

Safe Routes Philly's Emergency Action Plan -Assembly

I) The Assembly Action Plan:

Your school holds several 35 minute assemblies (as many as needed to reach every student in the school). Your students will learn about the unsafe and safe pedestrian behaviors in three short videos, a discussion and a call and response led by your selected instructor.

II) Benefits of an Assembly Action Plan:

1. More students are reached in a shorter time period.
2. Schools avoid requiring each individual teacher to become familiar with material and instead have one or several instructors teach many students at once.

III) Putting together an Assembly Action Plan:

a. Assembly leaders

- i. You will need at least two people to hold the assembly. They will need to look over the materials beforehand and practice.

1. An instructor to "lead the assembly." This person will be in charge of:

- a. Addressing the unfortunate incident at the beginning of the assembly
 - b. Leading the Safe and Unsafe discussion for the walk safe videos
 - c. Leading the Call and Response

2. A person to run all of the technology

- a. Music for the call and response (optional)
 - b. PowerPoint Projector and screen set-up
 - c. Video

- b. Identify the appropriate number of students/ classes you'd like to have in each assembly.

- i. Important factors in determining the appropriate number of students:

1. Behavior management
 2. Student engagement.
 3. Holding a discussion or asking for feedback.

- c. Materials:

- i. Access to SRP videos

1. On the Internet: at www.saferoutesphilly.org/students/videos
 2. The SRP DVD Provided with lesson materials in teachers guide. Contact your SRP community representative.

- ii. Access to SRP Pedestrian Call and Response song and PowerPoint

- a. www.saferoutesphilly.org/schools/curriculum

- iii. Technology needed.

Based on the size of the assembly you may need technology that accommodates a large group or a small group

- a. Large group- Computer, projector and projector screen
- b. Smaller group-DVD player and monitor

IV) Assembly Action Plan outline (approx. 35 minutes):

2) Discuss the unfortunate incident (5 minutes):

- a. Go over the event(s) that took place.
- b. Do the students understand what has occurred?
- c. Go over why the event took place.
- d. Explain that safe walking practices can help avoid these situations.

3) Call and Response (5 minutes)

- a. The call and response is a way to highlight key vocabulary words through a repetitive method. Instructors should say the rhyming lines and then go into the call and response. The instructor can do the call and response without music or with music.
 - i. If the instructor decides on the call and response with the music it will require you to “rap” the words or say them very quickly in a rhythmic form. Depending on the skill level or willingness of the instructor, it may be better to say the words.
 - ii. The instructor can say the lines in a slow, well-paced manner that will allow the students to understand each word. This requires less of the instructor.
- b. Music available online at www.saferoutesphilly.org/schools/curriculum or on youtube (search Safe Routes Philly)

Instructor: “It’s important for these words to stick in your head so make sure to yell out what you see in red!

A Pedestrian is a person who uses their feet
When they’re walking around or crossing the street

A pedestrian could be your brother or sister
Your mom, dad, friend or baby sitter!”

INSTRUCTOR: When I say **PEDESTRIAN** you say **WALKS**

INSTRUCTOR: **PEDESTRIAN**

Audience: **WALKS**

INSTRUCTOR: **PEDESTRIAN**

Audience: **WALKS**

INSTRUCTOR: When I say **PEDESTRIAN** you say **WALKS**

INSTRUCTOR: **PEDESTRIAN**

Audience: **WALKS**

INSTRUCTOR: **PEDESTRIAN**

Audience: WALKS

Instructor: “You gotta stay visible walk where cars can see
Where you’re coming from and where you’re bout to be

Never cross the street In the middle of the block
If your gonna cross you gotta use the crosswalk”

INSTRUCTOR: When I say ALWAYS you say CROSSWALK

INSTRUCTOR: ALWAYS

Audience: CROSSWALK

INSTRUCTOR: ALWAYS

Audience: CROSSWALK

INSTRUCTOR: When I say ALWAYS you say CROSSWALK

INSTRUCTOR: ALWAYS

Audience: CROSSWALK

INSTRUCTOR: ALWAYS

Audience: CROSSWALK

Instructor: “Traffic light signals tell cars what to do
But if you’re walking in the city they apply to you too

