

Lesson 1: Walking Safely Near Traffic

Time: approximately 20-25 minutes

This curriculum does not cover every possible scenario that a child may encounter as a pedestrian, but instead addresses the basic skills needed to be a safe pedestrian. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

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

The students will be able to

- Explain reasons we walk places and identify common places to walk
- Define and use appropriate walker safety vocabulary
- Recognize and demonstrate safe practices near traffic such as walking with an adult, walking on a sidewalk or side of the street, and wearing bright-colored clothing

Applicable National Standards of Learning:

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

Materials:

Vocabulary Cards (with appropriate pictures)

Walker, Traffic, and Driveway Situational Pictures

Flipchart paper and markers

Parent/Caregiver Tip Sheet

After the review, it is highly recommended that teachers take students to a safe environment outdoors to reinforce the learned behaviors. Parent and other adult volunteers may be necessary to make this first-hand experience more valuable and safe for the children.

Lesson Outline

Discussion & Demonstration: (10-15 minutes)

The teacher will

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

Sample Script

Today, we are going to begin a new unit of study. For the next several days, we are going to talk about walking safely near traffic.

Raise your hand if you have...

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

Great! It looks like everyone in this class has walked somewhere before. That means that we are all **walkers**. A walker is a person who walks. [*Teacher displays “walker” vocabulary card with word and appropriate picture.*]

It is important to walk to get places for many reasons.

- First, it is good for you (exercise).
- It’s good for the environment (no air pollution).
- It’s good for your neighborhood (less traffic).
- And last, but not least, it’s fun!

Walking is good for many reasons, but as we walk, we need to be sure we are safe. Usually, we are not the only people trying to get around. Cars, buses, trucks, and other vehicles also have to get places like we do. These vehicles are called **traffic**. [*Teacher displays “traffic” vocabulary card with word and appropriate picture.*]

1. Use a Sidewalk

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

Sidewalks are special places where we walk that are away from the traffic in the street. Who can tell me why sidewalks are important?

- *They keep us away from traffic*

Let’s take a look at these two pictures of streets in a community.

[*Teacher displays Materials 1. Use a Sidewalk Situation A (a picture of streets, one with sidewalk and one without).*]

Who can point to the sidewalk in this picture?

Correct! Is there a sidewalk in the next picture? *NO!*

When there is a sidewalk, like in the first picture, we should always use it.

If there is not a sidewalk, like in the second picture, we should always walk on the side of the street, closest to the grass or buildings.

[*Teacher displays Materials 1. Use a Sidewalk Situation B (a picture of child safely walking on sidewalk and child safely walking on side of road).*]

Lesson Outline

2. Face the Traffic

3. Walk Safely

Sample Script

That's not all! You will notice that the children walking in these pictures are also walking on the left side of the street, facing traffic.

Everyone hold up your left hand. [*Teacher models and guides students to correct answer, if appropriate*]

That's the side of the street where we always want to walk!

Let's close our eyes and imagine we are walking on the left side of the road. You may notice in your imagination that you can clearly see cars coming toward us. This is why we always walk on the left side facing traffic. [*Teacher displays Materials 2. Face the Traffic Situation (a picture of child walking on left side of road facing a car with large smiley face over it and picture of child on right side of road facing away from traffic with large red X over it.)*]

Let's close our eyes again and imagine we are walking on the sidewalk. We can hear traffic zooming past us. Think about how you should be moving on the sidewalk.

Let's brainstorm some rules together for safe behavior when walking near traffic. I'm going to write the rules we create on this chart paper.

[*Teacher writes as students brainstorm ideas. For this level, it may be appropriate to draw a small picture beside each rule so that students can see clearly what each rule means without having to read it. Depending on student ability levels, the teacher may have to guide students toward the example rules listed below. If there are time constraints or other concerns, the teacher can display the chart below rather than brainstorm together.*]

Safe Behavior When Walking Near Traffic

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

Let's look at some pictures of walkers near traffic.

Raise your hand if you notice any problems with the pictures.

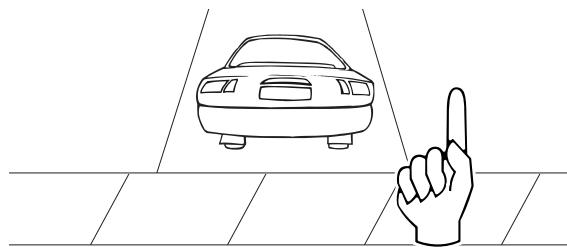
- [Display Materials 3. Walking Safely Situation A (a picture of student running on sidewalk)]—Never run near traffic.
- [Display Materials 3. Walking Safely Situation B (a picture of students acting silly near traffic)]—Never play around traffic because someone could get hurt.
- [Display Materials 3. Walking Safely Situation C (a picture of student walking far ahead of father)]—Never walk without a parent or adult. Walk closely to them at all times.

Lesson Outline

4. Beware of Driveways

As you are walking on the sidewalk, you may come to a driveway. Driveways are the path that a car takes to enter or exit a street. Even though we are on the sidewalk and off the street, this is one area where walkers and cars share space together.

[Display Materials 4. Beware of Driveways Situation (a picture of sidewalk and adjoining driveway with rear of car facing the sidewalk).]



Pretend that my pointer finger is a walker. Watch as I demonstrate what you should do if you approach a driveway. *[Teacher demonstrates steps listed below, acting as if his/her pointer finger is the walker.]*

- 1) Stop at least one big step before you get to the driveway.
- 2) Look and listen for cars that may be parked in the driveway. If there is a person inside the car, if the back white lights are on, or if you hear cars in the driveway running, DON'T MOVE! Stop and wait until you know the car is not moving.
- 3) Look left, right, and left again to make sure cars aren't entering the driveway from the street, or moving in the driveway. Drivers are often looking for other traffic and might not see you so be cautious!
- 4) If there is no one in the car, the lights are not on, and all directions are clear, it is safe to cross. Walk with your head up, looking for traffic as you cross.

5. Dress to Be Seen

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

The best way to be seen when it is dark outside is to wear bright-colored clothing or reflective materials and carry a flashlight. Reflective materials are shiny and become brighter when light hits them. You should put reflective materials on your clothing when it is dark outside so drivers can see you. *[Teacher displays an example of reflective materials, such as a backpack with reflective strip, or "reflective materials" vocabulary card with word and appropriate picture.]*

Sample Script

Lesson Outline

Activity Options:

The students could...

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

Closure (if time): (5 minutes)

The teacher will

- Review safety rules for walking near traffic or driveways

Sample Script

ACTIVITY OPTION A:

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

Everyone stand up. You are going to pretend you are a walker. While staying in your place and not walking or moving around the room, I want you to copy me and show me with your body how you would be safe when I call out a question. **[Teacher calls out question and mimes the action a walker would take. Students or teacher may call out appropriate answer. Teacher may have to model all body movements with the students first.]**

Examples:

- Where do you walk on a street? (Sidewalk—hold arms out straight in front of you)
- Which way do you face when you walk on the sidewalk? (Left—hold up left hands)
- How do you move on the sidewalk? (Walk in place with head held high)
- How do you walk with an adult? (Hold his/her hand—clasp both hands together)
- What do you do when you approach a driveway? (Stop—put hand flat out in front of you)
- What do you do before you step into the driveway? (Look left-right-left)
- What do you do if you see white car lights or a person in the car? (Stop—put hand out flat in front of you)
- How do you move across the driveway? (Walk in place with head held high)
- What clothes do you wear? (Bright!—flick fingers in front of body)

Let's review all that we have learned today.

First, we learned some important new words. A walker is a person who walks. Reflective gear is shiny material that walkers put on their clothing to be seen.

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

- 1) Use a sidewalk.
- 2) Face the traffic when you walk.
- 3) Walk Safely.
- 4) Beware of driveways. Stop, look left - right - left and walk when no cars are coming.
- 5) Dress to be seen. Carry a flashlight at night.

Suggested Cross-Curricular Connections:

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period.

Art

- Students can make model, child-sized cars from cardboard boxes. They can also create roads using long and short pieces of construction paper. These can be used for the students to practice safe behavior in a dramatic play center throughout the unit. They can also be used as props for a culminating unit dramatization of all walker safety topics.

Writing

- Create a Rebus Story (a story in which specific vocabulary words are replaced or coincide with a picture representation of that word).
 - Teacher and students can write a story together about being safe while walking near traffic.
 - Teacher should keep language appropriate to grade level (use high-frequency words) and model using time order words (i.e., first, next, after that, etc.) to begin sentences.
 - Teacher can replace certain words within the story with appropriate pictures to create the Rebus-style story.
 - After the story is completed, students can read aloud the Rebus story using the picture representations and knowledge of high-frequency words.

Science/Dramatic Play

- Have students examine their own clothing to differentiate if it is “dark” or “bright.”
- Allow children to demonstrate the visibility of bright versus dark colored clothing and reflective materials.
 - The teacher should provide several types of bright, dark, and reflective material clothing for the children to wear. Students can choose the color clothing material they feel is appropriate for a walker, and then the teacher can simulate day and night situations within the classroom. (To simulate night experiences, the teacher can turn off all lights and cover any windows in the room.) Students should justify why they chose certain colors and analyze their choices after the simulations take place.

Materials

Vocabulary Cards

Walker, Traffic, and Driveway Situational Pictures

Parent/Caregiver Tip Sheet

Discussion & Demonstration Vocabulary Cards



Walker

A walker is a person who walks.

