



## Parking Lot Safety



**Time:** 25 - 50 minutes

*Studies have demonstrated that skill-building activities are the most effective way to promote child retention of pedestrian safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through children's participation in class activities. More time can be spent on practicing skills if children are already familiar with the core material. 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. Instructors should use their discretion to break up material to accommodate their daily schedules.*

### Lesson Objectives

The objective of this lesson is to teach children 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 children should never navigate parking lots without the assistance of an adult.

The children will be able to:

- Demonstrate safe behaviors for entering and exiting a vehicle.
- Demonstrate safe behavior for walking safely in a parking lot.

### Why This Lesson is Important

How many times a day does a child enter or exit a vehicle? A goal of this unit is to teach good passenger behavior when entering and exiting a vehicle as well as to be alert and practice safe behavior in a parking lot. Children encounter parking lots whether running errands with family members, at school, or other functions. School parking lots can be incredibly busy places in the morning when children arrive and in the afternoon when it's dismissal time. Skills and behavior needed to avoid dangerous situations like those which can occur in parking lots will transfer into adulthood.

## Essential Standards

<p>4.MEH.2.2: Explain how effective problem solving aids in making healthy choices.</p> <p>4.G.1.2: Explain the impact that human activity has on the availability of natural resources in North Carolina.</p> <p>4.G.1.3: Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</p>	<p>5.PCH.4.3: Interpret the relationship between and among the vessels and organs of the circulatory system.</p> <p>5.G.1.2: Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</p> <p>5.C&amp;G.2.1: Understand the values and principles of a democratic republic.</p> <p>5.C&amp;G.2.4: Explain why civic participation is important in the United States.</p>
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## Common Core

<p>CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
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## Guidance

<p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>EEE.C.2.2: Apply critical thinking skills systematically to solve problems and make decisions.</p> <p>EI.SE.1.1: Explain the impact of personal responsibility on others.</p> <p>EI.SE.3.1: Use communication strategies that are appropriate for the situation and setting.</p> <p>P.SE.1.1: Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.</p> <p>P.SE.1.2: Use self-determination to build independence.</p>
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# Parking Lot Safety

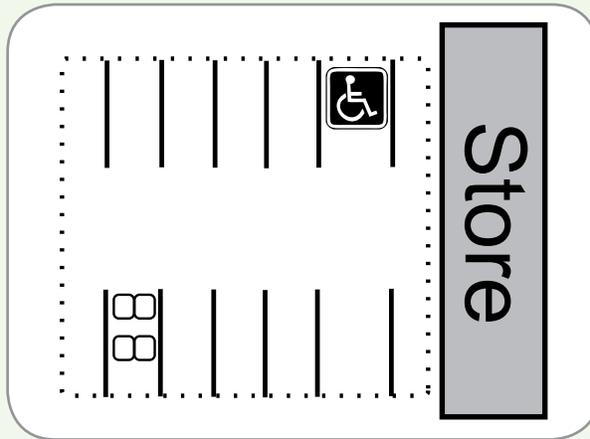
### Materials

- A large area to create a model parking lot
- Masking tape, rope, chairs (16-24), or other material to create a model parking lot
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

### Preparation

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. Add a handicapped parking space.

### Example:



Review the Skill-Building Activity options in advance and conduct a site visit to determine the best parking lot scenario. If required, a Sample Parent Notification Letter and Consent form is included in Appendix B. The instructor may need parents or other adults on hand to assist with the Skill-Building Activity, depending on the number and abilities of children in your class. Coordinate with assistants in advance. Review the ***Parking Lot Safety*** Video.

## Part 1 – Discussion and Demonstration

► Time: 15-20 minutes

1. Exit the Car Carefully
2. Walk Safely
3. Be Aware of Moving Vehicles
4. Crossing the Lot and Re-Entering the Car

## Introduction

The instructor will...

- Define and discuss traffic in parking lots.
- Emphasize the importance of being aware of dangerous situations in parking lots.
- Discuss safety rules for crossing a parking lot.

