



Grades

2-3

Lessons 1-5

Walking Safely Near Traffic

1

Crossing Streets Safely

2

Crossing Intersections Safely

3

School Bus Safety

4

Parking Lot Safety

5

Let's Go Walking!



Time: 25 - 50 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote child retention of pedestrian safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through children's participation in class activities. More time can be spent on practicing skills if children are already familiar with the core material. 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. Instructors should use their discretion to break up material to accommodate their daily schedules.

Lesson Objectives

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

The children will be able to:

- Explain reasons we walk places.
- Identify common places to walk.
- Define and use appropriate pedestrian safety vocabulary. and
- Recognize and demonstrate safe practices near traffic such as
 - walking with an adult,
 - walking on a sidewalk,
 - walking on the side (shoulder) of a street facing traffic where there is no sidewalk, and
 - wearing bright-colored clothing.

Why This Lesson is Important

Walking is an important skill for children to learn as it will help them to maintain a healthy, active lifestyle into adulthood. Being a smart pedestrian is an important step in the evolution of independence and autonomy, especially through developed decision-making skills. These skills are needed for children to arrive safely to school whether on foot, or to access a bus stop. This lesson covers basic objectives to practice when accompanied by an adult, so a child learns how to walk safely near traffic.

Essential Standards

<p>PE.2.MS.1.1: Execute combinations of locomotor skills in different pathways, levels, or directions.</p> <p>PE.2.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>PE.2.PR.4.3: Use safe practices when engaging in physical education activities with little or no prompting.</p> <p>2.MEH.1.2: Summarize behaviors that help to avoid risks.</p> <p>2.NPA.1.3: Classify activities in terms of their appropriateness for a healthy lifestyle.</p> <p>2.NPA.3.1: Contrast a physical active and inactive lifestyle.</p> <p>2.G.1.1: Interpret maps of the school and community that contain symbols, legends and cardinal directions.</p> <p>2.G.1.2: Interpret the meaning of symbols and the location of physical and human features on a map.</p> <p>2.C&G.1.2: Explain how governments establish order, provide security and create laws to manage conflict.</p>	<p>PE.3.MS.1.3: Execute mature form when combining locomotor skills with changes in direction.</p> <p>PE.3.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>PE.3.PR.4.1: Use self-control to demonstrate personal responsibility and respect for self and others.</p> <p>3.PCH.1.2: Classify behaviors in terms of whether they do or do not contribute to healthy living.</p> <p>3.NPA.1.3: Plan activities for fitness and recreation during out of school hours.</p> <p>3.G.1.2: Compare the human and physical characteristics of places.</p> <p>3.c&G.1.2: Describe the structure of local government and how it functions to serve citizens.</p> <p>3.P.1.1: Infer changes in speed or direction resulting from forces acting on an object.</p> <p>3.P.1.2: Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.</p>
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Common Core

<p>CCSS.ELA-Literacy.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.</p>
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Guidance

<p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>P.SE.1.2: Use self-determination to build independence.</p>
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Walking Safely Near Traffic

Grades

2-3

Lesson 1

Walking Safely
Near Traffic

Materials

- Vocabulary Cards
- Situation Cards
- Flipchart paper and markers
- Walk Safely Scenario Cards
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

Vocabulary

(Cards with picture and definition located at the end of this lesson)

- Pedestrian
- Vehicles
- Traffic
- Back-up lights
- Reflective material

Preparation

Review the Skill-Building Activity options in advance and conduct a site visit to determine the best location. If required, a Sample Parent Notification Letter and Consent form is included in Appendix C. The instructor may need parents or other adults on hand to assist with the Skill-Building Activity, depending on the number and abilities of children in your class. Coordinate with assistants in advance. Review the ***Walking Safely Near Traffic*** Video.

Part 1 – Discussion and Demonstration

► **Time:** 10-15 minutes

1. Use a Sidewalk
2. Face the Traffic
3. Walk Safely
4. Beware of Driveways
5. Dress to be Seen

Introduction

The instructor will...

- Identify locations to which we walk and reasons why we walk.
- Define “pedestrian,” “vehicle,” and “traffic.”
- Discuss traffic safety rules and simultaneously show traffic pictures to demonstrate procedures for walking near traffic.



Today, we are going to begin a new unit of study. For the next several days, we are going to discuss how to walk safely near traffic.

Raise your hand if you remember learning how to walk safely in kindergarten and first grade.

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

- Because we want to always stay safe.

Raise your hand if you have...

- Walked to school, a friend's house,
- Walked to a store, library, park, etc., or
- Walked for exercise or for fun – just to go for a walk.

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

Who can tell me what the word "pedestrian" means?

- A pedestrian is a person who walks (or travels on foot).
- [Display "pedestrian" vocabulary card and discuss.]**

Now, who can tell me why do people walk places?

- It is good for exercise; it makes your heart healthy.
- It is a good way to lose weight.
- It is a good way to spend time with a neighbor or friend.
- It is a good way to get from one place to another.
- It is good for the environment (no air pollution).
- It is good for your neighborhood (less traffic).
- It is fun!

Walking is good for many reasons, but we need to be sure we are safe. Usually, we are not the only people trying to get around.

How else do we get places we need to go?

- Car
- Bus
- Bicycle

[Display "vehicle" vocabulary card and discuss.]

All of these things that move us from one place to another are called "vehicles."

There may be traffic also.

[Display "traffic" vocabulary card and discuss.]

Who can tell me what the word traffic means?

- Traffic is the movement of vehicles including cars, trucks, buses, motorcycles and bicycles.

Great! As we know, we have to be careful near traffic, so we do not get hurt. Let's review the steps for walking safely near traffic.



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.

If there is a sidewalk, is it best to use it or walk on the street?

- USE IT!

Some streets do not have sidewalks. What do you do if a street does not have a sidewalk?

- Walk on the side of the street while staying away from Traffic

2. Face the Traffic

That's not all! There is a specific side of the street where we should also always walk. Everyone hold up your left hand.

[Instructor models and guides children to correct answer, if appropriate.]

Remember, we always want to walk on the left side of the street facing traffic!

Why do you think we should walk on the left side rather than the right?

- We walk on the left side facing traffic so that we can see oncoming cars and drivers.

[Instructor displays Walk on the Left Side Situation Card]

3. Walk Safely

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 walking near the traffic.

Think on your own about an important safety rule we might need to remember when walking near traffic. When you think of one, raise your hand. I'm going to write the rules you create on this chart paper.

[Instructor writes as children brainstorm ideas. Depending on children's ability levels, the instructor may have to guide children toward the example rules listed below. If there are time constraints or other concerns, the instructor can display the chart below rather than brainstorm together.]

Safe Behavior When Walking Near Traffic

- Walk, don't run.
- Don't play around with friends or push.
- Stay close to a parent, adult, or older sibling.
- Stay away from cars and busy roads.
- Be aware of what's around you. Don't let toys, phones, MP3 players, or anything else distract you.
- Take out ear buds and let down your hood so you can see and hear what's going on around you.

Now we're going to look at some pictures of people walking near traffic. When I hold up a picture, give me a thumbs-up if the person is following the rules or a thumbs-down if the person is not following the rules. If it is thumbs-down, I'm going to ask you how each person could improve.

- **[Instructor displays Situation Card A (child running).]** — (Thumbs Down)
- **[Instructor displays Situation Card B (acting silly near traffic).]** — (Thumbs Down)
Never play around traffic because someone could get hurt.
- **[Instructor displays Situation Card C (child walking ahead).]** — (Thumbs Down)
Never walk without a parent, adult or older sibling. Walk closely to them at all times.
- **[Instructor displays Situation Card D (walking on the sidewalk, on the left side of the road, holding an adult's hand).]** — (Thumbs Up)



4. Beware of Driveways

As you are walking, you may need to cross a driveway.

Remember that even though we are on the sidewalk and off the street, this is one area where pedestrians need to watch for vehicles entering or leaving.

Raise your hand if you have a tip about how to be safe before you step into a driveway (suggested answers below).

- *Stop before you get to the driveway. Use your eyes and ears to assess the situation.*
- *Check cars that may be parked in the driveway. If there is a person inside or the white back-up lights are on, DON'T MOVE!*

[Display “back-up lights” vocabulary card.]

- *Look for cars preparing to enter the driveway from the street.*

Stop and wait until you know the car is not moving.

- *Look left, right, and left again to make sure cars aren't coming.*

If there is no one in the car, the lights are not on, and all directions are clear, it is safe to cross. Walk with your head up, looking for traffic as you cross the driveway.

5. Dress to Be Seen

Last, it is really important for you to always consider what you are wearing when you are a pedestrian. 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, reflective material and to carry a flashlight.

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

[Display “reflective materials” vocabulary card and discuss. Instructor should find a child wearing shoes with reflective materials on them to demonstrate to the class.]

Part 2 - Activities

► **Time:** 10-30 minutes

Skill-Building Activity Options

It is highly recommended that instructors take children 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.

- a. Practice safe walking around school grounds to reinforce appropriate behavior (10-20 minutes).
- b. Take a supervised walk through a nearby neighborhood with parent volunteers to practice and reinforce proper walking behavior (20-30 minutes).

Standby Activity Option

Use the following option if children are unable to practice skills outdoors.

- c. Dramatize safe and unsafe scenarios while reviewing safety rules (5-10 minutes, see sample script).



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

Everyone stand up. I am going to put you in groups

[Instructor places children in groups of 2–3, depending on size of class].

In your group, you are going to pretend you are pedestrians walking near traffic.

I am going to give you a scenario to act out. You have to act out the scene and have the class tell us whether you were being safe or unsafe. For unsafe scenarios, we are going to brainstorm how your group could improve to be safer next time.

[Instructor distributes 1 Walk Safely Scenario Card per group. Groups are given several minutes to brainstorm the scene and then approximately 1 minute to act it out. The class will analyze the scene. If the actors were being safe, the class gives thumbs up. If the actors were being unsafe, class gives thumbs down and provides suggestions to fix the behaviors.]

Scenario Cards

- Several children are walking down the street. One child is holding a ball. He/she accidentally drops the ball into the road. Another child runs out into the street to retrieve the ball.
- Several children are walking down the street. They are pushing and shoving each other back and forth into the road.
- A child is walking down the street ahead of his/her parents. He/she is not paying attention to the parents calling out behind.
- Several children are walking down a sidewalk. They approach a driveway. All children stop before they get into the driveway, look for cars, and look left-right-left for traffic.
- A child is walking down the sidewalk with a hood over his head, wearing dark colors.
- A group of children are walking along the grassy shoulder. They are looking at an electronic device (not paying attention). They are not facing traffic.

Review (optional)

- ▶ **Time:** 5 minutes

The instructor will...

- Review the safety rules for pedestrians while walking near traffic or driveways by showing the *Let's Go Walking!* video *Walking Near Traffic* (approx. 4 minutes) and repeating the key concepts from the lesson.

Let's review all that we have learned today.

Why do people walk? What are some of the advantages of walking versus riding in a car?

We learned some important new words.

- A pedestrian is a person who walks.
- Traffic is the movement of vehicles.
- 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.

Finally, we learned how to be safe when walking near traffic. Raise your hand if you remember some tips for being safe near traffic.

- Walk, don't run.
- Don't play around with friends or push.
- Stay close to a parent, adult, or older sibling.
- Stay away from cars and busy roads.
- Be aware of what's around you. Don't let toys, phones, MP3 players, or anything else distract you.





Suggestions for a Balanced Curriculum

Grades

2-3

Lesson 1

Walking Safely
Near Traffic

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, or may be assigned as homework opportunities.

Social Studies

Create a map of the area around the school by covering one wall of the classroom. Use strips of black construction paper to make a network of streets. Identify the streets, school and parks on the map. Add any other relevant physical features such as rivers, lakes, mountains or forests. Have children add other important buildings and landmarks using appropriate symbols. Have children add traffic signals, signs, and patrol people in their proper places and explain their locations.

Which elements are physical characteristics? Which elements are human characteristics?

Use the map that has been created to improve direction identification and map reading. Children can use the map to write directions for a pedestrian between two locations on the map. Have children tell which direction they are going and how many blocks they need to move in order to travel between destinations.

Governments provide sidewalks, traffic signals, signs, and crossing guards. What would happen if each of these were absent from our community? How does government provide safety and security?

Science

Compare relative speeds of children walking and running. Then discuss stopping distance and perform a demonstration.

On a given signal, have two children start moving from the same starting point, one walking and one running. Time how long it takes them to get to a destination point, a given distance away. Calculate the speed of the walker and the runner. Which is faster?

Stopping distance depends on speed and also the time it takes to react (thinking distance). Discuss with children what is meant by thinking distance and stopping distance.

Demonstrate that the time it takes to stop depends on how fast someone is traveling. Have two children demonstrate this on the playground. On a given signal, have two children start moving from the same starting point, one walking and one running. At a certain point, blow a whistle or make a signal for them to stop. Mark the starting and stopping points to allow children to measure the distances. Ask the following questions:

Which child was able to stop first? Why?

What are some factors that would make it easier for both children to stop?

- *Dry surface,*
- *Rubber soles on shoes, and*
- *Control of body.*

What are some factors that would make it harder to stop?

- *Ice or snow,*
- *Wet pavement,*
- *Mud or loose gravel, and*
- *Worn tread on shoes.*

Motorized vehicles travel much faster than pedestrians or bicycles. Remind children that in order to be a safe pedestrian, drivers need time to stop.



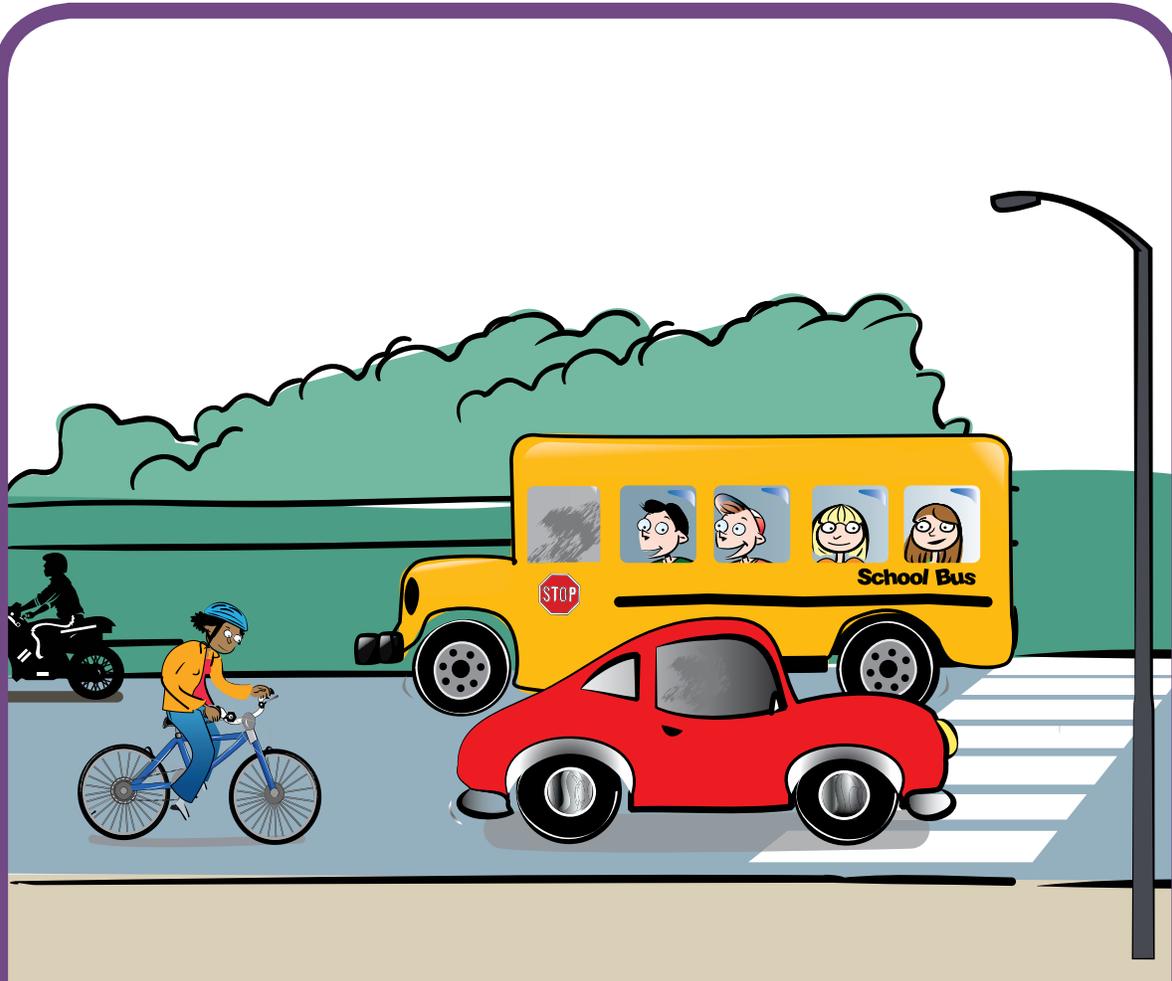
Vocabulary Card



Pedestrian

A person who walks (or travels on foot) or a person who uses a wheelchair.

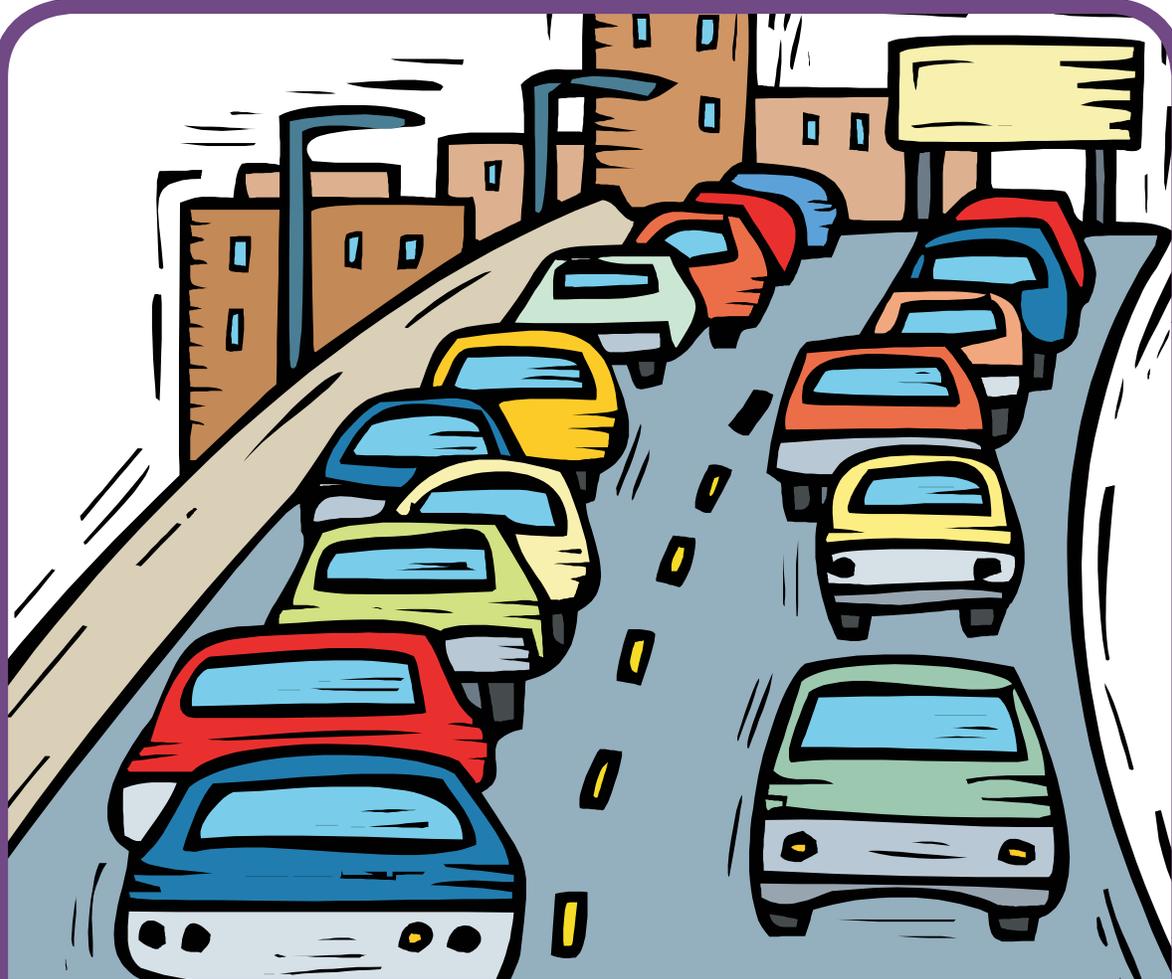
Vocabulary Card



Vehicles

Cars, buses, trucks, and bicycles are all vehicles.
They take us from one place to another.

