

March 1981
Final Report

DOT HS-805-965



U.S. Department of Transportation
National Highway Traffic Safety
Administration

Identification and Feasibility Test of Specialized Rural Pedestrian Safety Training

Volume III: Pedsafe Junior/Senior High School Materials

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Contract No. DOT HS-7-01749
Contract Amount \$289,937

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Technical Report Documentation Page

1. Report No. DOT-HS-805 965		2. Government Accession No.		3. Recipient's Catalog No.	
4. Title and Subtitle Identification and Feasibility Test of Specialized Rural Pedestrian Safety Training. Volume 3. PEDSAFE Junior/Senior High School Materials.				5. Report Date 30 March 1981	
				6. Performing Organization Code	
7. Author(s)				8. Performing Organization Report No. ASA 619	
9. Performing Organization Name and Address APPLIED SCIENCE ASSOCIATES, INC. Box 158 Valencia, PA 16059				10. Work Unit No. (TRAIS)	
				11. Contract or Grant No. DOT-HS-7-01749	
12. Sponsoring Agency Name and Address Department of Transportation National Highway Traffic Safety Administration 400 Seventh Street, S.W. Washington, DC 20590				13. Type of Report and Period Covered FINAL REPORT Sept 1977 - Mar 1981	
				14. Sponsoring Agency Code	
15. Supplementary Notes					
16. Abstract <p>This report (Volume 3 of four volumes) provides detailed descriptions of all printed program materials employed in the Junior/Senior High School PEDSAFE Program. Volume 1 of this report describes the conduct and results of the evaluation of the entire PEDSAFE Program and provides recommendations concerning materials revisions. Volume 2 is a users guide for elementary schools implementing the program. The materials in Volume 3 have been revised in accordance with the recommendations for modification of this program and its materials provided in Volume 1. Volume 4 contains the scripts for all audiovisuals used in the PEDSAFE Program.</p> <p>This volume is designed to serve as a users guide for school systems implementing the program. The full texts of the PEDSAFE <u>Teacher's Guides</u> and <u>Student Booklets</u> which specify program content and conduct are provided. Copies of all other printed materials are included. In addition, specifications for printing program materials are provided. Pre- and post-knowledge tests are also included.</p>					
17. Key Words Pedestrian Safety Training, Training Materials, Teacher's Guides, Training Curriculum			18. Distribution Statement Available to the public through National Technical Information Service, Springfield, Virginia, 22151		
19. Security Classif. (of this report) UNCLASSIFIED		20. Security Classif. (of this page) UNCLASSIFIED		21. No. of Pages	22. Price

METRIC CONVERSION FACTORS

Approximate Conversions to Metric Measures

Symbol	When You Know	Multiply by	To Find	Symbol
LENGTH				
in	inches	2.5	centimeters	cm
ft	feet	30	centimeters	cm
yd	yards	0.9	meters	m
mi	miles	1.6	kilometers	km
AREA				
in ²	square inches	6.5	square centimeters	cm ²
ft ²	square feet	0.09	square meters	m ²
yd ²	square yards	0.8	square meters	m ²
mi ²	square miles	2.6	square kilometers	km ²
	acres	0.4	hectares	ha
MASS (weight)				
oz	ounces	28	grams	g
lb	pounds	0.45	kilograms	kg
	short tons (2000 lb)	0.9	tonnes	t
VOLUME				
tsp	teaspoons	5	milliliters	ml
Tbsp	tablespoons	15	milliliters	ml
fl oz	fluid ounces	30	milliliters	ml
c	cups	0.24	liters	l
pt	pints	0.47	liters	l
qt	quarts	0.96	liters	l
gal	gallons	3.8	liters	l
ft ³	cubic feet	0.03	cubic meters	m ³
yd ³	cubic yards	0.76	cubic meters	m ³
TEMPERATURE (exact)				
°F	Fahrenheit temperature	5/9 (after subtracting 32)	Celsius temperature	°C

* 1 in = 2.54 (exactly). For other exact conversions and more detailed tables, see NBS Misc. Publ. 286, Units of Weights and Measures, Price \$2.25, SD Catalog No. C13.10.286.



Approximate Conversions from Metric Measures

Symbol	When You Know	Multiply by	To Find	Symbol
LENGTH				
mm	millimeters	0.04	inches	in
cm	centimeters	0.4	inches	in
m	meters	3.3	feet	ft
m	meters	1.1	yards	yd
km	kilometers	0.6	miles	mi
AREA				
cm ²	square centimeters	0.16	square inches	in ²
m ²	square meters	1.2	square yards	yd ²
km ²	square kilometers	0.4	square miles	mi ²
ha	hectares (10,000 m ²)	2.5	acres	
MASS (weight)				
g	grams	0.035	ounces	oz
kg	kilograms	2.2	pounds	lb
t	tonnes (1000 kg)	1.1	short tons	
VOLUME				
ml	milliliters	0.03	fluid ounces	fl oz
l	liters	2.1	pints	pt
l	liters	1.06	quarts	qt
l	liters	0.26	gallons	gal
m ³	cubic meters	35	cubic feet	ft ³
m ³	cubic meters	1.3	cubic yards	yd ³
TEMPERATURE (exact)				
°C	Celsius temperature	9/5 (then add 32)	Fahrenheit temperature	°F

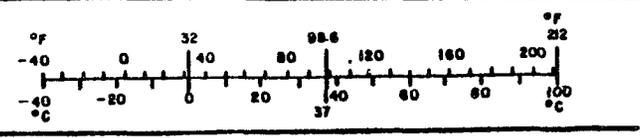


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SECTION 1

INTRODUCTION

This report documents a project to field test and evaluate the PEDSAFE Program, a child pedestrian safety training program designed to prevent pedestrian accidents among children in grades K-12. The project was performed under contract to the National Highway Traffic Safety Administration (NHTSA) within the U.S. Department of Transportation.

Volume 1 of this report describes the conduct of the project and provides the results and conclusions from program testing. It also provides data on the effectiveness of the various program components and recommendations for modifications of program materials.

Volume 2 provides detailed descriptions of all elementary program training materials and is designed to present complete program implementation guidelines. The materials were modified in accordance with the recommendations resulting from the field testing.

This volume, Volume 3, provides the full texts of the Junior/Senior High School Teacher's Guides and Student's Booklets. Copies of other printed materials are also included with specifications for printing. In addition pre- and post-knowledge tests are included.

Volume 4 contains the scripts for all audiovisuals used in the PEDSAFE Program. The scripts for the two slide/tape presentations used in the Junior/Senior High School Program are contained in Volume 4.

Volume 3 serves two purposes. One is to detail all program modifications and additions. The other is to serve as a users manual for school systems preparing to implement the program. Consequently, every effort has been made to supply complete information to facilitate use of the program.

Overview of the PEDSAFE Program

Based on a computer analysis of over 3,000 rural pedestrian accidents, the types of accidents victimizing children aged five through nineteen were identified. Accident-avoidance behavior sequences were then defined and a single integrated curriculum, covering all the child-victimizing accident types, was developed. The PEDSAFE curriculum was designed to:

1. Develop skill through distributed practice in the performance of the accident-avoidance behaviors for all

target accident types as early as consistent with the developmental capabilities of the child.

2. Motivate the continued use of the safe practices once skill is developed.
3. Maintain the salience of the various street crossing dangers through repeated messages, using multiple presentation modes.

The Elementary Program provides a unified continuing educational experience from year-to-year, although any given year of the curriculum can stand alone. Each year's curriculum builds on skills learned in previous years, but includes practice of all previously taught skills. Active involvement of the student is emphasized. Parental involvement is encouraged and additional guidance is provided by school bus drivers.

The Junior/Senior High School Program consists of several projects, each of which is designed to provide the student with an understanding of the pedestrian safety problem in general.

Background and Objectives of the Junior/Senior High School Program

If you were asked to give your opinion about the leading cause of injuries and deaths to Junior and Senior High School students in the United States, chances are that pedestrian-automobile collisions would rank low on your list.

Even though the death rate resulting from motor vehicle accidents for this age group is three times that of suicides and homicides, and over ten times that of other accidents, including drowning, fires, and use of firearms, the seriousness of the pedestrian problem among adolescents is often underestimated.

Yet, each year approximately 8,000 people are killed and well over 100,000 are injured in pedestrian accidents. Almost 25,000 of these accidents involve Junior and Senior High School students. While most of these accidents do victimize younger children, Junior and Senior High School students are involved in one accident out of every four!

The Junior and Senior High School PEDSAFE Program consists of a series of Student Activity Packages and learning modules. Each is designed to utilize knowledge and skills relevant to typical school subjects (e.g., English, civics, science, mathematics, health) while giving the student the opportunity to accomplish several of the following objectives:

1. Develop an understanding of the importance of the pedestrian safety problem in general.

2. Discover:

- a. The specific accident situations that victimize pedestrians in small towns, suburban, and rural areas.
- b. The role and social responsibility of the pedestrian in preventing these accidents.
- c. The specific behaviors pedestrians can engage in to avoid the target accident types.
- d. General pedestrian safety practices.
- e. The nature of the pedestrian safety problem in the students' locality.
- f. What students can do to help others (i.e. the general public, younger brothers and sisters) avoid pedestrian accidents and how to go about it.

Through a "repeated message" format in various areas of the curriculum the Junior-Senior High School PEDSAFE Program provides the student with activities designed to provoke recall of behaviors they should already know. The program also demands application of safety knowledge within regularly taught curriculum content.

Junior/Senior High Units

Five self-contained instructional packages were developed for use by Junior and Senior High School teachers. The PEDSAFE units are designed to be incorporated into existing curriculum and offer teacher options to allow for optimum flexibility. The units do not require a central coordinator; any teacher can implement a unit independently. Through a "repeated message" format in various areas of the curriculum, the Junior/Senior High School PEDSAFE Program provides the student with activities designed to provoke recall of behaviors they should already know. The desired outcome is an objective safety knowledge change.

The five units are:

1. Writing a Pedestrian Safety Story for Young Children. (Section 2) Designed for use in an English class, students learn about and apply safety content to the short story. By writing a safety story for younger children, students review safety rules they were taught in earlier grades.

2. Production of a Dramatic Presentation: Pedestrian Safety. (Section 3) Used in a drama or English class, students use safety content as material for the plot in writing a drama for younger children. Students recall their own previous safety lessons as they write for others.
3. Analysis and Decision Making: Problem Solving. (Section 4) Students use tabulation skills in a mathematics or science class to analyze raw accident data in a problem-solving sequence. By learning how, when, and to whom accidents occur, the students are asked to develop methods or countermeasures which can prevent accidents.
4. Health and Safety Module. (Section 5) Implemented in a health or science class, students learn the types of accidents that teenagers have and their frequency of occurrence. They also discover specific actions that they can take to help reduce these accidents.
5. Driver Education Module. (Section 6) Students in driver education classes learn what they, as drivers, can do to help reduce pedestrian accidents. However, the focus remains on the pedestrian rather than the driver. It is important to note that no attempt was made to define specific driver countermeasures. Suggestions are made to drivers which should help to remind them of safe pedestrian behaviors.

The first three units (short story, drama, and mathematics) are designed as "learning activity packages." Each package contains three books:

- Teacher's Guide. A manual containing the Student Activity Package with additional instructions for teachers, the optional activities, and answers to questions.
- Student Activity Package. A step-by-step guide for the student. Beginning with background reading material, students complete a series of activities (i.e., reading, activity, notes, test) designed to increase their pedestrian safety knowledge.
- Student Notes and Activities Booklet/Student Log. This workbook is used by the student in conjunction with the activity package. Activities, notes, and tests are written in this booklet.

A teacher could complete one of these units in four or five class periods if no teacher options were selected. The other two units (health and safety and driver education) combine reading material with an audio-visual presentation. After reading pedestrian safety information, students watch a slide/tape presentation which graphically depicts the reading

material. The second half of the slide/tape presentation consists of a hazard identification quiz to test the students' knowledge about pedestrian safety. Optional in-class or homework assignments are then assigned to reinforce this safety knowledge. These units could be completed in three class periods.

Report Overview

Sections 2 through 6 contain all printed materials used in the conduct of each Junior/Senior High School PEDSAFE unit. Before each section is a Printing Specification page. Because each unit consists of several booklets, each of which contain sections which are color-coded, the printing specifications are provided. Optimum use of the materials can be achieved by maintaining this color-coded system (of course, different colors can be substituted other than those originally chosen). However, if resources do not permit the use of colored paper, the units can be completed using only white paper.

The Health and Safety Module and Driver Education Module, Sections 5 and 6, each contain a slide/tape presentation. The audiovisual presentations are necessary for the adequate completion of the units. Scripts are provided for these audiovisuals in Volume 4.

Section 7 contains knowledge tests that can be administered as pre- and post-tests to measure the degree of students' knowledge change. The tests are designed to be used with standard computerized, four-response answer sheets. Otherwise, students could number a blank piece of paper from 1-23 and write the letter of their choice beside each number.

Pagination is consistent within each unit (rather than consistent with the overall report) since the units are intended to be printed at the discretion of the school district.

SECTION 2

WRITING A PEDESTRIAN SAFETY STORY FOR YOUNG CHILDREN

Printing Specifications

Teacher's Guide

Student Activity Package

Student Booklet: Notes and Activities

PRINTING SPECIFICATION:

WRITING A PEDESTRIAN SAFETY STORY FOR YOUNG CHILDREN

Teacher's Guide

Cover: 65 lb. Carnival Cover Antique
Color: Yellow
Size: 8-1/2" x 11"
Black ink - print on one side.

Text: 60 lb. Carnival Offset Vellum
pages 1-4, Color: White
next page, Cover for Student Act. Pkg. as above
page 1-3, Color: White
pages 4-15, Color: Light Green
pages 16-34, Color: India
pages 25-29, Color: Orange
Size: 8-1/2" x 11" with page 3 8-1/2" x 16-1/2"
Black ink - print one side with exception
of pages 5-7 - print both sides

Student Activity Package

Same as above with the the exception of the
first four pages for Teacher's Guide

Student Booklet: Notes and Activities

Cover: Same as above
Text: pages 1-4, Color: Lt Green
pages 5-10, Color: India
pages 11-13, Color: Orange
Black ink - print one side

Writing a Pedestrian Safety Story for Young Children



U. S. Department of Transportation

PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools

TEACHER'S GUIDE

SKILLS: Research
Interpretation of Facts
Application
Writing
Production of a Unique Communication

WHY THE PROGRAM WAS DEVELOPED

If you were asked to give your opinion about the leading cause of injuries and deaths to Junior and Senior High School students in the United States, chances are that pedestrian-automobile collisions would rank low on your list. Even though the death rate resulting from motor vehicle accidents for this age group is three times that of suicides and homicides, and over ten times that of other accidents, including drowning, fires, and use of firearms, the seriousness of the pedestrian problem among adolescents is often underestimated.

Each year approximately 8,000 people are killed and well over 100,000 are injured in pedestrian accidents. Almost 25,000 of these accidents involve Junior and Senior High School students. While most of these accidents do victimize younger children, Junior and Senior High School students are involved in one accident out of every four!

Recognizing that the majority of such accidents are the result of children's unsafe behaviors, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of activities that is designed to teach rural and suburban children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing children's unsafe actions.

OBJECTIVES OF THE JUNIOR-SENIOR HIGH SCHOOL PROGRAM

The Junior and Senior High School PEDSAFE Program consists of a series of Student Activities Packages. Each is designed to utilize knowledge and skills relevant to typical school subjects (e.g., English, civics, science, mathematics) while giving the student the opportunity to accomplish several of the following objectives:

1. Develop an understanding of the importance of the pedestrian safety problem in general.
2. Discover:
 - a. The specific accident situations that victimize pedestrians in small town, suburban, and rural areas.
 - b. The role and social responsibility of the pedestrian in preventing these accidents.
 - c. The specific behaviors pedestrians can engage in to avoid the target accident types.
 - d. General pedestrian safety practices.
 - e. The nature of the pedestrian safety problem in the students' locality.
 - f. What students can do to help others avoid pedestrian accidents and how to go about it:
 - . The general public.
 - . Younger brothers and sisters.

Through a "repeated message" format in various areas of the curriculum, the Junior-Senior High School PEDSAFE Program provides the student with activities designed to provoke recall of behaviors they should already know. The program also demands application of safety knowledge within regularly taught curriculum content.

While these objectives and this approach describe the PEDSAFE Program in general, specific objectives for this Activity Package can be found on page 2 of the Student Activity Package.

WAYS IN WHICH THE ACTIVITY PACKAGES CAN BE MANAGED

Each Activity Package (AP) is designed to fit in with skills you already teach in your subject area. For example, in this package, Writing a Short Story for Young Children, your students learn about and apply safety content to the genre of the short story. It is assumed that terms related to the short story and examples of short stories are already taught in the Language Arts curriculum for Grades 7-12.

This package provides content about the short story which may replicate or augment your own material, and which can be used or deleted at your discretion.

FOR EXAMPLE, if you are dealing with a group which has yet to study The Short Story as a unit in the curriculum, you could start with The Short Story Phase on page 19, then add The Research Phase: Safety Content/Audience Analysis and The Fusion Phase.

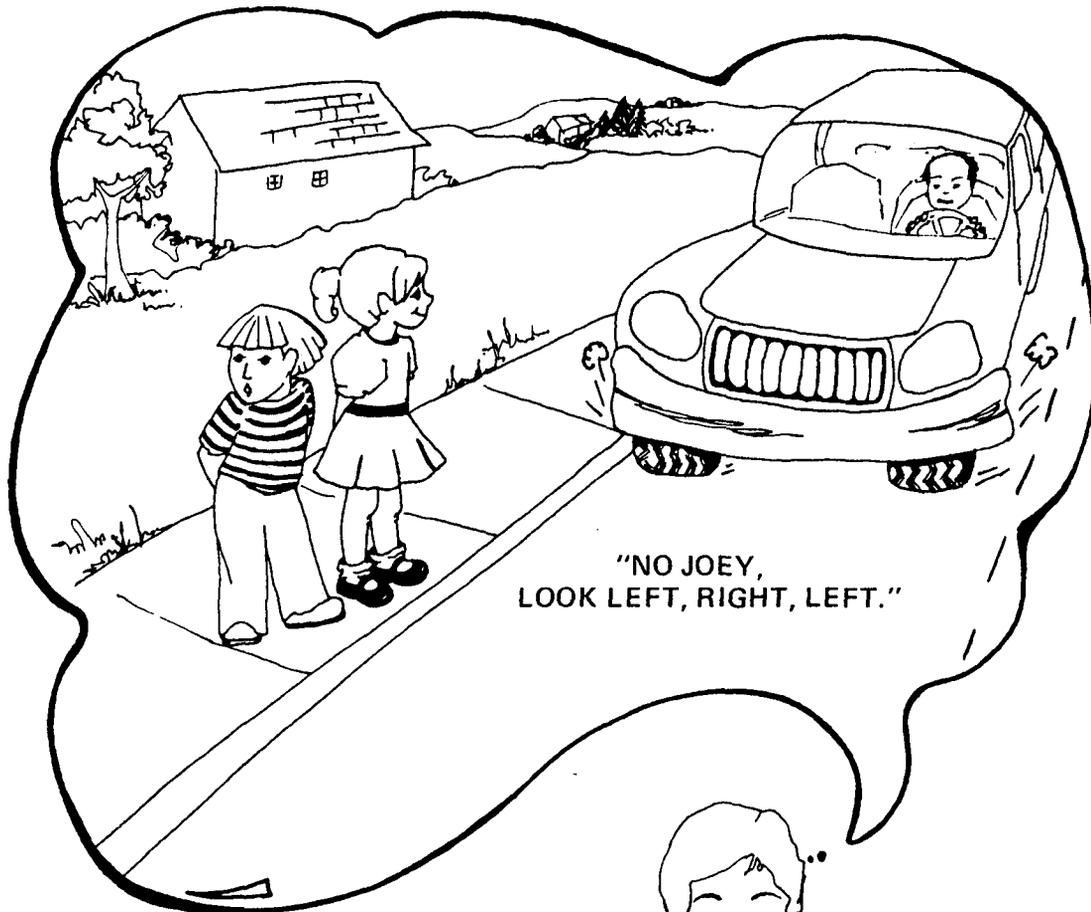
HOWEVER, if your students have already covered The Short Story as a curriculum unit, they can start with The Research Phase and then briefly review The Short Story Phase before they begin to write in The Fusion Phase.

FURTHER, at specific points and for specific informational items, there are teacher options available in the AP, so you make your own decisions about the management of the sequence. This flexibility in the flow of the activities is purposely designed to give you the decision-making power necessary to conduct your class in a manner consistent with your style and with the needs and capabilities of your students.

If you use only The Research Phase and The Fusion Phase without adding teacher options, the students could complete the story in three or four class periods.

The Activity Package (AP) which follows is identical to that the student receives and additional comments, suggestions, and answer keys are included in bold (heavy type) for the teacher's use.

Writing a Pedestrian Safety Story for Young Children



U. S. Department of Transportation

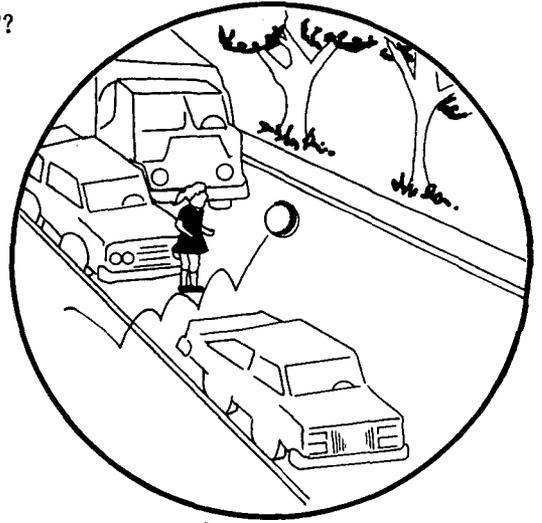
PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools.

STUDENT ACTIVITY PACKAGE

WHAT'S THIS ALL ABOUT?

Pedestrian-automobile collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach rural and suburban children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing the children's unsafe actions.



This "Activity Package" (AP), which is part of the PEDSAFE Program for secondary schools, is your opportunity to learn about the importance of the pedestrian safety problem in general.

Closer to home, this AP also gives you a chance to combine your safety knowledge with your short story knowledge and skills to create a safety story for younger children!

In the elementary schools in your area, students are already receiving pedestrian safety training, largely through active practice and play activities. The safety story you create will become part of that safety effort.

This is your chance to help others avoid pedestrian accidents. Make the most of this AP, because a "well-written" story can make a difference in safety knowledge and practice for younger children who are most often victimized by pedestrian accidents. While writing this story, you'll also get a chance to review safety rules which you can apply to safeguard yourself!

OBJECTIVES

After you have reviewed pedestrian safety information, you will be able to develop and write a story which will help an elementary school-age child:

1. Recognize a situation which could lead to a pedestrian accident.
2. Identify and apply rules or behaviors which would reduce the chance of that accident.

THIS ACTIVITY PACKAGE (AP)

is divided into three "Phases":

The Research Phase: Safety Content/Audience Analysis

The Short Story Phase

and

The Fusion Phase

The order in which you'll work through the "Phases" will be determined by your instructor.

Each "Phase" includes notes and activities which are to be completed in your Notes and Activities Student Booklet.

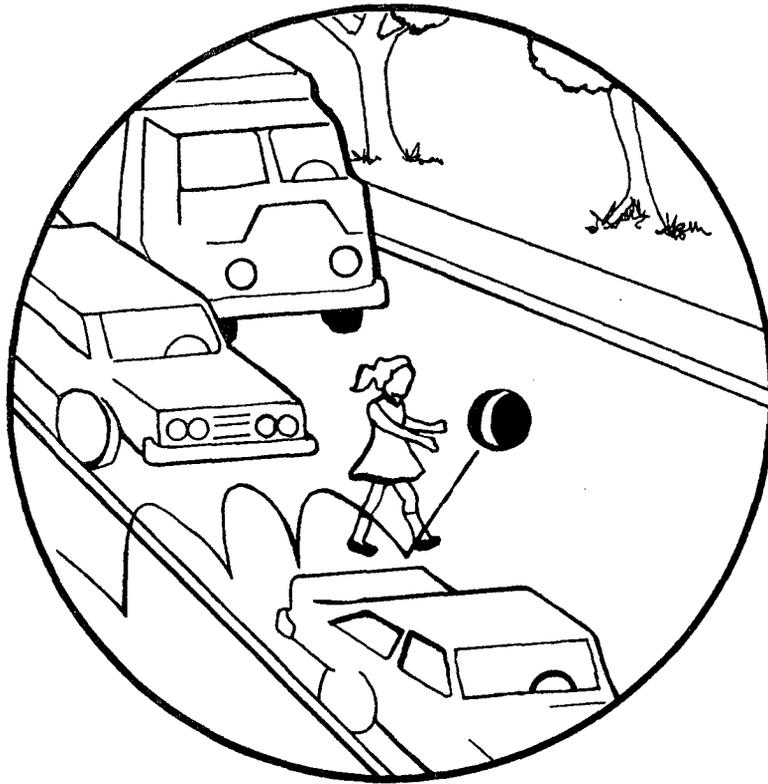
	<u>The Research Phase</u>	<u>The Short Story Phase</u>	<u>The Fusion Phase</u>
Step 1	Reading - Information about the audience - Types of accidents - PEDSAFE Program activities Notes	Step 1 Reading - Definition of short story - Short story terms Notes Test - Recall of terms	Step 1 Activity - From other notes identify elements of a short story
Step 2	Reading - Behaviors to follow to avoid pedestrian accidents Notes Activity - Draw sketches	Step 2 Reading - The Plot Chart Test - Recall of Plot Chart terms Activity - Application of Plot Chart terms	Step 2 Activity - Writing the short story
Step 3	Reading - Communicating with Young Children		Step 3 Activity - Plot chart of written story

THE RESEARCH PHASE:
SAFETY CONTENT/AUDIENCE ANALYSIS

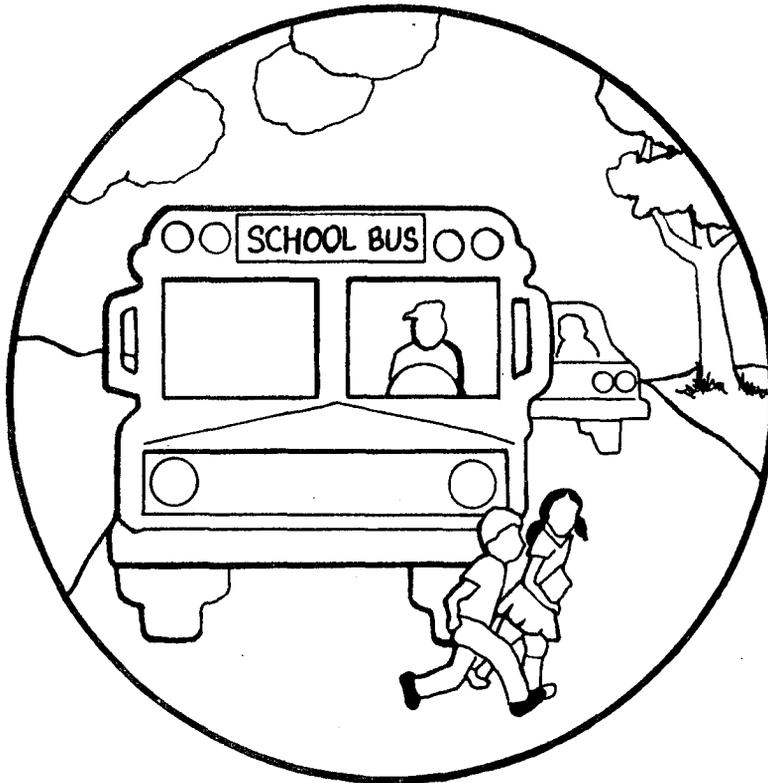
GETTING STARTED

Step 1: Read pages 6, 7, and 8 to choose the grade level for whom you wish to write. While reading, focus on:

1. The nature of children at that age.
2. The types of accidents those children have (see page 9 for definitions, as well).
3. PEDSAFE Program activities for that age group.



Midblock Dash



School Bus Related

FIRST YOU'LL NEED TO KNOW

Why Children Are Hit By Cars

K-1

Young children in these grades are in danger around traffic because they are too wrapped up in their own world to notice what is going on around them. They run into the street unaware of oncoming vehicles and unconcerned about looking for them. A common example of the kind of pedestrian accident in which the child has unexpectedly "darted or dashed" into the street and been hit by an oncoming vehicle is the chasing of a ball into the street.

The Department of Transportation (DOT) has found that these Midblock Dash accidents combined with School Bus Related types account for almost 90 percent of the child-caused accidents for this age group!

In School-Bus Related accidents, children are struck, either by passing vehicles or the bus itself while entering or exiting the bus or while waiting at the bus stop. For example, children sometimes stand directly under the bus' front hood and they are run over when the bus pulls away from the curb. Other times, children drop something under the bus and bend down to pick it up without considering the possibility that the bus may begin to move.

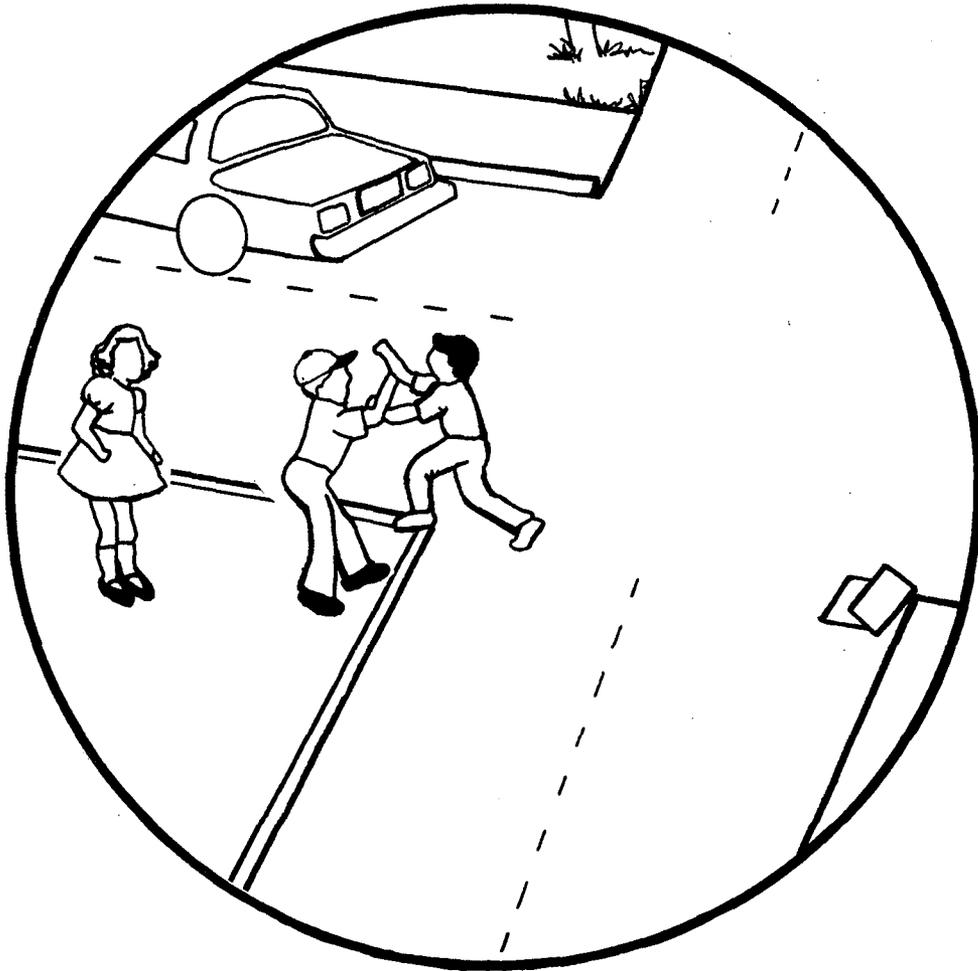
The PEDSAFE Program is an attempt to counter young childrens' unawareness by teaching them to recognize cues that tell them that they are entering an unsafe situation and should behave safely. For example, in one activity, students receive outdoor practice to recognize the various beginnings of roads, such as:

- lawn to dirt road
- gravel to asphalt road
- curb to cement road, etc.

By recognizing these cues, they'll be in a better position to know when they're in or near the road and they can move to a safe place instead.

Teacher: Although sections of this reading are repetitive, the repetition is intentional and serves two purposes:

1. Reinforcement, and
2. Convenience – When the student chooses his/her grade level audience, he/she can find all information on one page.



These boys are not attending to traffic and could easily be involved in an accident at this Intersection.

Grade 2

By the age of seven or eight, children may know how they are supposed to act; they know they should stop and look for cars before crossing. However, this knowledge does not always lead to "safe" behavior. Although a child knows he shouldn't chase a ball into the street until he stops to check for traffic, he often acts on impulse, not thinking about the consequences.

Midblock Dash, School Bus-Related accidents, and the Intersection Dash account for almost 90 percent of the child-caused accidents that victimize the second graders. While Midblock Dash and School-Bus Related accidents have already been described on page 6, the Intersection Dash is a different type affecting second graders.

The Intersection Dash is an accident in which someone has appeared suddenly in front of a vehicle, either because they were running, not attending to traffic, or appeared from behind an obstruction.

To overcome behaviors which may lead to accidents, the second grade PEDSAFE Program attempts to put the children into the middle of the action and change their behavior as they begin to perform it. Games are used in which a child may have to chase after a ball toward the "street" but must stop before entering the "street." The second grade PEDSAFE Program is an attempt to bridge the gap between the knowledge of how to be safe and actually behaving in a safe manner.

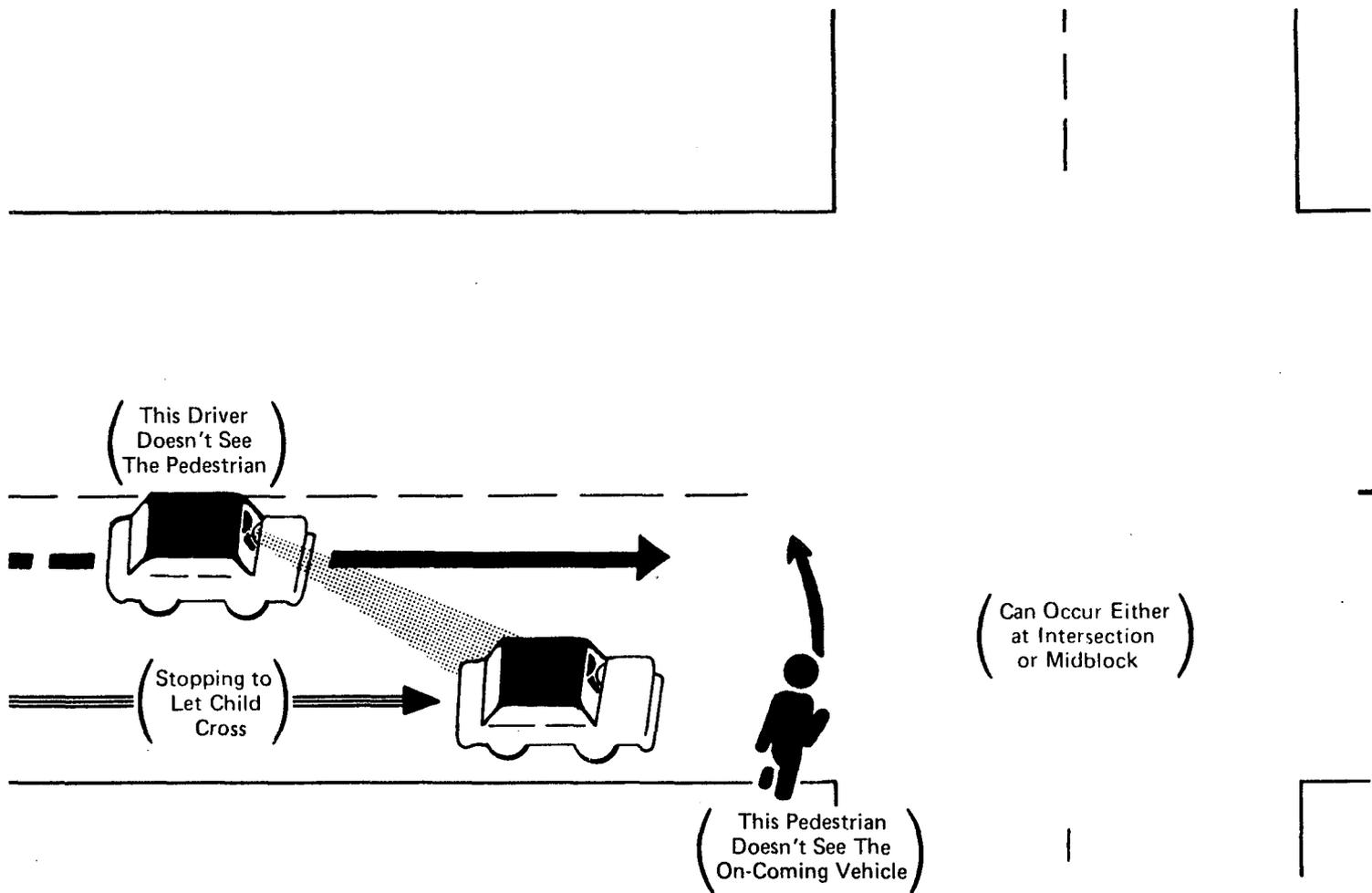


Figure 1. Multiple Threat Situation

Grade 3

Like the second graders, third-grade students are generally aware of the danger of traffic and, when asked, they can provide a description of how to cross streets safely. And again, like the second grade group, third graders (8-9 year olds) don't apply knowledge to practice! Third-grade pedestrian accident victims act first without thinking of the potential dangers of traffic situations.

About half of the accidents this age group is involved in are Mid-block Dash. Another problem this age group encounters is the Intersection Dash accident type. In fact, this group is the peak age for Intersection Dash accidents, with almost one-quarter of all accidents occurring while students are crossing at an intersection. School-Bus Related accidents, a serious threat, involve: drivers who illegally pass stopped buses, students who cross so close to the bus that they are not visible, and students who cross behind a bus where they are not seen by drivers. Finally, these students will find themselves in situations known as "Multiple Threat." Multiple Threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1.

To counter behaviors or inattention which lead to Midblock Dash types of accidents, the PEDSAFE Program uses games which are designed to involve the students in running and chasing toward a simulated street. Even in the midst of play, when the students encounter the "street," they will stop and search. In this manner, the student's actions will be molded into safe behavior rather than knowledge alone.

To deal with the Intersection Dash practice is conducted, using simulated and real intersections, in which the rules drivers follow on yielding and right-of-way can be explained along with the workings of traffic signals. And, to combat School-Bus Related accidents, the students in the PEDSAFE Program receive refresher training on school bus safety. They get to sit in the driver's seat and observe their classmates crossing too close to the front of the bus. The practice with an actual bus helps maintain the knowledge of bus safety in a practical way.

Three Major Accident Types

Midblock Dash

The pedestrian was struck by a vehicle while crossing the roadway at other than an intersection.

Intersection Dash

The pedestrian was struck by a vehicle at an intersection.

School Bus-Related

The pedestrian was struck while boarding or disembarking from a school bus, while walking to or from a school bus stop, and/or while waiting at a bus stop.

NOW:

Complete STEP 1 NOTES on page 1 of your Student Booklet. Refer to pages 6, 7, and 8, as necessary.

Teacher: Answers for the notes can be found on pages 6, 7, and 8 of the AP.

The specific answers for No. 3 Notes are as follows and can be found throughout the reading on pages 6, 7, and 8.

No. 3: PEDSAFE Program activities for a child in this grade:

- K-1:** Recognizing cues that they are entering an unsafe situation and behaving safely instead.
- 2:** Playing games to bridge the gap between knowledge and behavior.
- 3:** Practicing at actual sites playing games.

ALSO, begin to think about a story situation which includes the same activities as those in the PEDSAFE Program. This will give your story a frame.

For example, a second grade story should be about a game which might lead to a young child entering a street (football, Red Rover, etc.).

STEP 2 - READ:

Behavior to Follow to Avoid
Pedestrian Accidents

Midblock Dash

1. Stop where there is a clear view of the road.
 - a. If there are no parked cars, stop at the edge of road or curb.
 - b. If parked cars present, stop at the edge of the parked car close enough to touch it.
2. Look left-right-left. Search for cars coming.
3. If a car is coming, wait until it passes. then
4. Look left-right-left again.
5. Keep waiting and looking until no cars are coming, then go.

Intersection Crossing

1. Stop at curb or edge of road;
or
If a parked car blocks the view of any approaching traffic:
 - a. Look behind for turning traffic.
 - b. Walk out, searching the direction from which the cars in the first lane will be coming.
 - c. Stop where there is a clear view of all four directions.
2. Search for cars coming from all four directions.
 - a. Look left, right, left for cars going through the intersection.
 - b. Look behind and in front, for turning traffic.
3. Take one last look in the directions from which the cars in the first lane could be coming.
4. If a car is approaching, wait until it:
 - a. Passes through the intersection, or stops for the sign or signal.
 - b. Search all ways again.
5. Go when no cars are coming or all cars have stopped.

School Bus--Related

1. To bus.
 - a. Wait well off the road until bus comes to a stop.
 - b. Enter bus one at a time.
2. From bus:
 - a. If a child must walk along the road to reach his house, he should wait five steps away from the side of bus until the bus has gone and cars have gone, too.
3. To bus from opposite side stop:
 - a. Wait well off the road at the assigned waiting area.
 - b. Wait until the bus comes to a stop and its red flashing lights are on.
 - c. Go to edge of the road and look left-right-left. Are any cars coming? Have they all stopped? If not, wait and look again.
 - d. Cross in front of the bus when all cars have stopped. Never cross behind.
 - e. Stay about five giant steps in front of the bus while crossing.
4. From bus:
 - a. Get off the bus and immediately go five giant steps in front of the bus to cross. Do not wait at the bus.
 - b. Cross to the far edge of the bus and stop.
 - c. Look left-right-left. Are cars coming? Have they all stopped? If not, wait and look again.
 - d. Cross to the other side when all cars are stopped.
 - e. If a child has to walk along the road to get home, he should wait well off the road until the bus and any stopped cars are gone before walking home.

NOW:

Complete the "Notes" section on page 2 in your Student Booklet. Refer to pages 11 and 12 of your Activity Package as necessary.

STEP 2: ACTIVITY

USING the information in your Activity Package (AP), open your Student Booklet to page 3 and draw a series of sketches showing the step-by-step behaviors a child should follow to be a safe pedestrian in the one accident situation you'll be writing about.

Teacher Option: Students could be given a written or oral quiz after the Notes and the Activity for Step 2 are completed;

or

Each group of students writing about the same accident situation could have a small group discussion to reinforce their knowledge of safe behaviors and evaluate their visualizations for correctness and clarity.

It's important for Behaviors to Follow to Avoid Pedestrian Accidents be correctly visualized so elementary students receive information consistent with their PEDSAFE activities.

STEP 3:

Handle the problem of maintaining children's interest by presenting pedestrian safety information in a situation and with a vocabulary that children will understand.

READ: Communicating with Young Children.

COMMUNICATING WITH YOUNG CHILDREN

Young children's attention spans are very short. The children's attention will begin to wander if a lesson is not entertaining. Children's shows, such as Sesame Street, attempt to overcome this problem by presenting a lively show while constantly presenting new material. As long as enough jokes and songs are included in the TV show, the children will pay attention to the educational content.

You should also remember that young children's comprehension of concepts and words is not as great as older people's comprehension. Their vocabulary is generally limited to the objects and actions around them or on television. Children have trouble with long sentences which present unfamiliar ideas. To avoid talking over a child's head, you should use words which are familiar to these children. Generally, this involves the use of short words with specific meanings; for example, use "curb" or "edge of road" rather than "boundary".

Ideas should also be as simple as possible. Negative sentences can reduce understanding unless they are clearly written.

Also, writing short, positive sentences suggesting concrete actions is the best way to write your story.

SO:

Use This Common Experience in a Story: A child chases a ball into the street.

Rather Than This One: Adventures while hitchhiking across the U.S. to get a job.

and

Write This: "Always stop before crossing the street."

Instead of This: "Since many accidents happen because a child doesn't stop and look before going into a street, you can avoid an accident if you learn to stop before crossing a street."

THE SHORT STORY PHASE

STEP 1:

Read the information about the "Short Story" on pages 17 and 18 of this Activity Package.

THE SHORT STORY

A short story is a work of prose fiction. It organizes the action, thought and interactions of its characters into a plot which has a beginning and develops through a middle to some sort of unwinding (denouement) at the end.

Edgar Allan Poe, who is sometimes called the "Father of the American Short Story" as a special form of literature, further defined the short story as a narrative that can be read at one sitting, and that is limited to a single effect.

SHORT STORY TERMS

<u>Plot</u>	The flow of actions in the story.
<u>Setting</u>	Time and place.
<u>Situation</u>	What's going on when the story begins: how things are going.
<u>Theme</u>	Message of the story/lesson or moral.
<u>Conflict</u>	Class of opposing forces. protagonist antagonist
<u>Point of View</u>	The angle (or perspective) from which the story is told and through which the reader is presented with the characters, actions, and events in a story.

In a Third Person Narrative, the storyteller is someone outside the story who refers to all of the characters in the story by name, or a "he," "she," or "they."

In a First Person Narrative, the storyteller speaks as "I" and is a character in the story!

Third-person limited Point of View – The narrator tells the story in the third person, but confines himself to what is experienced, thought and felt by a single character or, at most, by a very limited number of characters within a story.

(Henry James refined this mode into a character used as his "focus," "mirror," or "center of consciousness.")

Mood Tonality pervading a literary work, which sets up in the reader expectations as to the course of events, whether happy or disastrous (atmosphere).

Characters Persons who have qualities that are expressed in what they say and what they do

Static and dynamic types could be introduced or reviewed at this point.

STEP 1: NOTES

Your instructor may add to or delete some terms, or change some terminology, so write the terms you need in your Student Booklet, page 5.

At this point, the teacher can tell students which terms they'll actually need to know and use when they write their stories. Depending upon the needs and capabilities of students, the teacher may add to or delete terms, simplify or complicate detail, etc. Students will take notes in their Student Booklets.

STEP 1: TEST

Study page 5 of your Student Booklet for a test on the terms you've learned.

The teacher may then ask for recall of terminology on a "mock" or "actual" test, which is included in the Student Booklet on page 6.

STEP 2:

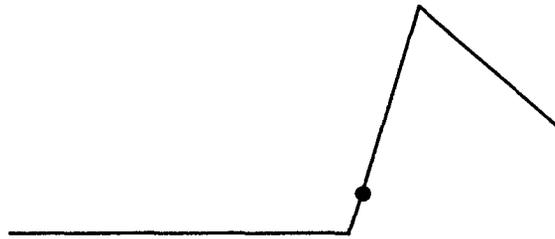
Read about The Plot Chart for a short story on page 22 of this Activity Package (AP).

Learn the names and definitions of the five terms which make up the "Plot Chart."

After the students read the material, the teacher could lead a discussion for review purposes. The teacher could then assign the learning of names as spelling or definition work, to be evaluated on a recall test.

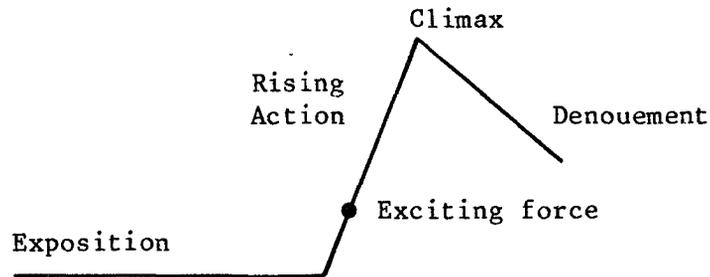
THE PLOT CHART

Although a story can generally be said to have a beginning, a middle, and an end, the flow of the action (plot) traditionally fit this illustration.



and makes up the "plot chart."

Parts of the "chart" have names more specific than "beginning, middle and end" and are included here and defined.



Exposition

Introduction, usually is made of characters, setting and situation.

Exciting Force

Event or action which gets things started, the "spark."

Rising Action

The complication of the plot: actions leading to the climax.

Climax

"Turning point" in a story, or "the most exciting point" to which all the rising action has been leading.

Denouement (Danooman)

The unwinding of the plot, the unraveling or unknitting as the action ends in success or failure for the character.

STEP 2: TEST

Study page 22 of this Activity Package for a test on the terms you've learned.

The teacher may then ask for recall of terminology on a "mock" or "actual" test which is included in the Student Booklet on page 7.

STEP 2: ACTIVITY

Open your Student Booklet to page 8. Choose at least one short story from your class text, draw a Plot Chart and label on the "Plot Chart" those actions which follow the chart.

The instructor could allow students to choose their own stories or could assign up to three stories for this analysis.

Students could then discuss how different stories follow a general plan or how specific stories deviate from the plan, at what points, and with what effect.

FUSION PHASE

Fusion: A melting together, a blending, a union.

STEP 1: ACTIVITY FROM NOTES

NOW, apply what you learned about children and one of their specific accident types to the form of literature called the "Short Story."

Fuse all of your information together.

Follow the steps listed on pages 11 and 12 in your Student Booklet.

STEP 2:

Write the story within the time frame the teacher gives you.

The story should help an elementary school age child:

1. Recognize a situation which could lead to a pedestrian accident;

and

2. Identify and apply rules on behaviors which would reduce the chance of that accident.

Students should be able to write a short story for a younger child within two class periods.

STEP 3:

Can you plot your final short story on the "Plot Chart"?

Be prepared.

Complete page 13 in the Student Booklet.

ADDITIONAL TEACHER OPTIONS

1. Prepare, or have students prepare, a list of specific questions and interview K-3 graders or someone from the elementary level (librarian or teacher) to determine the interests of such students. For example, what games do second graders play?
2. Have each child read his/her story to its intended audience.
3. Students can design and produce the entire "story book," including the cover, the illustrations, typing, etc. Perhaps teachers from Art or Typing would "team teach" the Activity Package.
4. Donate the books or stories to an elementary school library.
5. Students could tape the story (with accompanying music and sound effects) on an audiotape, as part of an "Oral Communications" project.
6. Conduct a follow-up session to see if children recall your story's lesson.