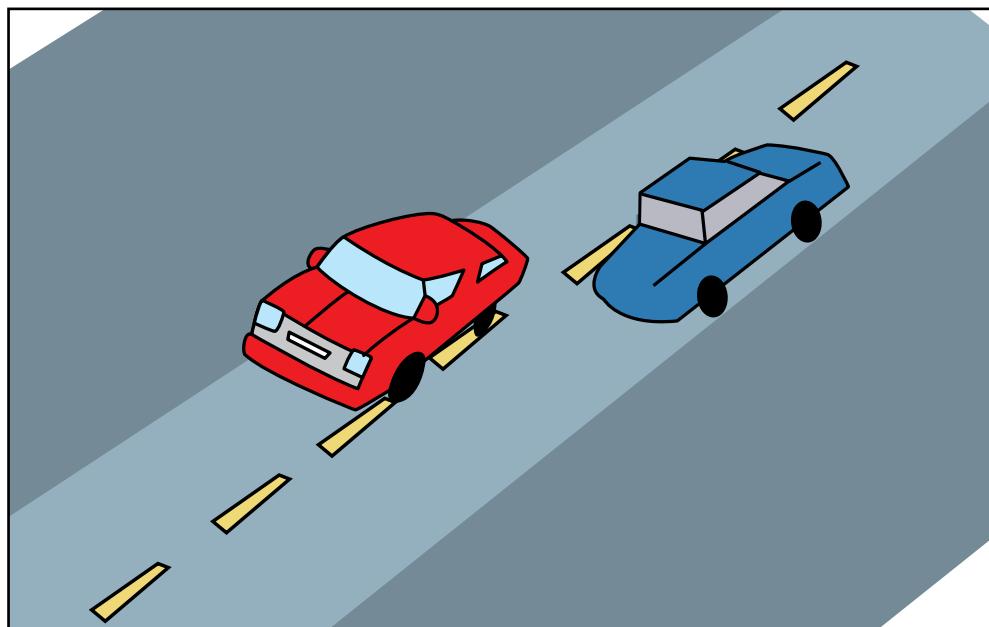
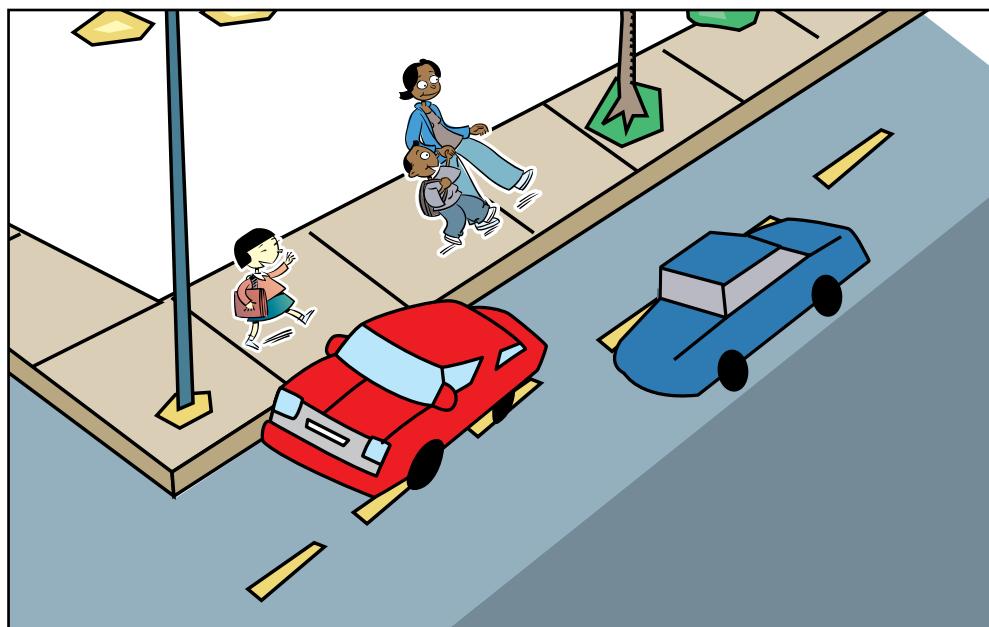


Traffic

Cars, buses, trucks, and other vehicles also have to get places like we do. These vehicles are called traffic.

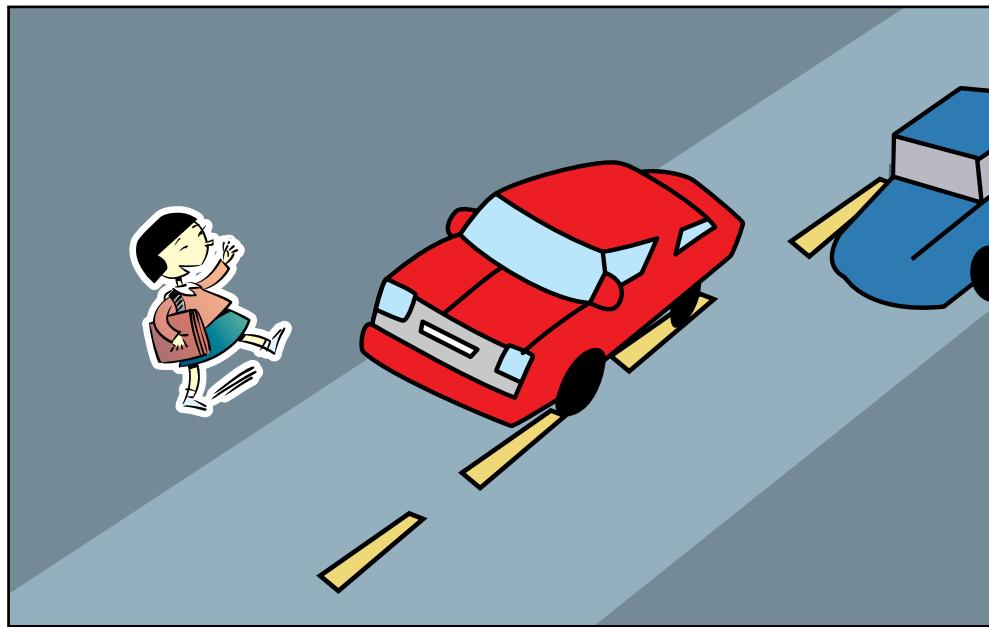
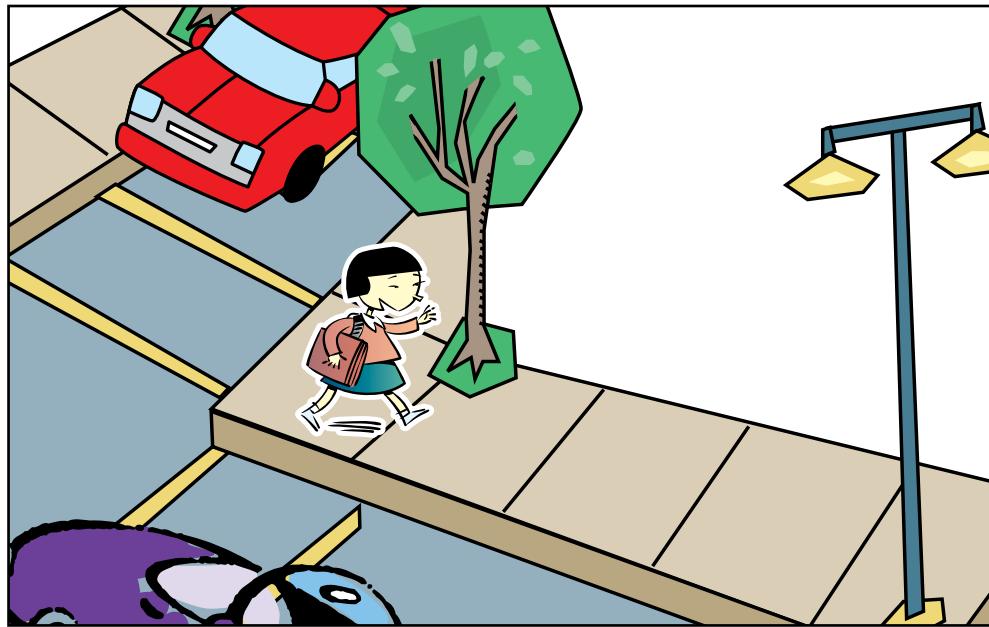
1. Use a Sidewalk