*Today, we are going to learn about parking lots and how to cross a parking lot safely.*

*Parking lots are special places that can be very dangerous if we are not careful. They are places where drivers can park and leave their cars while they do other things. Special parking spaces are set aside for people with disabilities. Raise your hand if you've ever seen the handicapped space in a parking lot. What makes this space special?*

*This space allows a person with a disability to get to places from their vehicle. This space must be wide enough for a person in a wheelchair or mobility device to enter and exit his/her vehicle. It must also have an aisle that allows a person an "accessible route" to a building or facility. Often, this means there is a ramp to get up on the sidewalk near the door of the building.*

*Parking lots can be very busy. We can see many types of vehicles in a parking lot such as buses, motorcycles, bicycles, and cars.*

*Many vehicles will be moving around, and some drivers may not always pay attention to you as you are walking.*

*Let's pretend that this is a large parking lot. The chairs grouped together are cars. The lines show where the parking spaces might be. The large boxes over there are the store that I want to visit. Let's talk about what we should do when we get out of the car in a parking lot.*

### 1. Exit the Car Carefully

*When the driver of your car has found a safe place to park in a parking lot, you are going to exit the car.*

*If you can, get out of the car on the same side as the driver. That way you are sure to be safe when exiting the car.*

*Watch as I slide from my seat in the back to the side where the driver exited the car. I get out right next to the driver.*

**[Instructor demonstrates.]**

*Getting out on the same side as the driver is important because he/she can watch out for dangerous situations that could occur as vehicles move around the parking lot.*

*If you cannot get out of the driver's side of the car, wait until the adult tells you it is safe. Then step out slowly, keeping your body close to the car.*

*Watch as I show you how to exit the car if you cannot get out on the driver's side of the car.*

**[Instructor demonstrates.]**

### 2. Walk Safely

*As you are walking in the parking lot, you need to remember the rules we have discussed before for walking near traffic. Let's brainstorm some of the things you should do to walk safely in a parking lot.*



## Safe Behavior When Walking Near Traffic

- Walk, don't run.
- Don't play around with friends or push.
- Stay close to a parent, adult, or older sibling.
- Stay away from cars and busy roads.
- Be aware of what's around you. Don't let toys, phones, MP3 players, or anything else distract you.
- Take out ear buds, and let down your hood so you can see and hear what's going on around you.

**[Instructor displays "Safe Behavior When Walking Near Traffic" chart that was developed in the first lesson of the unit.]**

We should follow these same rules in the parking lot.

Walk with an adult on the left side of the parking row, just like we walked down the street, about 3 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, about three steps away from the other cars. I am walking straight, with my head up looking for traffic, holding an adult's hand, toward the store.

**[Instructor demonstrates.]**

Name some parking lots that you regularly visit where it is important to practice walking safely:

- Grocery store, school, library, etc.

### 3. Be Aware of Moving Vehicles

Remember, it is very difficult for drivers to see you through their back windows. As you walk, keep looking around the parking lot to see if there are cars moving.

What indicates to you that a car is about to back out of a parking space?

- White lights on the back of the car come on when the car is in reverse.

What should you do if you happen to see a car moving in your direction or see a vehicle's back-up lights come on?

- **FREEZE** and wait until it is clear.

### 4. Crossing the Lot and Re-Entering a Car

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.

**[Instructor demonstrates.]**

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 you 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, you also need to remember several ways to be safe.

1. Stay close to the car door. If you can, get in on the same side as the driver. The driver can keep an eye on you and pull you out of danger, as long as you are close.
2. Get into the car, and close the door quickly. Do not sit in the passenger seat in the front of the car.
3. Make sure you are buckled in safely in the back seat 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 the parking lot.  
**[Instructor demonstrates.]**

## Part 2 - Activities

► **Time:** 10-30 minutes

### Skill-Building Activity Options

It is highly recommended that instructors take children 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.

- a. Practice safe parking lot behavior on school grounds to reinforce appropriate behavior (10-20 minutes).
- b. Take a supervised walk through a nearby parking lot with parent volunteers to practice and reinforce proper walking behavior (20-30 minutes).
- c. Additionally, have one adult and one child stand on one side of a car while the class is on the other side. Discuss who you can see the easiest and why a grown up might not see a classmate when driving in a parking lot.

### Standby Activity Option

Use the following option if children are unable to practice skills outdoors.

