

# Attachment 9-A

## Water Safety



Police Department

Edward A. Flynn  
Chief of Police

June 30, 2005

To The Honorable Common Council  
Public Improvement Committee  
200 East West Wells Street  
Milwaukee, Wisconsin 53202

**Re: Status Report on the Water Safety Initiatives Completed by the Milwaukee Police Department and the Water Safety Taskforce Coalition:**

Dear Aldermen:

The Common Council adopted File #040514 on September 21, 2004 directing the Milwaukee Safety Commission to prepare a report on measures to be taken to improve Safety along Milwaukee's Rivers, Creeks and other Waterways. In compliance with the directives of this File, the Milwaukee Police Department submits this report.

Drowning is the second leading cause of unintentional injury-related deaths among children, 1 to 14 years of age throughout the State of Wisconsin. Drownings usually occur quick and silently, within a matter of seconds. The Milwaukee community was saddened during the 2004 Summer, with the tragic drowning deaths of two young sisters in the Milwaukee River. As a result of these drownings, the Safety Division in collaboration with several community based organizations created a Water Safety Task Force Coalition to address measures that would reduce the number of unintentional childhood drownings through **media efforts, education and collaborative partnerships.**

The Water Safety Task Force Coalition commenced in late Fall of 2004. The Coalition's Membership is comprised of many community-based agencies that are working diligently to create awareness about Water Safety throughout the City of Milwaukee.

**The Water Safety Task Force Coalition:**

- Milwaukee Police Department – Safety Division
- Milwaukee Fire Department
- American Red Cross
- Boys & Girls Clubs of Greater Milwaukee
- Injury Free Coalition for Kids of Milwaukee

- Milwaukee County Park System
- Milwaukee Public Schools- Division of Recreation and Community Services
- Safe Kids of Wisconsin
- YMCA of Metropolitan Milwaukee
- Urban Ecology Center

## **2005 Accomplishments and Future Goals of the Water Safety Task Force Coalition**

### **2005 Accomplishments:**

- Water Safety Press Conference (March 2005) initiated by Alderman Robert G. Donovan and the Water Safety Task Force Coalition
- Water Safety Public Service Announcement (PSA) were created by the Milwaukee Police Department and aired on the City of Milwaukee Channel 25.
- The Water Safety Task Force Coalition developed and disseminated Water Safety materials for parents and children.
- A "Milwaukee Water Safety Message for Shoppers Program" was completed and involved local grocers and children of local elementary school as well as the Boys & Girls Club who put Water Safety messages and drawings on shopping bags.

### **2005 Future Goals:**

- Provide a Water Safety letter to leaders of Faith Based Organizations to encourage the importance of Water Safety.
- The Milwaukee Police Department will develop a Water Safety brochure specifically designed for adults, involving children when in or near water, to accompany the PSA.
- Water Watcher Program – this program will encourage residents to have an active role in a Block Watch Safety Initiative Program.
- Provide Water Safety Classroom Activities for the Milwaukee Public School System, Charter Schools, and Parochial and Lutheran Schools.

## **Highlights: 2005 Water Task Force Coalition Accomplishments:**

### **Water Safety Press Conference :** (Attachment A- press release)

A press conference was held on Thursday, March 24, 2005, at the Kilbourn Landing along the Milwaukee River in the 1900 block of N. Commerce St., to announce water safety initiatives that have been created to promote water safety awareness in the three zip codes in the City of Milwaukee, 53215, 53212, and 53208. These specific areas of the city are where nearly all recent drownings or near-drownings have occurred in the Milwaukee, Menomonee and Kinnickinnic Rivers.

Attendance at the Press Conference included: Mayor Tom Barrett, Fire Chief William Wentlandt, Alderman Robert G. Donovan (53215), Alderman Michael McGee, Jr. (53212),

Alderman Michael J. Murphy (53208), Florence Dukes, Safety Director, Bridget Clementi, Coordinator, Safe Kids of Wisconsin, and the Water Safety Task Force Coalition Representatives

**Water Safety Educational Material:**

One of the goals of the Water Safety Taskforce was to create and provide educational water safety information to parents as well as children. This was done by creating a water safety leaflet which encourages 4 steps to water safety, and on the back where parents can seek out swimming lessons for children and where to get specific water safety questions answered: (Attachment B)

1. Supervision. Parents should be responsible to always supervise children in or near water.
2. Learn to Swim. Learn how to swim and have kids learn also.
3. Play safe. Always have lifeguards and adults present.
4. Get Help. If someone is in trouble in water, **CALL 911** and get an adult.

The American Red Cross distributed Water Educational Materials for children earmarked for K5- 5<sup>th</sup> grade. (Attachment B)

**Water Safety Shopper's Program:**

Three local grocery stores agreed to provide bags for children to decorate with water safety messages and be passed out with water safety literature provided by the Water Safety Taskforce on Saturday, June 18, 2005, from 12:00 PM -2:00 PM.

**Local Grocery Stores:**

- Lena's Food Market 3334 N. Holton St - L'laina Rash and Sharon Warren
- Jewel Osco 2355 N. 35th, - Lishunda Patterson
- El Rey 1023 S. 16th St. - Ginger Duiven, Geri Olson

Water Safety messages of **Supervision, Prevention, Get Help, and Safe Water Play** were disbursed to students as a Water Educational Drawings Activity.

**School Participants in the Water Safety Message Drawing:**

- Longfellow Elementary School (Police District 6)
- Gaenslen Elementary School (Police District 5)
- Local YMCA's
- Boys & Girls Club (Police District 7)

There was Media coverage the day of the event provided by Channel 18 and Channel 4. L'laina Rash, Coordinator of Injury Free Coalition for Kids of Milwaukee and Sharon Warren, the mother of the two girls who were drowned in the Milwaukee River were interviewed regarding the "Water Safety Message For Shoppers Program" at Lena's Food Market, 3334 N Holton Street.

The Milwaukee Police Department continues to make strides in providing water safety information and working with the collaborative partnerships to reduce unintentional injury and water related deaths.

Sincerely,

Nanette H. Hegerty  
Chief of Police

Florence Dukes  
Safety Director

Enclosures



**Police Department**

**Edward A. Flynn**  
Chief of Police

April 4, 2008

Dear School Principal:

Drowning is the second leading cause of unintentional deaths among children 1 to 14 years of age, throughout the State of Wisconsin. A drowning usually occurs swiftly and without a sound. The City of Milwaukee has faced many issues with accidental drownings in the past involving our children. That is why the Milwaukee Police Department Safety Division continues to take an active role in providing Water Safety Education to our youth.

With the fascination of water, children tend to go near rivers, creeks, and other waterways, especially during this time of the year. Since, the weather is getting warmer, children will be outside and apt to be in swimming pools or near bodies of water, which can pose a potential safety hazard when not supervised by a "Designated Adult". A "Designated Adult" is a person who is: responsible by providing constant supervision for children near or in water; someone who is a trained swimmer; someone who knows the water environment and has safety gear present at all times; and a person who has access to call 911 when faced with someone who has trouble in the water.

As educators within the schools, we implore you to go over this water safety message, teachers guide and handouts with students, before the 2007- 2008 academic school year ends.

The following programs and a list of their contents have been delivered to your school:

- ⇒ Water Safety Teachers Guide
- ⇒ Water Safety Pamphlets and Brochures
- ⇒ Water Safety Activity Sheets

**Staff and Parents:** The water safety pamphlet, "What Parents Should Know About Children and Water Safety" is provided for you and is available in quantity by filling out the order blank enclosed. In addition, the Milwaukee Water Safety Task Force, which is a collaboration of agencies that focus on water safety education for children and parents, has also enclosed a flyer of water safety tips. These flyers may be copied for distribution, along with any water safety material provided.

# ***WATER SAFETY TIPS FOR STUDENTS***



**For Grade Levels K5 through 8<sup>TH</sup>**

**CITY OF MILWAUKEE POLICE DEPARTMENT  
SAFETY DIVISION  
MEMBER OF THE NATIONAL SAFETY COUNCIL**

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**6680 N. Teutonia Avenue Milwaukee WI 53209 (414) 935-7990**

**EDWARD A. FLYNN  
CHIEF OF POLICE**



## Methods and Procedures

- A. In order to make this water safety program more effective and timely, it is suggested that the material be presented in the spring.
- B. Present vocabulary through classroom discussion, visual aids and outdoor experiences.
- C. This teachers guide ranges from ages K5 to 8<sup>th</sup> Grade, please adapt language and activities to appropriate age group and skills.
- D. Use the *Water Safety Teacher's Guide* as a basis for daily instruction. Teach one concept at a time.

**LESSON 1 - Know How To Swim**

**LESSON 2 - Always Swim In A Supervised Area**

**LESSON 3 - Know The Water Environment**

**LESSON 4 - Always Wear Your Safety Gear When In Bodies Of Water**

**LESSON 5 - Look Before You Leap!**

**LESSON 6 - Safety Hazards of Rivers, Creeks, and Channels after Heavy Rainfalls.**

**LESSON 7 - Safety Hazards of Frozen Water.**

**LESSON 8 - Throw! Don't Go. Call 911!**

- E. Allow time for question and answers after each lesson. To ensure children have acquired basic knowledge for their age appropriate group of each lesson.
- F. Water Safety activity sheets have been provided.

## Vocabulary

The following words represent the basic vocabulary needed to comprehend the material presented in the water safety lessons.

"Designated Adult"	Lifeguard	Safety Gear
Personal Flotation Devices (PFD's)	Channels	Ocean
Rivers	Lake	Frozen Waters

**General Water Safety Tips For Students: Follow these general water safety tips whenever swimming in a body of water (pools, lakes, ponds, quarries, canals, rivers or oceans):<sup>1</sup>**

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<sup>1</sup> American Red Cross. (2004). "Raffy Learns To Swim", Waddles and Friends. Yardley, PA Staywell Press. Pgs. 5 & 6.



## **LESSON 2 – ALWAYS SWIM IN A SUPERVISED AREA**

Concept to be taught: Always swim in a supervised area where there is a lifeguard, parent and/or Designated Adult present.

1. Who is a lifeguard? (A person who is a certified swimmer, and can help if someone is having trouble in the water.)
2. Can a parent be considered a Designated Adult? (Yes, a designated adult is anyone who is a trained swimmer and is constantly watching you in the water)
3. If I am swimming in my pool in the backyard should someone be watching me? Yes, a parent or guardian at all times.
4. Should I swim by myself? No, always have a buddy present who knows how to swim, a lifeguard who is on duty at a public pool, or a designated adult present if you are at home in the backyard.

### **RULES:**

- ❖ **Make sure one of the people mentioned above is always present, IF NOT, DON'T GO IN!**
- ❖ **When it comes to swimming in a body of water, or at a local public pool, make sure there is a certified lifeguard present.**

Follow-up activities:

1. For younger students have them draw a picture swimming with their buddy and mom, dad or a Designated Adult present.
2. For older students quiz them on the two rules in Lesson 2 and who can make a good "Designated Adult". Ex. Designated Adult would now how to swim, know personal water safety techniques, know signs of someone having trouble in the water, and always be responsible by providing constant supervision, etc.

## **LESSON 3 - KNOW THE WATER ENVIRONMENT**

Concept to be taught: Know the water environment and have safety gear present.

1. Be familiar with your surroundings, know where the lifeguard, guardian, parent, or "Designated Adult" is at all times, just in case of an emergency.
2. Make sure there are multiple layers of protection around the water environment you are in. (i.e., gates, signage, etc). For example, there should be signs stating, if it is okay to swim in the water, hours you can swim, if a lifeguard is present, etc.
3. When pools are closed, you are prohibited from entering after hours. **NO EXCEPTIONS!**

## **LESSON 5 - LOOK BEFORE YOU LEAP**

Concept to be taught: Never run, push or jump on others around water.

1. Never play near a river, lake or ocean.
2. Never dive into a river, lake or ocean.
3. Never play, dive, or swim in a residence pool without approval from the designated adult who lives there.

### **RULES:**

❖ **Think! So You Don't Sink.**

Follow-up activities:

1. Have children K5 thru 3<sup>rd</sup> grade talk about situations they have been involved in with someone running, pushing or jumping in or around water. Have children discuss if there were any actions taken by the "Designated Adult"(knowledgeable swimmer) to correct the behavior. If no "Designated Adult or lifeguard was present, reinforce the importance of always being supervised near a body of water.
2. Have children 4<sup>th</sup> thru 8<sup>th</sup> grade talk about situations they have been involved in that involved someone running, pushing or jumping in or around water. Ask what could have been done differently to correct that behavior or what was done that corrected this behavior.

## **LESSON 6 - SAFETY HAZARDS OF RIVERS, CREEKS, AND CHANNELS AFTER HEAVY RAINFALLS**

Concepts to be taught: Never go near bodies of water after a rainfall.

1. Never play near water, especially after a rainfall when water levels are high and currents are strong. Never play on frozen waters.
2. Do not walk, bike, or play near bodies of water after heavy rainfalls.

### **RULES:**

❖ **Think! So You Don't Sink.**

Follow-up activities:

1. For K5 thru 8<sup>th</sup> age students. Check out age appropriate video on the do's and don'ts of swimming at your local City of Milwaukee Library for children to view.

## **RULES:**

❖ **Throw a life jacket in and call 911. Throw! Don't Go. Call 911!**

### **Follow-up activities:**

1. For K5 thru 3<sup>rd</sup> grade students have a discussion on Lesson 8.
2. For 4<sup>th</sup> thru 8<sup>th</sup> grade students create a scenario where a friend is having trouble in the water and what should be done to resolve this situation.

## **CONCLUSION**

The material and Water Safety Lessons within this Teachers Guide will give students a basic understanding of water safety, but certified swimming instructions and aquatic classes are the best source for children to get hands on training, which includes an introduction to water skills, a sense of respect for bodies of water, and the dangers of bodies of water to children. For more information regarding water safety here is a list of agencies that are currently on the City of Milwaukee Water Safety Task Force that will be able to provide more water safety information.

Milwaukee Police Department Safety Division  
(414) 935-7990

Boys & Girls Clubs of Greater Milwaukee  
(414) 267-8100

Milwaukee Fire Department  
(414) 286-8970

Safe Kids of Wisconsin  
(414) 765-9355

Milwaukee County Parks  
(414) 257-8098

American Red Cross  
(414) 342-8680

Milwaukee Public Schools Division  
Of Recreation and Community Services  
(414) 475-8838

YMCA of Metropolitan Milwaukee  
414) 265-9622 (1350 W. North Ave.)  
(414) 354-9622 (9050 N. Swan Rd.)

Urban Ecology Center  
(414) 964-8505

- If you see a personal flotation device, throw it into the water to the person.  
Remember,  
Throw Don't Go!



### Frozen Waters:

- Do not participate in unorganized water activities on frozen waters, such as lakes, rivers, and large bodies of water.
- Do not walk, bike, or ride in any motorized vehicles on frozen bodies of water.



Milwaukee's Rivers and Inland Waters

**Keep in mind that in the time it takes to answer the phone, a child can drown in:**

- Bath tubs
- Buckets of Water
- Toilets
- Pools and Spas
- Water on Pool Covers
- Wading Pools
- Rivers or Dams
- Ponds and Lagoons

For other helpful water safety hints, please contact the Safety Division Office at (414) 935-7990.  
[www.milwaukee.gov/police](http://www.milwaukee.gov/police)



Designed and printed by the Milwaukee Police Department - Printing Section

PSD58 - 04/07

## What Parents Should Know



## ABOUT CHILDREN AND WATER SAFETY

## TIPS ON WATER SAFETY

Water activities can be fun, provide good exercise for children, and be a good source of recreation involving children and adults.

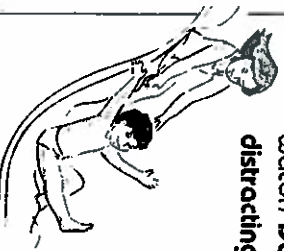
But when there is a lack of supervision, being in an unsafe water environment or no safety gear being used, these factors can result in an unintentional drowning.

Active supervision is what is needed by a "Designated Adult" when young children are in tubs of water, on boats, in swimming pools, or near open bodies of water to help prevent an unintentional drowning.

Following are 4 tips to remember to ensure the "Designated Adult" has the appropriate skills needed when children are near or in water.

### 1. Be Responsible:

- Provide constant supervision when children are near or in water. **Do not engage in distracting behavior.**



### 2. Know How to Swim:

- Have appropriate swimming skills, and training on Infant and Child CPR. (Local American Red Cross or any other water safety certified agency might offer training).

### 3. Know the Water Environment and have Safety Gear present:

- Make sure there are multiple layers of protection around the water environment you are in including appropriate signage and emergency equipment available. (Ex In Pools, boats or near bodies of water).



- Have proper safety swimming gear such as Personal Flotation Devices (PFD's) approved by the U.S. Coast Guard for everyone on boats, in or near open bodies of water, or participating in water sports or activities.

- When pools are closed, you are prohibited from entering after hours.

### 4. Emergencies CALL 911:

- If someone is in trouble in the water call 911.

## What Should I Know About Running Waters and Frozen Waters?

### Running Waters:

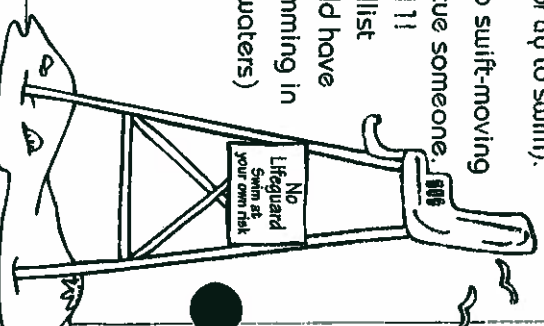
Rivers and Channels pose more of a hazard after a heavy rainfall.

- Many people who live near bodies of water do not think of them as hazardous or realize how strong the current might be. (Ex. A road that is filled with running water could carry a motor vehicle a long distance).

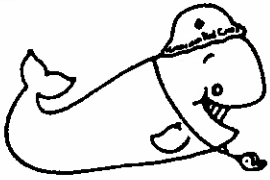
- Do not let children or teenagers play near water, especially after a rainfall when water levels are high and currents are strong.

- Always keep in mind; if there is no lifeguard present, then it may not be a safe place to swim. (Do not go in or try to swim).

- Do not go into swift-moving waters to rescue someone. Always Call 911! (A gold medalist swimmer would have problems swimming in swift-moving waters)

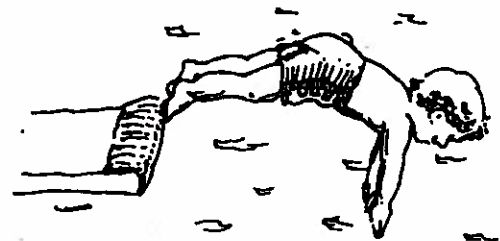
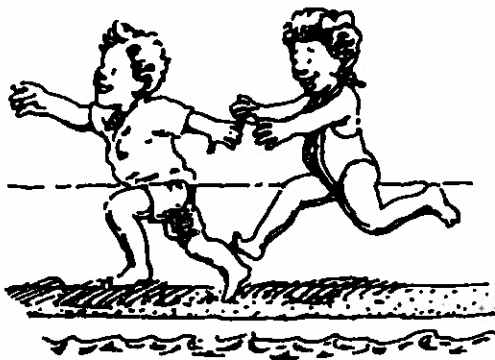
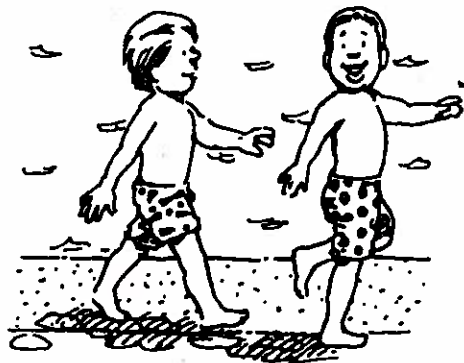
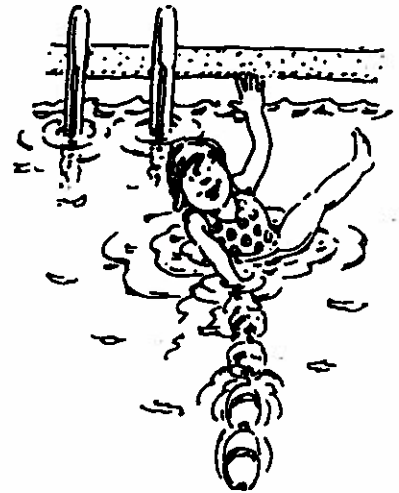
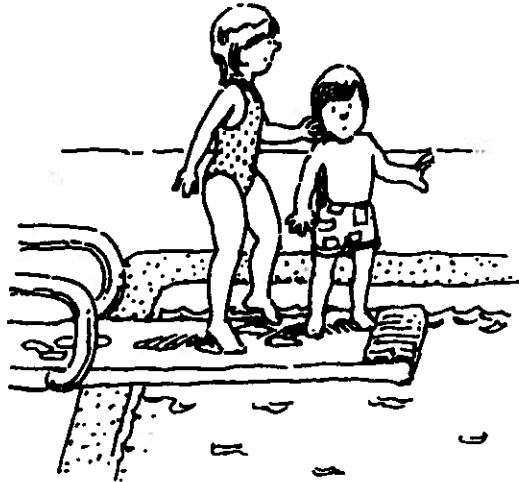
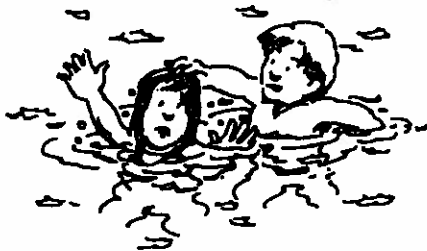


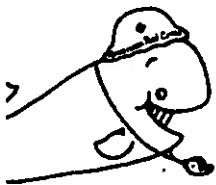




## Show You Know

Put an X on the pictures that show children who have forgotten safe behavior at the pool.





# **What Should You Do?**

## **Directions to teachers:**

Depending on the level of the class, the students can discuss the scenarios orally or can write the answers to the questions.

Prevention is an important part of water safety. Read the description of each situation below and think about how the accidents could have been prevented.

1. Jane and Sharon have just come out of the locker room and decide to race to the edge of the pool. Jane slips and falls, landing heavily on her elbow. What should she have done differently?

2. Bill and Jim are playing tag in the water. Bill climbs out and runs to the diving board. Jim follows quickly, jumps off the board, and lands on top of Bill. What should they have done differently?

3. Jason and some of his friends are taking turns jumping in the water from the side of the pool. Jason gets tired of waiting for his turn so he pushes his friend into the water. The friend is surprised and swallows some water. He starts to choke and cough. What should Jason have done differently?

4. Amanda and her little brother are getting ready to get in the water. The little brother puts on his arm floats. Amanda takes him into deep water. The arm floats start to lose air and he starts to sink. What should they have done differently?

5. Jack and Jill are walking along a river when Jill decides that she wants to go for a swim. She jumps in and is quickly swept downstream. What should she have done differently?



**life guard**

swimming instructor

**"NO DIVING" sign**

ring buoy (this is a ring-shaped floating device)

**emergency telephone**

rescue board

sun hats {find all 3}

**Now look for things that make  
the beach fun!**

**sailboat**

shovel &amp; bucket

**beach ball**

**mask and snorkel**

**inner tube**

© Children's Hospital & Regional Medical Center, Seattle, Wa

## **Drowning is the second leading cause of injury-related death among children ages 1 to 14 in Wisconsin.**

Drowning usually occurs quickly and silently, happening in a matter of seconds. Most drownings happen in swimming pools and open bodies of water.

The City of Milwaukee, the American Red Cross, Boys and Girls Clubs of Greater Milwaukee, Injury Free Coalition for Kids of Milwaukee, Milwaukee County Park System, Milwaukee Fire Department, Milwaukee Police Department, Milwaukee Public Schools Division of Recreation and Community Services, Safe Kids Wisconsin, YMCA of Metropolitan Milwaukee and the Urban Ecology Center all are part of the Milwaukee Water Safety Task Force. The task force is dedicated to creating an awareness of the importance of safe play around open bodies of water, specifically in three ZIP codes: 53208, 53212, and 53215.

The Water Safety Task Force encourages you to talk to children about the

### **4 steps to water safety:**

#### **1. Supervision.**

Always be responsible and provide constant supervision when children are playing in or near water.

#### **2. Learn to swim.**

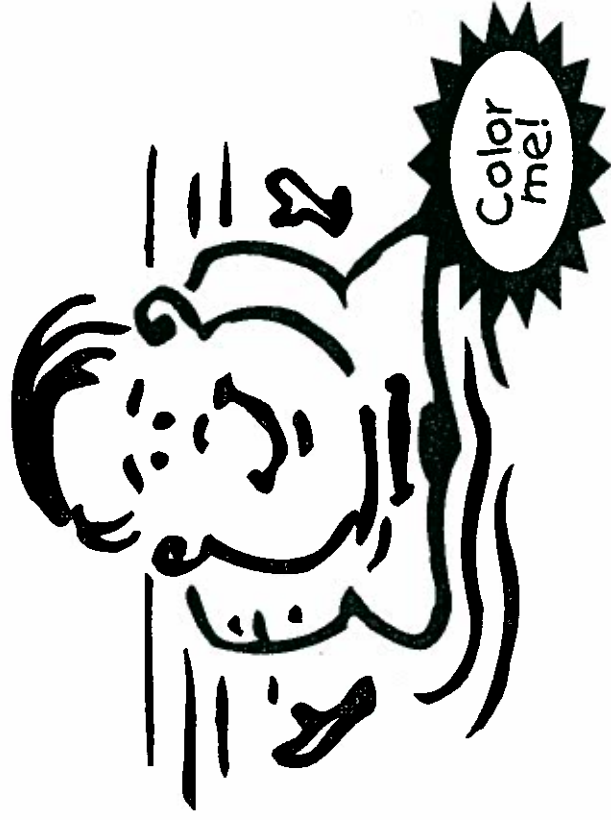
Learn how to swim and have kids learn to swim. Skills taught during swimming lessons can help children understand how to safely have fun in the water.

#### **3. Play safe.**

Teach children to always play in areas of water where lifeguards and adults are present. Never allow children to swim alone.

#### **4. Get help.**

If you come across someone in trouble in the water, teach children to call 911 and get an adult.



# *Splash into safety!*

## **WATER SAFETY CHECKLIST FOR KIDS**



Always swim with a buddy.



Never run, push, or jump on others around water.



Always wear a U.S. Coast Guard approved life jacket when you are in or near an open body of water, a boat, or when participating in water sports.



Inflatable inner tubes and "water wings" are not safety devices.



Learn how to swim.



Swim only within designated safe areas of rivers, lakes and oceans.



Never dive into a river, lake, or ocean.

*National*  
**SAFE  
KIDS**  
★ ★ ★ ★ ★  
*Campaign.*

FOUNDING SPONSOR

*Johnson & Johnson*

Visit [www.safekids.org](http://www.safekids.org) for more information!

