

## Lesson 4: Parking Lot Safety

**Time:** approximately 20-30 minutes

*This curriculum does not cover every possible scenario that a child may encounter as a pedestrian, but instead addresses the basic skills needed to be a safe pedestrian. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.*

### Lesson Objectives:

The objective of this lesson is to teach students how to navigate a parking lot. Parking lots can be dangerous because they are one place where pedestrians and vehicles share the same space. Drivers are often preoccupied with finding a parking space and are not paying attention to pedestrians. At this age, it is important to emphasize that students should never navigate parking lots without the assistance of an adult.

The students will be able to

- Demonstrate safe behaviors for exiting a vehicle, walking safely in a parking lot, and re-entering a vehicle

### Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### Materials:

A large area to create a model parking lot

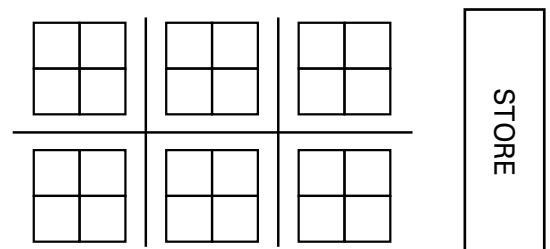
Masking tape, rope, chairs (16-24), or other materials to create model parking lot

Parent/Caregiver Tip Sheet

**Preparation:** Using the materials listed above, create a model parking lot.

You will need to arrange several chairs into groups of four to simulate cars. Use tape, rope, or other materials to simulate the parking spaces between the cars.

You can also create a store front using large boxes or rope.





## Lesson Outline

### 2. Walk Safely (*continued*)

### 3. Crossing the Lot Again and Re-Entering a Car

## Sample Script

We should follow these same rules when we are in the parking lot.

Remember, it is very difficult for drivers to see you through their back windows. Bad weather can make it even harder for drivers to see you or stop quickly, so you need to be especially careful. As you walk, keep looking around the parking lot to see if there are cars coming near you.

What should you do if you happen to see a car moving in your direction?

- *FREEZE and wait with the adult until it is clear*

Walk on the left side of the parking row, just like we walked down the street, a few steps away from the back of the cars.

DO NOT walk down the middle of the parking lot or too closely to the back of the cars. Drivers will not be able to see you.

Watch as I show you where to walk. Notice that I am on the left side, a few steps away from the other cars. I am walking straight, with my head up looking for traffic. **[Teacher demonstration]**

At the end of your trip, you and the adult will have to go back to your car.

Remind me how I should walk back to the car.

- *Walk with your head up looking and listening for cars*
- *Freeze if you see or hear a car moving toward you*

Watch as I demonstrate again. **[Teacher demonstration]**

As you are walking across the parking lot, you may have a toy or other item in your hands. If you drop it while you are walking, you should NOT try to get it by yourself. What should we do?

- *Stay put. Watch where it goes without leaving the adult. Tell the adult where it is, and let him/her get it.*

When you get back to the car, what should you do to re-enter the car?

- *Stay close to the car door. (If you can, get in on the same side as the driver. The adult can keep an eye on you and pull you out of danger, as long as you are close.)*
- *Get into the backseat of the car and close the door quickly. Do not sit in the passenger seat up front.*
- *Make sure you are buckled in safely before the driver starts the car. Tell the driver if you are not buckled in so they know that you are not yet ready to leave.*

Watch as I show you how to safely re-enter the car and get ready to leave. **[Teacher demonstration]**

## Lesson Outline

### Activity Options:

The students could...

- Dramatize safe and unsafe scenarios using the model parking lot (5-10 minutes, *see sample script*)
- Practice safe parking lot behavior on school grounds to reinforce appropriate behavior (10-20 minutes)
- Take a supervised walk to a nearby parking lot with parent volunteers to practice and reinforce safe parking lot behavior (20-30 minutes)

### Closure (if time): (5 minutes)

The teacher will

- Review safety rules for pedestrians while crossing a parking lot

## Sample Script

### ACTIVITY OPTION A:

Now, it's your turn! A few of you are going to get the chance to show me how to cross the parking lot.

***[Teacher will allow several students to demonstrate crossing a parking lot using the steps above. The teacher should call out what is happening in the parking lot and give the students verbal cues to help them cross safely.]***

Great work! We're going to practice all together by playing one of my favorite games, "Simon Says." ***[Students act out all movements while in the model parking lot created by the teacher.]***

- Partner up students in pairs. Emphasize the need for students to stay with their buddy the entire time. One student could pretend to be the "adult" and the other could be the "child," if necessary.
- Allow all students to take their places in the cars of the model parking lot.
- The teacher will call out key words. The students should move about the parking lot as they would if they were in a real parking lot. (Teacher may have to show students the proper movements before beginning to play.)
  - "Park" = sit in place
  - "Exit" = freeze next to car
  - "Walk" = look left and right as you walk in place
  - "Vehicle" = freeze

Once groups of students reach the designated "store" area, they should stay in place until all groups reach this area safely also.

  - "Unlock" = open door
  - "Enter" = sit and buckle seat belt

Let's review all that we have learned today.

How should we exit a car safely?

- *Get out on the same side as the driver*
- *Stay close to the car*

How should I behave while crossing the parking lot?

- *Walk on the left side of the back of parked cars, keep your head high, look and listen for traffic*

How should you re-enter a car after leaving your destination?

- *Get in on the same side as the driver*
- *Immediately buckle up*

*After the review, it is highly recommended that teachers take students to a safe environment outdoors to reinforce the learned behaviors. Parent and other adult volunteers may be necessary to make this first-hand experience more valuable and safe for the children.*

**Suggested Cross-Curricular Connections:**

*These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period.*

**Music**

- Teacher and students can list all safety rules for crossing a parking lot on chart paper.
- Students can work in small groups or individually to re-write the lyrics to a popular song or nursery rhyme to reflect safety rules for crossing a parking lot.
- Students can perform their songs for younger grades to help young children learn the appropriate behaviors.

**Math**

- Plotting Ordered Pairs on a Coordinate Grid
  - The teacher can create a “Master Parking Lot” on a blank coordinate grid by drawing parking spaces and destination store. The “Master Parking Lot” can be designed in only the first quadrant of the coordinate grid or it can encompass all four coordinate grid quadrants, depending on student ability level.
  - Students can place cars and pedestrians in safe places throughout the parking lot by providing ordered pairs of numbers. Fellow students can analyze their peers’ choices for placing cars and pedestrians in specific places aloud in a classroom discussion.

**Dramatic Play**

- Students can create props that relate to pedestrian safety (cars, street signs, traffic signals, parking lot props, etc.). Students can demonstrate how to stay safe when near traffic, near driveways, crossing streets, crossing intersections, or crossing parking lots.

# Materials

## Parent/Caregiver Tip Sheet