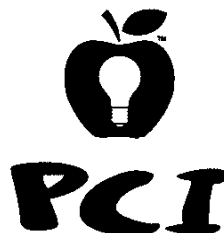


# SURVIVAL SIGNS

## CURRICULUM

COVERS 40 INDOOR AND  
40 OUTDOOR SURVIVAL SIGNS

by  
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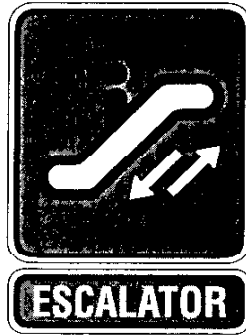
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## Indoor Sign #7 – Escalator

### Instruction Method



**Objective:** To learn to read and/or recognize and understand this survival sign.

**Materials:** Sign #7 from PCI's Survival Signs Indoor Posters.

**Instruction Method:** Hold Sign #7 in front of the group and ask questions:

What do you see on this sign?, What is the name of the machine on which the person is riding?, What is the word below the sign?, What does the sign's word "ESCALATOR" mean?, What do the arrow symbols mean? and Where might you see this sign?  
Ask group members for questions or comments about the sign.

**Explain all areas of the sign one step at a time, ending with the functional definition:**

**1.** Point to the symbol of a person on the escalator and say, "This symbol is a person riding an escalator. All around the world, people who see this symbol know it stands for the word "escalator."

*Note: Point out that the symbol is on a sign with a blue background. Note that the color of the sign does not matter. The meaning is the same.*

**2.** Point to the sign's word "ESCALATOR" and say the word aloud. State that the word "escalator" means that escalators are nearby. Explain that an escalator is a transportation device made up of moving steps that takes people from one floor of a building to another floor.

**3.** Note that taking the escalator is usually faster and easier than taking the stairs.

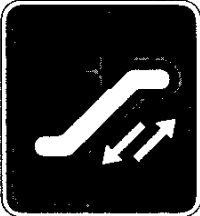
**4.** Point to the two symbols of arrows and say, "What do the two arrow symbols mean?" Explain that the directional arrows on the sign mean that there is an up escalator and a down escalator. State that some escalator signs will not have any arrows.

**5.** Inform participants that escalators are a safe way to move from floor to floor. State that escalators have regular safety inspections by city workers to make sure that they work.

**Functional definition:** Escalators are nearby to take people to other floors in this building.

## Indoor Sign #7 – Escalator Activities

1. Name two places in the community that have this sign. Examples may include malls, stores, hotels, and airports. Ask students if they know of other places in their community where this sign is located.
2. Ask for volunteers to describe their experiences of riding escalators. Ask what type of feelings they have when they step onto an escalator (e.g., excitement, nervousness, or calm). Ask everyone to state the highest floor they have ridden to using escalators (e.g., 4th floor to a banquet hall in a hotel).
3. Hold the sign up to review these escalator rules: make sure shoelaces are tied before riding, watch your step as you step on and off, hold childrens’ hands while you step on and step off, hold the handrail with one hand for balance, each person should keep both feet on one step since it is possible to lose one’s balance otherwise, and people with baby strollers should use the elevator.

<h1>Community Trip Record Chart</h1>				
<ol style="list-style-type: none"> <li>1. Take the group to a place where this sign is located.</li> <li>2. Have students locate and follow the sign(s) to find the “Escalator.” Review all signs near and on the escalator (e.g., “Please Hold the Handrail,” “Attend to Children,” “Watch Your Step,” Avoid Sides,” “Caution – Passengers Only,” “Emergency Stop Buttons,” and “No Running.”)</li> <li>3. Take students in small groups on escalator rides. Watch to make sure that everyone steps on, rides and steps off the escalator in a safe manner.</li> <li>4. Teacher records sign sightings on the chart below.</li> </ol>				
 <div style="border: 1px solid black; padding: 2px; display: inline-block; font-weight: bold;">ESCALATOR</div>				
Place	Location of Sign(s)	Successful Activity (✓)	Date	Notes

## Outdoor Sign #13 – Keep Off The Grass

### Instruction Method



**Objective:** To learn to read and/or recognize and understand this survival sign.

**Materials:** Sign #13 from PCI's Survival Signs Outdoor Posters.

**Instruction Method:** Hold Sign #13 in front of the group and ask questions:

What do you see on this sign?, What does the green grass on the sign mean?, What are the four words on the sign?, What do the sign's words "KEEP OFF THE GRASS" mean? and Where might you see this sign?

Ask group members for questions or comments about the sign.


**Explain all areas of the sign one step at a time, ending with the functional definition:**

1. Point to the symbol of the grass on the sign and say, "This symbol is grass which is a small plant with thin green blades that grows in yards, fields and other places. All around the world, people who see this symbol know it stands for the word "grass."
2. Point to the sign's words "KEEP OFF THE GRASS" and say the words aloud. Explain that these words mean that people and their pets should not walk on the grass.
3. State that this sign is usually by areas where people are allowed to walk (e.g., sidewalks, pathways, courtyard patios, trails, or walkways).
4. Explain that this sign not only means that people should not walk or run on the grass, but it also means they should not ride a bicycle, motorcycle, go-cart or skateboard on the grass, nor drive a car or other vehicle onto the grass.
5. State that this sign means that people should keep their pets on a leash or under control and not let them walk or run into the grassy area. Explain that people should not allow their pets to enter the grassy area to use the restroom.

**Functional definition:** People and their pets should not walk on this grass or grassy area.

## Outdoor Sign #13 – Keep Off The Grass Activities

1. Name two places in the community that have this sign. Examples may include schools, libraries, and nature trails. Ask students if they know of other places in their community where this sign is located.
  
2. Ask students to name people or employees who might use this sign. Those people might include a person in a neighborhood who has just planted new grass, a person in a neighborhood who doesn't want people walking or riding bikes across his or her yard, the gardener at a nature preserve whose job it is to keep the lawn in top condition, the lawn maintenance supervisor at a theme park who wants visitors to stay on the marked pathways, and the landscape designer at a business park complex who wants visitors to stay on the sidewalks so the grass will look attractive.
  
3. Assign students an area of grass to watch for one month. Have them make a "KEEP OFF THE GRASS" sign that is weather resistant and place it in the area. Ask students to observe how their peers react to the sign when they are in the area. Once a week, ask students whether or not most people did as the sign asked.

<h2>Community Trip Record Chart</h2>				
<ol style="list-style-type: none"> <li>1. Take the group to a place where this sign is located.</li> <li>2. Ask students to locate the sign.</li> <li>3. Ask the person responsible for lawn care these questions: Is the sign there for a special reason?, Is the sign displayed year-round?, Do all people obey the sign and stay off the grass? and What happens if an employee or visitor is seen walking on the grass?</li> <li>4. Teacher records sign sightings on the chart below.</li> </ol>				
				
Place	Location of Sign(s)	Successful Activity (✓)	Date	Notes