# Attachment 9-B

## Pedestrian Safety





Police Department

Edward A. Flynn  
Chief of Police

April 10, 2008

Dear School Principal:

The season of Spring brings longer hours of daylight and warmer weather, which contributes to a peak in child pedestrian crashes during this time of the year. Pedestrian injuries happen mostly in sizeable metropolitan areas, often occurring at non-intersections. The City of Milwaukee 2006 statistics show there were One Hundred and Twenty-five (125) children, 14 years old and younger, injured in pedestrian crashes, with One (1) fatality. In the majority of child pedestrian crashes, the primary contributing factor is the child running into the street. Most often this happens mid-block, with the child coming from between or behind parked vehicles. This scenario is also enacted each school day, between the hours of 7 AM to 9 AM and 2 PM to 4 PM, when children are getting in or out the parents' vehicles on their way to and from school. This creates an even more dangerous situation, obstructing both the child's view of oncoming traffic and the driver's view of the child. In many instances, this situation results in the driver being unprepared to stop or unable to stop before striking the child.

There is a definite need to continue to teach students pedestrian safety when crossing the street. That's why we are requesting your continued support. Your school administration and staff have a tremendous impact on reducing pedestrian incidents by utilizing the enclosed pedestrian safety teaching materials. Utilization of these aforementioned materials will reduce your school's liability factor should an accident occur, and decrease child pedestrian fatalities and injuries throughout the City of Milwaukee.

The following programs and a list of their contents have been delivered to your school:

**K3 – K4 PRESCHOOL PEDESTRIAN EDUCATION PROGRAM**

- ⇒ The 1998 version of Watchful Willie Video (Delivered in 1998)
- ⇒ Watchful Willie Curriculum
- ⇒ Free In-Service on Preschool Pedestrian Education flyer
- ⇒ Watchful Willie curriculum sign-out sheet
- ⇒ Order blank for additional "Parents: Avoid This Collision" pamphlet in English or Spanish

The free in-service will help teachers more effectively use the Watchful Willie curriculum by providing accurate information on a preschooler's ability to deal with traffic. It will also assist in the effort to avoid crashes. Please route and distribute the flyer to the appropriate teachers. We hope you will encourage and provide the opportunity for your teachers to attend any one of the in-service sessions. Those attending will receive a Certificate of to attend any one of the in-service sessions. Those attending will receive a Certificate of Training.

### **K-5 THROUGH 3<sup>RD</sup> GRADE PEDESTRIAN EDUCATION PROGRAM**

- ⇒ "Walk Smart" Lesson
- ⇒ Teacher's Guide with Questions & Answers
- ⇒ Suggested Classroom Expansion Activities

### **4<sup>TH</sup> THROUGH 8<sup>TH</sup> GRADE PEDESTRIAN EDUCATION PROGRAM**

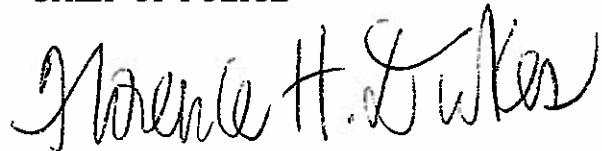
- ⇒ "Following the Safe Pedestrian Steps" Lesson
- ⇒ Teacher's Guide with Questions & Answers
- ⇒ Suggested Classroom Expansion Activities

**Staff and Parents:** In 1998, the video "Children in Traffic, Why Are They Different" was delivered to your school as part of the pedestrian program. We ask that you use this video for a parent or staff meeting to remind them of children's ability to cross the streets. The enclosed flyer "Should Your Child Cross Alone" and the pamphlet "Parents: Avoid This Collision" are available in quantity by filling out the order blank for additional copies.

We encourage you and ask for your commitment to help make our children safe. If you have any questions, please call Safety Specialist Sr., Lishunda Patterson at (414) 935-7990. Thank you for helping protect Milwaukee's number one resource, our children.

Sincerely,

EDWARD A. FLYNN  
CHIEF OF POLICE



FLORENCE H. DUKES  
SAFETY DIRECTOR

EAF:FHD:rm

# **FREE TEACHER IN-SERVICE on PRESCHOOL PEDESTRIAN SAFETY**

One and one-half hour in-service training sessions will be presented by the Milwaukee Police Department Safety Division on teaching pedestrian safety to preschool children.

## **PRESENTATION INCLUDES:**

- Preschool children's ability to deal with traffic.  
Videos: "Children In Traffic - Why Are They Different?" and the 1998 version of "Watchful Willie"
- Child growth and development as it relates to pedestrian safety.
- Driver's perception of preschooler's understanding of traffic.
- What you can do to help prevent these accidents.
- How to use pedestrian safety teacher materials sent to your school.

## **WHEN:**

Tuesday, April 29, 2008 3:15 - 4:45 p.m.

Wednesday, April 30, 2008 4:15 - 5:45 p.m.

## **PLACE:**

Milwaukee Fire and Police Training Academy  
6680 N. Teutonia Avenue, Room 109 (You may park in the back of the academy, if parking is available. But you must enter through the front doors and check in with the security guard at the door.)

**Registration deadline is April 28, 2008, 4:00 p.m.**  
To register, call the Safety Division at 935-7990.

## **HANDOUTS:**

- Preschool Pedestrian Safety Teacher's Guide which includes a coloring sheet for students.
- Watchful Willie hand puppets.
- "Should Your Child Cross the Street Alone" flyer.
- Samples of other child pedestrian safety pamphlets.

## **CERTIFICATE:**

A training certificate will be given to all participants by the Safety Division.



# **PRESCHOOL PEDESTRIAN SAFETY TEACHER'S GUIDE**



## **WATCHFUL WILLIE**

**CITY OF MILWAUKEE POLICE DEPARTMENT  
SAFETY DIVISION  
MEMBER OF THE NATIONAL SAFETY COUNCIL**

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**6680 N. Teutonia Avenue Milwaukee, WI 53209 (414) 935-7990**

**EDWARD A. FLYNN  
CHIEF OF POLICE**

## VOCABULARY

The following words represent the basic vocabulary needed to comprehend the material presented in the pre-school pedestrian safety program:

alert	dangerous	sidewalk
alley	driveway	stop
away	forward	street
backward	headlights	taillights
back-up lights	hidden	toward
between	horn	traffic
corner	parked cars	turn signals
curb	safe	windshield

## LESSON PLANS

### LESSON 1 - STREETS ARE FOR CARS

Concept to be taught: **Streets are dangerous for small children.**

Classroom activities: (Explain and/or demonstrate on chalkboard or bulletin board)

1. What uses the streets? (Cars, buses, trucks, motorcycles, school buses)
2. What does the front of a car look like? (Has headlights, windshield and turn signals)
3. What does the back of a car look like? (Has red taillights and turn signals)
4. How can you tell if a car is coming towards you or going away? (A car coming towards you looks bigger and bigger and has headlights, etc.; a car leaving looks smaller and smaller and has taillights.)
5. Traffic makes different sounds. Have children think about different traffic sounds they've heard. (Horns, trucks, buses, motorcycles, car starting, cars moving, cars stopping, screeching tires, sirens)
6. How do cars help us? (Takes us places.)
7. Can cars hurt us? (If we're in their way, they can hit us and hurt us.)

Outdoor activities:

1. Show the children the items mentioned above.

2. Have the children listen for and identify the above mentioned traffic sounds.
3. Have the children identify an approaching car, a departing car and a parked car.

Follow-up activities:

1. Use "STREETS ARE FOR CARS" coloring sheets.
2. Have children draw pictures of things that belong on the street.

## **LESSON 2 - SIDEWALKS ARE FOR WALKERS**

Concept to be taught: **Sidewalks are safe for people.**

Classroom activities:

1. Who or what belongs on the sidewalks? (People, pets, tricycles, big wheels, bikes)
2. Where does the sidewalk end or stop? (At the curb or the edge of the street)
3. What is an alley? (A small street behind houses and buildings.) Since it is a street, it is dangerous. A sidewalk meets alleys, therefore, children should stop at alleys.
4. What is a driveway? (It is like a small street next to a house.) Many times cars back up in driveways. A driver backing up has a difficult time seeing children and/or toys. As sidewalks and driveways meet, therefore, children must be careful and watch for moving cars in driveways.
5. Are sidewalks a safe place to play? (Yes, but children should not play with balls or other toys that could go in the street.)
6. If something does go out into the street, what should you do? (Ask someone who is older, who you know, to get it for you.)
7. Is the yard a safe place to play? (Your yard is a safer place to play than the sidewalk. It's best to play in your yard.)

Outdoor activities:

1. Take a walk in the neighborhood and point out the items discussed above.

**Follow-up activities:**

1. Use "SIDEWALKS ARE FOR WALKERS" coloring sheets.
2. Have children draw pictures of things that belong on the sidewalk.

**LESSON 3 - STOP AT THE CURB**

**Concept to be taught: Always stop at the curb which separates a safe area from a dangerous area.**

**Classroom activities:**

1. What is a curb? (The step next to the street)
2. What does the curb do? (It tells drivers that the street ends and walkers that the street starts.)
3. Is the curb a safe place to play? (No, a car that is stopping at the curb might make a mistake and ride over the curb.)
4. What uses the streets? (Cars, etc.)
5. Is it safe for you to be in the street? (Not without an adult)
6. Who uses a sidewalk? (People, pets, people on tricycles, etc.)
7. Are sidewalks a safe place? (Yes, except for driveways and alleys.)
8. Does the sidewalk stop for the street? (Even the sidewalk stops for the street.)
9. Where does it stop? (At the curb.)
10. What does a stop sign look like? (Show or draw a picture of a stop sign.)
11. What should you do when you get to a curb? (Have the children imagine a stop sign every time they get to a curb and tell them to stop.)
12. What does a curb tell us? (That a safe area, the sidewalk, ends and a dangerous area, the street, begins.)
13. If you're running, do you still need to stop at the curb? (Yes, especially then.)

**Outdoor activities:**

1. Take the children for a walk and point out the items discussed above, emphasizing the curb both at midblock and at corners.

**Follow-up activities:**

1. Use "STOP AT THE CURB" coloring sheets.
2. Have children draw pictures on the concepts in this lesson.

**SSON 4 - "CARS ARE BIGGER THAN ME"**

**Concept to be taught: Cars cause a visibility problem.**

**Classroom activities:**

1. Are cars bigger than children? (Compare child's height to that of a file cabinet or other tall object in the room that would be about a car's height - roof about 5 ft. high, hood about 3 ft. high.)
2. Can cars hide us? (Have a child stand behind a file cabinet and explain that just like a parked car, the object hides the child from view.)
3. Does the parked car block the child's view? (Have the child state what they can see.)
4. Does a parked car block the view for an adult? (Demonstrate that an adult can see over the object but that children can't.)
5. Why is it dangerous for you to be in the street in front or behind a parked car? (The parked car hides you from sight for the driver of a car coming down the street.)

**Outdoor activities: (Park a car in a safe area on the grounds)**

1. Show children the following sections of the car: the front end, headlights, signal lights, windshield, the back end, taillights and back-up lights. Explain when back-up lights come on and what turn signals mean. Sound the car's horn and explain what the driver means when he sounds it.
2. Have the group of children stand to the rear and left of the car on the school grounds. Tell them to pretend that they are in another car driving past the one you have parked there. One by one take a child to the opposite end of the car to demonstrate to them that standing behind the car they cannot see the whole group and demonstrating to the group that the child cannot be seen but that the adult can be.

3. Point out the posts holding up the roof of the car in the front and in the back and explain that drivers cannot see things behind them. Have one adult sit behind the steering wheel and one by one position the children at a place to the left and front of the car where they cannot see the driver's eyes (the driver's blind spot). Follow the same procedure for the blind spot to the front and right of the car and for the left rear and right rear blind spots. Also have them stand directly behind the car to point out to them that the driver cannot see them because they are too small and too close to the car.

Follow-up activities:

1. Use the "CARS ARE BIGGER THAN ME" coloring sheets.
2. Have children draw pictures of height, difference between themselves and the parked car.

## **LESSON 5 - "ALWAYS CROSS WITH SOMEONE OLDER"**

**Concept to be taught: Whenever you enter the street, have someone older go with you.**

Classroom activities:

1. Who is someone older? (Mother, father, teenage brother or sister, grandparents, uncle, aunt, teacher, babysitter, someone you know.)
2. Are older people bigger than you? (Yes. Have children stand next to you.)
3. Are cars bigger than older people? (No. Use file cabinet demonstration.)
4. Do cars hide older people? (No. Stand behind file cabinet or other object in room that compares with car height.)
5. Why do older people know more about crossing streets than you? (They have had a longer time to learn. They have crossed streets many times. Many older people drive cars and know how they work.)
6. What are some things older people know about crossing streets? (That streets are for cars, sidewalks are for walkers, to stop at the curb, to look all ways before crossing, and that cars can hurt them if they get hit by a car.)

7. Why can older people cross streets safely? (They are bigger than cars, they know how to cross streets, and they have done it many times.)

**Outdoor activities:**

1. Repeat of lessons 1 through 4 activities.

**Follow-up activities:**

1. Use the "ALWAYS CROSS WITH SOMEONE OLDER" coloring sheets.
2. Have children draw pictures of children crossing street with older person.

**WATCHFUL WILLIE SONG (TO THE TUNE OF "RUBEN", "RUBEN")**

I'm going to be like Watchful Willie.	Traffic in the streets can hurt me.
I'm going to watch for cars you see.	Sidewalks and yards were made for me.
When I come to the curb I'm going to	Crossing streets with our parents only
Stop and wait until it's free.	Helps us to live carefully.

**PARENT LETTER**

The following is a suggested letter to be sent to parents at the beginning of this program:

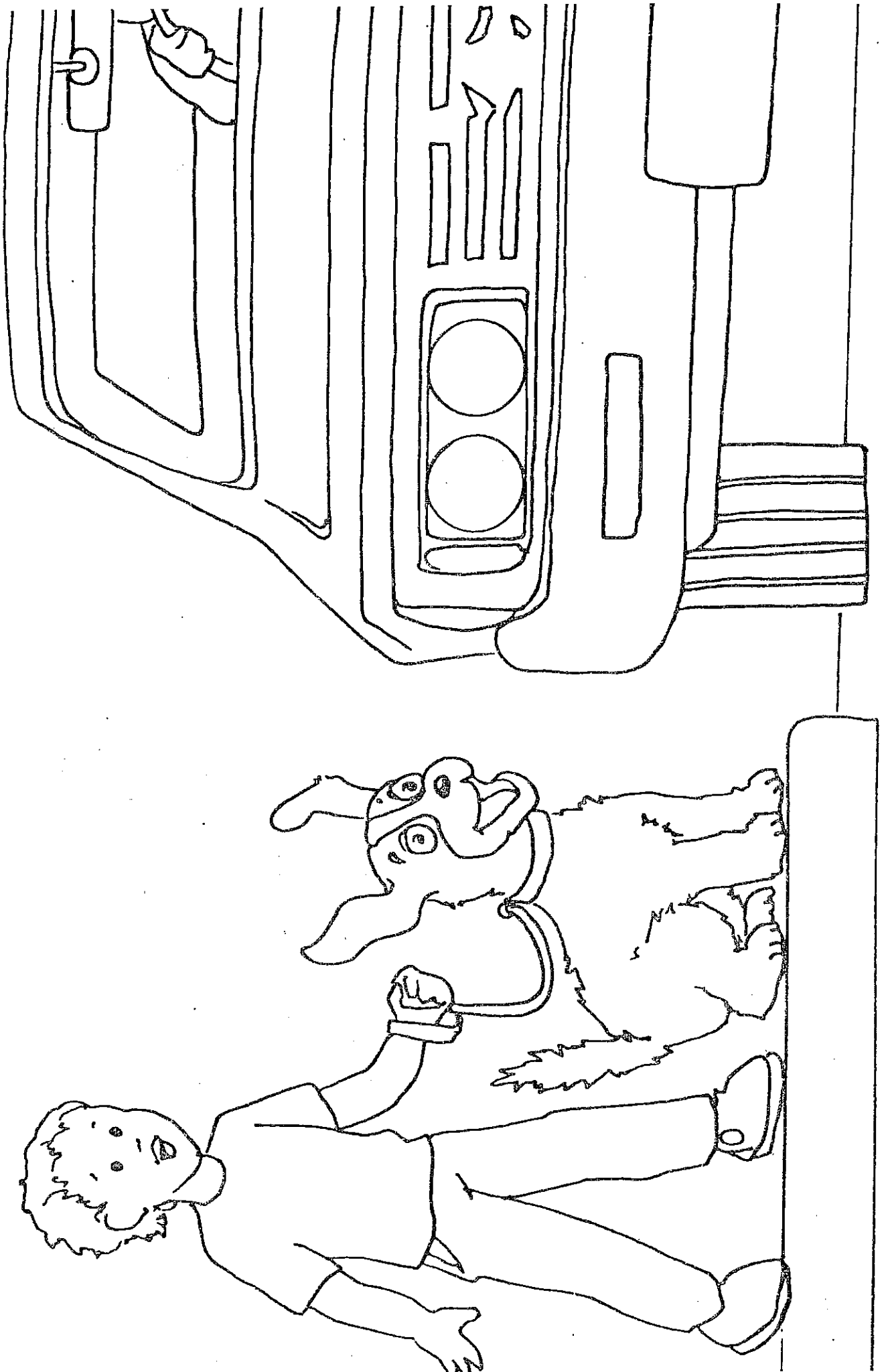
Dear Parents,

We have begun an important project with your child(ren) regarding pedestrian safety. In order for this project to be successful, we need your support, and more importantly, your help.

At the end of each lesson (there are 5), your child(ren) will bring home a coloring sheet pertaining to that day's lesson. On the back of the sheet is a message to parents. We ask you to take time to read the message and to discuss with your child(ren) the lesson for that day. We urge you as parents to take an active interest in this project - it involves your child's life.



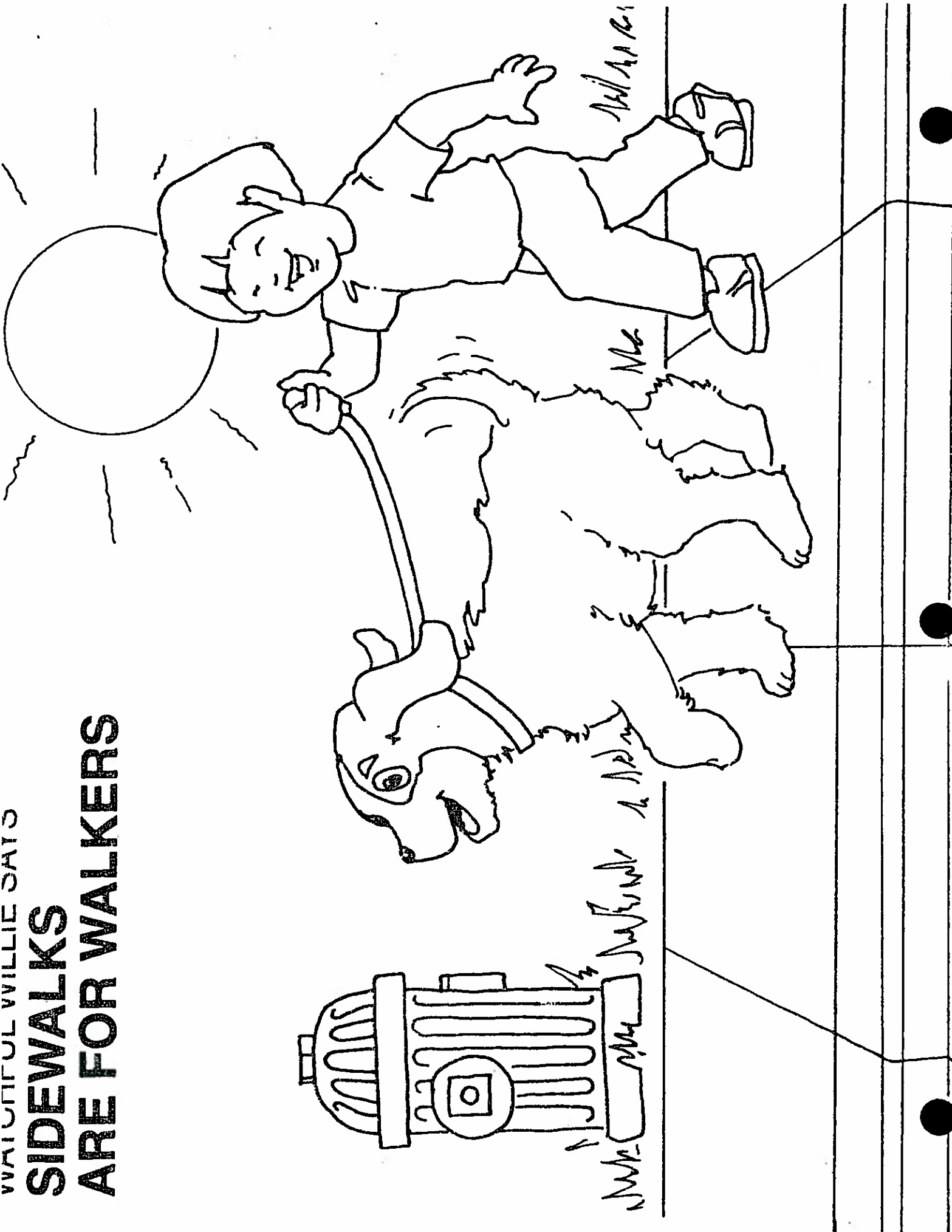
WATCHFUL WILLIE SAYS  
**STREETS ARE FOR CARS**



TO PARENTS OR GUARDIAN

1. EVERY YEAR IN THE CITY OF MILWAUKEE AROUND 90 CHILDREN AGE 1-4 ARE HIT BY CARS.
2. MOST ACCIDENTS HAPPEN WHEN THE CHILD RUNS INTO THE ROAD.
3. MOST ACCIDENTS HAPPEN WHEN THE CHILD IS LEFT ALONE UNSUPERVISED NEAR THE STREET.
4. MOST CHILDREN ARE HURT WITHIN ONE BLOCK OF THEIR HOMES ON QUIET NEIGHBORHOOD STREETS.
5. CHILDREN DO NOT KNOW THAT CARS CAN BE DANGEROUS AND THAT CARS CAN HURT THEM.
6. IT IS YOUR RESPONSIBILITY TO TEACH YOUR CHILD AT AN EARLY AGE ABOUT TRAFFIC DANGERS.

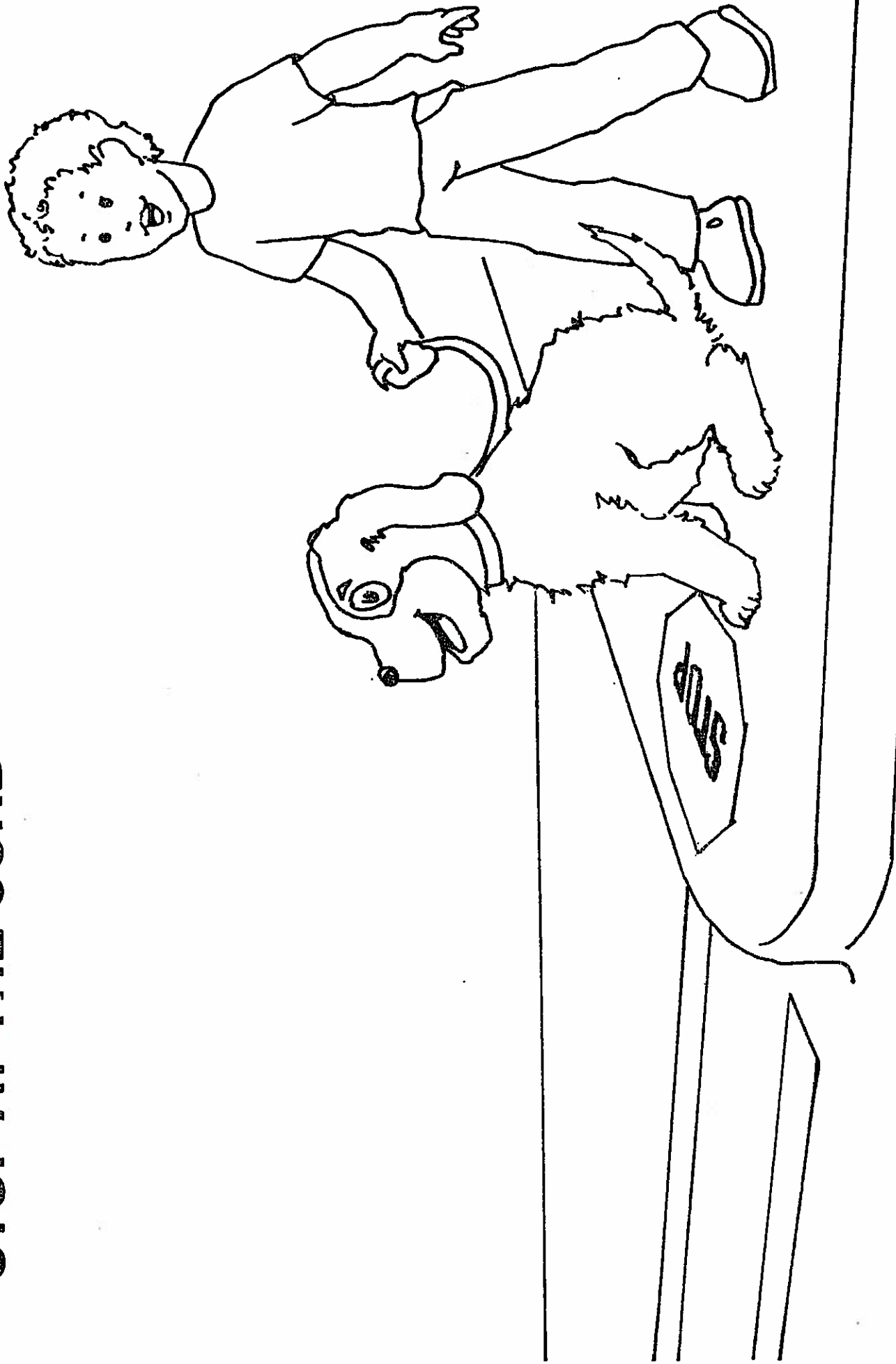
WHAUFFUL WILLIE SAYS  
**SIDEWALKS  
ARE FOR WALKERS**



TO PARENTS OR GUARDIAN

1. TEACH YOUR CHILD THAT SIDEWALKS ARE FOR BOYS AND GIRLS WALKING. TEACH YOUR CHILD ALWAYS TO STOP AT THE CURB. TEACH HIM THAT STREETS ARE FOR CARS, AND CHILDREN SHOULD NOT BE IN A STREET.
2. SUPERVISE YOUR CHILD WHEN HE IS OUTDOORS. IT TAKES ONLY A SECOND FOR A CHILD TO RUN INTO THE STREET.
3. YOUNG CHILDREN DO NOT HAVE THE ABILITY, KNOWLEDGE, OR SKILL TO SAFELY CROSS STREETS ALONE, EVEN IN QUIET NEIGHBORHOODS YOU SHOULD TAKE YOUR CHILD ACROSS THE STREET OR HAVE ANOTHER RESPONSIBLE PERSON CROSS HIM.
4. YOUR CHILDREN WILL CROSS STREETS IN THE SAME WAY AND IN THE SAME PLACE THAT YOU DO. SET AN EXAMPLE FOR THEM THAT WILL KEEP THEM ALIVE AND WELL.

