



Grades

4-5

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!



Walking Safely Near Traffic



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 level of maturity, children are working their way toward independent mobility and increasing awareness of their neighborhood and surroundings. These children should also be an example for younger children and siblings.

The children will be able to:

- Explain reasons we walk places and identify common places to walk.
- Define and use appropriate "pedestrian" safety vocabulary.
- Recognize and demonstrate safe practices near traffic such as:
 - 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. Furthermore, children who learn traffic awareness and safety skills at an early age are likely to apply these skills and concepts to their motorist behaviors in later years. This lesson covers basic objectives to practice when accompanied so a child learns how to walk safely near traffic.

Essential Standards

<p>PE.4.PR.4.1: Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.</p> <p>4.MEH.1.2: Implement healthy strategies for handling stress, including asking for assistance.</p> <p>4.P.3.2: Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.</p> <p>4.G.1.4: Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.</p>	<p>PE.5.HF.3.2: Implement strategies to achieve health-related physical fitness.</p> <p>PE.5.PR.4.1: Use self-control to work independently in developing responsibility and respect for self and others.</p> <p>5.NPA.3.2: Explain the benefits of regular physical activity on physical, mental, emotional, and social health.</p> <p>5.G.1.2: Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</p>
---	--

Common Core

<p>CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</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>	<p>CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
--	--

Guidance

<p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>EEE.C.2.2: Apply critical thinking skills systematically to solve problems and make decisions.</p> <p>EI.SE.3.1: Use communication strategies that are appropriate for the situation and setting.</p> <p>P.SE.1.2: Use self-determination to build independence.</p>
--

Walking Safely Near Traffic

Grades

4-5

Lesson 1

Walking Safely
Near Traffic

Materials

- Walk Safely Street Scenes
- Flipchart paper and markers
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

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 B. 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. Walk on the Left Side
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.”
- Discuss traffic safety rules and unsafe behaviors, and a scenarios displayed in a street scene.
- Discuss how high visibility and reflective materials work and ways in which they help keep pedestrians safe at night.

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 safety rules in previous grades.

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

- *Because we want to always stay safe, and*
- *Because we are role models for younger children.*



Raise your hand if you have...

- Walked to school, a friend's house,
- Walked to a store, library, park, etc.,
- Walked without an adult,
- Walked with younger siblings, 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.” Let’s look more closely at the word pedestrian.

[Instructor writes out word for class to view.]

Let’s clap the syllables for the word “pedestrian” [ped-es-tri-an]. Raise your hand if you know what the first syllable in the word means.

[Instructor guides children toward the answer by providing other words such as pedestal, centipede, pedicure, etc.]

- “Ped” means “foot.”

Pedestrian has the same root word as other words having to do with “feet.” Now that we have analyzed part of the word to mean “foot,” who can tell me what the entire word “pedestrian” means?

[Instructor records the class-generated definition on flipchart.]

- A pedestrian is a person who travels on foot. People in wheelchairs are also considered pedestrians.

Now, who can tell me why it is good to walk places? **[Instructor records answers.]**

- 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 a good way to relieve stress.
- It is fun!

Walking is great for your health. Having a daily routine that includes walking is a great way to improve your cardiovascular health, benefits the environment, can to maintain a healthy weight and relieves stress.

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.

Let’s review how pedestrians can be safe 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 and stay away from traffic



2. Walk on the Left Side

That's not all. What side of the street do we walk on when there is no sidewalk?

- *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.*

3. Walk Safely

Let's imagine we are pedestrians, walking with a younger sibling, friend, or adult. Let's think about how we should behave as pedestrians walking near traffic.

I'm going to show you a picture of the street scene where you are walking with a younger child. Raise your hand if you notice anything wrong with the picture. Raise your hand and tell me what you see wrong in the following scenes.

[Instructor displays the "Walk Safely Street Scenes" one at a time and discusses with students.]

- *Street Scene #1 – The child is running ahead of adults*
- *Street Scene #2 – The child is playing near traffic.*
- *Street Scene #3 – The older child is walking too far ahead of younger siblings.*
- *Street Scene #4 – The Child is wearing ear buds, cannot listen to traffic and is not aware of his/her surroundings.*

List some safe behaviors that you should follow when walking near traffic.

[Instructor records behaviors.]

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.*

4. Beware of Driveways

As you are walking, you need to be cautious. Why do you need to be cautious around driveways?

- *Driveways are spaces where pedestrians and cars use the same space.*

Raise your hand if you know how you can be safe before you step into a driveway. (Some suggested answers given below)

- *Stop before you get to the driveway.*
- *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! Stop and wait until you know the car is not moving.*
- *Look left, right, and left again to make sure cars aren't entering or exiting the driveway.*

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

Imagine you are walking to school in the morning or home from school in the early evening. Can you think of any other things you need to be cautious of?

- It might be dark. A driver might not be able to see you.

That's right! You have to consider what you are wearing when you are a pedestrian. When it's dark, it can be very hard for driver's to see you. The best way to be seen when it is dark outside is to wear reflective, high visibility, or bright-colored clothing.

Reflective materials work at night by bouncing back or "reflecting" light from a source, like headlights. If there isn't a light source, reflective materials won't work. Retro-reflective materials work even better because they are designed to bounce light back to the source instead of scattering it. The light from a driver's headlights will hit the retro-reflective material and go straight back to the driver. You should put reflective or retro-reflective material on your clothing, jacket, or shoes so drivers can see you when it's dark outside.

High visibility clothing is made of fluorescent material. The sun's rays react with the colors to make them appear to "glow" increasing daytime visibility. The effect is stronger in poor light conditions.

Light can also be reflected by white or pale colored objects. These will reflect light but scatter it in all directions, so a driver will see some brightness, but not as much as high visibility or reflective materials would produce.

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 pedestrian 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 the size of class]

In your group, you are going to pretend you are pedestrians walking near traffic. I am going to give you a scene to act out.



[Groups are given a few minutes to brainstorm the scene and then ~ 1 minute to act it out. The class will then analyze the scene. If the children were being safe, they stand up and give thumbs-up. If the children were being unsafe, they can give thumbs-down and then provide suggestions for how to fix the behaviors.]

Examples of Scenes:

- *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 older siblings. He/she is not paying attention to the siblings calling out behind because he/she is wearing headphones and listening to music.*
- *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 street on the side where there is no sidewalk, very close to the roadway, with traffic. Other kids are walking on the side that has a sidewalk.*
- *Several children are waiting at a bus stop. One child is running toward the bus as it is pulling up to the stop.*
- *A child is looking down at a cell phone while walking down the sidewalk. A bicyclist approaches quickly without warning.*

Review (optional)

► **Time:** 5 minutes

The instructor will...

- **Review the safety rules for pedestrians while walking near traffic or driveways by showing *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 an automobile? What does the word pedestrian mean?

We learned how to be safe when walking near traffic. Raise your hand and tell me a safe behavior for walking near traffic.

- *Use a sidewalk.*
- *Walk on the left.*
- *Beware of driveways. Stop and look for moving vehicles.*
- *Help children who are younger than you.*
- *Dress to be seen; wear bright colored or reflective clothing; carry a flashlight.*
- *Be aware of what's around you. Don't let toys, phones, MP3 players, or anything else distract you.*
- *Put your hood down when walking near traffic and take out ear buds.*



Suggestions for a Balanced Curriculum

Grades
4-5

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.

English Language Arts

Children should decide on a person that they would want to interview. Potential options are an older sibling, a parent, or an adult friend.

Have children develop 5 interview questions based on their interview person that incorporate material from this lesson. Examples of subject matter for questions about being a pedestrian are given below:

- Distractions
- Role Models
- Exercise
- Stress
- Transportation
- Destinations
- Visibility

Children should write down interview responses and report back to class.

- Who did you interview?
- What was the topic you chose?
- What was the most interesting thing you learned from that person? What did the speaker say that supported points you learned in class on that topic?

Social Studies/Mathematics

Use the following information to give children a better understanding of transportation and the environment in North Carolina. The instructor can update the table using annual State Transportation Statistics at www.bts.gov

Many North Carolinians use their cars for daily travel. The following is a table from the Bureau of Transportation Statistics which shows the Vehicle Miles Traveled (VMT) by passenger cars measured in millions of miles. It also shows the population of North Carolina, which has increased over the last 10 years.

North Carolina State Transportation Statistics – Passenger Travel

Year	VMT (in millions)	Population	VMT (per capita)	Hours of Delay (per commuter)
1998	85,283	7,809,121	10,921	
2000	89,504	8,078,429	11,079	--
2003	93,759	8,409,660	11,152	14
2005	101,268	8,683,242	11,662	19
2008	101,712	9,222,414	11,029	19
2010	102,385	9,560,234	10,709	25
20??				

Calculate the Vehicle Miles Traveled per capita (per person) in North Carolina for the selected years listed from 1998 – 2010.

Comment on the trends in overall Vehicle Miles Traveled in NC, Population, and VMT per capita. What do you think the relationship is between VMT and Hours of Delay? Look at 2010. Why have Hours of Delay increased even though VMT per capita is less (i.e. people are still spending more time in their cars even though they are not driving as much)?

What are some of the costs incurred by vehicles traveling in North Carolina? Is it getting better or worse? What kind of impact does transportation have on people? On the environment?

- **Time:** People stuck in traffic have less time to do other things.
- **Fuel:** Transportation is a major use of energy and uses petroleum products.
- **Air Quality:** Combustion of these products creates air pollution and is a contributor to global warming. Smog is linked with transportation and industrial activities.
- **Land:** Automobile-oriented environments reduce the amount of land for natural habitats and agriculture.
- **Barriers:** Interstates and highways can make it difficult or very dangerous to walk or bike to a destination.



1

Walk Safely Scenario Card



The children are running ahead of adults.

2

Walk Safely Scenario Card



The children are playing near traffic.

3

Walk Safely Scenario Card



The older child is walking too far ahead of younger sibling.

4

Walk Safely Scenario Card



The child is wearing ear buds, cannot listen to traffic and is not aware of his/her surroundings.



Walking Safely Near Traffic

This week in school your child learned ...