Dramatize safe and unsafe scenarios using the model parking lot (5-10 minutes, see sample script) and playing a game of “Simon Says.”

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

***[Instructor will allow several children to demonstrate crossing a parking lot using the steps above. The instructor should call out what is happening in the parking lot and give the children verbal cues to help them cross safely. Children act out all movements while in the model parking lot created by the instructor.]***

1. Partner children in pairs. Emphasize the need for children to stay with their buddy the entire time. One child could pretend to be the “adult” and the other could be the “child,” if necessary.
2. Allow children to take their places in the cars of the model parking lot.
3. The instructor will call out key words. The children should move about the parking lot as they would if they were in a real parking lot. The instructor may have to show children the proper movements before beginning to play.

- “Park” – Sit in place.
- “Exit” – Position body close to car.
- “Walk” – Look left and right as you walk.
- “Vehicle” – Freeze.

Once groups of children reach the designated “store” area they should stay in place until all groups reach this area safely also.

- “Walk” – Look left and right as you walk.
- “Unlock” – Open the car door.
- “Enter” – Sit and buckle the seat belt.

## Review (optional)

► Time: 5 minutes

The instructor will...

- Review the steps for being safe while crossing a parking lot by showing *Let’s Go Walking!* video *Parking Lot Safety* (approx. 4 minutes) and repeating the key concepts from the lesson.

*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.*

*After we exit the car, what should we do before we take any steps in the parking lot?*

- *Keep your head high, look and listen for traffic. Be aware of vehicles that are moving or may start moving.*

*How should you re-enter a car when it is time to leave your destination?*

- *Get in on the same side as the driver.*
- *Buckle seat belt.*





## Suggestions for a Balanced Curriculum

Grades  
**4-5**  
Lesson 5

Parking Lot  
Safety

*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, or may be assigned as homework opportunities.*

### English Language Arts / Healthful Living

Have children communicate their knowledge of the circulatory system. Have children work in groups of two to draft a short essay. The essay should give details about what happens in the circulatory system when someone exercises by walking.

The essay can be creative, but it must be anatomically correct and scientifically plausible. The following questions are a good starting point:

- What are the parts of the cardiovascular system? How are they affected by healthy exercise such as walking?
- What happens to the circulation of blood?
- What happens to the resting heart rate of a person who is fit?
- What happens to your heart?
- What happens if your cardiovascular system is not healthy?
- Why can't you exercise your heart like other muscles?

### Social Studies

Have children work in pairs or small groups on this activity. For the sidewalk assessment portion, parents or other adult volunteers will need to be recruited to accompany the groups of children.

Have children read *"Making Sidewalks Accessible to All"* and discuss it as a group. Discuss the important points in the article and explain vocabulary words the children may not know. The following words are underlined in the article:

- Accessible
- Right-of-way
- Mobility
- Mandates
- Accommodate
- Discrimination
- Perpendicular
- Impairments
- Tactile

1. Have each pair or group of students select a different street around the school, neighborhood or community to check for accessibility using the checklist, "How Accessible Are Sidewalks in Your Community?"
2. After children have completed their checklists, have them work as a large group to compare their findings and compile a list of the problems and number of locations.

3. Discuss the role of local government in addressing these problems and citizens' responsibilities to their communities.
4. Discuss how they could present their findings and to the appropriate government agencies. (These will vary depending on location.) Here is a list of possible agencies:
  - Local transportation department,
  - Local planning agency,
  - Local public works department,
  - Mayor,
  - City or town council, or
  - Local NC Department of Transportation Division You can identify the appropriate division at this website: <https://apps.dot.state.nc.us/dot/directory/authenticated/UnitPage.aspx?id=630>



## Making Sidewalks Accessible for All

Grades  
**4-5**  
Lesson 5

Parking Lot  
Safety



### Sidewalks

Sidewalks, specifically paved sidewalks, are an important piece of a walking route to school. Paved sidewalks are “pedestrian lanes” that provide people with space to travel within the public right-of-way separated from motor vehicles and on-road bicycles. They should have a level, hard surface and be separated from motor vehicle traffic by a curb, buffer or curb with buffer. Sidewalks provide places for children to walk, run, skate and play, and are often used by young bicyclists. Continuous and accessible sidewalk networks improve mobility for all pedestrians and are particularly important for pedestrians with disabilities. They provide access for travel to schools as well as work, parks, shopping areas, transit stops and other destinations.

