



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>
--	---

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>
--	---

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>
--

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.

- Practice safe walking around school grounds to reinforce appropriate behavior (10-20 minutes).
- 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.

- 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.



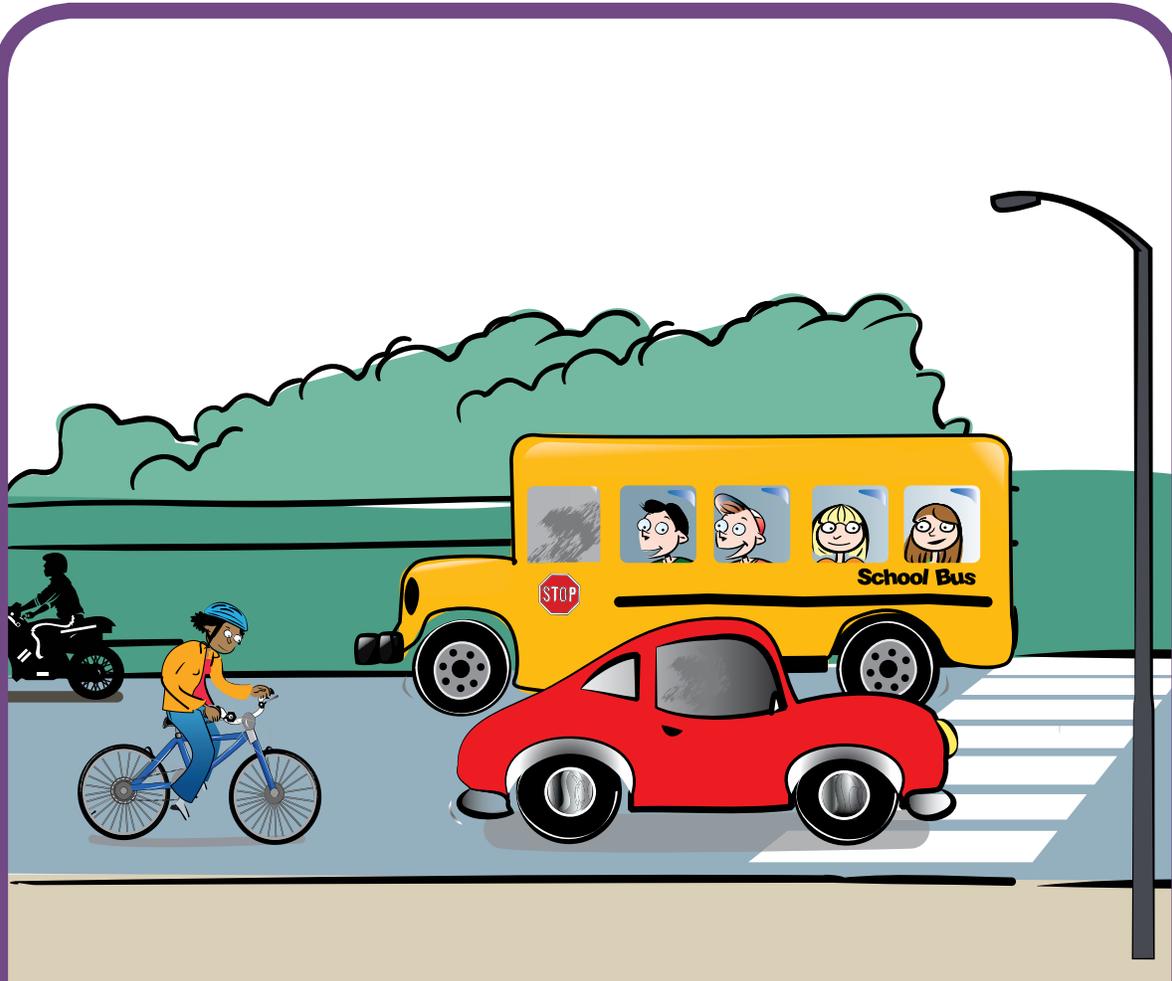
Vocabulary Card



Pedestrian

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

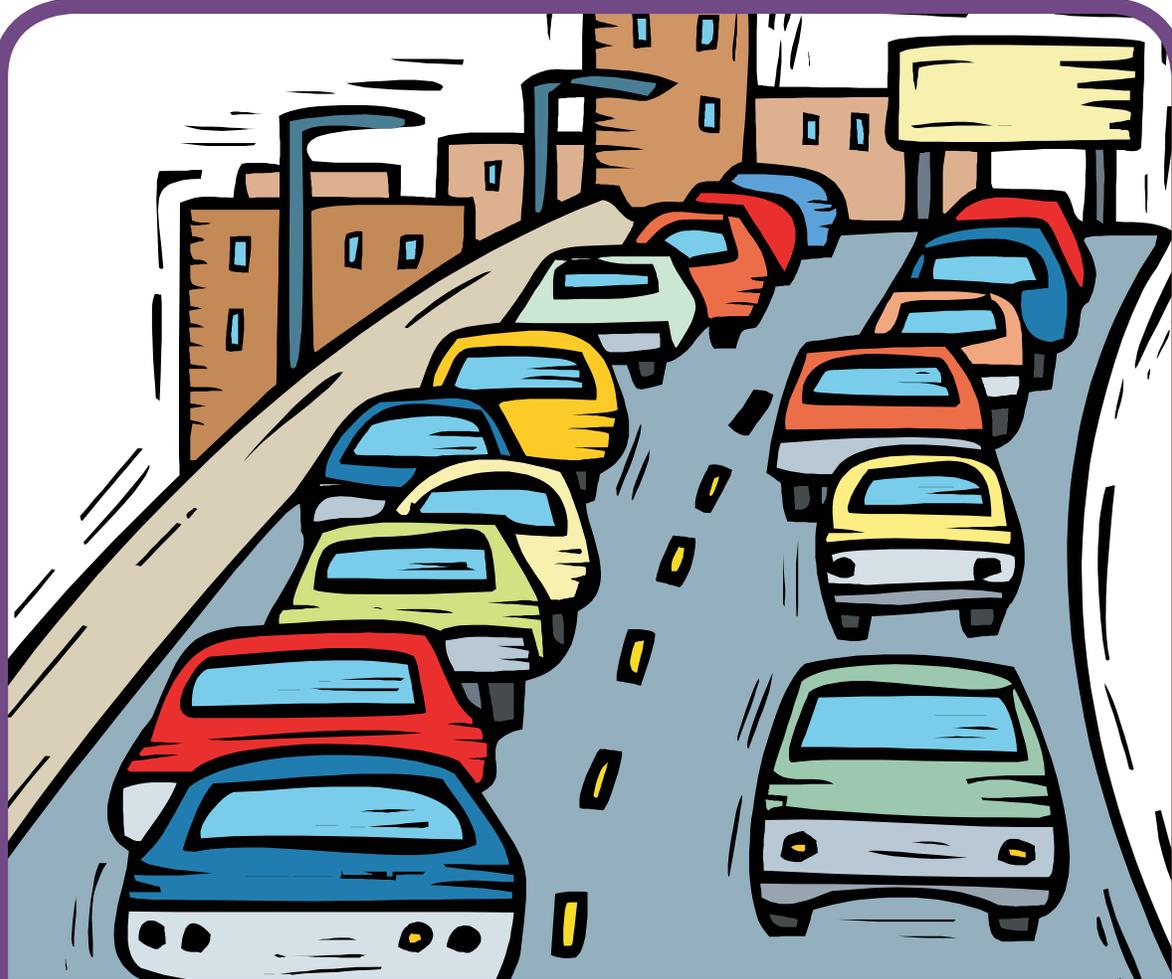
Vocabulary Card



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.

