



Transportation

Pedestrian Safety

25 minutes

Objectives

Participants will be able to:



✓ understand basic elements of pedestrian safety

✓ understand that a police officer's role is to be helpful

Materials

- ☐ A hat representing a police officer for trainer
- ☐ “Mock Street Set-Up” (sample included)
- ☐ Masking tape
- ☐ “Pedestrian Safety Statements” (included)
- ☐ “Pedestrian Safety Statement Images” (included)



Key English Vocabulary

pedestrian

cross

sidewalk

crosswalk

signals

Pre-Session Preparation

Prepare the “Mock Street Set-Up” with masking tape on the floor of the training space.

When facilitating the session, the trainer should wear the “police” hat.

Facilitator's Introduction of Session to Participants

Wearing the police hat, welcome participants to the session. Remind participants that police officers are in your community to help and they should not be afraid of them.

Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Activity

Introduce participants to the street and explain where the “sidewalks” are. Discuss crossing the street and looking for cars before crossing. Remind participants that it is not safe to stand in the middle of the road, and to please stand on the sidewalks.

Tell participants that you, as the police officer, are going to read a statement about pedestrian safety. If participants think the answer is yes, they should cross the street to the other side. If the answer is no, participants should remain on the side of the street they were standing on before the question was asked.

Remind participants that they must make a decision and cross the street fully, as it is not safe to stand in the middle of the street. Encourage participants to look both ways before crossing the street.

Read “Pedestrian Safety Statements” one by one. Utilize the “Pedestrian Safety Statement Images” where needed. Clarify correct answers as needed.

When finished, ask the group to sit down and debrief together.

Debriefing Questions to Ask Participants

- ☺ What is hardest for you to understand about pedestrian safety?
- ☺ What is most similar to your previous experiences?
- ☺ What do you need to keep in mind regarding pedestrian safety?
- ☺ What additional questions do you have about pedestrian safety?

Variations or Considerations

Add a crosswalk to the mock street for participants to practice crossing safely on.

Add any specific statements identified by yourself or colleagues to address issues or needs of clients in your community.

When working with an individual or a small group, continue with the session as described; it is applicable to small and large groups alike.

Bicycle safety may also be a concern. The U.S. National Highway Traffic Safety Administration (www.nhtsa.dot.gov) offers printer-friendly handouts on bicycle safety tips (www.nhtsa.gov/staticfiles/nti/bicycles/pdf/8024b_ParentTips.pdf) and tips for children (www.nhtsa.gov/parents/walk/NHS1-33758_Par_walk_koko.pdf).



8-10 minutes

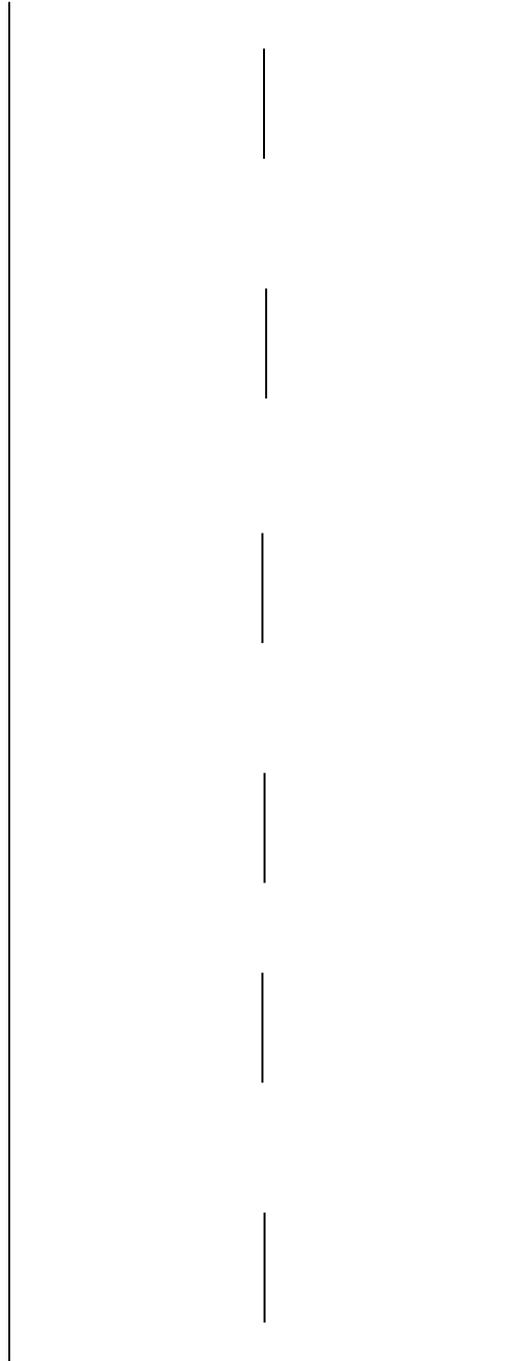
The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

