

Pedestrian Safety

Instructor's Guide

ENGLISH AS A SECOND LANGUAGE





Pedestrian Safety

Objectives:

By the end of the pedestrian safety lessons, the student will be able to:

Pedestrian Safety	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> ● Discuss use of walking, biking, and driving as forms of transportation. ● Describe pedestrian risks and safety practices for both children and adults. ● Discuss a pedestrian-motor vehicle crash and its consequences in the lives of two families. ● Identify errors that contribute to pedestrian-motor vehicle crashes. ● Identify bright and reflective clothing and safety items. ● Describe important aspects of visibility, including visible clothing, items, and the importance of eye contact. ● Identify the meanings of pedestrian signs and signals. ● Invent strategies for making sure that family and friends who choose to drink, don't drive impaired, and if choosing to walk or ride a bike as an alternative, to do so in a safe manner. ● Create a class list of pedestrian safety rules for children and families. 	<ul style="list-style-type: none"> ● Use simple present continuous aspect. ● Use simple present tense and commands, both positive and negative. ● Ask and respond to simple <i>yes/no</i> and <i>wh</i>-questions, both positive and negative. ● Use simple prepositions of location. ● Use the modals <i>must</i> and <i>should</i>. ● Use simple past tense with high-frequency verbs. ● Produce end-of-question intonation. ● Produce and contrast phonemes needed to enhance comprehensibility, such as <i>[ng]</i> and <i>[s]</i>

Time: 8 hours. This time can be divided among several class sessions. The time allotment is approximate and depends upon instructional choices and students' proficiency levels.



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Materials and Preparation:

- A color copy of **Pedestrian Safety Student Handbook** for each student.
- Flipchart paper or poster board.
- Large black permanent markers.
- A few dice. Each group of three students must have one die.
- Photocopies of **Instructor's Guide, pages 36-37**, Road to Safety Board Game.
- Additional items: This includes items from home, borrowed, or purchased from bicycle shops, hardware stores, Army/Navy stores, etc. Most items are inexpensive and can be reused in future classes. Having the items to show students will make the content much more accessible to them. Items to bring to class include:
 - ◆ a flashlight
 - ◆ examples of bright and fluorescent clothing (and a piece of dark clothing for the sake of comparison)
 - ◆ reflective vest
 - ◆ flashing clip-on light
 - ◆ reflective arm band
 - ◆ reflective stickers or tape



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Key Vocabulary:

alcohol	injured
bike (bicycle, bicyclist, cyclist, bicycling)	intersection
bright	license
child (kid, son, daughter)	motor vehicle
clip light	parked
crash	pedestrian (walker)
cross	penalty
crosswalk	public transportation
curb	reflective
danger (dangerous)	road (street)
dark	safe
designated driver	sidewalk
drive (driver, driving)	sign
eye contact	signal
facing	tragic
flashing	vehicle (car, truck, bus, moped, bicycle on the roadway)
fluorescent (and/or bright)	visible/visibility
habit	walk
impaired (impairment, under the influence of drugs or alcohol, drugged)	

Introduction:

This curriculum module, *Pedestrian Safety*, is the first of a two-part series designed for the adult English language learner at the high beginning and low intermediate levels. The second module in the series is called *Bicycle Safety*. Each of the modules has an Instructor Guide and a Student Handbook.

Immigrants, particularly Hispanic/Latino immigrants, are disproportionately affected by pedestrian and bicycle crashes in the United States. This curriculum module presents key safety concepts through the story of a pedestrian-motor vehicle crash and its consequences in the lives of two families. This curriculum series presents key safety concepts as it tells the stories of a pedestrian-motor vehicle crash, a second motor vehicle crash caused by a teenage bicyclist, and the consequences of these crashes in the lives of two families.



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Resources:

This Instructor Guide was designed to support the instructor in presenting content that may be unfamiliar. It is recommended that the instructor read about the topics of pedestrian safety to ensure that correct information is being given to students. For additional information, see the following resources:

- National Highway Traffic Safety Administration: www.nhtsa.gov. Search on *pedestrian* and *bicycle*.
- Pedestrian and Bicycle Information Center: www.walkinginfo.org
- National Center for Safe Routes to School: www.saferoutesinfo.org

Instruction:

The students will have a range of experiences, knowledge, and interest in pedestrian and bicycle safety practices. Use the second activity in this module, *Getting Around*, as a needs assessment for the class. The results will show how many students in the class walk, drive, bicycle, or use public transportation on a regular basis. This information will, in turn, help guide the lesson planning for the rest of this module and for the second curriculum module, *Bicycle Safety*. The story line that begins in *Pedestrian Safety* continues in *Bicycle Safety*. The safety messages in the second module build upon those presented here, so it is advisable to teach the *Pedestrian Safety* module before the *Bicycle Safety* module.

It is important that the teacher emphasize the main safety messages throughout this module; they are the most important elements of this curriculum. For a consolidated list of this module's safety messages to use in lesson planning, see the Review list on **page 44** of this Instructor's Guide.

Listening Segments:

- Pedestrian Safety contains one recorded listening segment (**Listening #1: Activity 6**);
- See **page 18** of the **Instructor's Guide** for the written dialogue that the students will listen to in the listening segments of this curriculum.



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Notes to Instructor:

- NHTSA encourages the instructor to use the word *crash* in lieu of *accident* when teaching the pedestrian safety module. The term *accident* could be understood to infer that the incident could not be prevented; many crashes can be avoided. Nonetheless, many students may know the word *accident*, and it is more commonly used. Therefore, it is wise to introduce both terms and then use the word *crash* most frequently. Throughout the use of these modules, emphasize the fact that many crashes can be prevented if traffic safety behaviors are learned and used by pedestrians, bicyclists, and motorists.
- In the context of this module, the word *bike* will be used interchangeably with the word *bicycle* and the words *bicyclist* and *cyclist* will refer interchangeably to the person who rides the bicycle.
- NHTSA also uses the term *vehicle*. The students are likely to be more familiar with the terms *car*, *truck*, *bus*, etc. Introduce *vehicle* as the more general term that encompasses all these things.
- It is advisable to bring in examples of clothing items that are fluorescent and those that are merely bright. During your discussion of these items, show these examples and contrast them with dark clothing to make the distinctions clear.
- Emphasize the fact that bright clothing may be acceptable to increase visibility during the day, but at night pedestrians should:
 - ◆ Wear reflective clothing or items like reflective dots or strips;
 - ◆ Apply and use a flashing red clip-on light or reflector on a backpack; and
 - ◆ Use a flashlight.
- Make sure students understand that white clothing is not more visible to a motorist at night, dusk, dawn, or in inclement weather.
- If you are not able to bring in the items, use the pictures of the items in the Student Handbook to introduce the vocabulary.
- Please note that **it is important to provide students with color copies of the Student Handbook**, since several of the safety messages refer to the color of clothing, traffic signals, and other items depicted in the photos.

Activity 1: On The Road

Introduction and Warm-up

1. Ask students to look at the photos in **Activity 1** on **Student Handbook, pages 2-3**.

2. Ask students to identify what they see in the photos and write responses on the board. Responses you are likely to hear will be:

parent mother family kid/child road/street crosswalk
bike/bicycle bicyclist/cyclist driving/driver pedestrian/walker
car/vehicle bus

3. Ask students to tell you what the people are doing in each of the photos. Encourage students to use the present continuous form of the verb and write the sentences on the board:

*They are walking. David is bicycling. Carmen is taking the bus.
Nati and Samuel are crossing the street. Carlos is driving.*

Students can write their own notes in the boxes provided next to the photos.

Notes to Instructor: Depending upon the level of your students, you may want to review the present continuous at this point. Use step #2, above, to remind students how to form the present continuous, using a form of the verb to be and a verb + -ing.

Remind them that the present continuous is often used to talk about actions that are in progress now. Note also that the last step of Activity 1 provides an opportunity to contrast the use of the simple present and the present continuous.

4. Practice the pronunciation of the participles [e.g., walking] with the students. Focus their attention on the stressed vowel sounds and the unstressed [ng] endings.

5. Tell students how you get to class and to the grocery store. Then, ask students how they get to work, to class, to the grocery store, and other places:

*I walk to class. What about you?
Do you walk to class, drive to class, or take a bus?*

 Pedestrian Safety Student Handbook

Activity 1: On The Road

1  What are they doing?
Samuel and Nati Ruiz

2  What is Carlos doing?
Carlos Lorenzo



3  What is David doing?
David Lorenzo

4  What is Carmen doing?
Carmen Ruiz





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*I drive to the grocery store. Do you drive to the grocery store, too?
Do you bike to work?*

Use primarily yes/no questions and encourage students to give positive answers (Yes, I do.) or negative answers with more information (No, I don't. I drive to work.). Write examples of these answers on the board.