### Sidewalk Width

The preferred minimum sidewalk width recommended for safe routes to schools is five to six feet. The six-foot width allows two people to walk comfortably side by side and provides sufficient space for pedestrians crossing in the opposite direction. Wider sidewalks also make it easier for people using mobility devices to move from place to place.

The Americans with Disabilities Act of 1990 mandates the establishment of minimum walkway clearance widths. A clear width minimum of 36 inches is the minimum width for passage and not a sidewalk width recommendation. The clear width is the width of section of the walkway that is completely free of obstacles, vertical obstructions and protruding objects. The 36-inch width is the minimum width required to provide sufficient space for a person who uses mobility aids to travel within the restricted space.



### Sidewalk and Landscaping Maintenance



Sidewalks should be monitored for repair. Sidewalks that have been damaged by tree roots, ground swelling or heat buckling present a tripping danger to pedestrians and can often be easily repaired. Sidewalks must be smooth and in good repair to accommodate wheelchairs. A smooth sidewalk is also safer for strollers, young bicyclists, and skateboarders. Local agencies should monitor sidewalks for repair. Parents, school officials, and students are an excellent source of feedback on sidewalk conditions. This feedback provided to the agency can be used to list and prioritize sections of sidewalks that require maintenance.

These trees need trimming to provide clear access to this sidewalk, which is within 100 feet of an elementary school and along a major route to school.

Properly maintained landscaping along sidewalks helps maintain appropriate sight distances and makes it easier for pedestrians to use the sidewalks. Property owners are required to keep trees and bushes from blocking sidewalks and blocking visibility at corners. If overgrowth is an issue, neighborhood “pruning parties” or friendly reminders from residents of the neighborhood can inform property owners about the need to maintain landscaping.





## ADA / Universal Design

This sidewalk meets the Americans with Disabilities Act (ADA) requirements and is easy to maneuver by people in wheelchairs as well as other pedestrians. The purpose of universal design is to provide an environment that is equally accessible and comfortable for users of all abilities and ages, including children. To help ensure access for all, the Americans with Disabilities Act (ADA) of 1990 prohibits discrimination on the basis of disability. Sidewalks and other public pedestrian facilities must follow the requirements of the ADA.

## Curb Ramps

Each corner should have two curb ramps, one for each crossing.

Curb ramps should be perpendicular to the curb so that each corner has two ramps installed. A big advantage of having two ramps at the corner is that the curb ramps can lead directly into the crosswalk rather than into the middle of the intersection. Two ramps which end at the crosswalk also provide directional guidance to pedestrians with vision impairments.



## Warning Strips

The two-foot wide tactile strip at the bottom of the curb ramp has a contrasting color to the rest of the sidewalk.

These strips are the standard design requirement on curb ramps and at transitions from sidewalks to street crossings to help visually impaired pedestrians. These small, flattened domes provide a surface that people can feel with their feet and by cane. ADA guidelines require the use of a warning strip at the bottom of every newly constructed curb ramp.



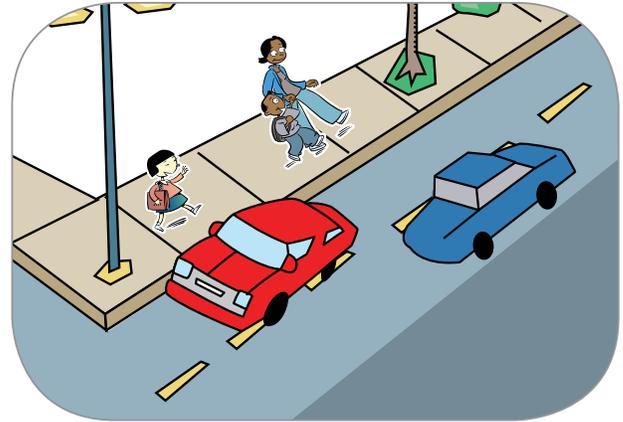
Name \_\_\_\_\_

## How Accessible Are Sidewalks in Your Community?

Name of Street Inspected: \_\_\_\_\_

Date: \_\_\_\_\_

Use the following checklist to rate the sidewalks in your community and identify problem areas. Refer to the text, *"Making Sidewalks Accessible for All"* to help you interpret the questions.