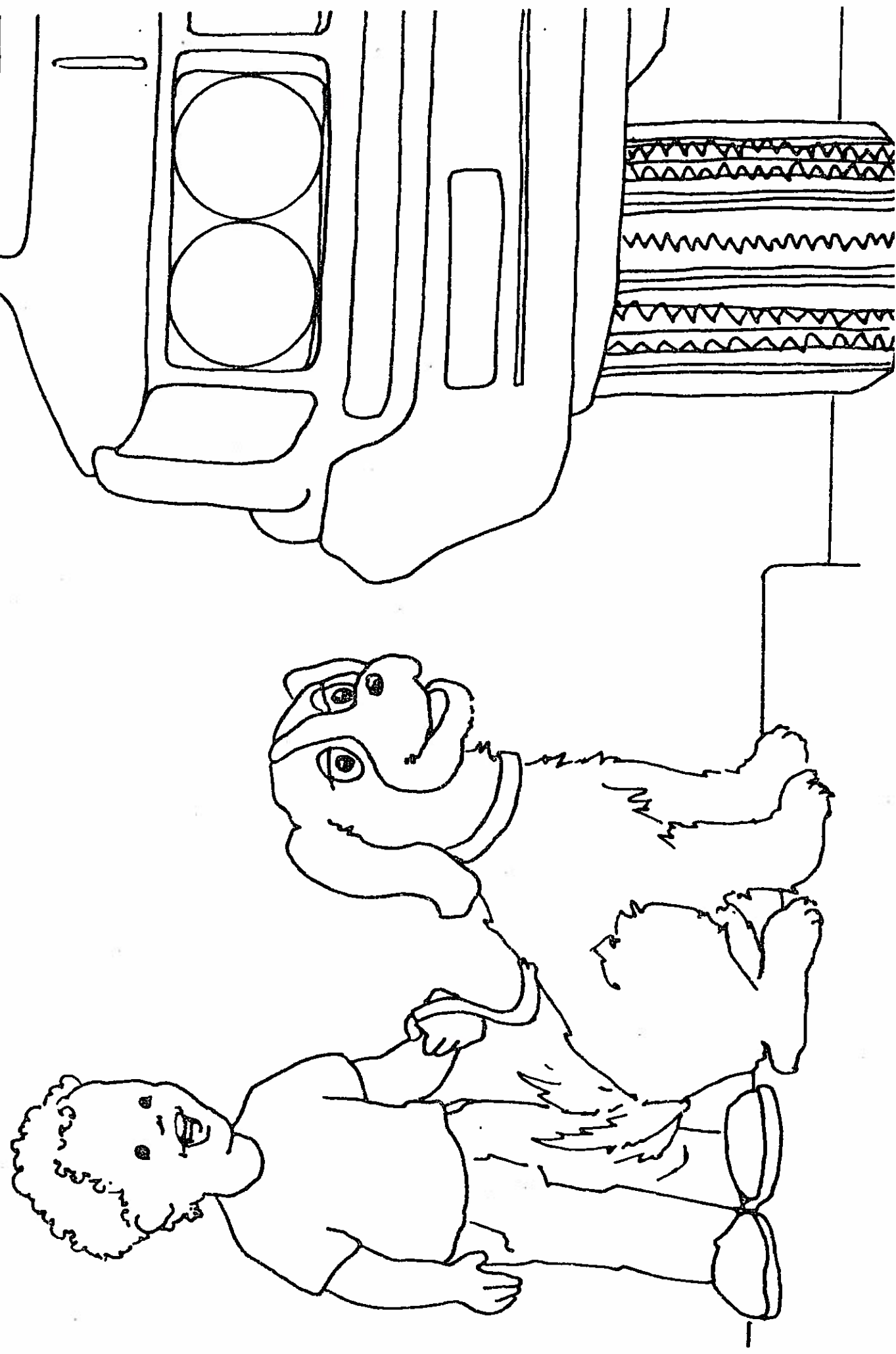
**WATCHFUL WILLIE SAYS  
STOP AT THE CURB**



TO PARENTS OR GUARDIAN

1. YOUR CHILD NEEDS A SAFE PLACE TO PLAY. SET BOUNDARIES AND LIMIT THE AREA THAT YOUR CHILD CAN PLAY IN.
2. YOU SHOULD TEACH YOUR CHILD THAT SIDEWALKS AND YARDS ARE SAFE PLACES, BUT THAT STREETS ARE DANGEROUS. SET RULES NOT TO CROSS THE STREET ALONE OR WITH OTHER CHILDREN.
3. YOUR CHILD NEEDS YOUR SUPERVISION AND SHOULD NEVER BE LEFT ALONE NEAR A STREET.
4. TAKE YOUR CHILD TO A CORNER AND ASK HIM TO SHOW YOU WHAT HE KNOWS ABOUT CROSSING THE STREET. YOU WILL LEARN WHAT THE CHILD'S UNDERSTANDING OF TRAFFIC IS. FROM THIS EXPERIENCE, YOU WILL KNOW HOW MUCH SUPERVISION AND EDUCATION IS NECESSARY BEFORE YOUR CHILD CAN CROSS THE STREET ALONE.

**CARS ARE BIGGER THAN ME**

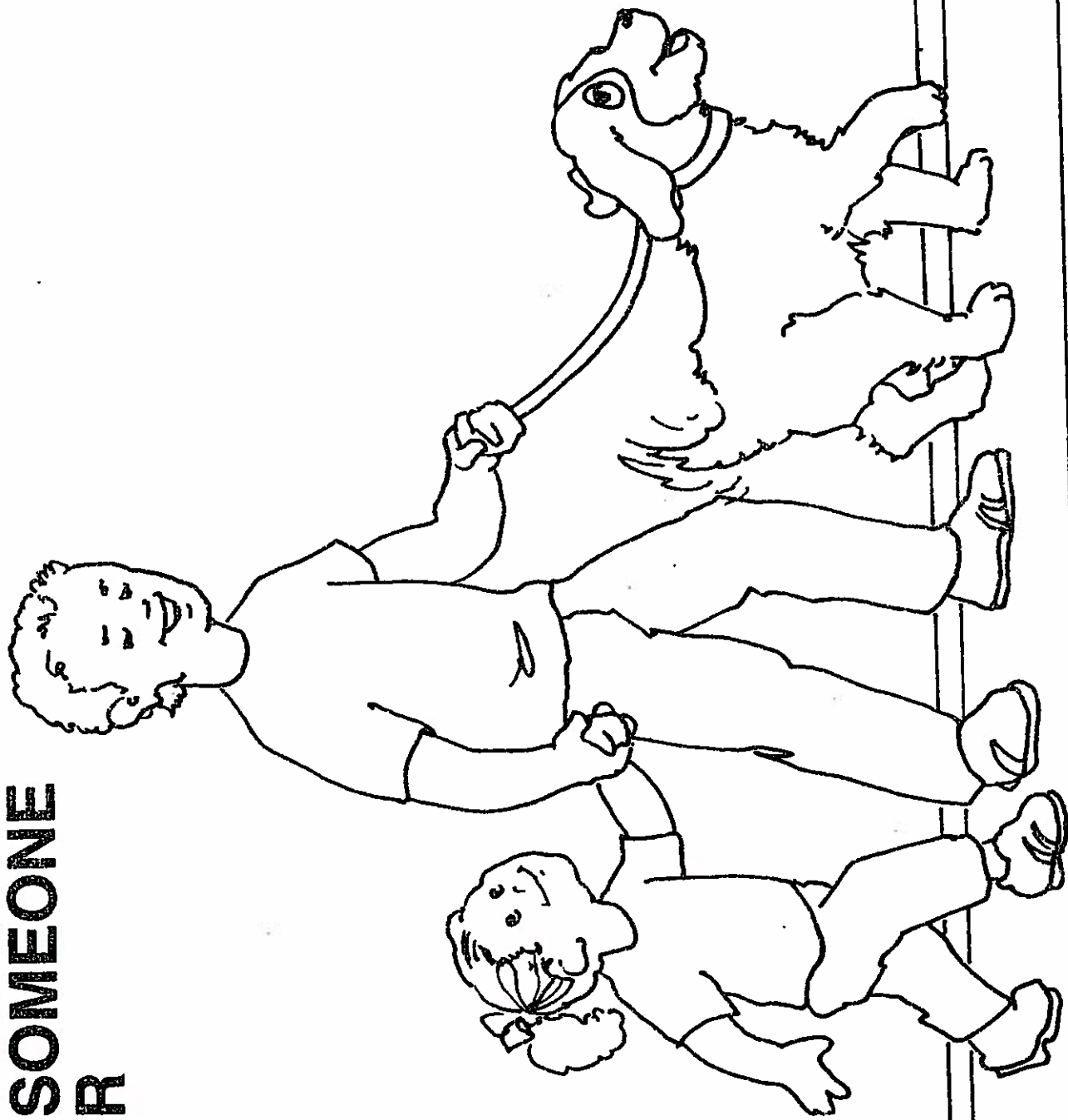




TO PARENTS OR GUARDIAN

1. THE DRIVER CANNOT SEE A SMALL CHILD IF A PARKED CAR BLOCKS HIS VIEW. THE CHILD CANNOT SEE AN ONCOMING CAR FOR THE SAME REASON. EXPLAIN AND DEMONSTRATE THIS PROBLEM TO YOUR CHILD.
2. YOUNG CHILDREN'S SIGHT AND HEARING ARE NOT FULLY DEVELOPED, THEREFORE THEY CANNOT JUDGE SPEED OF CARS OR HOW FAR AWAY THEY ARE, NOR ARE THEY ABLE TO SEPARATE AND GIVE MEANING TO TRAFFIC SOUNDS.
3. CHILDREN CAN LIVE IN A WORLD OF PLAY AND CAN TOTALLY FORGET ABOUT THE DANGER OF TRAFFIC AND RUN INTO A STREET SUDDENLY, IF THEIR MIND IS ON SOMETHING ELSE THAT SEEMS MORE IMPORTANT AT THE TIME.
4. YOUNG CHILDREN DO NOT HAVE THE EXPERIENCE AND KNOWLEDGE OF TRAFFIC RULES TO CROSS A STREET ALONE SAFELY.

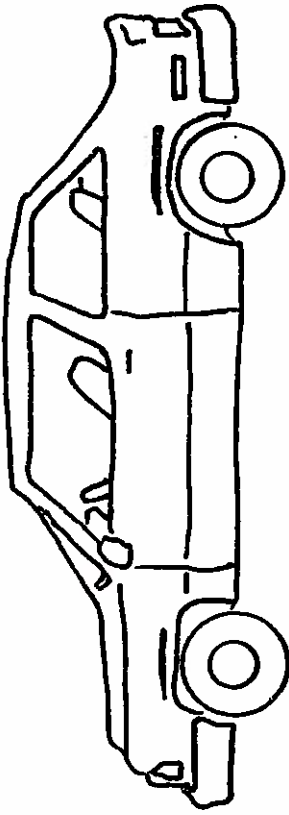
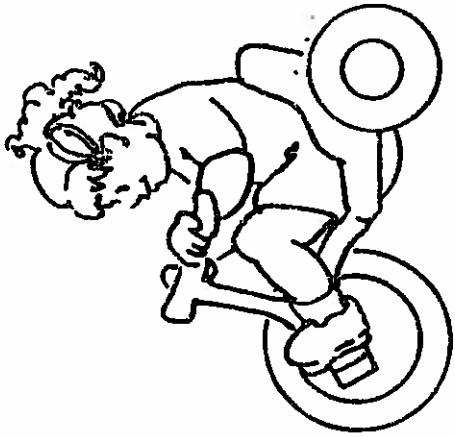
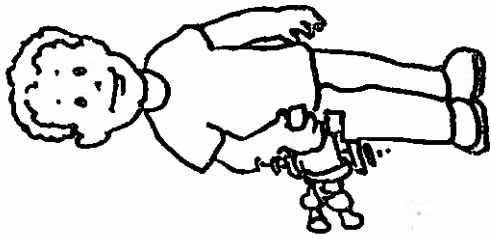
**WATCHFUL WILLIE SAYS  
ALWAYS CROSS  
WITH SOMEONE  
OLDER**



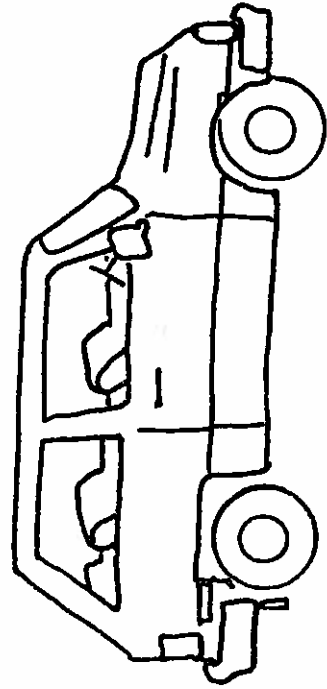
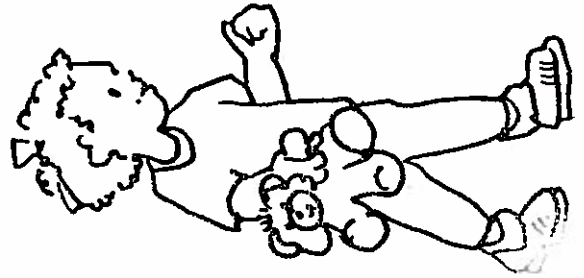
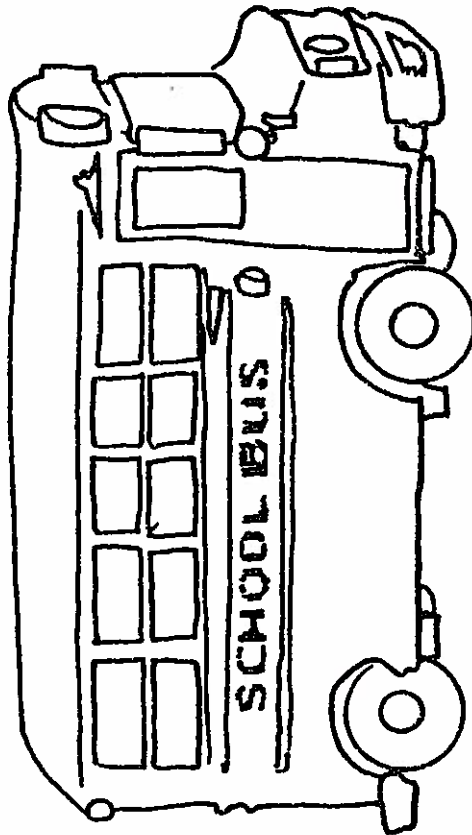
TO PARENTS OR GUARDIAN

1. YOUR CHILD IS TOO YOUNG TO FULLY UNDERSTAND HOW TO CROSS THE STREET ALONE; THEREFORE, THE CHILD NEEDS YOUR HELP.
2. ADULTS MANY TIMES SET A BAD EXAMPLE WHEN CROSSING STREETS. TAKE TIME TO CROSS STREETS PROPERLY, THEREBY ENCOURAGING YOUNG CHILDREN TO LEARN THE RIGHT WAY.
3. ALWAYS MAKE SURE THAT THERE IS SOMEONE OLDER TO HELP YOUR CHILD CROSS THE STREET.
4. TO TEACH YOUR CHILD PROPERLY, MAKE SURE YOU STOP AT THE CURB AND LOOK ALL WAYS BEFORE YOU CROSS THE STREET.

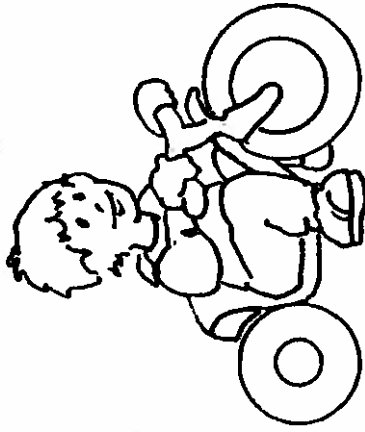
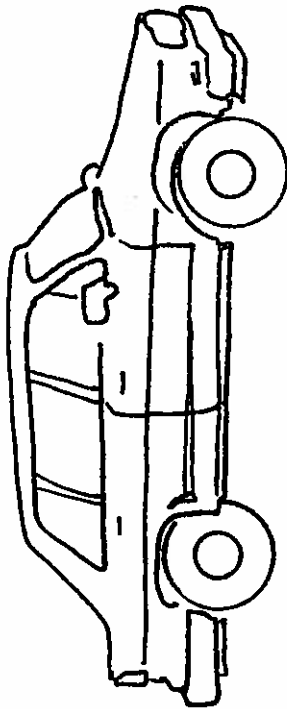
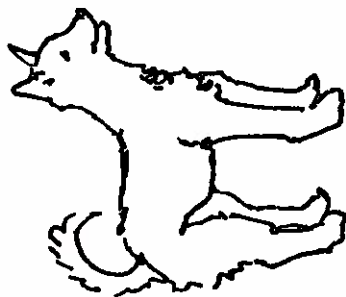
WHICH OF THE FOLLOWING BELONGS ON THE STREET?



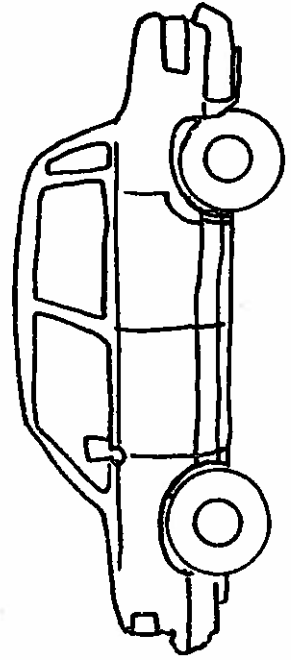
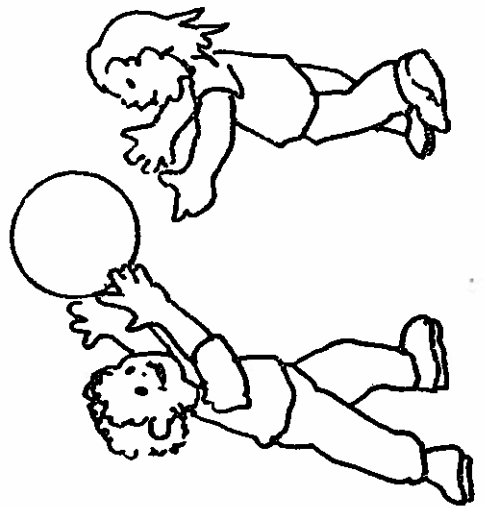
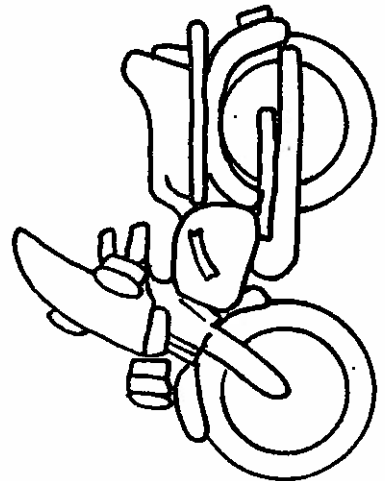
WHICH OF THE FOLLOWING BELONGS ON THE SIDEWALK?



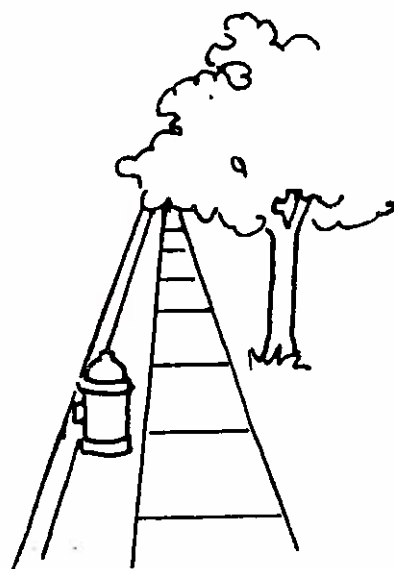
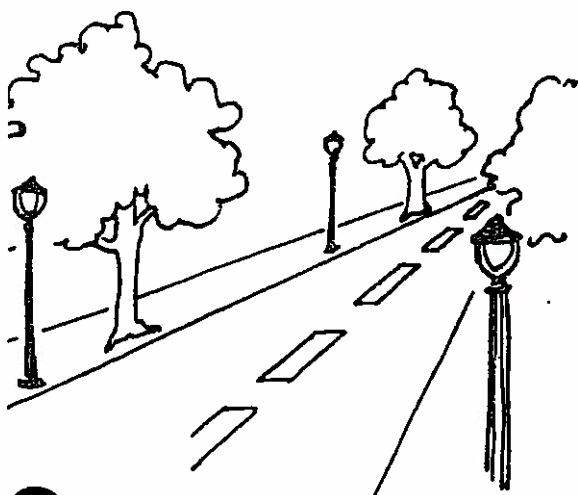
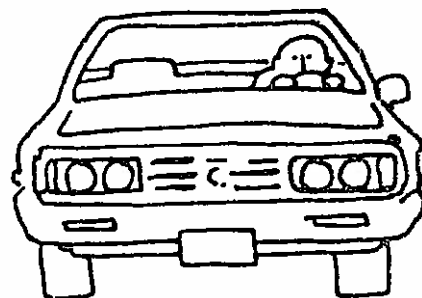
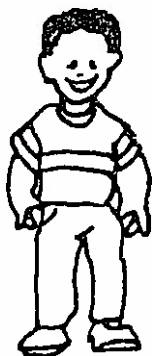
WHICH OF THE FOLLOWING BELONGS IN THE STREET?



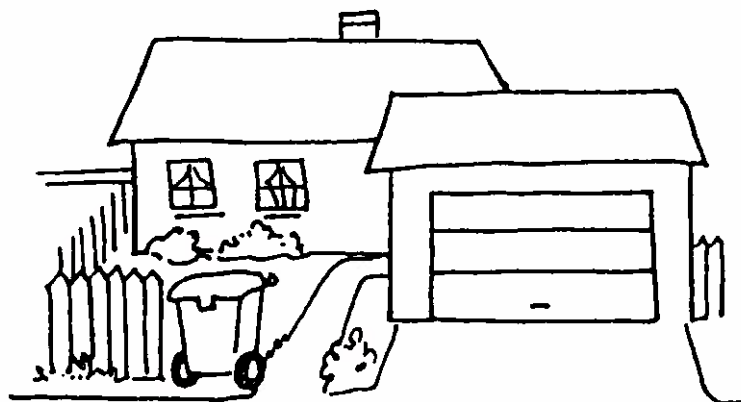
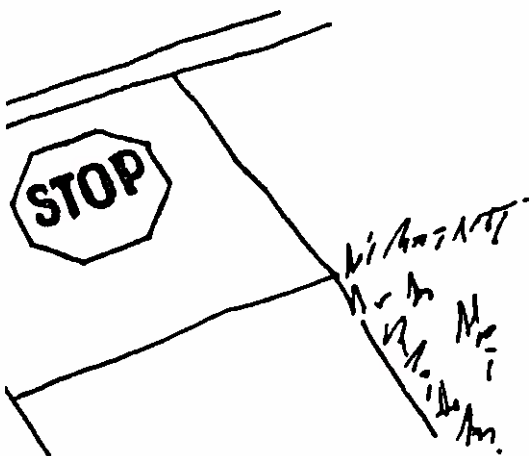
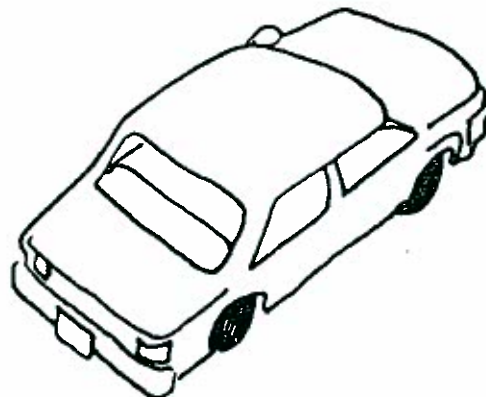
WHICH OF THE FOLLOWING BELONGS IN THE YARD?



1. DRAW A LINE TO THE PICTURE THAT SHOWS WHERE THE BOY BELONGS.
2. DRAW A LINE TO THE PICTURE THAT SHOWS WHERE THE CAR BELONGS.



1. DRAW A LINE TO THE PICTURE THAT SHOWS WHERE THE GIRL BELONGS.
2. DRAW A LINE TO THE PICTURE THAT SHOWS WHERE THE CAR BELONGS.





# **A Teacher's Guide for**

## ***WALK SMART***



**For Grade Levels K5 through 3<sup>rd</sup>**

**CITY OF MILWAUKEE POLICE DEPARTMENT  
SAFETY DIVISION  
MEMBER OF THE NATIONAL SAFETY COUNCIL**

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**6680 N. Teutonia Avenue Milwaukee, WI 53209 (414) 935-7990**

**EDWARD A. FLYNN  
CHIEF OF POLICE**

## **WALK SMART LESSON**

### **K5 – 3rd**

#### **INTRODUCTION**

As the educator, please review the “Walk Smart” Lesson handout. Next, review the “Walk Smart” lesson handout with students.

#### **TEACHING STRATEGY:**

##### **I. Preface:**

- A. Inform students that today’s lesson will be on Pedestrian Safety.
  - 1. Generate classroom discussion by asking students these questions below and allow time for students to answer completely, and then provide students the correct answer, once answers are completely given by students.
    - a) **Does anyone know what a pedestrian is?** *A pedestrian is a walker; a person who walks somewhere; a person who crosses the street.*
    - b) **Are all students pedestrians?** *Yes, even those who get a ride from parents or take the school bus. As soon as they get off the bus or out of a car, they are pedestrians, and at some point and time we all cross streets going somewhere.*

##### **II. Benefits of a Safe Pedestrian:**

- A. Have students go over the benefits of a safe pedestrian (Part a) and then have the student’s role play the activity in class (Part b). Example for question one, have a student role-play they are coming to a curb and decide what is the first thing he or she should do (STOP).
  - 1. **What is the first thing you should do when you get to the corner and why?**
    - a) *STOP! Otherwise you don’t give yourself a chance to look for cars and give the drivers a chance to see you.*
    - b) *Have a student role-play they are coming to a curb and decide what is the first thing he or she should do (stop).*
  - 2. **What direction should you look for traffic?**
    - a) *You should look ALL WAYS. At a corner look in all directions that cars could be coming from. For example, look Left-Right-Left, and over the shoulder.*

- b) Have students demonstrate looking **Left-Right-Left**, and over the shoulder.*
- 3. **When you look over your shoulder you are checking for cars that may be doing what?**
  - a) Turning.*
  - b) Have students demonstrate looking **Left-Right-Left**, and over the shoulder.*
- 4. **What does “make eye contact with the driver” mean?**
  - a) Looking at the driver’s eyes to make sure the driver sees you.*
  - b) Have a student be a pedestrian stopped at the curb and making eye contact with another student who is role-playing as a driver of a car. Have both students role play making eye contact with one another to ensure the pedestrian sees the driver and the driver see the pedestrian.*
- 5. **Should you always walk with someone older?**
  - a) Yes. For children who are at least seven years and younger should always walk with someone older. (But older children are encouraged to walk in groups and with adults depending on their needs)*
  - b) As the teacher stand next to the student and demonstrate how you would be someone older. If the school grade level goes to K5 – 8<sup>th</sup> grade. Invite an eighth grader to participate in this demonstration as someone older.*

## **STUDENT EVALUATION:**

### **I. Effective Tools for Student Evaluation:**

- A. Now that the students have a foundation on pedestrian rules, please review the questions and answers with students to stimulate classroom discussion.
- B. Follow-up with the suggested classroom expansion activities to determine if the students are able to perform what they have learned.
  - 1. Make sure the child has an understanding of always stopping at curb, looking left-right-left, over the shoulder for turning cars, making eye contact with the driver and always walking with someone older.