Activity 2: Getting Around Speaking

1. Transition from the warm-up discussion above to this class activity. Write the following questions on the board:

- How do you get to class?
- How do you get to work?
- How do you get to the grocery store?

2. Explain that students will now find out how their classmates travel to class, work, and the store. Ask them to open to **Activity 2 on Student Handbook, page 4**, and read the instructions.

3. Read the example with students, and then model another example with a class volunteer. Students should fill in the second box on their grid with this example. Then, practice the pronunciation of the questions on the board, first as a whole class, then individually. Draw arrows over the questions to call attention to rising question intonation and model it several times. Give students time to practice. Have students volunteer answers to the questions. Be sure that you have all samples:

I walk, I drive, I ride a bike, I ride/take a bus/train.

4. After you are sure students understand how to do the survey, ask everyone to stand up and walk around the room, asking up to seven different classmates the questions, and filling out the survey sheet. Remind them to speak only in English.

Circulate among students to make sure they fill out the grid correctly, and give feedback to individuals on pronunciation and question intonation.

Activity 2: Getting Around

Instructions: Interview your classmates. Find out how they get to class, to work, and to the grocery store. Write their names in the left-hand column. Check the correct box according to their answers.

Name	How do you get to class?				How do you get to work?				How do you get to the grocery store?			
	Drive	Walk	Bike	Bus / Train	Drive	Walk	Bike	Bus / Train	Drive	Walk	Bike	Bus / Train
Iris			✓		✓					✓		✓



Notes to Instructor: In this activity and the one that follows, emphasize that every person is a pedestrian/walker (in traffic). Even if one just walks to and from one's car, across a busy shopping mall parking lot, to the mailbox, or to and from the bus stop, he or she is a pedestrian and is exposed to traffic.

Also, emphasize that students may use more than one form of transportation. For example, if a student walks to the bus stop and then takes a bus, the student both walks and uses public transportation. In the example on the survey, two choices are checked in the last column.

Finally, please note that though students are asking questions in the second person (and answering in the first person), they will report their classmates' answers in the third person. For example, Iris drives to work. This is a good place, then, to take time to remind them of the third person singular –s of the simple present and contrast it with the first and second person forms. Monitor students' responses in the activity below to make sure they form the third person singular correctly.

Activity 3:

Our Transportation Habits

Speaking and Writing

1. Write the following headings on the board:

Class Transportation Habits

Drive Walk Bike Take Public Transportation (bus, train)

2. When the survey from Activity 2 is finished, bring the class back together and draw their attention to the headings on the board. Explain that we can now find out what our class transportation habits are.
3. Begin to ask simple questions with *who* and elicit the information that students gathered.

Example: Q: *Who drives to work?*
A: *Juan drives to work.*
A: *Maria.*
A: *Esteban does.*



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Activity 3:
Our Transportation Habits

Instructions: Write four conclusions about our class transportation habits.

Examples: In our class, five people drive to class.
In our class, seven people walk to work.

drive
1. _____

walk
2. _____

bike
3. _____

take public transportation
4. _____

■ ■ ■

Place names under the appropriate heading. In this case, you would have three names under Drive on the board. Please note that, at this level, any of the types of responses listed above (i.e., incomplete sentences) are acceptable.

Move on to their results for “getting to work” and “getting to the grocery store.” It is quite possible that a student could have his or her name listed under more than one heading.

4. Observe the results with the students. Ask students to use the information on the board to make statements about class transportation habits.

Example: Q: *How many people drive to class?*
A: *Seven people drive to class.*

Q: *How many people in the class bike to work?*
A: *Two people bike to work.*

5. Ask students to open to **Activity 3 on Student Handbook, page 5**, and read the instructions. Check for comprehension. They should take time individually to write their conclusions about the class’s transportation habits, using the examples as models. Circulate among students to assist and give feedback. When students are finished, have volunteers read their answers and see if everyone agrees with the conclusions. Write the correct conclusions on the board.

Activity 4: A Crash

Reading

Refer students back to the pictures in **Activity 1 on Student Handbook, pages 2-3**. Ask students whether the actions depicted in each one are *safe* or *dangerous*. Write those adjectives on the board. Make sure students understand their meaning, and practice their pronunciation. Ask why students believe the actions to be *safe* or *dangerous*, eliciting the word *crash*, among others. Write *crash* on the board.





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Activity 4: Crash

Activity 4a

Instructions: Read the newspaper article below.



Daily News
Local Businessman Hits Pedestrian: Child Injured

Carlos Lorenzo, the owner of the Fresh Food grocery store, had a car crash at 9:45 on Saturday night. He hit 13-year-old Carmen Ruiz, who was crossing Florida Street in the middle of the block. She walked out between two parked cars. An ambulance took Miss Ruiz to La Merced Hospital. She is in serious condition.

Officer Oveda reporting from the scene of the crash said that the driver, Mr. Lorenzo, was returning home after a party. Mr. Lorenzo's 14-year-old son, David, was in the car with him at the time of the crash. The officer said Mr. Lorenzo did not see Miss Ruiz in the rainy weather.

People in the community say that they are sad and shocked. They say that Carmen is a happy girl. They say that Mr. Lorenzo's customers love him.

Carmen's mother, Nati Ruiz, said that the crash was a tragic event for her family. She asks that people in the community keep Carmen in their thoughts and prayers.

Officer Oveda took Mr. Lorenzo to the police station for investigation. He is in trouble.



Activity 4b

Instructions: Draw a line between similar words or phrases in the first column and the second column.

Example: sad — you can see it
 injured — very surprised
 visible — people who walk
 shocked — not happy
 pedestrians — hurt

Activity 4c

Instructions: Decide whether each statement below is true or false. Place a ✓ in the correct box. Underline each sentence in the article on page 6 that proves the sentences below are true or false.

	True	False
Example: Mr. Lorenzo owns a grocery store.	✓	
1. Mr. Lorenzo hit Carmen Ruiz with his car.		
2. It was rainy and dark at the time of the crash.		
3. Carmen crossed the street at a crosswalk.		
4. Carmen Ruiz is at the hospital in good condition.		
5. Mr. Lorenzo has a teenage son named David.		
6. Mr. Lorenzo went home after the crash.		

Notes to Instructor: At this point, you have not yet discussed the factors that make walking and bicycling safe or dangerous. The goal of this step is to get students talking about their opinions and the safety risks and behaviors that they already know. Later in this module, refer back to this discussion.

Activity 4a

1. Ask students to open to **Activity 4a** on **Student Handbook, page 6**.
2. Ask them to read the article's headline. Check for comprehension.
3. Then, ask them to read the article without using their dictionary.

Activity 4b

1. Have students work in pairs to complete **Activity 4b** on **Student Handbook, page 7**.
2. Review the answers as a class.

Activity 4c

1. Ask students to read the article again. Then, ask them to do **Activity 4c** in **Student Handbook, page 8**, individually.
2. They should underline the answer to each question in the reading.
3. Review the answers as a class.
4. Discuss any questions that come up and make sure students have a basic comprehension of the article.
5. The answers are listed in the chart below.
6. Summarize the main traffic safety point of this exercise for students (see Notes to Instructor).



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Answers for Activity 4c	True	False
Example: Mr. Lorenzo owns a grocery store.	✓	
1. Mr. Lorenzo hit Carmen Ruiz with his car.	✓	
2. It was rainy and dark at the time of the crash.	✓	
3. Carmen crossed the street at a crosswalk (see Notes to Instructor).		✓
4. Carmen Ruiz is at the hospital in good condition.		✓
5. Mr. Lorenzo has a teenage son named David.	✓	
6. Mr. Lorenzo went home after the crash. (see Notes to Instructor).		✓

Notes to Instructor: Carmen was crossing the street in the middle of the block, not inside the crosswalk. It is important to cross the street in crosswalks, which are usually located at intersections.

Mr. Lorenzo had to go to the police station for further investigation of the crash. The crash is a serious matter.

Both the driver (Carlos Lorenzo) and the pedestrian (Carmen) did some things that could have caused this crash. Both could have behaved differently which could have prevented the crash.

Activity 4d

1. Break students up into partners or small groups.
2. Ask students to discuss **Activity 4d** on **Student Handbook, page 9**, with their partner or small group. Ask them to come up with various possibilities of what might be happening in the story.
3. Circulate among students to assist and give feedback.
4. Return as a group and discuss and guide the discussion to some possible responses (see ideas listed in box below).

