

Crossing the Intersection

LESSON PLAN OVERVIEW

SUGGESTED GRADE LEVEL	K	1	2	3	4	5	6	7	8
SUGGESTED TIME	25 minutes								
SETTING	auditorium classroom gymnasium outside								
LEARNING STYLE ACCESS	auditory kinesthetic visual								

OVERVIEW

To understand the complexities and differences between crossing the street and crossing an intersection. To develop the skill of looking behind after looking to the left, to the right, and again to the left.

MATERIALS

Overhead/Handout K.3.1; Overhead/Handout K.3.2; "Walk/Don't Walk" Sign K.3.3; "Intersection Crossing Activity" Graphic K.3.4; "Safe Crossing Steps" Cut-Out Sheet K.3.5 (optional); Concentration Cards K.3.6 (optional); 3 Boxes; scissors (optional)

VOCABULARY

intersection, crosswalk, pedestrian signal, push-button

MODIFICATIONS FOR CHILDREN WITH DISABILITIES

Hyperactive students should be selected as helpers "flipping their boxes", for the "Checking for Understanding" activity, have some pieces already cut. Have a class-set of all pictures and give to students instead of using an overhead.

MODIFICATIONS FOR USE IN LOW INCOME SCHOOLS

Can be done just drawing letters, numbers, or shapes on white pieces of paper, doesn't require full-color printouts.

IMPRESSIONS

Great for a non-lecture lesson. Kids get involved helping and out of their chairs practicing. You could practice in a classroom by moving the furniture, or move to a hallway/gym. In an auditorium, you could just do a demonstration with a handful of students and focus on the visuals instead.

SOURCE

Maryland Pedestrian and Bicycle Safety Education Program



Pedestrian Lesson 3 – Kindergarten

Crossing the Intersection

Time: 25 Minutes

Objectives: To understand the complexities and differences between crossing the street and crossing an intersection. To develop the skill of looking behind after looking to the left, to the right, and again to the left.

Maryland Learner Outcomes:

- Health, Health Behaviors (K-3): There are people, places and situations that may be hazardous to one's health and safety.
- Health, Health Behaviors (K-3): Identify rules that promote health.

Materials: Overhead / Handout K.3.1; Overhead / Handout K.3.2; "Walk / Don't Walk" Sign K.3.3; "Intersection Crossing Activity" Graphic K.3.4; "Safe Crossing Steps" Cut-Out Sheet K.3.5 (optional); Concentration Cards K.3.6 (optional); 3 Boxes; scissors (optional)

Suggested Teaching Venue: There are several possibilities for implementation, including the home classroom during a health unit, physical education class, or any other indoor or outdoor classroom situation. The lesson is not limited to being taught in school—it may be offered through a club, community group, or other local organization.

Plan Ahead:

Create overheads or copies of Overhead / Handout K.3.1 and Overhead / Handout K.3.2. Create copies of "Safe Crossing Steps" Cut-Out Sheet K.3.5 (optional), Concentration Cards K.3.6 (optional); and for each member of the class. Create three symbol boxes for the activity. Use rope, tape, ribbon or bean bags to mark the crosswalk.

Vocabulary: Intersection, crosswalk, pedestrian signal, push-button

Lesson Progression:

Introduction
Instruction
Activity
Conclusion

Note to teacher: This lesson is geared towards teaching kindergarteners. It is important to note that children at this age are not ready to cross intersections on their own. They should be encouraged to cross an intersection only with the help of an adult. Statistics show that people are as likely to be injured crossing a marked crosswalk as crossing the street. It is important to note that just because pedestrians felt safer in crosswalks, they are not. A high level of caution should be used when crossing any street busy enough to have a crosswalk.

1. Almost two-thirds of all intersection dash crash types involve children under age 15. (*Federal Highway Administration, 1996*)
2. Children under age 10 are overrepresented in crashes where the pedestrian was struck while running through an intersection (children under 10 are involved in 19% of all pedestrian crashes and 41% of all "intersection dash" crashes). (*Federal Highway Administration, 1997*)

Pedestrian Lesson 3 – Kindergarten

Crossing the Intersection

Introduction (5 minutes)

Explain: Today we are going to learn how to safely cross an intersection.

Review the steps to crossing a street safely.

1. Stop at the edge.
2. Look to the left, to the right, and to the left again.
3. Walk straight across the street, not at a diagonal.
4. Scan to the left and to the right while crossing.

Discussion topics:

1. What is an **intersection**?
2. Have you ever crossed an intersection?
3. Do you know what a **crosswalk** is?

Instruction (5 minutes)

Show Overhead/Handout K.3.1

Show the pictures on the top half of the handout and explain: These pictures show crosswalks and pedestrian **push-buttons** and signals.

1. Have the students help point out the crosswalks.
2. Have the students help point out the signal buttons.
3. Have the students help point out the pedestrian signals.
4. Mention that there are intersections with all of these features, others with some of these features, and others with none at all.

Show the graphic on the bottom half of the handout and say: Look at the **pedestrian signal**.

1. What does this symbol mean? (It is safe to cross.)
2. What does this symbol mean? (It is not safe to cross.)
3. What does the flashing “Don’t Walk” sign mean? (Do not start crossing. If you are in the middle of the street, continue crossing.)
4. **Even if the light says “WALK”, you still need to look to the left, to the right, and to the left again.**

Show Handout/Overhead K.3.2.

1. You are standing at the X. You want to cross.
2. What is the button on the crossing box used for? (Pushing it makes the light change from “DON’T WALK” to “WALK”.)
3. What symbol will show when it is safe to cross? (The green/ white walking person.)
4. What way will traffic be moving as you cross? Along the solid line or the dotted line? (Along the dotted line; crossing with traffic.)
5. Which way should you look for cars before you cross?
(a) Look to the left, to the right, and again to the left.
(b) **Look behind you for cars that may be turning into your path.**
(c) Scan the intersection again before crossing. (Look for cars approaching from the left and the right; also for cars taking a left or right turn from in front of you.)
6. Why should you look behind you? (The driver behind you may be making a left- or right-hand turn.)

Activity (10 minutes)

For this activity you will need bean bags or cones and the “Walk/Don’t Walk” Sign K.3.3. Before the lesson, gather pictures of different colored cars and attach them to half of the sides of the three boxes. Or draw letters, numbers, or shapes on white pieces of paper (make them thick and visible) and attach them to the sides of the three boxes. If you don’t have boxes, you can use papers with the cars, letters, numbers, or shapes drawn on each side.

Intersection Crossing Activity

1. See “Intersection Crossing Activity” Graphic K.3.4 for possible layout.
2. The teacher holds the “WALK/DON’T WALK” sign at point T.
3. Three helpers hold the boxes, two on each side, one behind.
4. The students practice this step, one at a time.
5. The student who is crossing comes to the edge (the teacher).
6. They stop, then look out around the edge.
7. Then they look to the left, to the right, and again to the left.



8. Next they look over their left shoulder, putting their chin on their shoulder.
9. At this time, the student who is crossing tells the teacher what the symbols were on all three boxes (the helpers should hide the boxes behind their backs when teacher tells them to).
10. The student now tells them what they saw. If there was a picture of a car on any of the boxes (or a symbol that is designated as unsafe), the student should not cross. The student should repeat looking left, right, left, and behind until it is safe to cross.
11. Then the student scans the entire intersection again before crossing.
12. When it is safe, the student crosses, and the two helpers on the sides flip their boxes. When the crosser reaches the teacher, the helpers hide them.
13. The crosser then tells the teacher what the symbols were.
14. Demonstrate the entire activity, and then have each student take a turn.

Optional Activity (10 to 15 minutes)

1. Handout K.3.5 (*optional*). Have students cut and paste the steps to crossing the intersection in order.
2. Give the kids the Concentration Cards K.3.6 (to cut out and to play concentration with). They should name the symbols when they turn them over (this is a good indoor recess activity).

Conclusion (2 minutes)

1. What are the steps to crossing an intersection?
2. Which way do you have to look in addition to left, right, and left? (Behind you to the left or right to check for turning cars.)
3. Remind the students that they should not cross the street on their own without the help of an adult.
4. Do not run across the intersection no matter what.



