

Lesson 1: Walking Safely Near Traffic

Time: approximately 20-25 minutes

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. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

The objective of this lesson is to remind students about the basic concepts of sharing spaces with cars and other motorized traffic. At this age, it is important to emphasize that students should never walk near traffic without an adult or older sibling.

The students will be able to

- Explain reasons we walk places and identify common places to walk
- Define and use appropriate pedestrian safety vocabulary
- Recognize and demonstrate safe practices near traffic such as walking with an adult, walking on a sidewalk or side of street, and wearing reflective gear and to make sure to carry a flashlight

Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- Health Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Materials:

Vocabulary Cards (with appropriate definitions)

Pedestrian, Traffic, and Driveway Situational Pictures

Chart paper and markers

Safe and Unsafe Scenario Cards

Parent/Caregiver Tip Sheet

After the review, it is highly recommended that teachers take students 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.

Lesson Outline

Discussion & Demonstration: (10-15 minutes)

The teacher will

- Identify locations to which we walk
- Define “pedestrian”, “vehicle” and “traffic”
- Discuss traffic safety rules and simultaneously show traffic pictures to demonstrate procedures for walking near traffic

Sample Script

Today, we are going to begin a new unit of study. For the next several days, we are going to discuss how to walk safely near traffic.

Raise your hand if you remember learning how to walk safely in kindergarten and first grade.

Why do you think it is important for us to review this information again?

- *Because we want to always stay safe*

Raise your hand if you have...

- Walked to school, a friend’s house, the store, library, park, etc.

Great! It looks like everyone in this class has been a pedestrian. Who can tell me what the word “pedestrian” means?

- *A pedestrian is a person who walks (or travels on foot).*

[Teacher displays “pedestrian” vocabulary card with word and definition.]

Now, who can tell me why it is good to walk places?

- *It is good for you (exercise).*
- *It is good for the environment (no air pollution).*
- *It is good for your neighborhood (less traffic).*
- *It is fun!*

Walking is good for many reasons, but we need to be sure we are safe. Usually, we are not the only people trying to get around.

How else do we get places we need to go?

- *Car*
- *Bus*
- *Bicycle*

All of these things that move us from one place to another are called “vehicles.” **[Teacher displays “vehicle” vocabulary card with word and definition.]**

There may be traffic also. Who can tell me what the word traffic means?

- *Traffic is the movement of vehicles including cars, trucks, buses, motorcycles and bicycles.*

[Teacher displays “traffic” vocabulary card with word and definition.]

Great! As we know, we have to be careful near traffic so we do not get hurt.

Let’s review the steps for walking safely near traffic.

Lesson Outline

Sample Script

1. Use a Sidewalk

Raise your hand if you live on a street where there is a sidewalk. Give me thumbs up if we have sidewalks near our school.

If there is a sidewalk, is it best to use it or walk on the street?

- **USE IT!**

Some streets do not have sidewalks. What do you do if a street does not have a sidewalk?

- *Walk on the side of the street while staying away from traffic*

2. Face the Traffic

That's not all! There is a specific side of the street where we should also always walk. Everyone hold up your left hand.

[Teacher models and guides students to correct answer, if appropriate.]

Remember that is the side of the street where we always want to walk!

Why do you think we should walk on the left side rather than the right?

- *We walk on the left side facing traffic so that we can see oncoming cars and drivers.*

[Teacher displays the Materials 2. Walk on the Left Side Situation (a picture of child walking on left side of road facing a car with large smiley face over it and picture of child on right side of road facing away from traffic with large red X over it.)]

3. Walk Safely

Let's close our eyes now and imagine we are walking on the sidewalk. We can hear traffic zooming past us. Let's think about how we should be walking near that traffic.

Think on your own about an important safety rule we might need to remember when walking near traffic. When you think of one, raise your hand. I'm going to write the rules you create on this chart paper.

[Teacher writes as students brainstorm ideas. Depending on student ability levels, the teacher may have to guide students toward the example rules listed below. If there are time constraints or other concerns, the teacher can display the chart below rather than brainstorm together.]

(continued)

Lesson Outline

Sample Script

3. Walk Safely *(continued)***Safe Behavior when Walking Near Traffic**

1. Walk, don't run.
2. Don't play around with friends or push.
3. Stay close to a parent, adult, or older sibling.
4. Stay away from traffic and busy roads.
5. Be aware of your surroundings. Don't let toys, phones, MP3 players, or anything else distract you.

Now we're going to look at some pictures of people walking near traffic. When I hold up a picture, give me a thumbs-up if the person is following the rules or a thumbs-down if the person is not following the rules. If it is thumbs-down, I'm going to ask you how each person could improve.

- **[Display Materials 3. Walk Safely Situation A (a picture of student running on sidewalk)]**—(Thumbs Down) Never run near traffic.
- **[Display Materials 3. Walk Safely Situation B (a picture of students acting silly near traffic)]**—(Thumbs Down) Never play around traffic because someone could get hurt.
- **[Display Materials 3. Walk Safely Situation C (a picture of student walking far ahead of father)]**—(Thumbs Down) Never walk without a parent, adult or older sibling. Walk closely to them at all times.
- **[Display Materials 3. Walk Safely Situation D (a picture of student walking on the sidewalk, on the left side of the road, holding an adult's hand)]**—(Thumbs Up)

4. Beware of Driveways

Great! As you are walking, you may come to a driveway. Remember that even though we are on the sidewalk and off the street, this is one area where pedestrians and cars share space together.

Raise your hand if you have a tip about how to be safe before you step into a driveway? (Suggested answers below)

- *Stop before you get to the driveway.*
- *Check cars that may be parked in the driveway. If there is a person inside or the back white lights are on, DON'T MOVE! Stop and wait until you know the car is not moving.*
- *Look left, right, and left again to make sure cars aren't coming.*

If there is no one in the car, the lights are not on, and all directions are clear, it is safe to cross. Walk with your head up, looking for traffic as you cross.

Lesson Outline

Sample Script

5. Dress to be Seen

Last, it is really important for you to always consider what you are wearing when you are a pedestrian. Sometimes when you get up early in the morning or if you leave a friend's house in the evening, it is dark outside. When it is dark, it can be very hard for drivers to see you.

The best way to be seen when it is dark outside is to wear bright-colored clothing, reflective material and to carry a flashlight. Reflective materials are shiny and become brighter when light hits them. You should put reflective materials on your clothing when it is dark outside so drivers can see you. Often your shoes have reflective materials already on them. ***[Teacher displays "reflective materials" vocabulary card with word and definition. Teacher should find a student wearing shoes with reflective materials on them to demonstrate to the class.]***

Activity Options:

The students could...

- a. Dramatize safe and unsafe scenarios while reviewing safety rules (5-10 minutes, *see sample script*)
- b. Practice safe walking around school grounds to reinforce appropriate behavior (10-20 minutes)
- c. Take a supervised walk through a nearby neighborhood with parent volunteers to practice and reinforce safe walking behavior (20-30 minutes)

ACTIVITY OPTION A:

Now, it's your turn! You are going to act out some different scenarios of what you might encounter when you are a pedestrian walking near traffic.

Everyone stand up. I am going to put you in groups ***[teacher places students in groups of 2-3, depending on size of class]***. In your group, you are going to pretend you are pedestrians walking near traffic. I am going to give you a scene to act out. You have to act out the scene and then tell us whether you were safe or unsafe. If you were being unsafe, we are going to help brainstorm how you could improve to be safer next time. ***[Teacher distributes 1 card per group with either a safe or unsafe scenario printed on it (examples provided below). Groups are given several minutes to brainstorm the scene and then about 1 minute to act it out. The class will then analyze the scene. If the students were being safe, they can clap or give thumbs-up. If the students were being unsafe, they can give thumbs-down and then provide suggestions for how to fix the behaviors.]***

(continued)

Lesson Outline

Activity Options: *(continued)*

Closure (if time): (5 minutes)

The teacher will

- Review safety rules for pedestrians while walking near traffic or driveways

Sample Script

Examples of Scenario Cards:

- Several children are walking down the street. One child is holding a ball. He/she accidentally drops the ball into the road. Another student runs out into the street to retrieve the ball.
- Several children are walking down the street. They are pushing and shoving each other back and forth into the road.
- A child is walking down the street ahead of his/her parents. He/she is not paying attention to the parents calling out behind.
- Several children are walking down a sidewalk. They approach a driveway. All children stop before they get into the driveway, look for cars, and look left-right-left for traffic.

Let's review all that we have learned today.

First, we reviewed some important words.

Raise your hand if you remember one of our words and its definition.

- *A pedestrian is a person who walks.*
- *Traffic is the movement of vehicles.*
- *Reflective materials are shiny and become brighter when light hits them. You should put reflective materials on your clothing when it is dark outside so drivers can see you.*

Finally, we learned how to be safe when walking near traffic.

Raise your hand if you remember some tips for being safe 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 traffic and busy roads.*
- *Be aware of your surroundings. Don't let toys, phones, MP3 players, or anything else distract you.*

Suggested Cross-Curricular Connections:

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.

Art

- Students can draw pictures of the safe and unsafe scenarios they acted out in the “Activity” portion of the lesson above. For an added challenge, the students should fix any unsafe scenario by also drawing a safer option on the back.

Writing

- Directions
 - Students can write directions for a pedestrian walking to or from a place near their home or school.
 - Students can include time order words (first, second, then, after that, last, etc.).
 - Students can also include tips for staying safe while walking within their directions. (Example: “Next, turn left onto Main Street. Remember to stay on the sidewalk or on the left side of the street!”)

Dramatic Play & Art

- Students can create pedestrian and traffic stick puppets from cardstock paper and Popsicle sticks. They can also create a backdrop scene of a street with or without sidewalks and driveways.
- Students can demonstrate safety rules by putting on a Puppet Show that dramatizes being safe while walking near traffic.

Materials

Vocabulary Cards

Pedestrian, Traffic, and Driveway Situational Pictures

Safe and Unsafe Scenario Cards

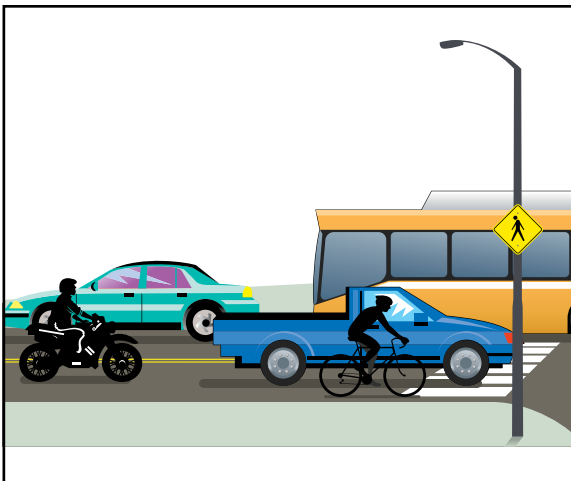
Parent/Caregiver Tip Sheet

Discussion & Demonstration Vocabulary Cards



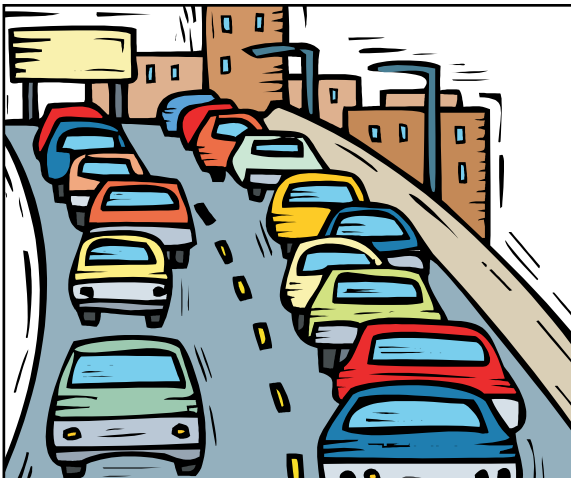
Pedestrian

A pedestrian is a person who walks (or travels on foot).



