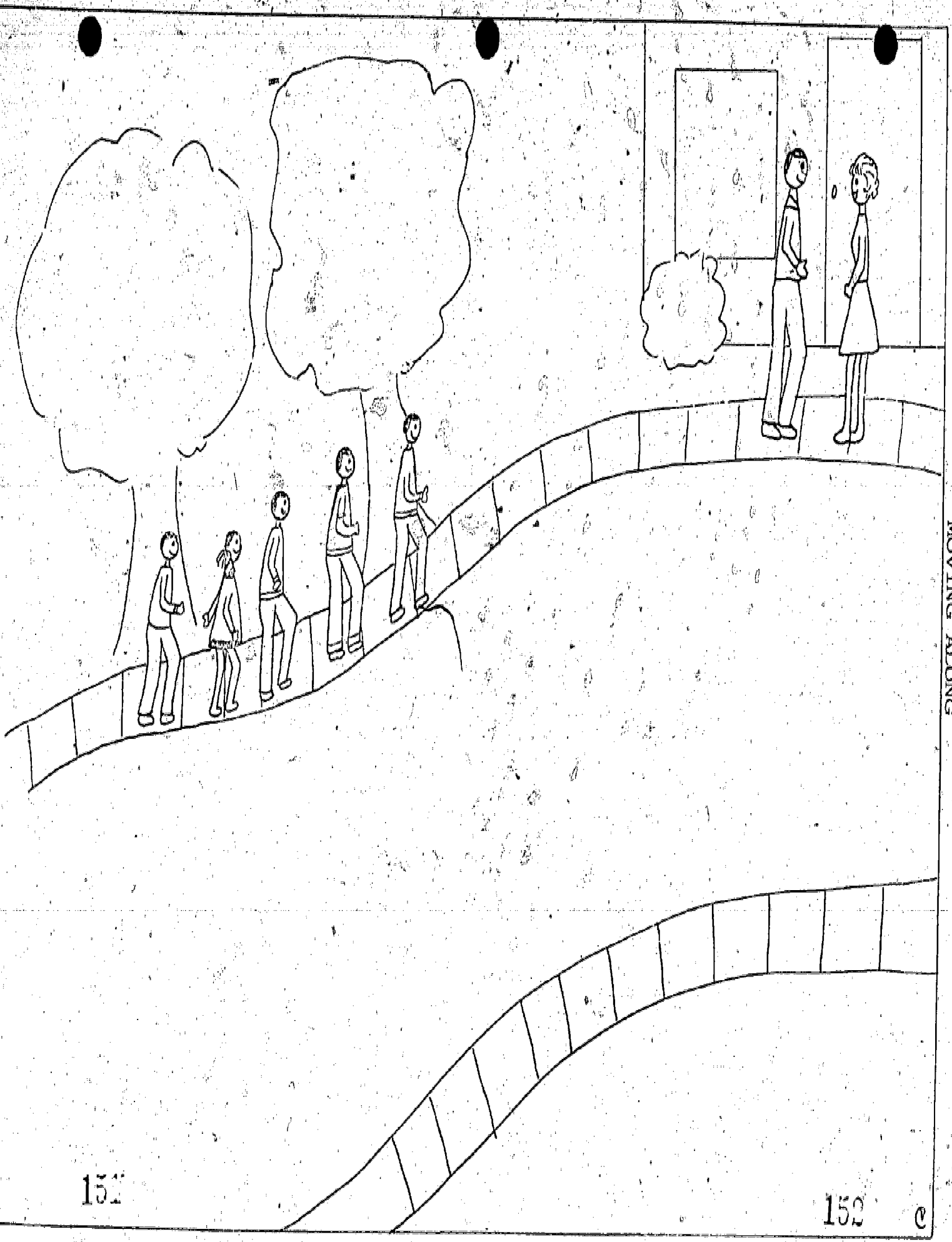
CHATTING

DIRECTIONS

Master for Reproduction F shows Julie talking with all four boys. Have students discuss the picture.

Possible discussion questions:

1. What might Julie be asking the boys?
2. What could the group members do to be courteous to Julie and make her feel at ease?


151
152

MASTER FOR REPRODUCTION G

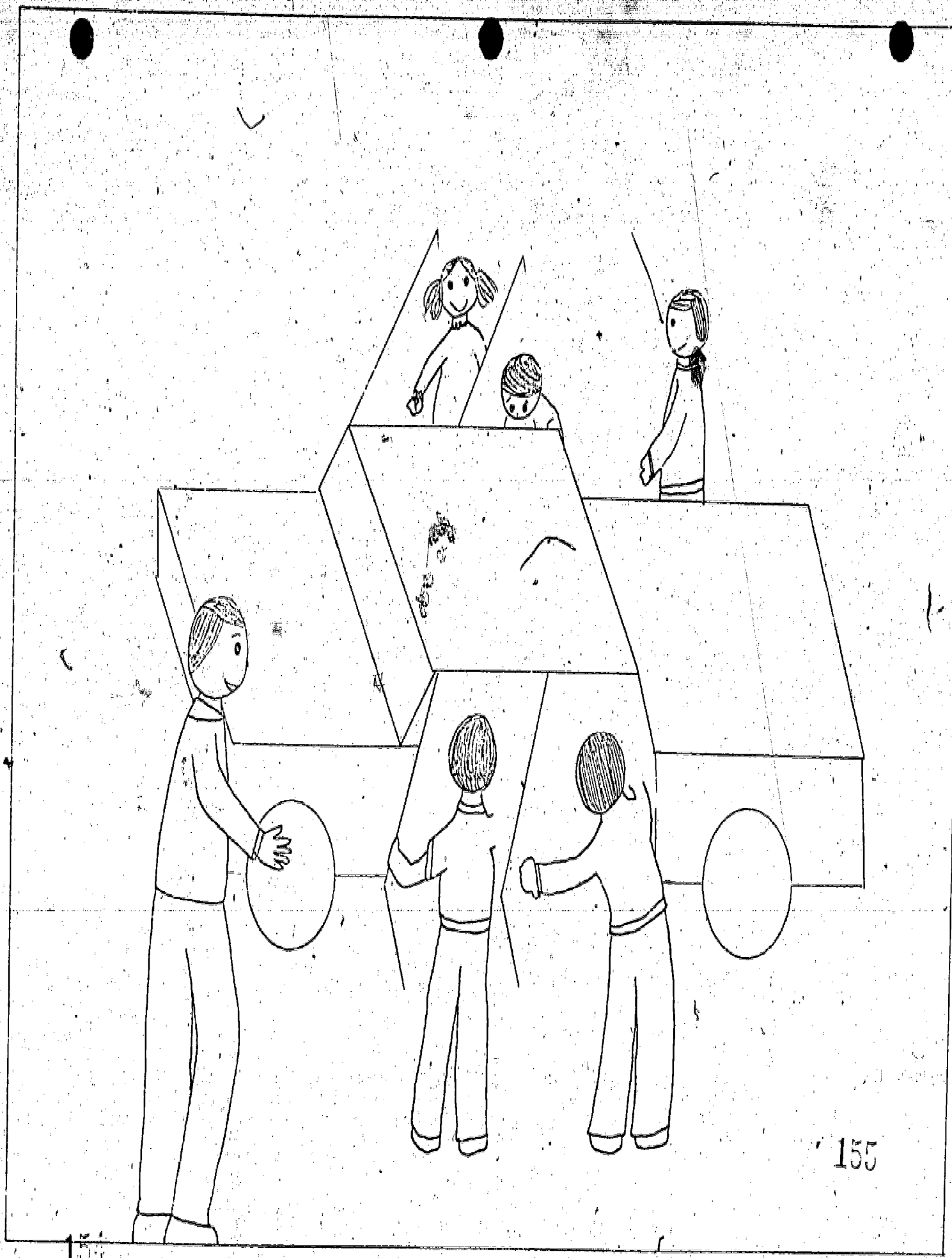
MOVING ALONG

DIRECTIONS

Master for Reproduction G shows four boys and Julie running up the street toward Mother and Father. Have the students discuss the picture.

Possible discussion questions:

1. Where might Julie be taking the boys?
2. What do you think they might be doing?



MASTER FOR REPRODUCTION H

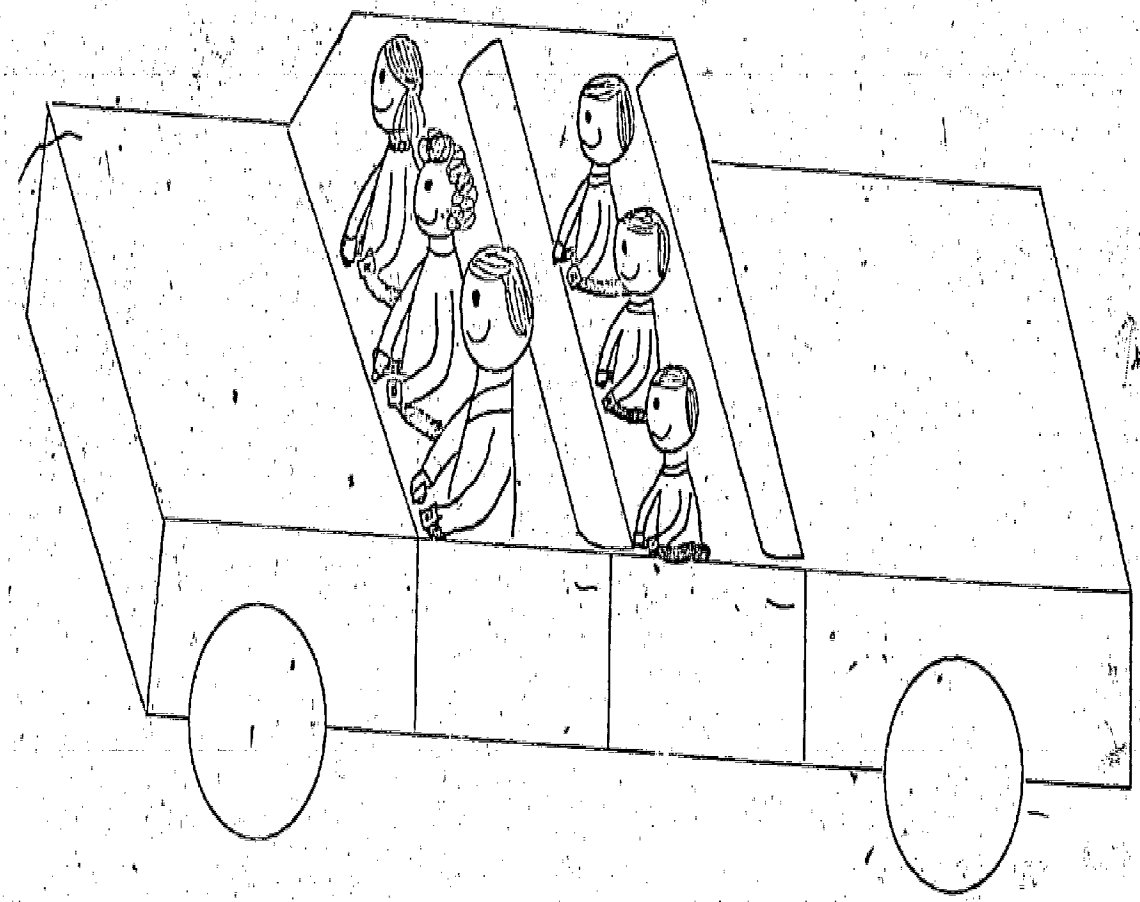
GETTING READY

DIRECTIONS

Master for Reproduction H shows Mother, Father, Kenny and his sister talking to each other as they get into the car. Have students discuss the picture.