How to walk safely near traffic:

1. PEDESTRIANS are people who walk or use a wheelchair.
2. SIDEWALKS are safe places to walk.
3. WALK ON THE LEFT SIDE OF THE STREET where there are no sidewalks. Face traffic.
4. PRACTICE SAFE BEHAVIOR when walking near traffic. This means no pushing, running, or shoving. Take your ear buds out, and let your hood down so you can pay attention to your surroundings.
5. BEWARE OF DRIVEWAYS and stop at every one to make sure cars aren't coming in or out.
6. WEAR BRIGHT-COLORED/REFLECTIVE MATERIAL and carry a flashlight so cars can see you at dusk or after dark. Have your parents help you select shoes and clothes with reflective piping.



Remember:

Your child is starting to show that they understand what safe behavior is and why it is important. Help your child work toward autonomy by reinforcing safe pedestrian behaviors and by practicing with him/her each time you walk near or around traffic.

Did you know?

Children develop the ability to understand and make decisions about their safety at different rates. The degree of supervision they require depends on the capabilities of each individual child.

Children in fourth and fifth 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 9-10 are still learning to make safe judgments and must prove to you that they may soon deserve independence. They should always be aware that they are setting an example for younger children.

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 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 term reviewed in class: Pedestrian.

- “Ped” means foot. A pedestrian is a person who is walking/traveling on foot or by wheelchair.

Ask your child what type of clothing is best for walking.

- Bright-colored clothing or reflective materials is best so that drivers can see you. White and yellow are best. Dark colors like black and purple should be avoided.

Your child should know to always walk on a sidewalk if one is present.

Ask what a pedestrian should 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.

Ask your child what a driveway is and what they should do if they are about to cross one.

- A driveway is a place where cars cross the sidewalk to access a business or home.
- You should stop before the driveway and look left-right-left to make sure that cars are not coming in or out of a driveway. Once it is clear, you can walk across.

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

Repeat the lessons every chance you get!





Consejos para Padres/Cuidador Principal

Caminar de forma segura cerca del tráfico

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

Cómo caminar de forma segura cerca del tráfico:

1. LOS PEATONES son personas que caminan o usan silla de ruedas.
2. LAS ACERAS son lugares seguros para caminar.
3. CAMINA EN EL LADO IZQUIERDO DE LA CALLE cuando no haya aceras. Camina de cara al tráfico.
4. PRACTICA COMPORTAMIENTOS SEGUROS cuando camines cerca del tráfico. Es decir, no corras ni empujes. No uses auriculares y bájate la capucha para que puedas prestar atención a lo que te rodea.
5. TEN CUIDADO AL CRUZAR LAS ENTRADAS DE COCHES y para antes de cada una para asegurarte que no haya coches saliendo o entrando.
6. USA ROPA DE COLORES BRILLANTES Y MATERIALES REFLEJANTES y utiliza una linterna para que los coches puedan verte al atardecer o por la noche. Pide a tus padres que te ayuden a escoger zapatos y ropa con elementos reflejantes.



Recuerde:

Su hija/hijo está empezando a demostrar que entiende cuales son los comportamientos seguros y por qué son importantes. Para ayudar a su hija/hijo a desarrollar su autonomía, refuerce los comportamientos peatonales seguros y practique con ella/él cada vez que caminen cerca del tráfico.

¿Sabía usted que...?

Los niños desarrollan la capacidad de entender y tomar decisiones sobre su seguridad a ritmos diferentes. El nivel de supervisión que necesitan cambia dependiendo de cada niña/niño.

Los niños en cuarto y quinto 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 9 y 10 años de edad todavía están aprendiendo a tomar decisiones seguras y deben demostrarle que merecen ser independientes. Siempre deben recordar que son el ejemplo para los niños más pequeños.

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 del lado izquierdo de la calle, de cara al tráfico. Si está oscuro afuera, pídale a su hijo que se ponga ropa de colores brillantes o con materiales reflejantes.

Pídale a su hija/hijo que le explique el término estudiado en clase: Peatón

- Un peatón es una persona que camina o viaja a pie, o que usa una silla de ruedas.

Pregúntele a su hija/hijo qué tipo de ropa es el más seguro para caminar.

- La ropa de colores brillantes o con materiales reflejantes es la mejor para que los conductores te puedan ver. La ropa blanca o amarilla es la mejor opción. Evita la ropa de colores oscuros, como morado o negro.

Su hija/hijo debe saber que siempre es mejor caminar en una acera si es posible.

Pregúntele a su hija/hijo qué debe hacer un peatón si no hay acera.

- Camina del lado izquierdo de la calle de cara al tráfico, para que los conductores puedan verte cuando están manejando en tu dirección

Pregúntele a su hija/hijo qué es una entrada para coches y qué debe hacer si va a cruzar una.

- Una entrada para coches es un lugar por donde un coche cruza la acera para entrar o salir de una casa o un negocio.
- Debes parar antes de la entrada para coches y mirar hacia la izquierda, la derecha y la izquierda de nuevo y asegurarte que no haya coches entrando o saliendo. Cuando estés seguro que no hay coches, puedes cruzar.

Practique identificando lugares seguros para caminar cerca a su casa, donde haya aceras y donde no las haya.

¡Repita las lecciones en cada oportunidad que tenga!





Name _____

Child Assessment

1. A person who walks to get places is called _____.

A physically fit

B a pedestrian

C an exerciser

2. Where is the best place on a street to walk when there is no sidewalk?

A The middle

B Facing away from oncoming traffic

C The left side, facing oncoming traffic, on a sidewalk if it is available

3. Imagine that you are walking to school. What is one rule you should remember to walk safely near traffic?

4. What do we call materials that are best to wear when walking in the dark?

A Reflective

B Light

C Pedestrian

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

1. A person who walks to get places is called _____.
2. Where is the best place on a street to walk when there is no sidewalk?
3. Imagine that you are walking to school. What is one rule you should remember to walk safely near traffic?
4. What do we call materials that are best to wear when walking in the dark?

Answers:

1. B – A pedestrian
2. C – The left side, facing oncoming traffic
3. Answers Vary – Walk on the sidewalk, walk on the left side, avoid distractions like headphones and cell phones, don't run, beware of driveways, dress to be seen.
4. A – Reflective



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 Objective

The objective of this lesson is to review the basic concepts of crossing a street safely. At this maturity level children should know the steps for safely crossing the street, but they may rush through them without fully thinking them through. Instructors may want to allow children to go through the steps as if children were teaching a younger child.

The children will be able to:

- Use care and caution when crossing neighborhood streets.
- Recognize that they need to set an example for younger children.
- Identify and demonstrate the five steps to crossing a street.

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. Furthermore, children who learn traffic awareness and safety skills at an early age are likely to apply these skills and concepts to their motorist behaviors in later years.

Essential Standards

<p>PE.4.PR.4.1: Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.</p> <p>4.MEH.1.2: Implement healthy strategies for handling stress, including asking for assistance.</p> <p>4.L.1.3: Explain how humans can adapt their behavior to live in changing habitats.</p> <p>4.G.1.4: Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.</p> <p>4.G.1.2: Explain the impact that human activity has on the availability of natural resources in North Carolina.</p>	<p>PE.5.HF.3.2: Implement strategies to achieve health-related physical fitness.</p> <p>PE.5.PR.4.1: Use self-control to work independently in developing responsibility and respect for self and others.</p> <p>5.NPA.3.2: Explain the benefits of regular physical activity on physical, mental, emotional, and social health.</p> <p>E.En.2.5.5: Explain how human activities affect air quality.</p>
--	--

Common Core

<p>CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>
---	---

Guidance

<p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>EEE.C.2.2: Apply critical thinking skills systematically to solve problems and make decisions.</p> <p>EI.SE.3.1: Use communication strategies that are appropriate for the situation and setting.</p> <p>P.SE.1.2: Use self-determination to build independence.</p>
--

Crossing Streets Safely

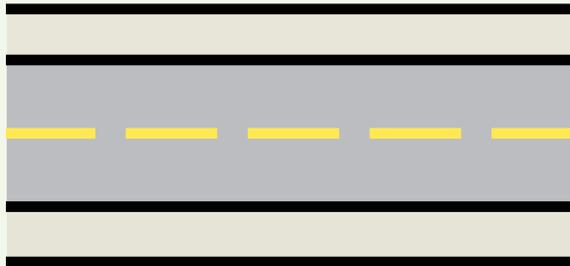
Materials

- Masking tape, rope, tall boxes, or other material to create a model street
- Street Safety Scenario Pictures
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

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 B. 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. Identify a Safe Place to Cross the Street
2. Stop at the Edge
3. Look and Listen for Traffic
4. Cross Quickly and Safely
5. Be Very Cautious in Bad Weather
6. Be a Role Model

Introduction

The instructor will...

- Identify reasons for crossing the street.
- Explain the importance of setting an example for younger children.
- Define a “mid-block” crossing.
- Evaluate the safety of crossing different types of streets.

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 smaller streets, like the streets in (the instructor names a nearby quiet, residential area).

Why do you think it is important to cross the street safely?

- *For my own safety, and*
- *To show other children and even adults how to cross streets safely.*

In this lesson, when we talk about crossing the street we are talking about crossing the street at mid-block. Raise your hand if you think you know what it means to cross at mid-block.

- *Mid-block means the “middle of the block.” It is when we are at a place along the street that is not a corner or an intersection.*

When we talk about crossing streets safely, we are also talking about a specific kind of street. Look at these pictures of different streets. Give me a thumbs up or thumbs down to tell me if it is a good or bad idea to try to cross them.

[Instructor displays each Street Safety Scenario Picture and has children give characteristics that make a scenario dangerous to cross]

(Potential answers include heavy traffic, traffic moving at high speeds, many lanes of traffic.) Which of these streets would be safest to cross?

[Instructor shows the model street.]

Let’s imagine that we are going to be teaching a younger child to cross the street for the first time. This is the sidewalk next to the street, and this is the actual street. As we talk about the steps to crossing the street, we are going to practice together. Stay with me as we talk through each step. We are not going to rush because we need to be good role models for younger children.

1. Identify a Safe Place to Cross the Street

The instructor will:

- **Define and explain types of “visual barriers.”**

Now that we know different types of streets, and we are on a street that is safe to cross, we have to remember that it is not safe to cross at every place on the street. You have to find a safe place to cross.

How do you know where it is safe to cross?