## **HEALTH ALERT:**

With the growing number of obese young children here in the United States, we encourage you to encourage children to walk to school as a health component activity. As educators, please elaborate on how being healthy and walking to school is a healthy form of exercise.

**Note:** You may scale down or up for the “Walk Smart” lesson depending on each classroom. But make sure all the important points are covered in pedestrian safety.

## WALK SMART QUESTIONS AND ANSWERS

**1. What is a pedestrian?**

*A pedestrian is a walker; a person who walks somewhere; a person who crosses the street.*

**2. Are all students pedestrians?**

*Yes, even those who get a ride from parents or take the school bus. As soon as they get off the bus or out of a car, they are pedestrians, and at some point and time we all cross streets going somewhere.*

**3. Should you always walk with someone older?**

*Yes. For children who are at least seven years and younger should always walk with someone older. (But older children are encouraged to walk in groups and with adults depending on their needs)*

**4. What is the first thing you should do when you get to the corner and why?**

*STOP! Otherwise you don't give yourself a chance to look for cars and give the drivers a chance to see you.*

**5. What direction should you look for traffic?**

*You should look ALL WAYS. At a corner look in all directions that cars could be coming from. For example, look Left-Right-Left, and over the shoulder.*

**6. When you look over your shoulder you are checking for cars that may be doing what?**

*Turning.*

**7. What does "make eye contact with the driver" mean?**

*Looking at the driver's eyes to make sure the driver sees you.*

**8. What should be done when approaching Green lights and "Walk" signals? \***

*Students should first stop and look left-right-left and cross the street if it is safe. Also to look for cars that might be turning from either right or left before crossing.*

**9. What does a flashing "Don't Walk" signal means? \***

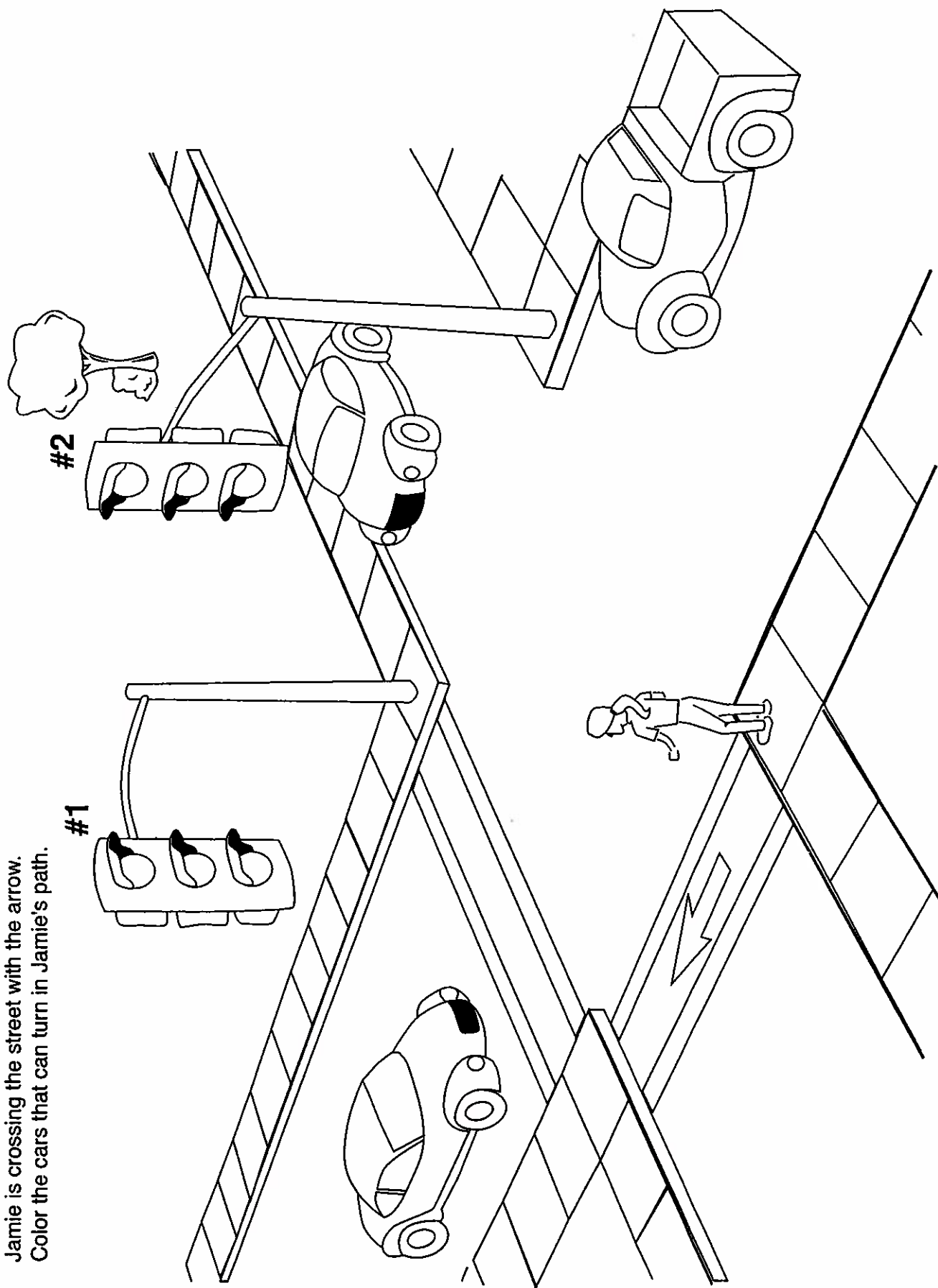
*Keep on going if you've already started crossing into the street and stay on the curb if you haven't started. (Reinforce this message by staying on the curb if the "Don't walk" signal comes on and the pedestrian is still on the curb. But if the pedestrian is already crossing the street and the "Don't Walk" signal comes on, the pedestrian is to proceed crossing the street with caution.*

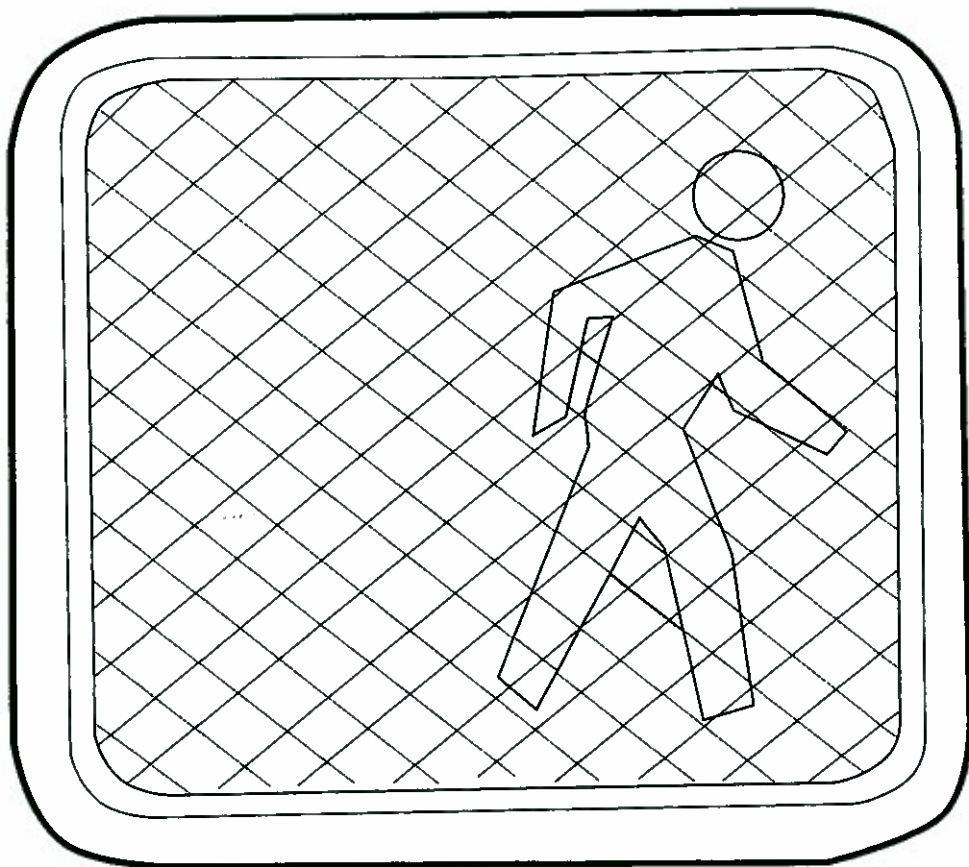
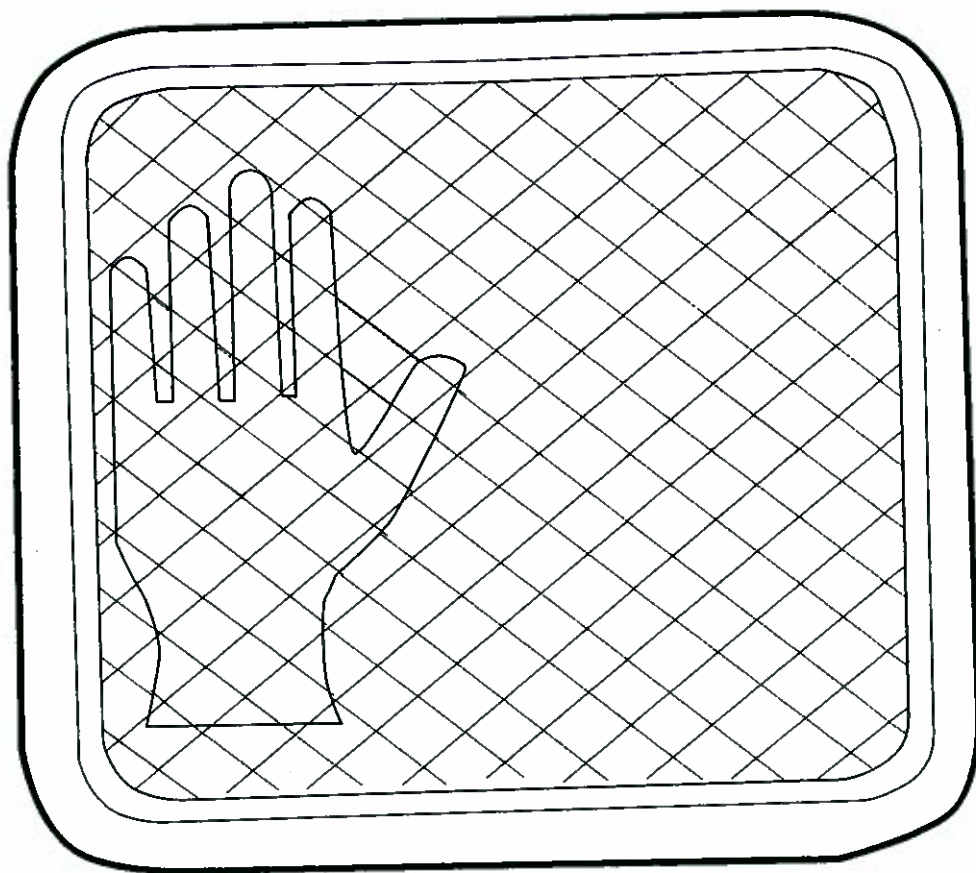
\* Questions 8 & 9 may be challenging for younger students if so, please disregard questions.

## **WALK SMART CLASSROOM EXPANSION ACTIVITIES**

- A. Questions & Answers.** After the class reviews the Walk Smart Lesson, ask them to name "One thing you learned in the program." For each item named by a student, include the rest of the class by asking follow-up questions.
1. For example, one of your students says she learned to "look left, right, and then left again" before crossing the street. Follow-up questions could be:
    - "Why do we need to look out for cars?"
    - "Can't they look out for us?"
    - "What should we do while we're crossing the street?"
  2. For advanced students, please make copies of the attached intersection handout and have students determine how Jamie should cross the street safely.
- B. Mock Intersection Role-play.** If you have space in your classroom, set up a mock intersection by moving desks to form the sides of the streets.
1. Make round red and green circles out of construction paper to represent a traffic light.
  2. Have two students role-play one being an older sibling and the other a younger sibling. (Both are walking together and stopping at an intersection).
  3. Another student role-plays as the traffic light at the opposite side of the intersection. The student role-playing as the traffic light should be holding a red circle when the two students arrive at the intersection, which should change to a green circle some time while they're standing at the intersection.
  4. The rules the two students should demonstrate properly are:
    - Waiting for the green light before crossing and looking left-right-left-again and over the shoulder before crossing.
  5. All the students in the class can take turns being the two people crossing the street and also being the traffic light.
  6. For more advanced students, students can also pretend to be their favorite vehicles (Ex. BMW or Lexus Coupe) in the intersection, making sure to obey all traffic rules. The pedestrians must then pay special attention to the vehicles before safely crossing the street.
- C. "Walk" and "Don't Walk" Activity.** For advanced students review Questions 8 & 9 from the Walk Smart Question & Answer Sheet. Please have students draw a square with the "Don't Walk" signal (hand) and another square with the "Walk" signal (person walking). (Please see attached for examples)

Color traffic light #1 green for "go".  
Color traffic light #2 red for "stop".  
Jamie is crossing the street with the arrow.  
Color the cars that can turn in Jamie's path.







# **A Teacher's Guide for**

## **FOLLOWING THE SAFE PEDESTRIAN STEPS**



**For Grade Levels 4<sup>th</sup> – 8<sup>th</sup>**

**CITY OF MILWAUKEE POLICE DEPARTMENT  
SAFETY DIVISION  
MEMBER OF THE NATIONAL SAFETY COUNCIL**

---

**6680 N. Teutonia Avenue Milwaukee WI 53209 (414) 935-7990**

**EDWARD A. FLYNN  
CHIEF OF POLICE**

## **PEDESTRIAN SAFETY PROGRAM GRADES 4<sup>th</sup> THROUGH 8<sup>th</sup>**

### **INTRODUCTION**

Spring is here, and with the warmer weather child pedestrian crashes statistically show an increase in the spring. The majority of these crashes are the result of a child running into the street, mid-block or from between parked vehicles. Our 2006 statistics show there were 61 pedestrians' injuries for the age group between 10-14 year olds. This age group had no change in pedestrian crashes from 2005 to 2006 statistics. Even though there was no change in pedestrian crashes the goal is to have a reduction year to year in pedestrian crashes. Therefore to achieve a reduction in the number of crashes, education in pedestrian safety for this age group is still encouraged.

**2006 & 2005 City of Milwaukee Child Pedestrians Injured and Killed  
Age group 10-14**

Year	Pedestrians	Injuries	Fatalities	Totals
2006	Age 10-14	61	0	61
2005	Age 10-14	61	0	61

### **MATERIALS INCLUDED**

We have provided for you a teaching strategy on how to educate children on the importance of following safe pedestrian rules with questions and answers, suggested classroom expansion activities, and the "Following the Safe Pedestrian Steps" Lesson.

### **TEACHING STRATEGY**

As the educator please review the lesson, "Following the Safe Pedestrian Steps". Then review the questions and answers with students to stimulate classroom discussion. Now that the students have reviewed the questions and answers, please review the suggested classroom expansion activities with the students.

#### **Objective:**

Key point to get across to students in this lesson plan:

1. Make sure the student has an understanding of being a role model to younger children by practicing the safe pedestrian rules.

### **HEALTH ALERT:**

With the growing number of obesity among children in this age group we encourage you to elaborate on the benefits of being healthy and walking to school as a healthy form of exercise.

## **FOLLOWING THE SAFE PEDESTRIAN STEPS QUESTION AND ANSWERS**

- 1. Why should you always stop at the curb or outside edge of a parked car before entering the street?**

To ensure the student has time to look for oncoming traffic and provide time for oncoming drivers with time to see and avoid the student.

- 2. Why should you look left, right, and left again after stopping, and then look over the shoulder for turning cars?**

To ensure if a car is seen, that student is cautioned to look left, right and left again until no cars are coming. (This sequence insures that the student looks both ways and has looked left toward the most immediate threat first and last.

- 3. What is a visual screen?**

A visual screen is anything that blocks your view of oncoming vehicles. For example, a parked car can be a visual screen. (Reinforce to the student that when encountering a visual screen such as a car: Stop at the curb and look to see if someone is in the car; then go out to the edge and look left right and than left again.

- 4. What should be done when approaching Green lights and "Walk" signals?**

Students should first stop and look left-right-left and cross the street if it is safe. Also to look for cars that might be turning from either right or left before crossing.

- 5. What does a flashing "Don't Walk" signal means?**

Keep on going if you've already started crossing into the street and stay on the curb if you haven't started. (Reinforce this message by staying on the curb if the "Don't walk " signal comes on and the pedestrian is still on the curb. But if the pedestrian is already crossing the street and the "Don't Walk" signal comes on, the pedestrian is to proceed crossing the street with caution.

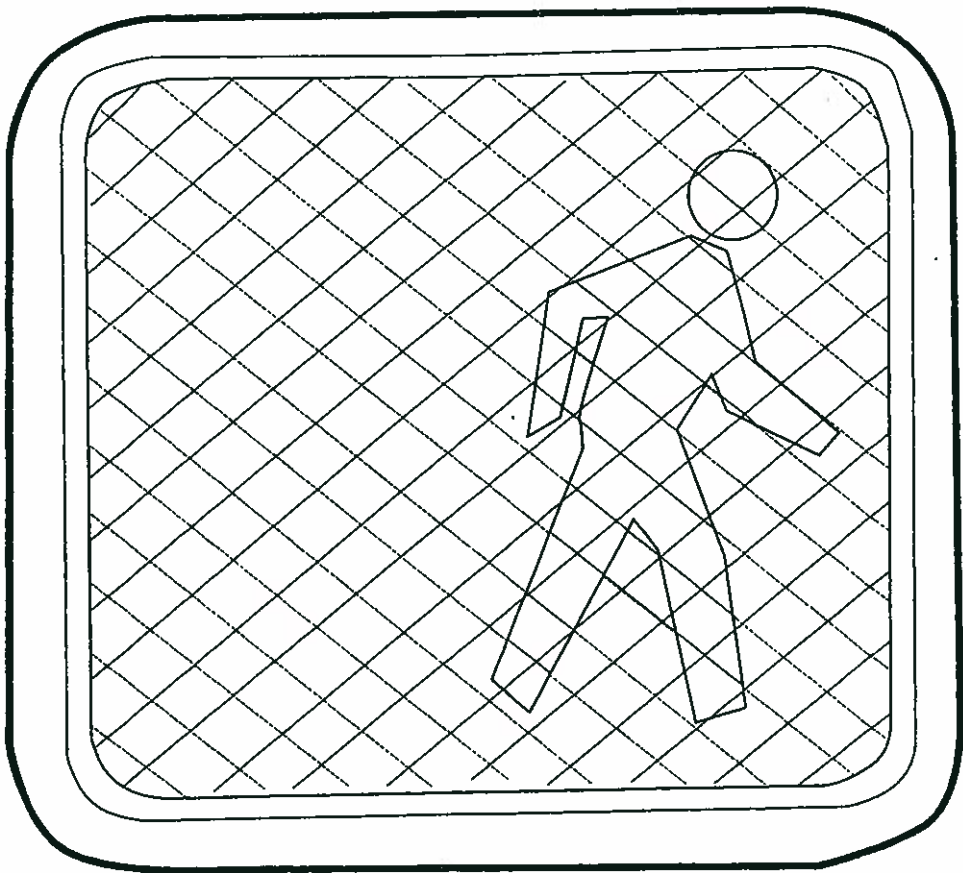
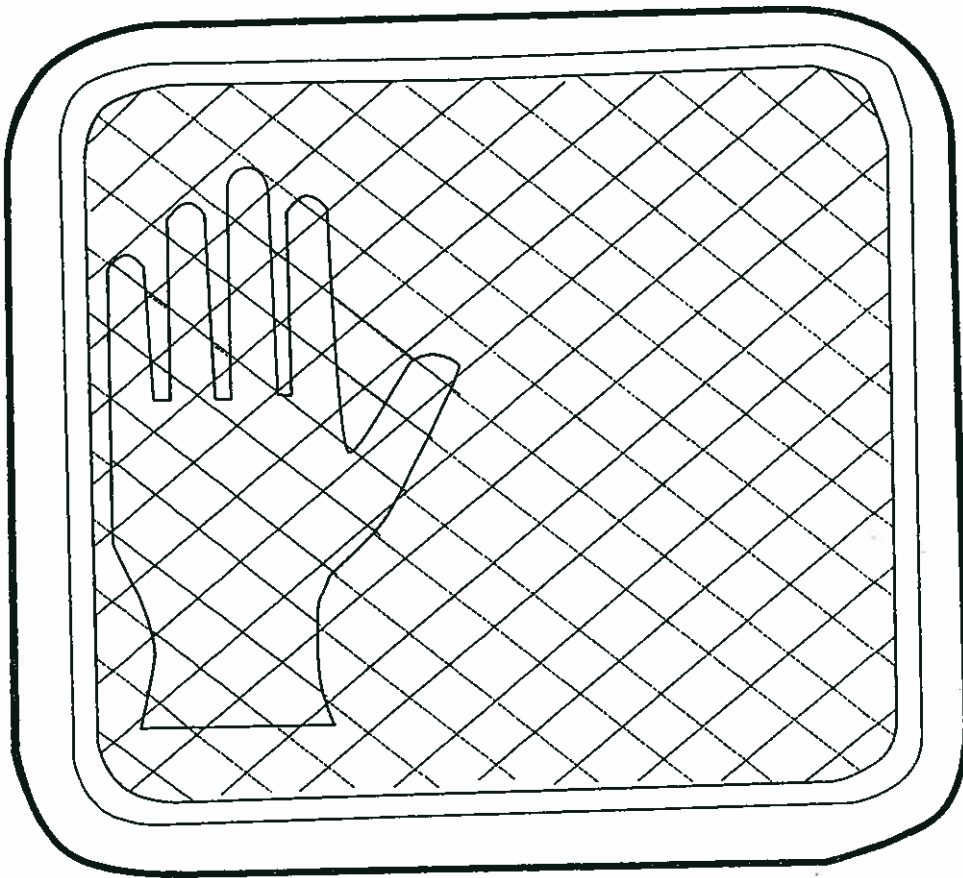
## FOLLOWING THE SAFE PEDESTRIAN STEPS CLASSROOM EXPANSION ACTIVITIES

### A. Mock Intersection Role-play:

1. If you have space in your classroom, set up a mock intersection by moving desks to form the sides of the streets.
2. Make round red and green circles out of construction paper to represent a traffic light. Then make four-sided white and yellow squares out of construction paper to represent a "Walk" signal and a "Don't Walk" signal. (Please see attached examples)
3. Have two students role-play, one being an older sibling and the other a younger sibling. Both students are walking together and stopping at an intersection.
4. Another student role-plays as the traffic light at the opposite side of the intersection. The student role-playing as the traffic light should be holding a red circle when the two students arrive at the intersection, which should change to a green circle some time while they're standing at the intersection.
  - a. When the student raises the red circle the student should also raise the square "Don't walk" signal (hand). When the student raises the green circle the student should also raise the square "Walk" signal (a person walking)
5. The rules the two students should demonstrate properly are:
  - a. Waiting for the green light and the Walk signal, before crossing and looking left-right-left and over the shoulder for turning cars before crossing.
  - b. Older sibling setting a good example for younger sibling by following pedestrian safety rules.
  - c. All the students in the class can take turns being the two people crossing the street and also being the traffic light.
  - d. Students can also pretend to be their favorite vehicles (Hummers, BMWs & etc.) in the intersection, making sure to obey all traffic rules. The pedestrians must then pay special attention to the vehicles.

- B. Do the Math!** Make star badges out of construction paper to represent three teams. Team 1, Team 2, Team 3, each student should have a star badge with a number on it from 1 to 3. The teams should be divided equally and the star badges will identify members of each of the same team. During the mock intersection role-play, have the students tally the "scores" of the teams in the Mock Intersection Role-play. During the exercise, put checks for "Rule 1 done" and "Rule 2 done" for each team. Make a form that looks something like this.

Team	Waited for Walk Sign (Rule 1)	Looked Left-Right-Left & Over Shoulder (Rule 2)	Total
Team 1	X		1
Team 2	X	X	2
Team 3		X	1







**HAT CAN YOU, THE PARENT,  
DO TO HELP AVOID CHILD  
PEDESTRIAN COLLISIONS?**

## **SHOULD YOUR CHILD CROSS THE STREETS ALONE?**

- Not if your child is 4 or 5 years old. (There's no ability to gather information to make a safe judgement.)
- Even if your child is bright, that child cannot make a conscious decision to cross.
- Each time your child gets to a curb, the situation is different. (Crossing streets takes gathering information and making decisions.)
- Your child's senses are still developing. (That may be why children up to 7 get in more accidents.)



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Department Web Site at:  
<http://www.milwaukeepolice.org>**

Prepared and Printed by:  
Milwaukee Police Department  
Printing Section  
PSD-39 Rev. 07/03



**HAT CAN YOU DO?**

- Take your children for a walk and let them make all the decisions as to when it is safe to cross.

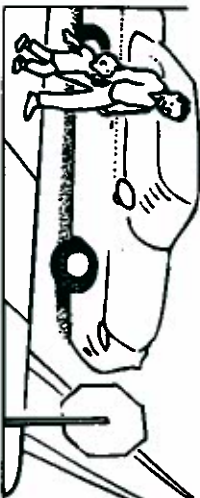
- Ask questions like:

"Which car is closer?"

"Which is moving faster?"

