SAFETY EDUCATION

FOR IOWA SCHOOLS

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION

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1966

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FOREWORD

Most people believe that human life is very precious. Medical science has made giant strides in the reduction of human suffering and has lengthened the life expectancy of man. If we believe that the fundamental purpose of education is to help prepare the student to successfully cope with the complexities of daily living, then safety education as a part of the curriculum is a clearly defined necessity.

Statistics show that accidents are the major cause of death and injury among the youth of our nation. These accidents can and must be reduced, as they entail the loss of financial resources that are irreplaceable. If our existing resources and knowledge were effectively utilized in a comprehensive safety education program in every school of this state and nation, these accidents would be drastically reduced. Education in the past has helped society solve almost every major problem. Safety education must be integrated with every school subject. The cooperation of the parent, school and community is necessary for success. Accidents don't just happen; they are caused.

The alert teacher and school system will sense the various opportunities to teach safety, and they will gradually develop a comprehensive course of study. This will encourage the development of sound attitudes, good habits, and necessary skills which will increase the possibility of children growing into adulthood.

PAUL F. JOHNSTON
State Superintendent of Public Instruction

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Section One---

INTRODUCTION

ADMINISTRATION OF SAFETY EDUCATION

A program of safety education in the schools of Iowa must be concerned with accident prevention as well as the safety of all school personnel. The purpose of this section is to help the local school district organize a comprehensive safety program. It is impossible to detail everything in this type of guide; therefore, only major points are listed.

DIVISION OF AUTHORITY

To divide the duties and responsibilities, each division of the school is listed.

Board of Education:

The board of education has the responsibility to delegate the superintendent of schools to comply with local, state and national laws, ordinances and regulations pertaining to all phases of safety.

Board policy provides:

1. For evidence of compliance with local, state and national safety laws, ordinances and regulations.
2. For regular inspection and evaluation to improve the total safety program.
3. For the appointment of one faculty person as responsible for the entire safety education program in the school.

Superintendent of Schools and Administrative Staff:

The superintendent of schools through a designated staff member is responsible for curricular and administrative programs in safety education including:

1. Serving as liaison with all safety authorities to be sure that regulations are on file and properly distributed and interpreted.
2. Serving as consultant to check all plans for new buildings or remodeling for all safety factors.
3. Providing an effective in-service program in the various areas of safety education.
4. Inspecting each school area to determine whether safety practices and regulations are in compliance with recommended practices.
5. Investigating and evaluating the effectiveness of the whole safety education program.

Building Principals:

The building principal should:

1. Comply with all directives from the superintendent.
2. Assign an interested teacher to be building coordinator in charge of safety.
3. Initiate requests to administrative personnel for improvements to the whole safety program.
4. Supervise the safety instruction in all grade levels within his responsibility.
5. Consult with the supervisor of safety whenever problems arise that are not covered by policy.
6. Review and forward all accident reports filled out in building.

Classroom Teacher:

The role of the classroom teacher is of basic importance to the whole safety program. It is with these people that the final responsibility for the teaching of safety rests. Teachers should:

1. Utilize all instructional aids to accomplish learning in all phases of safety.
2. Set an example.
3. Pass on to the principals information that may lead to safer practices in the buildings.
4. Encourage parents to emphasize safety at home.
5. Integrate safety teaching whenever possible.

School Custodians:

School employees play an important role

in the general safety of a school. Their influence on students and teachers is often overlooked. They should:

1. Set the best example possible.
2. Make suggestions to the principal to improve the safety of the school plant.
3. Keep the school building orderly and clean.
4. Keep the school plant in A-1 mechanical condition.
5. Keep the playground free of debris, glass, etc.
6. Inspect the playground equipment regularly and either report the need or repair it personally.

Supervisor of Buses:

Considering the number of students who are transported to and from school in Iowa, it is highly important to stress bus safety.

1. Observe all traffic laws when driving a bus.
2. Be courteous and set an example while driving.
3. Observe all local and state bus rules and regulations.
4. Review and evaluate all pickup and return STOPS for maximum safety.
5. Attend the State School Bus Drivers' Clinics.
6. Participate in local school district clinics.
7. Keep the bus in A-1 mechanical condition.
8. Keep the electrical system on the buses in perfect order.
9. Keep the buses clean inside and out.
10. Maintain discipline on the buses.

School Nurse:

Whenever a school has access to a school nurse, the following are guidelines to her part in safety:

1. Should have a permanent record card on each student as to his health status.
2. Should attend all accident victims whenever available.
3. Should fill out accident report forms on those attended, and forward same to the supervisor of safety via the building principal.
4. Inform the principal on the causes of the accidents reported to her. (Many times an immediate cure can be found).

School Librarian:

Because the core of the curriculum of a school centers around the library, the librarian should:

1. Have on file all types of safety materials; this should include magazines, pamphlets, newspaper clippings and such.
2. Have on file "Accident Facts," local, state and national.

Safety Supervisor:

A Job Analysis For Safety Education Supervisors

By Harold K. Jack and Virginia Wheeler

(This guide was approved by the Executive Committee, Safety Education Supervisors Section, at the 46th National Safety Congress, October, 1958, and approved by the School and College Conference by mail ballot, December, 1958. Reprinted from *SAFETY EDUCATION*, February, 1959.)

The following is a comprehensive guide to setting up job specifications for safety education supervisors.

The tremendous growth and change in public education since the war years have been instrumental in raising the number of members of the Safety Education Supervisors Section from fewer than 30 in 1945 to nearly 650 in 1958. In 1948, the President's Highway Safety Conference, suggesting immediate steps to be taken gave support to this growth by stating:

> "The work of the school, home and community should be coordinated by having a properly qualified safety supervisor in the school system, and by establishing working relationships among school and non-school agencies."

To help every American school system select a person to administer and supervise the safety education program and to define his duties, there has been prepared a statement on *Recommended Standards for Administration.*

Summarized, the statement defines aspects of the supervisor's work in:

1. Administrative policy
2. Curriculum development
3. Instructional methods
4. Community coordination
5. Evaluation of the safety program

The following statements, compiled from a survey of job specification statements written by practicing supervisors of safety education, describe in detail the actual activities necessary to carry out the objectives of each of the basic aspects of the recommended standards. They are intended to serve as a source of direction for a school system initiating a school safety program. All of them could not be reached at the beginning of a program, but progress toward an ideal program can be measured by these standards.

Administrators should not be dismayed by this array of duties. No school system began its program with all these activities accomplished. Instead, in most cases, local needs, personnel available and community resources dictate priorities and determine how and by whom these safety education objectives will be accomplished. But the safety education supervisors who wrote this job specification statement have carried on their work with the recommended standards in mind. They have written here their conception of the ideal program.

STANDARDS OF ADMINISTRATION

I. Determination and Coordination of Administrative Policy in Safety

Unless someone is charged directly with developing this function, important educational elements may be neglected. Safety is unique in that it cuts across all areas of instruction and reaches into exceptionally important administrative fields. The supervisor assumes some responsibility in administration. To illustrate:

A. The collection, analysis and use of data from accident reports are essential to the school safety program.

The supervisor:

1. Develops a systematic method of collecting reports of student accidents at regular intervals (using the *Standard Student Accident Reporting System.*) Such a system would, preferably, include all school personnel.
2. Prepares a monthly summary of student accident reports for the National Safety Council.
3. Prepares an analysis of all reports using resources or methods that are made available by the local board of education.
4. Prepares an annual report for distribution to the board of education, administrators, principals, teachers and students.
5. Makes annual reports available to other groups, such as the local safety council and P.T.A.
6. Uses the monthly and annual reports as a basis for curriculum development.

B. Safety programs also operate outside the school building, thereby involving important additional public relations aspects.

The supervisor:

1. Establishes all activities and procedures in cooperation with policies of the local administration.
2. Interprets the school safety program to the public.
3. Secures the cooperation of community leaders and organizations for service and assistance to strengthen the school safety program operating outside the school building.
4. Initiates leadership in participation of all school personnel and community groups by utilizing their services.
5. Exerts leadership in developing criteria to guide classroom teachers in selecting safety materials available from outside agencies.
6. Secures cooperation and active participation of all administrators in correcting existing school hazards.
7. Secures publicity about safety activities through newspapers, periodicals, radio, television, school papers, educational magazines, organizations, school exhibits, leaflets and letters.

C. Safety instruction for beginners confronts

the child all at once, thus involving unusually important instructional and control demands.

The supervisor:

1. Brings to the attention of teachers, parents and others the need for adequate precaution and protection for young children.
2. Alerts teachers of beginning pupils to the safety problems of young children who have different home and experience backgrounds.
3. Points up the safety implication of child growth and development movement involving growth pattern, developmental tasks, maturity and other factors.
4. Encourages teachers to give children as much responsibility for self-control, protection of self and others as their maturity level will permit.
5. Helps teachers provide essential safety experiences for children.
6. Develops adequate instructional guides and aids for teachers.
7. Cooperates with community agencies to secure protection for children.
8. Gives special instruction to all persons and groups responsible for the protection of children.

D. The exit drill and other emergency situations outrank most administrative necessities in legal, instructional and control importance.
The supervisor:

1. Exerts leadership in setting up procedures for exit drills in each building.
2. Checks the exit-drill procedures used in fires, explosions and other emergencies requiring rapid exit from building or school buses, making certain that buildings and buses can be emptied by all the staff and students in the least possible time with the most safety.
3. Checks the civil defense plans to move students and staff into shelter areas in the least possible time.
4. Makes certain that special provisions are made in fire and civil defense drills for the handicapped and makes certain that drill and emergency procedures include blocked exits, staircases and corridors.
5. Makes certain that principals of each building assume responsibility for conducting exit drills to provide maximum protection of students and personnel in the building.

E. Safety must be an integral part of all areas of the school such as shops, home economics, science, physical education and social studies.
The supervisor:

1. Provides all the pertinent safety educational information for all phases of the educational program.
2. Prepares and distributes bibliographies and materials to all teachers in each area.
3. Supplies teachers with copies of new materials.
4. Provides teachers in special areas with analysis of accident reports in these special areas.
5. Encourages teachers to use accident data to prevent future accidents and as a basis for curriculum development.
6. Confers with teachers in identifying and removing hazards.

F. Safety must be built into all school buildings.
The supervisor:

1. Cooperates in removal of hazards in buildings.
2. Cooperates in construction of new buildings through conferences with architects, administrators or building directors.
3. Exerts leadership in establishing teacher and student procedures to permit safe living within the building environs.

G. The community must share responsibility for the development of safety practices and attitudes.
The supervisor:

1. Assumes responsibility for providing

the community with local and national data of good school safety practices.

2. Receives and evaluates suggestions, criticisms and recommendations from community groups.
3. Cooperates with community agencies in furnishing speaking and instructional service, curricular materials, film bulletins and consultation.
4. Encourages and gives consultative service to local agencies forming committees to develop and administer safety programs, survey local needs, and create materials and practices suitable to prevent property damage, injury and loss of life.
5. Assists all persons and agencies in understanding, enforcing and improving fire, sanitary, building, zoning, traffic control, nuisance abatement, and other codes and laws designed to prevent accidents and improve living standards.

II. Development of Safety Curricula

The modern school develops safety education at all school levels as a significant part of the school's total program either through the integrative process or by direct instruction.

The supervisor:

1. Serves as the safety education consultant on the central curriculum committee of the school system.
2. Suggests and assists safety curriculum committees in grade levels and departments as need for them becomes apparent.
3. Periodically checks existing curricula for safety education adequacy.
4. Translates accident experience into curricula and makes recommendations for changes indicated.
5. Is alert to other needs of pupils which may not show up in the accident statistics available.
6. Works with principals and teachers on problems of scheduling materials and activities, to the end that the objectives of the safety curriculum may be realized.
7. Assists in the choice of textbooks and teaching materials involved in safety education.

III. Improvement of Instruction in Safety

There are many technical elements related to efficient safety instruction. Techniques related to school safety organizations, the achievement of a variety of approaches to safety, effective development of driver education programs and the proper use of all media of instruction are among the specifics.

The supervisor:

1. Keeps informed of the latest developments in local, state and national safety programs, research and information.
2. Informs all school personnel of reliable safety information.
3. Provides in-service programs for teachers and principals.
4. Informs principals and teachers of legal aspects involved in safety.
5. Develops, with teachers, current guides, outlines or other communications for their own use and for students.
6. Encourages teachers to develop their own projects, activities and units based upon a problem or accident within their individual classes.
7. Encourages teachers to increase pupil planning and participation in all safety activities.
8. Encourages teachers to do action research at their particular level.
9. Encourages the use of many types of visual aids to improve instruction.

IV. Development of Improved Community Coordination in Safety

Police and fire departments, the utilities, pedestrian and traffic controls, accident prevention, safety councils, service clubs, and home and school organizations all play vital parts in the simultaneous development of improved public relations and safety practices. Improved community coordination operates toward effective public relations.

The supervisor:

1. Provides outside agencies with pertinent data.

2. Maintains good relations with these groups.
3. Serves on committees that affect child safety in these groups.
4. Cooperates with these groups on specific problems pertaining to their area of service.
5. Determines with these groups practices and procedures to follow in solution of problems.
6. Attends the regularly-scheduled safety council committee meetings and the city council meetings in order to become thoroughly acquainted with the overall safety problems.
7. Shares in the community safety projects because of their eventual direct or indirect influence on the total school safety problems.
8. Accepts speaking assignments to enlist the support of service clubs, P.T.A. and other interested groups.

V. Evaluation of the Effectiveness of the Safety Program

In today's school this is a technical problem, requiring the guidance of a person skilled in safety techniques and with an understanding of their relation to the total school program. If safety education is to be reliable, careful plans for ways of evaluation must be considered to measure the effectiveness of the program.

To effect this, the supervisor:

1. Reviews the goals and objectives of safety education.
2. Gathers evidence of success or failure in producing changes in safety practices and behavior.
3. Uses the National School Safety Honor Roll annually as a check-up or evaluation.
4. Studies accident summaries and other accident data.
5. Uses the recommendations from the **Annual Inventory of Traffic Safety Activities** to study the effectiveness of his program.
6. Assists principals and teachers in developing evaluation instruments to determine effectiveness of the safety education program.

MONTHLY GUIDE

Every safety supervisor or person assigned the responsibility of safety education needs a guide as to when certain activities should be done. One of Dr. Herbert J. Stack's supervisory classes at New York University worked out this "Supervisor's Set-up Schedule," which was published in *Safety Education* magazine in January, 1960. Because of its value, it is published in its entirety:

September:

1. Discuss safety program with other safety supervisors.
2. Get fire prevention materials ready to be sent out to schools.
3. Arrange for first meeting of city safety education committee.
4. Attend first meeting of school principals and/or teachers and speak for 15 minutes.
5. Send out material on National Safety Council Honor Roll awards.
6. Arrange with the police department for assistance in training of patrol.
7. See that each patrol is supervised by safety coordinator.
8. Receive a report as to patrols.
9. Send out to principals suggestions for fire prevention week.
10. Working with principals and custodians, inspect five of the school buildings.
11. Aid in getting cars for high school driver education.
12. Speak at two PTA meetings called in September.
13. Arrange with principals for fire department demonstrations in October.
14. Meet with department chairmen of high schools to discuss integration of safety in program.
15. Discuss school parking arrangements with school principals and safety committee.
16. Work with school bus drivers on pupil safety.
17. Check the safety features of high school football.

October:

1. Attend State Teachers Convention; speak at Driver Education Conference.
2. Check to see how patrols are functioning.
3. Speak on fire prevention at two school assemblies.
4. Send out home safety materials for use in November.
5. Inspect several school buildings.
6. Speak at a local service club meeting.
7. Arrange for the monthly meeting of the safety education committee.
8. Confer with supervisors of other subjects regarding safe practices.
9. Find out why certain schools do not have patrols and try to organize, working with principal.
10. Meet with new teachers in the school system.
11. Speak on safety at a conference of industrial arts teachers.
12. Speak at a meeting of scout officials regarding follow-up of Safety Good Turn.
13. Send out booklet on hunting safety secured from state department.

November:

1. Check with principals for proper exits and methods for emergency drills.
2. Speak to physical education teachers at their monthly meeting.
3. Attend the monthly meeting of civic clubs to solicit help in obtaining safe play areas for winter sports.
4. Confer with superintendent of recreation to arrange for safety instruction to this instructional crew.
5. Send out bulletin on Thanksgiving safety. Distribute this to all teachers and administrators.
6. Discuss the need for emphasis on safe driving during the winter months with high school teachers.

December:

1. Send suggestions to principals for Christmas safety program.
2. Distribute information on home safety.
3. Discuss accident reports in order to incorporate safety in the program.
4. Arrange films for distribution on winter sports, such as ice skating, coasting, (possibly skiing).
5. Check to see whether or not schools are having fire drills.

January:

1. Review first half of school-year program. Check on safety practices and any weaknesses of the program.
2. Send out materials on winter sports.
3. Be prepared to talk to PTA meetings about winter home safety.
4. Secure cooperation of news media stressing city ordinances concerning winter safety.
5. Make sure that all play areas are well supervised.
6. Consult the police in getting their cooperation to set aside certain areas for coasting.
7. Continue to check several school buildings.

February:

1. Secure material to be distributed in March on safety in spring clean-up, playground, bicycle, roller skating, kite flying.
2. Prepare and send out summary of first term accident reports.
3. Continue inspection of schools with principals and custodians.
4. Check practices in civil defense drills.
5. Send memos to school principals and custodians to prepare for playground safety next month.
6. Arrange for in-service safety course for teachers in school system.

March:

1. Initiate spring clean-up campaign.
2. Continue inspection of school buildings.
.3 Speak to two school assembly programs.
4. Make preparation for bicycle programs in elementary schools and make plans for bike rodeo in April.

5. Receive forms and start to evaluate program for National School Safety Honor Roll Awards.
6. Attend State Driver Education Association meeting.
7. Distribute seasonal material and posters on the hazards of kite flying.
8. Distribute information (data sheets) on first aid instruction.
9. Distribute material on playground safety.

April:

1. Secure and distribute materials on fishing and boating from the state department.
2. Have building safety coordinators check playground and playground equipment.
3. Talk at monthly physical education teachers meeting, emphasizing spring sports.
4. Send out materials on bicycle safety.
5. Check each school to make sure each National Safety Honor Roll Program has been submitted.

May:

1. Prepare for safety awards to schools with best records.
2. Be prepared to give outdoor safety talks to any interested group.
3. Consolidate school year reports for accident evaluation.
4. Present recent safety film to committee for its approval for the coming year.
5. Send out materials on summer vacation hazards and pedestrian warnings.
6. Send out materials emphasizing farm safety, recreational safety and water safety for the coming summer vacation.

June:

1. Emphasize water safety (secure and send out films and literature on fishing, boating, water skiing, swimming and sunburns). Check with owners of public and private swimming pools.
2. Emphasize camping safety (knives and hatchets — fires — poison ivy — wood ticks — and snakes). Utilize Boy Scouts to present assembly programs.
3. Prepare accident summary of the past year and distribute with recommendations for the coming year.
4. Meet with visual aids committee about placing order for films, safety literature, posters and magazines for the coming year.
5. Arrange for collection, washing and storing of school safety patrol belts.
6. Evaluate the past year and revise the plans for the coming year to have ready for the teachers' workshop before school opens in the fall.
7. Order supply of accident report blanks for the coming year.
8. Meet with committee to arrange for purchase of safety readers and textbooks. (In some schools, this should be done earlier.)
9. Arrange for tests to be given in elementary grades.
10. Prepare report of year's program to be submitted to the superintendent of schools.

July and August:

1. Spend at least two weeks of the eight weeks preparing plans for next school year.
2. Work with the school bus supervisor on routes, pickup points and pupil safety.
3. Work with the school bus driver on a Drivers' Clinic prior to the beginning of school.

GUIDE OF MONTHLY UNITS ON SAFETY EDUCATION

As all aspects of safety cannot be taught every day, a division of these items in their appropriate months is given.

September: (School Safety)

1. Safety to and from school
2. Classroom
3. Corridors and stairs

4. Playgrounds and school grounds
5. Gymnasiums and athletic fields
6. Laboratory rooms
7. Shops
8. Toilets and washrooms
9. Auditoriums
10. Playrooms
11. Walks and steps
12. Bus loading zones

October: (Fire Safety)

1. Fire losses; local, state and national
2. Matches
3. Stoves and furnaces
4. Waste and oily rags
5. Electrical fires
6. Gasoline, kerosene and cleaning fluids
7. Open fires
8. Fire alarm system—fire escapes and exits
9. How to put out fires
10. First aid for burns
11. Home fire drills
12. Home fire inspections
13. School building inspections

November: (Winter Recreation)

1. Coasting
2. Skating
3. Snowballing
4. Skiing
5. Icy streets and side walks
6. First aid on frost bites
7. First aid on frozen hands, feet and face

December: (Home Safety)

1. Falls
2. Burns
3. Firearms
4. Asphyxiation
5. Suffocation
6. Poisons
7. Cuts and scratches
8. Electrical safety
9. Heating system
10. Christmas hazards such as metal or live trees, gifts and the installation of indoor and outdoor lights.

January: (Winter and Home Safety)

A review of the November and December units.

February: (Courtesy)

Respect for:

1. the other person
2. the other person's property
3. others on the sidewalks and streets
4. others in cars
5. others on the job

March: (Traffic Safety)

1. General safety practices and precautions
2. Precautions at intersections
3. Walking on the highways
4. Roller skating, pushmobiles, tricycles, wagons and other play apparatus
5. Bicycle program
   a. inspection of bicycle
   b. written tests
   c. maneuvering skills

April: (Spring Clean-up and Spring Sports)

1. Clean-up
   a. outdoor area around the home
   b. indoor area around the home
   c. playgrounds
   d. swings, teeterboards, slides, etc.
2. Spring Sports
   a. baseball and softball
   b. bicycles and other means of transportation
   c. kites
   d. track and field

May: (Summer and Vacation Safety)

1. Vacation
   a. hiking
   b. swimming
   c. camping
   d. boating
   e. fishing
   f. fireworks
   g. traveling
2. Other summer safety first aid including:
   a. artificial resuscitation
   b. hot weather
   c. poisonous plants
   d. animal and insect bites

INTEGRATING THE SAFETY PROGRAM

Importance of Integration:

As safety is a way of living rather than a separate subject to be learned, it is entitled to a place in every phase of the classroom activity that can make safety facts or behavior meaningful. To be of value such relationships and points of contact must develop naturally.

The teacher of experience and vision has always taught through association. His task in preparing course-of-study material is to understand clearly the objectives of safety education and to seek to determine the contributions that other fields of knowledge can make to strengthen those objectives, whether they be to increase safety knowledge, fix habits or develop desirable attitudes.

RELATION OF SAFETY EDUCATION TO VARIOUS SUBJECTS

Social Studies:

Safety, like health and citizenship, embraces social qualities which the school aims to develop. In the lowest grades the children have their first introduction to city departments through their study of community helpers: the policeman, the fireman, the playground director. Gradually they learn more about these departments, their organization, their problems, the possibilities of school-community cooperation. Then interest and safety begin to extend beyond the community to the activities and problems of state and national agencies. The teacher's objective is twofold as he relates safety to social studies: (a) to develop a citizen who will intelligently co-operate with civic agencies; (b) to create a desire on the part of each student for a safe and pleasant community in which to live.

Current Events:

The study of current events has an important place in the classroom today. Such material, new and vital and often closely related to the community and to the child's experiences, contains an abundance of safety teaching.

Health and Physical Education:

Safety must of necessity be concerned with health and physical education. A study of accidents reveals that many of them are the result of physical defects, poor circulation or lack of muscular control. It is the responsibility of the physical education personnel to do their utmost to recognize and correct these handicaps. Every sport and game provides opportunity for emphasizing the relationship of safety and the following: knowledge of rules and procedures, good sportsmanship, skill, desirable attitudes and courage to meet elements of danger when necessary.