- *A safe place is where you can see clearly in both directions.*

Raise your hand if you know what we call something that makes it hard for you to see or makes it hard for cars to see you.

- *A visual barrier.*



What are some examples of visual barriers?

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

Why would a younger sibling need to be extra cautious about visual barriers?

- They are smaller, so it is difficult for them to be seen.

What should you do if you want to cross the street, but you 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. If you must cross where there is a visual barrier, carefully walk to the edge of the barrier, so that you can look in all directions for cars before crossing.

Let's all find a safe place to cross on our model street. When you have found your spot, put your hands on your hips, so that I know you are ready.

[Boxes or trash cans should be located near the sidewalk as a visual barrier. Children locate safe place to cross on the side of the model street. Instructor watches and helps guide children having difficulty finding a safe place to cross. After children place hands on their hips, have them explain why they have chosen this place.]

2. Stop at the Edge

The instructor will:

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

What is the next thing we need to think about before crossing the street?

- Find the edge of the street.

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.

Before we find the edge, let's imagine that I decided to cross further down the street.

[Instructor goes to a position where the visual barrier is directly in his/her line of sight.]

You can see that there would be a large barrier in my way. I cannot see one direction down the street? What do you think I should do?

- Find a safe place to cross that is free of visual barriers.

What if there is not a safer place to cross? What should I do?

- Move to the second edge, just beyond the barrier, so you can see cars coming.

Watch as I stop at the second edge.

[Instructor demonstrates.]

I don't step further than I need to, just to see around the visual barrier. Before I step into the road, I always check first to make sure I am safe. Don't cross just yet, but wait at the second edge.

3. Look and Listen for Traffic

The instructor will:

- Emphasize and practice the Left-Right-Left Procedure for checking traffic.
- Discuss senses a child may use when crossing the street.

Great! We have stopped at the edge of the street. What is the most important thing to do before crossing the street?

- Look left-right-left.



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

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

Why do we look left first?

- On a typical street, that is the direction that the traffic closest to us is coming from.

Then, why do we look right?

- To see if traffic is coming from the opposite direction.

Why do we look left again?

- Because cars can move fast, and we want to make sure it is still safe to cross.

What sense are we using when we are looking left-right-left for traffic? What other senses should we be using when we are trying to cross the street?

- Sight, and we should also use hearing

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

- Car engines, horns, sirens, etc.

What should I do if I hear one of those sounds?

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

Good! Let's all look left-right-left again and listen while we do it. I don't see any traffic and I don't hear any traffic. The street is clear, so I am going to start to cross the street.

4. Cross Quickly and Safely

The instructor will:

- Explain how and why children should walk (not run) across the street in a straight line.
- Analyze why walking in a straight line is shorter than walking diagonally.

Now as we cross the street, I want to make sure you are remembering how to safely move across the street.

- You are walking. You should never run because you may trip and fall.
- Your head is up, and you are looking left-right-left. You should also be listening for traffic while you cross – this means you should not be using any devices (cell phone, Mp3 player) or wearing ear buds.
- You are walking straight across the street.

[Instructor measures the distance across the street at a perpendicular and measures the street at a diagonal. Write these two numbers on a chart or chalkboard.]

Why should I walk across the street in a straight line?

- It is less distance to cross in a straight line. If you cross at a diagonal, you spend more time in the street so there is more risk of being hurt.
- Also, drivers expect a pedestrian to cross a street in a straight line.

Good, we've learned the basic principles to crossing the street safely.



5. Be Very Cautious in Bad Weather

The instructor will...

- Explain how adverse weather conditions can impede driver's ability to see and stop for pedestrians.
- Describe extra precautions a pedestrian should take when crossing the street in bad weather.

Today the weather is good, but what if it were raining or snowing? How do you think wet or icy conditions affect drivers?

- *It is more difficult for them to stop.*
- *They can't see as well.*

An important thing to think about when crossing the street is what drivers can see and do. When the weather is bad, drivers may have difficulty seeing you or may not be able to stop as quickly. Have you ever slipped on some ice? When it's raining or snowing, it's also very slippery for cars. Can you see very well out of a car when it's raining or snowing?

- *No.*

Besides rain and snow, what else can make it difficult to see out of a car?

- *When it's dark outside, or*
- *When the sun is shining in your eyes.*

6. Be a Role Model

Let's talk about a serious situation. What if a younger child attempted to run across the street? What could you do?

- *Offer to cross with the child by calling him/her back. Remind him/her to wait for you to begin crossing.*
- *Make sure that you do not run after him/her. Always stop at the edge.*
- *Make sure to show the child how to cross using the steps for crossing the street safely.*

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. Practice the 5 steps using the model street with instructor guidance (10 minutes).

The instructor should individually call on children to cross the street. The instructor should assess the child's ability to follow directions, verbalize their actions, and make decisions based on scenarios that may occur when crossing the street. Having volunteers on hand to act as cars and emergency vehicles can enhance the scenarios. If time permits, the instructor can have older children pair up with younger children to demonstrate safe behavior to the younger children.

Review (optional)

- **Time:** 5 minutes

The instructor will...

- Review the five safety rules for crossing the street by showing a short video *Let's Go Walking! Crossing Streets Safely* (approx. 4 minutes) and repeating the key concepts from the lesson.
- Review the importance of being a safe role model for younger children.

Let's review all that we have learned today. What do we first do before crossing the street?

- Find a safe place to cross with no visual barriers.

Once you locate a safe place to cross, what do you do?

- Stop at the edge.

What should you do before crossing the street?

- Look left-right-left and listen for traffic

Finally, how should we cross the street?

- Walk in a straight line and continue to look and listen for traffic.





Suggestions for a Balanced Curriculum

Grades
4-5

Lesson 2

Crossing
Streets Safely

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.

Science

Community Problem Solving

Pollution is a major issue. Each year, many thousands of tons of toxic chemicals are put into the water, air and soil. In the United States, the Environmental Protection Agency (EPA) is trying to protect ecosystems by establishing air quality standards for pollutants that come from automobile exhaust, such as:

- **Smog:** From a combination of the words “smoke” and “fog.” Smog is a visible air pollution created from smoke, fog, suspended particles, and chemical fumes. Photochemical smog occurs when strong sunlight reacts with air pollution such as the hydrocarbons and nitrogen oxides released from vehicles and power plants. The sun “bakes” the chemicals into a brownish-orange haze often seen in the skies above large cities.
- **Particulate matter:** When levels of particulates are elevated above the national standard, it can adversely affect mental development and performance, kidney function, and blood chemistry. Young children are particularly at risk due to the increased sensitivity of young tissues and organs.

The two biggest air quality problems in North Carolina are **ground-level ozone** (the main ingredient in “smog”) and **particle pollution** (particulate matter). Much of the problem is due to emissions from cars and trucks. The following cities in North Carolina participate in “Air Quality Action Days.” This is a public outreach and education program with a goal to reduce air pollution through voluntary actions by individuals and organizations. Use the website at www.ncair.org for the latest information and to fill in the table below using data from the closest monitoring station in your area:

Ozone Monitor Statistics (Highest Monitor / Day)

	2000					2005					2010				
<i>Example:</i>															
Charlotte	1	2	24	62	64	0	1	16	67	130	0	1	16	86	111
Fayetteville	0	0	7	60	86	0	0	9	50	155	0	0	2	66	146
My Area:															

Green – No health effects are expected.

Yellow – Unusually sensitive people should consider limiting prolonged outdoor exertion.

Orange – Unhealthy for sensitive groups: Active children and adults, and people with respiratory disease should **limit** prolonged outdoor exertion.

Red – Unhealthy: Active children and adults, and people with respiratory disease such as asthma should **avoid** prolonged outdoor exertion; everyone else, especially children should **limit** prolonged outdoor exertion.

Purple – Very Unhealthy: Active children and adults, and people with respiratory disease such as asthma should **avoid** all outdoor exertion; everyone else, especially children should **avoid** prolonged outdoor exertion.

Is air quality (ozone levels) getting better in your area? How do you know?

We all have the power to improve air quality through our actions. Brainstorm some things that you can do:

- Take the bus, carpool, or combine trips,
- Bike or walk to your destination,
- Avoid drive-through's at restaurants,
- Conserve electricity by turning off appliances when not in use, and
- Conserve electricity by asking parents to set the thermostat to the highest comfortable temperature.

Healthful Living

Have children identify their schedules and modify the list to add physical activity to their week to create an Activity Plan. Walking to destinations is a great way to add physical activity to a busy schedule. Create a week-long calendar that breaks each day down by the hour between 5 a.m. and 9 p.m. Have children:

- Fill in activities and obligations.
- Highlight time slots that already have physical activity built in (soccer practice, walking to school, walking the dog).
- Identify time slots available for physical activity.
- Add physical activity of their choice to days where it is lacking.
- Identify ways they could add physical activity to time they have committed to other obligations (i.e. walk to church instead of drive).
- Share their calendar with their parents/guardians and include at least one family physical activity per week to incorporate into the Activity Plan.

1

Street Safety Scenario Picture



2

Street Safety Scenario Picture



3

Street Safety Scenario Picture



4

Street Safety Scenario Picture





Crossing Streets Safely

This week in school your child learned...

How to cross streets safely:

1. IDENTIFY a safe place to cross, avoiding barriers.
2. STOP at the edge or curb of the street.
3. LOOK AND LISTEN for traffic. Look left, right, left for traffic. Remember to look left-right-left to make sure the road is clear.
4. WAIT until there is no traffic coming.
5. CROSS IN A STRAIGHT LINE and keep looking and listening for traffic.
6. WALK, don't run across the street
7. REMEMBER that you are now a role model for younger, less experienced children.

Remember:

Your child is starting to show that he/she understands what safe behavior is and why it is important. Help your child work toward autonomy by reinforcing safe pedestrian behaviors and by practicing with him/her each time you walk near or around traffic.



Did you know?

Children develop the ability to understand and make decisions about their safety at different rates. The degree of supervision they require depends on the capabilities of each individual child.

Children in fourth and fifth 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!

Crossing Streets Safely

Children ages 9-10 can gradually learn more complicated pedestrian safety tasks. Even though they are older, they should be with an adult while walking near or around traffic until they routinely demonstrate safe pedestrian skills and have your permission to walk without an adult.