Note to Instructor: Question #5 in the **Student Guide, page 9** might be sensitive for some students if, for example, a family member or friend has been involved in a crash. Tell students that they can discuss question #5 only if they feel comfortable doing so. During class discussion, call only on volunteers.



Activity 4d

Instructions: Discuss the following questions with a partner.

1. Mr. Lorenzo was in a crash. Maybe he made some mistakes. What were they?
2. Why do you think the officer took Mr. Lorenzo to the police station?
3. Carmen Ruiz was in a crash. Maybe she made some mistakes. What were they?
4. Carmen Ruiz wasn't visible. Why?
5. Do you know someone who was in a vehicle crash? If so, who? What happened?

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Be sure to emphasize the fact that Mr. Lorenzo has a teenage son named David. His picture appears in **Activity 1** on **Student Handbook, page 3**. David will play a more prominent role in *Bicycle Safety*, so it is important that students are introduced to him now.

Discussion for Activity 4d	Possible Responses
<p>1. Mr. Lorenzo was in a crash. Maybe he made some mistakes. What were they?</p>	<p>a. He was at a party - maybe he had been drinking; drinking can affect your judgment and your ability to drive safely.</p> <p>b. Maybe he was talking to his son and not paying attention to his driving.</p>
<p>2. Why do you think the officer took Mr. Lorenzo to the police station?</p>	<p>a. He's in trouble.</p> <p>b. Maybe his breath smelled of alcohol.</p> <p>c. Maybe the officer determined that his drinking had affected his ability to drive safely.</p> <p>d. Because he had a crash.</p> <p>Note: Avoid getting off on a tangent that he was driving illegally or is an illegal immigrant—direct the discussion more about the crash or driving behavior</p>
<p>3. Carmen Ruiz was in a crash. Maybe she made some mistakes. What were they?</p>	<p>a. She wasn't visible.</p> <p>b. She walked out between two parked cars which makes it hard for drivers to see her.</p> <p>c. She should cross in a crosswalk or at a corner (not between two parked cars).</p> <p>d. She was talking on the phone instead of paying attention and watching for traffic as she crossed.</p> <p>e. She was walking at night in the rain; walking at night and walking in inclement weather puts pedestrians at an increased risk for drivers to see them.</p>



Discussion for Activity 4d	Possible Responses
<p>4. Carmen Ruiz wasn't visible. Why?</p>	<p>a. She was walking at night and in the rain. b. Maybe she was wearing dark colors. c. Maybe the street wasn't lit. d. Maybe Mr. Ruiz wasn't expecting to see her or he wasn't paying attention.</p>
<p>5. Do you know someone who was in a vehicle crash? If so, who? What happened?</p>	<p>Open discussion</p>

Activity 4e (optional)

To help students better understand what happened in the crash, create the opportunity for some to role play the scenario in front of the class. Students can play the roles of Carmen, Carlos Lorenzo, David Lorenzo, and Officer Oveda, using props to create a “road,” a “car,” and other important items.

Activity 5: Visibility

Vocabulary Presentation and Identification

Notes to Instructor: Discussion question #4 in the previous activity has to do with visibility. Make the transition from that discussion into this presentation and discuss how to make children (and other family members) more visible on the roads. By bad/inclement weather we mean hazy, foggy, rainy—or other conditions where visibility of motorists and pedestrians or bicyclists might be compromised.



Activity 5a

1. Ask students:

Question: How can you be more visible on the roads? (during daytime) (during dawn, dusk, bad/inclement weather) (at night)

Answer: During daytime hours wear bright clothing; During inclement weather and/or night,

- Wear reflective clothing or material on clothing (dots, strips, arm bands)
- Carry and use a flashlight at night

Question: How can your children be more visible?

Answer: Get some ideas from students. Children and adults should use the same guidelines for being more visible to traffic, regardless of weather conditions. The following should be elicited:

- Walk where drivers can see you
- Walk facing traffic
- Walk in a crosswalk
- Walk with the walk signal

Students may also suggest other safety behaviors. Although the following behaviors do not have to do with visibility, they do make one safer and are good discussion points if they are raised:

- Have patience. Wait for traffic to pass before crossing.
- Look both ways for traffic before crossing.
- Obey traffic signs and signals.
- Cross only at crosswalks (or where drivers expect pedestrians to cross).
- Make eye contact with drivers so that you are sure they see you.

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Activity 5: Visibility

Some of the following items create light, and others are reflective. That means that they reflect, or "bounce" light. You can see these items in the morning, at night, and in bad weather.

Instructions: Look at the pictures on the following page. Choose the word that describes each picture from the box and write it on the line below the picture.

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- fluorescent colors
- flashlight
- front light
- rear light
- reflective materials



1. _____



2. _____



3. _____



4. _____



5. _____

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2. Now ask students:

Question: Sometimes drivers don't see pedestrians and bicyclists. Why?

Answers: Get some ideas from students. Elicit or suggest the following, using the simple present and the present continuous:

- The driver is driving too fast.
- There are no lights on the roads or it is raining (low visibility).
- The driver is not paying attention (day-dreaming, listening to the radio, talking on a cell phone, etc.)
- The pedestrian/bicyclist is not wearing reflective/visible clothing.
- The pedestrian is not in the crosswalk.
- The pedestrian is walking in the street.
- The pedestrian walks into the road from between parked cars.
- A child runs into the street.
- A bicyclist doesn't stop or yield to traffic from a driveway.

3. Introduce the items that you brought to class (fluorescent or bright clothing, flashlight, and reflective items.) Hold them up one by one, have students name them and/or name them yourself, write the words on the board, and practice their pronunciation. Make sure to introduce and practice the following terms:

reflective fluorescent bright

Point out that dark or dull is the opposite of bright. Point out that white is not necessarily bright. It is not as visible as bright or fluorescent colors.

Ask students if they or their children already use these items. If so, where and when?

4. Ask students to open to **Activity 5 on Student Handbook, page 10**, and work in pairs to complete the vocabulary identification activity. Review the answers as a class.



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Answers:

1. flashlight
2. reflective tape
3. clip light
4. reflective arm bands
5. fluorescent color and bright clothing (note that there are two answers)

5. Ask students:

Question: Where can you buy these items?

Answers: On the board, make a list of local stores on the board where they can buy the items. Ask students if they can also guess the approximate costs of the items.

Store names and prices vary from community to community. If possible, gather some of these local names and prices in preparation for class. The items can often be found in bicycle shops, outdoor recreation and sporting stores, Army/Navy stores, and big box department stores like Target, Kmart, and Wal-Mart.

Activity 5b (optional)

See **Activity 13c** on **page 42** of this **Instructor's Guide**. It describes a "Web quest" activity that students can do to identify the online retailers that sell pedestrian safety items and the prices at which they are offered. If students do not regularly use the Internet, assign them the homework of checking local stores' prices for these items. This is an excellent exercise to help students further practice the vocabulary and empower them to buy and use important safety items.

Notes to Instructor: During this discussion and all others that follow, emphasize the fact that one must take personal responsibility for one's own safety. It is important to obey traffic rules and make oneself more visible. However, one must always look for traffic and judge when it is safe to cross the street. Even if a signal says "Walk," always stop at the curb, look left, right, and left again, and make sure it is safe to cross.

Activity 6: From Now On

Listening and Writing

Activity 6a

Activity 6: From Now On

Activity 6a

Instructions: Listen to Nati talk to Sarah about what she learned.

Nati Ruiz is Carmen's mother. She is visiting Carmen in the hospital. Sarah, Nati's friend, came to the hospital to offer her support.



1. Ask students to turn to **Activity 6a** on **Student Handbook**, page **12**.
2. Ask students to look at the picture of Carmen Ruiz's mother, Nati Ruiz, talking to her friend. Ask them:

Where is Carmen now?

How does Nati Ruiz feel right now?

What do you think she is saying to her friend?

3. Ask them to listen to Nati talk to her friend Sarah. Play **Listening #1** once.

Nati and Sarah's conversation:

Nati: Oh, Sarah, I am so worried about Carmen! I didn't know that road was so dangerous.

Sarah: I know. I'm so sorry. How did the crash happen?

Nati: Well, it was dark, and she wore a dark shirt. The police said she wasn't very visible...especially in the rain.

Sarah: Well, what can help drivers see her better?

Nati: They said all pedestrians should wear reflective clothing and bright colors when walking and bicycling. We should put reflective tape on backpacks, bicycles, and shoes.

Sarah: I didn't know that!

Nati: Yes. From now on, I will help my family be more visible to drivers. Also, I am going to teach them to look out for traffic when they cross the street, and to use crosswalks. They must always be safe when walking and biking. I wish Carmen followed those rules last night. Maybe she wouldn't be in the hospital now.

