



**Grades**

**K-1**

**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 age, it is important to emphasize that children should never walk near traffic without an adult or responsible, older sibling.

The children will be able to:

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

### Why This Lesson is Important

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

## Essential Standards

<p>PE.K.MS.1.1: Execute recognizable forms of the basic locomotor skills (walking).</p> <p>PE.K.MC.2.1: Understand the meaning of words and terms associated with movement.</p> <p>PE.K.MC.2.4: Illustrate activities that increase heart rate.</p> <p>PE.K.HF.3.2: Identify opportunities for increased physical activity.</p> <p>PE.K.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>K.PCH.2.4: Identify appropriate responses to warning signs, sounds, and labels.</p> <p>K.P.2.1: Classify objects by observable physical properties (including size, color, shape, texture...).</p> <p>K.C&amp;G.1.1: Explain why rules are needed in the home, school and community.</p>	<p>PE.1.MS.1.1: Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.</p> <p>PE.1.HF.3.2: Select physical activities based on ones interests and physical development.</p> <p>PE.1.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>1.NPA.3.1: Recognize the benefits of physical activity.</p> <p>1.NPA.3.2: Recall fitness and recreation activities that can be used during out of school hours.</p> <p>1.C&amp;G.1.1: Explain why rules are needed in the home, school and community.</p>
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## Common Core

<p>CCSS.ELA-Literacy.SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>CCSS.ELA-Literacy.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
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## Guidance

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



## Materials

- Vocabulary Cards
- Situation Cards
- Flipchart paper and markers
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key
- Reflective tape or other reflective items for demonstration purposes

## Vocabulary

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

- Walker
- Traffic
- Reflective Materials

## Preparation

Review the Skill-Building Activity options in advance and conduct a site visit to determine the best location. If required, a Sample Parent Notification Letter and Consent form is included in Appendix C. The instructor may need parents or other adults on hand to assist with the SkillBuilding 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:** 15-20 minutes

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

## Introduction

The instructor will...

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

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



Raise your hand if you have...

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

Great! It looks like everyone in this class has walked somewhere before. That means that we are all walkers. A walker is a person who walks.

**[Instructor displays “walker” vocabulary card with word and appropriate picture.]**

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

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

Walking is good for many reasons, and it's a great way to include physical activity in your daily life. But, as we walk for exercise or to go somewhere, we need to be sure we are safe. Usually, we are not the only people trying to get around. Cars, buses, trucks, and other vehicles also have to get places like we do. These vehicles are called traffic.

**[Instructor displays “traffic” vocabulary card with word and appropriate picture.]**

## 1. Use a Sidewalk

Raise your hand if you live on a street where there is a sidewalk.

Give me thumbs up if we have sidewalks near our school.

Sidewalks are special places where we walk that are away from the traffic in the street.

Who can tell me why sidewalks are important?

- They keep us away from traffic.
- They give us a clear path to walk along.

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

**[Display Situation Card– Use a Sidewalk].**

Who can point to the sidewalk in this picture?

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

If there is not a sidewalk, we should always walk on the side of the street, as far away from the road as possible.

**[Display Situation Card – Face the Traffic]**

## 2. Face the Traffic

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

Everyone hold up your left hand and make an “L” with pointer finger and thumb.  
**[Model and guide children to correct answer, if appropriate.]**

*L stands for left! That’s the side of the street where we always want to walk!*

*Let’s close our eyes and imagine we are walking on the left side of the road. You may notice in your imagination that you can clearly see cars coming toward us. This is why we always walk on the left side facing traffic.*

**[Display Situation Card – Face the Traffic]**

### 3. Walk Safely

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

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

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

#### *Safe Behavior When Walking Near Traffic*

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

*Let’s look at some pictures of walkers near traffic. Raise your hand if you notice any problems with the pictures.*

**[Display Walk Safely – Situation A (a picture of child running on sidewalk)]**

*Never run near traffic.*

**[Display Walk Safely – Situation B (a picture of children acting silly near traffic)]**

*Never play around traffic because someone could get hurt.*

**[Display Walk Safely – Situation C (a picture of child walking far ahead of father)]**

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

### 4. Beware of Driveways

*As you are walking on the sidewalk, you may come to a driveway. Driveways are the path that a car takes to enter or exit a street. Even though we are on the sidewalk and off the street, this is one area where walkers and cars use the same space and have to be aware who else might be using or getting ready to use the driveway.*

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



Pretend that my pointer finger is a walker. I will demonstrate what you should do if you approach a driveway.