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

Parents can begin to test their children's capabilities and judgment to determine if they can walk on their own. Have your child lead you on a walk in your neighborhood.

Have them act out each step and explain the reason for each action as they lead you on your walk, reviewing the steps for crossing streets safely:

1. Find a safe place to cross – one that is free of barriers like trees or parked cars. Cross at a crosswalk if there is one.
2. Stop at the edge of the curb or street.
3. Look and listen for traffic in all directions. (Look left, right, and left again.)
4. Cross quickly and safely in a straight line. Do not run.
5. Be cautious in bad weather.
6. Be a role model for younger children.

Practice the 6 Safe Steps. 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! When you are confident of your child's ability to walk and cross streets safely, consider allowing them to gradually become more independent when walking.





Consejos para Padres/Cuidador Principal

Cómo cruzar las calles de forma segura

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

Cómo cruzar la calle de forma segura:

1. IDENTIFICA un lugar seguro para cruzar, evitando barreras visuales.
2. PARA en el borde de la calle.
3. MIRA Y ESCUCHA para ver si hay tráfico. Mira a la izquierda, a la derecha y a la izquierda otra vez para ver si viene algún coche. Acuérdate de mirar a la izquierda, a la derecha y a la izquierda de nuevo, para asegurarte que no vienen coches.
4. ESPERA a que no venga ningún vehículo.
5. CRUZA EN LÍNEA RECTA y sigue atento por si viene tráfico.
6. CAMINA, no corras al cruzar la calle.
7. RECUERDA que ahora eres un modelo para los niños más pequeños y con menos experiencia.



Recuerde:

Su hija/hijo está empezando a demostrar que entiende lo que significa un comportamiento seguro y por qué es importante. Ayude a su hija/hijo a trabajar en su autonomía y a reforzar comportamientos peatonales seguros, practicándolos con ella/él cada vez que caminen cerca del tráfico.

¿Sabía usted que...?

Los niños desarrollan la capacidad de entender y tomar decisiones sobre su seguridad a ritmos diferentes. El nivel de supervisión que necesitan cambia dependiendo de cada niña/niño.

Los niños en cuarto y quinto 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!

Cómo cruzar las calles de forma segura

Los niños entre los 9 y 10 años de edad pueden aprender medidas de seguridad peatonal cada vez más complicadas. Sin embargo, deben estar con un adulto mientras caminen cerca del tráfico, hasta que le demuestren rutinariamente comportamientos peatonales seguros y usted les dé permiso de caminar sin un adulto.

La mejor manera para que los niños aprendan a cruzar la calle de forma segura es practicando con un adulto. A medida que su hija/hijo crezca, repasen a menudo estos conceptos de seguridad para asegurarse que ella/él siga practicando los comportamientos peatonales seguros.

Los padres ya pueden empezar a evaluar los comportamientos y el juicio de sus hijos para decidir si pueden caminar solos. Pasee con su hija/hijo y pídale que lo guíe por el barrio.

Pídale que le muestre cada paso y le explique la razón de cada acción mientras lo guía por el paseo, repasando los pasos para cruzar las calles de forma segura:

1. Identifica un lugar seguro para cruzar – uno que esté libre de barreras visuales como árboles o coches estacionados. Usa un paso peatonal cuando haya uno.
2. PARA en el borde de la calle.
3. MIRA Y ESCUCHA en todas las direcciones para ver si hay tráfico. (Mira a la izquierda, a la derecha y a la izquierda otra vez.)
4. Cruza la calle en línea recta, rápidamente y de forma segura. No corras.
5. Ten cuidado durante el mal tiempo.
6. Sé un modelo para los niños más pequeños.

Practique los 6 pasos de seguridad. Encuentre un lugar seguro para cruzar la calle. Intente decir los pasos en voz alta al cruzar juntos la calle.

¡Repita la lección en cada oportunidad que tenga! Cuando usted esté seguro de la capacidad de su hija/hijo de caminar y cruzar las calles de forma segura, considere dejarla/lo ser más independiente al caminar.





Name _____

Child Assessment

1. You are going to cross the street in front of the school but a row of parked cars is blocking your view. What should you do?

2. You see a young child trying to cross the street to get to school. What should you do?

- A** Carry the child's books.
- B** Be a good role model by taking the child's hand and help him/her cross safely to the other side.
- C** Walk directly to school to get help because the child is not safe.

3. Explain why when you cross the street, you should always look left first, then right, then left again.

4. How can you be extra cautious if you must walk to school in rainy weather?

- A** Ride your bicycle instead.
- B** Carry an umbrella.
- C** Wear bright colors.

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

1. You are going to cross the street in front of the school but a row of parked cars is blocking your view. What should you do?
2. You see a young child trying to cross the street to get to school. What should you do?
3. Explain why when you cross the street, you should always look left first, then right, then left again.
4. How can you be extra cautious if you must walk to school in rainy weather?

Answers:

1. Move carefully out to the edge of the parked cars and use that as a second "edge" to look for traffic. When it's clear, look left-right-left, and cross the street quickly and carefully.
2. B - Be a good role model by taking the child's hand and help him/her cross safely to the other side.
3. Look left first because that is the direction that traffic closest to us is coming from; look right to see if traffic is coming from the opposite direction; look left again to make sure it is still safe to cross on the side where traffic is moving closest to us.
4. C - Wear bright colors.



Crossing Intersections Safely

Grades
4-5
Lesson 3



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 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

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, on bicycle, or to access a bus stop.

Essential Standards

<p>PE.4.PR.4.1: Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.</p> <p>4.MEH.1.2: Implement healthy strategies for handling stress, including asking for assistance.</p>	<p>PE.5.HF.3.2: Implement strategies to achieve health-related physical fitness.</p> <p>PE.5.PR.4.1: Use self-control to work independently in developing responsibility and respect for self and others.</p> <p>5.NPA.3.2: Explain the benefits of regular physical activity on physical, mental, emotional, and social health.</p>
---	--

Common Core

<p>CCSS.ELA-Literacy.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS.ELA-Literacy.SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>CCSS.ELA-Literacy.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS.ELA-Literacy.SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
--	---

Guidance

<p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>EEE.C.2.2: Apply critical thinking skills systematically to solve problems and make decisions.</p> <p>EI.SE.3.1: Use communication strategies that are appropriate for the situation and setting.</p> <p>P.SE.1.2: Use self-determination to build independence.</p>
--

Crossing Intersections Safely

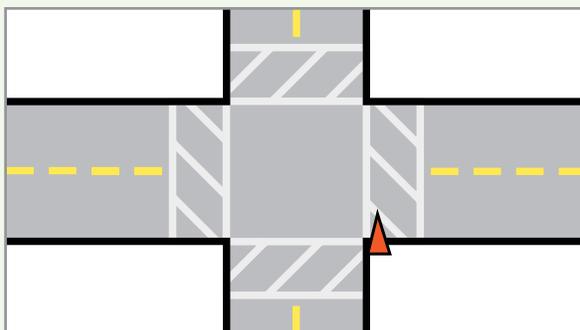
Materials

- Cones, tape, yard stick, paper (red, yellow, green), and other materials to create a model intersection
- Transportation Picture Cards
- 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 B. 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
2. Stop at the Edge
3. Look and Listen for Traffic
4. Look for Traffic Signs and 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” using prefixes.
- Define and discuss “crosswalks.”

We have talked before about crossing roads and streets.

When we crossed streets before, it was only one road. Today we are going to learn how to cross an intersection. Let's look at the word. Do you notice any smaller words within the large word?

- *Intersect*

The word “intersect” is made from two prefixes. Let's look at what these two prefixes mean. “Inter” means “between” and “sect” comes from another prefix meaning “to cut.” If we put these parts together, we can get a good idea of what the larger word “intersection” means. What do you think the definition of “intersection” is?

- *A place where two or more things cross or meet.*

That's right, the origin of the word “intersection” is from a term in geometry meaning “crossroads.” It is where two roads meet each other.

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.

There are also crosswalks at the end of each road. These are special, painted areas on the road that show where you should walk once you are sure the road is clear to cross.

[Show crosswalks on the model street, and use the “Crosswalk” Picture Card to familiarize children.]

We will pretend that there are cars moving along our intersection, so we will be extra cautious when crossing.

1. Identify a Safe Place to Cross the Street

The instructor will...

- **Discuss and simultaneously model the steps for crossing an intersection safely.**

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 safer because this is where drivers expect to see pedestrians crossing the street.

Watch as I walk toward the intersection. I am on the sidewalk and stopping before I get to the intersection.

2. Stop at the Edge

Before I cross the intersection, remember that I stop at the edge/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? Why do I look left a second time?

- *To see if cars are coming from both directions.*
- *Cars move quickly. We look left again because we are stepping into the street where cars will be coming from the left first.*

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 change directions by turning.*

4. Look for Traffic Signs and Signals

The instructor will...

- **Explain how stop and yield signs work.**
- **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 "Walk" signal phase.**

That's not all I need to look for, though. Intersections often have signs and signals that the drivers look at to know when it is their turn to drive their car across the intersection. They also have signs and 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 know what they mean. What traffic sign is this and what does it tell me?

[Display the "Stop Sign" Picture Card & the "Yield Sign" Picture Card]

- Stop signs tell drivers that they need to stop and see if it is clear to continue. Once the car has come to a stop, and the driver has checked all directions for other cars and pedestrians, drivers may cross the intersection once it is clear.
- Yield signs tell drivers to slow down and look for traffic on the intersecting street. Drivers must stop if there are cars approaching on the intersecting street.

Great. What does this traffic signal do?

[Display "Traffic Signal" Picture Card]

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

Let's look at the different things you might see on a pedestrian signal.

[Display Pedestrian "Don't Walk" Signal Picture Card]

I might see a red hand on the pedestrian signal. What does it mean?

- That means it is not safe to cross. Red is a warning color. This is the "Don't Walk" phase of the signal. You should stay at the edge of the sidewalk and wait until the white "Walk" signal comes on.



If the pedestrian signal has numbers while the red hand is showing, what do you think that means?

- The signal is counting down to zero, telling us how much time is left to cross the street before the signal changes.

[Display Pedestrian “Walk” Signal Picture Card]

Sometimes, you will see a signal that is white and looks like a person walking on the signal. What do you think it means?