Sarah: I hope we can see her soon.

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Activity 6: From Now On
Activity 6b

Instructions: Listen to Nati and Sarah again. Write the missing words.

Nati: Oh, Sarah, I am so worried about Carmen! I didn't know that road was so _____.

Sarah: I know. I'm so sorry. How did the crash happen?

Nati: Well, it was dark, and she wore a dark shirt. The police said she wasn't very _____, especially in the rain.

Sarah: Well, what can help drivers see her better?

Nati: They said all pedestrians _____ wear reflective clothing and bright _____ when walking and biking. We should _____ reflective tape on backpacks, _____, and shoes.

Sarah: I didn't know that!

Nati: Yes. From now on, I will help my family be more visible to drivers. Also, I am going to teach them to look out for _____ when they cross the street, and to walk in the crosswalks. They must always be _____ when walking and biking. I wish Carmen followed those rules last night. Maybe she wouldn't be in the hospital now.

Sarah: I hope we can see her soon.

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Activity 6b

1. Ask students to open to **Activity 6b** on **Student Handbook, page 13**. Explain that they should listen to the dialogue again and fill in the blanks with the words they hear.
2. Play the **Listening #1** twice more.
3. Have students fill in the blanks with the vocabulary words.
4. Review the answers as a class. One way to do this is to make a transparency of the dialogue (see example below), and have individual students come up and write in the word. Another way is to simply write the numbers 1-8 on the board, and have students come up and write their answers. Then, review as a class, correcting spelling where necessary.

Activity 6b	Missing Word
Nati: I didn't know that road was so _____.	dangerous
Nati: The police said she wasn't very _____ especially in the rain.	visible
Nati: They said all pedestrians _____ wear reflective clothing and bright _____ when walking and biking. We should _____ reflective tape on backpacks, _____, and shoes.	should colors wear clothing
Nati: Also, I am going to teach them to look out for _____ when they cross the street, and to walk in the crosswalks. They must also be _____ when walking and biking.	traffic careful or alert pay attention

5. Ask students to practice the dialogue in pairs. Circulate among students to listen. Afterwards, help students practice the pronunciation of the dialogue.



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Activity 6: From Now On

Activity 6c

Instructions: You heard a conversation between Nati and Sarah. According to Nati, what should families do to stay safe on the road? Work with a partner. Underline the ideas in the conversation on page 11. Write four ideas.

1. Parents should _____
2. Children should _____
3. _____ should _____
4. _____



Activity 6c

1. Direct students to **Activity 6c** on **Student Handbook, page 14**.
2. Ask them to work individually or in pairs to use the modal *should* and create four statements about traffic safety, based on what they learned from the dialogue. Do the first one as a class on the board.
3. Direct students to underline the parts of the conversation from **Activity 6b** on **page 13** where they found their answers.
4. Circulate among students to assist with content, grammar, and spelling. Give feedback while students work.
5. Review and discuss the answers as a class.

Activity 6c	Suggestions
1. Parents should:	<ul style="list-style-type: none"> • hold a child's hands when crossing the road. • teach children how to look for traffic. • be role models for children walking and bicycling.
2. Children should:	<ul style="list-style-type: none"> • only cross the street at a corner or in a crosswalk. • pay attention to traffic. • not talk on a phone or listen to music when crossing the road. • not walk or bicycle at night.
3. Everyone should:	<ul style="list-style-type: none"> • wear bright colors when walking or biking during the day. • wear reflective materials on their clothing when walking in low light conditions (dusk, dawn, or foul weather). • always look out for traffic when crossing the street. • always stay alert or pay attention to your surroundings when walking or biking.

Activity 7: Traffic Signs and Signals

Vocabulary Presentation and Identification

Notes to Instructor: In the previous activity's dialogue, Nati says that she will teach her family to look out for traffic. Students will probably mention this in their writing in **Activity 6c**. Use this reference to traffic to transition into the following activity.

Activity 7a

1. Ask students to open to **Activity 7** on **Student Handbook, page 15**, and look at the signs and signals pictured there. Write the terms *signs* and *signals* on the board and practice the pronunciation. Discuss the difference between a sign (e.g., yield) and a signal (e.g., walk/don't walk).
2. Have students work together to write the letter of the correct sentence from the box underneath the appropriate signs pictured on the worksheet. To review the answers as a class, you may choose to make a transparency with the pictures and have student volunteers write the appropriate sentence under the sign. Discuss any signs that are new or confusing for students.

Answers for Activity 7a	
1. g	5. e
2. h	6. b
3. f	7. a
4. d	8. c

Make sure the following points are brought up while discussing the answers:

- If there is no pedestrian signal, you must obey the traffic lights. You must always look for traffic, no matter what the signs and signals say.
- There are several different types of signals at crosswalks: the flashing "don't walk" signs, the flashing hands, and the countdowns. All



Activity 7: Traffic Signs and Signals
Activity 7a

Instructions: Look at the signs and signals. What do they mean? Write the **letter** of the correct sentence from the box.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

<p>a. Slow down. The road is slippery. b. Do not walk here. c. Slow down. Drive 35 mph. d. Stop! Do not cross the street.</p>	<p>e. School Zone. Watch for children. f. Walk, but look out for traffic. g. People cross the street here. h. Watch for bicyclists.</p>
---	---

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three of these mean: if you have already left the curb, *finish your walk across carefully. If you have not left the curb, do not do so. Wait until the signal is green again and the walk signal is displayed.*

- Be careful of the “**right turn on red**” rule. Cars can sometimes make right turns at the red light. If you are crossing the street, make sure to watch carefully for cars that do this. (There are intersections where “No Right Turn on Red” signs are posted and enforced. However, at all intersections, even those without traffic lights and signals, you must always look carefully for cars turning right and left.

Activity 7b

1. After the meanings of all the signs and signals are clear, begin dialogues with individual students in front of the class that follow the pattern below. After going through the dialogue a few times with students, write it on the board:

A: Excuse me. What does that sign mean?

B: It means _____.

A: I'm sorry. Could you repeat that?

B: Sure. It means _____.

A: Thanks.

Point out that it is always a good idea to ask someone if you don't know what a sign or signal means. If you don't understand, it is OK to ask the person to repeat.

2. Ask students to get into pairs and use a piece of paper to cover the sentences in the box at the bottom of the activity sheet. Using the model on the board, they should take turns pointing at a sign and following the model dialogue. Encourage them to avoid looking at the sentences under their papers. Circulate among students to assist and give feedback.

Notes to Instructor: This dialogue activity can be used again at the end of the module to review these concepts, or can be used as a quick warm-up exercise in the next class session.

3. Finish the activity by writing the following sentences on the board. Ask students to discuss the questions first in pairs, and then follow up with a group discussion.

What signs do you see every day?
Which signs are the same in your country?
Which signs are different?

Notes to Instructor: Continue to emphasize the fact that one must take personal responsibility for one's own safety. It is important to obey traffic rules and make oneself more visible. However, everyone must always look for traffic and judge when it is safe to cross the street. No traffic rule, signal, or sign can make that decision for you.

Activity 8: Walking

Introduction and Warm-up

Notes to Instructor: At this point in the curriculum, learners will have discussed visibility, the importance of obeying traffic signs and signals, and taking responsibility for personal safety near roads. These messages are relevant not only to pedestrians, but also to drivers and bicyclists, and will be emphasized in Bicycle Safety as well. From this point on in this module, messages will focus on key pedestrian safety practices.

The next two activities are designed to stimulate students' thinking on the topic of walking and some of the associated risks. Depending upon your program, the use of this curriculum module may span several class sessions. As such, the introduction that follows can be used as a warm-up activity at the start of a class or as a transition into new topics in the middle of class.

Activity 8a

1. Ask students to open to **Activity 8a** in **Student Handbook**, page **16**. Take a minute to look at the picture there. Write the following questions on the board and ask them of the class:



Activity 8: Walking

Activity 8a

Instructions: Look at the picture. Write the answers to the questions below.



Who do you see?

What things do you see?

Where are they?

What are they doing?



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Instructor's Guide

Questions: *Who do you see?*
What things do you see?
Where are they?
What are they doing?

Answers: As you ask the questions, try to elicit the following vocabulary. Write it on the board as you elicit it or present it:

Who do you see?	What things do you see?
a woman, a mother and a child (kid, boy) pedestrians Nati Ruiz Samuel Ruiz *	a crosswalk a curb a road (street) a sidewalk
Where are they?	What are they doing?
They are on the curb. They are next to the road (street). They are in front of the crosswalk. They are on the sidewalk.	They are waiting. They are holding hands. They are going to cross the street.