Vehicles

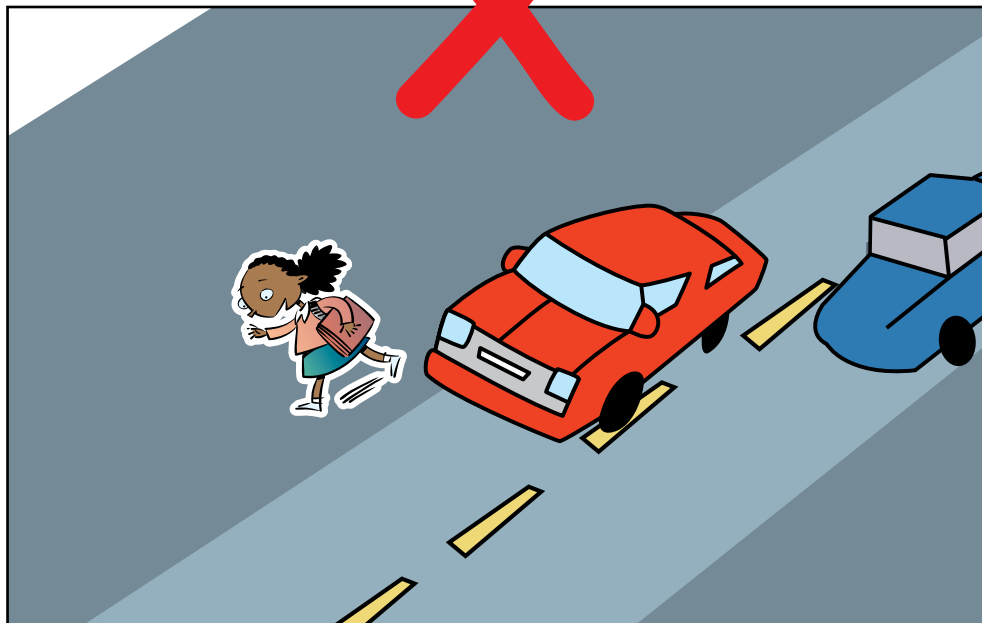
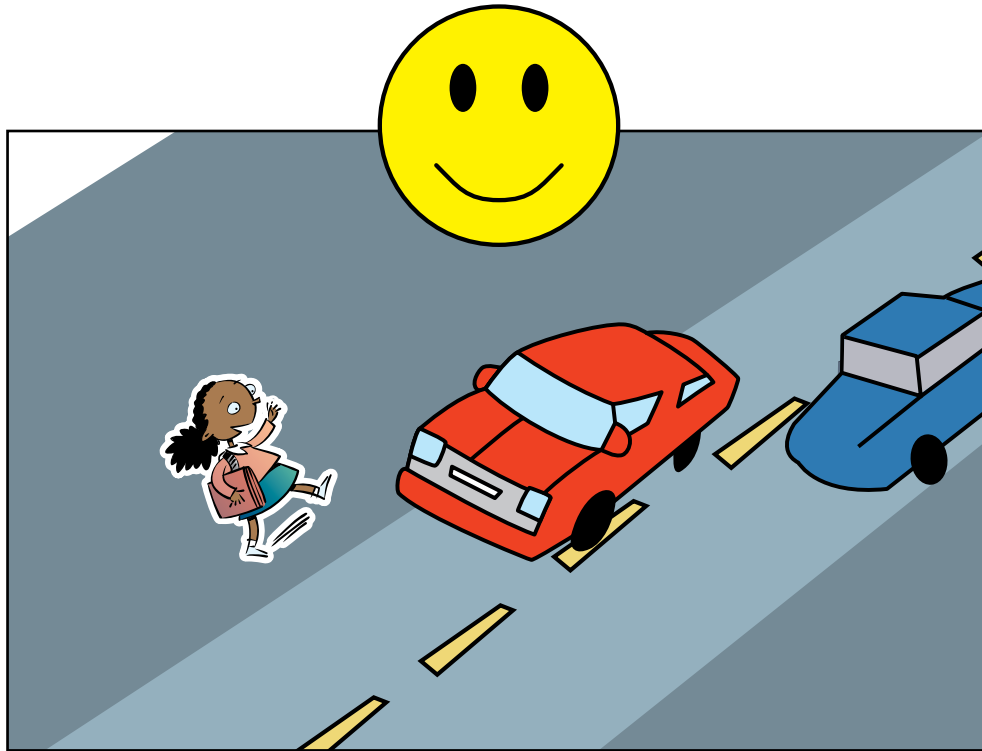
Vehicles (cars, buses, bicycles, motorcycles, and trucks) take us from one place to another.



Traffic

Traffic is the movement of vehicles.

2. Walk on the Left Side Situation

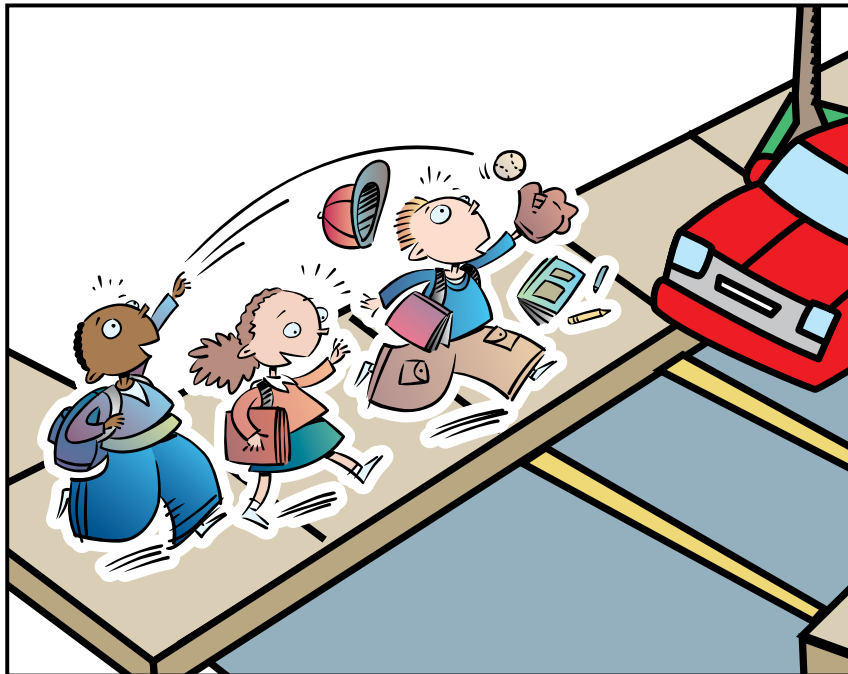


3. Walk Safely Situation

Situation A

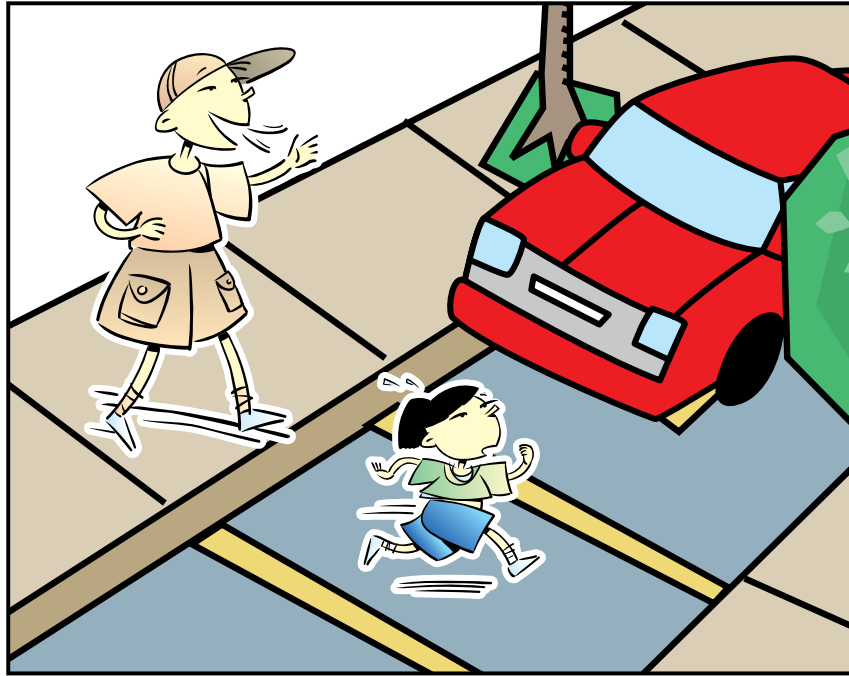


Situation B

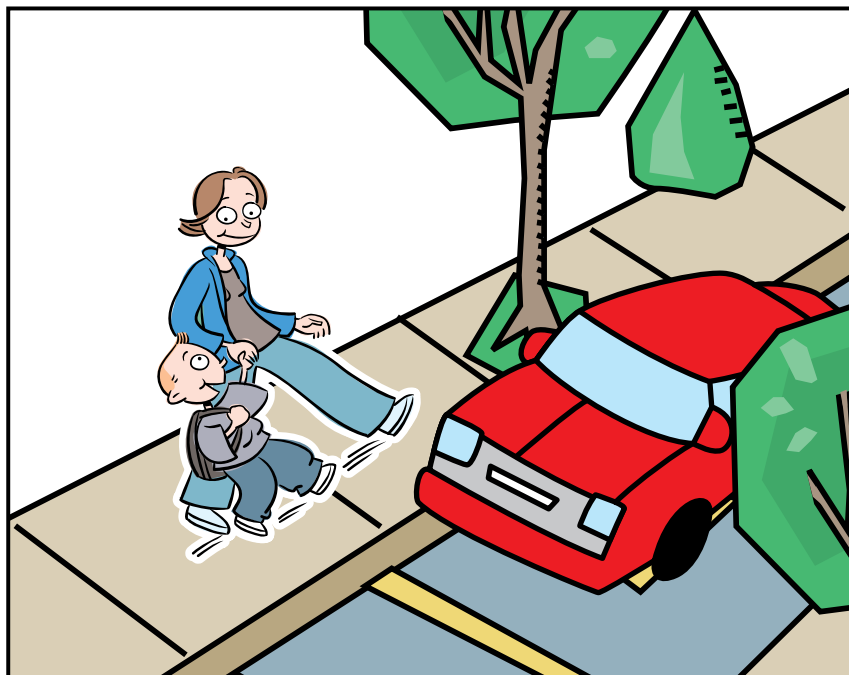


3. Walk Safely Situation (continued)

Situation C



Situation D



5. Dress to Be Seen Vocabulary Card

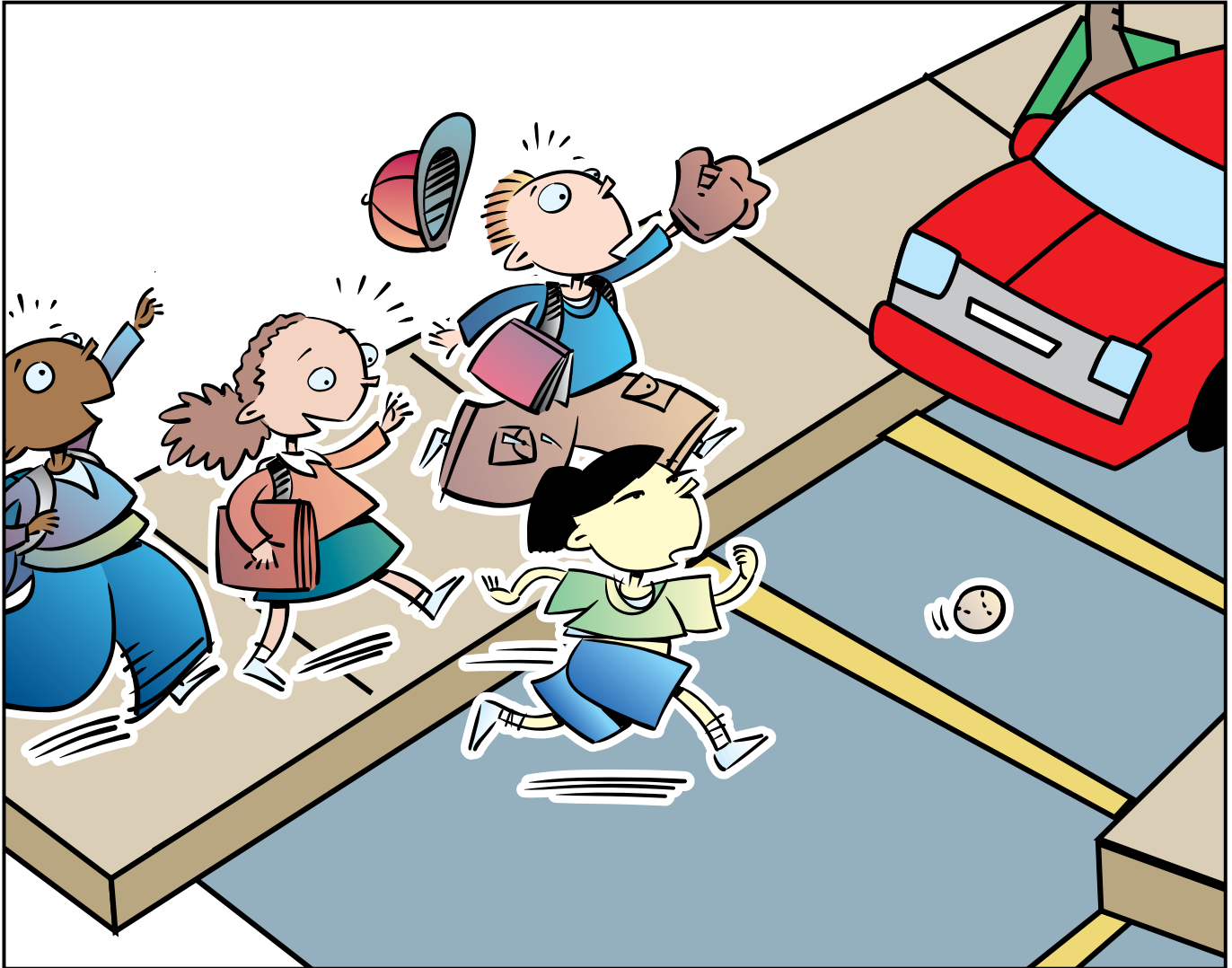


Reflective Materials

Reflective materials are shiny and become brighter when light hits them. You should put reflective materials on your clothing when it is dark outside so drivers can see you.

