

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 maturity level, it is important to emphasize that students can be more independent if they demonstrate proper safety skills. These students should also be an example for younger students and siblings.

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 on a sidewalk or side of street facing traffic and wearing reflective gear and carrying 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:

Pedestrian Vocabulary Card (this card is blank; students will create the definition of a pedestrian)

Street Scene Picture (with unsafe pedestrian behaviors displayed)

Chart paper and markers

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”
- 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 review the importance of walking safely near traffic.

Raise your hand if you remember learning safety rules in previous grades.

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

- *Because we want to always stay safe*
- *Because we are role models for young walkers*

Raise your hand if you have...

- *Walked to school, a friend’s house, the store, library, park, etc.*
- *Walked without an adult*
- *Walked with younger siblings*

Great! It looks like everyone in this class has been a pedestrian.

Let’s look closer at the word “pedestrian.” **[Teacher displays “Pedestrian” vocabulary card with only the word recorded on it.]**

Let’s clap the syllables for the word “pedestrian.” **[ped-es-tri-an].**

Raise your hand if you know what the first syllable in that word, the prefix “ped,” means. **[Teacher may have to guide students toward answer by providing other appropriate words listed below.]**

- *“Ped” means “foot.”*

That’s right. Pedestrian has the same root word as pedal, pedicure, and centipede. All of these words have meanings to do with “feet.”

Now that we have analyzed part of the word to mean “foot,” who can tell me what the entire word “pedestrian” might mean?

- *A pedestrian is a person who travels on foot.*

[Teacher records class generated definition on vocabulary card.]

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 also need to be sure we are safe. There may be traffic on the roads.

Let’s review how pedestrians can be safe near traffic.

Lesson Outline	Sample Script
<p>1. Use a Sidewalk</p>	<p>Raise your hand if you live on a street where there is a sidewalk. Give me a thumbs-up if we have sidewalks near our school.</p> <p>If there is a sidewalk, is it best to use it or walk on the street?</p> <ul style="list-style-type: none"> • <i>USE IT!</i> <p>Some streets do not have sidewalks. What do you do if a street does not have a sidewalk?</p> <ul style="list-style-type: none"> • <i>Walk on the side of the street away from traffic</i>
<p>2. Walk on the Left Side</p>	<p>That's not all! We should also always walk on the left side of the street.</p> <p>Why do you think we should walk on the left side rather than the right?</p> <ul style="list-style-type: none"> • <i>We walk on the left so that we face traffic and can see oncoming cars and drivers.</i>
<p>3. Walk Safely</p>	<p>Let's imagine we are pedestrians, walking with a younger sibling, friend or adult. Let's think about how we should behave as pedestrians walking near traffic.</p> <p>I'm going to show you a picture of the street scene where you are walking with a younger child. Raise your hand if you notice anything wrong with the picture. [Teacher displays the Materials 3. Walk Safely pictures (street scene pictures with multiple pedestrian safety problems evident.)]</p> <ul style="list-style-type: none"> • <i>The child is running.</i> • <i>The child is playing around traffic.</i> • <i>The younger child is walking too far ahead of the older sibling.</i> • <i>The student is listening to an MP3 player rather than listening to traffic and being aware of his/her surroundings.</i> <p>Great! Let's record these suggestions on this chart paper.</p>
	<p>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 traffic. Don't be distracted by listening to MP3 players.

Lesson Outline

4. Beware of Driveways

5. Dress to be Seen

Sample Script

Remember that as you are walking, you still need to be cautious. What are some things you should be cautious of even as you are following all of the rules walking on the sidewalk, away from traffic, and being aware of your surroundings?

- *A driveway. This is a place 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.

Can you think of any other things you need to be cautious of, when you walk early in the morning or late in the evening?

- *A driver not being able to see you*

That's right! You always have to consider what you are wearing when you are a pedestrian. 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.

Lesson Outline

Activity Options:

The students could...

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

Closure (if time): (5 minutes)

The teacher will

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

Sample Script

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. You have to create one safe and one unsafe scenario to act out for the class. Remember the tips we brainstormed together and listed on chart paper and the picture we analyzed together.

[Groups are given several minutes to brainstorm one safe and one unsafe scenario and then about 1 minute to act out each scene. The class will then analyze each 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.]

Let's review all that we have learned today.

First, we discussed the word "pedestrian."

Raise your hand if you remember what "pedestrian" means and what clues we used to figure it out.

- A pedestrian is a person who travels by foot.*
- The word "pedestrian" includes the prefix "ped." The prefix "ped" means "foot."*

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

Raise your hand if you remember some tips for being safe near traffic.

- Use a sidewalk.*
- Walk on the left.*
- Walk safely.*
- Beware of driveways. Stop, look for moving vehicles before crossing.*
- Dress to be seen. (wear bright-colored, reflective material and carry a flashlight)*

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.
- These scenario pictures should include tips for how to stay safe as pedestrians. The pictures can be displayed around the school to remind younger students.

Writing

- Fictional Story
 - Students can brainstorm and write a fictional story about someone learning traffic safety rules. Students should include more sophisticated beginnings to their sentences (in an instant, all of the sudden, etc.). If needed, teacher and students can brainstorm characters, setting, plot, etc., together. Students can also work in groups, if appropriate.