Toole Design Group



Overhead/Handout K.3.1



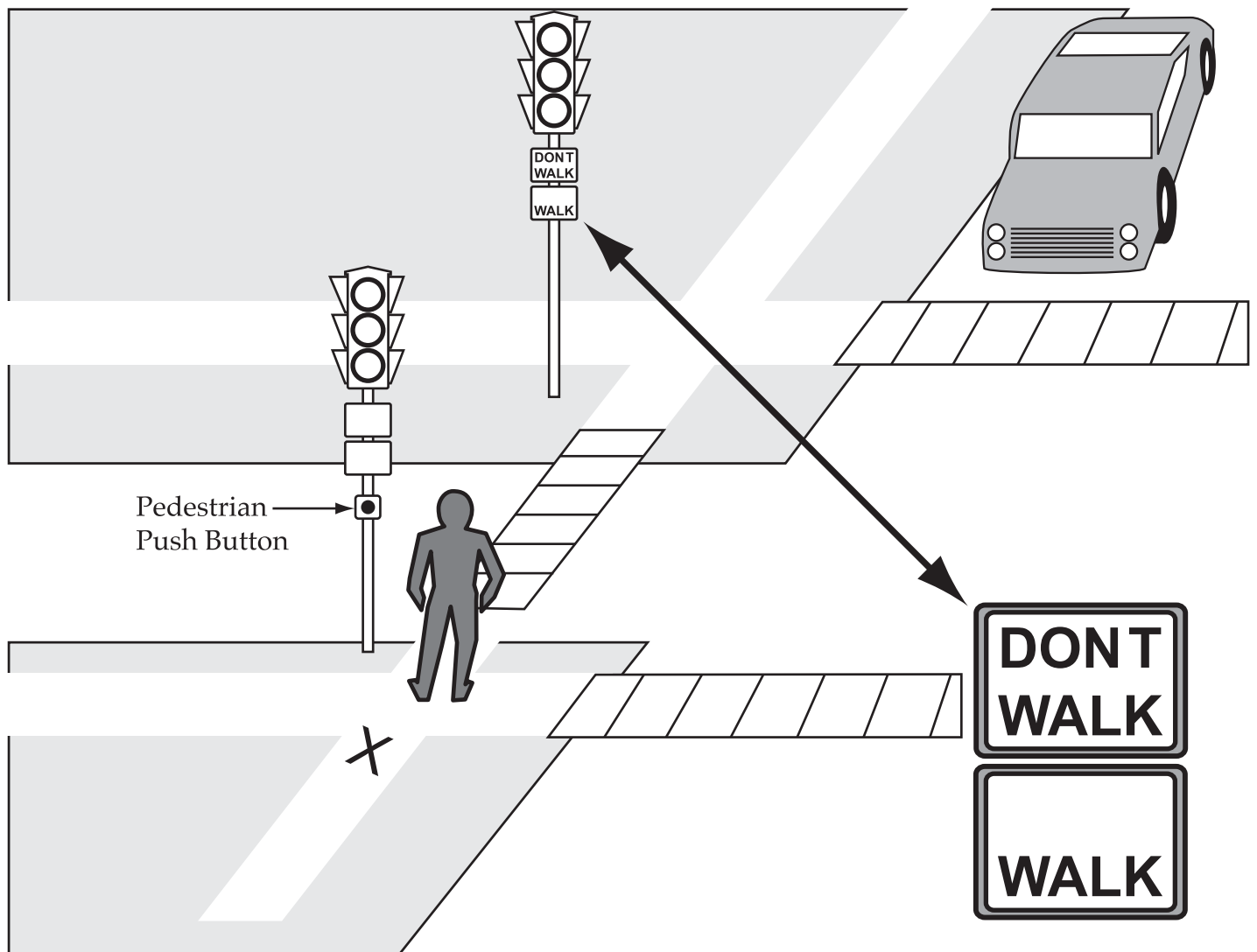
Dan Burden, www.walkinginfo.org



Manual on Uniform
Traffic Control Devices



Overhead/Handout K.3.2

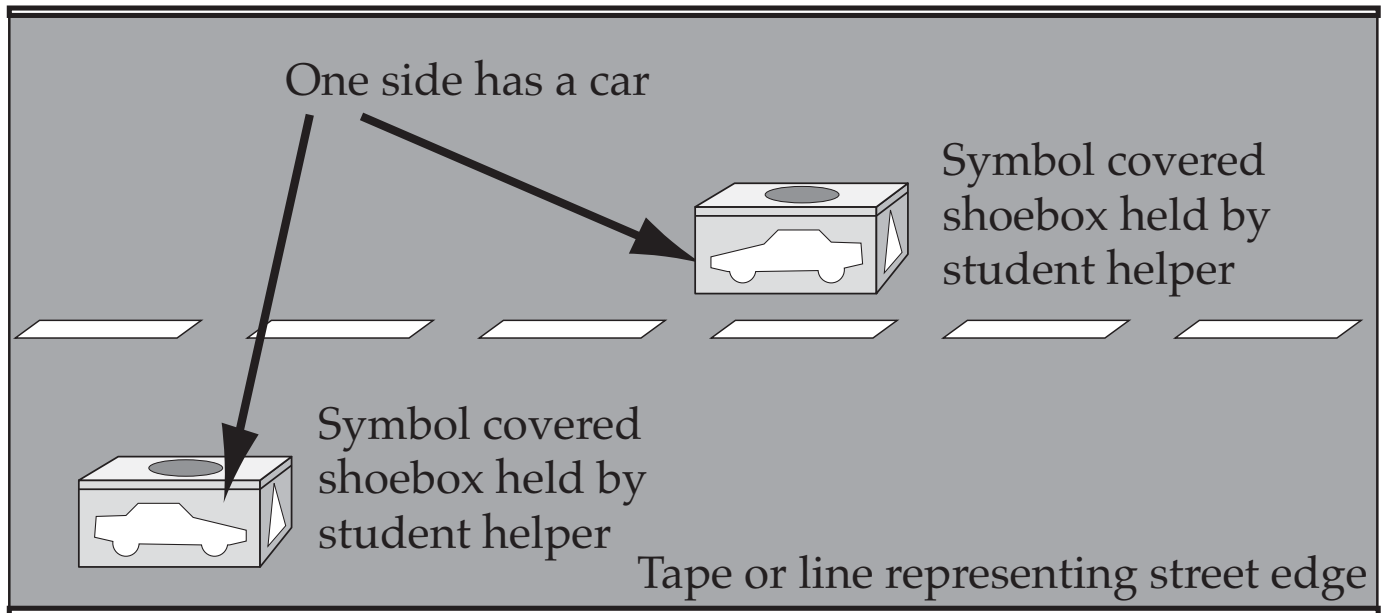


“Walk/Don’t Walk” Sign K.3.3.

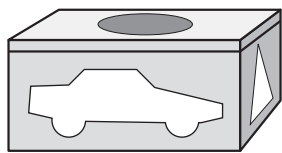


"Intersection Crossing Activity" Graphic K.3.4

(See revised version on hard copy)



Teacher stands here holding the Walk/Don't Walk Sign



Third Student stands here holding a box

- student
- student
- student
- student



“Safe Crossing Steps” Cut-Out Sheet K.3.5

Choose a safe location to cross

Stop at the edge

Look to the to the left and to the right for traffic

Look to the left again

Look behind for traffic if you are at an intersection

Stop at the second edge

Walk, don't run

Scan to the left and to the right for traffic

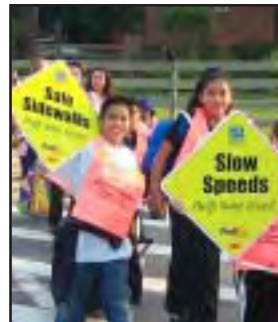
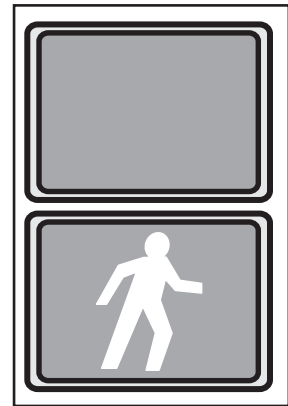
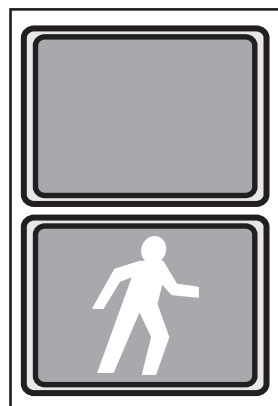
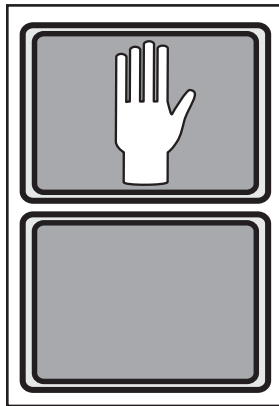
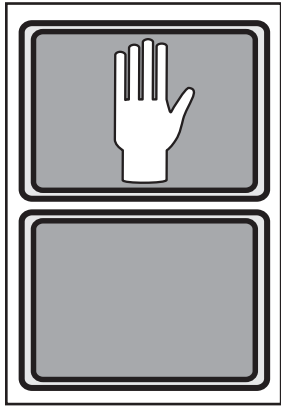
Repeat looking to the left and to the right until it is safe to cross

Go straight across



Concentration Cards K.3.6

(Optional—additional pictures can also be used as cards)



Helping Curious George Ride a Bike Safely

LESSON PLAN OVERVIEW

SUGGESTED GRADE LEVEL	K	1	2	3	4	5	6	7	8
SUGGESTED TIME	one class period								
SETTING	auditorium	classroom	gymnasium		outside				
LEARNING STYLE ACCESS	auditory		kinesthetic				visual		

OVERVIEW

While listening to the story, students will become aware of unsafe activities. Students will also improve their writing and comprehension skills.

MATERIALS

Curious George Rides a Bike, chart paper or chalk board

VOCABULARY

unsafe, narrative, dangerous

MODIFICATIONS FOR CHILDREN WITH DISABILITIES

Have a copy of the book for kids to read along with you.

MODIFICATIONS FOR USE IN LOW INCOME SCHOOLS

None needed

IMPRESSIONS

A fun lesson from start to finish.

SOURCE

SR2S Kentucky

SAFE ROUTES TO SCHOOL

Helping Curious George Ride a Bike Safely

Lesson Plan



Grade Level:	K-2
Subject Area:	Reading, Writing, Practical Living/Vocational Studies
Core Content:	RD-EP-2.7, RD-EP-2.5, WR-(04,05)-1.1.02, PL-(EP,04,05)-1.4.01
Overview:	While listening to the story, students will become aware of unsafe activities. Students will also improve their writing and comprehension skills.
Materials:	Curious George Rides a Bike, chart paper or chalk board

Activities:

1. Read the story Curious George Rides a Bike. Discuss with the class all of the things George did on his ride that were not safe. Make a list of the students' answers. Ask the students to brainstorm and correct George's haphazard performance.
2. Divide younger students (K-1) into groups and have them draw the various scenes in the book depicting safer activities for George. Consider inviting older students into the classroom to write sentences for each scene. Compile the pictures to create a class book. Have the class rename the book to describe a safe bicycle ride. If 2nd graders are capable, have them rewrite the story with Curious George riding safely. Assign each student a scene in the book or divide the class into groups to complete this activity.

Extensions:

- Have students develop their own story (personal narrative) of something they did that could have been dangerous. Younger students can complete this activity by creating a picture book and older students can practice their writing skills.
- Play Safety Story Game: Provide students with game spinners divided into three sections and labeled Safe Action, Unsafe Action or Choice. Students take turns spinning the spinner. As the spinner stops, corresponding sentences must be written to go with the section the spinner landed on to develop a story. (Ex. If the spinner stops on Safe Action they could write: Mary was walking to the store. As she reached the corner she waited for the crossing light to say WALK. If it lands on unsafe the student might write: Mary was crossing the street when the crossing light started to flash. She got scared and ran back.) If the spinner lands on choice, the sentences can be either a safe action or an unsafe action. After all the students have had several turns, have them share their stories.