The lights are colored red, yellow, green
And for you to stay safe you gotta know what they mean

If you see a red light you gotta stop on the curb
Let the cars roll by stay put, don’t disturb”

INSTRUCTOR: When I say RED You say STOP

INSTRUCTOR: RED

Audience: STOP

INSTRUCTOR: RED

Audience: STOP

INSTRUCTOR: When I say RED You say STOP

INSTRUCTOR: RED

Audience: STOP

INSTRUCTOR: RED

Audience: STOP

Instructor: “The yellow light’s a little tricky some may not know what to do
But I’ll tell you right now that yellow means stop too!

If you see a yellow light keep your feet up on the curb
Let the traffic roll by stay put and don't disturb"

INSTRUCTOR: When I say YELLOW you say STAY

INSTRUCTOR: YELLOW

Audience: STAY

INSTRUCTOR: YELLOW

Audience: STAY

INSTRUCTOR: When I say YELLOW you say STAY

INSTRUCTOR: YELLOW

Audience: STAY

INSTRUCTOR: YELLOW

Audience: STAY

Instructor: "You've been waitin' on the curb been patient, layin' low
But once you see a green light you're free to go!

But always remember even with a green light
Listen for traffic and look left and right"

INSTRUCTOR: When I say GREEN You say GO

INSTRUCTOR: GREEN

Audience: GO

INSTRUCTOR: GREEN

Audience: GO

INSTRUCTOR: When I say GREEN You say GO

INSTRUCTOR: GREEN

Audience: GO

INSTRUCTOR: GREEN

Audience: GO

Instructor: "They're two more signals that you need to know
So you can understand when to wait and when to go

Another time to stay put is when you see the hand
The hand means don't cross it means stick where you stand"

INSTRUCTOR: When I say HAND You say DON'T WALK

INSTRUCTOR: HAND

Audience: DON'T WALK

INSTRUCTOR: HAND

Audience: DON'T WALK

When I say **HAND** You say **DON'T WALK**

INSTRUCTOR: HAND

Audience: DON'T WALK

INSTRUCTOR: HAND

Audience: DON'T WALK

Instructor: "When you see a signal with a person who is movin'
It's just like a green light and you're free to get groovin'

But always remember even with the green light
Listen for traffic look left and right"

INSTRUCTOR: When I say PERSON You say WALK

INSTRUCTOR: PERSON

Audience: WALK

INSTRUCTOR: PERSON

Audience: WALK

INSTRUCTOR: When I say PERSON You say WALK

INSTRUCTOR: PERSON

Audience: WALK

INSTRUCTOR: PERSON

Audience: WALK

Instructor: "give yourselves a round of applause!!"

4) Walk Safe videos / Safe and Unsafe game (15 Minutes):

a. Explanation of Video and Safe And Unsafe game:

- i. Before viewing the different walk safe videos it's important for the students to understand what they should be looking for.
- ii. Because the group is too large for discussion, instead of sharing answers verbally, children will share their feedback on the video by using hand signals.
 1. If the instructor feels the child acted safely, they can raise their hands in the air giving a thumbs up.
 2. If the instructor feels the child acted unsafely, they raise their hands in the air, and make an X above their head by crossing both arms.

Instructor: "We're going to view three different videos that show safe and unsafe walking behaviors. I need your help to determine if the videos are safe or unsafe. "If you feel the child acted safely, raise your hands in the air, and give a thumbs up"

Demonstrate how these hand signals look

Instructor: “If you feel the child acted unsafely, raise your hands in the air, and make an X above your head by crossing both arms.”