Possible discussion questions:

1. Why might the children be getting into the car?
2. Where do you think they may be going?
3. What are they wearing?



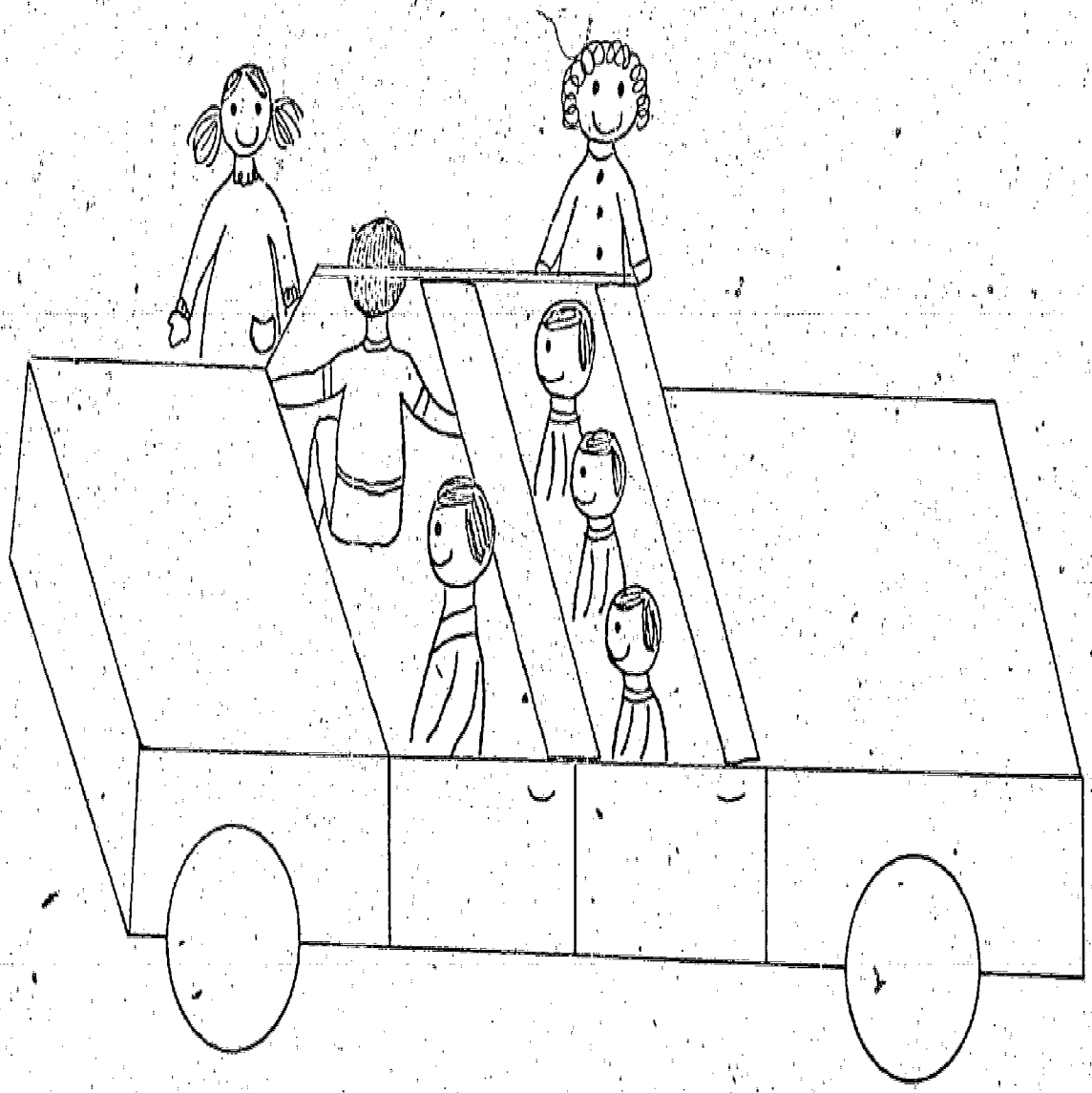
MASTER FOR REPRODUCTION I

BUCKLING UP

DIRECTIONS

Master for Reproduction I shows everybody in a position as in car; three in back, three in front. Have students discuss. Possible discussion questions:

1. What have they done with the seat belts?
2. Why use seat belts?



MASTER FOR REPRODUCTION J

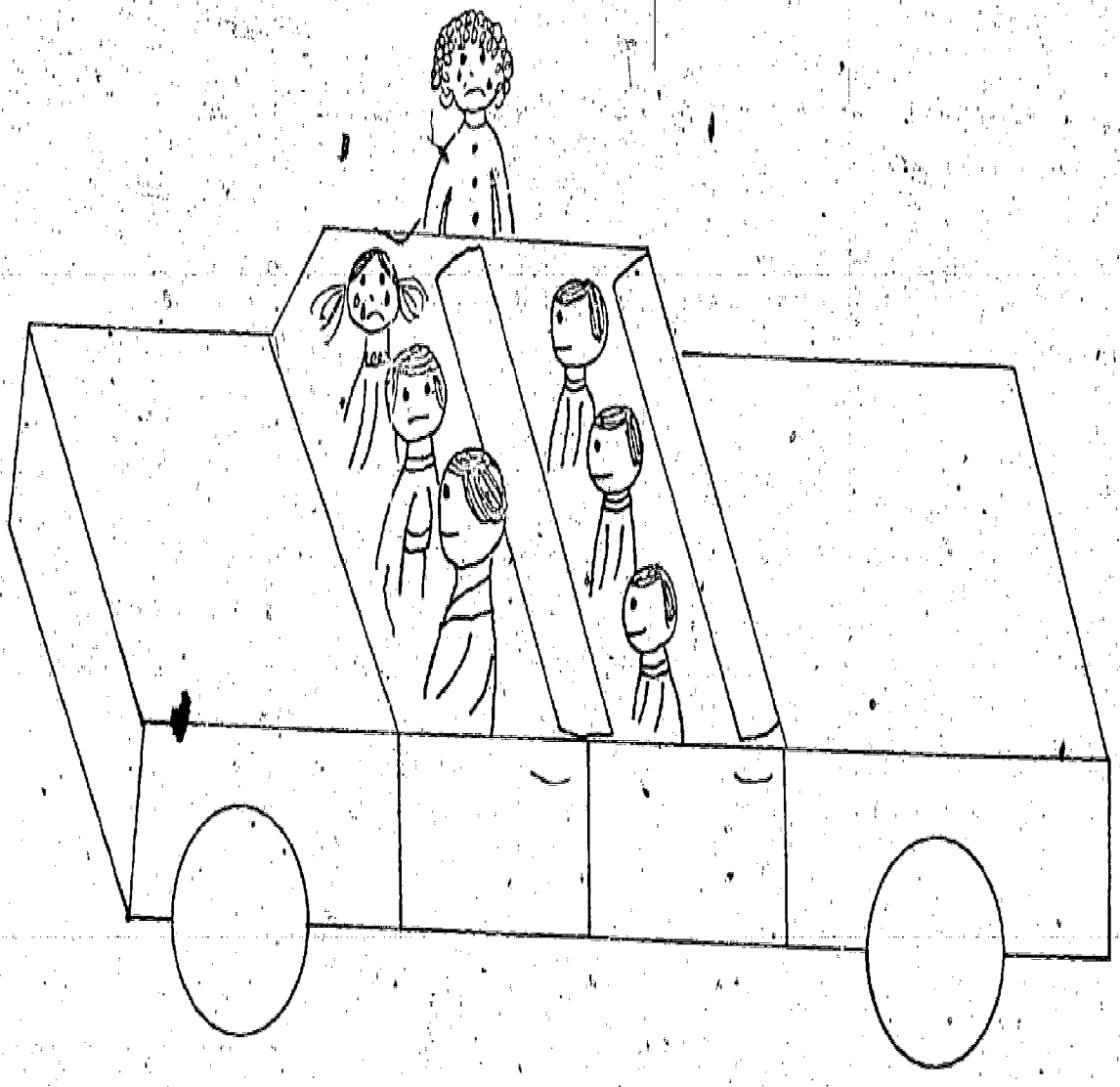
A PROBLEM

DIRECTIONS

Master for Reproduction J shows Kenny talking to Father pointing out that there are six seat belts and seven people. Have students discuss picture.

Possible discussion questions:

1. What alternatives can be taken?
2. What would you do?



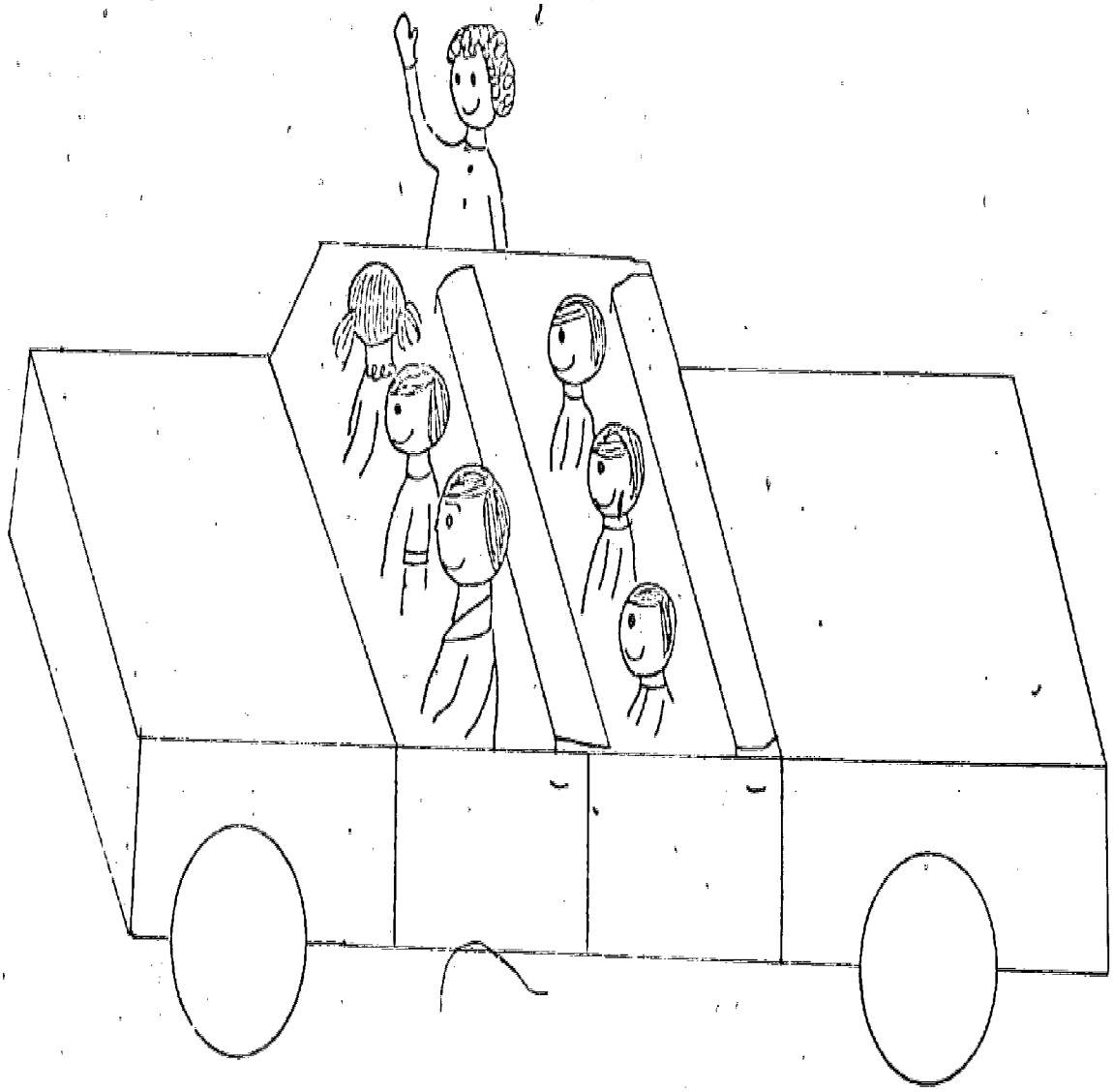
MASTER FOR REPRODUCTION K

WHAT'S WRONG?