Math

- Taking a Survey
 - Students can survey other classes to determine if people have been pedestrians, where they have walked, who they have walked with/without, and which safety rules they follow on a regular basis.
 - The teacher and students can brainstorm together what questions the students will ask on the survey.
 - Last, the students should have the opportunity to conduct the survey within the school (question individual classes, grades, and/or faculty) and report their findings as a class.

Materials

Vocabulary Card

Street Scene Picture

Parent/Caregiver Tip Sheet

Discussion & Demonstration Vocabulary Cards

Pedestrian

Definition:

3. Walk Safely

The child is running ahead.



3. Walk Safely

The child is playing around traffic.



3. Walk Safely

The younger child is walking too far ahead of the older sibling.



3. Walk Safely

The student is listening to music rather than listening to traffic and being aware of his surroundings.



Walking Safely Near Traffic: Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

In general, students in fourth and fifth 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 safely near traffic

1. **PEDESTRIANS** are people who walk.
2. **SIDEWALKS** are safe places to walk.
3. **WALK ON THE LEFT SIDE OF THE STREET** if there are no sidewalks. Face the traffic.
4. **PRACTICE SAFE BEHAVIOR** when walking near traffic. This means no pushing, running, or shoving. Don't let toys, phones or MP3 players distract you.
5. **BEWARE OF DRIVEWAYS** and stop at every one to make sure cars aren't coming in or out.
6. **WEAR BRIGHT-COLORED/REFLECTIVE MATERIAL** and carry a flashlight if you are out at dusk or dark.

Remember: Your child is starting to show that they understand what safe behavior is and why it is important. Help them reinforce safe pedestrian behaviors by practicing with them each time you walk near or around traffic.

Walking Safely Near Traffic:

PRACTICE AT HOME!

Safety Message: Children ages 9-10 are still learning what it means to be safe. They should always be aware that they are setting an example for younger children while also proving to you that they will soon deserve independence.

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

- **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 term that they reviewed in class.
 - PEDESTRIAN – A person who is walking/traveling on foot.
- **Ask** your child what clothing is best for walking.
 - Bright-colored or reflective material so that drivers can see you. Bright colors like white and yellow are good. Dark colors like black and purple are not. Also use a flashlight to be seen.
- **Ask** your child to explain where and why they should walk in relation to the traffic.
 - Find a sidewalk and walk there.
- **Ask** what you do if there isn't a sidewalk? Why?
 - Walk on the left side of the street facing the traffic so that you can see the oncoming cars and drivers.
- **Ask** your child what a driveway is and what to do if they come upon one during their walk.
 - Driveways are places where cars cross the sidewalk to get to a place off the road like a home or a parking lot.
 - You should always stop at the edge and look left-right-left to make sure that cars are not coming in or out of a driveway. Once it is clear, you can walk across.
- **Practice** identifying safe places to walk where there are sidewalks and where there are no sidewalks.
- **Repeat** the lesson 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.

Ask them to show where a driveway is.



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 review the basic concepts of crossing a street safely. At this maturity level, students should know how to safely cross the street, but they probably rush through the steps without thinking them through. Teachers may want to allow students to think through the steps as if the students were teaching a younger child.

The students will be able to

- Use care and caution when crossing smaller, residential streets
- Recognize that they need to set a proper example for younger children
- 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, tall boxes or barriers, and other material to create a model street

Pictures of Safe and Unsafe Streets

Parent/Caregiver Tip Sheet

Example:

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.”

Lesson Outline

Introduction: (5 minutes)

The teacher will

- Identify reasons for crossing the street
- Explain the importance of setting a good example for younger children
- Define “mid-block”
- Evaluate the safety of crossing specific streets

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).

Why do you think it is important to cross the street safely?

- *For my own safety*
- *To show other students and even adults how to cross streets safely*

In this lesson, when we talk about crossing the street we are talking about crossing the street at mid-block.

Raise your hand if you think you know what mid-block means.

- *Mid-block means “middle of the block.” It is when we are at some place along the street, not at a corner or an intersection.*

In this lesson, when we talk about crossing streets safely we are also talking about a specific kind of street. Look at these pictures of different streets. Give me a thumbs up or thumbs down to tell if it is a good or bad idea to try to cross them. ***[Teacher displays the Materials Introduction pictures of safe and unsafe streets.]***

After looking at these pictures, what are some characteristics of a street that we should think twice about crossing at mid-block?

- *One that has heavy traffic, traffic moving at high speeds, several lanes of traffic*

[Teacher shows the model street or takes the class to a familiar and safe street.]

Let’s imagine that we are going to be crossing the street or teaching a younger child to cross the street for the first time (use diagram from the preparation portion of this activity plan). This is the sidewalk next to the street and this is the actual street. As we talk about the steps to crossing the street, we are going to practice together. Please stay with me as we talk though each step. We are not going to rush. Remember, we have to be good role models for the younger children in our care.

Lesson Outline

1. Identify a Safe Place to Cross the Street
 - Define and explain types of “visual barriers”

Sample Script

Now that we know what streets are safe to cross and we are on a street that we have deemed safe, we have to remember that it is not always safe to cross at any place on that street. You have to be sure to find a safe place to cross.

How do you know where it is safe to cross?

- *A safe place to cross is where you can see clearly in both directions.*

Raise your hand if you remember what we call something that makes it hard for you to see or that makes it hard for cars to see you?

- *A visual barrier*

What are some examples of visual barriers?