Notes to Instructor: Remind students that the little boy is Samuel Ruiz. He is Nati's son and Carmen's brother. He is 9 years old. Young children should not cross the street alone.

2. Introduce the word *curb* during this presentation.
3. Practice the pronunciation of the vocabulary with students. Focus their attention on the vowel sounds and word endings, particularly the [ng] endings.
4. Remind students of the survey they did at the beginning of this curriculum module. Ask individuals to remind you of the following:

Questions: *Where do you walk?*
How many people here walk to work? To class? To the grocery store?
Do you walk with your children to school? To the bus stop?



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- Write on the board:

Do you like to walk?

Ask a few individuals this question. Try to elicit both positive and negative responses. After each response, ask the following questions. Write them on the board as well.

Why do you like to walk? OR Why don't you like to walk?

Write at least two example responses (one positive and one negative) on the board. Responses do not have to be complete sentences. Practice the pronunciation of the responses as a class.

Yes, I do. I like to walk because it is good exercise.

No, I don't. I don't like to walk because it is dangerous.

- Do not erase the board. Use this brief discussion to transition into the next activity.

Activity 8b

- Ask students to open to **Activity 8b** in **Student Handbook, page 17**. Ask students to read the instructions. Ask students to complete the activity by placing a checkmark next to those statements that are true for them. Circulate among students to assist.
- Follow up by asking just two or three students to report their opinions on the pros and cons of walking. Check students' comprehension of the key words. Then, transition into the next activity.

Activity 8c

- Remind students how to ask the following questions in English. They will need these questions for the activity. Write them on the board:

What is your name?

How do you spell that?

I'm sorry. Could you repeat that?



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Activity 8b

Instructions: Check all the statements that are true for you.

Example: Walking is good exercise.

Walking is good exercise. Walking takes too much time.
 Walking can be dangerous. Walking is free Transportation.
 Walking is fun. Walking can be tiring.

Activity 8c

Instructions: Survey your classmates. Write their answers and reasons below. Ask these questions:

- Do you like to walk?
- Why do you like to walk? OR Why don't you like to walk?

Classmate's Name	Yes	No	Sometimes	Why? or Why Not?

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2. Now tell students they are going to find out what their classmates think about walking. Refer them to the survey sheet in **Activity 8c** in **Student Handbook, page 17**. Model at least one exchange with a student volunteer. Show students how they should mark their survey sheets. Show how they can use the questions on the board as a guide.
3. Ask students to stand up. They are to walk around the room and survey their classmates in English. Circulate among the students to assist and give feedback to individuals. Monitor students to make sure they are using only English and that they are not simply handing their papers to classmates to write their names and answers. All tasks in this activity should be accomplished via oral communication. They should not show each other their survey sheets.
4. After they are finished, bring the class back together. Follow up on this activity by asking students questions about their classmates. You may need to remind them that they are talking about their classmates, so they need to use the third person:

Maria likes to walk because it is good exercise.

Luz doesn't like to walk sometimes because it is dangerous.

Use follow-up questions to encourage students to discuss their reasons and opinions in more depth, especially if you have a more advanced class. If at all possible, try to end this activity with a discussion of why walking can be dangerous. Elicit examples. This will provide a useful transition into the next activity.

Activity 9: The Daily News Reading

1. Write the word *dangerous* on the board. Point out that, as they have been discussing, walking has many benefits, but it can also be dangerous. Pedestrians should always stay alert and take precautions to make themselves as safe as possible.
2. Remind students of Carmen Ruiz, whose story they began to follow earlier in this module. Ask them to tell you what happened to her, and to name the characters that they remember:



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What happened to Carmen Ruiz? (She was hit by a car.)
Who hit her? (Carlos Lorenzo)
Where is she now? (In the hospital, in serious condition.)
Who is Nati Ruiz? (Carmen's mother)
Where is Carlos Lorenzo? (With the police.)

Activity 9a

1. Ask students to open to **Activity 9a** on **Student Handbook, page 18**.
2. Tell them they are going to read another story in the newspaper about Carmen Ruiz's crash. Give them 10 minutes to read. Circulate among students to assist.
3. Encourage students to underline words that are new to them. Some key words are already underlined in the text.

Activity 9b

1. When students are ready, ask them to open to **Activity 9b** on **Student Handbook, page 19**. Ask them to get into small groups and discuss the meanings of the new words.
2. Review the answers as a class before asking them to move on to the next activity on the sheet. Possible definitions of the words in this activity:

Impaired, under the influence: any decline in skills or abilities such as from drugs or alcohol

Driving while impaired (DWI) or driving under the influence (DUI): driving with a blood alcohol concentration (BAC) of .08 grams per deciliter or greater

Eye contact: looking into the eyes of the driver to better ensure the driver sees you

Sidewalk: the cement path next to a road

Facing: looking at or towards

It may be best to act or make drawings on the board to help students understand the word *facing*.



Activity 9: The Daily News
Activity 9a
Instructions: Read the article.



Daily News
Pedestrian Crash Under Investigation

Carmen Ruiz is still in the hospital. She was hit by a car last Saturday night. She is recovering.

Police are investigating. They say Carmen Ruiz made mistakes. She walked out into the street between two parked cars. She was talking on her cell phone.

The driver, Carlos Lorenzo, also made a serious mistake. He was impaired. He drove after drinking alcohol at a party.

Luis Ovada is a police officer. He says pedestrians should always cross in a crosswalk. Before they cross, they should stop at the curb and look left, right, and left again to look for any traffic coming from any direction. While they cross, they should continue to watch for cars and make eye contact with drivers.

Officer Ovada also said that pedestrians should always use sidewalks when possible. If they have to walk on the road, they must walk facing traffic. Pedestrians should never talk on cell phones or listen to music on headphones while they walk.

Officer Ovada said that pedestrian-motor vehicle crashes kill thousands of people every year. Carmen Ruiz was very lucky.

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Activity 9b

Instructions: What do these words mean? They are underlined in the article. Discuss the meanings in a group. Then discuss them with your teacher.

- impaired _____
- eye contact _____
- sidewalk _____
- facing _____



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Practice the pronunciation of all vocabulary before moving on to the next activity.

Notes to Instructor: Students may or may not know the word *impaired*. Point out that, in this context, impaired means drunk or on drugs. *Intoxicated* is a similar word. It means that a person has used alcohol or drugs and is currently unable to drive or walk home without help. These words and their distinctions may be too difficult for your students. The most important points to emphasize are that impaired means *drunk* or *on drugs*, and that any amount of alcohol or other drugs affects your judgment and your ability to make a safe decision.

Activity 9c

Activity 9c

Instructions: Carlos and Carmen made mistakes. Fill in the blanks with the verb in the past tense from the box below.

drank	hit	didn't look	walked
didn't see	drove	talked	

Carlos _____ alcohol at a party. Then, he _____ his car home.
He _____ Carmen, so he _____ her with his car.
Carmen _____ into the street from between two parked cars.
She _____ left, right, and then left again for cars.
She only _____ on her cell phone.



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1. Ask students to do **Activity 9c, Student Handbook, page 19** . This activity focuses on vocabulary and comprehension of the content of the reading.
2. After they are finished, work with students to practice the pronunciation of the words. Make sure everyone understands these basic messages of the reading before moving on to the next activity.

Answers: Carlos drank too much alcohol. Then, he drove his car. He didn't see Carmen, so he hit her.

Carmen walked into the street from between two parked cars. She didn't look left, right, and then left again for cars. She only talked on her cell phone.

Notes to Instructor: Point out that Carlos probably didn't mean to hit Carmen with his car. One way the crash could have been prevented is if he had seen Carmen and if Carlos' judgment wasn't impaired by alcohol. You will be discussing other ways crashes between pedestrians, bicyclists and motorists can be avoided throughout the two modules (if Carmen had been paying attention and not talking on the phone, if she had been walking in the crosswalk, etc.).



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Activity 9d

Instructions: Talk about the following question with a partner. Write 3 ideas.

Carlos Lorenzo drank alcohol at a party. After drinking he drove home. If your friend wants to do this, what should you do?

You should _____

You should _____

You should _____



Activity 9d

1. Ask students to work in pairs to complete **Activity 9d, Student Handbook, page 20**. In this activity, students will write suggestions for what to do if a friend tries to drive impaired.
2. Make sure at least the following ideas are brought up and discussed. Emphasize the fact that friends and family members can play a key role in the prevention of someone driving after drinking alcohol.

You should take his/her key so they can't drive.

You should drive him/her home if you didn't drink.