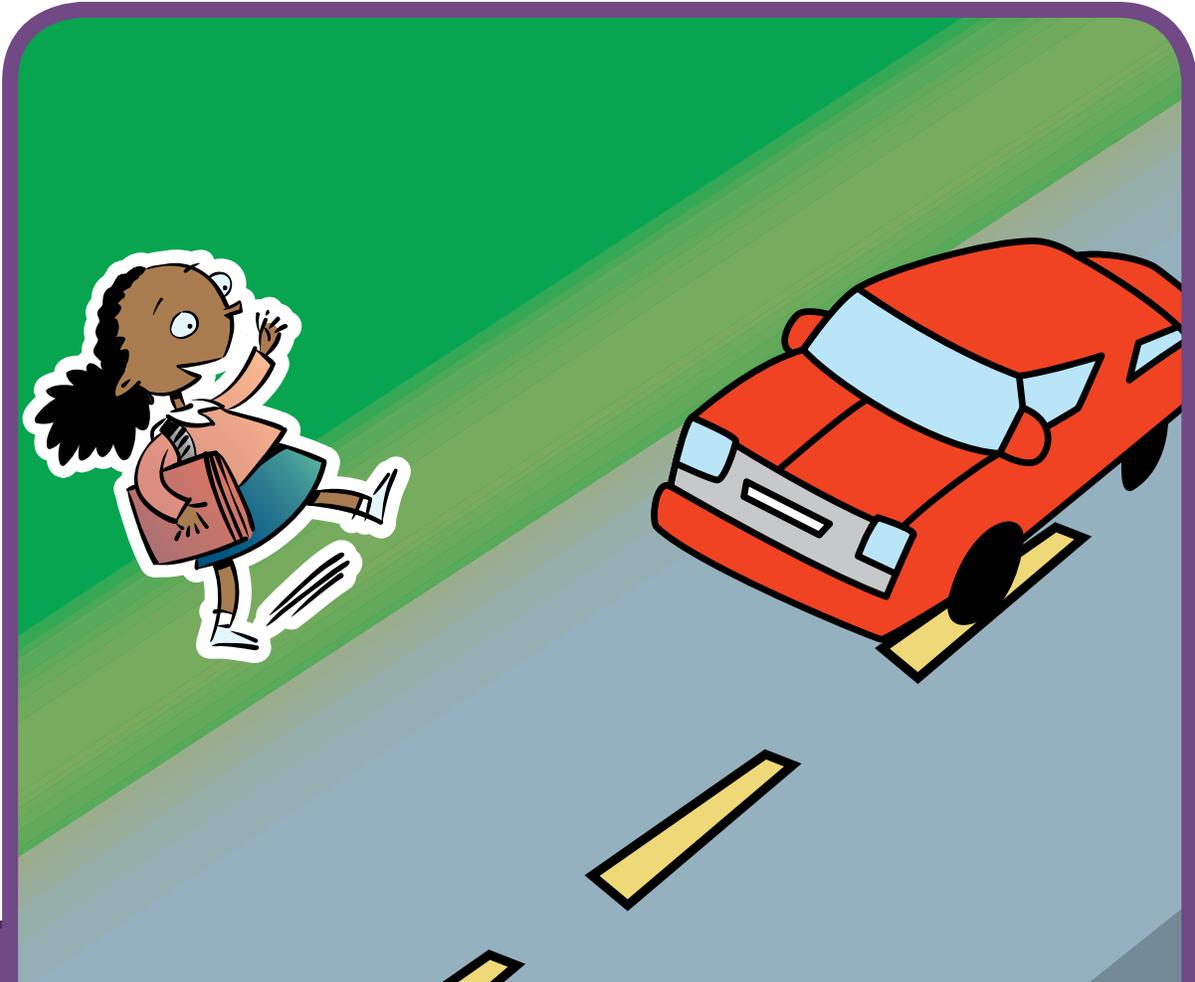
Vocabulary Card



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

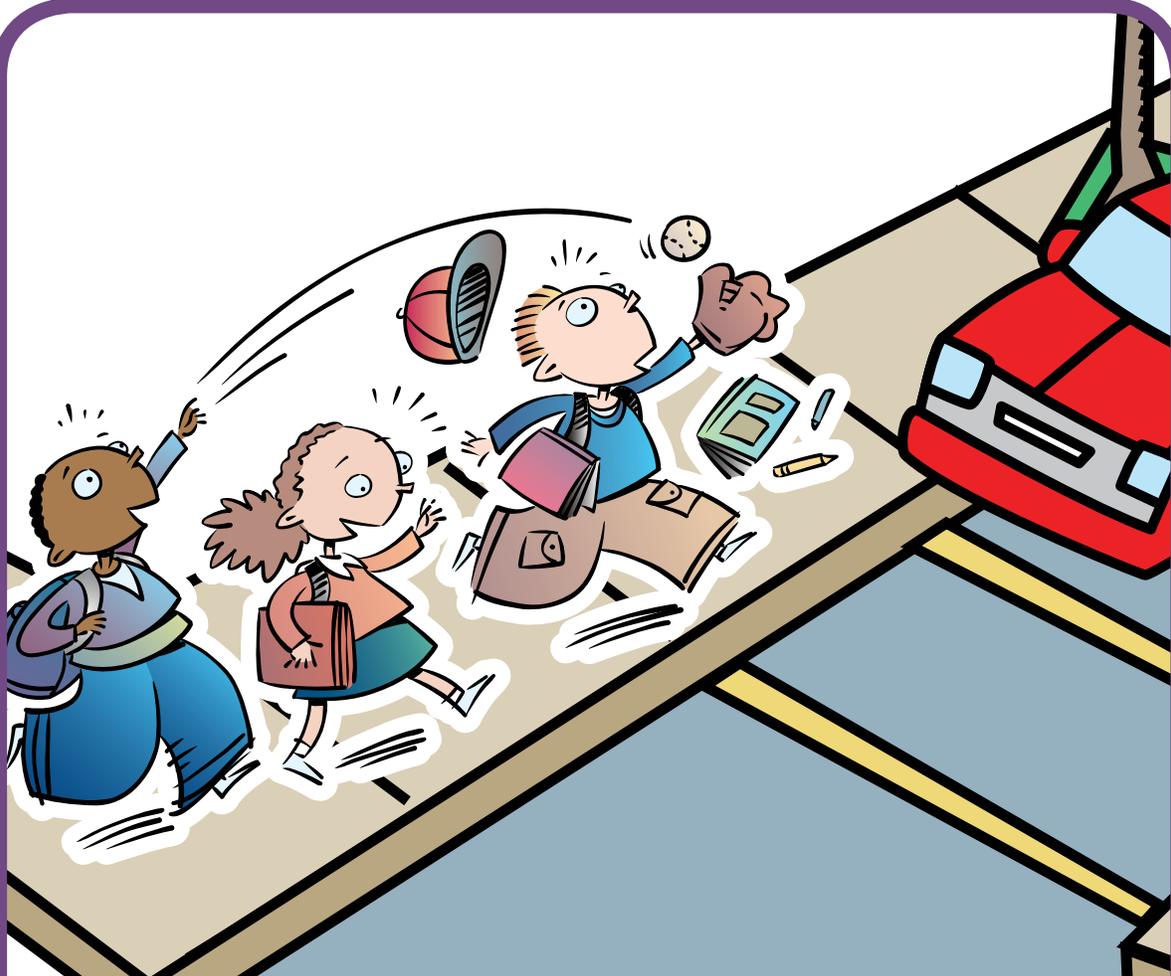
Situation Card