Questions	Answer	If there is a problem, give the location(s) on the street. Use street number of location where possible.
Is the sidewalk wide enough to walk or use a wheelchair safely?		Too Narrow:
Are sidewalks continuous? (They don't start or stop)		Gaps/Worn Trails:
Are sidewalks in good repair?		Broken:
Are sidewalks clear of poles, signs, shrubbery, dumpsters, etc.		Blocked:
Is the sidewalk level?		Uneven:
Are there two curb ramps at each corner?		Missing curb ramps:
Do the curb ramps lead directly to the crosswalk?		Crosswalk not aligned with ramps:
Is there a tactile strip on the curb ramp near the curb?		Missing tactile strip:
Are there any other accessibility issues? Other problems:		



### Parking Lot Safety

This week in school your child learned ...

How to behave safely in parking lots:

1. **PARKING LOTS** are places where people leave their cars, trucks, or bicycles when they are not in use.
2. **CAREFULLY** exit the car. Try to get out on the same side as the driver. If you can't, wait until the driver says it is safe to get out.
3. **STAY CLOSE** to the adult at all times. Adults are more visible than children.
4. **WALK, DON'T RUN** when moving in parking lots.
5. **RE-ENTER** the car on the same side as the driver.



#### Remember:

Your child is starting to show that they understand what safe behavior is and why it is important. Help your child work toward autonomy by reinforcing safe pedestrian behaviors and by practicing with him/her each time you walk through a parking lot.

### Did you know?

Children develop the ability to understand and make decision about their safety at different rates. The degree of supervision they require depends on the capabilities of each individual child.

#### Children in fourth and fifth grade:

- Need supervision as they learn more complicated safety skills,
- Can identify safe crossings with help and practice, and
- Can learn how to identify traffic and stay focused while crossing the street, with help and patience.

# PRACTICE AT HOME!

## Parking Lot Safety

Children ages 9-10 are still learning to make safe judgments and must prove to you that they may soon deserve independence. They should always be aware that they are setting an example for younger children.

The best way for children to learn is by repeating safe parking lot behavior with an adult. As your child grows, revisit these safety issues often to make sure he or she is still practicing safe pedestrian behavior.

### **Ask your child to describe a parking lot before you reach your destination.**

- Parking lots are places where people leave their cars, trucks, or bicycles when they are not in use.

### **Ask your child how to safely get out of the car.**

- Exit the car on the same side as the driver, if possible. Otherwise, wait for the driver to tell you that it is safe to exit the car.

### **Ask your child how to safely walk in parking lots.**

- Keep 3 steps away from car bumpers and tail lights. Stay with the adult because they are taller and a driver can see them better.
- Watch out for moving vehicles and white back-up lights.
- Always walk, never run through parking lots.

### **Ask your child what to do if they drop something, and it rolls away.**

- Tell the adult and ask him/her to get it for you.

### **Ask your child how to safely re-enter the car.**

- Get in on the same side as the driver.
- Buckle up immediately. Tell the driver when you're all bucked up so they know you are ready to leave the parking lot.



Practice and say the safe steps out loud.

Repeat the lessons every chance you get!

## Consejos para Padres/Cuidador Principal

### La seguridad en los estacionamientos

Esta semana en la escuela su hija/hijo aprendió:

Cómo portarse de manera segura en estacionamientos

1. LOS ESTACIONAMIENTOS son sitios donde los conductores dejan sus coches, camiones o bicicletas cuando no están usándolos.
2. SALIR DEL COCHE CON CUIDADO. Intenta bajarte en el lado del conductor. Si tienes que bajarte del lado opuesto, espera a que un adulto te diga cuando es seguro.
3. QUÉDATE CERCA del adulto en todo momento. Es más fácil ver a los adultos que a los niños.
4. CAMINA, NO CORRAS cuando andes por estacionamientos.
5. SÚBETE de nuevo al coche desde el lado del conductor.



