Operators of Farm Equipment have special considerations to take when operating near trains and train tracks. This PowerPoint presentation and Lesson Plan with Supplemental Activities help students to build habits for safe operation near their equipment.

Students will learn:
1. Key Facts about trains..
2. Reminders for operating farm machinery and equipment near tracks
3. Safe practices for driving near tracks
4. What to do if there is an emergency near a track.
5. How to find more information through Operation Lifesaver
As you go through this slide, know these simple truths for how trains move.

Explain to students that any time is train time. Trains may move like a car, but they operate in very different ways.

- Trains can come at any time, in any direction!
- Trains don’t have LANES… they can go either way on the track
  - Trains travel on any track at any time in either direction.
- Trains run on any track, even if you haven’t seen one in a while!
Trains Cannot Swerve!

- Trains do not have a steering wheel.
- Trains cannot swerve.
- Trains can only follow the tracks.

Suggested notes for dialogue: While exploring how trains operate, students should identify the dangers of driving too close to or on a track, since a train cannot swerve.

Supplemental Activity #1: How Does a train move?
Trains cannot stop quickly.

It can take a train going 55 miles per hour a mile or more to stop. Once a train sees you or your vehicle, it is often too late!

Suggested Notes for Dialogue: Trains can stop. They have brakes, and slow to a full and complete stop just like any vehicle or equipment you might be operating. However, it takes trains a very long time to stop.

Consider: The stopping distance chart to the right of the presentation highlights how many feet it can take for a vehicle to stop. Because of their weight, it takes a train a MILE OR MORE to come to that same full and complete stop.
Operating Equipment Near Trains and Tracks

Suggested notes for dialogue: During this transition, consider the types of equipment your group is used to or learning to operate. Discuss:

1. Considerations they must take to start their equipment.
2. How their equipment moves (up down/side to side)
Knowing Your Equipment: Ask Yourself

- Are there any parts of your equipment that might get caught on the track?
- Are there any pieces that could get stuck? Do I know how to move those?
- Do I know how long it takes for my equipment to safely clear the crossing?
- Knowing the relative size of your equipment can help you make a smart choice about where your equipment can cross.

Suggested Notes for dialogue: Incorporate individual learning models for this section. **Ask:**

- How long does it take to safely move pieces of equipment? (consider driving but also raising/lowering hitches)
- **Ask:** What might happen to your equipment if you do not move it in time? The land? The tracks?
Approaching the Crossing

Can you see?
- Check down the track in BOTH DIRECTIONS.

Can you hear?
- Farm Equipment is LOUD and trains are quieter than you think.

Suggested Notes for dialogue: At a crossing, be aware of what you need to do to get yourself and your equipment across.

Trains are longer, faster, and quieter than ever before.
Suggested Notes for Dialogue: This is an example of an active crossing: a crossing with lights, sounds, and a physical barrier (gate)

Often on farms and rural land, we see passive crossings: a sign indicating a railroad crossing (crossbuck) and an Emergency Notification System Sign

Supplemental Activity #2: Know the Signs (Slides 8-11)
What if I have an emergency near the train tracks?
This is an Emergency Notification System Sign (we call it an ENS or “Blue and White”)

If there is an emergency on or near the tracks, look for this sign.

Each sign at every crossing is different; the 800-number and crossing ID are unique at every crossing!

Supplemental Activity #2: Know the Signs (Slides 8-11)
How to get help in an emergency:

**GET OUT! GET AWAY!** If the vehicle you are in gets stuck or stalls at a crossing, get out and far away immediately!

**LOOK**
LOOK for the Blue and White ENS Sign

**CALL**
CALL the 800-number listed on the sign

**GIVE**
GIVE the Crossing ID Number to the dispatcher

No ENS Sign? Call 911!

Review the steps of what to do in an emergency.

Remind participants that if they are unsure of how to use the sign that they can always call 911 and be connected with help.

For “GET OUT” note for students that this is if they are stuck on tracks. If they are calling to report a problem on or near the tracks, but *are not on the tracks themselves*, they do not need to get out of their machinery/vehicle.
Consider Distractions

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<thead>
<tr>
<th>Internal</th>
<th>External</th>
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<tbody>
<tr>
<td>Hunger</td>
<td>Radio</td>
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<tr>
<td>Zoning Out</td>
<td>Equipment Noise</td>
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<tr>
<td>Time Constraint</td>
<td>Sight lines</td>
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<tr>
<td>Feelings and Emotions about other Subjects.</td>
<td>Fans</td>
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</tbody>
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Suggested Notes for Dialogue: A **distraction** is anything that prevents you from giving your full attention to something else.

Distractions can be **internal**; like our thoughts and feelings.
Distractions can be **external**; like things that prevent us from hearing fully or seeing clearly.

**Supplemental Activity #3: The Distraction Chart**
Proceeding at the Crossing

**Look both ways**, rocking forward in your seat if you need to see around any obstructions.

**Turn down** your radio and roll down your window to listen for the sound of a train.

**If you don’t see or hear anything**, proceed through the crossing quickly.

**When you do make the decision to go over the tracks**, move quickly (but safely), don’t stop, ensure your equipment will fit completely across and do not shift gears.

Suggested Notes for Dialogue: Go over the three steps that help students identify if it is safe to go at a crossing.

Highlight that when you DO make the decision to go over the tracks, move quickly (but safely)

Reiterate that you should never switch gears while going over the train tracks as that can cause your vehicle to catch or stall on the tracks.
What about...?

Suggested Notes for Dialogue: As your presentation comes to a close, remind students that stopping track tragedies starts with taking a few extra seconds to understand their surroundings.

Use these images to discuss the types of equipment and when this equipment might be used.

1. What challenges would these types of equipment present when coming to a crossing.
2. What are ways that you can take care of your equipment to keep it safe (and you safe!) while crossing train tracks?
IN THE U.S., A PERSON OR VEHICLE IS HIT BY A TRAIN EVERY 3 HOURS.

TRAINS ARE QUIETER AND FASTER THAN YOU THINK — ONLY TRAINS BELONG ON THE TRACKS.

THE AVERAGE FREIGHT TRAIN TRAVELING 55 MILES PER HOUR CAN TAKE A MILE OR MORE TO STOP — THE LENGTH OF 18 FOOTBALL FIELDS.
To Remember:

1. Avoid tips and spills by making sure that farm machinery wheels are properly lined up with the railroad crossing surface.
2. Stop no closer than 15 feet from the crossing and leave at least 15 feet between the front and rear of your vehicle and the nearest rail.
3. Be aware that liquids or top-heavy grain wagons are prone to tipping.
4. Don’t lose your load or your life!

As you review this slide, reiterate to students any specific instructions for operating their machinery.
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Visit: www.oli.org

If you or any participants have questions, please reach out! You can contact us at general@oli.org

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