- *Parked cars, trucks and buses, tall bushes, trash cans, trees*

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)

- *Find another place to cross the street*

Let’s all find a safe place to cross on our street here. When you have found your spot, put your hands on your hips so that I know you are ready. ***[Students find safe areas on the side of the model street. Teacher places the box or trash can near the model sidewalk as a visual barrier. Teacher watches and helps guide any students having difficulty or those who have chosen an unsafe area.]***

Lesson Outline

2. Stop at the Edge
- Define the “edge” and discuss examples of “edges”

3. Look and Listen for Traffic
- Practice the Left-Right-Left Procedure for looking
 - Discuss senses a student may use when crossing the street

Sample Script

Next, let’s talk about another step you should follow before actually crossing.

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.*

Before we find the edge, let’s imagine that I decided to cross the street further down. **[Teacher positions herself so that the visual barrier is in her line of sight.]** You can see that there would be a large barrier in my way. I cannot see one direction down my street. What do you think I should do?

- Find a safer place to cross that is free of visual barriers*

This is a great answer! What if there is not a safer place to cross? What else could I do?

- Move out a little more to the edge of the barrier.*
- Move to the **second edge** [students may need guidance to recall this vocabulary word from the previous year’s instruction]*

Watch as I stop at this second edge. **[Teacher demonstration]**

Since we are all in safe places that are free of visual barriers, let’s move to the edge of our street. Remember—don’t cross yet! Just move to the edge.

Great! We have stopped at the edge of the street, but we still cannot cross yet. We are forgetting one of the most important things to do before crossing the street. Raise your hand if you know what I should do next.

- Look left-right-left*

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

- For traffic*

Why do we look left first?

- That is the direction that the traffic closest to us is coming from*

Then, why do we look right?

- To see if traffic is coming from the opposite direction*

Finally, 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*

(continued)

Lesson Outline

3. Look and Listen for Traffic (continued)

4. Cross Quickly and Safely

- Explain how and why children should walk (not run) across the street in a straight line
- Analyze why walking in a straight line is shorter than walking at a diagonal

5. Be especially cautious in bad weather

- Explain how adverse weather conditions can impede drivers' ability to see and stop for pedestrians.
- Describe extra precautions pedestrians should take when crossing the street in bad weather.

Sample Script

You've got it! We not only have to use our sight sense when we cross though. We have to use another one of our five senses.

What do you think it is?

- *Hearing*

What are some of the sounds we should be listening for?

- *Car engines, horns, sirens, etc.*

What should I do if I hear one of those sounds?

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

Good! Now, let's all look left-right-left. I don't see any traffic. Let's all listen. I don't hear any traffic. The street is clear, so I am going to start to cross the street.

Now, as we cross the street, I want you to make sure you are remembering ways to safely move when you cross.

- *Are you walking? You should never run because you may trip and fall.*
- *Is your head up? Are you looking left-right-left and listening while you are walking?*
- *Are you walking straight across the street? Remember in geometry that the diagonal line on a right triangle is longer than the straight lines. You want to move in a straight line because you will be in the street less time and you are less likely to be hurt. **[The teacher may want to demonstrate this concept by using sidewalk chalk or a string so the students can visualize.]***

Good, we are now safely on the other side. We've learned the basic principles we need to know in order to cross the street safely.

Today the weather is good. But, what if it were raining or snowing? How do you think rain and snow affect drivers?

- *They can't see as well.*
- *They can't stop as quickly.*

That's right! An important thing to think about when crossing the street is what drivers can see and do. When the weather is bad, drivers may have difficulty seeing you or may not be able to stop as quickly. Have you ever slipped on some ice? Well, that's what it's like for cars when it's raining or snowing. Very slippery! Have you ever been inside a car when it is raining or snowing hard?

Can you see well?

- *No.*

(continued)

Lesson Outline

5. Be especially cautious in bad weather (*continued*)

6. Be a Role Model

Sample Script

Besides snow and rain, what else can make it difficult to see from a car?

- *When it is dark.*
- *When the sun is shining in your eyes.*

Good. It's always important to think about what drivers can see and do before you cross. What are some things you can do to make it easier for cars to see you when you are crossing the street?

- *Wear bright-colored clothes and reflective material.*
- *Carry a flashlight if it's dark.*

What are some things you can do if you think cars may have trouble stopping because it's raining or snowing?

- *Be especially careful about where and when you cross the street.*

Yes, when it is raining or snowing, you should be especially careful about where and when you cross the street. Find the place along the street where you can see the farthest in both directions, and only cross when you are sure no cars are coming. Remember to look left-right-left before you cross the street, continue looking left-right-left as you cross, and always cross in a straight line because it is the shortest distance.

Let's talk about a serious situation: What if you see a younger child attempt to run or cross the street? What could you do?

- *Offer to cross with them by calling out and asking them to wait for you to begin crossing.*
- *Make sure that you do not run after them. Always stop at the edge first.*
- *Make sure to show them how through the steps for safe street crossing.*

Lesson Outline

Activity Options:

The students could...

- a. Practice the five steps with teacher guidance (15-20 minutes, *see sample script*)
- b. Practice crossing the street on school grounds or on a neighborhood or residential street near or within school grounds to reinforce appropriate behavior (10-20 minutes)
- c. Take a supervised walk in a nearby neighborhood with adult volunteers to practice and reinforce proper behaviors when crossing the street (20-30 minutes)

Closure: (5 minutes)

The teacher will

- Review the five steps for crossing the street
- Review the importance of being a safe role model for younger children.

