

## Safe Routes Philly Emergency Action Plan - Classroom Option

### **I) The Classroom Action Plan :**

Provide teachers with a 15 minute discussion and lesson to plug into their day's lessons. Ideally, all of the school's teachers would agree to hold the lesson to ensure each student receives the information at least once. If every teacher cannot accommodate the lesson, then try to get it in as many classrooms as possible.

### **II) Benefits of a Classroom Plan:**

1. Students receive more personalized attention when going through the material.
2. Schools avoid the commotion of school-wide assemblies.
3. Teachers may insert the programming at their leisure.
4. SRP lesson plans contain life-long skill sets that are also SAS (State Standard) ready.

### **III) Putting together a classroom Plan:**

#### 1. Materials:

- a. Access to Safe Routes Philly (SRP) videos
  - i. Internet
    1. [www.saferoutesphilly.org/students/videos](http://www.saferoutesphilly.org/students/videos)
  - ii. DVD in Teachers Guide
    1. DVD is provided with lesson materials in teachers guide. Contact your SRP community representative for more information.
- b. Technology needed for viewing videos:
  - i. Computer, projector and screen OR
  - ii. DVD player and monitor
- c. Visible Surface for writing down student responses
  - i. Class board, chart paper, etc.

### **IV) Classroom EAP outline and Script (approx. 20 minute)**

- a. Discuss the unfortunate incident (5 minutes):
  - i. Go over the events that took place.
  - ii. Do the students understand what has occurred?
  - iii. Go over why the event took place.
  - iv. Explain that safe walking practices would have avoided the situations.
- b. Explore pedestrian safety with the three Safe Routes Philly Walk Safe Videos (15 minutes):
  - i. Students will be able to identify the unsafe and safe pedestrian behaviors in three short videos.
  - ii. Before viewing the different walk safe videos it's important for the students to understand what they should be looking for.

**Instructor:** “We’re going to view three different videos that show safe and unsafe walking behavior. I need your help to determine if the videos are safe or unsafe. “

iii. Video #1: **Let’s Play Ball**

1. 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 in between two parked cars into the street. The playmate retrieves the ball.
2. **Pause the video while showing it to divide it into three parts.**
  - a. **Section one: The wrong way**
    - i. **Explore if it was Safe or Unsafe**
  - b. **Section two: The right way**
    - i. **Explore if it was Safe or Unsafe**
  - c. **Section three: Review**
    - i. **Review all major points**

iv. Play **Section one: The wrong way**. 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.”

- v. Hit pause after the car horn when the screen says “Was that Safe or Unsafe”.
  1. **Explore if it was Safe or Unsafe:** Ask your class if they believe the children in the video acted safely or unsafely. They should say unsafely. Ask them why they believe the children acted unsafely and if you would like, record their answers on a visible surface.
  2. Points to keep in mind when discussing why the child acted unsafely:
    - a. The child ran into the street without looking left, right, left.
    - b. The child ran into the street in between two parked cars (visual barriers).
- vi. 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.”

- vii. Hit pause after the car horn when the screen says “Was that Safe or Unsafe” :
  1. **Explore if it was Safe or Unsafe:** Ask your class if they believe the children in the video acted safely or unsafely. The second time around they should say safely. Ask them why they believe the children acted safely and if you would like, record their answers on a visible surface.
  2. Points to keep in mind when discussing why the child acted safely:
    - a. The child stops at the edge of the curb and looks left, right, left.

- b. The child stops at the edge of the car (the visual barrier) and looks left, right, left.
  - c. The child waits to retrieve the ball until there are no cars coming.
- viii. Play **Section three: Review**. The final review section will educate students with the vocabulary word, “Visual Barrier”. Brainstorm the many possible visual barriers we find in the city (group discussion).