- This is the “Walk” phase of the signal. This means that it is our turn to cross.

Should we immediately step into the street when we see the “Walk” signal?

- NO! This does not always mean that traffic has stopped and that it is safe. We need to be sure we are still looking and listening for traffic when we cross with the white “Walk” signal.

For people with visual disabilities, the pedestrian signal may also beep while the “Walk” signal is showing. (There should be a bumpy mat on the sidewalk at the intersection to help a visually impaired person know where the edge is to cross the street.)

[Display Pedestrian “Don’t Walk” Signal Picture Card]

If the pedestrian signal was white when you started crossing and it turns into a “Don’t Walk” red flashing hand or a red hand with numbers counting down, what should you do?

- Continue crossing. There will be enough time to cross. Do not turn around and go back.

Don’t worry. There is plenty of time to cross, so never run across the intersection just to beat the clock.

Remember that even if all the signals say it is our turn to cross, only you can decide if it is really safe. Other adults, crossing guards, and crossing signals are there to help keep us safe. You still 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 time to cross 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 helper/assistant display Pedestrian “Walk” Signal Picture Card and Pedestrian “Don’t Walk” Countdown Signal Picture Card, and if appropriate counts 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 “Walk” signal. I will first check left-right-left, in front, and behind.

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.

What do I do if it’s raining or snowing? I will be especially careful because drivers may find it difficult to see me or might not be able to stop as quickly. In this situation it is especially important that I wear bright-colored clothing and reflective material.

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.

- a. Practice crossing an intersection near 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 intersections (20-30 minutes.)

Standby Activity Option

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

- c. 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 they 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”!

[If time permits, the instructor can pair up older children with younger children. The older children can model safe behavior while teaching and demonstrating to the younger children.]

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 Intersections Safely* (approx. 4 minutes) which reviews key concepts from the lesson.

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,*
- *Stop at the Edge,*
- *Look and Listen for Traffic,*
- *Look for Traffic Signs and Signals,*
- *Cross Quickly and Safely.*



Suggestions for a Balanced Curriculum

Grades
4-5

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 it is 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. Quick calculation: How many inches are in 11 feet?

Time children to calculate how long 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?

Create a Graph

Have children create a graph that shows the information they obtained in the exercise. Have them show seconds on one axis and number of lanes on the other axis. At the bottom of the graph have children write two or three sentences that explain the graph and what it means.

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).

Healthful Living / English Language Arts

Children can work in small groups (2-3 children each) to develop a two-to-three minute Public Service Announcement (PSA) to promote walking. Children may be allowed to use technology to add media components (sound or visuals), if available.

Children should explain how having a lifestyle that includes walking benefits their health, including ways that it can help to relieve stress.

PSA's can be recorded and broadcast on the school's morning announcements or presented to children in younger grades.



Transportation Picture Cards



Crosswalk

Transportation Picture Cards



Stop Sign

Transportation Picture Cards



Yield Sign

Transportation Picture Cards



Traffic Signal

Transportation Picture Cards



Pedestrian “Walk” Signal

Transportation Picture Cards



Pedestrian “Don’t Walk” Countdown Signal

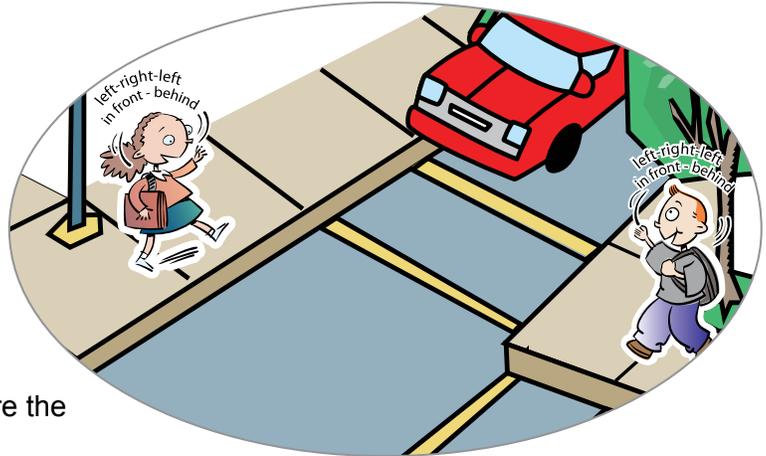


Crossing Intersections Safely

This week in school your child learned...

How to cross intersections safely:

1. IDENTIFY a safe place to cross. The safest place to cross is in a crosswalk at an intersection.
2. STOP at the edge of an intersection or driveway.
3. LOOK AND LISTEN for traffic. Look left-right-left, in front and behind to make sure the intersection is clear.
4. LOOK for traffic signs and signals. Interpret what they mean.
5. DECIDE when it is safe to cross. Use signs and signals to determine when it is your turn to cross, but always check all around you again to make sure.
6. CROSS quickly and safely when no cars are coming in any direction.



Remember:

Your child is starting to show that he/she understands what safe behavior is, and why it is important. Help your child work toward autonomy by reinforcing safe pedestrian behaviors and by practicing with him/her each time you walk near or around traffic.

Did you know?

Children develop the ability to understand and make decisions about their safety at different rates. The degree of supervision they require depends on the capabilities of each individual child.

Children in fourth and fifth 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!

Crossing Intersections Safely

Children ages 9-10 are still learning to make safe judgments and must prove to you that they may soon deserve independence. They should always be aware that they are setting an example for younger children.

Walk around the neighborhood with your child, especially to destinations that he/she likes such as a park, school, or a friend's house. Find a route that involves crossing an intersection with a traffic signal and an intersection with a stop sign. Try also to find an intersection with a yield sign. Practice crossing with your child at these types of intersections and a driveway. Say the steps (left-right-left, front, and behind) out loud. Make sure your child can identify signals/ signs and their meanings.

Ask your child to explain how to look left-right-left, in front and behind and what the child is looking for.

- First look left. If there are no cars coming, look right. If there are no cars coming check left again.
- Then if there are no cars, check in front of you and behind you. If there are still no cars, walk slowly into the intersection/driveway.

Ask your child to identify traffic signals. What are the differences between the signal that is white and looks like a person walking and the signal with the red hand? What do the numbers mean?

- The pedestrian signal has a white and a red phase. The white signal phase shows that it is the pedestrian's turn to walk. The solid or flashing red hand tells pedestrians that it is not safe to start walking into the intersection.
- The numbers are counting down to show how many seconds the pedestrians have to cross.

Ask your child what to do if the red hand appears when he/she is in the middle of crossing.

- Keep crossing. You will have enough time to cross. Do not turn around and go back.

Ask your child to explain who decides when it is safe to cross.

- Only you can decide when it is safe. Traffic lights, pedestrian signals, crossing guards and adults are there to help keep us safe. You still need to keep your head up, looking and listening for traffic at all times to make sure you are safe.



Repeat the lesson every chance you get!



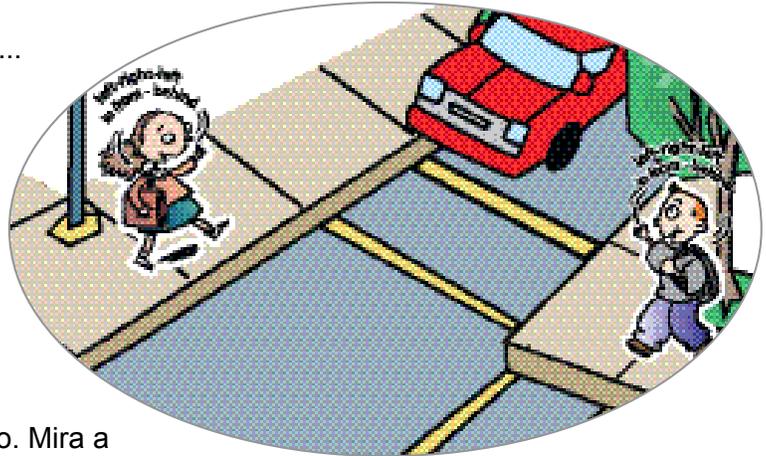
Consejos para Padres/Cuidador Principal

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. El lugar más seguro para cruzar es en un paso peatonal en una intersección.
2. PARA en el borde de una intersección o entrada para coches.
3. 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 para confirmar que no venga ningún coche.
4. BUSCA semáforos y señales peatonales. Determina lo que significan.
5. DECIDE cuándo es seguro cruzar. Utiliza los semáforos y señales para determinar cuándo te toca cruzar, pero siempre está atento en todas las direcciones.
6. CRUZA rápidamente y de forma segura cuando no venga ningún coche de cualquier dirección.



Recuerde:

Su hija/hijo está empezando a demostrar que entiende lo que significa un comportamiento seguro y por qué es importante. Ayude a su hija/hijo a trabajar en su autonomía y a reforzar comportamientos peatonales seguros, practicándolos con ella/él cada vez que caminen cerca del tráfico.

¿Sabía usted que...?

Los niños desarrollan la capacidad de entender y tomar decisiones sobre su seguridad a ritmos diferentes. El nivel de supervisión que necesitan cambia dependiendo de cada niña/niño.

Los niños en cuarto y quinto 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!

Cómo cruzar intersecciones de forma segura

Los niños entre los 9 y 10 años de edad todavía están aprendiendo a tomar decisiones seguras y deben demostrarle que merecen ser independientes. Siempre deben recordar que son el ejemplo para los niños más pequeños.

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 una intersección con un semáforo y otra con una señal de alto. También busque una intersección con una señal de ceda el paso (en inglés: Yield). Practique la acción de cruzar con su hija/hijo en estas intersecciones y una entrada para coches. Diga los pasos (izquierda-derecha-izquierda, hacia adelante y hacia atrás) en voz alta. Asegúrese de que su hija/hijo pueda identificar las señales peatonales y de tránsito y que sepa lo que significan.

Pídale a su hija/hijo que le explique cómo mirar a la izquierda, a la derecha, a la izquierda otra vez, hacia adelante y hacia atrás. Pregúntele también lo que la niña en la foto debe hacer antes de cruzar la calle.

- Primero, mira a la izquierda. Si no viene ningún coche, mira a la derecha. Si no viene ningún coche, mira a la izquierda otra vez.
- Luego, si no viene ningún coche, mira hacia adelante y hacia atrás. Si todavía no hay coches, camina lentamente hacia la intersección/entrada para coches.