Vocabulary Card



Traffic

Vehicles that are moving in the roadway

Vocabulary Card



Back-up lights

White lights on the back of a vehicle show the vehicle is backing up.

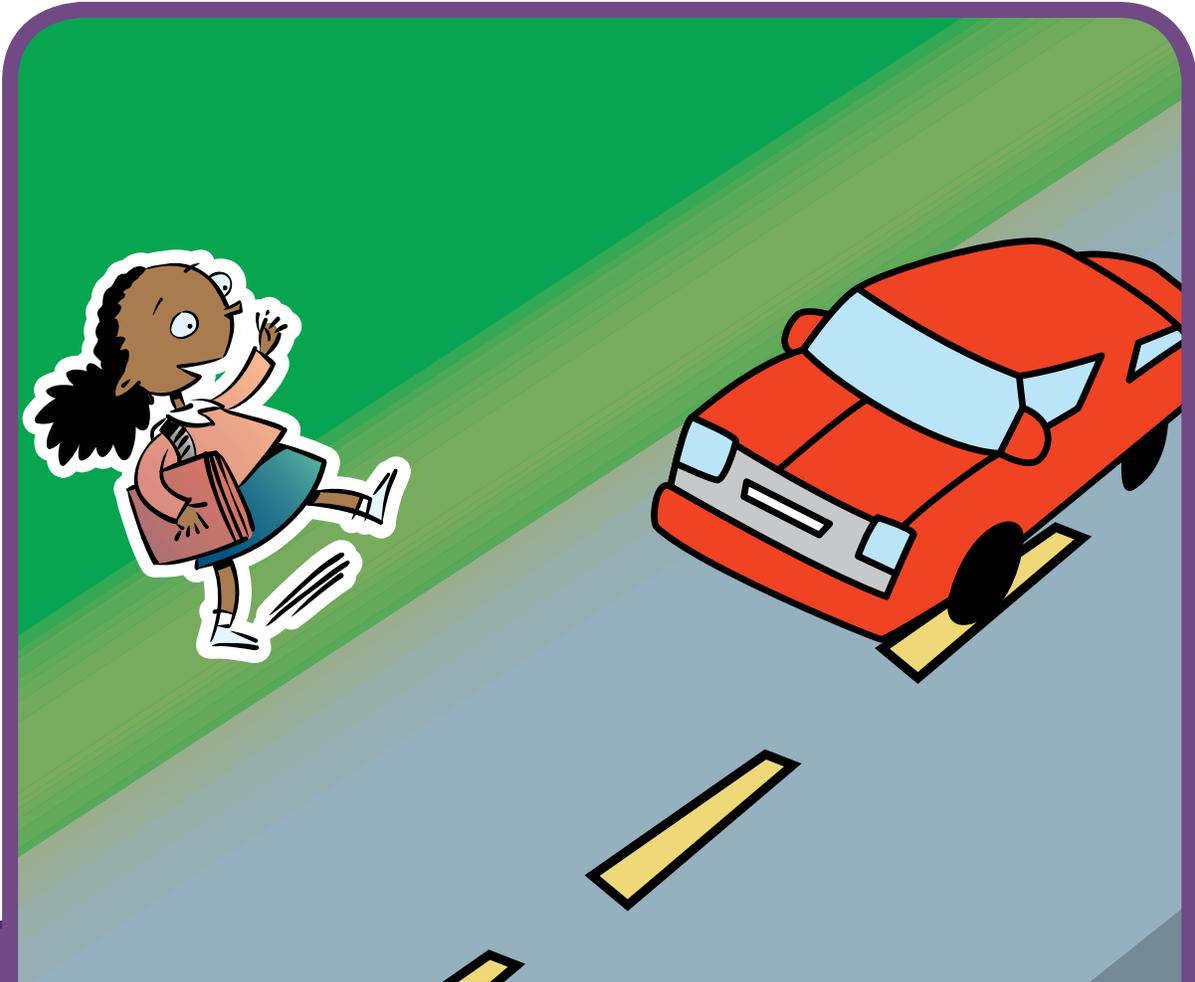
Vocabulary Card



Reflective Materials

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

Walk Safely Situation Card



Walk on the Left Side

A

Situation Card



Child running

B

Situation Card



Acting silly near traffic



Situation Card



Child walking ahead of adult

D

Situation Card



Child and parent walking on sidewalk, facing traffic, holding hands

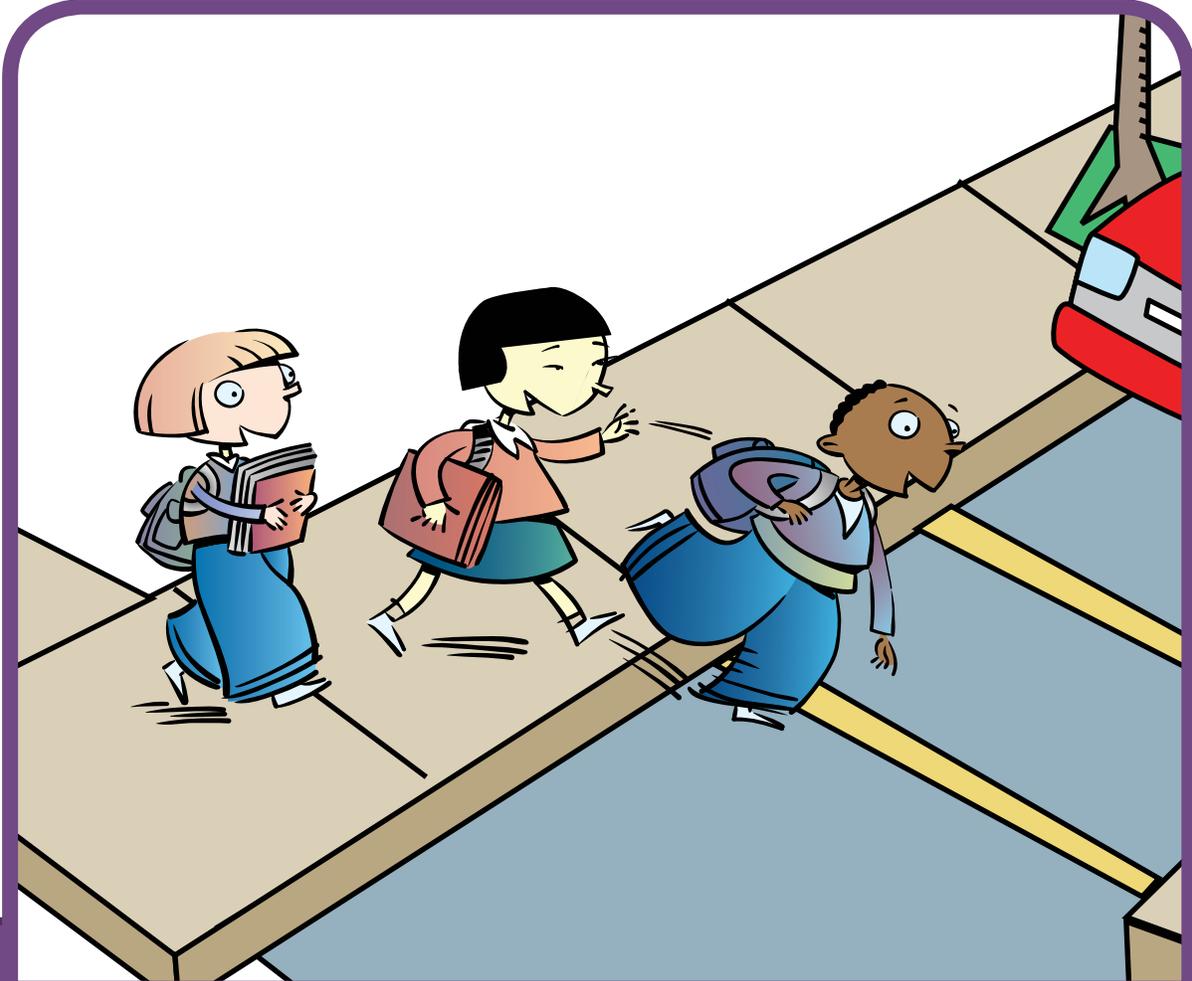
1

Walk Safely Scenario Card



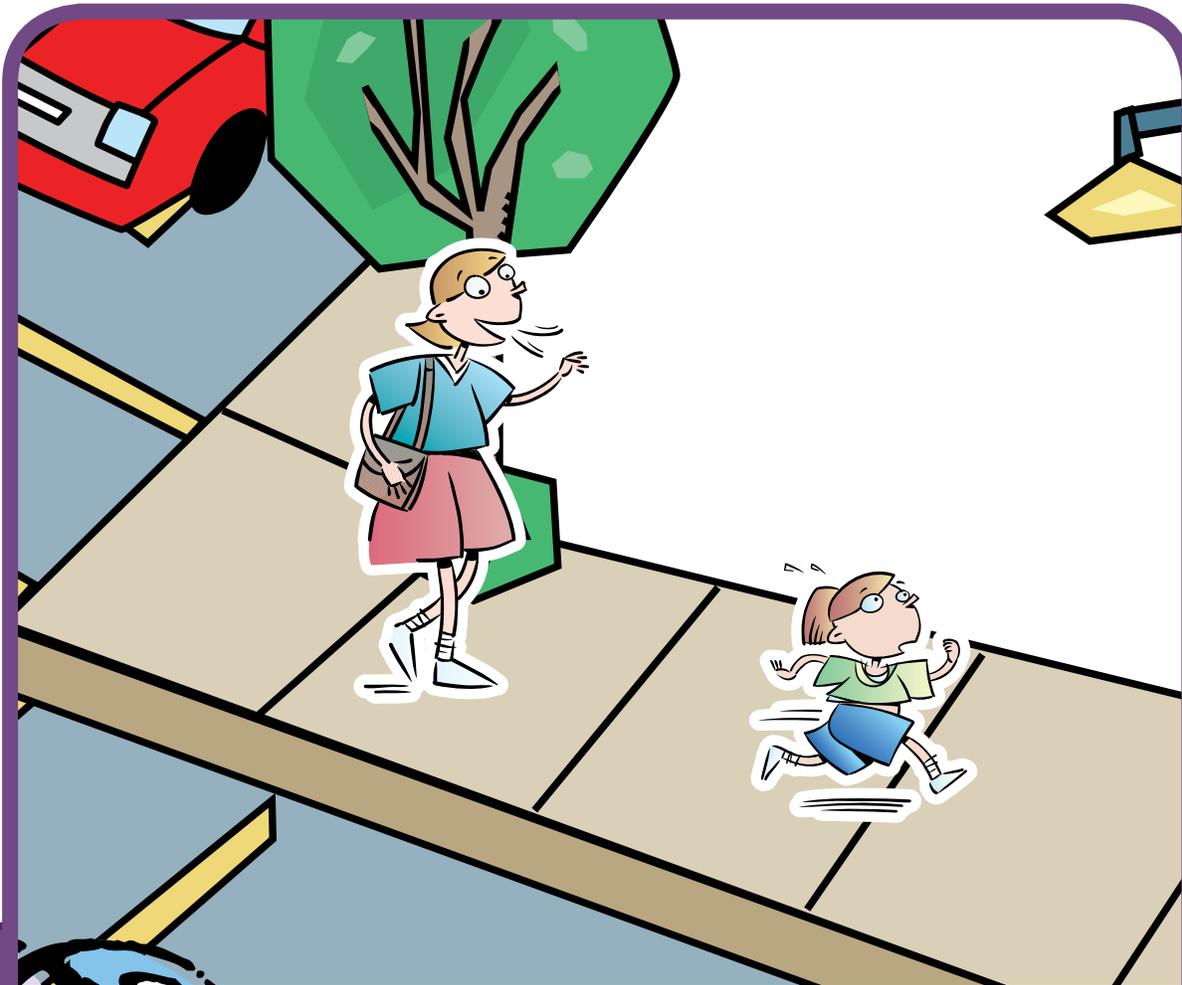
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Walk Safely Scenario Card



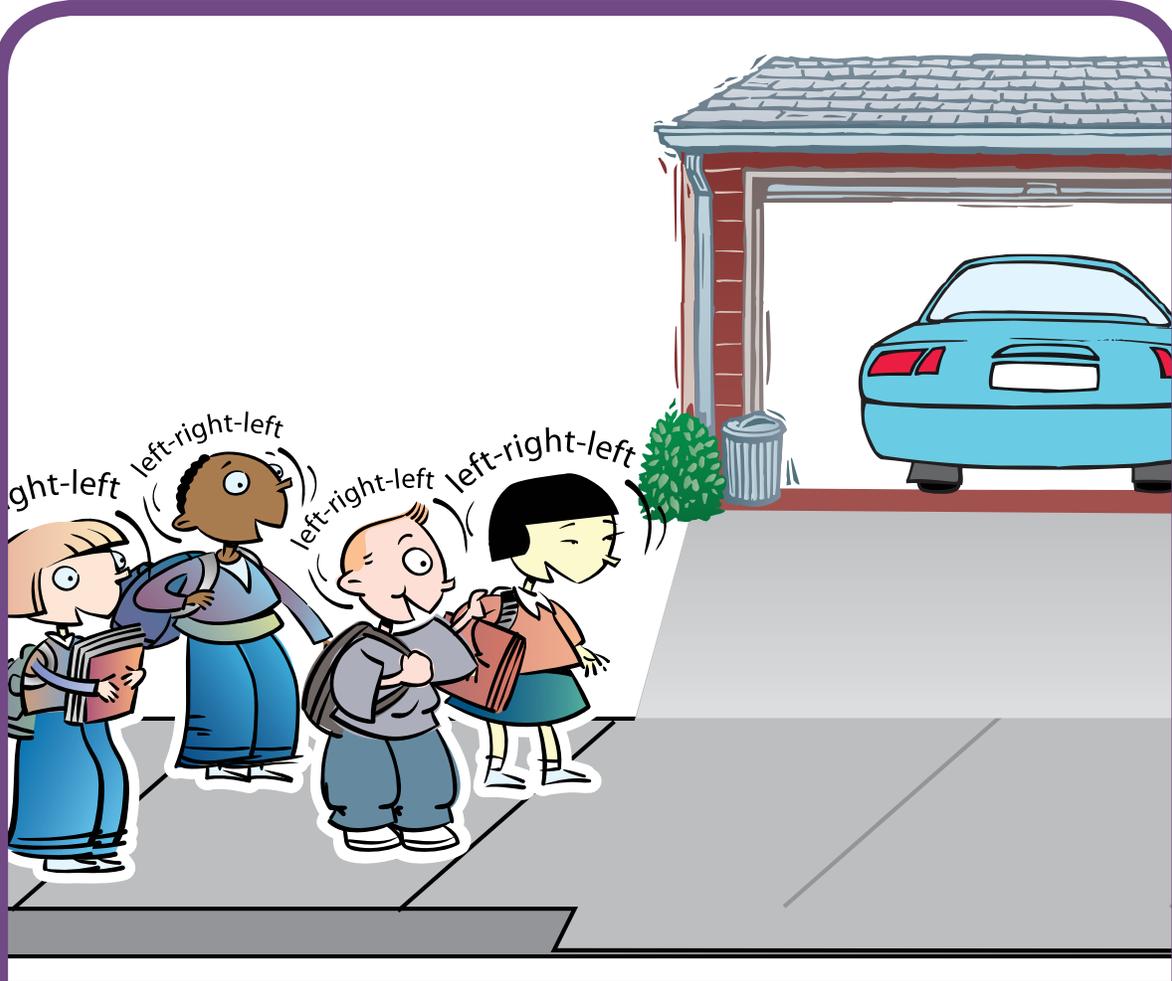
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Walk Safely Scenario Card



4

Walk Safely Scenario Card



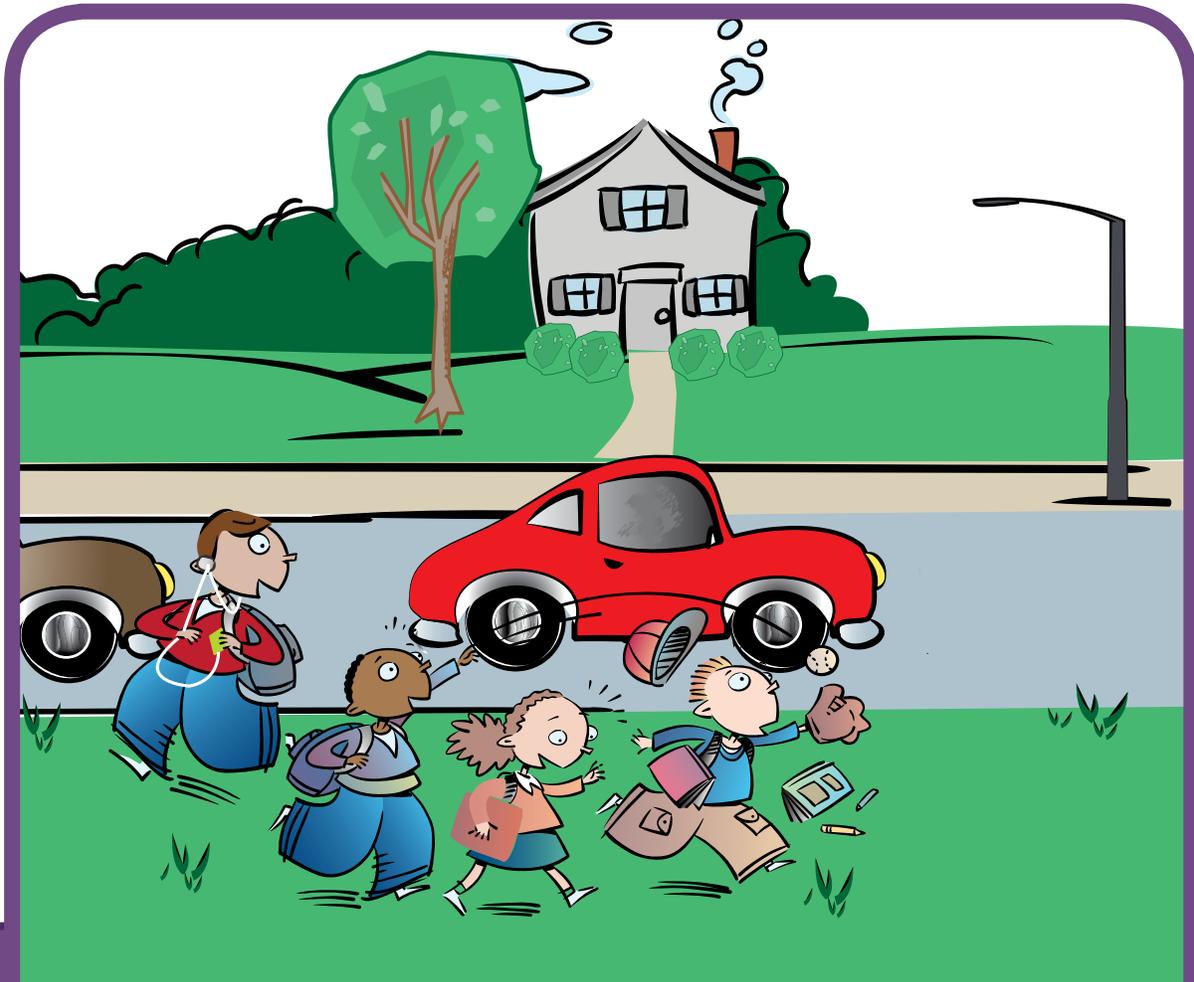
5

Walk Safely Scenario Card



6

Walk Safely Scenario Card





Walking Safely Near Traffic

This week in school your child learned ...