You should call a taxi.

You should call his wife (or her husband) to pick him/her up.

Notes to Instructor: Emphasize the effects of alcohol and drugs on judgment and the ability to drive or walk safely. Even a small amount of alcohol or drugs can affect your judgment or the ability to make safe decisions associated with traffic. Making a safe decision in traffic can mean the difference between life and death. Alcohol and other drugs, including some prescription drugs, can affect your ability to make good judgments.

Point out that, before the night begins, designate a person—that is, someone who agrees not to drink or use drugs in order to get family and friends home safely at the end of the night, by car, public transportation, taxi, or walking.

See the following link for more information on this important safety topic: www.dot.gov/people/injury/alcohol/innocent/index.html

Activity 10: Alcohol and Traffic Safety Speaking and Writing

In this activity, students will discuss possible penalties for driving after drinking. Make sure students understand the word *penalty*.

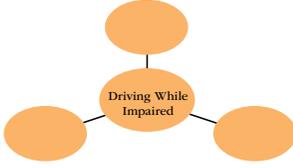


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Activity 10: Alcohol and Traffic Safety
Activity 10a

Instructions: Talk with your classmates. What are the possible penalties for an impaired driver? Write your ideas below.



Activity 10a

1. Students should work in pairs or small groups to come up with at least three ideas, which they can write in the bubbles in the diagram provided in **Activity 10a** on **Student Handbook, page 21**.
2. After groups have finished, re-create the diagram on the board or on flipchart paper. Assure that the diagram is visible to students as a reference to poll students for their ideas. Make sure at least the following penalties are included in the discussion:

fines

jail time

loss of driver's license

community service

traffic school

Notes to Instructor: If students are advanced enough, take time to discuss other possible consequences of driving impaired (crashes, spending time in the hospital, missing work so no family income, injuring or killing oneself or somebody else). Be sure to touch upon what happens to the family of the person who drives impaired and suffers one of these consequences. For example, the family may lose the income of the driver, the ride to work or school, or the driver himself as a breadwinner, father, or husband (or the equivalents if the driver is female). They may have to spend a lot of money on bail or hospital bills. The driver might lose the ability to spend time with his/her children because he/she is in the hospital, disabled, or in jail. In some communities, deportation is also a fear.

3. After students have completed Activity 10a, ask them: If somebody has been drinking, is it better for that person to walk home instead of driving?

Poll student volunteers to get their ideas. As the class discusses this question, elicit or make the following points:

- ◆ If you, a family member or friend has been drinking, be sure a non-drinking person drives or escorts you home safely. If you are too impaired to drive, you may be also be too impaired to walk. Before you drink, make sure you have plans to get home safely. Drinking alcohol not only affects judgment, it also affects motor skills, reaction time, etc. that are needed to drive, bike or walk safely.
- ◆ Alcohol affects judgment and vision, whether you are driving, walking or bicycling. If a person drinks and then walks, the alcohol could affect their judgment causing them to:



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Activity 10b

Instructions: Role play the conversation between Officer Oveda and Carlos Lorenzo at the police station. What penalties will Officer Oveda talk about? What will Mr. Lorenzo say? Practice your role play with a partner. Then, perform it for the class.



- walk out in front of a car
- fall in front of a car
- be at risk of being hit by moving traffic and being severely injured or killed.

- ◆ An impaired pedestrian could cause a crash if the motorist loses control of the car trying to avoid hitting the impaired pedestrian.

Activity 10b (optional)

1. Refer students to **Activity 10b** on **Student Handbook, page 21**. Pair students off and ask them to imagine a conversation between Officer Oveda and Carlos Lorenzo at the police station.
2. Officer Oveda should explain to Mr. Lorenzo some of the penalties and consequences of impaired driving. Have students practice their role plays a few times, and then ask volunteers to perform them for the class.

Activity 11: Safety While Walking Speaking and Writing

Activity 11a

1. Ask students to turn to **Activity 11a** in **Student Handbook, pages 22-23**. Point out that there are pictures of Samuel, Carmen, and David as pedestrians. Write *pedestrian* on the board. Ask students the following about each photo:

What do you see in the photo?

What is dangerous in this photo?

Using the first photo, try to elicit a few words for the items visible in the photos as well as a description of at least one of the dangers they see.



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Activity 11: Safety While Walking

Activity 11a

Instructions: Look at the pictures. What dangers can you see? Work with a partner to identify the dangers.





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2. Now, ask students to get into pairs. They should ask each other the questions on the board and discuss the answers for each photo. There are several dangers in each photo. They must choose one person in the group to write down the group's answers to the questions.

Practice the pronunciation of questions with the group before they begin. After they have begun, circulate among students to assist and to make sure everyone is speaking only in English. Depending on their proficiency levels, students may need significant instructor support in order to do this discussion activity successfully.

3. As students respond to your questions, list the dangers on the board. They will know some of the dangers from activities that they did earlier, and they may know some of them from personal experience. However, some of the dangers may be unknown; make sure all the dangers listed below are covered. Focus students on listing the dangers they see, not what the "rules" are or what the pedestrian should be doing (they will focus on that later). If you are not able to elicit from the students each danger in the list below, point it out to them in the picture and list it on the board.

Finally, you will probably not be able to elicit these dangers in complete sentences. Help students use the present continuous and review vocabulary as it is needed. At the end of your discussion, your lists should look something like this:

Photo 1

- ◆ He's not crossing at the crosswalk.
- ◆ He's walking out between two parked cars.
- ◆ He's wearing dark clothing (i.e., not visible).
- ◆ He's not wearing reflective items (i.e., not visible).
- ◆ He's not looking both ways (i.e., left, right, left before he moves into traffic and left and right as he is walking across the street).
- ◆ He's not making eye contact with the driver.

Photo 2

- ◆ She's talking on a cell phone.
- ◆ She's not crossing at the crosswalk.
- ◆ She's not paying attention.
- ◆ She's not looking both ways.



Activity 11: Safety While Walking

Activity 11a

Instructions: Look at the pictures. What dangers can you see? Work with a partner to identify the dangers.

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Activity 11b

Instructions: With your classmates and instructor, talk about the things the pedestrians in pictures 1, 2 and 3 should do.

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- ◆ She's not making eye contact with the driver.
- ◆ She's wearing dark clothing.

Photo 3

- ◆ He's walking in the same direction as traffic.
- ◆ He's not walking on the sidewalk.
- ◆ He's not wearing reflective items (i.e., not visible).

Activity 11b

1. Refer students to **Activity 11b in Student Handbook, page 23.**

As a class, discuss some of the things that pedestrians should do. Make another list on the board. This list will be positive—a list of things that the people in the pictures could do instead, in order to be safe when walking.

2. Make sure the following are brought up and discussed:
 - ◆ Pay attention. Do not talk on a cell phone or listen to music.
 - ◆ Always look for cars.
 - ◆ Wear visible clothing.
 - ◆ Make eye contact with the driver to make sure he or she sees you.
 - ◆ Stop at the curb or the edge of the road.
 - ◆ Look left, right, and then left again.
 - ◆ Cross only in the crosswalk.
 - ◆ Use a sidewalk when one is available.
 - ◆ If there is no sidewalk, always walk facing traffic.



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Activity 12: Road to Safety Board Game

1. Ask students to get into groups of three. Give each group a die and three distinct place markers (game pieces).
2. Go over the vocabulary of the items students have in front of them, holding them up as you introduce the word and write it on the board:

die/dice
game piece
game board

3. Explain to students that they are going to play a game to practice their knowledge of pedestrian safety. Provide each group with a photocopy of The Road to Safety Board Game on pages 36-37 of the Instructor's Guide.
4. Ask students to open to **Activity 12** on **Student Handbook, page 24**. Explain the rules slowly one by one, writing each rule on the board as you say it, and demonstrating where possible.
5. Demonstrate the steps of the game with a volunteer at least twice in front of the class. Make sure everyone understands the instructions before allowing students to begin the game.

Tell students that sometimes there is more than one right answer. If they have any questions about their partner's answer, they can ask you.

6. Circulate among students to assist and give feedback on answers. Congratulate the winners.



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Activity 12: The Road to Safety Board Game

Instructions: Read the rules below for the Road to Safety Board Game. Your teacher will give you the game board. Play the game with your classmates. Review what you learned about pedestrian safety.

Game Rules

1. Place your game piece at START.
2. Roll the die. The player with the highest number starts.
3. Roll the die again. Move your game piece that number of spaces on the board. Answer the question.