Pídale a su hija/hijo que identifique las señales de tránsito. ¿Cuál es la diferencia entre la señal blanca con forma de una persona que camina y la señal con la mano roja? ¿Qué significan los números?

- La señal de peatones cambia de blanca a roja. La señal blanca indica que el peatón puede cruzar. La mano roja les indica a los peatones que ya no es seguro empezar a cruzar la intersección.
- Los números van en cuenta regresiva para indicarles a los peatones cuántos segundos quedan para cruzar.



Pregúntele a su hija/hijo lo que debe hacer si aparece la mano roja mientras ella/él está cruzando la calle.

- Sigue cruzando. Tendrás tiempo suficiente para cruzar. No te devuelvas.

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

- Solo tú puedes decidir cuándo es seguro. Los semáforos, las señales peatonales, los guardias que ayudan a los peatones a cruzar las calles y los adultos nos ayudan. Debes mantener la cabeza en alto y estar atento en todo momento para ver si vienen coches y asegurarte de que es seguro.

¡Repita la lección en cada oportunidad que tenga!



Child Assessment

1. Which of the following would be considered an intersection?



A



B



C

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

A Only left-right-left.

B Right-left-right and behind.

C Left-right-left, in front, and behind.

3. Which child is being safe while crossing an intersection?

A Henry is walking straight across the street. He is looking and listening for traffic.

B David is running straight across the street. He is listening to the music on his MP3 player.

C Danica is walking across the street at a diagonal. She is looking at her feet.

4. What does the pedestrian signal tell the people who are crossing the intersection?



A The pedestrian signal tells them how many seconds they have before they can safely cross the intersection.

B The pedestrian signal is telling them how many seconds they have left to cross the intersection safely.

C The pedestrian signal is telling them how many steps they have taken in the intersection.

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

1. Which of the following pictures shows an intersection?
2. Where should you look before you cross an intersection?
3. Which child is being safe while crossing an intersection?
4. You see a pedestrian signal like the one below at standing at the crosswalk while waiting to cross an intersection. What does it mean?

Answers:

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



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 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>PE.4.PR.4.1: Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.</p> <p>4.V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.</p> <p>4.CX.2.2: Apply skills and concepts learned in other disciplines, such as math, science, language arts, social studies, and other arts, in the visual arts.</p>	<p>PE.5.PR.4.1: Use self-control to work independently in developing responsibility and respect for self and others.</p> <p>5.V.3.3: Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.</p>
---	--

Common Core

<p>CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.SL.4.4: 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>	<p>CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.SL.5.4: 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>
---	---

Guidance

<p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>EEE.C.2.2: Apply critical thinking skills systematically to solve problems and make decisions.</p> <p>EI.SE.1.1: Explain the impact of personal responsibility on others.</p> <p>EI.SE.3.1: Use communication strategies that are appropriate for the situation and setting.</p> <p>P.SE.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>

School Bus Safety

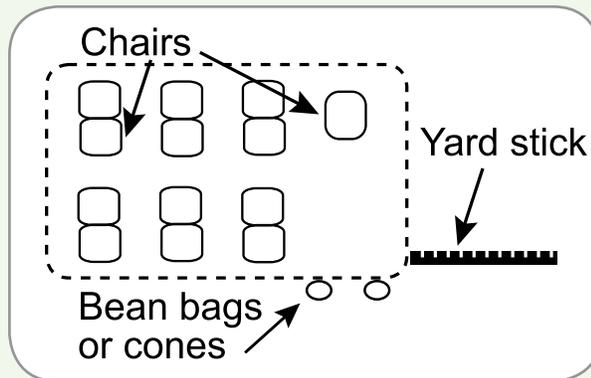
Materials

- Diagram of School Bus Danger Zones
- Chairs, cones, beanbags, yardstick, masking tape, rope, or other material to create a model school bus
- 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 B. 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 safety precautions when crossing in front of the school bus.

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! How many of you rode on a school bus today?

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

[Depending on child response, 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. The crossbar directs you to 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. Danger zones are unsafe areas around the school bus where the school bus driver can't see you.

What should I do to keep away from the danger zones?

- Stay a safe distance from the bus (about 5 big steps away).

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

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



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.

How should I wait for the school bus?

- At the school bus stop, sitting or standing, away from the road, and
- Do not run or play around the school bus stop.

It's important to get to the school bus stop early so I never have to run across the street to catch a bus.

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. We are all waiting patiently in a single file line to get on the school bus. 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 and use the handrail to help me climb the steps.

Tell me some of the differences between a school bus and a passenger car?

- The school bus driver is in charge.
- There are more seats and more kids.
- School buses are taller and longer than a car.

Some buses have "lifts" to help people in wheelchairs board a bus safely.



Example of a Lift on a School Bus: www.ada.gov/emergencyprepguide.htm



4. Safe Behavior While Riding a School Bus

Once someone steps onto a school bus, he/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, and
- 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. I find an empty seat and sit down immediately.

5. Exiting a School Bus

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

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.
- The driver may drive away without letting you off if you don't act like you are getting off.

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 our destination. 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 bus is tall and the school bus driver will not see us.

When you want to 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 a 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 (10-20 minutes) and play the "Cool or Uncool" game to reinforce the lesson.

Cool or Uncool

Think of scenarios for good and bad behavior on the bus. Have children decide whether the scenario is cool or uncool. Some examples are given below:

- The bus door is closed and the bus is leaving for school. Three friends in the back of the bus are yelling and talking loudly.
- One boy sees his best friend poke his pencil into the bus seat, so he starts doing the same thing.
- A girl needs to cross the street to get to the bus. She makes eye contact with the driver, and he motions for her to cross.
- The bus is nearing the school but hasn't stopped. Two girls get out of their seats and start racing toward the door.
- Four children wait in a single file line to board the school bus, talking about a song they heard on the radio this morning.
- After the bus starts moving, a boy gets up to go sit with his friend in the front of the bus.
- A girl is running late for school. She runs all the way to the bus stop without checking for cars at driveways, or stopping to look left-right-left before crossing the street.



Review (optional)

- ▶ Time: 5 minutes

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, away from the road.*
- *In a calm and controlled manner.*
- *Stand in a single file line so I can board quickly and quietly when the bus arrives.*

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.

Healthful Living

Have children count the number of steps they walk on a given morning to get to school. (They can use pedometers to help collect this information.) Use the data collected to make generalizations about the benefits of walking regarding the different modes children take to school.

- For children driven by parents or take carpools, children would count the number of steps it takes to walk to the car plus the number of steps from the car to the door of the school.
- For children who take the bus children would count the number of steps to the bus stop plus the number of steps from the bus unloading area to the door of the school.
- For the children who walk to school, children would count the number of steps from the door of their home to the door of the school.

Have children share data collected and calculate the average number of steps per mode.

Mode	Number of Steps	Average
Car / Carpool	## ## ##	
	## ## ##	
	## ##	
School Bus	## ## ##	
	## ##	
Walk	## ##	
	##	

Children should be instructed to write about the data in relation to walking and health. Which of these activities uses the most steps to get to school? What is the benefit of taking more steps? Are there benefits in addition to a person's physical health? What are different ways that kids can be more active and increase the number of steps they take in a day?

Children should:

- Introduce the topic clearly.
- Develop the topic with facts, definitions, and details.
- Use appropriate vocabulary to explain or inform the topic.
- Provide a concluding statement.

What other steps do kids take in a day? Have kids guess how many steps they would take in each of the following scenarios and record how many steps are actually taken. Examples are given below:

- Your bedroom to the front door?
- Your locker to your homeroom or first class of the day?

- Your front door, around your house or building and back to the front door?
- Your locker to your best friend's locker?
- Your home to a friend's home?
- The front door of the school to your locker or first class?



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.

Diagram of School Bus Danger Zone





Parent/Caregiver Tip Sheet

School Bus Safety

This week in school your child learned ...

How to be safe on and near school buses:

1. STAY on sidewalk, away from the road when waiting for the school bus.
2. WAIT until the school bus driver says it is safe to get on the school bus. Get in quickly and quietly in a single file line.
3. BE RESPECTFUL of the driver on the school bus. Talk quietly, and stay seated.
4. WAIT until the school bus is completely stopped before getting out of your seat to exit 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 OK to cross and safely cross when it is clear.
6. ASK the school bus driver for help if you drop something getting on or off the school bus.

Remember:

Your child is starting to show that he/she understands what safe behavior is and why it is important. Help your child work toward autonomy by reinforcing safe pedestrian behaviors and by practicing with him/her each time you walk near or around traffic.

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. As your child grows, revisit these safety issues to make sure your child is walking to the school bus stop using safe pedestrian behavior and riding the school bus safely.

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 develop the ability to understand and make decisions about their safety at different rates. The degree of supervision they require depends on the capabilities of each individual child.

Children in fourth and fifth 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!

School Bus Safety

Children ages 9-10 are still learning to make safe judgments and must prove to you that they may soon deserve independence. They should always be aware that they are setting an example for younger children.

Have your child demonstrate safe walking skills by leading you 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. He/she should:

- Stay on the sidewalk or away from the road 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 and where it is located in relation to the school bus.

- The “danger zone” is the area around the school bus where it is difficult for the driver to see you. It is the area within 10 feet in front, on both sides, and behind the bus. It is not safe to stand in these areas.



Ask your child to explain the proper behavior while on a school bus. Children 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 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, walk around the crossbar to make sure the school bus driver can see you.
- Walk to the far edge of the school bus and look left-right-left to ensure no traffic is coming. Look at the driver for a sign that it is clear and safe to cross.
- When there is no traffic, walk to the other side of the street.

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 de y cerca de los buses escolares:

1. QUÉDATE en la acera a unos pasos de la calle mientras esperas el bus escolar.
2. ESPERA a que el conductor del bus te diga que es seguro subirse al bus. Sube al bus en fila india rápidamente y sin hacer mucho ruido.
3. SÉ RESPETUOSO con el conductor del bus escolar. Habla en voz baja y quédate en tu asiento.
4. ESPERA a que el bus escolar se detenga completamente antes de levantarte de tu asiento para bajarte.
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.