Writing a Pedestrian Safety Story for Young Children



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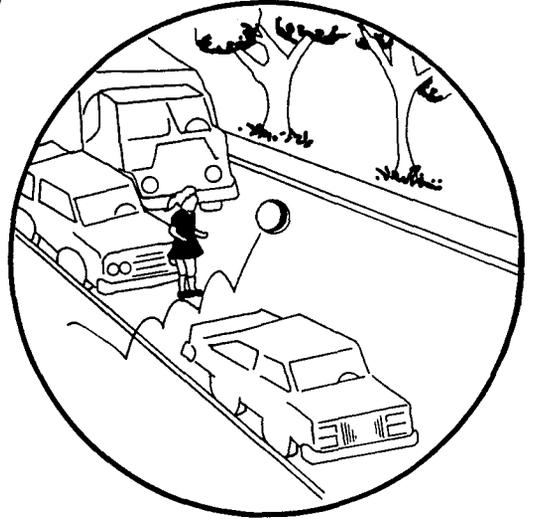
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STUDENT ACTIVITY PACKAGE

WHAT'S THIS ALL ABOUT?

Pedestrian-automobile collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach rural and suburban children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing the children's unsafe actions.



This "Activity Package" (AP), which is part of the PEDSAFE Program for secondary schools, is your opportunity to learn about the importance of the pedestrian safety problem in general.

Closer to home, this AP also gives you a chance to combine your safety knowledge with your short story knowledge and skills to create a safety story for younger children!

In the elementary schools in your area, students are already receiving pedestrian safety training, largely through active practice and play activities. The safety story you create will become part of that safety effort.

This is your chance to help others avoid pedestrian accidents. Make the most of this AP, because a "well-written" story can make a difference in safety knowledge and practice for younger children who are most often victimized by pedestrian accidents. While writing this story, you'll also get a chance to review safety rules which you can apply to safeguard yourself!

OBJECTIVES

After you have reviewed pedestrian safety information, you will be able to develop and write a story which will help an elementary school-age child:

1. Recognize a situation which could lead to a pedestrian accident.
2. Identify and apply rules or behaviors which would reduce the chance of that accident.

THIS ACTIVITY PACKAGE (AP)

is divided into three "Phases":

The Research Phase: Safety Content/Audience Analysis

The Short Story Phase

and

The Fusion Phase

The order in which you'll work through the "Phases" will be determined by your instructor.

Each "Phase" includes notes and activities which are to be completed in your Notes and Activities Student Booklet.

<u>The Research Phase</u>		<u>The Short Story Phase</u>		<u>The Fusion Phase</u>	
Step 1	Reading - Information about the audience - Types of accidents - PEDSAFE Program activities Notes	Step 1	Reading - Definition of short story - Short story terms Notes Test - Recall of terms	Step 1	Activity - From other notes identify elements of a short story
Step 2	Reading - Behaviors to follow to avoid pedestrian accidents Notes Activity - Draw sketches	Step 2	Reading - The Plot Chart Test - Recall of Plot Chart terms Activity - Application of Plot Chart terms	Step 2	Activity - Writing the short story
Step 3	Reading - Communicating with Young Children			Step 3	Activity - Plot chart of written story

**THE RESEARCH PHASE:
SAFETY CONTENT/AUDIENCE ANALYSIS**

GETTING STARTED

Step 1: Read pages 6, 7, and 8 to choose the grade level for whom you wish to write. While reading, focus on:

1. The nature of children at that age.
2. The types of accidents those children have (see page 9 for definitions, as well).
3. PEDSAFE Program activities for that age group.

FIRST YOU'LL NEED TO KNOW

Why Children Are Hit By Cars

K-1

Young children in these grades are in danger around traffic because they are too wrapped up in their own world to notice what is going on around them. They run into the street unaware of oncoming vehicles and unconcerned about looking for them. A common example of the kind of pedestrian accident in which the child has unexpectedly "darted or dashed" into the street and been hit by an oncoming vehicle is the chasing of a ball into the street.

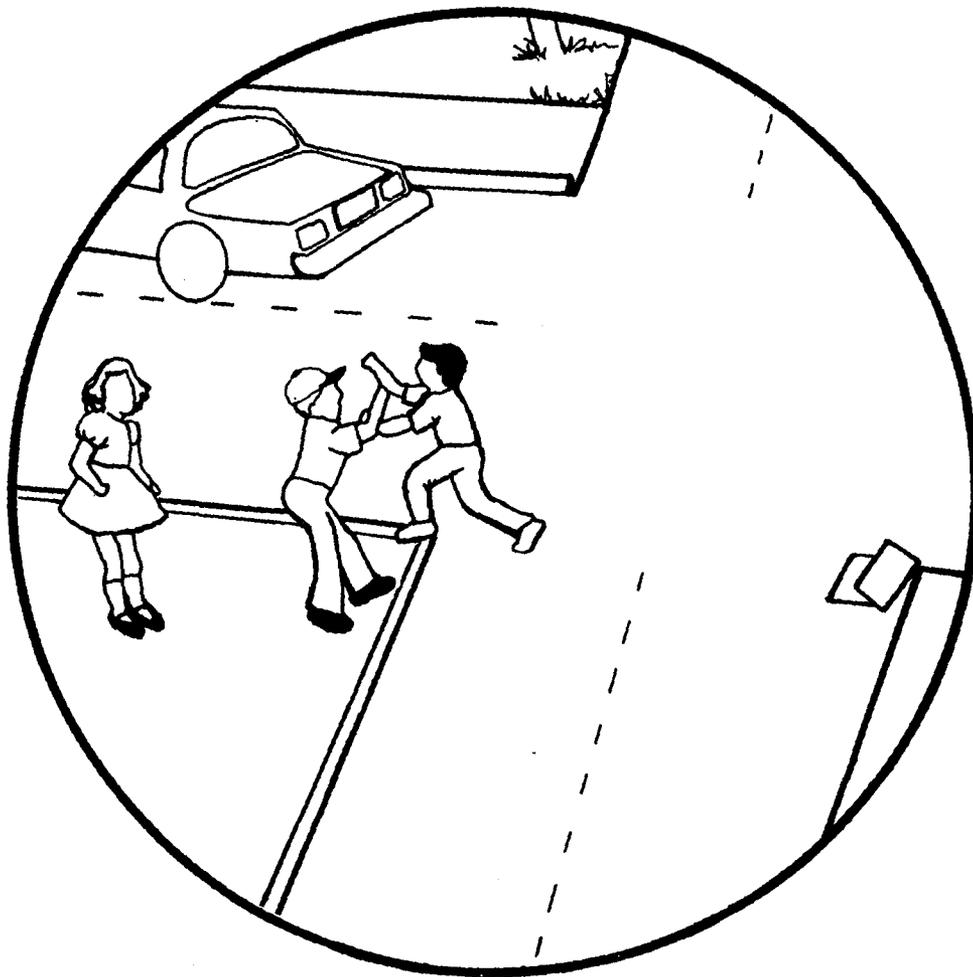
The Department of Transportation (DOT) has found that these Midblock Dash accidents combined with School Bus Related types account for almost 90 percent of the child-caused accidents for this age group!

In School-Bus Related accidents, children are struck, either by passing vehicles or the bus itself while entering or exiting the bus or while waiting at the bus stop. For example, children sometimes stand directly under the bus' front hood and they are run over when the bus pulls away from the curb. Other times, children drop something under the bus and bend down to pick it up without considering the possibility that the bus may begin to move.

The PEDSAFE Program is an attempt to counter young childrens' unawareness by teaching them to recognize cues that tell them that they are entering an unsafe situation and should behave safely. For example, in one activity, students receive outdoor practice to recognize the various beginnings of roads, such as:

- lawn to dirt road
- gravel to asphalt road
- curb to cement road, etc.

By recognizing these cues, they'll be in a better position to know when they're in or near the road and they can move to a safe place instead.



These boys are not attending to traffic and could easily be involved in an accident at this Intersection.

Grade 2

By the age of seven or eight, children may know how they are supposed to act; they know they should stop and look for cars before crossing. However, this knowledge does not always lead to "safe" behavior. Although a child knows he shouldn't chase a ball into the street until he stops to check for traffic, he often acts on impulse, not thinking about the consequences.

Midblock Dash, School Bus-Related accidents, and the Intersection Dash account for almost 90 percent of the child-caused accidents that victimize the second graders. While Midblock Dash and School-Bus Related accidents have already been described on page 6, the Intersection Dash is a different type affecting second graders.

The Intersection Dash is an accident in which someone has appeared suddenly in front of a vehicle, either because they were running, not attending to traffic, or appeared from behind an obstruction.

To overcome behaviors which may lead to accidents, the second grade PEDSAFE Program attempts to put the children into the middle of the action and change their behavior as they begin to perform it. Games are used in which a child may have to chase after a ball toward the "street" but must stop before entering the "street." The second grade PEDSAFE Program is an attempt to bridge the gap between the knowledge of how to be safe and actually behaving in a safe manner.

Grade 3

Like the second graders, third-grade students are generally aware of the danger of traffic and, when asked, they can provide a description of how to cross streets safely. And again, like the second grade group, third graders (8-9 year olds) don't apply knowledge to practice! Third-grade pedestrian accident victims act first without thinking of the potential dangers of traffic situations.

About half of the accidents this age group is involved in are Mid-block Dash. Another problem this age group encounters is the Intersection Dash accident type. In fact, this group is the peak age for Intersection Dash accidents, with almost one-quarter of all accidents occurring while students are crossing at an intersection. School-Bus Related accidents, a serious threat, involve: drivers who illegally pass stopped buses, students who cross so close to the bus that they are not visible, and students who cross behind a bus where they are not seen by drivers. Finally, these students will find themselves in situations known as "Multiple Threat." Multiple Threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1.

To counter behaviors or inattention which lead to Midblock Dash types of accidents, the PEDSAFE Program uses games which are designed to involve the students in running and chasing toward a simulated street. Even in the midst of play, when the students encounter the "street," they will stop and search. In this manner, the student's actions will be molded into safe behavior rather than knowledge alone.

To deal with the Intersection Dash practice is conducted, using simulated and real intersections, in which the rules drivers follow on yielding and right-of-way can be explained along with the workings of traffic signals. And, to combat School-Bus Related accidents, the students in the PEDSAFE Program receive refresher training on school bus safety. They get to sit in the driver's seat and observe their classmates crossing too close to the front of the bus. The practice with an actual bus helps maintain the knowledge of bus safety in a practical way.

Three Major Accident Types

Midblock Dash

The pedestrian was struck by a vehicle while crossing the roadway at other than an intersection.

Intersection Dash

The pedestrian was struck by a vehicle at an intersection.

School Bus-Related

The pedestrian was struck while boarding or disembarking from a school bus, while walking to or from a school bus stop, and/or while waiting at a bus stop.

NOW:

Complete STEP 1 NOTES on page 1 of your Student Booklet. Refer to pages 6, 7, and 8, as necessary.

ALSO, begin to think about a story situation which includes the same activities as those in the PEDSAFE Program. This will give your story a frame.

For example, a second grade story should be about a game which might lead to a young child entering a street (football, Red Rover, etc.).

STEP 2 - READ:

Behavior to Follow to Avoid
Pedestrian Accidents

Midblock Dash

1. Stop where there is a clear view of the road.
 - a. If there are no parked cars, stop at the edge of road or curb.
 - b. If parked cars present, stop at the edge of the parked car close enough to touch it.
2. Look left-right-left. Search for cars coming.
3. If a car is coming, wait until it passes. then
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5. Keep waiting and looking until no cars are coming, then go.

Intersection Crossing

1. Stop at curb or edge of road;
or
If a parked car blocks the view of any approaching traffic:
 - a. Look behind for turning traffic.
 - b. Walk out, searching the direction from which the cars in the first lane will be coming.
 - c. Stop where there is a clear view of all four directions.
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 - a. Look left, right, left for cars going through the intersection.
 - b. Look behind and in front, for turning traffic.
3. Take one last look in the directions from which the cars in the first lane could be coming.
4. If a car is approaching, wait until it:
 - a. Passes through the intersection, or stops for the sign or signal.
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School Bus-Related

1. To bus.
 - a. Wait well off the road until bus comes to a stop.
 - b. Enter bus one at a time.
2. From bus:
 - a. If a child must walk along the road to reach his house, he should wait five steps away from the side of bus until the bus has gone and cars have gone, too.
3. To bus from opposite side stop:
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 - d. Cross in front of the bus when all cars have stopped. Never cross behind.
 - e. Stay about five giant steps in front of the bus while crossing.
4. From bus:
 - a. Get off the bus and immediately go five giant steps in front of the bus to cross. Do not wait at the bus.
 - b. Cross to the far edge of the bus and stop.
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 - e. If a child has to walk along the road to get home, he should wait well off the road until the bus and any stopped cars are gone before walking home.

NOW:

Complete the "Notes" section on page 2 in your Student Booklet. Refer to pages 11 and 12 of your Activity Package as necessary.

STEP 2: ACTIVITY

USING the information in your Activity Package (AP), open your Student Booklet to page 3 and draw a series of sketches showing the step-by-step behaviors a child should follow to be a safe pedestrian in the one accident situation you'll be writing about.

STEP 3:

Handle the problem of maintaining children's interest by presenting pedestrian safety information in a situation and with a vocabulary that children will understand.

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Write This: "Always stop before crossing the street."

Instead of This: "Since many accidents happen because a child doesn't stop and look before going into a street, you can avoid an accident if you learn to stop before crossing a street."

THE SHORT STORY PHASE

STEP 1:

Read the information about the "Short Story" on pages 17 and 18 of this Activity Package.

THE SHORT STORY

A short story is a work of prose fiction. It organizes the action, thought and interactions of its characters into a plot which has a beginning and develops through a middle to some sort of unwinding (denouement) at the end.

Edgar Allan Poe, who is sometimes called the "Father of the American Short Story" as a special form of literature, further defined the short story as a narrative that can be read at one sitting, and that is limited to a single effect.

STEP 1: NOTES

Your instructor may add to or delete some terms, or change some terminology, so write the terms you need in your Student Booklet, page 5.

STEP 1: TEST

Study page 5 of your Student Booklet for a test on the terms you've learned.

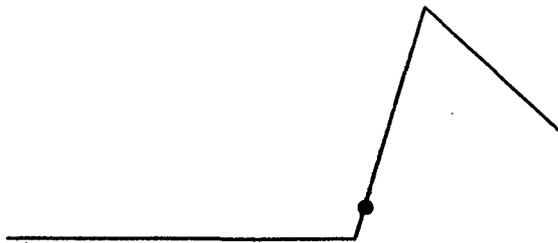
STEP 2:

Read about The Plot Chart for a short story on page 22 of this Activity Package (AP).

Learn the names and definitions of the five terms which make up the "Plot Chart."

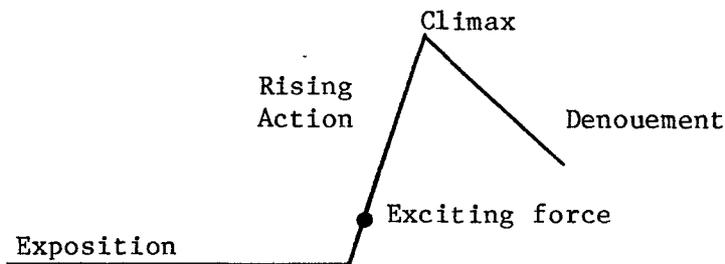
THE PLOT CHART

Although a story can generally be said to have a beginning, a middle, and an end, the flow of the action (plot) traditionally fit this illustration.



and makes up the "plot chart."

Parts of the "chart" have names more specific than "beginning, middle and end" and are included here and defined.



Exposition

Introduction, usually is made of characters, setting and situation.

Exciting Force

Event or action which gets things started, the "spark."

Rising Action

The complication of the plot: actions leading to the climax.

Climax

"Turning point" in a story, or "the most exciting point" to which all the rising action has been leading.

Denouement (Danooman)

The unwinding of the plot, the unraveling or unknotting as the action ends in success or failure for the character.

STEP 2: TEST

Study page 22 of this Activity Package for a test on the terms you've learned.

STEP 2: ACTIVITY

Open your Student Booklet to page 8. Choose at least one short story from your class text, draw a Plot Chart and label on the "Plot Chart" those actions which follow the chart.

FUSION PHASE

Fusion: A melting together, a blending, a union.

STEP 1: ACTIVITY FROM NOTES

NOW, apply what you learned about children and one of their specific accident types to the form of literature called the "Short Story."

Fuse all of your information together.

Follow the steps listed on pages 11 and 12 in your Student Booklet.

STEP 2:

Write the story within the time frame the teacher gives you.

The story should help an elementary school age child:

1. Recognize a situation which could lead to a pedestrian accident;

and

2. Identify and apply rules on behaviors which would reduce the chance of that accident.

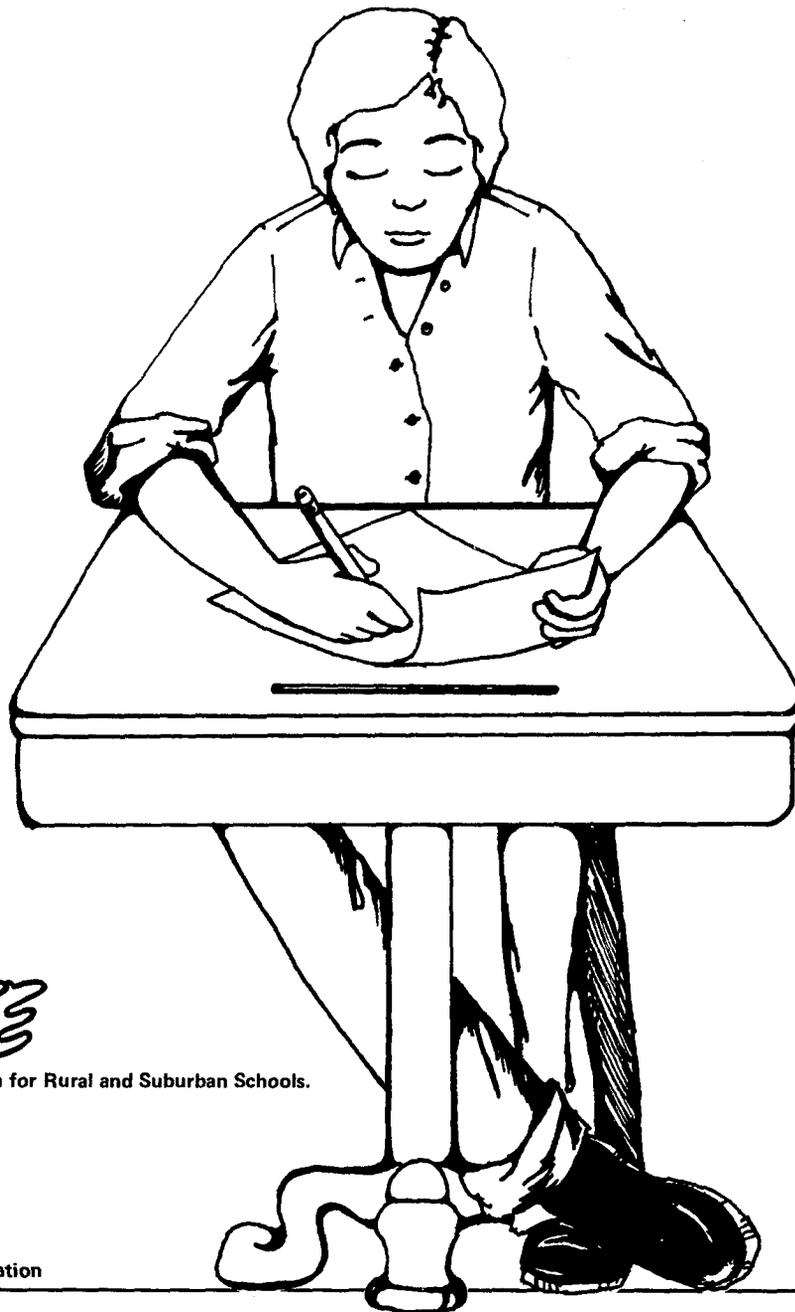
STEP 3:

Can you plot your final short story on the "Plot Chart"?

Be prepared.

Complete page 13 in the Student Booklet.

Writing a Pedestrian Safety Story for Young Children



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STUDENT BOOKLET

Notes & Activities

THE RESEARCH PHASE

STEP 1: NOTES

Grade level chosen _____.

1. What a child in this grade is like: (two or three sentences)

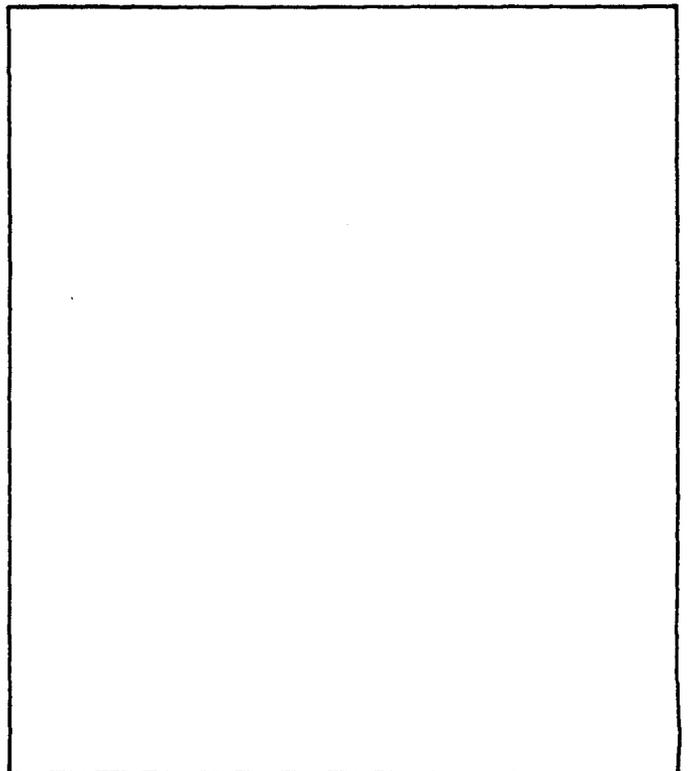
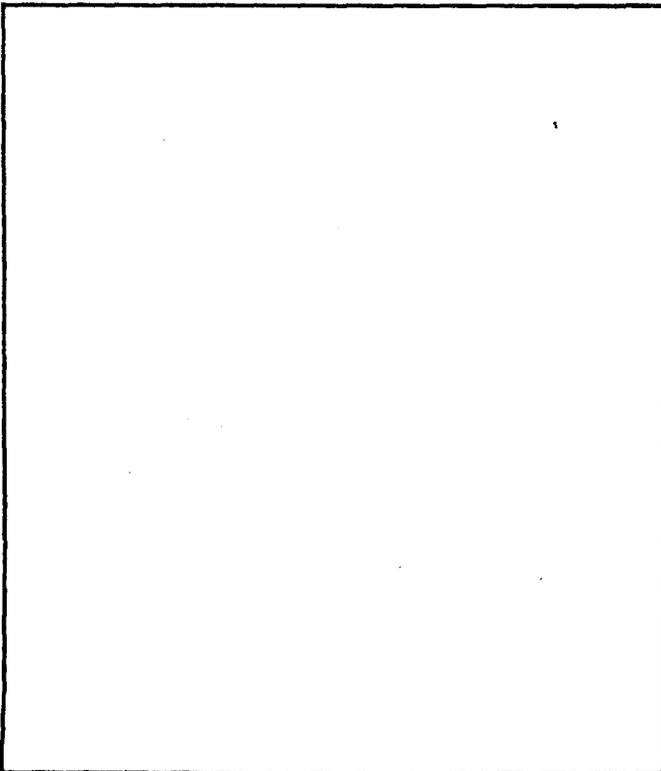
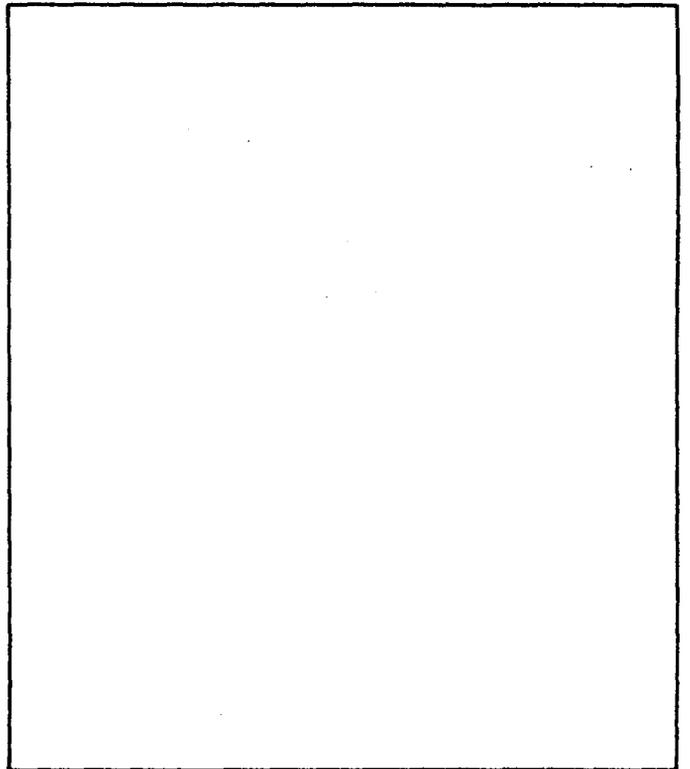
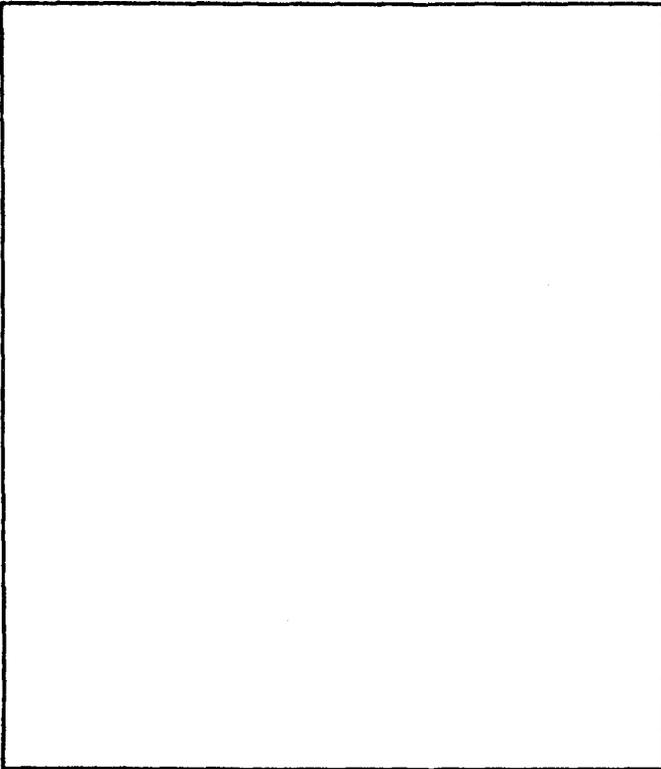
2. The types of accidents a child in this grade may most often have:

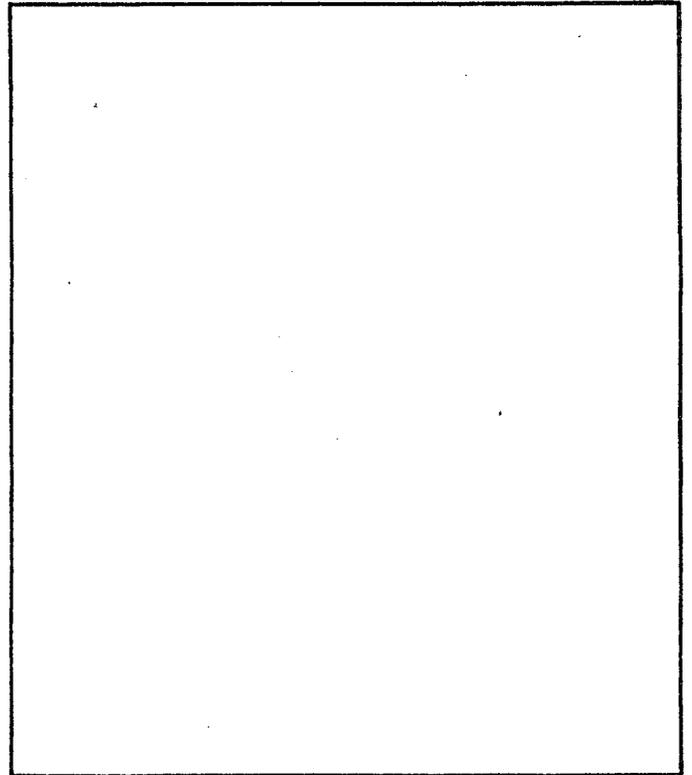
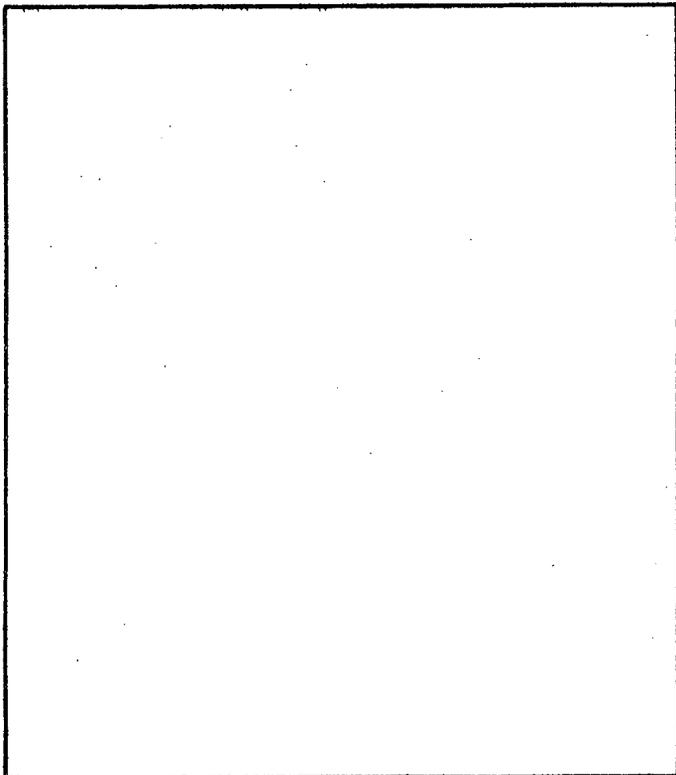
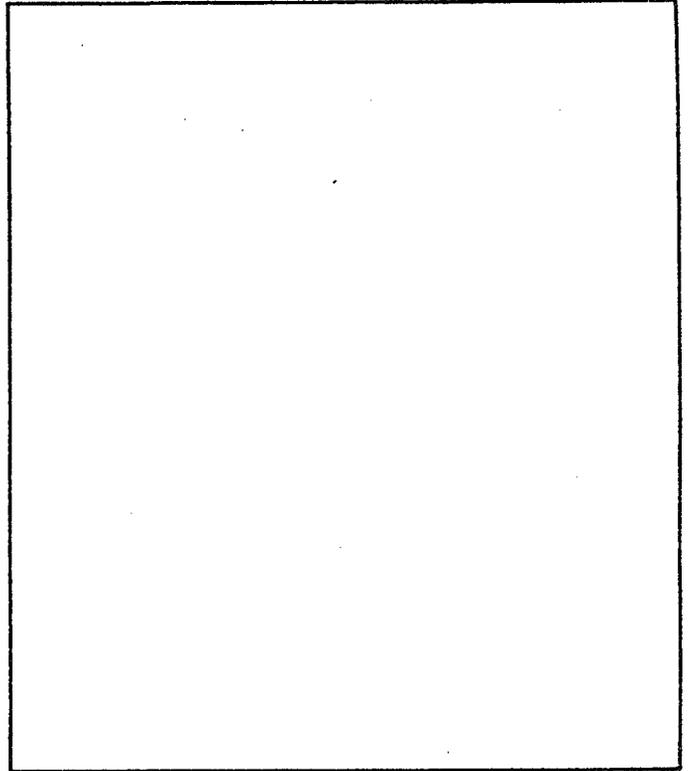
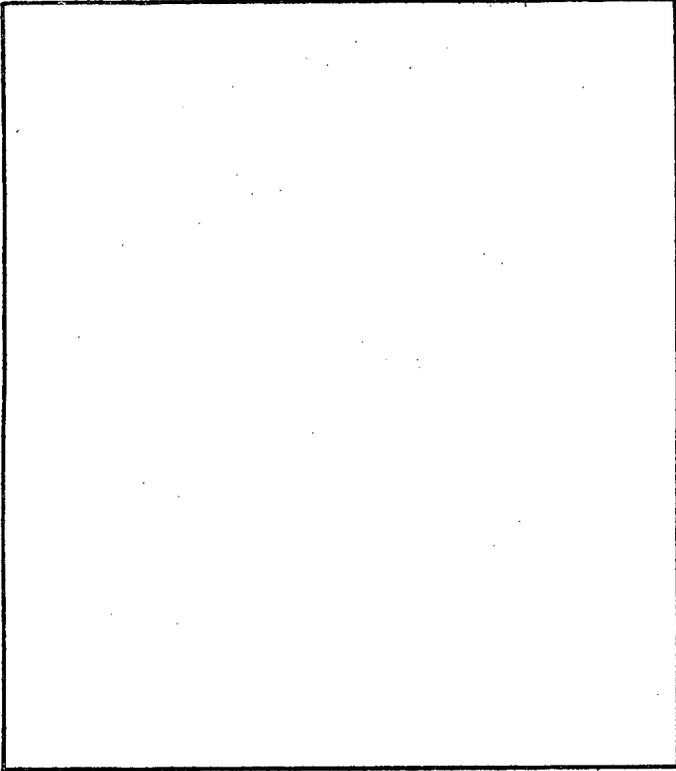
3. PEDSAFE Program activities for a child in this grade:

SO, my story should be about:

THE RESEARCH PHASE

STEP 2: ACTIVITY





SHORT STORY PHASE

STEP 1: NOTES

Short story terms that I need to know and use in this Activity Package (AP).

SHORT STORY PHASE

STEP 1: TEST

Mock OR Actual Test

(Circle the one the teacher chooses this to be)

1. Define the "short story."

2. Who is considered to be the "Father of the American Short Story"?

3. List and define any five terms that apply to the "short story."

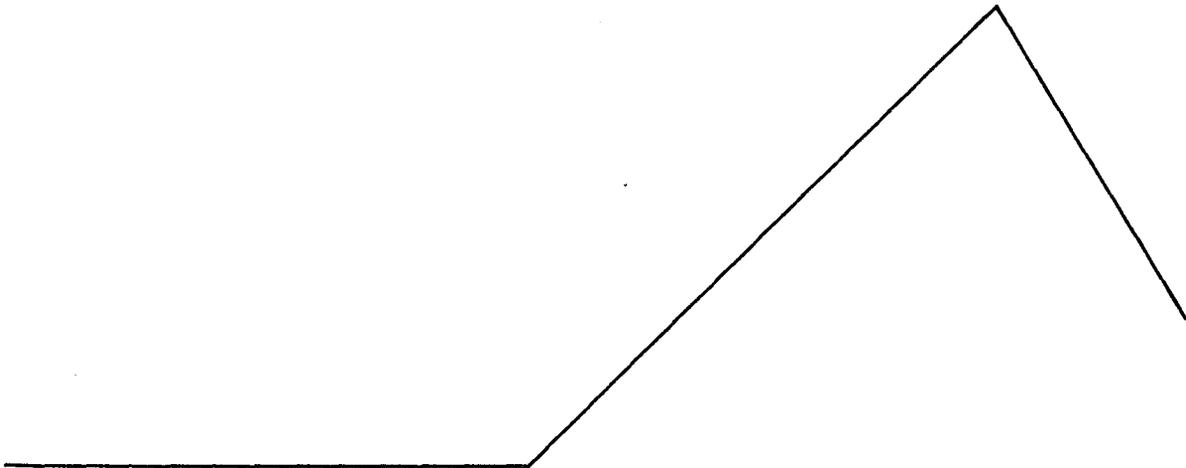
SHORT STORY PHASE

STEP 2: ACTIVITY

Mock OR Actual Test

(Circle the one the teacher chooses this to be)

Fill in this graph with correctly spelled and defined terms.



SHORT STORY PHASE

STEP 2: ACTIVITY

TITLE OF STORY _____

AUTHOR _____

SHORT STORY PHASE

STEP 2: ACTIVITY

TITLE OF STORY _____

AUTHOR _____

SHORT STORY PHASE

STEP 2: ACTIVITY

TITLE OF STORY _____

AUTHOR _____

FUSION PHASE

STEP 1: ACTIVITY FROM NOTES

Writing the Short Story

1. Grade (see Student Booklet page 1).

2. What my story should be about. (See Student Booklet bottom of page 1)

3. One accident situation I'm writing about. (See Student Booklet page 2)

4. Accident Avoidance Behaviors for that situation. (See Student Booklet page 2)

5. Who is (are) my character(s)? (To complete questions 5-11, review the definitions on page 18 of the Student Activity Package.)

6. What is the setting?

7. What is the theme I want to teach elementary students?

8. What's the situation?

9. What conflict will come up in my story?

10. How will I resolve or settle the conflict?

11. What Point of View will I use?

FUSION PHASE

STEP 3: ACTIVITY

PLOT CHART OF _____'s SHORT STORY FOR ELEMENTARY STUDENTS

SECTION 3

PRODUCTION OF A DRAMATIC PRESENTATION: PEDESTRIAN SAFETY

Printing Specifications

Teacher's Guide

Student Activity Package

Student Booklet: Notes and Activities

PRINTING SPECIFICATION:

PRODUCTION OF A DRAMATIC PRESENTATION: PEDESTRIAN SAFETY

Teacher's Guide

Cover: 65 lb. Carnival Cover Antique
Color: India
Size: 8-1/2" x 11"
Black ink - print on one side.

Text: 60 lb. Carnival Offset Vellum
pages 1-4, Color: White
next page, Cover for Student Act. Pkg. as above
page 1-3, Color: White
pages 4-18, Color: Light Green
pages 19-35, Color: Yellow
pages 36-40, Color: Sand
Size: 8-1/2" x 11" with page 3 8-1/2" x 16-1/2"
Black ink - print one side with exception
of pages 5-8 - print both sides

Student Activity Package

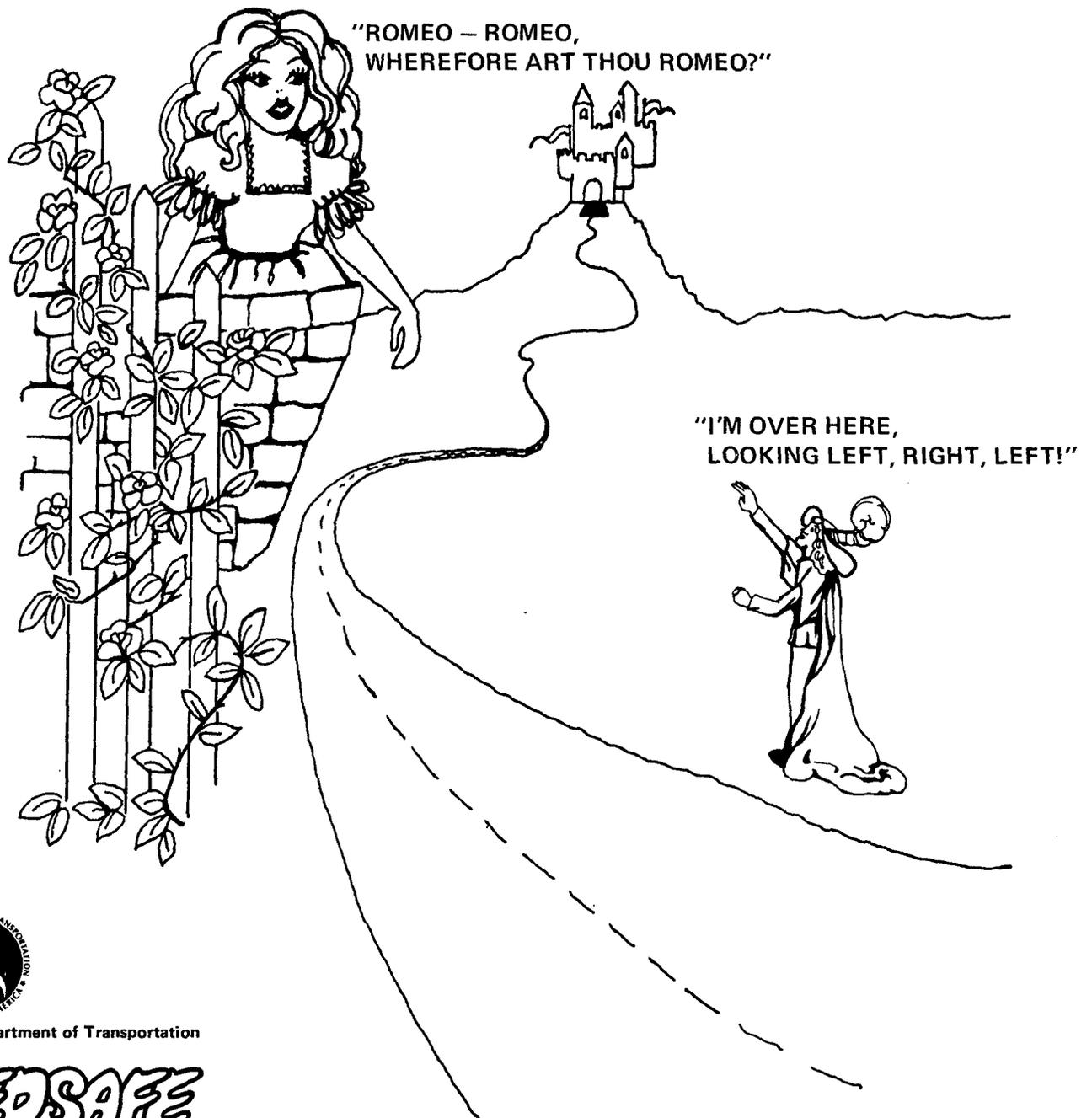
Same as above with the the exception of the
first four pages for Teacher's Guide

Student Booklet: Notes and Activities

Cover: Same as above
Text: pages 1-4, Color: Lt Green
pages 5-13, Color: Yellow
pages 14-16, Color: Sand
Black ink - print one side

Production of a Dramatic Presentation

Pedestrian Safety



U. S. Department of Transportation

PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools.

TEACHER'S GUIDE

SKILLS: Planning
Application
Writing a Dramatic Presentation
Production of a Unique Communication
Acting
Visualizing

WHY THE PROGRAM WAS DEVELOPED

If you were asked to give your opinion about the leading cause of injuries and deaths to Junior and Senior High School students in the United States, chances are that pedestrian-automobile collisions would rank low on your list.

Even though the death rate resulting from motor vehicle accidents for this age group is three times that of suicides and homicides, and over ten times that of other accidents, including drowning, fires, and use of firearms, the seriousness of the pedestrian problem among adolescents is often underestimated.

Yet, each year approximately 8,000 people are killed and well over 100,000 are injured in pedestrian accidents. Almost 25,000 of these accidents involve Junior and Senior High School students. While most of these accidents do victimize younger children, Junior and Senior High School students are involved in one accident out of every four!

Recognizing that the majority of such accidents are the result of children's unsafe behaviors, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of activities that are designed to teach rural and suburban children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing children's unsafe actions.

OBJECTIVES OF THE JUNIOR-SENIOR HIGH SCHOOL PROGRAM

The Junior and Senior High School PEDSAFE Program consists of a series of Student Activity Packages. Each is designed to utilize knowledge and skills relevant to typical school subjects (e.g., English, civics, science, mathematics) while giving the student the opportunity to accomplish several of the following objectives:

1. Develop an understanding of the importance of the pedestrian safety problem in general.
2. Discover:
 - a. The specific accident situations that victimize pedestrians in small town, suburban, and rural areas.
 - b. The role and social responsibility of the pedestrian in preventing these accidents.
 - c. The specific behaviors pedestrians can engage in to avoid the target accident types.
 - d. General pedestrian safety practices.
 - e. The nature of the pedestrian safety problem in the students' locality.
 - f. What students can do to help others avoid pedestrian accidents and how to go about it:
 - . The general public.
 - . Younger brothers and sisters.

Through a "repeated message" format in various areas of the curriculum, the Junior-Senior High School PEDSAFE Program provides the student with activities designed to provoke recall of behaviors they should already know. The program also demands application of safety knowledge within regularly taught curriculum content.

While these objectives and this approach describe the PEDSAFE Program in general, specific objectives for the Activity Package can be found on page 2 of the Student Activity Package.

WAYS IN WHICH THE ACTIVITY
PACKAGES CAN BE MANAGED

Each Activity Package (AP) is designed to fit in with skills you already teach in your subject area. For example, in this package, Production of a Dramatic Presentation, students learn about, or apply what they already know about drama, and they write a dramatic presentation, using pedestrian safety information as content.

In this way, they apply skills which it is assumed you would teach regarding the genre of drama, and in writing with safety content as material for the plot, students recall their own previous safety lessons as they teach others.

So, this package provides content about drama which may replicate or augment your own material, and which can be used or deleted at your discretion.

FOR EXAMPLE, if you are dealing with a group which has yet to study drama as a unit in the curriculum, you could start with The Drama Phase on page 22, then add The Research Phase: Safety Content/Audience Analysis and The Fusion Phase.

HOWEVER, if your students have already covered The Drama as a curriculum unit, they can start with The Research Phase and then briefly review The Drama Phase before they begin to write in The Fusion Phase.

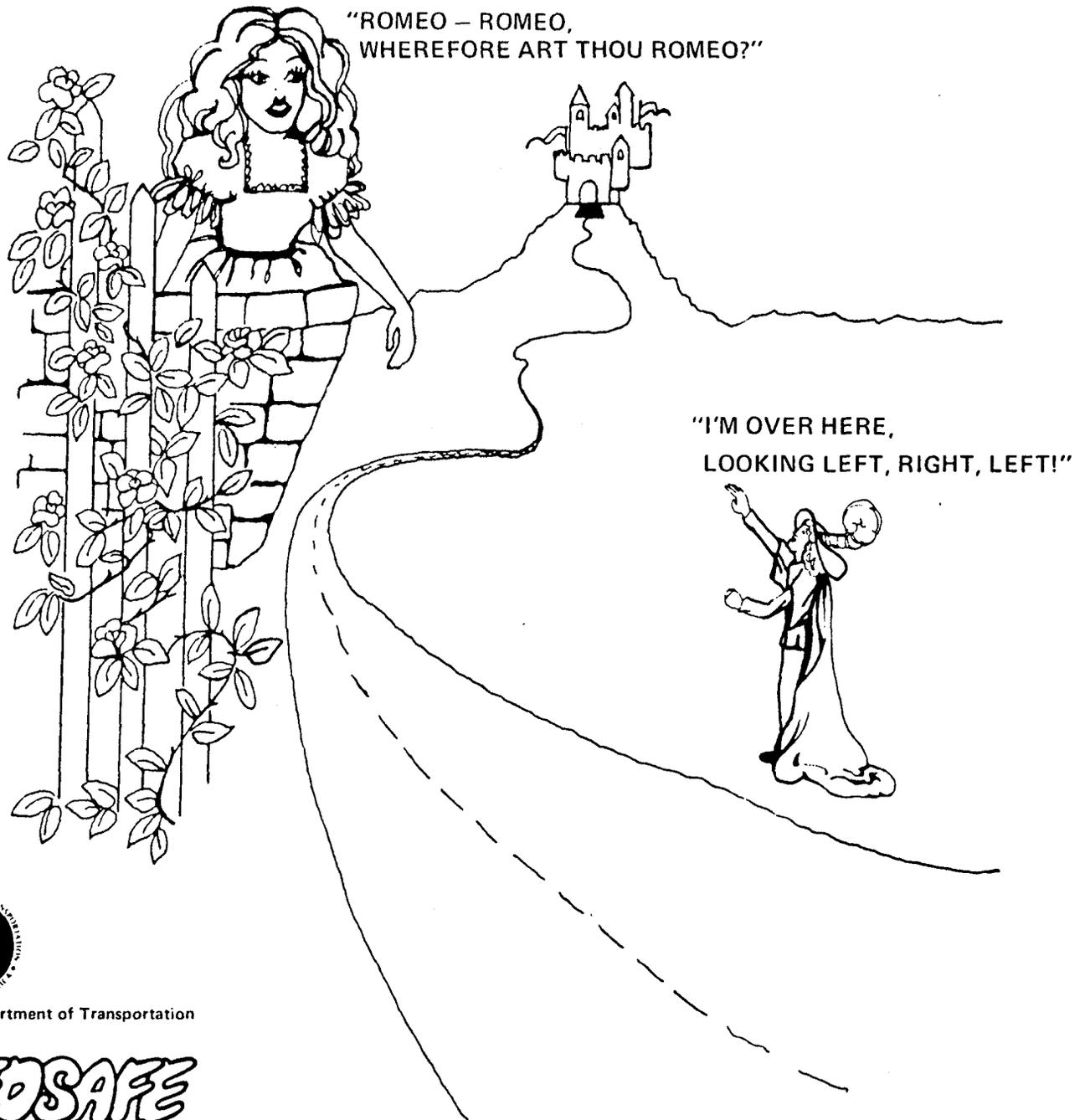
FURTHER, at specific points and for specific informational items, there are teacher options available in the AP, so you make your own decisions about the management of the sequence.

Therefore, if you included only The Research Phase and The Fusion Phase and chose no teacher options, your students would complete this AP in three or four class periods.

This flexibility in the flow of the activities is purposely designed to give you the decision-making power necessary to conduct your class in a manner consistent with your style and with the needs and capabilities of your students.

The Activity Package which follows is identical to that the student receives and additional comments, suggestions, and answer keys are included in bold (heavy type) for the teacher's use.

Production of a Dramatic Presentation Pedestrian Safety



"ROMEO – ROMEO,
WHEREFORE ART THOU ROMEO?"

"I'M OVER HERE,
LOOKING LEFT, RIGHT, LEFT!"



U. S. Department of Transportation

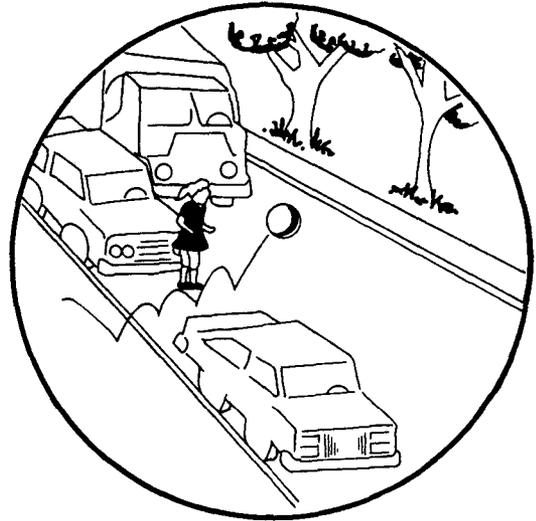
PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools.

STUDENT ACTIVITY PACKAGE

WHAT'S THIS ALL ABOUT?