How to walk safely near traffic:

1. PEDESTRIANS are people who walk.
2. TRAFFIC is vehicles in the roadway.
3. SIDEWALKS are safe places to walk.
4. WALK ON THE LEFT SIDE OF THE STREET FACING TRAFFIC where there are no sidewalks.
5. PRACTICE SAFE BEHAVIOR when walking near traffic. This means no pushing, running, or shoving. Don't let toys, phones, or MP3 players distract you. Take out ear buds and let down your hood so you can see and hear what's going on around you.
6. 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 your child understand and learn safe behaviors by practicing them each time you walk near or around traffic.

Did you know?

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

Children in second and third grade:

- Need supervision as they learn more complicated safety skills,
- Can identify safe crossings with help and practice, and
- Can learn how to identify traffic and stay focused while crossing the street with help and patience.

PRACTICE AT HOME!

Walking Safely Near Traffic

Children ages 7-8 can begin to develop more complex pedestrian safety skills. Even though their judgment is better developed than children in grades K-1, they should always be with an adult while walking near traffic.

Walk around the neighborhood with your child, especially to destinations that he or she likes, such as a park, school, or a friend's house. Find a route that has sidewalks as well as a route or part of a route that does not. Where there are no sidewalks, walk along the left side of the road facing traffic. If it is dark outside, have your child wear shoes or clothing that contains reflective material.

Ask your child to explain the four new terms that they learned in class

- What do you call people who are walking? Pedestrians.
- What are vehicles? Cars, trucks and buses that take us from one place to another.
- What is traffic? Vehicles in the road.
- What are back-up lights? White lights on the back of a vehicle that show it is backing up.

Ask your child to explain where they should walk in relation to the traffic.

- Find a sidewalk and walk there.

Ask what do you do if there isn't a sidewalk?

- Walk on the left side of the street facing the traffic, so that you can see drivers coming towards you.

Practice identifying safe places to walk where there are sidewalks and where there are no sidewalks.

Ask your child what clothing is best for walking?

- Bright-colored or reflective clothing so that drivers can see you.



If you know it will be dark outside what should you do?

- Use a flashlight when walking.

Repeat the lessons every chance you get!

Looking at the picture, ask your child to identify where a person should walk. Ask your child to point to the sidewalk and traffic.



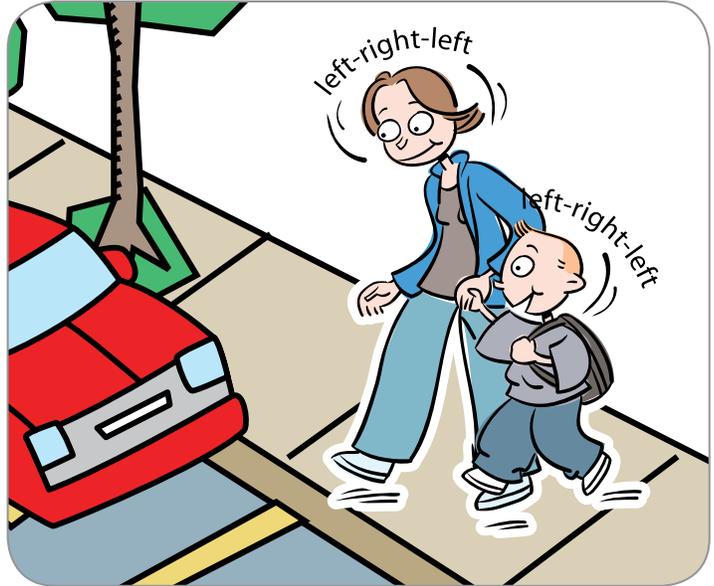
Consejos para Padres/Cuidador Principal

Caminar de forma segura cerca del tráfico

Esta semana en la escuela, su hija/hijo aprendió...

Cómo caminar con seguridad cerca del tráfico:

1. LOS PEATONES son personas que caminan.
2. EL TRÁFICO es el conjunto de vehículos en la calle.
3. LAS ACERAS son lugares seguros para caminar.
4. CAMINA EN EL LADO IZQUIERDO DE LA CALLE DE CARA AL TRÁFICO cuando no haya aceras.
5. PRACTICA COMPORTAMIENTOS SEGUROS cuando camines cerca del tráfico. Es decir, no corras ni empujes. No te distraigas con juguetes, teléfonos o reproductores de MP3. Sácate los auriculares y bájate la capucha para que puedas ver y oír lo que está sucediendo alrededor de ti.
6. VÍSTETE PARA QUE LOS CONDUCTORES TE VEAN. Ponte ropa de colores brillantes y materiales reflejantes. Usa una linterna cuando esté oscuro.



Recuerde:

Aunque es posible que usted pueda determinar rápidamente cuando es seguro cruzar la calle o caminar cerca del tráfico, puede que su hija/hijo no entienda por qué es seguro. Ayude a su hija/hijo a entender comportamientos seguros, practicándolos cada vez que caminen cerca del tráfico.

¿Sabía usted que...?

La capacidad de los niños para entender y tomar decisiones sobre su seguridad cambia a medida que crecen y se desarrollan.

Los niños en segundo y tercer grado:

- Necesitan supervisión a medida que aprenden medidas de seguridad más complicadas,
- Con ayuda y práctica, pueden identificar cruces seguros y
- Con ayuda y paciencia pueden aprender a identificar tráfico y concentrarse al cruzar la calle.

¡PRACTIQUE EN CASA!

Caminar de forma segura cerca del tráfico

Los niños entre los 7 y 8 años de edad pueden empezar a aprender comportamientos peatonales seguros más complejos. Aunque son más juiciosos que los niños de los grados K-1, deben estar siempre con un adulto mientras caminen cerca del tráfico.

Camine por el barrio con sus hijos, sobre todo a destinos que a ellos les gusten como un parque, la escuela o la casa de un amigo. Encuentre una ruta que tenga aceras y otra ruta que no las tenga. Donde no haya aceras, camine en el lado izquierdo de la calle de cara al tráfico. Si es de noche, su hija/hijo debe llevar zapatos o ropa que tenga material reflejante.

Pídale a su hija/hijo que le explique los cuatros términos que aprendió en clase

- ¿Cómo se llaman las personas que caminan? Peatones.
- ¿Qué son los vehículos? Los coches, camiones y buses que nos llevan de un lugar a otro.
- ¿Qué es el tráfico? Vehículos en la calle.
- ¿Qué son las luces de marcha atrás? Luces blancas en la parte de atrás de un vehículo que se encienden cuando está retrocediendo.

Pregúntele a su hija/hijo dónde debe caminar en relación con el tráfico.

- Encuentra una acera y camina allí.

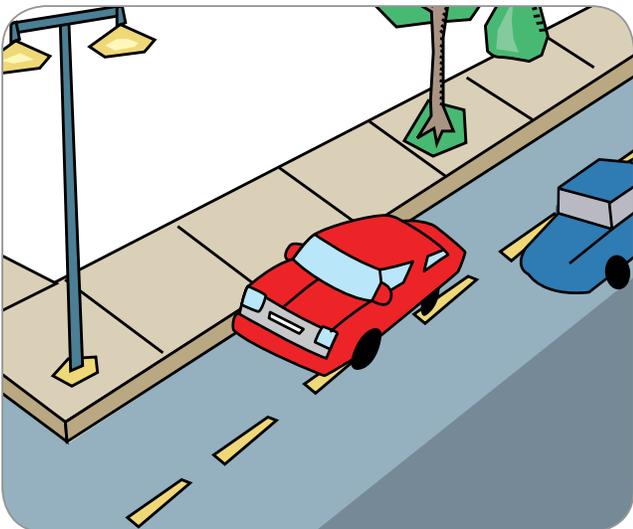
Pregúntele a su hija/hijo lo que debe hacer si no hay una acera.

- Camina en el lado izquierdo de la calle de cara al tráfico para que puedas ver los conductores que vienen hacia ti.

Practique con su hija/hijo cómo identificar lugares seguros para caminar donde haya aceras y donde no las haya

Pregúntele a su hija/hijo cuál es la ropa más apropiada para caminar.

- Ropa reflejante o de colores brillantes para que los conductores te puedan ver.



Si sabes que está oscuro afuera, ¿qué debes hacer?

- Utiliza una linterna mientras camines.
- ¡Repita las lecciones cada oportunidad que tenga!

Mirando la imagen, pídale a su hija/hijo que le muestre dónde debe caminar una persona. Pídale a su hija/hijo que señale la acera y el tráfico.

Let's Go Walking



Name _____

Child Assessment

1. When you are walking down the street, you should be careful of the _____ moving on the road.

A Pedestrians

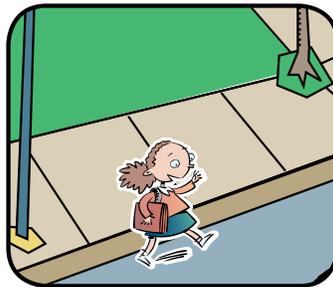
B Traffic

C Intersections

2. Mark the bubble under the picture that shows the best place to walk.



A



B



C

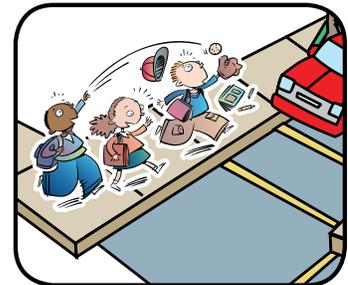
3. Mark the bubble under the picture that best shows a child being safe when walking near traffic



A



B



C

4. Which color is best to wear when you are walking down the street?

A Black

B Brown

C Yellow

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

1. Fill in the blank to complete the sentence: When you are walking down the street, you should be very careful of the _____ moving on the road.
2. Mark the bubble under the picture that shows the best place to walk.
3. Mark the bubble under the picture that best shows a child being safe when walking near traffic.
4. Which color is best to wear when you are walking down the street?

Answers:

1. B
2. C
3. B
4. C



Crossing Streets Safely



Time: 25 - 50 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote child retention of pedestrian safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through children's participation in class activities. More time can be spent on practicing skills if children are already familiar with the core material. 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. Instructors should use their discretion to break up material to accommodate their daily schedules.

Lesson Objectives

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

The children will be able to:

- Use care and caution when crossing neighborhood streets.
- Recognize that they should only cross the street with an adult.
- Recognize why they should not step from behind parked cars.
- Identify and demonstrate the five steps to crossing a street.

Why This Lesson is Important

Traffic can be scary, so we do have to teach children crucial skills before we can let them master walking without an adult in the real world. It's important to ensure that children have a good understanding of basic street safety when they start walking on town and city streets to visit friends or to reach the school bus stop. As they practice with an adult, the concepts will become second nature.

Essential Standards

<p>PE.2.MS.1.1: Execute combinations of locomotor skills in different pathways, levels, or directions.</p> <p>PE.2.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>PE.2.PR.4.3: Use safe practices when engaging in physical education activities with little or no prompting.</p> <p>2.MEH.1.2: Summarize behaviors that help to avoid risks.</p> <p>2.NPA.1.3: Classify activities in terms of their appropriateness for a healthy lifestyle.</p> <p>2.NPA.3.1: Contrast a physical active and inactive lifestyle.</p> <p>2.G.2.1: Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.</p> <p>2.G.2.2 : Explain how people positively and negatively affect the environment.</p>	<p>PE.3.MS.1.3: Execute mature form when combining locomotor skills with changes in direction.</p> <p>PE.3.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>PE.3.PR.4.1: Use self-control to demonstrate personal responsibility and respect for self and others.</p> <p>3.PCH.1.2: Classify behaviors in terms of whether they do or do not contribute to healthy living.</p> <p>3.NPA.1.3: Plan activities for fitness and recreation during out of school hours.</p> <p>3.G.1.3: Exemplify how people adapt to, change and protect the environment to meet their needs.</p> <p>3.G.1.4: Explain how the movement of goods, people and ideas impact the community.</p> <p>3.G.1.5: Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).</p>
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Common Core

<p>CCSS.ELA-Literacy.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CCSS.ELA-Literacy.SL.2.1 : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>CCSS.ELA-Literacy.RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story</p> <p>CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and instructor led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.3.1: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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Guidance

<p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>P.SE.1.2: Use self-determination to build independence.</p>
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Crossing Streets Safely

Materials

- Vocabulary Cards
- Masking tape, rope, or other material to create street lines and a tall trash can or box
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

Vocabulary

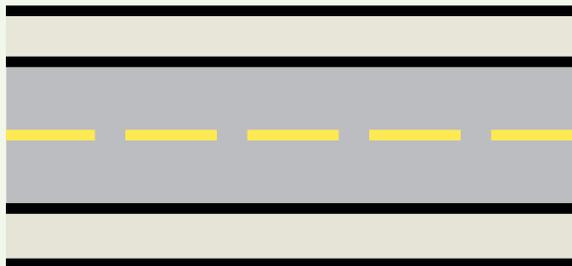
(Cards with picture and definition located at the end of this lesson)

- Diagonal
- Visual barrier

Preparation

Using the materials listed above, create a model street. You will need four long strips of material to make the street and two associated sidewalks, as well as several shorter strips to create a center line for the street. Place a tall trash can or box in the street. This will act as a visual barrier to emphasize the “second edge.”

Example:



Review the Skill-Building Activity options in advance and conduct a site visit to determine the best street crossing location. If required, a Sample Parent Notification Letter and Consent form is included in Appendix C. The instructor may need parents or other adults on hand to assist with the Skill-Building Activity, depending on the number and abilities of children in your class. Coordinate with assistants in advance. Review the **Crossing Streets Safely** Video.

Part 1 – Discussion and Demonstration



► **Time:** 15-20 minutes

1. **Adult Supervision**
2. **Identify a Safe Place to Cross the Street**
3. **Stop at the Edge**
4. **Look and Listen for Traffic**
5. **Cross Quickly and Safely**

Introduction

The instructor will...

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

Today we are going to review the steps to crossing the street safely! As you all know, there are many different kinds of streets.

Today we're just going to learn how to cross streets like those in our neighborhood (or a neighborhood near the school that is quiet and residential).

Raise your hand if you have ever crossed the street.

Why did you cross the street?

- *To get to school, a friend's house, a park,*
- *To get on a bus, to go to a parked car, or*
- *To find a lost ball, 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 of examples of adults you can cross with?

- *Mother, father, instructor, 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 OK.*

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 he or she does not cross safely.*

Following the introduction, the instructor will discuss and simultaneously demonstrate the following steps to crossing the street safely:

Let's pretend that these lines on the ground are a 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 demonstrate how to cross safely. Then, it will be your turn to practice.



1. Adult Supervision

The instructor will...

- 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.

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 who can help me cross?

- *Mother, father, instructor, 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.*

2. Identify a Safe Place to Cross the Street

The instructor will...

- Define and explain types of "visual barriers" to find a safe place to cross.

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

How do you know where it is safe to cross?

- *A safe place should be where you can see the traffic clearly to cross the street.*

Anything that makes it hard for you to see or that makes it hard for cars to see you is called a visual barrier. What are some examples of visual barriers?

[Display "visual barrier" vocabulary card and discuss different types]

- *Parked cars, trucks, buses, tall bushes, tall trash cans, trees, a fence, a curve in the road or a hill.*

What should you do if you want to cross the street but encounter a visual barrier (i.e., A parked car is making it hard for you to see traffic coming down the street)?

- *If possible, find another place to cross the street that is free of barriers and safe to cross.*

Are there any visual barriers that will make it hard for me to see the traffic? NO! Since there aren't visual barriers, I have found a safe place to cross.

3. Stop at the Edge

The instructor will...

- Define the "edge" and discuss examples of "edges."

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.*

Why is the "edge" a good place for me to stop?

- *It is a place where you can see vehicles coming, but you are still far enough away from the roadway.*



As you can see, there are a few barriers in my way. I cannot see one direction down my street. What do you think I should do?

- Move out a little more to the edge of the barrier.

That's right! I want to move out a little further from the edge to the end of the barrier. This is called the second edge. Watch as I stop at the second edge.

4. Look and Listen for Traffic

The instructor will...

- Review positional terms of “left” and “right.”
- Practice the Left-Right-Left Procedure for looking using the “shoulder check” (touch your chin to your shoulder).
- Discuss sounds a child might hear and be cautious of when crossing the street.

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).

[Instructor demonstrates and guides as children 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.

Then, why do you think we look left again?

- Because vehicles 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.

[Instructor demonstrates and guides as children emulate.]

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.

Oh no! I hear an ambulance siren. What do you think I should do?

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

Good! Now 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

The instructor will...

- Explain how and why children should walk (not run) across the street in a straight line.
- Discuss why children should continue to look for traffic while crossing the street.

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

What important behaviors did I demonstrate?

- I walked and did not run. If I run, I might trip and fall.
- I kept my head up.
- I looked left-right-left and listened for traffic.
- I walked straight across the street.



Why don't I want to walk diagonally across the street like this?

[Instructor shows the "Diagonal" vocabulary card and demonstrates crossing diagonally.]

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

Instructor will illustrate why walking on a diagonal is not good by designating two points in the room. Have a student walk straight to one point while the class counts the number of steps. Then have another student walk on a diagonal from the same starting point to the second end point while the class counts the steps. The students should be able to see that there are more steps, so it takes longer to cross on a diagonal.

Part 2 - Activities

► **Time:** 10-30 minutes

Skill Building Activity Options

It is highly recommended that instructors take children 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.

- a. Practice crossing the street on school grounds or on a neighborhood/residential street to reinforce appropriate behavior (10-20 minutes).
- b. Take a supervised walk through a nearby neighborhood with parent volunteers to practice and reinforce proper behavior when crossing the street (20-30 minutes).

Standby Activity Option

Use the following option if children are unable to practice skills outdoors.

- c. Have children practice using skills from this lesson on the model street using noises and role play to simulate conflicts and vehicles (10 minutes).

The following questions can be used to reinforce the activity:

- *What do you do when coming to a curb or edge of the street?*
- *Which way do we look before we cross the street?*
- *Where is the first edge? Where is the second edge?*
- *What do we do if there are cars parked on the street?*
- *Why don't we cross from behind parked cars?*
- *If we see a car coming, what do we do?*
- *Why don't we walk diagonally across the street?*



Review (optional)

► Time: 5 minutes

The instructor will...

- Review the five safety rules for crossing the street by showing a short *Let's Go Walking!* video *Crossing Streets Safely* (approx. 4 minutes) and repeating the key concepts from the lesson.
- Reiterate the importance of crossing with an adult.

Let's review all that we have learned today.

[Instructor creates chart as children recall the steps for crossing the street]

- *Cross the street with an adult or, if your parents say it is OK, with a brother or sister who is very responsible.*
- *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.*
- *Stop at the edge of the street.*
- *Look left, right, and left and listen for traffic that may be coming.*
- *Cross the street by walking, looking and listening for traffic, and walking in a straight line.*





Suggestions for a Balanced Curriculum

Grades
2-3
Lesson 2

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, or may be assigned as homework opportunities.