Science:

Electricity and fire are but two of the many phases of scientific knowledge that provide a basis for valuable teaching of self-preservation and safety to others. The field of nature provides illustrations of the survival of the fittest. The study of wild animals and the way the mother teaches her young offers many delightful and fruitful approaches to worthwhile safety teaching for children.

Mathematics:

Compiling and interpreting accident statistics and study of economic losses through fire and accidents require a knowledge of figures and percentage. Accident figures provide practical material for the making of graphs and the study of insurance.

Language Arts: Writing, English, Spelling:

In all grades and departments, even as low as kindergarten and first grade, it is doubtful if any safety teaching is possible without the use of the so-called tool subjects. In promoting safety for others, well-expressed thoughts, both oral and written, are important. Reports, bulletins, original stories and poems, programs and campaigns are but a few of the ways that these subjects carry safety information to the home and community.

The State College of Iowa has developed a chart indicating where the opportunities of teaching safety in other subjects are listed. See opposite page.

Value of Integration:

In the integrated program, the work is so planned that any one of these may be used to motivate the regular subjects, and in turn, these subjects are the tools that help the pupil to reach desirable goals. Time is saved and results are more easily and naturally obtained by integration.

OPPORTUNITY FOR TEACHING SAFETY THROUGH INTEGRATION

X_Some Opportunity
XX_Good Opportunity
XXX_Best Opportunity

	SCHOOL ACTIVITIES	SOC. STD.	SCIENCE	HEALTH	IND. ARTS	VOC. AGR.	HOME EC.
STREET AND HIGHWAY ACCIDENTS	XX	XX	XXX	XX	X	X	
WATER SAFETY	X	X	XX	XXX			
RAILROADS		XX	XXX	X			
HOME ACCIDENTS		X	XX			X	XXX
WATER TRANSPORTATION		XX	XXX	X			
ELECTRICITY & ELECTRICAL APPLIANCES			XX		XXX	X	XXX
GAS AND GAS APPLIANCES		X	XX		X		XXX
BURNS		X	XX	XX			XXX
FALLS IN THE HOME		X	XX				XXX
USE OF INFLAMMABLES	XX		XX		XX		XXX
SCHOOL ACCIDENTS	X		X	XXX	XX		
FIRE PREVENTION	X	XX	XXX	X	X	X	X
SAFE USE OF LABS.	X	X	XXX		XX	X	XX
AVIATION SAFETY	X	XX	XXX		X		
INDUSTRIAL SAFETY		XX	X		XXX	X	X
FIRST AID			XX	XXX		XX	XX
MEDICINES			XX	XXX			XX
PHYSICAL & EMOTIONAL CONDITIONS	X			XXX			
FOREST CONSERVATION		XXX	X			XX	

– State College of Iowa

IN-SERVICE EDUCATION ON SAFETY

In-service education is designed to promote growth which takes place while the teacher is on the job. It is a continuation of professional development which actually helps the individual teacher become more effective in that given school system. Every school should have an in-service program of some type, and safety education can be integrated into any school's in-service program.

In planning an in-service program for the needs of the teachers, it is implied that:

1. Teachers' needs were not met at the pre-service level.
2. Growth continued when a teacher becomes an active member of a staff.
3. Teachers have personal needs as well as professional ones.

The administration of the school should provide opportunities for the staff to plan an in-service program based on the needs of the group. The need for knowing the needs of the community can only be done through the exchange of ideas and the evaluation of accident rates and the curriculum. It is impossible for one individual to know the complete needs of any community, and therefore, it is imperative that cooperation between all interested citizens be included.

Factors in a Good Safety Education Program:

1. A basic philosophy of safety education
2. Participation on the part of children
3. Understanding and support of board of education
4. Understanding and support of school administrators
5. Assignment of division of authority
6. Cooperative planning by all interested persons and groups
7. Teachers with basic knowledge as to the need for safety
8. A well balanced safety program
9. Active participation on the part of the entire staff
10. In-service program on the teaching of safety
11. In-service program for non-certified personnel
12. Provisions for acquiring needed materials and supplies
13. A safe school plant
14. Policies safeguarding pupils, teachers and other employees in hazardous and emergency situations
15. Standardizing the accident reporting system
16. A constant evaluation of the program

There are many ways that can be useful in operating an effective in-service program. Here are a few suggestions:

1. Workshops and/or conferences
2. Clinics
3. Bulletins
4. Visitations
5. Demonstrations
6. Faculty meetings
7. Committee working
8. Resource people
9. Local courses

There are many ways a school can encourage its faculty into teacher growth:

1. Give salary credit for in-service courses
2. Give increment credit for workshops or clinics
3. Allow teachers to attend district, state and national safety conferences
4. Allow the teachers a part in the planning
5. Give a word of encouragement to all participating
6. Allow for teachers to visit others teaching safety education successfully
7. Have administration furnish curriculum guidance in the safety education area

How To Determine the Children's Needs:

1. Study the children
2. Study the environment and community
3. Evaluate accident records
4. Consider the hazards that may be faced

Section Two---

SAFETY EDUCATION IN THE ELEMENTARY SCHOOL

ELEMENTARY SCHOOL TOPICS
(Graded)

Kindergarten Safety Education

1. Emphasizing safe practices
   - Know own address, telephone number, parents' address and doctor's name
   - Proper use of sidewalks
   - Traffic signals
   - Traffic officers
   - Crossing at corners
     - Look all four ways
     - When stopping at signs wait until car stops
   - Riding in vehicles
   - Entering and alighting from vehicles
   - Playing in streets
   - Caution of animals
2. As pedestrians
   - Safest route to and from school
   - Safety patrol
   - Inclement weather
   - Push button signals
   - Sharp objects
   - Avoid down wires
3. Going to and from school
   - Knowledge of school bus regulations
   - Railroads
   - Dangers at alleys, driveways and one-way streets
   - Uneven surfaces
   - Discarded objects
   - Chasing and scuffling
   - Throwing objects
   - Crossing guards
   - Warning signals
   - Accepting rides, or talking to strangers
4. On the playground
   - Playing in the proper areas
   - Apparatus and sandboxes
   - Use and understanding of the rules
   - Know and observe rules for using all playground equipment
   - Drinking fountains, lavatories and benches
   - Report accidents to proper authority
5. During emergency drills (self-preservation demands immediate disaster planning)
   - Fire drills, one a month required by state law, regular and alternate routes
   - Man-made disasters
   - Storms and other natural disasters
   - Contact local fire chief or civil defense director
6. In buildings and classrooms
   - Doorway safety—panic bars, glass, finger and hand injuries
   - Conduct in halls, auditorium and stairway
   - Conduct in lavatories
   - Classroom conduct concerning traffic pattern, equipment and supplies—use of scissors and other cutting equipment
   - Reporting accidents to proper authority
   - Emphasis on accident prevention during physical activities in classroom and gym
7. Fire prevention and control
   - Open fires and heaters
   - Matches
   - Electrical cords and appliances
   - Procedure in case of fire or smoke-filled room
   - Significance of fire alarm devices
   - Send home fire safety check list
8. At home
   - Toys
   - Ropes—improper use
   - Steps and stairs
   - Driveways
   - Bare feet
   - Gasoline containers
   - Pressure containers
   - Bathtubs and showers
   - Throw rugs
   - Hot objects
   - Power mower
   - Cautions in the use of medicines
   - Cautions about poisons
   - Flameproof decorations and costumes
   - Iceboxes, refrigerators and freezers
   - Plastic bags
   - Detergents and bleaches
   - Sprays and insecticides

9. First aid

Introduction
Develop an awareness that all injuries shall be reported to a responsible adult
Be aware that injuries should be treated

Grade One Safety Education

1. In general

Review and extend the safety practices emphasized in kindergarten.

2. As pedestrians

Use of sidewalk
Dangers in driveways, alleys and streets (especially on one-way streets)
Traffic officers
Learn to use space in traffic when crossing street at intersections
Walking on the left, facing traffic, when in street
Conduct at traffic signals and signs
Playing in the street
Moving vehicles
Parked cars
Avoid downed wires

3. Going to and from school

School patrol and adult crossing guards
Knowledge of school bus regulations
Straying
Loitering
Arrival time according to school regulations
Proper handling of books and other materials
Talking to strangers
Riding with strangers
Strange animals
Pets
Construction areas
Other dangerous areas and situations, such as railroads, streams, underpasses, bridges, dumps, wooded areas, old buildings, etc.

4. On the playground

Recognizing supervision
Assigned areas
Retrieving balls, pets and sidewalk toys
Stay clear of games
School boundaries
Safe response to bells
Reporting and chasing animals
Using ropes
Proper use of play equipment and apparatus
Develop an awareness that tempered eyeglasses are available

5. In buildings and classrooms

Rights of others
Pushing and running
Traffic pattern
Steps and halls
Doors
Panic bars
Fingers, hands and arms
Possible injury near door
Glass, dangers
Rules for scissors, pencils, rulers, and other dangerous items
Rules for fire safety
Rules for authorized use of school equipment
Emphasis on accident prevention during physical activities in classroom and gym

6. During emergency drills

All students accounted for by classroom teachers
Recognizing signals for natural disasters and man-made disasters
Procedure for disaster drill
Recognize the importance of order and quietness during drills

7. In fire prevention (integrated with other subjects)

How fires start
Importance of good housekeeping
Dangers in.
Open fires and heaters
Cleaning fluid
Matches
Electrical equipment
Smoke
Superheated air

8. At home

Take home approved home safety check list
Family safety council
Use sidewalk or off-street area to ride bicycles
Area for bicycle use
Dangerous play areas
Safety eye-glasses (include tempered lens in all prescription glasses)
Firearms—dangers
Dangers in old iceboxes, refrigerators, freezers, etc.
Dangers in plastic bags
Falls—slippery floors, rugs, stairs, etc.
Unsupervised exploration
Unsupervised swimming and playing

Dangerous instruments and cutting tools
Rules for fire safety
Cautions in the use of medicines
Cautions concerning poisons, insecticides and pressure cans

9. First aid

Reporting all accidents to adult authority
Utilize Red Cross First Aid procedures in accordance with school policy
Treatment of minor injuries by proper personnel
What to do for injuries

Grade Two Safety Education

1. In general

Re-emphasize selected areas in kindergarten and first grade

2. Fire

Know and follow fire drill procedures
Reporting fires (refer to local policy or teacher's handbook)
Extinguishing fires (explain and discuss)
Fire prevention information
Use of matches and candles
Using electrical appliances
Dangers of bonfires, gasoline and cleaning fluids, and charcoal lighter fluid
Human causative factors in forest fires, buildings and building areas
Smoke-filled rooms
Superheated air

3. Disaster control

Know and follow drill procedures
Procedure for tornadoes or other windstorms
Severe weather
Severe winds
Heavy rains
Severe cold
Blizzards
Floods
Civil defense procedures (know and comply with area regulations)

4. At home

Use and care of toys
Hazards involving falls, burns, poisons, cuts, abrasions and puncture wounds
Care with sharp objects and nails
Be careful with broken glass, loose rocks, and surfaces that are slippery, inclined or rough
Be careful on steps
Beware of airtight structures, such as iceboxes, and deep-freezes
Care in handling pets and animals
Care in handling hot liquids and hot objects
Check home for hazards using standardized check list

5. Recreational safety

Camping
Hiking
Water safety
Boating and fishing
Swimming
Safe drinking water
Safe play areas
Unsafe play areas
Learning rules of each game
Recognizing seasonal hazards such as kites, skates, sleds, fishhooks, ice, snow piles, etc.

6. To and from school (also refer to pedestrian unit)

Always cross at crosswalks
Observe traffic controls—light, patrol boys, officers, and crossing guards
Look all four ways before crossing controlled or uncontrolled intersections
Use care near driveways
Walk on left facing traffic unless sidewalk is available
Observe bus rules
No throwing of any objects
Respect others' property and rights

7. On the playground

Selective review of kindergarten and first grade safety guide
No lifting or carrying of children
Set pattern of behavior for younger children

8. In school buildings and classrooms

Develop safety rules for classroom, corridor and gym
Use stairway and steps properly
Use care in opening and closing doors
Care in the use of equipment and supplies

9. First aid

Report all accidents to proper adult authority
Treatment of minor injuries by proper personnel (based on school policy)
What to do and what not to do
Cautions in the use of medicines and poisons

Grade Three Safety Education

1. In general

   Extend the understandings from selected areas in second grade

2. Going to and from school

   Keep mentally alert
   Reading, recognizing and obeying traffic signs, traffic lights and regulations
   Cooperation with school patrol, crossing guards and traffic officers
   Vehicle laws as they apply to pedestrians or bicycle riders (refer to Iowa Drivers Guide)
   Conduct as passengers in school bus or other vehicles
   Walk to school in good weather

3. On the playground

   Hazards of balls and bats in the play areas
   Be alert in contact games
   Orderly behavior to and from game areas

4. In buildings and classrooms

   Care on stairways and steps
   Safe use of corridors, classrooms, gym, lockers and toilets
   Care on freshly waxed floors

5. During emergency and fire drills

   Begin development of student self-discipline
   Continued observation of fire drill regulations

6. In fire prevention

   Understanding fire and causative factors
   Procedure in case of fires
   Evacuation and other self-protective measures

7. At home

   Emergency procedures as directed by parents
   Emergency procedures in case of no directions
   Precautions concerning asphyxiation, carbon monoxide and gas
   Dangers of playing in unattended vehicles

8. Vacation and recreational safety

   Safe habits in hiking, camping, swimming, boating, bicycling and horseback riding
   Safe habits in unsupervised play

9. First aid

   Reporting to an adult
   Treat simple cuts and abrasions under supervision of an adult
   Prepare child to protect self in as many emergencies as age, intelligence and ability will warrant

Grade Four Safety Education

1. In general

   Re-emphasize and extend selected areas from third grade

2. Going to and from school

   Behavior on arrival
   Developing understanding of obedience to safety regulations

3. Increased responsibilities as a pedestrian

   Rights and responsibilities
   Responsibility of pedestrian—refer to Iowa Drivers Manual (available at the Iowa Department of Public Safety)
   Vehicle limitations, stopping, turning
   Develop understanding of obedience to safety regulations
   Entering and leaving cars

4. On the playground

   Observe area and playground regulations
   Observe rules of the game
   Comply with interpretation of rules
   Develop student leadership
   Abide by group decisions

5. In buildings and classrooms

   Windows and transoms
   Restrooms and fountains
   Field trip safety factors
   Special rooms and areas

6. During emergency drills

   Fire drills and procedures
      Purpose
      Significance
      Procedure
      Conduct
      Evaluation of procedures

7. In fire prevention education

   Recognizing and correcting fire hazards
   Utilize Fire Prevention Week and fire safety materials
   Becoming aware of the effects of fire on our economy

8. At home

   Hazards of explosives
   Use of "legal" fireworks

9. Vacation or recreational safety

   Cooperating with parents, recreation directors and club leaders

Water safety
Camping
Organized play activity
Other seasonal activities
Use of "legal" fireworks

Grade Five Safety Education

1. In general

Review selected areas from fourth grade and begin to develop pride in one's safety consciousness

2. As pedestrians

Law enforcement officers
Going to and from school
Bicycle safety
Teasing and fighting
Falls

3. On the playground

Cooperating with authority
No "horse-play"
Assume responsibility

4. In buildings and classrooms

During emergency drills
Understanding purpose of drill
Code of individual conduct for the drill

5. In fire prevention emphasize proper use of

Materials
Techniques
Equipment

6. At home

Emergency telephone numbers
Cooperating with authority
Use and dangers of electricity
Learn proper use of firearms and comply with family regulations
Learn to avoid falls and other injuries
Hazards of railroad property and construction areas
Understanding dangers of explosives, such as blasting caps and live ammunition, etc.

7. Vacation and recreational safety

Water safety
Boating
Swimming
Other water activities
Athletic activities and sports
Team
Individual

8. First aid

Red Cross material—qualified
Instructor for selected area of study

Grade Six Safety Education

1. In general

Review selected areas from fourth and fifth grades, and begin to develop the concept of personal responsibility and personal integrity

2. As pedestrians

Proper use of sidewalk
Observation of hazards and recommend correction to proper authorities
Set an example for younger students

3. Going to and from school

Hazing
School and community regulations
Set example for others

4. In buildings and classrooms

Responsible behavior
Use of school equipment
Group planning in case of an accident

5. On the playground

Setting an example
Evaluation of safety methods
Showoffs

6. During emergency drills

Composed attitude
Handicapped children
Messengers and monitors

7. In fire prevention

Burning permits
Closed areas
Combustible fuels
Shock

8. At home

Construction site precautions
Undue experimentation
Locking car doors, using safety belts
Burns, household equipment, hazards and poisoning
Personal inspection of bicycles

9. Vacation and recreational safety

Review swimming rules
Discuss camping hazards
Organized and unorganized activities for teams and individuals

10. First aid

Red Cross instruction by a qualified instructor for all students

(Students should know and extend all necessary previous learnings to prepare themselves for increased responsibilities in junior high school.)

SUGGESTED ACTIVITIES FOR THE ELEMENTARY SCHOOL

I. Kindergarten, First and Second Grades

A. Learn rules for pedestrian safety by discussing, observing, doing and using

B. Practice using the telephone for reporting an emergency — include posting emergency numbers

C. Make maps of school areas in relation to home and streets—discuss

D. Walk around school area and make a survey of existing safety aids, safety problems, safety rules and protective devices such as signal lights, curbs, sidewalks, crosswalks, etc.

E. Have a policeman talk to class and let the student patrol assist in this program

F. Discuss dangers about the school area:
   1. To and from school
   2. On the playground
   3. In the school room

G. Demonstrate how to use playground equipment

H. Discuss, learn, understand, demonstrate and use the basic rules for pedestrian safety

I. Show and discuss safety films

J. Make safety posters

K. Have children learn stories, poems and songs on safety

L. Make check list of all safety practices at school, home and community
   1. Refer to pedestrian safety list
   2. Refer to other safety lists as needed

M. Refer to general safety units

N. Review previous units of learning

O. Discuss proper use of sidewalk toys

II. Third Grade — Review selected learning areas in second grade

A. Discuss school, home and community hazards

B. Make charts and posters on safety

C. Conduct fire drills and discuss problems involved after the drill

D. Review use of telephone for emergencies

E. Discuss the duties and purpose of the policeman

F. Discuss basic rules for fireworks, guns and dynamite caps

G. Demonstrate how to use and store garden hose, rakes, knives, scissors and other tools

H. Have pupils dramatize:
   1. How to report a fire
   2. Simple first aid practices

I. Discuss the importance of safety rules as they pertain to the student, teacher and parent

J. Collect news items, pictures and stories of accidents. Plan bulletin boards, make notebooks and develop displays

K. Demonstrate how to ride a bicycle emphasizing such techniques as proper starting, stopping, steering, slowing down, signaling, turning, changing lanes and dismounting

L. Discuss the value of bicycle training wheels

M. Discuss safe procedures for the flying of kites

N. Set a good example for younger children

O. Discuss special areas to avoid:
   1. Railroads
   2. Water
   3. Construction and destruction areas
   4. Busy streets
   5. Other local hazards

III. Fourth Grade — Review selected learning areas at previous grade levels

A. Collect safety news items and pictures for class discussion:
   1. Fire safety
   2. Traffic safety
   3. Home Safety
   4. Other

B. Discuss and demonstrate how to treat minor cuts, burns and abrasions

C. Have pupils make a stop sign survey near home and invite parents to help

D. Study safety posters:
   1. Schools
   2. Homes
   3. Industries
   4. Roadways
   5. Railroads
   6. Pedestrians

E. Visit an industrial plant to observe safety practices

F. Discuss fire safety:
   1. As it pertains to the individual
   2. At home
   3. In community

G. Refer to bicycle safety unit for study materials and ideas

IV. Fifth Grade—Review selected fourth grade safety areas

A. Discuss importance of reading all medicine labels and checking with parents before use

B. Discuss the responsibilities of pedestrians (see page 19 of Iowa Drivers Manual, Department of Public Safety)

C. Discuss with parents how industry protects worker, then bring information to class for discussion

D. Demonstrate how to handle simple garden tools, hammers, saws, and drill (Use no power tools at this grade level)

E. Have gun expert talk to class

F. Discuss how to use a gun

G. Review bicycle safety program

H. Discuss ice skating safety and other seasonal activities

I. Take a home safety check list and a fire check list and work with parents on filling out these lists

V. Sixth Grade

A. Gun safety

   1. Learn how to use firearms (refer to National Rifle Association for guidance)
   2. Practice the following safety rules recommended by the Sporting Arms and Ammunition Manufacturers Institute:
      a. Treat every gun with the respect due a loaded gun. This is the first rule of gun safety.
      b. Guns carried into camp or home, or when otherwise not in use, must always be unloaded, and taken down or have actions open; guns always should be carried in cases to the shooting area.
      c. Always be sure barrel and action are clear of obstructions, and that you have only ammunition of the proper size for the gun you are carrying. Remove oil and grease from chamber before firing.
      d. Always carry your gun so that you can control the direction of the muzzle even if you stumble; keep the safety on until you are ready to shoot.
      e. Be sure of your target before you pull the trigger; know the identifying features of the game you intend to hunt.
      f. Never point a gun at anything you do not want to shoot; avoid all horseplay while handling a gun.
      g. Unattended guns should be unloaded; guns and ammunition should be stored separately beyond the reach of children and careless adults.
      h. Never climb a tree or fence nor jump a ditch with a loaded gun; never pull a gun toward you by the muzzle.
      i. Never shoot a bullet at a flat, hard surface or the surface of water; when at target practice, be sure your backstop is adequate.

B. Industrial safety (one or more industries)

C. Discuss
   1. Traffic accidents
   2. Home accidents
   3. Others as need develops — seasonal, regional and local

D. Survey school plants
   1. Fire hazards
   2. Building hazards
   3. Grounds hazards

E. Survey community for hazards
   1. Streets, alleys, intersections
   2. Traffic lights and signs

3. Areas — parks, businesses, residential, etc.

F. Farm hazards; assistance can be obtained from the following:
   1. County agent
   2. Iowa State University
   3. National Safety Council

G. Form a Junior Safety Council (club); request assistance from:
   1. Safety Education Director
   2. Driver Education Instructor
   3. State Department of Public Safety
   4. Youth Activity, National Safety Council
   5. National Education Association

PEDESTRIAN SAFETY

I. Introduction

The pedestrian education or "pedal car project" as it is popularly known has been used for several years by one of our larger school systems.

It is the result of cooperative efforts of the city safety commissioner, the police department and the school's safety education director.

The children learn the common sense rules for the driver and the pedestrian in the class and on the playground.

The children are putting into practice what they learn, too. In one recent survey, 167 of 181 parents said their children mentioned their unique safety education project while riding in the family car.

II. Objectives

A. To develop in students a feeling of responsibility for their own safety and that of others

B. To prevent accidents while the child is enroute to and from school

C. To instill a safety consciousness in pupils

D. To develop a spirit of cooperation in solving the problems of safety

E. To acquire habits and skills which will function in and out of school

F. To develop good citizenship through safety education

G. To understand the need for proper safety measures

H. To learn what safety measures to use in various situations

I. To develop an inquiring mind to think **safely**

J. To help children learn at an early age the desirable habits, skills and attitudes necessary to enable them to become safer pedestrians, bicycle riders and future automobile drivers

III. Safety Practices

A. Walking on the Highway
   1. Keep to the left edge of the highway, facing traffic on your side—left is proper for pedestrians
   2. Get off the highway when a car is approaching and stay off until it has passed.
   3. Pedestrians in a group should walk single file.
   4. Wear or carry something white if it is essential that you walk on the highway after twilight.