If you cannot answer the question, ask your partners. If they do not know the answer, you lose a turn.
4. If you land on a road safety sign, explain the meaning of the sign. If you do not know the sign, you lose a turn.
5. Repeat these steps with the other players. Take turns. The first player to arrive HOME safely, wins!



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RULES: The Road to Safety Board Game

1. Place your game pieces at START.
2. Roll the die. The player with the highest number starts.
3. Roll the die again. Move your game piece that number of spaces on the board. Answer the question that is written your game piece has landed.

If you cannot answer the question, ask your partners. If they do not know the answer, you lose a turn.
4. If you land on a road safety sign, explain the meaning of the sign. If you do not know the sign, you lose a turn.
5. Repeat these steps with your partners. Take turns. The first person to arrive HOME safely, wins!

START 		2. Why should pedestrians make eye contact with drivers?	3. What makes you more visible to cars at night?	4 	THE ROAD TO SAFETY					13. Give an example of something to make you more visible at night.	14. Give three examples of types of vehicles.	15 	16. Why should you not drive after you drink alcohol?
HOME! 		5. Give an example of something that is reflective.		12. Where should you walk if there is no sidewalk?						17. Give one example of safe pedestrian behavior.			
		6 	7. Give one example of dangerous pedestrian behaviors.	8. Should pedestrians carry a flashlight at night?	9 	10. You are walking across the road and the pedestrian signal changes to a flashing red hand. What should you do?	11. What are two ways to cross the street safely?	18 					
49. Where should you cross the street?	48 	37. Is black or dark clothing visible at night?	36 	35. What should you do before crossing the street?	34. You are at the curb, ready to cross the road and see the pedestrian signal is flashing red—what should you do?	33. What is a designated driver?	32 	31. Give an example of something to make you more visible at night.	30 	19. Give one example of safe pedestrian behavior.		20. How can you help children cross the road safely?	
47. Do you walk to the grocery store?	46. Give an example of a pedestrian safety rule for children.	38. What is a "curb"?						31. Give an example of something to make you more visible at night.	29. What causes low visibility on the roads?		21 		
45. Who is responsible for your safety?	44 	39. Why are cell phones dangerous for pedestrians?						28. Should you walk home alone after you drink alcohol?		27. Which way should you walk: facing traffic or with traffic?		26. What should you do while crossing the street?	
43. What makes backpacks more visible?	42. What is one thing you learned in this lesson?	40. Should pedestrians listen to music when crossing a street?						23. Do you walk to class?		24. Are fluorescent colors more visible than white?			
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THE ROAD SAFETY

	<p>2. Why should pedestrians make eye contact with drivers?</p>	<p>3. What makes you more visible to cars at night?</p>	<p>4</p> 
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49. Where should you cross the street?



47. Do you walk to the grocery store?

46. Give an example of a pedestrian safety rule for children.

45. Who is responsible for your safety?



43. What makes backpacks more visible?

42. What is one thing you learned in this lesson?

37. Is black or dark clothing visible at night?

38. What is a "curb"?

39. Why are cell phones dangerous for pedestrians?

40. Should pedestrians listen to music when crossing a street?



5. Give an example of something that is reflective.



7. Give one example of dangerous pedestrian behaviors.

8. Should pedestrians carry a flashlight at night?



35. What should you do before crossing the street?

34. You are at the curb, ready to cross the road and see the pedestrian signal is flashing red--what should you do?

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<p>9</p> 	<p>10. You are walking across the road and the pedestrian signal changes to a flashing red hand. What should you do?</p>	<p>11. What are two ways to cross the street safely?</p>			<p>18</p> 
<p>33. What is a designated driver?</p>	<p>32</p> 	<p>31. Give an example of something to make you more visible at night.</p>	<p>30</p> 		<p>20. How can you help children cross the road safely?</p>
		<p>29. What causes low visibility on the roads?</p>			<p>21</p> 
		<p>28. Should you walk home alone after you drink alcohol?</p>			<p>22. Where is the safest place to cross the street?</p>
		<p>27. Which way should you walk: facing traffic or with traffic?</p>			<p>23. Do you walk to class?</p>
		<p>26. What should you do while crossing the street?</p>		<p>25</p> 	<p>24. Are fluorescent colors more visible than white?</p>
		<p>13. Give an example of something to make you more visible at night.</p>	<p>14. Give three examples of types of vehicles.</p>	<p>15</p> 	<p>16. Why should you not drive after you drink alcohol?</p>
		<p>12. Where should you walk if there is no sidewalk?</p>			<p>17. Give one example of safe pedestrian behavior.</p>
					<p>19. Give one example of safe pedestrian behavior.</p>



The Road to Safety Board Game Answer Key

Note to Instructor: Board game questions are designed to give students practice with conversation, grammar, and vocabulary. Many of the questions have no correct or incorrect answers. Others ask for examples of items or behaviors. As such, answers to game questions will vary. In this key, we have attempted to provide the most likely answers to the questions, but students may offer other acceptable answers.

Square #	Question	Answer
2	Why should pedestrians make eye contact with drivers?	To better ensure the driver sees you before you cross the street.
3	What makes you more visible to cars at night?	Wearing reflective materials (on your clothing, on your helmet, on your bicycle, on your shoes, on your backpack), reflectors, clip-on lights, headlights on bicycle, walking with a flashlight turned on.
4	Describe the sign.	School Crossing – watch for children.
5	Give an example of something that is reflective.	Reflective arm band, bike reflector, reflective sticker.
6	Describe the sign.	Watch for bicyclists.
7	Give one example of dangerous pedestrian behaviors.	Running into the street, not walking on the sidewalk when one is available, walking in the same direction as traffic, not crossing at a corner or a crosswalk, wearing dark clothing in low light conditions, etc.
8	Should pedestrians carry a flashlight?	Yes.
9	Describe the sign.	Railroad crossing.
10	You are walking across the road and the pedestrian signal changes to a flashing red hand. What should you do?	Complete your walk across the street.
11	What are two ways to cross the street safely?	Use a crosswalk. Before you cross, look left, right, and left again. Don't walk until you see it's safe to cross.
12	Where should you walk if there is no sidewalk?	If you must walk on the road, you should walk facing traffic.
13	Give an example of something that makes you more visible at night?	Flashlight, clip-on light, reflective clothing or materials on your clothing.
14	Give three examples of types of vehicles.	Cars, trucks, bicycles. [Note to instructor: Emphasize the fact that bicycles are also vehicles and must follow the same rules as cars and trucks.]



Square #	Question	Answer
15	Describe the sign.	Pedestrians are not allowed.
16	Why should you not drive after you drink alcohol?	Drinking affects your judgment, ability to think clearly, and ability to make safe decisions.
17	Give one example of safe pedestrian behavior.	Holding a child's hand as you cross the street, crossing in a crosswalk, crossing with the walk signal, stop at the edge or curb and look left, right, left, don't let children walk alone at night.
18	Describe the sign.	Pedestrian signal—you may cross.
19	Give one example of safe pedestrian behavior.	Examples: Holding a child's hand as you cross the street, crossing in a crosswalk, crossing with the walk signal, stop at the edge or curb and look left, right, left, don't let children walk alone at night.
20	How can you help children cross the road safely?	Examples: Hold the child's hand as you cross, walk don't run as you cross, make sure the child's shoe laces are tied before crossing.
21	Describe the sign.	School Crossing – watch for children.
22	Where is the safest place to cross the street?	At a crosswalk.
23	Do you walk to class?	Yes or No.
24	Are fluorescent colors more visible than white?	Yes.
25	Describe the sign.	Watch for bicyclists.
26	What should you do while crossing the street?	Keep looking left to right for traffic.
27	Which way should you walk: facing traffic or with traffic?	Walk facing traffic.
28	Should you walk home alone after you drink alcohol?	No. Alcohol affects your judgment. Choose friends or family members who are not impaired to help get you home safely whether by car, foot, or public transportation.
29	What causes low visibility on the roads?	Rain, snow, fog, low light due to dawn, dusk, or darkness.
30	Describe the sign. Road slippery.	If you are a pedestrian, watch out for vehicles they are at risk of sliding. If you are driving, slow down and take caution.
31	Give an example of something that is visible at night.	Flashlight, headlight, reflectors, reflective material on clothing.