**[Instructor demonstrates steps listed below using the Situation Picture, acting as if his/her pointer finger is the walker.]**

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

## 5. Dress to Be Seen

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

The best way to be seen when you are walking and it is light outside is to wear bright-colored clothing. The best way to be seen when you are out at night is to wear reflective materials and carry a flashlight. Reflective materials are shiny and become brighter when light hits them. You should always put reflective materials on your clothing when it is dark outside so drivers can see you.

**[Instructor displays an example of reflective materials, such as a backpack with reflective strip, and "reflective materials" vocabulary card with word and appropriate picture. Show the materials with the lights on and off so children can see the difference.]**

## Part 2 – Activities

► **Time:** 10-30 minutes

### Skill-Building Activity Options

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

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

### Standby Activity Option

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

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

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

Everyone get up and pretend they are going for a walk. While staying in your place and not walking or moving around the room, I want you to copy me and show me with your body how you would be safe when I call out a question.

**[Instructor calls out question and mimes the action a walker would take. Children or instructor may call out appropriate answer. Instructor may have to model all body movements with the children first.]**

Examples:

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

## Review (optional)

► Time: 5 minutes

The instructor will...

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

*Let's review all that we have learned today.*

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

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

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



## Suggestions for a Balanced Curriculum

Grades  
**K-1**  
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

Create a Rebus Story (a story in which specific vocabulary words are replaced or coincide with a picture representation of that word).

- Instructor and children can write a story together about being physically active and safe and while walking near traffic.
- Instructor should keep language appropriate to grade level (use high-frequency words) and model using time order words (i.e., first, next, after that, etc.) to begin sentences.
- Instructor can replace certain words within the story with appropriate pictures using vocabulary from this lesson to create the Rebus-style story.

After the story is completed, children can read aloud the Rebus story using the picture representations and knowledge of high-frequency words.

### Science

Have children examine their own clothing to differentiate if it is “dark” or “bright.”

Allow children to demonstrate the visibility of bright versus dark colored clothing and reflective materials.

The instructor should provide several types of bright, dark, and reflective material clothing for the children to wear. Children can choose the color clothing material they feel is appropriate for a walker, and then the instructor can simulate day and night situations within the classroom. (To simulate night experiences, the instructor can turn off all lights and cover any windows in the room.) A very bright flashlight can be used to simulate a car’s headlights on reflective material.

Children should justify why they chose certain colors and analyze their choices after the simulations take place.