B. Crossing the Streets
   1. Cross only at crosswalks and corners on proper signals.
   2. Keep to the right in the crosswalks.
   3. Before crossing—look all **four** ways and **especially** to the rear.
   4. Watch for turning cars. Wait until the cars come to a complete stop before stepping off the curb in front of them.
   5. Use your eyes. Think as well as relying on signs and stop lights.
   6. Keep from between parked cars.
   7. Play away from traffic.
   8. Allow plenty of time to cross streets.

IV. Development of Unit

A. Approach

The boys and girls learn the common rules for drivers and pedestrians through the use of a portable 3 x 6 indoor driver training board, which, by the use of toy cars, stop lights and other traffic devices, enables the children to get classroom safety instruction. This device is used in the classroom for about three or four weeks before children begin using the

small (optional) pedal cars in the gym or on the playground. The boys and girls bring the toy cars and some of the traffic signs and houses for use on the traffic board. They are able to help make the pedestrians and extra signs out of cardboard paper.

As the children work at the traffic board, they keep in mind the various rules for pedestrian and driver safety they have previously learned from the safety posters issued regularly by the American Automobile Association. The students manipulate the toy cars and pedestrians on the board which is marked off as an intersection.

Another device used for introducing the unit on pedestrian safety is a magnetic board. After it is explained by the teacher, the boys and girls then have an opportunity to work with the miniature magnetic cars and signs.

Rather than purchase more magnetic cars and symbols, "glue-on" magnets can be attached to flat one-inch wood squares. These, in turn, may be attached to plastic cars which the children bring. The pedestrians and symbols can be made of cardboard. (Refer to *School Safety* magazine for prices and source.)

The flannel board is a third device used in the study of pedestrian safety. The shapes of the various safety signs can be cut from felt and thus the students learn the colors and shapes of each sign.

B. Participation of Drivers and Pedestrians

The second step of developing the unit is actually operating the pedal cars on the outside range or in the gymnasium in bad weather. (Varying size of cars and students is a factor.)

A section of the playground is clearly marked off as a four-block intersection with yellow curb lines and white walk lines. The electric signal lights are placed at the main intersection with yellow and red stop signs at the other intersections. For the gym, the driver education instructor and the custodians cut strips of white-painted plywood to outline the streets and intersections. The children are divided into drivers and pedestrians, each group taking turns. The object, of course, is to walk and drive safely around the four painted blocks, obeying all signs and using proper signals. An attitude of courtesy and fair play is stressed at all times.

On occasion, a city policeman comes over to school to help the teachers and talk to the class. This is an appropriate time to emphasize the fact that a policeman is a friend, someone to whom the children can turn for help, not someone whom they should fear.

C. Activities for Development of Pedestrian Safety

1. Sing safety songs. Make up original ones. Dramatize of songs.
2. Read safety stories and poems. Later in the year, the boys and girls can write their own.
3. Use safety charts made by the teacher and pupils.
4. Memorize and use safety rules from posters of the American Automobile Association, the National Safety Council and others.
5. Make one safety poster showing rules of pedestrian safety. Select their favorite slogan.
6. Work with traffic board in room.
7. Manipulate magnetic board. (To purchase, refer to *School Safety* magazine.)
8. Use flannel board.
9. Make a frieze or mural.
10. Build a miniature city and put in safety signs at proper places.
11. Make a list of safety words.
12. Make clay or cardboard figures to represent safety rules. Group these for table exhibits so as to tell a story.
13. Make up safety riddles. Example:
    Who am I?
    I am big and strong.
    I am a friend to children.
    I blow my whistle to make the cars stop.
    I help the children cross the street.
    I help children who are lost.
14. Invite community helpers
    a. Visiting policeman

b. Commissioner of Public Safety
c. Parents
d. Student patrol members

15. Make bulletin board display
16. Show safety films
17. Cut paper in shapes of traffic signs
18. Take a walk-talk to observe stop signs, street lights, traffic lights, safety zones or the colored pavement lines. Watch the conduct of pedestrians.
19. Discuss and make a picture chart of the policeman's duties.
    a. To help children cross the street
    b. To help lost children get home
    c. To keep cars and people moving in the right direction
    d. To stop drivers that speed
    e. To help with accidents
    f. To send violators to the police court
    g. To give information to people
    h. To protect life and property

    Help children to form conclusions about the importance of policeman as a safety worker. Discuss how they can help the policeman.
20. Make a chart showing a community accident spot map. Talk about the safest ways to come to school. Mark dangerous spots with colored pins.
21. Use dolls and doll buggies, toy trucks, pedal cars, toy tractors, and wagons in the gym or on the playground to make pedestrian education more true to life.
22. Organize a Be Careful Club.
23. Teach each child his street address and telephone number if he does not know it. Put a large class directory on the bulletin board so that all can see their names, addresses, and telephone numbers.
24. Show and discuss safety films.
25. Use experience charts and posters.

V. Materials

A. Flannel board
B. Magnetic board
C. Bulletin board
D. Traffic board
E. Toy cars, signs, etc., brought by students
F. Magnetic cars, signs, etc.
G. Charts from the American Automobile Association, School Safety Magazine, Association of State and Provincial Safety Coordinators
H. Films
    1. *Safety to and from School*—McGraw-Hill
    2. *Policeman* — Encyclopedia Brittanica Films, Inc.
    3. *Traffic Safety* — Society For Visual Education
I. Automatic lights and signs
J. Red and yellow wooden traffic signs
K. Seven small pedal cars
L. Pictures and storybooks
M. Songs
    1. *The First Grade Book*, Ginn & Company

Song	Page
a. Traffic Lights	183
b. Swish	184
c. Wait A Minute, Green Bus	184
d. The Cars Go Up and Down	182

    2. *Music Through the Day*, Silver Burdett & Company

a. Do You Know? (The Traffic Cop)	97
b. Stop-Go	93
c. Bus Song	88
d. Car Song	78 & 79

    3. *The American Singer*, American Book Company

a. Transportation	27
b. Be Careful	25
c. Crossing the Street	25

N. Poems

TRAFFIC

Always remember when crossing the street
That using your head is a help to your feet.
Study the traffic light changes with care;
Think of the colors and why they are there.
The red light means STOP
So everyone stays
Right in his place
And watches both ways.
When the green light says GO
And everything's clear,
We look right and left
And cross without fear.

ROADWAYS

By Lucy Sprague Mitchell

People are always moving
On foot, on horses,
On wheels, on rails,
In ships on the sea,
Now, on wings in the sky.

MY POLICEMAN

By Rose Fyleman

He is always standing there
At the corner of the square;
He is very big and fine
And his silver buttons shine.
All the cars and taxis do
Everything he tells them to,
And the little errand boys
When they pass him make no noise.
Though I seem so very small
I am not afraid at all;
He and I are friends, you see,
And he always smiles at me.

STOP — GO

Automobiles
In a row
Wait to go
While the signal says:
Stop.
Bell ring
Ting-a-ling!
Red light's gone!
Green light's on!
Horns blow!
And the row
Starts to
Go.

VI. Culminating Activities

When the boys and girls have completed their safety education experience (from four to six weeks), a letter is sent home to each parent welcoming his or her evaluation of the project. These replies are kept on file so that the program can be constantly evaluated.

A series of colored slides showing the different phases of the program can also be used. These can be shown at a PTA program or in the classroom to the parents.

The parents can be invited to come to school for a demonstration lesson and a potluck supper. Before dark, the boys and girls enact their part as drivers and pedestrians on the outside range or in the gym. Each group takes turns so that each child has a chance to be both a driver and a pedestrian.

VII. Evaluation

We've had time to evaluate our efforts, and we find them worthwhile. It appears likely our efforts will bear fruit for those under our tutelage all the years of their life.

SAFETY AS A SOCIAL STUDIES UNIT FOR SECOND GRADE

(*Approximate teaching time: three weeks*)

I. Overview

A. The purpose of this unit is to develop an understanding and to become aware of the need to protect ourselves and others from needless injury. In our world today, there is a need for each individual to do all within his power to foster certain basic principles which will make for the betterment of human inter-social relationships.

B. Objectives

1. Attitudes and appreciations
   a. To develop an attitude of wanting to practice safety rules
   b. To develop an awareness of the need for taking safety precautions
   c. To appreciate the fact that broken safety rules often lead to disaster.
   d. To realize that it behooves each and every one of us to observe safety precautions
   e. To be aware of our responsibility in keeping our environment safe
   f. To eliminate accidents caused by ignorance or carelessness

2. Understandings
   a. To follow safety rules which tend to avert injury
   b. To learn the rules of safety
   c. To obey and follow rules in our daily living

3. Skills
   a. To locate safety materials in books
   b. To express ideas in simple sentences
   c. To draw and label safety pictures
   d. To dictate group experience stories to teacher
   e. To read these stories
   f. To locate like and unlike words
   g. To interpret pictures concerning safety and read labels
   h. To increase span of attention
   i. To begin to develop good listening habits
   j. To help the child to increase his speaking vocabulary
   k. To begin to recognize safety words

II. Outline of Factual Material

A. Safety in the home and school
   1. Put toys away
   2. Avoid touching hot things
      a. Stove
      b. Hot pans
      c. Irons
   3. Don't climb on high places
   4. Walk up and down stairs
      a. Keep to the right
      b. Do not run
      c. Watch what you are doing
      d. Hold on to the rail
      e. Do not slide on rails
   5. Handle sharp objects carefully
   6. Be careful of where you run and jump
   7. Keep out of boxes and things with doors (old refrigerators)
   8. Be careful in bath tubs
      a. Soap
      b. Hot water
      c. Standing up
      d. Bath mats
      e. Electricity, radio, light switches
   9. Be careful of gasoline, kerosene, and cleaning fluid
   10. Keep waste materials collected
   11. Keep objects away from mouth, ears and nose
   12. Keep out of parked cars
   13. Don't swallow or chew strange pills
   14. Avoid unknown medicines, liquids and powders

B. Safety on the way to school
   1. Look all four ways before you cross the street
   2. Cross only at corners
   3. Do not walk in the street
   4. Look before you go to get a ball or other toys
   5. Walk across streets
   6. Obey the traffic lights, officer or patrol boys
   7. Heed bicycle rules
      a. One on a bike
      b. Keep to the right
      c. Give turning signals
      d. Do not show off on bikes
      e. Be courteous and give pedestrians right of way when on sidewalks
      f. Don't speed
      g. Walk bicycles across busy streets

8. Don't get into strange cars with people you don't know
9. Do not throw things
10. Keep safe distance from trains
11. Use care near pets and other animals
12. Bus safety
    a. Lineup to board
    b. Go directly to assigned seat
    c. Sit down
    d. Keep hands and arms inside
    e. No roughhousing
    f. Don't bother driver
    g. Use care when leaving bus

C. Safety on the playground
    1. Hold tightly when on playground apparatus
    2. Play safely on the swings
    3. Do not climb on swings or poles
    4. Play games in own area
    5. Runners keep away from bats, ball games and swings
    6. Play games according to the rules
    7. Do not trip, push or hit
    8. Do not tie ropes on people
    9. Do not throw rocks, snowballs and other objects
    10. Pick up glass, nails and sharp objects from the play area
    11. Report all accidents to the teacher
    12. Have injuries treated
    13. Do not run with sticks
    14. Play with children your own age

D. Safety in the school
    1. Walk in halls and on stairs
    2. Walk on the right
    3. Use handrails
    4. Carry chairs by holding backs
    5. Do not tip chairs backward
    6. Use care so as not to bump into furniture when moving about room
    7. Keep away from doors
    8. Use sharp tools with care
    9. Report broken glass to teacher
    10. Wipe up wet spots from floor
    11. Move carefully on newly waxed floors

E. Fire safety
    1. Respond quickly and quietly to fire drills
    2. Follow prescribed route and go to station on playground
    3. Return to room on signal
    4. Know materials that cause fires
    5. Handle these fire producing materials with care
    6. Report fires to adults
    7. Keep away from open fires
    8. Be most careful of electric cords and appliances

F. Disasters
    1. Learn and practice what to do for civil defense
    2. Learn and practice drill for tornadoes and wind storms
    3. Learn procedure for blizzards, extremely cold weather, heavy rains and floods

G. Vacation safety
    1. Be careful around lights on Christmas tree
    2. Do not go near deep water
    3. Keep away from river banks during floods
    4. Use sleds only in protected areas
    5. Be careful of thin ice
    6. Report insect stings
    7. Play in safe places, know safe play areas
    8. Wear life jackets in boats and sit still

III. Teaching Procedures

A. Initiatory activities
    1. Teacher reads book, *Donald Duck*'s *Safety Rules*
    2. Children list additional rules we must follow in order to avoid accidents
    3. Choose and illustrate one safety rule every day
    4. Choose and illustrate a safety rule with real or play objects
    5. Make a chart illustrating safety rules using real objects — matches, razor blades, pins, etc. Label each item and discuss
    6. Make window display of real or constructed objects, label them
    7. Children dictate group stories
        a. Read charts
        b. Make a safety vocabulary list
        c. Write original stories
        d. Compile stories in book form

8. Children write labels for illustrations
9. Make short vocabulary list of words related to this unit of study
10. Listen to stories about safety
11. Dramatize safety rules
12. Take short walk and demonstrate proper ways to cross street; demonstrate on the playground safe practices in the use of playground equipment
13. Demonstrate to the class how to carry a chair properly, how to carry and handle scissors properly
14. Remove dangerous objects from playground
15. Teach safety concepts through filmstrips
16. Keep record of accidents that happen to us, and discuss ways they could have been avoided
17. Sing safety songs—Record—Red for Stop, Green for Go
18. Learn safety rhymes
19. Read safety rules to children in other grades

B. Follow-up activities

IV. Source of Materials

A. Teacher

1. Units and projects appearing periodacly in:
   a. *School Safety*
   b. *Traffic Safety*
   c. *Instructor*
   d. Other publications
2. Teacher's guidebook to accompany student textbooks

B. Children

1. Textbooks
   a. *Growing Day by Day.* Irwin, Tuttle, DeKelver - Lyons and Carnahan
   b. *Health in Work and Play.* Hallock and Allen. Ginn Co. pp. 29-76
   c. *Health and Safety for You.* Hallock and Allen. Ginn Co. pp. 141-161
   d. *Singer Science for You.* Guidebook, Fraiser, McCracken, Decker
   e. *Science for Work and Play.* Teacher's Guide, Schneider
2. Library Books
   a. *Safe All Day with the Happies,* Josephine Pease
   b. *Happy Times,* Buckley, White Adams and Silvervale
   c. Walt Disney's *Donald Duck's Safety Book,* Annie Bedford
   d. *Stop and Go,* A Safety Book, Loyta Higgins
   e. *Safety For Sandy,* Vera Neville
   f. *Safety Can Be Fun,* Munro Leaf
3. Current Films and Filmstrip Catalogs

V. Evaluation

A. Children

1. Objective test, **yes — no**

   Teacher reads a statement; children read silently. If statement is true the word **yes** is circled; if untrue a circle is placed around **no.**

   For example:

   a. Only one person should be on a bike. yes no
   b. Should we slide down stairs? yes no
   c. Is it safe to play with matches, etc.? yes no
2. "Do I Practice Rules of Safety?" pupils' self-evaluation test.

   Teacher selects 10 statements about rules of safety of the yes-no type. The students are told to number their papers from 1 to 10. If the child practices the rule, he may write yes by the number of the statement read. If he does not practice the rule, he is to write no. For example:

   The teacher reads:

	Pupil writes:
I walk on the stairs.	1. Yes
I ride with another person on his bike.	2. No

3. Make a scrapbook of safety rules that we need to work upon.
4. Each child choose and demonstrate a safety rule.
5. A list of selected words may be given to the children. The list should contain words directly related to safety, along with words which have no direct connection with the unit. Children are instructed to draw a circle around all words connected with safety. For example:

run	matches	it
cut	my	walk

B. Teacher

1. Do the children know several safety rules for each area? (Home, school, to and from school playground)
2. Do they practice these rules in their everyday living?
3. Do they apply these rules in new situations?
4. Can they read their own and another's safety rules?
5. Can they locate like words?
6. Can they locate different words?
7. Can they dictate simple sentences and short experience stories?
8. Has their attention span lengthened?
9. Do they interpret safety pictures?
10. Are they forming good listening habits?

SCHOOL SAFETY PATROL

The major purpose of any safety patrol is to give students practice in cooperative planning and to implement classroom instruction in safety with meaningful activities in which students have a large measure of self-direction.

Part I of this unit deals with the organization and supervision of the various safety patrols. Part II deals with the teacher's responsibility in helping the class to understand the purposes of the patrols which operate around the school.

Part I

Fundamentally, the safety patrol member's job is to help other children put into practice the safety rules learned in the classroom. The safety patrol should be an integral part of the total school program and basic to the safety education program. There can be several phases of safety patrol activities: (1) Traffic Patrol, (2) School Bus Patrol, and (3) Auxiliary Patrol.

The TRAFFIC PATROL supervises and assists children in crossing street intersections near the school at specified times.

The SCHOOL BUS PATROL assists the driver with the orderly loading and unloading of school buses, the supervision of those who must cross the highway to board or leave the bus and the promotion of safe conduct within the bus.

The AUXILIARY PATROL has the function of supervision within the school building, on the playground and at other locations where school officials deem such supervision is necessary.

I. Objectives

A. To develop leadership and self-reliance qualities
B. To create a desire to give service to the school and community
C. To develop respect for authority among all school students and staff
D. To develop self-discipline and self-control among school students
E. To create and maintain a safe environment for all students and school personnel

II. Considerations in the Organization of a Patrol Program:

A. Define the areas in which a patrol can best be of service in your school
B. Define the purposes and duties of each kind of patrol
C. Establish standards for the selection of patrol members
   1. Age or grade level
   2. Sex
   3. Conduct
   4. Stability
   5. Individual need

D. Develop an orientation and training program for patrol members

E. Establish a supervision program
   1. Staff supervisor
   2. Patrol offices
   3. Regularly scheduled meetings
   4. Recognition or awards assembly

F. Coordinate the patrol program and other aspects of safety education in the school

G. Promote cooperative relationships between the school patrol and local community agencies
   1. Police Department
   2. Fire Department
   3. PTA
   4. Civic Groups
   5. Safety Council
   6. Automobile Club
   7. News Media

H. Be prepared to evaluate the program in terms of the objectives

I. Plan to give recognition to those who serve

Through the proper function of the safety patrol, you achieve mass participation in safety practices. In order to have a good patrol, you must ORGANIZE, DEPUTIZE, SUPERVISE, RECOGNIZE!

Part II

A chain is only as strong as its weakest link. The school patrol loses its effectiveness if it does not have the whole-hearted support of faculty members, office workers, custodial staff members, the students in the school, parents and community. Every opportunity to serve is a step closer to the development of leadership and self-reliance qualities by the patrol members.

I. Objectives

A. To teach the entire school population that the safety patrols serve them

B. To learn and understand why we have different patrols in our school

C. To develop attitudes of respect for patrol members and the services they perform

D. To develop unity and sound understanding of the importance of a safety patrol

E. To learn the rules patrol members are asked to enforce

F. To learn the qualifications necessary to become a patrol member

II. Instructional Content

A. Purposes of the various functioning patrols of the schools

B. Duties of different patrol members
   1. Traffic patrol
      a. Signals and directions which patrol members use
      b. Practices which patrol members must follow
   2. School bus patrol
      a. Signals and directions which patrol members use
      b. Practices which patrol members must follow
   3. Auxiliary patrol
      Duties must be formulated by school officials according to needs within the building and on the playground

C. Requirements for becoming a patrol member

D. Desirable practices for the patrol member
   1. Be prompt, kind, neat, courteous and fair
   2. Be responsible, attend strictly to business while on duty
   3. Have a knowledge of safety habits taught in classroom
   4. Dress appropriately for all weather conditions

E. Desirable safety practices for all pupils
   1. Obey patrol members
   2. Use crossings where patrol members are stationed
   3. Cross according to signals of patrol members
   4. Follow safest route to school even if it may not seem to be the shortest
   5. Learn how to ask a patrol member for help
   6. Recognize insignia or badge of various patrol members

III. Illustrative Activities

A. Make a map to show posts of the patrol members

B. Make a map of safest route to school

C. Discuss why members are posted where they are
D. Have class attend a patrol meeting or send a representative to the meeting, then discuss what was witnessed
E. Have patrol member address your class about a particular safety problem
F. Discuss why cooperation is so essential
G. Enter school safety patrol and poster contest

Evaluation

Name a committee composed of an equal number of parents, teachers and students. Have each note the obedience of the group it represents to the direction of the school safety patrol.

Student Patrol Information

LEGAL BASIS OF SCHOOL SAFETY PATROL
by
Walter L. Hetzel, Superintendent of Schools,
Ames, Iowa
(Written October, 1960)

Nature and purpose of study:

An investigation of the operation of the school safety patrol and determination of its legal basis.

Description and design:

The investigator reduced the problem to a consideration of the following aspects:

1. A history of the safety patrol movement
2. A review of the state statutes directly affecting school safety patrols
3. General principles of law and the school safety patrol
4. The administration, supervision and educational objectives of the school safety patrol
5. Opinions of attorney general affecting safety patrols
6. Liability of school safety patrols
7. Use of staff members in traffic safety assignments

Results or Conclusions

1. There are statutes in only 13 of the 50 states which authorize or regulate school safety patrols.
2. In states having no statutes related to safety patrols, the school officials have the authority to make reasonable rules governing the safety of children to and from school and to establish learning situations where children may practice traffic safety lessons.
3. School officials may legally establish school safety patrols, provided they are for educational objectives and not strictly for service to obviate the need for a school crossing guard, police officer or a traffic control device.
4. The legal responsibility for supervising vehicular and pedestrian traffic on the streets, highways and the sidewalks is a state or a municipal function and does not rest with the school.
5. There have been no court cases testing the legal responsibility and function of the school safety patrol.
6. Safety patrol assignments should not be made to intersections that are not adjacent to the school, or where a definite hazard exists.
7. The principal or the teacher in charge of the safety patrol would be liable for an injury in a school patrol accident, on the same basis as in any other accident situation if there is negligence.

Recommendations:

1. The policies and practices recommended by the National Safety Council, American Automobile Association, National Commission on Safety Education and similar organizations should be followed in the organization and operation of the school safety patrol.
2. Adult crossing guards, under control and supervision of the police department, should provide protection and create gaps in the traffic and supervise children on heavily-traveled intersections or where there are traffic hazards.
3. The school authorities should exercise the greatest care in the organization, administration and supervision of the safety patrol. This includes properly selecting members, explaining the duties of each member, arranging meetings to evaluate the program and suggesting methods for self-improvement.

Reviewed by Frank Bennett, Baltimore Public School, Md. Reprinted from *Safety Education*, April 1961.

SCHOOL BUS RULES

Reprinted from *Safety Education*

1. The bus driver is in full charge of the bus and the students shall obey him cheerfully and promptly.
2. Students shall be at their designated loading point at the time scheduled for the bus to arrive. Buses cannot wait for pupils who are not on time.
3. Students should never stand in the road while waiting for the bus.
4. Students will ride in assigned seats.
5. Students must refrain from unnecessary conversation with the driver.
6. Students shall not move from one seat to another or stand in bus while it is in motion.
7. Students must have nothing in their possession that may cause injury to another such as: sticks, any type of firearms, straps or sharp instruments.
8. Students shall not throw rubbish or waste paper on the floor of bus or spit on the floor.
9. Each student must see that his books and personal belongings are kept out of the aisles.
10. Students must keep their feet on the floor out of the aisles. All passengers shall remain seated until the bus comes to a complete stop.
11. Students must help keep interior of bus in good condition.
12. Students must not at any time extend their arms or heads out of the bus window.
13. Students must refrain from throwing anything while on the bus.
14. Damage to seats or other equipment shall be paid for by persons causing such damage.
15. All students shall be received and discharged through the right front entrance. The emergency door is for emergency use only.
16. Students who must cross the highway after leaving the bus must go to the front of the bus and wait for signal from the driver before crossing the highway.
17. In case any student, while a passenger on the school bus, conducts himself in such a manner as to violate the established rules and refuses to cease when requested by the driver, he will not be transported again until the parents clear with the superintendent of schools.
18. The driver is required to report to the superintendent of schools anyone who violates any of these standards of conduct for students. If, after due warning, the student persists in being disobedient, the superintendent shall bar him from riding the bus until written permission is given.
19. A student who knows in advance that he will not ride the bus the next day should let the driver know.
20. No food or pop shall be consumed on the bus.
21. Official time of buses will be radio time.
22. Special announcements on weather or road problems will be broadcast courtesy of local radio, starting at 6:30 a.m.