Situation A

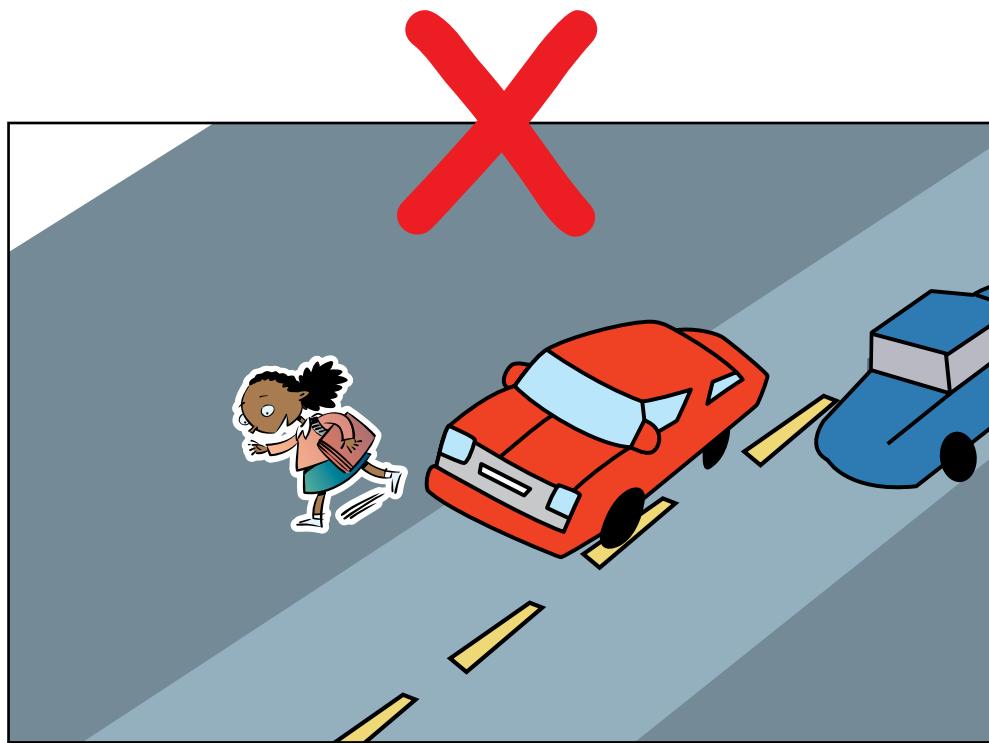
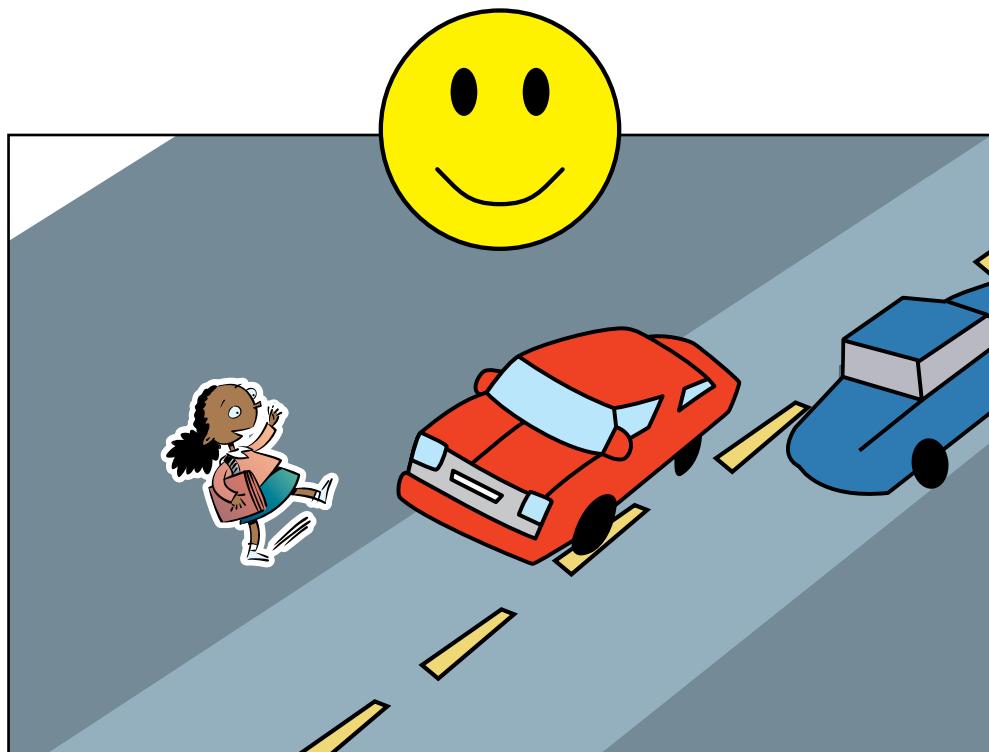


1. Use a Sidewalk

Situation B



2. Face the Traffic Situation



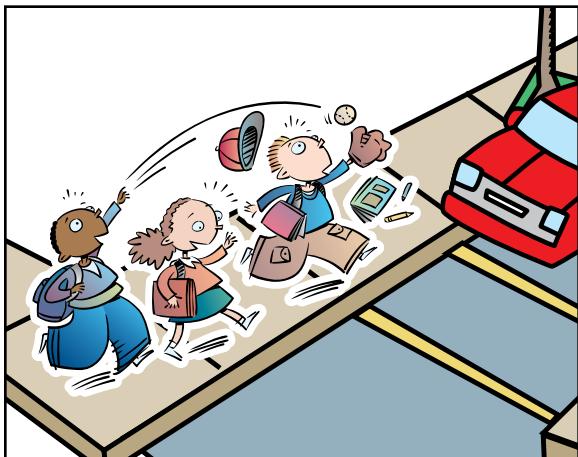
3. Walk Safely Situation

Situation A



Never run
near traffic.

Situation B



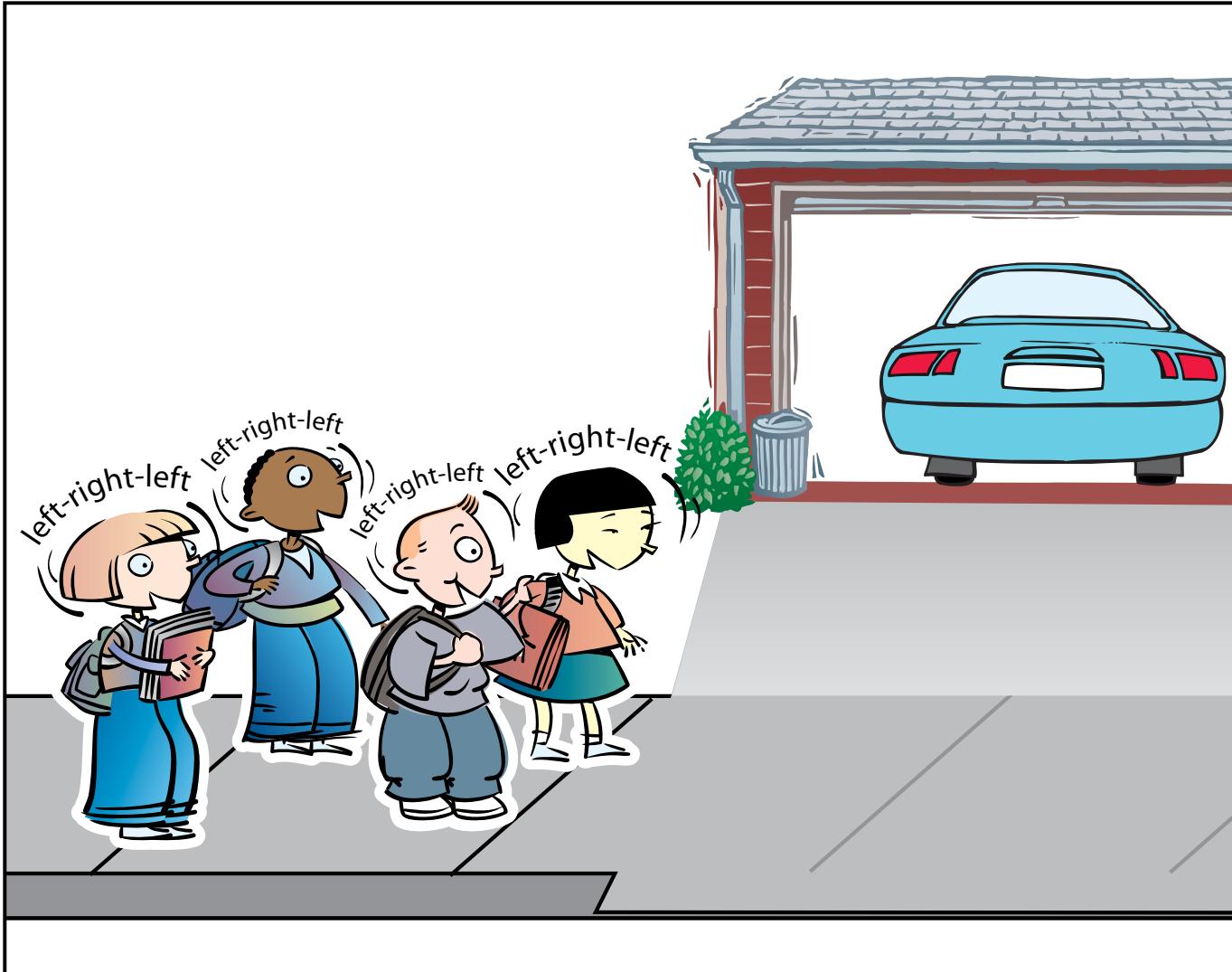
Never play
around traffic
because someone
could get hurt.

Situation C



Never walk without
a parent or adult.
Walk close to
them at all times.

4. Beware of Driveways Situation



5. Dress to Be Seen Vocabulary Card



Reflective Materials

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

Walking Safely Near Traffic: Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

Students in Kindergarten and First Grade have difficulty:

- **CONTROLLING IMPULSES** and concentrating
- **JUDGING WHEN IT IS SAFE** to cross the street
- **STAYING FOCUSED** on one task, such as safely crossing the road
- **UNDERSTANDING THE DIFFERENCES** between safe and unsafe crossings

This Week in School Your Child Learned...



How to walk safely near traffic

1. **WALKERS** are people who walk.
2. **TRAFFIC** is cars and trucks in the road.
3. **SIDEWALKS** are safe places to walk.
4. **ALWAYS WALK WITH AN ADULT.** Older siblings may also be acceptable, but only if they are responsible and have permission from a parent.
5. **FACE THE TRAFFIC** if there are no sidewalks. Walk on the left side of the street.
6. **STOP AT DRIVEWAYS** to check for cars.
7. **PRACTICE SAFE BEHAVIOR** when walking near traffic. This means no pushing, running, or shoving.
8. **DRESS TO BE SEEN** by wearing bright-colored clothing and reflective materials. Use a flashlight when it is dark.

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

Walking Safely Near Traffic:

PRACTICE AT HOME!

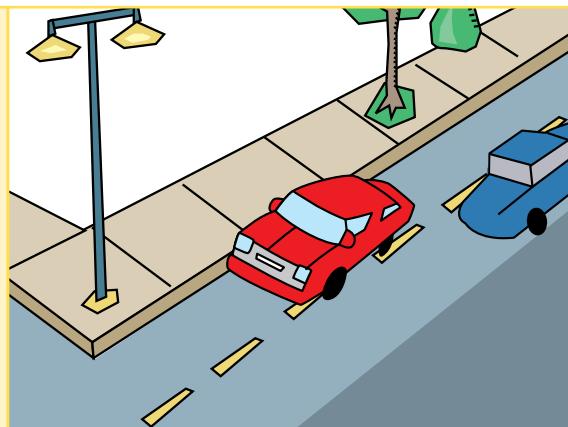
Safety Message: Children ages 5-6 are still learning what it means to walk safely. They should always be with an adult while walking.

