

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.