Pedestrian-automobile collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing the children's unsafe actions.



This "Activity Package" (AP), which is part of the PEDSAFE Program for secondary schools, is your opportunity to learn about the importance of the pedestrian safety problem in general.

It is also your chance to create a dramatization explaining the specific behaviors pedestrians can engage in to avoid the target accident types. By writing for an elementary grade level, you can be part of the effort to make a difference in safety knowledge and practice for children.

AND, the difference that you make can potentially prevent an injury or save a life!

OBJECTIVE

Using pedestrian safety as the subject, each student will be able to write a dramatic presentation, applying specific drama terms to the production.

THIS ACTIVITY PACKAGE (AP)

is divided into three "Phases":

The Research Phase: Safety Content/Audience Analysis

The Drama

and

The Fusion Phase

The order in which you'll work through the "Phases" will be determined by your instructor.

Each "Phase" includes notes and activities which are to be completed in your Notes and Activities Student Booklet.

	<u>The Research Phase</u>	<u>The Drama Phase</u>	<u>The Fusion Phase</u>
Step 1	Reading - Information about the audience - Types of accidents - PEDSAFE Program activities Notes	Step 1 Reading - Definition Activity - Written report Notes Test - Recall of drama terms	Step 1 Activity - From other notes identify elements of a play
Step 2	Reading - Behaviors to follow to avoid pedestrian accidents Notes Activity - Draw sketches	Step 2 Reading - Types of dramatic presentations Notes	Step 2 Activity - Writing the drama
Step 3	Reading - Communicating with Young Children	Step 3 Reading - Parts of a play Test - Recall of parts of a play Activity - Identify parts of a play from actual excerpts	Step 3 Activity - Identify parts of your own play

THE RESEARCH PHASE:
SAFETY CONTENT/AUDIENCE ANALYSIS,

GETTING STARTED

If you're writing a story on any topic, you, as writer, will focus on audience and content. Who your audience is and what you want to say to the audience will determine the way you write (your style).

You may already know about safety rules, but how do you write to teach those rules to a youngster who's not as sophisticated as you? On WHAT will you focus and with what style will you communicate so that your message is effective?

For any topic and, particularly for your assignment on pedestrian safety, these issues can be handled through research.

Step 1: After reading pages 6 to 12 choose the grade level for whom you wish to write and become most familiar with:

1. The nature of children at that age.
2. The types of accidents those children have (see page 13 for definitions, as well).
3. PEDSAFE Program activities for that age group.



Midblock Dash



School Bus Related

FIRST YOU'LL NEED TO KNOW

Why Children Are Hit By Cars

K-1

Young children in these grades are in danger around traffic because they are too wrapped up in their own world to notice what is going on around them. They run into the street unaware of oncoming vehicles and unconcerned about looking for them. A common example of the kind of pedestrian accident in which the child has unexpectedly "darted or dashed" into the street and been hit by an oncoming vehicle is the chasing of a ball into the street.

The Department of Transportation (DOT) has found that these Midblock Dash accidents combined with School Bus Related types account for almost 90 percent of the child-caused accidents for this age group!

In School-Bus Related accidents, children are struck, either by passing vehicles or the bus itself while entering or exiting the bus or while waiting at the bus stop. For example, children sometimes stand directly under the bus' front hood and they are run over when the bus pulls away from the curb. Other times, children drop something under the bus and bend down to pick it up without considering the possibility that the bus may begin to move.

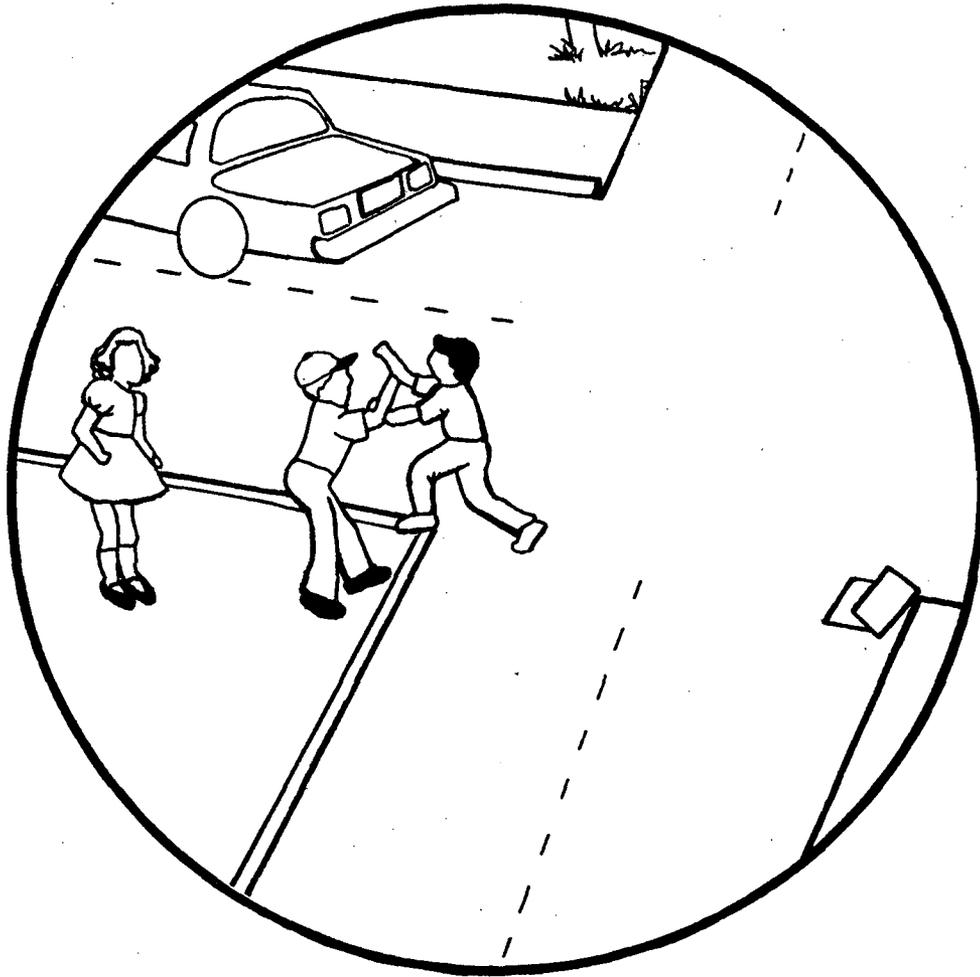
The PEDSAFE Program is an attempt to counter young childrens' unawareness by teaching them to recognize cues that tell them that they are entering an unsafe situation and should behave safely. For example, in one activity, students receive outdoor practice to recognize the various beginnings of roads, such as:

- lawn to dirt road
- gravel to asphalt road
- curb to cement road, etc.

By recognizing these cues, they'll be in a better position to know when they're in or near the road and they can move to a safe place instead.

Teacher: Although sections of this reading are repetitive, the repetition is intentional and serves two purposes:

1. Reinforcement, and
2. Convenience — When the student chooses his/her grade level audience, he/she can find all information on one page.



These boys are not attending to traffic and could easily be involved in an accident at this Intersection.

Grade 2

By the age of seven or eight, children may know how they are supposed to act; they know they should stop and look for cars before crossing. However, this knowledge does not always lead to "safe" behavior. Although a child knows he shouldn't chase a ball into the street until he stops to check for traffic, he often acts on impulse, not thinking about the consequences.

Midblock Dash, School Bus-Related accidents, and the Intersection Dash account for almost 90 percent of the child-caused accidents that victimize the second graders. While Midblock Dash and School-Bus Related accidents have already been described on page 6, the Intersection Dash is a different type affecting second graders.

The Intersection Dash is an accident in which someone has appeared suddenly in front of a vehicle, either because they were running, not attending to traffic, or appeared from behind an obstruction.

To overcome behaviors which may lead to accidents, the second grade PEDSAFE Program attempts to put the children into the middle of the action and change their behavior as they begin to perform it. Games are used in which a child may have to chase after a ball toward the "street" but must stop before entering the "street." The second grade PEDSAFE Program is an attempt to bridge the gap between the knowledge of how to be safe and actually behaving in a safe manner.

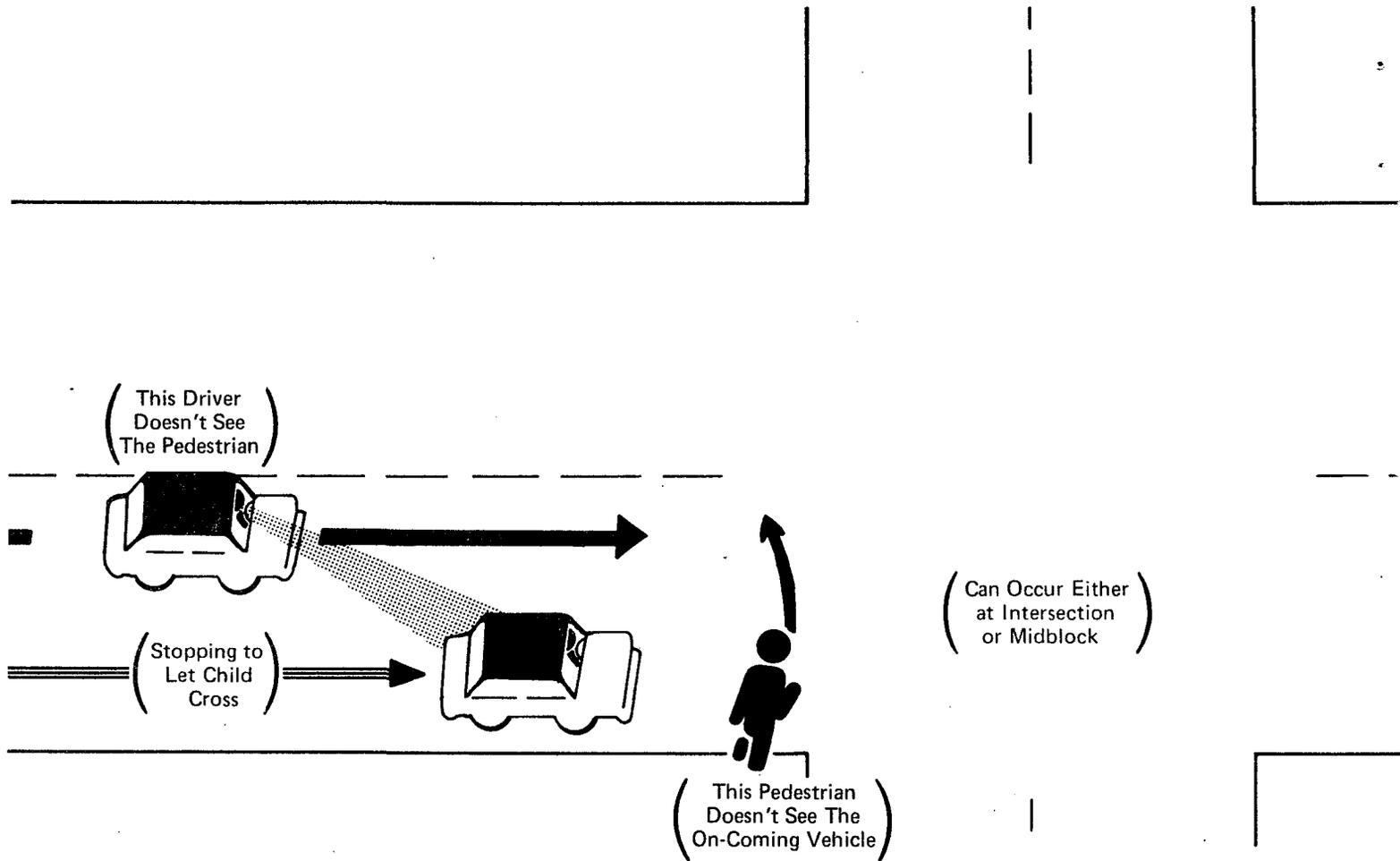


Figure 1. Multiple Threat Situation

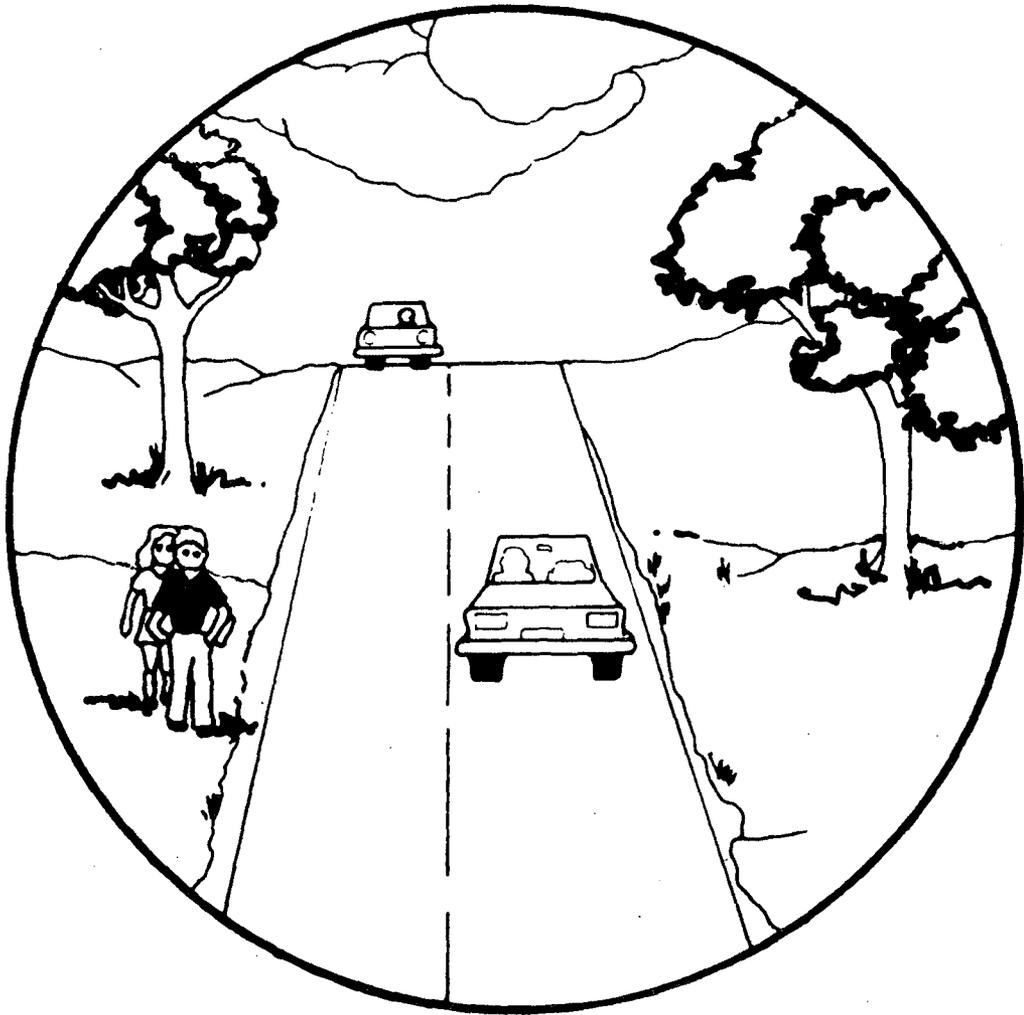
Grade 3

Like the second graders, third-grade students are generally aware of the danger of traffic and, when asked, they can provide a description of how to cross streets safely. And again, like the second grade group, third graders (8-9 year olds) don't apply knowledge to practice! Third-grade pedestrian accident victims act first without thinking of the potential dangers of traffic situations.

About half of the accidents this age group is involved in are Mid-block Dash. Another problem this age group encounters is the Intersection Dash accident type. In fact, this group is the peak age for Intersection Dash accidents, with almost one-quarter of all accidents occurring while students are crossing at an intersection. School-Bus Related accidents, a serious threat, involve: drivers who illegally pass stopped buses, students who cross so close to the bus that they are not visible, and students who cross behind a bus where they are not seen by drivers. Finally, these students will find themselves in situations known as "Multiple Threat." Multiple Threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1.

To counter behaviors or inattention which lead to Midblock Dash types of accidents, the PEDSAFE Program uses games which are designed to involve the students in running and chasing toward a simulated street. Even in the midst of play, when the students encounter the "street," they will stop and search. In this manner, the student's actions will be molded into safe behavior rather than knowledge alone.

To deal with the Intersection Dash practice is conducted, using simulated and real intersections, in which the rules drivers follow on yielding and right-of-way can be explained along with the workings of traffic signals. And, to combat School-Bus Related accidents, the students in the PEDSAFE Program receive refresher training on school bus safety. They get to sit in the driver's seat and observe their classmates crossing too close to the front of the bus. The practice with an actual bus helps maintain the knowledge of bus safety in a practical way.



Grade 4

For fourth graders, accident-causing behaviors are like those for children in the other grades (2-3) and "running into the street without a stop and search" sequence leads to victimization.

Midblock Dash, the Intersection Dash, and Multiple Threat accidents occur as do Walking Along the Roadway types. As the children's walking environment expands, they will encounter Walking Along the Roadway accidents when they walk too closely to the road or when vehicles leave the roadway. Although this accident type is not as common as those mentioned previously, it becomes more prevalent as the children grow older and it accounts for over one-quarter of their pedestrian accidents.

So the PEDSAFE Program focuses on games which are designed to involve the students in running and chasing toward a simulated street. Students also receive outdoor practice of the skills needed for safe intersection crossings.

Grades 5 and 6

Well over one-half of accidents involving fifth graders result from rapid street entry. Children run into the road, often from behind an obstruction, without attending to traffic.

In addition to these, Midblock Dash, intersection accidents, such as the Intersection Dash, are still a serious threat for this age group. As the students' walking environment expands, they will encounter more and varied intersections.

Another type of accident is also a serious threat to this age group; that which occurs while the students are Walking Along the Roadway. As these children are given more freedom and mobility, they begin to use the side of the road to walk greater distances. As a result, this age group can expect to be involved in a large number of accidents which result from unsafe walking along the roadway behaviors.

The students in this age group will find themselves in situations known as "Multiple Threat," too. Multiple threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1, opposite page 8.

A large portion of the fifth grade PEDSAFE Program is devoted to preventing this unsafe action of running into the street. Games are used to put the students into a situation in which they are running toward a "street" but must stop and look before entering the street. In this manner, students get behavioral practice on a simulated street on the playground where their mistakes will not result in being hit by a car.

To deal with the various complexities of intersection crossings, the student will receive outdoor practice of the skills needed for safe intersection crossings. Further, to combat Walking Along the Roadway accidents, the PEDSAFE Program provides sessions on the safe way to walk along the road. The students are taught to walk single file facing traffic, well off the roadway.

The Sixth Grade PEDSAFE Program differs from the Fifth Grade Program; for grade six, safety curriculum is a wrap-up of previous years' training and is a bridge from the play-centered, accident-type specific activities of the Elementary Program to the more general pedestrian safety content in the Junior-Senior High Program. Because of the age of the children, the play-centered practice activities are not appropriate. Instead, the children will be given the role of "teacher" whenever possible. For instance, they should be directly involved in the safety training for earlier grades, i.e., sixth grade students could be "aides" or "teacher's helpers." A second objective of this unit is to have the children develop a generalized set of "safe pedestrian" rules. The students will be able to apply knowledge and recall from previous years' PEDSAFE sessions to more complicated situations.

Four Major Accident Types

Midblock Dash	The pedestrian was struck by a vehicle while crossing the roadway at other than an intersection.
Intersection Dash	The pedestrian was struck by a vehicle at an intersection.
School Bus-Related	The pedestrian was struck while boarding or disembarking from a school bus, while walking to or from a school bus stop, and/or while waiting at a bus stop.
Walking Along Roadway	The pedestrian was struck while walking or running along a roadway or while waiting for a ride in or near the roadway.

NOW:

COMPLETE STEP 1 NOTES ON PAGE 1 IN YOUR STUDENT BOOKLET: Refer to pages 6-11 in this Activity Package as necessary.

Teacher: Answers for the notes can be found on pages 6-11 of the AP.

The specific answers for No. 3 Notes are as follows and can be found throughout the reading on pages 6-11.

No. 3: PEDSAFE Program activities for a child in this grade:

- Grades K-1:** Recognition of cues that they are entering an unsafe situation and behaving unsafely (find the edge of the road).
- Grade 2:** Playing games to bridge the gap between knowledge and behavior.
- Grade 3:** Practicing at actual sites and playing games.
- Grade 4:** Running and chasing games plus outdoor practice at actual sites.
- Grade 5:** "Street" games and outdoor practice at actual sites.
- Grade 6:** Role of "Teacher;" help younger children; development of a set of safe pedestrian rules.

Also, begin to think about a dramatic presentation which includes the same activities as those in the PEDSAFE Program. This will give your drama a frame.

For example, a second grade dramatic presentation should be about a game which might lead to a young child entering a street (football, Red Rover, etc.).

STEP 2 - READ:

Behavior to Follow to Avoid
Pedestrian Accidents

Midblock Dash

1. Stop where there is a clear view of the road.
 - a. If there are no parked cars, stop at the edge of road or curb.
 - b. If parked cars present, stop at the edge of the parked car close enough to touch it.
2. Look left-right-left. Search for cars coming.
3. If a car is coming, wait until it passes. then
4. Look left-right-left again.
5. Keep waiting and looking until no cars are coming, then go.

Intersection Crossing

1. Stop at curb or edge of road;
or
If a parked car blocks the view of any approaching traffic:
 - a. Look behind for turning traffic.
 - b. Walk out, searching the direction from which the cars in the first lane will be coming.
 - c. Stop where there is a clear view of all four directions.
2. Search for cars coming from all four directions.
 - a. Look left, right, left for cars going through the intersection.
 - b. Look behind and in front, for turning traffic.
3. Take one last look in the directions from which the cars in the first lane could be coming.
4. If a car is approaching, wait until it:
 - a. Passes through the intersection, or stops for the sign or signal.
 - b. Search all ways again.
5. Go when no cars are coming or all cars have stopped.

School Bus-Related

1. To bus.
 - a. Wait well off the road until bus comes to a stop.
 - b. Enter bus one at a time.
2. From bus:
 - a. If a child must walk along the road to reach his house, he should wait five steps away from the side of bus until the bus has gone and cars have gone, too.
3. To bus from opposite side stop:
 - a. Wait well off the road at the assigned waiting area.
 - b. Wait until the bus comes to a stop and its red flashing lights are on.
 - c. Go to edge of the road and look left-right-left. Are any cars coming? Have they all stopped? If not, wait and look again.
 - d. Cross in front of the bus when all cars have stopped. Never cross behind.
 - e. Stay about five giant steps in front of the bus while crossing.
4. From bus:
 - a. Get off the bus and immediately go five giant steps in front of the bus to cross. Do not wait at the bus.
 - b. Cross to the far edge of the bus and stop.
 - c. Look left-right-left. Are cars coming? Have they all stopped? If not, wait and look again.
 - d. Cross to the other side when all cars are stopped.
 - e. If a child has to walk along the road to get home, he should wait well off the road until the bus and any stopped cars are gone before walking home.

Walking Along the Roadway

1. Walk well off the roadway.
2. Walk facing traffic.
3. If in a group, walk single file.
4. Watch approaching traffic and look for weaving or movement of car toward the edge of road.
5. Watch for conditions under which driver might leave the road.
6. Watch for places to move to if a vehicle started to leave the road (i.e., an escape route).
7. Be conspicuous:
 - a. Wear bright colors in the daytime.
 - b. At night:
 - (1) Wear light-colored clothing.
 - (2) Carry a flashlight.
 - (3) Wear retroreflective materials.
8. Special concerns when waiting (for a ride) along roadway:
 - a. Choose well-lighted place.
 - b. Choose place where car can pull entirely off road.
 - c. Choose place with adequate sight distance.

NOW:

Complete the "Notes" section on page 2 of your Student Booklet. Refer to pages 13, 14, and 15 of your Activity Package.

STEP 2: ACTIVITY

USING the information in your Activity Package (AP), open your Notes and Activities Booklet and draw a series of sketches showing the step-by-step behaviors a child should follow to be a safe pedestrian in the one accident situation you'll be writing about.

Teacher Option: Students could be given a written or oral quiz after the Notes and the Activity for Step 2 are completed;

or

Each group of students writing about the same accident situation could have a small group discussion to reinforce their *knowledge* of safe behaviors and evaluate their visualizations for correctness and clarity.

It's important for Behavior to Follow to Avoid Pedestrian Accidents be correctly visualized so elementary students receive information consistent with their PEDSAFE activities.

STEP 3:

Handle the problem of maintaining children's interest by presenting pedestrian safety information in a situation and with a vocabulary that children will understand.

READ: Communicating with Young Children.

Communicating with Young Children

Young children's attention spans are very short. The children's attention will begin to wander if a lesson is not entertaining. Children's shows, such as Sesame Street, attempt to overcome this problem by presenting a lively show while constantly presenting new material. As long as enough jokes and songs are included in the TV show, the children will pay attention to the educational content.

You should also remember that young children's comprehension of concepts and words is not as great as older people's comprehension. Their vocabulary is generally limited to the objects and actions around them or on television. Children have trouble with long sentences which present unfamiliar ideas. To avoid talking over a child's head, you should use words which are familiar to these children. Generally, this involves the use of short words with specific meanings; for example, use curb or "edge of road" rather than boundary.

Ideas should also be as simple as possible. Negative sentences can reduce understanding unless they are clearly written.

So, writing short, positive sentences suggesting concrete actions is the best way to write as you produce your drama.

SO:

Use This Common Experience
in a Dramatic Presentation:

A child chases a ball into the street.

Rather Than This One:

Adventures while hitchhiking across the U.S. to get a job.

and

Write This:

"Always stop before crossing the street."

Instead of This:

"Since many accidents happen because a child doesn't stop and look before going into a street, you can avoid an accident if you learn to stop before crossing a street."

THE DRAMA PHASE

STEP 1:

Read the definition for Drama.



DEFINITION

DRAMA is the literary form designed for the theater, where actors take the roles of the characters, perform the indicated action and utter the written dialogue.

STEP 1: ACTIVITY:

In an encyclopedia or other text which explains aspects of Drama, read about the history of a specific period (Elizabethan Age) or about one type of drama (Pantomime or Dumb Show) and prepare a written report, not to exceed two pages. Write your report on pages 5 and 6 of your Student Booklet.

Your instructor may give you a variation of this activity and, if so, that is the activity you are to complete.

Example: Students could put their information on note cards and the class could construct a "History of Drama" chart like this:

OR

Students could focus on Drama types and construct a chart listing types of dramatic presentations with examples of specific works for each:

TYPE	EXAMPLES				
Tragedy	MacBeth				
Comedy					
Morality Plays	Everyman				
Satire	Volpone				
Pantomime & Dumb Show					

STEP 1: NOTES:

Your instructor may add to or delete some of the following terms, or change some terminology, so check off the terms you need in your Student Booklet, page 7. Other terms your teacher may require you to know should be written on page 8 of your Student Booklet.

At this point, the teacher can tell students which terms they'll actually need to know and use when they write their stories. Depending upon the needs and capabilities of students, the teacher may add to or delete terms, simplify or complicate detail, etc. Students will take notes in their Student Booklets.

TERMS: DRAMA

- Subject: Something thought about, discussed or studied. (For this project, the subject is pedestrian safety.)
- Theme: Lesson, moral, or message used in a work and made persuasive to the reader.
- Plot: Actions in a work that are ordered and structured so that they achieve emotional and artistic effects.
- Setting: The general locale (place) and the historical time in which the plot occurs.
- Characters: The persons who have qualities that are expressed in what they say (the dialogue) and in what they do (the actions/the plot).

At this point the teacher could introduce or review grammatical rules for writing dialogue.

Types of Characters:

- Static A character who remains unchanged in his outlook from beginning to end of a work.
- Dynamic A character who undergoes a radical change in his outlook.
- Protagonist Chief character of a work on whom our interest centers; hero.
- Antagonist An important opponent.

Situation: The way things are at the beginning of the work: What's going on.

Conflict: The class of opposing forces in a work:

1. Man against man
2. Man against himself
3. Man against nature
4. Man against supernatural

Atmosphere: Mood, the tone in a work which sets up the reader expectations about the course of events (happy, sad, comic).

Suspense: An anxious uncertainty or tension about what is going to happen, especially to those characters whom we like. Without it, the audience does not have an issue about which it can get emotionally involved.

STEP 1: TEST

Use page 9 of your Student Booklet as a test on the terms you've learned.

The teacher may then ask for recall of terminology on a "mock" or "actual" test, which is also included in the Student Booklet.

STEP 2:

Read about the types of Dramatic Presentations which are possible.

Types of Dramatic Presentations

At the discretion of your teacher, and depending on the scope of your class curriculum and the age and interests of the audience for whom you are writing, you will write your presentation as one of the following:

Puppet Show

Pantomime:

Acting without speech, using only posture, gestures, bodily movement and exaggerated facial expression to mimic a character's actions and to express a character's feelings.

One-Act Play:

This type of play is usually restricted to a single episode and setting. Anything not directly related to the theme will steal time and attention from the things that are. It is usually important to keep the situation relatively simple in a one-act play in order to avoid having to spend a lot of time explaining why the characters are in the situation they are in and why they are doing the things that they are.

Tragedy:

A dramatic representation of serious and important actions which turn out disastrously for the chief character.

Dramatic Monologue:

1. A single person who is not the author utters the entire monologue in a specific situation at a critical moment.
2. This person addresses and interacts with one or more other people, but we know of the others' presence and what they say and do only from clues in the words of the single speaker.
3. The monologue is so organized that its focus is on the temperament and character that the speaker unintentionally reveals in the course of what he says.

Teacher Option:

Other types may be added, depending upon the nature of the class and the needs and capabilities of the students. Students could write other "types" in their Student Booklets.

STEP 2: NOTES

IF

your teacher tells you to include "Drama Types" not listed in this Activity Package, please add those on page 10 in your Student Booklet.

THEN,

from all of the types from which you can choose, pick the type you will write and list it on the bottom of page 10 in your Student Booklet.

STEP 3:

Read about The Parts of a Play on pages 28-33 of this Activity Package.

For each "Part of a Play," an excerpt from a dramatization of "The Diary of Anne Frank" is included as an example.

"The Diary of Anne Frank," originally in prose form, deals with a teenager's account of a group of people attempting to escape Nazi tyranny in Amsterdam in the 1940s. The group took refuge in a hidden apartment in a warehouse/office building, and the diary is Anne's version of those 25 months.

STEP 3:

THE PARTS OF A PLAY

Most writers feel that plays, particularly one-act plays, are written in three succeeding stages:

1. Exposition--The exposition is the first part of the play during which the playwright sets the scene for all that will follow. He describes the characters, the situation, and what has happened prior to the beginning of the play in sufficient enough detail that the action will make sense to the audience once it begins. The exposition, therefore, introduces and justifies everything that will occur later. If it does not provide enough information, the audience will not understand why the characters are behaving the way that they are; if too much information is provided, too little time is left to describe the development and resolution of the situation.

EXAMPLE:

MR. FRANK: I've come to say good-by ...I'm leaving here, Miep.

MIEP: What do you mean? Where are you going? Where?

MR. FRANK: I don't know yet. I haven't decided.

MIEP: Mr. Frank, you can't leave here! This is your home! Amsterdam is your home. Your business is here, waiting for you ... You're needed here ... Now that the war is over, there are things that ...

MR. FRANK: I can't stay in Amsterdam, Miep. It has too many memories for me. Everywhere there's something ... the house we lived in ... the school ... that street organ playing out there ... I'm not the person you used to know, Miep. I'm a bitter old man. (Breaking off) Forgive me. I shouldn't speak to you like this ... after all that you did for us ... the suffering ...

MIEP: No. No. It wasn't suffering. You can't say we suffered. (As she speaks, she straightens a chair which is overturned.)

MR. FRANK: I know what you went through, you and Mr. Kraler. I'll remember it as long as I live. (He gives one last look around.) Come, Miep. (He starts for the steps, then remembers his rucksack, going back to get it.)

MIEP: (hurrying up to a cupboard). Mr. Frank, did you see? There are some of your papers here. (She brings a bundle of papers to him.) We found them in a heap of rubbish on the floor ... after you left.

MR. FRANK: Burn them. (He opens his rucksack to put the glove in it.)

MIEP: But, Mr. Frank, there are letters, notes ...

MR. FRANK: Burn them. All of them.

MIEP: Burn this? (She hands him a paperbound notebook.)

MR. FRANK: (quietly) Anne's diary. (He opens the diary and begins to read.) "Monday, the sixth of July, nineteen forty-two." (To MIEP) Nineteen forty-two. Is it possible, Miep? ... Only three years ago. (As he continues his reading, he sits down on the couch.) "Dear Diary, since you and I are going to be great friends, I will start by telling you about myself. My name is Anne Frank. I am thirteen years old. I was born in Germany the twelfth of June, nineteen twenty-nine. As my family is Jewish, we emigrated to Holland when Hitler came to power."

[As MR. FRANK reads on, another voice joins his, as if coming from the air. It is ANNE'S VOICE.]

MR. FRANK and ANNE: "My father started a business, importing spice and herbs. Things went well for us until nineteen forty. Then the war came, and the Dutch capitulation, followed by the arrival of the Germans. Then things got very bad for the Jews."

[MR. FRANK'S voice dies out. ANNE's voice continues alone. The lights dim slowly to darkness. The curtain falls on the scene.]

ANNE'S VOICE: You could not do this and you could not do that. They forced Father out of his business. We had to wear yellow stars. I had to turn in my bike. I couldn't go to a Dutch school any more. I couldn't go to the movies, or ride in an automobile or even on a streetcar, and a million other things. But somehow we children still managed to have fun. Yesterday Father told me we were going into hiding. Where, he wouldn't say. At five o'clock this morning Mother woke me and told me to hurry and get dressed. I was to put on as many clothes as I could. It would look too suspicious if we walked along carrying suitcases. It wasn't until we were on our way that I learned where we were going. Our hiding place was to be upstairs in the building where Father used to have his business. Three other people were coming in with us ... the Van Daans and their son Peter ... Father knew the Van Daans but we had never met them...

[During the last lines the curtain rises on the scene. The lights dim on. ANNE's voice fades out.]

2. Development-- The development is the major portion of a play and carries the play from the introduction of the characters and situation to the resolution of their problems. Things happen during the development. Problems develop, people take stands, conflict appears and heats up. Surprises occur, fears are formed and alliances break-up and reappear. The development, as a whole, is a time in which the characters act consistently with their descriptions as presented in the exposition with the intent of moving towards some goal which becomes clearer as the play moves to a climax.

EXAMPLE:

ANNE: I'm going to be a famous dancer or singer ... or something wonderful.

[She makes a wide gesture, spilling the glass of milk on the fur coat in Mrs. Van Daan's lap. Margot rushes quickly over with a towel. Anne tries to brush the milk off with her skirt.]

MRS. VAN DAAN: Now look what you've done ... you clumsy little fool! My beautiful fur coat my father gave me ...

ANNE: I'm so sorry.

MRS. VAN DAAN: What do you care? It isn't yours ... So go on, ruin it! Do you know what that coat cost? Do you? And now look at it! Look at it!

ANNE: I'm very very sorry.

MRS. VAN DAAN: I could kill you for this. I could just kill you!

[Mrs. Van Daan goes up the stairs, clutching the coat. Mr. Van Daan starts after her.]

MR. VAN DAAN: Petronella ... liefje! Liefje! ... Come back ... the supper ... come back!

MRS. FRANK: Anne, you must not behave in that way!

ANNE: It was an accident. Anyone can have an accident.

MRS. FRANK: I don't mean that. I mean the answering back. You must not answer back. They are our guests. We must always show the greatest curtesy to them. We're all living under terrible tension. (She stops as Margot indicates that Van Daan can hear. When he is gone, she continues.) That's why we must control ourselves ... You don't hear Margot getting into arguments with them, do you? Watch Margot. She's always courteous with them. Never familiar. She keeps her distance. And they respect her for it. Try to be like Margot.

ANNE: And have them walk all over me, the way they do her? No, thanks!

MRS. FRANK: I'm not afraid that anyone is going to walk all over you, Anne. I'm afraid for other people, that you'll walk on them. I don't know what happens to you, Anne. You are wild, self-willed. If I had ever talked to my mother as you talk to me...

NNE: Things have changed. People aren't like that any more.

"Yes, Mother." "No, Mother." "Anything you say, Mother." I've got to fight things out for myself! Make something of myself!

MRS. FRANK: It isn't necessary to fight to do it. Margot doesn't fight, and isn't she ...?

ANNE (violently rebellious): Margot! Margot! Margot! That's all I hear from everyone ... how wonderful Margot is ... "Why aren't you like Margot?"

MARGOT (protesting): Oh, come on, Anne, don't be so ...

ANNE (paying no attention): Everything she does is right, and everything I do is wrong! I'm the goat around here! ... You're all against me! ... And you worst of all!

[She rushes off into her room and throws herself down on the settee, stifling her sobs. Mrs. Frank sighs and starts toward the stove.]

3. Resolution-- The resolution of the play occurs when the major conflict or dilemma facing the characters is worked out or comes to some climax. This, by no means, implies that the resolution is a point where everyone's problems are solved and the good live happily ever after. However, it does mean that the situation has been dealt with in some way and that the outcome is seen as plausible, given the characters and circumstances portrayed. What is most important, however, is that the audience feels some emotional resolution that they know what the final outcome of the character's actions will be, even if they are not portrayed on stage. A resolution has also occurred if the audience feels that they understand at least a little of what the play was trying to say.

EXAMPLE:

ANNE: But, Peter, if you'd only look at it as part of a great pattern ... that we're just a little minute in the life ... (She breaks off.) Listen to us, going at each other like a couple of stupid grownups! Look at the sky now. Isn't it lovely? (She holds out her hand to him. Peter takes it and rises, standing with her at the window looking out, his arms around her.) Some day, when we're outside again, I'm going to ...

[She breaks off as she hears the sound of a car, its brakes squealing as it comes to a sudden stop. The people in the other rooms also become aware of the sound. They listen tensely. Another car roars up to a screeching stop. Anne and Peter come from Peter's room. Mr. and Mrs. Van Daan creep down the stairs. Dussel comes out from his room. Everyone is listening, hardly breathing. A doorbell clangs again and again in the building below. Mr. Frank starts quietly down the steps to the door. Dussel and Peter follow him. The others stand rigid, waiting, terrified.]

In a few seconds Dussel comes stumbling back up the steps. He shakes off Peter's help and goes to his room. Mr. Frank bolts the door below, and comes slowly back up the steps. Their eyes are all on him as he stands there for a minute. They realize that what they feared has happened. Mrs. Van Daan starts to whimper. Mr. Van Daan puts her gently in a chair, and then hurries off up the stairs to their room to collect their things. Peter goes to comfort his mother. There is a sound of violent pounding on a door below.]

MR. FRANK (quietly): For the past two years we have lived in fear.
Now we can live in hope.

[The pounding below becomes more insistent. There are muffled sounds of voices, shouting commands.]

MEN'S VOICES: Auf machen! Da drinnen! Auf machen! Schnell!
Schnell! Schnell!

[The street door below is forced open. We hear the heavy tread of footsteps coming up. Mr. Frank gets two school-bags from the shelves, and gives one to Anne and the other to Margot. He goes to get a bag for Mrs. Frank. The sound of feet coming up grows louder. Peter comes to Anne, kissing her good-by, then he goes to his room to collect his things. The buzzer of their door starts to ring. Mr. Frank brings Mrs. Frank a bag. They stand together, waiting. We hear the thud of gun butts on the door, trying to break it down.]

Anne stands, holding her school satchel, looking over at her father and mother with a soft, reassuring smile. She is no longer a child, but a woman with courage to meet whatever lies ahead.

The lights dim out. The curtain falls on the scene. We hear a mighty crash as the door is shattered. After a second Anne's voice is heard.]

ANNE'S VOICE: And so it seems our stay is over. They are waiting for us now. They've allowed us five minutes to get our things. We can each take a bag and whatever it will hold of clothing. Nothing else. So, dear Diary, that means I must leave you behind. Good-by for a while. P.S. Please, please, Miep, or Mr. Kraler, or anyone else. If you should find this diary, will you please keep it safe for me, because some day I hope ...

[Her voice stops abruptly. There is silence. After a second the curtain rises.]

STEP 3: TEST

Learn the names and definitions of the three terms which make up the "Parts of a Play." If your teacher directs you to, use page 11 of your Student Booklet as a test on the terms you've learned.

The teacher could assign the learning of names as spelling or definition work to be evaluated on a recall test.

STEP 3: ACTIVITY:

Using your text, choose at least one play and orally or in writing on page 12 of your Student Booklet identify excerpts which make up the play's

EXPOSITION
DEVELOPMENT
RESOLUTION

Teacher Option: There are two forms in the Student Booklet, so students could identify, in writing, excerpts from two plays.

Another variation for this activity would be to have all students analyze the same play orally in class, then, have them analyze one or two other plays in writing in their Booklet.

As a variation of this "Activity," students, particularly those in a "Drama" or "Acting" class, could write their own dramatic excerpts.

FUSION PHASE

Fusion: A melting together, a blending, a union.

STEP 1: ACTIVITY FROM NOTES

NOW, apply what you learned about children and one of their specific accident types to the writing of a Dramatic Presentation.

Fuse all of your information together.

Follow the steps listed on page 14 in your Student Booklet.

STEP 2:

Write the dramatic presentation within the time frame the teacher gives you.

The drama should help a school age child:

1. Recognize a situation which could lead to a pedestrian accident;

and

2. Identify and apply rules or behaviors which would reduce the chance of that accident.

Students should be able to write a dramatic presentation for a younger child within two class periods.

STEP 3

ACTIVITY

After your dramatic presentation is written, point out its:

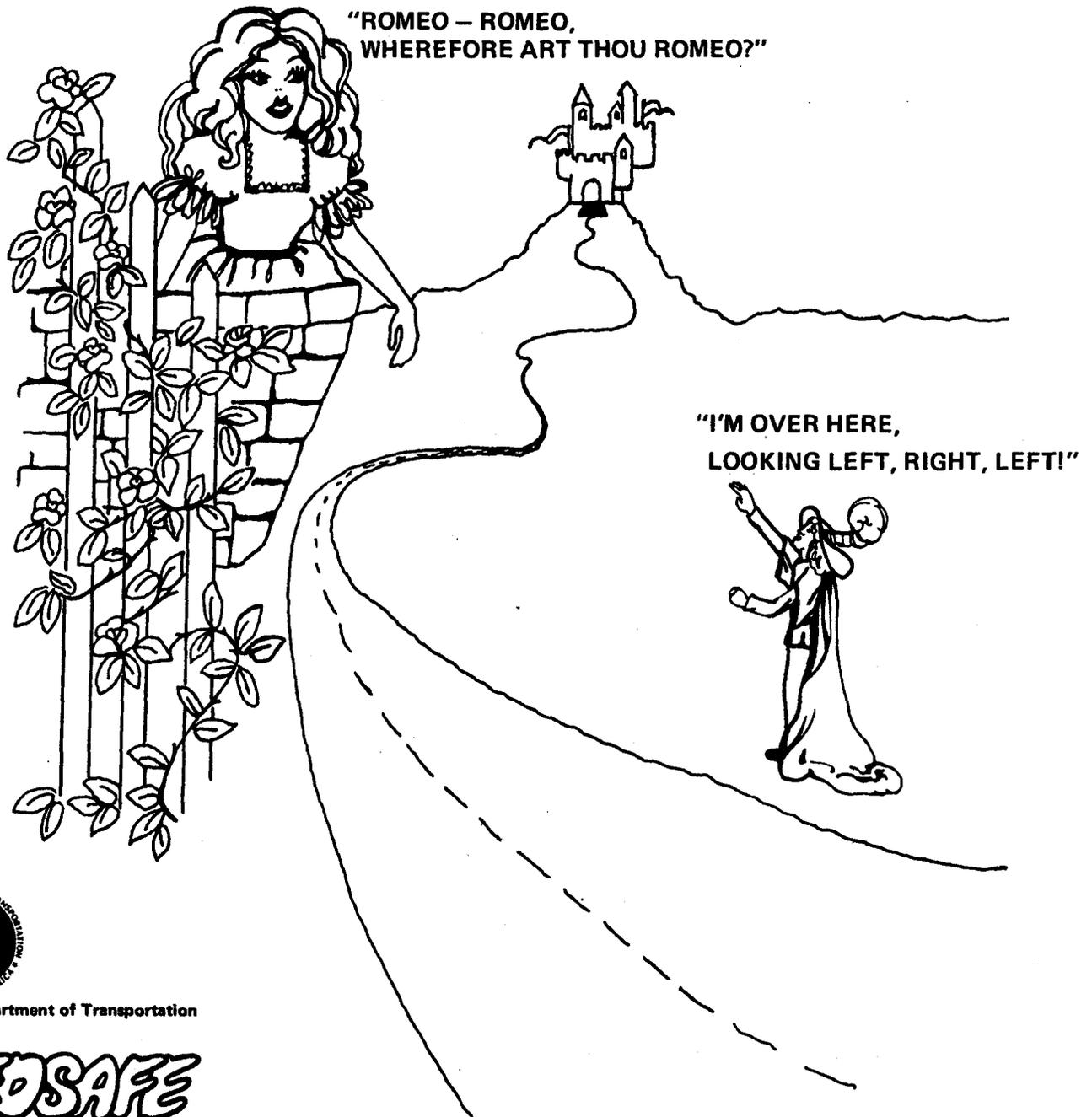
EXPOSITION
DEVELOPMENT
RESOLUTION

Complete page 16 of your Student Booklet.

ADDITIONAL TEACHER OPTIONS

1. During step 2 of The Research Phase (see Student Activity Package, page 5), the teacher could prepare a list of specific questions and interview K-3 graders, or someone from the elementary level (*librarian or teacher*) to determine the interests of such students. For example, what games do second graders play?
2. Students could tape the drama (with accompanying music and sound effects) on an audiotape, as part of an "Oral Communications" or "Drama" course.
3. Conduct a follow-up session to see if children recall your story's lesson.
4. Students could be asked to produce a 3-D scale model or graphic illustration of the set and floor plan for their presentation.
5. Students, especially those in an acting class, could act out the dramatic presentation in class or with the appropriate audience (a puppet show for K-2 grades). Or, such students could serve as directors and producers and manage actors from the elementary school.
6. Students in a Media class, or with access to audiovisual equipment, could act out the play on TV.

Production of a Dramatic Presentation Pedestrian Safety



U. S. Department of Transportation

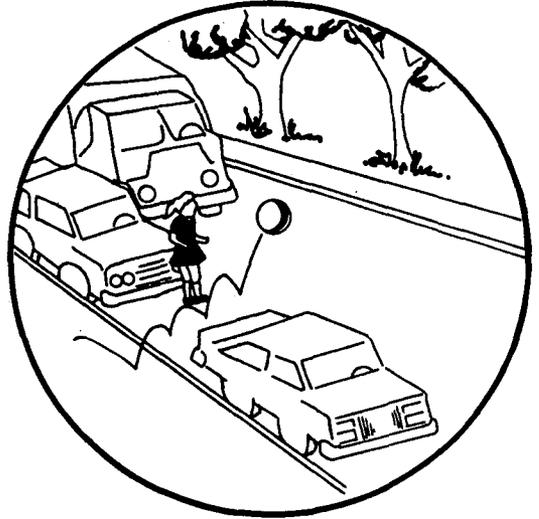
PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools.

STUDENT ACTIVITY PACKAGE

WHAT'S THIS ALL ABOUT?

Pedestrian-automobile collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing the children's unsafe actions.



This "Activity Package" (AP), which is part of the PEDSAFE Program for secondary schools, is your opportunity to learn about the importance of the pedestrian safety problem in general.

It is also your chance to create a dramatization explaining the specific behaviors pedestrians can engage in to avoid the target accident types. By writing for an elementary grade level, you can be part of the effort to make a difference in safety knowledge and practice for children.

AND, the difference that you make can potentially prevent an injury or save a life!

OBJECTIVE

Using pedestrian safety as the subject, each student will be able to write a dramatic presentation, applying specific drama terms to the production.

THIS ACTIVITY PACKAGE (AP)

is divided into three "Phases":

The Research Phase: Safety Content/Audience Analysis

The Drama

and

The Fusion Phase

The order in which you'll work through the "Phases" will be determined by your instructor.

Each "Phase" includes notes and activities which are to be completed in your Notes and Activities Student Booklet.

<u>The Research Phase</u>		<u>The Drama Phase</u>		<u>The Fusion Phase</u>	
Step 1	Reading - Information about the audience - Types of accidents - PEDSAFE Program activities Notes	Step 1	Reading - Definition Activity - Written report Notes Test - Recall of drama terms	Step 1	Activity - From other notes identify elements of a play
Step 2	Reading - Behaviors to follow to avoid pedestrian accidents Notes Activity - Draw sketches	Step 2	Reading - Types of dramatic presentations Notes	Step 2	Activity - Writing the drama
Step 3	Reading - Communicating with Young Children	Step 3	Reading - Parts of a play Test - Recall of parts of a play Activity - Identify parts of a play from actual excerpts	Step 3	Activity - Identify parts of your own play

THE RESEARCH PHASE:
SAFETY CONTENT/AUDIENCE ANALYSIS

GETTING STARTED

If you're writing a story on any topic, you, as writer, will focus on audience and content. Who your audience is and what you want to say to the audience will determine the way you write (your style).

You may already know about safety rules, but how do you write to teach those rules to a youngster who's not as sophisticated as you? On WHAT will you focus and with what style will you communicate so that your message is effective?

For any topic and, particularly for your assignment on pedestrian safety, these issues can be handled through research.

Step 1: After reading pages 6 to 12 choose the grade level for whom you wish to write and become most familiar with:

1. The nature of children at that age.
2. The types of accidents those children have (see page 13 for definitions, as well).
3. PEDSAFE Program activities for that age group.

FIRST YOU'LL NEED TO KNOW

Why Children Are Hit By Cars

K-1

Young children in these grades are in danger around traffic because they are too wrapped up in their own world to notice what is going on around them. They run into the street unaware of oncoming vehicles and unconcerned about looking for them. A common example of the kind of pedestrian accident in which the child has unexpectedly "darted or dashed" into the street and been hit by an oncoming vehicle is the chasing of a ball into the street.