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! Each of you is going to get the chance to show me how to cross the street correctly.

[The teacher should individually call on specific students to cross the street. The teacher should assess the students' ability to follow directions, verbalize their actions, and make decisions based on scenarios that may occur when crossing the street.]

[If time permits, the teacher can also have this older group of students buddy up with a younger group of children (perhaps grade level pairings of K, 1st and 4th & 2nd, 3rd and 5th). The older children can demonstrate safe behavior while teaching and modeling the younger children.]

Let's review all that we have learned today.

What do we do first before crossing the street?

- *Find a safe place to cross with no visual barriers*

Once you locate a safe place to cross, what is the first step?

- *Stop at the edge*

What is the next step before crossing the street?

- *Look left-right-left and listen for traffic*

Finally, how should you cross the street?

- *Walk in a straight line and continue to look and listen for traffic*

Perfect! Raise your hand if you are always going to be a good role model for younger pedestrians! I know that you will!

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.

Physical Education**Class Game with Listening and Movement**■ **PASS!**

- Divide the class into equal teams. Arrange two desks and chairs at the front of the room—one for each team. Give each team one piece of paper.
- Have one student number the sheet from 1–5 for the number of questions (more or less at the teacher’s discretion).
- The game starts with player one on each team. The teacher will ask a pedestrian safety question aloud to the student (DO NOT write it on the board). Player One will have to write the answer on the paper. Other players are doing some sort of in-place exercise (jumping jacks, push-ups, sit-ups, knee lifts, etc.) behind the team member writing. Offer breaks where appropriate if students are getting too worn out.
- After one minute (or less if deemed appropriate), Player One will pass the paper to the next student. Player One will join the other players doing movement. During this next minute, Player Two will answer the second question. They also have the opportunity to edit the previous question.
- When time is up, they will pass the paper to the next player, and so on.
- THE ENTIRE ACTIVITY IS PERFORMED IN SILENCE, and no other paper is permitted on their desk.
- At the end, tally up the answers to see which team wins.

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 in small groups or individually.)
 - Read the story
 - List unsafe behaviors the mother duck exhibited while crossing the street.
 - Rewrite the section of the story where the mother duck crosses the road to show that she knows pedestrian safety.

Social Studies (Geography)

- Analyze routes on a map (to be completed in small groups)
 - Students research the setting of ***Make Way for Ducklings*** (can be read in this Social Studies class, or coordinated with the Literature class above) and find an appropriate map online to analyze. (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 the mother duck’s route through the city by finding specific locations on the map
 - Allow children to evaluate the mother duck’s route to show if it is the safest route she could have chosen. (For an added challenge, the children can identify alternate routes the mother duck could have chosen.)

Materials

Pictures of Safe and Unsafe Streets

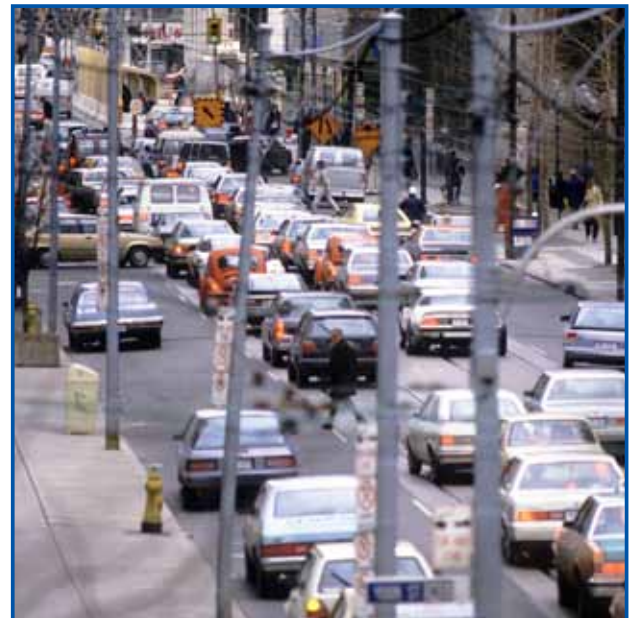
Parent/Caregiver Tip Sheet

Introduction

Pictures of Safe and Unsafe Streets



Crosswalk - Photography courtesy of Scott Batson



Crossing Streets Safely: Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

In general, students in fourth and fifth grade:

- **Need supervision** as they learn more complicated safety skills such as how to cross streets safely
- **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 streets safely

1. **IDENTIFY** a safe place to cross, avoiding barriers.
2. **STOP** at the curb or edge of the street.
3. **LOOK AND LISTEN** for traffic. Remember to look left-right-left to make sure the road is clear.
4. **WAIT** until there is no traffic coming. Then begin crossing the street.
5. **CROSS IN A STRAIGHT LINE** and keep looking around for traffic.
6. **WALK**, don't run across the street.
7. **REMEMBER** that you are now a role model for younger, less experienced children.

Remember: Your child is starting to show that they understand what safe behavior is and why it is important. Help them reinforce safe pedestrian behaviors by practicing with them each time you walk near or around traffic.

Crossing Streets Safely:

PRACTICE AT HOME!

Safety Message: Children ages 9 and 10 can gradually learn more complicated pedestrian safety tasks. Even though they are older, they should be with an adult while walking near or around traffic until they continuously and repeatedly demonstrate safe pedestrian skills.

