

# Walk Safe!™

## Keeping Pedestrians Safe in the "Danger Zone"



Montgomery County, Maryland  
Office of Public Information  
[www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk)





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**Walk Safe!**<sup>™</sup> is a 24-minute English language instructional video designed to teach pedestrian safety concepts to non-native English speakers. It is intended for use in ESOL classes and other instructional venues where English is taught at basic, intermediate and advanced levels. It may also be used in classes for young adults who are not necessarily ESOL students.

The video is divided into five modules with the following approximate run times:

|   |             |
|---|-------------|
| Module 1: Introduction                    | 4.5 minutes |
| Module 2: Signs and Signals               | 6 minutes   |
| Module 3: "Walk Safe!" <sup>™</sup> Rules | 5 minutes   |
| Module 4: Risky Situations                | 4.5 minutes |
| Module 5: Be Safe! (Summary and Review)   | 5.5 minutes |

While each module is self-contained and it is not necessary to show all five modules at one time, it is recommended that you show the modules in numerical order, since the content of each module often builds on safety concepts taught in one or more of the previous modules.

This Teacher's Guide is intended to help you present the pedestrian safety concepts highlighted in the video. We have included vocabulary lists, suggested activities and comprehension checks that will help you use the video as a teaching tool for both pedestrian safety and English as a Second Language.

### Video Objectives

After watching this video, the learner should be able to:

- Identify and interpret key pedestrian safety terms, expressions and signage in English
- Learn eight basic pedestrian safety concepts:
  1. Take responsibility for your own safety
  2. Pay attention and be alert
  3. Cross carefully
  4. Be patient when crossing the road
  5. Obey traffic signs and signals
  6. Cross the street at crosswalks
  7. Move fast to cross the road when it's safe, but don't run
  8. Be visible so you can be seen
- Communicate basic pedestrian safety concepts to others
- Identify the risks of being a pedestrian
- Interpret common traffic and pedestrian signs and signals
- Identify risky situations

## Key Vocabulary

The following are the most important and/or frequently used key words appearing in the five modules of **Walk Safe!**<sup>™</sup>

In each module, the key words for that module appear at the beginning and are emphasized with images when they appear. Where appropriate, we have grouped the words according to their context and meaning. At the beginning of each module, introduce the words in that module by the groupings. Define the words and practice pronouncing them. During the video, students will review the words and see a scene where the words they have learned are used in context.

|                    |                        |          |
|--------------------|------------------------|----------|
| Block              | One-way road           | Safe     |
| Bus stop           | Parked cars            | Shoulder |
| Crosswalk          | Patient                | Sidewalk |
| Dangerous          | Pay attention/Be alert | Sign     |
| Direction          | Pedestrian             | Signal   |
| Emergency vehicles | Reflective materials   | Traffic  |
| Flashing           | Risk                   | Visible  |
| Intersection       | Road                   | Yield    |

## Language Skills

Adults in ESOL courses vary widely in their levels of English proficiency, from low beginning to high advanced. Though this video and the accompanying Teacher's Guide are designed to be used with as wide an audience as possible, instructors will need to judge the appropriateness of these materials for their unique groups of learners. The following list of key grammar used in the language of the video and the activities outlined in the Teacher's Guide may help instructors make these judgments. This list may also provide guidance as to when, within a curriculum, it would be best to show the video, and which language skills can be emphasized in any new materials that instructors may create based on the video. Generally speaking, this grammar is used by learners with intermediate English proficiency levels:

- Simple Wh-questions (e.g., Who, What, When, Where, Why, How)
- Simple Yes/No questions
- Simple present, present continuous, past, and future tenses
- Commands
- Simple modals in affirmative/negative (can, should, might, may)
- Simple prepositions of time and place (in, on, next to, across, etc.)
- Conjunctions (and/or, but)



**The key message of this video is that pedestrians need to take responsibility for their actions. By avoiding risky behaviors and dangerous situations, they can be safe.** Please note that the word “accident” is not used in this video. The word “accident” suggests that the incident could not have been prevented. Some students will know the word “accident.” You may wish to introduce the word “accident” and then use “crash” or “collision” in your discussions.

