

What is Pedestrian Safety?

1. Question & Research Task

As we grow and learn we become more aware of our surroundings. There are signs all around us that tell us how to be safe whether traveling in a car, train, plane, boat, swimming, or by foot. It is important to be knowledgeable about the world around us especially as we become increasingly independent.

SLIDE NAVIGATION

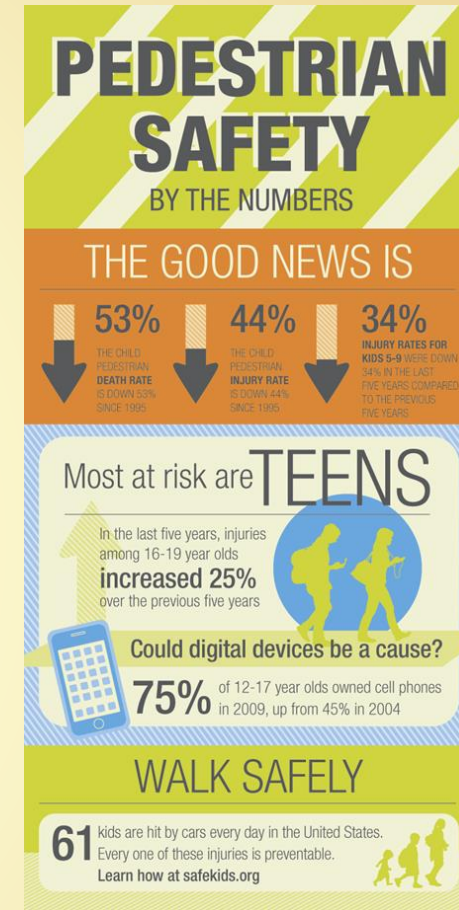
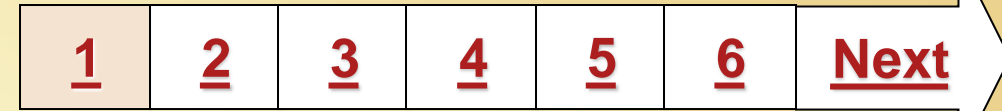


Image Source: safekids.org

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can we be safe in the world in which we live and be more aware of our surroundings?

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

Use these resources to gather information about pedestrian safety. Use the following [web](#) to gather information about safety.

- [Bike Safety](#)
- [Bike Safety](#)
- [Water Safety](#)
- [Water Safety in Maryland](#)
- [Swimming Safety Tips](#)
- [Rip Current Safety](#)
- [Car Safety](#)
- [Skateboard Safety](#)
- [Snowboard Safety](#)
- [Injury Prevention](#)
- [Summer Safety](#)



Image Source: www.streetsblog.org

3. Student Activity

Gather ideas from your research in order to create your Safety Project using the [Outdoor Safety Planning Sheet](#)

Use the information you found to create a safety sign that shows how to prevent an accident in one of the following situations:

- Walking
- In the water
- In a car
- Skateboarding
- Snowboarding
- Biking



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4. Assessment Activity

How can we be safe in the world in which we live and be more aware of our surroundings?

Your sign should include the following information:

- Description of what your safety sign represents.
- Description of why your image is important for your sign.
- Potential injuries
- Ways to prevent this type of injury or accident from happening?

[Safety Sign Rubric](#)



5. Enrichment Activities



Extend your understanding of pedestrian safety with these websites and activities:

- Create a Public Service Announcement to share on the morning or afternoon announcements to advocate ways to prevent dangers and accidents of potential safety hazards for outdoor situations.
- Explore an innovation in bicycle safety called LifePaint by watching this [Discovery Education video](#). After watching, design an innovation to prevent potential dangers and accidents for one of the outdoor situations.
- Check out these fun [activities and games](#) about injury prevention from the Children’s Hospital of Pittsburgh.
- Write a letter to a local government official to advocate new laws in order to prevent potential dangers and accidents.

Click on the image to play an entertaining video about airplane safety. Your teacher may need to share the video with the class.

Image Source: www.youtube.com

6. Teacher Resources

SLIDE NAVIGATION

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Grade 6-8 Health: Risk Management

Objective: Students will conduct brief, focused research in order to advocate ways to prevent potential dangers and accidents of potential safety hazards for outdoor situations.

Time Frame: Two 45-minute class periods or One 90 - minute class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)

Learning Standards Alignment

- 1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Content Learning Standards

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[MCCR ELA Standards for Grades 6-8](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Last updated: July 2022 Report broken links to BCPS Library Media Programs & Digital Resources 443-809-4035 or use this [form](#)

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