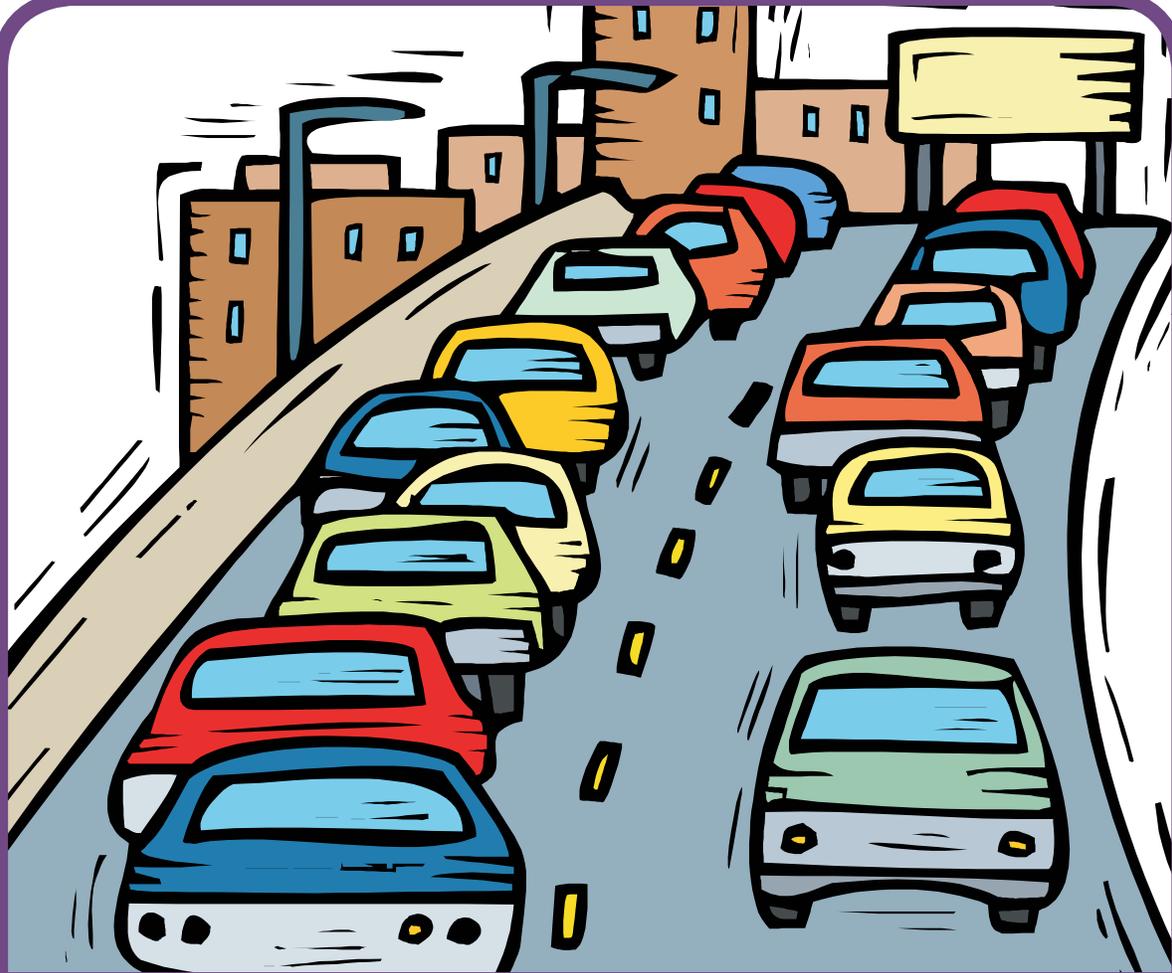
## Vocabulary Card



### Walker

A walker is a person who walks or uses a wheelchair.

## Vocabulary Card



### Traffic

Cars, buses, trucks and other vehicles also have to get places like we do. A group of vehicles is called traffic.