Pedestrian Safety Education Curriculum

LESSON PLAN OVERVIEW

SUGGESTED GRADE LEVEL	K	1	2	3	4	5	6	7	8
SUGGESTED TIME	one class period for each lesson								
SETTING	auditorium	classroom	gymnasium	outside					
LEARNING STYLE ACCESS	auditory		kinesthetic			visual			

OVERVIEW

By the end of Lesson 1 and 2, students will be able to:

1. Define “pedestrian” and the various components of the roadway.
2. Understand and demonstrate the steps necessary to cross the road safely.
3. Use senses to observe potential dangers to pedestrians on the roadway.
4. Know the meaning of pedestrian signals and what to do when they change.
5. Determine the locations of the safer places to cross the street.
6. Demonstrate safe choices and behaviors when walking on a sidewalk in a group.
7. Practice safe pedestrian behaviors and skills both in a controlled setting and in the neighborhood.

MATERIALS

Lesson	Item	Amount
1	Plastic Roadway (Appendix A.1)	1
1	Pedestrian Signal signs (Appendix A.2)	1 set of 4
1	Letter to Parents (Appendix B)	Class set
1 and 2	Pre-post test (Appendix C)	1
1 and 2	Curriculum Condensed Outline (Appendix D)	1
2	Teacher Evaluation (Appendix E)	1
2	Adult Helper Instructions (Appendix F)	1 per adult
2	Whistle/ harmonica	1, optional
2	Safety Vests	Class set, optional
2	Rainy Day Activities (Appendix G)	1

VOCABULARY

pedestrian, roadway, traffic, intersection, sidewalk, crosswalk, corner, driveway, alleyway

MODIFICATIONS FOR CHILDREN WITH DISABILITIES

Create a cardboard “stoplight” for the pedestrian roadway, allow student (whether wheelchair or ADHD) to be in charge of changing the signals. Could use a Mr. Potato Head and an actual toolbox, students with disabilities could help retrieve items into/out of the toolbox.

MODIFICATIONS FOR USE IN LOW INCOME SCHOOLS

Scale down materials for use in small gymnasium space, or go outside. Lesson could possibly be modified and scaled down into small breakout groups and use some dolls and a scaled down pedestrian walkway on a few pushed together desks.

IMPRESSIONS

Wonderfully complete set of materials, including follow-up documents.

SOURCE

Bicycle Transportation Alliance

Bicycle Transportation Alliance: Pedestrian Safety Education Curriculum

Introduction:

Children first become active members of the transportation system as pedestrians, having learned how to interact with others on the road well before they venture out on their own.

The following curriculum is geared towards students in the 2nd grade and addresses the need for introductory and progressive reinforcement of pedestrian safety knowledge and skills.

The need for pedestrian safety has always been apparent.

- Unintentional injuries are the number one health risk facing school aged children: “Nearly one-third of the five to nine year old children killed by motor vehicles are pedestrians.” (NHTSA, 2006)
- Children fifteen years of age and under represent 20% of the total injuries: “It is important to recognize that these injuries and deaths are preventable if children and families adopt traffic safety behaviors.” (Family Adventures in Safe Transportation, 2002)
- Education is an ongoing project. The more we can integrate safe pedestrian behavior into learning, both at school and at home, the better and safer the commute to school and travel throughout the community will become.

Purpose:

The intent of the following two lessons is to give students the knowledge to identify safe and unsafe places to walk. Students will also be able to demonstrate skills and knowledge of a safe pedestrian.

Learning Objectives:

By the end of Lesson 1 and 2, students will be able to:

1. Define “pedestrian” and the various components of the roadway.
2. Understand and demonstrate the steps necessary to cross the road safely.
3. Use senses to observe potential dangers to pedestrians on the roadway.
4. Know the meaning of pedestrian signals and what to do when they change.
5. Determine the locations of the safer places to cross the street.
6. Demonstrate safe choices and behaviors when walking on a sidewalk in a group.
7. Practice safe pedestrian behaviors and skills both in a controlled setting and in the neighborhood.

Optional Timeline:

Lessons 1 and 2 are best taught one week or a few days apart. It is also best to teach Lessons 1 and 2 in the fall as well as in the spring for reinforcement.

Bicycle Transportation Alliance
2nd Grade Pedestrian Safety Curriculum

Discussion: Pedestrian safety toolbox: how our eyes, ears, brain, and feet help us as safe pedestrians.

“I have a toolbox here full of all these tools. How many of you brought your pedestrian safety toolbox to school with you today? Guess what! We all brought it! It’s time to get out your toolboxes.”

Sit cross-legged on the floor and pretend to put a square toolbox in front of you.

*“The first thing that goes into our toolbox is our eyes. So everyone pretend to pop out your eyes and put them into your toolbox.”
Pretend to pull out your eyes and put them in the toolbox.*

Tip: Sound effects are fun and an effective way to keep students involved. Try different sounds as you pretend to pop out your eyes, etc. and place them in the toolbox.

“Who can raise your hand and tell me why we need our eyes to be safe pedestrians?”

Answer: So we can see.

“What are we looking for?”

Answer: Cars, buses, trains, other pedestrians, trucks, bikes, crosswalks, corners, sidewalks, eye contact.

*“Eye contact is when you can see someone’s eyes and they are looking at you. You will know for certain that a driver sees you if you make eye contact with him/her. Everyone make eye contact with me right now.”
Make eye contact with every student.*

*“Those are all the things that we are looking for with our eyes. Another tool that goes into our pedestrian safety tool box is our ears.”
Pretend to pull off your ears and put them into the toolbox.*

“Why did we put our ears in the toolbox?”

Answer: To hear.

“What are we listening for?”

Answer: Cars, trucks, other pedestrians, trains, sirens, bike bells, etc.

*“Another tool that goes into our pedestrian safety tool box is our brain. So everyone unzip your head and take out your big, smart brain and put it into your toolbox.”
Pretend to unzip your head and take out your brain and put in into the toolbox.*

“Why did we put our brains into our toolbox?”

Answer: So we can think.

Bicycle Transportation Alliance
2nd Grade Pedestrian Safety Curriculum

Overview

Lesson	Activity	Summary	Time (min)
1	Introduction	Define pedestrian, road, intersection, crosswalk, corner, and sidewalk. Identify safe places for a pedestrian.	5
1	Pedestrian Safety Toolbox	Identify which body parts to use to cross the road safely. Ask why each part is needed to be a safe pedestrian.	10
1	Pedestrian Safety Rhyme	List the steps required to cross the street safely.	5
1	Demonstration	Demonstrate how to cross the street safely. Introduce and explain pedestrian signals.	10
1	Practice	Students practice crossing on the Plastic Roadway.	13
1	Closing	Review Lesson 1 and reminder about neighborhood walk during Lesson 2.	2
2	Introduction and Review	Review Lesson 1 and introduce instructions for the neighborhood walk.	10
2	Neighborhood Walk	Students practice pedestrian safety skills on their neighborhood streets.	
2	Closing	Review Lesson 2 and challenge students to teach others skills learned.	5

Materials

Lesson	Item	Amount
1	Plastic Roadway (Appendix A.1)	1
1	Pedestrian Signal signs (Appendix A.2)	1 set of 4
1	Letter to Parents (Appendix B)	Class set
1 and 2	Pre-post test (Appendix C)	1
1 and 2	Curriculum Condensed Outline (Appendix D)	1
2	Teacher Evaluation (Appendix E)	1
2	Adult Helper Instructions (Appendix F)	1 per adult
2	Whistle/ harmonica	1, optional
2	Safety Vests	Class set, optional
2	Rainy Day Activities (Appendix G)	1

Lesson 1: Presentation

Preparation:

Before Lesson 1, obtain or make a plastic roadway (Appendix A.1) and Pedestrian Signal signs (Appendix A.2).

Place: Secure an open space in which to conduct the lesson (the gym, cafeteria, outside, or in the classroom with desks cleared away).

Set-up: Set up the Plastic Roadway in the open space with the roadway behind the teacher (Appendix A.1). The children will sit facing the teacher and the roadway in a semi-circle or 2 rows. Have the crosswalk covered with the attached plastic flap at the start of the presentation. Give the Letter to Parents (Appendix B) to the classroom teacher, and instruct the teacher to send the letter home with the students.

Presentation: 45 minutes

This lesson is divided into five sections. The *“italics and quoted”* portions are word for word recommendations for the presentation and the *italics* portions are specific actions recommended. This format is specifically designed for a new presenter/teacher/instructor.

Section 1: Introduction to Pedestrian Safety

5 minutes

*“Hello my name is _____, and I visit classrooms all over Portland to teach kids about walking safely to school.
Today we are going to do a lot of fun activities to help us all learn safe ways to walk to school, especially how to cross the street safely. We are going to practice on this pretend road, and next week when I come back we will go for a walk around the neighborhood practicing what we learned.
Before we get started, I would like for you all to answer a few questions for me!”*

Administer Pre-test (Appendix C).

“Now I would like to introduce you to my pretend roadway!”

Discussion: What are the parts of the roadway?

Walk to each part roadway and have students identify and define the following, give hints until they get the correct definition.

Roadway- An area used by traffic (cars, people, bikes) to get from one place to another.

Tip:
“Intersection” is a big word for 2nd graders! Try using the hint “rhymes with shmintersecti

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2nd Grade Pedestrian Safety Curriculum

Intersection- Where 2 roads come together. Point out that a driveway is also an intersection.

Sidewalk- A paved area for pedestrians beside the street.

Crosswalk (also called a Marked Crosswalk)-

Pull plastic sheeting back to reveal the crosswalk.

A striped area used by pedestrians in order to cross the street.

Corner (used to identify an Unmarked Crosswalk)-

The area of the sidewalk just before it dead-ends into an intersection (at an unmarked crosswalk).

Driveway/alleyway-

Where cars can enter the street from a home or business.

Discussion: What is a Pedestrian?

“Raise your hand if you can tell me what a pedestrian is.”

Answer: A person who is walking.

“A safe pedestrian is someone who uses the places we just talked about:

Sidewalks, Crosswalks, and Corners. That’s what we are here to talk about today.

Let me ask you a few questions. If I am walking on a sidewalk, am I a pedestrian?