### Introducing the Video

1. Before watching the video, write the following questions on the board:

**Where do you walk?**

**When do you walk?**

Ask a couple of volunteers to answer these questions, and write them on the board. You may have to prompt them with a few examples from your own experience, such as, “I walk to the grocery store,” or “I walk to the bus stop,” or “I walk after work.”

2. Divide students into small groups and ask them to discuss the questions in English. Circulate to listen and assist.
3. Reassemble the class and ask for the results of their discussions. Write on the board their destinations and the times of day or night that they walk.
4. Introduce the word *pedestrian*, a person who walks. Tell students that all people who walk on, across, or near roads are called pedestrians. Ask students if they think it is *safe* or *dangerous* to be a pedestrian in the places where they live and attend class. If necessary, give examples to illustrate the meanings of *safe* and *dangerous*, and write these key words on the board. To the extent possible, have the learners discuss their opinions regarding whether being a pedestrian in their area is safe or dangerous. Point out that everyone is a pedestrian at least some of the time.  
  
Note that students with lower levels of English proficiency may not be able to have a discussion on this topic. Ask yes/no questions to elicit information about these students’ walking habits (e.g., Did you walk to class today? Did you take the bus? Do you walk to work?, etc.).
5. Tell students that they will watch a video and learn what they can do to stay safe as a pedestrian.



## MODULE 1. INTRODUCTION

In this module, students will see examples of risky behaviors that can endanger pedestrians. The key message in this introduction is: Your safety is your responsibility. You can stay safe if you remember to: pay attention; cross carefully; be patient; move fast to cross the road when it's safe, but don't run; and be visible.

The following key words appear at the beginning of Module 1 in three groupings. These words are used in Module 1 and are important to students' understanding of the safety messages.

| Group 1    | Group 2   | Group 3       |
|------------|-----------|---------------|
| Pedestrian | Dangerous | Patient       |
| Road       | Safe      | Pay attention |
| Traffic    | Risk      | Visible       |

- 1.1 After students watch Module 1, remind them that they saw several dangerous situations in "The Danger Zone." Ask:

**Is it always safe to walk across the road? Why or why not?**

Ask students to try to remember all the dangerous situations that they saw.

- 1.2 Play the first part of Module 1 again, stopping the video at each example of wrong behavior. After each example, ask:

**What do you see here?**

**What is the problem?**

Ask students to describe, in as much detail as possible, what the pedestrian is doing wrong in each example.

- 1.3 Point out that all the pedestrians in these situations are taking *risks*. Write *risk* on the board and help students to understand the meaning of the word. Ask:

**What can happen when pedestrians take risks?**

**Have you ever taken a risk as a pedestrian?**

**Have you ever seen a pedestrian doing something dangerous?**

**If so, what? What happened?**

**Do cars always stop when you walk into the road?**

Emphasize the fact that cars will not always stop for pedestrians, even when it appears safe to cross the road.

1.4 Finally, lead students in a discussion of what they can do to stay safe. Note that students will make a more detailed list in Module 3. In this activity, the teacher will ask students to begin to think about what they can do. Ask:

**When you are a pedestrian, what can you do to stay safe?**

Elicit students' ideas and write them on the board. Then, show students Module 2 of the video.

## MODULE 2. SIGNALS AND SIGNS

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In this module, students will be introduced to common signs, signals and road markings, including STOP and YIELD signs, crosswalks, intersections, walk/don't walk signals and traffic signals. They will learn proper pedestrian behavior for each sign, signal and road marking. The key messages in this module are: cross only at crosswalks or intersections, and obey walk/don't walk signals; however, even when it appears safe to cross, watch for cars, stay alert and move quickly (but don't run) to cross the street.

The Module 2 worksheet and pictures of the walk/don't walk signals needed in this module are available for download at: [www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk). The following key words appear at the beginning of Module 2 in three groupings. These words are used within Module 2 and are important to students' understanding of the safety messages.