## Vocabulary Card



### **Reflective Materials**

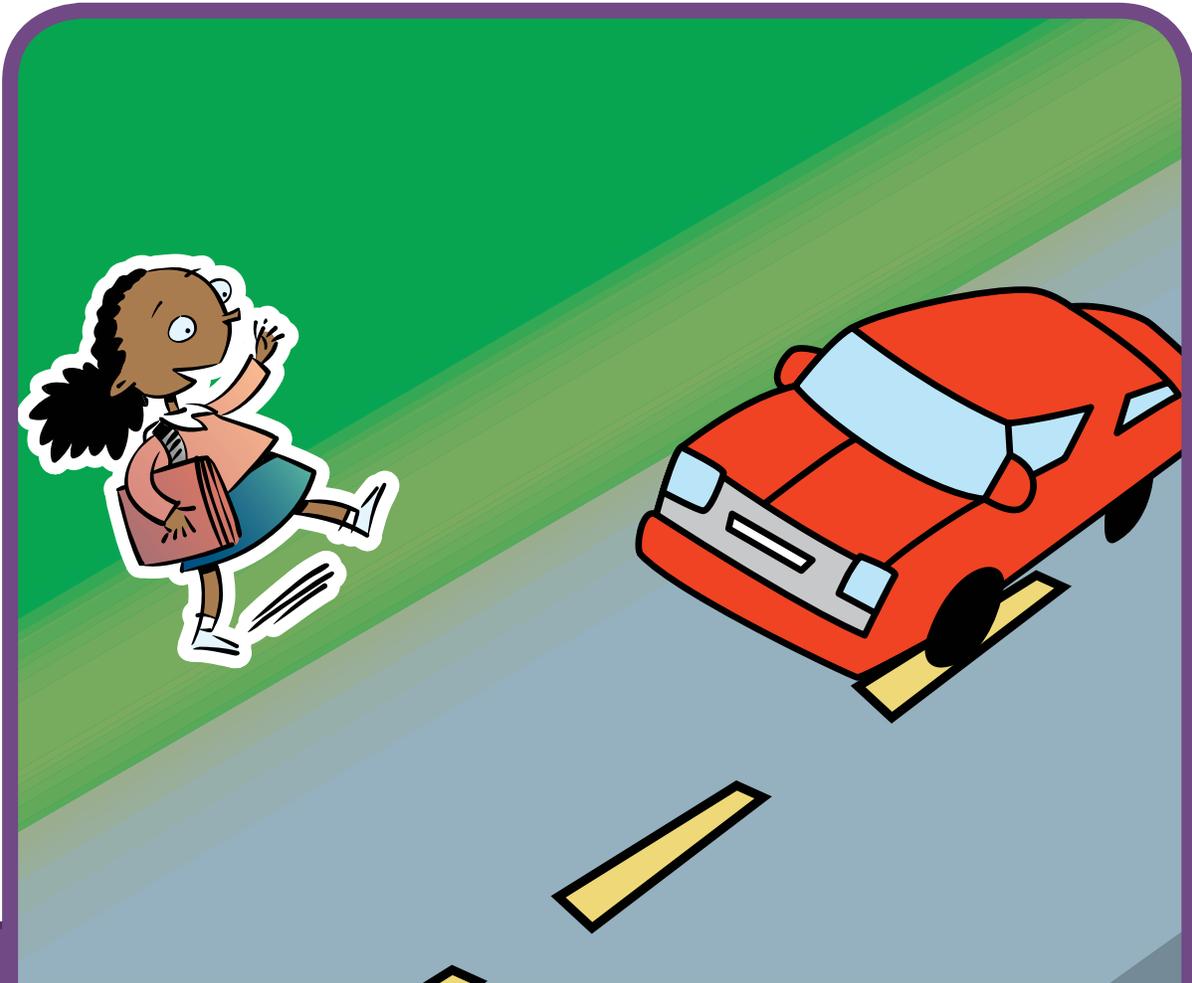
**These are shiny and become brighter when light hits them. You should put reflective materials on your clothing, so drivers can see you when it is dark outside**

## Situation Card



Use a Sidewalk

**Situation Card**



**Face the Traffic**

**A**

**Situation Card**



**Walk Safely**  
**Never run near traffic.**

**B**

**Situation Card**



**Walk Safely**

**Never play around traffic because someone could get hurt.**



### Walk Safely

Never walk without a parent or adult.  
Stay close to the adult at all times.

**D**

**Situation Card**



**Beware of Driveways**



### Walking Safely Near Traffic

This week in school your child learned ...

How to walk safely near traffic:

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



### Remember:

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

### Did you know?

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

#### Children in kindergarten and first grade have difficulty:

- Controlling Impulses and concentrating,
- Judging when it is safe to cross the street,
- Staying focused on one task, such as safely crossing the road, and
- Understanding the differences between safe and unsafe crossings.

# PRACTICE AT HOME!

## Walking Safely Near Traffic

Children ages 5-6 are still learning what it means to walk safely. The best way for children to learn is by repeating safe walking skills with an adult. At this age, they should always be with an adult while walking. As your child grows, revisit these safety concepts often to make sure he or she is still practicing safe pedestrian behavior.

### Ask your child what clothing is best for walking: bright or dark-colored?

- Bring and wear bright-colored materials during daylight hours, so that drivers can see you. White, yellow, and orange colors are great. Black, Purple, and dark blue are not the best choices. Wear reflective clothing and bring a flashlight with you at night.