Show me a thumbs up if you think I am a pedestrian.”

Students should show thumbs up.

“If I am riding in the back seat of a car, am I a pedestrian?”

Students should show thumbs down.

“If I am riding in a car and we pull in to a parking lot and park the car, then we get out a walk to the zoo, am I a pedestrian then?”

Students should show thumbs up.

“Raise your hand if you have been a pedestrian today.”

All students should raise their hands.

Section 2: Pedestrian Safety Toolbox

10 minutes

“When we are walking, we are all pedestrians. When we are pedestrians we need special tools to help us cross the street safely.”

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2nd Grade Pedestrian Safety Curriculum

“What are we thinking about?”

Answer: How to make safe choices.

“The last tool that goes into our toolbox is our feet. So take off your feet and put them into the toolbox.”

Pretend to take off your feet and put them into the toolbox.

“Why do we need our feet in our pedestrian safety toolbox?”

Answer: To walk.

“If I am in a wheelchair or on crutches, can I still be a pedestrian?”

Answer: Yes.

“A person in a wheelchair is still a pedestrian because they use sidewalks, crosswalks, and corners and follow the same rules that pedestrians follow.”

Section 3: Pedestrian Safety Rhyme

5 minutes

“Now that we have our eyes, ears, brain and feet in our pedestrian safety toolbox, I am going to teach you a rhyme to help you remember how to use those tools.”

Discussion: How to cross the street safely. The steps to crossing the street safely are learned through a pedestrian safety rhyme.

**Stop every time at the edge of the street;
Use your head before your feet;
Make sure you hear every sound;
Look left, look right, look all around.**

“Everyone stand up and put your hands in the air, now on the ground, now in the air again. Shake out your arms. Now we are ready.”

“Listen to each line of the poem when I say it and look at the hand motions. Repeat the lines and the motions after me.”

Do each hand motion as you say the each line.

“Stop every time at the edge of the street.”

Hold your hand up to signal stop.

Students repeat.

“Use your head before your feet.”

Point to your head and feet.

Tip:
Students love the rhyme. Try letting them say it softly, then loudly, then slowly, then quickly, etc. This helps them remain engaged as they memorize the rhyme.

Students repeat.

“Make sure you hear every sound.”

Cup your hands behind your ears and turn from side to side.

Students repeat.

“Look left, look right, look all around.”

Cup your hands above your eyes and turn your head slowly left to right, right to left, and look over your shoulders.

Students repeat.

Recite the whole rhyme with the motions, and then have the kids repeat the whole rhyme. Recite the rhyme all together. Repeat until the kids can recite the whole rhyme.

“Let’s talk about each line. We stop every time at the edge of the street, so we have time to use everything in our toolbox. We use our head before our feet to make safe decisions before we step into the street. We make sure we hear every sound, so we won’t miss a thing. And we look left, right, and all around. Does that mean to look up in the sky?”

Answer: No.

“Does that mean look down on the ground?”

Answer: No.

“That’s right because there are no cars coming from under the ground or in the sky. Cars are using the roads. So I am going to look at all the roadways.”

Demonstrate by standing on the corner of the intersection of the plastic roadway facing left and looking at all the roadways around you, including behind you.

Section 4: Safe Crossing Demonstration

“Now that we know the rhyme and have our tools for HOW we are going to cross the street, we are going to talk about WHERE we should cross the street.”

Demonstration: Walking safely on a sidewalk* and walking 3 feet from the roadway.

Walk along the side of the plastic roadway on the pretend sidewalk.

“When you walk on the sidewalk, walk a safe distance from the curb, about 3 feet away. We will practice this on our walk next week.”

* Optional: If there are no sidewalks in the neighborhood, demonstrate where to walk if there is no sidewalk: three feet from the street, facing the oncoming traffic. (Use the street as a demo)

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2nd Grade Pedestrian Safety Curriculum

Demonstration: Crossing the street at a crosswalk with pedestrian signals, following all the steps learned in Section 3 and obeying the pedestrian signals.

“The safest place to cross the street is at a crosswalk where there is a pedestrian signal. Raise your hand if you have ever seen a pedestrian signal that looks like this.”

Show the Walking Pedestrian Signal sign with the walking man.

“What does this sign mean?”

Answer: Walk.

Hold up the other Walk sign.

Answer: Walk.

Hold up the Don’t Walk sign.

Answer: Don’t walk.

Hold up the red hand sign.

Answer: Stop, don’t walk.

“What does it mean when this sign is blinking?”

Flash the front then back of the sign repeatedly.

Answer: It is about to be unsafe. If the signal starts to flash while you are crossing, walk to the other side. If the signal starts flashing while you are on the curb DO NOT start crossing.

“Sometimes when I ask this question, people say, “that means run!” Who can tell me why it is unsafe to run across the street?”

Answer: Because you might trip and fall.

“Is the street a safe place to fall and hurt yourself?”

Answer: No.

“Why?”

Answer: Because cars drive there.

“If a pedestrian and a car collide, who gets hurt?”

Answer: The pedestrian.

“That’s right. The pedestrian gets hurt every single time.”

“Raise your hand if you have seen a pedestrian signal that counts down as the red hand flashes.”

Students raise hands.

“What does that signal mean?”

Answer: The countdown is telling you how much time you have before it is unsafe.

“Now that we know when it is safe to cross using a pedestrian signal, I will demonstrate how to cross safely.”

Walk to the crosswalk on the pretend roadway. Repeat the rhyme. Visually doing everything the rhyme says. Stop at the curb. Look to the left. Look to the right. Look behind you. Listen for cars coming. When you do not see or hear any cars, cross the street. Keep looking left and right for cars the whole time you are crossing.

“Why do I continue to look left and right as I cross the street?”

Answer: To look for cars.

“Drivers are supposed to stop for pedestrians in a crosswalk. It is the law. Do drivers always follow the law? Raise your hand if you have seen a driver break the law.”

Students raise their hands.

“Always watch for drivers that may not be looking at you. Try and make eye contact with every driver.”

Demonstration: Crossing at a corner (unmarked crosswalk) using all the steps learned in Section 3.

“Raise your hand if there isn’t a crosswalk with pedestrian signals on your street.”

Students raise their hands.

“I don’t have one either. If there is not a crosswalk with pedestrian signals near by, the next safest place to cross is at a crosswalk without pedestrian signals.”
Point to the crosswalk.

“Raise your hand if you live on a street without a crosswalk.”

Students raise their hands.

“I don’t have one either. If there is not a crosswalk on your street, the next safest place to cross is at the corner.”

Cover up the crosswalk using the plastic flap on the plastic roadway.
Walk to the corner on the plastic roadway. Repeat the rhyme. Visually doing everything the rhyme says. Stop at the curb. Look to the left. Look to the right.

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Look behind you. Listen for cars coming. When you do not see or hear any cars, cross the road. Keep looking left and right the whole time you are crossing.

Optional Demonstration: Crossing between parked cars using the “Lean and Peek” method. Students learn to look all around then move into the street so they can see around the parked vehicle, and then cross when it is safe.

“Raise your hand if sometimes there are cars parked on your street or if you have seen parked cars near crosswalks and corners.”
Students raise their hands.

“Me too. If you are trying to cross the street and there are parked cars blocking your view, here are the steps you can follow to cross safely. I need 2 volunteers.”
Pick 2 students. Have them pretend to be cars parked on either side of the crosswalk or corner.

“Stop at the curb. Look to see if anyone is in the cars.”
Look at each of the volunteer students.

“There is no one in these cars. If there is no one in the car, is it going to move?”
Answer: No.

“What are some other things to look and listen for to see if a car is going to move?”
Answer: Brake lights, engine sounds, a person in the car, etc.

“So now that we have decided that there are no people in these cars and the cars aren’t going to move, I can lean out into the street to peek around them. Before I step into the street, I look left and right and all around for moving cars. Then I slowly walk into the street to lean and peek around the cars. Look to the left. Look to the right. Look to the left again. Listen for cars. I cross when I do not see or hear any cars.”
Demonstrate as you speak.

Optional Demonstration: Crossing driveways and alleyways using the steps from Section 3, taking into account that cars may be entering or exiting the driveway and a vehicle may be parked in the driveway and not going to move.

“When crossing driveways and alleyways be extra careful because drivers do not always look behind them before pulling out. When I cross a driveway I always look in the driveway to see if a car is backing out, and I look to the street to see if anyone is pulling in.”

Demonstrate crossing the driveway as you speak.

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“When I see a car in a driveway, how will I know if the car might back out?”

Answer: Lights, exhaust, if there is a person in the car, if you can hear the motor.

Section 5: Safe Crossing Practice

13 minutes (or more if you have the time)

“Now we will use everything that we have learned today to practice crossing on my roadway!”

Discussion and practice: Students crossing safely. Students practice crossing the plastic roadway safely using the following scenarios and discuss examples of safe and unsafe crossing.

“Raise your hand if you can be a very serious volunteer.”

Pick one student to be a pretend car. Have the student “drive” slowly on the roadway making the left turn onto the side street and then a right back onto the main street and making u-turns at the end of both streets. The “car” will keep driving in this L-shaped circle during the following scenarios.

“Now you will have the opportunity to show your classmates how to cross safely. We will practice crossing in pairs. It is safer to cross with a buddy because two people are more visible than one person. It is even safer when you cross with a parent, teacher or trusted adult. Adults can help us make safe decisions, and they are more visible to drivers because they are taller than kids.”

Use the following scenarios for students to practice. Have students practice in pairs and the remaining students critique the demonstrators using thumbs up for a safe crossing and thumbs to the side if their decisions could have been safer.

Practice Scenario #1: Crossing at a Crosswalk (marked crosswalk)

With the rest of the class seated, pick 2 students to practice crossing at the crosswalk together. Have remaining students watch carefully as they cross. Stand on the other side of the crosswalk holding the pedestrian signal signs. Pick a pedestrian signal (walk, don’t walk, or flashing don’t walk). Make sure to signal the “car” when it is time for him/her to stop and wait for the pedestrians. When the 2 students are finished crossing, ask the rest of the class to put their thumbs up if the 2 students made really safe decisions and put thumbs to the side if their decisions could have been safer. Discuss their critiques. Repeat as time permits.

