ACCIDENT PREVENTION

A Sixth-Grade Unit in “Safety First”

A BOY was seriously injured by an automobile while on his way to
school one morning. The boys and
 girls were all eager to talk about the acci-
dent during opening exercises. A few ques-
tions from the teacher about the causes of
accidents, traffic regulations, and the work
being done to prevent accidents, brought a
variety of answers from the class. There
were many things about which they were in
doubt. By the end of the period the class
had decided that they would like to know
more about accident prevention and help in
the effort to decrease accidents.

The following unit of work gives a rec-

I. What the Children Did

A. They decided to help in an effort to
decrease accidents.
B. They studied statistics to find the
causes of most accidents on:
   1. Highways
   2. Railroad crossings
   3. Street cars
C. They listed preventable accidents and
their causes.
D. They studied daily papers and report-
ed on accidents occurring each day

and decided to what extent they were
preventable.
E. They tried to find ways of preventing
such accidents.
F. They found out what organizations
were making conscious efforts to de-
crease accidents.
G. They made posters calling attention
to things that cause accidents.
H. They placed the posters in the school
building in conspicuous places and in
down-town shop-windows.
I. They wrote articles for the school pa-
paper calling attention to safety work.
J. They wrote original stories, in which
some preventable accident occurred or
was prevented.
K. They formed a Safety Club, each
member taking the Safety Pledge.
L. The Club arranged an original pro-
gram on “Safety First” for assembly.
M. They set aside one section of the bul-
letin for:
   1. Cartoons pertaining to accidents,
      both copied and original
   2. Clippings from newspaper telling
      of recent accidents
N. They wrote Safety Songs and entered
the best song written in the Safety
Song Contest conducted by the Na-
tional Safety Council.

II. What the Children Learned

A. They learned the following facts
about accidents:
   1. Thirty per cent of all fatal auto-
mobile accidents happen to chil-
dren of school age or under.
   2. Every six minutes someone is
      killed by accident.
   3. More than one thousand persons
      were killed on the streets of New
      York last year.
   4. The total dead and wounded in the
      American army overseas was only
      275,984, while there were 5,700
      children and 13,300 adults killed.
in the United States in 1925 from accidents, and 450,000 others were injured.
5. A nation-wide 5% reduction is being made in child traffic fatalities.
6. In Washington Safety films show that pedestrians take greater risks than motorists.
7. In the United States in 1923 there occurred 76.3 deaths from fatal accidents for each 100,000 of the population, while in England and Wales, during the same year, the accident death rate was only 33 per 100,000.

B. They learned that most automobile accidents are caused by:
1. Inattention
2. Speed
3. Failure to grant right of way
4. Skidding
5. Driving on the wrong side of road
6. Driving without experience
7. Failure to signal a turn or stop
8. Following too close
9. Intoxication
10. Cutting in
11. Cutting corners
12. Passing on a curve
13. Passing on the wrong side
14. Passing a standing trolley car
15. Passing on a hill
16. Improper parking
17. Trying to beat a train

C. They learned the following precautions for pedestrians to observe:
1. Walk on the left side of the highway.
2. Look before darting across streets.
3. Keep off the backs of wagons or automobiles while they are in motion.
4. Cross streets at corners.
5. Look to the left on crossing the first half of street and to the right on the second half unless it is a one-way street.
6. Look out for alleys and by-roads when walking or riding.
7. Leave a car from the side next to the sidewalk and wait until the car or bus moves on before trying to cross to the opposite side of street.
8. Look to the right and to the left before attempting to cross a railroad or a street car track.
9. Cross the street where there is a traffic cop when possible; wait until he signals that it is safe to go.
10. Cross between lines painted on the pavement whenever these are provided.
11. Stop and wait when the blinker flashes a red light.
12. Stop and read signs. They are posted for some good reason.
13. Keep fruit peelings off the streets.
14. Choose a hill that has no traffic for coasting.
15. Pick a section with little traffic for roller-skating.

D. They learned that the percent of accidents is on a decrease due to the work of:
1. The Safety Council
2. The junior police
3. The public schools
4. The schools for drivers
5. The large insurance companies
6. The automobile factories
7. The chambers of commerce
8. The safety engineers.

E. They learned the following facts about safety work:
1. In cities where concentrated effort has been made to reduce accidents they have been successful.
2. A safety drive during one week in a year is not sufficient, but a safety
drive must be made 365 days in a year if it is to be effective.
3. Accident laws have not been enforced because of the clogging of courts.
4. Safety engineers are the leaders in accident prevention work in industry. They are usually mechanical engineers who after graduation take up safety work as a specialty.
5. In construction of sky-scrapers it used to be thought that one life a story was not great, but today our highest buildings are constructed without the loss of a single life.
6. We are slowly becoming adjusted to a world in which millions ride and millions more must get out of their way.