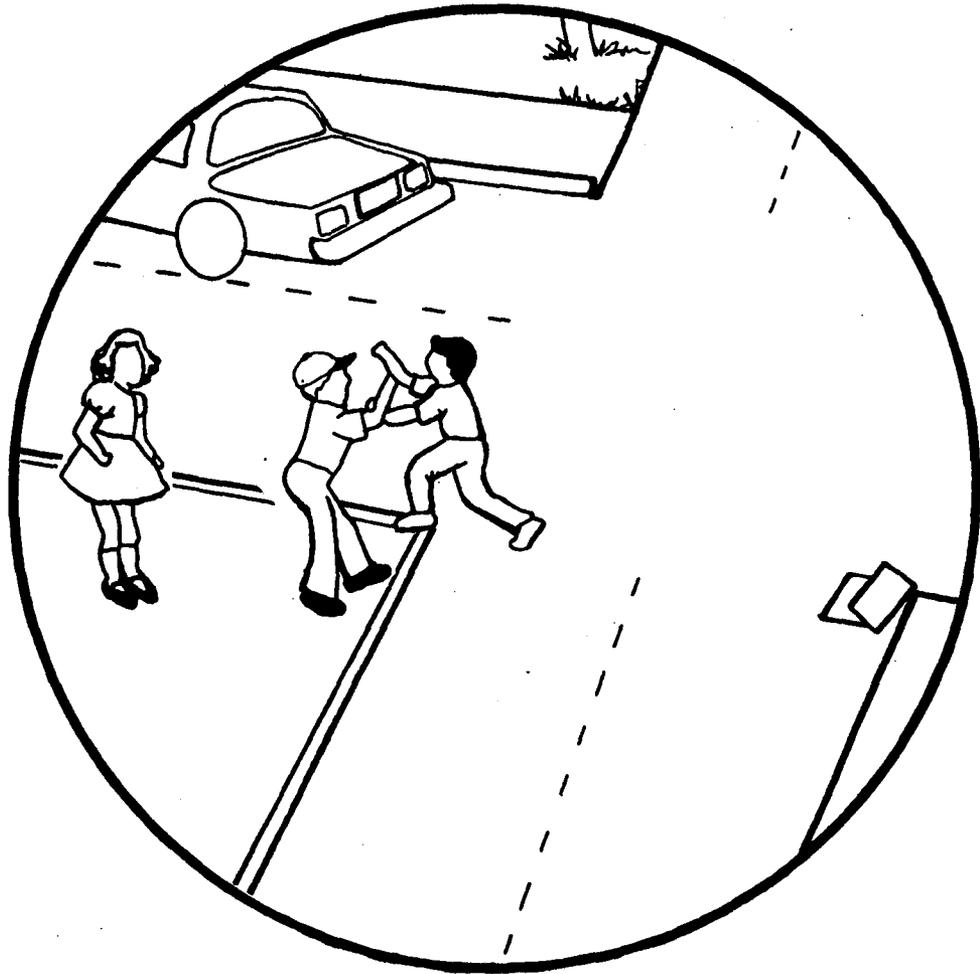
The Department of Transportation (DOT) has found that these Midblock Dash accidents combined with School Bus Related types account for almost 90 percent of the child-caused accidents for this age group!

In School-Bus Related accidents, children are struck, either by passing vehicles or the bus itself while entering or exiting the bus or while waiting at the bus stop. For example, children sometimes stand directly under the bus' front hood and they are run over when the bus pulls away from the curb. Other times, children drop something under the bus and bend down to pick it up without considering the possibility that the bus may begin to move.

The PEDSAFE Program is an attempt to counter young childrens' unawareness by teaching them to recognize cues that tell them that they are entering an unsafe situation and should behave safely. For example, in one activity, students receive outdoor practice to recognize the various beginnings of roads, such as:

- lawn to dirt road
- gravel to asphalt road
- curb to cement road, etc.

By recognizing these cues, they'll be in a better position to know when they're in or near the road and they can move to a safe place instead.



These boys are not attending to traffic and could easily be involved in an accident at this Intersection.

Grade 2

By the age of seven or eight, children may know how they are supposed to act; they know they should stop and look for cars before crossing. However, this knowledge does not always lead to "safe" behavior. Although a child knows he shouldn't chase a ball into the street until he stops to check for traffic, he often acts on impulse, not thinking about the consequences.

Midblock Dash, School Bus-Related accidents, and the Intersection Dash account for almost 90 percent of the child-caused accidents that victimize the second graders. While Midblock Dash and School-Bus Related accidents have already been described on page 6, the Intersection Dash is a different type affecting second graders.

The Intersection Dash is an accident in which someone has appeared suddenly in front of a vehicle, either because they were running, not attending to traffic, or appeared from behind an obstruction.

To overcome behaviors which may lead to accidents, the second grade PEDSAFE Program attempts to put the children into the middle of the action and change their behavior as they begin to perform it. Games are used in which a child may have to chase after a ball toward the "street" but must stop before entering the "street." The second grade PEDSAFE Program is an attempt to bridge the gap between the knowledge of how to be safe and actually behaving in a safe manner.

Grade 3

Like the second graders, third-grade students are generally aware of the danger of traffic and, when asked, they can provide a description of how to cross streets safely. And again, like the second grade group, third graders (8-9 year olds) don't apply knowledge to practice! Third-grade pedestrian accident victims act first without thinking of the potential dangers of traffic situations.

About half of the accidents this age group is involved in are Mid-block Dash. Another problem this age group encounters is the Intersection Dash accident type. In fact, this group is the peak age for Intersection Dash accidents, with almost one-quarter of all accidents occurring while students are crossing at an intersection. School-Bus Related accidents, a serious threat, involve: drivers who illegally pass stopped buses, students who cross so close to the bus that they are not visible, and students who cross behind a bus where they are not seen by drivers. Finally, these students will find themselves in situations known as "Multiple Threat." Multiple Threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1.

To counter behaviors or inattention which lead to Midblock Dash types of accidents, the PEDSAFE Program uses games which are designed to involve the students in running and chasing toward a simulated street. Even in the midst of play, when the students encounter the "street," they will stop and search. In this manner, the student's actions will be molded into safe behavior rather than knowledge alone.

To deal with the Intersection Dash practice is conducted, using simulated and real intersections, in which the rules drivers follow on yielding and right-of-way can be explained along with the workings of traffic signals. And, to combat School-Bus Related accidents, the students in the PEDSAFE Program receive refresher training on school bus safety. They get to sit in the driver's seat and observe their classmates crossing too close to the front of the bus. The practice with an actual bus helps maintain the knowledge of bus safety in a practical way.

Grade 4

For fourth graders, accident-causing behaviors are like those for children in the other grades (2-3) and "running into the street without a stop and search" sequence leads to victimization.

Midblock Dash, the Intersection Dash, and Multiple Threat accidents occur as do Walking Along the Roadway types. As the children's walking environment expands, they will encounter Walking Along the Roadway accidents when they walk too closely to the road or when vehicles leave the roadway. Although this accident type is not as common as those mentioned previously, it becomes more prevalent as the children grow older and it accounts for over one-quarter of their pedestrian accidents.

So the PEDSAFE Program focuses on games which are designed to involve the students in running and chasing toward a simulated street. Students also receive outdoor practice of the skills needed for safe intersection crossings.

Grades 5 and 6

Well over one-half of accidents involving fifth graders result from rapid street entry. Children run into the road, often from behind an obstruction, without attending to traffic.

In addition to these, Midblock Dash, intersection accidents, such as the Intersection Dash, are still a serious threat for this age group. As the students' walking environment expands, they will encounter more and varied intersections.

Another type of accident is also a serious threat to this age group; that which occurs while the students are Walking Along the Roadway. As these children are given more freedom and mobility, they begin to use the side of the road to walk greater distances. As a result, this age group can expect to be involved in a large number of accidents which result from unsafe walking along the roadway behaviors.

The students in this age group will find themselves in situations known as "Multiple Threat," too. Multiple threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1, opposite page 8.

A large portion of the fifth grade PEDSAFE Program is devoted to preventing this unsafe action of running into the street. Games are used to put the students into a situation in which they are running toward a "street" but must stop and look before entering the street. In this manner, students get behavioral practice on a simulated street on the playground where their mistakes will not result in being hit by a car.

To deal with the various complexities of intersection crossings, the student will receive outdoor practice of the skills needed for safe intersection crossings. Further, to combat Walking Along the Roadway accidents, the PEDSAFE Program provides sessions on the safe way to walk along the road. The students are taught to walk single file facing traffic, well off the roadway.

The Sixth Grade PEDSAFE Program differs from the Fifth Grade Program; for grade six, safety curriculum is a wrap-up of previous years' training and is a bridge from the play-centered, accident-type specific activities of the Elementary Program to the more general pedestrian safety content in the Junior-Senior High Program. Because of the age of the children, the play-centered practice activities are not appropriate. Instead, the children will be given the role of "teacher" whenever possible. For instance, they should be directly involved in the safety training for earlier grades, i.e., sixth grade students could be "aides" or "teacher's helpers." A second objective of this unit is to have the children develop a generalized set of "safe pedestrian" rules. The students will be able to apply knowledge and recall from previous years' PEDSAFE sessions to more complicated situations.

Four Major Accident Types

Midblock Dash	The pedestrian was struck by a vehicle while crossing the roadway at other than an intersection.
Intersection Dash	The pedestrian was struck by a vehicle at an intersection.
School Bus-Related	The pedestrian was struck while boarding or disembarking from a school bus, while walking to or from a school bus stop, and/or while waiting at a bus stop.
Walking Along Roadway	The pedestrian was struck while walking or running along a roadway or while waiting for a ride in or near the roadway.

NOW:

COMPLETE STEP 1 NOTES ON PAGE 1 IN YOUR STUDENT BOOKLET: Refer to pages 6-11 in this Activity Package as necessary.

Also, begin to think about a dramatic presentation which includes the same activities as those in the PEDSAFE Program. This will give your drama a frame.

For example, a second grade dramatic presentation should be about a game which might lead to a young child entering a street (football, Red Rover, etc.).

STEP 2 - READ:

Behavior to Follow to Avoid
Pedestrian Accidents

Midblock Dash

1. Stop where there is a clear view of the road.
 - a. If there are no parked cars, stop at the edge of road or curb.
 - b. If parked cars present, stop at the edge of the parked car close enough to touch it.
2. Look left-right-left. Search for cars coming.
3. If a car is coming, wait until it passes. then
4. Look left-right-left again.
5. Keep waiting and looking until no cars are coming, then go.

Intersection Crossing

1. Stop at curb or edge of road;
or
If a parked car blocks the view of any approaching traffic:
 - a. Look behind for turning traffic.
 - b. Walk out, searching the direction from which the cars in the first lane will be coming.
 - c. Stop where there is a clear view of all four directions.
2. Search for cars coming from all four directions.
 - a. Look left, right, left for cars going through the intersection.
 - b. Look behind and in front, for turning traffic.
3. Take one last look in the directions from which the cars in the first lane could be coming.
4. If a car is approaching, wait until it:
 - a. Passes through the intersection, or stops for the sign or signal.
 - b. Search all ways again.
5. Go when no cars are coming or all cars have stopped.

School Bus-Related

1. To bus.
 - a. Wait well off the road until bus comes to a stop.
 - b. Enter bus one at a time.
2. From bus:
 - a. If a child must walk along the road to reach his house, he should wait five steps away from the side of bus until the bus has gone and cars have gone, too.
3. To bus from opposite side stop:
 - a. Wait well off the road at the assigned waiting area.
 - b. Wait until the bus comes to a stop and its red flashing lights are on.
 - c. Go to edge of the road and look left-right-left. Are any cars coming? Have they all stopped? If not, wait and look again.
 - d. Cross in front of the bus when all cars have stopped. Never cross behind.
 - e. Stay about five giant steps in front of the bus while crossing.
4. From bus:
 - a. Get off the bus and immediately go five giant steps in front of the bus to cross. Do not wait at the bus.
 - b. Cross to the far edge of the bus and stop.
 - c. Look left-right-left. Are cars coming? Have they all stopped? If not, wait and look again.
 - d. Cross to the other side when all cars are stopped.
 - e. If a child has to walk along the road to get home, he should wait well off the road until the bus and any stopped cars are gone before walking home.

Walking Along the Roadway

1. Walk well off the roadway.
2. Walk facing traffic.
3. If in a group, walk single file.
4. Watch approaching traffic and look for weaving or movement of car toward the edge of road.
5. Watch for conditions under which driver might leave the road.
6. Watch for places to move to if a vehicle started to leave the road (i.e., an escape route).
7. Be conspicuous:
 - a. Wear bright colors in the daytime.
 - b. At night:
 - (1) Wear light-colored clothing.
 - (2) Carry a flashlight.
 - (3) Wear retroreflective materials.
8. Special concerns when waiting (for a ride) along roadway:
 - a. Choose well-lighted place.
 - b. Choose place where car can pull entirely off road.
 - c. Choose place with adequate sight distance.

NOW:

Complete the "Notes" section on page 2 of your Student Booklet. Refer to pages 13, 14, and 15 of your Activity Package.

STEP 2: ACTIVITY

USING the information in your Activity Package (AP), open your Notes and Activities Booklet and draw a series of sketches showing the step-by-step behaviors a child should follow to be a safe pedestrian in the one accident situation you'll be writing about.

STEP 3:

Handle the problem of maintaining children's interest by presenting pedestrian safety information in a situation and with a vocabulary that children will understand.

READ: Communicating with Young Children.

Communicating with Young Children

Young children's attention spans are very short. The children's attention will begin to wander if a lesson is not entertaining. Children's shows, such as Sesame Street, attempt to overcome this problem by presenting a lively show while constantly presenting new material. As long as enough jokes and songs are included in the TV show, the children will pay attention to the educational content.

You should also remember that young children's comprehension of concepts and words is not as great as older people's comprehension. Their vocabulary is generally limited to the objects and actions around them or on television. Children have trouble with long sentences which present unfamiliar ideas. To avoid talking over a child's head, you should use words which are familiar to these children. Generally, this involves the use of short words with specific meanings; for example, use curb or "edge of road" rather than boundary.

Ideas should also be as simple as possible. Negative sentences can reduce understanding unless they are clearly written.

So, writing short, positive sentences suggesting concrete actions is the best way to write as you produce your drama.

SO:

Use This Common Experience
in a Dramatic Presentation:

A child chases a ball into the street.

Rather Than This One:

Adventures while hitchhiking across the U.S. to get a job.

and

Write This:

"Always stop before crossing the street."

Instead of This:

"Since many accidents happen because a child doesn't stop and look before going into a street, you can avoid an accident if you learn to stop before crossing a street."

THE DRAMA PHASE

STEP 1:

Read the definition for Drama.



DEFINITION

DRAMA is the literary form designed for the theater, where actors take the roles of the characters, perform the indicated action and utter the written dialogue.

STEP 1: ACTIVITY:

In an encyclopedia or other text which explains aspects of Drama, read about the history of a specific period (Elizabethan Age) or about one type of drama (Pantomime or Dumb Show) and prepare a written report, not to exceed two pages. Write your report on pages 5 and 6 of your Student Booklet.

Your instructor may give you a variation of this activity and, if so, that is the activity you are to complete.

Example: Students could put their information on note cards and the class could construct a "History of Drama" chart like this:

OR

Students could focus on Drama types and construct a chart listing types of dramatic presentations with examples of specific works for each:

TYPE	EXAMPLES			
Tragedy	MacBeth			
Comedy				
Morality Plays	Everyman			
Satire	Volpone			
Pantomime & Dumb Show				

STEP 1: NOTES:

Your instructor may add to or delete some of the following terms, or change some terminology, so check off the terms you need in your Student Booklet, page 7. Other terms your teacher may require you to know should be written on page 8 of your Student Booklet.

At this point, the teacher can tell students which terms they'll actually need to know and use when they write their stories. Depending upon the needs and capabilities of students, the teacher may add to or delete terms, simplify or complicate detail, etc. Students will take notes in their Student Booklets.

TERMS: DRAMA

- Subject: Something thought about, discussed or studied. (For this project, the subject is pedestrian safety.)
- Theme: Lesson, moral, or message used in a work and made persuasive to the reader.
- Plot: Actions in a work that are ordered and structured so that they achieve emotional and artistic effects.
- Setting: The general locale (place) and the historical time in which the plot occurs.
- Characters: The persons who have qualities that are expressed in what they say (the dialogue) and in what they do (the actions/the plot).
- Types of Characters:
- | | |
|--------------------|---|
| <u>Static</u> | A character who remains unchanged in his outlook from beginning to end of a work. |
| <u>Dynamic</u> | A character who undergoes a radical change in his outlook. |
| <u>Protagonist</u> | Chief character of a work on whom our interest centers; hero. |
| <u>Antagonist</u> | An important opponent. |
- Situation: The way things are at the beginning of the work: What's going on.
- Conflict: The class of opposing forces in a work:
1. Man against man
 2. Man against himself
 3. Man against nature
 4. Man against supernatural
- Atmosphere: Mood, the tone in a work which sets up the reader expectations about the course of events (happy, sad, comic).
- Suspense: An anxious uncertainty or tension about what is going to happen, especially to those characters whom we like. Without it, the audience does not have an issue about which it can get emotionally involved.

STEP 1: TEST

Use page 9 of your Student Booklet as a test on the terms you've learned.

STEP 2:

Read about the types of Dramatic Presentations which are possible.

Types of Dramatic Presentations

At the discretion of your teacher, and depending on the scope of your class curriculum and the age and interests of the audience for whom you are writing, you will write your presentation as one of the following:

Puppet Show

Pantomime:

Acting without speech, using only posture, gestures, bodily movement and exaggerated facial expression to mimic a character's actions and to express a character's feelings.

One-Act Play:

This type of play is usually restricted to a single episode and setting. Anything not directly related to the theme will steal time and attention from the things that are. It is usually important to keep the situation relatively simple in a one-act play in order to avoid having to spend a lot of time explaining why the characters are in the situation they are in and why they are doing the things that they are.

Tragedy:

A dramatic representation of serious and important actions which turn out disastrously for the chief character.

Dramatic Monologue:

1. A single person who is not the author utters the entire monologue in a specific situation at a critical moment.
2. This person addresses and interacts with one or more other people, but we know of the others' presence and what they say and do only from clues in the words of the single speaker.
3. The monologue is so organized that its focus is on the temperament and character that the speaker unintentionally reveals in the course of what he says.

STEP 2: NOTES

IF

your teacher tells you to include "Drama Types" not listed in this Activity Package, please add those on page 10 in your Student Booklet.

THEN,

from all of the types from which you can choose, pick the type you will write and list it on the bottom of page 10 in your Student Booklet.

STEP 3:

Read about The Parts of a Play on pages 28-33 of this Activity Package.

For each "Part of a Play," an excerpt from a dramatization of "The Diary of Anne Frank" is included as an example.

"The Diary of Anne Frank," originally in prose form, deals with a teenager's account of a group of people attempting to escape Nazi tyranny in Amsterdam in the 1940s. The group took refuge in a hidden apartment in a warehouse/office building, and the diary is Anne's version of those 25 months.

STEP 3:

THE PARTS OF A PLAY

Most writers feel that plays, particularly one-act plays, are written in three succeeding stages:

1. Exposition--The exposition is the first part of the play during which the playwright sets the scene for all that will follow. He describes the characters, the situation, and what has happened prior to the beginning of the play in sufficient enough detail that the action will make sense to the audience once it begins. The exposition, therefore, introduces and justifies everything that will occur later. If it does not provide enough information, the audience will not understand why the characters are behaving the way that they are; if too much information is provided, too little time is left to describe the development and resolution of the situation.

EXAMPLE:

MR. FRANK: I've come to say good-bye ...I'm leaving here, Miep.

MIEP: What do you mean? Where are you going? Where?

MR. FRANK: I don't know yet. I haven't decided.

MIEP: Mr. Frank, you can't leave here! This is your home! Amsterdam is your home. Your business is here, waiting for you ... You're needed here ... Now that the war is over, there are things that ...

MR. FRANK: I can't stay in Amsterdam, Miep. It has too many memories for me. Everywhere there's something ... the house we lived in ... the school ... that street organ playing out there ... I'm not the person you used to know, Miep. I'm a bitter old man. (Breaking off) Forgive me. I shouldn't speak to you like this ... after all that you did for us ... the suffering ...

MIEP: No. No. It wasn't suffering. You can't say we suffered. (As she speaks, she straightens a chair which is overturned.)

MR. FRANK: I know what you went through, you and Mr. Kraler. I'll remember it as long as I live. (He gives one last look around.) Come, Miep. (He starts for the steps, then remembers his rucksack, going back to get it.)

MIEP: (hurrying up to a cupboard). Mr. Frank, did you see? There are some of your papers here. (She brings a bundle of papers to him.) We found them in a heap of rubbish on the floor ... after you left.

MR. FRANK: Burn them. (He opens his rucksack to put the glove in it.)

MIEP: But, Mr. Frank, there are letters, notes ...

MR. FRANK: Burn them. All of them.

MIEP: Burn this? (She hands him a paperbound notebook.)

MR. FRANK: (quietly) Anne's diary. (He opens the diary and begins to read.) "Monday, the sixth of July, nineteen forty-two." (To MIEP) Nineteen forty-two. Is it possible, Miep? ... Only three years ago. (As he continues his reading, he sits down on the couch.) "Dear Diary, since you and I are going to be great friends, I will start by telling you about myself. My name is Anne Frank. I am thirteen years old. I was born in Germany the twelfth of June, nineteen twenty-nine. As my family is Jewish, we emigrated to Holland when Hitler came to power."

[As MR. FRANK reads on, another voice joins his, as if coming from the air. It is ANNE'S VOICE.]

MR. FRANK and ANNE: "My father started a business, importing spice and herbs. Things went well for us until nineteen forty. Then the war came, and the Dutch capitulation, followed by the arrival of the Germans. Then things got very bad for the Jews."

[MR. FRANK'S voice dies out. ANNE's voice continues alone. The lights dim slowly to darkness. The curtain falls on the scene.]

ANNE'S VOICE: You could not do this and you could not do that. They forced Father out of his business. We had to wear yellow stars. I had to turn in my bike. I couldn't go to a Dutch school any more. I couldn't go to the movies, or ride in an automobile or even on a streetcar, and a million other things. But somehow we children still managed to have fun. Yesterday Father told me we were going into hiding. Where, he wouldn't say. At five o'clock this morning Mother woke me and told me to hurry and get dressed. I was to put on as many clothes as I could. It would look too suspicious if we walked along carrying suitcases. It wasn't until we were on our way that I learned where we were going. Our hiding place was to be upstairs in the building where Father used to have his business. Three other people were coming in with us ... the Van Daans and their son Peter ... Father knew the Van Daans but we had never met them...

[During the last lines the curtain rises on the scene. The lights dim on. ANNE's voice fades out.]

2. Development-- The development is the major portion of a play and carries the play from the introduction of the characters and situation to the resolution of their problems. Things happen during the development. Problems develop, people take stands, conflict appears and heats up. Surprises occur, fears are formed and alliances break-up and reappear. The development, as a whole, is a time in which the characters act consistently with their descriptions as presented in the exposition with the intent of moving towards some goal which becomes clearer as the play moves to a climax.

EXAMPLE:

ANNE: I'm going to be a famous dancer or singer ... or something wonderful.

[She makes a wide gesture, spilling the glass of milk on the fur coat in Mrs. Van Daan's lap. Margot rushes quickly over with a towel. Anne tries to brush the milk off with her skirt.]

MRS. VAN DAAN: Now look what you've done ... you clumsy little fool! My beautiful fur coat my father gave me ...

ANNE: I'm so sorry.

MRS. VAN DAAN: What do you care? It isn't yours ... So go on, ruin it! Do you know what that coat cost? Do you? And now look at it! Look at it!

ANNE: I'm very very sorry.

MRS. VAN DAAN: I could kill you for this. I could just kill you!

[Mrs. Van Daan goes up the stairs, clutching the coat. Mr. Van Daan starts after her.]

MR. VAN DAAN: Petronella ... liefje! Liefje! ... Come back ... the supper ... come back!

MRS. FRANK: Anne, you must not behave in that way!

ANNE: It was an accident. Anyone can have an accident.

MRS. FRANK: I don't mean that. I mean the answering back. You must not answer back. They are our guests. We must always show the greatest courtesy to them. We're all living under terrible tension. (She stops as Margot indicates that Van Daan can hear. When he is gone, she continues.) That's why we must control ourselves ... You don't hear Margot getting into arguments with them, do you? Watch Margot. She's always courteous with them. Never familiar. She keeps her distance. And they respect her for it. Try to be like Margot.

ANNE: And have them walk all over me, the way they do her? No, thanks!

MRS. FRANK: I'm not afraid that anyone is going to walk all over you, Anne. I'm afraid for other people, that you'll walk on them. I don't know what happens to you, Anne. You are wild, self-willed. If I had ever talked to my mother as you talk to me...

NNE: Things have changed. People aren't like that any more.

"Yes, Mother." "No, Mother." "Anything you say, Mother." I've got to fight things out for myself! Make something of myself!

MRS. FRANK: It isn't necessary to fight to do it. Margot doesn't fight, and isn't she ...?

ANNE (violently rebellious): Margot! Margot! Margot! That's all I hear from everyone ... how wonderful Margot is ... "Why aren't you like Margot?"

MARGOT (protesting): Oh, come on, Anne, don't be so ...

ANNE (paying no attention): Everything she does is right, and everything I do is wrong! I'm the goat around here! ... You're all against me! ... And you worst of all!

[She rushes off into her room and throws herself down on the settee, stifling her sobs. Mrs. Frank sighs and starts toward the stove.]

3. Resolution-- The resolution of the play occurs when the major conflict or dilemma facing the characters is worked out or comes to some climax. This, by no means, implies that the resolution is a point where everyone's problems are solved and the good live happily ever after. However, it does mean that the situation has been dealt with in some way and that the outcome is seen as plausible, given the characters and circumstances portrayed. What is most important, however, is that the audience feels some emotional resolution that they know what the final outcome of the character's actions will be, even if they are not portrayed on stage. A resolution has also occurred if the audience feels that they understand at least a little of what the play was trying to say.

EXAMPLE :

ANNE: But, Peter, if you'd only look at it as part of a great pattern ... that we're just a little minute in the life ... (She breaks off.) Listen to us, going at each other like a couple of stupid grownups! Look at the sky now. Isn't it lovely? (She holds out her hand to him. Peter takes it and rises, standing with her at the window looking out, his arms around her.) Some day, when we're outside again, I'm going to ...

[She breaks off as she hears the sound of a car, its brakes squealing as it comes to a sudden stop. The people in the other rooms also become aware of the sound. They listen tensely. Another car roars up to a screeching stop. Anne and Peter come from Peter's room. Mr. and Mrs. Van Daan creep down the stairs. Dussel comes out from his room. Everyone is listening, hardly breathing. A doorbell clangs again and again in the building below. Mr. Frank starts quietly down the steps to the door. Dussel and Peter follow him. The others stand rigid, waiting, terrified.]

In a few seconds Dussel comes stumbling back up the steps. He shakes off Peter's help and goes to his room. Mr. Frank bolts the door below, and comes slowly back up the steps. Their eyes are all on him as he stands there for a minute. They realize that what they feared has happened. Mrs. Van Daan starts to whimper. Mr. Van Daan puts her gently in a chair, and then hurries off up the stairs to their room to collect their things. Peter goes to comfort his mother. There is a sound of violent pounding on a door below.]

MR. FRANK (quietly): For the past two years we have lived in fear.
Now we can live in hope.

[The pounding below becomes more insistent. There are muffled sounds of voices, shouting commands.]

MEN'S VOICES: Auf machen! Da drinnen! Auf machen! Schnell!
Schnell! Schnell!

[The street door below is forced open. We hear the heavy tread of footsteps coming up. Mr. Frank gets two school-bags from the shelves, and gives one to Anne and the other to Margot. He goes to get a bag for Mrs. Frank. The sound of feet coming up grows louder. Peter comes to Anne, kissing her good-by, then he goes to his room to collect his things. The buzzer of their door starts to ring. Mr. Frank brings Mrs. Frank a bag. They stand together, waiting. We hear the thud of gun butts on the door, trying to break it down.]

Anne stands, holding her school satchel, looking over at her father and mother with a soft, reassuring smile. She is no longer a child, but a woman with courage to meet whatever lies ahead.

The lights dim out. The curtain falls on the scene. We hear a mighty crash as the door is shattered. After a second Anne's voice is heard.]

ANNE'S VOICE: And so it seems our stay is over. They are waiting for us now. They've allowed us five minutes to get our things. We can each take a bag and whatever it will hold of clothing. Nothing else. So, dear Diary, that means I must leave you behind. Good-by for a while. P.S. Please, please, Miep, or Mr. Kraler, or anyone else. If you should find this diary, will you please keep it safe for me, because some day I hope ...

[Her voice stops abruptly. There is silence. After a second the curtain rises.]

STEP 3: TEST

Learn the names and definitions of the three terms which make up the "Parts of a Play." If your teacher directs you to, use page 11 of your Student Booklet as a test on the terms you've learned.

STEP 3: ACTIVITY:

Using your text, choose at least one play and orally or in writing on page 12 of your Student Booklet identify excerpts which make up the play's

EXPOSITION
DEVELOPMENT
RESOLUTION

FUSION PHASE

Fusion: A melting together, a blending, a union.

STEP 1: ACTIVITY FROM NOTES

NOW, apply what you learned about children and one of their specific accident types to the writing of a Dramatic Presentation.

Fuse all of your information together.

Follow the steps listed on page 14 in your Student Booklet.

STEP 2:

Write the dramatic presentation within the time frame the teacher gives you.

The drama should help a school age child:

1. Recognize a situation which could lead to a pedestrian accident;

and

2. Identify and apply rules or behaviors which would reduce the chance of that accident.

STEP 3

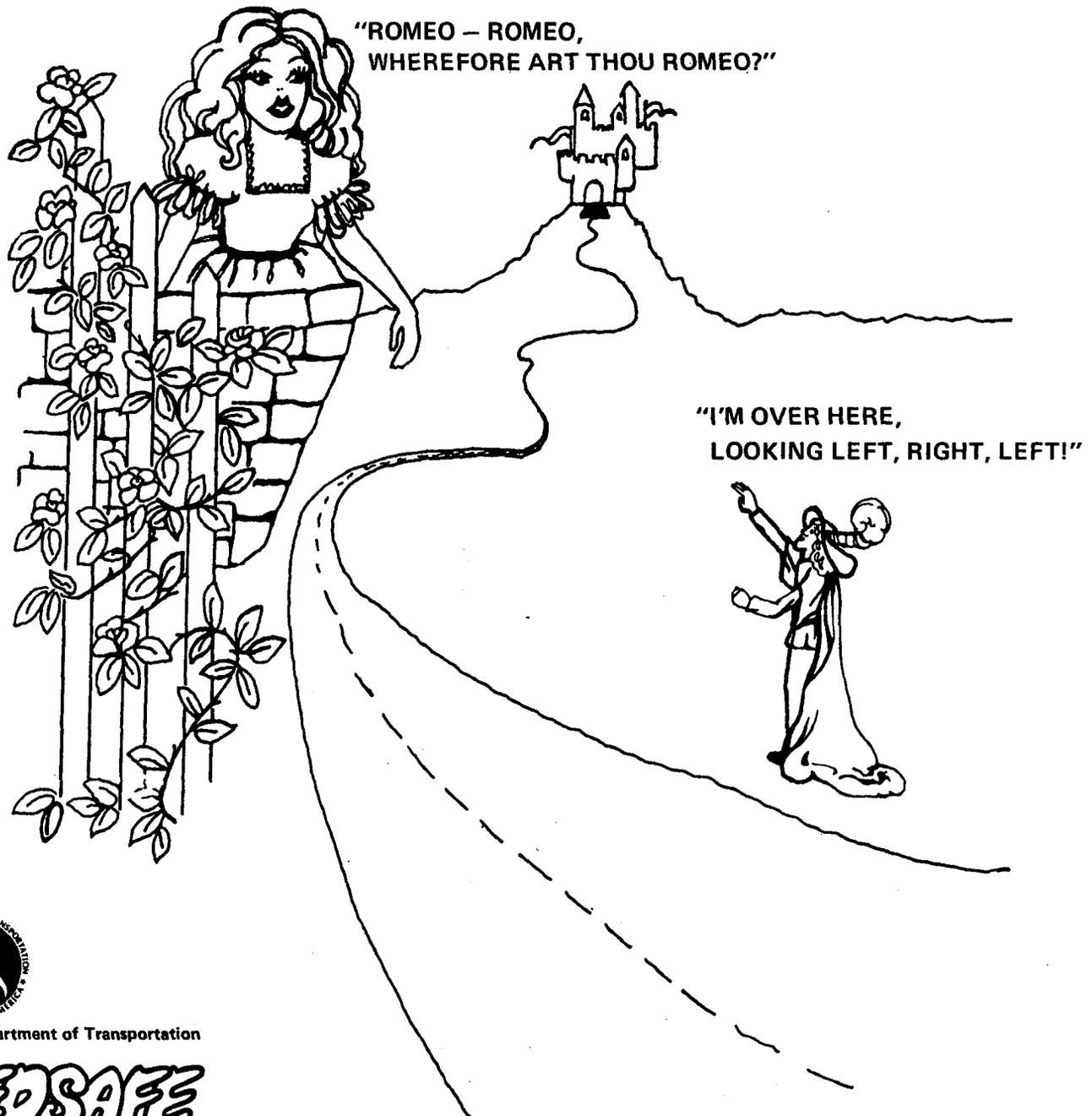
ACTIVITY

After your dramatic presentation is written, point out its:

EXPOSITION
DEVELOPMENT
RESOLUTION

Complete page 16 of your Student Booklet.

Production of a Dramatic Presentation Pedestrian Safety



U. S. Department of Transportation

PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools.

STUDENT BOOKLET

Notes & Activities

RESEARCH PHASE

STEP 1: NOTES

Grade level chosen _____.

1. What a child in this grade is like: (two or three sentences)

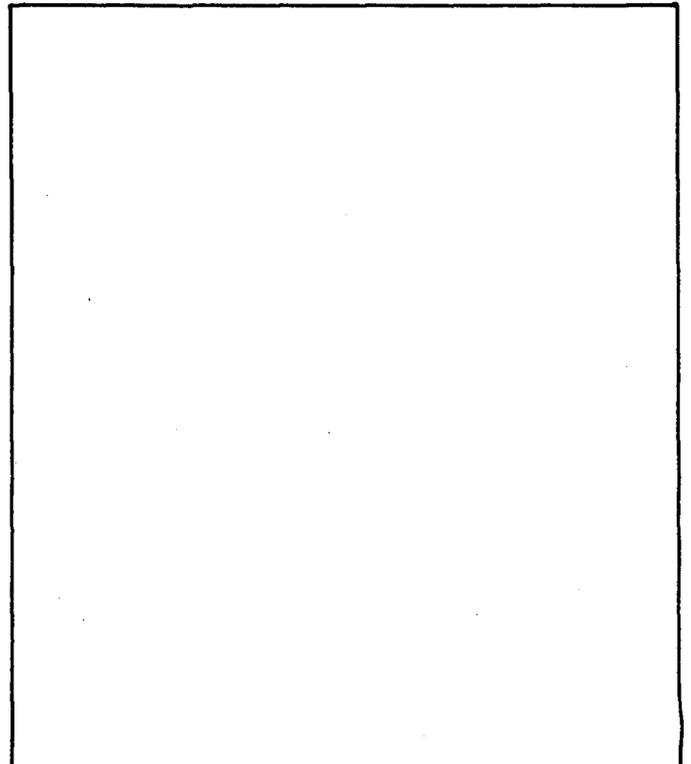
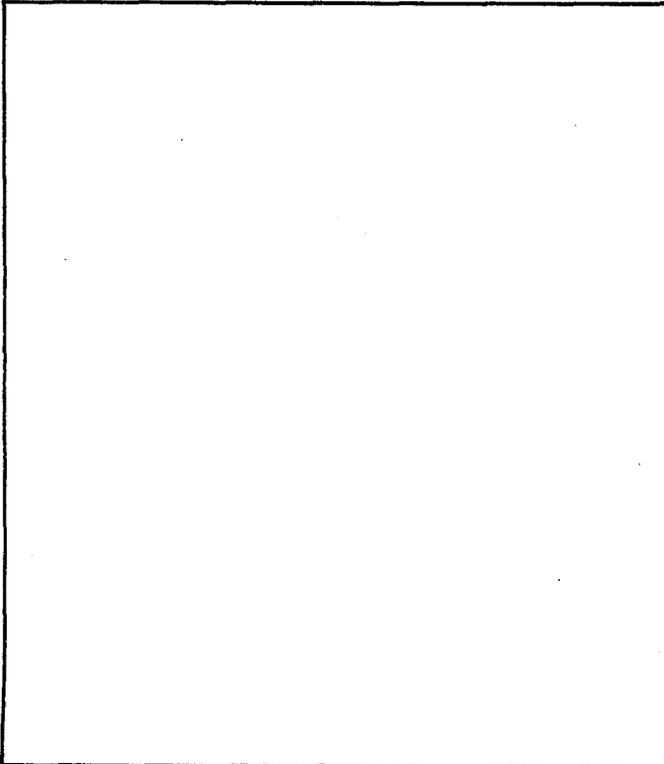
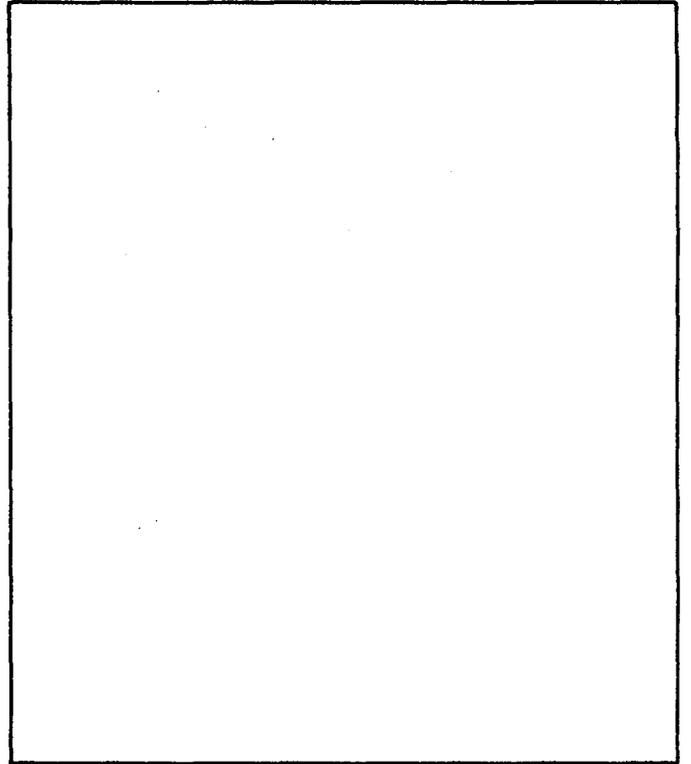
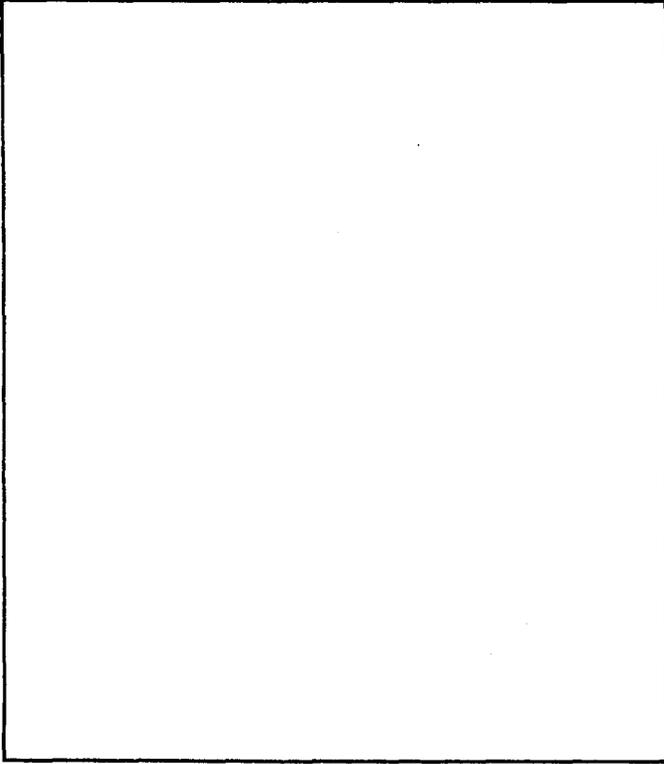
2. The types of accidents a child in this grade may most often have:

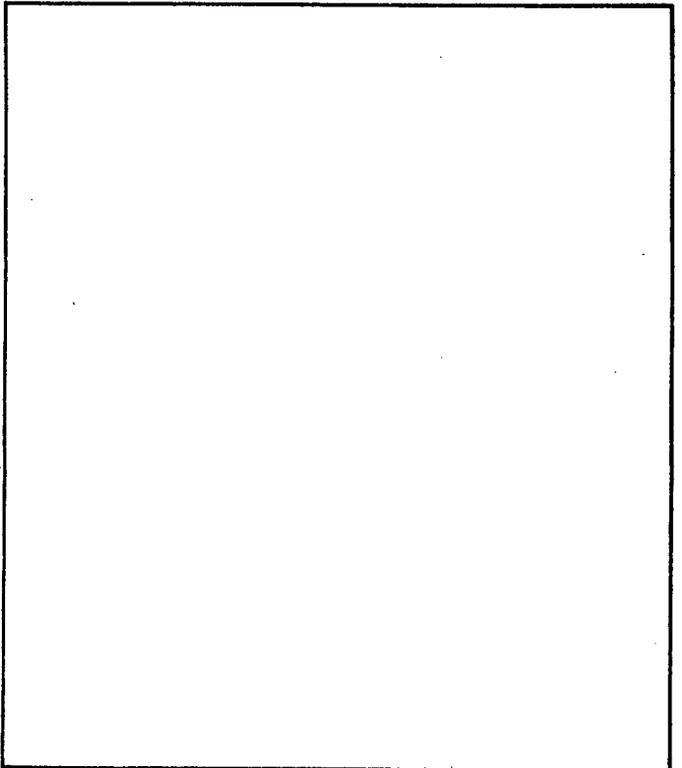
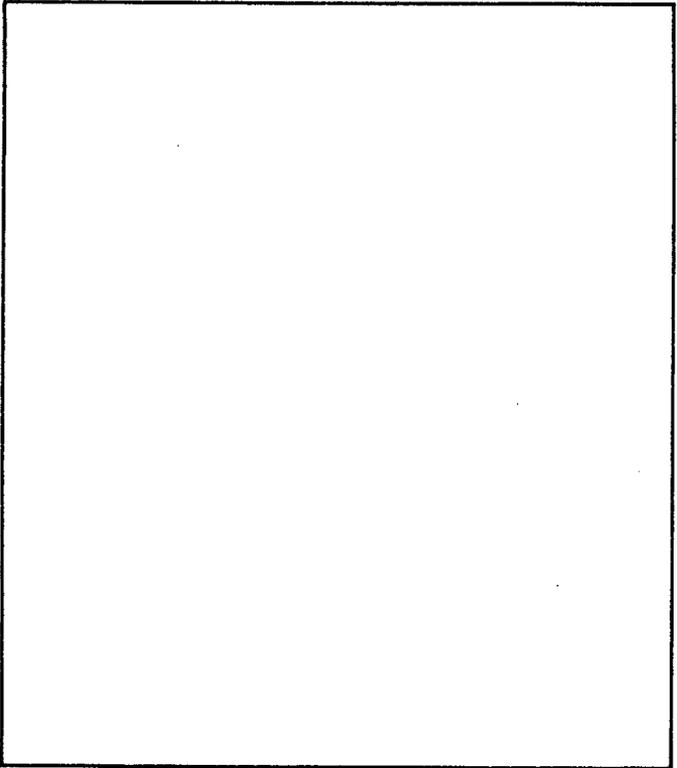
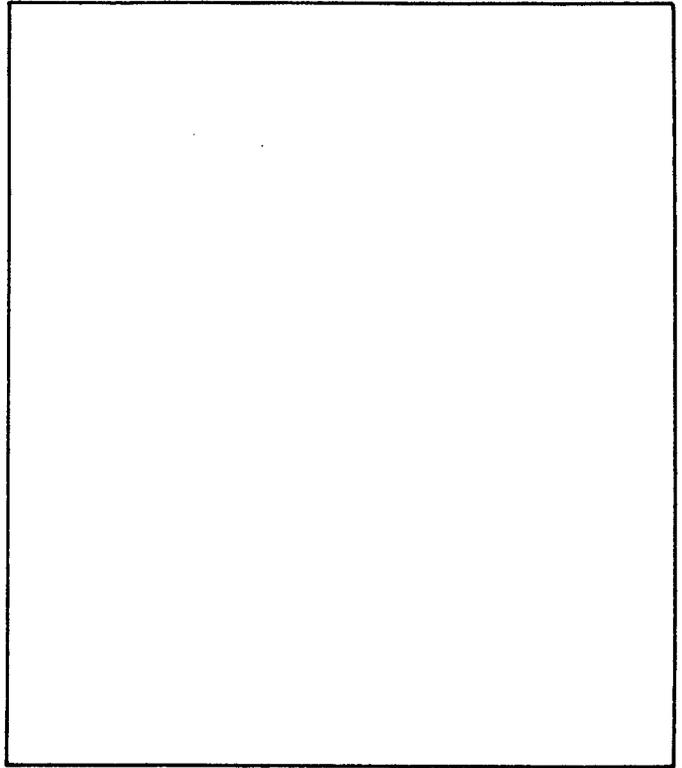
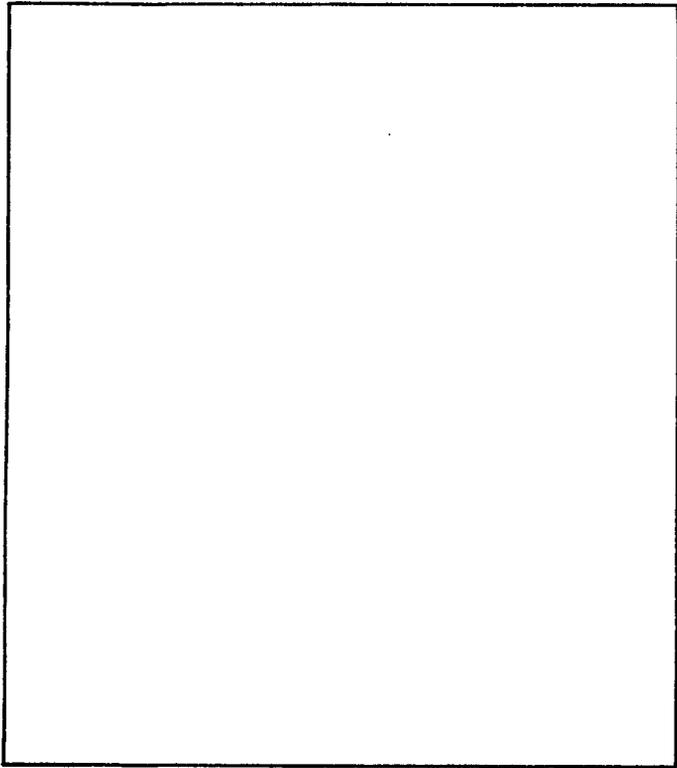
3. The focus of PEDSAFE Program activities for a child in this grade:

SO, my dramatic presentation should be about:

RESEARCH PHASE

STEP 2: ACTIVITY





DRAMA PHASE

STEP 1: ACTIVITY

Scratch paper for two page report.

DRAMA PHASE

STEP 1: NOTES

TERMS TO BE USED IN PRODUCTION OF A DRAMATIC PRESENTATION

Place a check mark by those terms your instructor tells you to use in this Activity Package.

- ___ Subject: Something thought about, discussed or studied. (For this project, the subject is pedestrian safety.)
- ___ Theme: Lesson, moral, or message used in a work and made persuasive to the reader.
- ___ Plot: Actions in a work that are ordered and structured so that they achieve emotional and artistic effects.
- ___ Setting: The general locale (place) and the historical time in which the plot occurs.
- ___ Characters: The persons who have qualities that are expressed in what they say (the dialogue) and in what they do (the actions/the plot).
- ___ Types of Characters:
- Static A character who remains unchanged in his outlook from beginning to end of a work.
- Dynamic A character who undergoes a radical change in his outlook.
- Protagonist Chief character of a work on whom our interest centers; hero.
- Antagonist An important opponent.
- ___ Situation: The way things are at the beginning of the work: What's going on.
- ___ Conflict: The class of opposing forces in a work:
1. Man against man
2. Man against himself
3. Man against nature
4. Man against supernatural
- ___ Atmosphere: Mood, the tone in a work which sets up the reader expectations about the course of events (happy, sad, comic).
- ___ Suspense: An anxious uncertainty or tension about what is going to happen, especially to those characters whom we like. Without it, the audience does not have an issue about which it can get emotionally involved.

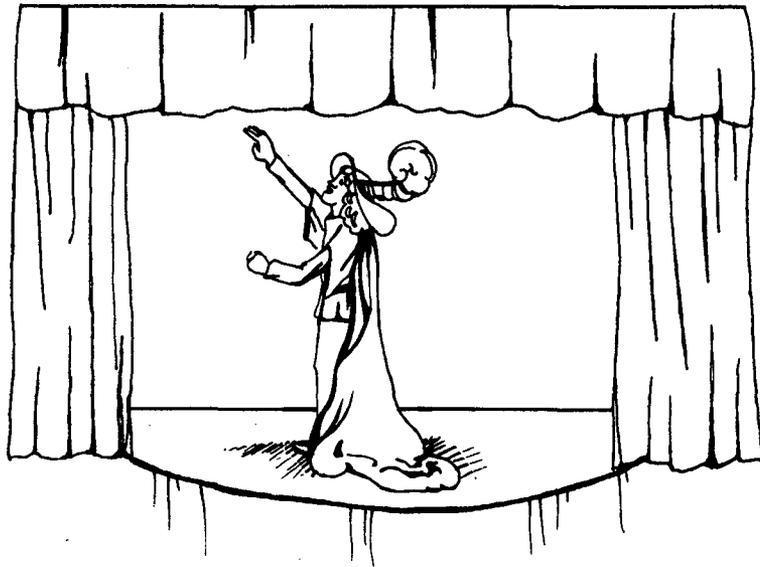
ADDITIONAL TERMS TO BE INCLUDED

DRAMA PHASE

STEP 2: NOTES

ADDITIONAL TYPES OF DRAMATIC PRESENTATIONS WHICH COULD BE PRODUCED

THE TYPE OF DRAMATIC PRESENTATION I WILL PRODUCE: _____



DRAMA PHASE

STEP 3: TEST

Mock or Actual Test

(Circle the one the teacher chooses this to be)

List and correctly spell the 3 main parts of a play. Then define each term.

1.

2.

3.