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

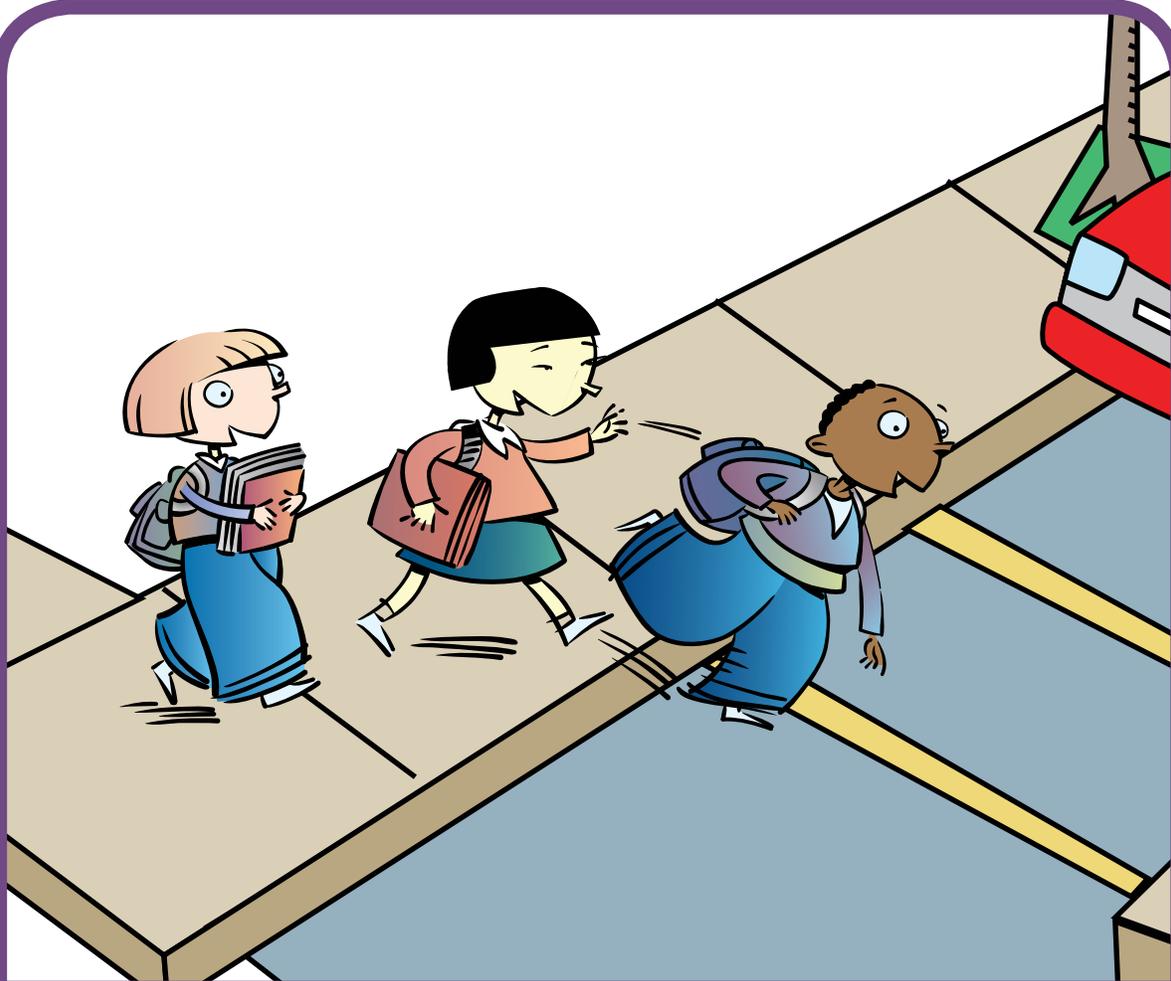
1

Walk Safely Scenario Card



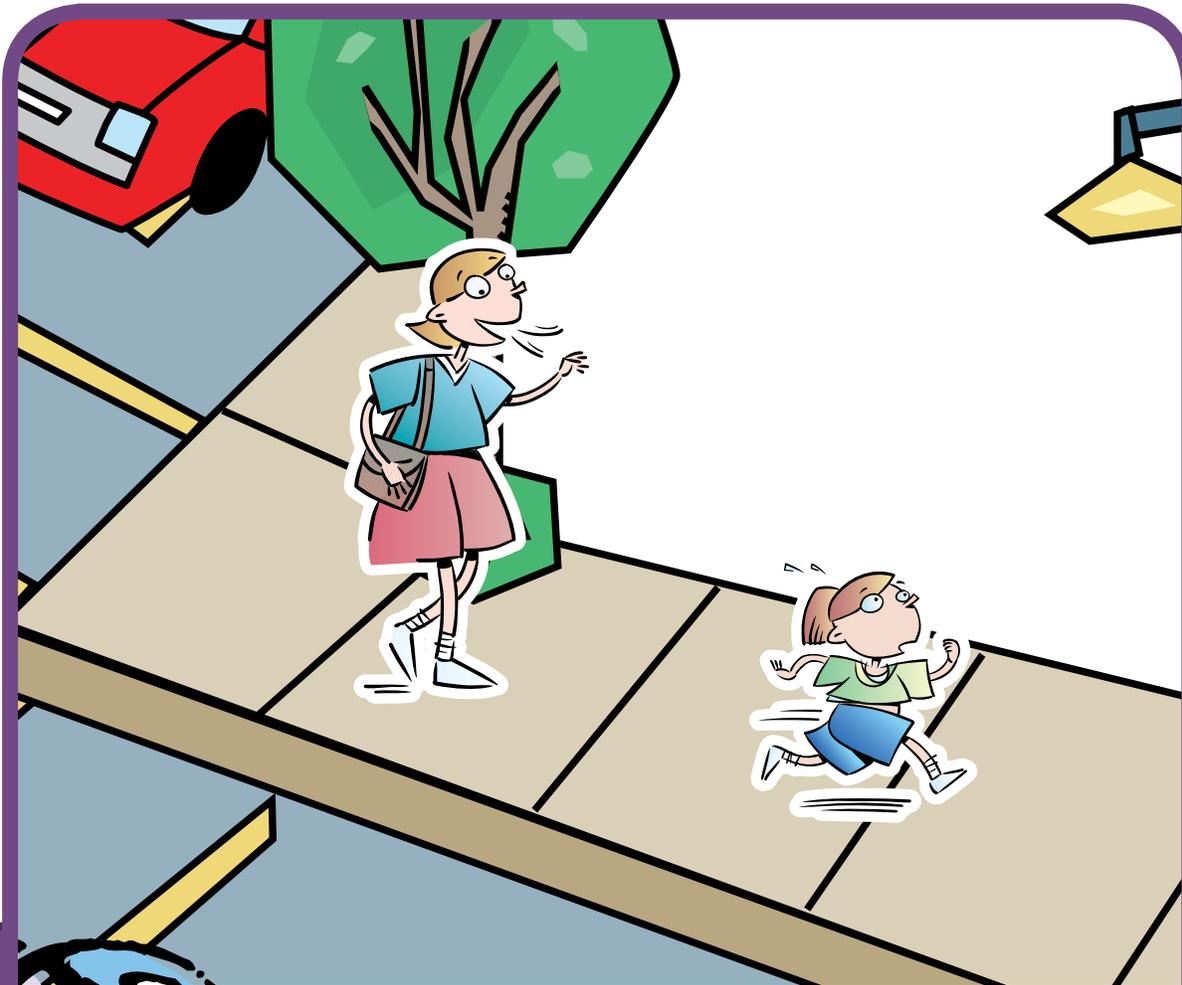
2