Share Robert McKloskey's *Make Way for Ducklings* with the children and guide children through one of the topics listed below. In addition, there are dozens of online resources that can be used with this book to enhance the lesson to include other areas of study. Due to its popularity, copies of this book are readily available through NC Public Libraries and many school libraries.

Social Studies

Discuss the setting of the story using the text and illustrations. Use these aspects of the text to compare and contrast different aspects of communities:

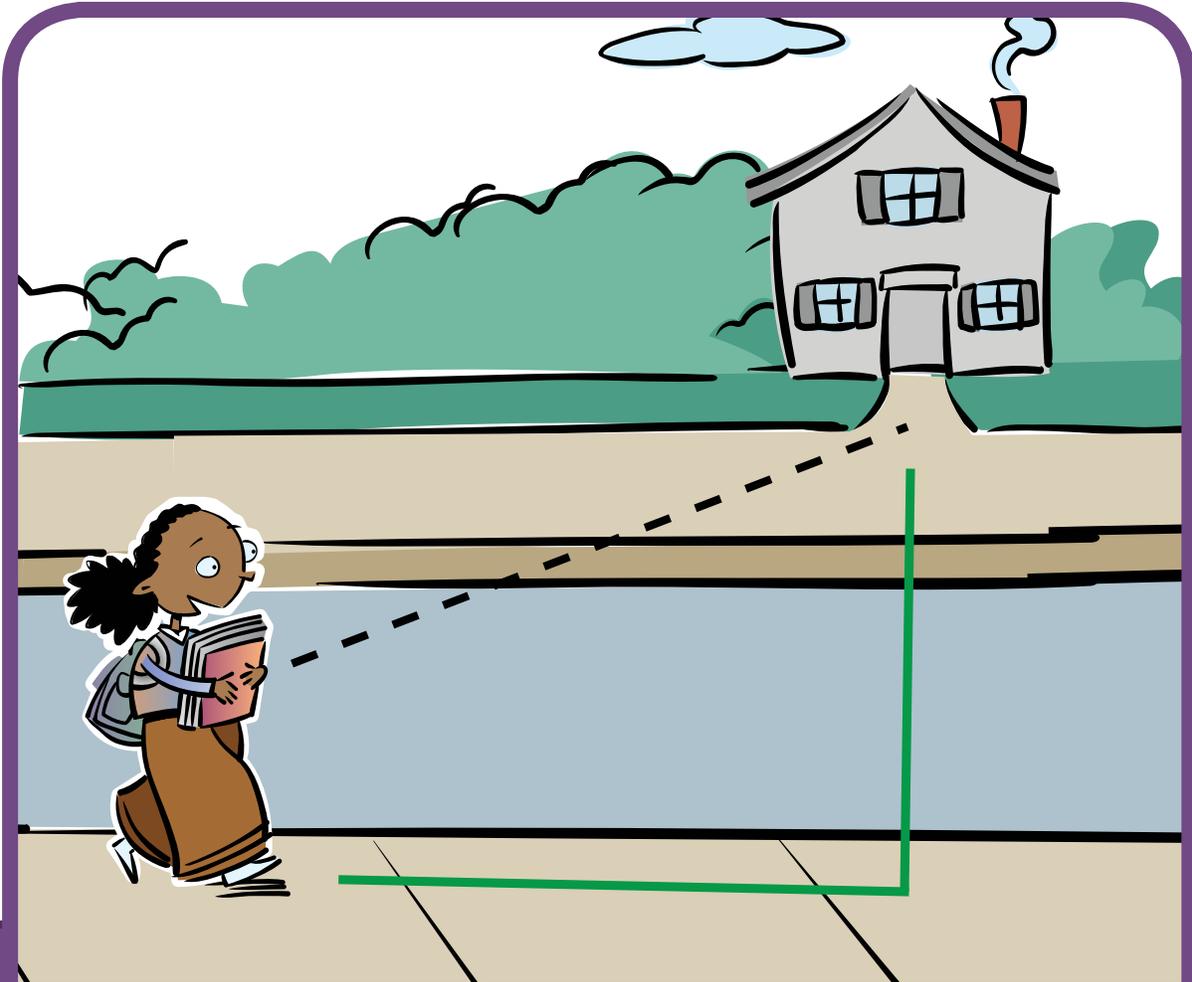
- Have children tell what the setting of the story is and have them name different characteristics of a city setting.
- Make a chart highlighting the characteristics of and differences between a city, a suburban area, and a rural area.
- Compare and contrast the nature of the population, buildings, open spaces, and transportation types in the story.
- Have children talk about the similarities and differences between the city in the story and the area that they live in.

English/Language Arts

Review various aspects of the book as they relate to pedestrian safety.

- Discuss what modes of transportation the ducks used to get around town. List the problems that the mother and baby ducks had while being "pedestrians" through the town.
- Discuss why the ducks wanted to cross the roadway and talk about destinations that a pedestrian might want to go.
- Brainstorm how the mother duck could have changed her behavior to model safe behavior when navigating and crossing various roadways.
- Talk about the occupations of various characters in the book, including the policeman who assisted the ducks in crossing the road.

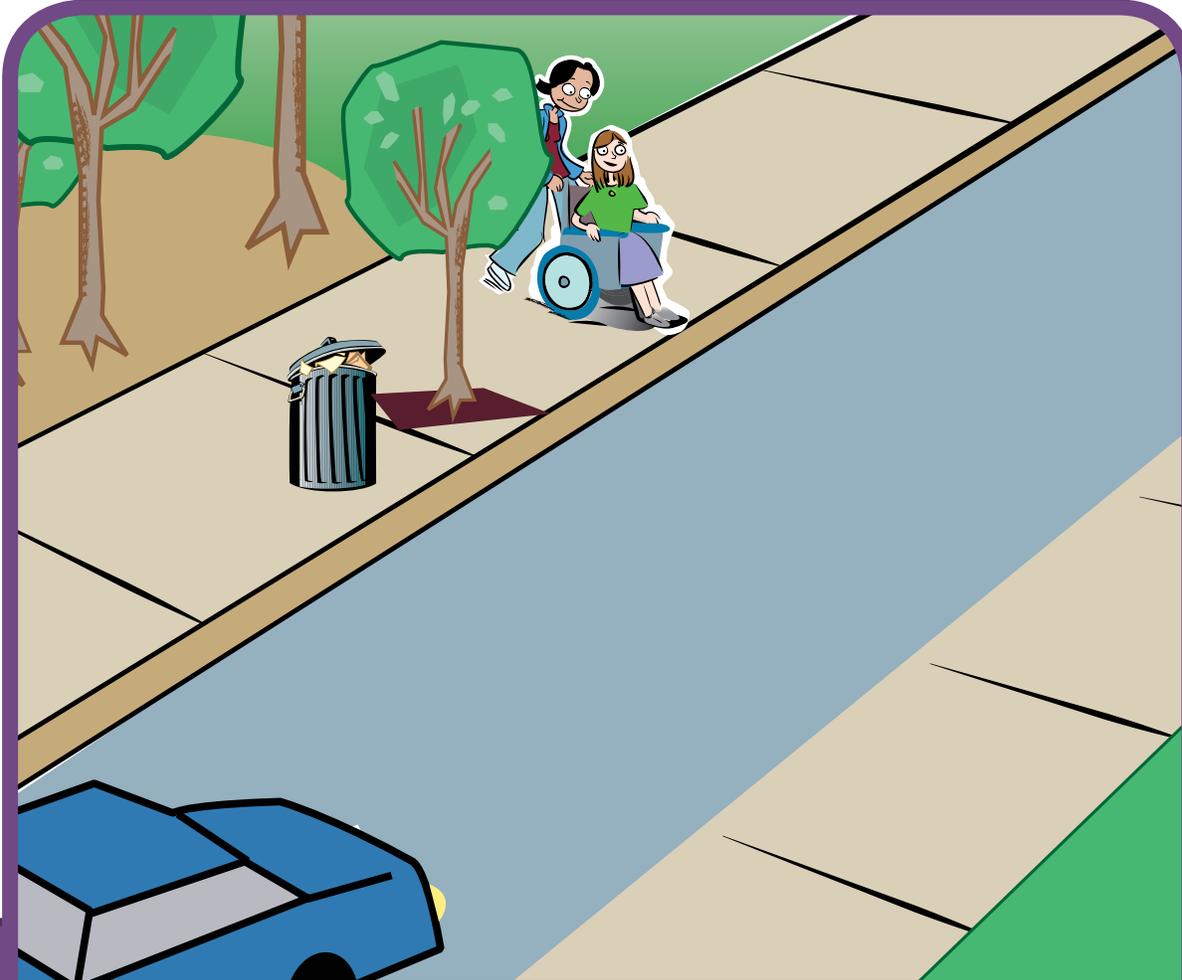
Vocabulary Card



Diagonal

Joining two opposite corners. You should avoid crossing roads at a diagonal because it is less safe, and the distance is longer.

Vocabulary Card



Visual Barrier

An object or area that you have difficulty seeing around, including trees, parked cars, or even curves in the road. In order to cross the street safely, you need to find a place free of visual barriers so you can see traffic and drivers can see you.

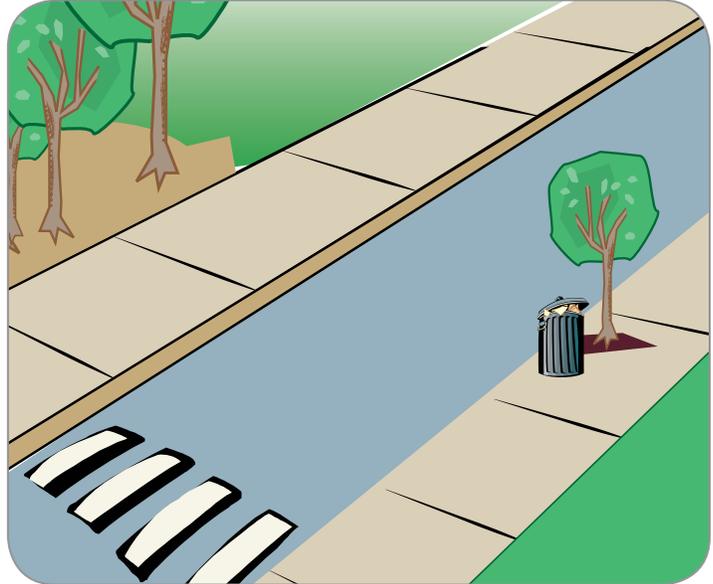


Crossing Streets Safely

This week in school your child learned ...

How to cross neighborhood and residential streets safely:

1. **FIND AN ADULT** to cross the street with you.
2. **IDENTIFY** safe places to cross. Do not cross from behind “visual barriers.”
3. **STOP** at the edge or curb of the street. Never step from behind a parked car.
4. **LOOK AND LISTEN** for traffic in all directions. Look left, right, left for traffic. Wait until there is no traffic coming. Then begin crossing the street.
5. **CROSS IN A STRAIGHT LINE** and keep looking for traffic. Walk; don't run across the street.



Remember:

Although you might be able to quickly determine whether it is safe to cross the street, your child may not know or understand why it is safe. Help your child understand and learn safe behaviors by practicing each time you cross the street.

Looking at the picture, ask your children to identify where a person should cross the street. Ask them to point to a safe area to cross that is free of “visual barriers.” Ask them to point to the edge of the street. Ask them to show you how they would cross the street in a straight line.

Did you know?

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

Children in second and third grade:

- Need supervision as they learn more complicated safety skills.
- Can identify safe crossings with help and practice.
- Can learn how to identify traffic and stay focused while crossing the street with help and practice.

PRACTICE AT HOME!

Crossing Streets Safely

A challenge with providing safety education in the schools is that children, even in the same grade, vary in their readiness to handle traffic situations such as choosing a safe time to cross a street. Parents are a central figure in a child's safety education because they have the best opportunities to effectively assess a child's skills and teach safe behavior in the course of daily life. Children ages 7-8 can begin to learn more complicated pedestrian safety tasks. Even though they are older, they should always be with an adult while walking near or around traffic.

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 the ability to make a safe judgment. Make sure that your child is ready for the next step in learning how to safely cross the street by practicing safe pedestrian skills at home.

Walk along a route in your neighborhood that has sidewalks (preferably on both sides of the street) and a crosswalk. Children will learn 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 diagram on the opposite page and offer clues if they need help.

1. **FIND AN ADULT** to cross the street with you.
2. **FIND A SAFE PLACE TO CROSS** – one that is free of barriers like trees or shrubs. 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 your child what a curb or edge is and what to use as an edge if there are parked cars)
4. **LOOK AND LISTEN** for traffic in all directions. (Look left, right, and left again). Wait until there is no traffic coming and begin to cross the street.
5. **CROSS IN A STRAIGHT LINE** and keep your head up. Continue to scan for cars while crossing the street. 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!





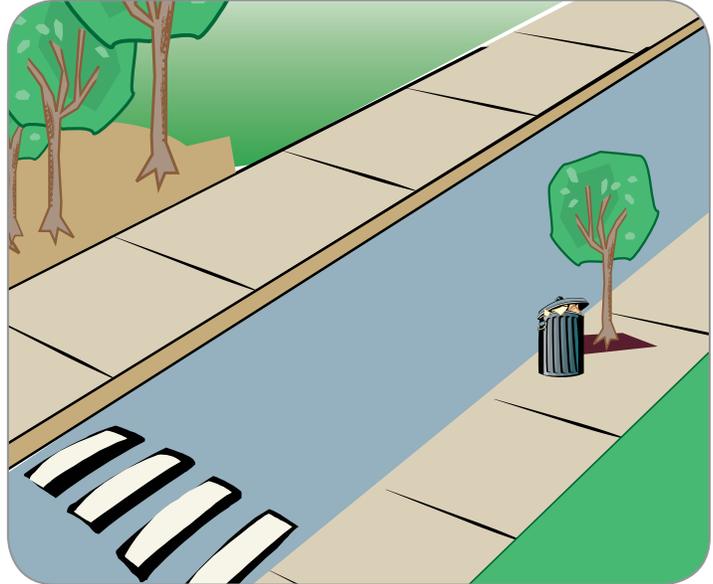
Consejos para Padres/Cuidador Principal

Como cruzar las calles de forma segura

Esta semana en la escuela su hija/hijo aprendió...

Cómo cruzar las calles del barrio con seguridad:

1. ENCUENTRA A UN ADULTO para cruzar la calle contigo.
2. IDENTIFICA lugares seguros para cruzar. No cruces desde atrás de "barreras visuales".
3. PARA en el borde de la calle. Nunca empieces a cruzar la calle si estás detrás de un coche estacionado.
4. MIRA Y ESCUCHA en todas las direcciones para ver si hay tráfico. Espera hasta que no venga ningún coche. Luego empieza a cruzar la calle.
5. CRUZA EN LÍNEA RECTA y sigue atento por si viene tráfico. Camina al cruzar la calle, no corras.



Recuerde:

Aunque es posible que usted se de cuenta rápidamente cuando es seguro cruzar la calle, puede que su hija/hijo no entienda por qué es seguro. Ayude a su hija/hijo a entender comportamientos seguros, practicándolos cada vez que crucen la calle.

Mirando la imagen, pídale a su hija/hijo que le muestre dónde se debe cruzar la calle. Pídale que señale un lugar seguro para cruzar la calle que no tenga "barreras visuales". Pídale que señale el borde de la calle. Pídale que le muestre cómo debe cruzar la calle en línea recta.

¿Sabía usted que...?

La capacidad de los niños para entender y tomar decisiones sobre su seguridad cambia a medida que crecen y se desarrollan.

Los niños en segundo y tercer grado:

- Necesitan supervisión a medida que aprenden medidas de seguridad más complicadas.
- Con ayuda y práctica, pueden identificar cruces seguros y
- Con ayuda y paciencia pueden aprender a identificar tráfico y concentrarse al cruzar la calle.

¡PRACTIQUE EN CASA!

Como cruzar las calles de forma segura

Es difícil enseñar seguridad en las escuelas porque los niños, incluso los del mismo grado, varían en su disposición para manejar situaciones de tráfico, como eligiendo un momento seguro para cruzar la calle. Los padres son figuras centrales en la educación sobre la seguridad de los niños ya que tienen las mejores oportunidades para evaluar sus habilidades y enseñarles comportamientos seguros en la vida diaria. Los niños entre los 7 y 8 años de edad pueden empezar a aprender comportamientos peatonales seguros más complejos. Sin embargo, siempre deben estar con un adulto mientras caminen cerca del tráfico.

La mejor manera para que los niños aprendan a cruzar la calle de forma segura es practicando con un adulto. Recuerde que aunque su hija/hijo ha aprendido cómo cruzar la calle de forma segura, no significa que ella/él puede tomar buenas decisiones sobre su seguridad. Para asegurarse de que su hijo esté listo para el próximo paso de aprender cómo cruzar la calle, practique buenos comportamientos peatonales en casa.

Camine por una ruta en su barrio que tenga aceras, preferiblemente en los dos lados de la calle, y un paso peatonal. Los niños van a aprender específicamente sobre los pasos peatonales en la próxima lección, pero es útil empezar a mostrarles cómo cruzar un paso peatonal de forma segura si hay uno en su barrio.

Pregúntele a su hija/hijo lo que aprendió en la escuela sobre cómo cruzar la calle de forma segura. Practique los 5 pasos para cruzar la calle de forma segura. Utilice el diagrama en la otra página y ofrezca pistas si su hija/hijo necesita ayuda.

1. ENCUENTRA A UN ADULTO para cruzar la calle contigo.
2. ENCUENTRA UN LUGAR SEGURO PARA CRUZAR – uno que esté libre de barreras como árboles o arbustos. Cruza donde sea fácil ver los vehículos que van en la calle.
3. PARA EN EL BORDE de la calle. (Pregúntele a su hija/hijo qué es el borde de la calle y qué debe hacer si hay coches estacionados)
4. MIRA Y ESCUCHA en todas las direcciones para ver si hay tráfico. (Mira a la izquierda, a la derecha y a la izquierda de nuevo). Espera a que no venga ningún coche y empieza a cruzar la calle.
5. CRUZA EN LÍNEA RECTA y sigue atento por si viene tráfico. Al cruzar la calle, camina, no corras.

Practique los 5 Pasos Seguros otra vez. Encuentre un sitio seguro para cruzar la calle y practique diciendo los pasos en voz alta mientras cruzan juntos.

¡Repita la lección en cada oportunidad que tenga!



Let's Go Walking



Name _____

Child Assessment

1. Who should be with you when you cross a busy street?

A **Your friends**

B **An adult**

C **A classmate**

2. Mark the bubble under the picture that shows a safe place to cross the street.



A



B



C

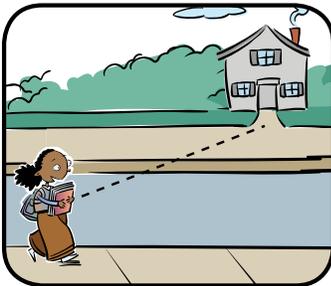
3. Where should you look before crossing the street?

A **Right-left-right**

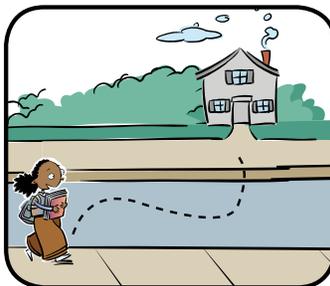
B **Up-down-up**

C **Left-right-left**

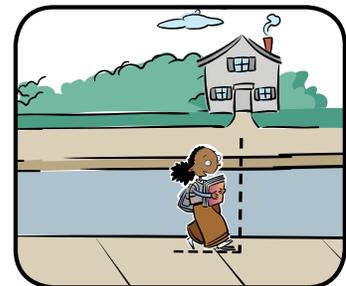
4. Mark the bubble under the picture that shows the best path across the street.