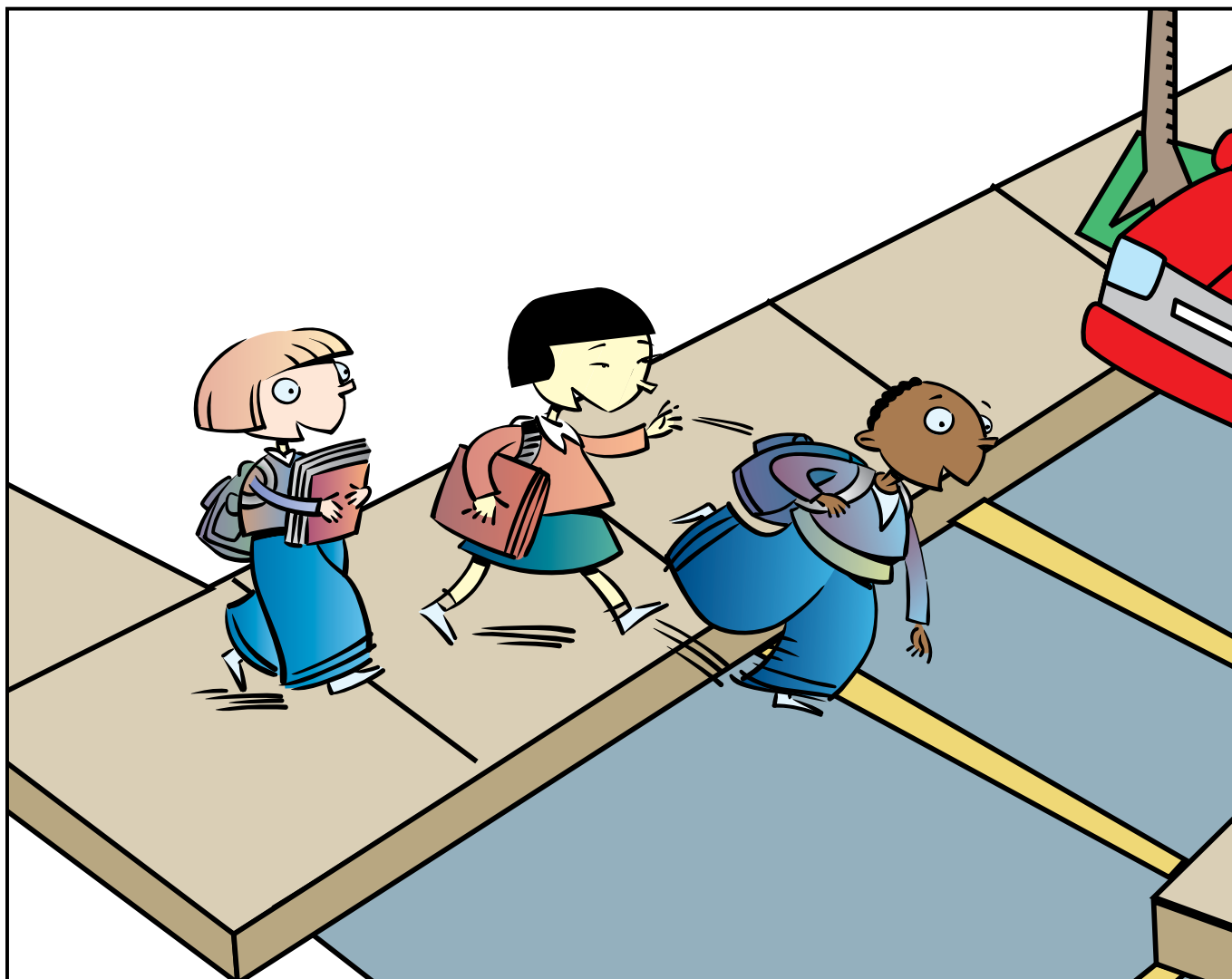
Activity Option A

Scenario 1



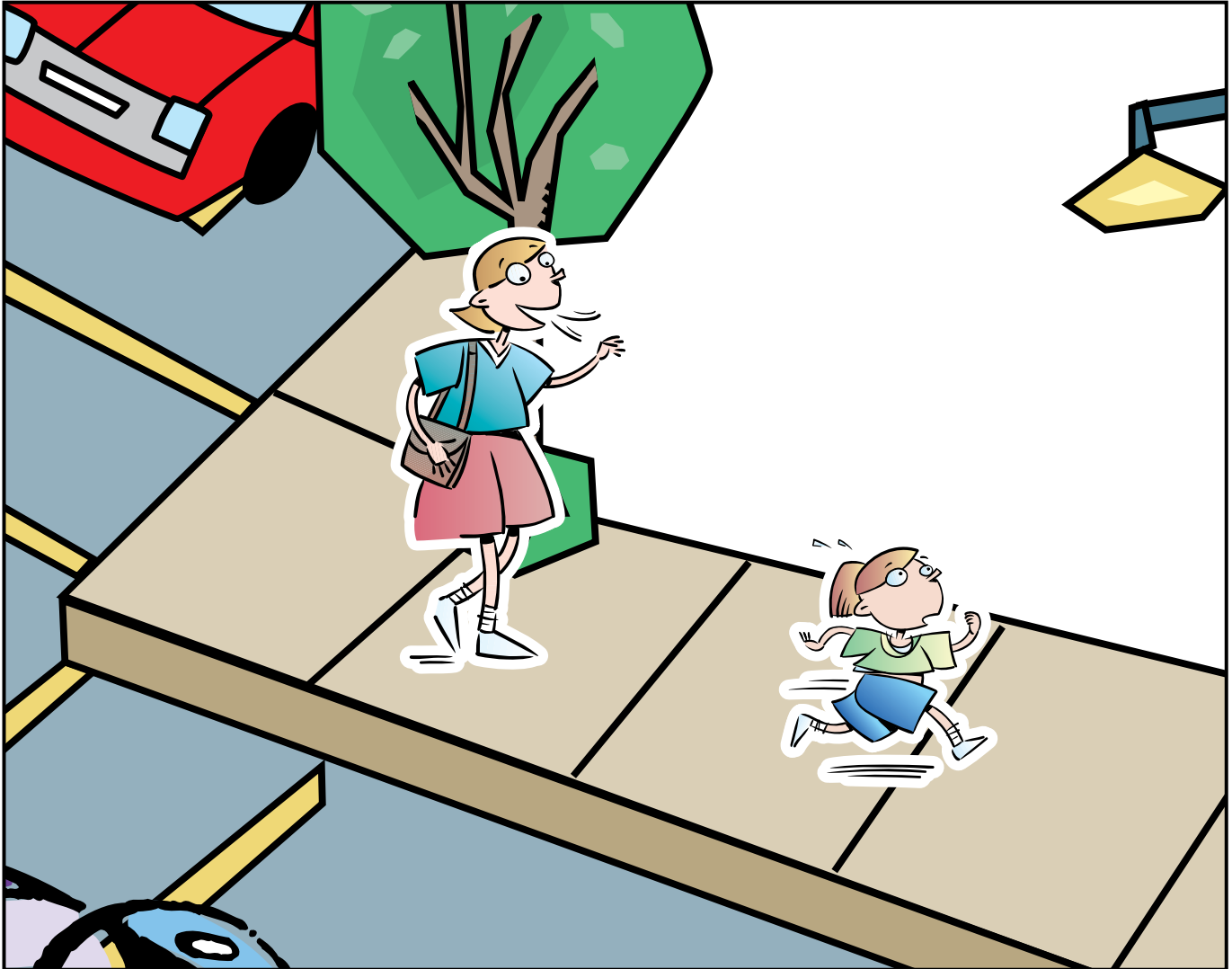
Activity Option A

Scenario 2



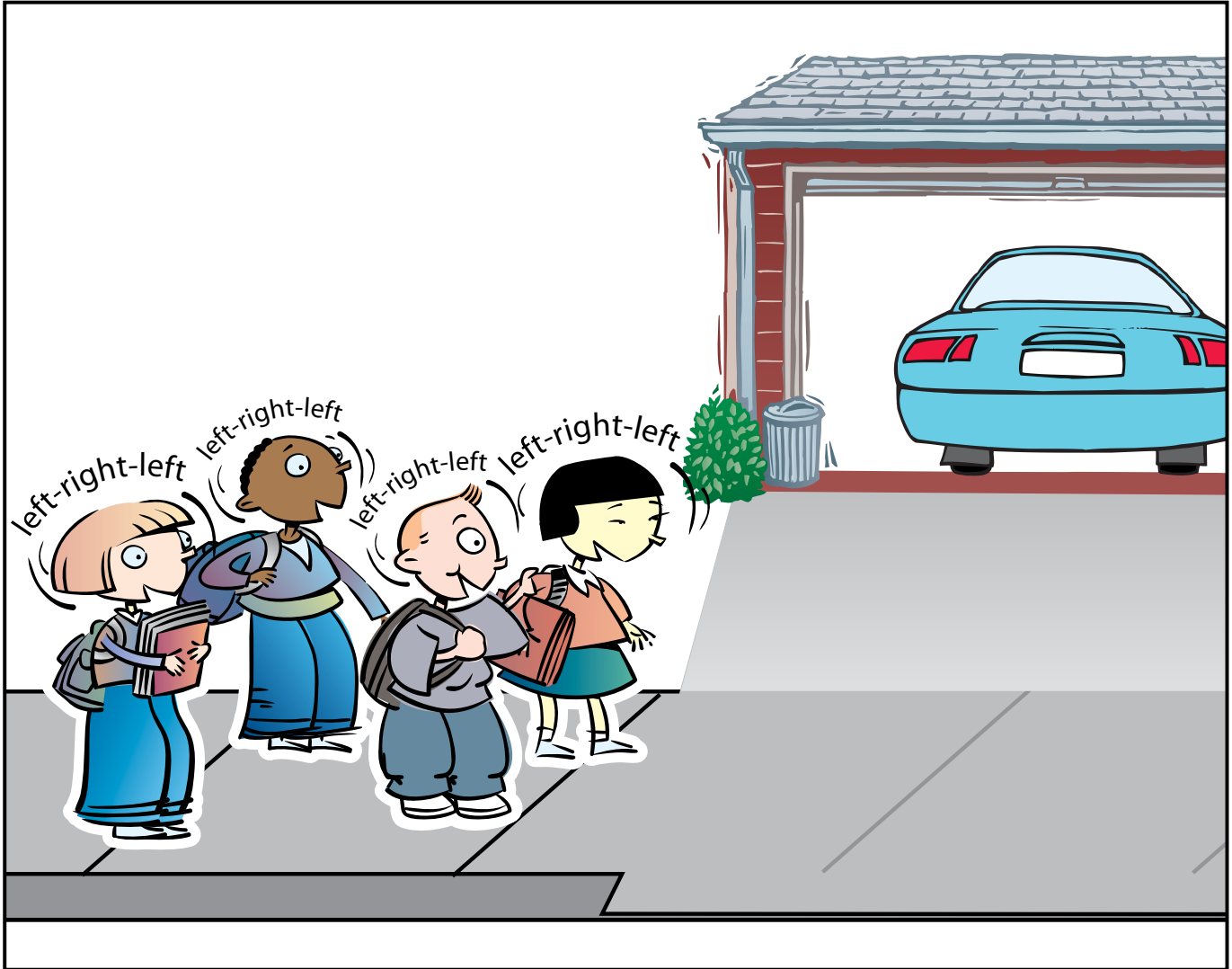
Activity Option A

Scenario 3



Activity Option A

Scenario 4



Walking Safely Near Traffic: Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

Students in Second and Third Grade:

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

This Week in School Your Child Learned...