These rules are necessary for protection, safety and happiness. A ride in the school bus is a privilege provided by the citizens for you. This is a **right** only when it is earned. Do yourself and others a favor. Abide by these rules.

If you ever have questions or problems, please contact the principal.

Before developing a set of school bus rules for your home district, you may want to refer to TR-C-40, 362A-547TR or the current copy. This pamphlet states the responsibilities of each school bus driver in the state of Iowa and may be obtained from the Department of Public Instruction.

Teaching Suggestions:

Kindergarten, First and Second

Read rules to children, a few at a time. Discuss reasons for rules. Read again and have children repeat rules. Some days later have children repeat rules they remember. Draw picture of school bus in which certain rules are not obeyed. Have children dictate or write rules that are illustrated. Dramatize rules on a make-believe chair bus.

Third and Fourth

Work with children to make a set of rules which they feel may be needed on a school bus.

Compare your rules with the list from the office. Judge value of rules not included in your list.

Choose a rule you consider important and illustrate in some manner. Draw pictures; use miniature objects.

Have each child keep a list of the violations noted for a month. Compare these lists. Note rules most often violated. Write your solution to the problem—read to the group. Write letters or go to other grades and present your findings and solutions to them. At a later date, check for improvement.

Fifth and Sixth

Read rules silently and orally as a group during the first two weeks of school before taking home. Discuss what you as an individual can do to promote adherence to these regulations. List some reasons why these rules are a necessity. Write a short paragraph describing conditions without any rules or regulations.

Formulate a short paragraph stating what you can do as a class to promote a good attitude toward making necessary bus rules work.

Make 35 mm slides to illustrate desirable and undesirable behavior on bus; formulate tape or oral commentary to accompany films.

Also use ordinary camera to illustrate rules. Place in a book. Present to lower grades.

When you are riding a school bus, follow these ten rules for safety.

1. Be careful approaching a bus stop. Always walk on left side TOWARD ONCOMING TRAFFIC; cross street or road only after bus driver or patrol captain has signaled that it is safe to cross.
2. Be on time for bus—help keep on schedule.
3. Reach assigned bus seat without disturbing other students; remain seated while bus is moving.
4. Obey the bus driver's suggestions promptly and cheerfully.
5. Help to keep your school bus clean and sanitary.
6. Remember that loud talking, laughing or unnecessary confusion can momentarily divert the bus driver's attention and may result in a serious accident.
7. Keep head, arms and hands inside the bus at all times.
8. Be courteous to fellow students, bus drivers and patrol captains. Remember that we are all working for safety.
9. Treat school bus equipment as you would treat the furniture and possessions in your own home.
10. Remain seated until bus stops to unload; after the bus is unloaded wait for signal from bus driver or patrol captain and then cross the road IN FRONT OF THE BUS.

Copies available on request from Safety Education Division, Iowa Department of Public Safety.

FIRE SAFETY

I. Grade Level Fire Safety Program

II. Integrating Fire Safety with Other Subjects

III. Suggested Study Areas

A. Define fire and classify as A, B, and C
B. Determine various causes of fires
C. Role of fire department
D. Fire drills and alarms
E. Good housekeeping habits at home and school

IV. Knowledges and Skills To Learn for Each Age Level

A. Ages (5-7)
   1. Realizes dangers of using matches
   2. Knows he is not to start fires
   3. Gives adults information of fires out of place
   4. Knows about the occupation of a fireman
   5. Knows and follows fire drills
   6. Keeps away from fires

B. Ages (7-9)
   1. How to act when clothing is on fire
   2. Purpose and location of alarms
   3. Think in emergencies
   4. Fires spread rapidly
   5. How to call fire department
   6. Basic rules for using electricity

C. Ages (9-11)
   1. How to report a fire
   2. Directing the fireman to the fire
   3. First aid for burns
   4. Use of fire extinguishers
   5. Good housekeeping helps control fires

D. Ages (11-13)
   1. Has information as to fire losses of his community, state and nation
   2. Spots location of public building exits
   3. Limitations of fire departments
   4. Desirability of fire insurance
   5. Dangers involved in the use and handling of other highly inflammable liquids

E. Ages (13-15)
   1. Classes of fires (A, B, and C)
   2. How each type is controlled
   3. Recognizes our major fire hazards
   4. Types of extinguishers and how to use
   5. Procedures when trapped by fire

F. Ages (15-17)
   1. Realizes costs to public of fires, fire apparatus, and false alarms
   2. First aid for burns of all types
   3. Factors that regulate the cost of insurance
   4. Qualifications of fireman
   5. The existence of codes for fire, electricity and hunting
   6. Local fire ordinances
   7. Importance of reporting electrical and gas defects

V. Fire Department

A. Seek help in planning your program
B. Visit the department before you take your class to visit

VI. Fire Drills

A. Hold one drill at least every month
B Develop and enforce safety rules
C. Know sound of fire alarm system
D. Have alternate route mapped and learned

TORNADO OR OTHER WINDSTORM SAFETY INFORMATION

There is no universal protection against tornadoes or other windstorms except caves or underground excavations. Certain information should be taught to all students such as:

If You Are in Open Country:

1. Move at right angles to a tornado's path.
2. If there is no time to escape, lie flat in the nearest depression, such as a ditch or ravine.

If You Are in a City or Town:

1. Seek inside shelter, preferably in a strongly reinforced building and stay away from windows.
2. In homes: The southwest corner of the basement usually offers greatest safety
3. Keep in contact with the latest news by use of the radio.

If You Are in Schools:

1. If the school building is of strongly reinforced construction, stay inside, away from windows and remain near an inside wall on the lower floors. Avoid auditoriums and gyms with poorly supported roofs.
2. Keep calm: Even though a warning is sounded, chances of a storm striking a school are slight.
3. Keep in contact with the latest news by use of the radio.

General Information:

1. Where Do Tornadoes Occur? Any place in the United States at any time of the year, but they most frequently happen in the midwest, southern or central states from March through September.
2. How Often Do They Occur? Records show tornadoes to average around twelve per year in the midwest.
3. How To Recognize a Tornado: When close by, a tornado will sound like hundreds of airplanes roaring in the sky. Usually it is a funnel-shaped cloud, spinning rapidly and extending toward the ground from the base of a thundercloud.
4. Direction of Travel: Usually a tornado will move in from the southwest, traveling between 25 mph to 40 mph. The wind speed within the tornado has been estimated to reach 500 mph.
5. Time of Day: Usually between the hours of 3 and 7 p.m., but they have occurred at all hours of the day.

Section Three---

SAFETY EDUCATION FOR THE JUNIOR HIGH SCHOOL

I. Building and Ground Inspection

A. Classrooms
   1. Conditions of floors, walls, lighting, lighting equipment, light fixtures
   2. Fire exits and fire equipment

B. Stairways
   1. Condition of steps, railings, lighting and landings
   2. Size adequate for traffic

C. Hallways
   1. Condition of floors and lighting
   2. Size adequate for traffic
   3. Condition of lockers, placement of lockers, doors closed on lockers
   4. Drinking fountains

D. Gymnasium
   1. Proper ventilation and adequate lighting
   2. Non-skid
   3. Floor size adequate for the number of of students involved
   4. Proper padding behind baskets if necessary
   5. Seating and bleachers
   6. Office and first-aid room

E. Locker Room
   1. Proper size of locker room for number of students involved
   2. Adequate number of lockers and toilets
   3. Condition and adequacy of lighting
   4. Proper ventilation
   5. Correct temperature
   6. Condition of floor (sanitation)

F. Shower Room
   1. Non-slippery floors
   2. Proper lighting
   3. Proper drainage
   4. Sufficient number of shower heads to accommodate students
   5. Sufficient soap racks
   6. Dry place to hang towels while in shower
   7. Condition of floor (sanitation)
   8. Towel room

G. Shop
   1. Adequate lighting and ventilation
   2. Combustible materials stored in enclosed steel cabinets
   3. Proper storage of tools and equipment
   4. Safety guards on power equipment
   5. Safe wearing apparel for the job operation. Example: safety gloves, glasses, welding shield, goggles
   6. Paint safety zone around power machinery
   7. Check wiring and electrical outlets

II. Disaster Control

A. Natural disasters — tornadoes, floods. blizzards, leaking gas (explosions and fires)

   1. Safe practices under both natural and man-made conditions
      a. Maintain top physical and mental health for preparedness
      b. Know first aid procedures
      c. Practice school shelter drills
      d. Know the alert and communication signals
      e. Follow the recommendations of the local civil defense unit
      f. Have a safe home shelter if possible
      g. Study principles of fire fighting and control
      h. Know the "Do's and Don'ts" for each type of disaster as developed to meet each community's need
      i. Provide program for Civil Defense

B. Man-made disasters—fire explosions, ship sinking, air and water pollution, transportation accidents, construction faults in public structure, various types of bombings with biological warfare and fallout

   To be prepared for man-made disasters these areas should be studied:

1. Motor traffic in and away from the disaster area
2. Flammable and toxic liquids
3. Air traffic patterns
4. Radiation
5. Bombing
6. Biological warfare
7. Fallout and fallout shelters
8. Other tools of warfare
9. General advice to follow
10. Local radio
11. Scare propaganda

NOTE: The evaluation of both "A" and "B" can come only through disaster itself. Without disaster actually occurring, one can only evaluate mock drills

III. General Fire Prevention

A. Fire statistics
   1. Number killed by fires
   2. Number injured by fires
   3. Property damage in dollars by fires

B. Causes of fires
   1. Carelessness
   2. Lack of knowledge
   3. Poor storage and cleaning of equipment
   4. Spontaneous combustion
   5. Defective chimneys
   6. Playing with matches
   7. Faulty electrical equipment
   8. Ashes in wooden containers
   9. Combustible materials placed too close to fire
   10. Lighted cigarettes and cigars

C. Types of fires and how to combat them
   Type A — combustible material (paper, wood, dust)
   Type B — inflammable liquids (oil, grease, paints, galosine
   Type C — electrical fires

D. Calling the fire department
   1. Know telephone number and the location of the fire stations
   2. Give all necessary information as to the location of fire

E. Home fire inspection blanks to be used to encourage removal of fire hazards

F. Fire Safety Rules
   1. Know safety behavior around bonfires, stoves, open fires
   2. Know how to detect fire hazards
   3. Know the proper use of electrical toys and appliances
   4. Know why a person should break a match, tear cigarettes apart, douse a fire
   5. Know the dangers inherent in television sets
   6. Know how safe your home is
   7. Know why matches should be stored in metal containers
   8. Know why you should buy matches and electrical equipment with the Underwriter's label
   9. Know where to turn off gas, fuel oil and electricity in the home

IV. Prevention of School Fires

A. Major causes of fires
   1. Carelessness
   2. Lack of knowledge
   3. Poor cleaning and storage of equipment
   4. Spontaneous combustion
   5. Defective chimneys
   6. Faulty electrical equipment
   7. Lighted cigarettes and cigars
   8. Careless use of matches
   9. Combustible liquids

B. Types of fires
   Type A — combustible materials (paper, wood, dust)
   Type B — inflammable liquids (oil, grease, paints, gasoline
   Type C — electrical

C. Inspection of school equipment and school buildings
   1. Hose
   2. Extinguishers
   3. Fire alarm buttons
   4. Sprinkler
   5. Exit signs
   6. Fire doors
   7. Fire escapes

D. Fire Drills
   1. Need for regularity in practice drill (Iowa State Law)
   2. Time needed to clear building

3. Know routes from each room
4. Alternate routes and blocked exit drills
5. Importance of closing windows and doors
6. Know the alarm signal for fires
7. Know how to use panic bars
8. Know recall signal
9. Know signals used by leaders
10. Account for all personnel

V. School Traffic Patrol

A. Organized according to the National Commission on Safety Education and American Automobile Association

B. Good practices for the school patrol member
   1. Be prompt, kind, neat, courteous and fair
   2. Be responsible, attend to business
   3. Know good safety habits
   4. Dress appropriately

C. Safety practices for all students relative to patrol
   1. Obey patrol leaders
   2. Use crossings where patrol members are stationed
   3. Cross street according to the signals of patrol members
   4. Follow safest route to school even if it may not be the shortest
   5. Learn to ask the patrol member for help
   6. Recognize the garb of the patrol members

D. For materials and other helps concerning school traffic patrols, write to:
   1. American Automobile Association, Washington , D.C. 20006
   2. National Commission on Safety Education, National Education Association, 1201 — 16th Street, N.W., Washington D.C. 20036
   3. National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611
   4. Local motor club
   5. State Department of Public Instruction
   6. State Department of Public Safety

VI. First Aid

A. Objectives
   1. To prevent further injury
   2. To equip the individual with sufficient knowledge and determine the nature and extent of the injury
   3. To train the first aider to do the proper act at the proper time

B. Approaches
   1. Show through facts and figures the need for first aid treatment
   2. Point out that accidents occur less frequently among persons trained in first aid because they better understand the seriousness of all injuries and have in mind their possible causes and what should be done to prevent them

C. Activities
   1. Have students make a list of what to do when first arriving at an accident scene
   2. Have class discuss symptoms and treatment for such things as:
      a. External bleeding
      b. Cuts, abrasions, punctures, scratches
      c. Fainting
      d. Burns and scalds
      e. Bruises
      f. Sprains and strains
      g. Shock
      h. Fractures and dislocations
      i. Internal and external poisons
      j. Animal bites
      k. Electric shock
      l. Drownings
      m. Foreign objects
      n. Frostbite
      o. Gas poisoning
      p. Internal bleeding
      q. Blisters
      r. Snakebites
      s. Boils
      t. Colds
      u. Sunstrokes
      v. Heat exhaustion
   3. Have students demonstrate proper technique of artificial respiration
   4. Have students demonstrate various aplication of the types of bandages, slings and splins
   5. Have students make and equip a first aid cabinet
   6. Have students demonstrate the proper method of carrying the injured
   7. Have students demonstrate the proper method of making the patient comfortable

D. First aid can be taught in some form at all grade levels

E. References
First Aid Textbook for Juniors, American Red Cross

VII. Pedestrian Safety

A. Poor habits and practices of the pedestrian
1. Crosses street in the middle of the block
2. Jaywalks
3. Steps from between parked cars
4. Daydreams
5. Easily distracted
6. Disregards traffic lights and walk lights
7. Plays in the street
8. Walks in the street or on the wrong side of the highway
9. Screens vision with foreign objects, as holding umbrella in front of eyes
10. Exits on the traffic side of the car

B. Good pedestrian habits
1. Crosses street only at intersections or clearly marked crosswalks
2. Obeys traffic lights
3. Obeys school boy patrol
4. Does not play in the street
5. Uses sidewalk when possible
6. Keeps view unobstructed
7. Is alert for vehicular travel
8. Exits on the curb side of the car
9. Exercises precaution at night
10. Looks all ways before crossing street
11. Crosses street quickly, but does not run
12. Does not hitchhike or hitch a ride
13. Does not accept rides from strangers
14. Plans and uses a safe route for going to school, church, movies, playgrounds and other places
15. Avoids chasing or playing games along the way
16. Avoids throwing things such as snowballs, foreign matter
17. Does not touch wires
18. Does not climb fences
19. Walks around ponds and ditches
20. Avoids walking along railroad tracks
21. Avoids strange animals
22. Avoids other local on-the-way hazards such as vacant buildings, gravel pits, etc.

C. Activities
1. Make surveys of pedestrian habits
2. Take picture of pedestrians in unsafe acts
3. Check police accident reports involving pedestrians
4. Make spot maps of pedestrian injuries and fatalities

VIII. Recreational Safety

A. Swimming
Safety practices
1. Don't dive into water of unknown depth
2. Wait at least one hour after eating before entering water
3. Beware of undertows
4. Never swim unless in the company of others (Use buddy system)
5. Use a supervised swimming area
6. Know the latest techniques of artificial respiration

B. Boating
Safety practices
1. Know and abide by the traffic rules of the water
2. Be familiar with the state and national laws for all types of small craft
3. Carry a life preserver for each person
4. Be sure boat is properly equipped with fire extinguishers, and, if used at night, with proper lights
5. Carry a line, anchor, compass, extra paddle and proper tools
6. Steer clear of smaller boats and slow down so your wake does not cause trouble
7. Keep away from large boats

C. Water skiing
Safety practices
1. Never ski in an area where people are swimming
2. Know proper skiing signals jointly with boat operator
3. No showing off
4. Make sure tow line is properly secured
5. Never secure tow rope to your body
6. Wear a life preserver

D. Camping
Safety practices
1. Wear proper clothing and shoes
2. To prevent falls know where you are going

3. To avoid falls, be cautious about your footing
4. At night use a flashlight
5. In pitching a tent locate it on high ground because of the dangers of floods
6. In pitching a tent locate it in an area free from dead trees

E. Hunting

Safety practices

1. Be sure of your target; check your line of fire
2. Assume the gun is loaded
3. Check the gun to see if the barrel and magazine are empty when not in the hunting case
4. Carry the gun in a way that cannot harm anyone if it is loaded
5. Wear bright clothing when hunting. Yellow and orange are the best colors
6. Avoid white clothing
7. Never carry an assembled gun in an automobile, unless it is in a case
8. Use the NRA "Ten Commandments of Gun Safety" as quoted from the Sportsmen's Service Bureau
9. Cross fences in a safe manner
10. Store properly

IX. Traffic Safety Education

A. The philosophy and the reason for law and motor vehicle laws should be considered in social studies

B. At the junior high school level, it is well to study physical and more aspects of traffic safety education

X. Program Evaluation

A. Evaluation is the responsibility of the school administration

B. The final evaluation rests on whether or not the student conducts himself safely when he is on his own. Information relating to this can be gained by study of school accident reports and observation by the student himself, by local citizens, by parents and other students

C. One method of evaluating a safety program is the informational material measured by written tests

D. Skill tests are available or they may be developed locally for many activities such as a bicycle skill test

Section Four---

SAFETY EDUCATION FOR THE SENIOR HIGH SCHOOL

I. Safety in the Classroom, Hall, Corridor and Stairway

A. Avoid pushing and horseplay
B. Use hand rails
C. Don't loiter on stairways and landings
D. Keep to the right on stairways
E. Use drinking fountains courteously
F. Keep all aisles clear
G. Don't lean out the windows
H. Keep hands to self
I. Keep halls as passageways only
J. When seated, keep feet out of aisles
K. Learn to use "panic bars" on doors
L. Observe location of all exits and exit lights
M. Be attentive and very quiet during fire drills
N. During fire drills WALK don't run
O. Know how to report all school and non-school jurisdictional accidents to proper authority. (Accidents must be reported if absent from school for one-half day, or if the student is sent to a doctor.)
P. Follow all class safety rules
Q. Recognize importance of school fire drills

II. Safety in the Science Laboratory

A. The hazardous effects of chemicals may be classified under four categories
   1. Poisoning
   2. Burns
   3. Explosions and fires
   4. Skin irritations

B. Using dangerous chemicals
   1. Wash hands frequently; more essential when not using protective gloves
   2. Dispose of chemicals properly. Do not pour down drains. Some may be buried or allowed to evaporate in a wide open space. If in doubt, check with outside source such as fire department
   3. Be careful in sniffing chemicals
   4. Never combine two or more chemicals without knowing the resulting effect
   5. Never use any material from bottles or containers unless they are clearly marked
   6. Never puncture a pressurized spray container
   7. Know what to do for chemical burns
   8. Handle test tubes and beakers carefully
   9. Use rubber aprons to protect clothing
   10. Wear goggles to protect the eyes
   11. Wear rubber gloves when handling irritating liquids
   12. Employ good housekeeping techniques
      a. Keep floors clean and dry
      b. Scrub benches and tables frequently
      c. Keep apparatus clean and orderly
      d. Use earthenware jars for disposal of broken apparatus and unwanted materials
      e. Dangerous waste materials should be destroyed only by the teacher who understands the hazards and not by the janitors and students
   13. Chemicals that give off poisonous vapors or dust should be handled under exhaust hoods to avoid inhalation
   14. Fire extinguishers approved by the Underwriters or Factory Mutual labs should be kept handy in the laboratory and tested periodically and recharged if necessary
   15. Display a chart showing proper treatment for specific injuries
   16. First aid kit should be available at all times
   17. Students should be in the laboratory only with instructor present
   18. Laboratories should be locked when not in use
   19. Chemicals should be kept in locked cabinets
   20. Poisonous or explosive chemicals should be kept in a fireproof vault and removed from the school building proper if possible
   21. Handle cutting tools in a safe manner

III. Safety in Industrial Education

A. Work in an area which allows space for operation

B. Use the correct tools for the specific task
C. Store cutting tools with the cutting edge protected
D. Pile materials so that they will not fall
E. Dispose of oily rags immediately or store in an airtight metal container
F. Store flammable materials in approved container, preferably away from building
G. Wear proper clothing: anything which could get caught in the mechanism should be avoided
H. Use protective clothing such as safety shoes, goggles, rubber apron, asbestos gloves when necessary
I. Report all accidents to immediate supervisor
J. Keep machines in good repair
K. Have proper guards on machines
L. Allow no one to distract an operator of a machine
M. Keep all parts of the body as far away from the machine as possible
N. Instruct each student on machine before allowing to operate it alone
O. Store paints and varnishes in proper places

IV. Safety in the Home Economics Class

A. Clothing
   1. Practice safety in the operation of sewing machines
   2. Instruction in the safe use of the iron
   3. Care in the use of scissors
   4. Care in the use of all school equipment
   5. Employ good, clean housekeeping methods at all times

B. Food
   1. Know how to operate and properly care for various types of stoves
   2. Employ safety rules in the use of dishes and pans
   3. Exercise care in the use of hot, scalding water
   4. Know the dangers of an open flame
   5. Use care in the use of matches
   6. Know how to avoid burns
   7. How to use various types of fire-fighting equipment

C. Child Care
   1. Exercise care in the use of pins
   2. Exercise care in the use of hot water and baby bottles

   Use care in the use of blankets and other materials to avoid smothering

D. Knowledge of first aid
E. Home fire drills and protection programs programs

V. Safety in Physical Education

A. Safe practices in physical education classes
   1. Keep area clean and uncluttered
   2. Report broken apparatus and equipment to proper authorities
   3. Wear proper wearing apparel for the occasion
   4. Use apparatus only after receiving proper instruction on how to use it
   5. Play games according to the rules to avoid disputes, fights and possible accidents
   6. Use mats when doing stunts and tumbling

B. Safety practices in outdoor physical education classes
   1. Keep area clean of debris
   2. Have organized activities
   3. Never allow students to run in the streets
   4. Report all accidents immediately
   5. Know and practice the rules for all games

C. Knowledge of first aid

VI. Safety on the Farm

A. Farm homes
   1. Safe stairs and steps
   2. Safety in the use of sharp tools and instruments
   3. Safe heating plant
   4. Use of lightning rods
   5. Sanitation
      a. Proper toilet facilities
      b. Proper disposal of waste and rubbish
      c. Proper drilling of wells (location from rest of farm area)