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

- Ask your child what clothing is best for walking; bright or dark colored?
 - Bring and wear bright-colored or reflective materials so that drivers can see you. White, yellow, and orange colors are great. Black, Purple, and dark blue are not the best choices. Bring a flashlight with you.
- Ask your child if they can tell you the meaning of the two new terms that they learned in class.
 - What is a walker? **They are people who walk.**
 - What is traffic? **This includes any cars, buses or trucks moving in the road.**
- Walk around the neighborhood with your child, especially to destinations that they like such as a park, school, or a friend's home. Find a route that has sidewalks as well as a route or part of a route that does not.
- Ask your child to explain where they should walk in relation to the traffic.
 - **Find a sidewalk and walk there.**
 - What do you do if there isn't a sidewalk? **Walk facing the traffic so that you can see the drivers.**
- Ask your child what they should do if a driveway crosses the sidewalk.
 - What is a driveway? **A place that a car uses to enter or exit a street.**
 - What do you do when you see a driveway? **Stop and look for cars.**
 - Where could the car come from? **Left or right. Cars are coming from the road to use the driveway, or from the driveway to get onto the road.**
- Practice identifying safe places to walk where there are sidewalks and where there are no sidewalks.
- Repeat the lessons every chance you get!

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

Ask them to point to the sidewalk and traffic.



Lesson 2: Crossing Streets Safely

Time: approximately 40 minutes

This curriculum does not cover every possible scenario that a child may encounter as a pedestrian, but instead addresses the basic skills needed to be a safe pedestrian. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

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

The students will be able to

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

Applicable National Standards of Learning:

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

Materials:

Masking tape, rope, or other material to create street lines

Poster-sized chart of “Crossing the Street” song

Parent/Caregiver Tip Sheet

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

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

Example:

Lesson Outline

Introduction: (5 minutes)

The teacher will

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

Discussion & Teacher Modeling: (10 minutes)

The teacher will

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

Sample Script

Today we are going to learn how to cross the street safely! Streets come in many different sizes. There are big, wide ones and small, narrow ones. Today we're going to learn how to cross small, narrow streets.

Raise your hand if you have ever crossed the street.

Why did you cross the street?

- *To get to school, a friend's house, to find a lost toy, etc.*

How big was the street you crossed?

- Big, small, etc.

What are some other reasons that people cross the street?

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

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

- *With an adult.*

What are some examples of adults you can cross with?

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

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

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

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

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

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

Lesson Outline

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

2. Identify a Safe Place to Cross the Street

3. Stop at the Edge

- Define the “edge” and discuss examples of “edges”

Sample Script

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

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

Who are some adults that can help me cross?

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

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

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

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

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

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

A safe place is where it is easy for you to see traffic traveling in the road as you cross the street and it is easy for them to see you.

Next, I am going to walk to the edge of the street and stop.

What is the “edge” of a street?

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

An edge is a safe place to look for cars before you cross the street because you can see them coming, but you are still far enough away. Sometimes there are cars parked along the street. In this case, I would want to move out a little further from the edge to the end of the parked car. This is called the **second edge**.

Since there are no cars on this street, watch as I stop at the first edge.

Am I standing at the edge of the street? [***The teacher may want to demonstrate several unsafe places to be standing.***]

Lesson Outline

4. Look and Listen for Traffic
 - Review positional terms of “left” and “right”
 - Practice the Left-Right-Left Procedure for looking
 - Touch your chin to your shoulder “shoulder check”
 - Discuss sounds a student might hear and be cautious of when crossing the street

Sample Script

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

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

[Teacher demonstrates and guides as students emulate.]

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

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

We look left first because that is the direction that cars closest to us are coming from. Then, we look right to see if traffic is coming from the other way. Last, we look left again because cars move fast and we want to make sure it is still safe to cross where cars are moving closest to us. Make sure that when you look left and right you touch your chin to your shoulder. This is called the “shoulder check” to make sure you look as far as you can to see if any traffic is coming. **[Teacher demonstrates and guides as students emulate. Teacher monitors students closely to ensure the students’ eyes are looking in the direction of simulated traffic and that their eyes are not looking downward.]**

While we are looking for traffic we should also be listening for traffic.

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

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

What happens if when we look and listen, and we hear something coming?

- *We wait, and then start over looking left-right-left and listening until all directions are clear.*

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

5. Cross Quickly and Safely

- Explain how and why children should walk (not run) across the street in a straight line.
- Emphasize that the children should continue to look right and left as they cross the street.

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

First, I am walking, not running. If I run, I might trip and fall.

Also, I am keeping my head up and looking and listening for traffic. I am doing shoulder checks as I look left and right.

Finally, I am walking straight across the street.

What would happen if I walked at a diagonal across the street like this? **[The teacher may also want to demonstrate crossing the street diagonally.]**

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

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

Lesson Outline

Activity Options:

The students could...

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

Closure: (5 minutes)

The teacher will

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

Sample Script

ACTIVITY OPTION A:

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

To make it a little easier to remember all of the rules, I want to teach you my special song that will help us cross the street.

[Teacher displays song and sings the song once for the students; then, the teacher sings while the students follow along.]

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

ACTIVITY OPTION B:

Stop, Look, and Listen with Willy Whistle

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



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

Let's review all that we have learned today.

First, you should only cross the street with an adult or, if your parents say it is okay, with a brother or sister who is very responsible.

Next, you should find a safe place to cross where it is easy for you to see traffic traveling in the road as you cross the street, and it is easy for them to see you.

Then, you should stop at the edge of the street.

After that, look left, right, left and listen for traffic that may be coming.

Finally, cross the street by walking, looking and listening for traffic, and walking in a straight line.

After the review, it is highly recommended that teachers take students to a safe environment outdoors to reinforce the learned behaviors. Parent and other adult volunteers may be necessary to make this first-hand experience more valuable and safe for the children.

"Crossing the Street" Song

Sung to the tune of "London Bridge"

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

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

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

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

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

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

Suggested Cross-Curricular Connections:

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period.

Dramatic Play

- Using a plastic table cloth, draw roads and community places to create a large floor map. Allow the children to use small figurines of people, cars, trucks, trees, etc., to dramatize crossing the street in a safe manner.

Literature

- The following are appropriate examples of children's literature to use with this lesson in the unit of study:
 - **Make Way for Ducklings** by Robert McCloskey (There are several online resources for lesson plans based on the book. One, developed by Chris Frazier at Oakbrook Elementary in Ladson, South Carolina may found at: http://129.252.3.27/lesson_plans/PDF/Make%20Way.pdf)
 - Read aloud the story to the students
 - Discuss the reasons why the police officer had to stop traffic to help the ducks cross (the mother duck did not follow safe crossing practices)
 - **Kristofur Kitty: Crossing the Street** by Jennifer D. Hartmann
 - Read aloud the story to the students
 - Discuss which safety rules Kristofur followed

Social Studies (Geography)

- Identify safe routes on a map (to be completed as a whole group or in small groups)
 - Display several child-appropriate community maps
 - Allow children to identify safe places to cross street
 - Consider visual barriers that may be evident on the map
 - Consider first and second edges
 - Discuss roads that may be too busy and long to cross

Materials

Parent/Caregiver Tip Sheet

Crossing Streets Safely: Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

Students in Kindergarten and First Grade have difficulty:

- **CONTROLLING IMPULSES** and concentrating
- **JUDGING WHEN IT IS SAFE** to cross the street
- **STAYING FOCUSED** on one task, such as safely crossing the road
- **UNDERSTANDING THE DIFFERENCES** between safe and unsafe crossings

This Week in School Your Child Learned...



How to cross streets safely

1. **CROSS WITH AN ADULT.**
2. **IDENTIFY** safe places to cross. Cross where it is easy for you to see vehicles traveling in the road.
3. **STOP** at the edge or curb of the street.
4. **LOOK AND LISTEN** for traffic in all directions. When looking left, right, left for traffic try to touch your chin to your shoulder to make sure you get a good view. This is called a "shoulder check". Wait until there is no traffic coming. Then begin crossing the street.
5. **CROSS IN A STRAIGHT LINE** and keep looking for traffic. Walk quickly, but do not run.

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

Crossing Streets Safely: PRACTICE AT HOME!

Safety Message: Children ages 5-6 are still learning what it means to walk safely. They should always be with an adult while walking.

The best way for children to learn is by repeating safe crossing skills with an adult. Remember that skills and knowledge do not always equal behavior. As your child grows, revisit these safety concepts often to make sure he or she is still practicing safe pedestrian behavior.

- **Walk** along a route in your neighborhood that has sidewalks (preferably on both sides of the street) and a crosswalk. Children will learn specifically about crosswalks in the next lesson, but it is helpful to begin to demonstrate safe crossing with a crosswalk if one exists in your neighborhood.
 - **Ask** your child what they learned in school about crossing the street safely. Practice the 5 steps to safely crossing the street. Use the picture at the bottom of the page to show what you should do for each step.
1. **CROSS WITH AN ADULT.**
 2. **FIND A SAFE PLACE TO CROSS** – one that is free of barriers like trees. Cross where it is easy for you to see vehicles traveling in the road.
 3. **STOP AT THE EDGE** of the curb or street. (Ask them to point to what a curb or edge is.)
 4. **LOOK AND LISTEN** for traffic in all directions. (Look left, right, and left again). When looking for traffic try to touch your chin to your shoulder to make sure you get a good view. This is called a “shoulder check”. Wait until there is not traffic is coming. Then begin crossing the street.
 5. **CROSS IN A STRAIGHT LINE** and keep your head up looking for traffic. Walk, don’t run across the street.
- **Practice** the 5 Safe Steps again. Find a place where it will be safe to cross the street. Try saying the steps aloud as you cross together.
 - **Repeat** the lesson every chance you get!

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

Ask them to point to a safe area to cross.

Ask them to point to the edge of the street.