DIRECTIONS

Master for Reproduction K shows Julie and Laurie crying because someone must be left at home. Have students discuss picture. Possible discussion questions:

1. Why are Julie and Laurie crying?
2. If you were the driver of the car, what would you do?



MASTER FOR REPRODUCTION L

MAKING A DECISION

DIRECTIONS

Master for Reproduction L shows Kenny outside the car, everyone is happy. Everybody pretends to fasten their seat belt with smiles on their faces. Have students discuss the pictures. Possible discussion questions:

1. What was the final solution?
2. What would you have done if you were a passenger?

SEAT BELTS* - SHOULDER STRAPS AND THEIR PROPER USE-Review Activity

This transparency activity is designed to review proper uses and limitations of seat belts and shoulder harnesses.

1. MASTERS FOR REPRODUCTION
   M-Types of Lap-Shoulder Harnesses
   N-Carriers for Small Children

SEAT BELT BROCHURE* - Culminating Activity

Have students design their own belt brochure to serve as a review of safety belt procedures and as an emphasis that it is the child's responsibility to encourage their parents to wear their safety belts.

Suggested layout for the brochure:

Cover - Using the paper in a lengthwise position, have the children design their own front covers and select appropriate titles, such as Seat Belt Use or Seat Belt Information or Seat Belts, etc.

Page 2 - Have the children write a letter to their parents asking them to wear their safety belts and explain the importance of them. (Letter may be composed by the entire class, the teacher writing it on the chalkboard or chart paper for students to copy, or the students may write their own letters.)

Page 3 - Make copies from Master for Reproduction O. Have the children write their own script to go along with the pictures.

Page 4 - Make copies from Master for Reproduction P. Have the children write information about restraints for small children.

2. MASTERS FOR REPRODUCTION
   O-Booklet Insert
   P-Booklet Insert

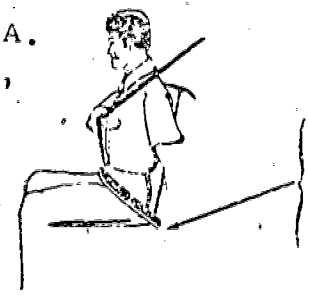
*Teaching Children About Safety Belts, U.S. Department of Transportation, National Highway Traffic Safety Administration.

TYPES OF LAP - SHOULDER HARNESSES

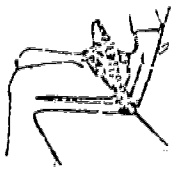
M

THERE ARE SEVERAL TYPES OF LAP-SHOULDER BELTS. SOME EXAMPLES ARE SHOWN BELOW.

A.



B.



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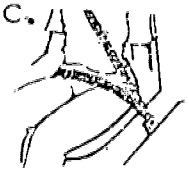


D.

MASTER FOR REPRODUCTION M

TYPES OF LAP - SHOULDER HARNESSES

DIRECTIONS

These diagrams may be used to illustrate the proper position of the lap-shoulder harness, the two types of lap shoulder harnesses and the correct way of fastening them.

Content to be related to students.

Diagram A:

Room for a fist between breastbone and belt.
Always wear the lap belt with the shoulder belt-never the shoulder belt only.
Snug over the hip bones, across the pelvic area.
Lower edge of the belt resting on the tops of the thighs.
Not over the soft part of the abdomen.

Diagram B:

This system uses two buckles: One for the shoulder belt and one for the lap belt.

Diagram C:

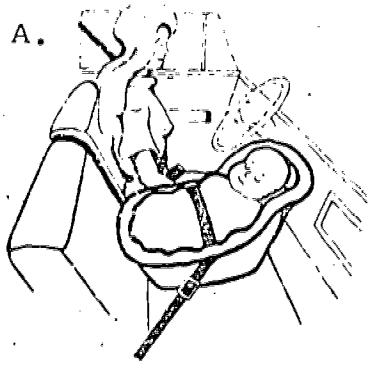
This system uses a single connection, which secures both the lap and shoulder belt.

Diagram D:

In this system, the shoulder belt is fastened to the lap belt connection. First, connect the lap belt. Then, insert pin of shoulder belt into slot of lap belt connection and pull up until it engages.

MOTOR VEHICLE ACCIDENTS ARE THE LEADING CAUSE OF DEATH FOR CHILDREN. IN SOME AGE GROUPS, THEY CAUSE MORE DEATHS THAN ALL THE OTHER LEADING CAUSES COMBINED.

A.



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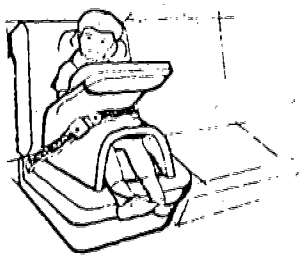

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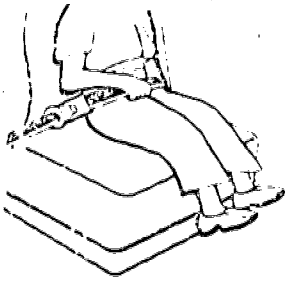


MASTER FOR REPRODUCTION N

CARRIERS FOR SMALL CHILDREN

DIRECTIONS

These diagrams may be used as an overlay to illustrate the various types of car seats and baby carriers for small children.

Content to be related to the students:

Diagram A:

Infants under nine months should ride in a bed or carrier with a net or straps over the top. The carrier should be deep enough to keep the baby from being thrown out in case of a sudden crash or stop.

Diagram B:

For children from nine months to four or five years, the child should be protected by a special traffic restraint. The National Highway Traffic Safety Administration has issued safety standards for such restraints. If the device was manufactured after April 1, 1971, it is an approved design.

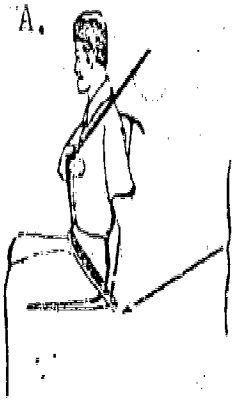
Diagram C:

For children over four years of age, the National Highway Traffic Safety Administration recommends a regular seat belt, pulled firmly around the hips. For children over 4'7", the National Highway Traffic Safety Administration recommends the use of both the seat belt and the shoulder harness.

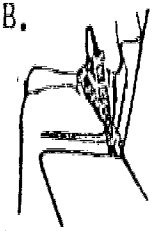
Use the device that's right for the child and the car. The law requires that a label on the car bed or car seat specifying the type of car, seating position, and the maximum height and weight of the user.

THERE ARE SEVERAL TYPES OF LAP-SHOULDER BELTS. SOME EXAMPLES ARE SHOWN BELOW.

A.

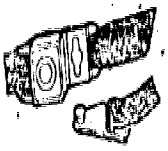


B.

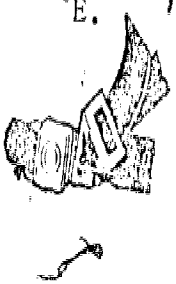


C.

D.



E.



MASTER FOR REPRODUCTION
BOOKLET INSERT

MASTER FOR REPRODUCTION O

BOOKLET INSERT
DIRECTIONS

Make copies from Master. Have students write their own script for each picture.

Content should include:

Diagram A:

Room for a fist between breastbone and belt.
Always wear the lap belt with the shoulder belt - never the shoulder belt only.
Snug over the hip bones, across the pelvic area.
Lower edge of the belt resting on the tops of the thighs.
Not over the soft part of the abdomen.

Diagram B:

This system uses two buckles: one for the shoulder belt and one for the lap belt.

Diagram C:

This system uses a single connection, which secures both the lap and shoulder belt.

Diagram D:

In this system, the shoulder belt is fastened to the lap-belt connection. First, connect the lap belt. Then, insert pin of shoulder belt into slot of lap belt connection and pull up until it engages.

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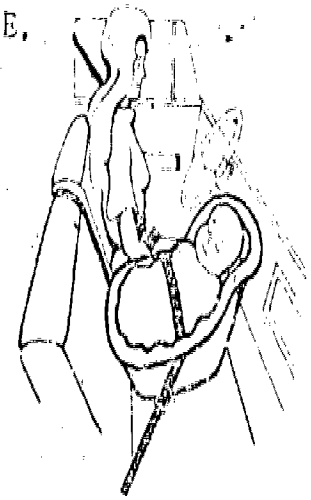
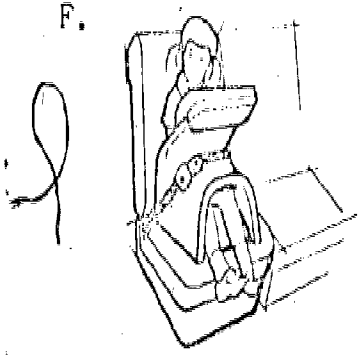
E.



F.



G.

MASTER FOR REPRODUCTION
BOOKLET INSERT

MASTER FOR REPRODUCTION P

BOOKLET INSERT

DIRECTIONS

Make copies from Master. Have students write their own script for each picture.

Content should include:

Diagram

Infants under nine months should ride in a bed or carrier with a net or straps over the top. The carrier should be deep enough to keep the baby from being thrown out in case of a sudden crash or stop.

Diagram F:

For children from nine months to four or five years, the child should be protected by a special restraint. The National Highway Traffic Safety Administration has issued safety standards for such restraints. If the device was manufactured after April 1, 1971, it is an approved design.

Diagram G:

For children over four years of age, the National Highway Traffic Safety Administration recommends a regular seat belt, pulled firmly around the hips. For children over 4'7", the National Highway Traffic Safety Administration recommends the use of both the seat belt and the shoulder harness.

Use the device that's right for the child and the car. The law requires a label on the car bed or car seat specifying the type of car, seating position, and the maximum height and weight of the user.

MASTERS FOR REPRODUCTION

The following pages, Masters for Reproduction Q through V are hypothetical situations concerned with violations of entering and exiting a car. The students are asked to evaluate the situations and explain which procedures are violated and how the incidents could have been avoided and/or corrected.

PROCEDURES FOR ENTERING A CAR - (Review)

1. Open the door on the curb side.
2. Close the door securely.
3. Lock the door.
4. Fasten the seat belt and shoulder harness if appropriate.

1. DISCUSSION ACTIVITY

Discuss why each step is important. Answers given should include the following:

1. Enter the car on the curb side because it is safer for the individual than opening a car door out into a lane of traffic.
2. Close the door securely, otherwise it will not lock securely.
3. Lock the door to prevent the door from flying open.
4. Fasten the seat belt securely. A loosely fastened seat belt can allow the belt to slip up causing injuries in the abdominal area.

Accept any other reasonable answers.

2. MASTERS FOR REPRODUCTION

Q - The Decision is Yours - Situation #1
R - The Decision is Yours - Situation #2
S - The Decision is Yours - Situation #3

THE DECISION IS YOURS - SITUATION 1

Sharon and Denise and Allison were in the car on their way to the shopping center. Allison turned to the back seat where Denise and Sharon were seated. "You dummies, after all of our talk about riding in a car this week and you still can't remember to do all the things you're supposed to do!" said Allison. "Our seat belts are fastened, what are you fussing about?" answered Denise. "Well, think about it and think fast." replied Allison, "Cause you forgot something!" Can you remember what the girls forgot? Explain why this step is important.

MASTER FOR REPRODUCTION Q

THE DECISION IS YOURS - SITUATION 1

DIRECTIONS

Distribute student handout. Students read situation presented. Students write answers in complete sentences. Answers should be based on rules for Entering a Car.

Answers should include: The girls forgot to lock the doors. During a crash, doors will spring open if they are not securely closed and locked. Accept any other reasonable answer.

THE DECISION IS YOURS - SITUATION 2

"I'll bet you a coke I can be the first one in the car with my seat belt fastened!" shouted Jim to Helen and Alan as they started to the car where Jim's mother was waiting. The challenge accepted, each child started for a separate door. Which rule for entering a car was violated? Why is it dangerous to disregard this rule?