DRAMA PHASE

STEP 3: ACTIVITY

NAME OF PLAY:

PLAYWRIGHT:

EXPOSITION

DEVELOPMENT

RESOLUTION

DRAMA PHASE

STEP 3: ACTIVITY

NAME OF PLAY:

PLAYWRIGHT:

EXPOSITION

DEVELOPMENT

RESOLUTION

STEP 1: ACTIVITY FROM NOTES

Writing the Dramatic Presentation

1. Grade (see Student Booklet page 1).

2. What my drama should be about. (See Student Booklet page 2).

3. One accident situation I'm writing about. (See Student Booklet page 2)

4. Accident Avoidance Behaviors for that situation. (See Student Booklet page 2).

5. Type of Dramatic Presentation I will write (see Student Booklet page 10).

6. Who is (are) my character(s)? (All of the definitions for questions #6-13 can be found on pages 7 and 8 of your Student Booklet).

FUSION PHASE

STEP 3: ACTIVITY

NAME OF PLAY:

PLAYWRIGHT:

EXPOSITION

DEVELOPMENT

RESOLUTION

SECTION 4

ANALYSIS AND DECISION MAKING: PROBLEM SOLVING

Printing Specifications

Teacher's Guide

Student Activity Package

Student Booklet: Notes and Activities

Student Worksheets

PRINTING SPECIFICATION:

ANALYSIS AND DECISION MAKING: PROBLEM SOLVING

Teacher's Guide

Cover: 65 lb. Carnival Cover Antique
Color: Lime
Size: 8-1/2" x 11"
Black ink - print on one side.

Text: 60 lb. Carnival Offset Vellum
pages 1-6, Color: White
next page, Cover for Student Act. Pkg. as above
page 1-33, Color: White
Size: 8-1/2" x 11" with page 5 and 28 8-1/2" x
16-1/2"
Black ink - print one side with exception
of page 28 - print both sides

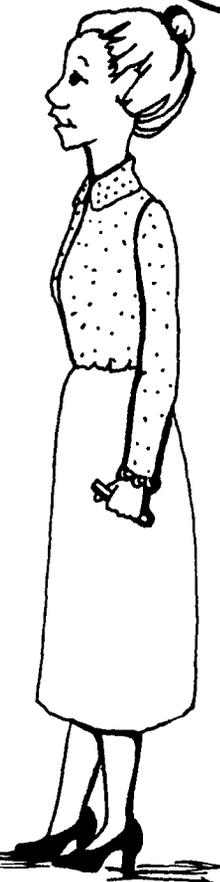
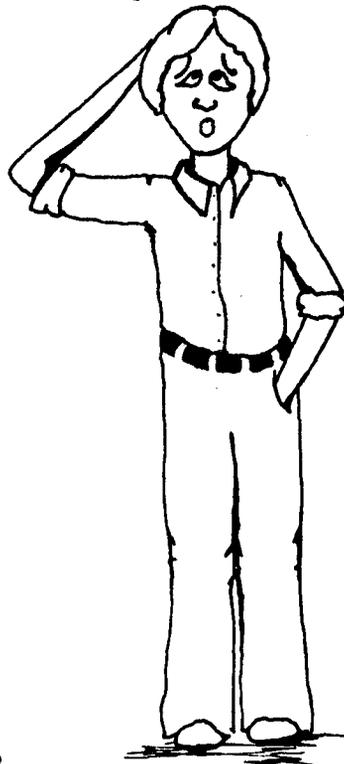
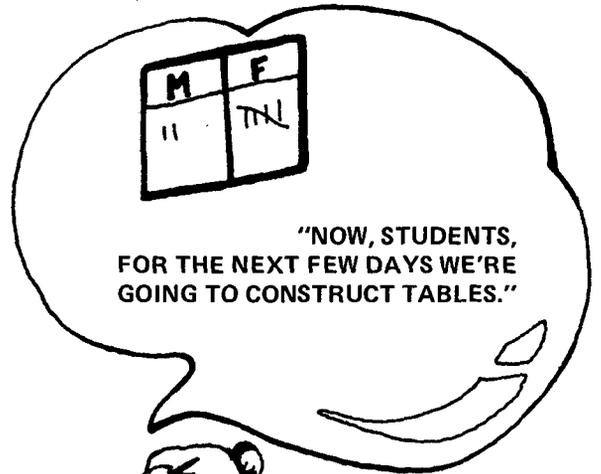
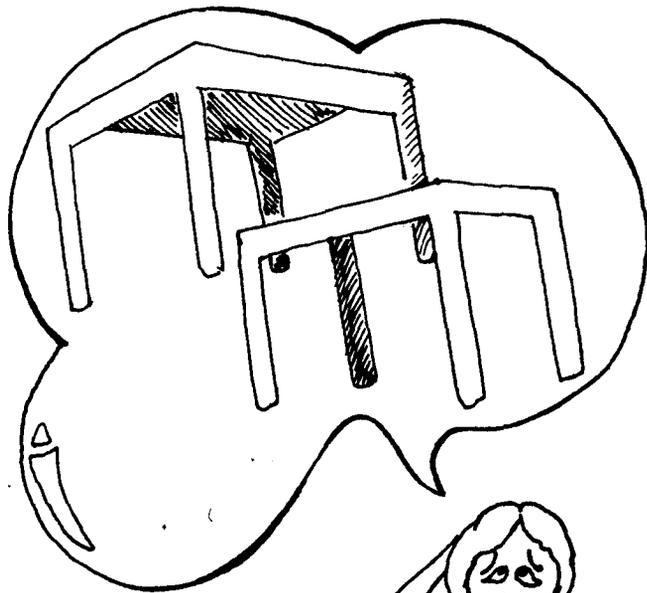
Student Activity Package

Same as above with the the exception of the
first six pages for Teacher's Guide

Student Log

Cover: Same as above
Text: pages 1-11, Color: White
Black ink - print one side

Analysis and Decision Making: Problem Solving



U. S. Department of Transportation

PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools.

TEACHER'S GUIDE JUNIOR-SENIOR HIGH

SKILLS: Analyzing Raw Data
Interpretation
Drawing Conclusions
Problem Solving
Writing

WHY THE PROGRAM WAS DEVELOPED

If you were asked to give your opinion about the leading cause of injuries and deaths to Junior and Senior High School students in the United States, chances are that pedestrian-automobile collisions would rank low on your list. Even though the death rate resulting from motor vehicle accidents for this age group is three times that of suicides and homicides, and over ten times that of other accidents, including drowning, fires, and use of firearms, the seriousness of the pedestrian problem among adolescents is often underestimated.

Each year approximately 8,000 people are killed and well over 100,000 are injured in pedestrian accidents. Almost 25,000 of these accidents involve Junior and Senior High School students. While most of these accidents do victimize younger children, Junior and Senior High School students are involved in one accident out of every four!

Recognizing that the majority of such accidents are the result of children's unsafe behaviors, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of activities that is designed to teach rural and suburban children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing children's unsafe actions.

OBJECTIVES OF THE JUNIOR-SENIOR HIGH SCHOOL PROGRAM

The Junior and Senior High School PEDSAFE Program consists of a series of Student Activities Packages. Each is designed to utilize knowledge and skills relevant to typical school subjects (e.g., English, civics, science, mathematics) while giving the student the opportunity to accomplish several of the following objectives:

1. Develop an understanding of the importance of the pedestrian safety problem in general.
2. Discover:
 - a. The specific accident situations that victimize pedestrians in small town, suburban, and rural areas.
 - b. The role and social responsibility of the pedestrian in preventing these accidents.
 - c. The specific behaviors pedestrians can engage in to avoid the target accident types.
 - d. General pedestrian safety practices.
 - e. The nature of the pedestrian safety problem in the students' locality.
 - f. What students can do to help others avoid pedestrian accidents and how to go about it:
 - . The general public.
 - . Younger brothers and sisters.

Through a "repeated message" format in various areas of the curriculum, the Junior-Senior High School PEDSAFE Program provides the student with activities designed to provoke recall of behaviors they should already know. The program also demands application of safety knowledge within regularly taught curriculum content.

While these objectives and this approach describe the PEDSAFE Program in general, specific objectives for this Activity Package can be found on page 2 of the Student Activity Package.

WAYS IN WHICH THE ACTIVITY
PACKAGES CAN BE MANAGED

Each Activity Package (AP) is designed to fit in with skills you already teach in your subject area. For example, in this package, Analysis and Decision-Making, Problem-Solving, students use tabulation skills to analyze raw data in a problem-solving sequence. These skills (tabulation, analysis) are probably taught by you as it is, so this package doesn't interfere with your methods. What the AP does is provide safety content which can be applied to your methods and subject area.

STUDENT ACTIVITY PACKAGE:
CORE ACTIVITIES

The sequence of activities for this Activity Package, excluding options, is as follows:

	<u>Page No.</u>
Identify Possible Factors Which Affect Problem	3
First Ideas About the Problem	4
"How to Read Data"	5-6
"How to Tabulate Raw Data"	7-9
Tabulate Data About the Problem	10-17
Re-Examination of First Ideas About the Problem: Arriving at Conclusions Regarding the Nature of the Problem	18-19
Formulating Rules from Conclusions Drawn From the Data	20
Suggesting "Countermeasures" or "Corrective Actions" Which Would Implement Rules	21-22
Communicating About the Problem-Solving Process	23
Steps in the Problem-Solving Sequence	24

Further, there are a number of Teacher Options available throughout the Activity Package. These options not only follow the assignments the students are given (for example, see Options on pages 3 or 4), but they also occur on page 25 as Enrichment for students. Teacher Options need not be sequential and you, the teacher, choose which Options to use in managing the sequence of the Activity Package.

For example, with this AP, a seventh or eighth grade teacher might develop a schedule like this:

While a teacher of eleventh or twelfth grade might follow a different plan:

Teacher Option #1: Class Discussion
Teacher Option #2: Have students compile a class list of answers.
Teacher Option #3: Students given tabulation forms and fill them in.
Teacher Option #10: Students given bar graphs to fill in, for a visual representation of results.
Teacher Option #4: Students compile a new list of answers.
Teacher Option #5: Group discussion
Teacher Option #6: Group list of conclusions compiled.
Teacher Option #7: Each student makes an outline or writes a report.
Teacher Option #9: Role playing of town meeting.

Teacher Option #1: Class Discussion

Students complete own logs, without compilation of answers.

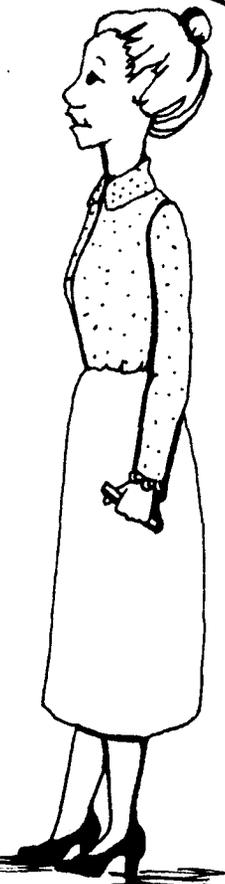
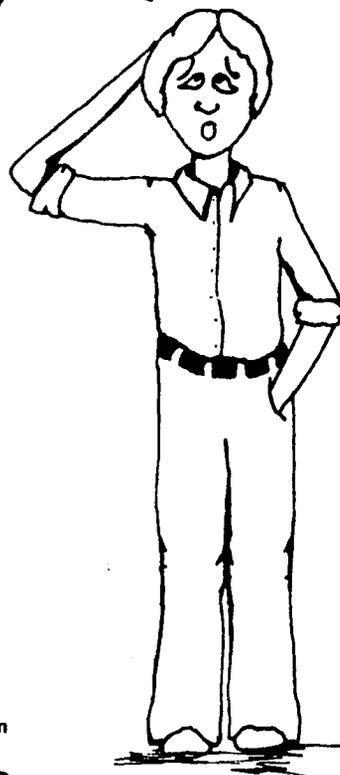
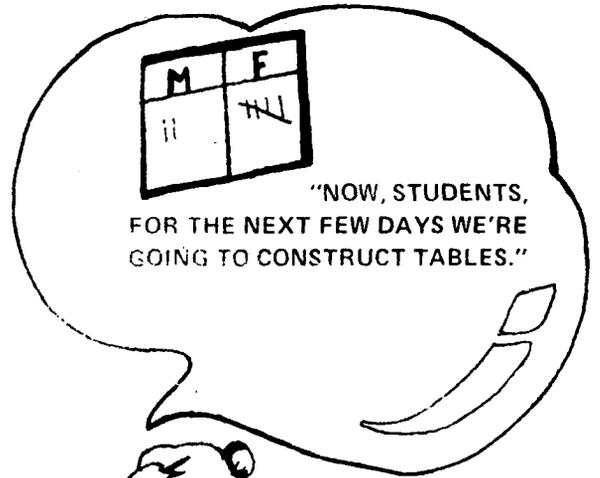
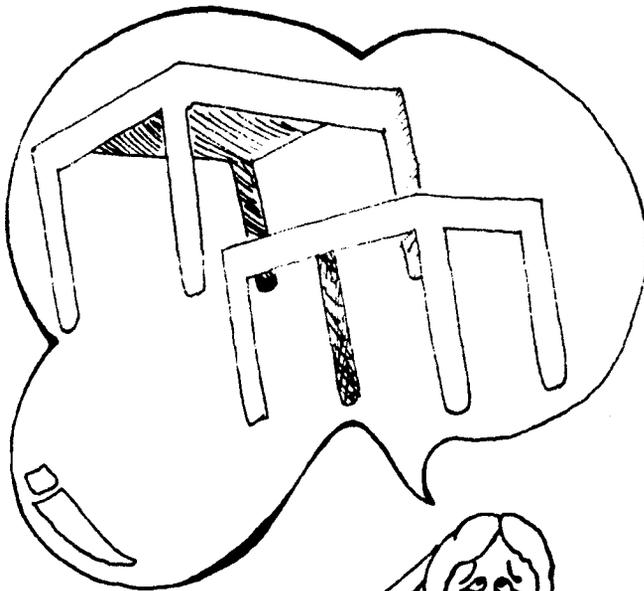
Students construct own tables, including,
Teacher Option #11: "Cross Tables"

This flexibility in the flow of the activities is purposely designed to give you the decision-making power necessary to conduct your class in a manner consistent with your style and with the needs and capabilities of your students.

As you can see from these examples, a teacher has determined that seventh graders need more group work and visual reinforcement (Teacher Option #10) to complete the Activity Package. The twelfth grade instructor, however, used the Activity Package primarily as an Independent Study Unit. Both approaches are appropriate.

The Activity Package which follows is identical to that the student receives and additional comments, suggestions, and answer keys are included in bold (heavy type) for the teacher's use.

Analysis and Decision Making: Problem Solving



U. S. Department of Transportation

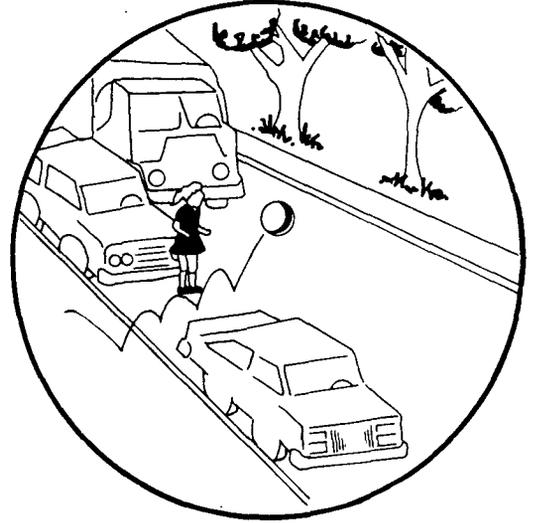
PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools.

STUDENT ACTIVITY PACKAGE

WHAT'S THIS ALL ABOUT?

Pedestrian*-automobile collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing the children's unsafe actions.



This "Activity Package" (AP), is part of the PEDSAFE Program for secondary schools. It has two goals. First, you'll learn how today's researchers go about solving the problem of how to prevent pedestrian accidents. You will follow the same problem-solving process they use to determine the SAFETY RULES which people should follow to avoid accidents. You will also have the chance to come up with methods, called COUNTERMEASURES, which can prevent accidents.

Also, by knowing the rules and how they came into being, you will have a better understanding of the pedestrian safety problem. This can help you safeguard your own life when you are a pedestrian.

* A pedestrian is a person who travels on foot.

WHAT SKILLS YOU'LL MASTER

Objectives

1. From a summary of 100 pedestrian accidents, you will be able to categorize raw data into tables, using such factors* as "time," "age," "sex," "severity," and "description."
2. Based on conclusions you reach after analysis of data, you will be able to formulate a set of rules and countermeasures which would reduce the problem of pedestrian accidents.
3. You will be able to write a report communicating trends about the "who, what, when, and why" of pedestrian automobile accidents.
4. You will be able to list the steps one could follow to solve problems.

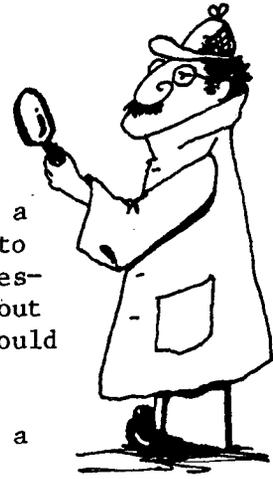
* A factor is an element or a part of a situation.



GETTING STARTED

If you were an experimenter or a "detective" and were employed to investigate the problem of pedestrian accidents and to figure out a way to prevent them, where would you start?

You could start by identifying a number of possible factors which affect the problem.



Individually or as a class, make a list of as many possible factors for investigation as possible. One area for investigation might, for example, be "time of day."

WRITE your list on page 1 of your Student Log.

[HINT: Every pedestrian accident has five parts--the driver, the pedestrian, the vehicle, the environment (e.g., the weather), and the place where the accident happened. List factors for each of these parts.]

Teacher's Option No. 1: The technique of brainstorming could be introduced and employed here.

AT THIS POINT



the experimenter or the detective cannot practicably investigate all possible factors.

For our purposes, let's investigate a narrower number of factors. In this case, to investigate the problem of pedestrian accidents, the experimenter or the detective narrows factors to:

TIME
AGE
SEX OF VICTIM
SEVERITY OF ACCIDENT
TYPES OF PEDESTRIAN OR DRIVER ERROR



If you were this experimenter or detective, you could then continue with some "first ideas" about how these five factors affect the problem.

Turn to page 2 of your Student Log. Then make a list of possible answers to the following questions:

Do most accidents occur to Males or Females?

What age group is most often victimized by pedestrian-automobile accidents?

At what time interval do most accidents occur?

To what degree of severity are most pedestrians hurt?

Who is most often in error when pedestrian-automobile accidents occur?

Teacher's Option No. 2: Teacher decides. The student's answers could remain isolated or could be compiled into a class list. Answers should be entered first in Student's Log, page 2.



NOW,



you have some ideas about the factors. Next, you'd want to "look at" the real world to see if your ideas about the problem were correct.

In this situation, it's not feasible to go out and "look at" accidents as they occur so, you, as experimenter or detective, will "look at" data from accident reports instead.



HOW TO READ DATA

Accident Data. The data provided to you on pages 11-17 is based on actual accident reports and is similar to the range of accidents you'd find if you used your own community's police accident reports. The time the accident occurred, the age and sex of the pedestrian, and the severity of the accident are included in the report. A very brief description of the pedestrian's action which led to the accident, or preceded it, is also included. Pedestrian has been abbreviated to "Ped" and the fact that a collision occurred is generally omitted.

For example, a complete description of an accident may read "A 14-year old male pedestrian was playing basketball at 4:00 p.m. in a driveway. The ball rolled into the street. The pedestrian chased the ball into the street without looking for oncoming traffic. A car was unable to stop in time to avoid the pedestrian and struck him, slightly injuring his shoulder." The one line description would read:

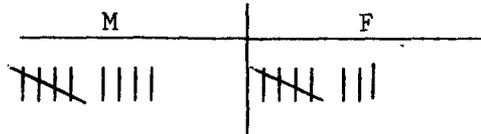
<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Severity</u>	<u>Description</u>
4:00 pm	14	M	Slight	Ped chased ball into street without stopping and looking

You will use these descriptions and tabulate or "add up" the categories, so that you can interpret the data and draw conclusions.

HOW TO TABULATE RAW DATA

In order to construct each table, you'll have to "add up":

1. The number of accidents which occurred during specific time intervals. The time the accidents occurred should be grouped into four-hour intervals in order to simplify the summarizing process. All of the accidents which occurred between midnight and 3:59 A.M. should be added together; all of the accidents which occurred between 4:00 A.M. and 7:59 A.M. should be grouped together, etc.
2. The number of victims by age group. The victims' ages should be grouped into intervals just as the time of day data was. Use five-year intervals (0-4, 5-9, 10-14, etc.) up to the age of 39. Then group all older victims into one category.
3. The number of victims by sex. To determine the number of males versus females who were struck, check M or F for each accident. Example of 17 victims. . .



4. The number of accidents by degree of severity. Using the categorization process as you did with the sex and age data, tabulate the severity data into appropriate categories, such as "slight," "moderate," "severe," and "fatal."
5. The number of accidents by description. Finally, categorize the written-out descriptions. Doing this is more difficult. You will have to decide what categories to use. For example, you will want to note the various mistakes the pedestrians or drivers made. To do this, you would have to construct two lists of errors, one for the pedestrian and one for the driver. Include an item "No error apparent" for both the driver and the pedestrian categories. This will provide information on how many people didn't do anything wrong, yet were still involved in an accident.

FOR EXAMPLE:

by following the directions for tabulating raw data, this information. . .

Accident Number	Time	Age	Sex	Injury	Description
1	4:20 pm	4	M	Slight 0	Ped ran between parked cars into road without stopping and searching
2	10:00 am	37	M	Moderate 1	Ped walked into street without stopping and looking
3	3:30 pm	12	F	Severe 2	Ped chased ball into road without stopping and looking
4	6:15 pm	15	M	Severe 2	Ped playing "catch" on street wasn't attending to traffic and stepped into moving car

could be categorized into charts like these . . .

TIME INTERVAL					
A.M.			P.M.		
Midnight-3:59	4:00-7:59	8:00-11:59	Noon-3:59	4:00-7:59	8:00 - 11:59

AGE								
0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40+

SEX OF VICTIM	
Male	Female

SEVERITY OF ACCIDENT			
Slight	Moderate	Severe	Fatal

YOUR TURN

NOW:

Add up (tabulate) data from the following reports, using a series of tables like those used on pages 8 and 9.

Teacher's Option No. 3: At this point, the teacher may opt:

1. To have students construct their own tables, then tabulate the data, or
2. To give students the forms for the tables so students can fill in the categories.

Answer keys for these tables can be found on pages 26-28.

SUMMARIES OF 100 ACCIDENTS TO BE USED IN THIS PROJECT

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
1.	4:20 pm	4	M	Slight	0	Ped ran between parked cars into road without stopping and searching.
2	10:00 am	37	M	Moderate	1	Ped walked into street without stopping and looking.
3.	3:30 pm	12	F	Severe	2	Ped chased ball into road without stopping and looking.
4.	6:15 pm	15	M	Severe	2	Ped playing "catch" on street wasn't attending to traffic and stepped into moving car.
5.	8:00 am	7	F	Slight	0	Ped ran across street to school bus without stopping and looking; struck by an illegally passing car.
6.	8:30 pm	72	M	Moderate	1	Ped, elderly, took too long to cross and light changed; the waiting vehicles started to move without waiting for the ped to clear the street.
7.	2:30 pm	16	F	Fatal	3	Ped walking on roadway, hit in throat by lumber extending out window.
8.	5:00 pm	8	F	Moderate	1	Ped crossing street while talking to friend, walked into side of car.
9.	3:00 am	17	M	Moderate	1	Ped standing on roadway while hitchhiking, car struck hand.
10.	11:00 am	21	M	Slight	0	Ped standing at corner, rear wheels of truck ran over his foot.
11.	2:45 pm	13	F	Slight	0	Ped walking on road, hit by car's mirror.
12.	7:45 am	9	M	Moderate	1	Ped being chased, ran into street without stopping to look.
13.	6:30 pm	62	M	Moderate	1	Ped standing between parked cars, one car backed into pedestrian.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
14.	4:00 pm	18	F	Slight	0	Ped crossing from bus, brushed car which failed to stop for red flashers.
15.	3:30 pm	15	F	Severe	2	Ped talking to friend at intersection stepped in front of moving truck.
16.	10:30 am	32	M	Slight	0	Ped in restaurant, car backed through window into the seated ped.
17.	2:30 pm	12	M	Moderate	1	Ped ran across street without looking or stopping.
18.	7:00 pm	7	F	Slight	0	Ped inattentive to traffic, walked into street.
19.	4:00 pm	13	M	Moderate	1	Ped attempting to "beat" vehicle, ran across the road without waiting for vehicle to pass.
20.	9:30 am	4	M	Moderate	1	Ped coming from mailbox, ran into road without stopping and looking.
21.	3:15 pm	12	F	Slight	0	Ped didn't look and ran across street between parked cars.
22.	2:30 pm	8	M	Slight	0	Ped got off school bus, dropped book close to bus, pushed by bus as it pulled away.
23.	12:00 pm	13	F	Slight	0	Ped walked across against the light without looking.
24.	4:20 pm	10	M	Slight	0	Ped walking along road, not watching for traffic, jumped over a puddle into the side of a passing car on the road.
25.	9:50 pm	18	M	Fatal	3	Ped attempting to "beat" vehicle, ran in front of vehicle and fell, vehicle ran over the fallen pedestrian.
26.	9:00 am	13	M	Slight	0	Ped playing ball in street, not watching for traffic, hit by mirror of car turning at intersection.
27.	2:30 pm	12	F	Moderate	1	Ped ran across against light without stopping and looking.
28.	4:00 pm	14	M	Moderate	1	Ped failed to stop and search, stepped into road from behind parked van.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
29.	7:30 pm	10	M	Slight	0	Ped ran across road without stopping and searching for cars.
30.	1:00 pm	9	F	Severe	2	Ped dropped book in street, bent over to pick it up, car struck ped's head.
31.	3:40 pm	40	F	Severe	2	Ped on sidewalk, speeding truck lost control, ran up on sidewalk and hit pedestrian.
32.	1:00 am	13	M	Moderate	1	Ped walking in roadway at bend in road, hit by truck from behind.
33.	2:15 pm	36	M	Slight	0	Ped working in street, pick-up truck mirror hit pedestrian.
34.	7:50 am	14	M	Slight	0	Ped ran across street from between cars without stopping and looking.
35.	2:45 pm	6	F	Severe	2	Ped stepped into street without stopping and looking for traffic.
36.	2:30 pm	15	M	Moderate	1	Ped walking from school bus across street, hit by illegally passing vehicle.
37.	3:00 pm	5	M	Fatal	3	Ped ran into street chasing his dog, without stopping and looking for traffic.
38.	7:00 pm	8	F	Slight	0	Ped stepped suddenly from behind a parked car, ped didn't stop and look for traffic.
39.	4:00 am	19	M	Severe	2	Ped working on disabled vehicle in roadway, couldn't be seen quickly enough by oncoming car.
40.	11:30 am	52	F	Moderate	1	Ped crossed intersection without looking.
41.	1:10 pm	27	M	Slight	0	Ped forgot to use parking brake and walked behind his car as it started to roll.
42.	2:30 pm	21	F	Severe	2	Ped dodging through traffic at intersection hit by oncoming vehicle.
43.	9:30 am	33	M	Slight	0	Ped was a policeman directing traffic in street, car ran over foot.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
44.	8:10 pm	12	M	Moderate	1	Ped playing football, didn't look for traffic as he chased ball into street.
45.	2:45 pm	11	F	Slight	0	Ped didn't stop and look at intersection and ran across street into the side of a turning car.
46.	11:00 pm	14	M	Slight	0	Ped ran into street without stopping and looking, fell under a moving vehicle.
47.	3:15 pm	7	M	Moderate	1	Ped didn't attend to traffic, ran across street while waving goodbye to friends on school bus, ran into side of stopped vehicle.
48.	4:10 pm	18	M	Moderate	1	Ped playing on skateboard, suddenly rode into street.
49.	8:30 am	56	F	Slight	1	Ped walking across at corner, struck by car which ran light.
50.	8:15 pm	17	M	Moderate	1	Ped watching house fire, hit by driver who was watching the fire, too, instead of watching traffic.
51.	6:15 am	28	M	Slight	0	Ped sitting on bus bench, hit by car turning too wide.
52.	3:15 pm	6	M	Slight	0	Ped delivering papers, walked backwards into street while winding up to throw paper at house.
53.	10:15 pm	17	F	Moderate	1	Ped hitchhiking, walking with back to traffic in dark clothes at night on street, hit by car, driver never saw ped.
54.	4:30 pm	13	F	Severe	2	Ped got off school bus and walked in front of bus, directly under its hood. Ped dropped lunchpail and stooped over to pick it up. Bus driver thought ped had already crossed and began to pull away.
55.	10:30 am	3	M	Slight	0	Ped suddenly ran into street from behind bushes without stopping and looking.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
56.	2:15 pm	7	M	Moderate	1	Ped talking to a friend, walking along the roadway, stepped into street.
57.	9:00 pm	13	M	Moderate	1	Ped crossing at light at intersection, struck by fire truck turning from behind.
58.	5:15 pm	16	M	Slight	0	Ped fighting in street, fell into path of car.
59.	4:10 pm	8	F	Slight	0	Ped riding roller skates, suddenly rode into the street.
60.	7:45 am	9	M	Slight	0	Ped crossing road in fog, struck by vehicle, driver visibility low.
61.	5:30 am	47	M	Moderate	1	Ped crossing to pick up newspaper, didn't stop or look for traffic
62.	3:00 pm	34	F	Severe	2	Ped walking in parking lot, car backed out.
63.	8:00 pm	12	M	Moderate	1	Ped racing friend, ran into road without stopping and searching for traffic.
64.	7:10 am	24	M	Slight	0	Ped jogging across street, didn't wait for vehicle.
65.	9:50 pm	14	F	Moderate	1	Ped walking on roadway, hit by "wide load" vehicle.
66.	4:00 pm	4	M	Slight	0	Ped crossing, ran from between cars without stopping and searching.
67.	8:30 pm	27	M	Moderate	1	Ped wearing dark clothes, hit while hitchhiking on the road at night.
68.	3:15 pm	68	F	Fatal	3	Ped, not attending to traffic, walked into road, didn't move across fast enough and was hit by car.
69.	7:30 am	12	M	Severe	2	Ped not attending to traffic, jumped into street to catch Frisbee.
70.	9:30 am	10	F	Moderate	1	Ped not attending to traffic, got out of car and walked into side of passing car.
71.	2:30 pm	14	M	Moderate	1	Ped walking along road with flow of traffic, hit in head by mirror of car.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
72.	11:00 pm	37	F	Slight	0	Ped on sidewalk, hubcap spun off car, hit pedestrian's knee.
73.	5:15 pm	20	M	Moderate	1	Ped walking on bridge with flow of traffic, knocked into creek by speeding vehicle.
74.	7:10 am	14	M	Severe	2	Ped ran across intersection, didn't stop and look.
75.	7:15 pm	3	F	Slight	0	Ped riding Big Wheel suddenly rode into street and under passing vehicle.
76.	3:30 pm	29	M	Slight	0	Ped working on car in street, vehicle hit ped.
77.	3:45 pm	6	F	Slight	0	Ped not paying attention to traffic, stepped off curb and into side of truck.
78.	6:00 am	7	M	Moderate	1	Ped ran through traffic attempting to dodge slowly moving cars.
79.	9:15 pm	32	F	Slight	0	Ped walking along side of road facing traffic, hit by car which left roadway.
80.	4:45 pm	9	F	Moderate	1	Ped standing on sidewalk, struck when car hit parking meter into ped.
81.	9:45 am	8	M	Moderate	1	Ped crossing street with a friend, didn't stop and look, hit by car while talking with friend.
82.	8:30 pm	4	M	Slight	0	Ped running to ice cream truck, didn't stop and look for traffic.
83.	2:30 pm	19	F	Severe	2	Ped ran across street without stopping to look for traffic.
84.	3:15 am	40	M	Slight	0	Ped got off bus, stopped past the edge of the bus to look for traffic, car ran over foot.
85.	8:45 am	13	M	Moderate	1	Ped ran after ball into street and didn't stop to look for traffic.
86.	6:30 am	30	M	Moderate	1	Ped ran across street without stopping and looking.
87.	7:20 pm	16	F	Slight	0	Ped exiting vehicle, hit by passing car.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
88.	9:15 pm	18	M	Moderate	1	Ped pushing disabled vehicle, struck by oncoming car.
89.	2:15 pm	12	F	Severe	2	Ped walking in street in dark clothes hit by car.
90.	6:30 pm	5	F	Moderate	1	Ped hurried across intersection, walked from behind traffic into path of oncoming vehicle.
91.	11:00 am	16	M	Moderate	1	Ped talking to friends, walked into side of passing vehicle.
92.	4:30 pm	68	M	Slight	0	Ped collapsed in street, car stopped over pedestrian.
93.	11:30 am	11	F	Slight	0	Ped struck by car while walking in road.
94.	8:45 pm	12	M	Moderate	1	Ped attempting to ride on bus bumper, fell off.
95.	11:00 pm	32	M	Slight	0	Ped crossing at intersection, car ran through stop sign.
96.	5:30 pm	11	M	Moderate	1	Ped running after friend, ran across street without stopping and looking.
97.	12:15 pm	12	F	Moderate	1	Ped ran across street at intersection, trying to beat car.
98.	1:15 pm	7	M	Severe	2	Ped playing in road, not watching traffic, didn't see car.
99.	2:00 am	76	F	Slight	0	Ped walked into street without stopping and searching for cars.
100.	8:40 am	18	F	Slight	0	Ped drunk, sleeping in gutter, car backed over ped.



ARRIVING AT CONCLUSIONS



After he/she has analyzed the data or looked at the situation, an experimenter or detective gains evidence which either agrees or disagrees with (supports or refutes) his/her first ideas about the problem.

Based on the data you tabulated, respond to these questions once again. Use page 3 of your Student Log to write out your responses.

Do most accidents occur to Males or Females?

What age group is most often victimized by pedestrian-automobile accidents?

At what time interval do most accidents occur?

To what degree of severity are pedestrians hurt?

Who is most often in error when pedestrian-automobile accidents occur?

Teacher's Option No. 4: Students write their answers in the Student Log, page 3, and the group results could be compiled through class discussion.

AFTER you have re-examined your "first ideas" (page 3 of Student Log), answer these questions to yourself.

Are your responses the same or different from the responses you first had? (See page 2 of the Student Log.)

In other words, did the evidence, the data, agree or disagree with (support or refute) your first ideas about the problem?

Teacher's Option No. 5: These questions could be handled in a class discussion.

Based on the tabulated data and your answers to the questions, write at least five statements about pedestrian accidents. List those statements in your Student Log on page 4.

These statements make up your conclusions about the situation.

Teacher's Option No. 6: Here again, the teacher could allow individuals to work their way through this alone or the group could make up a list of conclusions from the data.



LET'S take a closer look at the "Type of Error" chart you completed on page 9.

You could draw a number of conclusions from this one factor alone! Then, you could use such conclusions to advise people about things they could do (rules) to lessen the chance of an accident.

USE your completed chart and, on page 5 of your Student Log, write at least five Safety Rules derived from your completed "Type of Error" chart. Your teacher will then have you compile your responses into a class list.

WHERE DO I GO FROM HERE?



So now you, as experimenter or detective, have a set of rules which, if followed, can reduce one's chance of being in a pedestrian accident.

But, how will those rules be put to use so that behaviors of pedestrians change? Who will do what to make the rules work?!?



COUNTERMEASURES

After you have developed a list of safety rules based on your conclusions about a factor (such as "Type of Error"), you can then write a plan to allow those rules to take effect. Such a plan of "Corrective Actions" or COUNTERMEASURES informs pedestrians about specific behaviors which, if followed, can help them avoid pedestrian accidents.

Before you can list a specific countermeasure, you need to know that:

COUNTERMEASURES can focus on

- training or teaching
- giving information to the public (through radio, television, etc.)
- making changes in streets or highways, such as adding stoplights
- passing new laws
- enforcing new and existing laws

AND,

before you decide upon a countermeasure, you need to review the example page which follows. It is like the page in your Student Log, page 6.

Notice that you can use results from other charts as well.

DEVELOPING A COUNTERMEASURE

Age Group to be reached:	5-9 years
Sex of victim (if appropriate):	Boys
Focus of Countermeasure:	Training or Teaching
Safety Rule:	Before crossing a street, stop and search.
Countermeasure:	While the gym teacher teaches the boys to play football, he sets up the field so they will often have to cross a "pretend" street. He makes them stop and search each time.

NOW, turn to page 6 of your Student Log and complete your own COUNTERMEASURE.

COMMUNICATING



Having looked so deeply into the problem and arrived at conclusions from which safety rules and their countermeasures evolved, the problem solver himself has a problem--COMMUNICATION!

To have any impact upon the problem, one has to share results of the problem-solving process with others.

Prepare a written report or an outline listing and explaining your research into the area of pedestrian accidents. Use pages 7-10 of your Student Log for your report or outline.

Although your instructor may give you other directions for writing the report, two suggested methods are included here.

Suggested Format for Written Report	Suggested Outline Form
<p>My first thoughts about the problem were . . .</p> <p>However, after tabulating the raw pedestrian accident data, I noticed . . .</p> <p>So, I concluded . . .</p> <p>From these conclusions, I developed a list of safety rules . . .</p> <p>From one of these rules in particular, I devised a set of behaviors to make the rule work . . .</p>	<ul style="list-style-type: none"> I. First ideas <ul style="list-style-type: none"> A. Factor <ul style="list-style-type: none"> 1. Idea B. Factor <ul style="list-style-type: none"> 1. Idea C. etc. II. Conclusions from factors <ul style="list-style-type: none"> A. Factor <ul style="list-style-type: none"> 1. Conclusion B. Factor <ul style="list-style-type: none"> 1. Conclusion C. etc. III. Safety Rules <ul style="list-style-type: none"> A. Factor <ul style="list-style-type: none"> 1. Rule B. Factor <ul style="list-style-type: none"> 1. Rule C. etc. IV. Countermeasure for one factor <ul style="list-style-type: none"> A. Focus. <ul style="list-style-type: none"> 1. Specific behaviors <ul style="list-style-type: none"> A. B. C. etc.

Teacher's Option No. 7: Other ways for writing the report could be given or the teacher could specify which of the above two methods to use.

NOW THAT IT LOOKS LIKE YOU'RE ALMOST DONE . . .

What steps did you, as experimenter or detective, follow to get to this point?

List those steps in your Student Log, page 11.

Steps an experimenter or detective might follow in the problem-solving process:

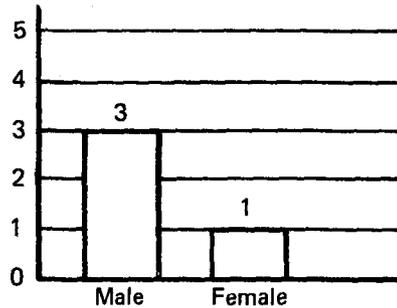
1. List all factors which might affect the problem.
2. Make predictions about the factors and their effect upon the problem.
3. Observe (or, in this case, "look at" data from accident summaries).
4. Reach conclusions about the problem.
5. Establish countermeasures.
6. Communicate.

Teacher's Option No. 8: Students could apply the steps used in problem-solving, including data analysis, to another field, such as ecology, or to another social problem, such as drug abuse. Depending upon the class in which this is used, this Activity Package could be an introduction to the study of Problem-Solving which could transfer to the teacher's next unit.

OPTIONAL ACTIVITIES Enrichment

At your discretion and dependent upon the scope of your curriculum, these activities may also be included as part of this project.

9. The class may conduct a group discussion of the conclusions they noted and the feasibility of countermeasures they've made. They could, for example, role play a town meeting convened to make up a plan to reduce its pedestrian accidents.
10. For each factor that is analyzed, students could be asked either to prepare a bar graph or to fill in data on an already prepared bar graph sheet. For example, from the sample (see page 8), a bar graph for the number of victims by sex, would look like this:



Answer keys for all 5 factors can be found on pages 29-31.

11. Students could be asked not only to prepare the original tables for each of the five factors, but also to include a series of "cross tables" as well. From the sample data, a cross table comparing "time interval" to "severity" would look like this:

	MIDNIGHT- 3:59	4:00 - 7:59	8:00 - 11:59	NOON - 3:59	4:00 - 7:59	8:00 - 11:59
Slight					1	
Moderate			1			
Severe				1	1	
Fatal						

If more data showed that the trend toward severe pedestrian accidents occurred during the time interval from noon to 7:59 p.m., it might then be possible, for example, to recommend placement of a traffic policeman at a given town intersection to increase pedestrian safety during the critical time. Answer keys for cross table ("severity x age" and "severity x time") can be found on pages 32-33.

TIME INTERVAL / Answer Key

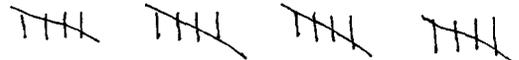
A.M.			P.M.		
MIDNIGHT – 3:59	4:00 – 7:59	8:00 – 11:59	NOON – 3:59	4:00 – 7:59	8:00 – 11:59
IIII 4	IIII III I 11	IIII III IIII = 17	IIII IIII IIII IIII IIII IIII 30	IIII IIII IIII IIII IIII 23	IIII IIII IIII 15

26

AGE / Answer Key

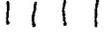
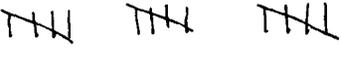
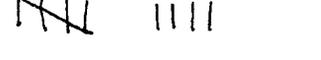
0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40+
IIII I 6	IIII IIII IIII IIII 20	IIII IIII IIII IIII IIII IIII 30	IIII IIII IIII = 17	IIII 4	IIII 4	IIII I 6	IIII 3	IIII IIII 10

SEX OF VICTIM / Answer Key

Male	Female
	
	
	
	
61	39

27

SEVERITY OF ACCIDENT / Answer Key

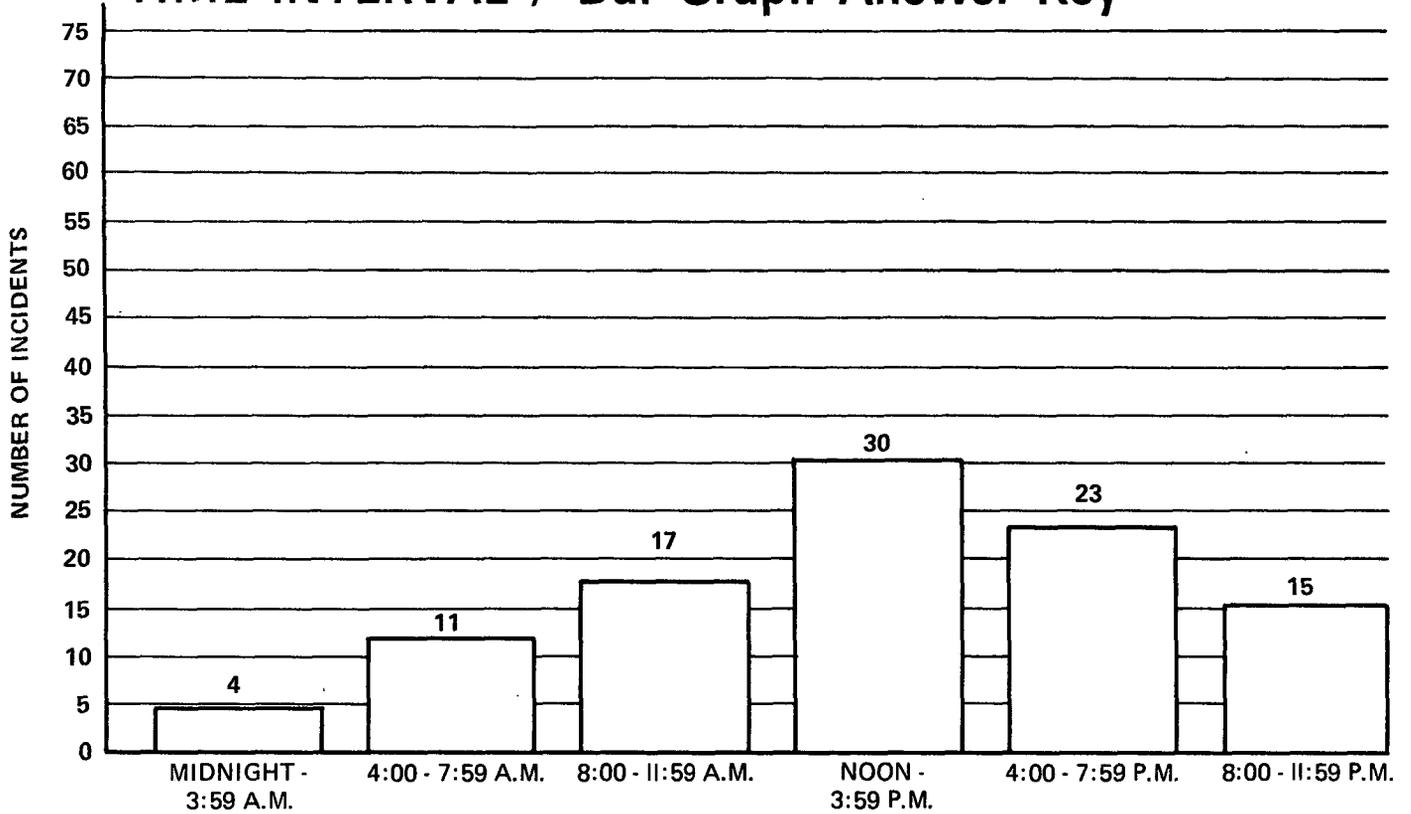
Slight	Moderate	Severe	Fatal
			
			
			
42	39	15	4

TYPE OF ERROR / Answer Key

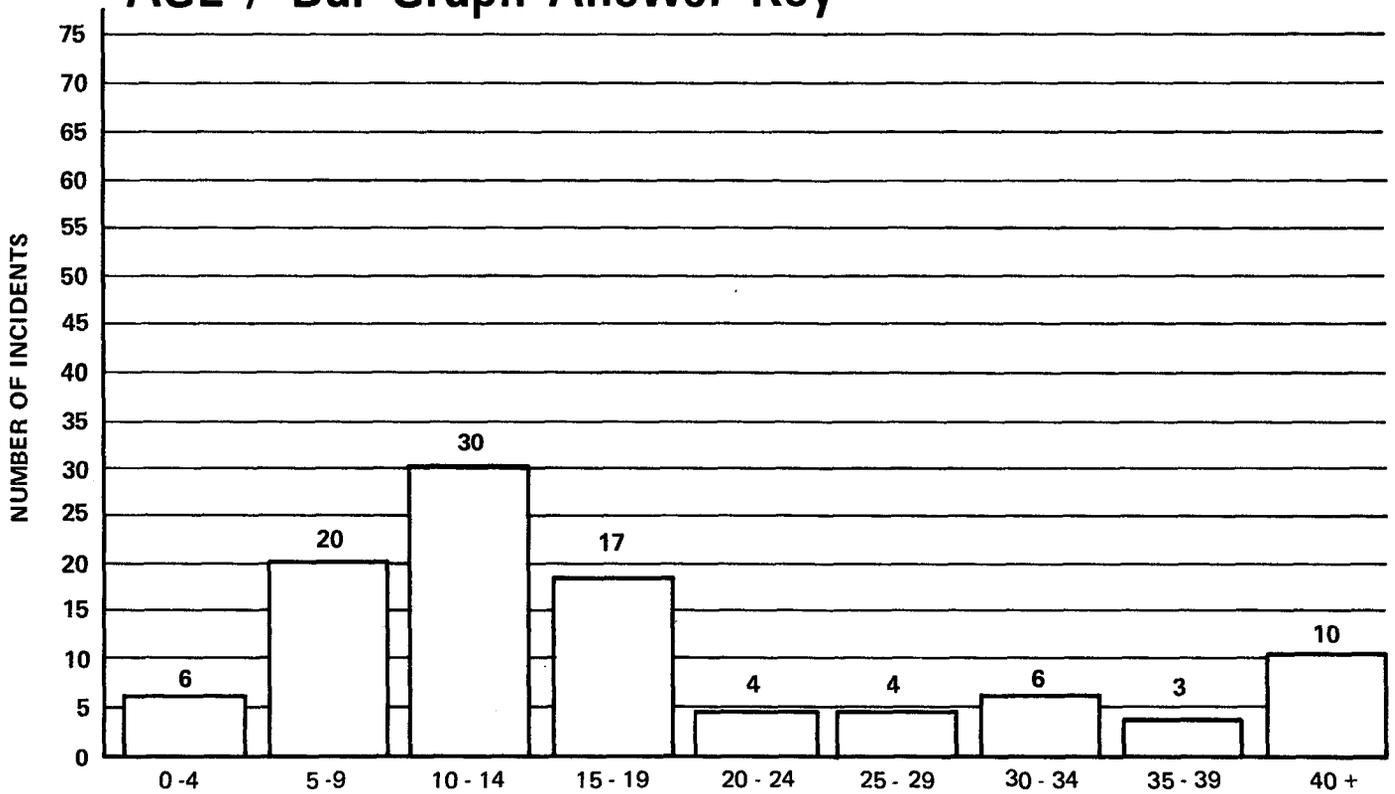
ACCIDENT NUMBER	PEDESTRIAN ERRORS								DRIVER ERRORS					
	Running/Chasing	No Stopping	Inadequate or No Search	Inattention to Traffic or Traffic Signals	Walking, Standing, Playing, or Working on the Road or Too Close to Road	Walking with Back to Traffic	Crossed Too Close To Bus	NO ERROR	Speeding	Attempting to Jump or Beat Light	Inattention	Turning, Failed to See Pedestrian Crossing	Ignored School Bus Warning Lights	NO ERROR
1	•	•	•											•
2		•	•											•
3	•	•	•											•
4				•	•									•
5	•	•	•											•
6				•										•
7				•	•									•
8				•										•
9					•									•
10											•			•
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12	•	•	•											•
13				•										•
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39				•	•									•
40				•										•
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42	•			•										•
43				•	•									•
44	•	•	•								•			•
45		•	•	•										•
46	•	•	•											•
47	•			•										•
48		•	•		•									•
49														•
50				•	•						•			•
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96	•	•	•											•
97	•	•	•											•
98				•	•									•
99		•	•											•
100					•									•