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



Lesson 3: Crossing Intersections Safely

Time: approximately 40 minutes

This curriculum does not cover every possible scenario that a child may encounter as a pedestrian, but instead addresses the basic skills needed to be a safe pedestrian. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

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

The students will be able to

- Demonstrate safe behavior while approaching and crossing an intersection

Applicable National Standards of Learning:

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

Materials:

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

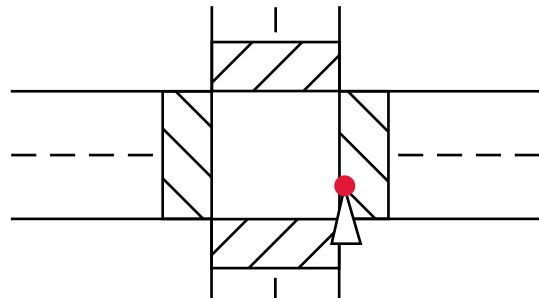
Pictures of intersections, crosswalks, and traffic signals (with appropriate vocabulary)

Parent/Caregiver Tip Sheet

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

Use masking tape to create a 4-way stop. Eight long strips of tape are needed for the streets, and short strips are needed for the lane divides in the middle of the streets.

Create street signs and traffic signals using paper, yard sticks, and cones. It may also be helpful to create crosswalks to emphasize safe crossing areas, but they are not mandatory and may be time consuming.



Lesson Outline

Introduction: (5 minutes)

The teacher will

- Review steps to crossing the street
- Emphasize the importance of crossing the street with an adult or responsible older sibling who has permission from a parent or caregiver
- Define and discuss “intersections”

Discussion & Teacher Modeling: (10 minutes)

The teacher will

- Discuss and simultaneously model the steps to crossing intersections safely

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

Sample Script

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

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

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

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

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

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

If I am walking on a sidewalk and come to an intersection, I usually have already found a safe place to cross. The safest place to cross an intersection is at the crosswalk, or the end of the sidewalk before it opens into the street.

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

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

Lesson Outline

3. Look and Listen for Traffic

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

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

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

- *Stop and wait!*
- *Start over and look left-right-left until all directions are clear*
- *Once it is clear, look left one more time then walk slowly into the intersection.*

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

In an intersection, I not only need to look left and right, but I also have to look in front and behind me. It is important to make sure all four directions are clear before crossing the street. This can be tricky because sometimes cars are changing their directions, too. Before I step into the intersection, I look left one more time to make sure it is clear.

It is important to be patient, keep your head up, and keep watching in all directions for cars to make sure it is safe to cross.

4. Look for Traffic Signals

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

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

Let’s look at some of these signs and signals so we will know when it is our turn to cross. [**Teacher displays Materials 4. Stop Sign, Stoplight, Walk/Don’t Walk Signals pictures of signs for students to analyze.**]

- Stop signs tell cars that they need to first stop and see if it is clear to continue. Once the car has come to a stop and checked all directions for other cars, they may cross the intersection.
- Stoplight colors tell cars when they need to slow down, stop, and go.
- “Walk/Don’t Walk” signals tell us, the people who are walking, when it is our turn to cross.
 - Sometimes, you will see a red hand on the “Walk/Don’t Walk” signal. This is the “Don’t Walk” part of the signal. It means that it is not safe to start crossing the street. You should stop at the edge of the sidewalk and wait until you see the “Walk” part of the “Walk/Don’t Walk” signal.

(continued)

Sample Script

3. Look and Listen for Traffic

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

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

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

- *Stop and wait!*
- *Start over and look left-right-left until all directions are clear*
- *Once it is clear, look left one more time then walk slowly into the intersection.*

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

In an intersection, I not only need to look left and right, but I also have to look in front and behind me. It is important to make sure all four directions are clear before crossing the street. This can be tricky because sometimes cars are changing their directions, too. Before I step into the intersection, I look left one more time to make sure it is clear.

It is important to be patient, keep your head up, and keep watching in all directions for cars to make sure it is safe to cross.

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Let’s look at some of these signs and signals so we will know when it is our turn to cross. [**Teacher displays Materials 4. Stop Sign, Stoplight, Walk/Don’t Walk Signals pictures of signs for students to analyze.**]

- Stop signs tell cars that they need to first stop and see if it is clear to continue. Once the car has come to a stop and checked all directions for other cars, they may cross the intersection.
- Stoplight colors tell cars when they need to slow down, stop, and go.
- “Walk/Don’t Walk” signals tell us, the people who are walking, when it is our turn to cross.
 - Sometimes, you will see a red hand on the “Walk/Don’t Walk” signal. This is the “Don’t Walk” part of the signal. It means that it is not safe to start crossing the street. You should stop at the edge of the sidewalk and wait until you see the “Walk” part of the “Walk/Don’t Walk” signal.

Lesson Outline

4. Look for Traffic Signals (continued)

Sample Script

- Sometimes, you will see a signal that is white and looks like a person walking on the “Walk/Don’t Walk” signal. This is the “Walk” part of the signal. This means that it is our turn to cross. This does not always mean that traffic has stopped and that it is safe, though. We need to be sure we are still looking in all directions and listening for traffic when we cross with the white “Walk” signal.
- If the “Walk/Don’t Walk” signal has numbers, they are counting down to zero, telling us how many seconds we have to cross the street. Don’t worry though. If the “Walk” signal is showing, there is time to cross safely, so never run across the intersection just to beat the clock.
- If you start crossing while the white “Walk” signal is showing and it turns into a flashing red hand or a red hand with numbers, keep walking. You will have enough time to cross. Do not turn around and go back.
- If the “Don’t Walk” red hand signal is flashing, but there are still countdown numbers, DO NOT begin to cross. There is not enough time to make it across the street safely.

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

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

Watch as I look at the street signs and decide when it is best to cross the street. [**Teacher has student/assistant helper display Materials 4. Look for Traffic Signals “Red Hand Walk/Don’t Walk Signal with Numbers” signal, and if appropriate count backwards, as she demonstrates crossing the model intersection.**]

I see the “Walk/Don’t Walk” red hand signal. I am stopped and waiting at the edge. Now, I see that the “Walk/Don’t Walk” signal has turned white and looks like a person walking. This is the “Walk” part of the signal. I will first check left-right-left and in front, behind, in front.

I listen for cars also. If it is clear and I do not hear traffic, I can cross the intersection.

Lesson Outline

5. Cross Quickly and Safely

Activity Options:

The students could...

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

Closure: (5 minutes)

The teacher will

- Reiterate the steps for being safe while crossing an intersection

Sample Script

As I cross, I am going to keep my head high, make eye contact with drivers so I know they see me, and watch for cars in all directions.

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

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

ACTIVITY OPTION A:

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

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

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

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

Let’s review all that we have learned today.

First, we need to stop when we come to an intersection. We always take an adult’s hand before we even think about crossing!

Next, we look and listen for traffic, and we pay attention to traffic signals. When the “Walk/Don’t Walk” signal turns white and looks like a person walking, we look left-right-left and in front-behind-in front for traffic before beginning to cross.

Finally, we walk across the street with our head held high. We keep looking for traffic as we move across the intersection in a straight line.

After the review, it is highly recommended that teachers take students to a safe environment outdoors to reinforce the learned behaviors. Parent and other adult volunteers may be necessary to make this first-hand experience more valuable and safe for the children.

Suggested Cross-Curricular Connections:

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period.

Art

- Students can make model, child-sized street signs and traffic signals from construction paper. These can be used for the students to practice safe behavior in a dramatic play center throughout the unit. They will also be used as props for a culminating unit dramatization of all pedestrian safety topics.

Writing

- Safety Words and Sentences
 - Teacher and students can brainstorm pedestrian safety words together (look, listen, stop, etc.) on a large chart paper.
 - Individually, students can orally develop complete sentences using a pattern ("It is important to..."). (Example: "It is important to always look for cars.")
 - Depending on student needs and individual levels, students can independently write a sentence using the pattern and pedestrian safety words, or students can dictate these sentences to the teacher who acts as a scribe.

Dramatic Play

- Using the plastic table cloth created in Lesson 2's Cross-Curricular Activities, add several intersections, roads, and community places to develop a large community map. Allow the children to use small figurines of people, cars, trucks, trees, street signals, street signs, etc., to dramatize crossing an intersection in a safe manner.

Materials

Vocabulary Cards

Pictures of Intersections, Crosswalks, and Traffic Signals

Parent/Caregiver Tip Sheet

Introduction Vocabulary Card



Intersections

An intersection is where two or more streets meet each other.

Discussion & Teacher Modeling Vocabulary Card



Crosswalks

These are special, painted areas on the road that show where you should walk when crossing the street once you are sure the road is clear to cross.