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

- **Walk** a route around your neighborhood that has sidewalks.
- **Ask** your child what they learned in school about crossing the street safely. Ask them to list the 6 steps to safely crossing the street. Have them act out each step and lead you on your walk.
 1. **FIND A SAFE PLACE TO CROSS** – one that is free of barriers like trees. Cross at a crosswalk if there is one around.
 2. **STOP AT THE EDGE** of the curb or street.
 3. **LOOK AND LISTEN** for traffic in all directions. (Look left, right, and left again.)
 4. **CROSS QUICKLY AND SAFELY** in a straight line. Do not run.
 5. **BE CAUTIOUS** in bad weather.
 6. **BE A ROLE MODEL** for younger children.
- **Practice** the 6 Safe Steps. Find a place where it will be safe to cross the street. Try saying the steps out loud as you cross together.
- **Repeat** the lesson every chance you get!

Looking at the picture, ask your child to identify a safe place to cross the street (not near the parked cars).

Ask them to recite the six steps to crossing the street safely.



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 traffic signals to aid in their crossing behavior. 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:

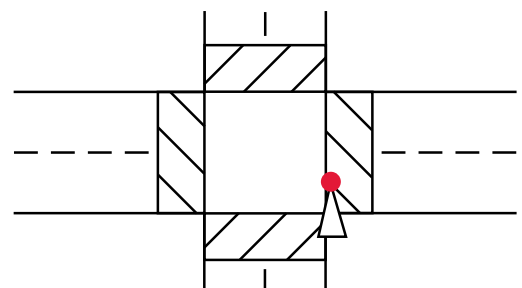
Cones, tape, yard stick, paper (red, yellow, green), and other materials to create intersection

Pictures of crosswalks and traffic signals (without vocabulary word)

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
- Define and discuss “intersections” using prefixes

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

2. Stop at the Edge

Sample Script

We have talked before about crossing roads and streets.

When we crossed streets before, it was only one road. Today, we are going to learn to cross an **intersection**.

Let’s look at the word intersection. Do you notice any smaller words within this large word?

- “Intersect”

The word “intersect” is made from two prefixes. Let’s look at what these two prefixes mean. “Inter” means “between,” and “sect” comes from another prefix meaning “to cut.” If we put these parts together, we can get a pretty good idea of what the larger word “intersection” means. What do you think the definition of “intersection” might be?

- *A place where two or more things cross or meet each other.*

That’s right! An intersection is where two or more roads meet each other.

Let’s pretend that this is an intersection. You can see the two roads as they cross over each other. You will also notice some street signs and a traffic light, or stop light, in the intersection. There are also crosswalks at the end of each road. These are special, painted 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, use the Materials: Crosswalk picture to familiarize children.]***

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 end of the sidewalk before it opens into the street.

Watch as I walk toward the intersection. I am on the sidewalk and stopping before I get to 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*

Why do I need to look left again after already looking that way first?

- *Cars move quickly. We look left again because we are stepping into the street with cars coming from the left first.*

I just modeled what I should do if I am crossing only one street, but I am crossing an intersection.

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 Signs and 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 signs and 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 the 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, it may cross the intersection.*

(continued)

Lesson Outline

4. Look for Traffic Signs and Signals
(continued)

Sample Script

Great! What does this traffic signal do? [**Display the Materials 4. Looking 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 tells us? [**Display the Materials 4. Looking for Traffic Signs and Signals: Pedestrian “Walk” Signal.**]

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

Let’s talk about the different things you might see on a pedestrian signal.

I might see a red hand on the pedestrian signal. What do you think it means?

- *This means that it is not safe to cross. You should stay at the edge of the sidewalk and wait until the next white “Walk” signal comes on.*

If the pedestrian signal has numbers while the red hand is showing, what do you think that means?

- *They are counting down to zero, telling us how much time is left to cross the street before the signal changes.*

Sometimes, you will see a signal that is white and looks like a person walking on the signal. What do you think it means?

- *This is the “Walk” portion of the signal. This means that it is our turn to cross.*

Should we immediately step into the street when we see the “Walk” signal?

- *NO!! This does not always mean that traffic has stopped and that it is safe. We need to be sure we are still looking and listening for traffic when we cross with the white “Walk” signal.*

If the pedestrian signal has numbers while the white “Walk” signal is showing, what do you think this means?

- *They are counting down to zero, telling us how much time we have to cross the street.*

If the pedestrian signal was white when you started crossing and it turns into a “Don’t Walk” red flashing hand or a red hand with numbers counting down, what should you do?

- *Continue crossing. There will be enough time to cross. Do not turn around and go back.*

(continued)

Lesson Outline

4. Look for Traffic Signs and Signals (continued)

5. Cross Quickly and Safely

Sample Script

Don't worry though. There is plenty of time to cross, so never run across the intersection just to beat the clock.

Remember that even if all the signals say it is our turn to cross, only you can decide if it is really safe. Other adults, crossing guards, and crossing signals are there to help keep us safe. You still 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 time to cross again. 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 the Materials 4. Looking for Traffic Signs and Signals: Pedestrian "Walk" Signal and Pedestrian "Don't Walk" 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 "Walk" 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.

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. Notice how I am not walking at a diagonal. This will help me get across in a short amount of time.