Practice Scenario #2: Crossing at a Corner (unmarked crosswalk)

Tip: Try asking the “car” to occasionally stop for the pedestrians
*

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*Have another pair of students cross at the corner where there is no crosswalk.
Have remaining students critique. Discuss. Repeat as time permits.*

* What to do when a car stops for a pedestrian.

“If you are waiting to cross the street and a car stops for you, it is very important to make eye contact with the person who is driving the car before you cross. They might have stopped for some other reason (waving at someone else, fixing their hair, talking on a cell phone) and not even see you. If a car stops for you and gives you a wave to tell you to cross, can you cross without looking both ways?”

Answer: No. You must look for cars coming the other direction or pulling around the stopped car. You need to make sure that it is safe before you cross.

“If the driver gives you a wave and you do not feel safe, how can you communicate with the driver that you are not yet ready to cross?”

Answer: Wave the driver on and take a step back.

“If you are crossing with a partner, what would happen if you decided not to cross and gave the driver a little wave, while your partner decided it was safe to cross and started crossing?”

Answer: Your walking partner could be hit by the car.

*“It is very important to communicate with your partner **BEFORE** you cross the street so this does not happen.”*

Practice Scenario #3: Crossing between Parked Cars

*Pick two students to become “parked cars” and one student to keep “driving” on the road. Have another pair of students cross safely between the parked cars.
Have remaining students critique. Discuss. Repeat as time permits.*

Section 6: Closing

2 minutes

“Thanks for your attention today! I will be back next week to take you on a walk in the neighborhood. I will leave you with a challenge. I challenge you to teach your family all about your pedestrian safety toolbox and the rhyme. Then take your family on a walk. Show them how to be safe pedestrians. The information we learned today can save peoples’ lives. You will also be taking home a letter telling your parents what you have learned today. Let’s say the rhyme one more time before class is over.”

Lead the class in the rhyme doing all the motions.

Lesson 2: Neighborhood Walk

Preparation:

Before Lesson 2, look around the neighborhood for a good route to walk with the class.

Place: The route should ideally include a street crossing with a marked crosswalk, an unmarked crosswalk and a driveway. Choosing an actual destination to walk to is also rewarding if it is not too far away. A park, pretty garden, or big tree make interesting destinations. Be sure to map the route and give a copy of it to the office/secretary/principal before departing. Include your contact information.

Adult Helpers: If the class is large, look for volunteers to help during the walk. Try to have one adult for every 10-15 students. Pass out the Adult Helper Instructions (Appendix F) to help orient the adults to their role during the walk.

Set-up: Start in the classroom to review the pedestrian safety rhyme and pedestrian safety toolbox. (Optional) Pass out safety vests in the classroom before starting the walk. After a brief discussion about rules, take the class outside for the neighborhood walk.

Neighborhood Walk:

This lesson is divided into three sections. The “*italics and quoted*” portions are word for word recommendations for the presentation and the *italics* portions are specific actions recommended. This format is specifically designed for a new presenter/teacher/instructor.

Section 1: Introduction and Review

5 minutes

“Hello again class. My name is _____, and you probably remember me from last week when we talked about how to cross the street safely. Today we are going for a walk in the neighborhood to practice everything that we learned about pedestrian safety. Let’s see how much you remember. Everyone please stand up and remind me how the pedestrian safety rhyme goes!”
Say the rhyme with motions (see Lesson 1, Section 3).

“Raise your hand if you can tell me what is in your pedestrian safety toolbox.”

Answer: Eyes, ears, brain, feet (see Lesson 1, Section 2).

Section 2: Neighborhood Walk

35 minutes

“Before we go on our walk, I want to explain how we are going to walk safely in such a big group.”

Discussion: Safely walking in a group. Students will walk in a “walking school bus”. A “walking school bus” is an imaginative technique used to show students how to walk safely in pairs and in a straight line.

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“We are going to walk in a walking school bus. Raise your hand if you have ever heard of a walking school bus before.”

Students raise their hands.

“Great. A walking school bus is just like a regular school bus but without the walls and seats, and instead of wheels, we are going to use our feet. I am going to pair you with a walking partner, and you will stay beside that person like you were sitting next to them on the bus. I will be the bus driver, and your teacher will bring up the back of the bus.”

Tip: For less behavior issues during the walk, have the classroom teacher choose partners for the students.

“Sometimes when you go outside at school, it is for playtime. But we are having class time outside today, not playtime. The number one rule is to stay in the bus. I am going to ask you a few questions to see if you understand what is expected. If I see a friend or neighbor, is now the time for me to run up and give them a hug?”

Answer: No.

“That’s right. It’s not playtime. It is time to stay in the bus. If I see a pretty flower or rock, is now the time to pick it up?”

Answer: No.

“That’s right. It is not playtime. It is time to stay in the bus. If I see a cat or a dog, is this the time to pet it?”

Answer: No.

“That’s right. It is not playtime. It is time to stay in the bus. And if I see a big puddle and I really want to jump in it, is now the time to jump in puddles?”

Answer: No.

Tip: Use your signal to get the students’ attention. Don’t talk over them. If students are unable to give you their complete attention and follow directions, immediately return to the classroom.

“That’s right. It is not playtime. It is time to stay in the bus”

“I have a hand signal (whistle, harmonica) that I am going to use when I have something important to say.”

Raise your hand straight in the air, or show the class your harmonica/whistle.

“When you see/hear this signal it is time for you to turn your voices off and put your eyes on me. Let’s practice. Everyone speak quietly to your neighbor.”

Use your signal and wait for the attention of the students.

“Very good, now we are ready to lineup.”

Line the students up in pairs.

Tip: Remember 2nd grade students’ depth perception is not quite developed. If they see a vehicle in the distance they might not be able to judge how fast that vehicle is going and when it will arrive at the intersection. Students are sometimes very hesitant. Allow them to make their own safe decision.

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Practice: Students practice safe crossing on neighborhood streets using the route predetermined by the pedestrian safety teacher. Students use the pedestrian safety rhyme and the pedestrian safety toolbox to remember the steps to cross safely (see Lesson 1, Sections 2 and 3).

Leading the walking school bus, take the students outside. Start walking using the predetermined route. When you get to the first street crossing, ask the classroom teacher to cross first. Have the students watch her/him as a reminder of how to cross. Have students cross in pairs, allowing each pair to make a safe decision. Remind them to make a decision before they step into the intersection. Remind them to use the pedestrian safety rhyme and toolbox to help them cross safely. When all students have crossed, you will cross the street and take your place leading the walking school bus and proceed to the next intersection/alley/driveway. At each intersection, stop and discuss the steps to cross safely, have the teacher cross first and then have students cross in pairs.

Tip: If a student is very nervous about crossing and is having a hard time making a decision, have that student wait next to you and watch the next few pairs of students cross. He/she will probably want to try again. If not, that student can cross with you when all the other students have crossed.

When crossing driveways, the class can cross as a group as long as each student is visibly looking for cars in the roadways and driveways before crossing. If students are not looking for cars, have each pair of students cross one at a time in the same manner that was used for crossing marked and unmarked crosswalks. If you start to run out of time, have the students practice crossing marked and unmarked crosswalks as a group, using yourself and another adult as crossing guards. Explain that crossing guards are there to help us cross as a group, but they are not making safe decisions for us. Students must still try to make eye contact with all drivers while crossing in a group. After you and the students have completed the route, return to the classroom.

Section 3: Closing

5 minutes

Administer Post-test (Appendix C)

“Thanks for your attention today. I, again, will leave you with a challenge. I challenge you to teach your family all about your pedestrian safety toolbox and the rhyme. Then take your family on a walk. Show them how to be safe pedestrians. The information we learned today will save peoples’ lives. Let’s say the rhyme one more time before class is over.”

Lead the class in the rhyme doing all the motions (see Lesson 1, Section 3).

Follow-up:

Give the classroom teacher the Teacher Evaluation (Appendix C) and decide on a day and time to pick it up.

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Appendix A.1

Pedestrian Safety Road Diagram and Classroom Set-Up

Needed:

- 2 rolls yellow duct tape
- 1 roll black duct tape
- 1 roll white duct tape
- 250 sq ft black plastic sheeting

Classroom Set-Up
Class sits here in a semi-circle or 2 lines facing the road and the instructor.

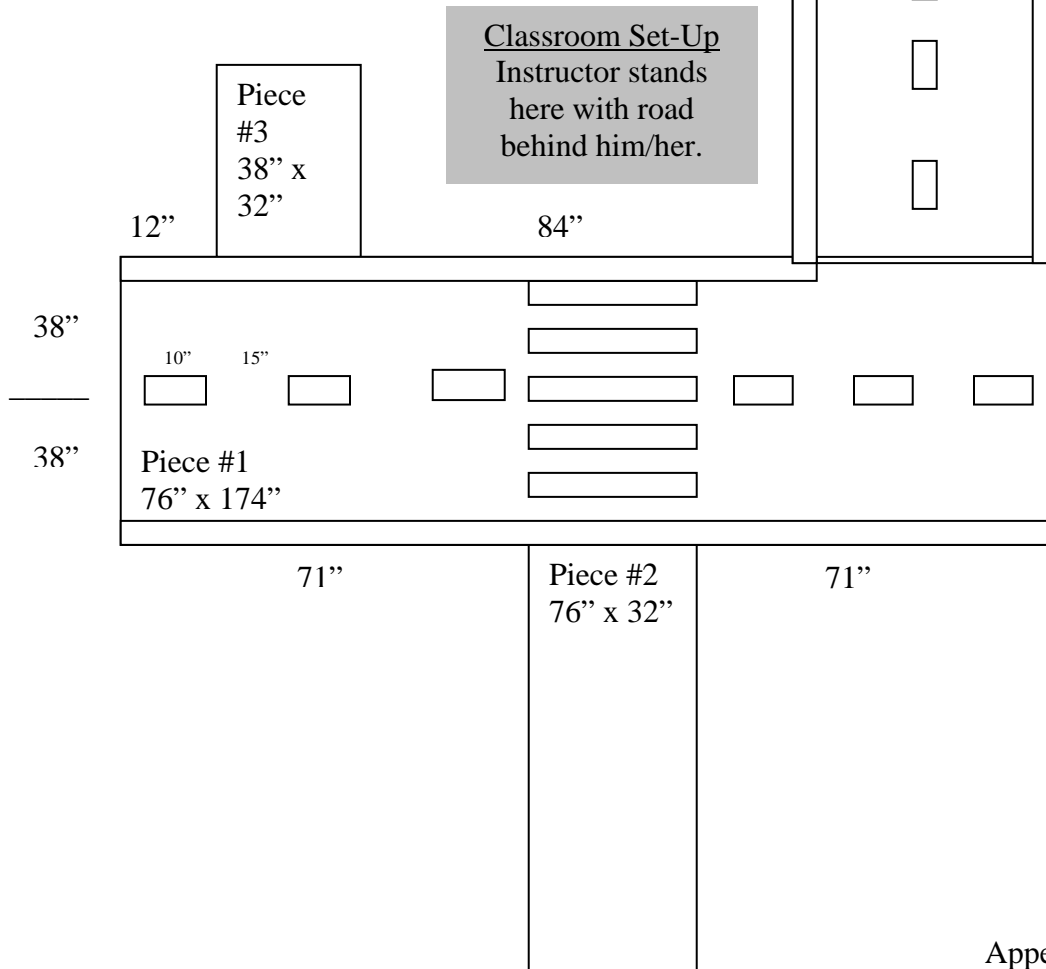
Cut:

- 15 29" strips of white duct tape (crosswalk)
 - use 3 strips to create one stripe of the crosswalk for 5 stripes total.
- 20 10" yellow strips (lane divider)
 - use 2 strips to create one yellow lane divider for 10 dividers total
- 4 pieces of sheeting:
 1. 76" x 174" (the main road)
 2. 76" x 32" (the cover for the cross walk)
 3. 38" x 32" (the driveway/alleyway)
 4. 46" x 76" (the side road)

White duct tape is also used to line the edges of the road.

Black duct tape is used to tape all the black sheeting pieces together.

How the pieces fit together: Road Diagram



Appendix A.1

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Appendix A.2
Pedestrian Signals Diagram

Needed:

9x12 Black Construction Paper, 4 pieces

9x12 Red Construction Paper, 2 pieces

9x12 White Construction Paper, 2 pieces

Scissors, 1 pair

Glue, 1 bottle

Laminator (Optional)

Figure 1.
White words
on a black
background



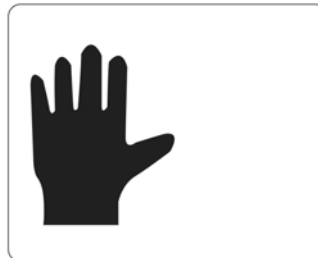
Figure 2.
White figure
on a black
background



Figure 3.
Red words
on black
background



Figure 4.
Red figure on
a black
background



Directions: Use included templates as a guide for Pedestrian Signals.

Use black paper as the base for all 4 figures.

Use white paper for cutting out letters for WALK (figure 1), use white paper to cut out a Walking Man (figure 2).

Use red paper to cut out the letters for DON'T WALK (figure 3) and use red paper to cut out the hand (figure 4).

Once all the pieces are cut out, paste them on the black paper to create signs like Figures 1-4.

Laminate if possible.

DONT

WALK



WALK



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Appendix B



Dear Parents,

Today your child participated in a Pedestrian Safety Program where s/he learned to walk around the school neighborhood and practiced safely crossing the street. As part of the City of Portland's Safer Routes to School program, the Pedestrian Safety classes aim to give children the skills to walk safely to and from school and to keep them safe when they are near streets, parking lots and traffic. The best way for children to remember the skills they have learned is to practice them. Please ask your child to share what he or she learned today.

As you walk with your child, remember these safety tips:

- Wear bright-colored clothes, and carry flashlights or wear reflective gear when it is dark or hard to see.
- Look for traffic at every driveway and intersection. Be aware of drivers in parked cars that may be getting ready to move.
- Obey all traffic signs and signals.
- Cross the street safely:
 1. Stop at the curb or edge of the street.
 2. Look for traffic to the left, right, behind and in front before starting to cross.
 3. Wait until no traffic is coming and begin crossing.
 4. Keep looking for traffic until you have finished crossing.
 5. Walk, don't run across the street.

Your child learned a rhyme today to help them remember the steps needed to safely cross the street:

**Stop every time at the edge of the street
Use your head before your feet
Make sure you hear every sound
Look left, look right, look all around.**

For your child to walk safely to school, it is recommended that you walk with your child to find the safest path with the least number of street crossings. Some schools have walking school buses organized where parents walk with a group of children to school, picking up children along the way (just like a regular school bus....without the bus!).

Please contact your school's Safer Routes to School Ambassador at the Bicycle Transportation Alliance, 503-226-0676, with questions and comments. Thank you for your help in making our community safer for us all! Please turn over for more info.

Everyone is a Pedestrian at some point every day!

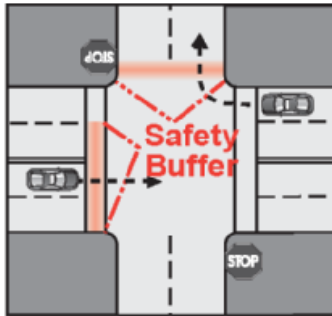
Here is what drivers need to know about

Appendix B

Oregon Crosswalk Laws (ORS Chapter 811):

- ⇒ Stop and remain stopped for pedestrians until they have cleared the lane you are in or turning into plus at least 6 feet (when turning at a signal) or the entire next lane (at any other crosswalk, marked or unmarked).
- ⇒ Stop and remain stopped for students as you are directed by a crossing guard or school patrol.

Oregon's Crosswalk Laws



← If a pedestrian is crossing at an intersection, you must stop and wait until the pedestrian has cleared **your lane and the next lane** before you may proceed.

Exception: If you want to turn at a corner with a signal and a pedestrian is crossing the intersection, you must stop and wait until the pedestrian has cleared **your lane and 6 feet of the next lane** before turning.



Fine = \$242; \$355 in School Zones

Where will you STOP?

NOT HERE

NOT HERE

HERE

Remember
School Zones are 20 mph
on school days between 9am and 5 pm

At 20 mph:
it takes **64 feet** to stop

At 30 mph:
it takes **112 feet** to stop

At 40 mph
it takes **170 feet** to stop

The faster you go, the longer it takes to stop!

64 feet to stop	Traveling at 20 mph
86 feet to stop	Traveling at 25 mph
112 feet to stop	Traveling at 30 mph
138 feet to stop	Traveling at 35 mph
170 feet to stop	Traveling at 40 mph

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Appendix C

Pedestrian Safety Pre/post test

Directions: Say aloud: “ Everyone put your head down and close your eyes. I am going to ask you a few true or false questions. If I say the statement and you think it is true, please raise your hand when I ask for those who think it is true. If you think it is false, raise your hand when I ask for those who think it is false. Please raise your hand for EITHER true or false, not both. Everyone MUST answer each question either true or false.”

- 1) To be a safe pedestrian you will need to use your ears. (T/F)
- 2) To safely cross any street you need to look left, right, up and down. (T/F)
- 3) You must try to make eye contact with drivers at a crosswalk before crossing. (T/F)
- 4) Raise your hand if you walked to school today.

As you ask each question, count the raised hands and record in the chart below.

Date	School	Pre/Post	Question 1: T/F		Question 2: T/F		Question 3: T/F		Question 4: Y/N		Total # of students

Appendix D

Use these outlines as a cheat sheet while presenting Lesson 1 and 2. Feel free to make your own notes and/or outline.

Pedestrian Safety: Lesson 1: Condensed

Pre-class: set up road in designated location

1. Introduction/Rules/Pre-test:
 - a. Self, rules for my class
 - b. Pre-test
 - c. Roadway: crosswalk, intersection, sidewalk, corner, pedestrian, safe pedestrian,
2. Toolbox: eyes, ears, brain, feet
3. Rhyme: Stop every time and the edge of the street,
Use you head before your feet, Make sure you hear
every sound, look left, look right, look all around
4. Demonstrate: pedestrian signals, crosswalk, corner,
between parked cars, driveways/alley
5. Practice: identify a car, groups of 2 cross at a time.
Marked crosswalk, corner, between 2 parked cars,
driveways.
6. Closing: rhyme, challenge, reminder about next week,
questions/comments, letter to parents.

Pedestrian Safety: Lesson 2: Condensed

Pre-class: select walking route, print map, give a copy to secretary with your contact info.

1. Introduction/ Rules:
 - a. Give teacher evaluation
 - b. Self, rules for my walk, Walking School Bus
 - c. Review Safety Rhyme, toolbox
2. Take class for walk. Use pre-determined route.
3. Closing: Back in the classroom.
 - a. Post-test, challenge
 - b. Pick up teacher evaluation.

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Appendix E
Pedestrian Safety Education: Teacher Evaluation

Feel free to attach additional sheets of paper to include more detailed answers. If it applies, please write the corresponding number to the question you might be answering.

School Name _____ City _____

Teacher Name _____ Dates of Program _____

BTA staff who taught in your school _____

1. What grades participated in the Pedestrian Safety Education Program? _____
2. How do you rate the Pedestrian Safety Education Programs that were most recently run in your school?

1	2	3	4	5	6	7
Very Poor			Average			Outstanding

3. Did you feel that the program content was age appropriate?

1	2	3	4	5	6	7
Not Appropriate			Average			Very Appropriate

4. How long was the class time?
5. Do you feel the length of the class time was appropriate?

1	2	3	4	5	6	7
Not Appropriate			Average			Very Appropriate

6. What do you think would be the ideal grade level for this material? _____

7. Did you feel that the program content was valuable to the students?

1	2	3	4	5	6	7
Not Valuable		Average				Very Valuable

8. What level of knowledge do you think the students had of pedestrian safety concepts *prior* to this training?

1	2	3	4	5	6	7
No Knowledge			Average			Full Knowledge

9. What level of knowledge do you think the students had of pedestrian safety concepts *after* the training?

1	2	3	4	5	6	7
No Knowledge		Average				Full Knowledge

10. Do you think that the information will be applicable in the students' daily lives?

1	2	3	4	5	6	7
Not Applicable		Average				Very Applicable

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11. Do you think that this program will help youths be safer automobile drivers in the future?

