

## STICKY SITUATIONS

Grade: Fifth Grade

Subject:

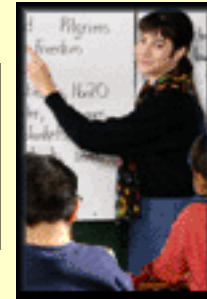


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## OVERVIEW

In this lesson, students learn about railroad warning devices and railroad safety, then apply their understanding to a "sticky situation," in which they must identify a problem, make a practical decision to solve it, then describe and defend a safe and reasonable solution.

## SUGGESTED TIME ALLOWANCE

35-45 minutes

## OBJECTIVES

- Students will be able to: Identify problems in situations where railway safety is questionable.
- Analyze information provided about a situation in order to resolve it.
- Evaluate proper actions based on safety information provided.
- Articulate solutions to problems concerning railway safety.
- Defend solutions based on safety information available.

## SAFETY MESSAGE:

- Whether you are in a vehicle, on a bicycle or on foot, you are required to obey the railroad warning signs, flashing lights and gates.

National Academic Content Standards addressed by this lesson.

## **MATERIALS**

- Railway Warning Devices Overhead
- "Sticky Situation" Handout and Worksheet
- Pencils – 1 Per Student

## **VOCABULARY**

Defense, judgment, situation, railway warning devices

## **PROCEDURES**

### **TEACHER PREPARATION:**

Look over the background information on trespassing and signs/signals, (Track Facts , Myths & Realities and the Die Hard If You're Dumb brochure, Pages 4 - 6, with information on signals) as well as with the railway warning devices overhead.

### **MOTIVATION:**

Discuss with students: *Have you ever been in a situation in which you knew someone was doing something dangerous? What did you do? Did you speak up? Did you keep quiet? Did they ask you to get involved? Explain that the class will be talking about situations that can be very dangerous and may even cost a life.*

### **ACTIVITY:**

1. Discuss the railroad safety background information while displaying the warning devices overhead. Focus on the trespassing slogan, "Stay Off! Stay Away! Stay Alive!"
2. Pass out the "Sticky Situation" handouts – the description of three situations and the worksheet on which students write their analysis. The situations presented could happen to anyone at any time. They are designed to challenge students to apply the information they have learned about railway safety.
3. Explain the assignment:
  - Individually or in pairs, students read each of the

- three situations and analyze them.
- Then, students discern the problem and write it out clearly under "Problem."
  - They determine their solution and write it clearly under "Your Decision."
  - They figure out how to justify their decision and write it clearly under "Your Defense."

## **CONCLUSION:**

Ask students to evaluate their work. (Alternatively, they can devise a scoring sheet that all students use to evaluate one another's work.) *Is the problem clearly stated? Is the solution possible? Is the defense logical?* Once you have asked these questions, have the students choose one of the situations to share with the class. Go through each situation one at a time and allow each student to share once, or as time permits.

## **HIGHER ORDER THINKING**

To assure students are using critical thinking skills, present problems such as this at an appropriate place within the lesson: *You work for your city council. There is a group forming in your community that wants to do away with advance warning signs around railroads. It seems they do not like the "look" of the signs. What would your response be to this group of people?*

## **ASSESSMENT**

- Written responses to each situation (all objectives included at top of lesson)
- Presentations to class (Articulate solutions to problems concerning railway safety. Defend solutions based on safety information available.)

## **EXTENSIONS**

**Language Arts:** Have students write their own situations and

challenge their family members to find solutions.

**Health/Safety:** Have students draw a scene of a train, people and vehicles, including at least ten things that are wrong (unsafe or illegal). Make copies of the final drawing. Have students trade their drawing with others to try to find all ten unsafe or illegal items.

## **TEACHER RESOURCES**

Background information on trespasser safety ([Track Facts](#) and [Myths & Realities](#) - Acrobat Reader required)

Background information on [signs and signals](#) ([Die Hard If You're Dumb](#) Brochure, Pages 4 - 6 - Acrobat Reader required)

[David's Run Video](#)

[David's Run Video Clip](#) (Quicktime Required)

[Video utilization tips for David's Run](#)

## **NATIONAL ACADEMIC CONTENT STANDARDS**

These standards are provided by the Mid-continent Regional Educational Laboratory (McREL) online publication, [Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education](#). <<http://www.mcrel.org/standards-benchmarks/>>

The following standards are addressed by the activities of this lesson:

### **Health**

Level II: Upper Elementary (Grades 3-5)

Standard 5: Knows essential concepts and practices concerning injury prevention and safety

Benchmark: Knows safety rules and practices to be used in home, school, and community settings

### **Language Arts**

Level II: Upper Elementary (Grades 3-5)

Standard 2: Demonstrates competence in the stylistic and rhetorical aspects of writing

Benchmark: Uses descriptive language that clarifies and enhances ideas

## **Life Skills: Thinking and Reasoning**

Level II: Upper Elementary (Grades 3-5)

Standard 5: Applies basic troubleshooting and problem-solving techniques

Benchmark: Identifies issues and problems in the school or community that one might help solve

To see related standards for your state, search Achieve's Clearinghouse:  
< <http://www.achieve.org/achieve/achievestart.nsf/Search?OpenForm> >

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