MASTER FOR REPRODUCTION R

THE DECISION IS YOURS - SITUATION 2

DIRECTIONS

Distribute student handout. Students read situation presented. Students write answers in complete sentences. Answers should be based on rules for Entering a Car.

Answers Given Should Include: Enter the car on the curb side. Never race to enter or exit from the car. Accept any reasonable answer.

THE DECISION IS YOURS - SITUATION 3

Kevin, Doug and Dale were going to the baseball game with Dale's father. All three boys had carefully followed all the procedures for entering and riding in a car. "Everybody all set?", asked Mr. Metz as he prepared to start the car. "Everyone except you, Dad," answered Dale. "What's wrong, Dale. I've fastened my seat belt, the door is locked." answered Mr. Metz. "Well, you still forgot one very important thing," said Dale. "Okay, Mr. Safety Bug, tell me what it is or we'll miss the whole first inning," replied Mr. Metz. What did Mr. Metz forget and why is it a very important step to remember?

MASTER FOR REPRODUCTION S

THE DECISION IS YOURS - SITUATION 3

DIRECTIONS

Distribute student handout. Students read situation presented. Students write answers in complete sentences. Answers should be based on rules for entering a car.

Answers given should include: Mr. Metz had forgotten to fasten his shoulder harness. Lap belts are not as effective without the use of the shoulder harness.

PROCEDURES FOR EXITING FROM A CAR - (Review)

When possible, always exit on the curb side of the car. If this is not practical, the following procedure should be followed.

1. Check street traffic from behind to side.
2. Open door slightly.
3. When traffic is clear, open door far enough to exit to the rear staying close to the side of the car, proceeding to the sidewalk from the rear of the car.

1. DISCUSSION ACTIVITY

Discuss why each step for exiting from a car is important. Answers given should include the following:

1. Exit on the curb side of the car to avoid involvement in street traffic.
2. Check street traffic to avoid opening the door into a lane of oncoming traffic.
3. Open door slightly to check traffic, check again. You may have missed something the first time.

If traffic is clear, open the door far enough to exit from the car, walk to the back of the car (so you will be facing any approaching traffic) proceed to the sidewalk from behind your car.

2. MASTERS FOR REPRODUCTION

T - The Decision is Yours - Situation #1

U - The Decision is Yours - Situation #2

V - The Decision is Yours - Situation #3

THE DECISION IS YOURS - SITUATION 1

"Race you to the building," shouted Rick to Jamie and David as Mr. Smith stopped the car in front of the school. The race was on. All three boys opened separate doors, Jamie started to step out. "No fair. I'm in the street. Cancel the race!" shouted Jamie as he closed the dor and scooted out of the car on the curb side. Why did Jamie cancel the race?

MASTER FOR REPRODUCTION T

THE DECISION IS YOURS - SITUATION 1

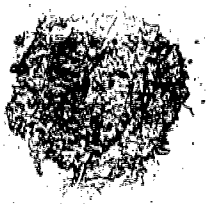
DIRECTIONS

Distribute student handout. Students read situation presented. Students write answers in complete sentences. Answers should be based on rules for exiting a car.

Answers given should include: Exit the car on the curb side when possible. Never race to enter or exit from the car.

THE DECISION IS YOURS - SITUATION 2

"An extra day of vacation. Why didn't it snow for two days?" thought Sally, "Oh well, winter vacation is only two days away. One day is better than none! How to get to school through all of the snow is my problem right now." After much persuasion Sally convinced her mother to drive her to school. The streets were cleared but the sidewalks weren't. As Sally and her mother drove to school and stopped at the curb in front of the school, Sally realized she had another problem. The snow plow had cleared the street, pushing a high pile of snow all along the curb. Sally couldn't even open the door. The buses were beginning to arrive. Other parents were bringing their children to school...How would you solve Sally's problem? Which would be the safest way?



MASTER FOR REPRODUCTION U

THE DECISION IS YOURS - SITUATION 2

DIRECTIONS

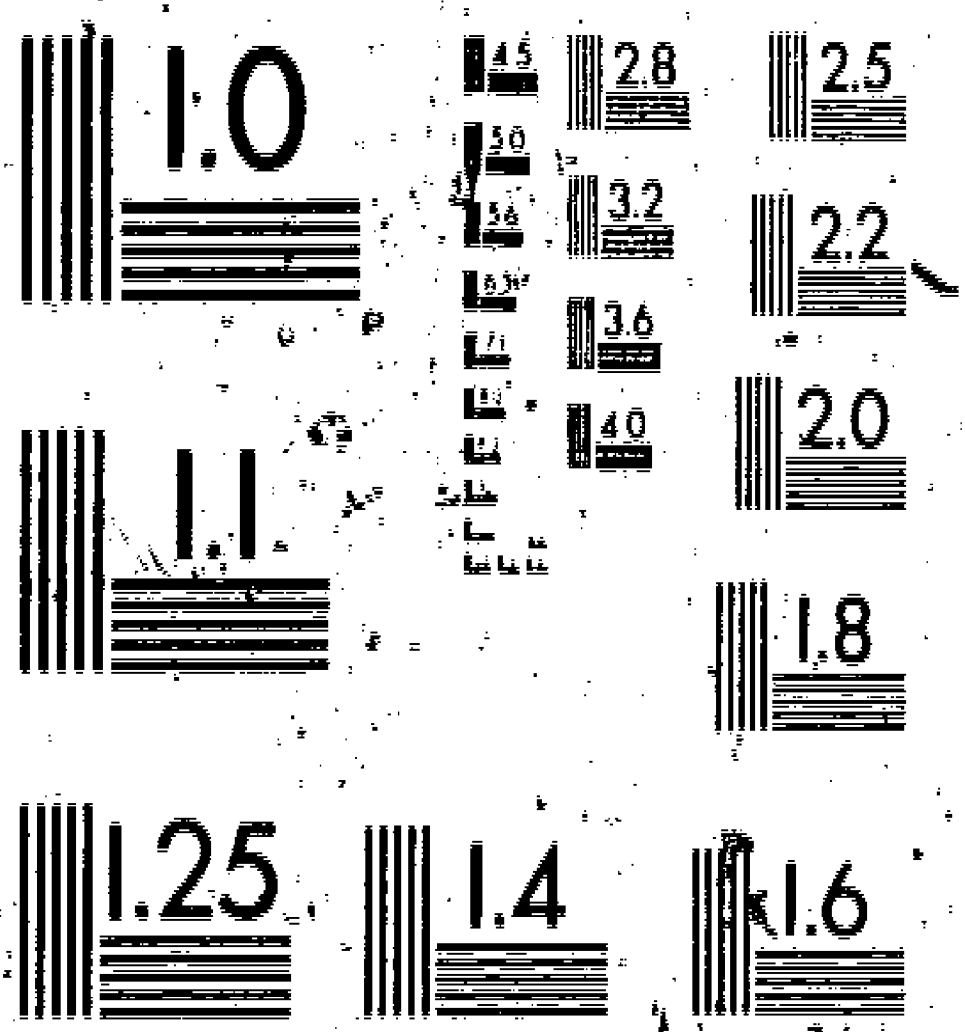
Distribute student handout. Students read situation presented. Students write answers in complete sentences. Answers should be based on rules for exiting a car.

Answers given should include: Mother pulls slightly away from the curb, or follow exiting procedures for exiting a car on the street side.

V

THE DECISION IS YOURS - SITUATION 3

Tracy's mother had agreed to drive Tracy, Brenda and Kim to the church where their Campfire Scout meeting was being held. Today's meeting should really be exciting. Each girl in the group would be bringing in a new cake or cookie recipe. Tracy was sitting in front with her mother. Brenda and Kim were riding in the back seat. Tracy's mother stopped her car at the curb in front of the church. Tracy and Brenda got out of the car on the curb side. "I'll open the door just a crack!", Kim said and opened the door slightly, "But I hear a car", thought Kim, "I'd better look again!" She didn't have to look again. A car whizzed past. After checking a third time the traffic was clear. Kim stepped from the car, closed the door and walked around the front of the car and onto the sidewalk. Did Kim follow all of the recommended procedures for exiting from a car properly? Explain the procedures and any rules which may have been violated.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

MASTER FOR REPRODUCTION V

THE DECISION IS YOURS - SITUATION 3

DIRECTIONS

Distribute student handout. Students read situation presented and write answers in complete sentences. Answers should be based on rules for exiting a car.

Answers given should include: When exiting a car street side, proceed to the back of the car.

HEAD SUPPORT SYSTEMS

INTRODUCTION

In addition to the seat belt and shoulder harness restraints in modern cars, in recent years automative manufacturers have added head restraint systems as an additional safety feature to reduce neck injuries sustained from rear end collisions.

Types of Head Supports

There are two types of head supports. In some cars the driver and right front passenger seats are designed with the back portion high enough to restrain even the tallest adults. Other cars have adjustable head supports. The adjustable head support should be adjusted so that the padded portion strikes the passenger right at the base of the skull or at ear level.

Whip Lash Demonstration

1. To show the need for head supports, seat a child in a small chair. As the class observes, stand behind the chair and give the chair a sudden push (being careful not to injure the child) to demonstrate the whip lash action of neck and head. Ask students to describe and demonstrate the body movements as a result of a sudden jolt from behind.

2. Repeat the above activity substituting a large high back chair to demonstrate the support feature of a high back chair. Relate this action to the necessity of using the head supports in automobiles.

   Note: Head restraints are available as accessory items in vehicles not equipped with them.

Measuring for Head Support Need

1. All auto passengers need head support at ear level. For children, the back of the seat will furnish sufficient head support. To determine whether or not students need head supports, have the students take turns measuring each other. While seated, have the child that is being measured place his arms over his ears, interlocking hands over the base of his skull. The student doing the measuring should place the yardstick on the seat of the chair and measure the distance up to the other students hands. Record the distance.

2. As a homework assignment have each student measure the height of the back portion from the seat and/or head support on the right front passenger side of their family car. Students may also measure parents height as was done in the classroom to see if the head supports are at the proper height. Also, check to find if they're used. Have the students report to the class the following day:

   a. The height of the car seat including head support.

   b. Is the student tall enough to require the use of a head support?

   c. Do the parents make a practice of keeping them adjusted and use them?

3. MASTER FOR REPRODUCTION

   W - Auto Passenger Quiz

AUTO PASSENGER QUIZ

1. As a passenger of a motor vehicle, you have a responsibility to the driver, as well as to yourself, to insure the safest possible conditions. Most deaths and injuries in automobile accidents are caused when a person is thrown from the car. If seat belts are available and used, it would be _____ (more/less) likely that you would be thrown from a car in the event of an accident.

2. You _____ (should/should not) always use safety belts when they are available.

3. Whenever a teacher tells your class to please be quiet, the _____ (teacher/driver) is insuring that you will not be distracted by noise while you are doing your school work.

4. Drivers of automobiles are very much like students in this case. They, too, can be distracted by _____. As a passenger, you are responsible to the driver. You should not distract him by making a lot of _____ in the car.

5. In addition to making _____ in a car, you should not block the driver's vision with papers, books, and so forth.

6. This rule applies as much to a driver's vision through the rear-view mirror as to his forward vision. If you were playing around in the rear seat of the car, you _____ (would/would not) be likely to block the driver's rear vision.

7. Let's say for example, that your father picks you up at the playground to take you home after your ball game. You should be very careful not to make _____ or to block his _____ while he is driving.

MASTER FOR REPRODUCTION W

AUTO PASSENGER QUIZ

DIRECTIONS

After reading the statements, have the children fill in the blanks with an answer. Answers are on bottom of sheet.

ANSWERS:

1. less
2. should
3. teacher
4. noise
   noise
5. noise
6. would
7. noise
   vision

OBJECTIVES: Through a series of map skill exercises the students will be able to:

1. Calculate mileage from a map.
2. Compute average miles per gallon of gas.
3. Compile trip travel time based on map reading/miles per hour calculations.
4. Locate five cities, towns and villages by using map index.
5. Calculate mileage from map using a mileage scale.
6. Interpret legends.