A



B



C

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

1. Who should be with you when you cross a busy street?
2. Mark the bubble under the picture that shows a safe place to cross the street.
3. Where should you look before crossing the street?
4. Mark the bubble under the picture that shows the best path across the street.

Answers:

1. B
2. A
3. C
4. C



Time: 25 - 50 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote child retention of pedestrian safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through children's participation in class activities. More time can be spent on practicing skills if children are already familiar with the core material. 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. Instructors should use their discretion to break up material to accommodate their daily schedules.

Lesson Objectives

The objectives of this lesson are to teach children 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 children cannot easily interpret driver behavior.

The children will be able to:

- Demonstrate safe behavior while approaching and crossing an intersection.
- Recognize and interpret signs and signals.

Why This Lesson is Important

Second and third graders move on to a more complex set of skills and rules as they are able to grasp more information about laws, traffic signs, and safety concepts. This lesson covers the basics of intersections, including signs, signals and crosswalks. Children will learn what they should do when they encounter an intersection when walking with an adult or responsible person.

Essential Standards

<p>PE.2.MS.1.1: Execute combinations of locomotor skills in different pathways, levels, or directions.</p> <p>PE.2.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>PE.2.PR.4.3: Use safe practices when engaging in physical education activities with little or no prompting.</p> <p>2.MEH.1.2: Summarize behaviors that help to avoid risks.</p> <p>2.NPA.1.3 : Classify activities in terms of their appropriateness for a healthy lifestyle.</p> <p>2.NPA.3.1: Contrast a physical active and inactive lifestyle.</p> <p>2.C.2.1: Use improvisation to communicate activities in a variety of situations.</p>	<p>PE.3.MS.1.3: Execute mature form when combining locomotor skills with changes in direction.</p> <p>PE.3.HF.3.2: Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.</p> <p>PE.3.PR.4.1: Use self-control to demonstrate personal responsibility and respect for self and others.</p> <p>3.PCH.1.2: Classify behaviors in terms of whether they do or do not contribute to healthy living.</p> <p>3.NPA.1.3: Plan activities for fitness and recreation during out-of-school hours.</p> <p>3.c.2.1: Use improvisation to present a variety of simple stories or situations.</p>
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Common Core

<p>CCSS.Math.Content.2.MD.A.4: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>CCSS.Math.Content.2.MD.A.3: Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>CCSS.ELA-Literacy.SL.2.4 : Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>CCSS.Math.Content.3.MD.A.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>CCSS.ELA-Literacy.SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
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Guidance

<p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>P.SE.1.2: Use self-determination to build independence.</p>
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Crossing Intersections Safely

Grades

2-3

Lesson 3

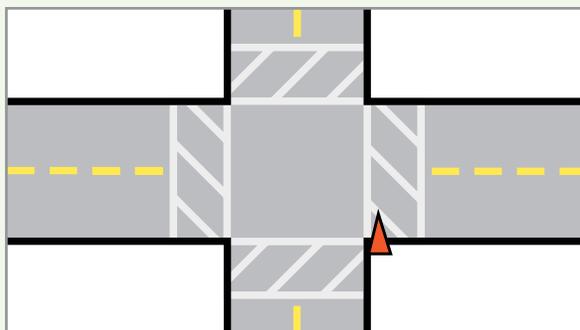
Materials

- Cones, tape, yard stick, paper (red, yellow, green), and other materials to create a model intersection
- Picture Cards (Intersection, Crosswalk, Stop Sign, Traffic Light, Pedestrian Signal)
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

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 to create the dashed lane marking in the middle of the street. Create street signs and traffic signals using paper, yard sticks, and cones. Create simple crosswalks to emphasize safe crossing areas.

Example:



Review the Skill-Building Activity options in advance and conduct a site visit to determine the best intersection location. If required, a Sample Parent Notification Letter and Consent form is included in Appendix C. The instructor may need parents or other adults on hand to assist with the Skill-Building Activity, depending on the number and abilities of children in your class. Coordinate with assistants in advance. Review the **Crossing Intersections Safely** Video.

Part 1 – Discussion and Demonstration

► Time: 15-20 minutes

1. Identify a Safe Place to Cross the Street and Taking an Adult's Hand
2. Stop at the Edge
3. Look and Listen for Traffic
4. Look for Traffic Signals
5. Cross Quickly and Safely



Introduction

The instructor will...

- Review steps to crossing the street.
- Explain the importance of children crossing the street with an adult or older sibling.
- Define and discuss “intersections” and “crosswalks.”

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.

[Display song. Together, instructor and children sing the song to review steps for crossing the street from Lesson 2.]

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 “Intersection” Picture 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 painted across the road. These are special areas on the road that show where you should walk once you are sure the road is clear to cross.

[Display “Crosswalk” Picture Card.]

1. Identify a Safe Place to Cross the Street and Taking an Adult’s Hand

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 corner of the intersection. Even if there is no painted crosswalk, crossing at the corner is safe because this is where drivers expect to see pedestrians crossing the street.

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.

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.

2. Stop at the Edge

Before I cross the intersection, I stop at the “edge” or the curb. This is the place where the sidewalk ends and the street begins.

3. Look and Listen for Traffic

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

- To see if cars are coming from both directions.

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.

I just modeled what I should do if I am crossing only one street, but I am crossing an intersection. Are there any other directions that are important for me to consider when crossing an intersection?

- Cars could be coming from in front of me and behind me.



Why do we need to consider these directions also?

- To see if cars are turning onto the street where we want to cross.

Cars sometimes change their directions by turning. It is important to make sure all four directions are clear before crossing the street. Just be patient, keep your head up, and keep watching in all directions for cars to make sure it is safe to cross.

4. Look for Traffic Signals

- The instructor will...
 - Explain how traffic lights work.
 - Describe what Walk/Don't Walk signals do.
 - Define red as a warning color.
 - Describe the procedure for crossing the street cautiously during the white signal phase.

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

Intersections often 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 pedestrians should look at to know when it is their turn to cross.

Let's look at some of these signs and signals so we will know when it is our turn to cross.

[Display "Stop Sign" Picture Card.]

What sign is this and what does it tell me?

- Stop signs tell cars that they need to stop and see if it is clear to continue. Once the car driver has come to a stop and checked all directions for other cars, the car may cross the intersection.

Great!

[Display "Traffic Light" Picture Card]

What does this traffic signal do?

- Traffic Light colors tell cars when they need to slow down (yellow), stop (red), and go (green).

Finally, **[Display "Pedestrian Signal" Picture Card]** what does this traffic signal tell us?

- The pedestrian signal displays "Walk" or "Don't Walk" to tell drivers and pedestrians when it is the walkers' turn to cross.

Let's talk about the pedestrian signal.

- Sometimes, you will see a red hand on the "Walk/Don't Walk" signal. This is the "Don't Walk" part of the signal. Red is a warning color. It means stop. If a signal displays red, it means that it is not safe to cross the street. You should stop at the edge of the sidewalk and wait until the white "Walk" signal is displayed.
- 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 white "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. If the white "Walk" signal is showing, there is time to walk across the street safely, so never run across the intersection.
- 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 shows countdown numbers, **DO NOT** begin to cross. Red is a warning color. 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.

[Instructor has child/assistant helper display Pedestrian Signal, and if appropriate count backwards, as she demonstrates crossing the model intersection.]

I see the Pedestrian signal is red. I am stopped and waiting at the edge. Now, I see that the pedestrian signal has a white walking symbol. I will first check left-right-left, then in front and behind me. I listen for cars also. If it is clear, I will begin to cross the intersection.

5. Cross Quickly and Safely

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 walking straight – not at a diagonal. This will help me get across in the shortest amount of time.

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

Part 2 - Activities

► Time: 10-30 minutes

Skill-Building Activity Options

It is highly recommended that instructors take children 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.

- Practice crossing an intersection near school grounds or on a neighborhood/residential street to reinforce appropriate behavior (10-20 minutes).
- Take a supervised walk through a nearby neighborhood with parent volunteers to practice and reinforce proper behavior when crossing intersections (20-30 minutes).

Standby Activity Option

Use the following option if children are unable to practice skills outdoors.

- Practice safely crossing an intersection and demonstrate understanding by playing “Red Hand, Walking Man” game. (20 minutes).

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

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



Let's practice all together by playing one of my favorite games, "Red Light, Green Light." Since we have learned about a new traffic signal, we are going to call my game "Red Hand, Walking Man."

1. Allow all children to line up across a large field or auditorium opposite the instructor.
2. The instructor will call out "Red Hand" for children 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 instructor should emphasize looking left-right-left before moving, moving in a straight line, and walking at all times (not running). If children do not do these things, they are out!
4. The first child or children to reach the instructor at the "other side of the intersection" is declared the "Crossing the Intersection Champ!"

Review (optional)

- ▶ Time: 5 minutes

The instructor will...

- Have children recall steps for being safe while crossing an intersection and review by showing the *Let's Go Walking!* video *Crossing Streets Safely* (approx. 4 minutes) and repeating key concepts from the lesson.
- Review the walk/don't walk traffic signal.

Let's review all that we have learned today.

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

- *Identify a safe place to cross the street and taking an adult's hand.*
- *Stop at the edge.*
- *Look and listen for traffic.*
- *Look for traffic signals.*
- *Cross quickly and safely.*

When I get to an intersection, what does a red hand on the pedestrian signal mean?

- *Stop, do not cross.*

What does a white walking man on the pedestrian signal mean?

- *It may be safe to begin crossing, follow the five steps for crossing an intersection safely.*





Suggestions for a Balanced Curriculum

Grades
2-3
Lesson 3

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 or may be assigned as homework opportunities.

Mathematics

To learn about the relationship between crossing distance, exposure time, and pedestrian safety, have children compare crossing streets using different distances. You will need a large room or playground area to show distance. Before you get started, ask children to estimate distance — how far is it to cross a residential street (feet)?

Residential Street

Have children assist with measuring out 11 feet with tape or chalk and mark both ends. This is the approximate distance across one lane of traffic on a residential road. Have them measure out another 11 feet to show how far it would be to cross 2 lanes of traffic. Measure out as many as four lanes.

Have children calculate the time it takes to cross one lane of traffic on a residential road versus 2, 3, or 4 lanes. Have them write down the times in seconds on a number line diagram for each crossing. What is this difference in time between crossing two lanes vs. one lane? Three lanes versus one lane? Four lanes versus two lanes?

Collector Street

Have children measure out 14 feet with a tape or chalk and mark both ends. This is the approximate distance across one lane of traffic on a “sub-collector,” a road type which generally carries more traffic than a neighborhood street. Have them repeat the measurements for 14 feet to show how far it would be to cross 2-, 3- and 4-lanes of traffic.

Time children to calculate how long it takes to cross one lane of traffic on a collector road versus 2, 3, or 4 lanes. Have them write down the times in seconds on a number line diagram for each crossing. What is this difference in time between crossing two lanes vs. one lane? Three lanes versus one lane? Four lanes versus two lanes?

Wrap Up

Ask children, if there is a choice, should they cross a 2-lane or 4-lane road? Why? Should they cross a neighborhood street or a collector street? Why?

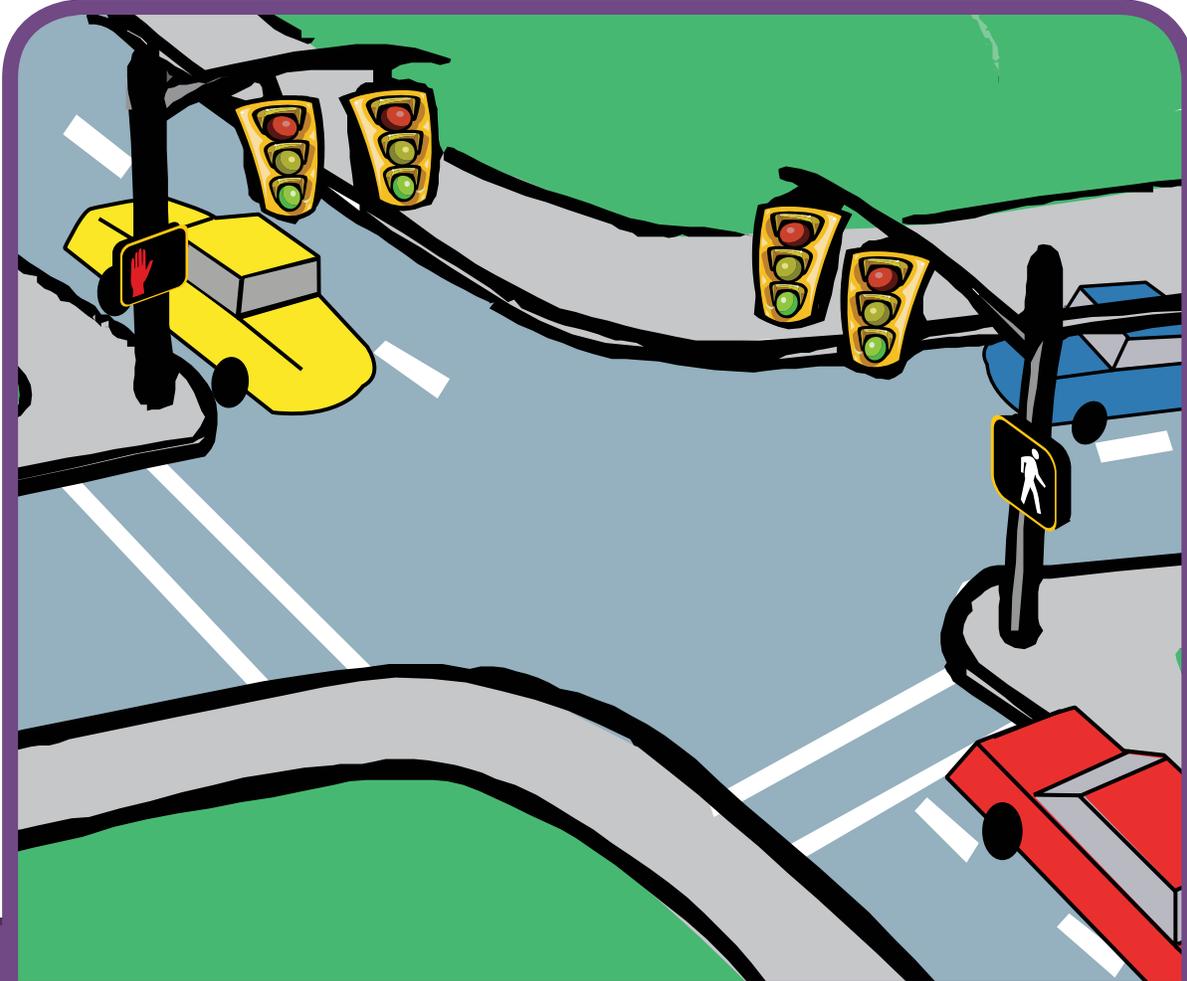
Shorter pedestrian crossings reduce the amount of time a person is in the street. This reduces the amount of time they are at risk of being hit by a car (exposure time).

English Language Arts

Children can work in small groups (2-3 children each) to develop a one- to two- minute skit about pedestrian safety that includes dialogue between the characters. Have them utilize the model intersection, if applicable.

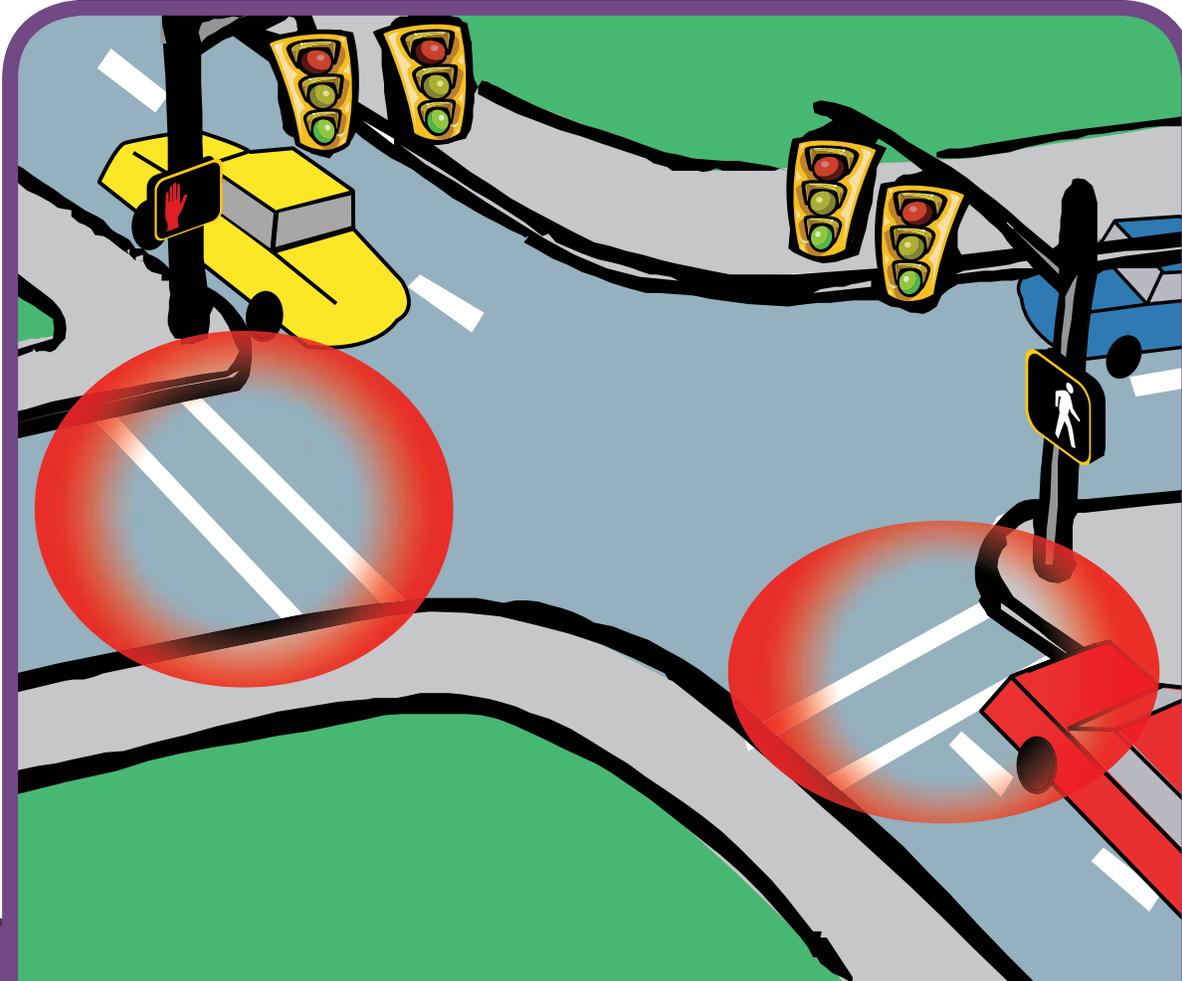
Each group should be assigned to at least one of the 5 steps to crossing intersections safely from Lesson 3. Children should include appropriate vocabulary, descriptive details, and speak clearly.

