

# DriveSafe!®

## Keeping Pedestrians Safe When You're Behind the Wheel



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





**DriveSafe!**® was produced by:

The Blue Wave Film and Television Production Company  
for Montgomery County, Maryland, Office of Public Information.  
[www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk)

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**DriveSafe!**® is an English language instructional video designed to teach pedestrian safety concepts to students in driver education classes or in other instructional venues where pedestrian safety issues can be integrated into the curriculum.

There are two versions of the video: one for teenage students and the other for adult learners. The content in the two videos is similar; however, the teen version contains examples and images more likely to resonate with teenage drivers. The adult version may be used with adults who are native English speakers as well as those who are English language learners or “ELLs.”

Each video is divided into five sections:	Version For Teen Drivers	Version For All New Drivers
Section 1: Introduction/Responsibility	X minutes	X minutes
Section 2: Be Aware	X minutes	X minutes
Section 3: Know the Law	X minutes	X minutes
Section 4: Have Patience	X minutes	X minutes
Section 5: Pedestrians Who Require More Patience	X minutes	X minutes
Section 6: Summary and Review		

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

This Teacher’s Guide is intended to help the instructor present the pedestrian safety concepts highlighted in the video. We have included activities and comprehension checks as teaching tools to increase awareness about pedestrian safety issues.

Throughout this Teacher’s Guide, we highlight the activities that may be more appropriate for teens or adults, including an answer key where appropriate. In addition, in a special box with a steering wheel icon , we also provide tips and vocabulary lists for instructors who are teaching ELLs.



PGH

DPW

**YIELD TO  
PEDS IN  
CROSSWALK**



## TIP FOR TEACHERS OF ENGLISH LANGUAGE LEARNERS (ELLs)

### *About the Vocabulary Lists*

For students for whom English is not their native language—“ELLs,” we have provided lists of key pedestrian and driver safety terms appearing in each section. **Before** students watch each section of the video, introduce the key vocabulary. Write terms on the board and use group discussion, pictures and demonstrations to make sure students understand their meaning. Instructors may also wish to practice pronouncing the words with students.

## Video Objectives

*After watching this video, the student driver should be able to:*

- Articulate why keeping pedestrians safe must be a high priority for drivers
- Identify specific steps that drivers can take to prevent collisions with pedestrians:
  1. Be aware
  2. Follow traffic laws
  3. Exercise patience
  4. Drive carefully
  5. Look out for pedestrians
- Identify basic pedestrian behaviors that can result in collisions if drivers are not careful
- Articulate traffic laws that apply when a driver comes upon:
  1. A crosswalk where a pedestrian is crossing
  2. A school bus that has stopped with blinking red lights
  3. A traffic signal where the driver turns right on red and a pedestrian is crossing
  4. A vehicle that has stopped for no apparent reason
  5. A sidewalk at the entrance to an alley or driveway
- Articulate why driving aggressively, impatiently and without full attention is very risky
- Identify specific categories of pedestrians who may have delayed reaction times
- Describe what drivers should do when a bicyclist is in the road
- Describe why parking lots can be risky for pedestrians and drivers, and how drivers can avoid pedestrian collisions

**The key message of this video is that drivers assume serious responsibilities when they are behind the wheel, including keeping pedestrians and bicyclists safe.** Please note that the word “accident” is not used in this video. “Accident” suggests that the incident could not have been prevented. When it comes to driving and pedestrian safety, the words “crash” and “collision” are more appropriate, since they suggest one or more parties to the incident were responsible.

## Introducing the Video

*The following activities are appropriate for both teens and adults.*

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

### **What is a pedestrian?**

Ask the class to brainstorm a definition for the word “pedestrian.” The definition should include the following concept: **A person who walks.** Ask the class to choose among the definitions for the one they think is best.

Alternative activity: Divide the class into small groups to brainstorm definitions that include “a person who walks” with situations where people are likely to be pedestrians (e.g., a person who walks to the bus, a person who walks to school, a person who walks for exercise, a person who walks in a parking lot, etc.). Explore with the class these situations and note how frequently we all are pedestrians.

2. Write the following on the board:

### **As a pedestrian, what dangerous situations have you been in? As a driver, what can you do to keep pedestrians safe?**

Divide students into small groups and ask them to discuss the questions and come up with a list in response to each question. Reassemble the class and ask for the results of the discussions. Record the lists on the board.