TEACHER INFORMATION

MAP SKILLS

Reading Mileage

As auto passengers, children can serve as valuable aids in reading the maps, reading mileage, and in keeping the driver informed of the present location.

To facilitate the teaching of map skills, it is suggested that a uniform map be used. Maps may be obtained at local service stations or maps may be obtained free of charge by writing to:

Maryland Department of Transportation
State Highway Administration
Baltimore, Maryland 21201

1. On the map, have the children locate the index to cities, towns and villages. (The directions for using the index are usually included. If not, these directions may be used. To locate cities, towns and villages, use the number and letter after each name. Corresponding numbers and letters appear on the map border and lines from each will intersect at the desired location.

2. Write a list of five cities for children to locate. Using the map index have the children:

   (a) Copy the list of cities and write the letter and number after the name of each city. (For example, Annapolis F-18.)

   (b) Locate each of the five cities on the map and circle them in pencil.

3. For variety have the children name cities or towns for the class to locate.

1. READING THE LEGEND

TEACHER DIRECTED

Have the students locate the legend on the map and name five ways the map legend can help them read a map. Possible answers might include: kinds of highways or roads, route markers, population symbols, county seats, capitol of the state, special features such as rest areas, forests, airports, etc.

Locating Legend Items

1. Locate the symbol for Multilane Divided Highways. Access Fully Controlled. (Interstate). Name at least two. (70N, 70S, 83, 95)

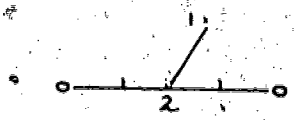
2. Describe the difference in the route markers of an Interstate Highway and a U. S. Highway. How is a state highway marked?

3. What kind of a highway is 301? (State, unlimited access). How is it different from Interstate 95? (I-95 is a limited access highway. You can only get on at an interchange.)

4. Draw or point to the legend symbol for an airport.

5. Andrews Airport is listed under Points of Interest. What is the letter and number by which it can be located? (G-16).

Refer to the legend portion of the State map for directions for reading mileage on maps, (i.e. State of Maryland map).



Mileage between road junctions with accumulated mileage between arrows.

* Note - If students are not familiar with locating cities using the map index, refer back to the third grade portion on map skills.

2. MILEAGE READING ACTIVITIES

1. Have the children locate the Scale in Miles.

2. Using a ruler, have the children determine how many miles are represented by one inch, by two inches.

3. Using the Scale in Miles determine the distance from:

   a) Baltimore to Frederick

   b) Salisbury to Ocean City

   c) Cambridge to Salisbury

   d) Hancock to Hagerstown

   e) Rockville to Annapolis

4. Using a ruler and the scale of miles on the Maryland map have the students:

   a) Measure the State from its farthest points east and west, Ask: How many miles long is the State?

   b) Measure the State from its farthest points north and south. Ask: How many miles wide is the State?

5. How far is it from:

   a) Cambridge to Vienna via U. S. 50?

   b) Starr to Queen Anne via Md. 309?

   c) White Plains to Faulkner on U. S. 301?

   d) Washington Beltway 495 to Baltimore Beltway on Interstate 95?

   e) Baltimore Beltway 695 to the Pennsylvania State Line via Interstate 70?

3. COMPUTING MILEAGE AND MILES PER HOUR

MASTERS FOR REPRODUCTION

Masters for Reproduction X and Y are math problems to develop the skill for computing mileage and miles per hour traveled in given situations.

X - Math Activities

Y - Computing Mileage According to Scale

X

MATH ACTIVITIES

(Averaging Miles Per Hour, Gasoline Miles Per Gallon and Determining Distance)

1. If you travel 1 mile in 1 minute, how many miles an hour are you traveling? _____

2. If your father drives for 3 hours at an average of 60 miles per hour, how many miles will he travel? _____

3. If a car travels at an average rate of 45 miles per hour, how far will it travel in 4 hours? _____ in 7 hours? _____ in 13 hours? _____

4. Car A travels at an average rate of 42 miles an hour for 3 hours. Car B travels at an average rate of 35 miles an hour for 4 hours. Which car travels farther? _____ How much farther? _____

5. The total mileage of Sally's father for his trip out west was 70 miles on Monday, 80 miles on Tuesday, 75 miles on Wednesday, 70 miles on Thursday, 80 miles on Friday. What was his average mileage for the Monday-Friday work week? _____

6. The Allen family plan to travel from Louisiana to Alaska, covering the distance of 4,000 miles in about 30 vacation days. About how many miles must they travel in one day? _____

7. The distance from Tom's house to the park is 6.2 miles. His cousin's house is 2.9 miles from the park. How much farther away is Tom's house? _____

8. Tom rode 3.5 miles to Frank's house and then 2.7 miles to the library. How far did Tom travel? _____

9. In 1972, the winning racing car traveled at an average speed of 139.44 miles per hour. In 1973, the winning car traveled at an average speed of 142.29 miles per hour. What was the difference? _____

10. Ted rides the school bus for 1 3/4 miles to school. Alice rides the school bus 1 7/10 miles to school. How many miles do both Ted and Alice ride in the school bus to school? _____

MASTER FOR REPRODUCTION X

AVERAGING MILES PER HOUR, GASOLINE MILES PER GALLON AND DETERMING DISTANCE

DIRECTIONS

Have the children complete the blanks after reading the statements.

ANSWERS:

1. 60
2. 180
3. 180, 315 and 585
4. 8, 14 miles
5. $2.10, 90 miles

COMPUTING MILEAGE ACCORDING TO SCALE

If the scale of a map is ½" to 40 miles:

1. 3/4" would represent _____ miles.
2. _____" would represent 100 miles.
3. 1½" would represent _____ miles.
4. _____" would represent 240 miles.
5. ¼" would represent _____ miles.
6. _____" would represent 10 miles.
7. 1/16" would represent _____ miles.
8. 1-7/8" would represent _____ miles.
9. _____" would represent 70 miles.
10. 5 inches would represent _____ miles.

MASTER FOR REPRODUCTION Y

COMPUTING MILEAGE ACCORDING TO SCALE

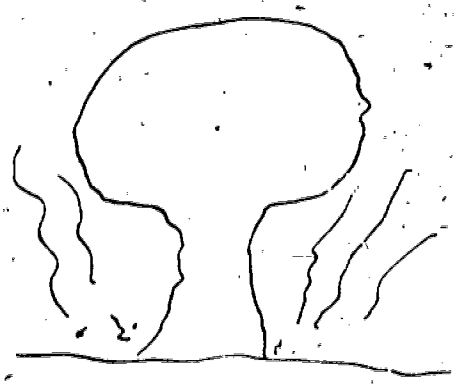
DIRECTIONS

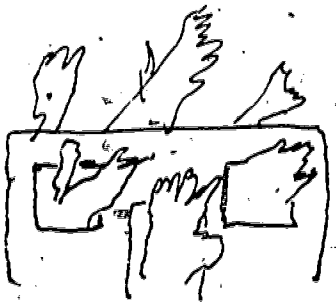
Have the children complete the blanks after reading the statements.

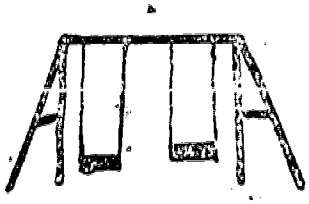
ANSWERS:

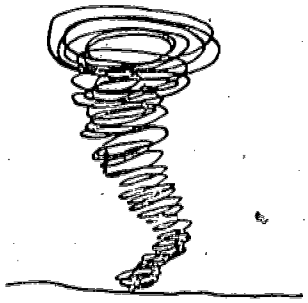
1. 60 miles
2. $1\frac{1}{4}$"
3. 120 miles
4. 3"
5. 20 miles
6. 1/8"
7. 5 miles
8. 150
9. 7/8"
10. 400

SCHOOL ENVIRONMENTAL SAFETY ACTIVITIES









UNIT OBJECTIVES:

1. The student will acquire the knowledge to effectively cope with potential hazards within the school environment.

2. The student will be able to follow recommended procedures when confronted with simulated or real disaster warnings.

INTRODUCTION

Traffic safety procedures and attitudes carry over to the school building. Basic attitudes of courtesy and safe procedures affect the student in street, playground, school halls and the classroom. The following activities are provided to illustrate this fact. They can be used to draw overlays involving safety areas other than traffic.

OBJECTIVE: The students will be able to demonstrate their knowledge of Fire Drill Procedures as it is measured by their performance during an actual fire drill.

CONCEPTS TO BE DEVELOPED:

1. Fire Drill Procedures are designed to get people out of a building as quickly and as safely as possible.

2. Calm, orderly behavior is essential in exiting a school building during a fire drill.

TEACHER INFORMATION

Fire drill evacuation procedures vary from county to county as well as from one school to another within a county. Teachers should have a list of procedures for fire drills and post it in the classroom. Each teacher should know the specific procedures that pertain to her classroom, i.e.:

1. What route to take during a fire drill.
2. How to line the children up.
3. Where the children evacuate to.
4. Alternate routes should be discussed and practiced.

The procedure should be practiced before the first scheduled fire drill for the year, and practice should continue throughout the school year.

INTRODUCING THE FIRE DRILL PROCEDURE

During the first few days of school, the teacher should introduce the concept of the FIRE DRILL. Discussion should include:

1. Why an orderly plan of exit is necessary.
2. Why schools have fire drills and what a fire drill is.
3. What might happen if the school did not have a fire drill.

Emphasis should be on purpose and procedures. Rules and procedures should be listed in sequential order. For non-readers pictures should accompany the procedures.

1. STOP WHAT YOU ARE DOING AND PUT EVERYTHING DOWN.

2. NO MATTER WHAT THE WEATHER IS LIKE, DO NOT GO FOR YOUR CLOTHING.

3. LINE UP IN AN ORDERLY MANNER.

4. LAST STUDENT IN LINE CLOSES THE DOOR.

5. WALK OUT IN A STRAIGHT LINE WITHOUT TALKING.

6. WALK TO ASSIGNED EXIT.

7. STAY BEHIND THE PERSON THAT WAS IN FRONT OF YOU.

8. REMAIN IN A STRAIGHT LINE WITHOUT TALKING UNTIL THE ALL CLEAR SIGNAL IS HEARD AND TEACHER GIVES YOU PERMISSION TO RE-ENTER THE BUILDING.

EMERGENCY CONDUCT PROCEDURES

Explain why it is important to remain calm during an emergency and why it is important to know what to do to remain safe.

a) Keep moving - (no stopping to go back for clothes, books, equipment).

b) Clear out - (so you won't block exits or streets from fire-fighting equipment).

c) Stay with your group (so your teacher knows you are safe).