And what will I do if it is raining or snowing? I will be especially careful, because drivers may find it harder to see me and may not be able to stop as quickly. I will wear bright-colored clothing and reflective material, look not only left and right but also in front and behind, and cross only when I'm sure it's safe and I see the white "Walk" signal.

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

Lesson Outline

Activity Options:

The students could...

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

Closure: (5 minutes)

The teacher will

- Review the steps for being safe while crossing an intersection

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 this intersection.

[Teacher will allow several students to demonstrate crossing an intersection. The teacher should allow the student to verbalize all movements to encourage internalization.]

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.”

- 1) Allow all students to line up across a large field or auditorium from the teacher.
- 2) The teacher will call out “Red Hand” for students to freeze at the “edge” of the street.
- 3) He/she will then call out “Walking Man” for the students to begin walking—For this age level, the teacher should emphasize looking left-right-left, behind and in front before moving, moving in a straight line, walking at all times, and paying attention to when the teacher is counting down. [Counting down will make children want to move faster. This is a great opportunity to emphasize that they have plenty of time to cross the street. There is no need to run.] If they do not do these things, they are out!
- 4) The first student or students to reach the teacher at the “other side of the intersection” is declared the “Crossing the Intersection Champ”!

[If time, the teacher can also have this older group of students buddy up with a younger group of children (perhaps grade level pairings of K, 1st and 4th & 2nd, 3rd and 5th). The older children can demonstrate safe behavior while teaching and modeling the younger children.]

Let’s review all that we have learned today.

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

- Find a safe place to cross. Cross at the crosswalk.
- Stop at the edge.
- Look left-right-left and in front-behind-in front. Listen for traffic.
- Look for traffic signs and 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.
 - Using a measuring tape, measure the rope or string in to the nearest eighth, quarter, or half unit (i.e., eighth inch, half inch, quarter centimeter)
 - 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.
 - Students can also use equivalencies to convert units of measure between customary and metric units (changing yards to feet to inches or millimeters to centimeters to decimeters to meters, etc.).

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)
 - Individually or in small groups, students 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 may 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) and, if available, use technology (cameras, microphones, etc.) to develop a two- to three-minute public service announcement (PSA) about pedestrian safety. Students should remember to include all appropriate vocabulary and key safety rules.
- If possible, the recorded PSAs can be broadcast on the school's morning show or over the school's broadcast system.

Materials

Pictures of crosswalks and traffic signals

Parent/Caregiver Tip Sheet

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 “Walk” Signal



4. Look for Traffic Signs and Signals Pedestrian “Don’t Walk” Signal



Crossing Intersections Safely: Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

In general, students in fourth and fifth 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...



Steps for crossing intersections safely

1. **IDENTIFY** a safe place to cross. The safest place to cross is in a crosswalk at an intersection.
2. **STOP AT THE EDGE** of the intersection or the driveway.
3. **LOOK AND LISTEN** for traffic. Look left-right-left, in front and behind to make sure the intersection is clear.
4. **LOOK** for traffic signs and signals.
5. **ONLY YOU** can decide when it is safe to cross.
6. **CROSS** quickly and safely.
7. **BE PATIENT.** Wait until it is safe to cross.

Remember: Your child is starting to show that they understand what safe behavior is and why it is important. Help them reinforce safe pedestrian behaviors by practicing with them each time you walk near or around traffic.

Crossing Intersections Safely:

PRACTICE AT HOME!

Safety Message: Children ages 9-10 are still learning what it means to be safe. They should always be aware that they are setting an example for younger children while also proving to you that they will soon deserve independence.

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

- **Walk** a route with your child that involves crossing an intersection with a traffic signal to a destination they like such as a park, school or a friend's home.
- **Ask** your child to explain how to look left-right-left, in front and behind.
 - First look left. If there are no cars coming, look right. If there are no cars coming check left again.
 - 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 identify traffic signals. What are the differences between the signal that is white and looks like a person walking and the signal with the red hand? What do the numbers mean?
 - The pedestrian signal has two phases. The white signal phase shows that it is the pedestrian's turn to walk. The solid or flashing red hand tells pedestrians that it is not safe to start walking into the intersection.
 - The numbers are counting down to show how many seconds the pedestrians have to cross.
- **Ask** your child what they should do if the red hand appears when they are in the middle of crossing.
 - Keep crossing. You will have enough time to cross. Do not turn around and go back.
- **Ask** your child to explain who decides when it is safe to cross.
 - Only you can decide when it is safe. Stoplights, pedestrian signals, crossing guards and adults are there to help keep us safe. You still need to keep your head up, looking and listening for traffic at all times to make sure you are safe.
- **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.

Looking at the picture, ask your child to identify how many directions the cars can be coming from.

Ask them to identify the traffic signals and explain what each phase means.



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

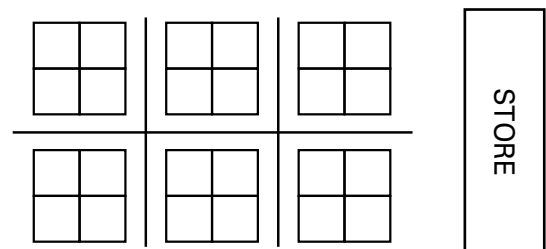
Masking tape, rope, chairs (16-24), or other materials to create model parking lot

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

2. Walk Safely

Sample Script

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

Parking lots 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.

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 stores that I want to get into.

Let’s discuss what we should do when we get out of the car in a parking lot.