**Group 1**

Sign  
Signal  
Flashing  
Yield

**Group 2**

Traffic  
Pedestrians

**Group 3**

Intersection  
Crosswalk

2.1 After students watch Module 2 of the video, ask:

**What traffic signs and signals do you have in your country?**

**Are they different from the signs and signals in the United States? How?**

Elicit students' descriptions and encourage discussion about the differences in signs and signals in students' native countries and the United States. If students do not know the English words for colors, use traffic signals and what they mean to review the colors and the meaning of red, green and yellow signals.

2.2 Divide students into pairs and give each pair a **Module 2 Worksheet**. Ask them to work together to draw a line from the beginning of the sentence in the left-hand column to the end of the sentence in the right-hand column. Circulate among students to assist.



2.3 When students are finished, reassemble the class and call on volunteers to read the answers from the worksheet. Check to see if there are any questions. Here are the answers:

- |      |      |
|------|------|
| 1. e | 4. f |
| 2. c | 5. b |
| 3. a | 6. d |

2.4 Hold up a picture of the walk/don't walk signals you downloaded. Ask:

**What is this? What does it do?**

(It tells you when you can cross the road.)

Point to the pedestrian crossing signal:

**What does the crossing pedestrian mean?**

(Start crossing. Watch for turning cars.)

Point to the hand on the signal:

**When the hand is flashing, what does it mean?**

(Don't start crossing. Finish crossing if started.)

Point to the hand on the signal:

**When the hand is steady, what does it mean?**

(Don't cross.)

**What do the (countdown) numbers mean?**

(They tell you how many seconds you have left to cross the road.)

**What does the pedestrian button do?**

(Pushing it gives you more time to cross the street.)

Make sure all students understand the meanings of these signals.

2.5 Now, write the following three discussion questions on the board:

**1. When is it safe to cross at a crosswalk?**

**2. When is it safe to cross at an intersection?**

**3. The walk signal says it is OK to cross. What should you do?**

Ask students to get into small groups and discuss these three questions. Afterwards, reassemble the class and review the answers, which appear below:

1. It is safe to cross only when there are no cars coming and traffic has completely stopped.
2. It is safe to cross only when there are no cars coming and traffic has completely stopped.
3. Look around you in all directions before you cross.

- 2.6 As a final comprehension check (or as an alternative to the activities above for low-level learners), return to the end of the Module 2 video and replay the final review of signs and signals. Pause the video each time the narrator shows an image and asks, "What is this?" Ask students to volunteer the answers or write their answers down on paper. Then, play the video and allow students to check their answers.

### Module 2 Worksheet

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**Instructions:** Complete the sentences. Draw a line from the beginning of the sentence in the left-hand column to the end of the sentence in the right-hand column.

**Example:** Pedestrians  are people who walk.

- |                            |  |
|----------------------------|--|
| 1. Traffic signals         | a. are the safest place to cross the road. |
| 2. Intersections           | b. tell drivers to slow down.              |
| 3. Crosswalks              | c. are places where roads cross.           |
| 4. Walk/Don't Walk signals | d. tell drivers to stop.                   |
| 5. Yield signs             | e. tell drivers whether to go or stop.     |
| 6. Stop signs              | f. tell you when to cross the street.      |

*Note: Downloadable copies of this worksheet are available at [www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk)*

## MODULE 3. Walk Safe!™ RULES

In this module, students will learn basic pedestrian behaviors that will keep them safe. The key messages of this module include: be alert; cross properly; be patient; move quickly to cross the street; and be visible to drivers.

The Module 3 worksheet is available for download at [www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk).

The following key words appear at the beginning of Module 3 in three groupings. These words are used within Module 3 and are important to students' understanding of the safety messages.

### Group 1

Intersection  
Crosswalk  
Block

### Group 2

Reflective materials  
Visible

### Group 3

Patient  
Pay attention  
Direction

- 3.1 Write the term **Walk Safe!™ Rules** on the board. After students watch Module 3 of the video, point out that they learned about five important rules for pedestrian safety. These are called **Walk Safe!™ Rules**. Ask students which **Walk Safe!™ Rules** they remember. If they forget some, prompt them. By the end of this discussion, you should have the following rules on the board:

**Be alert**  
**Cross properly**  
**Be patient**  
**Move quickly to cross the street**  
**Be visible to drivers**

Check students' comprehension of the rules. Ask volunteers to explain each of the rules in their own words.