TOTALS	30	39	39	31	29	4	2	10	2	3	15	3	4	74
--------	----	----	----	----	----	---	---	----	---	---	----	---	---	----

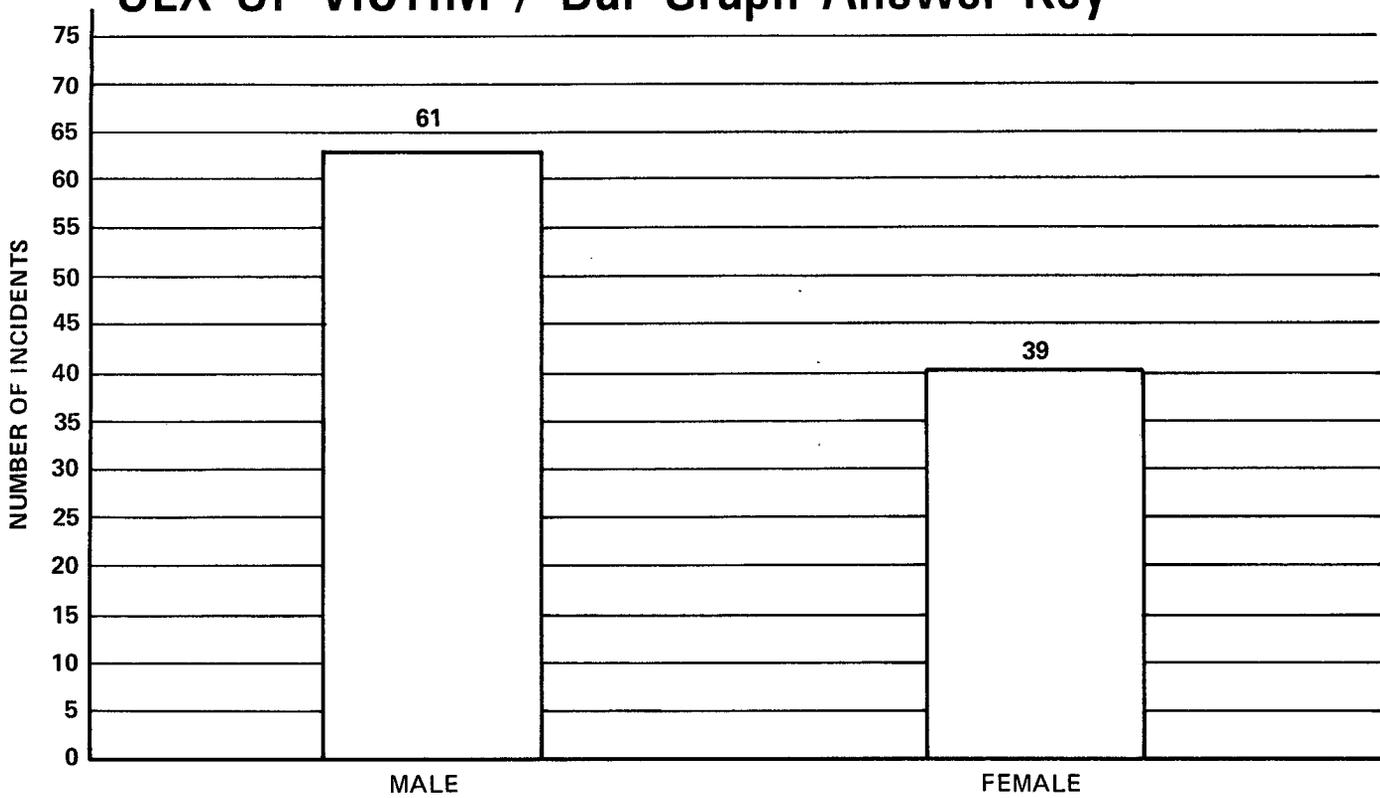
TIME INTERVAL / Bar Graph Answer Key



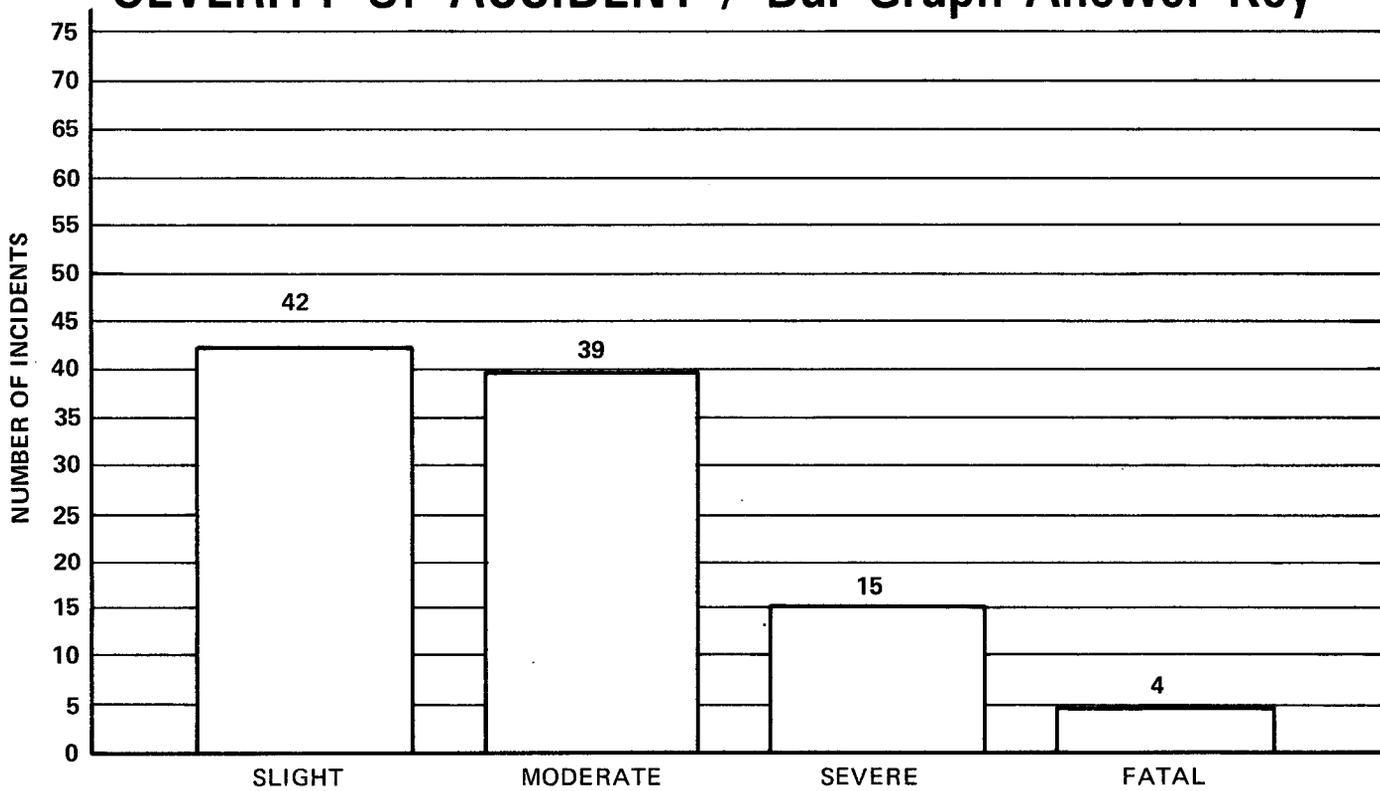
AGE / Bar Graph Answer Key



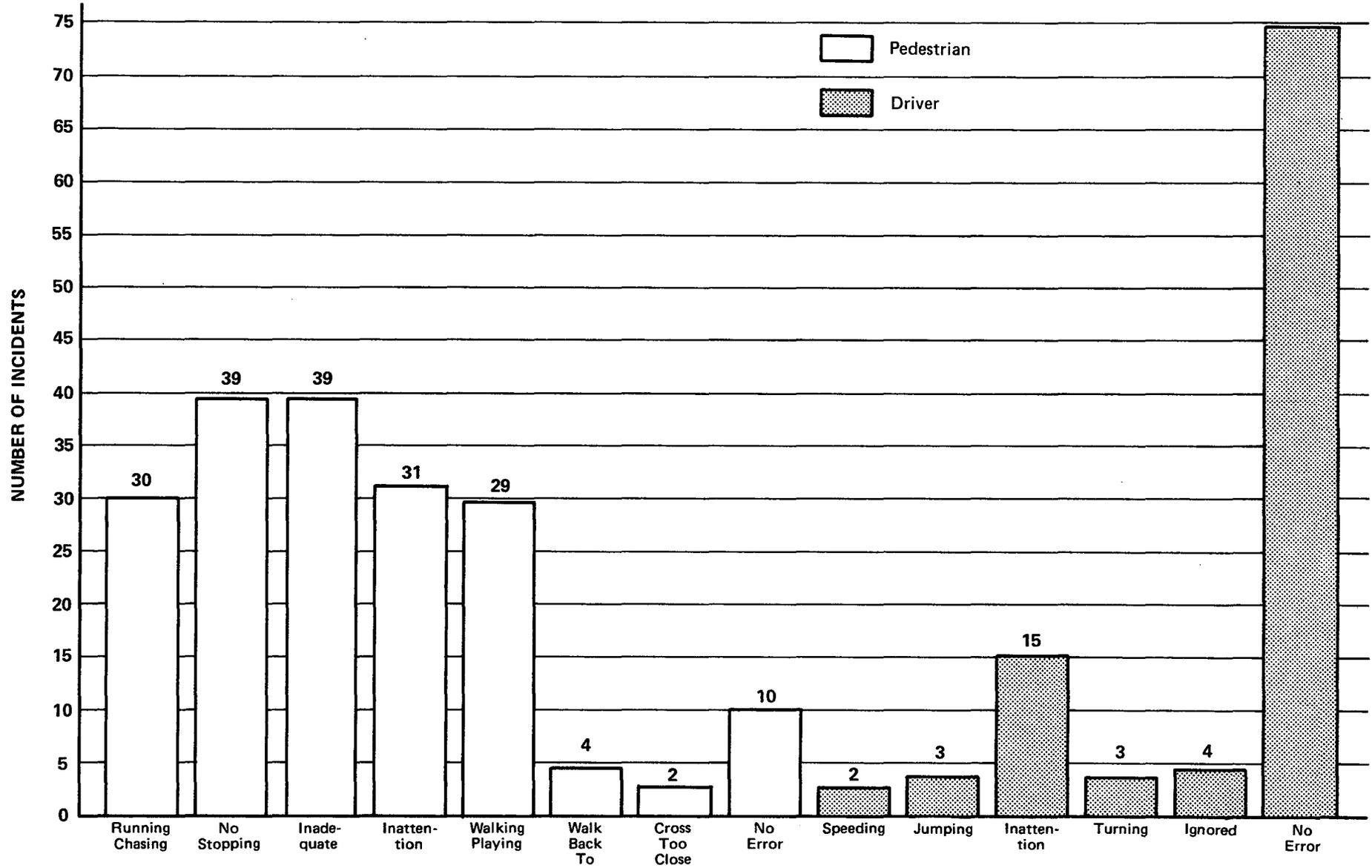
SEX OF VICTIM / Bar Graph Answer Key



SEVERITY OF ACCIDENT / Bar Graph Answer Key



TYPE OF ERROR / Bar Graph Answer Key



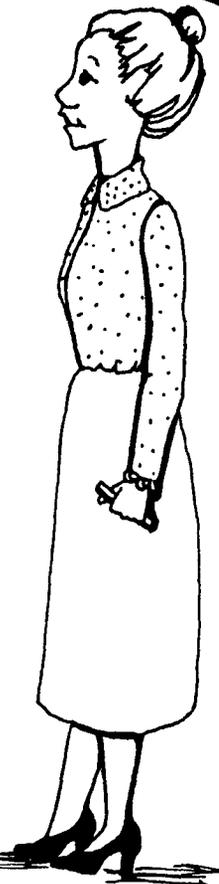
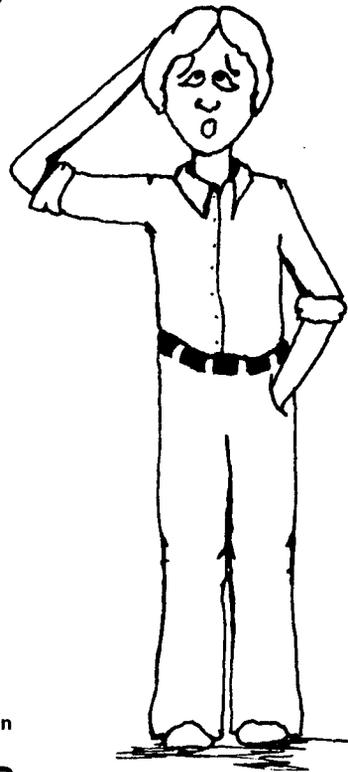
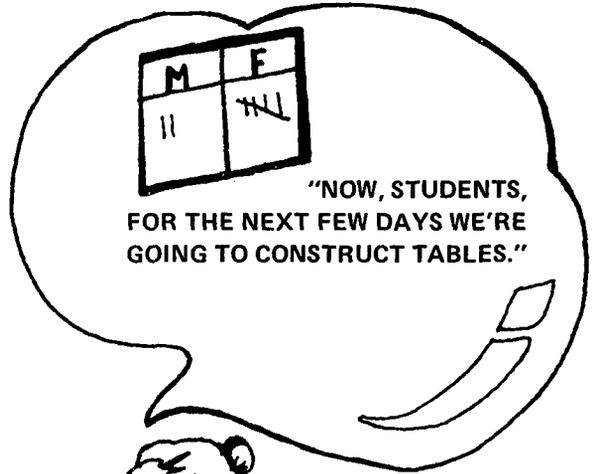
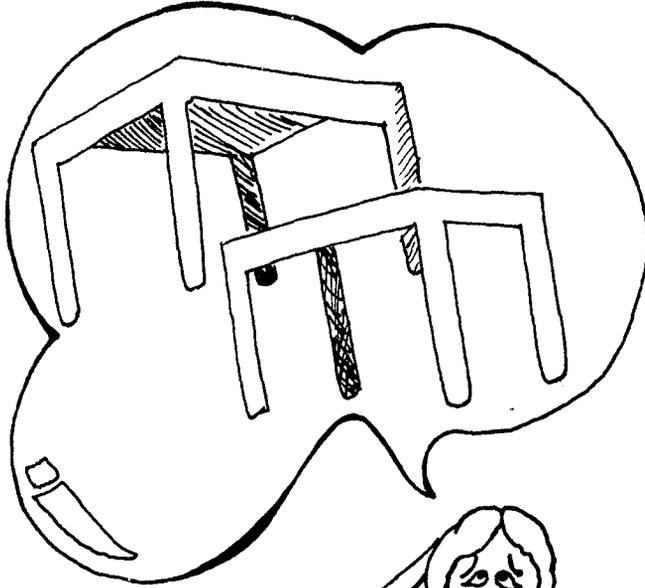
SEVERITY BY AGE : CROSS TABULATION / Answer Key

	0-4	5-9	10-14	15-19	20+
Fatal	0	/	0	//	/
		1		2	1
Severe	0	///	///	////	///
		3	5	4	3
Moderate		///	///	///	///
	1	8	15	7	9
Slight	///	///	///	////	///
	5	8	10	4	14

SEVERITY BY TIME : CROSS TABULATION / Answer Key

	A.M.			P.M.		
	MIDNIGHT-3:59	4:00-7:59	8:00-11:59	NOON-3:59	4:00-7:59	8:00-11:59
Fatal	0	0	0	/// 3	0	/ 1
Severe	0	/// 3	0	/// /// 10	 2	0
Moderate	 2	 4	/// 8	/// 7	/// 9	/// /// 10
Slight	 2	 4	/// 8	/// /// 10	/// /// 12	/// 5

Analysis and Decision Making: Problem Solving



U. S. Department of Transportation

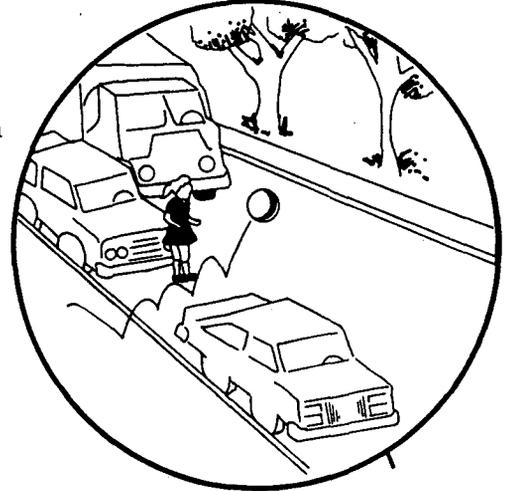
PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools.

STUDENT ACTIVITY PACKAGE

WHAT'S THIS ALL ABOUT?

Pedestrian*-automobile collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing the children's unsafe actions.



This "Activity Package" (AP), is part of the PEDSAFE Program for secondary schools. It has two goals. First, you'll learn how today's researchers go about solving the problem of how to prevent pedestrian accidents. You will follow the same problem-solving process they use to determine the SAFETY RULES which people should follow to avoid accidents. You will also have the chance to come up with methods, called COUNTERMEASURES, which can prevent accidents.

Also, by knowing the rules and how they came into being, you will have a better understanding of the pedestrian safety problem. This can help you safeguard your own life when you are a pedestrian.

* A pedestrian is a person who travels on foot.

WHAT SKILLS YOU'LL MASTER

Objectives

1. From a summary of 100 pedestrian accidents, you will be able to categorize raw data into tables, using such factors* as "time," "age," "sex," "severity," and "description."
2. Based on conclusions you reach after analysis of data, you will be able to formulate a set of rules and countermeasures which would reduce the problem of pedestrian accidents.
3. You will be able to write a report communicating trends about the "who, what, when, and why" of pedestrian automobile accidents.
4. You will be able to list the steps one could follow to solve problems.

* A factor is an element or a part of a situation.



GETTING STARTED

If you were an experimenter or a "detective" and were employed to investigate the problem of pedestrian accidents and to figure out a way to prevent them, where would you start?

You could start by identifying a number of possible factors which affect the problem.



Individually or as a class, make a list of as many possible factors for investigation as possible. One area for investigation might, for example, be "time of day."

WRITE your list on page 1 of your Student Log.

[HINT: Every pedestrian accident has five parts--the driver, the pedestrian, the vehicle, the environment (e.g., the weather), and the place where the accident happened. List factors for each of these parts.]

AT THIS POINT



the experimenter or the detective cannot practically investigate all possible factors.

For our purposes, let's investigate a narrower number of factors. In this case, to investigate the problem of pedestrian accidents, the experimenter or the detective narrows factors to:

TIME

AGE

SEX OF VICTIM

SEVERITY OF ACCIDENT

TYPES OF PEDESTRIAN OR DRIVER ERROR



If you were this experimenter or detective, you could then continue with some "first ideas" about how these five factors affect the problem.

Turn to page 2 of your Student Log. Then make a list of possible answers to the following questions:

Do most accidents occur to Males or Females?

What age group is most often victimized by pedestrian-automobile accidents?

At what time interval do most accidents occur?

To what degree of severity are most pedestrians hurt?

Who is most often in error when pedestrian-automobile accidents occur?



NOW,



you have some ideas about the factors. Next, you'd want to "look at" the real world to see if your ideas about the problem were correct.

In this situation, it's not feasible to go out and "look at" accidents as they occur so, you, as experimenter or detective, will "look at" data from accident reports instead.



HOW TO READ DATA

Accident Data. The data provided to you on pages 11-17 is based on actual accident reports and is similar to the range of accidents you'd find if you used your own community's police accident reports. The time the accident occurred, the age and sex of the pedestrian, and the severity of the accident are included in the report. A very brief description of the pedestrian's action which led to the accident, or preceded it, is also included. Pedestrian has been abbreviated to "Ped" and the fact that a collision occurred is generally omitted.

For example, a complete description of an accident may read "A 14-year old male pedestrian was playing basketball at 4:00 p.m. in a driveway. The ball rolled into the street. The pedestrian chased the ball into the street without looking for oncoming traffic. A car was unable to stop in time to avoid the pedestrian and struck him, slightly injuring his shoulder." The one line description would read:

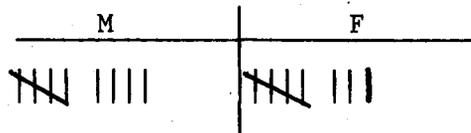
<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Severity</u>	<u>Description</u>
4:00 pm	14	M	Slight	Ped chased ball into street without stopping and looking

You will use these descriptions and tabulate or "add up" the categories, so that you can interpret the data and draw conclusions.

HOW TO TABULATE RAW DATA

In order to construct each table, you'll have to "add up":

1. The number of accidents which occurred during specific time intervals. The time the accidents occurred should be grouped into four-hour intervals in order to simplify the summarizing process. All of the accidents which occurred between midnight and 3:59 A.M. should be added together; all of the accidents which occurred between 4:00 A.M. and 7:59 A.M. should be grouped together, etc.
2. The number of victims by age group. The victims' ages should be grouped into intervals just as the time of day data was. Use five-year intervals (0-4, 5-9, 10-14, etc.) up to the age of 39. Then group all older victims into one category.
3. The number of victims by sex. To determine the number of males versus females who were struck, check M or F for each accident. Example of 17 victims. . .



4. The number of accidents by degree of severity. Using the categorization process as you did with the sex and age data, tabulate the severity data into appropriate categories, such as "slight," "moderate," "severe," and "fatal."
5. The number of accidents by description. Finally, categorize the written-out descriptions. Doing this is more difficult. You will have to decide what categories to use. For example, you will want to note the various mistakes the pedestrians or drivers made. To do this, you would have to construct two lists of errors, one for the pedestrian and one for the driver. Include an item "No error apparent" for both the driver and the pedestrian categories. This will provide information on how many people didn't do anything wrong, yet were still involved in an accident.

FOR EXAMPLE:

by following the directions for tabulating raw data, this information. . .

Accident Number	Time	Age	Sex	Injury	Description
1	4:20 pm	4	M	Slight 0	Ped ran between parked cars into road without stopping and searching
2	10:00 am	37	M	Moderate 1	Ped walked into street without stopping and looking
3	3:30 pm	12	F	Severe 2	Ped chased ball into road without stopping and looking
4	6:15 pm	15	M	Severe 2	Ped playing "catch" on street wasn't attending to traffic and stepped into moving car

could be categorized into charts like these . . .

TIME INTERVAL					
A.M.			P.M.		
Midnight-3:59	4:00-7:59	8:00-11:59	Noon-3:59	4:00-7:59	8:00-11:59

AGE								
0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40+

SEX OF VICTIM	
Male	Female

SEVERITY OF ACCIDENT			
Slight	Moderate	Severe	Fatal

YOUR TURN

NOW:

Add up (tabulate) data from the following reports, using a series of tables like those used on pages 8 and 9.

SUMMARIES OF 100 ACCIDENTS TO BE USED IN THIS PROJECT

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
1.	4:20 pm	4	M	Slight	0	Ped ran between parked cars into road without stopping and searching.
2	10:00 am	37	M	Moderate	1	Ped walked into street without stopping and looking.
3.	3:30 pm	12	F	Severe	2	Ped chased ball into road without stopping and looking.
4.	6:15 pm	15	M	Severe	2	Ped playing "catch" on street wasn't attending to traffic and stepped into moving car.
5.	8:00 am	7	F	Slight	0	Ped ran across street to school bus without stopping and looking; struck by an illegally passing car.
6.	8:30 pm	72	M	Moderate	1	Ped, elderly, took too long to cross and light changed; the waiting vehicles started to move without waiting for the ped to clear the street.
7.	2:30 pm	16	F	Fatal	3	Ped walking on roadway, hit in throat by lumber extending out window.
8.	5:00 pm	8	F	Moderate	1	Ped crossing street while talking to friend, walked into side of car.
9.	3:00 am	17	M	Moderate	1	Ped standing on roadway while hitchhiking, car struck hand.
10.	11:00 am	21	M	Slight	0	Ped standing at corner, rear wheels of truck ran over his foot.
11.	2:45 pm	13	F	Slight	0	Ped walking on road, hit by car's mirror.
12.	7:45 am	9	M	Moderate	1	Ped being chased, ran into street without stopping to look.
13.	6:30 pm	62	M	Moderate	1	Ped standing between parked cars, one car backed into pedestrian.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
14.	4:00 pm	18	F	Slight	0	Ped crossing from bus, brushed car which failed to stop for red flashers.
15.	3:30 pm	15	F	Severe	2	Ped talking to friend at intersection stepped in front of moving truck.
16.	10:30 am	32	M	Slight	0	Ped in restaurant, car backed through window into the seated ped.
17.	2:30 pm	12	M	Moderate	1	Ped ran across street without looking or stopping.
18.	7:00 pm	7	F	Slight	0	Ped inattentive to traffic, walked into street.
19.	4:00 pm	13	M	Moderate	1	Ped attempting to "beat" vehicle, ran across the road without waiting for vehicle to pass.
20.	9:30 am	4	M	Moderate	1	Ped coming from mailbox, ran into road without stopping and looking.
21.	3:15 pm	12	F	Slight	0	Ped didn't look and ran across street between parked cars.
22.	2:30 pm	8	M	Slight	0	Ped got off school bus, dropped book close to bus, pushed by bus as it pulled away.
23.	12:00 pm	13	F	Slight	0	Ped walked across against the light without looking.
24.	4:20 pm	10	M	Slight	0	Ped walking along road, not watching for traffic, jumped over a puddle into the side of a passing car on the road.
25.	9:50 pm	18	M	Fatal	3	Ped attempting to "beat" vehicle, ran in front of vehicle and fell, vehicle ran over the fallen pedestrian.
26.	9:00 am	13	M	Slight	0	Ped playing ball in street, not watching for traffic, hit by mirror of car turning at intersection.
27.	2:30 pm	12	F	Moderate	1	Ped ran across against light without stopping and looking.
28.	4:00 pm	14	M	Moderate	1	Ped failed to stop and search, stepped into road from behind parked van.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
29.	7:30 pm	10	M	Slight	0	Ped ran across road without stopping and searching for cars.
30.	1:00 pm	9	F	Severe	2	Ped dropped book in street, bent over to pick it up, car struck ped's head.
31.	3:40 pm	40	F	Severe	2	Ped on sidewalk, speeding truck lost control, ran up on sidewalk and hit pedestrian.
32.	1:00 am	13	M	Moderate	1	Ped walking in roadway at bend in road, hit by truck from behind.
33.	2:15 pm	36	M	Slight	0	Ped working in street, pick-up truck mirror hit pedestrian.
34.	7:50 am	14	M	Slight	0	Ped ran across street from between cars without stopping and looking.
35.	2:45 pm	6	F	Severe	2	Ped stepped into street without stopping and looking for traffic.
36.	2:30 pm	15	M	Moderate	1	Ped walking from school bus across street, hit by illegally passing vehicle.
37.	3:00 pm	5	M	Fatal	3	Ped ran into street chasing his dog, without stopping and looking for traffic.
38.	7:00 pm	8	F	Slight	0	Ped stepped suddenly from behind a parked car, ped didn't stop and look for traffic.
39.	4:00 am	19	M	Severe	2	Ped working on disabled vehicle in roadway, couldn't be seen quickly enough by oncoming car.
40.	11:30 am	52	F	Moderate	1	Ped crossed intersection without looking.
41.	1:10 pm	27	M	Slight	0	Ped forgot to use parking brake and walked behind his car as it started to roll.
42.	2:30 pm	21	F	Severe	2	Ped dodging through traffic at intersection hit by oncoming vehicle.
43.	9:30 am	33	M	Slight	0	Ped was a policeman directing traffic in street, car ran over foot.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
44.	8:10 pm	12	M	Moderate	1	Ped playing football, didn't look for traffic as he chased ball into street.
45.	2:45 pm	11	F	Slight	0	Ped didn't stop and look at intersection and ran across street into the side of a turning car.
46.	11:00 pm	14	M	Slight	0	Ped ran into street without stopping and looking, fell under a moving vehicle.
47.	3:15 pm	7	M	Moderate	1	Ped didn't attend to traffic, ran across street while waving goodbye to friends on school bus, ran into side of stopped vehicle.
48.	4:10 pm	18	M	Moderate	1	Ped playing on skateboard, suddenly rode into street.
49.	8:30 am	56	F	Slight	1	Ped walking across at corner, struck by car which ran light.
50.	8:15 pm	17	M	Moderate	1	Ped watching house fire, hit by driver who was watching the fire, too, instead of watching traffic.
51.	6:15 am	28	M	Slight	0	Ped sitting on bus bench, hit by car turning too wide.
52.	3:15 pm	6	M	Slight	0	Ped delivering papers, walked backwards into street while winding up to throw paper at house.
53.	10:15 pm	17	F	Moderate	1	Ped hitchhiking, walking with back to traffic in dark clothes at night on street, hit by car, driver never saw ped.
54.	4:30 pm	13	F	Severe	2	Ped got off school bus and walked in front of bus, directly under its hood. Ped dropped lunchpail and stooped over to pick it up. Bus driver thought ped had already crossed and began to pull away.
55.	10:30 am	3	M	Slight	0	Ped suddenly ran into street from behind bushes without stopping and looking.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
56.	2:15 pm	7	M	Moderate	1	Ped talking to a friend, walking along the roadway, stepped into street.
57.	9:00 pm	13	M	Moderate	1	Ped crossing at light at intersection, struck by fire truck turning from behind.
58.	5:15 pm	16	M	Slight	0	Ped fighting in street, fell into path of car.
59.	4:10 pm	8	F	Slight	0	Ped riding roller skates, suddenly rode into the street.
60.	7:45 am	9	M	Slight	0	Ped crossing road in fog, struck by vehicle, driver visibility low.
61.	5:30 am	47	M	Moderate	1	Ped crossing to pick up newspaper, didn't stop or look for traffic
62.	3:00 pm	34	F	Severe	2	Ped walking in parking lot, car backed out.
63.	8:00 pm	12	M	Moderate	1	Ped racing friend, ran into road without stopping and searching for traffic.
64.	7:10 am	24	M	Slight	0	Ped jogging across street, didn't wait for vehicle.
65.	9:50 pm	14	F	Moderate	1	Ped walking on roadway, hit by "wide load" vehicle.
66.	4:00 pm	4	M	Slight	0	Ped crossing, ran from between cars without stopping and searching.
67.	8:30 pm	27	M	Moderate	1	Ped wearing dark clothes, hit while hitchhiking on the road at night.
68.	3:15 pm	68	F	Fatal	3	Ped, not attending to traffic, walked into road, didn't move across fast enough and was hit by car.
69.	7:30 am	12	M	Severe	2	Ped not attending to traffic, jumped into street to catch Frisbee.
70.	9:30 am	10	F	Moderate	1	Ped not attending to traffic, got out of car and walked into side of passing car.
71.	2:30 pm	14	M	Moderate	1	Ped walking along road with flow of traffic, hit in head by mirror of car.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
72.	11:00 pm	37	F	Slight	0	Ped on sidewalk, hubcap spun off car, hit pedestrian's knee.
73.	5:15 pm	20	M	Moderate	1	Ped walking on bridge with flow of traffic, knocked into creek by speeding vehicle.
74.	7:10 am	14	M	Severe	2	Ped ran across intersection, didn't stop and look.
75.	7:15 pm	3	F	Slight	0	Ped riding Big Wheel suddenly rode into street and under passing vehicle.
76.	3:30 pm	29	M	Slight	0	Ped working on car in street, vehicle hit ped.
77.	3:45 pm	6	F	Slight	0	Ped not paying attention to traffic, stepped off curb and into side of truck.
78.	6:00 am	7	M	Moderate	1	Ped ran through traffic attempting to dodge slowly moving cars.
79.	9:15 pm	32	F	Slight	0	Ped walking along side of road facing traffic, hit by car which left roadway.
80.	4:45 pm	9	F	Moderate	1	Ped standing on sidewalk, struck when car hit parking meter into ped.
81.	9:45 am	8	M	Moderate	1	Ped crossing street with a friend, didn't stop and look, hit by car while talking with friend.
82.	8:30 pm	4	M	Slight	0	Ped running to ice cream truck, didn't stop and look for traffic.
83.	2:30 pm	19	F	Severe	2	Ped ran across street without stopping to look for traffic.
84.	3:15 am	40	M	Slight	0	Ped got off bus, stopped past the edge of the bus to look for traffic, car ran over foot.
85.	8:45 am	13	M	Moderate	1	Ped ran after ball into street and didn't stop to look for traffic.
86.	6:30 am	30	M	Moderate	1	Ped ran across street without stopping and looking.
87.	7:20 pm	16	F	Slight	0	Ped exiting vehicle, hit by passing car.

	<u>Time</u>	<u>Age</u>	<u>Sex</u>	<u>Injury</u>		<u>Description</u>
88.	9:15 pm	18	M	Moderate	1	Ped pushing disabled vehicle, struck by oncoming car.
89.	2:15 pm	12	F	Severe	2	Ped walking in street in dark clothes hit by car.
90.	6:30 pm	5	F	Moderate	1	Ped hurried across intersection, walked from behind traffic into path of oncoming vehicle.
91.	11:00 am	16	M	Moderate	1	Ped talking to friends, walked into side of passing vehicle.
92.	4:30 pm	68	M	Slight	0	Ped collapsed in street, car stopped over pedestrian.
93.	11:30 am	11	F	Slight	0	Ped struck by car while walking in road.
94.	8:45 pm	12	M	Moderate	1	Ped attempting to ride on bus bumper, fell off.
95.	11:00 pm	32	M	Slight	0	Ped crossing at intersection, car ran through stop sign.
96.	5:30 pm	11	M	Moderate	1	Ped running after friend, ran across street without stopping and looking.
97.	12:15 pm	12	F	Moderate	1	Ped ran across street at intersection, trying to beat car.
98.	1:15 pm	7	M	Severe	2	Ped playing in road, not watching traffic, didn't see car.
99.	2:00 am	76	F	Slight	0	Ped walked into street without stopping and searching for cars.
100.	8:40 am	18	F	Slight	0	Ped drunk, sleeping in gutter, car backed over ped.



ARRIVING AT CONCLUSIONS



After he/she has analyzed the data or looked at the situation, an experimenter or detective gains evidence which either agrees or disagrees with (supports or refutes) his/her first ideas about the problem.

Based on the data you tabulated, respond to these questions once again. Use page 3 of your Student Log to write out your responses.

Do most accidents occur to Males or Females?

What age group is most often victimized by pedestrian-automobile accidents?

At what time interval do most accidents occur?

To what degree of severity are pedestrians hurt?

Who is most often in error when pedestrian-automobile accidents occur?

AFTER you have re-examined your "first ideas" (page 3 of Student Log), answer these questions to yourself.

Are your responses the same or different from the responses you first had? (See page 2 of the Student Log.)

In other words, did the evidence, the data, agree or disagree with (support or refute) your first ideas about the problem?

Based on the tabulated data and your answers to the questions, write at least five statements about pedestrian accidents. List those statements in your Student Log on page 4.

These statements make up your conclusions about the situation.

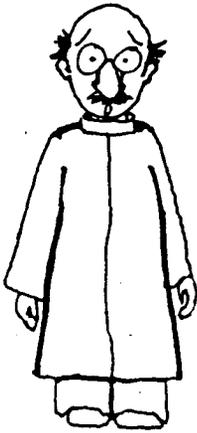


LET'S take a closer look at the "Type of Error" chart you completed on page 9.

You could draw a number of conclusions from this one factor alone! Then, you could use such conclusions to advise people about things they could do (rules) to lessen the chance of an accident.

USE your completed chart and, on page 5 of your Student Log, write at least five Safety Rules derived from your completed "Type of Error" chart. Your teacher will then have you compile your responses into a class list.

WHERE DO I GO FROM HERE?



So now you, as experimenter or detective, have a set of rules which, if followed, can reduce one's chance of being in a pedestrian accident.

But, how will those rules be put to use so that behaviors of pedestrians change? Who will do what to make the rules work?!?



COUNTERMEASURES

After you have developed a list of safety rules based on your conclusions about a factor (such as "Type of Error"), you can then write a plan to allow those rules to take effect. Such a plan of "Corrective Actions" or COUNTERMEASURES informs pedestrians about specific behaviors which, if followed, can help them avoid pedestrian accidents.

Before you can list a specific countermeasure, you need to know that:

COUNTERMEASURES can focus on

- training or teaching
- giving information to the public (through radio, television, etc.)
- making changes in streets or highways, such as adding stoplights
- passing new laws
- enforcing new and existing laws

AND,

before you decide upon a countermeasure, you need to review the example page which follows. It is like the page in your Student Log, page 6.

Notice that you can use results from other charts as well.

DEVELOPING A COUNTERMEASURE

Age Group to be reached:	5-9 years
Sex of victim (if appropriate):	Boys
Focus of Countermeasure:	Training or Teaching
Safety Rule:	Before crossing a street, stop and search.
Countermeasure:	While the gym teacher teaches the boys to play football, he sets up the field so they will often have to cross a "pretend" street. He makes them stop and search each time.

NOW, turn to page 6 of your Student Log and complete your own COUNTERMEASURE.



COMMUNICATING

Having looked so deeply into the problem and arrived at conclusions from which safety rules and their countermeasures evolved, the problem solver himself has a problem--COMMUNICATION!

To have any impact upon the problem, one has to share results of the problem-solving process with others.

Prepare a written report or an outline listing and explaining your research into the area of pedestrian accidents. Use pages 7-10 of your Student Log for your report or outline.

Although your instructor may give you other directions for writing the report, two suggested methods are included here.,

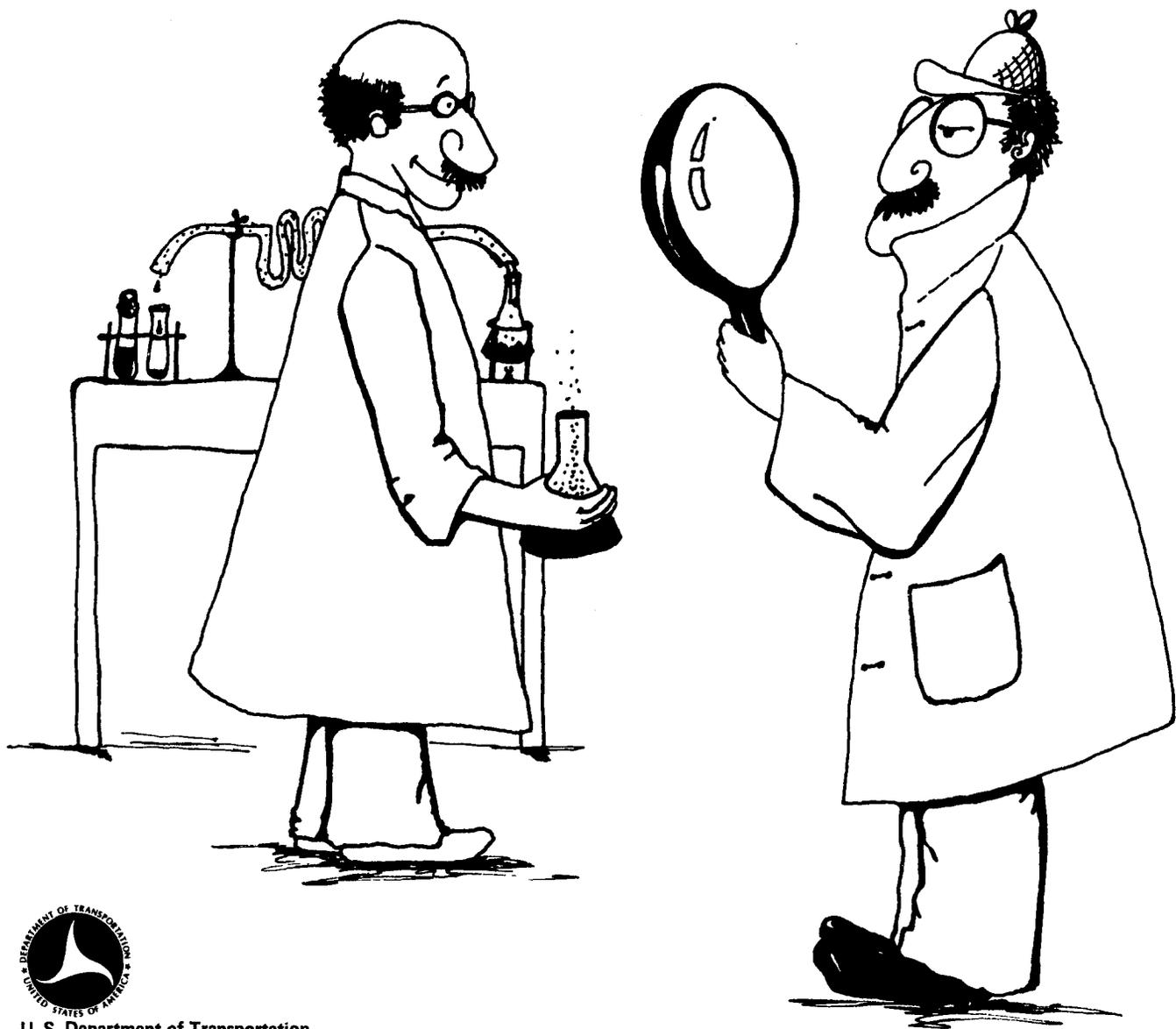
Suggested Format for Written Report	Suggested Outline Form
<p>My first thoughts about the problem were . . .</p> <p>However, after tabulating the raw pedestrian accident data, I noticed . . .</p> <p>So, I concluded . . .</p> <p>From these conclusions, I developed a list of safety rules . . .</p> <p>From one of these rules in particular, I devised a set of behaviors to make the rule work . . .</p>	<ul style="list-style-type: none"> I. First ideas <ul style="list-style-type: none"> A. Factor <ul style="list-style-type: none"> 1. Idea B. Factor <ul style="list-style-type: none"> 1. Idea C. etc. II. Conclusions from factors <ul style="list-style-type: none"> A. Factor <ul style="list-style-type: none"> 1. Conclusion B. Factor <ul style="list-style-type: none"> 1. Conclusion C. etc. III. Safety Rules <ul style="list-style-type: none"> A. Factor <ul style="list-style-type: none"> 1. Rule B. Factor <ul style="list-style-type: none"> 1. Rule C. etc. IV. Countermeasure for one factor <ul style="list-style-type: none"> A. Focus. <ul style="list-style-type: none"> 1. Specific behaviors <ul style="list-style-type: none"> A. B. C. etc.

NOW THAT IT LOOKS LIKE YOU'RE ALMOST DONE . . .

What steps did you, as experimenter or detective, follow to get to this point?

List those steps in your Student Log, page 11.

Analysis and Decision Making: Problem Solving



U. S. Department of Transportation

PEOSAFE

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STUDENT LOG

**PEDESTRIAN ACCIDENTS:
FACTORS WHICH MIGHT BE INVESTIGATED**

FIRST IDEAS

Before looking at the data:

Do most accidents occur to Males or Females?

What age group is most often victimized by pedestrian-automobile accidents?

At what time interval do most accidents occur?

To what degree of severity are most pedestrians hurt?

Who is most often in error when pedestrian-automobile accidents occur?

AFTER LOOKING AT THE DATA:

Do most accidents occur to Males or Females?

What age group is most often victimized by pedestrian-automobile accidents?

At what time interval do most accidents occur?

To what degree of severity are most pedestrians hurt?

Who is most often in error when pedestrian-automobile accidents occur?

STATEMENTS ABOUT PEDESTRIAN-AUTOMOBILE ACCIDENTS

1.

2.

3.

4.

5.

6.

7.

SAFETY RULES BASED ON
"TYPE OF ERROR" CHART

1.

2.

3.

4.

5.

6.

7.

8.

9.

