



## 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 both use 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 perform the act of opening a car door? A goal of this unit is to teach good passenger behavior when entering and exiting a vehicle as well as what to do when 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. Understanding the dangers and the ability to behave safely in parking lots should be developed at a young age.

## Essential Standards

2.MEH.1.2: Summarize behaviors that help to avoid risks.	3.PCH.1.2: Classify behaviors in terms of whether they do or do not contribute to healthy living.
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## Common Core

CCSS.ELA-Literacy.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.3.1: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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## Guidance

RED.SE.1.1: Understand the importance of self-control and responsibility. RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies. EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations. P.S.E.1.1: Identify how to set boundaries that maintain personal rights while paying attention to the rights of others. P.SE.1.2: Use self-determination to build independence.
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# Parking Lot Safety

Grades

**2-3**

Lesson 5

Parking Lot Safety

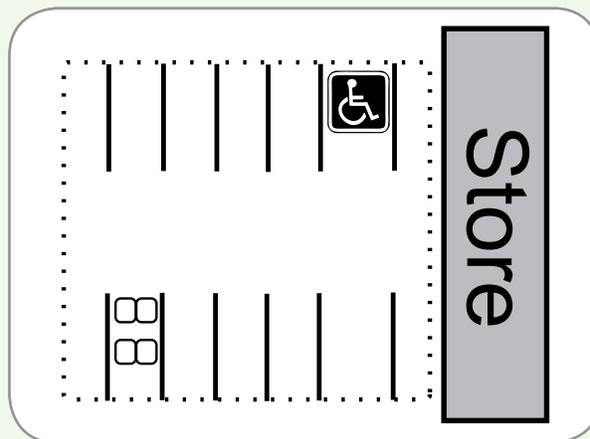
## Materials

- A large area to create a model parking lot
- Photos of Handicapped Parking signs and markings which are available at: <https://www.google.com/search?q=handicapped+parking&hl=en&rls=com.microsoft:en-us:IE-SearchBox&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=ygRvULOsKYeE9QS7iIHIBg&ved=0C DMQsAQ&biw=1600&bih=732>
- 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. Designate one space as a Handicapped 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 C. 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. **Wait by the Car for the Adult**
3. **Walk Safely**
4. **Crossing the Lot and Re-Entering the Car**

### Introduction

The instructor will...

- Define and discuss traffic in parking lots.
- Discuss accessibility for disabled persons.
- Emphasize the importance of crossing the parking lot with an adult.
- Discuss safety rules for maneuvering within a parking lot.

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

*Raise your hand if you have ever been nervous when you have crossed a parking lot.*

*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.*

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

*Some spaces in parking lots are marked differently than others. These spaces are saved for people who are disabled, so they can have access to the building, park, or store. These spaces are usually larger so that disabled people have more room to get into and out of their vehicles. Without the additional room, disabled people might not be able to have the same access as someone who is not disabled.*

#### **[Discussion Questions]**

*What does it mean to be **disabled**? What does it mean to have **access**? Why do we need to provide access for people who are disabled?*

*Many vehicles will be moving around, and some drivers will forget to pay attention to you as you are walking. It is always important that we stay with an adult when walking through the parking lot. Hold the adult's hand, and walk, don't run. Let's talk more about what you should do to always be safe in a parking lot.*

*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 first wait for the driver to say it is OK before you get out of the car.*



If you can, get out of the car on the same side as the driver. You may have to scoot across the seat to get to the same side, but you will be near the adult at all times. That way you are sure to be safe.

Watch as I slide from my seat in the back to the side where the driver exited the car. I will ask the driver if it is safe to get out. When the driver says it is safe, I step out slowly, keeping my body close to the car. I am right next to the driver and safe!  
**[Instructor demonstrates.]**

If you cannot get out of the driver's side of the car, again ask the driver first if it is safe for you to get out. Drivers are tall, and they can see other cars more clearly. When the driver tells you it is safe, 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 side of the car.  
**[Instructor demonstrates.]**

## 2. Wait by the Car for the Adult

Once you have exited the car, wait for the driver. Immediately take the driver's hand.

Do not walk away from the car to get to the driver. Wait for the driver and walk hand-in-hand.

## 3. Walk Safely

As you are walking in the parking lot, you need to remember the rules we have discussed before for walking near traffic.

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

### 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, or anything else distract you.

We should follow these rules in the parking lot.

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

- FREEZE and wait with an adult until it is clear.

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.



#### 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. It is important that you hold the adult's hand, watch for traffic, and walk away from the backs of cars to get to your vehicle.*

*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 as you wait for it to be unlocked. 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.*
3. *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.*

***[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).*

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. Discuss handicapped parking spaces.

### Standby Activity Option

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

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

*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 calls out what is happening in the parking lot and gives 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 teacher 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 car door.
- “Enter” – Sit and buckle seat belt.