- 3.2 Ask students to get into pairs. Give each pair a Module 3 worksheet. Ask students to work together to choose the best answer to each question on the worksheet.
- 3.3 After students have finished, reassemble the class. Review the worksheet answers together. The answers are as follows:

|      |      |
|------|------|
| 1. c | 4. c |
| 2. a | 5. a |
| 3. b | 6. b |

- 3.4 Divide students into groups of three and give each group a few pieces of paper. Ask students to consider what they have learned about pedestrian safety in the video (up through Module 3). Ask them to write their own **Walk Safe!**<sup>™</sup> safety rules for themselves and their families, to add to the five we already have. Their rules can be positive or negative (e.g., Positive: Stop at the curb before crossing; Negative: Don't talk on your cell phone.)
- 3.5 When groups have finished, reassemble the class. Ask a representative from each group to write their rules on the board. Review them as a class. Correct grammar and content of the rules. As a class, decide which rules are best. Ask all students to copy down the rules on their own sheets of paper to take home and share with their families. Alternatively or in addition to this, have students write these rules on a piece of butcher paper and post them in the classroom as a reminder to WalkSafe.<sup>™</sup>

Use the following list to make sure that the most important rules are included:

1. Cross only at marked crosswalks and at intersections.
2. Before crossing, stop at the edge of the road. Look left, look right and look left again.
3. Obey all traffic signals and signs. Push the button at walk signals.
4. Use or wear reflective materials, and bring a flashlight at night.
5. Keep looking for cars as you cross. Look all around you.
6. Listen for cars.
7. Be patient. Wait to cross until no cars are coming.
8. Don't run across the street, especially in the middle of the block.
9. Always walk on the sidewalk, if there is a sidewalk.
10. If there is no sidewalk, always walk facing traffic.
11. Do not walk out between two parked cars.
12. Do not talk on a cell phone or listen to a radio while crossing the street.
13. Take responsibility for your own safety. It's up to you.
14. Parking lots are also danger zones. Always use WalkSafe<sup>™</sup> rules in parking lots, too.



### Module 3 Worksheet

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**Instructions:** Choose the best answer for each of the questions below.

**1. When is it especially difficult for drivers to see you?**

- a. at night
- b. in the early morning
- c. at night and in early morning

**2. What makes you most visible?**

- a. reflective materials
- b. dark clothing
- c. white clothing

**3. What is the best place to cross the road?**

- a. between two parked cars
- b. at a crosswalk
- c. at an intersection

**4. How should you cross the road?**

- a. You should run
- b. You should walk slowly
- c. You should walk quickly, but not run.

**5. Is it dangerous to talk on a cell phone when you cross the road?**

- a. yes
- b. no
- c. sometimes

**6. What is the “danger zone”?**

- a. the sidewalk
- b. the road
- c. the shoulder

*Note: Downloadable copies of this worksheet are available at*  
**[www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk)**

## MODULE 4. RISKY SITUATIONS

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In this module, students will learn about special situations where pedestrians may be at more risk and must be extra careful (e.g., walking on roads where there are no sidewalks, crossing one-way roads, emergency vehicles at intersections, children playing near roads, etc). They will also see situations that should be avoided (crossing mid-block to catch the bus, crossing between parked cars, divided highways with Jersey walls, bridges and narrow roads without shoulders or sidewalks, roads covered with water or ice, etc). The key message in this module is that pedestrians need to be extra careful in special situations and avoid certain dangerous locations where they should not walk. You may also wish to emphasize that walking in parking lots is dangerous, too.

The Module 4 Conversation Cards worksheet is available for download at: [www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk). Print the worksheet, make photocopies of it, and cut each sheet into cards. Make individual stacks of the cards.

The following key words appear at the beginning of Module 4 in three groupings. These words are used within Module 4 and are important to students' understanding of the safety messages.