How to walk near traffic safely

1. **PEDESTRIANS** are people who walk.
2. **TRAFFIC** is vehicles in the road.
3. **SIDEWALKS** are safe places to walk.
4. **WALK ON THE LEFT SIDE OF THE STREET** if there are no sidewalks. Face the traffic.
5. **PRACTICE SAFE BEHAVIOR** when walking near traffic. This means no pushing, running, or shoving. Don't let toys, phones or MP3 players distract you.
6. **DRESS TO BE SEEN** by wearing bright-colored clothing and reflective materials. Use a flashlight when it is dark.

Remember: Although you might be able to quickly see that it is safe to cross the road or perform other pedestrian behaviors, your child may not know or understand why it is safe. Help them understand and learn safe pedestrian behaviors by practicing them each time you walk near or around traffic.

Walking Safely Near Traffic:

PRACTICE AT HOME!

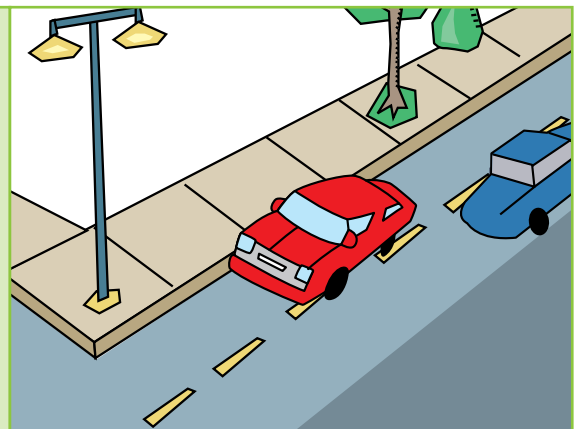
Safety Message: Children ages 7-8 can begin to learn more complicated pedestrian safety tasks. Even though they are older, they should always be with an adult while walking near or around traffic.

The best way for children to learn is by repeating safe walking skills with an adult. Remember that skills and knowledge do not always equal behavior. Make sure that your child is ready for the next step in learning how to walk safely by practicing these skills at home!

- **Walk** around the neighborhood with your child, especially to destinations that they like such as a park, school, or a friend's house. Find a route that has sidewalks as well as a route or part of a route that does not.
- **Ask** your child to explain the three new terms that they learned in class
 - What do you call people who are walking? **Pedestrians**
 - What are vehicles? **Cars, trucks and buses that take us from one place to another.**
 - What is traffic? **Vehicles in the road.**
- **Ask** your child to explain where they should walk in relation to the traffic
 - **Find a sidewalk and walk there.**
- **Ask** what do you do if there isn't a sidewalk?
 - **Walk on the left side of the street facing the traffic so that you can see drivers coming towards you.**
- **Practice** identifying safe places to walk where there are sidewalks and where there are no sidewalks.
- **Ask** your child what clothing is best for walking.
 - **Bright-colored or reflective clothing so that drivers can see you.**
 - **If you know it will be dark outside what should you do?**
 - Use a flashlight when walking.
- **Repeat** the lessons on the way home and every chance you get!

Looking at the picture, ask your child to identify where a person should walk.

Ask them to point to the sidewalk and traffic.



Lesson 2: Crossing Streets Safely

Time: approximately 40 minutes

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. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

The objective of this lesson is to teach students the basic concepts of crossing a street safely. At this age, it is important to emphasize that students should never cross the street without an adult or older sibling.

The students will be able to

- Use care and caution when crossing streets
- Recognize that they should only cross the street with an adult or older sibling
- Identify and demonstrate the five steps to crossing a street

Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Materials:

Masking tape, rope, or other material to create street lines & tall trash can or box

Poster-sized chart of “Crossing the Street” song

Parent/Caregiver Tip Sheet

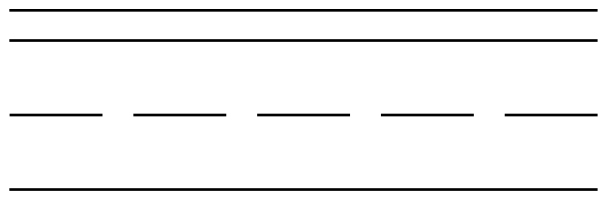
Preparation: Using the above listed materials, create a model street.

You will need four long strips of material to make the street and two associated sidewalks, as well as several shorter strips to create a center line for the street.

Place a tall trash can or box in the street.

This will act as a visual barrier to emphasize the “second edge.”

Example:



Lesson Outline

Introduction: (5 minutes)

The teacher will

- Identify reasons for crossing the street
- Explain the importance of students crossing the street with an adult or with a responsible, older sibling who has permission from a parent or caregiver

Discussion & Teacher Modeling: (10 minutes)

The teacher will

- Discuss and simultaneously model the steps to crossing the street safely

Sample Script

Today we are going to review the steps to crossing the street safely! As you all know, there are many different kinds of streets. Today we're just going to learn how to cross smaller streets, like the streets in (the teacher names a nearby quiet, residential area).

Raise your hand if you have ever crossed the street.

Why did you cross the street?

- *To get to school, a friend's house, a park, etc.*

What are some other reasons that people cross the street?

- *To get to the store, work, etc.*

Do you think you should cross the street alone or with an adult?

- *With an adult.*

What are some of examples of adults you can cross with?

- *Mother, father, teacher, crossing guard.*

Is it okay to cross with an older brother or sister?

- *It depends. If your older brother or sister is very responsible and has permission from your parents, it is okay.*

Why is it important to always cross the street with an adult or older brother or sister who is responsible and has permission from your parents?

- *Someone may get hurt or injured if they do not cross safely*

Let's pretend that these lines on the ground are a street (use diagram from the preparation portion of this activity plan). This space represents the sidewalk next to the street and this space is the actual street. As we talk about the steps to crossing the street, I am going to demonstrate how to cross safely. Then, it will be your turn to practice.

Lesson Outline

1. Adult Supervision

- Explain why adult assistance is necessary
- Explain the circumstances under which an older sibling might assist with crossing the street
- Reiterate the importance of having adult supervision when crossing the street
- Discuss why children should continue to look for traffic while crossing the street

2. Identify a Safe Place to Cross the Street

- Define and explain types of “visual barriers”

Sample Script

Let's think about the things I should do before I begin to cross the road.

First, I will want to hold on to an adult's hand.

Who are some adults who can help me cross?

- *Mother, father, teacher, crossing guard.*

What about an older brother or sister? Is it okay for an older brother or sister to help me cross the street?

- *Only if your brother or sister is very responsible and has permission from your parents. Sometimes brothers and sisters know how to help younger children cross the street, but not always. That is why you have to ask your parents first.*

What if you are outside with your friends and your ball rolls into the street? What should you do then?

- *You should ask an adult to get the ball for you.*

Before you can cross the street you need to find a safe place to cross.

How do you know where it is safe to cross?

- *A safe place should be where you can see the traffic clearly to cross the street*

Anything that makes it hard for you to see or that makes it hard for cars to see you is called a **visual barrier**.

What are some examples of visible barriers?

- *Parked cars, trucks, buses, tall bushes, tall trash cans, trees, a fence, a curve in the road or a hill*

What should you do if you want to cross the street but encounter a visual barrier? (i.e., A parked car is making it hard for you to see traffic coming down the street)

- *If possible, find another place to cross the street that is free of barriers and safe to cross.*

Are there any visual barriers that will make it hard for me to see the traffic? *NO!* Since there aren't visual barriers, I have found a safe place to cross.

Lesson Outline

3. Stop at the Edge
- Define the “edge” and discuss examples of “edges”
4. Look and Listen for Traffic
- Review positional terms of “left” and “right”
 - Practice the Left-Right-Left Procedure for looking
 - Discuss sounds a student might hear and should be cautious of when crossing the street

Sample Script

Next, I am going to walk to the edge of the street and stop.
What is the “edge” of a street?

- The curb or side of the road; the line between safety and danger*

Why is the “edge” a good place for me to stop?

- It is a place where you can see cars coming, but you are still far enough away from the road.*

As you can see, there are a few barriers in my way. I cannot see one direction down my street. What do you think I should do?

- Move out a little more to the edge of the barrier.*

That’s right! I want to move out a little further from the edge to the end of the barrier. This is called the **second edge**.

Watch as I stop at the second edge.

Great! Now that I have stopped at the edge of the street, the next step is to look and listen for traffic.

First, I will look left (hold up your left hand), look right (hold up your right hand), and look left again (hold up your left hand).

[Teacher demonstrates and guides as students emulate.]

What are we looking for when we look Left-Right-Left?

- For cars, buses, motorcycles, bicycles, or trucks coming down the street*

We look left first because that is the direction that cars closest to us are coming from. Then, we look right to see if traffic is coming the other way.

Then, why do you think we look left again?

- Because cars move fast and we want to make sure it is still safe to cross where cars are moving closest to us.*

Make sure when you look left and right you touch your chin to your shoulder. This is called the “shoulder check” to make sure you look as far as you can to see if any traffic is coming. **[Teacher demonstrates and guides as students emulate.]**

While we are looking for traffic we should also be listening for traffic. What are some of the sounds we should be listening for?

- Car engines, horns, sirens, etc.*

Oh no! I hear an ambulance siren. What do you think I should do?

- Stop and wait until it is clear. Look and listen for traffic again.*

Good! Now, I don’t see or hear any cars coming. The street is clear of traffic, so I am going to start to cross the street.

Lesson Outline

5. Cross Quickly and Safely
- Explain how and why children should walk (not run) across the street in a straight line.
 - Discuss why they should continue to look for traffic while they cross the street.

Activity Options:

The students could...

- Practice the five steps from Lesson 1 with teacher guidance; sing and dramatize the “Crossing the Street” song (20 minutes, see page 7)
- Practice crossing the street on school grounds or on a neighborhood or residential street near school grounds to reinforce appropriate behavior (10-20 minutes)
- Take a supervised walk in a nearby neighborhood with parent volunteers to practice and reinforce proper behaviors when crossing the street (20-30 minutes)

Sample Script

Notice that as I cross the street, I am remembering some important rules.

Watch as I cross.

What important behaviors did I demonstrate?

- *I kept my head up, looked left-right-left, and listened for traffic.*
- *I walked and did not run. If I run, I might trip and fall.*
- *I walked straight across the street.*

What would happen if I walked at a diagonal across the street like this? **[Teacher demonstrates crossing the street diagonally.]**

- *I will spend more time in the street, and I am in danger of being hit by a car.*

Did I make it safely across the street? **YES!!!**

ACTIVITY OPTION A:

Now, it’s your turn! Each of you is going to get the chance to show me how to cross the street correctly.

To make it a little easier to remember all of the rules, we are going to sing the “Crossing the Street” song. Some of you may remember it from kindergarten and first grade. **[Teacher displays song and all sing together.]**

Great work! Let’s practice crossing the street altogether while we sing our song. **[Teacher and students sing the song as they simultaneously cross the model street.]**

ACTIVITY OPTION B:

Stop, Look, and Listen with Willy Whistle

“Willy Whistle” is a lively, animated character featured in the DVD designed to teach pedestrian skills for crossing residential streets to children in grades K-2.

This DVD is free and available through NHTSA. Visit www.nhtsa.gov to request a copy.



Lesson Outline

Closure: (5 minutes)

The teacher will

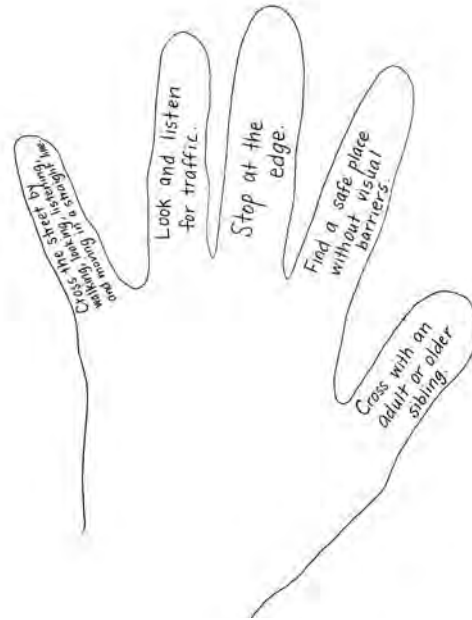
- Reiterate the five steps for crossing the street
- Reiterate the importance of crossing with an adult

After the review, it is highly recommended that teachers take students 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.