| <i>Vocabulary Term</i> | <i>Definition</i> | <i>Context</i> | <i>Partner Talk</i> |
|------------------------|--|---|--|
| pedestrian | A <i>pedestrian</i> is a person who is walking. | Amina follows the <i>pedestrian</i> safety laws by looking both ways before crossing the street. | Are there <i>pedestrian</i> safety laws in your home country? What are they? |
| cross | To <i>cross</i> is to move from one side to the other. | Julien presses the button for the WALK signal before <i>crossing</i> the street. | Talk about the rules for <i>crossing</i> the street. |
| sidewalk | A <i>sidewalk</i> is a path for walking on the side of a street or road. | In some cities you are not allowed to ride your bike on the <i>sidewalk</i> . | Are there <i>sidewalks</i> in your community? |
| crosswalk | A <i>crosswalk</i> is a lane or path that is marked off for people to cross the street on foot. | Kyaw feels safer crossing the street when she uses the <i>crosswalk</i> . | Is there a <i>crosswalk</i> near your home? |
| signals | <i>Signals</i> are ways to give information, directions, or warnings. People can make <i>signals</i> by moving. Machines can also give <i>signals</i> with lights or noises. | Korfa waits for the streetlight <i>signal</i> to change before crossing the street. Ayan rides her bike and <i>signals</i> so that the cars know when she is turning. | How do you <i>signal</i> that you are tired or hungry? |

Mock Street Set-Up

Lines made with masking tape; “street” should be in the center of the floor with space on the “sidewalks” for participants to stand.



Pedestrian Safety Statements

Trainers should review the statements before the session. Answers that apply to all communities are bolded, below. The trainer should identify whether the other (non-bolded) answers should be “yes” or “no,” based on local laws and regulations, as these statements might be community-specific.

Show the corresponding Pedestrian Safety Images as noted.

| | | |
|--|------------|-----------|
| 1. This means it is safe to cross the street. <i>Show corresponding image:</i>  | Yes | No |
| 2. You should always cross the street at a crosswalk. | Yes | No |
| 3. You can ride a bicycle on a sidewalk. | Yes | No |
| 4. It is important to run across the street. | Yes | No |
| 5. This means you should not cross the street. <i>Show corresponding image:</i>  | Yes | No |
| 6. It is safe to talk on a cell phone while crossing the street. | Yes | No |
| 7. You should not text or email while crossing the street. | Yes | No |
| 8. When riding a bike, you should use appropriate hand signals for turning and stopping. | Yes | No |
| 9. There may be a button to press for a signal to begin crossing the street. | Yes | No |
| 10. If this is blinking, it means you should not be crossing the street. <i>Show corresponding image:</i>  | Yes | No |
| 11. You should not step onto the street to cross between two parked cars. | Yes | No |
| 12. Cars always stop for pedestrians in a crosswalk. | Yes | No |
| 13. This is a stop sign. <i>Show corresponding image:</i>  | Yes | No |
| 14. You do not need to wear a helmet when riding a bike. | Yes | No |

Pedestrian Safety Statement Images

Image for Question 1: This means it is safe to cross the street.



Image for Question 5: This means you should not cross the street.



Image for Question 11: If this is blinking, it means you should not be crossing the street.



Image for Question 14: This is a stop sign.





Transportation

Getting Around a Community

35 minutes

Objectives

Participants will be able to:

- ✓ practice following and giving directions from one place to another
- ✓ practice using directional English words
- ✓ relate practice to getting around in their community



Materials

- ✂ “Getting Around a Community Map” (included), 1 per pair or group of participants
- ✂ Red, orange, yellow, green, blue, pink, and purple markers or highlighters
- ✂ “Directional Cards” (included), 1 per pair or group of participants



Key English Vocabulary

| | |
|----------------|------------|
| transportation | avenue |
| across | directions |
| get around | |

Pre-Session Preparation

Cut up the sets of “Directional Cards.”

