

Whats hiding in your blind spot?

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This will be your primary source of information about traffic to the rear.

2. With the driver's window rolled up, move your head to the left until it touches the window. Now, adjust your left outside side mirror to just show the side of the car.

3. Return to driving position, then move to the right until your head is at the centerline of the car. From there, adjust the right outside mirror until the side of your car is just visible.

That's it. With the BGE Setting, you see traffic to the rear as usual through your inside mirror, but as a car gets closer in the adjacent lane, instead of disappearing in your blind zone, it

appears in your outside mirror. And as it starts to pass, you begin to see it with your peripheral vision. The car is never out of sight. You have a virtually uninterrupted view of traffic all around you.

Try your new mirror settings on the road. Depending on your car and driving position, you may want to make small adjustments. It may take a few days to get accustomed to the new view, but you will soon learn to rely on the BGE Setting as the "eyes in the back of your head" on the road.

Quote...

"They may forget what you said, but they will never forget how you made them feel."

- Carl W. Buechner (Does anyone know who Carl W. Buechner is (was)? This quote is found in many collections, but alas, with no information about the author. Let us know if you know by emailing us at talk-back@teachers.com)

Learn More:

A non-technical article by George Platzer, "A Simple Way to Prevent Blindzone Accidents" is available from the Public Affairs Committee of the Society of Automotive Engineers (412) 766-4841.

Answer to the Pop Quiz:

When the Carnegie Council on Adolescent Development published its study, "A Matter of Time: Risk and Opportunity in the Nonschool Hours", kids spent about 1% of their time reading. That was in 1993, before the explosive popularity of computer games, DVDs, Instant Messaging and other distractions competing for their time.

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Chalk Talk

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FALL/WINTER 2002

Focus on...

Bullying:

Standing Up to the Problem

The tragic violence in schools has focused new attention on the effects of bullying. It's a problem that forces its way in on us, demanding a response from teachers and administrators. Like a schoolyard bully, bullying itself won't go away if we ignore it. Fortunately, educators now have an effective tool to deal with it.

Bullying, according to the Educational Resources Information Center (ERIC), "is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim." Dan Olweus, a research psychologist who created an innovative bullying prevention program, adds that the behavior happens repeatedly, and it is difficult for the victim to defend against.

The "Olweus Bullying Prevention Program" for elementary, middle, and junior high school students (ages 6 to 15), has produced impressive results:

- ✓ 30% to 70% reduction in student reports of being bullied and bullying others.
- ✓ Significant reductions in student reports of general anti-social behaviors (e.g. vandalism, fighting, theft and truancy).
- ✓ Significant improvements in classroom order and discipline.
- ✓ More positive attitude to schoolwork and school.

The program provides intervention to decrease the opportunities and rewards for bullying. It aims to reduce the suffering of the victims, and to counteract their tormen-

tors' aggressive tendencies, which are likely to expand into other antisocial behavior, including substance use and abuse.

This success hasn't been lost on the U.S. Department of Health and Human Services. It features the Olweus Bullying Prevention Program as a model program under the Substance Abuse and Mental Health Services Administration. (See Sources.)

Can you spot a victim? Bullies can.

Even if you haven't seen an assault, you may be able to tell when a child is a target of bullying. He or she may appear withdrawn, isolated, sad or unaccountably angry. Parents may report that the student does not want to go to school.

Bullies are opportunistic. They tend to pick a potential victim by the child's demeanor and social behavior rather than physical size. So, one of the most effective ways to turn back a bully is to help children gain confidence and peer support.

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Welcome to Chalk Talk

Teachers' Insurance Plan proudly introduces the new information-packed Chalk Talk newsletter. Chalk Talk promises to include helpful news and insights, from teaching tips to car safety issues.

As a member of Teachers' Insurance Plan, you belong to a special class of drivers, and Chalk Talk is just one of the many ways we would like to show you our appreciation and support.

TALK-BACK to Chalk Talk

Share your thoughts with us and your fellow educators. We welcome your comments, questions, and suggestions. Just e-mail us at:

talk-back@teachers.com

Include your full name and professional position (e.g., teacher, principal, guidance counselor, etc.).

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The Mother of All Drivers

For all the lame jokes about women drivers, we might still be trotting around on horses if it had not been for a woman taking the wheel (actually a tiller in this story). Karl Benz took out the first patent for an automobile in 1886, but it wasn't until 1888, when his wife Berthe took the little Motor Wagen out for a 100-kilometer jaunt that anyone paid attention to the invention that would change the world. Frau Benz's unauthorized outing with her two young sons aboard demonstrated the Benz car was not only safe and reliable, but also "easy enough for a woman to master."



Focus on...

BULLYING

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Standing up to the problem.

The stakes are incredibly high – as high as life itself. And the pattern of bully and victim tends to persist into adulthood, where it is often acted out in the workplace with disastrous impact. Taking on the problem by implement-

ing a bullying prevention program may head off a possible catastrophe, and almost certainly will help reduce classroom disruption, fighting and truancy.

Think of a schoolyard bully snarling at you "What are you gonna do about it?" Today your answer can be "Plenty!"

Learn More:

The Olweus Bullying Prevention Program - U.S. Dept. of Health and Human Services Substance Abuse and Mental Health Services Administration

http://modelprograms.samhsa.gov/programs_all.cfm?tbviewed=40

Bullying at School: What We Know and What We Can Do

by Dan Olweus, Blackwell (1993)

The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8

by Allan L. Beane, Free Spirit Publishing (1999)

Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders

by Arthur M. Horne et al., Research Press (2000)

In the Passenger's Seat...

What's Hiding in Your Blind Spot?