III. Skills and Abilities for Emphasis
A. Ability to scan papers for first-hand information and to interpret thought found in these paragraphs.
B. Ability in making posters to:
   1. Use direct attack in order to have advertising value
   2. Carry out unity of idea
   3. Use originality of thought in design
   4. Consider best arrangement of design
   5. Do clear, plain lettering
C. Ability to present facts in:
   1. A clear, concise way
   2. A way that will catch readers' eyes
   3. A well-written article
D. Ability to organize a club into a working unit with a definite purpose
E. Ability to plan and carry out a specific piece of work in arranging and giving an original program
F. Ability to gather materials outside of text

IV. Attitudes and Ideals Fostered:
A. A feeling of responsibility for the welfare of those around us
B. A desire to be of service outside of the school and home
C. A fixing of right habits
D. An interest in upholding the law and a fellow feeling for officers enforcing law
E. A spirit of co-operation gained through group work

V. Bibliography
A. Materials for Pupils:
7. Literary Digest, Sept. 16, '22. "Safety First Showing Results.”
12. Safety Education—A magazine published every school month by the Educational Division of the National Division of the National
Safety Council, New York City. $1.00 a year, or 10c a copy.


### B. Material for Teacher


6. **Literary Digest** (86-59-9), Sept. 5, '25, "Will Evolution Fit Us With Sense to Dodge Cars?"


9. **School Arts Magazine** (M24: 316-26), Jan., '25. "Posters Again; How They Aided Accident Prevention in Massachusetts."


### LESSON PLAN

This lesson plan is included to show how the daily lesson planning is related to the large unit of work, and how the initial preparation of a large topic makes possible the planning of a lesson after the preceding lesson is taught. Thus the teacher is able to provide for pupil purposing and to meet the needs of the class as revealed in each recitation. The lesson plan conforms to the suggestions given by Miss Katherine M. Anthony in her article on "Helps in Lesson Planning," *Virginia Teacher*, (VIII, 205) July, 1927.

#### Lesson Plan

I. **Date:** December 5, 1927.

II. **Grade:** Sixth.

III. **Time:** 40 minutes.

IV. **Major Unit:** Accident Prevention (A Safety First Unit).

V. **Minor Teaching Unit:** The writing of an article for the school paper on "Safety First."

#### PART II.

**Steps in the Lesson**

I. There was a discussion of facts that might be of help to the school as a
whole to know. They discussed:
1. Some statistics gathered in regard to accidents.
2. Some efforts being made to reduce accidents.
3. Some risks that we have observed boys and girls in the school taking.
4. Safe ways of conducting ourselves on the street.

II. Posters had already been made. Other ways of giving "safety first" information to the school were discussed. The class finally decided to write articles for the school paper.

III. Since we could not put all the important facts learned in one short paper, we found it necessary to boil down the points to very definite topics. The class gave suggestions. Individuality was stressed at this point. Some of the suggested titles were:
1. Watch Your Step!
2. Roller-Skating in Safety.
3. Are You a Simple?
4. Our Friend, the Traffic Cop.
5. A Good Citizen on the Street.

IV. Points observed in the writing of the article.
1. It must have something to tell.
2. It must be stated clearly so that the children in the lower grades will understand.
3. It must be written in an interesting manner, if we wish it to be read.
4. It must be legibly written.
5. It must have all sentences correct in structure.

V. The writing of the article.

VI. The next day's work consisted in the examination of articles by teacher and pupils working together, to determine how nearly they had met the standards set up.

The best paper was selected for publication.

Rowena Lacy

A FINDING LIST OF AMERICAN SHORT STORIES

Since short stories of individual writers are difficult of access, teachers will often find the better anthologies useful in providing a satisfactory sampling of each writer's work.

Because the contents of twenty of the best-known short story anthologies provide so considerable a body of American short stories, therefore, this finding list has been prepared.

First is offered a list of the anthologies to which reference is made. For convenience, each collection is indicated in the finding list by the name of its author, designated in the list of references by capital letters.

In the finding list itself are assembled the various references to indicate where each story may be located.

List of References

Atkinson—The Short-Story. Allyn and Bacon, 1922.
Heydrick (1)—Americans All. Harcourt Brace, 1920.
Heydrick (2)—Types of the Short Story. Scott, Foresman and Company, 1913.
Jessup (1)—American Short Stories. Allyn and Bacon, 1923.
Pence—Short Stories by Present-Day Authors. Macmillan, 1922.