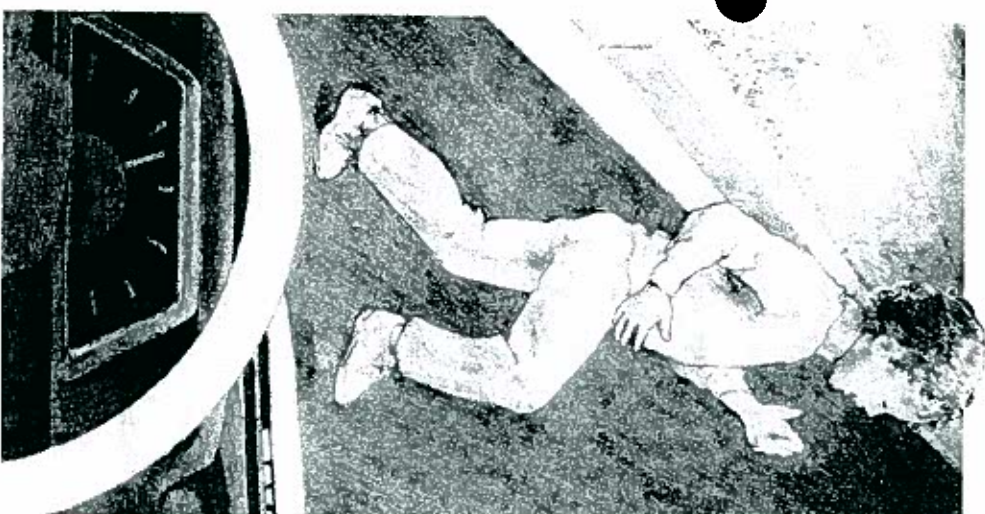
"Which one is moving farthest Away?"

- Practice crossing by stopping at the curb and looking.
- Exaggerate your head movement — let your child imitate.
- Teach what to look for and where to look.
- Be patient and set good examples. (Children learn by imitation and will do what you do.)
- Explore other options rather than letting younger children walk to school or bus stop alone. Options might include an older student, neighbor, babysitter, grandparent, or other responsible adult.
- Children learn by repetition — reinforce, reinforce — **ESPECIALLY IN SPRING!**
- Check their skills, then you'll know when they're ready to cross.



**AVOID THIS COLLISION!**

**AVOID THIS COLLISION!**



**YOUR CHILD'S SAFETY IS AT STAKE!**

Parents, are you aware of your child's ability to deal with traffic?  
Here are some facts that may help you and your child avoid collisions.



## CHILD PEDESTRIAN COLLISIONS:



### HOW AND WHEN THEY HAPPEN

#### ■ WHEN

- Ages 5, 6 and 7 have the greatest involvement.

- In good weather (April-October.)

- During daylight hours.

#### ■ WHERE

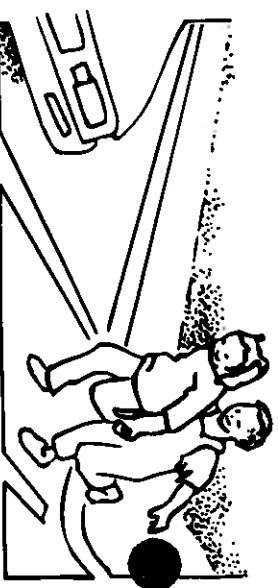
- Usually in midblock.

- Where there's a lot of street parking.

- In neighborhoods where there is little yard space for play.

#### ■ HOW

- Children run into the street for no apparent reason (dart out.)



## WHY CHILDREN ARE HIT MORE OFTEN THAN ADULTS:



### CHILD'S PHYSICAL FACTORS

#### ■ HEIGHT

- Difficult for them to see over objects that might be in the way (parked cars.)

- Difficult for drivers to see them.

#### ■ VISION

- Children lack peripheral vision (the ability to see off to the side) until about age 7. They see 1/3 less than you do.

- Depth perception — difficulty judging how close or far objects (cars) are from them.

- Difficult judging whether object is coming or going, moving or standing still.

#### ■ HEARING

- Difficulty picking out sounds and placing meaning on them.

- Tend to pick out sounds of interest to them (friends' voices over car engines.)

- Difficulty determining sound, distance and location.



### HOW CHILDREN THINK

- No concept of danger, being injured or killed.

- Don't understand the concept of death until age 9.

- View drivers as friendly adults — ones that would never hurt them.

- Mix the worlds of pretend and reality.

- View cars as alive and friendly — something that would never hurt them.

- Perceive themselves as strong and indestructible (like cartoons on TV..)

- Impatient and impulsive; they often unexpectedly run into the street.

- Concentrate on one thing at a time (the friend across the street — not the traffic.)

- Lack of knowledge or understanding of complex traffic situations or rules.

- Believe if they can see the car, the driver sees them (even if they are standing behind something.)

- Don't understand the car takes time and distance to stop (think cars stop as quickly as they do.)

- Confuse driver's meaning of blowing the horn as "it's OK to cross."

- May confuse eye contact as, "He sees me, it's OK to cross."

- Don't realize that drivers pay more attention to other things than just them crossing the street.



# ¿UE PUEDE USTED, EL PADRE HACER PARA PREVENIR, COLISIONES CON EL NIÑO PEATON?

## ¿DEBE SU HIJO CRUZAR LA CALLE SOLO?

- No si su hijo tiene 4 o 5 años de edad. (No tiene aun habilidad para registrar información y hacer una decisión segura).
- Aun si su hijo es listo, el niño no puede tomar una decisión concienzuda para cruzar la calle.
- Cada vez que su hijo llega a la acera, la situación es distinta. (Cruzar una calle requiere reunir información y tomar una decisión).
- Los sentidos de su hijo todavía se están desarrollando (Esta puede ser la razón porque los niños de hasta 7 años están envueltos en más colisiones).

EL DEPARTAMENTO DE POLICIA DE MILWAUKEE  
EL MIEMBRO DEL CONCEJO NACIONAL DE SEGURIDAD  
EN CONJUNCIÓN CON  
LA COMISIÓN DE SEGURIDAD DE MILWAUKEE

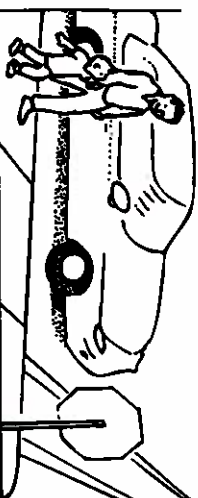
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Por favor visite al Departamento de Policía de Milwaukee  
El Sitio Web del Departamento es:  
<http://www.milwaukee.gov/police>

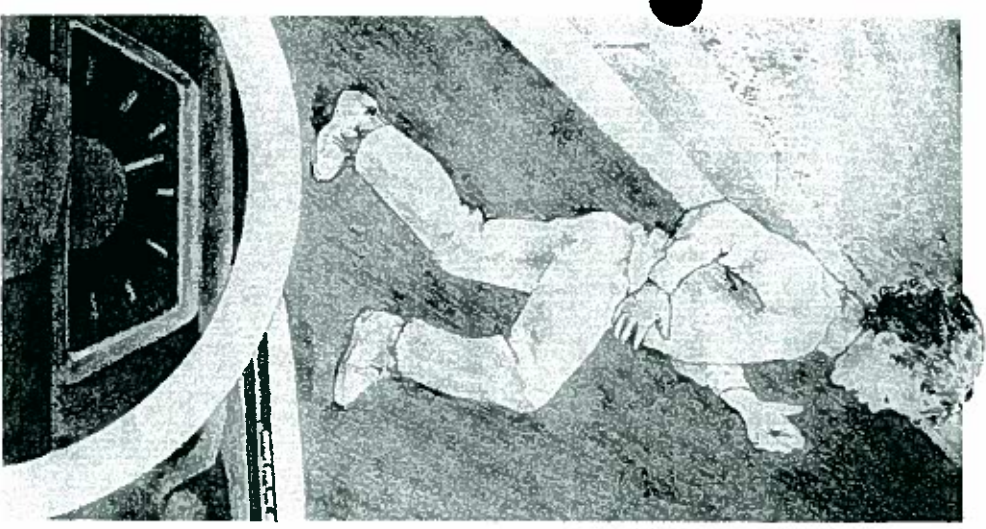
Esta información fue preparada e Impreso por:  
El Departamento del Policía de Milwaukee  
La Sección de Imprenta  
PSD-39S 01/07

# ¿UE PUEDE HACER USTED?

- Saque a pasear a sus niños y déjeles que hagan todas las decisiones en lo que se refiere cuando es seguro para cruzar la calle.
- Haga preguntas como:  
¿Cuál coche está más cercano?  
¿Cuál está acelerando el paso?  
¿Cuál de ellos esta más lejos de distancia?
- Practique cruzarse la calle y detenerse en la curva de la banqueta y también el observar a los carros.
- Exagere su movimiento de cabeza — y deje que su niño le imite.
- Enseñe a mirar para y donde para mirar.
- Tenga paciencia y establezca buenos ejemplos. (Los niños aprenden por la imitación y harán lo qué usted hace.)
- Explore otras opciones en vez de dejar que los niños menores caminen a la escuela o parada de autobús a solas. Las opciones podrían incluir que un estudiante mayor, vecino, niñera, abuelo, u otro adulto responsable los acompañen.
- Los niños aprenden por la repetición — refuerce, refuerce — **ESPECIALMENTE EN LA PRIMAVERA!**
- Compruebe sus habilidades, luego usted sabrá cuando estarán listos a cruzar la calle.



# PADRES: EVITE ESTA COLISION!



## LA SEGURIDAD DE SU HIJO ESTA EN JUEGO

Padres, ¿Estas al día?  
¿Sabe si su hijo esta preparado para afrontar el tráfico?

Aquí hay algunos datos que le puede ayudar a prevenir que su hijo tenga una colisión.



## COLISIONES DEL NIÑO PEATON:



### COMO Y CUANDO OCURREN:

#### ■ CUANDO

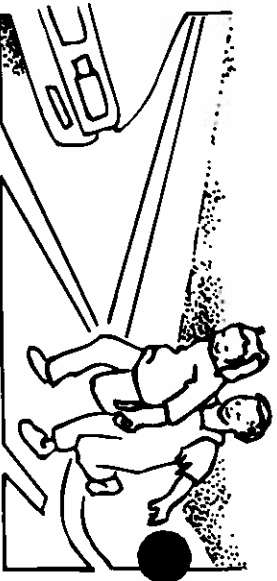
- Las edades 5, 6, Y 7 son las más afectadas
- Ocurren durante, (Abril - Octubre)
- Durante las horas de día

#### ■ DONDE

- Normalmente en medio de la calle.
- Donde hay poco espacio en el jardín para jugar.

#### ■ COMO

- Los niños corren a la calle sin razón.
- Los niños corren al lado de los coches



## PORQUE NIÑOS SON ATROPELLADOS MÁS QUE LOS ADULTOS:



### FACTORES FISICOS DEL NIÑO:

#### ■ ALTURA

- Dificultad para los niños ver más aya de objetos que están enfrente (coches estacionados).

- Dificultad en los conductores para ver los niños.

#### ■ VISIÓN

- Los niños carecen de visión periférica (habilidad de ver por los lados laterales) hasta la edad de 7 años. Ellos ven menos que usted como un 1/3.

- Percepción profunda - dificultad de evaluar si un objeto va o viene, si se mueve o esta parado.

#### ■ AUDICIÓN

- Dificultad de escuchar sonidos y poner los en un sentido correcto.
- Dificultad de determinar la distancia y localidad de un sonido.

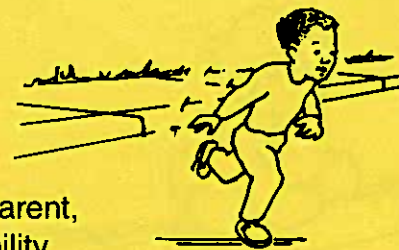
### ¿COMO PIENSAN LOS NIÑOS?



- No tienen concepto de peligro, daño o muerte.
- No entienden el concepto de la muerte hasta los 9 años.
- Ven a los conductores como adultos amables que nunca les harían daño
- Mezclan el mundo irreal y real.
- Ven a los coches como objetos vivos y amables que nunca les harían daño.
- Perciben a ellos mismos como fuertes e indestructibles (Como las caricaturas de la TV).
- Impacientes e impulsivos: a menudo corren a la calles sin aviso.
- Se concentran en una cosa a la vez (el amigo al otro lado de la calle no el tráfico)
- Falta de conocimiento de entender las complicitad del trafico y las reglas.
- Creen si ellos pueden ver el coche, el conductor puede verlos también (aun cuando ellos están de atrás de algo).
- No comprenden que los coches necesitan tiempo y distancia para parar el auto.
- Confunden el claxon como señal del conductor para cruzar la calle.
- Confunden el cruce de miradas como "me ve, yo puedo cruzar la calle."
- No comprenden que los conductores están atentos en muchas más cosas y no nada más a que el niño que cruza la calle.



# SHOULD YOUR CHILD CROSS STREETS ALONE?



Your child is starting to grow up, starting to assume responsibility. As a parent, you have to be the judge as to when they are ready to assume responsibility for different things. When it comes to traffic and crossing streets, there are some things you should consider about your child's ability to deal with traffic.

## **CHILD GROWTH AND DEVELOPMENT FACTORS**

**VISION** - Their eyes are not fully developed

1. Children lack peripheral vision (the ability to see off to the side) until about age 7. They see 1/3 less than you.
2. Children have difficulty judging depth of field (which object is closer) which means they cannot judge speed or distance.
3. Young children have difficulty telling whether a car is coming or going, moving or standing still. (Did you ever see a child waiting for a car that was 2 blocks away?)

**HEARING** - Children are learning

1. Children are learning to pick out sounds and place meanings or risks on them.
2. Children usually pick out the sound that interests them the most (friends voices versus roaring engines).
3. Children are learning to recognize specific sounds and separate sounds presented among many sounds.
4. They are learning to assess sound distance, amplitude, pitch and location.

## **CHILD SIZE**

1. At their height, they may only see 1 car where you see 3.
2. They are easily hidden by parked cars and can't see over them.

## **CHILDREN'S THOUGHT PROCESSES AND KNOWLEDGE**

1. They have no concept of "danger". It's a pretty safe world you've given them. They have to learn something can hurt them before it happens.
2. Studies show children do not understand death until about age 9. They won't get hurt or die. Life just goes on.
3. Children's worlds of reality and pretend mix. They can give life-like qualities to things that are not alive, like cars. Friendly things, aren't they?
4. Cars take them to friendly places, like grandma's and the ice cream parlor. They are comfortable, warm and dry.
5. Children's life experiences say that cars are friends and so are drivers. After all, all adults they know take care of them and adults drive cars. Adults wouldn't hurt them!
6. Studies show that a child can believe everything on TV to be real, including cartoons? If the Coyote can be flattened by a truck while chasing the Roadrunner and then can get up and be okay again, why can't they?
7. Children are impatient and impulsive.

Children "center" on things, think of only one at a time. (Did you ever try to get their attention while they watch TV?) If they want to see something across the street, their thoughts are centered on it, not traffic.

9. They have little knowledge or understanding of the complex traffic system, rules and abilities of a driver to see them and stop.



## **CHILD ACCIDENTS**

1. Most are mid-block, many near parked cars, and most involve boys.
2. Kids running into the sides of cars are fairly common. "Centering"?
3. Ages 5, 6 and 7 have the greatest involvement. Lack of development?
4. 4 out of 5 accidents involve running action. Impulsive?
5. Accidents to children under age 10 peak in spring.

## **SHOULD YOUR CHILD CROSS STREETS ALONE?**

1. If your child is an average 4 or 5 year old, no. He doesn't have the physical ability to gather information to make a safe judgement.
2. But my child is bright, knows the alphabet and can count from 1 to 20! (It's called rote learning and probably came from watching Sesame Street over and over. The child made no conscious decision to learn it).
3. Crossing streets takes gathering information and decision making. Each time you get to a curb, the situation is different.
4. Without adequate vision, hearing, knowledge and thought processes, kids are poor decision makers and poor pedestrians. Therefore, children up to age 7 get involved in more accidents than older children.

## **WHAT CAN WE DO?**

1. Take your child for a walk and let them make all the decisions as to when it is safe so that you learn what they are capable of. Ask questions of them like how far away? Which one's closer? Moving faster? Watch where they are looking for traffic.
2. Check their skills against what we have predicated them to be.
3. Begin giving your child practice crossing by stepping at the curb and looking. Exaggerate your head movement and they will imitate it. Teach them what to look for and where to look.
4. Be patient and set a good example anytime they are along. They learn by imitation and will do what you do.
5. Don't let your child go too early. They're not miniature adults. They need to hear the same thing often. Reinforce. Reinforce. Reinforce. Especially in spring?
6. Explore other options rather than letting your child walk to school or to the school bus alone. Options might include an older student, neighbor, baby-sitter, aunt, uncle or grandparent, etc.
7. Don't let your children cross streets unsupervised when they're too young!

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# Attachment 9-C

## Bicycle Safety





Police Department

Edward A. Flynn  
Chief of Police

April 28, 2008

TO: ELEMENTARY SCHOOL PRINCIPAL

SUBJECT: BIKE SAFETY PROGRAM FOR 2008

Bicycle traffic injuries really start to escalate during the month of May in Milwaukee. The largest group of victims is children age 10-14. Most of these crashes were caused by the incorrect driving behavior of the bicyclist and could have been prevented if the bicyclist had followed the rules of the road.

This year, the Milwaukee Police Department Safety Division has developed a Bicycle Safety Program for all students. Students in grades K5 – 3<sup>rd</sup> will receive a Bicycle Safety coloring book. Students in grades 4<sup>th</sup> through 8<sup>th</sup> will receive a pamphlet entitled "You Are A Driver." A teacher's guide with suggested discussion questions and answers are included for each grade level to help the students identify solutions to crashes for their age group to reduce number and severity of bicycle traffic injuries.

We ask you to encourage your teachers to participate in the program so that we can continue to reduce the number of bicycle traffic injuries. Thank you for your cooperation.

If you have any questions, please contact Safety Specialist Delores Thomas at 935-7997.

Sincerely,

EDWARD A. FLYNN  
CHIEF OF POLICE



FLORENCE DUKES  
SAFETY DIRECTOR

EAF:FD:dt  
Bike2008.pgm.doc

MAY 2008

## *Teacher's Guide - Introduction Sheet*

**TITLE:** Bike Safety Coloring Book  
**SUBJECT:** Bicycle Safety  
**AUDIENCE:** Grades K5 - 3<sup>rd</sup>  
**SPONSOR:** Milwaukee Police Department Safety Division



In 2006, 98 Milwaukeeans were injured in bicycle/auto crashes. Eight of the children were only five - nine years of age! They really should not have been in the roadway at that age. Children under 11 years of age are better off on the sidewalk, in the driveway, or on a bike path. Safety research has found that the vast majority of these crashes were due to errors committed by bicyclists themselves. Three of the most common causes of bicycle crashes in Milwaukee are:

1. *Failure to yield by the bicyclist when entering the roadway from the street or alley.*
2. *Dart out by bicyclist. Mostly mid-block from between parked cars.*
3. *Failure to obey traffic signs and signals by bicyclist and motorists.*

To bring attention to these all too common problems and to remind students that a bicyclist is a driver, the Safety Division developed a safety program that includes a Bicycle Safety Coloring Book. This Coloring Book was designed to address the causes of crashes for children in K5 - 3<sup>rd</sup> grade. We have also provided review questions for discussion to help the students identify solutions to crashes for their age group to reduce the number of bicycle injuries in our community. Children under the age of 11 do not have the physical skill and the knowledge to be in the street.

The Safety Division feels that teaching bicycle safety at this time of year can reinforce safe bicycle driving procedures and produce behavior that can prevent crashes. It is suggested that teachers discuss bicycle safety by using the discussion and review questions provided.

If you have any questions or you would like Safety Specialist Delores Thomas to visit your classroom to conduct a 30 minute bicycle presentation and/or participate in a bicycle rodeo for your students, please contact Safety Specialist Delores Thomas at 935-7997.



# "MY TEACHER TALKED TO US ABOUT BIKE SAFETY"

## BIKE SAFETY - GRADES K - 3

### Suggested Discussion and Review Questions

1. **How do you know if your bike fits you?**  
You should be able to balance on it with your toes touching the ground, the seat should be adjusted right so you feel comfortable, and you should be able to push the pedal as low as it will go and still be able to reach it.
2. **Why is it important for your bike to fit you?**  
If it's too big or too small you will have trouble controlling it and you could fall off of it.
3. **When can you drive in the street?**  
You should not be in the street until you are in Fourth Grade. Before that you may be too small for the cars to see you and you may not be able to handle your bike in traffic.
4. **Where should you drive your bike?**  
You should drive on the sidewalk, but watch out for the people who are walking.
5. **If we stay out of the street, do we ever have to worry about cars?**  
Yes. Cars can come out of alleys or down driveways. Whenever you come to an alley or driveway, stop and look very carefully. A car may be coming and the driver may not see you.
6. **Bicyclists wear helmets. Why is this a good idea, even if you only drive on the sidewalk?**  
Most serious injuries from bike accidents are head injuries. Helmets protect your head if you fall. Discuss why this is important.
7. **Whether you're walking--or driving your bike on the sidewalk--what's the one thing you must do every time you come to a curb or the edge of the roadway?**  
STOP! and look for traffic.
8. **Should small bicycles also have a bicycle license sticker?**  
Yes, a license is important to identify a stolen bicycle or to identify a child who is injured on the bicycle.

MAY 2008

## **Teacher Information - Introduction Sheet**

TITLE: "You are A Driver"  
SUBJECT: Bicycle Safety  
AUDIENCE: Grades 4 - 8  
SPONSOR: Milwaukee Police Department



In 2006, 98 Milwaukeeans were injured in bicycle traffic crashes. Of these, eight were children between the ages of five and nine. Thirty-one were children between 10 and 14 years of age. Safety research has found that the vast majority of these crashes were due to errors committed by bicyclists themselves. Common crash causes in Milwaukee include:

1. Failure to yield by the bicyclist when entering the roadway from street or alley.
2. Failure to yield by motorist. In most cases the motorist did not even see the bicyclist.
3. Inattentive driving by bicyclist. Many off sidewalk into alley or street.
4. Dart out by bicyclist. Mostly mid-block from between parked cars.
5. Failure to obey traffic signs and signals by bicyclists and motorists.

To bring attention to these all too common problems and to remind students that a bicyclist is a driver, the Milwaukee Police Department has developed a bicycle program that includes a bicycle pamphlet entitled "You Are A Driver." This pamphlet was designed to address the common causes of crashes in the City of Milwaukee.

The Milwaukee Safety Division feels that teaching bicycle safety at this time of year can reinforce safe bicycle driving procedures and produce behavior that can prevent crashes. It is suggested that teachers discuss bicycle safety by using the discussion and review questions provided.

If you have any questions, please contact Safety Specialist Delores Thomas at 935-7997.

# **"YOU ARE A DRIVER"**

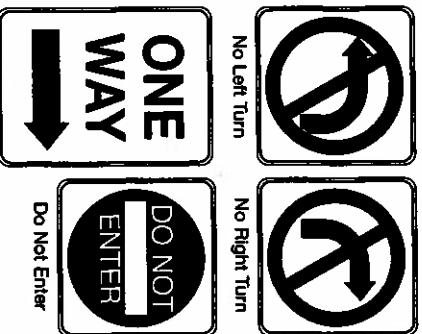
## **BIKE SAFETY – GRADES 4 – 8**

### **Suggested Discussion and Review Questions**

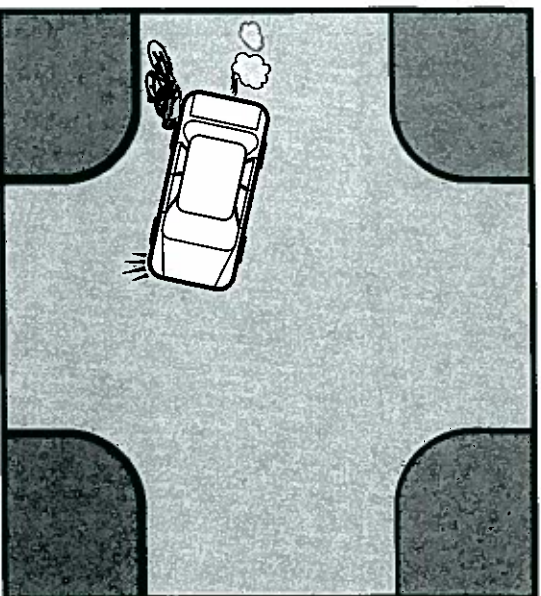
1. **Do you have to stop for pedestrians?**  
Yes. The law says you have to yield the right of way to pedestrians at all times.
2. **Does the bicycle have the right of way when entering the roadway?**  
No. The vehicle on the road has the right of way. You should wait until traffic has passed before you enter the roadway.
3. **How can you tell if a child will run into the street?**  
You can't really know what a child will do. If you see a child running toward the road, you should be ready to stop.
4. **Why do we give signals when we're driving our bicycle?**  
Signaling tells other drivers around us what we intend to do.
5. **Does signaling give you the right of way to make your turn without checking traffic or yielding?**  
No. You do have to check traffic and yield if something is coming.
6. **Are stop signs and other traffic signs meant for bicycle drivers?**  
Yes. A bicycle is a vehicle the same as cars, trucks, buses, and motorcycles. Signs mean the same thing to all drivers. All drivers should obey them.
7. **Why do we have traffic laws, signs, and signals?**  
Traffic laws are made to let the many drivers share the road and get where they are going in a safe and orderly manner. With laws, drivers can expect other drivers to do certain things at certain times and places. Because of these laws, we can reasonably expect other drivers to do what they are supposed to do.
8. **What are some examples of things in the roadway that could cause problems for a bicycle driver?**  
Pedestrians, potholes, broken glass, foreign objects such as car parts, tree branches, bricks, stones, and other debris
9. **If you can see a car at night, does that mean the driver can see you?**  
Not necessarily. Don't forget that the driver is looking through a windshield. Tinted windows make it seem darker than it is and glare from the headlights and neon lights on the windshield make it hard for the driver to see. If your bicycle isn't properly equipped, it may be more difficult for a driver to see you.
10. **What safety equipment is required on a bicycle?**  
A 2" red reflector on the rear of the bicycle. A white headlight if the bicycle is driven at night. You should also have good working brakes.



# 10. Watch for and obey all traffic signs.



Although you may be obeying all of the traffic laws and observing all of the traffic regulations, you should not depend on others to do so. Drivers can make mistakes. If you aren't sure of what the other driver is going to do, let them go first. A bicycle never wins in a contest with a car.



Learning safety rules and understanding traffic laws isn't enough. Driving a bike is a big responsibility. Your actions could result in injury to yourself or to others. You must be alert so that you can size up the situation and then quickly make the proper decision to avoid a crash. The bicycle does only what you make it do and to be a good driver, you must be a safe driver. Remember, you are a driver.