DEVELOPING A COUNTERMEASURE

Age group to be reached

Sex of victim (if appropriate

Focus of countermeasure

Safety Rule

Countermeasure

SCRATCH PAPER FOR
REPORT OR OUTLINE FROM
ACTIVITY PACKAGE, page 23

GOOD COPY OF REPORT OR OUTLINE
FROM ACTIVITY PACKAGE, page 23

STEPS AN EXPERIMENTOR OR DETECTIVE MIGHT FOLLOW
IN THE PROBLEM-SOLVING PROCESS

STUDENT WORKSHEETS

TIME INTERVAL / Tabulation Sheet

A.M.			P.M.		
MIDNIGHT – 3:59	4:00 – 7:59	8:00 – 11:59	NOON – 3:59	4:00 – 7:59	8:00 – 11:59

AGE / Tabulation Sheet

0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40+

SEX OF VICTIM / Tabulation Sheet

Male	Female

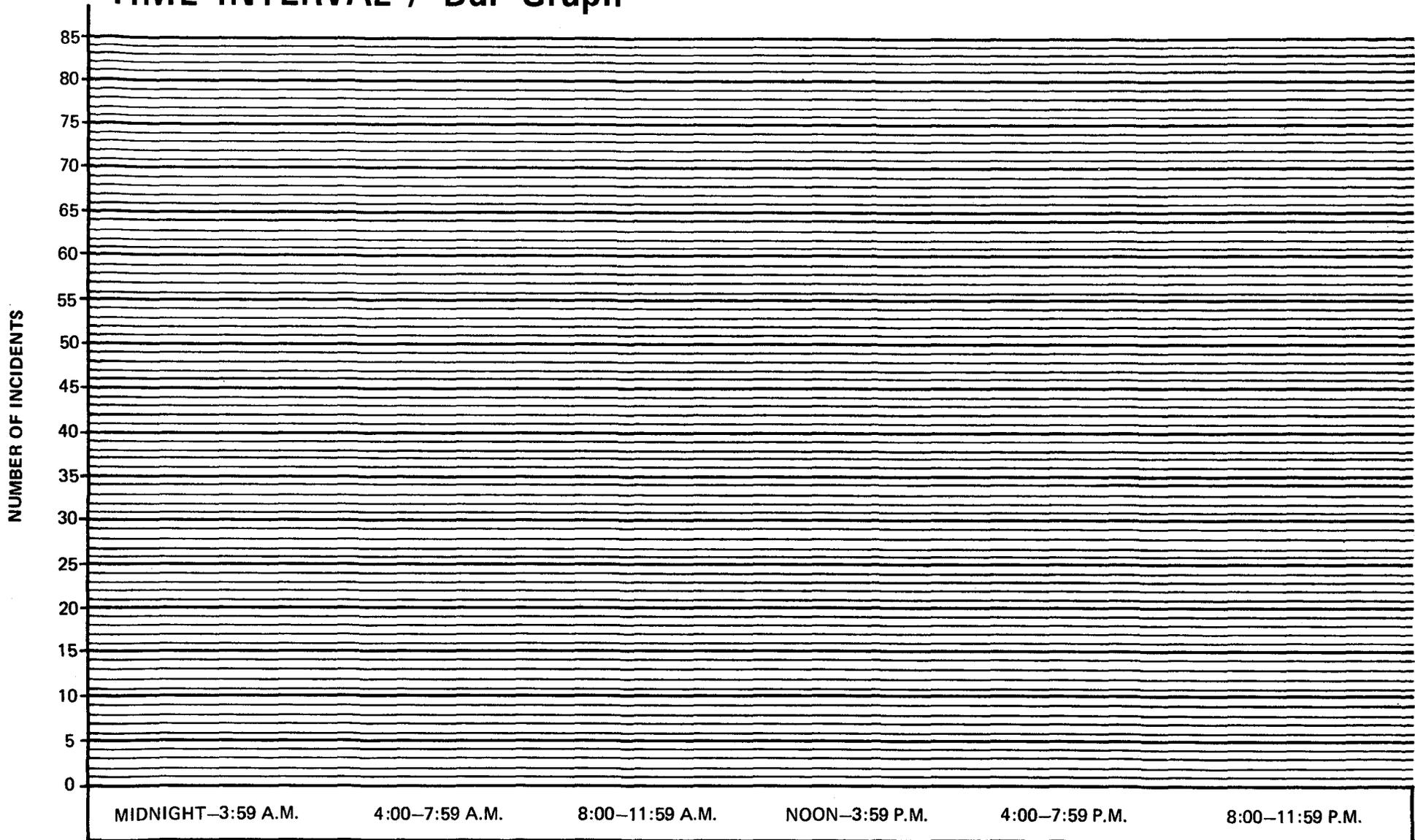
SEVERITY OF ACCIDENT / Tabulation Sheet

Slight	Moderate	Severe	Fatal

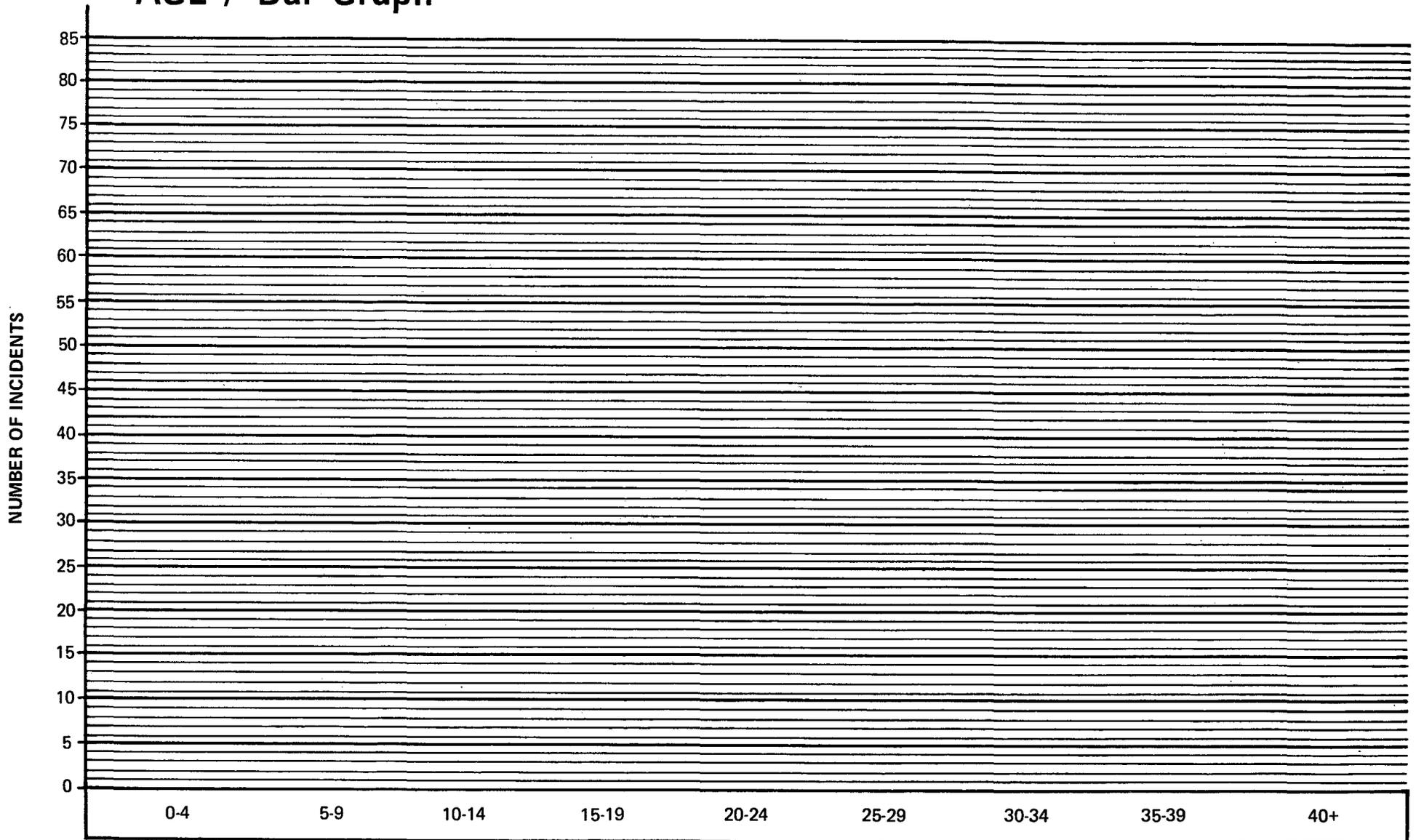
TYPE OF ERROR / Tabulation Sheet

ACCIDENT NUMBER	PEDESTRIAN ERRORS							DRIVER ERRORS					
	Running/Chasing	No Stopping	Inadequate or No Search	Inattention to Traffic or Traffic Signals	Walking, Standing, Playing, or Working on the Road or Too Close to Road	Walking with Back to Traffic	Crossed Too Close To Bus	NO ERROR	Speeding	Attempting to Jump or Beat Light	Inattention	Turning, Failed to See Pedestrian Crossing	Ignore: School Bus Warning Lights
1													
2													
3													
4													
5													
6													
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TOTALS													

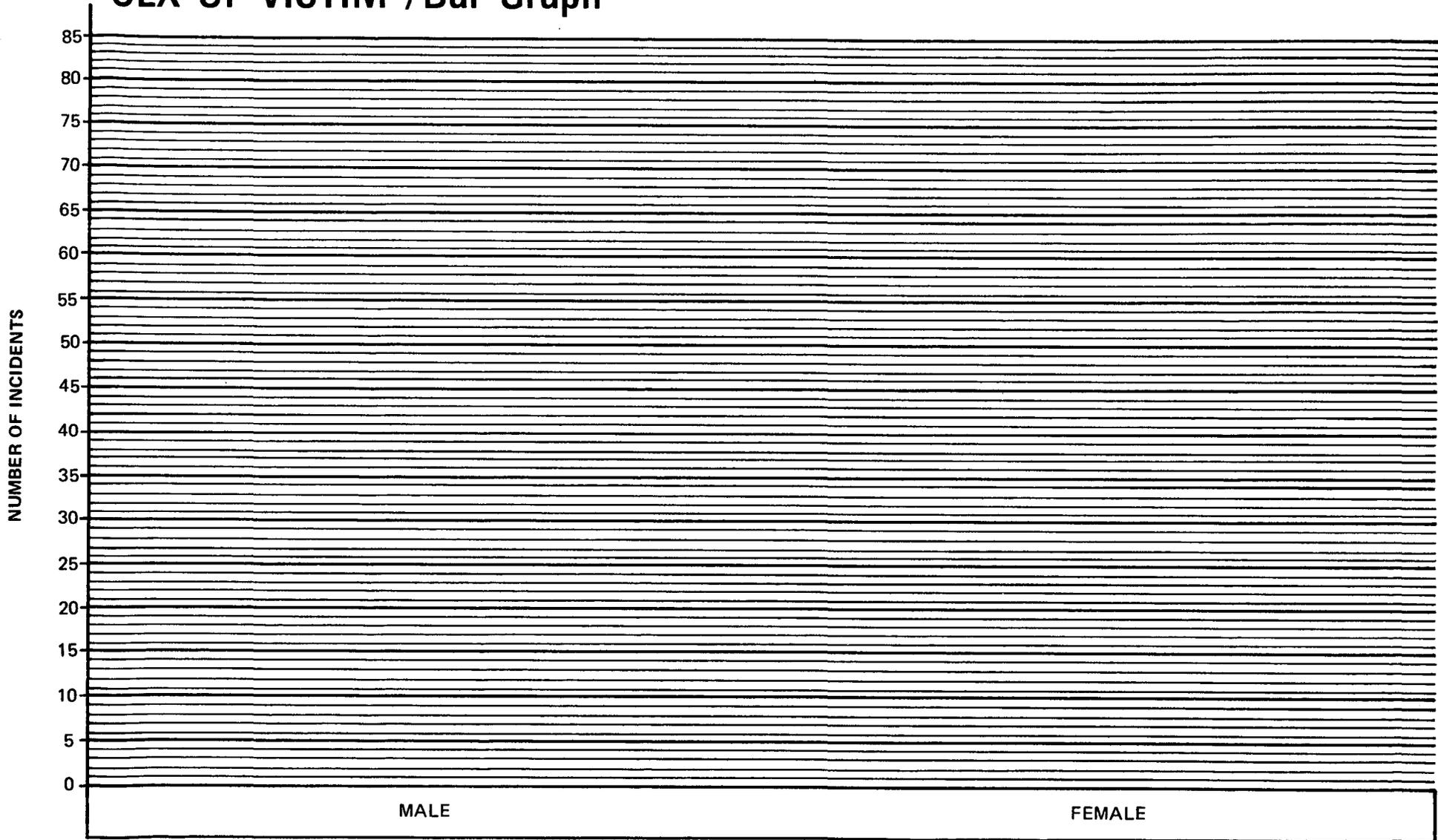
TIME INTERVAL / Bar Graph



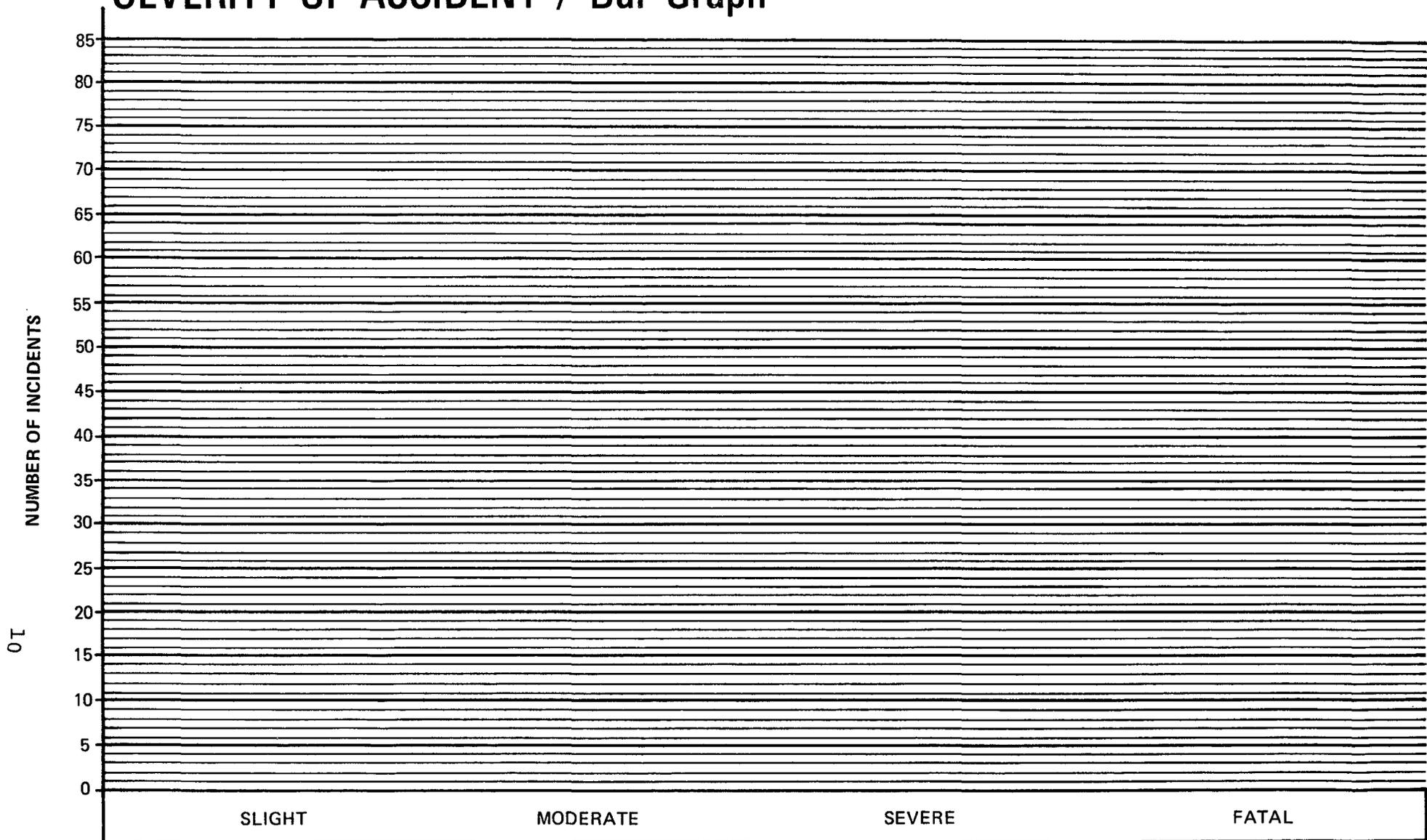
AGE / Bar Graph



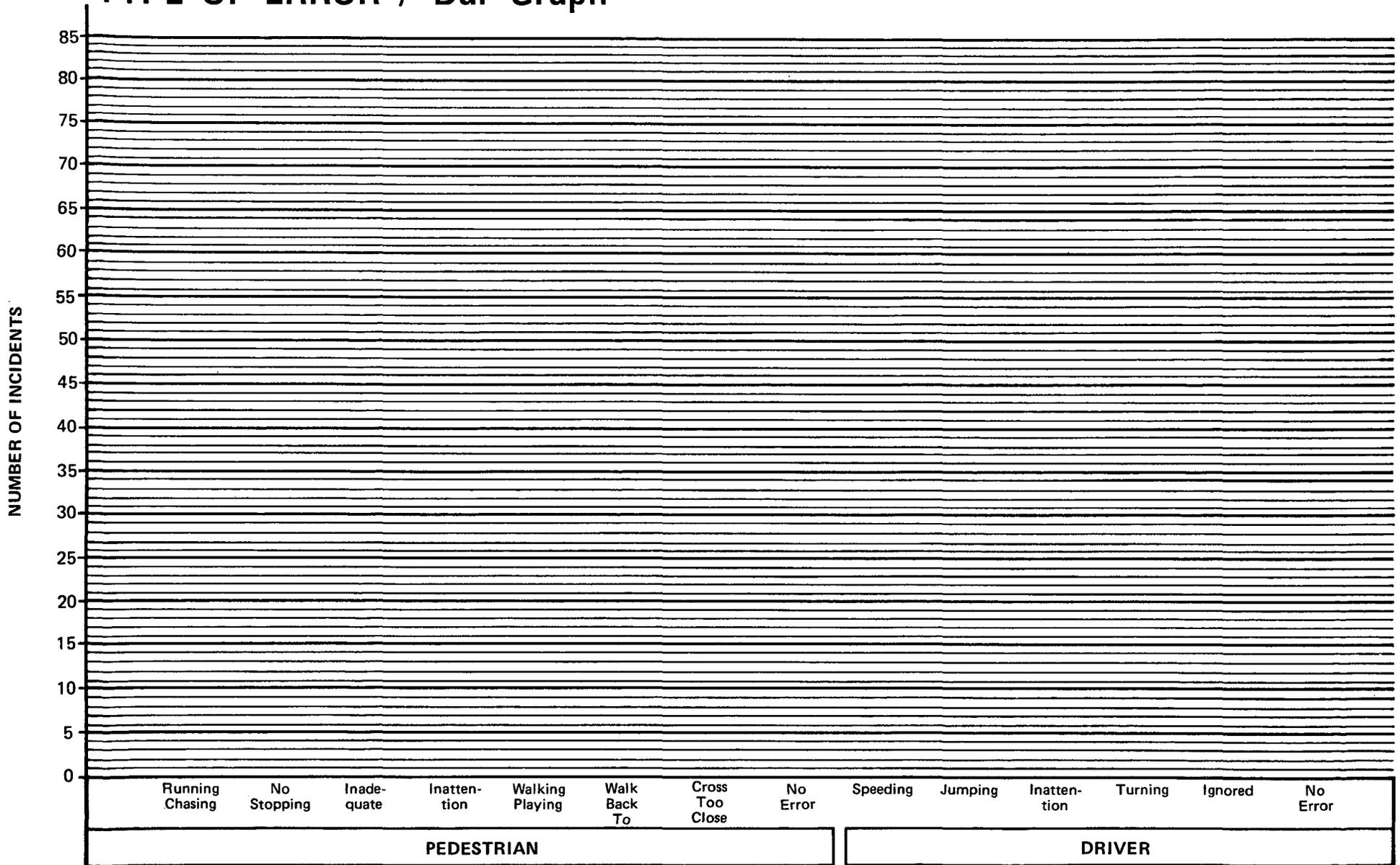
SEX OF VICTIM /Bar Graph



SEVERITY OF ACCIDENT / Bar Graph



TYPE OF ERROR / Bar Graph



SEVERITY BY AGE : CROSS TABULATION

	0-4	5-9	10-14	15-19	20+
Fatal					
Severe					
Moderate					
Slight					

SEVERITY BY TIME : CROSS TABULATION

	A.M.			P.M.		
	MIDNIGHT-3:59	4:00-7:59	8:00-11:59	NOON-3:59	4:00-7:59	8:00-11:59
Fatal						
Severe						
Moderate						
Slight						

SECTION 5

HEALTH AND SAFETY MODULE

Teacher's Introduction
Printing Specifications
Health and Safety Module
Hazard Identification Quiz
 Instructor's Copy
 Student's Copy
Decal for Handout

TEACHER'S INTRODUCTION
TO THE PEDSAFE
HEALTH AND SAFETY MODULE

The Health and Safety Module is designed to be an independent study project for your students. Based on the needs of your students, this unit can be completed in class with little interaction on your part, or at home as a homework assignment.

The Module is self-explanatory. Pages 1-2 explain the background and objectives of the unit. Activity 1 (pages 3-18) is a reading assignment. Students should be cautioned to read carefully because they will be tested on the material. Activity 2 (page 19) consists of the slide/tape presentation which will take one class period to complete. The first part of the presentation reviews the reading material. The second part of the presentation consists of a hazard identification quiz, using a two-part answer form (which should be passed out to the students after part one of the presentation). This form allows the students to hand one sheet in to you for grading, but allows them to see their answers when the slides are reshown and the correct answers discussed. Explicit instructions are given to you on the tape. If at any time you experience difficulty, simply turn off the cassette player and the carousel projector until the problem is rectified. The T-shirt decals are to be distributed at the end of the slide/tape presentation.

Activity 3 (page 20) can be completed in class or at home.

PRINTING SPECIFICATION:

HEALTH AND SAFETY MODULE

Cover: 65 lb. Carnival Cover Antique
Color: Medium blue
Size: 8-1/2" x 11"
Black ink - print on one side.

Text: 60 lb. Carnival Offset Vellum
Color: White
Size: 8-1/2" x 11"
Black ink - print both sides

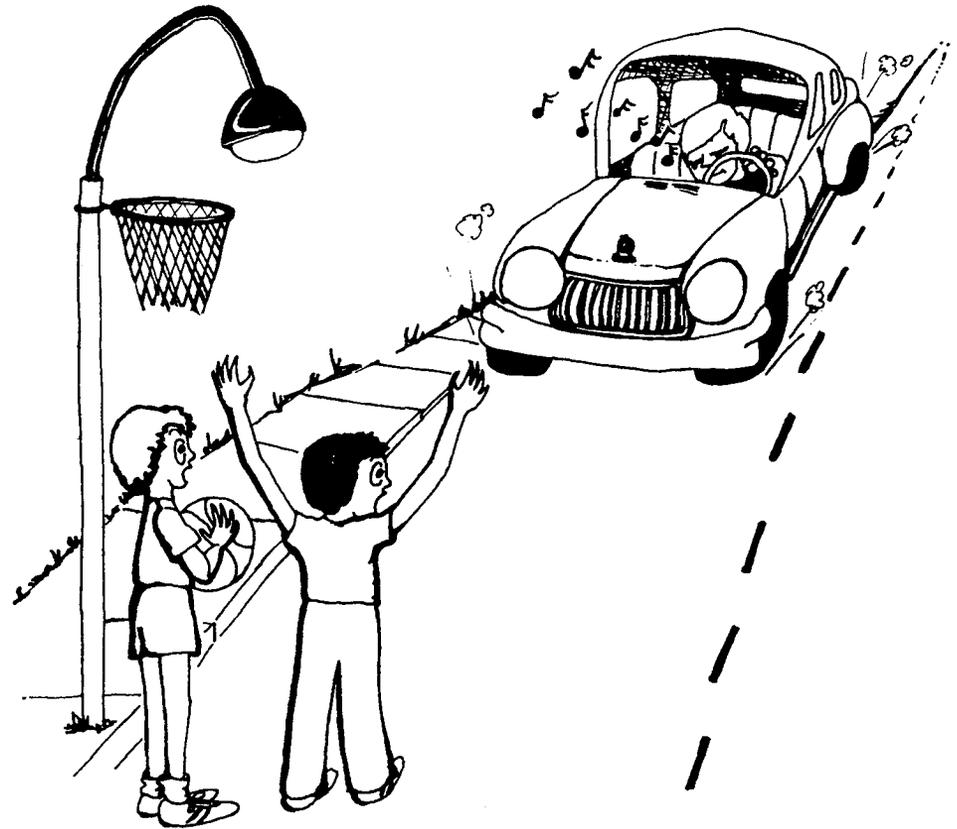
Tests: Print in black ink on NCR paper

Decal: Decals can be purchased from

K-Promotions, Inc.
3825 W. Green Tree Road
Milwaukee, Wisconsin 53209
Mark Manes, C.A.S.
Account Executive
414/352-3450

Current prices are:

Minimum of 50	-	\$2.49 ea.
100	-	2.10 ea.
250	-	1.27 ea.
500	-	.46 ea.
5000	-	.24 ea.



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Health and Safety Module

ACTIVITY 3

APPLY YOUR KNOWLEDGE

Your teacher will assign one or more of the following activities as class or homework assignments. These activities will require you to apply your knowledge of pedestrian safety.

OPTIONAL ACTIVITIES

1. Develop a generalized set of pedestrian safety rules. This list should be as short as possible to safeguard you against all accident types discussed in this module.
2. Conduct a community hazard survey. Locate and list at least three situations which would prove hazardous to pedestrians. Suggest how these hazards could be eliminated or made safer.
3. Watch pedestrians at one location in your community for 30 minutes and list all unsafe actions. For each unsafe action listed suggest the correct action.



Pedestrian*-automobile collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of activities that is designed to teach rural and suburban students safe behaviors. In your case, the focus of activities is on recall of what you "already know" and the application of this knowledge to specific accident situations that victimize teenagers.

* A pedestrian is a person who travels on foot.

OBJECTIVES OF THIS MODULE

1. Develop an understanding of the importance of the pedestrian safety problem in general.
 2. Discover:
 - a. The specific accident situations that victimize teenage pedestrians in small town, suburban, and rural areas.
 - b. The specific behaviors (countermeasures) teenagers can engage in to avoid the target accident types.
 - c. General pedestrian safety practices.
-

ACTIVITY 2

TEST YOUR KNOWLEDGE

Watch the slide/tape presentation carefully and then take the hazard identification quiz to see how much you actually know about pedestrian safety.



Waiting for a Ride

1. Choose well-lighted place.
2. Choose place where car can pull entirely off the road.
3. Choose place with adequate sight distance.
4. Follow rules for Walking Along the Roadway (see page 13).

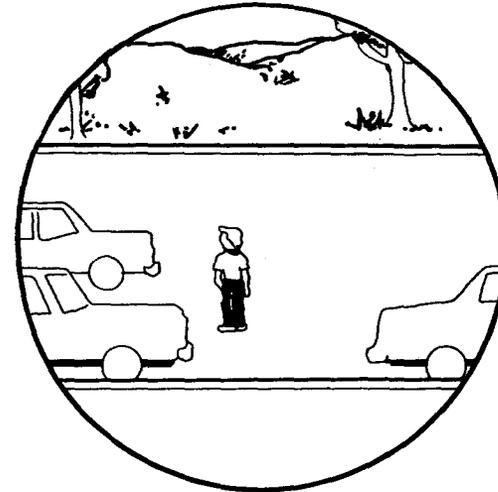
Multiple-Threat

1. Never assume a car is going to stop, even if crossing in a crosswalk.
 2. Follow rules for Intersection Crossings with parked cars present (see page 14).
-

ACTIVITY 1

CHECK YOUR KNOWLEDGE:

PEDESTRIAN SAFETY



READ

pages 5 to 18 to learn how most teenage pedestrian accidents occur.

While reading, focus on:

1. The types of accidents that teenagers have and the frequency of their occurrence (see pages 11 and 12 for listings).
 2. The accident situations that victimize teenagers.
 3. The specific actions (countermeasures) that you can take to help reduce these accidents.
-

School Bus-Related

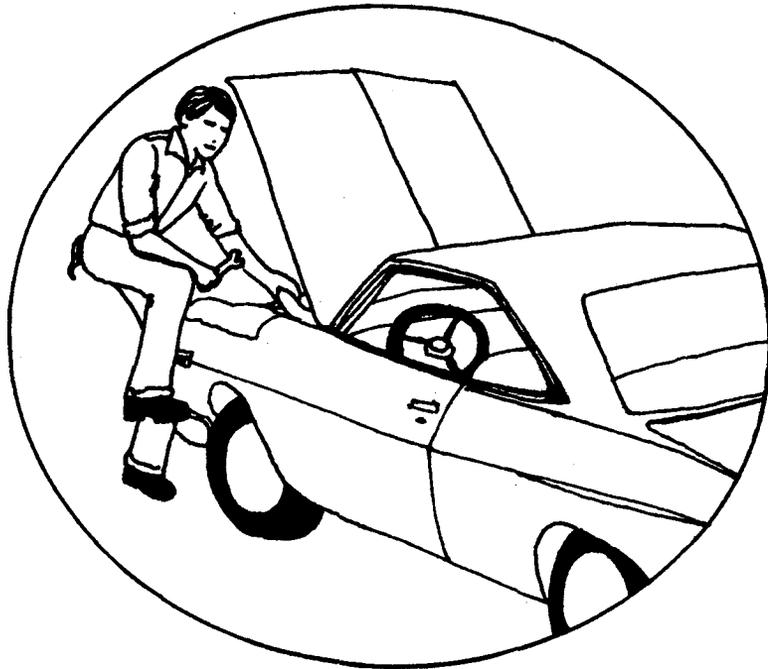
1. To bus
 - a. Wait well off road until the bus comes to a complete stop and the red flashing lights are on.
 - b. Stop at edge of road and look left-right-left to make sure all traffic has stopped.
 - c. Cross about 10 feet in front of the bus, never behind.
2. From bus
 - a. Walk 10 feet in front of the bus to the far edge of the bus and stop.
 - b. Look left-right-left to make sure all traffic has stopped.
 - c. Cross to the other side when all cars are stopped.
 - d. Wait well off the road until the bus and any stopped cars are gone before walking home.



HOW TEENAGERS BECOME ACCIDENT VICTIMS

Disabled Vehicle-Related

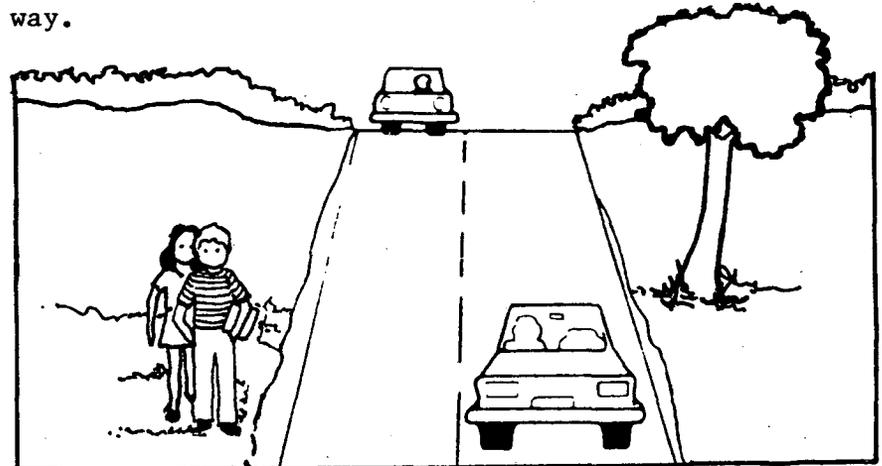
1. If possible, stop disabled vehicle well off road surface.
2. If possible, work in well-lighted area.
3. Be visible to drivers, i.e., use flashers, flares.
4. Do not stand in roadway.



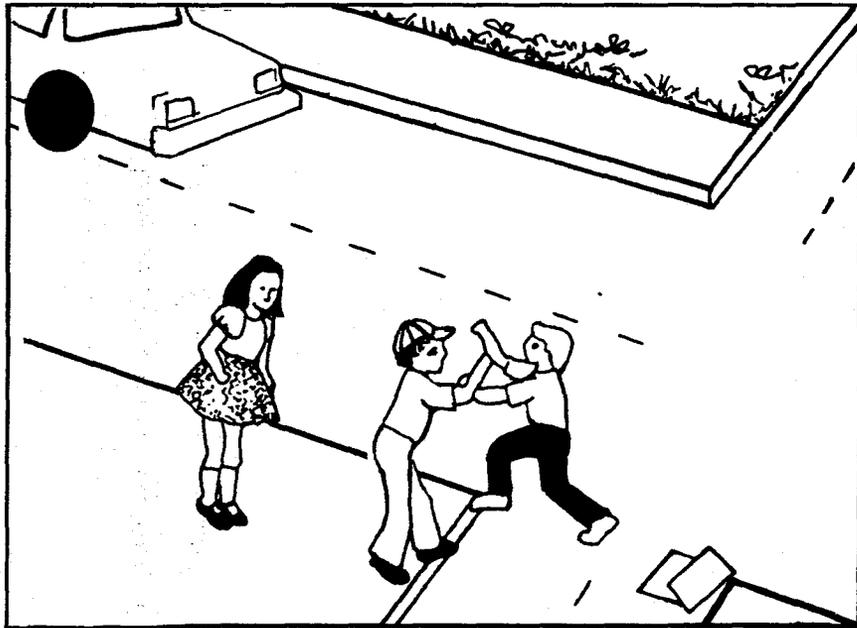
Although most teenagers know safe pedestrian principles, too often they don't apply these rules to safeguard themselves. By understanding the types of accidents that victimize teenagers, you may be more cautious when encountering high-risk situations.

ACCIDENT TYPES

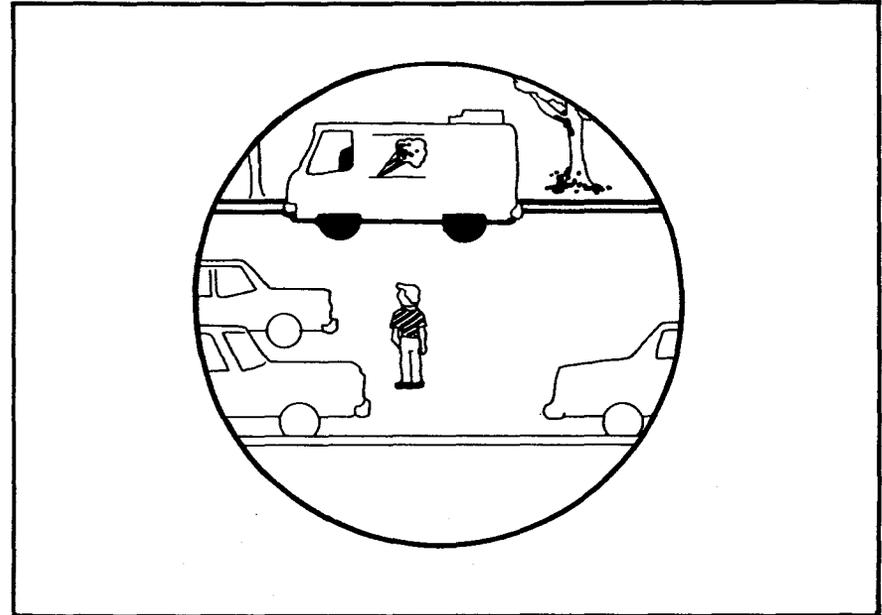
Walking Along the Roadway accidents victimize teenagers more frequently than any other accident type. More than one-fourth of teenage pedestrian accidents are of this type. The accident occurs when a pedestrian is struck while walking along the edge of the roadway or on the shoulder of the road. Walking Along the Roadway accidents frequently occur when the pedestrian is walking with traffic at night along a two-lane roadway in a residential, country location. The pedestrians are most frequently dressed in dark colors. Most accidents of this type occur on the roadway rather than on the shoulder. Walking Along the Roadway accidents are most likely to occur within one mile of the pedestrian's home on a level roadway.



Intersection Dash accidents occur when a pedestrian is struck at an intersection while running or after appearing suddenly in the path of a vehicle. This accident type victimizes almost three times as many junior high students as senior high students. Running and short-time exposure (the length of time that the driver can see the pedestrian) by the pedestrian are frequent factors. Even when the driver is aware of the pedestrian, the driver often misinterprets the pedestrian's intentions. Intersection Dash accidents occur in residential or commercial areas, more frequently near non-signalized intersections. More than one-third of these accidents occur after school, between 3:00 and 7:00 pm. Intersection Dash accidents occur more frequently to pedestrians crossing alone rather than in a group.



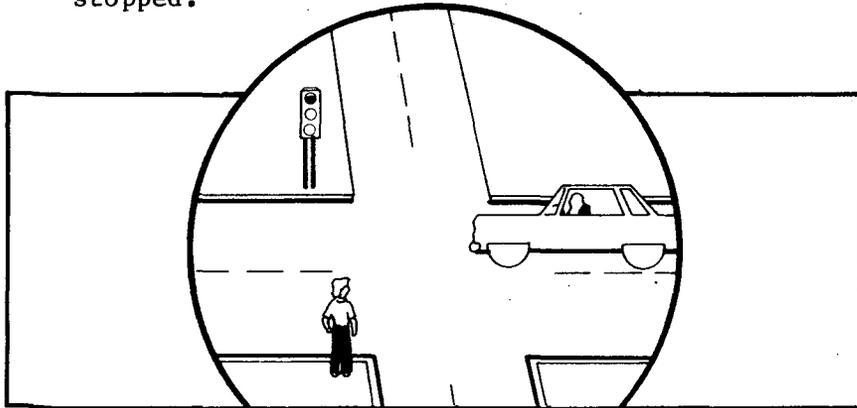
Midblock Dart-Out or Dash



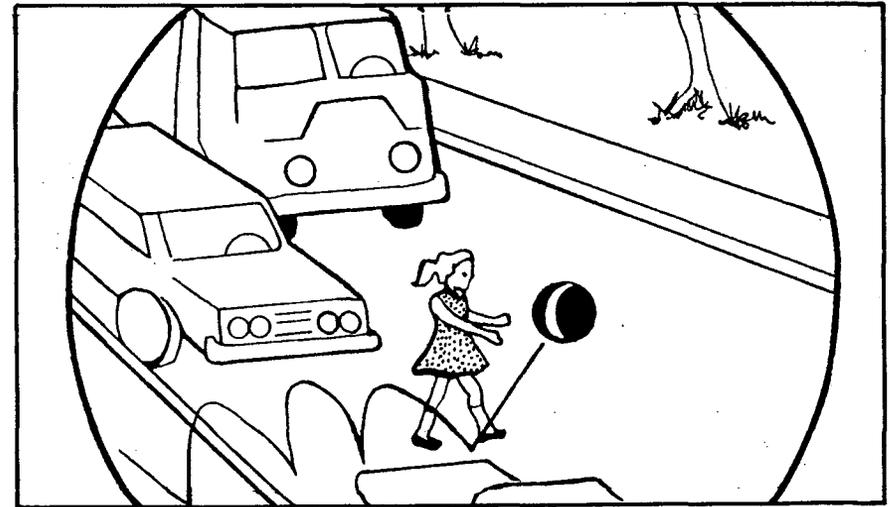
1. Stop where there is a clear view of the road.
 - a. If there are no parked cars, at edge of road or curb.
 - b. If parked cars are present, at the edge of parked car close enough to touch it.
2. Look left-right-left to search for cars coming.
3. If a car is coming, wait until it passes.
4. Look left-right-left again until no cars are coming, then cross straight across the road, never diagonally.

Intersection Dash

1. At a signalized intersection wait for a green light or for the "walk" sign before performing steps 2-6. OTHERWISE:
2. Stop at curb or edge of road;
or
If parked car blocks the view of any approaching traffic:
 - a. Look behind for turning traffic.
 - b. Walk out, searching the direction from which the cars in the first lane will be coming.
 - c. Stop where there is a view of traffic in all four directions.
3. Search for cars coming from all four directions.
 - a. Look left, right, and left again for cars going through the intersection.
 - b. Look front and behind, for turning traffic.
4. Take one last look in the direction from which the cars in the first lane could be coming.
5. If a car is approaching, wait until it:
 - a. Passes through the intersection or stops for the sign or signal.
 - b. Search all ways again.
6. Go when no cars are coming or all cars have stopped.



Midblock Dart-Out or Dash accidents involve pedestrians who are struck while crossing the roadway, not at an intersection. Many of these accidents (66 percent) occur to children under the age of nine who are impulsive, unaware of oncoming vehicles, and unconcerned about looking for them. However, 21 percent of Junior High, and 12 percent of Senior High pedestrian accidents are of this type. Often the pedestrian appears suddenly in the path of the vehicles, frequently after running out from between parked cars. Midblock Dart-Out or Dash accidents usually involve a pedestrian running into a two-lane residential street during the late afternoon. Seventy-five (75) percent of these accidents happen to males. Most Midblock Dart-Out or Dash accidents happen within 0.1 mile of the pedestrian's home!



Disabled Vehicle-Related Accidents occur to pedestrians who are working on or standing next to disabled vehicles. Accidents of this type frequently occur at night on secondary or primary highways in the country. The collision occurs most frequently on the edge of the roadway, although a vehicle occasionally runs off the roadway and strikes the pedestrian. Rain, icy streets, and out-of-control collision vehicles are often involved. Senior High students are involved in this type of accident twice as often as Junior High students.

A School Bus-Related accident occurs when a pedestrian is struck while going to or from a school bus or a school bus stop. Although most of these accidents occur to elementary school-aged children, school bus related accidents account for five percent of the pedestrian accidents that victimize teenagers. Most frequently, these accidents occur in residential, country locations, along secondary highways.

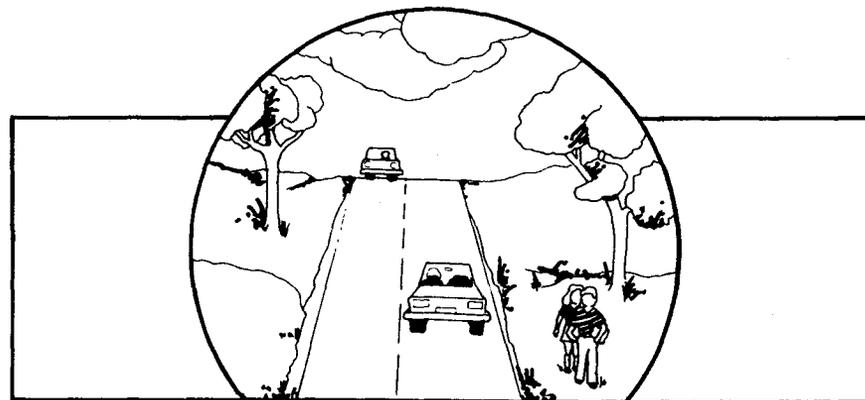


COUNTERMEASURES

Countermeasures are actions that you can take to avoid accidents. Frequently, there are specific accident avoidance behaviors that you can employ. These are discussed below:

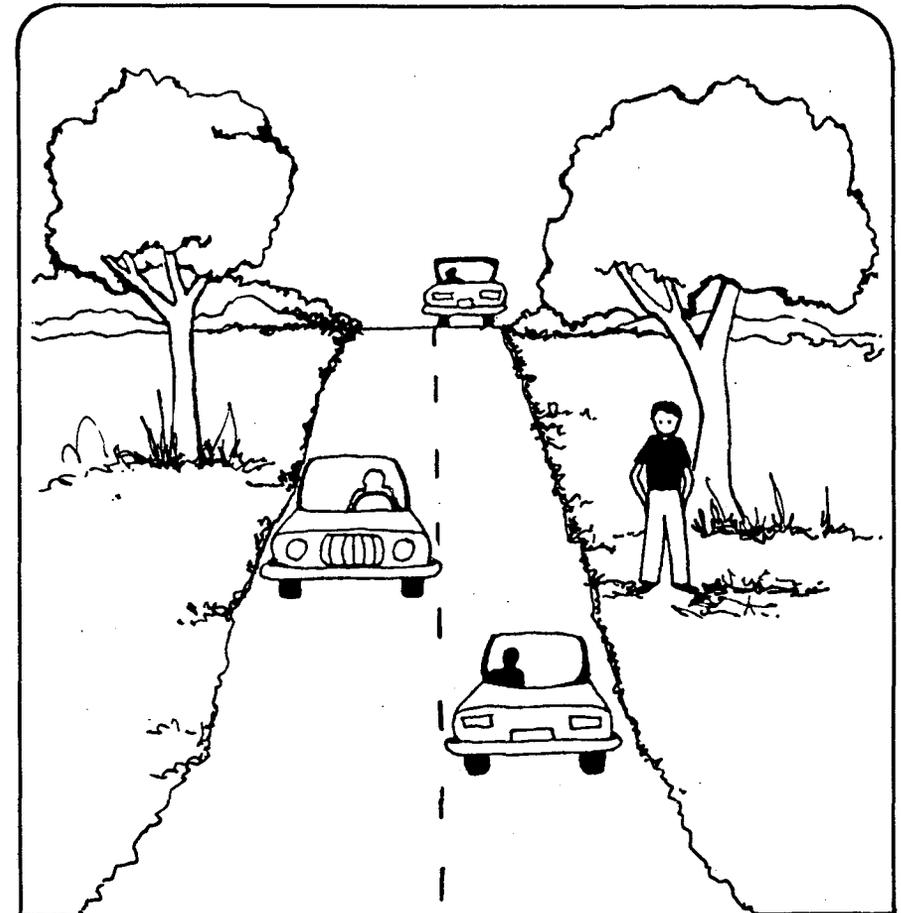
Walking Along the Roadway

1. Walk well off the roadway.
2. Walk facing traffic (on the left-hand side of the road).
3. If in a group, walk single file.
4. Watch approaching traffic and look for weaving or movement of vehicles toward the edge of road.
5. Watch for conditions under which the driver might leave the road (i.e., wet or slippery pavement, curves).
6. Watch for places to move to if a vehicle started to leave the road (i.e., an escape route).
7. Be conspicuous:
 - a. Wear bright colors in the daytime.
 - b. At night:
 - (1) Wear light-colored clothing.
 - (2) Carry a flashlight.
 - (3) Wear reflective clothing.



ACCIDENTS WHICH VICTIMIZE TEENAGERS

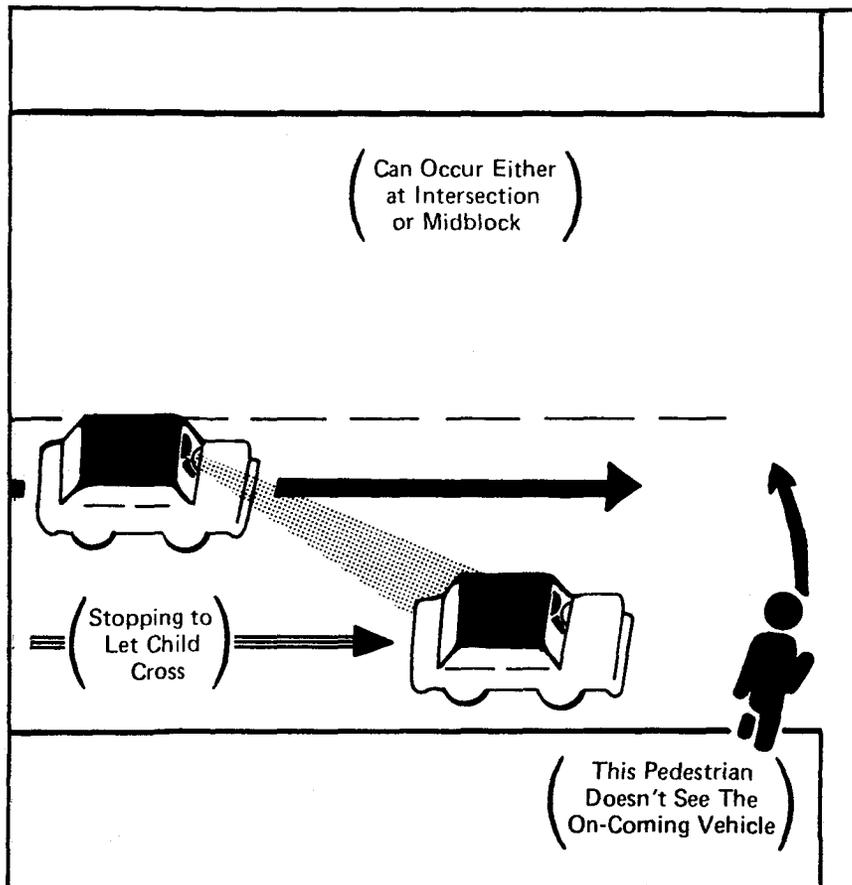
	Frequency of Occurrence	
	Junior High	Senior High
Walking Along the Roadway	26%	24%
Intersection Dash	26%	10%
Midblock Dart-Out/Dash	21%	12%
Disabled Vehicle-Related	4%	10%
School Bus-Related	4%	5%
Waiting for a Ride	1%	5%*
Multiple Threat	1%	1%



Waiting for a Ride accidents occur to pedestrians who are struck while waiting along the side of the roadway. Over one-third of the accidents of this type happen to senior high school students. The majority of Waiting for a Ride accidents occur at night, often when the roadway is wet. This accident type involves males more frequently than females.

* Over one-third of all the accidents of this type occur to senior high students.

A Multiple-Threat accident occurs when one vehicle stops to let a pedestrian cross and the pedestrian is struck by another vehicle traveling in the same direction as the first vehicle as shown above. Multiple-Threat accidents frequently occur near intersections, often around noon and in the afternoon. They almost always occur on four-lane roads.



ACCIDENT TYPE DESCRIPTIONS

Walking Along the Roadway

Pedestrian is struck while walking along the edge of the roadway or on the shoulder.

Intersection Dash

Pedestrian is struck at an intersection while running or after appearing suddenly in the path of the vehicle.

Midblock Dart-Out or Dash

Pedestrian is struck while crossing the roadway not at an intersection.

Disabled Vehicle-Related

Pedestrian is struck while working on or standing next to a disabled vehicle.

School Bus-Related

Pedestrian is struck while going to or from a school bus or school bus stop.

Waiting for a Ride

Pedestrian is struck while waiting for a ride.

Multiple-Threat

A vehicle stops for the crossing pedestrian but the pedestrian is struck by another vehicle traveling in the same direction as the stopped vehicle.

INSTRUCTOR'S COPY

PEDSAFE

HAZARD IDENTIFICATION QUIZ
Health and Safety Module

1. Before crossing, in which direction should the pedestrian look LAST?

2. What is the hazard in this slide, and how could it be corrected?

3. What accident type is depicted in this slide?

Do these accidents occur more frequently at midblock locations or at intersections? (Circle your answer)

MIDBLOCK INTERSECTION

How would you cross safely in this situation?

4. What is the hazard in this slide, and how could it be corrected?

5. How could this hazard be corrected?

6. List two things that the pedestrian is doing correctly while waiting for a ride.

7. In this situation, is it safer to walk along the roadway on the left or right side? Explain your answer.

8. What is the hazard in this slide, and how could it be corrected?

9. What accident type is depicted in this slide?

Do these accidents occur more frequently in the morning, afternoon, or at night? (Circle your answer)

MORNING AFTERNOON NIGHT

How would you cross safely in this situation?

10. Is the pedestrian being: (Circle your answer)

SAFE UNSAFE

EXPLANATION: _____

STUDENT'S COPY

PEDSAFE

HAZARD IDENTIFICATION QUIZ
Health and Safety Module

1. Before crossing, in which direction should the pedestrian look LAST?

2. What is the hazard in this slide, and how could it be corrected?

3. What accident type is depicted in this slide?

Do these accidents occur more frequently at midblock locations or at intersections? (Circle your answer)

MIDBLOCK INTERSECTION

How would you cross safely in this situation?

4. What is the hazard in this slide, and how could it be corrected?

5. How could this hazard be corrected?

6. List two things that the pedestrian is doing correctly while waiting for a ride.

7. In this situation, is it safer to walk along the roadway on the left or right side? Explain your answer.

8. What is the hazard in this slide, and how could it be corrected?

9. What accident type is depicted in this slide?

Do these accidents occur more frequently in the morning, afternoon, or at night? (Circle your answer)

MORNING AFTERNOON NIGHT

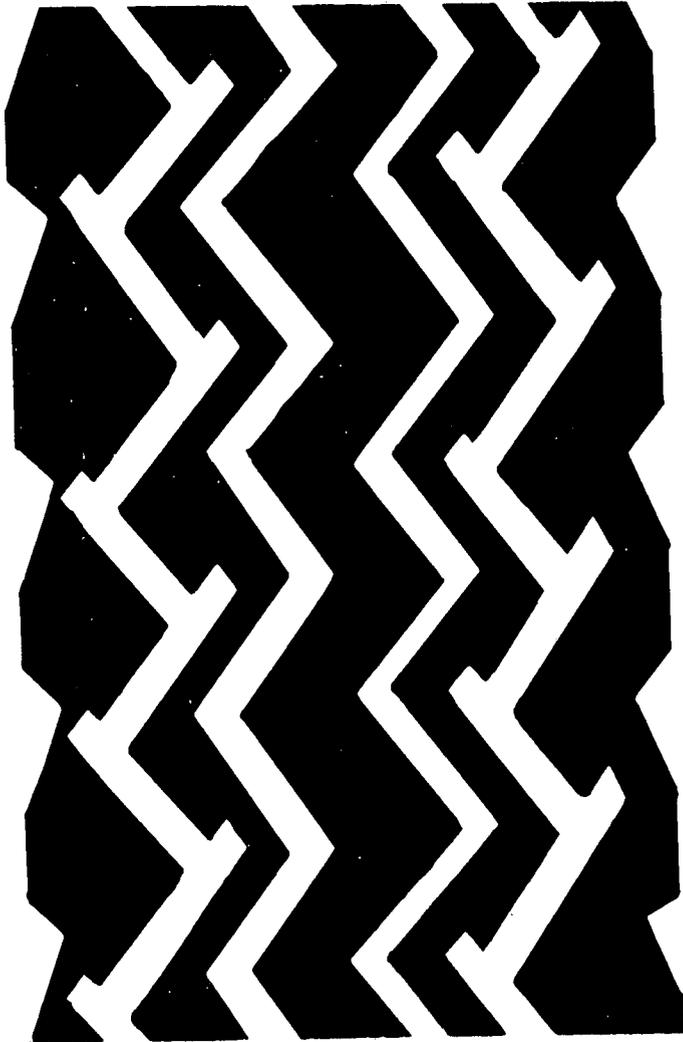
How would you cross safely in this situation?

10. Is the pedestrian being: (Circle your answer)

SAFE UNSAFE

EXPLANATION: _____

Don't tread



on me.

SECTION 6

DRIVER EDUCATION MODULE

Teacher's Introduction
Printing Specifications
Driver Education Module
Hazard Identification Quiz
 Instructor's Copy
 Student's Copy
Decal for Handout

TEACHER'S INTRODUCTION
TO THE PEDSAFE
DRIVER EDUCATION MODULE

The Driver Education Module is designed to be an independent study project for your students. Based on the needs of your students, this unit can be completed in class with little interaction on your part, or at home as a homework assignment.

The Module is self-explanatory. Pages 1-3 explain the background and objectives of the unit. Activity 1 (pages 4-22) is a reading assignment. Students should be cautioned to read carefully because they will be tested on the material. Activity 2 (page 23) consists of the slide/tape presentation which will take one class period to complete. The first part of the presentation reviews the reading material. The second part of the presentation consists of a hazard identification quiz, using a two-part answer form (which should be passed out to the students after part one of the presentation). This form allows the students to hand one sheet in to you for grading, but allows them to see their answers when the slides are reshown and the correct answers discussed. Explicit instructions are given to you on the tape. If at any time you experience difficulty, simply turn off the cassette player and the carousel projector until the problem is rectified. The T-shirt decals are to be distributed at the end of the slide/tape presentation.

Activity 3 (page 24) can be completed in class or at home.

PRINTING SPECIFICATION:

DRIVER EDUCATION MODULE

Cover: 65 lb. Carnival Cover Antique
Color: Goldenrod
Size: 8-1/2" x 11"
Black ink - print on one side.

Text: 60 lb. Carnival Offset Vellum
Color: White
Size: 8-1/2" x 11"
Black ink - print both sides

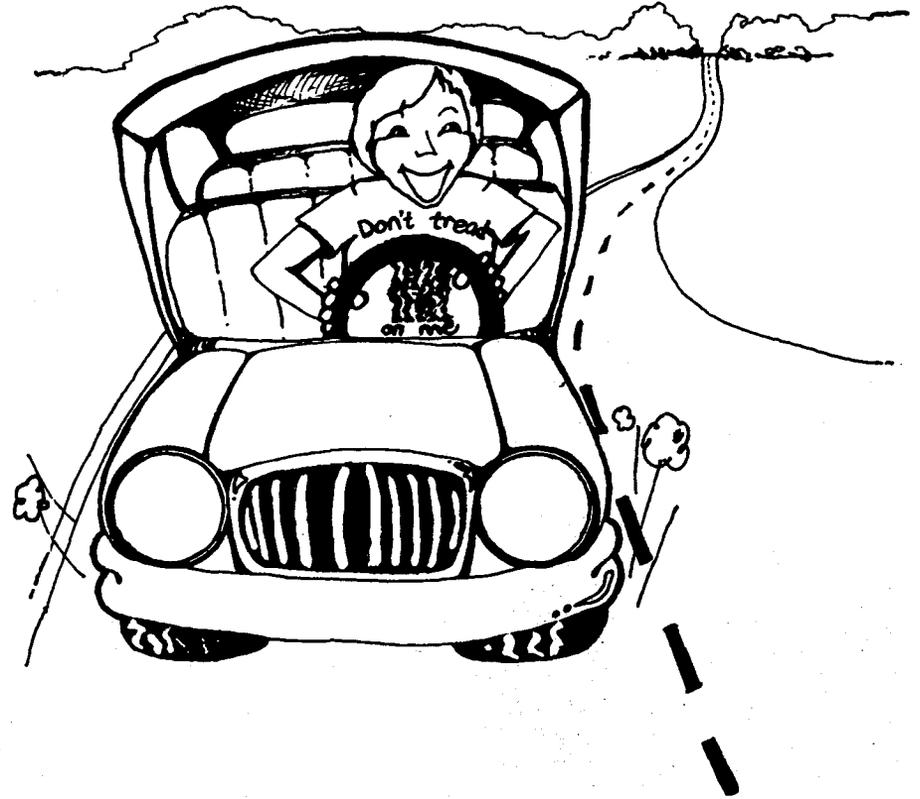
Test: Print in black ink on NCR paper

Decal: Decals can be purchased from

K-Promotions, Inc.
3825 W. Green Tree Road
Milwaukee, Wisconsin 53209
Mark Manes, C.A.S.
Account Executive
414/352-3450

Current prices are:

Minimum of 50	-	\$2.49 ea.
100	-	2.10 ea.
250	-	1.27 ea.
500	-	.46 ea.
5000	-	.24 ea.