B. Safety with animals
   1. Exercise caution in handling all farm animals

2. Keep animals, building and feed lots clean

C. Safety in the use of machines
   1. Turn off power before cleaning out equipment
   2. Keep all equipment in good repair
   3. Be careful of power tools in repair work

D. Special notes
   1. Dangers in open wells or cisterns
   2. Danger in nails in old wood
   3. Proper care of insecticides
   4. Dangers in blasting powders
   5. Dangers in firearms

VII. Senior High School Safety Activities and Projects

A. Assisting adult safety groups
   1. Motor vehicle safety check program
   2. Distributing materials to the community
   3. Assisting with Driver of the Week Program
   4. Attending and being a part of the local safety organization

B. Assisting the police department
   1. Conducting traffic surveys
   2. Violations
   3. Vehicle counts
   4. Seasonal clerical work
   5. Bicycle registration
   6. Local and state statistical reports

C. Help sponsor bicycle club in the elementary grades

D. Assist in the elementary school bicycle safety check

E. Assist the safety education instructor in clerical duties

F. Make spot maps for driver education, police or school
   1. Fatal accidents
   2. Non-fatal accidents
   3. Bicycle accidents
   4. Pedestrian accidents
   5. Out-of-state accidents
   6. Motor vehicle accidents

G. Conduct fire drills at senior high level

H. Assist in a system-wide building inspection program

I. Assist in home safety checks

J. Assist in community safety checks

K. Assist in a farm safety check

L. Check fire prevention equipment

M. Demonstrate fire prevention equipment

N. Demonstrate safe boating

O. Demonstrate safe water skiing

P. Demonstrate life saving techniques

Q. Engage in Boy Scout Safety Merit Badge Program

R. Participate in gun safety clubs

S. Sponsor first aid course with the Red Cross

T. Assist authorized personnel in first aid measures

U. Make home movies and slides of safety practices

V. Make safety posters

W. Make and display exhibits using a safety theme

X. Use bulletin boards for seasonal displays

Y. Create original writings

Z. Prepare radio and television talks and spot announcements

AA. Present safety week parades

BB. Prepare a film safety program

CC. Furnish speakers for various organizations

DD. Have home room contests on safety

EE. Visit industrial plants and observe the value placed on safe practices

FF. Organize a teen-age safety club

Section Five---

CIVIL DEFENSE

I. What Is Civil Defense?

A. Civil defense is government in an emergency
   1. Enemy attack (nuclear or otherwise)
   2. Accidental or industrial mishaps (nuclear or otherwise)
   3. Natural disasters
      a. Flood
      b. Tornado
      c. Fire
      d. Other

B. Civil defense is based on self-help and mutual aid
   1. Provide for one's own welfare
   2. Provide for the welfare of others

II. Why Civil Defense in the Schools?

A. Schools are an influence on community life
   1. Intellectual and cultural centers
   2. Learning situation already established
   3. School has many responsibilities
      a. Educate children to maximum capabilities
      b. Provide leadership in communities

B. Civil defense is logical extension of responsibility to youth and community
   1. Administration
   2. Immediate physical safety of students
   3. Shelter procedures and activities
   4. Behavioral patterns

III. Objectives of the Civil Defense Program

A. To minimize effects on civilian population of an attack on the United States.

B. To develop understanding of what Civil Defense is and why it is needed.

C. To understand responsibilities for Civil Defense and how it works.

D. To understand facts concerning dangers of nuclear weapons.

E. To learn how to prepare for an attack.

F. To learn what to do during and after an attack.
   1. To deal with immediate emergency conditions which would be created by such attack
   2. To repair and restore vital utilities and facilities destroyed in the attack

IV. Preparing the Plans

A. Cooperate with local civil defense director by coordinating school plans with community plans

B. Coordinate, assign, and designate for planning and furthering the program in the school

C. Enlist all school staff members, as they are affected by the plan

D. Include students in planning where possible

E. Recruit community organizations
   1. Service clubs
   2. Civic groups

F. Relate civil defense program to the complete safety education program and take full advantage of organized groups such as the safety patrol, safety clubs and councils

G. Correlate and integrate the program in all courses of study

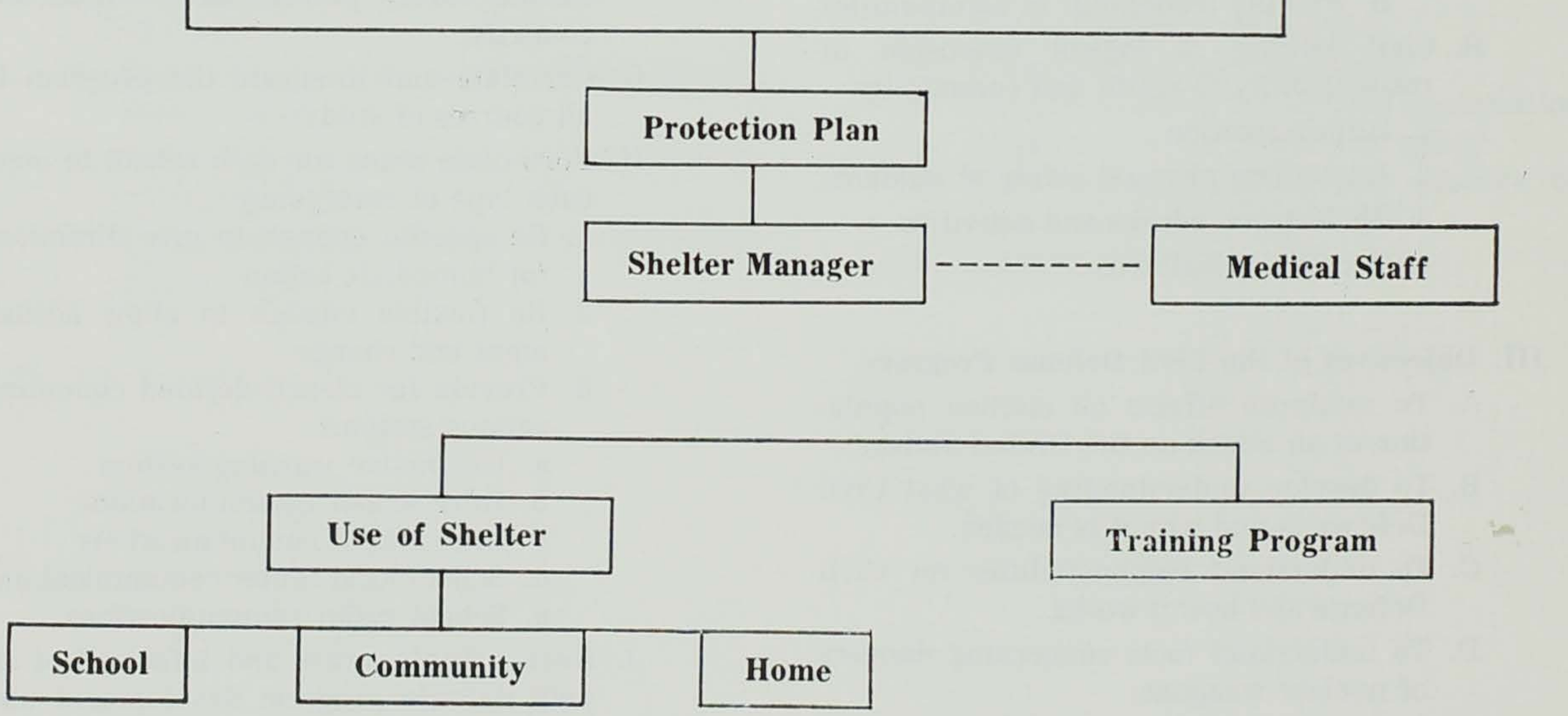
H. Formulate plans for each school to meet each type of emergency
   1. Be specific enough to give directions for immediate action
   2. Be flexible enough to allow adjustment and change
   3. Provide for clearly-defined communications systems
      a. Distinctive warning system
      b. Intra-school communications
      c. Inter-school communications
      d. School-local center communications
      e. School radio communications

I. Keep parents aware and informed of all civil defense program development and policies

V. Checking and Testing the Plans

A. The primary and most effective way of checking plans that have been outlined in a specific school is through the holding of Civil Defense Drills. The following areas should be thoroughly evaluated:
   1. Signal and communications systems
   2. Safe and efficient movement of students and personnel from activity to shelter areas
   3. Checkoff procedures or roll taking of classes once in the shelter
   4. Frovision of supplies and emergency equipment in the shelter
   5. Adequate program of planned activities for the waiting period if one is necessary

VI. Suggested Organization Plan for Civil Defense



VII. Shelter Program

A. Community shelters
   1. Licensed by Office of Civil Defense; requirements for license
   2. Stocks provided by Office of Civil Defense
   3. Stocks furnished by local government or individuals
   4. Plans for entering shelter
   5. Plans for leaving shelter
   6. Plans for activities while in shelter
   7. Shelter-living experience

B. Family shelters
   1. Requirements
   2. Stocks
   3. Activities

C. Medical self-help and first aid

D. Radiological monitoring

E. Firefighting

F. Rescue operations

VIII. The Educational Program

The United States Department of Defense, Office of Civil Defense, has developed educational programs which are available for use in safety programs for high school students.

A. *Personal and Family Survival*—a 12-hour course dealing with general aspects of planning for an emergency. Emphasis is on nuclear disaster, but all types, including natural, are included. Detailed materials and aids for instruction may be obtained from the Civil Defense Adult Education Section, Iowa Department of Public Instruction.

B. *Medical Self-help*—a 16-hour course, more intensive than Red Cross, provides instruction on what to do before the doctor arrives. Materials and help may be obtained from the County Nurses' Association or the Iowa Department of Health.

C. *Radiological Monitoring*—a 16-hour course in reading and interpretation of survey meters, geiger counters, and dosimeters. This prepares students to monitor effects of fallout, and advise the general public of necessary actions.

   Materials and teaching aids may be secured from the Civil Defense Adult Education Section, Iowa Department of Public Instruction, or Extension Civil Defense Department, Iowa State University, Ames.

D. *Shelter Management*—a 16-hour course designed to give people the training experience to fulfill effectively the responsibilities of shelter management.

   Materials and aids may be obtained from the Extension Civil Defense Department, Iowa State University, or Civil Defense Adult Education Section, Iowa Department of Public Instruction.

IX. Curriculum

A. General
   1. School assemblies
   2. Homeroom meetings
   3. Special sessions

B. Integration and correlation into the curriculum
   1. Sciences:
      a. Demonstrate effects of nuclear radiation in animals
      b. Demonstrate mechanism of travel of radioactive material from soil to plants
      c. Prepare reports on the use of isotopes in combating disease
      d. Prepare models to demonstrate isotope elements
      e. Demonstrate the effects of shielding with reference to nuclear radiation
      f. Prepare report on preparation and uses of radioactive isotopes
      g. Prepare model of an atomic pile
      h. Prepare reports on structural materials and their resistance to blast and thermal effects
      i. Demonstrate the operation of survey meters, geiger counters, dosimeters and other instruments found in civil defense kits, which have been distributed to your schools
      j. Demonstrate the use of detection equipment in surveying intensity level within the shelter
      k. Construct model to illustrate chain reaction
      l. Prepare reports on methods used in decontamination

2. Mathematics
   a. Plot decay of radioactive materials on log paper
   b. Make study of trajectory curves
   c. Plot graphs showing time required to evacuate persons from target areas to reception areas
   d. Calculate quantities, cost of materials and other costs to construct a family fallout shelter
   e. Determine floor space available for emergency shelters in the school
   f. Estimate time between warning and actual attack

3. Social studies
   a. Prepare panel discussions on topics pertinent to civil defense
   b. Prepare map of your community, including those facilities essential for civil defense—schools, telephone offices, police and fire stations, warehouses, power plants, reception centers, evacuation routes
   c. Make an outline containing positions and duties which might be used by community organiations in educating the public for improving the civil defense setup.
   d. Prepare report to be given in class, describing national, state and local civil defense
   e. Conduct round table discussions
   f. Visit local civil defense installations

4. Home economics
   a. Determine kinds and amounts of food necessary for dietary requirements of an individual
   b. Determine food necessary for a given family in a shelter for a period of two weeks
   c. Prepare basic menus for a two-week period of shelter living
   d. Make survey of additional items necessary to make the shelter period as comfortable as possible
   e. Demonstrate a household medical and first aid kit
   f. Outline problems involved in the care of young children
   g. Plan methods of caring for an evacuated family in your home

5. Agriculture
   a. Prepare a complete list of methods used to decontaminate livestock and machinery
   b. Construct a chart illustrating methods of protecting farm personnel and livestock from fallout
   c. Prepare farm evacuation guide
   d. Outline plan for farm jobs without power

6. Physical education
   a. Demonstrate types of exercise that may be performed in shelters
   b. Prepare a list of games to be used in shelters

7. Art
   a. Prepare interior decoration designs for fallout shelters
   b. Construct posters to illustrate civil defense information and duties of various services connected with it

8. Industrial arts
   a. Prepare demonstration kit of tools to be used in event of evacuation
   b. Construct scaled models of school fallout shelters indicating protection factors of various construction materials
   c. Construct models of improvised equipment and furnishings to be used in fallout shelter during emergencies

Instruction concerning civil defense cannot be a packaged program. The activities mentioned are only a few that can be carried on by the teacher and students. The diligent and interested teacher will devise many other activities by which the most important aspects of the civil defense program may be taught to children. Specific organizational matter for this subject is available from the National Education Association, Iowa State Education Association, and Iowa Department of Public Instruction.

It is imperative that students become familiar with procedures to be followed. In future years they will be adult citizens and responsible for continuing this vital program.

X. Resources Available

A. Publications

1. *Schools and Civil Defense,* National Education Association
2. *Civil Defense Education,* National Education Association
3. *School Boards Plan for Disaster Problems,* National School Board Association, Inc.
4. *Civil Defense* – A curriculum resource unit for New York City Schools, Board of Education, New York, N. Y., (Free)
5. *Nuclear Survival,* University of New York, Albany, New York
6. *Civil Defense Handbook,* Kalamazoo Public School, Kalamazoo, Michigan
7. *Civil Defense for Iowa Schools,* State Department of Public Instruction
8. *Emergency Medical Treatment,* TM11-8-FCDA
9. *Civil Defense Plans for School Systems,* National Education Association
10. *Civil Defense Supplement to American Red Cross First Aid Textbook,* American National Red Cross, Washington, D. C.
11. *Checklist of Safety and Safety Education in Your School,* National Education Association
12. *Annotated Civil Defense Bibliography for Teachers,* FCDA
13. *Education for National Survival: A Handbook on Civil Defense for Schools,* U. S. Department of Health, Education and Welfare. Contains:
    a. Checklist
    b. Films for school and community programs
    c. Selected list of publications
    d. Outlines for drafting a school population
    e. School civil defense evacuation exercise report
    f. Glossary

B. Films are available from:

1. Iowa State University, Ames, Iowa
2. State University of Iowa, Iowa City, Iowa
3. Iowa Department of Public Instruction, Des Moines, Iowa
4. Federal Civil Defense Administration, Washington, D. C.
5. State Civil Defense, Des Moines, Iowa

C. Resource Addresses

1. National Commission on Safety Education, National Education Association, 1201 - 16th Street, Washington, D. C. 20036
2. Office of Civil Defense, Department of Defense, Washington, D. C. 20301
3. U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C.
4. Iowa State Civil Defense Administration, Des Moines, Iowa 50319
5. Federal Civil Defense Administration, Battle Creek, Michigan
6. Superintendent of Documents, United States Government Printing Office, Washington, D. C.
7. National School Boards Association, Inc., 450 East Ohio Street, Chicago, Illinois
8. Civil Defense Education Project, Office of Education, United States Department of Health, Education and Welfare, Washington, D. C.
9. Iowa State Department of Public Instruction, Des Moines, Iowa 50319
10. United States Department of Agriculture, Washington, D. C.
11. Office of Civil and Defense Mobilization, Battle Creek, Michigan

Section Six---

REFERENCES AND RESOURCES

BOOKS AND BOOKLETS

Cottrell, H. Louise. *Safety Education in the Elementary School.* New York: Center for Safety Education, New York University, 1947. Pp. 47

Florio, A. E., and G. T. Stafford. *Safety Education.* New York: McGraw-Hill, 1963. Pp. 327.

Glenn, Harold. *Safe Living.* Peoria: Bennett, 1965. Pp. 288.

Glenn, Harold. *Youth at the Wheel.* (Second Edition.) Peoria: Bennett, 1965.

Stack, Herbert J., and U. Duke Elkow. *Education for Safe Living.* (Fourth Edition.) New York: Prentice Hall, 1966. Pp. 47.

Strasser, Marland K. *Checklist of Safety and Safety Education in Your School.* Washington: National Commission on Safety Education, National Education Association, July 1963. Pp. 47.

Data Sheets. Chicago: National Safety Council. (See appendix.)

Health and Safety Education in the Public Schools of Hawaii. Honolulu: Department of Public Instruction. An Instructors Guide, kindergarten through twelve.

The New Basic Health and Safety Programs. Scott, Foresman and Company. 1965.

Our School Plans for Safe Living. **W***ashingtons* National Education Association, 1965. Pp. 32.

Policies and Practices for School Safety Patrol. Washington: National Education Association, 1965. Pp. 10.

The Red Cross. (Revised.) Washington: American Red Cross.

Safety Education. Washington: Association of School Administrators, 1940. Pp. 412.

Safety Education in the Secondary School. National Safety Council, 1949. Pp. 55.

Safety Guides for You in the Primary Grades. Washington: National Education Association, 1962. Pp. 100.

Safety Through Education. Wausau: Employers Mutual Liability Insurance Company, 1937. Pp. 109.

FREE OR INEXPENSIVE PAMPHLETS

The following sources of free and inexpensive materials are taken from a list provided by the Insurance Institute for Highway Safety, Washington, D. C.

Accident Statistics

Harleysville Insurance Company
National Safety Council
Iowa Department of Public Safety
Travelers Insurance Company

Bicycle Safety

Aetna Casualty and Surety Company
Allstate Insurance Company
American Automobile Association
Bicycle Institute of America
Employers Mutual Liability Insurance Company of Wisconsin
Harleysville Insurance Company
Kemper Insurance
Liberty Mutual Insurance Company
Maryland Casualty Company
National Commission of Safety Education
National Safety Council
Nationwide Mutual Insurance Company
Utica Mutual Insurance Company

General (Including Good Driving Practices)

Aetna Casualty and Surety Company
Alabama Farm Bureau Mutual Casualty Insurance Company, Inc.
Allstate Insurance Company
American Armed Services Underwriters, Inc.
American Automobile Association
American Trucking Association, Inc.
Association of Casualty and Surety Companies
Chrysler Corporation
Employers Mutual Liability Insurance Company of Wisconsin
Massachusetts Bonding and Insurance Company
Metropolitan Life Insurance Company

National Federation of Business and Professional Women's Clubs, Inc.
National Safety Council
Nationwide Mutual Insurance Company
Farmers Mutuals
Ford Motor Company
General Motors Corporation
Grain Dealers Mutual Insurance Company
Harleysville Insurance Company
Hartford Accident and Indemnity Company
Imagination, Inc.
Kansas Farm Bureau Safety Department
Kemper Insurance
Maryland Casualty Company
Liberty Mutual Insurance Company
Institute for Highway Safety
Royal-Globe Insurance Group
State Automobile and Casualty Underwriters
State Farm Mutual Automobile Insurance Company
Travelers Insurance Company
United States Fidelity and Guaranty Company
Utica Mutual Insurance Company

Pedestrians

Aetna Casualty and Surety Company
American Automobile Association
Liberty Mutual Insurance Company
Maryland Casualty Company
National Safety Council
Nationwide Mutual Insurance Company

Pre-School And Elementary School Safety

American Automobile Association
Kemper Insurance
Liberty Mutual Insurance Company
National Commission on Safety Education
National Safety Council

School Bus

American Automobile Association
Harleysville Insurance Company
Maryland Casualty Company
National Commission on Safety Education
National Safety Council
Nationwide Mutual Insurance Company

School Safety Patrol

American Automobile Association
National Commission on Safety Education
National Safety Council

Special Secondary School Emphasis Programs

Aetna Casualty and Surety Company, Hartford, Connecticut 06115

Alabama Farm Bureau Mutual, Casualty Insurance Company, Inc., Montgomery, Alabama

Allstate Insurance Company, Accident Prevention Department, 7447 Skokie Boulevard, Skokie, Illinois, (Contact regional offices in major cities)

American Trucking Association, Inc., 1616 P. Street, N. W., Washington, D. C. 20006

Association of Casualty and Surety Companies, 60 John Street, New York, New Cork 10038

Association of State and Provincial Safety Coordinators, Suite 816, 1710 H. Street, N. W., Washington, D. C. 20006

Bicycle Institute of America, Inc., 122 E. 42nd Street, New York, New York 10017

Chrysler Corporation, Educational Services, Department of Public Relations, P. O. Box 1919, Detroit, Michigan 48221

Employers Mutual Liability Insurance Company of Wisconsin, Wausau, Wisconsin

Farm Bureau Insurance Companies, P. O. Box 6218, Montgomery, Alabama 36106

Ford Motor Company, Traffic Safety and Highway Improvement Department, The American Road, Dearborn, Michigan

General Motors Corporation, General Motors Building, 3044 West Grand Boulevard, Detroit, Michigan 48222

Grain Dealers Mutual Insurance Company, 1752 North Meridian Street, Indianapolis, Indiana 46207

Harleysville Insurance Company, Harleysville, Pennsylvania

Imagination, Inc., 4032 Maryland Avenue, N., Minneapolis, Minnesota 55427

Insurance Institute for Highway Safety, 1710 H. Street, N. W., Washington, D. C. 20006

Kansas Farm Bureau, Safety Department, Farm Bureau Building, Manhattan, Kansas

Kemper Insurance, 4750 Sheridan Road, Chicago, Illinois 60640

Liberty Mutual Insurance Company, 175 Berkeley Street, Boston, Massachusetts 02117

Maryland Casualty Company, Accident Prevention Department, Baltimore, Maryland 21203

Massachusetts Bonding and Insurance Company, 10 P. O. Square, Boston, Massachusetts 02109

Metropolitan Life Insurance Company, One Madison Avenue, New York, New York 10010

National Commission on Safety Education, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20006

National Farmers Union Service Corporation, 1575 Sherman Street, Denver, Colorado 80201

National Federation of Business and Professional Women's Clubs, Inc., 2012 Massachusetts Avenue, N. W., Washington, D. C. 20006

National Safety Council, Traffic Department, 425 North Michigan Avenue, Chicago, Illinois 60611

Nationwide Mutual Insurance Company, Safety Department, 246 North Hight Street, Columbus, Ohio 43216

President's Committee for Traffic Safety, 532 Pennsylvania Building, Washington, D. C. 20004

Royal-Globe Insurance Group, Casualty Companies, 150 William Street, New York, N. Y. 10008

State Automobile and Casualty Underwriters, 600 Fifth Avenue, Des Moines, Iowa 50308

State Farm Mutua Automobile Insurance Company, Bloomington, Illinois

Travelers Insurance Company, 700 Main Street, Hartford, Connecticut 06115

United States Fidelity and Guaranty Company, Calvert and Redwood Streets, Baltimore, Maryland

Utica Mutual Insurance Company, Utica, New York

FILMS

Iowa Department of Public Safety, Safety Education Division, State Office Building, Des Moines, Iowa 50309

Iowa State University, Bureau of Audio-Visual Instruction, Ames, Iowa 50010

University of Iowa, Bureau of Audio-Visual Instruction, East Hall, Iowa City, Iowa 52240

Motor Club of Iowa, 1049 State Street, Bettendorf, Iowa 52722

Aetna Life Affiliated Companies, 151 Farnington Avenue, Hartford, Connecticut 06115

Appendix A---

BICYCLE SAFETY

ORGANIZATION AND REGULATIONS

I. Need:

A. Each year our nation records approximately 50,000 bicycle accidents and some 400 deaths. During the same period Iowa has 450 bicycle accidents and 10 deaths. How many occurred in your town?