## Always Put Your Helmet On Before Driving Your Bike!



<p>To activate this license, register your bicycle information and the license number at <a href="http://www.milwaukee.gov/bike.jsp">www.milwaukee.gov/bike.jsp</a>. Internet access is available at any Milwaukee Public Library. Peel off sticker and adhere to bicycle when registration is completed.</p>	<p><b>City of Milwaukee Bicycle License</b></p> <p><b>0100000</b></p>
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### MILWAUKEE POLICE DEPARTMENT SAFETY DIVISION

6680 North Teutonia Avenue  
Milwaukee, Wisconsin 53209

(414) 935-7990

Please visit the Milwaukee Police Department Web Site at:

<http://www.milwaukee.gov/police>

Designed & produced by the Milwaukee Police Department - Printing Section

GDJ - 1742 / PSD - 58

# YOU ARE A DRIVER



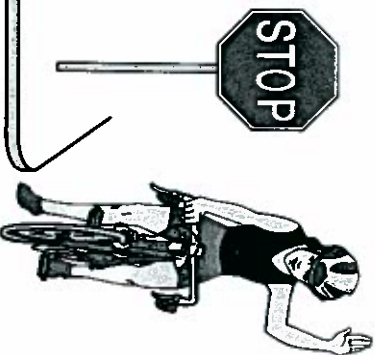
**Milwaukee  
Police  
Department  
Safety Division**  
Grades 4-8



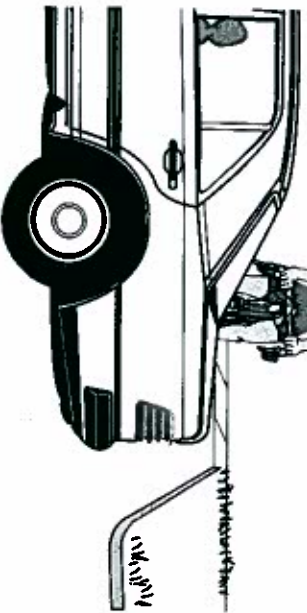
Here are some of the things to remember as you drive:

When you are on a bicycle, you are a driver. This means that you must follow the same traffic laws that automobile drivers do. Remember that a street is for traffic and it is not a playground. In the street, your bicycle is a vehicle and not a toy.

1. Stop, means a complete stop with one foot down.



2. Stop, before entering any roadway from the side walk or alley.



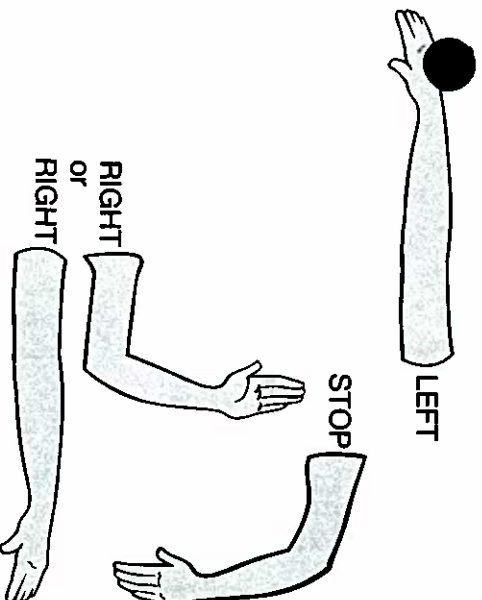
3. Stop at all red signals and stop signs and be ready to stop at yield signs.



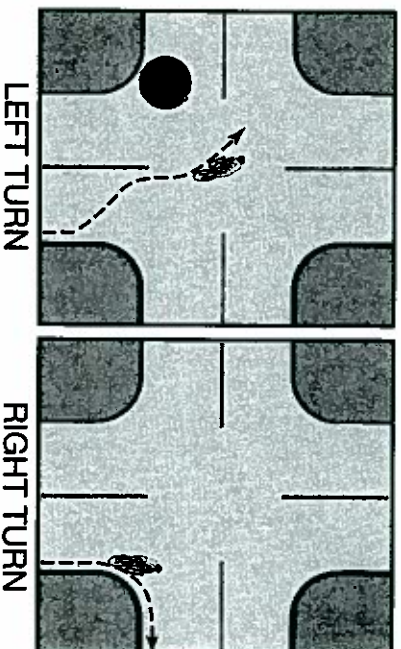
4. As you drive, be ready to stop as you come to all intersections.



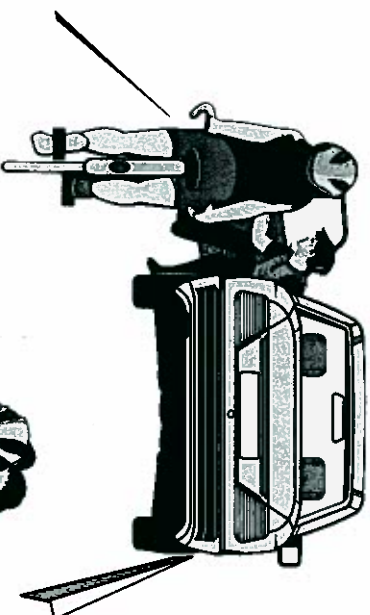
5. Signal your turns. Let other drivers know what you plan to do.



6. When making a turn, plan ahead. Check traffic behind you and be in the proper lane.



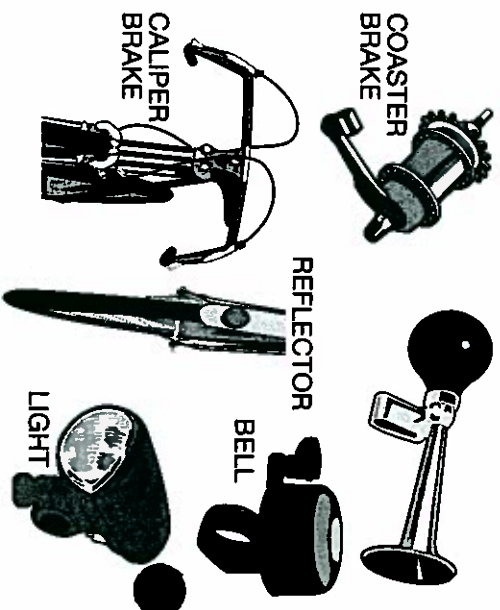
7. Be alert. Watch the road ahead of you. Look out for opening car doors and parked cars.



8. Always drive alone. You may lose control if you carry two on a bicycle built for one.



9. Drive a properly equipped bike, one with a warning device, reflector, light, and good working brakes.

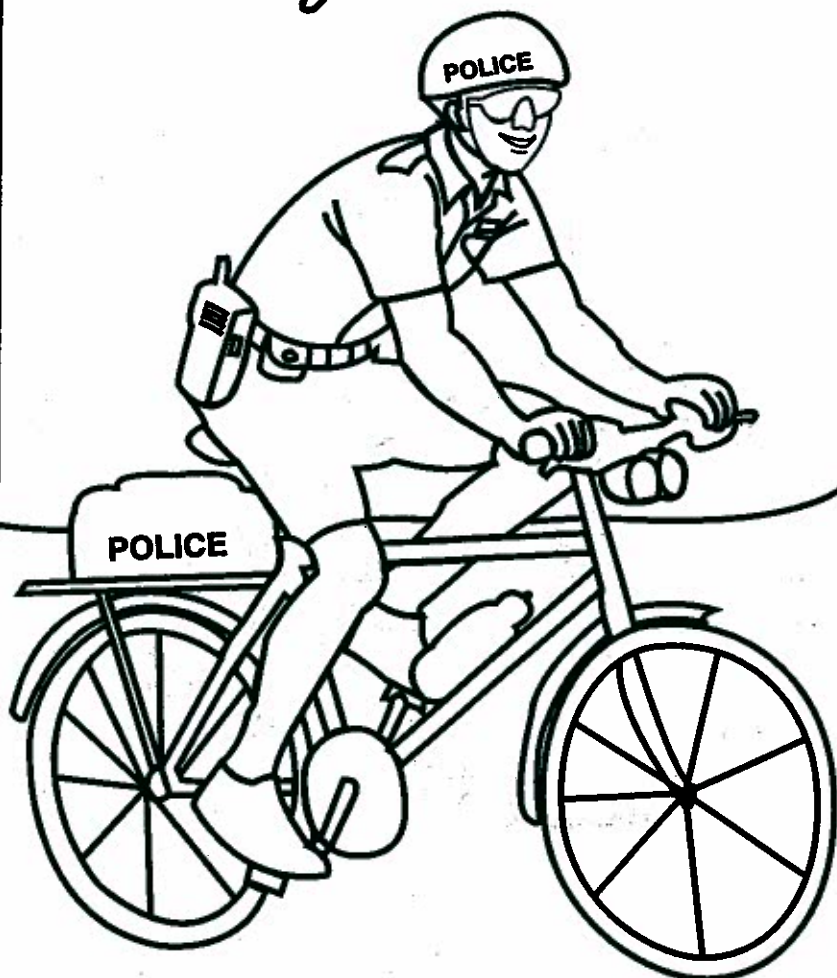


# EL DEPARTAMENTO DE POLICÍA MILWAUKEE

LES PRESENTES

LA SEGURIDAD  
DE LA BICICLETA

EL LIBRO DE COLOREAR



**SAFETY DIVISION**

6680 North Teutonia Avenue  
Milwaukee, Wisconsin 53209  
(414) 935-7990

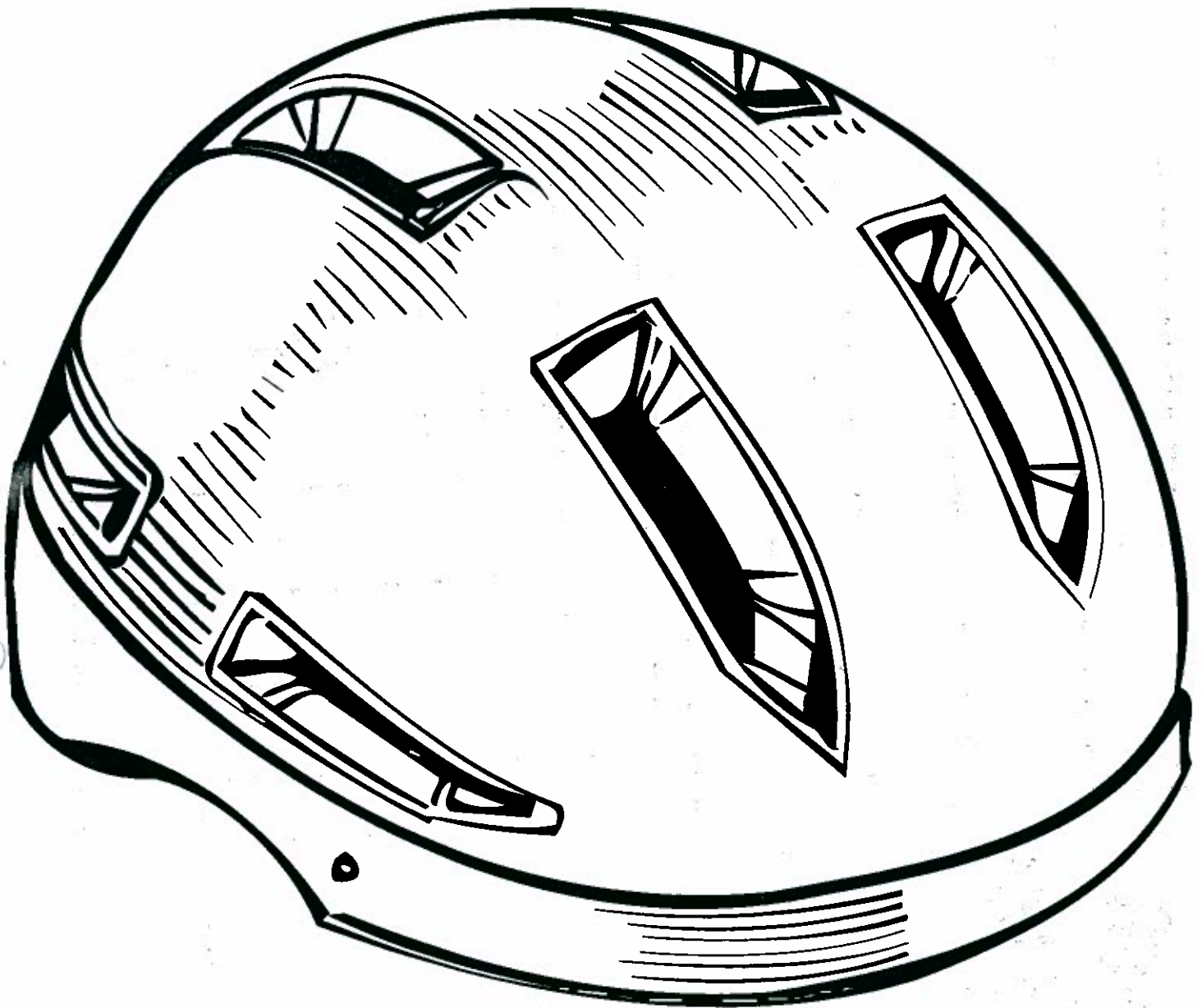
**GRADES K - 3**



Una bicicleta le debería ser a su medida,



Usted siempre debe traer puesto un casco cuando maneja su bicicleta.



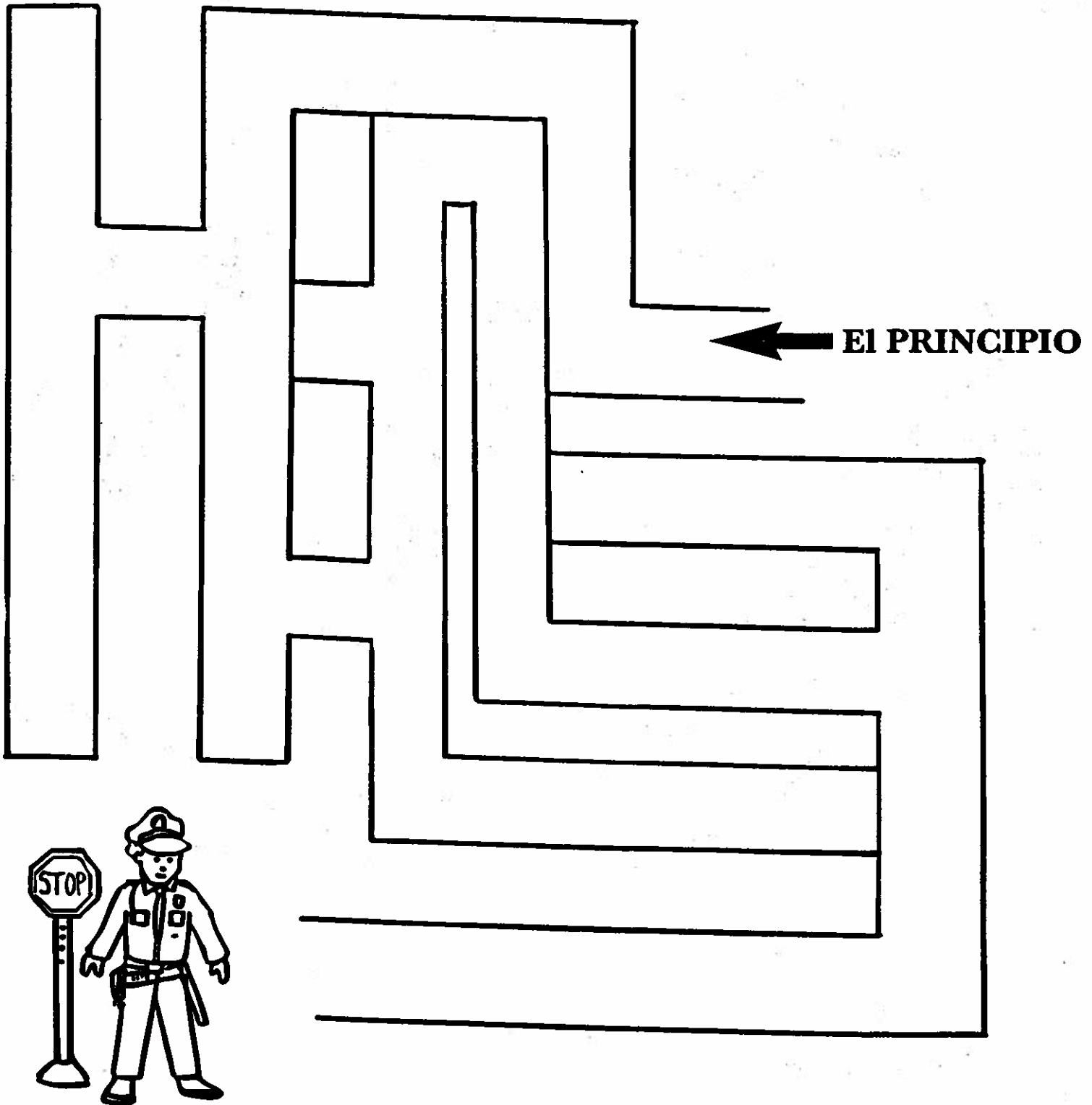
**City of Milwaukee  
Bicycle License**

**0090012**

Acuérdese de obtener una licencia por si acaso usted es herido o su bicicleta es robada.

**¡Una licencia de la  
bicicleta es gratis!**

# Tome un Transporte de Seguridad

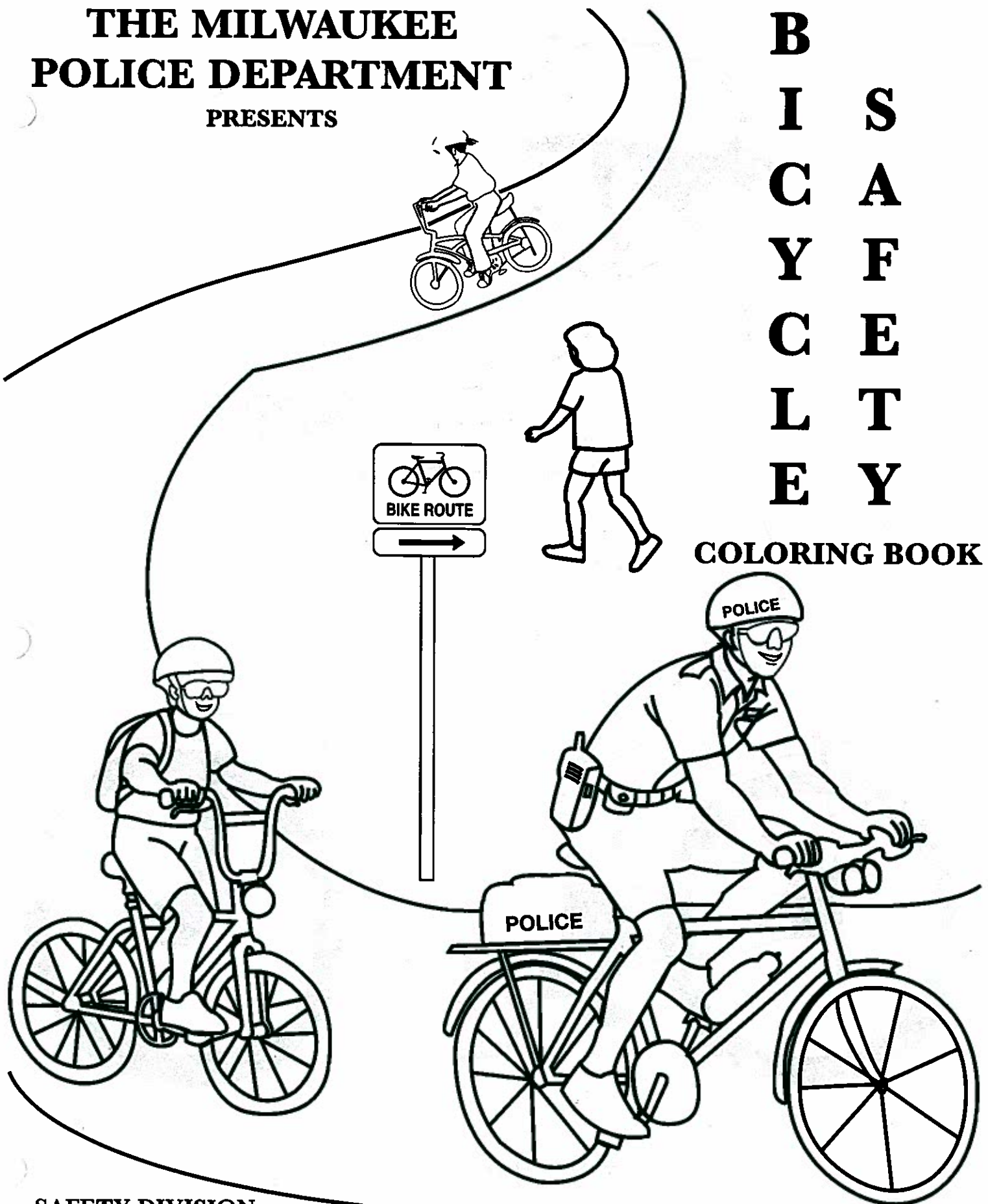


Please visit the Milwaukee Police  
Department Web Site at:  
<http://www.milwaukeepolice.org>