Picture Card



Intersection

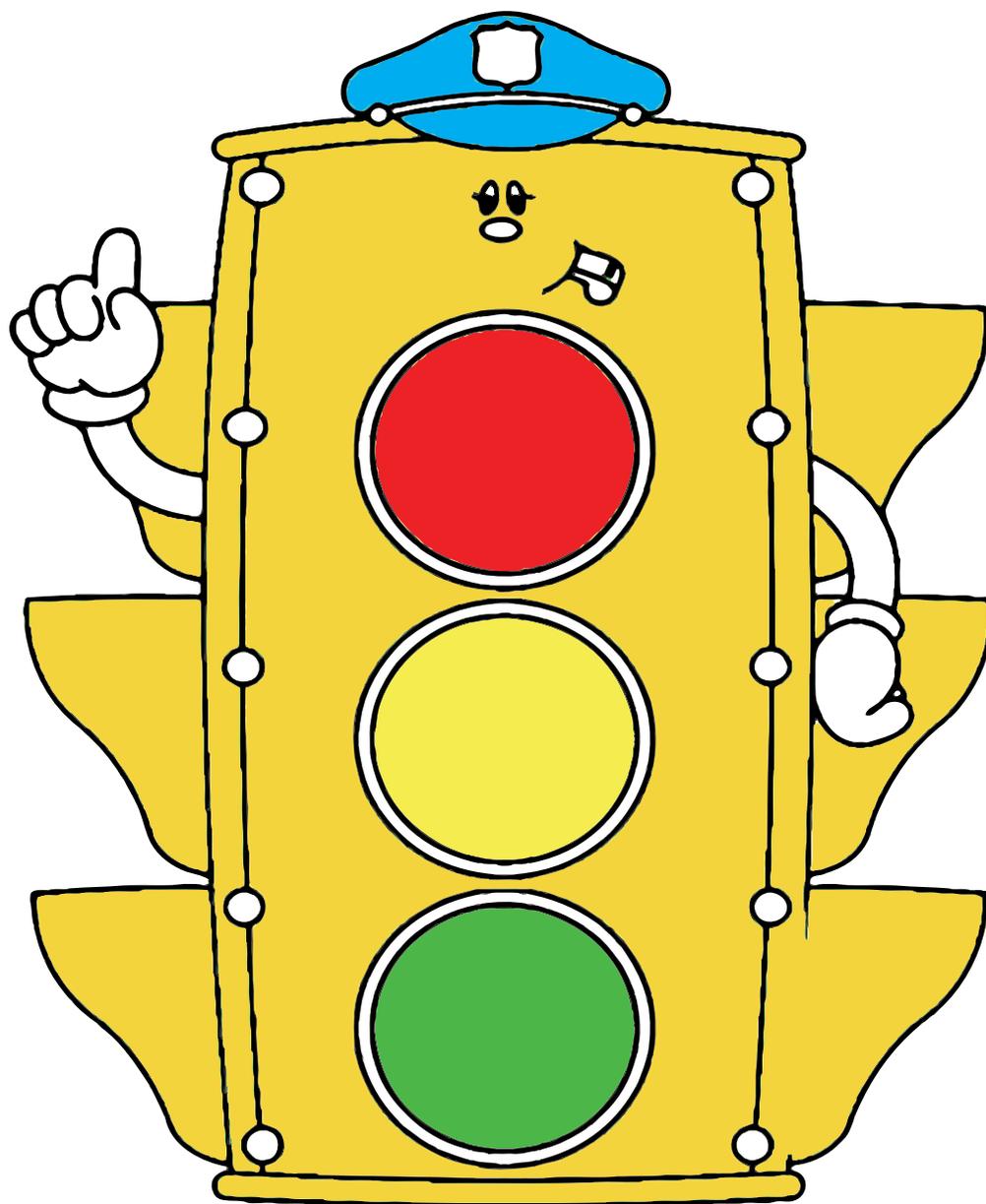
Picture Card



Crosswalk



Stop Sign



Traffic Signal

Picture Card



Walk Signal



**Don't Walk Signal
(Countdown)**

Pedestrian Signal

“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!

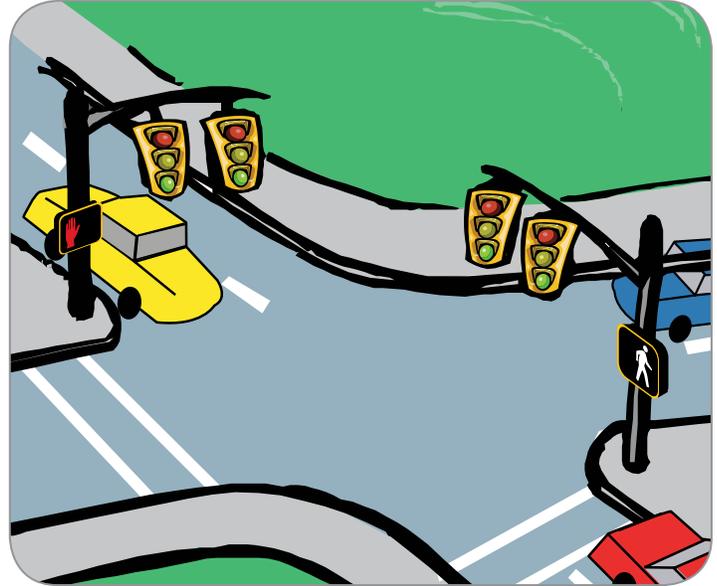


Crossing Intersections Safely

This week in school your child learned ...

How to cross intersections safely:

1. IDENTIFY a safe place to cross. Find a crosswalk whenever possible. Take an adult's hand.
2. STOP as soon as you reach the edge of an intersection or driveway.
3. LOOK for pedestrian traffic signs and signals.
4. OBEY pedestrian signals. Only cross if the white "walking" signal is on.
5. LOOK FOR TRAFFIC SIGNALS to know when it is your turn to cross.
6. LOOK AND LISTEN FOR TRAFFIC. Look left-right-left, in front, and behind.
7. CROSS with the "Walk" signal, 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.

Looking at the picture, ask your child to explain which direction the cars could be going. Ask your child to explain the difference between the two traffic signals and what they mean. The white "Walk" signal means it is your turn to cross. The red "Don't Walk" signal means that you must wait until it is your turn to cross. Wait and do not step into the intersection.

Did you know?

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

Children in second and third grade:

- Need supervision as they learn more complicated safety skills,
- Can identify safe crossings with help and practice, and
- Can learn how to identify traffic and stay focused while crossing the street with help and practice.

PRACTICE AT HOME!

Crossing Intersections Safely

A challenge with providing safety education in the schools is that children, even in the same grade, vary in their readiness to handle traffic situations. Parents are a central figure in a child's safety education because they have the best opportunities to effectively assess a child's skills and teach safe behavior in the course of daily life. Children ages 7-8 can begin to learn more complicated pedestrian safety tasks such as safely crossing an intersection. Even though they are older, they should always be with an adult while walking near or around traffic.

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 the ability to make a safe judgment. Make sure that your child is ready for the next step in learning how to safely cross an intersection by practicing safe pedestrian skills at home.

Walk around the neighborhood with your child, especially to destinations that they like such as a park, school, or a friend's house. Find a route that has intersections. See if you can find intersections that have a crosswalk and traffic signals for pedestrians.

Ask your child to help identify an intersection. What is an intersection?

- An intersection is where two streets cross each other. This means that traffic can come in 4 different directions.

Ask your child to explain and demonstrate 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. Make sure your chin touches your shoulder, do the "shoulder check." (This helps with peripheral vision.)
- Then if there are no cars, check in front of you then behind you. If there are still no cars, walk slowly into the intersection/driveway.

Ask your child to explain 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 traffic lights or pedestrian signals to make that decision.

Practice crossing an intersection and then a driveway in your neighborhood.

- Say the steps (left-right-left, front, and behind) out loud. Make sure your child can identify signals/signs and their meanings.
- The "Walk" signal is white and is the shape of a person walking and the "Don't Walk" signal is red and is the shape of a hand.

Repeat the lesson every chance you get!





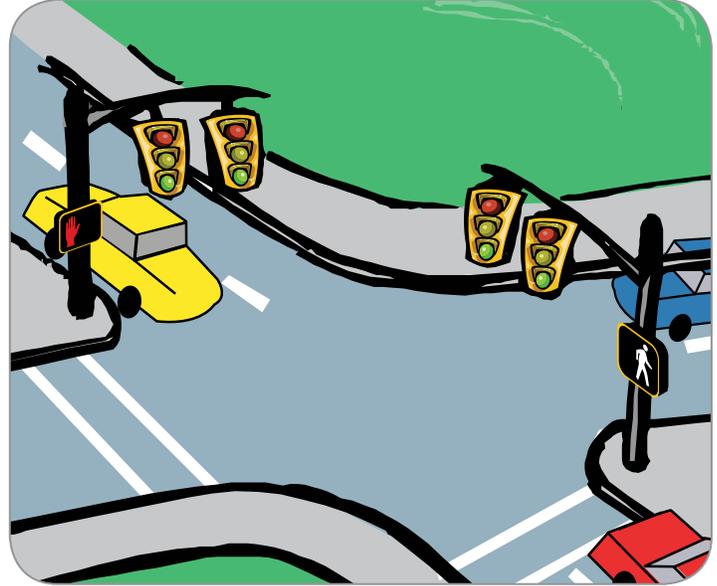
Consejos para Padres/Cuidador Principal

Cómo cruzar intersecciones de forma segura

Esta semana en la escuela su hija/hijo aprendió...

Cómo cruzar las intersecciones de forma segura:

1. IDENTIFICA un lugar seguro para cruzar la calle. Encuentra un cruce peatonal siempre que sea posible. Toma la mano de un adulto.
2. PARA en cuanto llegues al borde de una intersección o entrada para coches.
3. BUSCA señales para peatones.
4. SIGUE las señales para peatones. Cruza la calle sólo si la señal blanca de caminar está encendida.
5. MIRA LOS SEMÁFOROS Y SEÑALES PEATONALES para saber cuando es tu turno de cruzar.
6. MIRA Y ESCUCHA PARA VER SI HAY TRÁFICO. Mira a la izquierda, a la derecha, a la izquierda otra vez, hacia adelante y hacia atrás.
7. CRUZA con la señal de "Walk" (la señal blanca con forma de persona), cuando no vengan coches en ninguna dirección.



Recuerde:

Aunque es posible que usted se dé cuenta rápidamente que es seguro cruzar calles o intersecciones, puede que su hija/hijo no entienda por qué es seguro. Ayude a su hija/hijo a entender comportamientos seguros, practicándolos cada vez que crucen una intersección.

Mirando la imagen, pídale a su hija/hijo que le explique en qué dirección puede ir los coches. Pídale a su hija/hijo que le explique la diferencia entre las dos señales de tráfico para peatones y lo que significan. La señal blanca de "Walk" (en forma de persona) significa que es tu turno para cruzar. La señal roja de "Don't Walk" (en forma de mano) significa que tienes que esperar hasta que sea tu turno para cruzar. Espera y no entres en la intersección.

¿Sabía usted que...?

La capacidad de los niños para entender y tomar decisiones sobre su seguridad cambia a medida que crecen y se desarrollan.

Los niños en segundo y tercer grado:

- Necesitan supervisión a medida que aprenden medidas de seguridad más complicadas.
- Con ayuda y práctica, pueden identificar cruces seguros y
- Con ayuda y paciencia pueden aprender a identificar tráfico y a concentrarse al cruzar la calle.

¡PRACTIQUE EN CASA!

Cómo cruzar intersecciones de forma segura

Es difícil enseñar seguridad en las escuelas porque los niños, incluso los del mismo grado, varían en su disposición para manejar situaciones de tráfico. Los padres son figuras centrales en la educación sobre la seguridad de los niños ya que tienen las mejores oportunidades para evaluar sus habilidades y enseñarles comportamientos seguros en la vida diaria. Los niños entre los 7 y 8 años de edad pueden empezar a aprender comportamientos peatonales seguros más complejos como cruzando una intersección. Sin embargo, siempre deben estar con un adulto mientras caminen cerca del tráfico.

La mejor manera para que los niños aprendan a cruzar la calle de forma segura es practicando con un adulto. Recuerde que aunque su hija/hijo ha aprendido cómo cruzar la calle de forma segura, no significa que ella/él puede tomar buenas decisiones sobre su seguridad. Para asegurarse de que su hijo esté listo para el próximo paso de aprender cómo cruzar una intersección, practique buenos comportamientos peatonales en casa.

Camine por el barrio con su hija/hijo, sobre todo a destinos que a ellos les gusten como un parque, la escuela o la casa de un amigo. Encuentre una ruta que tenga intersecciones. Intente encontrar intersecciones que tengan un cruce peatonal y señales de tráfico para peatones.

Pídale a su hija/hijo que le ayude a identificar una intersección. ¿Qué es una intersección?

- Una intersección es un lugar en el que dos calles se encuentran. Los coches pueden venir de cuatro direcciones.

Pídale a su hija/hijo que le explique y muestre cómo mirar a la izquierda, a la derecha y a la izquierda de nuevo, hacia adelante y hacia atrás.

- Primero mira a la izquierda. Si no vienen coches, mira a la derecha. Si no vienen coches mira a la izquierda otra vez. Asegúrate de que cuando mires en cada dirección te toques el hombro con la barbilla. Esto se llama “una revisión sobre el hombro”. (Hacer esto ayuda con la visión periférica.)
- Luego, si no hay coches, verifica adelante y atrás. Si todavía no hay coches, camina lentamente en la intersección o la entrada para coches.

Pregúntele a su hija/hijo quién decide cuándo es seguro cruzar.

- Sólo el adulto que camina contigo puede decidir cuándo es seguro cruzar. No puedes depender de los semáforos o señales para peatones para tomar la decisión.

Practique cruzar una intersección y luego una entrada para coches en su barrio.

- Diga los pasos (izquierda-derecha-izquierda, adelante y atrás) en voz alta. Asegúrese de que su hija/hijo pueda identificar las señales y lo que significan.
- La señal de “Walk” es blanca y tiene la forma de una persona caminando y la señal de “Don’t Walk” es roja y tiene la forma de una mano.

¡Repita la lección cada oportunidad que tenga!



Let's Go Walking



Name _____

Child Assessment

1. Look at the picture on your paper. Two children are walking toward each other where two streets meet each other. What is the place where two or more streets meet together?

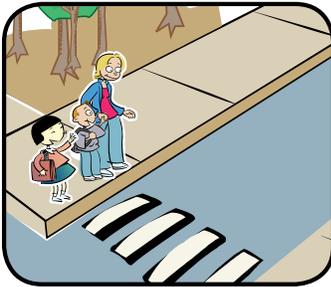
- A Highway
- B Intersection
- C Traffic



2. Where should you look before you cross an intersection?

- A Up-Down and Left-Right-Left
- B Right-Left-Right and Front-Behind
- C Left-Right-Left and Front-Behind

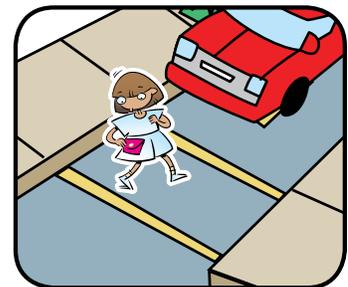
3. Mark the bubble under the picture that shows a child being safe when walking across an intersection.



A



B



C

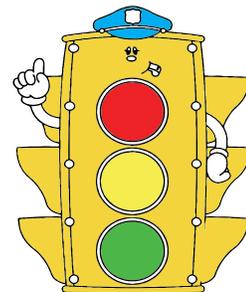
4. Mark the bubble under the picture that shows a pedestrian signal.



A



B



C

Instructor's Question and Answer Key



Administer the student assessment worksheet.

Questions:

1. Look at the picture on your paper. Two children are walking toward each other where two streets meet each other. What is the place where two or more streets meet together?
2. Where should you look before you cross an intersection?
3. Mark the bubble under the picture that shows a child being safe when walking across an intersection.
4. Mark the bubble under the picture that shows a pedestrian signal.

Answers:

1. B
2. C
3. A
4. A



School Bus Safety

Grades
2-3
Lesson 4

School Bus
Safety



Time: 25 - 50 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote child retention of pedestrian safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through children's participation in class activities. More time can be spent on practicing skills if children are already familiar with the core material. 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. Instructors should use their discretion to break up material to accommodate their daily schedules.

Lesson Objectives

The objectives of this lesson are to teach children safe school bus riding behavior as well as safe boarding and exiting techniques. For a comprehensive approach to getting to the school bus stop, please review lessons 1-3 on walking along the road, crossing the road, and crossing intersections.

The children will be able to:

- Demonstrate safe behaviors while waiting, boarding, riding and exiting a school bus.
- Identify "danger zones" around a bus and responsibilities of people on a school bus.

Why This Lesson is Important

School buses are the safest mode of transportation for getting children to and from school. Even though not all children ride the school bus every day, the majority will use the skills developed in this lesson at some point during their adolescence. These lessons coupled with an effective school transportation safety program that includes bus drivers, parents, and school groups is the best action that can be taken to enhance the safety of a child's ride to and from school and school activities.

NC State Board of Education Policy

This lesson covers elements required by policy 16 NCAC 6B.0002: Policy governing school bus passengers. This policy requires local education agencies (LEAs) to provide instruction in school bus safety to all children during the first five days of school and at least once during each semester thereafter. This includes (1) basic skills and knowledge vital to safety in school bus transportation; (2) proper loading techniques, including street crossing at the bus stop; (3) instruction to ensure that passengers are familiar with the location and operation of emergency exits. *[The third objective of the policy can be added to the instruction for Lesson 4, but is not detailed in the lesson.]*

Essential Standards

<p>2.MEH.1.2: Summarize behaviors that help to avoid risks.</p> <p>2.ICR.1.5: Exemplify how to communicate with others with kindness and respect.</p> <p>2.V.1.2: Create original art that expresses ideas about people, neighborhoods, or communities.</p> <p>2.V.2.3: Create art from real and imaginary sources of inspiration.</p>	<p>PE.3.PR.4.1: Use self-control to demonstrate personal responsibility and respect for self and others.</p> <p>3.PCH.1.2: Classify behaviors in terms of whether they do or do not contribute to healthy living.</p> <p>3.ICR.1.2: Plan how to show compassion for all living things and respect for other people's property.</p> <p>3.V.2.1: Create art through a process that includes generating ideas, planning solutions, and producing original art.</p> <p>3.V.2.3: Create art from realistic sources of inspiration.</p>
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Common Core

<p>CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CCSS.Math.Content.2.MD.A.3: Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>CCSS.Math.Content.2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>CCSS.ELA-Literacy.SL.3.1: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.Math.Content.3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</p>
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Guidance

<p>RED.SE.1.1: Understand the importance of self-control and responsibility.</p> <p>RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies.</p> <p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>P.S.E.1.1: Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.</p> <p>P.SE.1.2: Use self-determination to build independence.</p>
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School Bus Safety

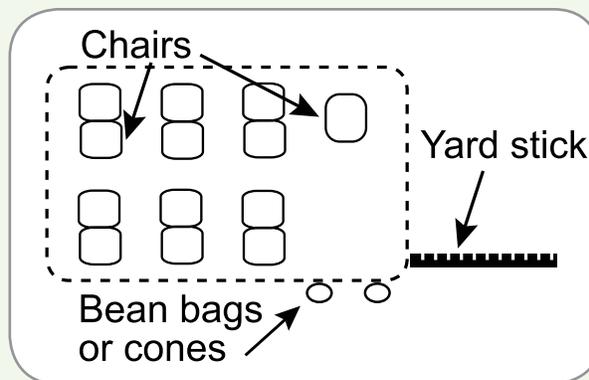
Materials

- Chairs, cones, beanbags, yardstick, masking tape, rope, or other material to create a model school bus
- Danger Zones Diagram
- Safety on the School Bus Song and Music (if using Standby Activity Option)
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

Preparation

To create a model school bus, you will need to arrange several chairs into rows of two, leaving one chair by itself on the left side of the front row as the bus driver's seat. Use cones, beanbags, or other placeholders to represent the bus door. Use a yardstick to represent the cross bar. Create a school bus stop using chairs to form a bench and cones with signs.