Recuerde:

Su hija/hijo está empezando a demostrar que entiende lo que significa un comportamiento seguro y por qué es importante. Ayude a su hija/hijo a trabajar en su autonomía y a reforzar comportamientos peatonales seguros, practicándolos con ella/él cada vez que caminen cerca del tráfico.

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. A medida que su hija/hijo crezca, repasen estos conceptos de seguridad para asegurarse que ella/él siga caminando a la parada de bus y viajando en bus de forma segura.

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 (Notése que este enlace está en inglés)

¿Sabía usted que...?

Los niños desarrollan la capacidad de entender y tomar decisiones sobre su seguridad a ritmos diferentes. El nivel de supervisión que necesitan cambia dependiendo de cada niña/niño.

Los niños en cuarto y quinto 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 9 y 10 años de edad todavía están aprendiendo a tomar decisiones seguras y deben demostrarle que merecen ser independientes. Siempre deben recordar que son el ejemplo para los niños más pequeños.

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 del bus.

- Si no hay aceras, caminen en el 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. Ella/él debe:

- Quedarse en la acera o a unos pasos de la calle 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” y dónde está en relación al bus escolar.

- 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. No es seguro estar en esta área.



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

- Ser respetuosos con el conductor del bus escolar, hablar en voz baja y quedarse en su asiento.
- Esperar a que el conductor les diga que pueden bajarse del bus antes de levantarse de su asiento.

Pregúntele a su hija/hijo ¿qué debes hacer si necesitas cruzar la calle cuando te bajes del bus escolar?

- Si tienes que cruzar al otro lado de la calle cuando te bajes, 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 haya coches, cruza al otro lado de la calle.

¡Repita las lecciones y ejercicios en cada oportunidad que tenga!

Let's Go Walking



Name _____

Child Assessment

1. Which of the following is not a school bus danger zone?

- A** directly in front of the bus
- B** directly in the back of the bus
- C** on the sidewalk away from the road

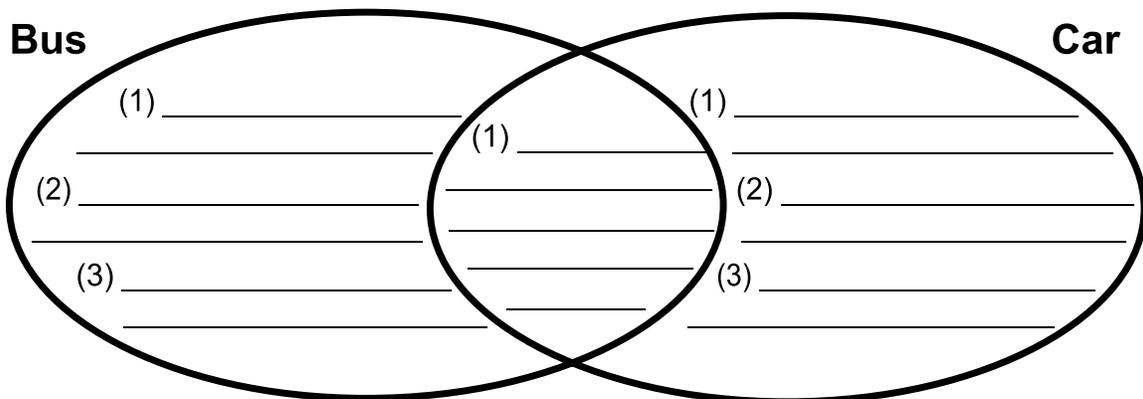
2. What should this child be doing to be safe and respectful on the school bus?



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

- A** the hand rail
- B** the crossbar
- C** the intersection

4. Complete the Venn Diagram to compare a bus to a car. You should name at least three ways buses and cars are different from each other, and name at least one way they are the same.



Instructor's Question and Answer Key



Questions:

1. Which of the following is not a school bus danger zone?
2. What should this child be doing to be safe and respectful on 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. Complete the Venn Diagram that compares a bus to a car. You should name at least three ways buses and cars are different from each other, and you should name at least one way that they are the same.

Answers:

1. C - on the sidewalk away from the road.
2. Answers vary but could include: The child should be sitting down, facing forward, talking quietly, not distracting the bus driver.
3. B - the crossbar
4. [Answers may vary]



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 share 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 enter or exit a vehicle? A goal of this unit is to teach good passenger behavior when entering and exiting a vehicle as well as to be alert and practice safe behavior 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. Skills and behavior needed to avoid dangerous situations like those which can occur in parking lots will transfer into adulthood.

Essential Standards

<p>4.MEH.2.2: Explain how effective problem solving aids in making healthy choices.</p> <p>4.G.1.2: Explain the impact that human activity has on the availability of natural resources in North Carolina.</p> <p>4.G.1.3: Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</p>	<p>5.PCH.4.3: Interpret the relationship between and among the vessels and organs of the circulatory system.</p> <p>5.G.1.2: Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</p> <p>5.C&G.2.1: Understand the values and principles of a democratic republic.</p> <p>5.C&G.2.4: Explain why civic participation is important in the United States.</p>
---	--

Common Core

<p>CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
---	---

Guidance

<p>EEE.SE.1.2: Illustrate personal responsibility in a variety of settings and situations.</p> <p>EEE.C.2.2: Apply critical thinking skills systematically to solve problems and make decisions.</p> <p>EI.SE.1.1: Explain the impact of personal responsibility on others.</p> <p>EI.SE.3.1: Use communication strategies that are appropriate for the situation and setting.</p> <p>P.SE.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>

Parking Lot Safety

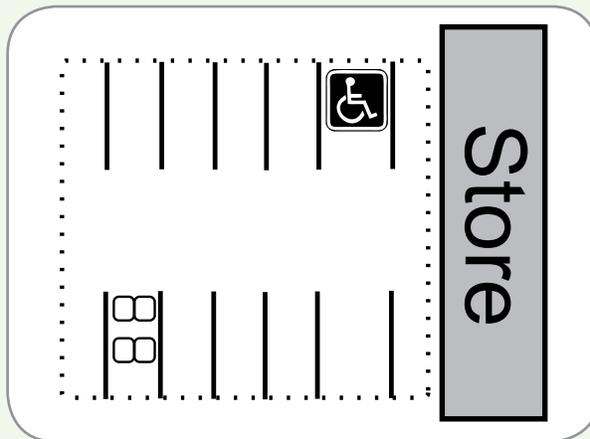
Materials

- A large area to create a model parking lot
- 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. Add a handicapped parking 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 B. 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. Walk Safely
3. Be Aware of Moving Vehicles
4. Crossing the Lot and Re-Entering the Car

Introduction

The instructor will...

- Define and discuss traffic in parking lots.
- Emphasize the importance of being aware of dangerous situations in parking lots.
- Discuss safety rules for crossing a parking lot.

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

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. Special parking spaces are set aside for people with disabilities. Raise your hand if you've ever seen the handicapped space in a parking lot. What makes this space special?

This space allows a person with a disability to get to places from their vehicle. This space must be wide enough for a person in a wheelchair or mobility device to enter and exit his/her vehicle. It must also have an aisle that allows a person an "accessible route" to a building or facility. Often, this means there is a ramp to get up on the sidewalk near the door of the building.

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

Many vehicles will be moving around, and some drivers may not always pay attention to you as you are walking.

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 exit the car.

If you can, get out of the car on the same side as the driver. That way you are sure to be safe when exiting the car.

Watch as I slide from my seat in the back to the side where the driver exited the car. I get out right next to the driver.

[Instructor demonstrates.]

Getting out on the same side as the driver is important because he/she can watch out for dangerous situations that could occur as vehicles move around the parking lot.

If you cannot get out of the driver's side of the car, wait until the adult tells you it is safe. Then 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's side of the car.

[Instructor demonstrates.]

2. Walk Safely

As you are walking in the parking lot, you need to remember the rules we have discussed before for walking near traffic. Let's brainstorm some of the things you should do to walk safely in a parking lot.

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.

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

We should follow these same rules in the parking lot.

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.

3. Be Aware of Moving Vehicles

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 indicates to you that a car is about to back out of a parking space?

- White lights on the back of the car come on when the car is in reverse.

What should you do if you happen to see a car moving in your direction or see a vehicle's back-up lights come on?

- FREEZE and wait until it is clear.

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. Remind me how I should walk back to the car.

- Walk with your head up looking and listening for cars.
- Freeze if you see or hear a car moving toward you.

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. 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. Do not sit in the passenger seat in the front of the car.
3. Make sure you are buckled in safely in the back seat 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 the parking lot.
[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).
- c. 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.

Standby Activity Option

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

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

Now, it's your turn! 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 should call out what is happening in the parking lot and give 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 instructor 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 the car door.
- “Enter” – Sit and buckle the seat belt.

Review (optional)

► Time: 5 minutes

The instructor will...

- Review the steps for being safe while crossing a parking lot by showing *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?

- *Keep your head high, look and listen for traffic. Be aware of vehicles that are moving or may start moving.*

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
4-5

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 / Healthful Living

Have children communicate their knowledge of the circulatory system. Have children work in groups of two to draft a short essay. The essay should give details about what happens in the circulatory system when someone exercises by walking.

The essay can be creative, but it must be anatomically correct and scientifically plausible. The following questions are a good starting point:

- What are the parts of the cardiovascular system? How are they affected by healthy exercise such as walking?
- What happens to the circulation of blood?
- What happens to the resting heart rate of a person who is fit?
- What happens to your heart?
- What happens if your cardiovascular system is not healthy?
- Why can't you exercise your heart like other muscles?

Social Studies

Have children work in pairs or small groups on this activity. For the sidewalk assessment portion, parents or other adult volunteers will need to be recruited to accompany the groups of children.

Have children read *"Making Sidewalks Accessible to All"* and discuss it as a group. Discuss the important points in the article and explain vocabulary words the children may not know. The following words are underlined in the article:

- Accessible
- Right-of-way
- Mobility
- Mandates
- Accommodate
- Discrimination
- Perpendicular
- Impairments
- Tactile

1. Have each pair or group of students select a different street around the school, neighborhood or community to check for accessibility using the checklist, "How Accessible Are Sidewalks in Your Community?"
2. After children have completed their checklists, have them work as a large group to compare their findings and compile a list of the problems and number of locations.