Sample Script

Let's review all that we have learned today.

There's another easy way to remember the 5 steps for crossing the street. Let's use our 5 fingers on one hand to map out the steps. ***[It may be appropriate for the teacher to create a chart similar to the one below to display in the classroom. Use Materials: Closure - 5 Steps for Crossing the Street Chart for larger view.]***



“Crossing the Street” Song

Sung to the tune of “London Bridge”

Here we go, across the street
Across the street
Across the street
Here we go, across the street
We cross safely!

First we take an adult’s hand
Adult’s hand
Adult’s hand
First we take an adult’s hand
We cross safely!

Now we’re stopping at the edge
At the edge
At the edge
Now we’re stopping at the edge
We cross safely!

Now we’re looking left, right, left
Left, right, left
Left, right, left
Now we’re looking left, right, left
We cross safely!

Now we’re going straight across
Straight across
Straight across
Now we’re going straight across
We cross safely!

As we cross, we still look
We still look
We still look
As we cross, we still look
WE CROSSED SAFELY!!!

Suggested Cross-Curricular Connections:

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.

Musical Facts

- Set up the classroom as you would while playing “Musical Chairs” (with two rows of chairs lined up back-to-back; have one less chair than number of students in the classroom).
- Allow the children to line up around the two rows of chairs.
- Play some music for the children. When the music stops, the children must find a chair. The child that does not have a chair must answer a pedestrian safety question. If he/she answers correctly, he/she can continue with the game, and no chair is removed from the rows. If he/she answers incorrectly, he/she is out, and one chair is removed from the rows.

Literature

- The following are appropriate examples of children’s literature to use with this lesson in the unit of study:
 - ***Make Way for Ducklings*** by Robert McCloskey (There are several online resources for lesson plans based on the book. One, developed by Chris Frazier at Oakbrook Elementary in Ladson, South Carolina may found at: http://129.252.3.27/lesson_plans/PDF/Make%20Way.pdf) (This activity may be done as a whole group or as a center activity for students to complete in small groups.)
 - Read the story
 - List problems that the mother and baby ducks had while being “pedestrians” through the town. Then, brainstorm how the mother duck could have changed her behavior to model safe behavior for her ducklings.
 - For an added challenge, the students can re-illustrate several pictures within the story to reflect better safety practices.

Social Studies (Geography)

- Identify routes on a map (to be completed in small groups)
 - Display several grade-appropriate community maps. [One option is that the teacher could use several grade-appropriate maps of the city in ***Make Way for Ducklings*** to be found online. The following is one suggested Web site that includes appropriate maps: <http://www.dgl.salemstate.edu/Profs/Young/Ducks/DUCKS.htm> and click on “Download Material (images & maps).”]
 - Allow children to identify routes throughout the city
 - Allow children to identify safe places to cross streets on these safe routes
 - Consider visual barriers that may be evident on the map
 - Consider first and second edges
 - Discuss roads that may be too busy and long to cross

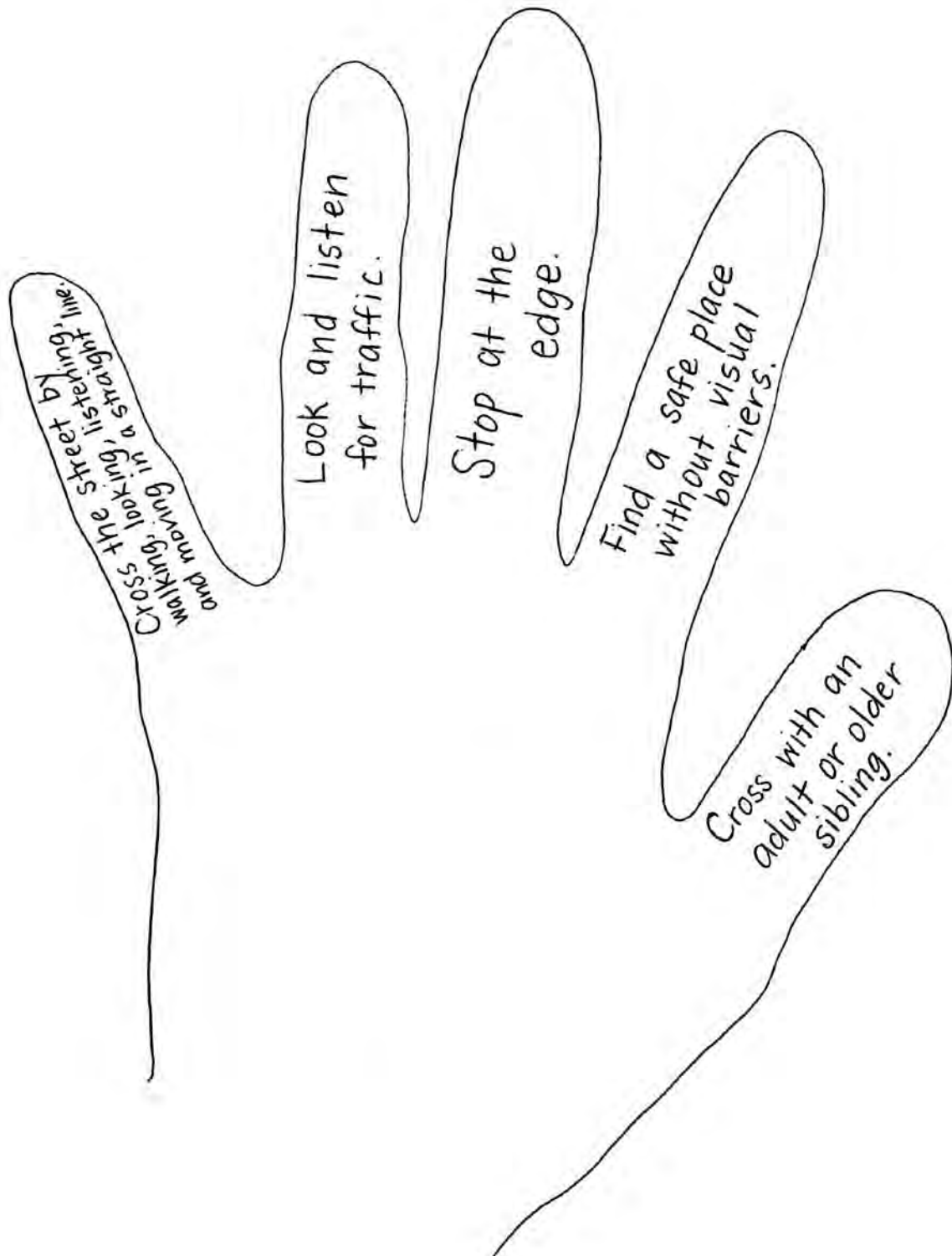
Materials

5 Steps for Crossing the Street Chart

Parent/Caregiver Tip Sheet

Closure

5 Steps for Crossing the Street Chart



Crossing Streets Safely: Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

Students in Second and Third Grade:

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

This Week in School Your Child Learned...



How to cross neighborhood and residential streets safely

1. **FIND AN ADULT** to cross the street with you.
2. **IDENTIFY** safe places to cross while avoiding barriers.
3. **STOP** at the edge or curb of the street.
4. **LOOK AND LISTEN** for traffic in all directions. Look left-right-left. Wait until there is no traffic coming. Then begin crossing the street.
5. **CROSS IN A STRAIGHT LINE** and keep looking around for traffic. Walk; don’t run across the street.

Remember: Although you might be able to quickly determine it is safe to cross the street your child may not know or understand why it is safe. Help them understand and learn safe behaviors by practicing each time you cross the street.

Crossing Streets Safely:

PRACTICE AT HOME!

Safety Message: Children ages 7-8 can begin to learn more complicated pedestrian safety tasks. Even though they are older, they should always be with an adult while walking near or around traffic.

The best way for children to learn is by repeating safe street crossing skills with an adult. Remember that skills and knowledge do not always equal behavior. Make sure that your child is ready for the next step in learning how to safely cross the street by practicing these skills at home!

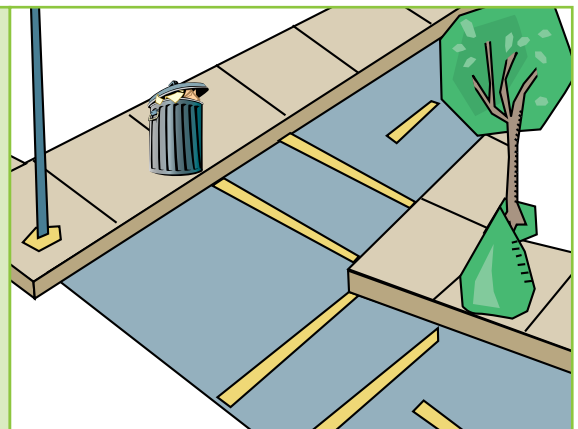
- **Walk** a route around your neighborhood that has sidewalks (preferably on both sides of the street) and a crosswalk. Children will learn specifically about crosswalks in the next lesson, but it is helpful to begin to demonstrate safe crossing with a crosswalk if one exists in your neighborhood.
- **Ask** your child what they learned in school about crossing the street safely. Ask them to list the 5 steps to safely crossing the street. Use the diagram below if they need help. Offer clues if they need them.
 1. **FIND AN ADULT** to cross the street with you.
 2. **FIND A SAFE PLACE TO CROSS** – one that is free of barriers like trees. Cross where it is easy for you to see vehicles traveling in the road.
 3. **STOP AT THE EDGE** of the curb or street. (Ask them what a curb or edge is and what to use as an edge if there are parked cars.)
 4. **LOOK AND LISTEN** for traffic in all directions. (Look left, right, and left again). Wait until no traffic is coming and start to cross the street.
 5. **CROSS IN A STRAIGHT LINE** and keep your head up looking for traffic. Walk; don't run across the street.
- **Practice** the 5 Safe Steps. Find a place where it will be safe to cross the street. Try saying the steps aloud as you cross together.
- **Repeat** the lesson every chance you get!

Looking at the picture, ask your child to identify where a person should cross.

Ask them to point to a safe area to cross.

Ask them to point to the edge of the street.

Ask them to show you how they would cross in a straight line across the street.



Lesson 3: Crossing Intersections Safely

Time: approximately 40 minutes

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. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

The objective of this lesson is to teach students simple skills for crossing intersections safely and to teach them several iconic traffic signals to aid in their understanding. At this age, it is important to emphasize that intersections are tricky places for children to cross because there is traffic approaching in several different directions and students cannot easily interpret driver behavior.

The students will be able to

- Demonstrate safe behavior while approaching and crossing an intersection

Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Materials:

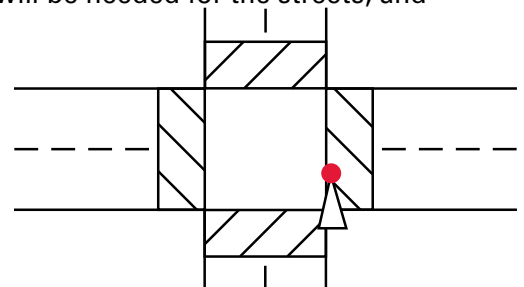
Cones, tape, yard stick, paper (red, yellow, green), and other materials to create intersection

Pictures of intersection, crosswalks, and traffic signals (without vocabulary)

Parent/Caregiver Tip Sheet

Preparation: Using the materials listed above, create a model intersection.

Use masking tape to create a 4-way stop. Eight long strips of tape will be needed for the streets, and several short strips are needed for the lane divides in the middle of the streets. Create street signs and traffic signals using paper, yard sticks, and cones. It may also be helpful to create crosswalks to emphasize safe crossing areas, but they are not mandatory and may be time-consuming.



Lesson Outline

Introduction: (5 minutes)

The teacher will

- Review steps to crossing the street
- Emphasize the importance of crossing the street with an adult or older sibling
- Define and discuss “intersections”

Discussion & Teacher Modeling: (10 minutes)

The teacher will

- Discuss and simultaneously model the steps to crossing intersections safely

1. Identifying a Safe Place to Cross and Taking an Adult’s Hand

2. Stop at the Edge

Sample Script

We have talked before about crossing roads and streets. Let’s review the rules for crossing the street by singing the “Crossing the Street” song.