If printing in black-and-white, color the four houses, bus lines, and bus stops appropriately on the “Getting Around a Community Map” and “Directional Cards.”

Facilitator’s Introduction of Session to Participants

You have started learning how to get around in your new community. This session will help you practice giving and following directions in your new community.

Introductory Exercise

Briefly review the Key English Vocabulary for this plan. Highlight the words as they come up throughout the session. *[If 8-10 minutes can be added, utilize the Teaching English Vocabulary section found at the end of this activity plan to enhance participant understanding of the key vocabulary words.]*

Divide participants into pairs or groups of three. Distribute “Getting Around A Community Maps” to each group. Explain the map to participants: streets, buildings, the 4 houses, the 2 bus lines (purple, the 1A, and orange, the 6F), bus stops (pink circles), the bus transfer point, avenues, and streets.

Say the following English phrases aloud, and have participants repeat them:

- “Take a left at the ____” and, “Take a right at the ____.”
- “Go past the ____.”
- “Stop when you get to ____.”

Ensure participants understand what these phrases mean.

Activity

Distribute “Directional Cards” to the small groups. Participants take turns choosing a “Directional Card” and telling their partner or group how to get from the first place to the second. Participants should use as much English as they can: left, right, straight, bus, bus stop, street, avenue, etc.

Bring the full group together and debrief how the activity went.

Debriefing Questions to Ask Participants

- ☺ What was easy?
- ☺ What was challenging?
- ☺ How is this similar to your previous experiences?
- ☺ How is this similar to your current community?
- ☺ How can you identify someone likely to give you directions?
- ☺ What have you learned from this activity?

Variations or Considerations

When working with an individual or a small group, continue with the session as described. The trainer can pair with a participant if needed.

Following the “Debriefing Questions,” display a map of the community participants live in. Discuss how this is similar and different from the maps used in this activity. If community maps are not available, obtain one from online (maps.google.com; www.mapquest.com; www.aaa.com).

Teach participants how to use online resources to get around.