3. Discuss the role of local government in addressing these problems and citizens' responsibilities to their communities.
4. Discuss how they could present their findings and to the appropriate government agencies. (These will vary depending on location.) Here is a list of possible agencies:
 - Local transportation department,
 - Local planning agency,
 - Local public works department,
 - Mayor,
 - City or town council, or
 - Local NC Department of Transportation Division You can identify the appropriate division at this website: <https://apps.dot.state.nc.us/dot/directory/authenticated/UnitPage.aspx?id=630>

Making Sidewalks Accessible for All

Grades
4-5
Lesson 5

Parking Lot
Safety



Sidewalks

Sidewalks, specifically paved sidewalks, are an important piece of a walking route to school. Paved sidewalks are “pedestrian lanes” that provide people with space to travel within the public right-of-way separated from motor vehicles and on-road bicycles. They should have a level, hard surface and be separated from motor vehicle traffic by a curb, buffer or curb with buffer. Sidewalks provide places for children to walk, run, skate and play, and are often used by young bicyclists. Continuous and accessible sidewalk networks improve mobility for all pedestrians and are particularly important for pedestrians with disabilities. They provide access for travel to schools as well as work, parks, shopping areas, transit stops and other destinations.

Sidewalk Width

The preferred minimum sidewalk width recommended for safe routes to schools is five to six feet. The six-foot width allows two people to walk comfortably side by side and provides sufficient space for pedestrians crossing in the opposite direction. Wider sidewalks also make it easier for people using mobility devices to move from place to place.

The Americans with Disabilities Act of 1990 mandates the establishment of minimum walkway clearance widths. A clear width minimum of 36 inches is the minimum width for passage and not a sidewalk width recommendation. The clear width is the width of section of the walkway that is completely free of obstacles, vertical obstructions and protruding objects. The 36-inch width is the minimum width required to provide sufficient space for a person who uses mobility aids to travel within the restricted space.



Sidewalk and Landscaping Maintenance



Sidewalks should be monitored for repair. Sidewalks that have been damaged by tree roots, ground swelling or heat buckling present a tripping danger to pedestrians and can often be easily repaired. Sidewalks must be smooth and in good repair to accommodate wheelchairs. A smooth sidewalk is also safer for strollers, young bicyclists, and skateboarders. Local agencies should monitor sidewalks for repair. Parents, school officials, and students are an excellent source of feedback on sidewalk conditions. This feedback provided to the agency can be used to list and prioritize sections of sidewalks that require maintenance.

These trees need trimming to provide clear access to this sidewalk, which is within 100 feet of an elementary school and along a major route to school.

Properly maintained landscaping along sidewalks helps maintain appropriate sight distances and makes it easier for pedestrians to use the sidewalks. Property owners are required to keep trees and bushes from blocking sidewalks and blocking visibility at corners. If overgrowth is an issue, neighborhood “pruning parties” or friendly reminders from residents of the neighborhood can inform property owners about the need to maintain landscaping.





ADA / Universal Design

This sidewalk meets the Americans with Disabilities Act (ADA) requirements and is easy to maneuver by people in wheelchairs as well as other pedestrians. The purpose of universal design is to provide an environment that is equally accessible and comfortable for users of all abilities and ages, including children. To help ensure access for all, the Americans with Disabilities Act (ADA) of 1990 prohibits discrimination on the basis of disability. Sidewalks and other public pedestrian facilities must follow the requirements of the ADA.

Curb Ramps

Each corner should have two curb ramps, one for each crossing.

Curb ramps should be perpendicular to the curb so that each corner has two ramps installed. A big advantage of having two ramps at the corner is that the curb ramps can lead directly into the crosswalk rather than into the middle of the intersection. Two ramps which end at the crosswalk also provide directional guidance to pedestrians with vision impairments.



Warning Strips

The two-foot wide tactile strip at the bottom of the curb ramp has a contrasting color to the rest of the sidewalk.

These strips are the standard design requirement on curb ramps and at transitions from sidewalks to street crossings to help visually impaired pedestrians. These small, flattened domes provide a surface that people can feel with their feet and by cane. ADA guidelines require the use of a warning strip at the bottom of every newly constructed curb ramp.



Name _____

How Accessible Are Sidewalks in Your Community?

Name of Street Inspected: _____

Date: _____

Use the following checklist to rate the sidewalks in your community and identify problem areas. Refer to the text, *"Making Sidewalks Accessible for All"* to help you interpret the questions.



Questions	Answer	If there is a problem, give the location(s) on the street. Use street number of location where possible.
Is the sidewalk wide enough to walk or use a wheelchair safely?		Too Narrow:
Are sidewalks continuous? (They don't start or stop)		Gaps/Worn Trails:
Are sidewalks in good repair?		Broken:
Are sidewalks clear of poles, signs, shrubbery, dumpsters, etc.		Blocked:
Is the sidewalk level?		Uneven:
Are there two curb ramps at each corner?		Missing curb ramps:
Do the curb ramps lead directly to the crosswalk?		Crosswalk not aligned with ramps:
Is there a tactile strip on the curb ramp near the curb?		Missing tactile strip:
Are there any other accessibility issues? Other problems:		



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. **CAREFULLY** exit the car. Try to get out on the same side as the driver. If you can't, wait until the driver says it is safe to get out.
3. **STAY CLOSE** to the adult at all times. Adults are more visible than children.
4. **WALK, DON'T RUN** when moving in parking lots.
5. **RE-ENTER** the car on the same side as the driver.



Remember:

Your child is starting to show that they understand what safe behavior is and why it is important. Help your child work toward autonomy by reinforcing safe pedestrian behaviors and by practicing with him/her each time you walk through a parking lot.

Did you know?

Children develop the ability to understand and make decision about their safety at different rates. The degree of supervision they require depends on the capabilities of each individual child.

Children in fourth and fifth 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!

Parking Lot Safety

Children ages 9-10 are still learning to make safe judgments and must prove to you that they may soon deserve independence. They should always be aware that they are setting an example for younger children.

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

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.

- Exit the car on the same side as the driver, if possible. Otherwise, wait for the driver to tell you that it is safe to exit the car.

Ask your child how to safely walk in parking lots.

- Keep 3 steps away from car bumpers and tail lights. Stay with the adult because they are taller and a driver can see them better.
- Watch out for moving vehicles and white back-up lights.
- 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. Tell the driver when you're all bucked up so they know you are ready to leave the parking lot.



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 estacionamientos

1. LOS ESTACIONAMIENTOS son sitios donde los conductores dejan sus coches, camiones o bicicletas cuando no están usándolos.
2. SALIR DEL COCHE CON CUIDADO. Intenta bajarte en el lado del conductor. Si tienes que bajarte del lado opuesto, espera a que un adulto te diga cuando es seguro.
3. QUÉDATE CERCA del adulto en todo momento. Es más fácil ver a los adultos que a los niños.
4. CAMINA, NO CORRAS cuando andes por estacionamientos.
5. SÚBETE de nuevo al coche desde el lado del conductor.



Recuerde:

Su hija/hijo está empezando a demostrar que entiende lo que significa un comportamiento seguro y por qué es importante. Ayude a su hija/hijo a trabajar en su autonomía y a reforzar comportamientos peatonales seguros, practicándolos con ella/él cada vez que caminen cerca del tráfico.

¿Sabía usted que...?

Los niños desarrollan la capacidad de entender y tomar decisiones sobre su seguridad a ritmos diferentes. El nivel de supervisión que necesitan cambia dependiendo de cada niña/niño.

Los niños en cuarto y quinto 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

Los niños entre los 9 y 10 años de edad todavía están aprendiendo a tomar decisiones seguras y deben demostrarle que merecen ser independientes. Siempre deben recordar que son el ejemplo para los niños más pequeños.

La mejor manera para que los niños aprendan a portarse de forma segura en los estacionamientos, es repitiendo estas lecciones con un adulto. A medida que su hija/hijo crezca, repasen a menudo estos conceptos de seguridad para asegurarse que ella/él siga practicando un comportamiento peatonal seguro.

Antes de llegar a su destino, pídale a su hija/hijo que le describa un estacionamiento.

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

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

- Si es posible, bájate del mismo lado del conductor. Si no, espera a que el conductor te diga que es seguro bajarte del coche.

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

- Mantén 3 pasos de los parachoques y luces traseras de los coches. Quédate con el adulto porque es más alto y más visible para los conductores.
- Mantente alerta a los vehículos en movimiento y a las luces blancas de marcha atrás.
- Camina siempre, 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.

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

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

- Súbete del mismo lado del conductor.
- Ponte el cinturón de seguridad inmediatamente. Dile al conductor cuando tengas el cinturón de seguridad abrochado para que sepa que estás listo para salir del estacionamiento.

Practique y diga los pasos de seguridad en voz alta.

¡Repita las lecciones en cada oportunidad que tenga!

Let's Go Walking



Name _____

Child Assessment

1. Where is the safest place to exit a car in a parking lot?

- A** from the back seat
- B** from the back window
- C** from the same side as the driver

2. On the picture, draw the safest place to walk if you are a pedestrian in a parking lot.



3. Peter has just walked out of the toy store with a brand new basketball. As he is walking to his car with his mother, he drops the basketball in the parking lot. What should Peter do?

4. Lauren is carefully walking through a parking lot. She notices white lights on the back of a car that is parked in a parking space. What are the white lights on the back of the car, and what should Lauren do?

Instructor's Question and Answer Key



Questions:

1. Select the answer that describes the safest place to exit a car in a parking lot.
2. Draw the safest place to walk if you are a pedestrian in this parking lot.
3. Peter has just walked out of the toy store with a brand new basketball. As he is walking to the car, the basketball slips from his hands. What should Peter do?
4. Lauren is carefully walking through a parking lot. She notices white lights on the back of a car that is parked in a parking space. What are the white lights on the back of the car and what should Lauren do?

Answers:

1. C - from the same side as the driver.
2. A line should be drawn down the side of the parking row, approximately 3 steps away from the back of the cars.
3. Answers may vary but should include:
 - a. Let the ball roll away but watch where it goes.
 - b. Tell an adult where it is and let the adult go to get the ball.
4. Answers may vary but should include:
 - a. The white lights mean that a car may be backing up out of a parking space.
 - b. Freeze and wait to see if the car moves.