Square #	Question	Answer
32	Describe the sign.	School Crossing—watch for children.
33	What is a designated driver?	A person that agrees not to drink alcohol on a particular occasion in order to drive his/her companions home safely.
34	What does “pedestrians prohibited” mean?	That pedestrians should not walk in that area.
35	What should you do before crossing the street?	Look left, right, and left again.
36	Describe the sign.	Watch for pedestrians.
37	Is black or dark clothing visible at night?	No.
38	What is a “curb”?	A curb is part of the sidewalk that is next to the road. You wait on the curb until it is safe to cross the street.
39	Why are cell phones dangerous for pedestrians?	When pedestrians walk with cell phones, they are not paying attention to traffic and may be hit by a car or cause a crash.
40	Should pedestrians listen to music when crossing a street?	No they should be using both their eyes and their ears to watch out for traffic safety hazards.
41	Describe the sign.	Railroad crossing.
42	What is one thing you learned in this lesson?	[Answers will vary.]
43	What makes backpacks more visible?	Clip-on lights, reflectors, reflective tape.
44	Describe the sign.	Road is slippery.
45	Who is responsible for your safety?	You are responsible for your own safety.
46	Give an example of a pedestrian safety rule for children.	Don't cross the street without an adult. Wear bright colors and reflective materials. Look left, right, and left again for traffic before crossing the street.
47	Do you walk to the grocery store?	Yes or No.
48	Describe the sign.	Stop, do not cross the street. If you are in the middle of the street, finish cross.
49	Where should you cross the street?	At a crosswalk.

Activity 13: Team Project – Make New Rules

In this activity, students will use information they have learned throughout the module to create some general traffic safety rules for Nati's family—and for their own families as well. These rules will be expanded upon in the Bicycle Safety module. This is also an opportunity to practice the positive command form of verbs. In this module, students read and use the command form in the traffic signal activity. You may need to review this form before attempting this activity. Only positive commands are needed here.

This serves as a good final activity for the pedestrian safety module, since students will need to work together to review all the material they have learned about traffic safety in order to produce the rules.

1. Begin the activity by reminding students that Nati Ruiz is going to make new rules for her children because of Carmen's crash. She has learned a lot. Ask students if they think they will change any of their own traffic safety habits after this lesson. Ask them why or why not.
2. Announce that they will be using everything they have learned in this module to write some new Traffic Safety Rules for the Ruiz family—and perhaps for their own families as well. Post them on the wall of the classroom. A reproducible copy of pedestrian safety rules for pedestrians and motorists related to pedestrians is included in the end of the Pedestrian Student Guide for them to share with their family.

Activity 13a

1. Ask students to open to **Activity 13a on Student Handbook, page 25**.
2. Guide students through the process of deciding who will do each of the tasks listed on the activity sheet, and circulate among students to assist as the activity proceeds.
3. By the end of the activity, students should produce a poster with at least five traffic safety rules and hang it on the classroom wall.



Activity 13: Make New Rules

Nati Ruiz must make new road safety rules for her family. You learned a lot about protecting yourself and your children on the roads. Work with your classmates to create a list of new rules for Nati's family—and maybe for your family, too.

Activity 13a

Instructions: Decide together who will do these jobs in your group. Write their names under the task. Then, work together in your group, to create a poster of road safety rules.

Discuss the possible rules.	Write down the rules on paper.
Everybody!	
Proofread the rules for grammar and spelling.	Present the rules to the teacher for him/her to check.
Write the rules on the poster board.	Hang the poster board on the wall.

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Activity 13b

Instructions: After the poster is finished, copy the rules here so you can take them home!

Pedestrian Safety Rules

Examples: Cross the street at a safe crosswalk.
Don't talk on your cell phone while crossing the street.

- _____
- _____
- _____
- _____
- _____

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Activity 13b

1. Make sure that all students copy down the safety rules in **Activity 13b** on **Student Handbook page 26** so that they can take the rules home to their families.
2. Tell students that they will also review this list after the completion of the next curriculum module, **Bicycle Safety**. Then, they can see if they need to add or change items in their lists.

Notes to Instructor: The significant safety lessons from this module are listed in the **Instructor's Guide, page 44**. Use this list to help students create their lists, as well as to ensure that all important points from the module have been covered. If students do not come up with some of these points in their lists, take the time to review what they have learned.

Activity 13c (optional)

If possible, send students home with an “action task” for homework. Choose one of those listed below. Review their findings and experiences in your next class session.

- Task 1: Have everybody bring in one example of reflective clothing or other reflective item to show and explain to the class.
- Task 2: Ask everybody to look for a newspaper article about a pedestrian or bicycle crash. They should read it, summarize it in five sentences or less, and present it to the class.
- Task 3: Students who are parents can take a walk with their children. They should make a list of all the traffic signs and signals their children see in their neighborhood. Then, they can read the list for the class and describe the experience. What did they and their children learn?
- Task 4: Have everybody find one place in their neighborhood that is dangerous (or safe, or both) for pedestrians. They should draw a picture of it (for lower levels) or write a short paragraph describing it, its location (for higher levels), and why they believe it is dangerous or



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safe. They can present it during the next class. Provide students with the Walkability Checklist provided by NHTSA at: <http://www.nhtsa.dot.gov/people/injury/pedbimot/ped/walkingchecklist.pdf>

- Task 5: After a week has passed, review the module's contents with students. Ask them to write about one thing that has changed in their lives, or the lives of their children, since they learned more about pedestrian safety. Did they give their children a new rule? Did they buy reflective tape? Have them write at home about the change, and then present it to the class.
- Task 6: Students who have children can work with them to create a visibility and safety collage. They can cut out pictures of visible clothing and other safety items from the ad sections of the weekend newspaper and paste them on construction paper. Adult students can bring the collages in to class and talk about the activity they did with their children, and what their children learned.
- Task 7: Design a "Web quest" for students. Create a grid that lists pedestrian safety items (see **Student Handbook, page 11** for examples) and provide columns for price and the name of the store(s) where they can be purchased. Students can use the Internet to search for the stores where they can purchase the items. Have them keep a list of what they find. Then, they can compare their findings with other students, and decide as a group where it is best to buy the safety items.



REVIEW: Pedestrian Safety

Notes to Instructor: Use this review list as a guide to assist students as they create their own lists of safety rules. If students do not come up with some of these, take time to review these important points with them. It is acceptable for students to phrase their rules differently, as long as the rules they create reflect the safety lessons covered in this module. The list that follows is for your own use and may include more information than was introduced in the Pedestrian Safety module.

1. Take responsibility for your own safety. Do not rely on laws, signs, and signals only to tell you when to cross the street. Always watch for traffic before crossing.
2. Pay attention. Don't listen to music or talk on a cell phone when crossing the street.
3. Make sure you are visible to drivers. Use the following items to increase your visibility: flashlights, bright and fluorescent clothing, reflective materials, and flashing clip-on lights.
4. Put reflective tape or items on backpacks, clothing, and shoes.
5. Be extra careful at dawn, dusk, night, and in inclement weather. Visibility is low at these times.
6. Have patience when crossing the street. Even if you have the right of way, wait until it is safe to cross.
7. Stop at the curb or the edge of the road. Look left, right, and then left again for traffic.
8. Cross only at corners or marked crosswalks.
9. Cross with the pedestrian walk signal if one is available. If you have begun crossing and the pedestrian signal starts flashing, finish crossing the street. If the pedestrian signal is flashing before you cross the street, do not cross. Wait for the next pedestrian signal.
10. Do not walk out between two parked cars.
11. Keep looking out for cars while you are crossing (look left and right for traffic).
12. Always walk on the sidewalk, if there is one.
13. If there is no sidewalk, always walk facing traffic.
14. Make eye contact with drivers when you cross the street, to make sure they see you.
15. As a driver, always look out for pedestrians. Drivers must yield to pedestrians in a crosswalk if the pedestrian has already left the curb.
16. Don't walk or drive when you are intoxicated or impaired.
17. If you plan to drink alcohol, be sure to have a non-drinking person designated to escort you home safely by driving, walking, or public transportation.



Pedestrian Safety Rules for the Family

Follow these rules when walking:

- Always walk on a sidewalk if one is available.
- If you must walk in the road, walk facing traffic.
- Be seen. Wear bright clothing during the daytime and reflective items on clothing, shoes, and backpacks in low light or when it is dark.
- Use flashlights at night.
- If you have been drinking, walk with someone who has not been drinking to make sure you get home safely.

Follow these rules when crossing the street:

- Stop at the curb or edge of the street.
- Always look for cars. Look left, right, left for traffic; wait until no traffic is coming before beginning to cross.
- Keep looking for traffic as you are crossing.
- Pay attention. Do not talk on a cell phone or listen to music.
- Walk, don't run across the street.
- Cross at corners or in a marked crosswalk.
- Cross with the pedestrian (walking) signal if one is available.
- Watch for cars turning right at stop signs and red lights.

Follow these rules when driving around pedestrians:

- Obey all signs and signals.
- Yield to pedestrians (stop for pedestrians who are crossing the street).

Take home and share with your family.