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

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

Watch as I slide from my seat in the back to the side where the driver exited the car. I am right next to them and safe! [**Teacher demonstration**]

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

Watch as I show you how to exit the car if you cannot get out on the driver’s side. [**Teacher demonstration**]

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

[Teacher displays chart brainstormed in first lesson of unit.]

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 cars and busy roads.
5. Be aware of your surroundings. Don’t let phones, MP3 players, or anything else distract you.

(continued)

Lesson Outline

2. Walk Safely (*continued*)

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

Sample Script

We should follow these same rules when we are in the parking lot.

Remember, it is very difficult for drivers to see you through their back windows. Bad weather can make it even harder for drivers to see you or stop quickly, so you need to be especially careful. As you walk, keep looking around the parking lot to see if there are cars coming near you.

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

- *FREEZE and wait with the adult until it is clear*

Walk 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.

DO NOT walk down the middle of the parking lot or too closely to the back of the cars. Drivers will not be able to see you.

Watch as I show you where to walk. Notice that I am on the left side, a few steps away from the other cars. I am walking straight, with my head up looking for traffic. **[Teacher demonstration]**

At the end of your trip, you and the adult will have to go back to your car.

Remind me how I should walk back to the car.

- *Walk with your head up looking and listening for cars*
- *Freeze if you see or hear a car moving toward you*

Watch as I demonstrate again. **[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, what should you do to re-enter the car?

- *Stay close to the car door. (If you can, get in on the same side as the driver. The adult can keep an eye on you and pull you out of danger, as long as you are close.)*
- *Get into the backseat of the car and close the door quickly. Do not sit in the passenger seat up front.*
- *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

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*

How should I behave while crossing the parking lot?

- *Walk on the left side of the back of parked cars, 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*

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.

Music

- Teacher and students can list all safety rules for crossing a parking lot on chart paper.
- Students can work in small groups or individually to re-write the lyrics to a popular song or nursery rhyme to 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

- Plotting Ordered Pairs on a Coordinate Grid
 - The teacher can create a “Master Parking Lot” on a blank coordinate grid by drawing parking spaces and destination store. The “Master Parking Lot” can be designed in only the first quadrant of the coordinate grid or it can encompass all four coordinate grid quadrants, depending on student ability level.
 - Students can place cars and pedestrians in safe places throughout the parking lot by providing ordered pairs of numbers. Fellow students can analyze their peers’ choices for placing cars and pedestrians in specific places aloud in a classroom discussion.

Dramatic Play

- Students can create props that relate to pedestrian safety (cars, street signs, traffic signals, parking lot props, etc.). Students can 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 develop the ability to understand and make decisions about their safety at different rates. The degree of supervision they require depends upon the capabilities of the individual child.

In general, students in fourth and fifth 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 behave safely in parking lots

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

Remember: Your child is starting to show that they understand what safe behavior is and why it is important. Help them reinforce safe pedestrian behaviors by practicing with them each time you walk near or around traffic.

Parking Lot Safety:

PRACTICE AT HOME!

Safety Message: Children ages 9-10 are still learning what it means to be safe. They should always be aware that they are setting an example for younger children while also proving to you that they will soon deserve independence.

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

- **Ask** your child to describe a parking lot before you reach your destination.
 - Parking lots are places where people leave their cars, trucks or bicycles when they are not in use.
- **Ask** your child how to safely get out of the car.
 - Try to get out on the same side as the driver. If you can't do this, wait for the driver to tell you that it is safe to exit the car.
- **Ask** your child how to safely move around parking lots.
 - Don't play around with friends or push.
 - Always walk, never run through parking lots.
 - Walk on the left side, a few steps away from the back of the parked cars.
 - Stay close to an adult.
 - Be aware of your surroundings.
- **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.
 - Sit in 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 how to properly exit and re-enter the car.

Discuss with your child how to safely behave in parking lots.



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:

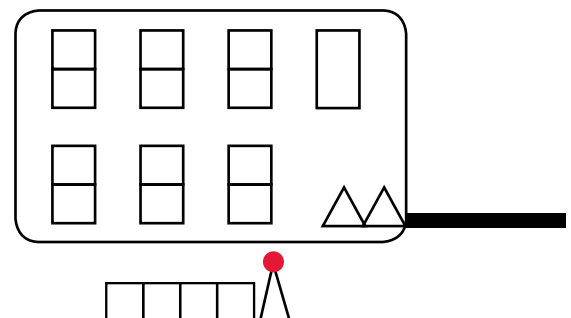
Chairs, cones, beanbags, yard stick, masking tape, rope, or other materials to create a school bus

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.

Why do we ride the bus?

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

There are many different types of buses, depending on how they are used.

What types of buses might people use?

- *School buses, city buses, cross-country buses, etc.*

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 the front of the school bus.

Before you board a school bus, it is important to know the danger zones. Danger zones are unsafe areas around the school bus where the school 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?

- *At least ten feet in front of the school bus, behind the school bus, the sides of the school bus*

What should I do to keep away from these danger zones?

- *Always stay a safe distance away (5 big steps)*

Watch as I move 5 big steps away from the 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.

How should I wait for the school bus?

- *Sit or stand by the school bus stop (on the sidewalk away from the road)*
- *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. We will stand to the side of the door. When the school bus driver signals that it is safe, we may get on the school bus.