	1	2	3	4	5	6	7
			Average				
	Not At All						Much Safer

12. What particular strengths do you feel the curriculum had?

- ◆
- ◆
- ◆

13. Weaknesses of the curriculum?

- ◆
- ◆
- ◆

14. Please evaluate the BTA instructor's strengths.

- ◆
- ◆
- ◆

15. The BTA instructor's traits to be improved upon?

- ◆
- ◆
- ◆

16. Do you think that this program added value to the community?

17. How did you feel about the level of supervision on the walk?

18. Could you envision teaching any or all of this program without a BTA instructor?

<u>next year</u>	<u>in 2 years</u>	<u>in 3 or more years</u>
___ in-class lesson	___ in-class lesson	___ in-class lesson
___ on-street practice lesson	___ on-street practice lesson	___ on-street practice lesson

19. Can we contact you at a future time to discuss this evaluation?

If yes, please provide your phone number: _____

Appendix F

Pedestrian Safety Education: Adult Helper Instructions for Neighborhood Walk

Thanks so much for your help during the neighborhood walk portion of Pedestrian Safety Education. Please be prepared to cross the street safely as an example for the class. Make sure to stop at the edge of the street, look left, right, and left again, and then continually look left and right as you cross the street. Once you are on the other side, I will have the students cross in pairs and then line up with you on the other side of the street. Try to keep the students beside their partner and in a line.

If you happen to be standing with a student when it is their turn to cross, keep in mind that 2nd grade students' depth perception is not quite developed. If they see a vehicle in the distance they might not be able to judge how fast that vehicle is going and when it will arrive at the intersection. Students are sometimes very hesitant. Please allow them to make their own safe decision about when it is safe to cross. It may take a few seconds longer for them to wait for the vehicle, but that is fine! We want them to not be rushed. If a student seems like he/she is very nervous about crossing and is having a hard time making that decision, have that student wait next to you and watch the next few pairs of students cross. He/she will probably want to try again. If not, that student can cross with you when all the other students have crossed.
Thanks again for your help!

Thanks so much for your help during the neighborhood walk portion of Pedestrian Safety Education. Please be prepared to cross the street safely as an example for the class. Make sure to stop at the edge of the street, look left, right, and left again, and then continually look left and right as you cross the street. Once you are on the other side, I will have the students cross in pairs and then line up with you on the other side of the street. Try to keep the students beside their partner and in a line.

If you happen to be standing with a student when it is their turn to cross, keep in mind that 2nd grade students' depth perception is not quite developed. If they see a vehicle in the distance they might not be able to judge how fast that vehicle is going and when it will arrive at the intersection. Students are sometimes very hesitant. Please allow them to make their own safe decision about when it is safe to cross. It may take a few seconds longer for them to wait for the vehicle, but that is fine! We want them to not be rushed. If a student seems like he/she is very nervous about crossing and is having a hard time making that decision, have that student wait next to you and watch the next few pairs of students cross. He/she will probably want to try again. If not, that student can cross with you when all the other students have crossed.
Thanks again for your help!

Appendix G

Rainy Day Activities for Pedestrian Safety, Lesson 2

If it is raining for Lesson 2 (the neighborhood walk), first, tell the classroom teacher that you are willing to walk in all weather, and the decision is up to him/her. Next try and get him/her to take a rain check and re-schedule the walk for another time, but if the classroom teacher wishes for you to keep the children busy in the classroom for the next 45 minutes, here are some fun ideas.

- 1) Review the main points of the Pedestrian Safety Curriculum. Have the kids make Pedestrian Safety posters about one or more of the rules. Allow time for students to present their work.
- 2) Children can make Posters of the pedestrian safety rhyme. Really creative students can make up their own pedestrian safety rhyme.
- 3) Write a story or draw a comic strip about you on a fun walk (real or imaginary). Allow time for students to present their work.
- 4) Pull out your map and show the class some of your favorite, safe routes.
- 5) Arrange the desks into an intersection and have students practice crossing.
- 6) Go into the hallway and use a point where 2 halls come together as an intersection.
NOTE: make sure the students can do this exercise silently so as not to disturb any other classes.

Safety Safari Walkabout

LESSON PLAN OVERVIEW

SUGGESTED GRADE LEVEL	K	1	2	3	4	5	6	7	8
SUGGESTED TIME	one class period								
SETTING	auditorium	classroom	gymnasium		outside				
LEARNING STYLE ACCESS	auditory		kinesthetic				visual		

OVERVIEW

Students will identify how people and vehicles interact with traffic lights in real life. Students will practice crossing a street safely, thereby applying important rules in a real life setting. Students will identify and recall the street safety devices in their neighborhoods.

MATERIALS

Scavenger list of safety objects for children to spot, develop this specifically based on the neighborhood.

VOCABULARY

pedestrian, interaction, neighborhoods, interact, device

MODIFICATIONS FOR CHILDREN WITH DISABILITIES

If students can't go out, come prepared with specific pictures of the neighborhood and allow students to pick out safety objects.

MODIFICATIONS FOR USE IN LOW INCOME SCHOOLS

None needed

IMPRESSIONS

See if students can recall any locations of street safety devices before you go out on the walk.

SOURCE

SR2S Nebraska

ACTIVITY 3

SAFETY SAFARI WALKABOUT

OBJECTIVES:

- Students will identify how people and vehicles interact with traffic lights in real life.
- Students will practice crossing a street safely, thereby applying important rules in a real-life setting.
- Students will identify and recall the street safety devices in their neighborhoods.

NEBRASKA STATE STANDARDS:

Social Studies/History 1.1.3 – Students will compare the relative location of people, places, and things.

Social Studies/History 1.1.8 – Students will recognize good citizenship and its importance.

Science 1.7.1 – Students will develop an understanding of personal health.

TIME/DURATION: 30 minutes

MATERIALS:

- Scavenger list of safety objects for children to spot

INSTRUCTIONS:

1. Develop scavenger hunt list based on safety objects that children are likely to see around the school.
2. Take the students outside and point out many of the things that are in place to keep them safe while crossing the street (stoplights, stop signs, crosswalks, crossing guards, etc.)
3. Point out how the cars are interacting with the stoplight and how the walk/don't walk light works in conjunction with the stoplight.
4. Take the children across the street so they can practice looking left, right, then left again.
5. If your area is obviously missing some of the safety basics (stop signs, stoplights, crosswalks), ask your class where they would like to see these items installed.
6. Return to the classroom and give each student a copy of the list. Read each item from the list and ask the children to circle the safety objects they saw outside.
7. If time allows, discuss some of the items on the list and give children a chance to explain how the items help keep pedestrians safe.

Trips and Travel

Choice and Change

LESSON PLAN OVERVIEW

SUGGESTED GRADE LEVEL	K	1	2	3	4	5	6	7	8
SUGGESTED TIME	variable								
SETTING	auditorium	classroom	gymnasium		outside				
LEARNING STYLE ACCESS	auditory		kinesthetic				visual		

OVERVIEW

Students will learn about travel options and how their classmates get to school. Students will participate in a travel choice survey and create graphs that reflect their findings. They will collaborate on possible solutions to the barriers that prevent students from walking or rolling to school.

MATERIALS

Supplies, This is the Way we Go to School book, Mode Chart, Double-sided copies of Travel Choice Survey and Travel Survey Results for each student

VOCABULARY

survey, patterns, pollution, traffic, congestion

MODIFICATIONS FOR CHILDREN WITH DISABILITIES

Bring a few extra copies of the materials for students to have in-hand for reading the books as opposed to just being read to. Have students read to you (ask teacher beforehand if anyone has special considerations for being called on). If in auditorium, have book made into presentation for use with projector and screen and read it to students that way.

MODIFICATIONS FOR USE IN LOW INCOME SCHOOLS

None needed

IMPRESSIONS

Great for the inclusion of math and graphing, applies to both bike and ped because you can measure each activity, really good extensions for expanded use.

SOURCE

Alameda County SR2S

Trips and Travel Choices and Change

Overview

Students will learn about travel options and how their classmates get to school. Students will participate in a travel choice survey and create graphs that reflect their findings. They will collaborate on possible solutions to the barriers that prevent students from walking or rolling to school.

Supplies

- ✓ *This is the Way we Go to School* book
- ✓ *Mode Chart* (in Resource section)
- ✓ Double sided copies of *Travel Choice Survey* and *Travel Survey Results* for each student



Discussion Prompts

- What kinds of things determine how you get to school? (*Suggestions: weather, distance from school, where parent's work, after school plans, cost, access to public transportation, cultural values, landscape and geography.*)
- Ask which of those things are a factor in how they get to school?
- Ask each student to pick a child from the book. Ask them to close their eyes and imagine using the same mode of transport as that child from the country they picked.
 - What would that be like?
 - Would it be hard?
 - Would it be fun?
 - Would it be fast or slow?
 - How would you feel when you got to school?

Note: Students, especially at this age may not be deciding how they get to school. So ask students about choices they do make in their lives, such as what game to play at recess or what book to read before going to bed? Emphasize the idea that each day we all have choices to make. Use the following list of benefits to encourage your students, if they have the opportunity, to choose to walk or roll to school.

Activity: This is the Way we Go to School

- Read *This is the Way We Go to School* to the class. Afterwards, solicit from students a list of all of the different ways to go to school mentioned in the book, and write them down on the board or chart paper.
- Use the following prompts to begin a class discussion about travel options, and the different experiences that children from the book have in getting to school.

A few Benefits of Walking or Rolling to School

- Walking and rolling are great ways to get exercise. It can count as part of the recommended 60 minutes a day of physical activity.



- It can be a fun way to spend more time with your friends in the morning and afterschool.
- You help to reduce the amount of pollution in the air.
- You help reduce the amount of morning traffic and congestion around your school.

Activity: Class Travel Survey

- Tell students you are going to conduct a survey to find out the class travel patterns and some of the reasons behind their responses. Pass out *Travel Choice Survey* and have each student fill it out.
- Put students into small groups of 3 or 4. Have each group select a reporter. Ask them to discuss their answers. When they are finished have each group report out on their findings.
- After each group reports out ask: What does this information tell us about our class travel patterns?

