

Pedestrian Safety Education Curriculum

LESSON PLAN OVERVIEW

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|-----------------------|----------------------------------|-----------|-------------|---------|---|--------|---|---|---|
| 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.

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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.

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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 |
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| 1 | Plastic Roadway (Appendix A.1) | 1 |
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| 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 |
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| 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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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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“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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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.

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“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 it 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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2nd Grade Pedestrian Safety Curriculum

*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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2nd Grade Pedestrian Safety Curriculum

“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.

Bicycle Transportation Alliance
2nd Grade Pedestrian Safety Curriculum

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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2nd grade Pedestrian Safety Curriculum

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.

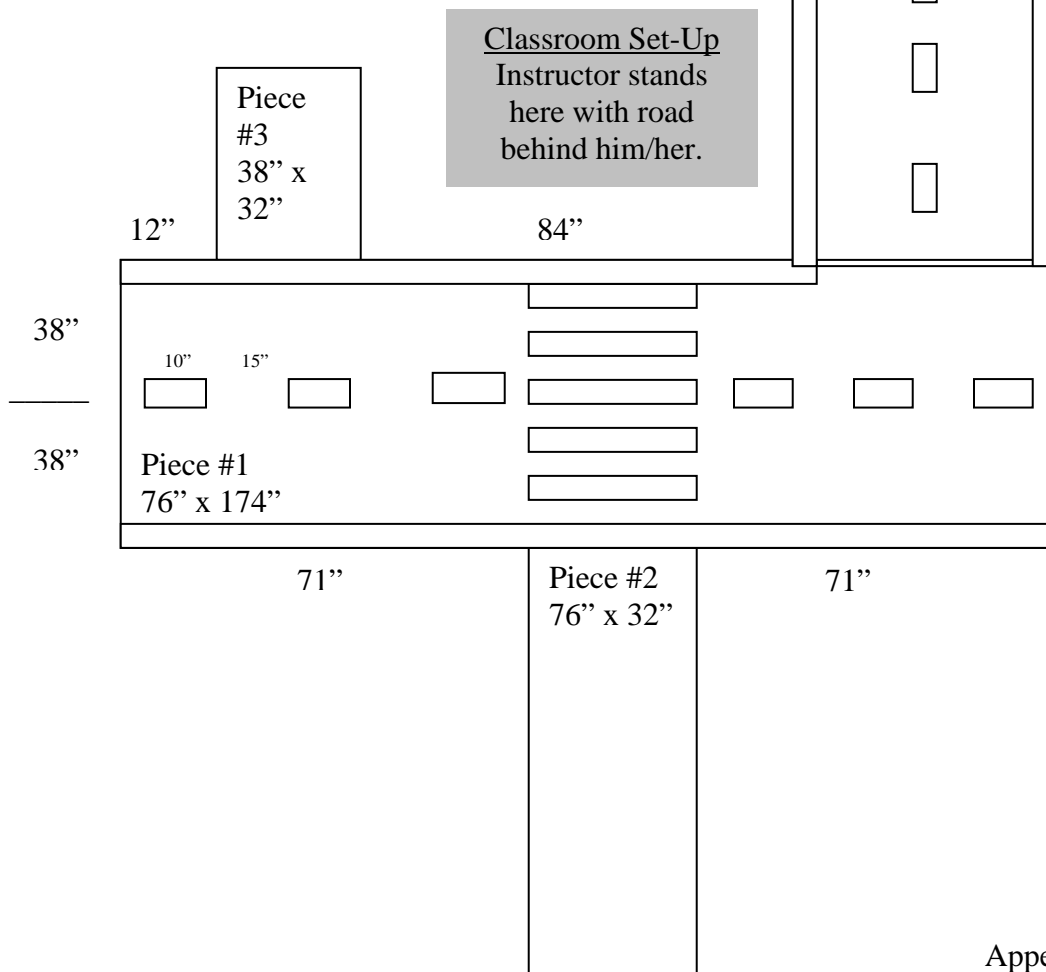
Cut:

- 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!

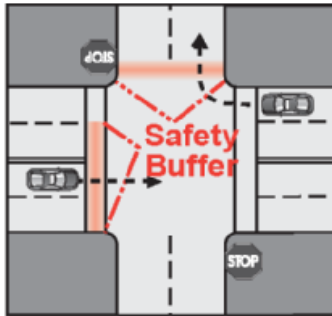
Here is what drivers need to know about

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 |

Bicycle Transportation Alliance
2nd grade Pedestrian Safety Curriculum

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 |
|------|--------|----------|-----------------|--|-----------------|--|-----------------|--|-----------------|--|---------------------|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
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| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

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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2nd grade Pedestrian Safety Curriculum

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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2nd grade Pedestrian Safety Curriculum

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.