Demonstrate how these hand signals look

Instructor: “Now show me safe. Show me unsafe. OK, I think we’re ready to watch the videos!”

b. Video #1: **Let’s Play Ball (Play Video 1)**

- i. The scene is set on a sidewalk in an urban neighborhood. Two children are playing catch on a sidewalk that borders a busy city street lined with parked cars. One of children tosses the ball passed their playmate and it rolls between two parked cars into the street. The playmate retrieves the ball.

Pause the video while showing it to divide it into three parts:

1. **Section one: The wrong way**
 - a. **Explore if it was Safe or Unsafe**
2. **Section two: The right way**
 - a. **Explore if it was Safe or Unsafe**
3. **Section three: Review**
 - a. **Review all major points**

1. Play **Section one: The wrong way**. Preface the video by explaining the scene to your audience.

Instructor: “Two children are playing catch on a sidewalk that borders a busy city street lined with parked cars.”

- a. Hit pause after the car horn when the screen says, “Was that Safe or Unsafe”.
 - i. **Explore if it was Safe or Unsafe:** Ask the students in the assembly to show if they feel it was safe or unsafe. They should hold both their hands in the air and make an X.
 - ii. Points to keep in mind when discussing why the child acted unsafely:
 1. The child ran into the street without looking left, right, left
 2. The child ran into the street in between two parked cars

2. Play **Section two: The right way**. Re-preface the video by explaining the scene.

Instructor: “Two children are playing catch on a sidewalk that borders a busy city street lined with parked cars.”

- a. Hit pause after the car horn when the screen says, “Was that Safe or Unsafe” :
 - i. **Explore if it was Safe or Unsafe:** Ask the students to show if they think that was safe or unsafe. They should hold both their hands in the air with two thumbs up
 - ii. Points to keep in mind when discussing why the child acted safely:

1. The child stops at the edge of the curb and looks left, right, left
 2. The child stops at the edge of the car (the visual barrier) and looks left, right, left
 3. The child waits to retrieve the ball until there are no cars coming
3. Play **Section three: Review**. The final review section will educate students on the vocabulary word, “Visual Barrier”. Brainstorm the many possible visual barriers in the city.

Instructor: “A Visual Barrier is any object that blocks your view when crossing the street. Do you know of any other objects that would qualify as visual barriers other than parked cars?”

- a. Explore possible visual barriers:
 - i. Snow drifts
 - ii. Large trashcans
 - iii. Buses
 - iv. Trees or bushes
- b. **Review all major points:** To reinforce all of the important take-a-ways from the video. You may want to go over all of the safe walking behaviors explored in “Let’s Play Ball”:
 - i. Always stop at the curb and look left right left before entering the street
 - ii. A visual barrier is any object that blocks your view of traffic
 - iii. Always stop at the edge of a visual barrier and look left right before entering the street
 - iv. **You should always cross the street at the corner or the crosswalk.**

Video #2: **Late for School (Play Video 2)**

- ii. The scene is set in an urban neighborhood. One young boy is running late for school and in his flustered hurry ignores a signal from the crossing guard to wait on the curb while traffic moves through the intersection.

Pause the video while showing it to divide it into three parts:

1. **Section one: The wrong way**
 - a. **Explore if it was Safe or Unsafe**
 2. **Section two: The right way**
 - a. **Explore if it was Safe or Unsafe**
 3. **Section three: Review**
 - a. **Review all major points**
4. Play **Section one: The wrong way**. Preface the video by explaining the scene.
- Instructor:** “One young boy is running late for school.”
- a. Hit pause after the car horn when the screen says “Was that Safe or Unsafe”.

- i. **Explore if it was Safe or Unsafe:** Ask the students in the assembly to show if they feel that was safe or unsafe. They should hold both their hands in the air and make an X.
 - ii. Points to keep in mind when discussing why the child acted unsafely:
 - 1. The child runs into the street without looking left, right, left.
 - 2. The child ignores the instructions of the crossing guard.