Walk Safely Scenario Card



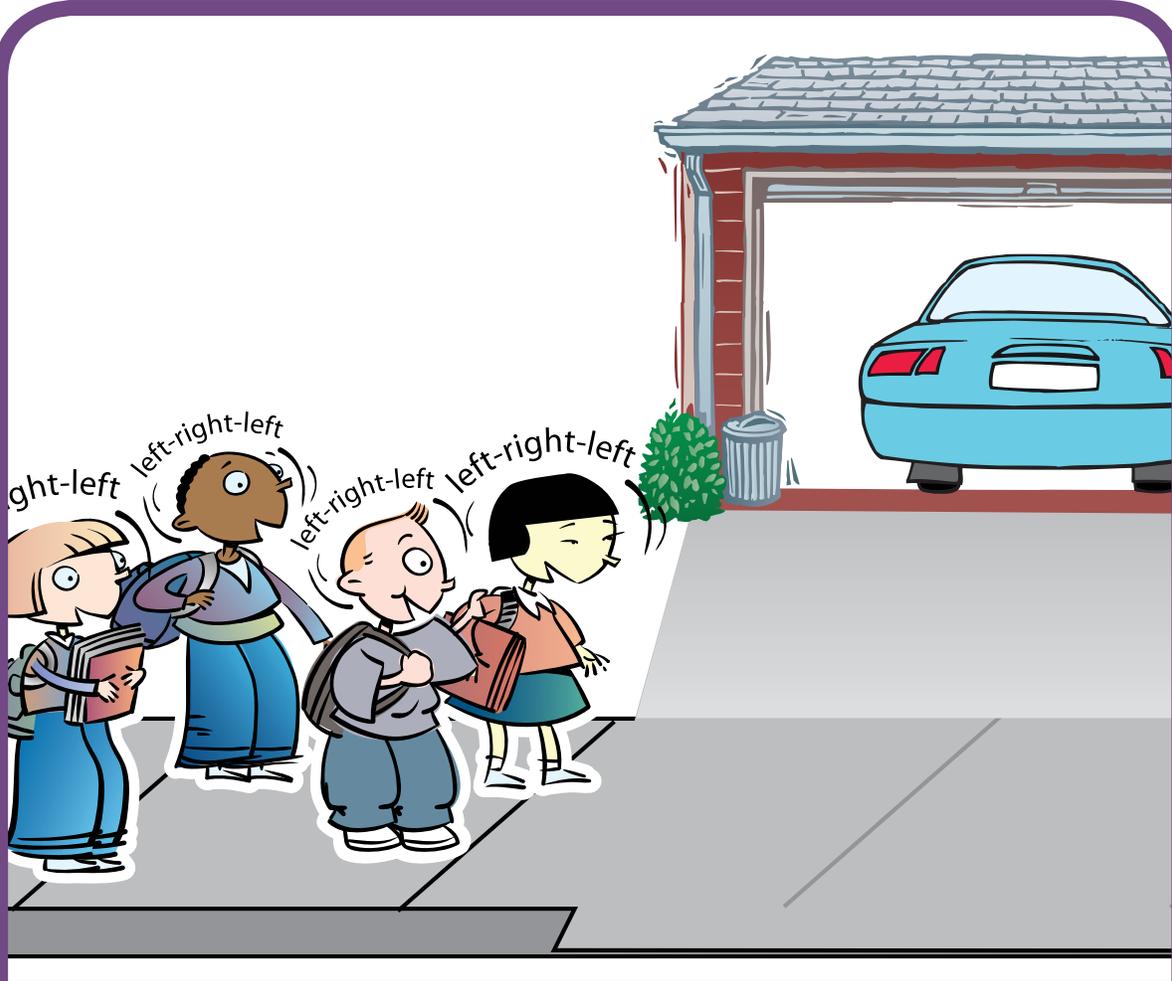
3

Walk Safely Scenario Card



4

Walk Safely Scenario Card



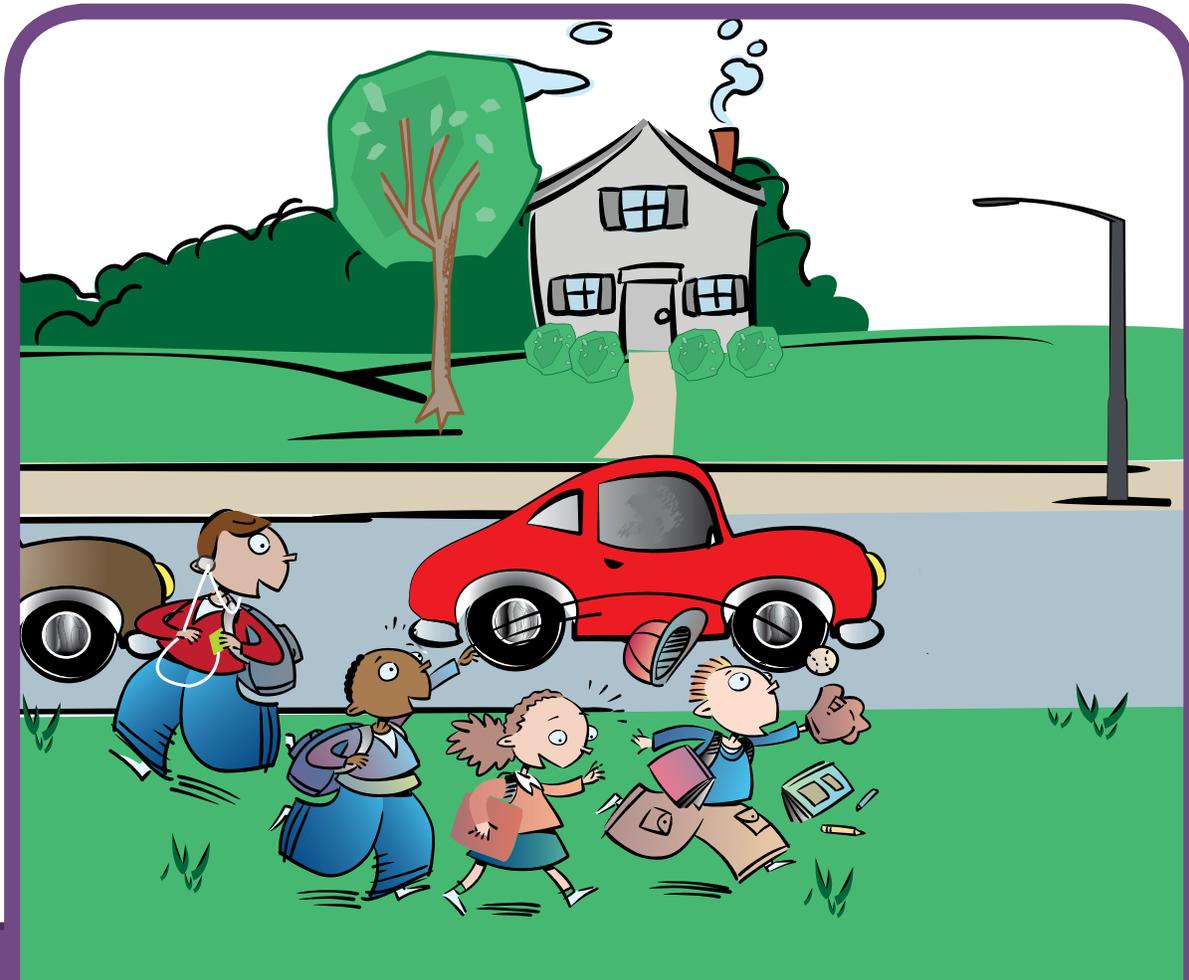
5