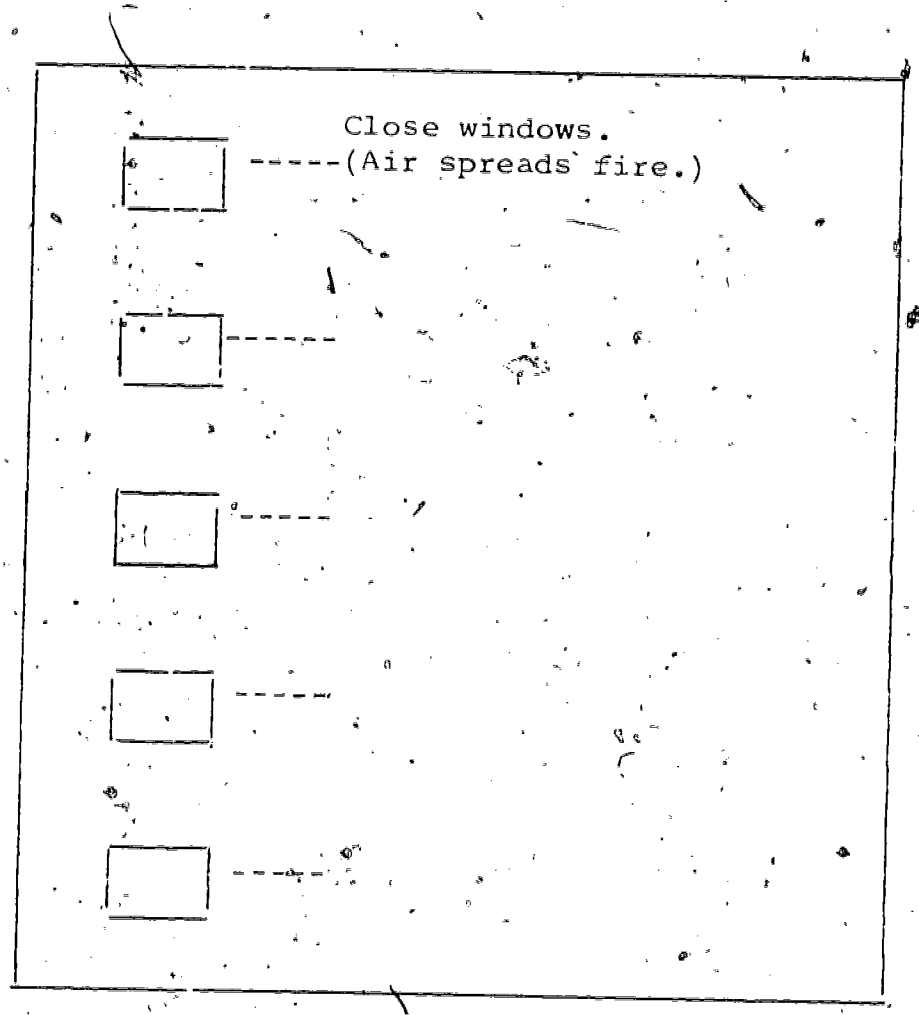
1. PHOTOGRAPHY PROJECT

Class simulates a fire drill exercise. Have some children photograph the class at various points along their route of exit. Here are scenes they can photograph.

1. Getting up from their seats.
2. Lining Up.
3. Passing through the halls.
4. Going through the exit.
5. Taking their places at the designated area.

After the pictures have been developed, they are arranged in sequence on a chart. Information pertinent to the class procedure is written beside the pictures.

VARIATION: Certain areas along the route could be photographed. Children could use red magic marker on the prints to indicate a fire in that particular area. At this time, have the children discuss what situation would necessitate the use of an alternate exit. Have children consider the use of a fire escape if it is readily available along their escape route.



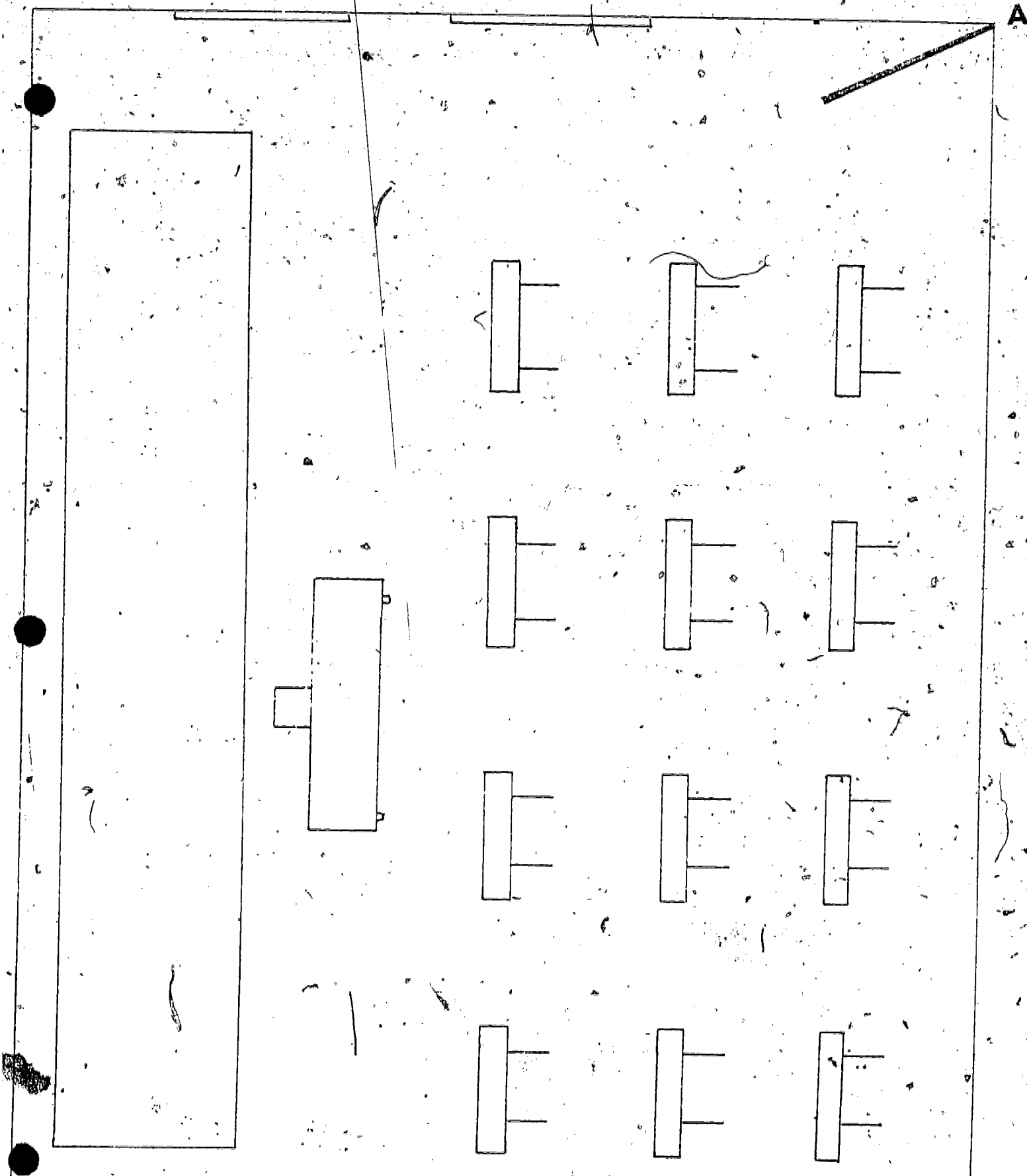
MASTERS FOR REPRODUCTION

A - Exit Route for Fire Drill

B - Fire Drill Exit Procedure

EXIT ROUTE FOR FIRE DRILL

A



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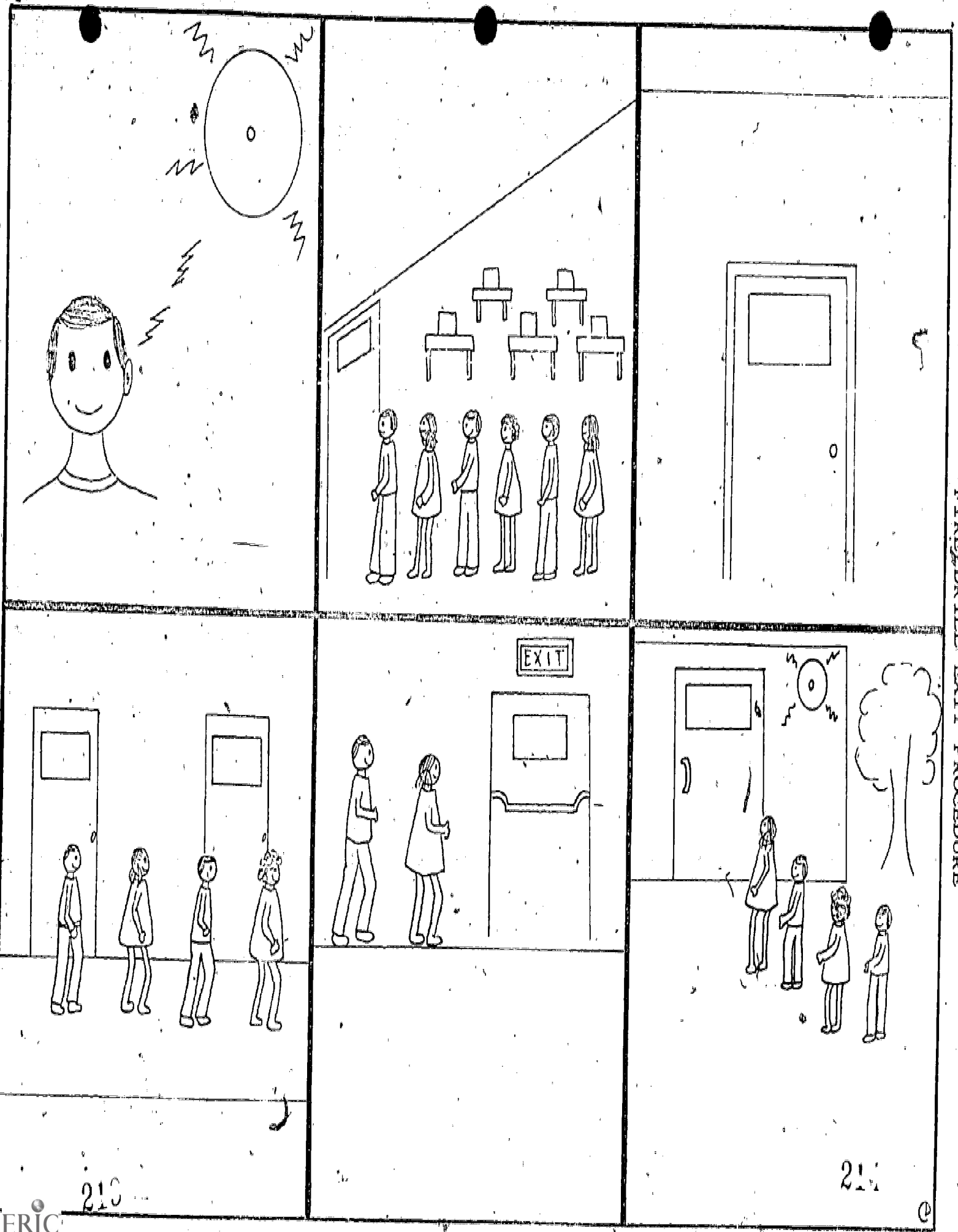
MASTER FOR REPRODUCTION - A

EXIT ROUTE FOR FIRE DRILL

DIRECTIONS

Distribute ditto and discuss proper exit from classroom. After discussion children draw in route from their seat to exit door.



FIRE DRILL EXIT PROCEDURE

MASTER FOR REPRODUCTION B

FIRE DRILL EXIT PROCEDURE

DIRECTIONS

Distribute the ditto and discuss each step in sequence with the children. For further emphasis, children cut out pictures in random order and place in proper sequence.

OBJECTIVE: The student will be able to conduct himself in accordance with instructed procedures during a simulated disaster drill.

INTRODUCTION OF DISASTER DRILL PROCEDURE

Familiarize the children with the disaster drill procedure during the first few days of school so that they'll be prepared for the initial drill. (Procedures vary from county to county.)

1. Careers - Study meteorology as a career. Have the children listen to the daily weather forecasts each day of the week. Have them write results on a chart (similar to those shown on T.V.). At this time, discuss with the children that weather forecasting is an occupation in which the person has an opportunity to work with all aspects of the weather and its affects on the lives of people. Have them look up the term meteorology and find out what the study of meteorology involves. This could be included in a unit of study on careers.

2. Before and After the Disaster - This activity can be introduced after the students have become familiar with various situations that arise because of weather conditions. Cover the bulletin board with butcher paper. Have the children color or paint basic building structures to represent a city, i.e. business district and residential district. Have them make cutouts of objects that move, i.e. people, cars. Make cutouts to represent the weather, i.e. clouds, rain. Place a piece of tape on the back of these objects. Place the objects in positins on the bulletin board to show a typical scene. Then have the children cite a change in weather. Children can change scenes to show results of storms, floods, blizzards. Have them write reports about the destruction similar to those which appear in newspapers.

OBJECTIVE: After experiencing a series of activities on school bus safety, the student will be able to identify at least four areas of precaution on the school grounds or building.