Student Graphs

- Put 2 or 3 of the small groups together so that there are approximately 6-8 students in each group. Each group will create a graph for Question #1 : How did you get to school today? Discuss the results.
- Did more students walk, bike, or carpool to school?
- What are some of the challenges that prevent more students from walking or rolling?
- If students are being driven to school, how could they work towards more carpooling?
- Ask if anyone is part of a Walking School Bus or Bike Train. (*Organized groups of students walking or rolling to school with a trained parent.*) If there are students participating, ask what they like about it.
- In their groups have students brainstorm ideas about how to increase the number of students who walk, bicycle or carpool to school. Have them write their ideas in the space provided on the handout.

Activity: Week-long Class Mode Chart

This is best done over the course of a week to see if there is a change throughout the week.

- Prepare a large wall mode chart by using the *Mode Chart* template in the Resources section.
- Pick a week when you can spend a few minutes each morning recording how students came to school.
- Using the class Mode Chart, allow a few minutes each morning for students to mark the chart with a sticker or marker indicating how they came to school.

At the end of the week look at the chart and analyze the data with the class.

- Are there more students who come by car or by bike or who carpool?
- Are there more students who walked or took the bus?
- Look at the differences between the days and ask students why they think there are differences on different days of the week.
- What are some of the challenges that prevent more students from walking or biking?

Safe Routes to Schools: Connections and Extensions

MODE CHART COMPARISON

Do the Mode Chart activity twice, with a month in between each survey. Compare the results and review the benefits of walking or rolling to school. Challenge the class to see if they can improve their results.

Name: _____

Travel Choice Survey

1. How did you get to school today?

- ☐ I walked.
- ☐ I rolled. (Bicycling/Scooter/Skateboard)
- ☐ I took the bus.
- ☐ I drove in a car alone or with a sibling and a parent or other adult.
- ☐ I carpoolled. (Carpooling means more than one family sharing a ride)
- ☐ Other (please describe)_____.

2. If you walked or rolled, why did you?

- ☐ It's good exercise.
- ☐ It helps the environment.
- ☐ It's fun and I enjoy it!
- ☐ It give me more time to spend with my friends.
- ☐ My parents encourage me because I live close to the school.
- ☐ Other (please describe)_____.

3. If you did not walk or roll to school, why not?

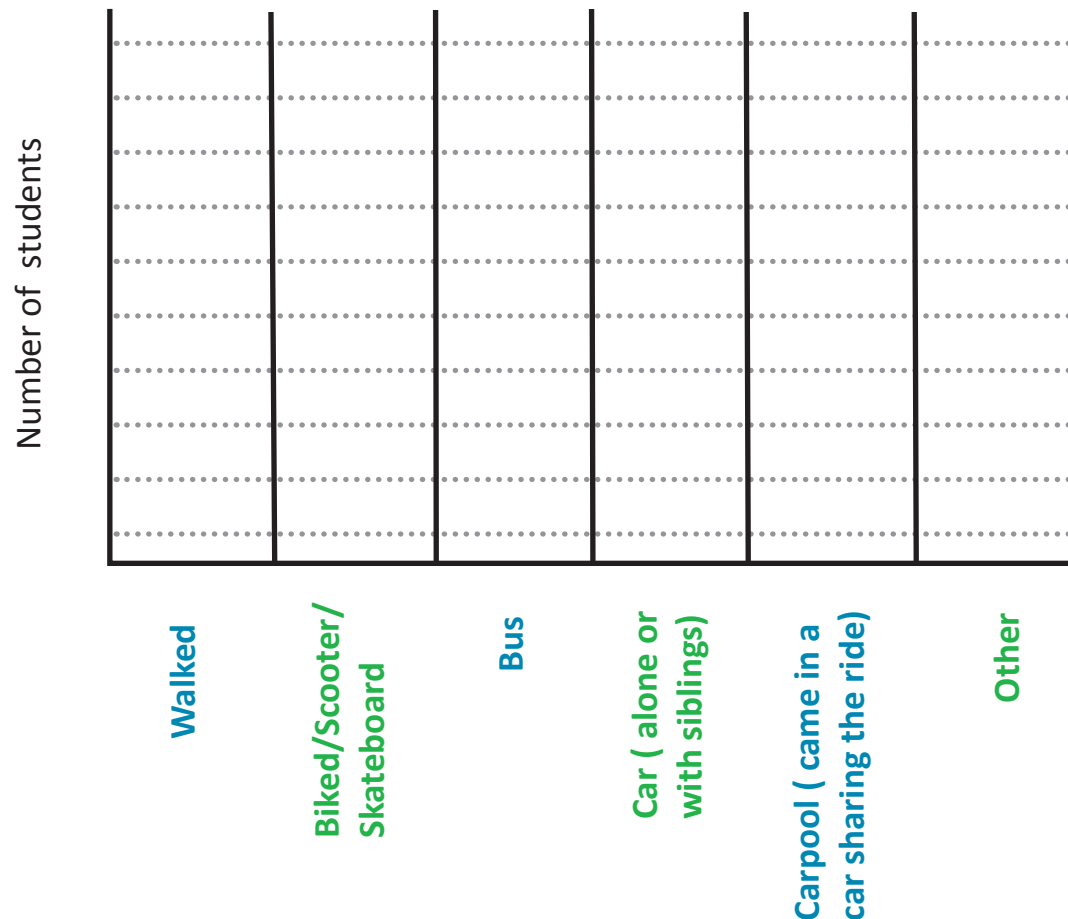
- ☐ It's too far.
- ☐ My parents say that it's not safe enough.
- ☐ We're in too much of a hurry in the morning.
- ☐ We have to drop off a sibling at another school.
- ☐ The school is on the way to my parents' work.
- ☐ I take the bus.
- ☐ Other (please describe)_____.

4. What would help you to start walking or rolling to school?

- ☐ I don't live close enough, but if my parents parked a few blocks from the school I could walk a little bit.
- ☐ If I had other kids to walk with in the neighborhood we could all walk together.
- ☐ If we found a safer route my parents would let me walk to school.
- ☐ I could try to get up earlier in the morning.
- ☐ Other ideas (please describe)_____.



Fill in this graph based on Question # 1 from your group's Travel Survey results.



Write down your ideas that would help increase the bars that represent the number of students that walk, roll, take the bus or carpool to school.



MODE CHART	Monday	Tuesday	Wednesday	Thursday	Friday
Walk					
Roll (Bike, Skateboard, Scooter)					
School Bus or Public Transportation					
Carpool (Sharing the ride with other people who don't live with you)					
Car					

What's the Speed Limit?

LESSON PLAN OVERVIEW

SUGGESTED GRADE LEVEL	K	1	2	3	4	5	6	7	8
SUGGESTED TIME	varies								
SETTING	auditorium		classroom		gymnasium		outside		
LEARNING STYLE ACCESS	auditory			kinesthetic			visual		

OVERVIEW

Students will learn about the importance of speed limits in our communities and investigate the area around the school to see if cars are speeding. Using data sheets, students will collect speeds and analyze the results to determine the driving behaviors of drivers in the school zone.

MATERIALS

Copies of How Fast are Cars Going? (grades 2-3)

Copies of Are Cars Speeding? and Speeds and the School Zone (grades 4-5)

Speed Detector Device. The recommended device is typically used for baseball pitch readings - a Bushnell Velocity Speed Detector. Many baseball and softball leagues and physical education teachers use them. Safe Routes can make this device available to you for this project.

VOCABULARY

community, velocity, radar, municipality, anecdotes

MODIFICATIONS FOR CHILDREN WITH DISABILITIES

Use computer to input numbers and create a graph of speeds, be in charge of the radar gun.

MODIFICATIONS FOR USE IN LOW INCOME SCHOOLS

None needed

IMPRESSIONS

Kids will love using a radar gun! This can be sourced from baseball team or local police.

SOURCE

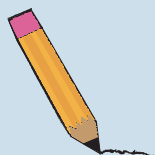
Alameda County SR2S

What's the Speed Limit?

Overview

Students will learn about the importance of speed limits in our communities and investigate the area around the school to see if cars are speeding. Using data sheets, students will collect speeds and analyze the results to determine the driving behaviors of drivers in the school zone.

Supplies



- Copies of *How Fast are Cars Going?* (grades 2-3)
- Copies of *Are Cars Speeding?* and *Speeds and the School Zone* (grades 4-5)
- Speed Detector Device. The recommended device is typically used for baseball pitch readings - a Bushnell Velocity Speed Detector. Many baseball and softball leagues and physical education teachers use them. Safe Routes can make this device available to you for this project.

- Establish the idea of a school zone. Ask students how speeding cars affect the area around the school. Discuss speed limits and let them know the general area speed limit and the one established in the school zone. Explain that speed limits protect people.
- Introduce the idea of a radar detector and let students know they will be using one to find out about the speed of cars in the school zone. You will want to show them the device before you go outside and let the students know they will each take a turn with the device.
- First go to the main street near the school. Ask students to line up and take speed-readings one at a time. Each student should shout out their readings so the whole class knows what number to write down. Each student should record the speeds they hear on the chart. You may also use a small white board to write down the speeds as they are read, so that students may read the number as well.
- If you are working with older students, go to a second location, preferably a side street, to get another set of readings. If there is time, each student should take at least one reading.
- Students should then look over the speeds they recorded and note the highest speed they saw. Ask them to note some common speeds that they recorded. Are people speeding in the school zone?

Activity: How Fast are Cars Going?

- Begin with a discussion about speeding cars. Ask students to list all of the ways that speeding cars affect their daily lives. Students should feel free to share anecdotes, emotional reactions, daily routines, etc.

Now What?

Letters to area officials – If you find that people are speeding in the school zone, you might want to have students write letters about the conditions in your area. Suggestions:

- Head of Transportation in your municipality
- Elected officials in your town or city
- Law enforcement

Name: _____

How Fast are the Cars Going?

Record each speed reading in the chart below.
See if you can fill in all 50 boxes!

We will see what the highest speed is at the end!



start here

A					
B					
C					
D					
E					
F					
G					
H					
I					
J					