U. S. Department of Transportation

PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools.

Driver Education Module

ACTIVITY 3

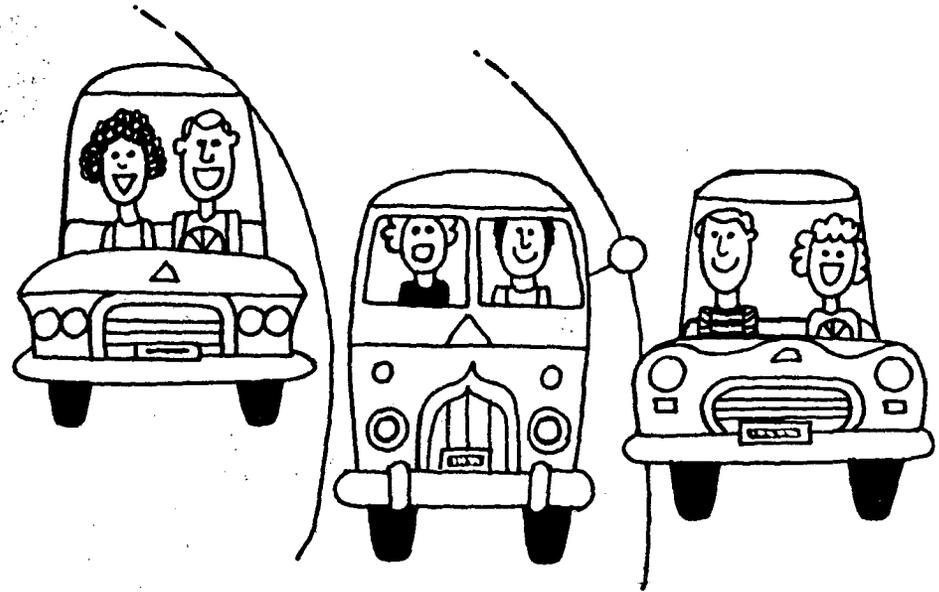
APPLY YOUR KNOWLEDGE

Your teacher will assign one or more of the following activities as class or homework assignments. These activities will require you to apply your knowledge of pedestrian safety.

OPTIONAL ACTIVITIES

1. Develop a generalized set of pedestrian safety rules. This list should be as short as possible to safeguard you against all accident types discussed in this module.
2. Develop a generalized set of safe driving rules applying to pedestrians. This list should be as short as possible but should include all driver tips for the accident types discussed in this module.
3. Conduct a community hazard survey. Locate and list at least three situations which would prove hazardous to pedestrians or to safe driving. Suggest how these hazards could be eliminated or made safer.
4. Watch pedestrians at one location in your community for 30 minutes and list all unsafe actions. For each unsafe action listed suggest the correct action.
5. During actual driving with your instructor, locate and discuss potential high risk areas for pedestrians-vehicle collisions.

NOW THAT YOU'RE A DRIVER



You would probably agree that it's important to be a safe driver. You certainly don't want to be hurt or killed by reckless behavior. But, have you ever thought about your driving in relation to pedestrians? Imagine how you would feel if you were to hit a pedestrian, causing injury or even death. An accident of this type could not be forgotten easily.

Did you know that teenage drivers are involved in one-fifth of all pedestrian-vehicle collisions?!?

Defensive driving involves being alert to the actions of other drivers and pedestrians.

"WHAT'S THIS ALL ABOUT"



Pedestrian*-automobile collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of activities that is designed to teach rural and suburban students safe behaviors. In your case, the focus of activities is on recall of what you "already know" and the application of this knowledge to specific accident situations that victimize teenagers.

* A pedestrian is a person who travels on foot.

ACTIVITY 2

TEST YOUR KNOWLEDGE

Watch the slide/tape presentation carefully and then take the hazard identification quiz to see how much you actually know about pedestrian safety.



Waiting for a Ride

1. Choose well-lighted place.
2. Choose place where car can pull entirely off the road.
3. Choose place with adequate sight distance.
4. Follow rules for Walking Along the Roadway (see page 18).

Multiple-Threat

1. Never assume a car is going to stop, even if crossing in a crosswalk.
2. Follow rules for Intersection Crossings with parked cars present (see page 19).

Result of Vehicle Going Out of Control

1. Follow rules for Walking Along Roadway (see page 18).
2. Watch oncoming traffic for vehicles moving erratically.
3. Move out of the path of a careening vehicle.

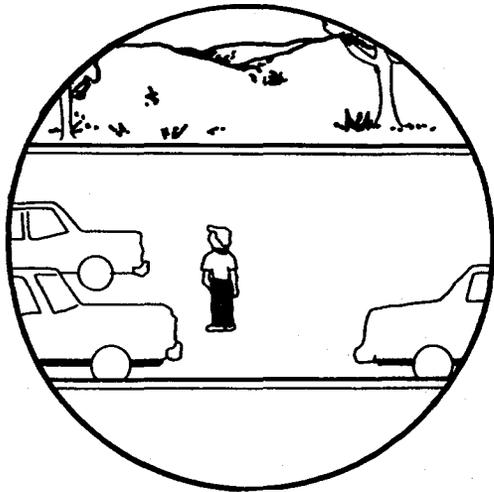
OBJECTIVES OF THIS MODULE

1. Develop an understanding of the importance of the pedestrian safety problem in general.
 2. Discover:
 - a. The specific types of accidents and accident situations that victimize teenage pedestrians in small town, suburban, and rural areas.
 - b. Hazardous conditions that could lead to pedestrian-vehicle collisions.
 - c. The specific behaviors (countermeasures) teenage pedestrians can engage in to avoid the target accident types.
 - d. General pedestrian safety practices.
 - e. Tips for defensive driving.
-

ACTIVITY 1

CHECK YOUR KNOWLEDGE:

PEDESTRIAN SAFETY



Disabled Vehicle-Related

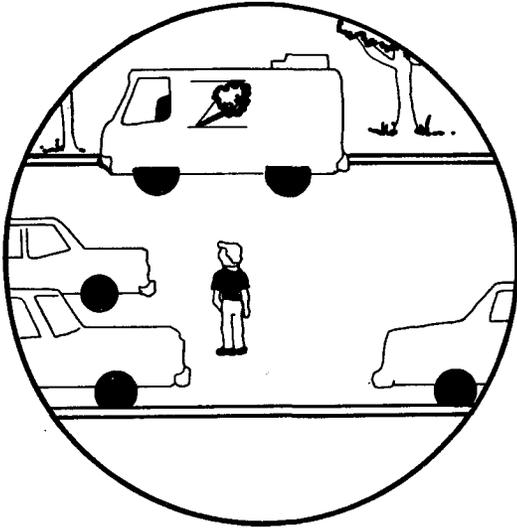
1. If possible, stop disabled vehicle well off road surface.
2. If possible, work in well- lighted area.
3. Be visible to drivers, i.e., use flashers, flares.
4. Do not stand in roadway.

School Bus-Related

1. To bus
 - a. Wait well off road until the bus comes to a complete stop and the red flashing lights are on.
 - b. Stop at edge of road and look left-right-left to make sure all traffic has stopped.
 - c. Cross about 10 feet in front of the bus, never behind.
2. From bus
 - a. Walk 10 feet in front of the bus to the far edge of the bus and stop.
 - b. Look left-right-left to make sure all traffic has stopped.
 - c. Cross to the other side when all cars are stopped.
 - d. Wait well off the road until the bus and any stopped cars are gone before walking home.

Midblock Dart-Out or Dash

READ



pages 5 to 22 to learn how most teenage pedestrian accidents occur.

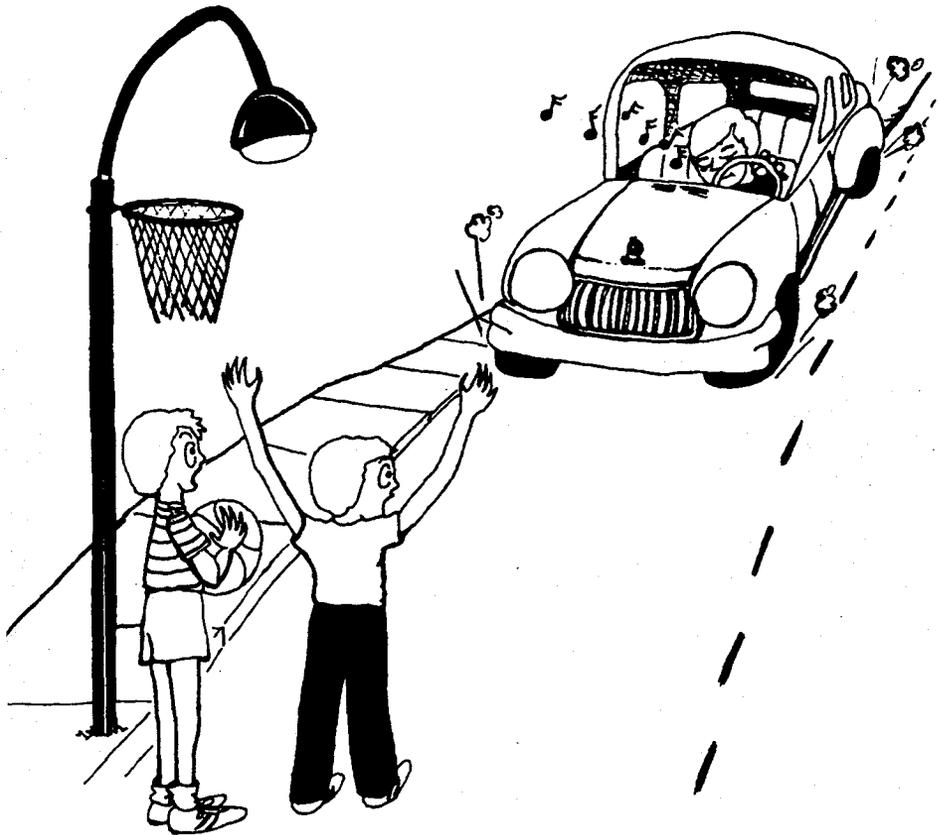
While reading, focus on:

1. The types of accidents that teenagers have and the frequency of their occurrence (see pages 17 and 18 for listings).
2. The accident situations that victimize teenagers.
3. The specific actions (countermeasures) that you can take to help reduce these accidents.

1. Stop where there is a clear view of the road.
 - a. If there are no parked cars, at edge of road or curb.
 - b. If parked cars are present, at the edge of parked car close enough to touch it.
2. Look left-right-left to search for cars coming.
3. If a car is coming, wait until it passes.
4. Look left-right-left again until no cars are coming, then cross straight across the road, never diagonally.

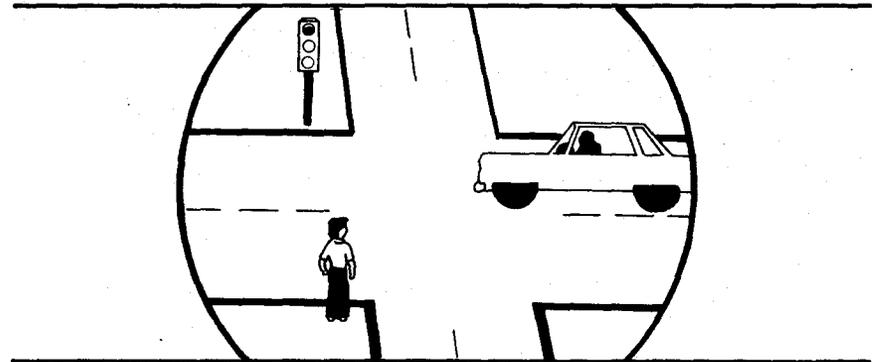
HOW TEENAGERS BECOME ACCIDENT VICTIMS

Although most teenagers know safe pedestrian principles, too often they don't apply these rules to safeguard themselves. By understanding the types of accidents that victimize teenagers, you may be more cautious when encountering high-risk situations. As a driver, there are certain actions that you can take which could help prevent pedestrian-vehicle collisions.



Intersection Dash

1. At a signalized intersection wait for a green light or for the "walk" sign before performing steps 2-6. OTHERWISE:
2. Stop at curb or edge of road;
or
If parked car blocks the view of any approaching traffic:
 - a. Look behind for turning traffic.
 - b. Walk out, searching the direction from which the cars in the first lane will be coming.
 - c. Stop where there is a view of traffic in all four directions.
3. Search for cars coming from all four directions.
 - a. Look left, right, and left again for cars going through the intersection.
 - b. Look front and behind, for turning traffic.
4. Take one last look in the direction from which the cars in the first lane could be coming.
5. If a car is approaching, wait until it:
 - a. Passes through the intersection or stops for the sign or signal.
 - b. Search all ways again.
6. Go when no cars are coming or all cars have stopped.

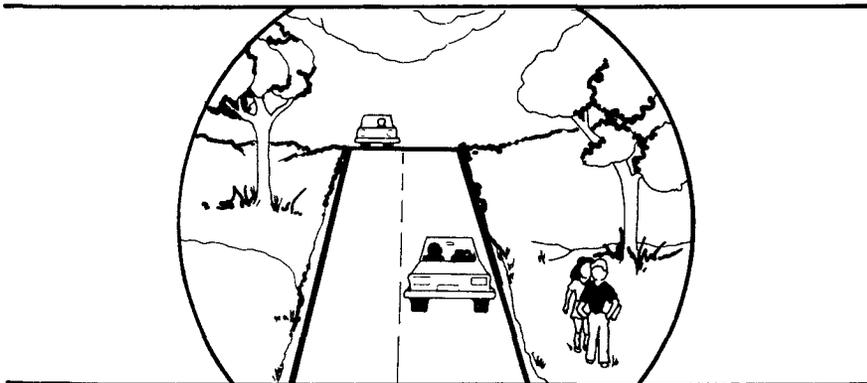


COUNTERMEASURES

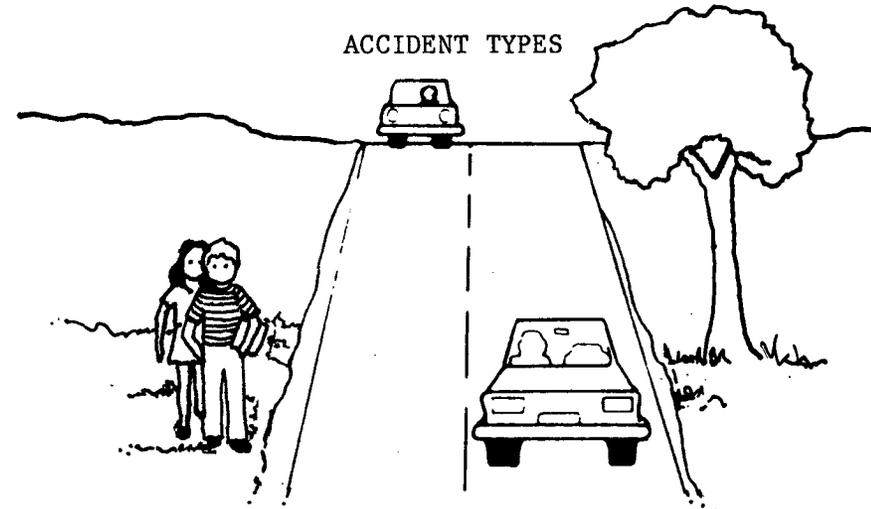
Countermeasures are actions that you can take to avoid accidents. Frequently, there are specific accident avoidance behaviors that you can employ. These are discussed below:

Walking Along the Roadway

1. Walk well off the roadway.
2. Walk facing traffic (on the left-hand side of the road).
3. If in a group, walk single file.
4. Watch approaching traffic and look for weaving or movement of vehicles toward the edge of road.
5. Watch for conditions under which the driver might leave the road (i.e., wet or slippery pavement, curves).
6. Watch for places to move to if a vehicle started to leave the road (i.e., an escape route).
7. Be conspicuous:
 - a. Wear bright colors in the daytime.
 - b. At night:
 - (1) Wear light-colored clothing.
 - (2) Carry a flashlight.
 - (3) Wear reflective clothing.



ACCIDENT TYPES



Walking Along the Roadway accidents victimize teenagers more frequently than any other accident type. More than one-fourth of teenage pedestrian accidents are of this type. The accident occurs when a pedestrian is struck while walking along the edge of the roadway or on the shoulder of the road. Walking Along the Roadway accidents frequently occur when the pedestrian is walking with traffic at night along a two-lane roadway in a residential, country location. The pedestrians are most frequently dressed in dark colors. Most accidents of this type occur on the roadway rather than on the shoulder. Walking Along the Roadway accidents are most likely to occur within one mile of the pedestrian's home on a level roadway.

Driver Tips

1. Keep headlights clean.
2. Use high beams whenever possible.
3. Remain alert, particularly in the high-risk locations discussed above.

Intersection Dash accidents occur when a pedestrian is struck at an intersection while running or after appearing suddenly in the path of a vehicle. This accident type victimizes almost three times as many junior high students as senior high students. Running and short-time exposure (the length of time that the driver can see the pedestrian) by the pedestrian are frequent factors. Even when the driver is aware of the pedestrian, the driver often misinterprets the pedestrian's intentions. Intersection Dash accidents occur in residential or commercial areas, more frequently near non-signalized intersections. More than one-third of these accidents occur after school, between 3:00 and 7:00 pm. Intersection Dash accidents occur more frequently to pedestrians crossing alone rather than in a group.



Driver Tips

1. Be aware of the dangers of inadequate pedestrian search and detection behavior and avoid misinterpreting the pedestrian's intent.
2. Do not try to run or beat a traffic signal.
3. Be alert for crossing pedestrians, particularly when you are turning.

ACCIDENTS WHICH VICTIMIZE TEENAGERS

	Frequency of Occurrence	
	Junior High	Senior High
Walking Along the Roadway	26%	24%
Intersection Dash	26%	10%
Midblock Dart-Out/Dash	21%	12%
Disabled Vehicle-Related	4%	10%
School Bus-Related	4%	5%
Waiting for a Ride	1%	5%*
Multiple Threat	1%	1%

* Over one-third of all the accidents of this type occur to senior high students.

ACCIDENT TYPE DESCRIPTIONS

Walking Along the Roadway

Pedestrian is struck while walking along the edge of the roadway or on the shoulder.

Intersection Dash

Pedestrian is struck at an intersection while running or after appearing suddenly in the path of the vehicle.

Midblock Dart-Out or Dash

Pedestrian is struck while crossing the roadway not at an intersection.

Disabled Vehicle-Related

Pedestrian is struck while working on or standing next to a disabled vehicle.

School Bus-Related

Pedestrian is struck while going to or from a school bus or school bus stop.

Waiting for a Ride

Pedestrian is struck while waiting for a ride.

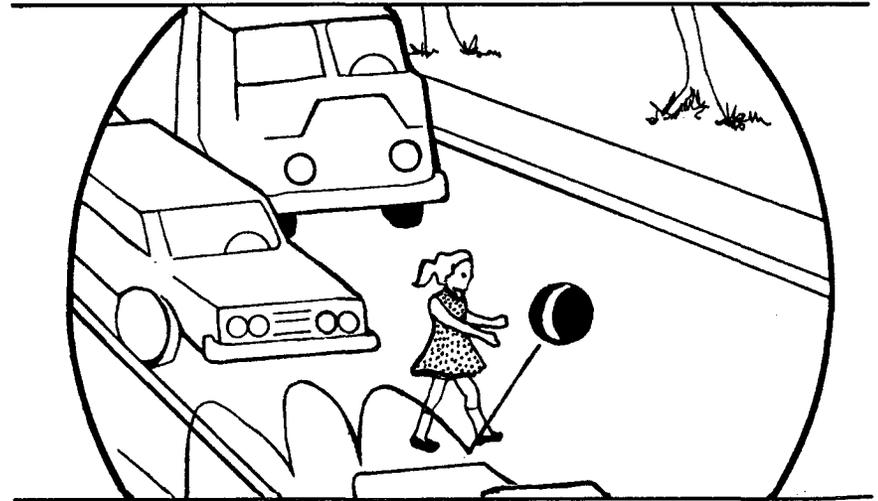
Multiple-Threat

A vehicle stops for the crossing pedestrian but the pedestrian is struck by another vehicle traveling in the same direction as the stopped vehicle.

Result of Vehicle Going Out of Control

Pedestrian is struck by a vehicle that had lost control prior to becoming involved with the pedestrian.

Midblock Dart-Out or Dash accidents involve pedestrians who are struck while crossing the roadway, not at an intersection. Many of these accidents (66 percent) occur to children under the age of nine who are impulsive, unaware of oncoming vehicles, and unconcerned about looking for them. However, 21 percent of Junior High, and 12 percent of Senior High pedestrian accidents are of this type. Often the pedestrian appears suddenly in the path of the vehicles, frequently after running out from between parked cars. Midblock Dart-Out or Dash accidents usually involve a pedestrian running into a two-lane residential street during the late afternoon. Seventy-five (75) percent of these accidents happen to males. Most Midblock Dart-Out or Dash accidents happen within 0.1 mile of the pedestrian's home!



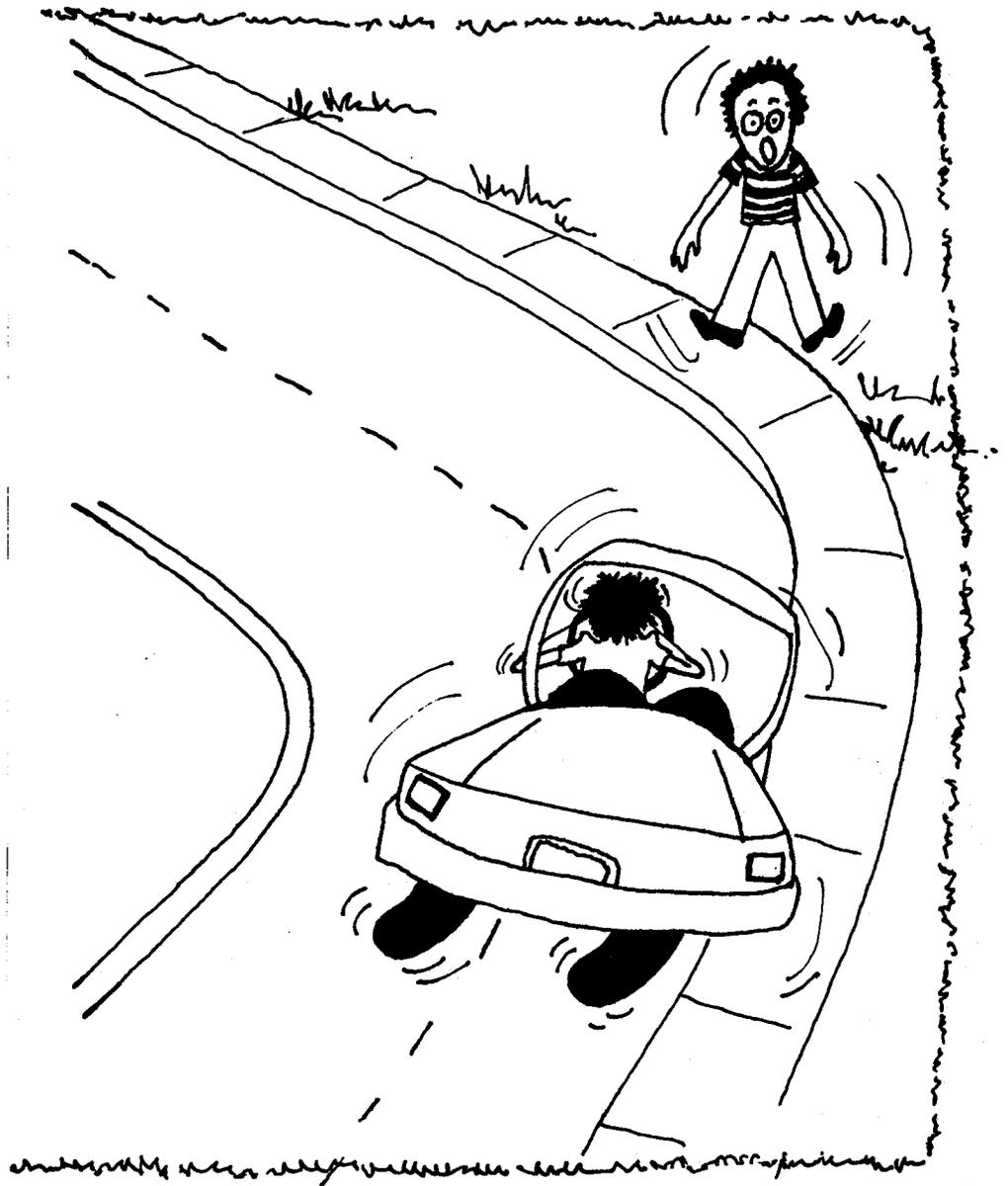
Driver Tips

1. Be aware of unpredictable pedestrian actions, especially inattentive young pedestrians.
2. Recognize high risk situations discussed above.
3. Be especially cautious whenever driving near children who are playing.

Disabled Vehicle-Related Accidents occur to pedestrians who are working on or standing next to disabled vehicles. Accidents of this type frequently occur at night on secondary or primary highways in the country. The collision occurs most frequently on the edge of the roadway, although a vehicle occasionally runs off the roadway and strikes the pedestrian. Rain, icy streets, and out-of-control collision vehicles are often involved. Senior High students are involved in this type of accident twice as often as Junior High students.

Driver Tips

1. Be especially cautious when driving near disabled vehicles.
 2. Exercise particular caution at night or on wet or icy streets.
-

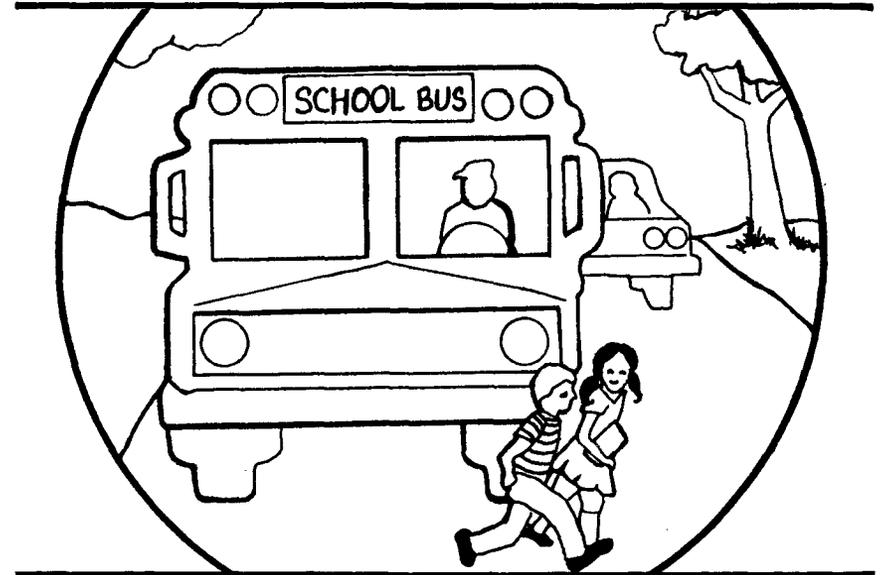


Vehicle Going Out of Control. This type of accident involves a pedestrian being struck by a vehicle that had lost control before striking the pedestrians. Nearly all these accidents occur off the roadway, on the shoulder, or along the edge of the traveled way. These accidents could have been single-vehicle accidents except that a pedestrian happened to be at the wrong place at the wrong time. About five percent of all teenage pedestrian accidents are of this type.

Driver Tips

1. Exercise caution on slippery or icy roads.
 2. Avoid driving after drinking.
 3. Maintain safety condition of vehicles.
 4. Avoid speeding.
-

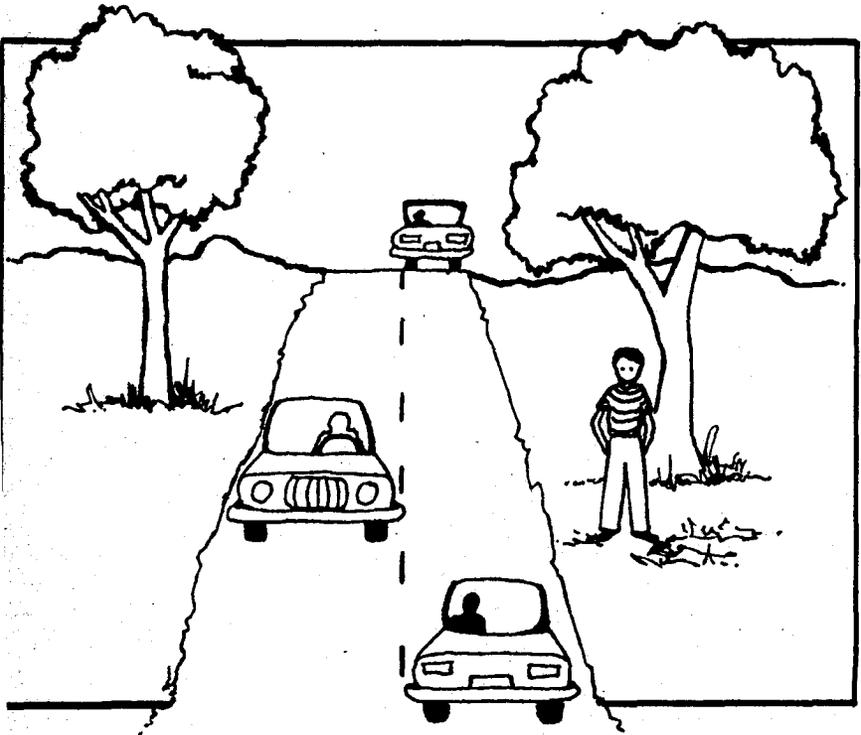
A School Bus-Related accident occurs when a pedestrian is struck while going to or from a school bus or a school bus stop. Although most of these accidents occur to elementary school-aged children, school bus related accidents account for five percent of the pedestrian accidents that victimize teenagers. Most frequently, these accidents occur in residential, country locations, along secondary highways.



Driver Tips

1. Always stop for a school bus when its red flashers are on.
2. Be alert for children entering or exiting a school bus.
3. Exercise caution during early morning and early afternoon hours when you are traveling along school bus routes.

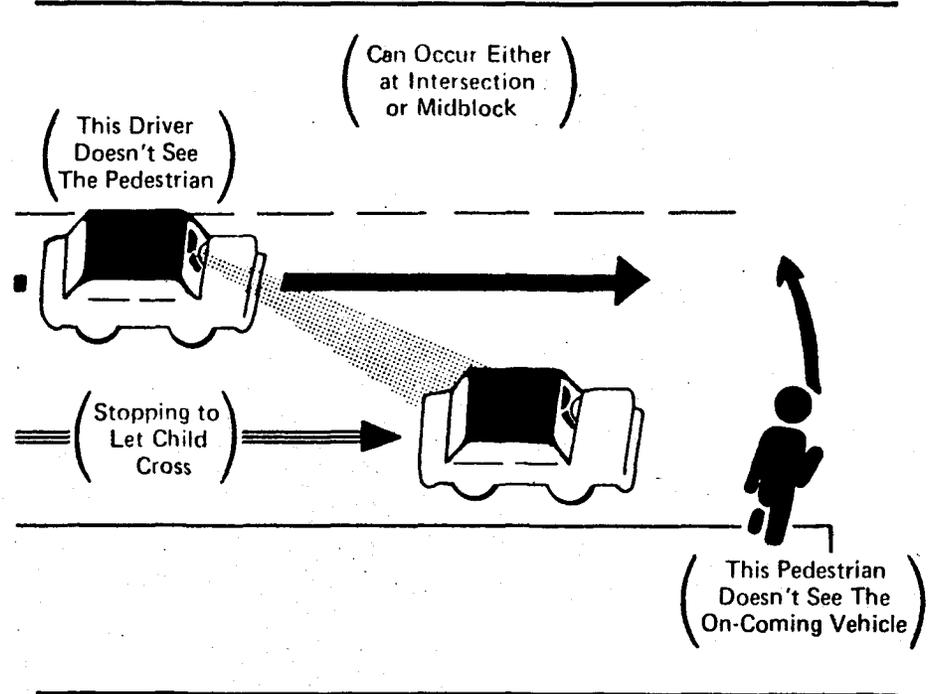
Waiting for a Ride accidents occur to pedestrians who are struck while waiting along the side of the roadway. Over one-third of the accidents of this type happen to senior high school students. The majority of Waiting for a Ride accidents occur at night, often when the roadway is wet. This accident type involves males more frequently than females.



Driver Tips

1. Be alert in high risk situations described above.

A Multiple-Threat accident occurs when one vehicle stops to let a pedestrian cross and the pedestrian is struck by another vehicle traveling in the same direction as the first vehicle as shown above. Multiple-Threat accidents frequently occur near intersections, often around noon and in the afternoon. They almost always occur on four-lane roads.



Driver Tips

1. Exercise caution when passing a stopped vehicle.

INSTRUCTOR'S COPY

PEDSAFE

HAZARD IDENTIFICATION QUIZ
Driver Education Module

1. What accident type is depicted in this slide?

Do these accidents occur more frequently in the morning, afternoon,
or at night? (Circle your answer)

MORNING AFTERNOON NIGHT

List three rules that a pedestrian should follow in this situation:

2. What is the hazard in this slide, and how could it be corrected?

3. What should the pedestrian do?

What should the driver do?

4. List two things that the pedestrian is doing correctly while waiting
for a ride.

5. Is the driver: Is the pedestrian: (Circle your answer)
SAFE UNSAFE SAFE UNSAFE

EXPLANATION:

6. What accident type is depicted in this slide?
Are pedestrians or drivers usually at fault? (Circle your answer)
PEDESTRIANS DRIVERS

7. What accident type is depicted in this slide?

Do these accidents occur more frequently in the morning, afternoon, or
at night? (Circle your answer)

MORNING AFTERNOON NIGHT

How would you cross safely in this situation?

8. What is the hazard in this slide, and how could it be corrected?

9. What accident type is depicted in this slide?

Do these accidents occur more frequently at midblock locations or at
intersections? (Circle your answer)

MIDBLOCK INTERSECTION

How would you cross safely in this situation?

10. What is the hazard in this slide, and how could it be corrected?

STUDENT'S COPY

PEDSAFE

HAZARD IDENTIFICATION QUIZ
Driver Education Module

1. What accident type is depicted in this slide?

Do these accidents occur more frequently in the morning, afternoon,
or at night? (Circle your answer)

MORNING AFTERNOON NIGHT

List three rules that a pedestrian should follow in this situation:

2. What is the hazard in this slide, and how could it be corrected?

3. What should the pedestrian do?

What should the driver do?

4. List two things that the pedestrian is doing correctly while waiting
for a ride.

5. Is the driver: Is the pedestrian: (Circle your answer)
SAFE UNSAFE SAFE UNSAFE

EXPLANATION: _____

6. What accident type is depicted in this slide?
Are pedestrians or drivers usually at fault? (Circle your answer)
PEDESTRIANS DRIVERS

7. What accident type is depicted in this slide?

Do these accidents occur more frequently in the morning, afternoon, or
at night? (Circle your answer)

MORNING AFTERNOON NIGHT

How would you cross safely in this situation?

8. What is the hazard in this slide, and how could it be corrected?

9. What accident type is depicted in this slide?

Do these accidents occur more frequently at midblock locations or at
intersections? (Circle your answer)

MIDBLOCK INTERSECTION

How would you cross safely in this situation?

10. What is the hazard in this slide, and how could it be corrected?

Don't tread



on me.

SECTION 7

PRE- AND POST-KNOWLEDGE TESTS

Printing Specifications
PEDSAFE Program Form A
PEDSAFE Program Form B
Answer Key for Forms A and B

PRINTING SPECIFICATION:

PRE- AND POST-KNOWLEDGE TESTS

Form A:

Cover: 65 lb. Carnival Cover Antique
Color: Ivory
Size: 11" x 17"
Black ink - print on both sides

Text: 60 lb. Carnival Offset Vellum
Color: Ivory
Size: 11" x 17"
Black ink - print both sides

Form B:

Cover: 65 lb. Carnival Cover Antique
Color: Blue
Size: 11" x 17"
Black ink - print on both sides

Text: 60 lb. Carnival Offset Vellum
Color: Ivory
Size: 11" x 17"
Black ink - print both sides

PEDSAFE PROGRAM

FORM A

Read the directions on the back. Do not start until you are told to do so. Do not write in this test booklet.

PEDSAFE PROGRAM

Form A

DIRECTIONS: Questions 1-23 that follow consist of questions or incomplete statements followed by suggested answers or completions. For each question, select the ONE BEST ANSWER and blacken the corresponding letter on your answer sheet.

1. Walking Along the Roadway accidents most frequently occur to which of the following groups of people?
 - (A) Children who live in the country or suburbs
 - (B) Children who live in large cities
 - (C) Children under the age of 12
 - (D) Adults who walk to work

2. Which one of the following types of accidents can occur at an intersection?
 - (A) Walking Along the Roadway
 - (B) Multiple Threat
 - (C) Midblock Dart-Out/Dash
 - (D) Chasing/Playing Dash

3. Which one of the following groups has the greatest responsibility for preventing pedestrian-vehicle collisions?
 - (A) Pedestrians
 - (B) Drivers
 - (C) Crossing guards
 - (D) Policemen

4. Which one of the following is not a School Bus-Related accident countermeasure for pedestrians? (A countermeasure is a way to prevent an accident.)
 - (A) Never cross behind the bus
 - (B) Never stand up when the bus is moving
 - (C) Wait well off the road at your stop until the bus comes to a complete stop
 - (D) Cross ten (10) feet in front of the bus

5. Stop at the edge of the road or curb, then look left-right-left. This behavior sequence to prevent accidents should be used for which one of the following types of street crossings?
 - (A) T-crossings
 - (B) Diagonal crossings
 - (C) Intersection crossings
 - (D) Midblock crossings

6. Which one of the following is not a safe way to walk along the roadway?
- (A) Wear light-colored clothing if the roads are snow covered
 - (B) Wear bright-colored clothes in the daytime
 - (C) Walk single file
 - (D) Walk facing traffic
7. What is the leading cause of accidental injuries and deaths to Junior and Senior High School students in the United States?
- (A) Child abuse
 - (B) Alcohol abuse
 - (C) Drug overdoses
 - (D) Pedestrian-automobile collisions
8. More than one car must be present in which one of the following types of accidents?
- (A) Vehicle Out-of-Control
 - (B) Multiple-Threat
 - (C) Midblock Dart-Out/Dash
 - (D) Intersection Dash
9. What should a pedestrian do when crossing the street at an intersection with a traffic light or walk sign?
- (A) Cross straight across as soon as the light turns green or the walk sign appears
 - (B) Look in all directions to make sure all cars have stopped for the light
 - (C) Stay on the curb until other pedestrians begin to cross
 - (D) Cross diagonally to save time only if there is no approaching traffic
10. Which one of the following is a correct rule to follow when walking along the roadway?
- (A) Walk in the same direction as the flow of traffic
 - (B) Walk side by side if in a group
 - (C) Wear dark-colored clothing at night
 - (D) Watch for conditions under which the driver might leave the road
11. Which one of the following describes a Midblock Dart-Out or Dash accident?
- (A) A pedestrian is struck by a vehicle at an intersection
 - (B) A pedestrian is struck by a vehicle while running to the school bus
 - (C) A pedestrian steps out of a parked car and is struck by a passing vehicle
 - (D) A pedestrian runs out from between parked cars at a midblock location and is struck by a vehicle

12. Which one of the following causes the majority of pedestrian-vehicle collisions?
- (A) Inattentive drivers
 - (B) Reckless drivers
 - (C) Pedestrian's inadequate search
 - (D) Pedestrians crossing against traffic light
13. Which one of the following types of accidents occurs most frequently to young children under the age of 12?
- (A) Intersection Dash
 - (B) School Bus Related
 - (C) Midblock Dart-Out/Dash
 - (D) Multiple Threat
14. Why are children taught to cross ten (10) feet in front of a school bus?
- (A) So that they are closer to their homes
 - (B) So that parents can watch for children coming home
 - (C) So that the bus driver can see them
 - (D) So that drivers passing the bus will have enough time to stop
15. Which one of the following is the safest way to cross an intersection that doesn't have a traffic light or signal?
- (A) Look right-left-behind-front
 - (B) Look left-behind-right-front
 - (C) Look left-right-left-front-behind
 - (D) Look behind-front-left-right-left
16. What should a pedestrian do first when crossing a street at a midblock location where there are parked cars?
- (A) Stop at the edge of the parked cars where there is a clear view of oncoming traffic
 - (B) Check to see if the parked cars are running and ready to move
 - (C) Look left, right, and left again
 - (D) Wait for all traffic to pass
17. What is an accident-avoidance behavior sequence?
- (A) A special driving technique used by defensive drivers
 - (B) Something that a policeman can do to prevent potential accidents
 - (C) A signal that a pedestrian can give to a driver in order to prevent potential accidents
 - (D) Something that a pedestrian can do to prevent accident situations

18. What should a pedestrian do when a car stops to let the pedestrian cross the street?
- (A) Wave his thanks to the driver
 - (B) Let the car go by rather than crossing in front of it.
 - (C) Hurry across the street so the driver doesn't have to wait too long
 - (D) Stop at the far edge of the stopped car to search for traffic
19. Which one of the following groups of people are involved most frequently in Intersection Dash accidents?
- (A) Inattentive drivers
 - (B) Drivers who run the light
 - (C) Running pedestrians
 - (D) Young children under the age of nine
20. If you were walking along the roadway toward a narrow bridge and a car was coming toward you, what should you do?
- (A) Motion for the car to stop so you could cross
 - (B) Wait for the car to go over the bridge
 - (C) Cross to the other side of the road
 - (D) Walk underneath the bridge
21. A child lives in the middle of a residential block of houses. While playing in front of his house, his ball rolls into the street. He runs into the street to retrieve it and is struck by a car approaching from his left. This describes which one of the following types of accidents?
- (A) Midblock Dart-Out/Dash
 - (B) Vehicle Out of Control
 - (C) Intersection Dash
 - (D) Chasing/Playing Dash
22. Which one of the following would be the best way to prevent pedestrian-vehicle collisions?
- (A) Pedestrian safety advertisements on television
 - (B) Pedestrians correcting their unsafe behaviors
 - (C) More frequent vehicle inspections
 - (D) Required driver education classes
23. In order to be visible to drivers when is it best to wear light-colored clothes?
- (A) At night
 - (B) On snowy days
 - (C) On sunny days
 - (D) On foggy days

DIRECTIONS

1. This test is to see how much you know about pedestrian safety. The results of this test will not affect your grade in any way. When you look at the test, you will probably find that you don't know some of the answers. Don't worry. You aren't expected to. Just try to choose the answer that seems most correct to you.
2. This test consists of 23 questions. Try to answer each question, since your score on this examination will be determined by the total number of questions answered correctly.
3. Only one choice should be chosen for each question. Double answers will be counted incorrect.
4. You have been given an answer sheet for recording your answers. All answers must be marked on this sheet. Do not write anything on your test booklet. Your name and identification number have been filled in for you. Do not make any stray marks on your answer sheet.
5. For each question, select the ONE BEST ANSWER and blacken the corresponding letter on your answer sheet.
6. Read the directions on your answer sheet and see how the sample item is filled in.
7. Note that you will fill in answers from left to right across the answer sheet. Remember to use a pencil when recording your answers.
8. This is not a timed test, but you should not spend too much time on any one question. You should be able to complete this test within 20 minutes.

DO NOT WRITE IN THIS TEST BOOKLET

PEDSAFE PROGRAM

FORM B

Read the directions on the back. Do not start until you are told to do so. Do not write in this test booklet.

PEDSAFE PROGRAM

Form B

DIRECTIONS: Questions 1-23 that follow consist of questions or incomplete statements followed by suggested answers or completions. For each question, select the ONE BEST ANSWER and blacken the corresponding letter on your answer sheet.

1. Which one of the following is the safest way to avoid an accident when walking along the roadway?
 - (A) Walk on the left hand side of the road, facing traffic
 - (B) Walk on the right hand side of the road, with the flow of traffic
 - (C) Walk on the road surface if you have a clear view of approaching traffic
 - (D) Walk with a friend whenever possible

2. Which one of the following statements is a countermeasure designed to avoid a Multiple Threat situation? (A countermeasure is a way to prevent an accident.)
 - (A) Walk quickly in front of a car which stops for you
 - (B) Walk to the far side of a stopped car and search for approaching traffic
 - (C) Assume that a driver will stop for you if you are in a crosswalk
 - (D) Remember that pedestrians always have the right-of-way

3. Where do most child pedestrian-vehicle accidents occur?
 - (A) Near the child's home
 - (B) Near the child's school
 - (C) Near playgrounds
 - (D) At busy intersections

4. Which one of the following is a School Bus-Related accident countermeasure for pedestrians?
 - (A) Never stand up when the bus is moving
 - (B) Never cross behind the bus
 - (C) Do not throw paper out of the bus window
 - (D) Talk quietly on the bus

5. A child is struck while crossing the street 50 yards away from an intersection. This describes which one of the following types of accidents?
 - (A) Walking Along the Roadway
 - (B) School Bus-Related
 - (C) Intersection Dash
 - (D) Midblock Dart-Out/Dash

6. Which one of the following is the safest rule to follow when jogging?
- (A) Wear reflective clothing at night
 - (B) Jog side by side on the road shoulder with a friend so that you are more noticeable to drivers
 - (C) Jog on the road surface to avoid shin splints
 - (D) Jog with the flow of traffic
7. What is the main reason that young children in Kindergarten and first grade are in danger around traffic?
- (A) They have not been taught pedestrian safety rules
 - (B) They don't understand the meaning of traffic signals
 - (C) They believe that drivers should watch out for them
 - (D) They are unaware of oncoming vehicles and unconcerned about looking for them
8. What should a pedestrian do when a car stops to let the pedestrian cross the street?
- (A) Hurry across the street so the driver doesn't have to wait too long
 - (B) Stop at the far edge of the stopped car to search for traffic
 - (C) Wave his thanks to the driver
 - (D) Let the car go by rather than crossing in front of it
9. Which one of the following is the safest way to cross an intersection?
- (A) Cross on the red light
 - (B) Cross in the crosswalk if one is present
 - (C) Stand at the edge of the curb when waiting for the light to change
 - (D) Look left-right-left, then cross
10. Where do most Walking Along the Roadway accidents occur?
- (A) Near schools
 - (B) On large four-lane highways
 - (C) In residential areas
 - (D) In the country
11. Which one of the following describes a Midblock Dart-Out or Dash accident?
- (A) A pedestrian is struck by a passing car when crossing in front of a stopped school bus
 - (B) A pedestrian is struck when getting out of a parked car
 - (C) A pedestrian is struck after running into the street at an intersection
 - (D) A pedestrian is struck after running into the street at a midblock location

12. If you were to condense all pedestrian safety rules into just one rule, what would that rule be?
- (A) "Stop"
 - (B) "Watch out for unsafe drivers"
 - (C) "Always search for traffic"
 - (D) "Don't rely on traffic signals"
13. Midblock Dart-Out or Dash accidents frequently involve children who are doing which one of the following?
- (A) Looking
 - (B) Stopping
 - (C) Running
 - (D) Paying attention
14. Why are children taught to stop and look left, right and left when crossing in front of a school bus?
- (A) So that parents can watch for children coming home
 - (B) So that the bus driver can see them
 - (C) So that they will see cars that don't stop for the bus
 - (D) So that they will always remember to be safe street crossers
15. Why is it important to search in all directions for traffic at an intersection having a traffic light?
- (A) The traffic light could malfunction
 - (B) The crossing guard or policeman expects you to
 - (C) Drivers might not stop for the red light
 - (D) You might be crossing a one-way street
16. When do most Midblock Dart-Out or Dash accidents occur?
- (A) During school recess
 - (B) After school
 - (C) At dusk
 - (D) At night
17. Pedestrian safety rules apply primarily to which one of the following groups?
- (A) Pre-school aged children
 - (B) Elementary school aged children
 - (C) Teenagers
 - (D) All pedestrians
18. A Multiple-Threat accident requires the presence of at least
- (A) 2 pedestrians
 - (B) 3 pedestrians
 - (C) 1 vehicle
 - (D) 2 vehicles

19. When crossing a street at an intersection having parked cars present, what is the most important to do first?
- (A) Stop at the far edge of the parked cars
 - (B) Look left-right-left
 - (C) Check to make sure the parked cars aren't running and ready to move
 - (D) Walk down the street where there are no parked cars
20. Which group of people are involved most frequently in Walking Along the Roadway accidents?
- (A) Pre-school aged children
 - (B) Teenagers
 - (C) Senior citizens
 - (D) Road repair workers
21. When crossing the street at midblock locations, what should children do first?
- (A) Stop at the edge of the curb or road
 - (B) Look right-left-right
 - (C) Find an older brother, sister or parent to watch them
 - (D) Never cross midblock, always go to corner
22. Which one of the following causes the majority of pedestrian-automobile collisions?
- (A) Reckless drivers
 - (B) Pedestrians' unsafe behavior
 - (C) Hazardous weather conditions
 - (D) Malfunctioning traffic lights
23. When is it most important to wear reflective clothing?
- (A) At night
 - (B) On foggy days
 - (C) On snowy days
 - (D) On sunny days

DIRECTIONS

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DO NOT WRITE IN THIS TEST BOOKLET

ANSWER KEY

FORM A AND B

1. A
2. B
3. A
4. B
5. D
6. A
7. D
8. B
9. B
10. D
11. D
12. C
13. C
14. C
15. C
16. B
17. D
18. D
19. C
20. B
21. A
22. B
23. A