B. Every 20 hours a cyclist is killed by a motor vehicle.

C. Approximately three out of every four youngsters between the ages of six and fifteen ride a bicycle.

D. A bicycle rider is injured every 19 minutes by a motor vehicle.

E. We have one bicycle for every three registered motor vehicles.

F. There are currently more than 25,000,000 bicycles on the streets of our nation. In 1940 there were only 10,000,000 bicycles.

II. Who's Responsible?

The responsibility of teaching bicycle safety must come from as many sources as possible. It is the duty of each parent, each school, each child and each community to keep these riders alive.

A. The Parent's Responsibility:

1. Parents should control riding privileges of their children because of age, traffic or violation of privileges.
2. Parents should cooperate with city and school officials in the enforcement of community rules and regulations.
3. The parent should supervise the purchase of the proper size bicycle and the needed accessories.
4. The parent should assist in the mechanical maintenance of the bicycle, the building of safety attitudes toward the bicycle and traffic, the selection of location when learning to ride and the enforcement of the rules for bicycle riding.

B. The Community's Responsibility

1. Formulating a bicycle safety code that is modern and applicable.
2. Plan for the licensing of bicycles.
3. Enforce the code for bicycle riders.
4. Civic groups should promote wholesome activities for the bicycle riders of their communities.
5. Parking space for bicycles should be planned for in the downtown district, at playgrounds, at swimming pool areas and other community centers.
6. Radio and television stations should promote spot programs about and for bicycle safety.

C. The School's Responsibility:

1. To promote an effective bicycle program with careful planning from school administrators, teachers, parents, students and local officials.
2. The classroom instruction should include:
   a. Teaching of traffic rules and regulations
   b. The use of the bicycle in our society
   c. The student's responsibility to himself and society
   d. How to buy the proper sized bike
   e. The proper care of a bicycle
   f. How to ride to prevent accidents
   g. Teaching of the local bicycle ordinance

III. Recommendations

A. Ages

1. Ages six through nine ride only in neighborhood, on the sidewalks and never in the traveled portion of the highway.
2. In some schools youngsters nine years and over are permitted to ride to and from school over the safest route, while others recommend fourth grade and above only for riding to and from school. (Much depends on the traffic problem of the area.)

B. Size of bike

1. Junior size bike with 20" wheel is proper size for six-to-eight year-old child.
2. Intermediate size bike with 24" wheel for pupils nine and ten years of age.
3. For pupils eleven years or older the regular adult bike with 26" wheel is recommended.
4. When the rider sits on the saddle with the heel of one foot on the low pedal, and grasps the handlebars as though riding, the following should be noted:
   a. The leg, thigh, and heel, when on the low pedal, form a straight line.
   b. The seat is parallel to the ground.
   c. The upper part of the body is inclined slightly forward.
   d. The handlebar grips are at right angles to the handlebar stem and are about the same height as the seat.
5. Teaching riding techniques is valuable for the following reasons:
   a. Helps rider avoid muscular fatigue, which otherwise leads to taking hands off handlebars, shifting in seat, etc., because of tired muscles.
   b. Enables rider to concentrate on road conditions rather than some physical discomfort.
   c. Good riding technique assures more responsive reflex actions under difficult road conditions.
   d. Assures that the rider will always have proper control of bicycle and will be ready to meet all emergencies.

IV. The Most Common Traffic Violations of Cyclist are:

A. Failing to yield right of way
B. Cutting in or out of traffic
C. Speeding too fast for conditions
D. Disregarding control devices
E. Riding against traffic
F. Improper turning
G. Improper mechanical condition

V. Motor Vehicle — Collisions Between Motor Vehicles and Bicycles Occur About As Follows:

A. Two of five at intersections
B. Two out of three during daytime
C. Half the bicycle riders injured or killed in traffic accidents were violating a traffic law at the time of the accident
D. Half the motor vehicle-bicycle accidents involved a violation on the part of the motor vehicle driver

VI. Care of the Bicycle:

A. Always keep your tires inflated to the air pressure indicated on the side walls. If no pressure is indicated, ask your bicycle dealer.
B. Coaster brake: A number one rule for bicycle safety is a perfect brake. Does it brake evenly, and will it stop the wheels at once? Unless you are an expert, don't tamper with it. Have it cleaned and adjusted regularly by a bicycle repairman.
C. Seat saddle: Adjust to fit your size and tighten securely. A loose seat may mean a fall.
D. Handlebars: Adjust to fit your body. Tighten and keep stem well down in fork.
E. Handle grips: Replace worn handle grips. Cement them on tightly as loose grips mean unsafe riding. Handlebars without grips or broken grips are dangerous.
F. Pedals: Lubricate and tighten pedal bearing and spindle. Replace worn pedal treads. Good pedals are important for bicycle control and power.
G. Warning device: Horn or bell must always work properly to be heard at least 100 feet.
H. Light: White light in front must be visible at night at least 300 feet. Keep it clean and in working order.

NOTE:—A bicycle need not have a front light by law unless the bicycle is used during the hours from sunset to sunrise.

I. Reflector or rear light: A red reflector must be placed on the rear fender of all bicycles. This reflector must be 1½" in diameter.
J. Lubricate the wheel bearings at regular intervals. Always check the vehicle after riding in water.
K. Oil the chain links frequently and keep

the chain at the correct tension. A slipping chain can easily cause an injury to the rider.

L. Lubricate the pedal bearings. Replace worn pedal treads to prevent foot from slipping.

M. Replace broken spokes immediately.

N. Give all nickel parts a frequent going over with an oiled rag to prevent rusting.

O. Bearings may be cleaned with a good lightweight oil. When clean, refill them with a light oil.

P. When parts are removed for cleaning or adjusting, it is best to lay them in a row just as they come from the bicycle. This avoids confusion in reassembly.

Q. Check the condition of tires regularly. This includes looking for cuts and other defective spots. Tire pressure should be checked regularly.

VII. Bicycle Rules and Regulations

A. Obtain copies of bicycle rules and regulations from the chief of police, sheriff, or school principal.

B. Some rules for safe cycling:

1. Observe all traffic regulations
2. Always ride at a safe speed
3. Give pedestrians the right-of-way at intersections
4. Look both ways and look out for cars pulling into traffic
5. Never hitch on other vehicles, "stunt" or race in traffic
6. Never carry other riders, and carry no packages that obstruct vision or prevent proper control of the bicycle
7. Be sure that your brakes are operating efficiently
8. Always use the proper hand signals
9. Slow down at all intersections and look in all directions
10. Ride in a straight line

VIII. Bicycle Riding Procedures on One-Way Streets

Bicyclists must follow the same rules as motorists on our one-way streets. Discuss this with the class, use the blackboard or traffic board to illustrate. The basic rules are:

A. Always ride in the same direction as the automobile. All street traffic is required by law to go in the same direction.

B. Always remember to signal, and then look to see if it is safe to make a lane change, right or left turn or stop. Do not turn if it's unsafe; wait by the curb or go on to the next safe intersection.

C. Bicycle riders should know that left turns on a one-way street are made from the left side of the street near the parking lane or the parked cars. The intersecting (two way) street should be entered on the right side and the bicyclist should gradually and safely work over near the right parking lane.

D. Bicycle riders should understand that right turns on a one-way street are made from the right lane and completed the same way as on two-way streets.

E. Bicycle riders should avoid riding too close to parked cars. They should watch for doors opening. They should also watch for cars moving from parking area. Exhaust gas and flickering of the tail lights are signals that indicate a possible movement. Drivers are sometimes inclined to open car doors and step into the street without checking the traffic.

F. Frequent and unnecessary lane changes should always be avoided.

G. Bike riders must learn to get the big picture—to know what is moving in all directions and to adjust to the everchanging situation.

IX. Suggested Activities and Topics for Discussion

In the development of an acceptable code of safe behavior for bicycle riders, it is important that all students exert a considerable amount of enlightened social pressure on each other. We should work toward this end by using many of the activities listed below:

A. Activities should be entertaining as well as educational:

1. Contest for slogans, poems, or stories
2. Artwork for safety posters and bulletin boards
3. Library collecting materials and facts on bicycle safety

4. Science classes studying the bicycle as a machine
5. Social studies classes studying laws, the reasons for and enforcement of these laws
6. Arithmetic classes studying stopping distances
7. Visiting the bicycle repair shop

B. Other projects which school officials, parent groups and community groups should participate in are:
   1. General written safety tests
   2. Testing of the bicycle code
   3. Assembly programs
   4. Bicycle inspections
   5. Skills testing
   6. Scotchlite the bicycles

C. Listed below are some suggested teaching procedures:
   1. Assign various sections of the ordinance to individual students. Give definite reading assignments to all members of your class.
   2. Assign individual reports on specific topics that appeal to most of the students in your room.
   3. Develop panel discussion groups to investigate specific problems and explore various ideas.
   4. Invite qualified outside speakers to your classroom.
   5. Teaching procedures should vary according to the grade and interest level of the students. The bicycle ordinance should be understood and utilized by each student.

D. Suggested discussion topics

The materials presented are intended as a basic guide and may be expanded in content and scope by the individual classroom teacher, who should refer to many other sources for additional materials and guides.

1. To talk about
   a. Why do we have streets?
   b. Where do people usually ride ponies and horses?
   c. Where do your parents usually drive the family car?
   d. Where should you ride your bicycle?
   e. Is a bicycle safe for you when:
      (1) It is too small?
      (2) It is too large?
      (3) It is in bad repair?
      (4) It lacks adequate brakes?
      (5) It doesn't have a bell or horn?
      (6) It doesn't have lights or reflectors?
2. Where should bicycles be ridden?
   a. Have students tell the class where they ride a bicycle.
   b. Have students tell the class where they should not ride a bicycle.
   c. Discuss why
3. What are the dangers from cars?
   a. Backing
   b. Parking
   c. Door opening
   d. Sudden stops
   e. Unexpected turns
   f. Swerves
4. How do bicycle and pedestrian accidents occur?
   a. Pedestrians stepping from behind parked cars
   b. Bicycles being ridden on the sidewalk and playground
   c. When bicycle riders are careless
   d. When pedestrians walk or run into a moving vehicle
   e. When animals are hit or the bicycle rider swerves to avoid an accident
   f. When cyclists fail to yield right of way
5. Turning cars
   a. Why and where do drivers turn their cars?
   b. How does this affect bicycle riders?
   c. What should a bicycle rider do before he turns?
   d. What should an automobile driver do before he turns?
   e. How can you protect yourself when cars turn?
   f. What kinds of turns do cars and bicycles make?
   g. Discuss these turns as to positions, signals, use of eyes, speed and dangers:

(1) Left turn
(2) Right turn
(3) Lane changes
(4) Turns into and out of:
(a) Alleys
(b) Driveways
(c) Parking lots

6. How automobile drivers could help bicycle riders
   a. Illustrate on street—use a car that is safely parked—perhaps a parent or some other teacher could assist.
      (1) Use horn
      (2) Blink headlights
      (3) Use signal lights
      (4) Flash brake lights
      (5) What do these lights mean?
      (6) What does exhaust gas tell us?

7. Right of way
   a. What is the right of way?
   b. If you have the right of way, should you yield to a car? Why?
   c. Why should bicycle riders yield the right of way to pedestrians?
   d. Why should bicycle riders yield to cars?

8. Stop signs
   a. What does a stop sign look like?
   b. What color are stop signs?
   c. Where are stop signs located?
   d. What do stop signs mean?
   e. What is a full stop?
   f. Do all people make a full stop?
   g. What is a rolling stop? Is it legal?
   h. Where should you stop?
   i. How do you signal for a stop?
   j. How do you know it's safe to stop?
   k. Why should we obey the law?
   l. How does the police department help bicycle riders?

E. Demonstrations—outside

Select a few students to demonstrate the following skills on the school grounds or some other safe area:

1. How to give a quick safety check before riding a bicycle
2. How to mount
3. How to steer
4. How to slow down
5. How to stop
6. How to signal
7. How to dismount
8. How to turn

V. **Sample Materials**

The following materials may be used as guides in formulating a progressive bicycle program:

SAMPLE LETTER TO PARENTS

School_____

Date_____

Dear Parents of _____ School:

Within the next few days our school will initiate a program of bicycle safety for grades four, five and six. This program is set up to provide our children with a basic awareness of public bicycle safety and good citizenship.

We feel that this will not only be of immediate importance, but will provide a general feeling for safety which will be retained throughout life. Safety and civic responsibilities must be taught and explained in all grade levels of education.

You, as a parent, may help by discussing the meaning and importance of this program with your children and by finding out what they are doing in school in regard to safety programs of all kinds.

We feel this is an important project as every 21 hours a cyclist is killed in America. We will appreciate your interest and cooperation, for we know that this type of education must come from the home as well as the school.

Sincerely yours,

_____School

P T A Staff

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SAMPLE STUDENT COPY OF A BICYCLE ORDINANCE

AN ORDINANCE (law):

1. To regulate the use of bicycles
2. To provide for registration of bicycles
3. To help find lost or stolen bicycles
4. To license bicycles for use in the city

Section 1. Registration And License Required

1. No person shall ride a bicycle unless it has been registered and licensed.
2. No person shall rent to anyone a bicycle that is not registered and licensed.

Section 2. Manner Of Registration And Licensing

1. The owner of a bicycle to be licensed shall:
   a. Make an application in the office of the City Clerk.
   b. Give the name of the owner.
   c. Give the trade name of the bicycle.
   e. Pay a registration fee of 25 cents.
2. If the serial number cannot be read, the Police Department may stamp the bicycle with a number.
3. After the application has been filled out and the fee paid, the City Clerk will give a license plate. This license plate should be fastened on the rear fender of the bicycle so that it can be readily observed.
4. The City Clerk keeps a record of the bicycle licenses so that lost or stolen bicycles can be located easily.
5. If a license is lost or damaged, a person can get a new one. An application should be made out with the City Clerk. A fee of 50 cents is charged for a new license.
6. If a bicycle is sold or traded, it must be reported to the City Clerk within 10 days. Transfer of licenses should be made. A transfer costs 25 cents.
7. Renew licenses every two years on May 1 of every even numbered year.

Section 3. Tampering With License Prohibited

1. It is against the law to change or in any way damage or destroy a bicycle license.

Section 4. Lights And Reflectors Required During Certain Hours

1. All bicycles must have headlights on them if they are ridden at night.
2. You should be able to see this light for 300 feet.
3. A red reflector or a red taillight must be placed on the rear fender of all bicycles. Note: They must be 1½" in diameter.

Section 5. Riding On Sidewalks

1. Bicycles may be ridden on the sidewalks in the residential district.
2. Bicycles are **not** to be ridden on the sidewalks in the business district, upon the sidewalks adjoining any school building or on the sidewalks of the city parks.
3. Bicycle riders are to give the right-of-way to pedestrians walking on the sidewalks. Riders are to turn off sidewalk when meeting pedestrians.

Section 6. Towing Prohibited

1. No person riding a bicycle shall be towed (pulled) by another vehicle.
2. No person riding a bicycle shall tow (pull) another vehicle.
3. A bicycle rider shall not follow a fire truck or other fire department vehicle.

Section 7. Carrying Extra Passengers Prohibited

Only one person shall ride a bicycle at a time unless a bicycle is built for more than one person.

Section 8. Careless Riding Prohibited

1. Bicycles shall not be ridden in a zig-zag manner.
2. Bicycle riders shall not weave in and out of traffic.
3. Bicycles shall not be used for doing stunts on the streets.
4. A person riding a bicycle shall not go so fast that he cannot stop within a reasonable distance.
5. When riding a bicycle, the rider shall always think of the safety of himself and others.

Section 9. Riding Single File

1. Bicycles shall be ridden single file on the streets in and around any business district.
2. Bicycles shall be ridden as near the right curb as possible.

Section 10. Observance Of Traffic Rules

1. All bicycle riders shall observe all the traffic rules. This means stop at stop signs, stop at traffic lights, etc.
2. All bicycle riders shall signal any time they change direction of travel: Right turn signal is left arm extended straight from shoulder with forearm angled upward from elbow. Left turn signal is left arm extended straight out from shoulder.

Stop signal is arm extended downward with palm back.

3. Bicycle riders are not to turn left into traffic except at regular intersections of streets or alleys.

Section 11. Use Of Horns And Other Devices

All bicycles shall be equipped with either a suitable horn or bell. The use of sirens on bicycles is unlawful.

Section 12. Penalties — Suspensions Of License And Impounding

The police department may impound (lock-up) a bicycle for not more than thirty (30) days if the rider under 21 years old disobeys any city or state laws about bicycles. The bicycle license may be suspended. It does not make any difference who owns the bicycle.

SAMPLE TEST I

— 1. A bicycle rider should (1. sometimes) (2. always) give a hand signal before making a turn.

—— 2. (1. Bicycles) (2. Pedestrians) have the right of way on sidewalks and at intersections.

—— 3. A bicycle rider may (1. never) (2. sometimes) carry an extra passenger on his bicycle.

—— 4. Every bicycle (1. should) (2. should not) have a bell or horn in good working order.

—— 5. Hitching a ride by holding onto the rear of a moving vehicle (1. is sometimes permitted) (2. is never permitted).

—— 6. A bicycle should be ridden on the (1. right hand) (2. left hand) side of the street.

—— 7. When making a left turn in heavy traffic, the cyclist (1. should signal and turn left in front of traffic) (2. should dismount and walk across the pedestrian crosswalk) (3. should wait near center of intersection until safe to complete turn.)

—— 8. A package rack or carrier (1. helps (2. hinders) a bike rider who tries to ride safely.

—— 9. When approaching a flashing red light, the cyclist should (1. slow down) (2. stop) and then proceed when safe.

——10. Bicycles which are being ridden at night (1. should have) (2. need not have) a white light.

——11. A bicycle rider should always wear (1. dark) (2. light) clothing when riding at night.

——12. A red reflector of light (1. should) (2. should not be displayed) on the rear part of any bicycle ridden after dark.

——13. Bicycle license tags should be attached to a bicycle (1. anytime) (2. at once) after purchase.

——14. When approaching a flashing yellow light, a bicycle rider should (1. slow down) (2. stop) and then move ahead when safe.

——15. Cyclists (1. need not) (2. should) obey all traffic signs and signals.

——16. Any bicycle purchased after May 1st of any year must be registered within (1. 10 days) (2. 1 month) with the Police Department.

——17. When a group is riding bicycles in the business district or in the traffic, the safe thing to do is ride (1. double file) (2. single file).

——18. If a licensed bicycle should be sold or transferred, the former owner should notify the Police Department within (1. 1 month) (2. 5 days).

——19. Bicycle riders (1. should) (2. should not) come to a complete stop before entering a main street.

——20. In the business district bicycles should be parked (1. in bicycle parking places or racks) (2. any place you stop).

——21. A rider (1. can) (2. cannot) ride a bicycle with complete safety on an icy street.

——22. (1. All) (2. Some) persons operating a bicycle on the streets must have a Bicycle Operator's License or an Iowa Operator's License.

——23. Before making a turn a bike rider (1. should) (2. should not) look back to see if other traffic is close behind.

——24. Bicycle riders (1. can) (2. cannot) use sirens on their bicycles.

——25. A chain-guard is useful on a bicycle because it (1. makes bicycles look better) (2. helps prevent accidents).

——26. Any license tag that is lost, destroyed or stolen should be reported (1. at once) (2. next May 1st) to the Police Department.

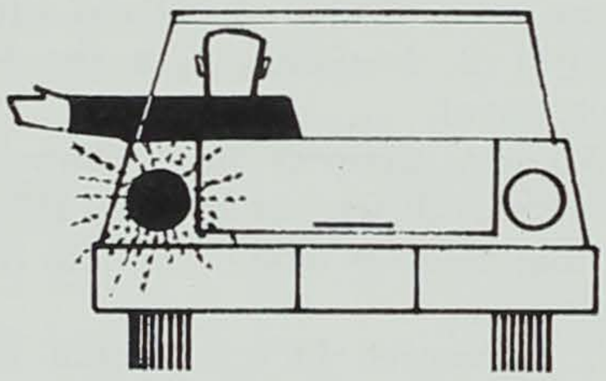
——27. Bicycles (1. may) (2. may not) be ridden on the sidewalk in the business district or near a school.

——28. Bicycle riders (1. should) (2. should not) observe the same regulations as automobile drivers on one-way streets.

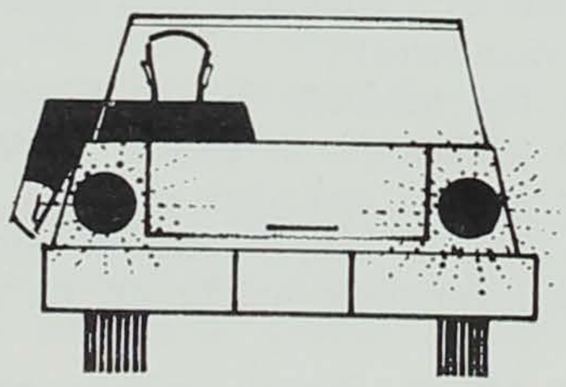
——29. When changing lanes it is (1. necessary) (2. not necessary) to give a signal.

——30. A left turn on a one-way street should be made from the (1. left) (2. right) side of the street.

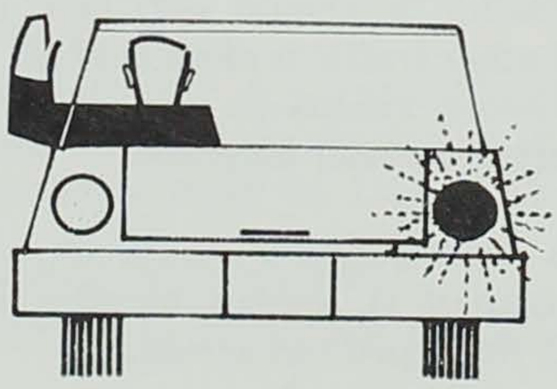
——31. For bicyclist or motorist, this is the correct signal for a (1. left turn) (2. right turn) (3. stop).



——32. This is the correct signal for a (1. left turn (2. right turn) (3. stop).



——33. This is the correct signal for a (1. left turn (2. right turn (3. stop.



SAMPLE TEST II

Indicate True (T) or False (F).

( ) 1. It is safe to learn to ride a bicycle on a busy street.

( ) 2. Bicycles, like autos, should keep to the right side of the road.

( ) 3. Bicycle riders should know and obey all traffic signs and lights.

( ) 4. People who are walking do not have the right of way on sidewalks and crosswalks.

( ) 5. Bicycles should be walked across heavily traveled streets.

( ) 6. A bicycle in poor condition is safe if the rider is careful.

( ) 7. It is safe and proper for a bicycle rider to carry a passenger on an ordinary bicycle.

( ) 8. Bicycle riders may hitch to a moving truck if it is traveling less than 20 miles an hour.

( ) 9. Riding in a single line is the sensible thing to do.

( ) 10. Night riding with dark clothing and without a front white light and a rear reflector is dangerous.

( ) 11. When tired, the rider should rest by taking his feet off the pedals.

( ) 12. Bicycle riders should be very careful and give the proper hand signals before making turns or stopping.

( ) 13. It is only necessary to look straight ahead when crossing streets.

( ) 14. The size of the bicycle makes no difference if the rider is skilled.

( ) 15. All bikes should have a horn or bell, rear reflector and front light.

( ) 16. As soon as you can balance your bike, you are ready to ride in heavy traffic.

( ) 17. When passing a parked car, you should ride three feet away from it and give a warning with your horn or bell.

( ) 18. When entering a street from a driveway or sidewalk, the bicycle rider has the right of way.