- 5. Play **Section two: The right way.** Re-preface the video by explaining the scene.
 - Instructor:** “One young boy is running late for school.”
 - a. Hit pause after the car horn when the screen says “Was that Safe or Unsafe” :
 - i. **Explore if it was Safe or Unsafe:** Ask the students in the assembly to show if they feel that was safe or unsafe. They should hold both their hands in the air with two thumbs up
 - ii. Points to keep in mind when discussing why the child acted safely:
 - 1. The child stops at the edge of the curb.
 - 2. The child waits for the crossing guard to wave him through the intersection before crossing.

- 6. Play **Section three: Review.** The final review section will review the major points of the video.
 - i. **Review all major points:** To reinforce all of the important take-a-ways from the video. You may want to go over all of the safe walking behaviors explored in “Late for School”:
 - 1. Always stop at the curb and look left right left before entering the street
 - 2. Your school’s crossing guard is your traffic boss and is looking out for your safety.
 - 3. Always listen to your school’s crossing guard and make eye contact with car drivers to make sure they know you are there.
 - 4. **Even though it’s quite unnerving to be running late for school, if you don’t listen to instruction from your crossing guard, it could force you to be even later for school due to injury.**

Video #3: **Texting While Walking (Play Video 3)**

- iii. The scene is set in an urban neighborhood. A young girl is walking around on a nice Saturday afternoon. She is exchanging text messages with friends and is so distracted by her phone that she fails to pay attention to the traffic signals before entering the intersection OR crossing the street.

Pause the video while showing it to divide it into three parts:

- 1. **Section one: The wrong way**
 - a. **Explore if it was Safe or Unsafe**
- 2. **Section two: The right way**

a. **Explore if it was Safe or Unsafe**

3. **Section three: Review**

a. **Review all major points**

7. Play **Section one: The wrong way**. Preface the video by explaining the scene.

Instructor: "A young girl is walking around on a nice Saturday afternoon. She is exchanging text messages with friends".

- a. Hit pause after the car horn when the screen says, "Was that Safe or Unsafe".
- i. **Explore if it was Safe or Unsafe:** Ask the students in the assembly to show if they feel that was safe or unsafe. They should hold both their hands in the air and make an X.
 - ii. Points to keep in mind when discussing why the child acted unsafely:
 1. The child is paying more attention to her phone than the intersection she is about to enter
 2. The child is distracted and doesn't look up from her phone to see the color of the light before she enters the intersection.
 3. The child enters the intersection without looking left, right, left

Play **Section two: The right way**. Re-preface the video by explaining the scene.

Instructor: "A young girl is walking around on a nice Saturday afternoon. She is exchanging text messages with friends."

- b. Hit pause after the car horn when the screen says "Was that Safe or Unsafe" :
- i. **Explore if it was Safe or Unsafe:** Ask the students in the assembly to show if they feel that was safe or unsafe. They should hold both their hands in the air with two thumbs up
 - ii. Points to keep in mind when discussing why the child acted safely:
 1. The child stops at the edge of the curb
 2. The child puts her cell phone at her side so she can pay attention to the traffic light and is aware of all of her surroundings.

8. Play **Section three: Review**. The final review section will go over the major points of the video.

- i. **Highlight all major points:** To reinforce all of the important take-a-ways from the video. You may want to go over all of the safe walking behaviors explored in "Texting While Walking".
 1. Always stop at the curb and look left right left before entering the street.

2. Don't be distracted while walking through the city and make sure to take a moment to look up and be aware of your surroundings before crossing the street/entering the intersection. It's your job to pay attention to and follow the traffic light signals.
 3. Review the meaning of traffic light signals:
 - a. Red-stop
 - b. Yellow stay
 - c. Green- go
 - d. The hand- don't walk
 - e. The person-walk
- l) Person of authority- You can end the assembly by having a person of authority review the important points of the assembly. They can briefly review all the new information and walk around the auditorium to ask individual students what they've learned.
- a. A principal
 - b. Police officer