Alternative activity: Divide the class into two groups. Ask one group to respond to the pedestrian question and the other to respond to the driver question. Have each group list their responses on the board. Explore with the class whether any of the dangerous situations for pedestrians can be matched with driver actions that would keep those pedestrians safe. After viewing the video, students may be able to add to these lists.

**Important:** *Remind students that we all are pedestrians at least some of the time. Tell them they will now watch a video to learn about pedestrian safety and what they can do as drivers to keep pedestrians safe.*

## SECTION 1. INTRODUCTION / RESPONSIBILITY

In this section, students are reminded they have special responsibilities when they are driving. One of the most important is to avoid pedestrian collisions. They will hear testimonials from pedestrian crash victims and drivers and be introduced to five basic steps to prevent crashes with pedestrians: Be aware, follow traffic laws, exercise patience, drive carefully and look out for pedestrians.

**Key message:** *Drivers assume serious responsibilities when they are behind the wheel, and there are certain actions they must take to keep pedestrians and bicyclists safe.*



### KEY VOCABULARY

The following key words appear in Section 1 and are important to students' understanding of the safety messages in this section.

Collision

Cyclists

Pedestrians

Consequences

Injuries

Responsibilities

Crash

Patient

Traffic laws



*The following activities are appropriate for both teens and adults.*

1.1 After watching Section 1, ask students:

**Have you ever been in a pedestrian crash—or do you know someone who has been in a pedestrian crash?**

Discuss what happened and the consequences for both the driver and pedestrian. How might the crash have been prevented by the pedestrian, the driver or both?

1.2 Ask:

**When you are driving, what do you need to pay attention to?**

Make a list on the board.

### Answer Key

Make sure students mention the following:

- other vehicles around you
- traffic signals and signs
- wet or slippery pavement
- parked cars
- pedestrians
- bicyclists
- motorcyclists
- intersections
- crosswalks
- emergency vehicles
- obstacles in the road
- school buses
- transit buses
- how fast you are going
- leaving enough room to stop
- nighttime visibility

Ask:

**Do you need to pay attention to all these things at the same time? Would you say you are multi-tasking when you drive?**

Discuss with students how *driving is multi-tasking*. It requires the driver's complete attention, since the driver must pay attention to many things at the same time. The instructor may also wish to point out that some recent brain research says we don't really multi-task but that our brains move back and forth and can attend to only one task at a time, which makes it even more important to devote full attention to driving.



## SECTION 2. BE AWARE

In this section, students will learn where and when they are likely to encounter pedestrians as well as some examples of pedestrian and bicyclist behaviors they might see when driving.

**Key message:** *It is up to the driver to be aware of pedestrians (and bicyclists), try to anticipate what they might do and keep them safe.*



### KEY VOCABULARY

The following key words appear in Section 2 and are important to students' understanding of the safety messages in this section.

Aware	Crosswalks	Priority
Bicyclist	Daydreaming	Texting
Block	Distracted	Traffic signal
Bluetooth devices	Eye contact	
Cell phone	Headphones	

*The following activity is appropriate for both teens and adults.*

2.1 For this activity, the instructor will need to create nine scenario cards that describe situations drivers may encounter. The scenarios below can be written on four-inch by six-inch index cards or presented in any other format. The cards may also be downloaded from the Montgomery County website: [www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk).

#### Scenarios:

1. A traffic signal is about to turn green for you, the driver. A pedestrian begins to cross the street. He is listening to an iPod. What should you do?
2. A traffic signal is about to turn green for you, the driver. There are lots of pedestrians at the intersection. What should you do?
3. You are turning right on a red traffic signal. A pedestrian starts to walk across the street. She is talking on a cell phone. What should you do?
4. You are driving down a street. The street has lots of parked cars. What should you do?
5. You are driving in the city at night. What should you do?
6. You are driving in the rain at night. What should you do?
7. You are backing out of a parking space. What should you do?
8. You are passing a bicyclist. What should you do?
9. You are backing out of a driveway into a suburban street. What should you do?