( ) 19. Bicycle riders should carry books or bundles in one hand if they must be carried on a bicycle.

( ) 20. Bicycles should be kept in good condition at all times and repaired by a mechanic when necessary.

NOTE TO TEACHER: Allow five points for

each question. Have each student correct any questions he may have answered incorrectly. Revise for your town.

SAMPLE TEST III

( ) 1. A bicycle should be ridden on the right side of the street or highway.
( ) 2. Bicycle riders should observe and obey all traffic signs, stop and go signals and other traffic control devices.
( ) 3. Bicycle riders should try to crowd ahead between cars at a signalized intersection, so as to be in front when the light changes.
( ) 4. Pedestrians do not have the right of way at crosswalks.
( ) 5. Bicycles should be "walked" across heavily traveled streets.
( ) 6. Night riding without a front light is unsafe.
( ) 7. A red reflector should be on the rear fender of all bicycles.
( ) 8. A bicycle in poor condition is safe if the rider is skilled.
( ) 9. It is safe and proper for a bicycle rider to carry extra passengers.
( ) 10. It is safe to ride three abreast when riding in a group.
( ) 11. Hitch-hiking or holding on to moving vehicles is safe if the rider is watchful.
( ) 12. Bicycle riders should carry bundles in one hand if the bundles must be carried on a bicycle.
( ) 13. Riding single file is the sensible thing to do.
( ) 14. The proper way to make a left turn is to cut the corner.
( ) 15. It is a safe practice to enter the street from an alley without first observing whether a car is coming.
( ) 16. When passing a slow moving car ahead, going in the same direction, you should pass on the left of the car in front.
( ) 17. Bicycle riders should give hand signals before making a turn.
( ) 18. The roadway is a safe place to park a bicycle.
( ) 19. A bicycle rider should look only straight ahead when crossing an intersection.
( ) 20. It is desirable to ride at least three feet away from parked cars.

SAMPLE BICYCLE RIDING SKILL TESTS

Since riding skill is an important factor in bicycle safety, these tests have much educational value as well as interest and public relations value. The tests described below are only suggestive. The sponsoring organizations and agencies may plan variations and also change the scoring method. Remember, these children are far more capable in doing these skills than you may think.

A. **Stop And Start Lane.** Mark a lane 3 feet wide and have the child ride between the lines without touching either line. The child stops twice while riding in the lane and again at end of line. **Deduction from score of 100 points.**

1. 2 points for each time a tire touches either lane line.
2. 5 points for each time a wheel rolls outside the lane on either side.
3. 10 points for each time the rider fails to signal a stop.
4. 10 points for each time a rider falls off his bicycle.
5. 1 point for each second of time less than one minute for riding the distance of 90 feet.

B. **Maneuver Test.** Place cardboard cartons or rubber cones approximately 10 feet apart along a straight line 60 feet long. Have student ride at a comfortable speed, weaving in and out. All this should be done in an area 6 feet wide (To change the rhythm pattern you may space the cones at various distances instead of a regular pattern of 10 feet apart). **Deduction from score of 100 points.**

1. 5 points each time a carton or cone is touched.
2. 8 points each time the rider leaves the 6-foot width area.
3. 10 points each time the rider falls off his bicycle.

C. **Traffic Light Intersection.** Rider stops while traffic light shows red, proceeds across intersection on green light. He circles back to traffic light

corner and demonstrates the safe way to make a left turn in heavy traffic.

Deduction from score of 100 points.

1. 5 points if bicycle enters the intersection.
2. 5 points each if rider fails to signal stops or left turns.
3. 3 points if rider "cuts" the corner on the left turns.
4. 10 points if rider falls off the bicycle.

D. **Braking Test.** Using a portion of the testing area, have each student pedal continuously at a comfortable speed. At some point in this ride give the command "STOP" as a signal for the rider to make an emergency stop in a straight line. **Deduction from score of 100 points.**

1. 5 points if the rider stops pedaling before the command.
2. 5 points if the rear tire skids in the stop.
3. 5 points if the rider swerves in making the stop.
4. 10 points if the rider falls off the bicycle in stopping.

E. **Figure 8 Course.** Child rides around one circle twice and the second circle once, keeping within a lane 24 inches wide. FIGURE 8 tests his ability to shift when changing directions and to keep control of his bicycle while in a leaning position. He must also show he is not confused and distracted by other cyclists, since several children are riding the circles at the same time.

Deduction from score of 100 points.

1. 2 points for each time a tire touches either circular line.
2. 3 points for each time a wheel rolls off the path, either toward the inside or outside.
3. 5 points for each time both wheels of the bicycle roll off the path either inside or outside.
4. 10 points for each time the rider falls off the bicycle.

F. **Stop Sign Intersection.** Rider stops for stop sign placed at a simulated intersection and demonstrates how to signal, stop and dismount before proceeding at a stop street. **Deduction from score of 100 points.**

1. 10 points for failure to come to full stop and dismount.
2. 5 points if bicycle enters the intersection.
3. 5 points if rider fails to signal.
4. 10 points if rider falls off the bicycle.

THE RIDING COURSE

Preferably the course is laid out on a hard-surfaced playground or similar area. Chart A shows a typical riding course. It may be laid out as a class project by students in mechanical drawing. Make scale drawings, then mark off the course on the playground with nails and string. Paint the lanes, circles, arrows and other markings in white. If your city has road-marking machinery, perhaps it can be used for the paint job.

Different sections of the course may be laid out on two smaller plots which are joined by a marked lane for the cyclists, as shown in Chart B.

CHART A

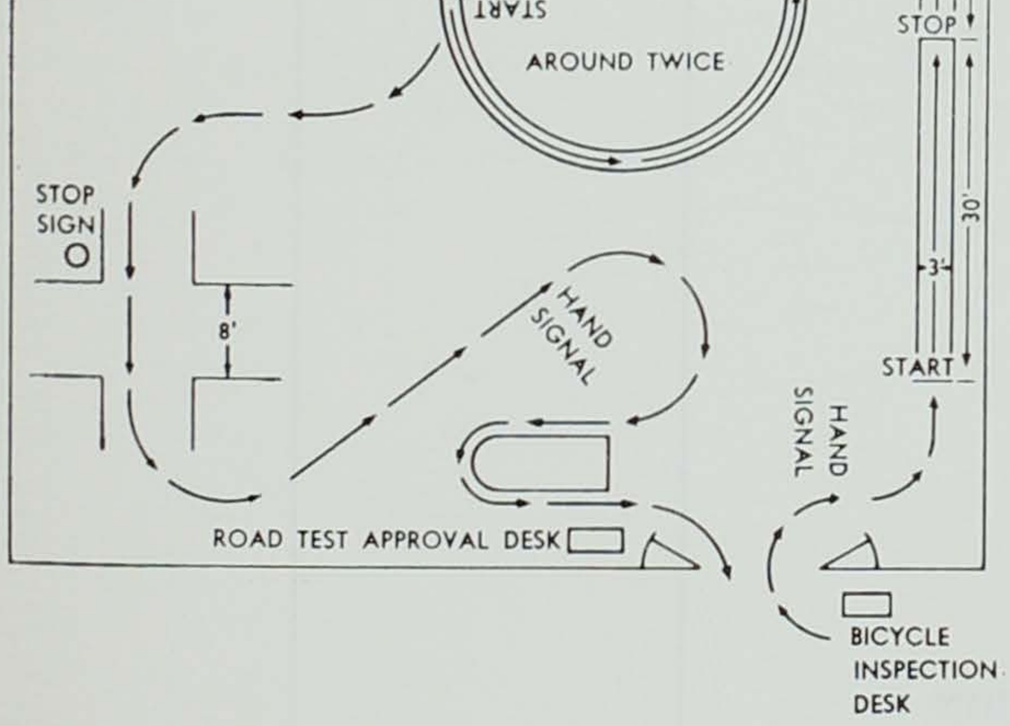
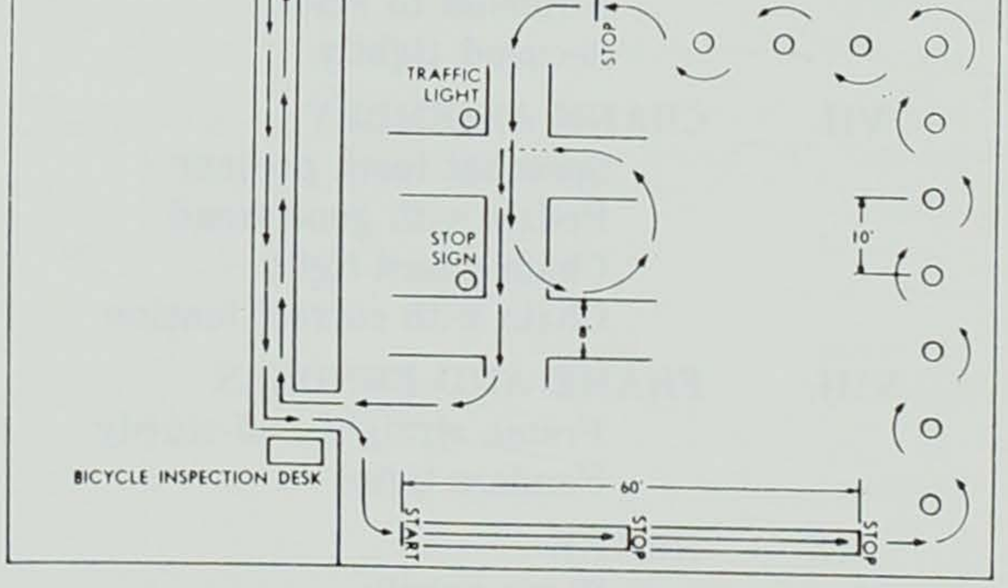


CHART B



BICYCLE INSPECTION REPORT

Owner's Name ..... Boy ..... Girl .....

Address ..... Age .....

Bike Color ..... Style: Boy's ..... Girl's ..... Size .....

Serial Number ..... City License Number .....

PARTS	CONDITION Satisfactory	Poor
I. REFLECTOR AND HORN		
Horn or bell in working order		
Red rear reflector — 1½ inch diameter		
II. FRONT WHEELS		
Rolls true without wobbling		
Free turning		
Spokes		
Bearing and nuts		
III. REAR WHEEL		
Rolls true without wobbling		
Free turning		
Spokes		
Bearing and nuts		
Brake band		
IV. TIRES		
Cracks due to age		
Tread on tires		
Inflation: correct pressure		
Valves straight and capped		
V. HANDLEBARS AND FORK		
Handlebars adjusted to rider		
Bars and grips tight		
Fork bearing		
VI. SADDLE		
Adjusted to rider		
Secured tightly		
VII. CRANK ASSEMBLY		
Sprocket teeth present		
Pedals with good tread		
Chain guard tight		
Chain with correct tension		
VIII. FRAME AND FENDERS		
Frame straight and sturdy		
Fenders tight		
IX BRAKE		
Stops evenly		
Stops quickly		
GENERAL CONDITION		

INSTRUCTIONAL MATERIALS AND FILMS

A few of the sources are:

A. Pamplets:

1. *Bicycle Safety Kit:* Bicycle Institute of America, 122 East 42nd Street, New York 17, New York

2. *Bicycle Safety in Action:* National Com-National Commission on Safety Education, National Education Association, 1201 Sixteenth Street, N. W., Washington, 6, D. C.
   (single copies - 50c)

3. *How to get Leadeship Support and Publicity for your community*
   Also posters, etc. available.
   Johnson and Johnson Company Bicycle Safety Program
   New Brunswick, New Jersey

4. *Safety Code for Bike Riders:* Safety Education Division, Iowa Department of Public Safety, State Office Building
   Des Moines, Iowa
   (also ask for other material on cyclists)

5. *You and Your Bicycle:* American National Red Cross, Washington, D.C.

B. Other Sources of Literature

1. National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois

2. Boy Scouts of America
   New Brunswick, New Jersey

3. Local V.F.W. Organization

4. Insurance Companies

C. Sources of Films:

1. Iowa Department of Public Safety
   Safety Education Division, State Office Building, Des Moines 19, Iowa

2. Iowa State University, Bureau of Audio-Visual Instruction, Ames, Iowa

3. University of Iowa, Bureau of Audio-Visual Instruction, East Hall, Iowa City, Iowa

4. Motor Club of Iowa
   1049 State Street, Bettendorf, Iowa

Appendix B---

STANDARD STUDENT ACCIDENT REPORTS

By Thelma Reed, Chairman
Standard Student Accident Report Committee

What kind of information is secured through the use of the Standard Student Accident Report Form?

What student injuries should be reported? How are accident reports used?

These are some of the questions which pour into the National Safety Council's School and College Division each year from school people all over the United States. They are important questions—so important that the Standard Student Accident Report Committee of the Conference has reviewed them all, set down the answers in definitive form as follows:

What forms are recommended for use in reporting accidental deaths and injuries to elementary and secondary school students?

The National Safety Council recommends two: the Standard Student Accident Report Form and the Student Accident Summary Form.

The Standard Student Accident Report Form is for use in recording the details of accidents resulting in injuries to students. The Student Accident Summary Form, as its title indicates, is for use in preparing monthly or other tabulations of all injuries reported on the Standard Student Accident Report Form.

What kind of information is secured through the use of the Standard Student Accident Report Form?

For all accidents, the form provides the easy, rapid recording of detailed information in the following categories: identification of the injured (name, home address, age, and sex); description of accident; nature and degree of injury; part of body injured; days lost from school.

For school jurisdiction accidents only, the form provides for the recording of information on the following additional items: teacher in charge when the accident occurred; immediate action taken; notification of parent or guardian; location when accident occurred, and activity in which the injured was participating when hurt.

If the description of the accident is complete, are all of the other items on the form necessary?

The detailed items are not necessary but desirable.

Experience has shown the difficulty of securing complete descriptions of actions resulting in injury, and of the injuries themselves, under the general heading, "Description of the Accident."

Wouldn't a report card be easier to handle, and more convenient to file, when tabulations are being prepared than a sheet of paper?

There is little doubt that a card is easier to handle than a sheet of paper. In fact, during earlier years of Standard Student Accident Reporting, the form was printed on a card. The change to a sheet was made at the request of local school administrators desiring multiple copies of the original report for immediate distribution to specified officials.

It is perfectly feasible to print all of the items on the current Standard Report form on a card. Two school systems, at least, now use such cards.

The greatest single difficulty with the use of cards is their size. There are many recommended items that must be included in an accident report form which make it as useful and workable as possible. When transferring items from a sheet of paper to a card, there is a temptation to simplify the problem of arranging the recommended items by omitting some of them. This destroys the basic advantage of standardized, comparable reports from school systems in all parts of the country and makes impossible the development of rates against which an individual school system may evaluate its own record.

On what student injuries should reports be made?

It is recommended that the standard accident report form be used to record detailed information on:

all injuries to students sufficiently serious to require a doctor's care;

all injuries that keep a student out of school

for half a day or more regardless of where the student was when he was injured—on school property, or enroute to or from school;

all injuries, however slight, to students while they are under the jurisdiction of the school. (Unless otherwise defined by statute, administrative ruling or court action, students are considered to be under school jurisdiction when on the way to and from school.)

To whom should copies of injury reports go?

The use of original reports on injuries varies from one school system to another. Best current practice indicates that copies of all reports should be examined by the superintendent or his delegated representative. In systems where the positions exist, the persons holding the following positions should examine such reports also: safety education supervisor, chief of medical staff, research director and curriculum director.

In addition, selected injury reports should be examined by individuals in charge of appropriate departments or activities. The physical education director, for example, should examine the reports of all injuries which happened to students while engaged in physical education, intramural sports or athletics.

One copy of the report should remain in the office of the principal of the school where the accident occurred. It may be advisable to discuss this report with the custodian or with selected members of the teaching staff. Other injury reports may profitably be reviewed with parents of the injured student.

How do school administrators use accident reports?

In general, data on the unsafe acts and conditions causing accidental injuries and deaths to students are essential to the initial planning, efficient implementation and later evaluation of an effective school safety program.

Specifically, detailed injury reports gathered by school authorities:

aid in protecting the school personnel and district from unfortunate publicity and from liability suits growing out of student injury cases;

aid in evaluating the relative importance of the various safety areas and the time each merits in the total school safety effort;

suggest curriculum adjustments to meet immediate student needs;

suggest modifications in the structure, use and maintenance of buildings, grounds and equipment;

provide significant data for individual student guidance;

give substance to the school administrator's appeals for community support of the school safety program;

aid the school administration in guiding the school safety programs of individual patrons and patrons' groups.

Why is it recommended that schools gather information on injuries occurring to students while they are not in school?

The basic objective of the total school safety program is to provide the educational experience essential to the safety of each student **at all times.** Many types of accidents cannot, by their very nature, occur while the student is under the jurisdiction of the school. If the school administration is to have complete information on which to base its safety effort, information on student accident experience cannot be limited to those injuries resulting from participation in the school's program.

Can school administrators secure all needed information on traffic injuries to students from police department records?

In some communities, police accident record officials can separate those reports dealing with individuals enrolled in local schools from their other death and injury records. Maximum use should be made of those reports. Only in the rarest cases, however, will police officials be able to provide all of the details necessary for a comparison of police summaries with those prepared from the reports received on school jurisdiction accidents. The values of comparable data on all types of injury reports would seem self-evident.

How may Standard Student Accident Report Forms be secured?

The National Safety Council publishes and distributes the Standard Student Accident Form and the Student Accident Summary Form. Copies are available upon request to the Council for examination by individuals, committees or other groups.

To a school system adopting the standard forms and willing to forward to the National Safety Council a duplicate of its summary reports, the Council provides, without charge, all forms

necessary for the first year of reporting. For subsequent years, local school systems may reprint the Standard Student Accident Report Form or purchase copies from the Council.

The Council will continue to supply, without charge, enough copies of the Student Accident Summary Form to meet customary reporting procedures. This offer of free summary forms remains in effect as long as copies of summaries are forwarded to the National Safety Council.

What use is made of these summaries?

All summarized student accident reports received by the Council are compiled into a single report for publication in the yearly statistical accident summary, Accident Facts. Hence, the experience of each school system contributes to the clearer understanding of the scope and characteristics of the student accident problem. The Council does not publicize the accident records of schools co-operating in its analysis of student injury records.

Appendix C---

TEENAGE SAFETY CLUBS

OBJECTIVES OF THE TEEN-AGE SAFETY CLUBS

What These Clubs Can Do:

1. Increase the prestige of the GOOD teen-age drivers
2. Create better understanding between adult and teen-age drivers
3. Become an influence for better driving among all teen-agers in each community
4. Provide a social group for young drivers that should draw immediate support from local civic groups
5. Create better understanding between law enforcement officers and teen-age drivers
6. Study local traffic problems and help solve them
7. Promote driver education in all high schools
8. SAVE LIVES AND PREVENT ACCIDENTS!

SUGGESTIONS ON ORGANIZING A TEEN-AGE DRIVER CLUB

Purpose: This club is a group of teen-agers interested in personal safe driving. Its business is carried on through a series of club meetings, planned and executed by the teen-agers with the counsel of advisers. It provides a logical answer to the problem of how to handle and include all the teen-agers who have licenses, and a teen-age organization which can implant the proper attitude toward driving safely.

Membership

We would recommend that all having a driver's license or a school permit be considered as members. If membership must be limited, one rule should be kept in mind; membership should be based upon teen-ager need.

Officers elected by the members should include:

1. President
   a. Conduct the formal section of the meeting
   b. Appoint committees
   c. Serve as chairman
2. Vice President
   a. Work in cooperation with the president
   b. Preside in the absence of the president
   c. Serve as publicity chairman
3. Secretary-Treasurer
   a. Keep minutes
   b. Handle correspondence
   c. Keep financial accounts
   d. Serve as membership chairman
4. News reporter

Committees

It would be desirable to have three standing committees. They should be composed of three to five members, including the chairman.

1. Program Committee — It is the duty of this committee to decide and arrange for activities which follow the formal business section of the meeting.
2. Publicity Committee — It should publicize the activities of the club through the school paper, city newspaper, regional newspaper, radio stations, store windows, display, school bulletin boards. Keep publicity scrapbook of same.
3. Membership Committee — An up-to-date record should be kept for all members. It should show name, age and whether or not they have a license or permit.

Special Committees

Other special committees may be appointed by the president, for example:

1. Iowa road laws public education committee:
   a. Study of Iowa Drivers Guide
   b. Study of Code of Iowa, Section 321
2. Radio skit and TV committee — Prepare and procure skits which could be broadcast over a local station
3. Assembly program committee — Obtain a suitable program for presentation at local schools and community meetings
4. First aid committee — Prepare and dramatize the events of a typical accident and show exactly what steps should be taken after the accident

5. Psycho-physical equipment constructors committee — Build suitable testing equipment for the school
6. Party committee — Plan club parties

Meetings

The frequency, time and place of the meetings will vary with the locality and the interests of the group. It is suggested that some recognition be given to the members with a perfect attendance record. Faculty cooperation can be secured when all of the instructors realize that the club is in harmony with the objectives of education, when they understand that the home, alone, cannot deal adequately with the driving problem and that one of the major social and economic problems of the day is present in the auto. Of course, a club of this type has an advantage in the fact that each member can legally drive a car.

PROJECTS AND ACTIVITIES

1. Regulation of student and faculty parking
   a. A survey may be made of the parking area.
   b. Recommendation for parking and improving the parking area should be made.
   c. Parking places may be assigned
   d. Study the need for student noon hour driving.
2. Survey of the function of the school safety patrol
   a. Make recommendations
   b. Provide supervision
3. Observation and patrol of traffic near the school zone, before and after school

   Take care that this does not take the form of a police force. Negative approach is not desirable. Club activities should be limited to worthwhile projects rather than negative prescriptions.
4. Organization of a traffic-pedestrian court
   a. Offenders of traffic laws may be tried by a special all-member committee.
   b. Students may assist in enforcement.
5. Automobile inspection
   a. The club might make a thorough study in the techniques of auto inspection used by several cities. The results of this study might then be applied to the inspection of all the autos which are driven to school by students and members.
   b. Invite the assistance of the local police or Iowa Highway Patrol.
6. Local accidents
   a. They should always serve as a means for developing the proper driving attitude.
   b. Study the causes and violations involved in local accidents.
7. Assembly programs
   a. Present assembly programs occasionally.
   b. Representatives of the State Department of Public Safety are always willing to assist schools with talks and films.
8. Community projects
   a. Driving clinic in downtown area, where selected club members should cooperate with prominent laymen in road driving skill test. Psycho-physical testing equipment might be set up so that the public might test themselves.
   b. Observation of driving and pedestrian habits in downtown areas. Tickets might be given to discourteous pedestrians by police.
   c. Cooperate with service groups and other similar organizations.
9. Traffic regulations
   a. The club should make a study of state and local traffic regulations.
   b. It might make recommendations, as a group, through the mayor, highway commission at Ames, or even their local legislators.
10. Mechanics of the automobile
    a. A detailed study of the mechanical features of greatest interest to the group could be made from charts.
    b. This study might well be culminated by a visit to a local garage.
11. Observation of court cases involving traffic violations if possible
12. Insurance
    a. A comparison of family car policies might be of value.
    b. Insurance representatives would be glad to speak on the subject.
    c. Study of decrease in rates to teenagers who have had driver education courses could be made.