**THE MILWAUKEE  
POLICE DEPARTMENT  
PRESENTS**

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**COLORING BOOK**



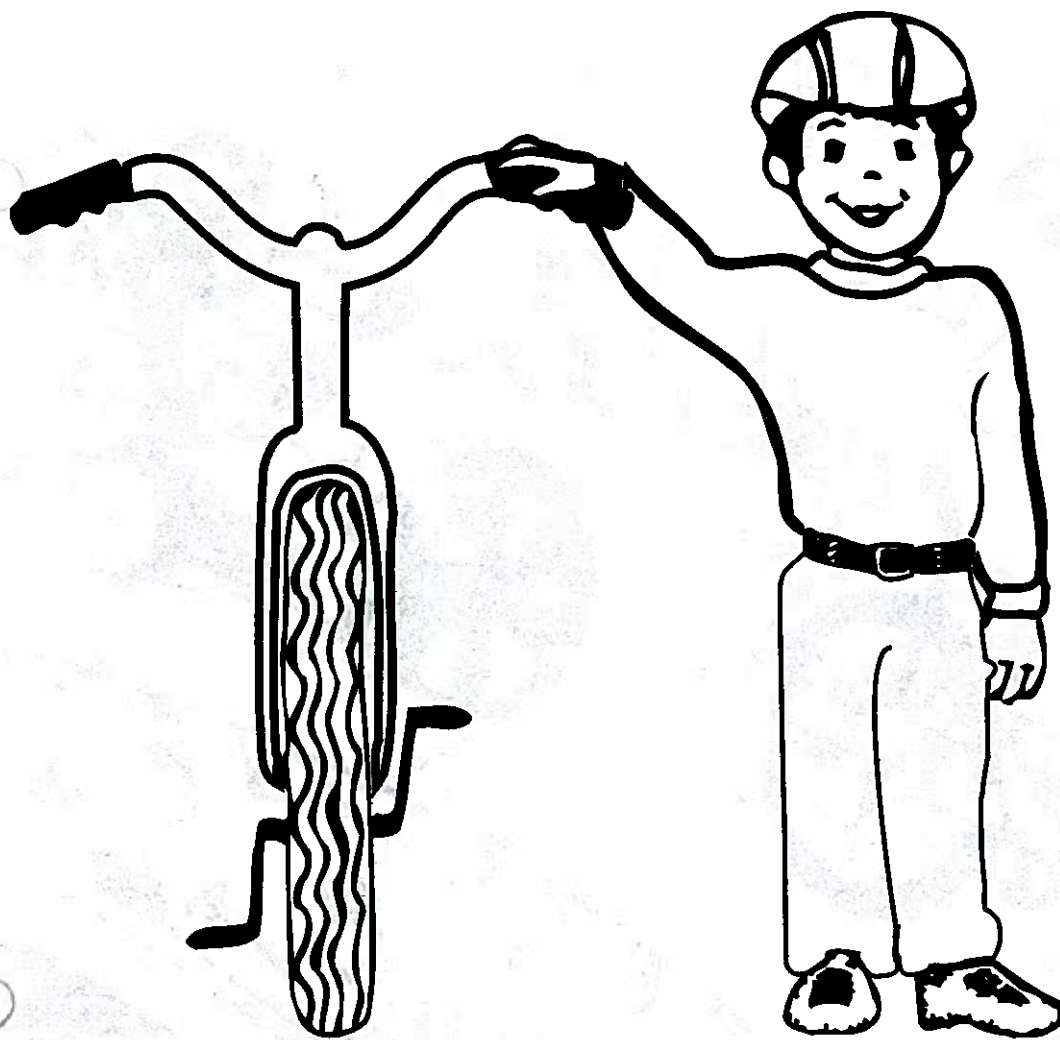
**SAFETY DIVISION**

6680 North Teutonia Avenue  
Milwaukee, Wisconsin 53209  
(414) 935-7990

**GRADES K - 3**



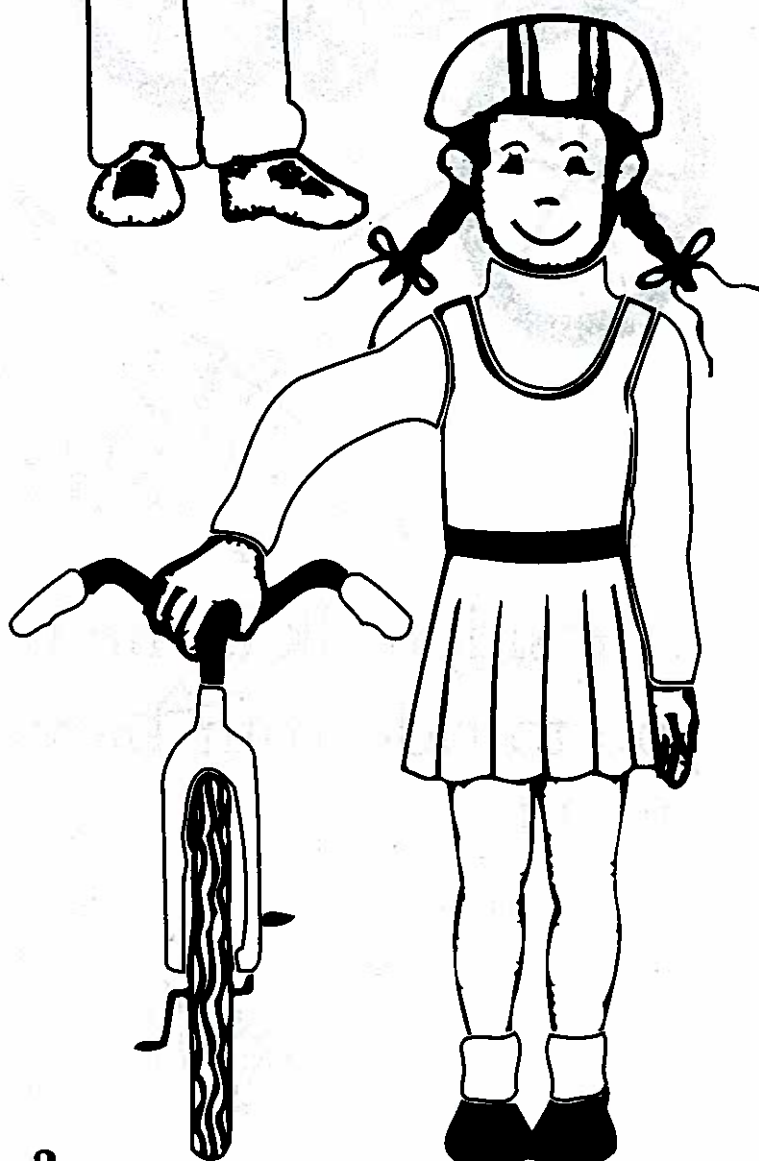
A bicycle should fit you,



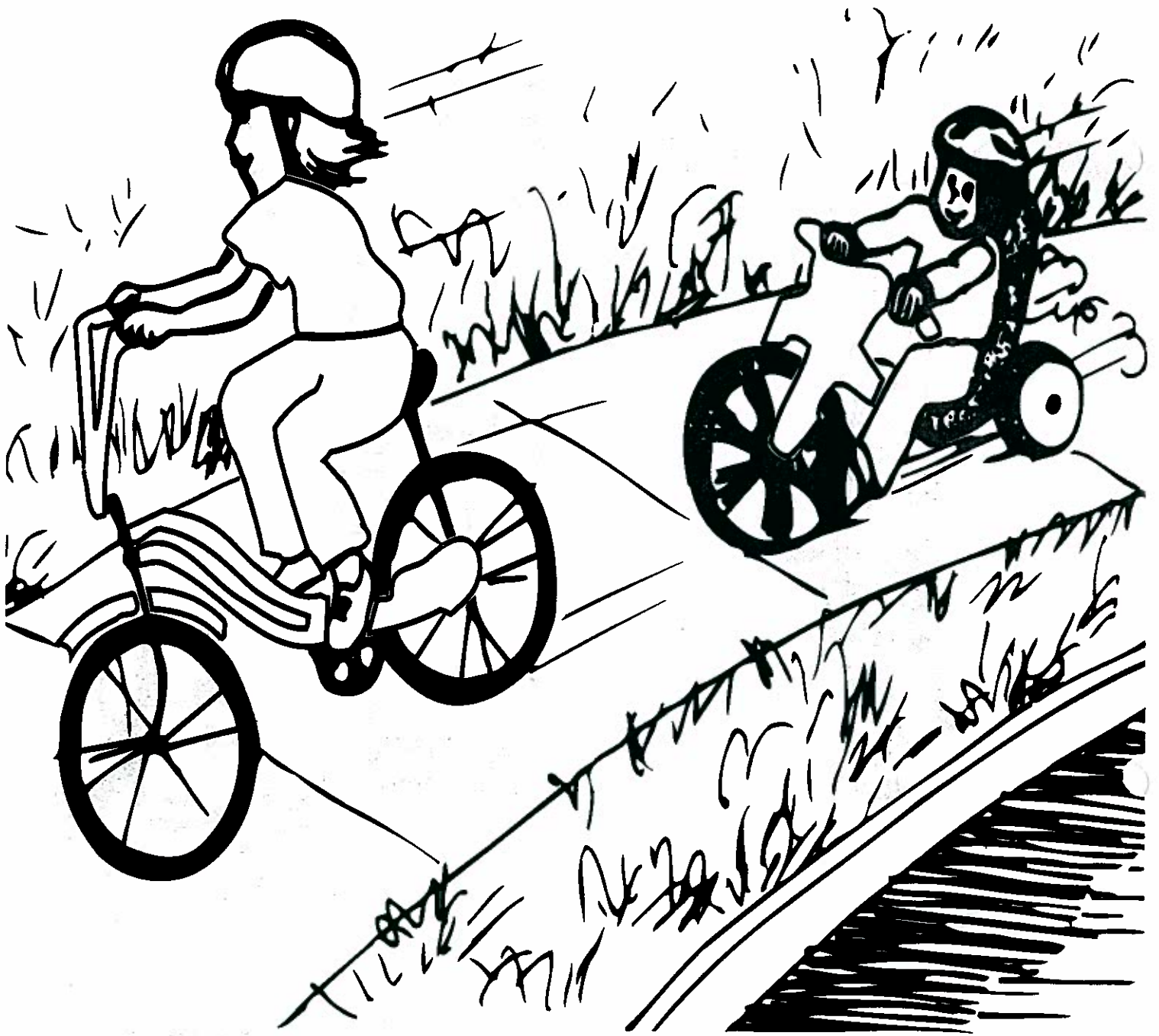
and not be  
too big,

or to small

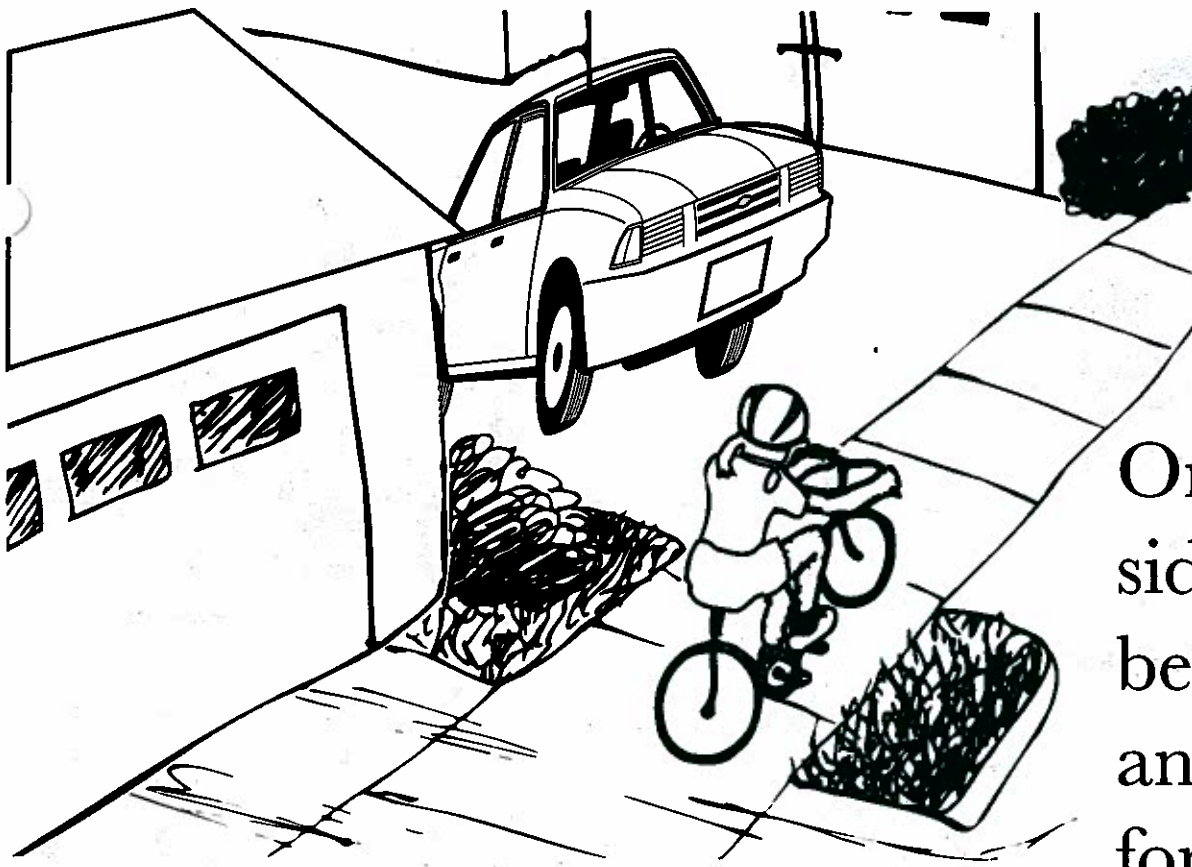
This way, you  
can learn to  
balance and  
control it safely.



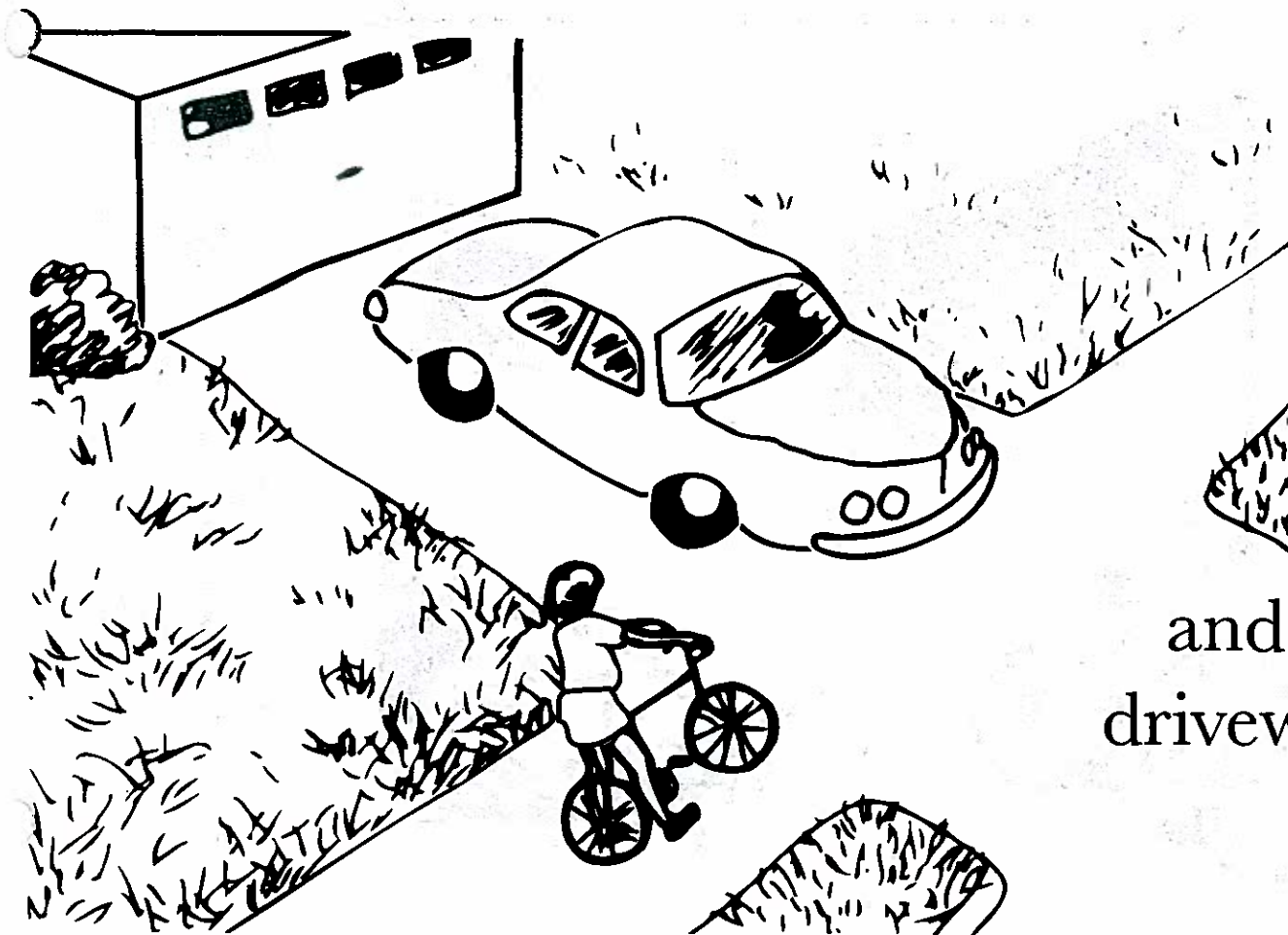




The sidewalk is the best place for you to ride your bicycle until age 11.



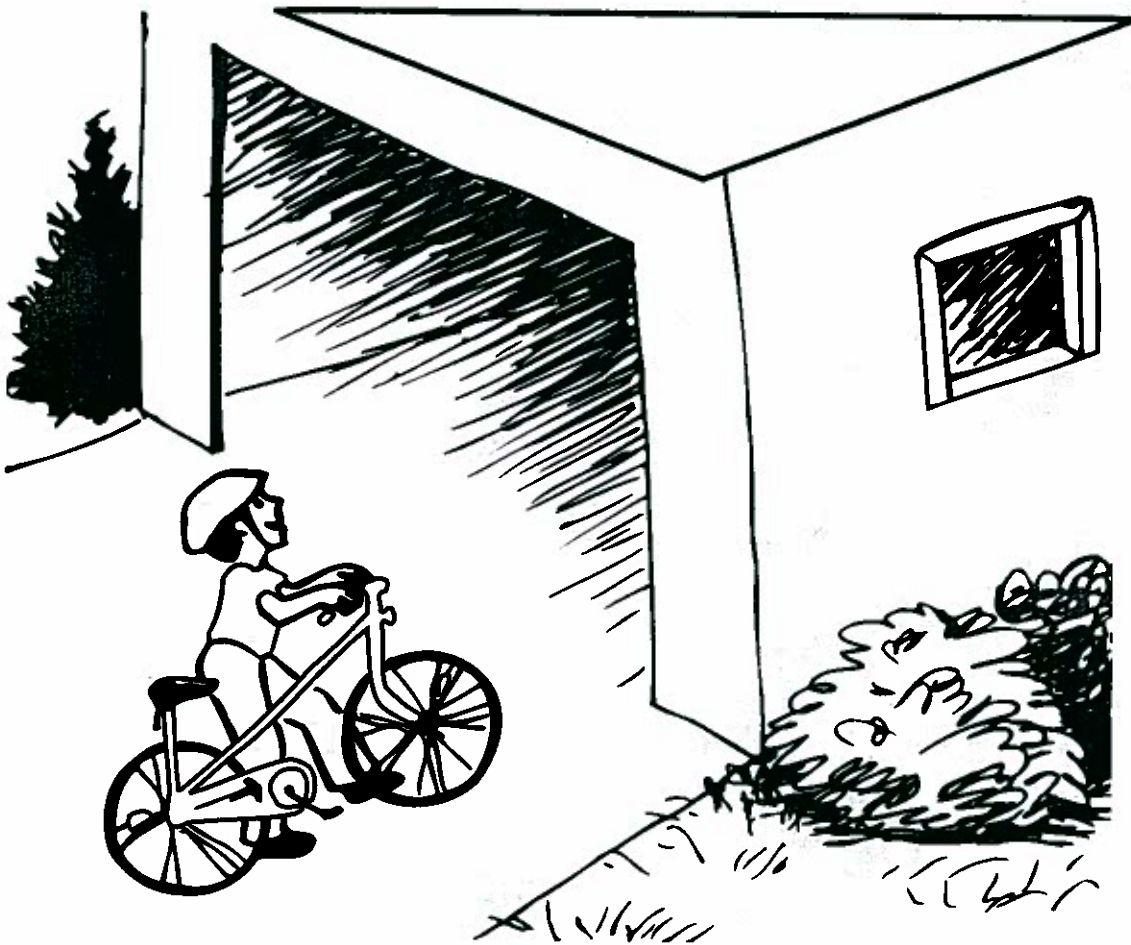
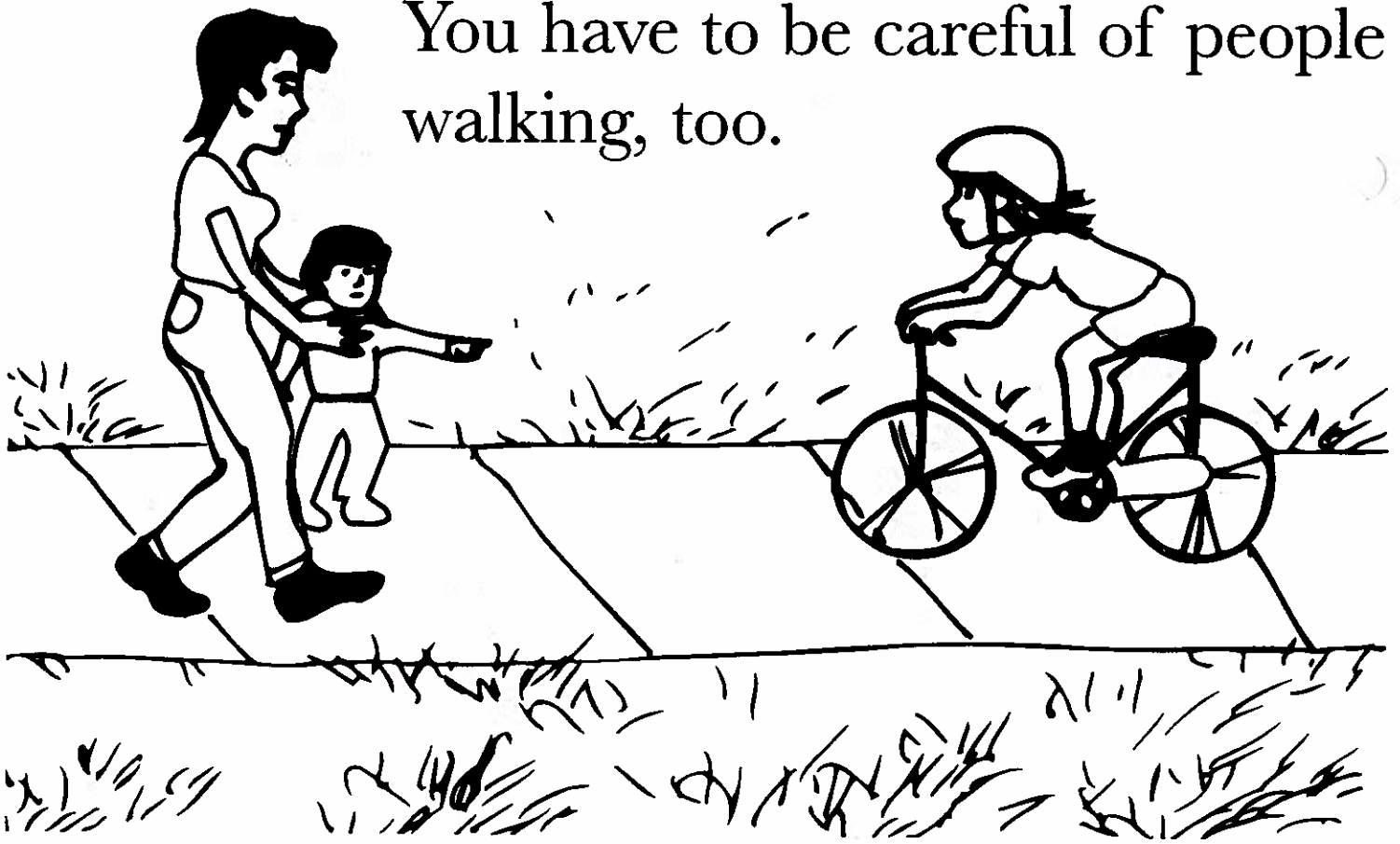
On the  
sidewalk,  
be careful  
and watch  
for cars at  
the alley,



and at  
driveways.

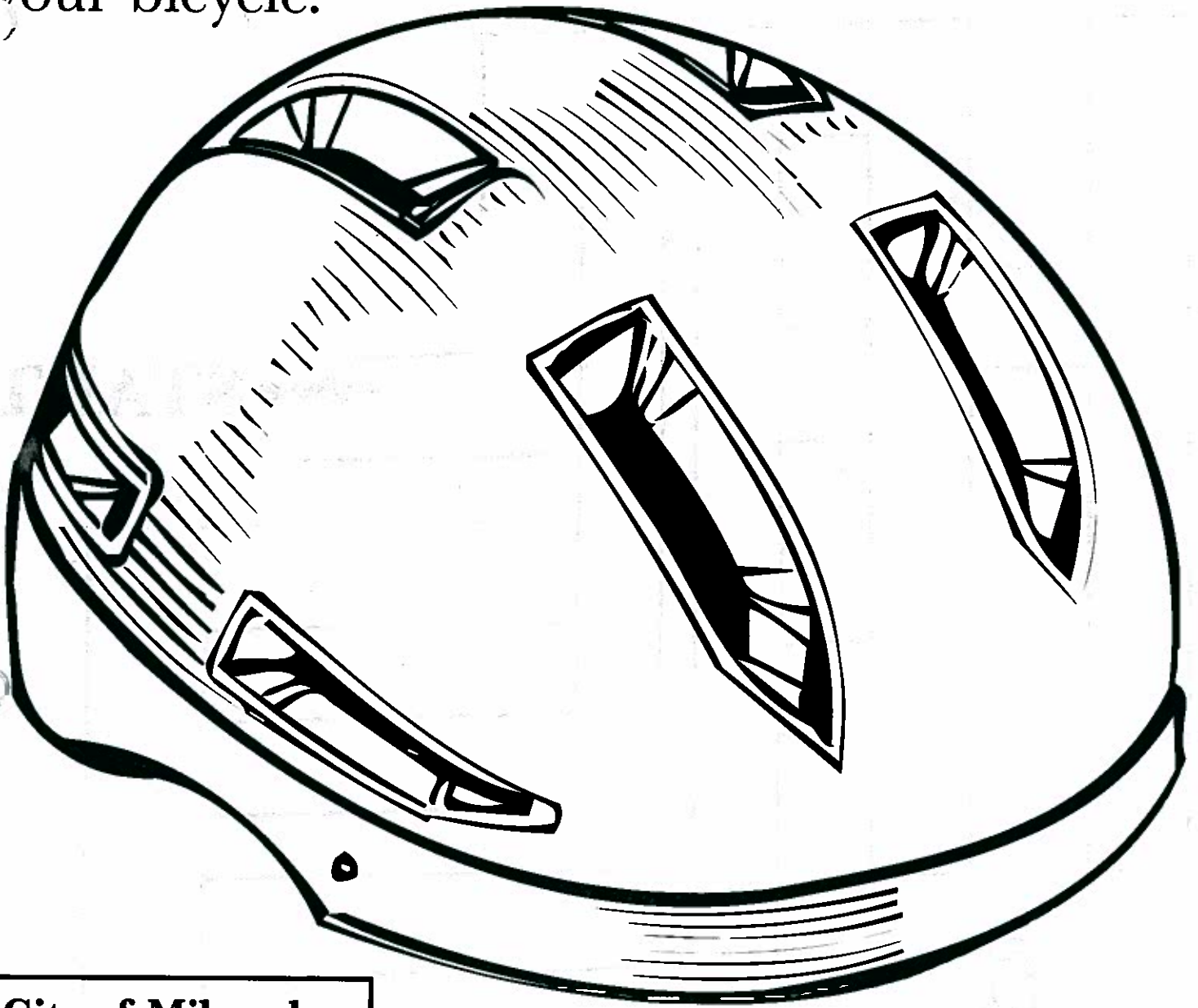


You have to be careful of people walking, too.



Don't forget to take care of your bicycle and put it away.

You must always wear a helmet when riding your bicycle.



**City of Milwaukee  
Bicycle License**

**0090012**

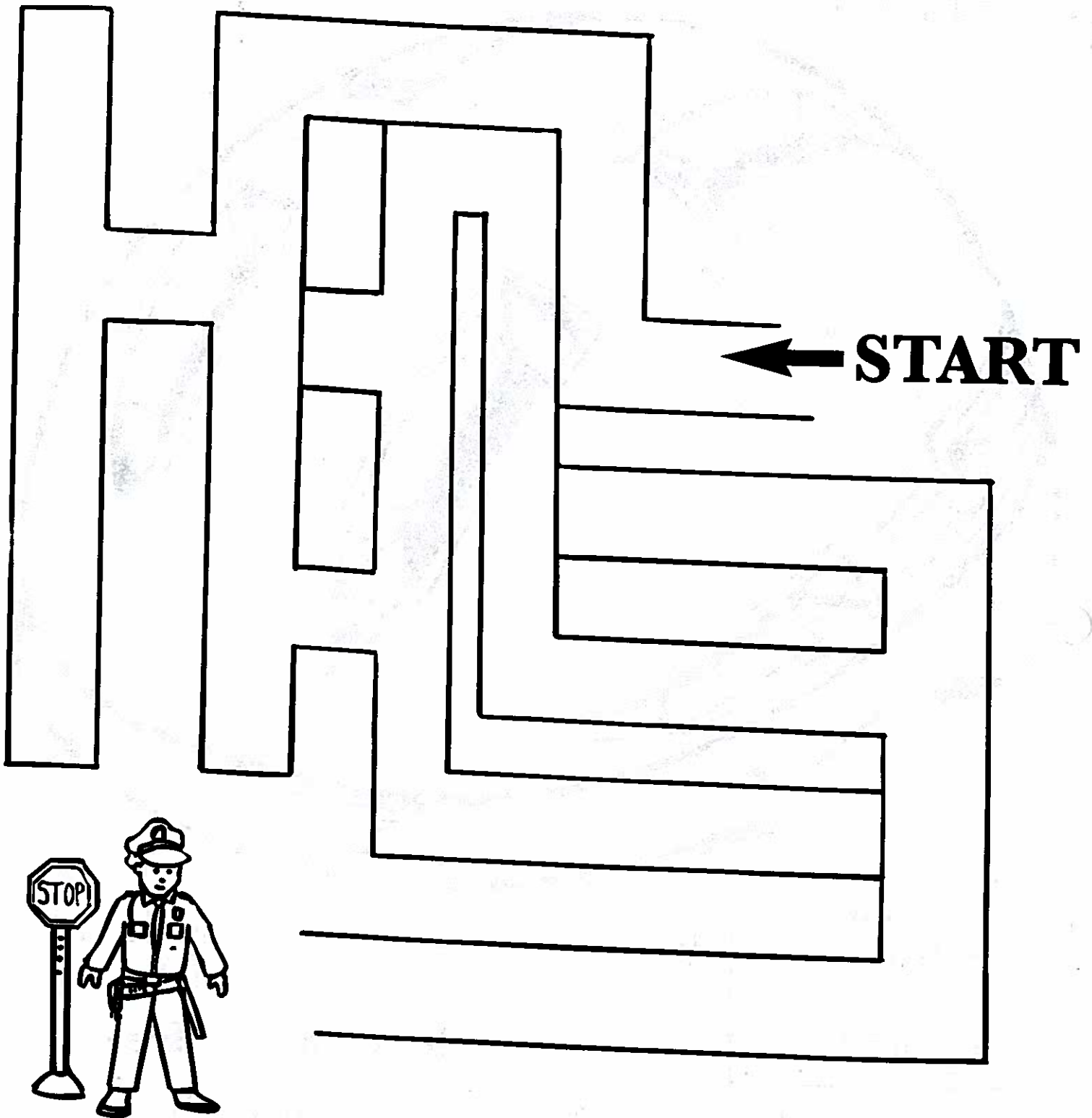
Remember to get a license just in case you are injured or your bicycle is stolen.

**A bicycle license is free!**

Go to the nearest library or police station and ask for a Bicycle License Tag.