### **Review (optional)**

► **Time:** 5 minutes

**The instructor will...**

- **Review the steps for being safe while crossing a parking lot by showing the *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?*

- *Wait for the adult; take the adult’s hand.*

*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  
**2-3**  
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

Hazards and Clues. Divide children into groups of two. Define a hazard as a source of danger. Define a clue as a piece of information that can help you solve a problem. In this case the clue will help them identify the hazard. Some samples are given below:

#### Clue

Driveway  
Shrubs / Trees  
Uneven Sidewalk  
Parked Cars  
Back-up Tail Lights  
Dog in Street  
Cell Phone  
Child Running  
Intersection  
Red Pedestrian Signal  
Headphones

#### Hazard

Cars may be entering or exiting.  
Plants can block the view of the driver.  
A pedestrian could trip and fall.  
Driver may not see a pedestrian stepping between parked cars.  
A car may be backing out of a parking spot.  
Unleashed dogs may not be friendly.  
Talking or texting while walking/driving is distracting.  
He/she may not notice traffic and may trip and fall in the street.  
Cars may be turning from 4 directions.  
It is not safe to cross.  
The pedestrian is unable to hear traffic.

Describe each clue to the children and have them collaborate to describe at least one hazard associated with each clue. Have each group write down their ideas and discuss with the class.

### Healthful Living / English Language Arts

Listening is a tool for navigation in a traffic environment. Children should be able to identify sounds and know the direction it is coming from. Blindfold a child. Have another child stand to the side, front or back of the blindfolded child, and make a noise. Ask the blindfolded child to point to the direction from which the sound came. Use sounds that vary in volume and different noises.

Discuss the various ways that children may be able to identify a hazardous situation by using their senses. Hearing can be very important, and pedestrians must be prepared to respond appropriately to auditory signals.

Have children make a list of things they might hear on the way home from school. Have them take their lists and mark with a check each item they heard on the way home. In small groups, have them share and discuss what sound was most important as far as their safety was concerned.

What important sounds should you be listening for when walking? Why?



### 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. **WAIT** for an adult to tell you when it is safe to get out of the car.
3. **TAKE** the adult's hand and stay close to him/her.
4. **STAY 3 STEPS AWAY** from car bumpers and tail lights.
5. **WALK, DON'T RUN** when moving in parking lots.
6. **RE-ENTER** the car on the same side as the driver.
7. **FREEZE** if you drop something. Ask an adult to get it for you.



#### Remember:

Although you might be able to quickly see that it is safe to cross the road or walk through a parking lot, your child may not know or understand why it is safe. Help your child understand and learn safe behaviors by practicing them each time you walk through a parking lot.

Looking at the picture, ask your child to show you where they should walk in relation to cars. Remind your child not to play in empty parking spaces or run in a parking lot.

### Did you know?

Children's ability to understand and make decisions about their safety changes as they grow and develop.

#### Children in second and third 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 practice.

# PRACTICE AT HOME!

## Parking Lot Safety

The best way for children to learn is by repeating safe parking lot behavior with an adult. Remember that skills and knowledge do not always equal the ability to make a safe judgment. Make sure that your child is ready for the next step in learning how to safely walk in parking lots by practicing safe pedestrian skills at home.

### **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.**

- Wait for an adult tell you when it is safe to get out of the car. Exit on the same side as the adult if possible. Take the adult's hand and stay close to him/her.

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

- Look left-right-left (touch your chin to your shoulder to make sure you can see both sides) before leaving the parking space.
- Keep 3 steps away from car bumpers and tail lights.
- Stay close to the adult at all times. Adults are taller and easier for drivers to see.
- 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.

Practice and say the safe steps out loud.

Repeat the lessons every chance you get!





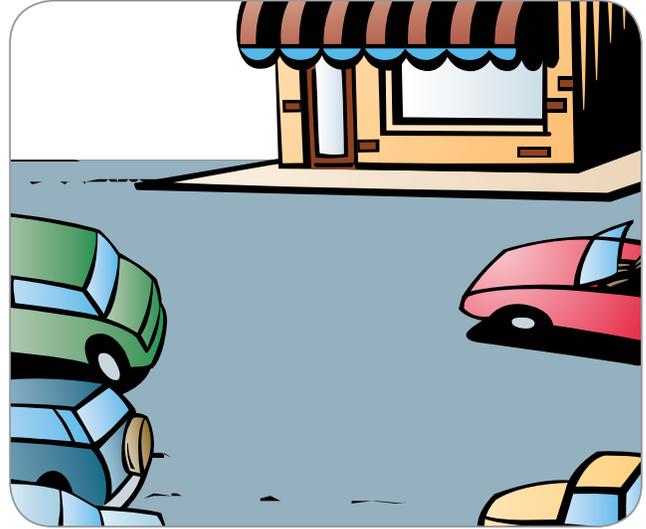
## Consejos para Padres/Cuidador Principal