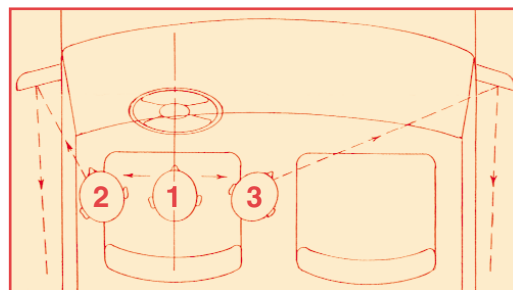
As every child knows, teachers have eyes in the back of their heads to catch class cut-ups. Now, an automotive engineer has come up with an amazingly simple way to extend that see-all ability to driving to help you steer clear of lane-change and merge crashes. The National Highway Traffic Safety Administration (NHTSA) estimates there are about 630,000 of them with 225 fatalities annually.

If you've ever started to change lanes only to hear a frantic horn blast from a car hidden in your car's blind zone, you know the problem. The engineer, George Platzer, has developed a simple method to minimize the blind zones simply by adjusting your car's mirrors. His Blindzone/Glare Elimination

(BGE) Setting doesn't require any additional equipment or modifications to your car, and it's easy to make part of your driving routine. You won't have to turn in the seat or take your eyes off the road to look around. Here's how to adjust your mirrors for the BGE Setting:

1. Sit behind the wheel and set the inside mirror to give maximum coverage out the rear window.

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Achieving the BGE Setting is as easy as 1, 2, 3.

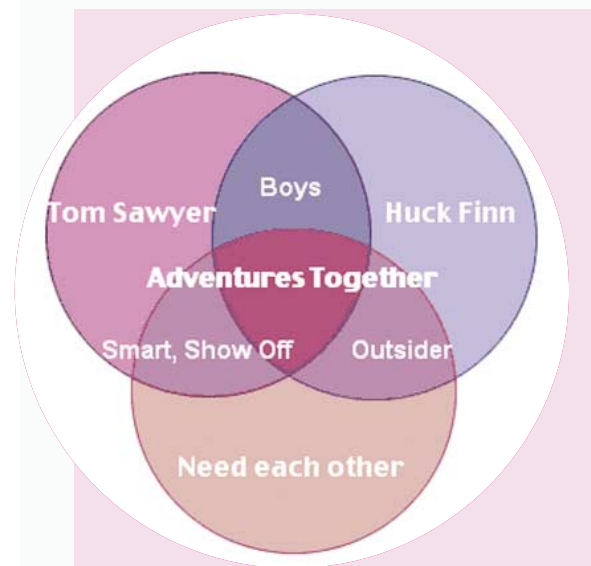
Helpful Tips...

"See what I mean?"

Concept graphs and mind maps.

Conceptual graphs or mind maps give relationships visual impact.

Sure, a picture is worth a thousand words, but what if you can't illustrate a relationship mathematically? Turn to conceptual graphs and mind maps. They can make relationships in a wide range of "soft" subject material easier to understand, less ambiguous and more appealing. They help students see how ideas connect and affect each other – how concepts fit into a structure. They're a terrific way to communicate new ideas, organize projects, and fire up discussion.



Simple Venn diagram comparing characters Tom Sawyer and Huckleberry Finn.

For example, when students do a familiar "compare and contrast" exercise as a Venn diagram, the lesson can take on added richness, showing not only the similarities and differences between characters, but suggesting dramatic conflicts.

In the 1960's, a new technique was developed for representing knowledge. Called "concept mapping," it depicts knowledge as points representing concepts and links representing relationships; in other words, as networks. Conceptual maps reveal new ways to look at – and think about – what we already know, and provide structures to explore further. Literally. NASA uses them in planning space exploration.

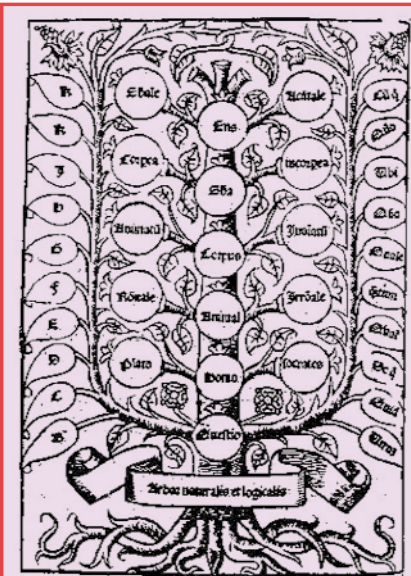
Unlike a conventional text outline, conceptual graphs and mind maps can take almost any form, suggesting connections, relationships and metaphors that otherwise might not be apparent. They are powerful tools for organizing concepts, and are routinely used in brainstorming sessions, web site design, planning and analyzing management structures, even organizing large written works.

Best of all, we don't have to dumb down the material. Students have such a strong visual orientation, they readily learn, understand and create even difficult concepts. Pass the pie chart, please.

Sources and Resources:

Create a Venn Diagram: <http://www.venndiagram.com>

Lesson plan: Comparing Two Poe Classics http://www.education-world.com/a_tsl/archives/02-1/lesson037.shtml



In the 13th century, Ramon Llull diagrammed logical relationships of all human knowledge through the "Tree of Knowledge".

Graphic organizers created by students: http://home.earthlink.net/~tsdobbs/Graphic_Organizers/graphic_organizers.html

Pop Quiz

Children between the ages of 9 and 14 spend 20% of their waking hours watching television. How much time do they spend reading?

- a. 20% c. 1%
b. 10% d. 0%

answer on page 4

Important Information



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