CONCEPT TO BE DEVELOPED: Basic rules of conduct and procedure apply in the school building and on the school grounds, just as they do in the traffic environment.

1. The Why of Playground Safety-Discuss with the children the types of activities that occur on the playground with children, i.e. Kindergarten children probably play games in one designated area of the playground or even at a different time of day. Have the children discuss why this scheduling is necessary.

   On a piece of butcher paper that covers a bulletinboard, have the children draw the playground of the school. In a blank space on the paper, have the students list the probable reasons as to why the play activities are located where they are. Then have them discuss whether or not they feel the layout is adequate. If not, have them redesign another playground on another piece of paper and point out the differences verbally and/or mark them in red.

2. School Survey - Have the children obtain a list of types of school accidents and the number that the particular school has had at the time of the study. Have the class compile this into a graph. After the study has been completed, the children could write essays on the types of accidents and they may then give reasons for and/or solutions to the accidents.

3. "Care Less, Sam?"

Have the class write a play involving a student who is always having accidents. This play can pertain entirely to classroom safety, outdoor safety, or a combination of both. Examples are: room cleanliness, putting items back in their places, spills, not carrying an overload, watching where you are going, keeping hands to yourself, tossing objects and watching out for opening doors when walking in corridors, etc. After the children have written the play, suggest that they may practice it and present it before the primary grades.

4. GAMES - Sportsmanship and Safety - Many accidents occur while the children participate in activities that involve fun. These can happen on the playground, gym or in the classroom. Some of the children have been involved themselves or have seen them happen. Some of the accidents have been related to incidents involving sportsmanship.

1. Throwing of baseball bat.

2. Tossing a ball at a child who is not watching the ball.

3. Sticking a foot out and tripping an opponent from an opposing team.

Have the children discuss these accidents and the results. Have them write a composition called, "Why Sportsmanship?" Variation: The childrer can discuss how following the rules of a game also avoids accidents. A composition could be written entitled "Why Have Rules?"

TEACHER INFORMATION

HURRICANE

APPROACHING STORM

Get and use only official information. Keep radio or TV on and listen for latest official storm information. If power fails, use battery radio and continue to listen through the storm. Decide what you are going to do and where you are going to stay. If near a coastal area, residents should get away from low-lying beaches or other locations which may be swept by high tides or storm waves. Be sure there is extra food and that it can be eaten without cooking or with little prepatation (non-refrigerated). There may be a shortage of water. Therefore, fill containers full with water. Make sure flashlights and other emergency lights are working and that nearby lanterns and candles can be used. Be sure that matches are nearby. If walking for protection, be aware of blowing objects. (If driving for protection, have a full gas tank for the pumps run on electricity and if there is a power failure, keep in mind that gas would not be available.)

DURATION OF STORM

Be calm and cautious and continue to listen to reports from the weather bureau, Red Cross, and other local agencies. Keep inside. Close window or windward side and keep one open on leeward side if it is a tornado or hurricane. If the center or eye of a hurricane passes directly over you, there will be a lull in the wind lasting from a few minutes to one half hour or more. Stay in a safe place. During and after a storm, washed out or flooded highway streets, may be blocked by fallen trees, poles and wires... Avoid them. Stay away from disaster areas. Walk and drive cautiously. Be aware of trees or branches that may be weakened and ready to fall, for buildings that may be near collapse, and for bridges or roads that may be damaged or ready to give way under the added weight of passing cars. Debris-filled streets are dangerous so keep your eyes on the road. Along the coast and near streams, the soil may be washed from beneath the pavement, which may collapse under the weight of vehicles.

TORNADO

Go for shelter. If in open country, move away from it at right angles. If unable to escape, lie flat in the nearest ditch or ravine. If near a building, go inside--preferably in a steel-reinforced building. Avoid audit riums, gymnasiums, or other large halls with large poorly supported roofs. If in a house, stand in an interior hallway or in a lower floor or climb under

heavy furniture in the center of the house. Safest spot is the corner of the basement toward the direction from which the tornado is approaching. Place hands over head - squat. If there is insufficient time to go to shelter, students should go to inside wall of the room away from windows, squat on the floor next to a wall, keep head down or get under the desks or furniture either by squatting or lying prone on floor, face down.

BLIZZARD

Several layers of loose-fitting, lightweight but warm clothing are best protection against the cold. Mittens, tight at the wrists are warmer than gloves with fingers. If vehicle gets stuck, stay with it where rescuers can more easily spot you. Don't attempt to walk for help, for it is easy to lose direction and become lost. Don't stay in one position for too long. Clap your hands and move arms and legs vigorously from time to time to stimulate blood circulation and keep muscles from getting cramped. Buses have 2-way radios to use for calling for help. may be an early dismissal from school. The school bus driver should care for children he is unable to deliver. In the morning, listen for school closings on the news.

FLOODS

Bus--during a flood, it may be necessary for a bus to use an alternate route. If so, parents must be notified in advance as to adjusted bus routes, where the child will be picked up and where he will be taken.

SUBJECT AREA CROSS REFERENCE

KEY: I - Individual
G - Group
T - Teacher Directed Activity
* - Master for Reproduction

MASTERS FOR REPRODUCTION

KEY: ART - Art
MATH - Mathematics
MUSIC - Music
NISA - Non-Integrated Safety Activity
RDG - Reading
SCI - Science
SS - Social Studies

7.* New Signs G	MATH	T-G-I	3,16
8.* New Signs Without Words H	MATH	T-G-I	3, 18
9.* Park the Car in the Garage P	SCI	T-G-I	36, 41
10.* Reflector Study Sheet N	RDG	T-G-I	36-38
11.* Shape Count - Four-Way Intersection D	MATH	T-G-I	3, 10
12.* Shape Count - X Type Intersection E	MATH	T-G-I	3, 12
13.* Shape Count - Y Type Intersection F	MATH	T-G-I	3, 14
14.* Speed, Reaction Time and Stopping Distance T	MATH	T-G-I	61-63
15.* Time, Distance and Speed Activity R	MATH	T-G-I	51-52
16.* Time, Distance and Speed Activity S	MATH	T-G-I	51, 53
17.* Visual Completion Exercises K	RDG	T-G-I	28-30
18.* Visual Completion Exercises L	RDG		18, 31
19.* Visual Completion Exercises M	RDG	T-G-I	18, 33
20.* What Is Missing? C	MATH	T-G-I	3, 8

School Bus Safety

1.* At the Stop A	NISA	T-G-I	71-73
2.* Crossword Bus Puzzle E	RDG	T-G-I	71, 80
3.* Entering B	NISA	T-G-I	71, 74
4.* Exiting D	NISA	T-G-I	71, 75
5.* Riding C	NISA	T-G-I	71, 76

Bicycle Safety

1. * Bike Bonus Game H	NISA	T-G-I	88, 104
2. * Bike Bonus Transparency I	NISA	T-G-I	88, 106
3. * Complete the Sentence A	RDG	T-G-I	88-90
4. * Its the Law - Bicycle Equipment B	NISA	T-G-I	88, 91
5. * Its the Law - Carrying Articles D	NISA	T-G-I	88, 96
6. * The Choice is Up to You C	NISA	T-G-I	88, 94
7. * You Be the Judge - Blind Persons F	NISA	T-G-I	88, 100
8. * You Be the Judge - Pedestrians E	NISA	T-G-I	88, 98
9. * You Be the Judge - School Bus G	NISA	T-G-I	88, 102

Auto Passenger Safety

1. * A Problem J	RDG	T-G-I	117, 134
2. * Auto Passenger Quiz W	NISA	T-G-I	164-166
3. * Booklet Inserts O, P	RDG	T-G-I	140, 145
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Basic Writing Strokes - Kit No. SKB-101
Figure Ground Discrimination
Multi-Match Cards - Kit No. SKB-600
Shapes - Kit No. SKB-200
Visual Motor Sequencing - SKB-100

Instructive Devices, Inc. How Do You Go To School? (Bus Safety). Pawtucket, Rhode Island 02860: Instructive Devices, Inc., Packet includes:

1 - 35mm filmstrip
1 - sing-a-long cassette
30 - cartoon booklets
1 - LP record
1 - talk-a-long cassette
12 - safety posters
Teaching Guide

This program covers 22 important rules for school bus safety in song, verse and narration.

Milton Bradley Company. Miniature Traffic Sig s. Des Plains, Illinois 60018: Milton Bradley Company.

Milton Bradley Company. Useful Signs to See and Read. Des Plains, Illinois 60018: Milton Bradley Company. (Teaching aid for functional reading programs. Thirty large cards contain traffic, driver education and safety signs which children are likely to encounter in every day living. Suggestions for use are included.)

Nasca, Donald. Science Concepts and Processes - Gravity and Other Forces. Dansville, New York: F. A. Owen Publishing Co., 1966. (Study prints containing charts and experiments concerned with gravity and other forces.

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National Safety Council. All About Bikes - A Bicycle Safety Program. Chicago, Illinois: National Safety Council.

National Safety Council. Teaching About Safety. 425 N. Michigan Ave., Chicago, Illinois 60611: National Safety Council. (Elementary Education Resource Units. These units offer a comprehensive but flexible guide for helping children to learn about safety. Each unit deals with an individual safety topic and is prepared on three levels (pre K through 1, 2 and 3, and 4 through 6.) Each level contains its own behavioral objectives, content outline and suggested learning and evaluation activity. Supplementary materials for copying and a list of additional resources are also included. An important feature of each unit is the introduction to the teacher which explains the basic goals of safety education and suggests ways in which the resource unit can be used, Units may be purchased separately.)

Office of the Superintendent of Public Instruction. Safety Education Units for Illinois Elementary Schools. Springfield, Illinois: Safety Education Section, 1972.

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Walt Disney Study Prints. Bicycle Safety Set No. 102. 545 Cedar Lane, Teaneck, New Jersey 60068: Walt Disney Films. (A series of 9 study prints based on the Walt Disney 16mm film titled, "I'm No Fool with a Bicycle." Each print contains teaching aids and suggested activities printed on the back.)

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FILMS AND FILMSTRIPS

Films

Auto Passenger

How and Why to Use Safety Belts. (16mm, color, 8 min.) A definitive in-depth approach, dramatizing the need for safety belts, and explaining why safety belts save lives. Footage covers standard seat belts, lap-shoulder belts, full-harness belts, and includes the best current protection for the traveling child. Buckle assemblies and buckle adjustments for foreign as well as domestic model cars are explained in detail, with instructions for use and maintenance of these as well. Available from American Safety Belt Council, Inc., Public Education Office, P. O. Box 539, Los Angeles, Calif. 90028.

Safety Belt for Susie. (16mm, color, 11 min.) Child's doll dramatizes need for seat belts in rear seat for children. Purchase or rent from University of Illinois, Visual Aids Center, Division of University Extension, Champaign, Ill., 1964.

She Purrs Like a Kitten. (16mm, color, 5 min.) A pair of elderly ladies in a chauffeur-driven car are busily chatting. The narrator says sarcastically that they have too many fascinating things to talk about to fasten their safety belts. The car stops suddenly and they both are shown getting up and back into their seats in a "comic" manner. In a second shot of the ladies later in the film, the narrator says that safety belts are important to car maintenance because you can avoid "body repairs". Again at the end of the film, he reminds viewers to keep their safety belts fastened. Available from Data Films, 2625 Temple St., Hollywood, California.

Bicycle

A Monkey Tale. (16mm, b&w, sound, 9 min.) A family of monkeys demonstrates both safe and unsafe ways to drive a bicycle. Available for purchase from Encyclopedia Britannica Films, 425 N. Michigan Ave., Chicago, Illinois.

Bicycle Safety. (16mm, b&w, sound, 11 min.) Driver responsibilities explored include bicycle maintenance and obeying traffic rules. Available for purchase from McGraw-Hill Co., Text-film Division, 330 W. 42nd St., New York, N.Y. 10036.