### Group 1

Pedestrian  
Bus stop  
Sidewalk

### Group 2

Intersection  
Crosswalk  
Shoulder  
One-way road

### Group 3

Parked cars  
Emergency vehicles

- 4.1 Write the term *risky situations* on the board. After students watch Module 4 of the video, point out that Module 4 was about risky or dangerous situations that pedestrians might find themselves in. Ask:

**What did you learn in Module 4 of the video?**

**What was new for you?**

Encourage students to talk about what was new or most interesting for them in this video. Check to see if they have questions about what they saw.

- 4.2 Tell students that they are going to have an opportunity to discuss what they should do in risky situations. Ask them to get into pairs and give each pair a face-down stack of conversation cards. Tell students that they should take turns pulling a card from the top of the stack and reading it to their partner. Their partner should answer the question, based on information learned in the video.

Note that this activity requires the use of the modal *should*. If your students have not used *should* very much in the past, you may need to introduce and practice this modal before beginning this activity. As students converse, circulate among them and listen, assisting where necessary. However, try not to interrupt. Encourage students to speak only in English, and to say as much about the topic as they can.

4.3 After students have finished most of their cards, reassemble the class and review the answers to each question together. Ask students if they discussed other risky situations, such as walking in parking lots. Answer questions and check to make sure students understand the answers to these important questions.

4.4 Homework task for intermediate and advanced students: Distribute the Walkability Checklist posted on Montgomery County's website:  
**[www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk)**

4.5 Have students complete the checklist by walking in their neighborhoods. Tell the students to bring the completed checklist to the next class and discuss their findings.

Homework task for lower-level students: Ask students to go home and walk around their neighborhoods. They should list two pedestrian safety problems they see. Discuss as a class or in small groups.

### Module 4 Conversation Cards

You are late. You see the bus at the bus stop across the street. What should you do?

An emergency vehicle is coming down the road fast. What should you do?

There is no sidewalk. You must walk in the road. What should you do?

Your children are playing outside your house. There is a road next to your house. What should you do?

You want to cross a two-lane road. A car in one lane stops for you. What should you do?

There is a lot of water on the road. You want to cross the road. What should you do?

You are walking through a parking lot. Is this a risky situation? What should you do?

*Note: Downloadable copies of this worksheet are available at*  
**[www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk)**





## MODULE 5. BE SAFE! (SUMMARY AND REVIEW)

In this module, students will review the key pedestrian safety concepts introduced in Modules 1–4. The module is set up as a quiz for students. It shows wrong behaviors and asks, “Are these pedestrians crossing the street correctly?”

The following key words appear at the beginning of Module 5 in three groups. These words are used within Module 5 and are important to students’ understanding of the safety messages.

### Group 1

Pay attention/Be alert  
Patient  
Visible

### Group 2

Dangerous  
Safe  
Traffic  
Pedestrian

### Group 3

Crosswalk  
Intersection  
Signal  
Sign

- 5.1 After students watch Module 5, begin the video again. Stop the video after each wrong behavior and engage the class in discussion. Ask:

**What did this man (woman, child) do?**

**Why is it dangerous?**

**What can he (she) do better?**

Be sure to emphasize the basic message: Safety is your responsibility. You can stay safe if you are alert, patient, visible, cross properly and move quickly when you cross.

- 5.2 As a final activity, ask students to either write or discuss the following questions:

**What are three things you will do differently after watching this video?**

**How will you and your family be safer when you walk?**

Review students’ answers as a class. Remind students to share these messages with their family and friends.

## **Additional Pedestrian Safety Resources**

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### **Montgomery County's website—pedestrian pages**

Lists of resources and safety tips.

[www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk)

### **AAA Foundation**

[www.aaafoundation.org](http://www.aaafoundation.org)

### **National Highway Traffic Safety Administration**

[www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)

### **Pedestrian and Bicycle Information Center**

[www.pedbikeinfo.org](http://www.pedbikeinfo.org)

### **Perils for Pedestrians**

[www.pedestrians.org](http://www.pedestrians.org)

### **A Resident's Guide for Creating Safe and Walkable Communities**

[safety.fhwa.dot.gov/ped\\_bike/ped/ped\\_walkguide/](http://safety.fhwa.dot.gov/ped_bike/ped/ped_walkguide/)





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