13. Photographic project
    a. A photograph of a dangerous intersection would stimulate some constructive criticism.
    b. The preparation of a series of slides or diagrams on the proper method of parallel parking would be useful not only in the club but also in driver education classrooms.
    c. A member engaged in preparing these projects will gain valuable safety information.
14. Speakers Bureau
    Capable members could deliver speeches to the various organizations requesting them.
15. Possibilities of better relationships between teenagers and law enforcement officers
16. Panel discussions between teenagers and adult drivers of the community
17. Preview of good traffic safety films when possible.
18. Study and discussion of needed changes in present traffic laws
19. Urge the introduction of driver education courses into all high schools.
20. Instruction in pedestrian and bicycle education in grade schools
21. Safety exhibits for local fairs, fall festivals, 4-H club shows, and other community activities of a similar nature

Guest Speakers

Guest speakers can make definite contributions to this program. A guest speaker might well fit into each of the following topics:

1. Traffic regulations — local police, state patrol or sheriffs
2. Mechanics of the auto — garage mechanic or salesman
3. Auto inspection —
4. Accidents — insurance representatives
5. First aid — Red Cross or hospital representatives
6. Safety education — fieldman, Safety Education Division, Iowa Department of Public Safety
7. Driver education — consultants, Iowa Department of Public Instruction
8. Publicity — local editor
9. Court procedures in traffic violation — local lawyer
10. Pending legislation — local senators and representatives

Sponsorship

The sponsors of this club should be all the adult community organizations. These sponsors can do much for the club by way of counsel, speakers, publicity, social activities, meeting places, financial and other helpful aids.

Finances

Means of obtaining funds for club expenses are:

1. Dues
2. Retailing and services
    a. Manage school, fair, and other concessions
    b. Sponsor roller skating parties or dances and invite neighboring clubs to attend
    c. Sponsor dance for parents and adults of community to attend (pie socials, box suppers, plays, stunt nights, etc.)

Write to Safety Education Division, State Office Building, Des Moines, Iowa, for assistance in organizing a Teen-age Safety Club. Also request the revised constitution.

Suggested Teen-age Pledge

(Taken from *Iowa Handbook for Teen-Age Driver Clubs* issued by Governor's Official Traffic Safety Committee)

In order to promote safer driving practices and to better the record of teen-age driving, I _____, as a teen-age driver, do hereby pledge to obey all traffic laws and to be a sportsmanlike and courteous driver at all times.

_____
(MEMBER)

_____
(NAME OF TEEN-AGE CLUB)

_____
(DRIVER EDUCATION INSTRUCTOR)

_____
(LOCAL LAW ENFORCEMENT OFFICER)

SAMPLE LETTER TO PARENTS

To be attached on colored paper to grade level topical outlines

Send home to parents

To: The parents of

From: _____Teacher

Subject: The Safety of Your Child

Attached is a brief topical outline that we will use to help your child learn to meet and solve basic safety problems of everyday living.

Statistics show that accidents that occur to school children have been reduced about 50 per cent since 1951. However, accidents are still a major cause of death among children and teenagers.

We need your help and hope you will utilize the available materials. Please free to advise us of additional materials that you feel should be included.

Appendix D---

NATIONAL SCHOOL SAFETY HONOR ROLL

NATIONAL SCHOOL SAFETY HONOR ROLL FOR ELEMENTARY AND SECONDARY SCHOOLS

Purpose of the Honor Roll Program

The National School Safety Honor Roll was established to encourage schools to develop sound safety education programs. It will accomplish this objective by providing a guide for initiating, upgrading and expanding your safety program and give national recognition for your efforts.

Instructions for Participation

A. All participating schools will receive the following materials at the beginning of the school year.

1. Honor Roll Certificate: You are asked to fill in the name of your school, year of participation and school year. For a more attractive certificate you may want to have this done in your art department.
2. Honor Roll Listing: This will identify your school or schools together with year of participation.
3. News Release: The pattern news release may help you prepare a suitable statement for your local newspapers radio and television stations.
4. School System Safety Award Plan: See the award plan for full details. Use the honor roll listing as a guide to determine if your school system qualifies.
5. Record, Evaluation Check List and Testimonial: This form has been combined for convenience and simplicity. When completed it is to be returned to the National Safety Council Office BETWEEN APRIL 1 AND APRIL 30.
6. Permanent Record Card: This card is for your convenience. Keep it up to date and in your files for future reference.

B. Schools not previously participating in the honor roll program will receive items five and six upon request.

Evaluation

To qualify for honor roll recognition each school's safety education program must be evaluated by a local committee of five consisting of the principal, president of a parent group, a student, a civic leader and the president of your local safety organization. (Testimonial)

Recognition

Each school qualifying for honor roll recognition will receive a certificate.

Evaluation Check List

Safety education programs differ from school to school due to the variations in local needs. Your program, therefore, may include activities not listed. Listed below are **some** of the safety activities engaged in by a number of schools with good safety education programs. If your school completes the listed activities (for your year of participation), we believe you will have the nucleus for a successful program.

For the First Year of Participation: The National Safety Council does not attempt to outline a specific program which the school must follow. However, enough items must be checked to indicate a well-rounded program which serves local community needs. This is considered a trial period during which the school can prepare itself to meet the standards which have been established for the following years. It is suggested that the required activities for successive years be inaugurated during this trial period. Be sure to check on the application those items which you have in operation and are inaugurating and return it between April 1 and April 30 to the National Safety Council.

Years Two to Five Inclusive: All of the following activities numbered one through sixteen are re-

quired. Be sure to check other activities listed here which are included in your school's program.

1. Designated one person in your building to channel safety information from school system safety education supervisor or administrative office to the teaching staff
2. Had a junior safety council or other student safety group which conducted suitable safety activities throughout the school year (such as: providing exhibit material, assembly programs, cleanup campaigns, etc.)
3. Conducted an average of one fire drill per month during the school year under varying, unannounced times and conditions which simulated actual fire situations, including blocked exits, and which resulted in complete evacuation in two minutes or less
4. Established and used student-faculty, faculty-parent or faculty-community safety committees to provide coordination between the school safety education program and the community safety program
5. Arranged safety exhibits or safety bulletin boards
6. Used monthly safety lessons and posters
7. Cooperated in a pedestrian instruction program
8. Arranged for younger students to have supervised practice in:
   a. crossing the street
   b. using school equipment
   c. using transportation system
9. Arranged special safety instruction for holidays such as: Halloween, Christmas, Memorial Day, and Fourth of July.
10. Conducted regular safety inspection of school buildings and grounds, and eliminated hazards and made use of state and local authorities for these inspections
11. Ascertained building conditions and fire safety activities to be in compliance with state and local legal requirements and recommended standards of the National Fire Protection Association and the National Board of Fire Underwriters. School officials took action to correct those conditions and practices found deficient
12. Had an active safety program with school patrols
13. Participated in periodic surveys to review conditions and needs in school crossing protection with participation by official agencies and interested lay groups and as a result of these surveys provided and instructed school safety patrols, and/or adult crossing guards, and/or police officers
14. Cooperated in the preparation of the community's report for the Annual Inventory of Traffic Safety Activities, American Automobile Association Pedestrian Protection Contest, the Inter-Chamber Fire Waste Contest of the Chamber of Commerce of the United States and National High School Driver Education Program
15. Provided information for parents who drive in the school area such as: traffic patterns in picking up or dropping off students, attending school activities, etc.
16. Describe briefly any other safety activities you may have. Attach them to your application.

Years Six to Ten Inclusive: In addition to items one through sixteen, the following ten activities are required. Be sure to check other activities on this list which are included in your program.

17. Had students formulate a code for safe living
18. Had a good safety program including instructions in school, recreation, traffic, fire and home safety
19. Aided library in maintaining a clipping file of accidents or safety activities
20. In secondary schools carried on an extensive program of student projects and activities for improvement of traffic safety in and around the schools such as: student traffic surveys, need for student parking areas, etc.
21. Cooperated in a bicycle safety program including travel to and from school, parking, care of bicycle, etc.

22. Used safety motion pictures, filmstrips or slides in instruction
23. Participated in Standard Student Accident Reporting, made use of summaries in the safety instruction program and distributed them to school personnel
24. Forwarded copies of monthly accident summaries to the superintendent's office
25. Describe briefly any other safety activities you may have. Attach them to your application.

Years Eleven to Fifteen Inclusive: In addition to items one through twenty-five all of the following eight activities are required. Be sure to check other activities on this list which are included in your program.

26. Had student groups visit:
    a. fire department
    b. police department or traffic engineering department
    c. traffic court
27. Held at least two safety assemblies
28. In secondary schools, provided a course in driver education
29. Furnished a safety speaker to community organization (student or teacher)
30. Presented a safety broadcast on the school public address system or local radio or television station
31. Had students draw posters, create other art work, write songs, poetry or jingles emphasizing safety
32. Had students make slides or drawings of accident statistics to make them more meaningful
33. Describe briefly any other safety activities you may have. Attach them to your application.

Years Sixteen to Twenty Inclusive: In addition to items one through thirty-three all of the following five activities are required.

34. Contributed to or cooperated in a system-wide preparation of safety manual or course of study
35. Used school paper, local newspapars, *Safety Education* or other magazines, newsletters or radio or television programs to publicize list of safety practices.
36. Cooperated in community safety activities such as: fire prevention week, cleanup week
37. Maintained a spot map of accident locations
38. Describe briefly any other safety activities you may have. Attach them to your application.

Appendix E---

THE SCHOOL BUS DRIVER

BUS DRIVER RESPONSIBILITY

Iowa law places a great responsibility on the school bus driver in the matter of general operational procedures of the school bus, especially in making stops for loading and unloading pupils. The school bus driver should know the law regarding proper procedure and should be prepared to help interpret the law to the motoring public.

Section 321.372, *Code of Iowa,* reads as follows.

School Bus Driver's Responsibility

"The driver of any school bus used to transport children to and from a public or private school shall, when stopping to receive or discharge pupils, turn on the flashing stop warning signal lights at a distance of not less than three hundred (300) feet, nor more than five hundred (500) feet from the point where said pupils are to be received or discharged from the bus. At the point of receiving or discharging pupils, the bus driver shall bring bus to a stop and extend the stop arm. After receiving or discharging pupils, the bus driver shall turn off the flashing stop warning lights, retract the stop arm and then proceed on the route. No school bus shall stop to load or unload pupils unless there is at least three hundred (300) feet of clear vision in each direction.

Loading and Unloading Pupils

A school bus, when operating on a highway with four or more lanes shall not stop to load or unload pupils who must cross the highway, except at designated stops where pupils who must cross the highway may do so at points where there are official traffic control devices or police officers.

"All pupils shall be received and discharged from the right front entrance of every school bus and if said pupils must cross the highway, they shall be required to pass in front of the bus, look in both directions, and proceed to cross the highway only on signal from the bus driver.

Driver Meeting School Bus

"The driver of any vehicle when meeting a school bus on which the stop warning signal lights are flashing shall reduce the speed of said vehicle to not more than twenty (20) miles per hour, and shall bring said vehicle to a complete stop when school bus stops and stop signal arm is extended and said vehicle shall remain stopped until stop arm is retracted after which driver may proceed with due caution. The driver of a vehicle upon a highway providing two or more lanes in each direction need not stop upon meeting a school bus which is traveling in the opposite direction even though said school bus is stopped."

Driver Overtaking School Bus

"The driver of any vehicle overtaking a school bus shall not pass a school bus when flashing stop warning signal lights are flashing and shall bring said vehicle to a complete stop not closer than fifteen (15) feet of the school bus when it is stopped and stop arm is extended, and shall remain stopped until the stop arm is retracted and school bus resumes motion, or until signalled by the driver to proceed.

Where Applicable

"This section shall not appy to 'Business' and 'Residence' districts unless so provided by ordinance, but shall apply in suburban districts of c i t i e s and towns where the speed limit is in excess of thirty-five miles per hour."

QUESTIONS AND ANSWERS

Following are some of the more common questions which are raised in regard to school bus operation:

1. May the flasher warning lights be used for any purpose other than to signal that the bus is going to stop to load or unload pupils?

   NO. To use these lights for any other purpose is contrary to Iowa law and serves only to confuse the motoring public. The use of these lights is restricted to one purpose, and one purpose ONLY: To indicate that a stop is to be made to load or unload pupils.
   Please note that the flasher lights should not be used to indicate turns, or for stops at stop signs, railroad crossings, etc. If directional signals and tail-stop lights are maintained in proper condition, and if the lenses are **kept clean**, they will provide protection for such stops and turns. (It is illegal for any vehicle to pass another vehicle within 100 feet of a railroad crossing or an intersection.)

2. May the flasher warning lights be attached to the footbrake pedal?

   NO. Under Iowa law, the flasher warning lights must be actuated ONLY by a hand switch mounted on the steering column.

3. Why do we use amber lenses on the front flasher warning lights?

   Because the *Code of Iowa* provides that only emergency vehicles are allowed to use "any lamp or device thereon displaying or reflecting a red light visible from directly in front thereof."

4. What are the restrictions in regard to the use of the stop arm?

   The stop arm is to be used only when the bus comes to a full stop for loading or unloading pupils. The stop arm should **not** be used to indicate right or left turns. Please note: The stop arm should be used on every stop on the highway to load or unload pupils even though the pupils do not have to cross the road.

5. What about stopping a school bus near the brow of a hill or on a curve?

   The law provides that no bus shall be stopped to load or unload at any point where there is less than 300 feet clear vision in each direction. However, this distance does not allow an adequate margin of safety. The regulations, therefore, provide that on primary highways the distance of clear vision shall be at least 10000 feet. On secondary roads, where there is less traffic and where traffic moves more slowly, the distance may be reduced to 700 feet.

   This matter of clear-vision distance should be considered when the original schedule of loading stations is made up before school starts.

6. Should a school bus be operated on a definite time schedule?

   YES. Every bus should have a time schedule posted in the bus and the superintendent of schools should provide each parent with a copy so that pupils can be at the designated loading station on time.

7. Must a school bus wait for pupils who are not at the loading station at the scheduled time?

   There is no required time for a school bus to wait and the policy of waiting is not recommended. The bus cannot block the highway for an indefinite period of time and to wait on one pupil means that other pupils will have to wait on the bus.

8. What should be done if the bus is ahead of schedule?

   The bus should be pulled completely off the highway, all flasher lights turned off, and the stop arm retracted. If, when the pupil arrives, he is on the right side of the highway, he may enter the bus while it is still parked. If the pupil is to cross the highway, the bus should be driven carefully back onto the highway and the regular procedure followed by using the flasher lights and stop arm in order to provide protection for the pupil in crossing the highway.
   If a bus is consistently ahead of schedule, the schedule should be revised.

9. When should the emergency door be used?

   Never, except in case of an accident or emergency. All regular loading and unloading must be done through the right-hand front service door. The emergency door must always be kept in good working condition.

10. What constitutes overloading of a school bus?

    The law requires that there must be a comfortable seat for each pupil. All buses must have the rated capacity printed on the right side outside and on the inside above the right windshield.

11. When is a school bus not a school bus?

    A school-owned bus is considered to be a school bus at all times. This includes not only transporting pupils to and from school, but also empty driving, transporting pupils to extracurricular activities, etc.

    The above paragraph also applies to privately-owned buses during the period for which they are under contract to the school district. If a private owner, during the summer months, uses the vehicle for some other purpose, he must cover or reverse the "School Bus" signs, and the stop arm and flasher lights must not be used.

12. What is the speed limit for school buses?

    Section 321.377 as amended by the 56th Session of the General Assembly now reads:

    > "No motor vehicle in use as a school bus shall be operated at a speed in excess of forty-five miles per hour except that when used for purposes of an educational trip or for transporting pupils to and from any extracurricular activity a school bus may be operated at a speed not exceeding fifty miles per hour. Any violation of this section, by a driver, shall be deemed sufficient cause for canceling his contract."

    If a bus is equipped with the reversible-type "School Bus" signs, they must be kept in position during all such operation.

13. Must the school bus stop for railroad crossings?

    YES. Iowa law provides that a school bus must be brought to a complete stop before proceeding across railroad tracks. The stop must be made not less than ten (10) feet and not more than fifty (50) feet from the nearest rail. (Section 321.343, *Code of Iowa.*)

14. What is the purpose of school bus inspections?

    Iowa law provides that all new school buses shall be inspected to see that they meet state specifications and it also provides that every school bus shall be inspected by state officials at least once a year. The establishment of the inspection centers is the responsibility of the Department of Public Instruction and the actual inspection is the joint responsibility of the Iowa Highway Patrol and the Department of Public Instruction. The issuance of the approval seals and the keeping of records is the responsibility of the Department of Public Instruction.

15. Does a school bus driver have authority to extend a bus route?

    NO. All proposed school bus routes are subject to the approval of the County Board of Education before the school year starts. Bus drivers must adhere strictly to the approved route as outlined for them by the local superintendent after County Board approval. Any parent requesting an extension should be referred to the superintendent.

16. What is the proper procedure for a **passenger car** used as a school bus in stopping to load and unload pupils?

    The law does not give the passenger car the right to stop on the traveled portion of the highway to load or unload pupils. Such vehicles must stop to load and unload **off** the highway, preferably in the driveway or farmyard. If the pupil lives on the lefthand side of the road the car should turn left and enter the driveway before making the stop. A pupil should not be required to cross the road since the car does not furnish protection by flasher lights and stop arm.

    The "School Bus" signs on the passenger car serve as a warning to other motorists but they do not give sufficient protection for stopping on the highway.

    In order to have the right to stop on the highway, as outlined in Section 321.372, a vehicle must have complete school bus equipment, i.e., flasher warning lights, stop arm, school bus chrome color, etc.

17. Is it permissible for a bus driver to put an unruly pupil out of the bus to force him to walk home?

NO. Correct procedure calls for the driver to tell the pupil when he leaves the bus **at his home** that it will be necessary for him and his parents to make acceptable arrangements with the superintendent before he can be transported again. This gives the superintendent an opportunity to enlist the cooperation of the parents in the handling of unruly pupils.

MAXIMUM SAFE STOPPING DISTANCES FOR TRUCKS AND BUSES

(In accordance with ICC regulations)

Speed Miles Per Hour	Speed Feet Per Second	Vehicle Travels During Reaction Time (One Second)	Braking Distance	Total Stopping Distance In Feet
20	29	29	30	59
40	59	59	120	179
60	88	88	270	358
Speed of vehicle	Feet covered per second	Feet traveled between time danger is seen and time brake is applied.	Distance required to stop after brake is applied.	Total feet covered after seeing danger. (Reaction time plus braking distance.)

BUS DRIVER'S DAILY INSPECTION REPORT

Check one: Morning——Evening—Special——

Date—— Bus No.—— Speedometer Reading——

1. Emergency door—latches and warning signal working properly

2. Windshield wiper

3. Radiator water level satisfactory

4. Fuel tank level satisfactory

5. Crankcase oil level satisfactory

6. Brakes: service; emergency

7. Tires (visual inspection only)

8. Cleanliness: interior; reflectors; lenses

9. Generator charging satisfactorily

10. Oil pressure gauge working properly

11. Headlights; stop lights; tail lights; directional signals; flashing warning lights; I.D. lights all clean and working properly

12. Rear view mirrors (adjusted properly)

13. Stop arm —— Horn——

14. "School Bus" signs visible

15. Motor functioning properly

16. Other

_____

Signature of Driver

TEN COMMANDMENTS FOR A SCHOOL BUS DRIVER

1. Drive defensively: Keep your mind on the job, be fully alert all the time you are driving.

2. Take time, all the time, to be safe. The time schedule is definitely secondary to safety. Intersections require extra alertness. Yield the right of way willingly and quickly when it appears safer to do so.

3. Come to a complete stop at all railroad crossings. Do not proceed until it is certain, beyond doubt, that you can do so safely. Be extra cautious at double-track crossings. Never take it for granted that a train is not approaching behind a parked train. Cross in low gear. Do not shift gears until bus has cleared the tracks.

4. Know and accurately follow the correct procedure for stopping the bus on the highway to pick up or discharge pupils. See to it that pupils cross the road in the manner required by Section 321.372, Code of Iowa.

5. Know and obey traffic laws and regulations. Do not exceed a speed which is reasonable and proper under existing conditions. Do not exceed the legal speed limit for school buses.

6. Do not drive when ill or too emotionally upset to keep your mind on your job. Do not let other drivers or pupils upset you or get you angry.

7. Know and practice the rules for economical driving.

8. Be aware that pupils learn from you. While the pupil is in your bus you are in control and you are responsible. You are the "teacher." Make your influence positive. Be courteous but firm with your passengers. Keep yourself and your bus neat and presentable.

9. Cheerfully accept inspection, reporting and maintenance duties which are assigned to you. Do your best to see that your bus is kept in first class operating condition.

10. Cheerfully accept guidance and supervision from those to whom you are responsible.

Appendix F---

OUNCE OF PREVENTION CHECK LIST

FOR ROOM-TO-ROOM INVENTORY FOR PREVENTION OF POISONING

(List provided by the Iowa State Pharmaceutical Association)

Many deaths throughout our state and nation result from poisoning. These deaths are more prevalent in the younger age brackets. The greater per cent of these accidents are preventable if we as teachers do our part. The following checklist is one suggested method of attacking this problem and is placed here for your convenience and use. Copies of this should go home with each student.

BATHROOM

—— 1. Keep a locked medicine cabinet or tackle box for prescription drugs.

—— 2. Lock up aspirin tablets, cough medicine, sleeping pills, and reducing tablets.

—— 3. Clear out medicine cabinet of all old drugs, cosmetics and cold wave preparations. Drain out all liquids first before discarding.

—— 4. Throw away **all unlabeled** containers.

KITCHEN

—— 1. Keep soaps, detergents, lye, polishes, bleaches, window cleaners and waxes **out** of reach of toddlers.

—— 2. Eliminate drip-cans if kerosene stoves are used.

GARAGE

—— 1. Empty all loose bottles and open cans containing kerosene, turpentine or cleaners

—— 2. Keep paints, insecticides, fertilizers, gasoline, kerosene, turpentine, antifreezes, brake fluid, fire extinguishers **out of reach** of toddlers.

CELLAR-WORKSHOP

—— 1. Keep pesticides, paint, kerosene, paint removers, varnish removers, methyl-alcohol, turpentine **out of reach** of toddlers.

GARDEN AND GARDEN TOOL HOUSE

—— 1. Keep insecticides, pesticides, weed-killers, kerosene and turpentine **out of reach** of toddlers.

If you have young children or if children come to your home, make a room-to-room inventory with this check list.

ACCIDENTAL POISONING IS PREVENTABLE

Appendix G---

SAFETY EDUCATION DATA SHEETS

Each data sheet deals with a specific subject and provides the teacher with sufficient data for the teaching of a lesson on a specific safety area. The material must be adjusted to the needs of the student and presented at the appropriate level of understanding.

Data sheets are available from the National Safety Council as a low cost item that should be included in the reference materials in all schools.

Following is an alphabetical list of these data sheets by titles for your convenience.

These sheets are available for a small charge. Single sheets are free; in quantities the price varies.

Address requests to National Safety Council, 425 North Michigan Avenue, Chicago, Ill., 60611.

Title	Index Number
Alcohol and Traffic Accidents	19
Animals, Domestic	26
Animals in the Classroom	37
Auto Shop, Safety in the	57
Baby Sitting	66
Bad Weather: Hazards, Precautions, Results	39
Baseball	71
Bathroom Hazards	49
Bicycles	1
Buses, School	11
Chemicals	14
Chemist Laboratory, Safety in the High School	59
Cutting Implements	6
Cycles, Motor-driven	36
"Do-It-Yourself"	68
Driving, Highway: Rules, Precautions	52
Driving, Night (see also Winter Driving)	31
Educating Pupil Passengers - School Bus Safety	63
Electric Equipment	9
Electrical Storms, Safe Conduct in	34
Excursions, Safety in Pupil	51
Falls	5
Farm Mechanics Shop, Safety in the (see also Summer Jobs: Farm)	60
Firearms	3
Fires, School	47
Fireworks and Blasting Caps	25
Fishing, Hook and Line	44
Flammable Liquids in the Home	12
Floors in the Home	61
Football	72
Gas, Cooking and Illuminating	20
Glassware, Laboratory	23
Graphic Arts Shop	64
Gymnasium, Safety in the	22