**4. Look for Traffic Signals
Stop Sign**



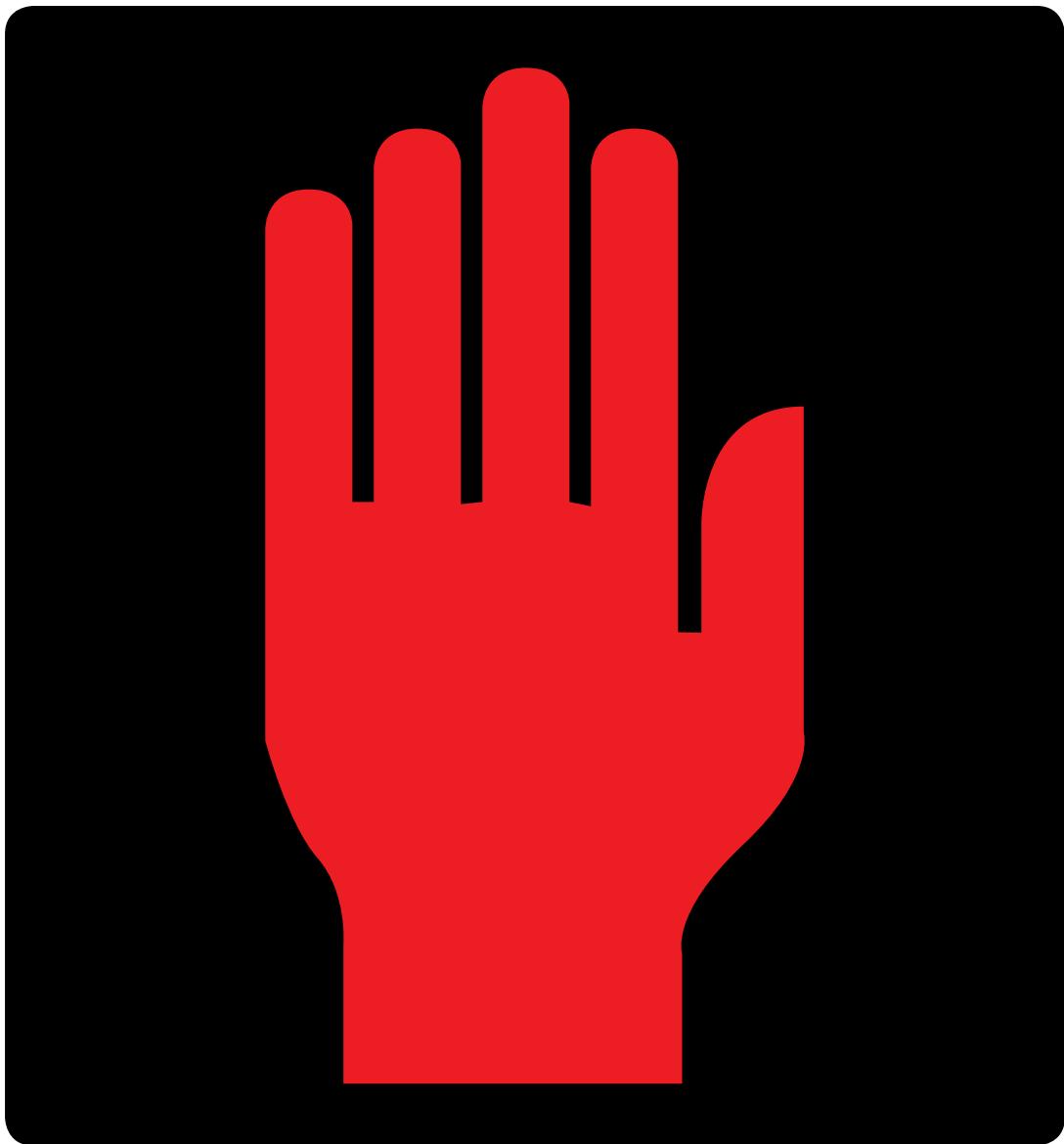
MATERIALS: Lesson 3

Kindergarten – First Grade

4. Look for Traffic Signals Stoplight



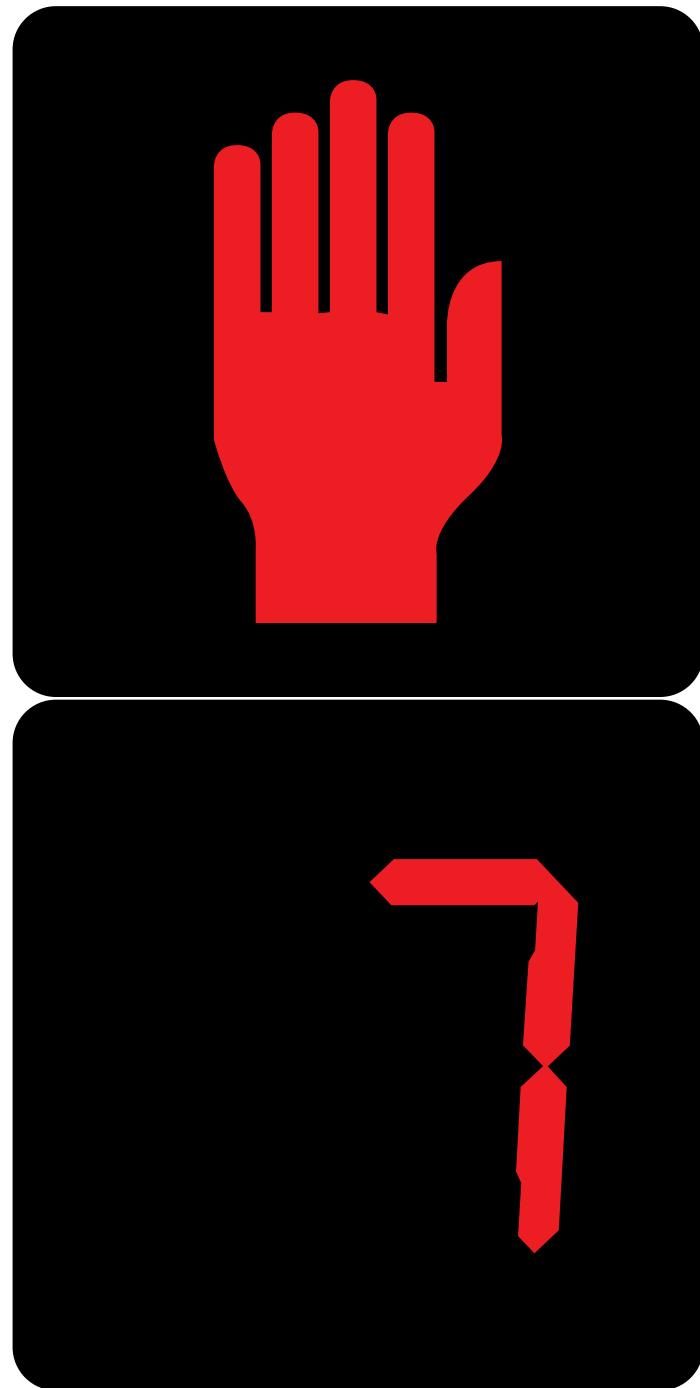
**4. Look for Traffic Signals
Red Hand “Walk/Don’t Walk” Signal**



MATERIALS: Lesson 3

Kindergarten – First Grade

4. Look for Traffic Signals Red Hand "Walk/Don't Walk" Signal with Numbers



**4. Look for Traffic Signals
White "Walk" Signal**



MATERIALS: Lesson 3

Kindergarten – First Grade

**4. Look for Traffic Signals
White "Walk" Signal with Numbers**



Crossing Intersections Safely: Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

Students in Kindergarten and First Grade have difficulty:

- **CONTROLLING IMPULSES** and concentrating
- **JUDGING WHEN IT IS SAFE** to cross the street
- **STAYING FOCUSED** on one task, such as safely crossing the road
- **UNDERSTANDING THE DIFFERENCES** between safe and unsafe crossings

This Week in School Your Child Learned...



How to cross intersections safely

1. **ALWAYS CROSS WITH AN ADULT.**
2. **STOP** as soon as you reach the edge of a road, an intersection or a driveway.
3. **IDENTIFY** where cars may be coming from.
4. **LOOK LEFT-RIGHT-LEFT**, in front of you and behind you. Touch your chin to your shoulder to make sure that you are looking as far as you can.
5. **LOOK FOR TRAFFIC SIGNALS** to know when it is your turn to cross.
6. **DECIDE** when it is safe to cross by using traffic signals, looking left-right-left, and listening for traffic.
7. **CROSS QUICKLY AND SAFELY** when no cars are coming in any direction.

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

Crossing Intersections Safely:

PRACTICE AT HOME!

Safety Message: Children ages 5-6 are still learning what it means to walk safely. They should always be with an adult while walking.

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

- **Walk** around the neighborhood with your child, especially to destinations that they like such as a park, school, or friend's house. Find a route that has intersections.
- **Ask** your child what an intersection is.
 - **An intersection is a place where two roads meet. Cars can come from four directions.**
- **Ask** your child to explain how to look left-right-left, front and behind.
 - First look left. If there are no cars coming, look right. If there are no cars coming check left again to see if any new cars are coming. **Make sure that when you are looking each direction your chin touches your shoulder. This is called a "shoulder check".** (Doing this helps with peripheral vision)
 - Then if there are no cars, check behind you and in front of you. If there are still no cars, look left one more time and then walk slowly into the intersection or driveway.
- **Ask** your child who decides when it is safe to cross.
 - **Only the adult you are walking with can decide when it is safe.** You cannot rely on stop lights or "Walk/Don't Walk" signals to make that decision for you.
- **Practice** crossing an intersection in your neighborhood. Say the steps (left-right-left, front and behind and then left again) out loud. Make sure your child can identify signals/signs and their meanings.
- **Repeat** the lessons every chance you get!

Looking at the picture, ask your child to explain where the cars are coming.

Ask them how to decide when it is safe to cross.

Ask them to explain what each signal is, and how to read them.



Lesson 4: Parking Lot Safety

Time: approximately 20-30 minutes

This curriculum does not cover every possible scenario that a child may encounter as a pedestrian, but instead addresses the basic skills needed to be a safe pedestrian. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

The objective of this lesson is to teach students how to navigate a parking lot. Parking lots can be dangerous because they are one place where walkers and vehicles share the same space. Drivers are often preoccupied with finding a parking space and are not paying attention to walkers. At this age, it is important to emphasize that students should never navigate parking lots without the assistance of an adult.

The students will be able to

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

Applicable National Standards of Learning:

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

Materials:

A large area to create a model parking lot

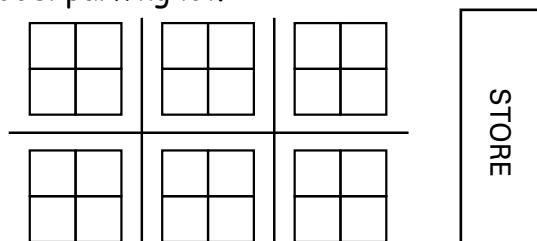
Masking tape, rope, chairs (16-24), or other materials to create model parking lot

Parent/Caregiver Tip Sheet

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

You will need to arrange several chairs into groups of four to simulate cars. Use tape, rope, or other materials to simulate the parking spaces between the cars.

You can also create a store front using large boxes or rope.



Lesson Outline

Discussion & Teacher Demonstration: (10-15 minutes)

The teacher will

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

1. Exit the Car Carefully

Sample Script

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

Raise your hand if you have ever been nervous when you have crossed a parking lot.