After watching Section 2, divide the class into small groups and ask a representative from each group to draw two or three scenario cards. Tell the group members you want them to discuss how they could prevent a pedestrian collision in their scenarios. Write on the board:

**You are a driver. What should you do in this situation?**

Ask students to answer this question for each scenario.

Reassemble the group and discuss the responses.

### Answer Key

1. Be patient. Try to establish eye contact. Remain stopped until the pedestrian crosses the street.
2. Drive cautiously. These pedestrians might start to cross at any moment. When you are sure they are standing still, drive slowly through the intersection.
3. The pedestrian has the right of way. You must stop.
4. Drive cautiously. Watch for car doors that might open or pedestrians who might step off the curb between the parked cars.
5. Drive cautiously. Watch for pedestrians and bicyclists, who are more difficult to see at night.
6. Leave extra room between your car and the one in front of you. It's more difficult to stop quickly on a slippery road. Drive cautiously.
7. Keep looking all around you (behind you, to the side and in front of you) as you back up and proceed into the road.
8. Leave extra room between your car and the bicyclist as you pass; slow down to pass.
9. Watch for children playing or riding bikes in the street. Keep looking all around as you back up.



### TIP FOR TEACHERS OF ELLS

An alternative activity: Have adult ELLs work in groups to write some safety rules for drivers based on what they have learned in the video. Model sample rules for them on the board, using affirmative and negative commands. For example:

**Always stop for pedestrians.**

**Never talk on the cellphone when you drive.**

Ask learners to present their rules to the class and/or to write them on the board. Work together to come up with a class list of driver safety rules. Type and photocopy the list; ask students to take it home to their families or find a way to share it with their communities or the rest of the school.



## SECTION 3. KNOW THE LAW

In this section, students will learn about the traffic laws pertaining to pedestrian safety.

**Key message:** *Drivers must take responsibility for avoiding crashes with pedestrians. They must know and observe traffic laws designed to keep pedestrians safe.*



### KEY VOCABULARY

The following key words appear in Section 3 and are important to students' understanding of the safety messages in this section.

Blinking red lights

Marked crosswalk

Traffic laws

Impatient

Ticket

Unmarked crosswalk

*The following activity is appropriate for both teens and adults.*

### 3.1 Review/Discussion.

Ask and make a list on the board:

**What are the basic laws that drivers must observe to keep pedestrians safe?**

### Answer Key

1. When approaching a crosswalk, whether marked or unmarked, drivers must always yield to a pedestrian, no matter who was there first.
2. If you are on the road with a school bus that is slowing or stopped with blinking lights, in most situations it is against the law to pass the bus in either direction. Do not continue until the bus driver has closed the doors and turned off the blinking lights.
3. If you are turning at a traffic signal, you must allow all pedestrians to cross before you turn.
4. If you come upon a vehicle that has stopped and you aren't sure why, do not pass. Wait until the other vehicle continues on.
5. It is against Maryland law to text while driving (starting October 1, 2009).
6. Yield to pedestrians on the sidewalk when you drive out of an alley or driveway.

**Have you ever seen drivers disobey these laws?  
What can happen?**

Discuss responses to these questions.

*The following activity is appropriate for teens.*

### 3.2 Slogans

Ask students to work in small groups to develop a catchy slogan or phrase that conveys what the driver should do in one of the following situations:

1. Always yield to pedestrians in marked and unmarked crosswalks.
2. Stop for a school bus that is slowing or stopped with blinking red lights. In most situations, stop no matter what direction you are traveling.
3. Wait for the school bus to close all doors and turn off its blinking lights before you continue—or you might get a ticket.
4. At a traffic light, wait until pedestrians cross before turning.
5. If a vehicle in front of you is stopped, don't pass it unless you are sure a pedestrian is not present.
6. Always give the right of way to pedestrians as you enter or exit an alley, driveway or private road.
7. Texting while driving is against the law (starting October 1, 2009).

Have the groups share their slogans with the rest of the class.

#### Answer Key

There is no single right answer to this activity, but students may come up with slogans such as the following: *When the school bus lights blink, stop and think; Texting = Ticket; Yield: You Just Might Save a Life.*



#### TIP FOR TEACHERS OF ELLS

An alternative activity: Prepare by writing the six traffic safety laws (listed in the Answer Key on page 11) on an overhead or flipchart. Also, make six index cards with one of the six laws on each card. Sample cards are available for download at [www.montgomerycountymd.gov/walk](http://www.montgomerycountymd.gov/walk).