#### Recuerde:

Su hija/hijo está empezando a demostrar que entiende lo que significa un comportamiento seguro y por qué es importante. Ayude a su hija/hijo a trabajar en su autonomía y a reforzar comportamientos peatonales seguros, practicándolos con ella/él cada vez que caminen cerca del tráfico.

¿Sabía usted que...?

Los niños desarrollan la capacidad de entender y tomar decisiones sobre su seguridad a ritmos diferentes. El nivel de supervisión que necesitan cambia dependiendo de cada niña/niño.

#### Los niños en cuarto y quinto grado:

- Necesitan supervisión a medida que aprenden medidas de seguridad más complicadas.
- Con ayuda y práctica, pueden identificar cruces seguros y
- Con ayuda y paciencia, pueden aprender a identificar tráfico y concentrarse al cruzar la calle.

# ¡PRACTIQUE EN CASA!

## La seguridad en los estacionamientos

Los niños entre los 9 y 10 años de edad todavía están aprendiendo a tomar decisiones seguras y deben demostrarle que merecen ser independientes. Siempre deben recordar que son el ejemplo para los niños más pequeños.

La mejor manera para que los niños aprendan a portarse de forma segura en los estacionamientos, es repitiendo estas lecciones con un adulto. A medida que su hija/hijo crezca, repasen a menudo estos conceptos de seguridad para asegurarse que ella/él siga practicando un comportamiento peatonal seguro.

### Antes de llegar a su destino, pídale a su hija/hijo que le describa un estacionamiento.

- Los estacionamientos son sitios donde los conductores dejan sus coches, camiones o bicicletas cuando no están usándolos.

### Pregúntele a su hija/hijo cómo bajarse del coche de forma segura.

- Si es posible, bájate del mismo lado del conductor. Si no, espera a que el conductor te diga que es seguro bajarte del coche.

### Pregúntele a su hija/hijo cómo caminar de forma segura en un estacionamiento.

- Mantén 3 pasos de los parachoques y luces traseras de los coches. Quédate con el adulto porque es más alto y más visible para los conductores.
- Mantente alerta a los vehículos en movimiento y a las luces blancas de marcha atrás.
- Camina siempre, nunca corras en los estacionamientos



### Pregúntele a su hija/hijo qué debe hacer si se le cae algo y se rueda lejos de ella/él.

- Dile al adulto y pídele que lo recoja por ti.

### Pregúntele a su hija/hijo como subirse al coche de nuevo de manera segura.

- Súbete del mismo lado del conductor.
- Ponte el cinturón de seguridad inmediatamente. Dile al conductor cuando tengas el cinturón de seguridad abrochado para que sepa que estás listo para salir del estacionamiento.

Practique y diga los pasos de seguridad en voz alta.

¡Repita las lecciones en cada oportunidad que tenga!

# Let's Go Walking



Name \_\_\_\_\_

## Child Assessment

1. Where is the safest place to exit a car in a parking lot?

- A**  from the back seat
- B**  from the back window
- C**  from the same side as the driver

2. On the picture, draw the safest place to walk if you are a pedestrian in a parking lot.



3. Peter has just walked out of the toy store with a brand new basketball. As he is walking to his car with his mother, he drops the basketball in the parking lot. What should Peter do?

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4. Lauren is carefully walking through a parking lot. She notices white lights on the back of a car that is parked in a parking space. What are the white lights on the back of the car, and what should Lauren do?

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# Instructor's Question and Answer Key



## Questions:

1. Select the answer that describes the safest place to exit a car in a parking lot.
2. Draw the safest place to walk if you are a pedestrian in this parking lot.
3. Peter has just walked out of the toy store with a brand new basketball. As he is walking to the car, the basketball slips from his hands. What should Peter do?
4. Lauren is carefully walking through a parking lot. She notices white lights on the back of a car that is parked in a parking space. What are the white lights on the back of the car and what should Lauren do?

## Answers:

1. C - from the same side as the driver.
2. A line should be drawn down the side of the parking row, approximately 3 steps away from the back of the cars.
3. Answers may vary but should include:
  - a. Let the ball roll away but watch where it goes.
  - b. Tell an adult where it is and let the adult go to get the ball.
4. Answers may vary but should include:
  - a. The white lights mean that a car may be backing up out of a parking space.
  - b. Freeze and wait to see if the car moves.