Parking lots are special places that can be very dangerous if we are not careful. They are places where drivers can park and leave their cars while they do other things such as eat in a restaurant, shop in stores, and pick up books at a library.

Parking lots can be very busy. We can see many types of vehicles in a parking lot such as buses, motorcycles, bicycles, and cars.

Many vehicles will be moving around and some drivers will forget to pay attention to you as you are walking. Let’s talk more about what you should do to always be safe in a parking lot.

Let’s pretend that this is a large parking lot. The chairs grouped together are cars. The lines show where the parking spaces might be. The large boxes over there are the store that I want to get into.

As we talk about how to stay safe in the parking lot, I’m going to show you what you should do.

When the driver of your car has found a safe place to park in a parking lot, you are going to first wait for the driver to say it is okay before you get out of the car. Wait for the driver to help you out of your booster seat or car seat. Do not try to get out of the seat by yourself.

If you can, get out of the car on the same side as the driver. You may have to scoot across the seat to get to the same side, but you will be near them at all times. That way you are sure to be safe. Watch as I slide from my seat in the back to the side where the driver exited the car. I will ask the driver if it is safe to get out. When they say it is, I step out slowly, keeping my body close to the car. I am right next to them and safe! **[Teacher demonstration.]**

If you cannot get out of their side of the car, again ask the driver first if it is safe for you to get out. They are tall, and they can see other cars more clearly. Do not jump out of the car. Wait for them to come around to get you out. When they tell you it is safe, step out slowly, keeping your body close to the car.

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

Lesson Outline

2. Wait by the Car for the Adult

3. Walk Safely

Sample Script

Once you have exited the car, immediately take the driver's hand.

Do not walk away from the car to get to the driver. Wait for them and walk with them hand-in-hand.

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

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

Safe Behavior When Walking Near Traffic

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

I will follow these same rules when I am in the parking lot.

Remember, it is very difficult for drivers to see you through their back windows. As you walk, keep looking around the parking lot to see if there are cars backing out of their parking spaces and coming near you from any direction. If there are, FREEZE and wait with an adult until it is clear.

Walk with an adult on the left side of the parking row, just like we walked down the street, about 3 steps away from the back of the cars.

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

Watch as I show you where to walk. Notice that I am on the left side, about three steps away from the other cars. I am walking straight, with my head up looking for traffic, holding an adult's hand, toward the store.

[Teacher demonstration.]

Lesson Outline

4. Crossing the Lot and Re-Entering a Car

Sample Script

At the end of your trip, you and the adult will have to go back to your car. It is important that you, hold the adult's hand, watch for traffic, and walk away from the backs of cars to get to your vehicle.

Watch as I demonstrate again. [**Teacher demonstration.**]

As you are walking across the parking lot, you may have a toy or other item in your hands. If you drop it while you are walking, you should NOT try to get it by yourself.

- 1) Stay put.
- 2) Watch where it goes without leaving the adult.
- 3) Tell the adult where it is, and let him/her get it.

When you get back to the car, you also need to remember several ways to be safe.

- 1) Stay close to the car door as you wait for it to be unlocked. If you can, get in on the same side as the driver. The driver can keep an eye on you and pull you out of danger, as long as you are close.
- 2) Get into the car and close the door quickly.
- 3) Make sure you are buckled in safely before the driver starts the car. Tell the driver if you are not buckled in so they know that you are not yet ready to leave.

Watch as I show you how to safely re-enter the car and get ready to leave. [**Teacher demonstration.**]

Lesson Outline

Activity Options:

The students could...

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

Closure (if time): (5 minutes)

The teacher will

- Review safety rules for walkers while crossing a parking lot

Sample Script

ACTIVITY OPTION A:

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

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

Great work! Let's practice all together by playing one of my favorite games, "Simon Says." When I call out a key word, show me what you should be doing if you were in a parking lot.

- 1) Allow all students to line up in rows in front of the teacher.
- 2) The teacher will call out several key words for students to mime on their bodies.
 - "Park" = sit in place
 - "Exit" = freeze next to car
 - "Walk" = look left and right as you walk in place
 - "Vehicle" = freeze
 - "Unlock" = open door
 - "Enter" = sit and buckle seat belt

Let's review all that we have learned today.

First, we learned how to exit and enter a car safely. Remember that it is best to enter and exit a vehicle from the same side as the driver. They can help keep you safe this way. If you can't do that, stay close to the car and don't move until the driver has come to take your hand.

Then, we learned that crossing a parking lot is a lot like crossing a street or intersection. We need to hold an adult's hand, walk, keep our head high, and look and listen for traffic as we cross the parking lot.

After the review, it is highly recommended that teachers take students to a safe environment outdoors to reinforce the learned behaviors. Parent and other adult volunteers may be necessary to make this first-hand experience more valuable and safe for the children.

Suggested Cross-Curricular Connections:

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period.

Music

- Teacher and students can sing the “Crossing the Lot” song
- Students can demonstrate actions while singing, if appropriate

“Crossing the Lot” Song

Sung to “Adams Family” Tune

Crossing the Lot (Clap! Clap!)

Crossing the Lot (Clap! Clap!)

Crossing the Lot. Crossing the Lot. Crossing the Lot (Clap! Clap!)

First you exit the car,
Then you stand beside it.
Take the adult’s hand
And beware of moving cars.

Crossing the Lot (Clap! Clap!)

Crossing the Lot (Clap! Clap!)

Crossing the Lot. Crossing the Lot. Crossing the Lot (Clap! Clap!)

Math

- Pictograph
 - Students can observe the school parking lot from a classroom window or a safe sidewalk/grassy area nearby.
 - Teacher and students can discuss the types of transportation observed (cars, trucks, vans, buses, bicycles, motorcycles, convertibles, etc.).
 - Teacher and students can count the different types of transportation in the parking lot and create a pictograph to demonstrate the vehicles present.

Art & Dramatic Play

- Students can create model, child-sized store front and parking lot props. These can be used for the students to practice safe behavior in a dramatic play center throughout the unit. They can also be used as props for a culminating unit dramatization of all walker safety topics.

Materials

Parent/Caregiver Tip Sheet

Parking Lot Safety:

Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

Students in Kindergarten and First Grade have difficulty:

- **CONTROLLING IMPULSES** and concentrating
- **JUDGING WHEN IT IS SAFE** to cross the street
- **STAYING FOCUSED** on one task, such as safely crossing the road
- **UNDERSTANDING THE DIFFERENCES** between safe and unsafe crossings

This Week in School Your Child Learned...



How to behave in parking lots

1. **PARKING LOTS** are places where people leave their cars, trucks, or bicycles when they are not in use.
2. **WAIT** for an adult to open the car door to let you out.
3. **STAY 3 STEPS AWAY** from car bumpers and tail lights.
4. **STAY CLOSE** to the adult at all times. They are more visible than children.
5. **WALK, DON'T RUN** when moving in parking lots.
6. **RE-ENTER** the car on the same side as the driver.
7. **FREEZE** if you drop something. Ask an adult to get it for you.

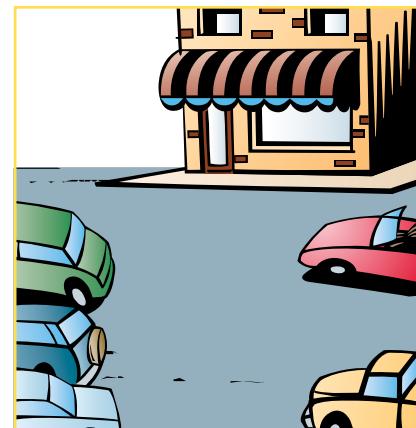
Remember: Although you might be able to quickly see that it is safe to cross the road or how to walk through a parking lot, your child may not know or understand why it is safe. Help them understand and learn safe behaviors by practicing them each time you walk in parking lots.

Parking Lot Safety: PRACTICE AT HOME!

Safety Message: Children ages 5-6 are still learning what it means to walk safely. They should always be with an adult while walking.

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

- Ask your child what a parking lot is before you reach your destination.
 - **Parking lots are places where people leave their cars, trucks, or bicycles when they are not in use.**
- Ask your child how to safely get out of the car. Do you open the door and jump out?
 - **No! Wait for an adult to open the door to let you out. Adults are taller and easier for drivers to see than children.**
- Ask your child how to safely walk around in parking lots.
 - Ask the adult if it is safe to get out of the car. When the adult says yes, take their hand and get out of the car.
 - Get out of the car on the same side as the adult.
- **Use the same skills that you learned for crossing streets safely:**
 - Look left-right-left (touch your chin to your shoulder to make sure you can see both sides!) before leaving the parking space.
 - When there are no cars coming, walk (don't run) with the adult.
- **When walking in the parking lot remember to:**
 - Keep 3 big steps away from the back of the cars.
 - Stay close to the adult at all times.
 - Always walk, never run through parking lots.
- Ask your child what to do if they drop something and it rolls away.
 - Tell the adult and ask them to get it for you.
- Ask your child how to safely re-enter the car.
 - Get in on the same side as the driver.
 - Scoot to your seat inside the car.
 - Buckle up.
- Repeat the lessons every chance you get!



Looking at the picture, ask your child to walk you through the steps of getting out of a car and into the store.

Ask them where they should walk in relation to cars (3 big steps from their bumpers) and what to do if they drop a toy into an empty space (ask an adult for help).

Lesson 5: School Bus Safety

Time: approximately 40 minutes

This curriculum does not cover every possible scenario that a child may encounter as a pedestrian, but instead addresses the basic skills needed to be a safe pedestrian. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

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

The students will be able to

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

Applicable National Standards of Learning:

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

Materials:

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

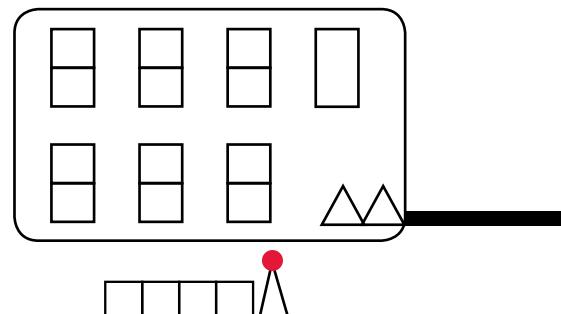
Poster-sized chart of “Bus Safety” song

Parent/Caregiver Tip Sheet

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

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

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



Lesson Outline

Introduction: (5 minutes)

The teacher will

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

Discussion & Teacher Modeling: (10 minutes)

The teacher will

- Discuss and simultaneously model proper school bus safety behavior

1. Identifying Danger Zones

Sample Script

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

Raise your hand if you have ever ridden a bus.

