“Tracks Are for MAX”

teachers guide

Overview
This lesson allows students to learn about being safe around MAX light-rail trains and when transferring to TriMet buses. Through various examples, students will take away specific key messages.

Suggested time allowance
Total: 30–40 minutes
Introduction: 5 minutes
Presentation: 20 minutes
Discussion: 5 minutes
Workbook: 10–15 minutes

Objectives
Students will be able to:
• Understand why they need to be safe around TriMet MAX and buses.
• Explain why tracks are for MAX only.
• Restate messages relating to safe actions around trains and tracks.
• Understand that a train is a large vehicle that requires special attention.
• Understand the size differences between a train and a person.
• Demonstrate understanding of weight comparisons.
• Recite this safety message: “Tracks are for MAX.”
• Recite this safety message: “Stop; look both ways.”
• Demonstrate understanding of various crosswalk signs/signals.
• Summarize this effect and the reason why we must be careful around trains and at MAX stations.

Materials
• TriMet safety presentation on DVD or VHS
• TV and DVD player or VHS player
• TriMet safety coloring book and puzzle book
• Crayons/markers/pencils

Vocabulary
Station, signals, obey, crosswalk

Key messages
The key messages are intended to prevent injury and deaths related to light-rail accidents that could occur when:
• People are in a hurry and don’t look both ways.
• Pushing and shoving on platforms causes someone to fall on the tracks and get hit by a train.
• People walk on the tracks and get hit by a train.

These two key messages—“Stop; look both ways,” and “Tracks are for MAX”—will resonate with students to help them realize the danger and practice safe behavior.
Procedures

Motivation
Ask students some of the fun places they like to go. Then ask them to name some of the ways to get there. Focus on public transportation.

Activity
1. Explain to students that in preparation for their field trip they first need to learn how to be safe on public transportation.
2. Ask them some preliminary questions to see if they know how to be safe around MAX.
3. Show presentation on DVD.
4. Ask follow-up questions.
5. Pass out workbooks and answer any questions.

Conclusion
The students should take away two distinct messages from the presentation:
- Stop; look both ways.
- Tracks are for MAX.

Higher-order thinking
To assure students use critical thinking, pose questions such as these at appropriate places within the lesson:
- Should there be another area, besides MAX tracks, where only one form of transportation is allowed?
- What new forms of transportation do you think will be invented in the future?
- Where will these forms of transportation travel?
- What are some of the benefits of public transportation (such as environmental—cleaner air/fewer natural resources used; and health—exercise in walking to/from bus stops/MAX stations)?

Assessment
- Collaborative class work (Discuss ways to get from one place to another.)
- Class discussion (Explain why tracks are for trains only.)
- Class discussion (Discuss some of the consequences if a student isn't safe around MAX.)