[Teacher displays song from Lesson 2 and together, teacher and students sing the song to review.]

One of the most important parts of this song is to always hold an adult’s hand when crossing the street. Remember adults or older siblings are taller, and they can help keep us safe as we cross the road. This will be very important to remember as we learn more about crossing streets today.

When we crossed streets before, it was only one road. Today, we are going to learn to cross an intersection. An intersection is where two or more streets meet each other. ***[Display Materials 1. Intersection.]***

Let’s pretend that this is an intersection. You can see the two roads as they cross each other. You will also notice some street signs and a traffic light, or stop light, in the intersection. They help direct traffic. [There are also crosswalks painted across the road. These are special areas on the road that show where you should walk once you are sure the road is clear to cross.—***if it is not possible to create crosswalks on the model street, display Materials 2. Crosswalk.***]

Cars are going to be moving from the left, right, in front, and behind you. We will pretend that there are cars moving along our intersection, so we will be extra cautious when crossing.

If I am walking on a sidewalk and come to an intersection, I usually have already found a safe place to cross. The safest place to cross an intersection is at the crosswalk or the corner of the intersection. Even if there is not a painted crosswalk, crossing at the corner is safe because drivers expect to see people cross here.

Watch as I walk toward the intersection. I am on the sidewalk and I stop before I get to the intersection. I am also going to make sure that I hold an adult’s or responsible, older sibling’s hand to cross the intersection.

Before I cross the intersection, remember that I need to stop at the edge/curb. This is the place where the sidewalk ends and the street begins.

Lesson Outline

Sample Script

3. Look and Listen for Traffic

When I reach the edge, I am going to look and listen for traffic. I will look left-right-left. Who remembers why I need to do this?

- *To see if cars are coming from both directions*

Let's pretend that I look left. It is clear. Then, I look right. It is clear. Last, I look left again. Uh oh! A car is coming! What should I do?

- *Stop and wait!*
- *Start over and look left-right-left until all directions are clear*

I just modeled what I should do if I am crossing only one street, but I am crossing an intersection. Cars are coming from four or more directions.

Are there any other directions that are important for me to consider when crossing an intersection?

- *Not only left and right, but also in front and behind*

Why do we need to consider these directions also?

- *To see if cars are turning onto the street where we want to cross*
- *Cars sometimes change their directions by turning*

It is important to make sure all four directions are clear before crossing the street. Just be patient, keep your head up, and keep watching in all directions for cars to make sure it is safe to cross.

4. Look for Traffic Signals

That's not all that I need to look for though.

Intersections often have signs and signals that the drivers look at to know when it is their turn to drive their car across the intersection. They also have signals that pedestrians should look at to know when it is their turn to cross.

Let's look at some of these signs and signals so we will know when it is our turn to cross.

What traffic sign is this and what does it tell me? **[Display Materials 4. Look for Traffic Signs and Signals: Stop Sign.]**

- *Stop signs tell cars that they need to stop and see if it is clear to continue. Once the car has come to a stop and checked all directions for other cars, they may cross the intersection.*

Great! What does this traffic signal do? **[Display Materials 4. Look for Traffic Signs and Signals: Stoplight.]**

- *Stoplight colors tell cars when they need to slow down, stop, and go.*

Finally, what does this traffic signal tell us? **[Display Materials 4. Look for Traffic Signs and Signals: Pedestrian Signal.]**

- *Pedestrian signals tell us when it is our turn to cross.*

(continued)

Lesson Outline

4. Look for Traffic Signals (continued)

Sample Script

Excellent! Let's talk about the different things you might see on a pedestrian signal.

- Sometimes, you will see a red hand on the pedestrian signal. This means "Don't Walk" and it is not safe to cross. You should stop at the edge of the sidewalk and wait until the next "Walk" signal.
- Sometimes, you will see a pedestrian signal that is white and looks like a person walking. This means "Walk" and it is our turn to cross. This does not always mean that traffic has stopped and that it is safe. We need to be sure we still look in all directions and listen for traffic when we cross with the "Walk" pedestrian signal.
- If the pedestrian signal has numbers, they are counting down to zero, telling us how many seconds we have to cross the street. Don't worry though. If the "Walk" pedestrian signal is showing, there is time to cross safely, so never run across the intersection just to beat the clock.
- If you start crossing while the "Walk" signal is showing and it turns into a flashing red "Don't Walk" with or without countdown numbers, keep walking. You will have enough time to cross. Do not turn around and go back.
- If the "Don't Walk" red hand signal is flashing before you begin to cross, but there are still countdown numbers, DO NOT begin to cross. There is not enough time to make it across the street safely.

Remember that even if all the signals say it is our turn to cross, only the adult you are walking with can decide if it is really safe. You need to keep your head up, looking and listening for traffic at all times to make sure you are safe.

If the signals change before we've decided that it is safe to cross, don't worry. Just wait until it is our turn to cross with the "Walk" signal. It won't be long, and it is better to be safe.

Watch as I look at the street signs and decide when it is best to cross the street. ***[Teacher has student helper/assistant display Materials 4. Look for Traffic Signs and Signals: Pedestrian Signal, and if appropriate, count backwards, as she demonstrates crossing the model intersection.]***

I see the pedestrian signal is red. I am stopped and waiting at the edge. Now, I see that the pedestrian signal has a white walking signal. I will first check left-right-left and in front, behind, in front. If it is clear, I will begin to cross the intersection.

Lesson Outline

5. Cross Quickly and Safely

Activity Options:

The students could...

- Practice safely crossing an intersection and demonstrate understanding by playing “Red Hand, Walking Man” game (20 minutes, *see sample script*)
- Practice crossing intersections on a neighborhood road near school grounds to reinforce appropriate behavior (10-20 minutes)
- Take a supervised walk in a nearby neighborhood with parent volunteers to practice and reinforce proper behaviors when crossing intersections (20-30 minutes)

Closure: (5 minutes)

The teacher will

- Reiterate the steps for being safe while crossing an intersection

Sample Script

As I cross, I am going to keep my head high, make eye contact with drivers so I know they see me, and watch for cars in all directions. I will also move straight across the street. I am not walking at a diagonal. This will help me get across in a short amount of time.

Did I make it safely across the street? YES!!!

ACTIVITY OPTION A:

Now, it’s your turn! A few of you are going to get the chance to show me how to cross this intersection.

[Teacher will allow several students to demonstrate crossing an intersection using the steps above. The teacher should call out what is happening on the road and give the students verbal cues to help them cross the street safely.]

Great work! Let’s practice all together by playing one of my favorite games, “Red Light, Green Light.” Since we have learned a new traffic signal though, we are going to call my game “Red Hand, Walking Man.”

- Allow all students to line up across a large field or auditorium from the teacher.
- The teacher will call out “Red Hand” for students to freeze at the “edge” of the street.
- He/she will then call out “Walking Man” for the children to begin walking—For this age level, the teacher should emphasize looking left-right-left before moving, moving in a straight line, and walking at all times (not running). If they do not do these things, they are out!
- The first student or students to reach the teacher at the “other side of the intersection” is declared the “Crossing the Intersection Champ”.

Let’s review all that we have learned today.

Raise your hand if you can tell me the steps to crossing an intersection.

- Identify a safe place to cross and take an adult’s hand.
- Stop at the edge.
- Look and listen for traffic.
- Look for traffic signals.
- Cross quickly and safely.

After the review, it is highly recommended that teachers take students 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.

Suggested Cross-Curricular Connections:

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.

Math

■ Measurement

- Students can use string or rope to measure the distance straight and diagonally across a familiar and safe street (or across the model street created by the teacher). Cut the rope or string to reflect the straight distance and the diagonal distance.
- Allow students to estimate the lengths of the two strings in feet, yards, and/or inches.
- Using a measuring tape, measure the rope or string in to the nearest whole or half unit (i.e., inch, half inch, etc.)
- Compare and contrast the two measurements to decide which length is shorter, encouraging students to take the shortest route to get out of the street.
- For an added challenge, students can use common referents to make comparisons between the lengths (i.e., comparing the measurement in feet with the measurement in yards).

Writing

- Acrostic Poem (a poem in which the first letter of each line forms a word or message when read in sequence; see example below)
- Students and teacher can develop an acrostic poem to a key word discussed within the unit (i.e., intersection, pedestrian, traffic, etc.)
 - People
Experts at walking safely
Depend on signs and signals to help
Easily walk near traffic
Stay on the sidewalks or
Take the left side of the street
Remember all of the safety rules
Improve their walking each time they practice
Always cross at the crosswalks
Never forget to take an adult's hand
- Students can illustrate key points of the poem and/or create a classroom book of the acrostic poem to describe safe practices

Drama

- Students can work in small groups (2–3 students each) to develop a one- to two-minute skit or speech about pedestrian safety. Students should remember to include all appropriate vocabulary and key safety rules.
- If possible, students can perform these skits for other classrooms or on the broadcast of the school's morning show (if applicable).

Materials

Pictures of intersections, crosswalks, and traffic signals

Parent/Caregiver Tip Sheet

1. Introduction

Intersection



2. Discussion & Teacher Modeling

Crosswalk



4. Look for Traffic Signs and Signals

Stop Sign



4. Look for Traffic Signs and Signals

Stoplight



4. Look for Traffic Signs and Signals

Pedestrian Signal



Crossing Intersections Safely: Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

Students in Second and Third Grade:

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

This Week in School Your Child Learned...



How to cross intersections safely

1. **IDENTIFY** a safe place to cross. Find a crosswalk whenever possible. Take an adult's hand.
2. **STOP** as soon as you reach the edge of an intersection or a driveway.
3. **LOOK** for pedestrian traffic signs and signals
4. **IDENTIFY** where cars may be coming from.
5. **OBEY** pedestrian signals. Only cross if the white "Walk" is on.
6. **LOOK AND LISTEN FOR TRAFFIC:** Look left-right-left, in front, and behind.
 - a. Touch your **chin to your shoulder** to make sure that you are looking as far as you can.
7. **CROSS** with the "Walk" signal, when no cars are coming in any directions.

Remember: Although you might be able to quickly determine it is safe to cross the road or intersections your child may not know or understand why it is safe. Help them understand and learn safe behaviors by practicing each time you cross at an intersection.

Crossing Intersections Safely:

PRACTICE AT HOME!

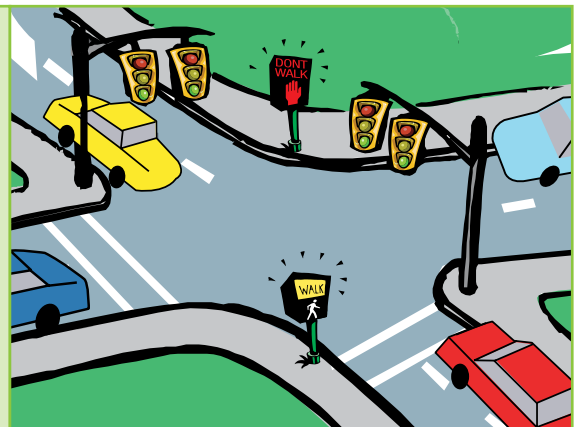
Safety Message: Children ages 7-8 can begin to learn more complicated pedestrian safety tasks. Even though they are older, they should always be with an adult while walking near or around traffic.

The best way for children to learn is by repeating safe intersection crossing skills with an adult. Remember that skills and knowledge do not always equal behavior. Make sure that your child is ready for the next step in learning how to safely cross intersections by practicing these skills at home!

- **Walk** around the neighborhood with your child, especially to destinations that they like such as a park, school, or a friend's house. Find a route that has intersections. See if you can find intersections that have a crosswalk and traffic signals for pedestrians.
- **Ask** your child to help identify an intersection. What is an intersection?
 - **An intersection is where two streets cross each other. This means that traffic can come in 4 different directions.**
- **Ask** your child to explain how to look left-right-left, front, and behind.
 - First look left. If there are no cars coming, look right. If there are no cars coming check left again. Make sure your **chin touches your shoulder, do the "shoulder check"**. (This helps with peripheral vision.)
 - Then if there are no cars, check behind you and in front of you. If there are still no cars, walk slowly into the intersection/driveway.
- **Ask** your child to explain who decides when it is safe to cross?
 - **Only the adult you are walking with can decide when it is safe.** You cannot rely on stoplights or pedestrian signals to make that decision.
- **Practice** crossing an intersection and then a driveway in your neighborhood.
 - Say the steps (left-right-left, front, and behind) out loud. Make sure your child can identify signals/signs and their meanings.
 - "Walk" signal is white and is the shape of a person walking.
 - "Don't Walk" signal is red and is the shape of a hand.
- **Repeat** the lessons every chance you get!