Why did you ride the bus?

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

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

Buses are wonderful in many ways, but because of their size, they need to be used with caution. Today, we are going to explore school bus safety!

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

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

These are places around the school bus where it is difficult for the driver to see. They are unsafe because the school bus driver is seated too high to see you.

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

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

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

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

Lesson Outline

2. Waiting for a Bus

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

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

- *At the school bus stop*

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

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

First, I am standing or sitting on the sidewalk, 5 big steps away from the edge of the road.

Next, I am staying close to the adult in charge, never leaving them.

Finally, I am in control of my body. I am not running or playing.

3. Boarding a Bus

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

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

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

- *The school bus driver sitting at the front of the school bus (the school bus driver is in charge; he/she will get you to and from school; you should ask him/her if you need help)*
- *Many benches that are seats*
- *A handrail to hold on to when stepping on or off the school bus*
- *Rows of windows*
- *An aisle*

Sample Script

Lesson Outline

4. Safe Behavior when Riding a School Bus

5. Exiting a School Bus

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

Sample Script

In other lessons, we've talked about being "walkers," or people who walk.

Once someone steps onto a school bus, they are now called "**passengers**."

Passengers have responsibilities just like walkers. To be a good passenger, it is important to follow these rules:

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

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

Now, when the school bus stops at the school, or back at the school bus stop after school, it will be time to exit.

- 1) Once the school bus has stopped moving, it is time to get out of our seats and **move toward the door to exit**. Watch as I move toward the exit of the school bus.
- 2) I am going to **hold the hand rails** as I get off the school bus, the same way that I did when I entered the school bus.
- 3) After I exit the school bus, I have to remember to move out of the danger zone. I need to **take 5 big steps away from the school bus**.

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

- 1) First, I will walk to the edge of the extended crossbar (remember this is the long metal bar that folds out from the front to the side of the school bus, where you walk to where the driver can see you). I will be sure to **make eye contact with the school bus driver** to make sure he/she sees that I need to cross in front of the bus. I can do this by waving or nodding at the driver.
- 2) I will **move around the bus's crossbar**, and **cross at the front of the school bus**. As I cross in front of the school bus, I am going to keep my head up and look out in front.
- 3) At the far edge of the school bus, I will **stop and look left-right-left** to see if there are vehicles coming. I will also look at the school bus driver for a sign that it is OK to cross. When it is clear, I will **walk to the other side of the street**.

If, for some reason, you drop something before getting on or off the school bus, you should tell the school bus driver immediately and ask him/her to retrieve it. Never run after it or try to pick it up yourself. By telling the school bus driver, he/she knows to wait and help you be safe at all times.

Lesson Outline

Activity Options:

The students could...

- a. Practice safely entering and exiting the school bus, being school bus passengers, and sing and dramatize the “Safety on the School Bus” song (20 minutes, see sample script)
- b. Practice safe school bus riding practices using the model school bus created in the preparation portion of the lesson (10-20 minutes)
- c. Practice safe school bus riding practices with parent volunteers by using a real school school bus provided by the school district (20-30 minutes)

Closure: (5 minutes)

The teacher will

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

Sample Script

ACTIVITY OPTION A:

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

To make it a little easier to remember all of the rules, I want to teach you my special song that will help us. [*Teacher displays song and sings the song once for the students; then, the teacher sings while the students follow along.*]

Great work! Let's practice the motions for being safe on the school bus while we sing our song. [*Teacher and students sing the song as they simultaneously board, ride, and exit the model school bus OR, if the model school bus is not large enough to accommodate all students, simulate body motions to demonstrate the steps for being safe on the school bus.*]

Let's review all that we have learned today.

First, always stay 5 big steps away from the front, sides, and back of the school bus. Wait at a school bus stop with an adult in a calm manner. Stand 5 big steps away from the edge of the road. Stand on the sidewalk if one is available.

Next, wait until the school bus stops and the school bus driver signals that it is safe to board the school bus. Always hold on to the handrail when entering or exiting the school bus.

Then, find your seat quickly, stay calm, and keep your hands to yourself and materials on your lap while riding the school bus.

After the school bus stops, move to the door of the school bus, hold the hand rail while exiting, and move 5 big steps away from the school bus.

Finally, if you have to cross the street, go in front of the crossbar, make eye contact with the driver, and keeping your head held high, stop at the outside edge of the school bus, look left-right-left, look at the school bus driver for a sign that it is OK to cross and safely cross when there is no traffic.

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

"Safety on the School Bus" Song

Sung to the tune of "Wheels on the Bus"

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

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

The passengers stand to wait for the bus.

Wait for the bus.

Wait for the bus.

The passengers stand to wait for the bus.
We follow the rules.

The kids on the bus hold on to the rail.

Hold on to the rail.

Hold on to the rail.

The kids on the bus hold on to the rail.
We follow the rules.

The teacher on the bus says, "Please stay seated."

"Please stay seated."

Please stay seated."

The teacher on the bus says, "Please stay seated."
We follow the rules.

The driver on the bus says, "Shh! Shh! Shh!"

"Shh! Shh! Shh!"

"Shh! Shh! Shh!"

The driver on the bus says, "Shh! Shh! Shh!"
We follow the rules.

The kids on the bus keep their hands to themselves.

Keep their hands to themselves.

Keep their hands to themselves.

The kids on the bus keep their hands to themselves.
We follow the rules.

The door on the bus swings open wide.

We step five.

We step five.

The door on the bus swings open wide.
We follow the rules.

The crossbar on the bus swings out in front.

Out in front.

Out in front.

The crossbar on the bus swings out in front.
We follow the rules.

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

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

Suggested Cross-Curricular Connections:

These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period.

Art

- Students can make a model, child-sized school bus and school bus stop from cardboard boxes. These can be used for the students to practice safe behavior in a dramatic play center throughout the unit. They will also be used as props for a culminating unit dramatization of all pedestrian safety topics.

Math

- Comparing Sizes
 - Students can analyze the size of a school bus and make comparisons to commonly known items, such as bikes, cars, and elephants.
 - The average school bus is 10 feet tall.
 - The average elephant is 9–11 feet tall.
 - The average car is about 5 feet tall.
 - An adult bicycle is typically between 3-4 feet tall, depending on the user and type of bicycle.
 - Using a flip chart, students can list items that are bigger or smaller than a school bus. If possible, have shapes of common objects ready and ask the students where the items should be categorized. Students can also place objects in the correct order by size.

Literature

- The following are appropriate examples of children's literature to use with this lesson in the unit of study:
 - **Molly Rides the School Bus** by Julie Brillhart
 - Students can read and discuss this fiction book about a kindergartener's first day riding the school bus. They can evaluate the problems Molly has while riding the school bus, which rules are broken, and what safety rules Molly should be following
 - **Staying Safe on the School Bus (Safety First)** by Joanne Mattern
 - Students can read and discuss this nonfiction book about school bus safety

Guest Speaker/Hands-On Experience

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

Materials

Parent/Caregiver Tip Sheet

School Bus Safety:

Parent/Caregiver Tip Sheet

DID YOU KNOW?

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

Students in Kindergarten and First Grade have difficulty:

- **CONTROLLING IMPULSES** and concentrating
- **JUDGING WHEN IT IS SAFE** to cross the street
- **STAYING FOCUSED** on one task, such as safely crossing the road
- **UNDERSTANDING THE DIFFERENCES** between safe and unsafe crossings

This Week in School Your Child Learned...



How to be safe on and near school buses

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

School Bus Safety: PRACTICE AT HOME!

Safety Message: Children ages 5-6 are still learning what it means to walk safely. They should always be with an adult while walking to and from the school bus stop.

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

- **Walk** to a real neighborhood school bus stop, or a pretend one at home. Practice safe walking skills.
- **Ask** your child to explain how to safely wait for a school bus. They should:
 - **Stay 5 big steps away from the edge of the road, or on the sidewalk when waiting for the school bus.**
 - **Wait until the school bus driver says it is safe to get on the school bus.**
- **Ask** your child to explain to you what a “danger zone” is.
 - The “danger zone” is the area around the school bus where it is difficult for the driver to see.
 - The “danger zone” is the area within 10 feet from the school bus on all sides.
- **Ask** your child to explain the proper behavior while on a school bus. They should:
 - **Be respectful of the driver by talking quietly and staying seated**
 - **Wait until the school bus driver says it is ok to get off the school bus before getting out of their seat.**
- **Ask** your child to explain how to safely get off the school bus.
 - **Walk to the exit and hold the handrail while exiting the school bus.**
 - **After exiting, walk 5 big steps away from the school bus.**
- **Ask** your child what they should do if they need to get across the street after they get off the school bus.
 - If you need to get to the other side of the street when you exit the school bus, take 5 big steps away from the door of the school bus, move around the crossbar where the school bus driver can see you. Then, keeping your head held high, cross in front of the school bus to the outside edge. Stop at the outside edge of the school bus and look left, right, left to make sure no cars are coming. Also look at the school bus driver for a sign that it is OK to cross. When it is clear, walk to the other side.
 - Make sure to make eye contact with the school bus driver so that you know that you are seen.
 - Walk around the crossbar (the long metal arm on the front of the school bus), not over or under it.
- **Ask** your child what they should do if they drop something while getting on or off the school bus. They should:
 - **Never run after it or try to pick it up themselves.**
 - **Tell the school bus driver, and ask the driver for help.**
- **Repeat** the lesson and exercise any chance you get!