Example:



Review the Skill-Building Activity options in advance and conduct a site visit to determine the best location. If required, a Sample Parent Notification Letter and Consent form is included in Appendix C. The instructor may need parents or other adults on hand to assist with the Skill-Building Activity, depending on the number and abilities of children in your class. The instructor may decide to include an actual school bus and driver. Coordinate with assistants in advance. Review the **School Bus Safety** Video.

Part 1 – Discussion and Demonstration

► Time: 15-20 minutes

1. Identifying Danger Zones
2. Waiting for a School Bus
3. Boarding a School Bus
4. Safe Behavior when Riding a School Bus
5. Exiting a School Bus



Introduction

The instructor will...

- Identify reasons for riding the bus.
- Review how to safely get to the bus stop.
- Discuss and simultaneously model proper school bus safety behavior.
- Explain how to act when boarding, exiting, and riding on a bus.
- Explain how buses are used, their benefits, and why they deserve respect and caution.

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 buses that take passengers on trips across the country. Buses are wonderful in many ways, but because of their size, they need to be used with caution. Rules for riding other types of buses may be different than riding a school bus.

Today, we are going to explore school bus safety. Raise your hand if you rode on a bus to school today.

Can one of you describe your walk to the bus stop?

[Depending on the child's response, the instructor reviews and emphasizes parts of walking to the school bus stop: walking along the road, crossing streets, and crossing intersections.]

Remember, it is always important to walk safely when going to and from the school bus stop. Take out ear buds and let down your hood so you can see and hear what's going on around you.

[Instructor reviews information from Lessons 1-3 using the following talking points: What are some important rules to follow when walking to the school bus stop? What is the safest way to cross a road? What about an intersection?]

Where do we walk along the road if sidewalks are present?

- Use the sidewalk; never walk in the road.

How do we walk along the road when no sidewalks are present?

- Walk on the left side of the street facing traffic

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.

1. Identifying Danger Zones

Before you board a school bus, it is important to know the danger zones. 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, behind, and on the sides of the school bus.*



[Instructor shows and explains diagram of School Bus Danger Zones]

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

2. Waiting for a School Bus

Okay, now that I know to always be cautious around a school bus, let's think about what I should do while I am waiting for the school bus. 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 children 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. How should I act while waiting for the school bus?

- Stand or sit on the sidewalk, 5 big steps away from the edge of the road.
- Stay close to the adult in charge, never leaving the adult.
- Do not run or play around the school bus stop.

3. Boarding a School Bus

Let's think about what happens next when the school bus is arriving at our stop. Picture 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 may get on the school bus.

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

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

- The school bus driver sitting at the front of the school bus.

Who is in charge on the school bus?

- The school bus driver.

4. Safe Behavior While Riding a School Bus

Once someone steps onto a school bus, he or she is now called a "passenger."

Passengers have responsibilities just like pedestrians. To be a good passenger, it is important to follow rules on the school bus. What are some rules we should follow on the bus?

- Find your seat quickly.
- Stay seated when the school bus is moving.
- Do not bother the school bus driver while the school bus is moving.
- Be polite to other passengers and talk quietly.
- Keep your hands 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.

5. Exiting a School Bus

When the school bus driver has arrived at the school, or back at the school bus stop after school, we wait until the school bus is completely stopped before we get out of our seat. Why do we do that?

- If the school bus is still moving, we could fall. We are safer seated.



Once the school bus has stopped, we then quickly, but without running, get off the school bus. Why is it important to not dawdle and take a long time to get out of our seats and off the school bus?

- The school bus driver may not know you are getting off until you stand. They may drive away without letting you off if you don't act like you are getting off.

Great! Once the school bus has stopped moving, it is time to get out of our seats and move toward the exit. Watch as I move toward the exit of the school bus and hold the handrail as I exit.

After I exit the school bus, I have to remember to move out of the danger zone. How do I move out of the danger zone?

- Take 5 big steps away from the school bus.

Sometimes, we will need to cross the street to get to 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:

First, I will walk to the edge of the extended crossbar. Who remembers what the crossbar is and why it keeps us safe?

- It is the long metal arm that stretches out along the side of the school bus. It shows us where to walk in front of the school bus so the driver can see us.

I will be sure to make eye contact with the school bus driver to make sure he/she sees that I need to cross in front of the school bus. I can do this by waving or nodding at the driver.

Next, I will move around the school bus's crossbar, NOT under or over the crossbar, and cross in front of the school bus. How should my body look when I am walking in front of the school bus?

- My head should be up, looking and listening for traffic.

At the far edge of the school bus, I will stop and look left-right-left to see if there are other vehicles coming. I will also look at the school bus driver for a sign that it is OK to cross. When it is clear, I will walk to the other side of the street.

What should you do if you drop something getting on or off the school bus?

- We should tell the school bus driver that we dropped something and ask for help to retrieve it. We should not run after it or try to pick it up because the school bus driver will not see us.
- If the bus is pulling away, we stand away from the bus and, once it has gone, we ask an adult to help us pick up the item we dropped.

When you go home from the bus stop, make sure you follow the rules for walking safely along the road, crossing streets and crossing intersections!

Part 2 - Activities

► Time: 10-30 minutes

Skill-Building Activity Options

It is highly recommended that instructors take children 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.

- a. Practice safe school bus riding with parent volunteers and school bus driver using a real school bus provided by the school district (20-30 minutes).



Standby Activity Option

Use the following option if children are unable to practice skills outdoors.

- b. Invite a school bus driver to the classroom to share his or her experiences with the children. In addition to school bus safety, topics can include school bus routing, bus stop selection, and career choice.
- c. Practice safe school bus riding using the model school bus while singing the “Safety on the School Bus Song” (10-20 minutes). This skill level includes reasons for being safe in the song. Now, it’s your turn! Each of you is going to get the chance to show me what school bus safety means.

[Instructor and children 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 children, simulate body motions to demonstrate the steps for being safe on the school bus.]

Review (optional)

► **Time:** 5 minutes

If time permits, the instructor will...

- Review the steps for being safe while riding a school bus by showing the *Let’s Go Walking!* video *School Bus Safety* (approx. 4 minutes) and repeating the key concepts from the lesson.

Let’s review all that we have learned today.

Where are the danger zones around the school bus?

- *In the front, sides, and back of the school bus.*

Where and how should I wait for the school bus?

- *At the school bus stop, five big steps away from the edge of the road. Stand on the sidewalk if one is available.*

How should I act while riding the school bus?

- *Stay calm and seated, talk quietly, be polite to other passengers, and keep your hands and materials on your lap.*

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

- *Move to the exit, hold the hand rail while exiting, and move 5 steps away from the school bus.*

Last, if I have to cross the street, what should I do?

- *Move around the crossbar, make eye contact with the driver, keep your head up, 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.*

Remember, when walking to the school bus stop we should always follow the rules for walking along the road and crossing streets and intersections safely.





Suggestions for a Balanced Curriculum



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, or may be assigned as homework opportunities.

Mathematics/Healthy Living

Each day, have children complete the “How I Traveled to School This Week” chart below. Define each mode in the chart. Have children log the number of miles they traveled coming to school by each mode and calculate a weekly total.

How I Traveled to School This Week

	Walk	Bike	School Bus	Carpool With Others	Family Car	Miles Traveled
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Weekly Total						

Class Travel to School This Week

	Walk	Bike	School Bus	Carpool With Others	Family Car	Total
Miles Traveled						
Percentage of Total						100%

As a class, add up the miles for each mode and come up with the total number of miles traveled. The percentage for each mode is called the “mode share.”

Have the class brainstorm ways they can get to school in a healthy way. One option for kids who live farther away is to establish a “park and walk” location.

Challenge the class to reduce the number of miles traveled in a vehicle and increase the number of miles traveled by using active transportation modes — walking, biking.

Mathematics

Comparing Sizes

Children can analyze the size of a school bus and make comparisons to commonly known items, such as bikes, cars, and elephants. Have children estimate the heights of the following, then go over the answers:

- The average **car** is about 5 feet tall.
- An adult **bicycle** is approximately 3 feet 4 inches tall, depending on the user and type of bicycle.
- The average **school bus** is 10 feet tall.
- The average **elephant** is 9 to 11 feet tall.
- An outdoor **trash can** is approximately 3 feet 6 inches tall.

Using a flip chart, children can list items from largest to smallest. Have children measure themselves and place their height in the list. Purposefully, most or all of these items should be taller. Children can make a bar graph of the items in the correct order by size.

Have children answer questions similar to the following:

- Are you taller or shorter than a trash can? By how much?
- Are you taller or shorter than an elephant? By how much?
- Are you taller or shorter than a car? By how much?

Ask children, should you cross the street from behind a parked car? Garbage can? Why?

Use this lesson to reinforce why children should not cross the street from behind large objects or “visual barriers.”

Arts Education – Visual Arts

The North Carolina School Bus Safety Committee (NCSBSC) encourages schools around the state to submit entries to the **National School Bus Safety Poster Contest**. Each year the contest highlights a different theme surrounding school bus safety.

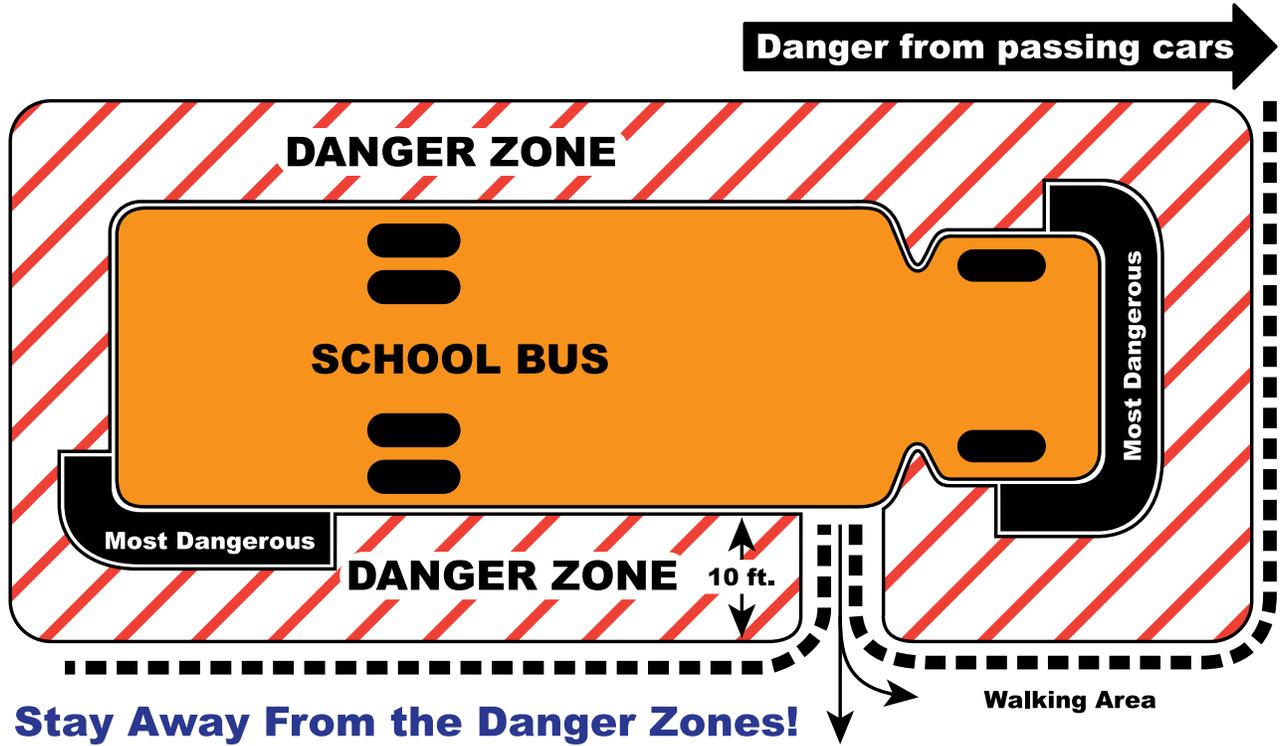
Art must be designed around the slogan which is a safety message that children should learn and understand. Posters are judged and prizes are awarded at both state and national levels. There are categories for grade levels K-8, Special Education, and computer assisted drawing (CAD).

Check www.ncbussafety.org to find rules, deadlines, and submission requirements.





Danger Zone Diagram



“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.

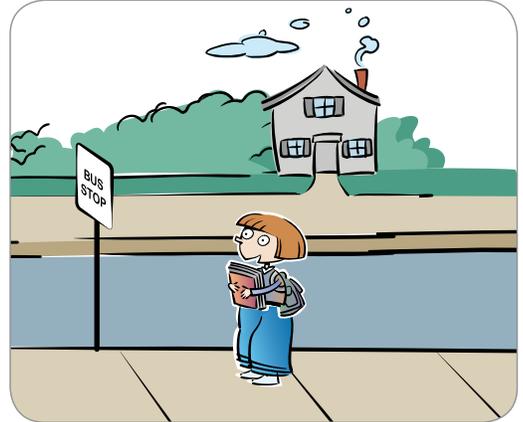


School Bus Safety

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 seated.
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 cross 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.



The best way for children to learn how to walk to the school bus stop safely and be safe while waiting for and riding the bus is to repeat these skills with an adult.

Remember:

Skills and knowledge do not always equal safe behavior. Make sure that your child is ready for walking to, waiting for, and riding the school bus safely by discussing these skills at home.

Note to parents: Passing a Stopped School Bus is against the law!

When a school bus displays its stop signal or flashing red lights to receive or discharge passengers, the driver of any other vehicle approaching the school bus must stop until the stop signal is withdrawn, the flashing red lights are turned off, and the bus has started to move.

For more detailed information on the North Carolina School Bus Stop Law see www.ncbussafety.org/schoolbussafety/sbswlaw.html.

Did you know?

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

Children in second and third grade:

- Need supervision as they learn more complicated safety skills.
- Can identify safe crossings with help and practice.
- Can learn how to identify traffic and stay focused while crossing the street with help and practice.

PRACTICE AT HOME!

School Bus Safety

Children ages 7-8 can begin to learn more complicated pedestrian safety tasks. Even though they are older, they should always be with an adult while walking near or around traffic.

Walk to your neighborhood school bus stop, or a pretend school bus stop in the neighborhood. Practice safe walking skills on the way to the bus stop.

- If there is no sidewalk, be sure to walk on the left side of the roadway, facing traffic. Never walk in the roadway.

Ask your child to explain how to safely wait for a school bus. Your child 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. It 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. Your child 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 seats.

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. Stay out of the “danger zone” so the bus driver can see you.

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, walk around the crossbar where the school bus driver can see you. At the outside edge of the school bus, stop to look left, right, left for traffic.
- Look at the school bus driver for a sign that it is OK to cross when there is no traffic
- When it is clear, walk around the crossbar on the school bus, never over or under it.

Repeat the lesson and exercise any chance you get!





Consejos para Padres/Cuidador Principal

El Bus Escolar y la Seguridad

Esta semana en la escuela su hija/hijo aprendió:

Sobre la seguridad dentro y cerca de los buses escolares:

1. **PÁRATE** a cinco pasos grandes de la calle cuando estés esperando el bus escolar. Si hay una acera, espera allí.
2. **ESPERA** a que el conductor del bus te diga que es seguro subirse al bus. Cuando el conductor te diga que es seguro, ¡sube!
3. **SÉ RESPETUOSO** con el conductor del bus escolar. Habla en voz baja y quédate en tu asiento.
4. Antes de bajarte del bus **ESPERA** a que el conductor te diga que puedes hacerlo.
5. **CAMINA 5** pasos grandes alejándote del bus escolar. Si tienes que cruzar al otro lado de la calle, pasa delante de la barrita de cruce que se extiende de la parte delantera del bus, parando cuando llegues al frente del conductor. Mira a la izquierda, a la derecha y a la izquierda otra vez, mira al conductor del bus para que te dé la indicación de que es seguro cruzar y cruza con cuidado cuando no venga ningún coche.
6. **PÍDELE** ayuda al conductor del bus escolar si se te cae algo mientras te subes o te bajas del bus.



La mejor manera para que los niños aprendan a caminar a la parada del bus escolar y esperar allí de forma segura, es repitiendo estas lecciones con un adulto.

Recuerde:

Una lección sobre la seguridad no asegura comportamientos seguros. Para asegurarse de que su hijo esté listo para caminar a la parada del bus, esperar el bus y viajar en el bus de forma segura, repasar la lección en casa.

Aviso para padres: ¡Pasar a un bus escolar parado es ilegal!

Cuando un bus escolar tiene una señal de alto o enciende las luces rojas intermitentes para recoger o dejar pasajeros, el conductor de cualquier vehículo que se acerque tiene que parar hasta que se retire la señal de alto, se apaguen las luces rojas intermitentes y el bus acelere de nuevo.

Para más información sobre la ley de Carolina de Norte sobre buses escolares parados visite:
www.ncbussafety.org/schoolbussafety/sbswlaw.html

(Noté que este enlace está en inglés)

¿Sabía usted que...?

La capacidad de los niños para entender y tomar decisiones sobre su seguridad cambia a medida que crecen y se desarrollan.

Los niños en segundo y tercer grado:

- Necesitan supervisión a medida que aprenden medidas de seguridad más complicadas.
- Con ayuda y práctica, pueden identificar cruces seguros y
- Con ayuda y paciencia pueden aprender a identificar tráfico y concentrarse al cruzar la calle.

¡PRACTIQUE EN CASA!

El Bus Escolar y la Seguridad

Los niños entre los 7 y 8 años de edad pueden empezar a aprender comportamientos peatonales seguros más complejos. Aunque son mayores que los niños de los grados K-1, deben estar siempre con un adulto mientras caminen cerca del tráfico.

Camine con su hija/hijo a una parada de bus escolar en su barrio, o practique en una simulada. Practiquen comportamientos peatonales seguros mientras caminan a la parada de bus.

- Si no hay aceras, caminen al lado izquierdo de la calle de cara al tráfico.

Pídale a su hija/hijo que le explique cómo esperar de manera segura al bus escolar. Su hija/hijo debe:

- Parar a cinco pasos grandes del borde de la calle, o en la acera cuando esté esperando el bus escolar.
- Esperar a que el conductor del bus le diga que es seguro subirse al bus.

Pídale a su hija/hijo que le explique que es una “zona de peligro.”

- La “zona de peligro” es el área alrededor del bus que el conductor no puede ver con facilidad. Es el área dentro de los 10 pies (3 metros) alrededor del bus en todas las direcciones.

Pídale a su hija/hijo que le explique cuál es el comportamiento apropiado cuando ella/él está en el bus escolar. Su hija/hijo debe:

- Ser respetuoso con el conductor del bus escolar, hablando en voz baja y quedándose en su asiento.
- Esperar a que el conductor le diga que puede bajarse del bus antes de levantarse de su asiento.

Pídale a su hija/hijo que le explique cómo bajarse del bus de manera segura.

- Camina hacia la salida y agárrate de la baranda al bajarte del bus.
- Cuando te bajes, camina 5 pasos grandes alejándote del bus escolar. Quédate fuera de la “zona de peligro” para que el conductor te pueda ver.

Pregúntele a su hija/hijo qué debe hacer si necesita cruzar la calle cuando se baje del bus escolar.

- Si tienes que cruzar al otro lado de la calle cuando te bajes, camina 5 pasos grandes alejándote del bus escolar, pasa delante de la barrita de cruce donde el conductor pueda verte. Para al frente del conductor y mira a la izquierda, a la derecha y a la izquierda otra vez, para ver si hay tráfico.
- Mira al conductor del bus para que te dé la indicación de que es seguro cruzar.
- Cuando no vengan coches, cruza al otro lado de la calle. Pasa delante de la barrita de cruce que se extiende de la parte delantera del bus, no por encima ni por debajo de esta.