Looking at the picture, ask your child to identify how many directions the traffic could be coming.

Ask your child to explain the difference between the two traffic signals and what they mean. *The white "Walk" signal means it is your turn. The red "Don't Walk" signal means not to step into the intersection.*



Lesson 4: Parking Lot Safety

Time: approximately 20-30 minutes

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. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

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

The students will be able to

- Demonstrate safe behaviors for exiting a vehicle, walking safely in a parking lot, and re-entering a vehicle

Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Materials:

A large area to create a model parking lot

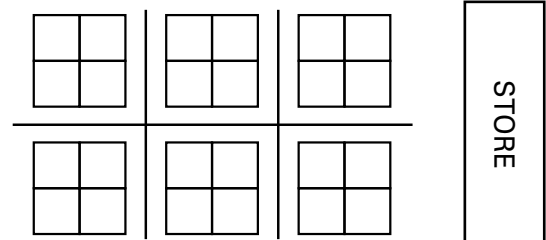
Masking tape, rope, chairs (16-24), or other materials to create model parking lot

Parent/Caregiver Tip Sheet

Preparation: Using the materials listed above, create a model parking lot.

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.



Lesson Outline

Discussion & Teacher

Demonstration: (10-15 minutes)

The teacher will

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

1. Exit the Car Carefully

Sample Script

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.

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 their 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 get into.

Let's talk about what we should do when we get out of the car in a parking lot.

When the driver of your car has found a safe place to park in a parking lot, you are going to first wait for them to say it is okay 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 them 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 they say it is, I step out slowly, keeping my body close to the car. I am right next to them and safe! **[Teacher demonstration.]**

If you cannot get out of their side of the car, again ask the driver first if it is safe for you to get out. They are tall, and they can see other cars more clearly. When they tell 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 their side. **[Teacher demonstration.]**

Lesson Outline	Sample Script
2. Wait by the Car for the Adult	<p>Once you have exited the car, immediately take the driver's hand.</p> <p>Do not walk away from the car to get to the driver. Wait for them and walk with them hand-in-hand.</p>
3. Walk Safely	<p>As you are walking in the parking lot, you need to remember the rules we have discussed before for walking near traffic. <i>[Teacher displays chart brainstormed in first lesson of unit.]</i></p> <div data-bbox="683 632 1485 934" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Safe Behavior When Walking Near Traffic</p> <ol style="list-style-type: none"> 1. Walk, don't run. 2. Don't play around with friends or push. 3. Stay close to a parent, adult, or older sibling. 4. Stay away from cars and busy roads. 5. Be aware of your surroundings. Don't let toys, phones, MP3 players, or anything else distract you. </div>
	<p>We should follow these same rules when we are in the parking lot.</p> <p>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 coming near you.</p> <p>What should you do if you happen to see a car moving in your direction?</p> <ul style="list-style-type: none"> • <i>FREEZE and wait with the adult until it is clear</i> <p>Walk with an adult on the left side of the parking row, just like we walked down the street, a few steps away from the back of the cars.</p> <p>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.</p> <p>Watch as I show you where to walk. Notice that I am on the left side, a few steps away from the other cars. I am walking straight, with my head up looking for traffic, holding the adult's hand, toward the store.</p> <p><i>[Teacher demonstration]</i></p>

Lesson Outline

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

Sample Script

At the end of your trip, you and the adult will have to go back to your car. It is important that you again, 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. ***[Teacher demonstration]***

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 we 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. They 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. ***[Teacher demonstration]***

Lesson Outline

Activity Options:

The students could...

- Dramatize safe and unsafe scenarios using the model parking lot (5-10 minutes, *see sample script*)
- Practice safe parking lot behavior on school grounds to reinforce appropriate behavior (10-20 minutes)
- Take a supervised walk to a nearby parking lot with parent volunteers to practice and reinforce safe parking lot behavior (20-30 minutes)

Closure (if time): (5 minutes)

The teacher will

- Review safety rules for pedestrians while crossing a parking lot

After the review, it is highly recommended that teachers take students 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.

Sample Script

ACTIVITY OPTION A:

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

[Teacher will allow several students to demonstrate crossing a parking lot using the steps above. The teacher should call out what is happening in the parking lot and give the students verbal cues to help them cross safely.]

Great work! We're going to practice all together by playing one of my favorite games, "Simon Says." ***[Students act out all movements while in the model parking lot created by the teacher.]***

- Partner up students in pairs. Emphasize the need for students to stay with their buddy the entire time. One student could pretend to be the "adult" and the other could be the "child," if necessary.
- Allow all students to take their places in the cars of the model parking lot.
- The teacher will call out key words. The students should move about the parking lot as they would if they were in a real parking lot. (Teacher may have to show students the proper movements before beginning to play.)
 - "Park" = sit in place
 - "Exit" = freeze next to car
 - "Walk" = look left and right as you walk in place
 - "Vehicle" = freeze

Once groups of students reach the designated "store" area, they should stay in place until all groups reach this area safely also.

 - "Unlock" = open door
 - "Enter" = sit and buckle seat belt

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?

- *Hold an adult's hand*

How should I behave while crossing the parking lot?

- *Hold the adult's hand, keep your head high, look and listen for traffic*

How should you re-enter a car after leaving your destination?

- *Get in on the same side as the driver*
- *Immediately buckle up*

Suggested Cross-Curricular Connections:

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.

Music

- Teacher and students can list all safety rules for crossing a parking lot on chart paper
- Students can work in small groups (or together as an entire class) to re-write the lyrics to a popular nursery rhyme. (Limit students to three choices such as “Itsy Bitsy Spider,” “Happy Birthday,” or “Three Blind Mice.”) The lyrics should reflect safety rules for crossing a parking lot.
- Students can perform their songs for younger grades to help young children learn the appropriate behaviors.

Math

- Geometry
 - Students can observe the school parking lot from a safe sidewalk or grassy area nearby.
 - Teacher and students can play “I Spy” by trying to locate geometric figures within the parking lot (line segment, line, ray, acute angle, right angle, obtuse angle, parallelogram, rhombus, trapezoid, etc.).

Dramatic Play

- Students can create props that are related to pedestrian safety (cars, street signs, traffic signals, parking lot, etc.). Children can use them to demonstrate how to stay safe when near traffic, near driveways, crossing streets, crossing intersections, or crossing parking lots.

Materials

Parent/Caregiver Tip Sheet

Parking Lot Safety: Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

Students in Second and Third Grade:

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

This Week in School Your Child Learned...



How to walk in parking lots safely

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 them.
4. **LOOK** left-right-left when leaving the parking space.
5. **STAY 3 STEPS AWAY** from car bumpers and tail lights.
6. **STAY CLOSE** to the adult at all times. They are more visible than children.
7. **WALK, DON'T RUN** when moving in parking lots.
8. **RE-ENTER** the car on the same side as the driver.
9. **FREEZE** if you drop something. Ask the adult to get it for you.

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

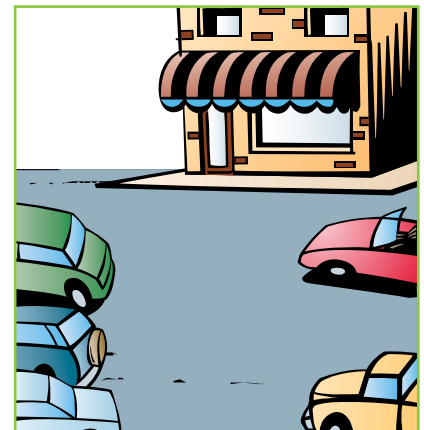
Parking Lot Safety:

PRACTICE AT HOME!

Safety Message: Children ages 7-8 can begin to learn more complicated pedestrian safety tasks. Even though they are older, they should always be with an adult while walking in a parking lot.

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 behavior. Make sure that your child is ready for the next step in learning how to safely walk in parking lots by practicing these 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 to tell you when it is safe to get out of the car. Exit on the same side as the adult, if possible. Take their hand and stay close to them.**
- **Ask** your child how to safely move around parking lots.
 - Look left-right-left (chin to shoulder!) before leaving the parking space.
 - Keep 3 big steps away from car bumpers and tail lights.
 - Stay close to the adult at all times. They 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 them to get it for you.
- **Ask** your child how to safely re-enter the car.
 - Get in on the same side as the driver.
 - Scoot to your seat and buckle up.
- **Practice** and say the safe steps out loud.
- **Repeat** the lessons every chance you get!



Looking at the picture, ask your child to show where they should walk (on the sidewalk).

Ask your child where they should walk in relation to the cars (3 steps away from the cars).

Remind your child not to play in empty parking spaces.

Lesson 5: School Bus Safety

Time: approximately 40 minutes

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. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

The objective of this lesson is to teach students safe school bus riding behavior, as well as safe boarding and exiting techniques.

The students will be able to

- Demonstrate safe behavior while waiting, boarding, riding, and exiting the school bus
- Identify “danger zones” around a school bus and responsibilities of people on the school bus

Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Materials:

Chairs, cones, beanbags, yard stick, masking tape, rope, or other materials to create a school bus

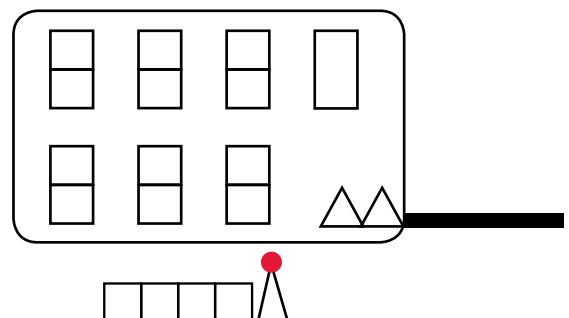
Poster-sized chart of “School Bus Safety” song

Parent/Caregiver Tip Sheet

Preparation: Using the materials listed above, make a model school bus.

You will need to arrange several chairs into rows of two, leaving one chair by itself on the left side of the front row as the school bus driver’s seat. Use cones, beanbags, or other placeholders to represent the school bus door. Use a yard stick to represent the cross bar.

You can also create a school bus stop using chairs to form a bench and cones with signs.



Lesson Outline

Introduction: (5 minutes)

The teacher will

- Identify reasons for riding the school bus
- Explain how school buses are used, their benefits, and why they deserve respect and caution

Discussion & Teacher Modeling: (10 minutes)

The teacher will

- Discuss and simultaneously model proper school bus safety behavior

1. Identifying Danger Zones

Sample Script

Buses are long vehicles that carry many passengers along a fixed route.

Raise your hand if you have ever ridden a bus.

Why did you ride the bus?

- *To get to school, to go on a field trip, etc.*

There are many different types of buses, depending on how they are used. There are school buses, city buses, and even cross-country buses.

Buses are wonderful in many ways, but because of their size, they deserve respect and caution. Today, we are going to explore school bus safety!

Let's pretend that this is a school bus and a school bus stop (use diagram from the preparation portion of this activity plan). This seat is the driver's seat, the chairs are the passengers' seats, the space between the chairs is the aisle, and the cones are the door. The long yardstick coming from the front of the school bus is a long metal bar that folds out from the front to the side of the school bus. It is called the crossbar. It makes you walk out far from the front of the school bus so that the driver can see you if you must cross in front of the school bus.

Before you board a school bus, it is important to know the danger zones.

They are unsafe areas around the school bus where the school bus driver can't see us.

Look at our school bus and imagine school buses you have ridden.

Where do you think the most dangerous areas around a school bus could be?

- *In front of the school bus, behind the school bus, the sides of the school bus*

To keep away from these danger zones, always stay at least 10 feet or 5 big steps away from the school bus in front, behind, and on the sides of the school bus. Watch as I move 5 big steps away from the school bus.

Lesson Outline

Sample Script

2. Waiting for a School Bus

Okay, now that I know to always be cautious around a school bus, let's think about what I should do while I am waiting for the school bus. Remember that it is dangerous to get too close to the school bus.

Where do you think I should stand to wait for the school bus?

- *At the school bus stop*

Right! A school bus stop is an area where the driver knows to stop in order to drop-off and pick-up students that want to ride the school bus. The driver is sure to see you there.

Now that I am at the school bus stop, I need to remember some other important rules while I wait.

How should I act while waiting for the school bus?