Ask students to read the laws and then discuss them as a class, making sure students understand their meaning. Clarify any unfamiliar words or concepts. Then, divide students into pairs or small groups. Give each group an index card and ask them to create a brief role play, acting out the law. Model the following law for the class so that they understand the task:

#### **Drive on the right side of the road.**

Tell students that even though they must prepare their role play together using English, they should not speak when they act out their law for the class. Their classmates will have to guess which of the six laws they are acting out, using the overhead or flipchart list as a key.

## SECTION 4. HAVE PATIENCE

In this section, students are reminded about the importance of being patient when driving and how small distractions can increase the risk of hitting a pedestrian.

**Key message:** *Driving aggressively or while distracted can have lifelong consequences if a driver injures or kills a pedestrian.*



### KEY VOCABULARY

The following key words appear in Section 4 and are important to students' understanding of the safety messages in this section.

Consequences	Email	Overestimate
Distracted	Frustrated	React
Dodging	Impatient	Text
Driving aggressively	Patience	

*The following activity is appropriate for both teens and adults.*

#### 4.1 List of Distractions

Ask:

**What kinds of things might distract you when you drive?**

#### Answer Key

Possible answers: eating, talking with friends, talking on the cell phone, changing a song on an iPod or radio, looking at a map, applying make-up, helping a child, etc.

Make a list on the board and discuss with students how to avoid those distractions.



## SECTION 5. PEDESTRIANS WHO REQUIRE MORE ATTENTION

In this section, students learn about special groups of pedestrians that require more attention from drivers.

**Key message:** *Some pedestrians do not behave predictably or quickly, so drivers need to be extra cautious when these pedestrians are present.*



### KEY VOCABULARY

The following key words appear in Section 5 and are important to students' understanding of the safety messages in this section.

Disabilities

React

Neighborhoods

Senior citizens

*The following activity is appropriate for both teens and adults.*

#### 5.1 Review

Ask:

**Sometimes pedestrians cannot react fast. When (or why) does this happen? When should drivers be extra patient?**

Make a list on the board and ask students to describe what they have observed. Examples might include seniors who need extra time to cross the road, a child or adult who has vision or hearing disabilities, a person in a wheelchair who needs more time to cross the road, etc.

*The following activity is appropriate for teens.*

#### 5.2 Signs

Give students pencils and paper. On the board, make a list of groups of pedestrians that might require more attention (e.g., children, seniors, persons with disabilities, dog walkers, people running for a bus, people with packages, pedestrians in parking lots, etc.). Ask students to choose one group and draw a sign that would alert drivers to these pedestrians. Have students share their signs with the class.

## SECTION 6. SUMMARY AND REVIEW

*The following activity is appropriate for both teens and adults.*

6.1 Write on the board and review the basic steps drivers must take to avoid hitting pedestrians:

1. Be aware
2. Follow traffic laws
3. Exercise patience
4. Drive carefully
5. Look out for pedestrians

Ask:

**Think about the stories/testimonials you saw in the video. Each of them described a pedestrian crash, often with lifelong consequences. Could the driver have prevented the crash by following one of the basic steps?**

Discuss the stories and prevention measures with the class.



### TIP FOR TEACHERS OF ELLS

If the activity described above is too difficult for your group of learners, try an alternative. Divide learners into five groups and assign each group one of the basic steps listed above. Give each group a black permanent marker, colored pencils or markers, a pencil and eraser, and several sheets of poster or flipchart paper. Ask each group to design a poster that represents the step they have been assigned. Make sure they label the poster clearly with the step. Then, ask groups to designate a reporter to present the poster to the class and explain its significance. Hang the posters in the school where other students can see them.



## **Additional Driver and 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)

### **Maryland Department of Transportation Motor Vehicle Administration**

[www.marylandmva.com](http://www.marylandmva.com)

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### **AAA Foundation for Traffic Safety**

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

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

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

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

[www.pedbikeinfo.org](http://www.pedbikeinfo.org), [www.walkinginfo.org](http://www.walkinginfo.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/](http://safety.fhwa.dot.gov/ped_bike/)





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