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.



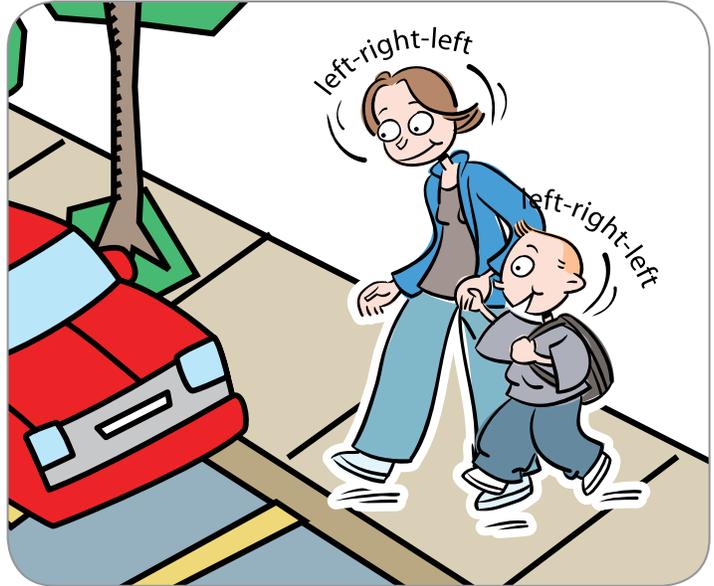
Consejos para Padres/Cuidador Principal

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

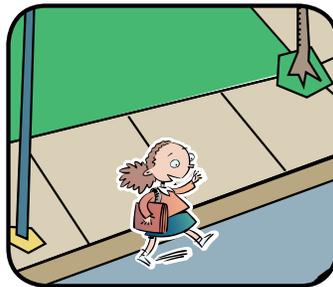
B Traffic

C Intersections

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



A



B



C

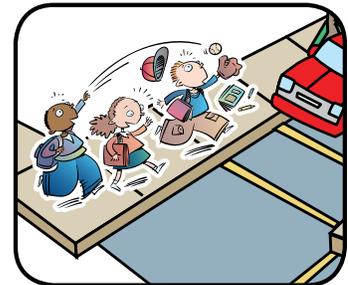
3. Mark the bubble under the picture that best shows a child being safe when walking near traffic



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