- *Stand or sit on the sidewalk, 5 big steps away from the edge of the road*
- *Stay close to the adult in charge, never leaving them*
- *Do not run or play around the school bus stop*

3. Boarding a School Bus

Let's think about what happens next when the school bus is arriving at our stop. Picture this school bus approaching our stop. It slows down. It stops at the school bus stop. The door opens. When the school bus driver signals that it is safe, we may get on the school bus.

Watch as I walk up the steps. I use the hand rail to climb the steep steps.

Who and what will I see right when I get on the school bus?

- *The school bus driver sitting at the front of the school bus (the bus driver is in charge; he/she will get you to and from school; you should ask him/her if you need help)*

Let's also think about how a school bus may be different from other vehicles. Who can tell me some differences between a school bus and a car that we usually ride?

- *There are more seats*
- *There is a handrail to hold on to when stepping on or off the school bus*
- *School buses sit up higher than cars*

Lesson Outline

4. Safe Behavior When Riding a School Bus

5. Exiting a School Bus

- Explain how to safely exit the school bus
- Explain safety precautions when crossing in front of the school bus

Sample Script

Once someone steps onto a school bus, they are now called a **“passenger.”**

Passengers have responsibilities just like pedestrians. To be a good passenger, it is important to follow rules on the school bus. What are some rules we should follow on the bus?

- *Find your seat quickly*
- *Stay seated when the school bus is moving*
- *Do not bother the school bus driver while the school bus is moving*
- *Be polite to other passengers and talk quietly*
- *Keep your hands to yourself and any items you may be carrying on your lap.*

Watch as I enter the school bus and follow these rules to be a safe school bus passenger.

When the school bus driver has arrived at the school, or back at the school bus stop after school, we wait until the school bus is completely stopped before we get out of our seat. Why do we do that?

- *If the school bus is still moving, we could fall. We are safer seated.*

Once the school bus has stopped, we then quickly, but without running, get off the school bus. Why is it important to not dawdle and take a long time to get out of our seats and off the school bus?

- *The school bus driver may not know you are getting off until you stand*
- *The school bus driver may drive away without letting you off if you don't act like you are getting off*

Great! Once the school bus has stopped moving, it is time to get out of our seats and **move toward the exit**. Watch as I move toward the exit of the school bus and hold the handrail as I exit.

After I exit the school bus, I have to remember to move out of the danger zone.

How do I move out of the danger zone?

- *Take 5 big steps away from the school bus*

Sometimes, we will need to cross the street to get to where we need to go. If we do have to cross the street, we also have to be sure we are safe at all times. It is always safest to cross the street with an adult, like we learned in earlier lessons. Sometimes, an adult is not available to help us cross the street. I am going to demonstrate what you should do if you have to cross the street after exiting the school bus:

First, I will walk to the edge of the extended crossbar.

Who remembers what the crossbar is and why it keeps us safe?

- *It is the long metal arm that stretches out along the side of the school bus. It shows us where to walk in front of the school bus so the driver can see us*

Lesson Outline

5. Exiting a School Bus *(continued)*

Activity Options:

The students could...

- Practice safe school bus behavior, sing and dramatize the “Safety on the School Bus” song, and play “Freeze” game to demonstrate understanding of concepts (20 minutes, *see sample script*)
- Practice safe school bus riding practices using the model bus created in the preparation portion of the lesson (10-20 minutes)
- Practice safe school bus riding practices with parent volunteers by using a real school bus provided by the school district (20-30 minutes)

Sample Script

I will be sure to **make eye contact with the school bus driver** to make sure he/she sees that I need to cross in front of the school bus. I can do this by waving or nodding at the driver.

Next, I will **move around the school bus’s crossbar**, NOT under or over the crossbar, and cross in front of the school bus. How should my body look when I am walking in front of the school bus?

- *My head should be up, looking and listening for traffic*

At the far edge of the school bus, I will stop and look **left-right-left** to see if there are other vehicles coming. I will also look at the school bus driver for a sign that it is OK to cross. When it is clear, I will **walk to the other side of the street**.

What should you do if you drop something getting on or off the school bus?

- *We should tell the school bus driver that we dropped something and ask for help to retrieve it. We should not run after it or try to pick it up because the school bus driver will not see us.*

ACTIVITY OPTION A:

Now, it’s your turn! Each of you is going to get the chance to show me what school bus safety means.

Let’s practice being safe on the school bus together by singing our song and practicing on the bus. **[Teacher displays “Safety on the School Bus” song in the Materials section (with reasons for being safe included in this level); students follow along to sing as they simultaneously board, ride, and exit the model school bus OR, if the model school bus is not large enough to accommodate all students, make body motions to demonstrate the steps for being safe on the school bus.]**

Now I’m going to quiz you on your new school bus safety knowledge. We’re going to play a game:

- **Freeze:** Turn on some music. Have the students dance and wiggle. Randomly turn off the music and yell, “Freeze!” All students have to freeze in mid-motion. Pick a student (preferably one that did not freeze) and ask them a question relating to school bus safety (i.e., “What should you never do while waiting for a school bus at the school bus stop?”). If the student produces a correct answer, they continue playing. If they are incorrect, they are out and have to sit to the side. Continue until one student remains and is the “School Bus Safety Champ.”

Lesson Outline

Closure: (5 minutes)

The teacher will

- Reiterate the steps for being safe while riding a school bus

Sample Script

Let's review all that we have learned today.

Where are the danger zones around the school bus?

- *In the front, sides, and back of the school bus*

Where and how should I wait for the school bus?

- *At the school bus stop, five big steps away from the edge of the road. Stand on the sidewalk if one is available.*
- *In a calm and controlled manner*

Once the school bus has stopped and the school bus driver has signaled that it is safe to board the school bus, what should I do when entering the school bus?

- *Hold onto the hand rail*
- *Find a seat quickly*

How should I act while riding the school bus?

- *Stay calm and seated, talk quietly, be polite to other passengers, and keep your hands and materials on your lap*

After the school bus has stopped at my destination, what should I do?

- *Move to the exit, hold the hand rail while exiting, and move 5 steps away from the school bus*

Last, if I have to cross the street, what should I do?

- *Move around the crossbar, make eye contact with the driver, keep your head up, stop at the outside edge of the school bus, look left-right-left, look at the school bus driver for a sign that it is okay to cross and safely cross when there is no traffic.*

After the review, teachers are encouraged to invite a school bus driver with his/her bus to allow students to practice the safe behavior. Parent and other adult volunteers are recommended to make this first-hand experience more valuable and safe for the children.

“Safety on the School Bus” Song

Sung to the tune of “Wheels on the Bus”

We can ride the bus safely,
 Bus safely,
 Bus safely.
 We can ride the bus safely,
 We follow the rules.

The passengers stand to wait for the bus.
 Wait for the bus.
 Wait for the bus.
 The passengers stand to wait for the bus.
They are calm, quiet, and safe.

The kids on the bus hold on to the rail.
 Hold on to the rail.
 Hold on to the rail.
 The kids on the bus hold on to the rail.
So we don’t fall down.

The teacher on the bus says, “Please stay seated.”
 “Please stay seated.”
 Please stay seated.”
 The teacher on the bus says, “Please stay seated.”
So we don’t tumble around.

The driver on the bus says, “Shh! Shh! Shh!”
 “Shh! Shh! Shh!”
 “Shh! Shh! Shh!”
 The driver on the bus says, “Shh! Shh! Shh!”
So she can concentrate.

The kids on the bus keep their hands to themselves.
 Keep their hands to themselves.
 Keep their hands to themselves.
 The kids on the bus keep their hands to themselves.
So we are safe on the bus.

The door on the bus swings open wide.
 We step five.
 We step five.
 The door on the bus swings open wide.
So we step away safely.

The crossbar on the bus swings out in front.
 Out in front.
 Out in front.
 The crossbar on the bus swings out in front.
So the driver can watch us cross.

We can ride the bus safely,
 Bus safely,
 Bus safely.
 We can ride the bus safely,
 We follow the rules.

Suggested Cross-Curricular Connections:

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.

Art

- School Bus Safety Poster (created individually or in small groups)
 - The posters can target one portion of school bus safety to target (i.e., waiting for the school bus, riding the school bus, exiting the school bus, or crossing the street around a school bus), or student posters can emphasize all portions of school bus safety.
 - Students can create a catchy slogan to “hook” the audience into their poster. They should also include artistic representations to make their poster eye-catching and appealing.
 - Posters can be displayed around the school as reminders for how to stay safe around and on the school bus.
 - Visit the National Association for Pupil Transportation www.napt.org to learn more about the annual school bus safety poster contest. Encourage students to enter their posters.

Math

- Story Problems
 - Using addition and subtraction facts for second grade and multiplication and division facts for third grade (if appropriate), students can create several story problems using the school bus for the setting and passengers as characters. These story problems can be used as part of a classroom math activity, or used as part of a review game for the students.
 - Story Problem Example (2nd Grade): The school bus is on its way to the middle and elementary schools in the town of West. On its route, the school bus makes several stops. At its first stop, the school bus picks up 12 students. On the second stop, the school bus picks up 9 students. At the last stop, the school bus picks up 18 students. When the school bus stops at West Middle School, 16 children exit the bus. How many children are left on the school bus to continue on to West Elementary School? (Answer is 23 students)
 - Story Problem Example (3rd Grade): There are 24 children on the school bus. If each seat can hold two children, how many student seats are filled on the school bus? (Answer is 12 seats are filled)

Literature & Writing

- The following is an appropriate example of children’s literature to use with this lesson in the unit of study:
 - ***Staying Safe on the School Bus (Safety First)*** by Joanne Mattern
 - Students will read and discuss this nonfiction book about school bus safety
 - Students will create their own nonfiction “All About” book on school bus safety

Guest Speaker/Hands-On Experience

- Invite a school bus driver to the school to share his/her experiences with the students.
- The students can model safe school bus riding practices on the driver’s actual school bus while it is stationary in a parking lot.

Materials

Parent/Caregiver Tip Sheet

School Bus Safety:

Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

Students in Second and Third Grade:

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

This Week in School Your Child Learned...



Safe behavior on and near school buses

1. **STAY** five big steps away from the edge of the road when waiting for the school bus. Stand on the sidewalk if one is available.
2. **WAIT** for the school bus driver to say it is safe to get on the school bus. When the school bus driver says it is safe, get on!
3. **BE RESPECTFUL** of the driver on the school bus. Talk quietly and stay seated.
4. **WAIT** until the school bus driver says it is ok to get off before exiting the school bus.
5. **WALK** 5 big steps away from the school bus. If you need to cross the street, move around the crossbar and cross in front of the school bus to the outside edge of the school bus, stop and look left-right-left, look at the school bus driver for a sign that it is okay to cross and safely cross when there is no traffic.
6. **ASK** the school bus driver for help if you drop something getting on or off the school bus.

School Bus Safety:

PRACTICE AT HOME!

Safety Message: Children ages 7-8 can begin to learn more complicated pedestrian safety tasks. Even though they are older, they should always be with an adult while walking near or around traffic.

The best way for children to learn is by repeating safe school bus stop and school bus riding behavior with an adult. Remember that skills and knowledge do not always equal behavior. Make sure that your child is ready for the next step in learning how to ride a bus safely by discussing these skills at home.

- **Walk** to their school bus stop, or a pretend one at home. Practice safe walking skills.
- **Ask** your child to explain how to safely wait for a school bus. They should:
 - **Stay on the sidewalk 5 big steps away from the road when waiting for the school bus.**
 - **Wait until the school bus driver says it is safe to get on the school bus.**
- **Ask** your child to explain the proper behavior while on a school bus. They should:
 - **Be respectful of the driver by talking quietly and staying seated.**
 - **Wait until the school bus driver says it is ok to get off the school bus before getting out of their seat.**
- **Ask** your child to explain how to safely get off the school bus.
 - **Walk to the exit and hold the handrail while exiting the school bus.**
 - **After exiting, walk 5 big steps away from the school bus.**
- **Ask** your child what they should do if they need to get across the street after they get off the school bus.
 - If you need to get to the other side of the street, walk around the crossbar where the school bus driver can see you. Cross to the outside edge of the school bus, stop and look left-right-left, look at the school bus driver for a sign that it is okay to cross and safely cross when there is no traffic.
 - Make sure to make eye contact with the school bus driver so that you know that you are seen.
 - Walk around the crossbar (the long metal arm on the front of the school bus), not over or under it.
- **Ask** your child what they should do if they drop something while getting on or off the school bus. They should:
 - **Never run after it or try to pick it up themselves.**
 - **Tell the school bus driver, and ask the driver for help.**
- **Repeat** the lesson and exercise any chance you get!