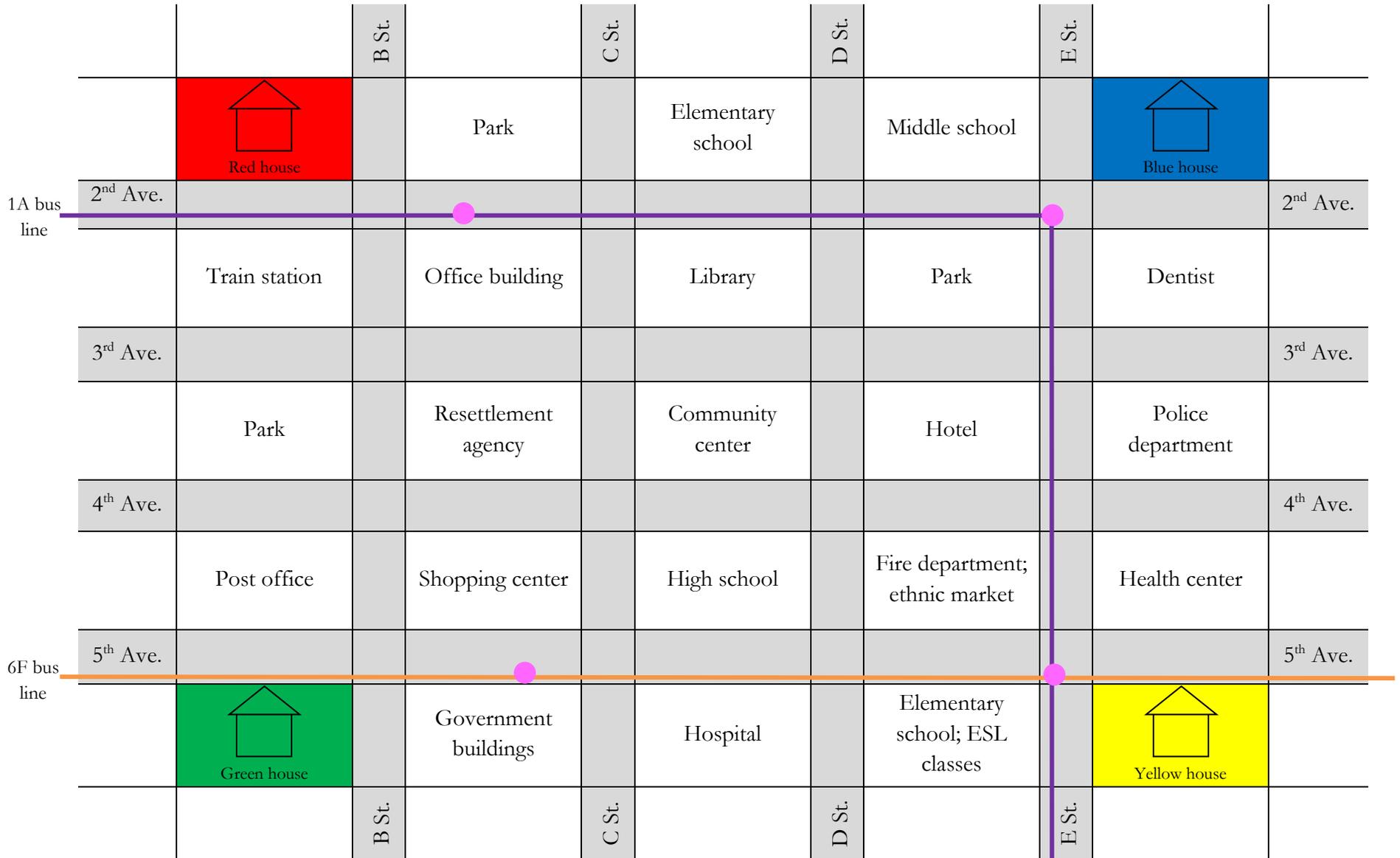
8-10 minutes

The following list begins with the words most easily understood and goes through more complex terms. Use the terms most accessible to your participants.

Introduce the words with the definition and contextual sentence. Omit words if participants already know them. Partner talks are meant to be a brief two minutes and do not have to include all the words. Encourage conversation and interaction, and focus on what participants already know about the word based on your introduction.

| <i>Vocabulary Term</i> | <i>Definition</i> | <i>Context</i> | <i>Partner Talk</i> |
|------------------------|---|---|--|
| transportation | <i>Transportation</i> is moving things or people from one place to another. | In some countries they use cars for <i>transportation</i> more than buses and trains. | In your home country, what kind of <i>transportation</i> is most common? |
| avenue | An <i>avenue</i> is wider or bigger than a street. | The school and library are on Maple <i>Avenue</i> . | Are there any <i>avenues</i> in your new town? |
| across | <i>Across</i> means on the other side of. | The dentist is <i>across</i> the street from the police department. | What is <i>across</i> the street from where you live? |
| directions | <i>Directions</i> are information about which way to go. | Louise gave Claudia <i>directions</i> to the post office. | Have you asked for <i>directions</i> before? |
| get around | To <i>get around</i> is to move around a place by walking, biking, driving, or taking a bus, metro, taxi or other transportation. | Sumitra <i>gets around</i> town by biking. | How do you <i>get around</i> ? |

Getting Around a Community Map



Domestic Community Orientation Curriculum Transportation



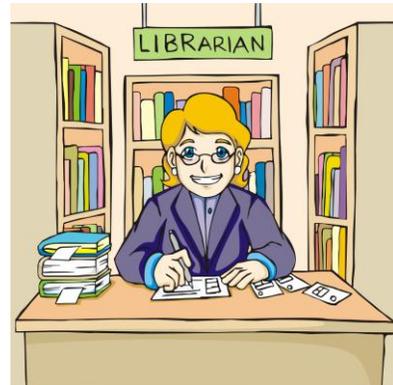
© 2012 Center for Applied Linguistics

Directional Cards

1. Yellow house



2. Library



1. ESL class at the elementary school



2. Park



1. Police department



2. Post office



1. Train station



2. Green house



1. Community center



2. Yellow house



1. Fire department



2. Red house



1. Office building



2. Health clinic



1. Government building



2. Dentist



1. Red house



2. Hospital



1. Hotel



2. Shopping center



Park



2. Yellow house



1. Blue house



2. Resettlement agency



1. Middle school



2. High school



1. Elementary school near the parks



2. Ethnic market