Bicycle Safety Program. Film Loops, Inc.,P. O. Box 2233, Princeton, New Jersey, 1971.

Bicycle Safety Skills. (16mm, color or b&w, sound, 11 min.) The theme "good cyclists today, good motorists tomorrow," is emphasized. A youngster shows his small brother safety practices that make cycling safe as well as enjoyable. Available for purchase or rental from Coronet Instructional Films, 65 E. Water St., Chicago, Illinois 60601.

Bicycling Safely Today. (16mm, 20 min.) Pleasantly illustrates how cyclists can achieve full enjoyment from their wheels. It is the perfect film for solving safety problems in the community. Available on loan from Bicycle Institute of America, 122 E. 42nd St., New York, N.Y. 10017, 1972.

I'm No Fool with a Bicycle. (16mm, color) The bicycle, as Jiminy Cricket points out, is a wonderful invention--even more wonderful if we know the right way to do things with it. After tracing the history of the bicycle from its first invention in France around 1810 up to the modern safety bike as we know it today, Jiminy graphically illustrates the wrong and the right things to do with a bike. He's strongly recommending the latter, that is - "If you want to live to be 92." Available for purchase or rental from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652, 1971.

Once Upon a Bicycle. (16mm, b&w, sound, 10 min.) In this film the young cyclist is likened to the driver of other vehicles. Under the guidance of a motorcycle officer, youngsters are shown how to drive their bicycles safely. Available from National Child Safety Council, 125 W. Pearl St., Jackson, Michigan. Free loan to members of the National Child Safety Council.

One Got Fat. (16mm, color, 15-1/4 min.) Ten bicycle drivers are prevented from reaching their destination by individual mistakes. Purchase or rent from Henk Newhouse, Inc., 1017 Longaker Road, Northbrook, Illinois 60062, 1963.

Safety on Two Wheels. (16mm, color, 6-1/2 min.) Produced and available from Aetna Life Insurance Company, Hartford, Conn.

Seven Rules of Bicycle Safety. (16mm, color, 6-1/2 min.) 7 rules accepted by safety experts are demonstrated in this film for children. The positive approach is taken by showing only the right way to drive a bike. Purchase from Anthony Lane Film Studios, Inc., 7401 Wayzata Blvd., Minneapolis, Minn. 55426, 1965.

Stop and Go On a Bike. (16mm, sound, color, 13 min.) A boy named Chuck discovers that courteous behavior on a bike is not only safer, but more fun. He learns his lesson with the help of two safety puppets and a policeman. Available on free loan from Association Films, Broad and Elm Sts., Ridgefield, New Jersey 07657.

The Bicyclists. (16mm, sound, color, 15 min.) A Danish film with English narration. The story of a lively red bicycle and its two owners: one who obeys all the rules and one who does not. Available for rental from WesternnCinema Guild, 244 Kearny St., San Francisco, Calif. 94108.

The Day the Bicycles Disappeared. (16mm, color, 14 min.) Safe and courteous bicycle driving habits are presented in fantasy form. Purchase from American Automobile Association Foundation for Traffic Safety, 1712 G St., N.W.,Washington, D. C.

You and Your Bicycle. (16mm, b&w, 10-1/2 min.) Hazards met on a trip to the store for Mom, safety maintenance and correct driving habits are featured. Purchase or rent from Progressive Pictures, 1810 Francisca Court, Benifica, Calif. 94510, 1961.

Your Bicycle and You. (16mm, sound, color, 13 min.) Compares bicycles and automobiles, discusses bicycle operation and care as well as rules of the road. Available for purchase from Modern Learning Aids, Division of Modern Talking Pictures, 3 E. 54th St., New York, N. Y. 10022.

Filmstrip

I'm No Fool with a Bicycle. Riding a bicycle in 1810 in France was probably just as much fun as it is today in America... but even our modern safety bike can be dangerous. Jiminy Cricket traces the history of this popular invention and demonstrates the rules for safe riding. He urges children to keep their bikes in good working order and to follow automobile safe driving regulations. Available from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey. 33-1/3 rpm record and filmstrip available from Maryland State Department of Education, Safety and Transportation, P. O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240.

Films

Bus

Bus Driver's Helpers. (16mm, color, 10 min.) Explains proper school bus conduct to elementary pupils. Available for purchase from AIMS Instructional Media Services, Inc., P. O. Box 1010, Hollywood, California 90028.

In Step with Safety. (16mm, color, 14 min.) Gives children the rules for school bus safety and the reasons for observing them. Available for purchase from Robert M. Carson Productions, Box 1306, Winter Park, Florida 42790, 1960.

Safety On Our School Bus. (16mm, color or b&w, 11 min.) Explains proper procedure for getting on and off a bus and six common sense rules for safe conduct. Available for purchase from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611.

School Bus Patrol. (16mm, color & b&w, 14-1/2 min.) Shows how a school bus patrol operates. Available for purchase or loan from American Automobile Association Foundation for Traffic Safety, 1712 G St., N. W., Washington, D. C. 20006.

School Bus Safety With Strings Attached. (16mm, b&w, 18 min.) Using folding chairs and student volunteers, the narrator creates a hilarious school bus ride to demonstrate the rules of passenger safety and etiquette. Available for purchase from National Safety Council, 425 N. Michigan Ave., Chicago, Illinois 60611. Stock No. 278.13, 1964.

The School Bus and You. (16mm, color, 10 min.) Designed to teach school bus safety and courtesy to elementary school children. Purchase or rent from Mogull's, 112-14 W. 48th St., New York, New York 10039, 1964.

Filmstrips

Here's How We Ride a School Bus. Sponsored by the Ontario Department of Transportation. Has been designed to encourage pupil participation and discussion. For this reason, there is no sound track. This provides full flexibility to meet every teaching situation.

School Bus Safety. Safety rules for school bus passengers. Available for purchase from Visual Sciences, P. O. Box 599, Suffern, New York 10901.

Films

Pedestrian

A First Film on Finding Your Way to School Safely. (16mm, color, 9-1/2 min.) recognizing landmarks and understanding safety rules. Rental $6.50. Sale $120.00. B.F.A. Educational Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

Dick Wakes Up. (16mm, b&w or color, 13 min.) Dick, who had an accident because he ran into the street without looking, dreams in the hospital that he has two other selves named Good Judgment and Bad Impulse. He learns about good safety practices from their arguments. Available for purchase or loan from American Automobile Association Foundation for Traffic Safety, 1712 G. St., N. W., Washington, D. C., 1955.

I'm No Fool as a Pedestrian. (16mm, color) Ever since the Egyptians built the first paved roads in 3000 B. C., the pedestrian has been fighting for his life. The sidewalk, first invented in Paris in 1780, gave some relief but soon the automobile came and the pedestrians' lives were again hazardous. To survive, the pedestrian has had to learn how to walk properly--where to walk--and when to walk. Only by following the rules can the pedestrian successfully reach his goal from one place to another. Available from Walt Disney Educational Materials, 495 Route 17, Paramus, New Jersey 07652, 1971.

Let's Stop and Go Safely. (16mm, 18 min.) Illustrates several street safety situations such as roller skating, running between parked cars, crossing intersections, and how observing rules prevents accidents. Rental $4.50. Roa's Films, 1696 N. Astor St., Milwaukee, Wisconsin 53202.

Look Alert - Stay Unhurt. (16mm, b&w, 14 min.) emphasizes the causes of many pedestrian accidents and how they can be avoided. National Film Board of Canada.

On Your Own. (16mm, b&w or color) A captivating comparison of pedestrian safety rules and training with the training of an astronaut. Available for purchase from Sid Davis Productions, 2429 Ocean Park Boulevard, Santa Monica, California 90405, 1962.

Timothy the Turtle. (16mm, 5 min.) emphasis on watching for turning cars. American Automobile Association, Washington, D. C., ($13.00) (Part of the "Otto the Auto" Series), 1959.

Filmstrips

I'm No Fool as a Pedestrian. Egyptians built the first paved roads in 3000 B. C., and pedestrians had to start dodging reckless chariot drivers...the first in a long history of walking safety problems. The sidewalk, invented in 1870 in Paris, gave some respite, but soon the automobile created more hazards. Jiminy tells how, when and where to walk in order to avoid accidents. Available from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652. 33-1/3 rpm record available from Maryland State Department of Education, Safety and Transportation, P. O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240.

Street Safety. Primary to intermediate, color, cost $6.50. McGraw-Hill Text-films, 330 W. 42nd St., New York, N.Y. 10036.

Walking to School. Primary, color, Curtis Publishing Co., Audiovisual Materials Division, Independence Square, Philadelphia, Pennsylvania 19105.

Films

School Safety. (16mm, color) Proves that something can be done to prevent needless and tragic loss of life because of fire. Donald and his nephews present a convincing solution to the problem. Each family must be prepared to follow a prearranged fire escape plan when fire strikes a home. The need for a plan--how to make a plan--and how to carry out a plan--is the vital message and the theme of this film. Available for lease or rental from Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey.

Handling Garden Tools Safely. (8mm, color, sound, 3 min. 15 sec.) Proper use of rakes, forks, shovels and other garden equppment as well as the importance of proper storage is illustrated through a real-life situation. Available from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611, 1968.

Handling Knives and Scissors Safely. (8mm, color, sound, 2 min. 35 sec.) A youngster building a model airplane is the subject of this film that illustrates with animated diagrams the proper use of knives and scissors to avoid painful accidents. Available for purchase from Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Illinois 60611, 1968.

I'm No Fool with Fire. (16mm, color) A cave man first discovered he could produce fire by striking two rocks together and history reveals that since that time fire has been one of man's best friends as well as one of his deadliest enemies. From bitter experience, man has learned he must understand fire--how to start it--how to control it--and how to put it out. Jiminy Cricket presents the basic rules of fire prevention and fire fighting summing up his philosophy when he states, "The best way to fight fire is not to have one in the first place." Available from Walt Disney Educational Materials, 495 Route 17, Paramus, New Jersey 07652, 1971.

Junior Fire Department. (16mm, b&w, 20 min.) Shows how fire prevention education may be taught in public schools and how these lessons can influence fire safety at home. Purchase from Cinesound Company, 1037 N. LaBrea Avenue, Hollywood, California.

Sixty Seconds to Safety. (16mm, b&w, 12 min.) Points out common fire hazards in schools. Available for purchase, rent or loan from American Film Registry, 1018 S. Wabash, Chicago, Illinois 60605.

The Fire Triangle. (16mm, color or b&w, 13 min.) Demonstrates how firemen control fires by eliminating one of the three components of fire. Purchase or rent from University of Texas, Visual Instruction Bureau, Austin, Texas, 1962.

Trouble Takes No Holiday. (16mm, color, 17 min.) How a false alarm sparks a school campaign to re-educate pupils to be fire-safety conscious. Purchase or loan from Association Films, Inc., 600 Madison Avenue, New York, N.Y. 10022, 1964.

Filmstrip

I'm No Fool with Fire. Long ago a cave man struck two rocks together and sparks flew...and ever since that time, mankind has been trying to control fire. Here Jiminy explains the dangers of fire, describes some of the advances our skill in using fire has made possible, outlines fire-fighting procedures, and presents basic fire prevention rules for young children to follow. Available from Walt Disney Educational Materials Company, 495 Route 17, Paramus, New Jersey 07652.

Games

Creative Playthings. Perception Plaques (a matching game). P. O. Box 1100, Princeton, New Jersey 08540: Creative Playthings.

Norbert Specialty Corp. Traffic Sign Bingo. New York, New York 10032: Norbert Specialty Corp.

Otto Maier Verlag. Positive and Negative (a perceptual matching game). New York, New York: manufactured by Otto Maier Verlag, Rauensburg, West Germany for Creative Playthings, a Division of CBS, Inc.

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Student Activity Books

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Hoffman, James. Come Play with Me. Birmingham, Michigan: The Instructional Fair, Inc., 1970.

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American Mutual Insurance Alliance. Here's How - Traffic Safety Project Ideas. Stromberg Allen and Co., 1963.

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