Watch as I walk up the steps and use the handrail to help me climb the steep steps.

Let's 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 is a school bus driver in charge.*
- *There are more seats.*
- *School buses sit up higher than cars.*

4. Safe Behavior When Riding a School Bus

Once someone steps onto a school bus, they are 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 school 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 and any materials 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.

Lesson Outline

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

When the school bus driver has arrived at our destination, like our house or school, we wait until the school bus is completely stopped before we get out of our seat.

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 seats and off the 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 handrails.

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 our destination. I am going to demonstrate what you should do if you did 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*

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, and cross in front of the school bus. How should my body look when I am walking in front of the school bus and crossing the street?

- *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 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.*

Lesson Outline

Activity Options:

The students could...

- Practice safe school bus behavior, sing and dramatize the “Safety on the School Bus” song, and play “Stump the Teacher/Student” game to demonstrate understanding of concepts (20 minutes, *see sample script*)
- Practice safe school bus riding practices using the model school 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)

Closure: (5 minutes)

The teacher will

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

After the review, teachers are encouraged to invite a school bus driver with his/her school 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.

Sample Script

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.

[Teacher will allow several students to demonstrate safety on a school bus. The teacher should allow the student to verbalize all movements to encourage internalization.]

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

- **Stump the Teacher/Student:** A student (or the teacher) will stand in front of the class. Other students raise their hands to “stump the student/teacher” (depending on participant) on a scenario that involves school buses and school bus safety. The idea is to get the students to think about different scenarios and to think through the proper solution or behavior in that instance. Once the participant is “stumped,” he/she returns to his/her seat and is replaced by the “stumper” student.

Let’s review all that we have learned today.

Where are the danger zones around the school bus?

- *At least 10 feet 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, away from the road*
- *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 all hands and materials to on your lap*

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

- *Move to the exit, hold the hand rail when 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, stop at the far edge of the school bus, look left-right-left for traffic, keep your head up, when it is clear cross to the other side of the street*

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 Brochure (created individually or in small groups)
 - The brochures can target all portions of school bus safety (i.e., waiting for the school bus, riding the school bus, exiting the school bus, and crossing the street around a school bus).
 - Students can also include artistic representations on their brochure.
 - Brochures can be copied and distributed 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

- Elapsed Time
 - Students can use strategies to determine the amount of elapsed time in hours and minutes using the word problems below. Students can determine time only within a 12-hour period (either a.m. or p.m.) or, if appropriate, they may want to move between a.m. and p.m. to determine elapsed time in 24-hour intervals using both minutes and possibly seconds.
 - Example: Kerri has to be at the school bus stop by 8 a.m. It takes her 5 minutes to brush her teeth, 10 minutes to shower, 20 minutes to dry her hair, 10 minutes to eat breakfast and 5 minutes to walk to the school bus stop. What time will she need to get up? (Answer is 7:10 a.m.)
 - Kerri's school bus ride home departs from school at 3:30 p.m. Kerri arrives home at 4:15 p.m. How long is Kerri's school bus ride? (Remember it takes 5 minutes to walk from the school bus stop back home) (Answer is 40 minutes)

Literature & Writing

- The following is an appropriate example of children's literature to use with this lesson in the unit of study:
 - ***Molly Rides the School Bus*** by Julie Brillhart
 - Students will read and discuss this fiction book about a kindergartener's first day riding the school bus.
 - Students will create their own fiction book on school bus safety including appropriate setting, characters, problems, and solutions.

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

In general, students in fourth and fifth 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** on sidewalk, away from the road when waiting for the school bus.
2. **WAIT** until the school bus driver says it is safe to get on the school bus.
3. **BE RESPECTFUL** of the driver on the school bus. Talk quietly and stay seated in your seat.
4. **WAIT** until the bus is completely stopped before getting out of your seat to exit the school bus.
5. **WALK** 5 big steps away from the bus. If you need to cross the street, walk around the crossbar and make eye contact with the school bus driver. Then walk to the far edge of the school bus, stop and look left-right-left and cross the street when it is clear.
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 9-10 are still learning what it means to be safe. They should always be aware that they are setting an example for younger children while also proving to you that they will soon deserve independence.

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

- **Ask your child to explain to you how to safely wait for a school bus. They should:**
 - **Stay on the sidewalk, 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 what a danger zone is and where they are located in relation to the bus.**
 - **Danger zones are the areas surrounding the school bus where the school bus driver cannot see you – at least 10 feet in front, on both sides, and behind the bus. It is not safe to stand in these areas.**
- **Ask your child to explain to you 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 is completely stopped before getting out of their seat to exit the school bus.**
- **Ask your child to explain to you how to safely get off the bus.**
 - **Walk to the exit and hold the handrail while exiting the school bus.**
 - **After exiting, walk 5 big steps away from the bus to get out of the danger zone.**
- **Ask your child what they should do if they need to get across the street after they get off the bus.**
 - **If you need to get to the other side of the street, first walk around the crossbar to make sure the school bus driver can see you. Walk to the far edge of the school bus. Look left-right-left for traffic, and look at the driver for a sign that it is clear. When there is no traffic, walk to the other side of the street.**
- **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 bus driver, and ask the driver for help.**

Looking at the picture, ask your child to identify the four danger zones around the school bus.

Discuss proper behavior while riding the school bus.

Ask how to safely cross in front of a school bus.



School bus - Thibodaux - Louisiana, self made PRA