**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?”

1. Explore possible visual barriers:
    - a. Snow drifts
    - b. Large trashcans
    - c. Buses
    - d. Trees or bushes
  
  2. **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”:
    - a. Always stop at the curb and look left right left before entering the street.
    - b. A visual barrier is any object that blocks your view of traffic.
    - c. Always stop at the edge of a visual barrier and look left right before entering the street.
    - d. **You should always cross the street at the corner in the crosswalk.**
- ix. Video #2: **Late for School**
1. 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 an intersection.
- Pause the video while showing it to divide it into three parts.**
- a. **Section one: The wrong way**
    - i. Explore if it was **Safe or Unsafe**
  - b. **Section two: The right way**
    - i. Explore if it was **Safe or Unsafe**
  - c. **Section three: Review**
    - i. **Review all major points**
- x. Play **Section one: The wrong way**. Preface the video by explaining the scene.

**Instructor:** “One young boy is running late for school.”

- xii. Hit pause after the car horn when the screen says “Was that Safe or Unsafe” .
  - 1. **Explore if it was Safe or Unsafe:** Ask your class if they believe the child in the video acted safely or unsafely. They should say unsafely. Ask them why they believe the child acted unsafely and if you would like, record their answers on a visible surface.
  - 2. Points to keep in mind when discussing why the child acted unsafely:
    - a. The child ran into the street without looking left, right, left
    - b. The child ignores the instructions of the crossing guard
- xiii. Play **Section two: The right way.** Re-preface the video by explaining the scene.

**Instructor:** “One young boy is running late for school.”

- xiii. Hit pause after the car horn when the screen says “Was that Safe or Unsafe” :
  - 1. **Explore if it was Safe or Unsafe:** Ask your class if they believe the child in the video acted safely or unsafely. The second time around they should say safely. Ask them why they believe the child acted safely and if you would like, record their answers on a visible surface.
  - 2. Points to keep in mind when discussing why the child acted safely:
    - a. The child stops at the edge of the curb
    - b. The child waits for the crossing guard to wave him through the intersection before crossing
- xiv. Play **Section three: Review.** The final review section will review the major points of the video.
  - 1. **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”
    - a. Always stop at the curb and look left right left before entering the street
    - b. Your school’s crossing guard is your traffic boss and has the final say on when you are allowed to cross the street.
    - c. Always listen to your school’s crossing guard
    - d. **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.**
- xv. Video #3: **Texting While Walking**

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 traffic signals.

**Pause the video while showing it to divide it into three parts.**

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

xvi. 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”.

xvii. Hit pause after the car horn when the screen says “Was that Safe or Unsafe”.

1. **Explore if it was Safe or Unsafe:** Ask your class if they believe the child in the video acted safely or unsafely. They should say unsafely. Ask them why they believe the child acted unsafely and if you would like, record their answers on a visible surface.
2. Points to keep in mind when discussing why the child acted unsafely:
  - a. The child is paying more attention to her phone than the intersection she is about to enter
  - b. The child doesn't look up from her phone to see the color of the light before she enters the intersection.
  - c. The child enters the intersection without looking left, right, left

xviii. 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.”

xix. Hit pause after the car horn when the screen says “Was that Safe or Unsafe” :

1. **Explore if it was Safe or Unsafe:** Ask your class if they believe the child in the video acted safely or unsafely. The second time around they should say safely. Ask them why they believe the child acted safely and if you would like, record their answers on a visible surface.
2. Points to keep in mind when discussing why the child acted safely:

- a. The child stops at the edge of the curb
  - b. The child puts her cell phone at her side so she can pay attention to the intersection and traffic light before crossing the street.
- xx. Play **Section three: Review**. The final review section will review the major points of the video.
- 1. **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 “Texting While Walking”:
    - a. Always stop at the curb and look left right left before entering the street
    - b. If you’re going to distract yourself/communicate while walking make sure to take a moment and look up from what you are doing (be it your cell phone or Nintendo DS) before you walk through an intersection. Know what is going on around you. Be aware of your surroundings.
    - c. Even as a person walking, it’s your job to pay attention to and follow traffic light signals.
    - d. Review the meaning of traffic light signals:
      - i. Red-stop
      - ii. Yellow stay
      - iii. Green- go
      - iv. The hand- don’t walk
      - v. The person-walk