To activate the license go the City of Milwaukee website at [www.milwaukee.gov](http://www.milwaukee.gov). Do a site search: bicycle license

# Take A Ride To Safety



Please visit the Milwaukee Police  
Department Web Site at:  
<http://www.milwaukeekeepolice.org>

# Attachment 9-D

## Fireworks Safety



Police Department

Edward A. Flynn  
Chief of Police

March 24, 2008

The Honorable Common Council  
Public Safety Committee  
200 East Wells Street  
Milwaukee, Wisconsin 53209

Re: File # 071601

Dear Committee Members:

The Milwaukee Police Department continues to aggressively enhance the educational and media initiatives that were implemented during 2007 to address the illegal use and purchase of fireworks within the City of Milwaukee. The attached report provides the status of program initiatives that are ongoing to comply with the recommendations outlined in the final report of the Fireworks Taskforce.

Safety Specialist, Sr. Robert Wagler has been designated as the Program Manager for the overall coordination and implementation of the Department's program responsibilities and initiatives to fully educate citizens who engage in the illegal use and purchase of fireworks and the penalties that will be imposed for non-compliance of this City Ordinance.

You may contact Safety Specialist, Sr. Robert Wagler at 935-7992 to address any inquiries outlined in the attached report.

Sincerely,

EDWARD A. FLYNN  
CHIEF OF POLICE

  
FLORENCE DUKES  
SAFETY DIRECTOR

EAF:FD

Cc: Mary Hoerig, Deputy Inspector of Police  
Intergovernmental Division

Gregory Moore, Captain of Police  
Community Services Division

Anne Schwartz, Public Relations Manager

Enclosure: Status Report: Fireworks Initiatives



## **ATTACHMENT #1**

### **MPD- STATUS REPORT ON THE PROGRAM INITIATIVES RELATED TO THE FIREWORKS ORDINANCE**

- 1. Oversee and provide follow-up to the Common Council on the status of the educational campaign, which should begin before Memorial Day.**

Correspondence has been drafted for mailing the first week of May 2008 to Milwaukee area businesses providing updated information regarding the increased penalties for the illegal use and purchase of fireworks in the City of Milwaukee. MPD will provide in this mailing an updated version of the fireworks brochures translated in both English and Spanish.

- 2. Facilitate a collaborative effort with the Common Council, Fire Department, Police Department, Sheriff's Office and the City of Milwaukee Housing Authority to create a DVD that includes an advisory message identifying the consequences associated with the sale, possession and discharge of fireworks.**

The MPD- Safety Division has been in communication with the Fire Department's Audio Visual Specialist to produce a DVD that will provide an advisory message from Mayor Tom Barrett identifying the consequences associated with the sale, possession, and discharge of fireworks. The length of the DVD will be approximately 5 to 8 minutes. This message will be broadcast on all the local T. V. Stations as well as Channel 25 and Cable on Demand.

- 3. Establish relationships with schools and youth-focused non-profit and community development organizations. Distribute fliers and an educational DVD, asking teachers and principals to discuss fireworks with classes, give presentations and encourage fireworks viewing at designated parks.**

Following up on the initiatives that were implemented in 2007, the MPD-Safety Division will provide area Elementary and Middle Schools, local libraries, City Hall Common Area, Police District Stations, Non-Profit Organizations, Block Watch Clubs, Area Churches with an updated version of the Fireworks brochures citing the Ordinance and increased penalties for the purchase and use of Fireworks within the City of Milwaukee. Mini presentations will be provided to all of the Milwaukee Public School's Recreation locations, Boys and Girls Clubs, YMCA and YWCA locations on the enforcement of the City's Ordinance on Fireworks Legislation.

Departmental Staff will distribute the Fireworks Brochures at local festivals throughout the Summer Months.

- 4. Take a more proactive role in collaborating fireworks safety educational efforts with the Police Department, the Fire Department, other City departments and community agencies.**

The Department will continue their collaboration and ongoing efforts with the Fire Department, Health Department and other City entities to address fireworks safety education measures to be implored city-wide. A meeting will be scheduled with the Treasurer's Office to request that tidbits on fireworks safety can be used as a payroll stuffer on paychecks. Flyers will be prepared and distributed throughout the Community with the active participation of the Community Liaison Officers and the Department's Auxiliary Volunteers. Community Liaison Officers will use the flyers when conducting programs in their respective Districts.

**5. Engage more aggressive public outreach with regard to the problems relating to illegal fireworks.**

The DVD will be offered to all Milwaukee City Departments for use on their websites. The Department's Public Information Officer will devise a comprehensive Media Educational Program for distribution to all electronic and printed media outlets. Efforts will made to obtain billboard underwriting for postings throughout the City of Milwaukee.

**6. Develop and provide informational brochures for distribution to other City departments and community agencies. The brochures should be distributed at parks before fireworks events and other related scheduled events, advising citizens that fireworks are illegal. Collaborate with the Fourth of July Commission in developing the brochure, and provide brochures to the Fourth of July Commission, so the Commission may provide these to park volunteers for distribution at the parks.**

Last year's brochure will be updated citing the penalties for the purchase and use of illegal fireworks.

**7. More monitoring of permitted fireworks displays that would include a review of policies for issuance of permits and analysis surrounding safety conditions at local fireworks displays.**

MPD-Safety Division has had an opportunity to review the process for monitoring the permitted fireworks display procedures employed by the Department of Neighborhood Services. These procedures are in compliance with the National Fire Association's Rules for Fireworks permits and use.

**8. Make ongoing recommendations to the Police Department and other departments relating to fireworks safety.**

The Milwaukee Police Department will continue their dialog with other City Departments on matters related to Fireworks Safety.

**9. Report to the Common Council with updates relating to fireworks prevention strategies and measurements of success.**



The Department will provide the Public Safety Committee with a presentation on efforts being employed on fireworks prevention and any measurements of success available for reporting.

**10. As part of a media blitz, hold press events during peak periods providing information relating to fireworks law and risks.**

The Department's Public Information Officer is in the process of devising a comprehensive Media Blitz commencing around the Memorial Day Holiday to address the purchase and illegal use of fireworks.

**11. Request hospitals, non-profit organizations, corporate health foundations and billboard companies to sponsor billboards which focus on fireworks-related health risks, especially during peak periods.**

The Department's Public Information Officer will explore measures to obtain the sponsorship and underwriting of Billboards from non-profit organizations, media outlets and health foundations to support this initiative.

The MPD-Safety and Community Services Divisions are jointly working cooperatively with the Police Liaison Officers for presentations and media blitzes to occur at the Block Watch Group and Crime Analysis Meeting within each Police District. Fireworks Safety Materials will be available at all Police Districts, and Block Watch Captains will set up the necessary mechanisms to distribute literature within their community.

The MPD-Community Services Division is exploring, with the Municipal Court System, the legality of the use of photos from digital cameras, by Block Club Members, to be used to capture citizens use of illegal fireworks. The Department will provide this Committee of these findings.

The Fireworks Task Force Recommendations and City Ordinance regarding the increase fines/penalties were discussed in detail at the Safety Commission's Meeting held on Tuesday, March 11, 2008 at the Safety Academy. Commission Members were provided with copies of said information.

Finally, MPD-Safety Division will collaborate with the Children's Education Center, an affiliate of Children's Hospital, to secure data related to the tracking of firework related injuries among children in the greater Milwaukee Area.

FD:FD



Police Department

Nannette H. Hegerty  
Chief of Police

May 8, 2007

Alderman Joe Davis, Co-Chair, Fireworks Task Force Committee  
Alderman Terry Witkowski, Co-Chair, Fireworks Task Force Committee  
Milwaukee Common Council  
200 East Wells Street  
Milwaukee, Wisconsin 53202

Re: 2007 Program Educational/Media Campaign Initiatives On Fireworks Enforcement

Dear Aldermen:

The Safety Division has reviewed the recommendations outlined by the Fireworks Task Force Committee. In an effort to address those recommendations, the Safety Division has planned for the execution and implementation of the following initiatives:

1. **A Fireworks Brochure has been developed for dissemination to area Elementary and Middle Schools, Libraries, Boys and Girls Clubs, YMCA, YWCA, Children's Outing Association locations, United Community Center, Neighborhood Block Watch Clubs and other Non-Profit Organizations.**
2. **The Safety Division will work in partnership with Captain Greg Moore and the Community Services Division and District Community Liaison Officers to inform and educate residents regarding the possession and illegal use of consumer fireworks. The Milwaukee Police Department will aggressively enforce the City Ordinance as it relates to the illegal use of consumer purchased Fireworks.**
3. **A meeting has been scheduled with Molly Barrett, Director of Milwaukee Public School's Recreation Division to provide presentations on the illegal use of Fireworks at thirty-eight site locations for their Summer Program Offerings.**
4. **The Department's Public Information Officer will devise a comprehensive Media Campaign directed at both printed and electronic media including appearances on radio and television programs to broaden the community's awareness on the danger and hazards of fireworks and their illegal use.**
5. **The Safety Division will provide information on the Milwaukee Police Department and the Fourth of July Commission's Websites as it relates to Fireworks.**

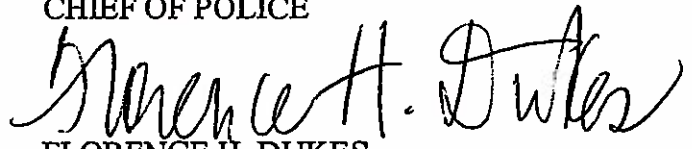
6. **With the assistance of Police Officer Patrick Patterson and Captain Galezewski of the Training Bureau, a Roll Call Tape will be developed to reinforce the City Ordinance relating to Fireworks for all departmental locations.**

The Safety Division has conferred with the Records Management Division to obtain statistics on the number of citations issued for the illegal use of fireworks for the past three years. The number of citations were as follows; 2004 (106); 2005 (122) and 2006 (164). There have been six citations issued during 2007. These statistics reveal that the illegal use of consumer purchased fireworks occurs within a six-month period, New Year's Day and the Fourth of July Celebration. Recognizing the timeframe for the use of consumer purchased fireworks, the Safety Division will aggressively embark on educational and media coverage to inform citizens of the dangers and hazards of the illegal use of consumer purchased fireworks.

The Safety Division's staff will continually use their human resources to address this issue. If there are additional inquiries, you may contact Safety Director Dukes at 935-7991.

Sincerely,

NANNETTE H. HEGERTY  
CHIEF OF POLICE

  
FLORENCE H. DUKES  
SAFETY DIRECTOR

NHH:FHD:rm  
07letter.mpd17-18

Cc: James Koleas  
Chair, Milwaukee Safety Commission

NEWS RELEASE  
JUNE 25, 2007

### **CHILDREN AND FIREWORKS DON'T MIX**

The Fourth of July is a time when Americans celebrate our independence and freedom with picnics and parades. Unfortunately, some choose to make home fireworks a part of the celebration.

Each year, fireworks cause approximately 12,000 injuries in the United States that require emergency room treatment, 2,400 of that number are injuries to the eye.

To prevent firework injuries during this year's celebration, the Milwaukee Police Department, in cooperation with the Milwaukee Safety Commission, is strongly urging people to leave fireworks to the pros. The Milwaukee Police Department especially urges parents to keep fireworks out of children's hands.

#### **CONSIDER THESE FACTS:**

- More than half of the injuries are burns; about one-third are lacerations.
- According to Prevent Blindness America, 87% of injuries result from using bottle rockets and sparklers.
- Bottle rockets can move as fast as 200 miles per hour, explode in midair and fly in many directions.
- Sparklers burn at temperatures as high as 1,800 degrees Fahrenheit and are the second leading cause of fireworks-related injuries requiring hospitalization. Flying pieces striking the eye have caused blindness.
- The large number of injuries, deaths, and fires caused by consumer use of fireworks around the Fourth of July year in and year out proves the wisdom of our long held position. The most recent report issued by the NFPA Fire Analysis and Research Division shows how serious a problem this is.
- In 2004, 9,600 fireworks-related injuries were treated in U.S. hospital emergency rooms. The trend in fireworks-related injuries has been mostly up since 1996.
- In 2003, an estimated 2,300 structure or vehicle fires were started by fireworks. These fires resulted in five deaths, 60 injuries, and \$58 million dollars in property damage.
- Between 1998 and 2002, eight people per year were killed in fires started by fireworks and six people per year were killed directly by fireworks. As in most years, the majority of those injured by fireworks in 2004 were under age 20. the highest injury rates were for children aged five to nine.

# # #

Source: U.S. Department of Homeland Security – Federal Emergency Management Agency  
United States Fire Administration – National Fire Data Center Emmitsburg, Maryland 21727  
<http://www.usfa.fema.gov/inside-usfa/nfdc/pubs/tfrs.shtml>

## OFFICER INFORMATION BULLETIN

The purpose of this bulletin is to make our citizens aware of a crime problem that develops during the holiday season, particularly the Fourth of July. Please read this bulletin. It is designed to help inform and protect you.

**DATE OF BULLETIN:** MONDAY, JUNE 25, 2007  
**THE CRIME TREND IS:** DISCHARGE OF FIREWORKS

**IN THE AREA OF:** CITY-WIDE

**OTHER FACTS:** It is the intention of the Milwaukee Police Department to keep all holiday celebrations safe and enjoyable for all citizens. The Department will enforce all city ordinances but will pay special attention to fireworks violations. On July 2, 2007, persons who violate this ordinance will be jailed. *All such violations will be fully and aggressively prosecuted!*

**Milwaukee Code of Ordinance 105.47 Fireworks. 1. SALES, DISCHARGE AND USE PROHIBITED.** No person may sell expose or offer for sale, use, keep or discharge, or explode in this city any firecracker, bottle rocket, cherry bomb, colored smoke bomb, toy cap, blank cartridge, toy pistol or cannon in which explosives are used, contrivances using explosive caps or cartridges, sparklers, display wheels, the type of balloon which requires fire underneath to propel it, torpedoes, sky rockets. Roman candles, aerial salutes, American or Chinese bombs or other fireworks of like construction, or any other fireworks containing any explosives of like construction, or any fireworks containing any explosives of flammable compound, or any tablets or other device commonly used and sold as fireworks containing nitrates, chlorates, oxylates, sulphides of lead, barium, antimony, arsenic, mercury, nitroglycerine, phosphorous, or any compound containing any of the same or other explosives.

**WHAT YOU CAN DO:** Familiarize yourself as to what is legal or permissible. No firearms of any type can be discharged within the city limits. NO fireworks (firecracker, bottle or skyrocket, cherry bomb, sparkler, smoke bomb, roman candle, etc.) or the possession of any type of explosive device is permitted within the city limits.

**FOR FURTHER INFORMATION:** Contact the Safety Division at 935-7990, your local Police District or the Community Services Division at 935-7905.

and

**Together we can reduce crime and enhance the quality of life in our community.**

NANNETTE H. HEGERTY  
CHIEF OF POLICE



Police Department

Edward A. Flynn  
Chief of Police

May 13, 2008

TO: ELEMENTARY AND MIDDLE SCHOOL PRINCIPALS

SUBJECT: FIREWORKS SAFETY BROCHURE FOR 2008

Firework-related injuries really start to escalate during the month of July in Milwaukee, most of which occur around the 4<sup>th</sup> of July Holiday. Annually, over 9,000 people in the United States are treated at hospital emergency rooms for firework-related injuries. Burns are by far the leading type of fireworks injury. Contusions and lacerations were second. Hands and fingers were injured the most followed by injuries to the eye.

The Milwaukee Police Department Safety Division has developed a Fireworks brochure for all students. The brochure includes fireworks facts, Milwaukee Code of Ordinance, as well as a list of locations where students can enjoy fireworks through public displays conducted by professional pyrotechnicians.

Remember, all fireworks are *illegal* in the City of Milwaukee, even if they were purchased outside of the City limits. Any item that emits *smoke*, a *bang*, or *sparkle* is considered *illegal* and is, upon conviction, subject to a fine of not less than \$500.00 or more than \$1,000.00 for an adult who uses or consents to the use of fireworks by a minor.

We ask you to encourage your teachers to discuss the hazards of fireworks and to reinforce to their students that the use of fireworks is *illegal*. Thank you for your cooperation.

If you have any questions, please call the Safety Division at 935-7990

Sincerely,

EDWARD A. FLYNN  
CHIEF OF POLICE

FLORENCE DUKES  
SAFETY DIRECTOR

EAF:FD:rm  
08letter.mpd34



City of Milwaukee prohibits the sale and use of fireworks by all citizens. The safest way to enjoy them is through public displays conducted by professional Pyrotechnicians hired by communities over July 4th or at other times during the year. Parents need to set the example by not purchasing fireworks and must be vigilant during this period in assuring that their children do not purchase, possess or ignite any fireworks.

## Visit these locations to watch the pros do it safely!

### Milwaukee County Parks

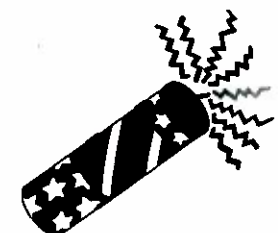
#### Locations:

Alcott	Lincoln
Gordon	Mitchell
Humboldt	Noyes
Jackson	Washington
Lake Park	Wilson

**FIREWORKS ARE DANGEROUS  
AND ILLEGAL.  
PLEASE DO NOT PURCHASE  
OR USE FIREWORKS.**

Prepared and Printed by the  
Milwaukee Police Department  
Printing Section.

PSD-59 04/08



# THE DANGERS OF



## FIREWORKS

The use of consumer fireworks can lead to devastating burns, other injuries, fires and even death. The Mayor of Milwaukee, Common Council, Milwaukee Police Department and Safety Commission do not endorse the purchase, possession or ignition of any consumer fireworks and instead encourages the public to enjoy displays of fireworks conducted by trained professionals.

## Celebrate The Safe Way!

Remember all fireworks are illegal in the City of Milwaukee, even if they were purchased outside of the City limits.

Any item that emits smoke, a bang, or sparkle is considered illegal and is upon conviction subject to a fine of not less than \$500.00 or more than \$1,000.00 for an adult who uses or consents to the use of fireworks by a minor.

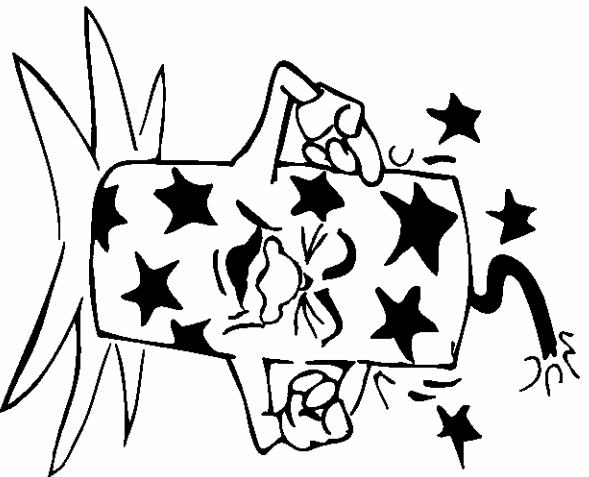
Please enjoy the safe and legal displays and respect other people in the parks and neighborhoods as we celebrate our Nation's birthday.

Thank you for your cooperation from the City of Milwaukee Police Department Safety Division.



# FIREWORKS FACTS

- ❑ In the United States annually, over 2,000 reported structure or vehicle fires were caused by fireworks. These fires resulted in numerous civilian deaths, multiple civilian injuries, and millions in direct property damage.
- ❑ The majority of fireworks injuries occurred during a 30 day period (June 23rd - July 23rd). In addition to July 4th other periods for injuries are New Years Eve and other holidays.
- ❑ Annually, over 9,000 people in the United States are treated at hospital emergency rooms for fireworks-related injuries. Burns are by far the leading type of fireworks injury. Contusions and lacerations were second. Hands or fingers were injured the most followed by injuries to the eye.
- ❑ Injuries to children 5 and under were caused by sparklers which are viewed as harmless and not dangerous. Sparklers burn at temperatures of 2,000 degrees, which is the same as a burning match. Injuries to children 5-14 years of age were caused by firecrackers and bottle rockets.
- ❑ Males accounted for three-fourths (75%) of fireworks injuries.
- ❑ Annually, firecrackers cause the greatest number of injuries followed by bottle rockets and sparklers.



- ❑ Based on the amount of time and quantities in use, fireworks pose a higher risk of fire death than any other consumer product.

Source: U.S. Department of Homeland Security  
Federal Emergency Management Agency  
United States Fire Administration  
National Fire Data Center  
Emmitsburg, Maryland 21727  
<http://www.usfa.fema.gov/inside-usfa/nfdc/pubs/tfrs.shm>

Milwaukee Code of Ordinance 105.47 Fireworks. 1. **SALES, DISCHARGE AND USE PROHIBITED.** No person may sell expose or offer for sale, use, keep or discharge, or explode in this city any firecracker, bottle rocket, cherry bomb, colored smoke bomb, toy cap, blank cartridge, toy pistol or cannon in which explosives are used, contrivances using explosive caps or cartridges, sparklers, display wheels, the type of balloon which requires fire underneath to propel it, torpedoes, sky rockets. Roman candles, aerial salutes, American or Chinese bombs or other fireworks of like construction, or any other fireworks containing any explosives of like construction, or any fireworks containing any explosives of flammable compound, or any tablets or other device commonly used and sold as fireworks containing nitrates, chlorates, oxylates, sulphides of lead, barium, antimony, arsenic, mercury, nitroglycerine, phosphorous, or any compound containing any of the same or other explosives.

If you have any questions regarding fireworks, please call the Safety Division at 414-935-7990.



La ciudad de Milwaukee prohíbe la ventas y uso de fuegos artificiales por parte de todos los ciudadanos. La manera mas segura de disfrutar los es a traves de exhibiciones publicas conducidas por pirotécnicos profesionales contratados por la comunidad para la celebración del 4 de Julio o de otras fechas. Los padres deben de dar el ejemplo al no comprar fuegos artificiales y deben ser vigilantes durante este periodo en afirmar que sus niños no compren, poseen o enciendan cualquier fuegos artificiales.

## **¡Visite estos lugares para observar a los profesionales!**

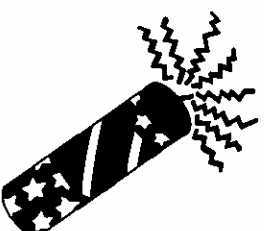
Parques del condado de Milwaukee:

<b>Alcott</b>	<b>Lincoln</b>
<b>Gordon</b>	<b>Mitchell</b>
<b>Humboldt</b>	<b>Noyes</b>
<b>Jackson</b>	<b>Washington</b>
<b>Lake Park</b>	<b>Wilson</b>

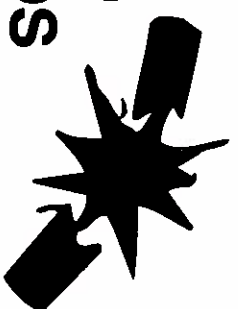
## **LOS FUEGOS ARTIFICIALES SON PELIGROSOS E ILEGALES. NO COMPRE O USE FUEGOS ARTIFICIALES.**

Preparado, traducido e impreso por el Departamento de Policía de Milwaukee Sección de Imprenta

PSD-59S 04/08



## **EL PELIGRO DE FUEGOS ARTIFICIALES**



El uso de fuegos artificiales pueden provocar quemaduras graves, fuegos e incluso la muerte. El Alcalde de Milwaukee, Concilio Común Municipal, El Departamento de Policía de Milwaukee y la Comisión de Seguridad no endosan la compra y consumo, posesión o la ignición de cualquier fuegos artificiales y en cambio alientan al publico a disfrutar los fuegos artificiales conducidos por profesionales entrenados.

## **¡Celebre con Seguridad!**

Recuerde que todos los fuegos artificiales son ilegales en la Ciudad de Milwaukee, aún cuando hayan sido comprados fuera de los límites de la ciudad.

Cualquier artículo que emite humo, un estruendo o chispas se considera ilegal y esta sujeto a una convicción supeditada a una multa de no menos de \$500.00 o más de \$1,000.00 para un adulto que use o consiente el uso de fuegos artificiales por un menor de edad.

Por favor goce las exhibiciones con seguridad y legalmente y respete a otros en los parques y vecindarios durante la celebración de nuestra nación.

Gracias por cooperar con la División de Seguridad del Departamento de Policía de la Ciudad de Milwaukee.



# HECHOS SOBRE FUEGOS ARTIFICIALES

- ❑ En los Estados Unidos anualmente, mas de 2,000 han reportado estructura o fuegos de vehículos que se debieron a los fuegos artificiales. Estos fuegos resultaron en las numerosas muertes de civiles, lesiones múltiples de civiles, y millones en daño directo a la propiedad.
- ❑ La mayor parte de lesiones de fuegos artificiales ocurrieron durante un periodo de 30 días (23 de junio - 23 de julio). Además del 4 de julio otros periodos par las lesiones son la noche del año nuevo y otros días de festivis.
- ❑ Anualmente, sobre 9,000 personas en los Estados Unidos son tratado en los cuartos de emergencia del hospital de lesiones relacionadas en fuegos artificiales. Las quemaduras fueron el tipo principal de lesión de fuegos artificiales. Las contusiones y la laceración fueron en segundo lugar. Las manos o los dedos fueron las mayores partes mas dañadas y seguido por lesiones en los ojos.
- ❑ Las lesiones de los niños de 5 años de edad y menores fueron causados por fuegos de artificio que son observados como inofensivos y que no son peligrosos. Los destellos arden con una temperaturas de 2,000 grados, lo cual equivale a un fósforo muy caliente. Las lesiones para los niños de 5-14 años de edad fueron causadas por los fuegos artificiales y los cohetes de la botella.
- ❑ Los hombres fueron tres-cuartos (75%) que fueron lesionados.
- ❑ Anualmente, los fuegos artificiales causaron el máximo número de lesiones seguidos por cohetes de la botella y cohetes chisperos.



- ❑ Basado en la cantidad de tiempo y en la cantidades del uso de fuegos artificiales constituyen un alto riesgo de muerte más que ningún otro producto de consumo.

Source: U.S. Department of Homeland Security  
Federal Emergency Management Agency  
United States Fire Administration  
National Fire Data Center  
Emmitsburg, Maryland 21727  
<http://www.usfa.fema.gov/inside-usfa/nfdc/pubstfr.shtm>

El Código de Ordenanza 105.47 de Milwaukee con respecto a los fuegos artificiales. 1. **ESTA PROHIBIDO LA VENTA, LA DESCARGA Y EL USO.** Ninguna persona puede vender, exponer u ofrecer la venta, uso, guardar o descargar ni explotar en esta ciudad ningún cohete de petardo, de botella, de bomba, bengala de humo de colores, balas de salva, pistolas o cañones de juguete en el que son usados explosivos, artilugios que usen balas o cargas explosivas, chisperos, ruedas giratorias, cualquier tipo de globo que requiera del fuego para su propulsión, torpedos, cohetes aéreos, candelas romanas, repetidores aéreos, bombas americanas o chinas u otro tipo de fuego artificiales que contengan explosivos de construcción similar, o cualquier otro fuego de artificio que contenga cualquier tableta o dispositivo comúnmente usado y vendido como fuego artificial que contenga nitratos, cloratos, sulfitos o plomo, ario antimonio, arsénico, mercurio, nitroglicerina, fósforo o cualquier compuesto similar u otro explosivo.

Si tiene preguntas sobre los fuegos artificiales, por favor llame a la División de Seguridad al # 414-935-7990