¡Repita la lección en cada oportunidad que tenga!





Name _____

Child Assessment

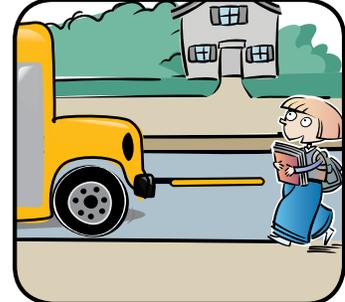
1. Mark the bubble under the picture that shows a child who is standing in the school bus "danger zone."



A

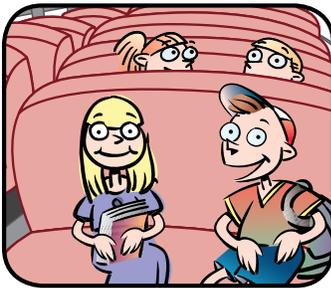


B



C

2. Mark the bubble under the picture that shows a child being unsafe while riding the school bus.



A



B



C

3. What is the part of the school bus that swings out to keep you from walking too close to the front of the bus?

A The crossbar

B The yield sign

C The hand rail

4. Which of the following should you never do at the bus stop?

A Run to the bus stop if you are late.

B Get to the bus stop early.

C Wait quietly and respectfully for others at the bus stop.

Instructor's Question and Answer Key



Questions:

1. Mark the bubble under the picture that shows a child who is standing in the school bus "danger zone."
2. Mark the bubble under the picture that shows a child being unsafe while riding the school bus.
3. What is the part of the school bus that swings out to keep you from walking too close to the front of the bus?
4. Which of the following should you never do at the bus stop?

Answers:

1. B
2. B
3. A
4. A



Parking Lot Safety



Time: 25 - 50 minutes

Studies have demonstrated that skill-building activities are the most effective way to promote child retention of pedestrian safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through children's participation in class activities. More time can be spent on practicing skills if children are already familiar with the core material. 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. Instructors should use their discretion to break up material to accommodate their daily schedules.

Lesson Objectives

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

The children will be able to:

- Demonstrate safe behaviors for entering and exiting a vehicle.
- Demonstrate safe behavior for walking safely in a parking lot.

Why This Lesson is Important

How many times a day does a child perform the act of opening a car door? A goal of this unit is to teach good passenger behavior when entering and exiting a vehicle as well as what to do when in a parking lot. Children encounter parking lots whether running errands with family members, at school, or other functions. School parking lots can be incredibly busy places in the morning when children arrive and in the afternoon when it's dismissal time. Understanding the dangers and the ability to behave safely in parking lots should be developed at a young age.

Essential Standards

2.MEH.1.2: Summarize behaviors that help to avoid risks.	3.PCH.1.2: Classify behaviors in terms of whether they do or do not contribute to healthy living.
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Common Core

CCSS.ELA-Literacy.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.3.1: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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Guidance

RED.SE.1.1: Understand the importance of self-control and responsibility. RED.C.2.1: Identify situations from your daily life in terms of problems and solution strategies. EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations. P.S.E.1.1: Identify how to set boundaries that maintain personal rights while paying attention to the rights of others. P.SE.1.2: Use self-determination to build independence.

Parking Lot Safety

Grades
2-3

Lesson 5

Parking Lot
Safety

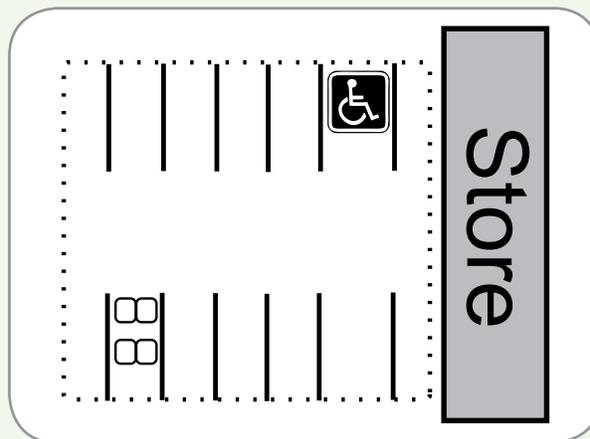
Materials

- A large area to create a model parking lot
- Photos of Handicapped Parking signs and markings which are available at: <https://www.google.com/search?q=handicapped+parking&hl=en&rls=com.microsoft:en-us:IE-SearchBox&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=ygRvULOsKYeE9QS7iIHIBg&ved=0C DMQsAQ&biw=1600&bih=732>
- Masking tape, rope, chairs (16-24), or other material to create a model parking lot
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

Preparation

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. Designate one space as a Handicapped space.

Example:



Review the Skill-Building Activity options in advance and conduct a site visit to determine the best parking lot scenario. If required, a Sample Parent Notification Letter and Consent form is included in Appendix C. The instructor may need parents or other adults on hand to assist with the Skill Building Activity, depending on the number and abilities of children in your class. Coordinate with assistants in advance. Review the **Parking Lot Safety** Video.



Part 1 – Discussion and Demonstration



► **Time:** 15-20 minutes

1. **Exit the Car Carefully**
2. **Wait by the Car for the Adult**
3. **Walk Safely**
4. **Crossing the Lot and Re-Entering the Car**

Introduction

The instructor will...

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

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.

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

Some spaces in parking lots are marked differently than others. These spaces are saved for people who are disabled, so they can have access to the building, park, or store. These spaces are usually larger so that disabled people have more room to get into and out of their vehicles. Without the additional room, disabled people might not be able to have the same access as someone who is not disabled.

[Discussion Questions]

*What does it mean to be **disabled**? What does it mean to have **access**? Why do we need to provide access for people who are disabled?*

Many vehicles will be moving around, and some drivers will forget to pay attention to you as you are walking. It is always important that we stay with an adult when walking through the parking lot. Hold the adult's hand, and walk, don't run. 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 visit.

Let's talk about what we should do when we get out of the car in a parking lot.

1. Exit the Car Carefully

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 OK before you get out of the car.



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 the adult 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 the driver says it is safe, I step out slowly, keeping my body close to the car. I am right next to the driver and safe!
[Instructor demonstrates.]

If you cannot get out of the driver's side of the car, again ask the driver first if it is safe for you to get out. Drivers are tall, and they can see other cars more clearly. When the driver tells 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 the driver side of the car.
[Instructor demonstrates.]

2. Wait by the Car for the Adult

Once you have exited the car, wait for the driver. Immediately take the driver's hand.

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

3. Walk Safely

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

[Instructor displays chart from "Safe Behavior When Walking Near Traffic" that was developed in the first lesson of unit.]

Safe Behavior When Walking Near Traffic

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

We should follow these rules 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 moving.

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

- 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.

[Instructor demonstrates.]

Name some parking lots that you regularly visit where it is important to practice walking safely:

- Grocery store, school, library, etc.



4. Crossing the Lot and Re-Entering a Car

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.

[Instructor demonstrates.]

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

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

When you get back to the car, 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.

[Instructor demonstrates.]

Part 2 - Activities

► **Time:** 10-30 minutes

Skill Building Activity Options

It is highly recommended that instructors take children 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.

- a. *Practice safe parking lot behavior on school grounds to reinforce appropriate behavior (10-20 minutes).*
- b. *Take a supervised walk through a nearby parking lot with parent volunteers to practice and reinforce proper walking behavior (20-30 minutes).*

Additionally, have one adult and one child stand on one side of a car while the class is on the other side. Discuss who you can see the easiest and why a grown up might not see a classmate when driving in a parking lot. Discuss handicapped parking spaces.

Standby Activity Option

Use the following option if children are unable to practice skills outdoors.

- c. *Dramatize safe and unsafe scenarios using the model parking lot (5-10 minutes, see sample script) and playing a game of "Simon Says."*

A few of you are going to get the chance to show me how to cross the parking lot.

[Instructor will allow several children to demonstrate crossing a parking lot using the steps above. The instructor calls out what is happening in the parking lot and gives the children verbal cues to help them cross safely. Children act out all movements while in the model parking lot created by the instructor.]



1. Partner children in pairs. Emphasize the need for children to stay with their buddy the entire time. One child could pretend to be the “adult” and the other could be the “child,” if necessary
2. Allow children to take their places in the cars of the model parking lot.
3. The teacher will call out key words. The children should move about the parking lot as they would if they were in a real parking lot. The instructor may have to show children the proper movements before beginning to play.
 - “Park” – Sit in place.
 - “Exit” – Position body close to car.
 - “Walk” – Look left and right as you walk.
 - “Vehicle” – Freeze.

Once groups of children reach the designated “store” area, they should stay in place until all groups reach this area safely also.

- “Walk” – Look left and right as you walk.
- “Unlock” – Open car door.
- “Enter” – Sit and buckle seat belt.

Review (optional)

► **Time:** 5 minutes

The instructor will...

- **Review the steps for being safe while crossing a parking lot by showing the *Let’s Go Walking!* video *Parking Lot Safety* (approx. 4 minutes) and repeating the key concepts from the lesson.**

Let’s review all that we have learned today.

How should we exit a car safely?

- *Get out on the same side as the driver.*
- *Stay close to the car.*

After we exit the car, what should we do before we take any steps in the parking lot?

- *Wait for the adult; take the adult’s hand.*

How should you re-enter a car when it is time to leave your destination?

- *Get in on the same side as the driver.*
- *Buckle seat belt.*





Suggestions for a Balanced Curriculum

Grades
2-3
Lesson 5

Parking Lot
Safety

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, or may be assigned as homework opportunities.

English Language Arts

Hazards and Clues. Divide children into groups of two. Define a hazard as a source of danger. Define a clue as a piece of information that can help you solve a problem. In this case the clue will help them identify the hazard. Some samples are given below:

Clue

Driveway
Shrubs / Trees
Uneven Sidewalk
Parked Cars
Back-up Tail Lights
Dog in Street
Cell Phone
Child Running
Intersection
Red Pedestrian Signal
Headphones

Hazard

Cars may be entering or exiting.
Plants can block the view of the driver.
A pedestrian could trip and fall.
Driver may not see a pedestrian stepping between parked cars.
A car may be backing out of a parking spot.
Unleashed dogs may not be friendly.
Talking or texting while walking/driving is distracting.
He/she may not notice traffic and may trip and fall in the street.
Cars may be turning from 4 directions.
It is not safe to cross.
The pedestrian is unable to hear traffic.

Describe each clue to the children and have them collaborate to describe at least one hazard associated with each clue. Have each group write down their ideas and discuss with the class.

Healthful Living / English Language Arts

Listening is a tool for navigation in a traffic environment. Children should be able to identify sounds and know the direction it is coming from. Blindfold a child. Have another child stand to the side, front or back of the blindfolded child, and make a noise. Ask the blindfolded child to point to the direction from which the sound came. Use sounds that vary in volume and different noises.

Discuss the various ways that children may be able to identify a hazardous situation by using their senses. Hearing can be very important, and pedestrians must be prepared to respond appropriately to auditory signals.

Have children make a list of things they might hear on the way home from school. Have them take their lists and mark with a check each item they heard on the way home. In small groups, have them share and discuss what sound was most important as far as their safety was concerned.

What important sounds should you be listening for when walking? Why?



Parking Lot Safety

This week in school your child learned ...

How to behave safely in parking lots:

1. **PARKING LOTS** are places where people leave their cars, trucks, or bicycles when they are not in use.
2. **WAIT** for an adult to tell you when it is safe to get out of the car.
3. **TAKE** the adult's hand and stay close to him/her.
4. **STAY 3 STEPS AWAY** from car bumpers and tail lights.
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 walk through a parking lot, your child may not know or understand why it is safe. Help your child understand and learn safe behaviors by practicing them each time you walk through a parking lot.

Looking at the picture, ask your child to show you where they should walk in relation to cars. Remind your child not to play in empty parking spaces or run in a parking lot.

Did you know?

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

Children in second and third grade:

- Need supervision as they learn more complicated safety skills,
- Can identify safe crossings with help and practice, and
- Can learn how to identify traffic and stay focused while crossing the street with help and practice.

PRACTICE AT HOME!

Parking Lot Safety

The best way for children to learn is by repeating safe parking lot behavior with an adult. Remember that skills and knowledge do not always equal the ability to make a safe judgment. Make sure that your child is ready for the next step in learning how to safely walk in parking lots by practicing safe pedestrian skills at home.

Ask your child to describe a parking lot before you reach your destination.

- Parking lots are places where people leave their cars, trucks, or bicycles when they are not in use.

Ask your child how to safely get out of the car.

- Wait for an adult tell you when it is safe to get out of the car. Exit on the same side as the adult if possible. Take the adult's hand and stay close to him/her.

Ask your child how to safely walk in parking lots.

- Look left-right-left (touch your chin to your shoulder to make sure you can see both sides) before leaving the parking space.
- Keep 3 steps away from car bumpers and tail lights.
- Stay close to the adult at all times. Adults are taller and easier for drivers to see.
- 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 him/her to get it for you.

Ask your child how to safely re-enter the car.

- Get in on the same side as the driver.
- Buckle up immediately.

Practice and say the safe steps out loud.

Repeat the lessons every chance you get!





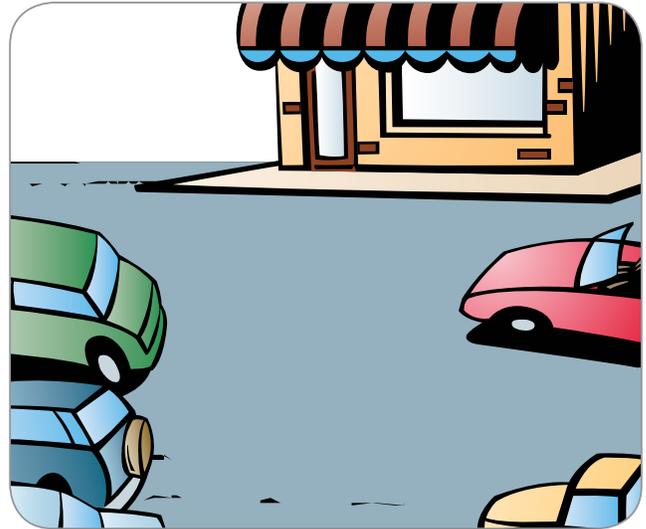
Consejos para Padres/Cuidador Principal

La seguridad en los estacionamientos

Esta semana en la escuela su hija/hijo aprendió:

Cómo portarse de manera segura en los estacionamientos:

1. LOS ESTACIONAMIENTOS son sitios donde las personas dejan sus coches, camiones o bicicletas cuando no están usándolos.
2. ESPERA a que un adulto te diga cuando es seguro salir del coche.
3. TOMA la mano del adulto y quédate a su lado.
4. QUÉDATE A 3 PASOS de los parachoques y las luces traseras de los coches.
5. CAMINA, NO CORRAS cuando andes por estacionamientos.
6. SÚBETE de nuevo al coche desde el lado del conductor.
7. NO TE MUEVAS si se te cae algo. Pídele a un adulto que te recoja lo que se te cayó.



Recuerde:

Aunque es posible que usted se dé cuenta rápidamente que es seguro cruzar la calle o que sepa caminar con precaución en un estacionamiento, puede que su hija/hijo no entienda por qué es seguro. Ayude a su hija/hijo a entender comportamientos seguros, practicándolos cada vez que caminen en estacionamientos.

Mirando la imagen, pídale a su hija/hijo que le muestre dónde debe caminar con relación a los coches. Recuérdele que no debe jugar en espacios vacíos o correr en el estacionamiento.

¿Sabía usted que...?

La capacidad de los niños para entender y tomar decisiones sobre su seguridad cambia a medida que crecen y se desarrollan.

Los niños en segundo y tercer grado:

- Necesitan supervisión a medida que aprenden medidas de seguridad más complicadas.
- Con ayuda y práctica, pueden identificar cruces seguros y
- Con ayuda y paciencia pueden aprender a identificar tráfico y concentrarse al cruzar la calle.

¡PRACTIQUE EN CASA!

La seguridad en los estacionamientos

La mejor manera para que los niños aprendan a caminar con precaución en los estacionamientos es repitiendo comportamientos seguros con un adulto. Recuerde que aunque su hija/hijo ha aprendido cómo portarse de forma segura en los estacionamientos, no significa que ella/él puede tomar buenas decisiones sobre su seguridad. Para asegurarse de que su hijo esté listo para el próximo paso de aprender cómo caminar de forma segura en los estacionamientos, practique buenos comportamientos peatonales en casa.

Pídale a su hija/hijo que le describa un estacionamiento antes de llegar a su destino.

- Los estacionamientos son sitios en los que los conductores dejan sus coches, camiones o bicicletas cuando no están usándolos.

Pregúntele a su hija/hijo cómo bajarse del coche de forma segura..

- Bájate del coche del mismo lado del adulto. Toma la mano del adulto y bájate del coche. Quédate cerca del adulto.

Pregúntele a su hija/hijo cómo caminar de forma segura en un estacionamiento.

- Mira a la izquierda, a la derecha y a la izquierda otra vez (tócate tu hombro con la barbilla para asegurarte que puedas ver todo bien) antes de alejarte del puesto de estacionamiento.
- Mantén 3 pasos de los parachoques y las luces traseras de los coches.
- Quédate cerca del adulto en todo momento. Los adultos son más altos y son más visibles para los conductores.
- Camina siempre y nunca corras en los estacionamientos.

Pregúntele a su hija/hijo qué debe hacer si se le cae algo y se rueda lejos de ella/él.

- Díle al adulto y pídele que lo recoja por ti.

Pregúntele a su hija/hijo cómo subirse al coche de manera segura.

- Súbete del mismo lado del conductor.
- Ponte el cinturón de seguridad inmediatamente.

Practique y diga los pasos de seguridad en voz alta.

¡Repita la lección en cada oportunidad que tenga!





Child Assessment

1. Mark the bubble under the picture that shows a child walking safely through a parking lot.



A



B

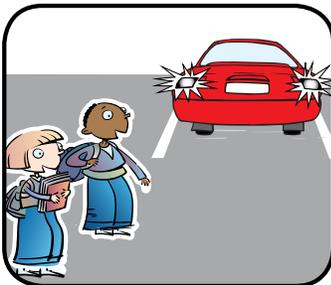


C

2. Peter is walking across the parking lot with his mother. He has a new basketball. The basketball slips from his hands. What should Peter do?

- A Peter should stay where he is and tell his mother where the ball went.
- B Peter should forget about the baseball. It is lost.
- C Peter should run after the ball before he loses it.

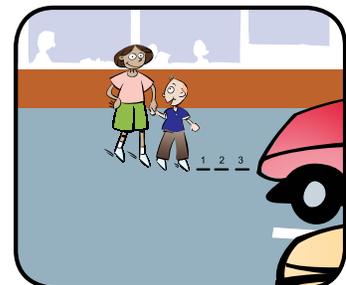
3. Mark the bubble under the picture that shows where a child should walk in the parking lot shown, where a sidewalk is not available.



A



B



C

4. Jacob and his mother have just parked in the store parking lot. Once Jacob exits the car, how far should he stay away from car bumpers?

- A 6 steps
- B 3 steps
- C 1 step

Instructor's Question and Answer Key



Questions:

1. Mark the bubble under the picture that shows a child walking safely through a parking lot.
2. Peter is walking across the parking lot with his mother. He has a new basketball. The basketball slips from his hands. What should Peter do?
3. Mark the bubble under the picture that shows where a child should walk in the parking lot shown, where a sidewalk is not available.
4. Jacob and his mother have just parked in the store parking lot. Once Jacob exits the car, how far should he stay away from car bumpers?

Answers:

1. B
2. A
3. C
4. B