### La seguridad en los estacionamientos

Esta semana en la escuela su hija/hijo aprendió:

Cómo portarse de manera segura en los estacionamientos:

1. LOS ESTACIONAMIENTOS son sitios donde las personas dejan sus coches, camiones o bicicletas cuando no están usándolos.
2. ESPERA a que un adulto te diga cuando es seguro salir del coche.
3. TOMA la mano del adulto y quédate a su lado.
4. QUÉDATE A 3 PASOS de los parachoques y las luces traseras de los coches.
5. CAMINA, NO CORRAS cuando andes por estacionamientos.
6. SÚBETE de nuevo al coche desde el lado del conductor.
7. NO TE MUEVAS si se te cae algo. Pídele a un adulto que te recoja lo que se te cayó.



#### Recuerde:

Aunque es posible que usted se dé cuenta rápidamente que es seguro cruzar la calle o que sepa caminar con precaución en un estacionamiento, puede que su hija/hijo no entienda por qué es seguro. Ayude a su hija/hijo a entender comportamientos seguros, practicándolos cada vez que caminen en estacionamientos.

Mirando la imagen, pídale a su hija/hijo que le muestre dónde debe caminar con relación a los coches. Recuérdele que no debe jugar en espacios vacíos o correr en el estacionamiento.

¿Sabía usted que...?

La capacidad de los niños para entender y tomar decisiones sobre su seguridad cambia a medida que crecen y se desarrollan.

#### Los niños en segundo y tercer 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

La mejor manera para que los niños aprendan a caminar con precaución en los estacionamientos es repitiendo comportamientos seguros con un adulto. Recuerde que aunque su hija/hijo ha aprendido cómo portarse de forma segura en los estacionamientos, no significa que ella/él puede tomar buenas decisiones sobre su seguridad. Para asegurarse de que su hijo esté listo para el próximo paso de aprender cómo caminar de forma segura en los estacionamientos, practique buenos comportamientos peatonales en casa.

### **Pídale a su hija/hijo que le describa un estacionamiento antes de llegar a su destino.**

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

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

- Bájate del coche del mismo lado del adulto. Toma la mano del adulto y bájate del coche. Quédate cerca del adulto.

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

- Mira a la izquierda, a la derecha y a la izquierda otra vez (tócate tu hombro con la barbilla para asegurarte que puedas ver todo bien) antes de alejarte del puesto de estacionamiento.
- Mantén 3 pasos de los parachoques y las luces traseras de los coches.
- Quédate cerca del adulto en todo momento. Los adultos son más altos y son más visibles para los conductores.
- Camina siempre y 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.**

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

### **Pregúntele a su hija/hijo cómo subirse al coche de manera segura.**

- Súbete del mismo lado del conductor.
- Ponte el cinturón de seguridad inmediatamente.

Practique y diga los pasos de seguridad en voz alta.

¡Repita la lección en cada oportunidad que tenga!





## Child Assessment

1. Mark the bubble under the picture that shows a child walking safely through a parking lot.



A



B

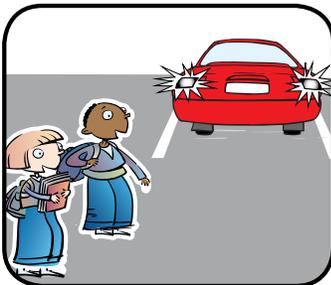


C

2. Peter is walking across the parking lot with his mother. He has a new basketball. The basketball slips from his hands. What should Peter do?

- A  Peter should stay where he is and tell his mother where the ball went.
- B  Peter should forget about the baseball. It is lost.
- C  Peter should run after the ball before he loses it.

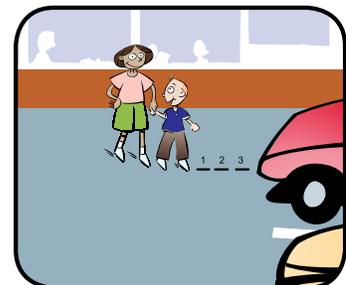
3. Mark the bubble under the picture that shows where a child should walk in the parking lot shown, where a sidewalk is not available.



A



B



C

4. Jacob and his mother have just parked in the store parking lot. Once Jacob exits the car, how far should he stay away from car bumpers?

- A  6 steps
- B  3 steps
- C  1 step

# Instructor's Question and Answer Key



## Questions:

1. Mark the bubble under the picture that shows a child walking safely through a parking lot.
2. Peter is walking across the parking lot with his mother. He has a new basketball. The basketball slips from his hands. What should Peter do?
3. Mark the bubble under the picture that shows where a child should walk in the parking lot shown, where a sidewalk is not available.
4. Jacob and his mother have just parked in the store parking lot. Once Jacob exits the car, how far should he stay away from car bumpers?

## Answers:

1. B
2. A
3. C
4. B