### Ask your child if they can tell you the meaning of the two new terms that they learned in class.

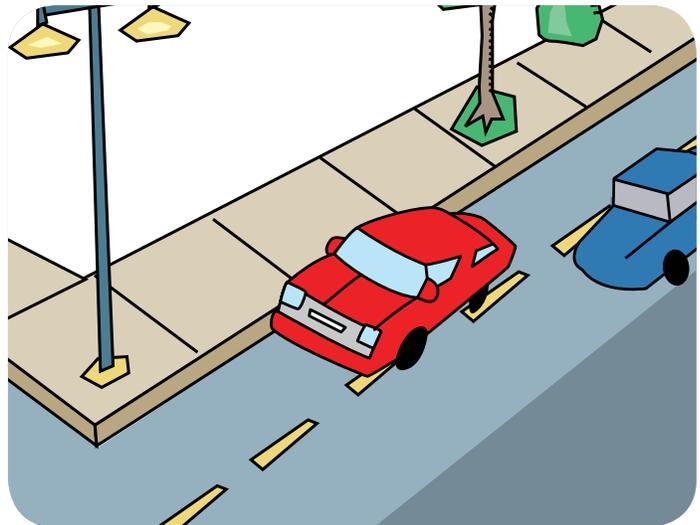
- What is a walker? They are people who walk.
- What is traffic? This includes any cars, buses or trucks moving in the road.

### Walk around the neighborhood with your child, especially to destinations that they like such as a park, school, or a friend's home. Find a route that has sidewalks as well as a route or part of a route that does not.

- Ask your child to explain where they should walk in relation to the traffic.
- Find a sidewalk, and walk there.
- What do you do if there isn't a sidewalk? Walk facing the traffic so that you can see the drivers.

### Ask your child what they should do if a driveway crosses the sidewalk.

- What is a driveway? A place that a car uses to enter or exit a street.
- What do you do when you see a driveway? Stop and look for cars.
- Where could the car come from? Left or right. Cars are coming from the road to use the driveway, or from the driveway to get onto the road.



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

Practice identifying safe places to walk 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. EL TRÁFICO es el conjunto de coches y camiones en la calle.
3. LAS ACERAS son lugares seguros para caminar.
4. SIEMPRE CAMINA CON UN ADULTO. Puedes hacerlo con un hermano mayor, pero sólo si es responsable y tiene el permiso de un padre.
5. CAMINA DE CARA AL TRÁFICO si no hay aceras. Camina en el lado izquierdo de la calle.
6. PARA ANTES DE CRUZAR LAS ENTRADAS PARA COCHES y asegúrate que no venga ningún coche.
7. PRACTICA COMPORTAMIENTOS SEGUROS cuando camines cerca del tráfico. Es decir, no corras ni empujes.
8. VÍSTETE PARA QUE LOS CONDUCTORES TE VEAN. Ponte ropa de colores brillantes durante el día y materiales reflejantes por la noche. Además, utiliza una linterna cuando esté oscuro.



#### Recuerde:

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

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

#### A los niños en kindergarten y el primer grado se les dificulta:

- controlar sus impulsos y concentrarse,
- juzgar cuándo es seguro cruzar la calle,
- mantener su concentración en una sola cosa, como cruzar la calle sin peligro y
- entender las diferencias entre situaciones seguras e inseguras cuando cruzan las calles.

¿Sabía usted que...?

# ¡PRACTIQUE EN CASA!

## Caminar de forma segura cerca del tráfico

Los niños entre los 5 y 6 años de edad todavía están aprendiendo lo que significa caminar con precaución. La mejor manera de que aprendan a hacerlo es repitiéndolo con un adulto. A esta edad, los niños siempre deben estar con un adulto mientras caminan. 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.

### Pregúntele a su hija/hijo ¿qué tipo de ropa es mejor para caminar: brillante u oscura?

- Ponte y lleva materiales brillantes durante las horas del día para que los conductores te puedan ver. Blanco, amarillo y naranja son buenas opciones. Negro, morado o azul oscuro no son buenas elecciones. Lleva ropa reflejante y lleva una linterna contigo por la noche.

### Pregúntele a su hija/hijo el significado de los dos términos nuevos que aprendió en clase.

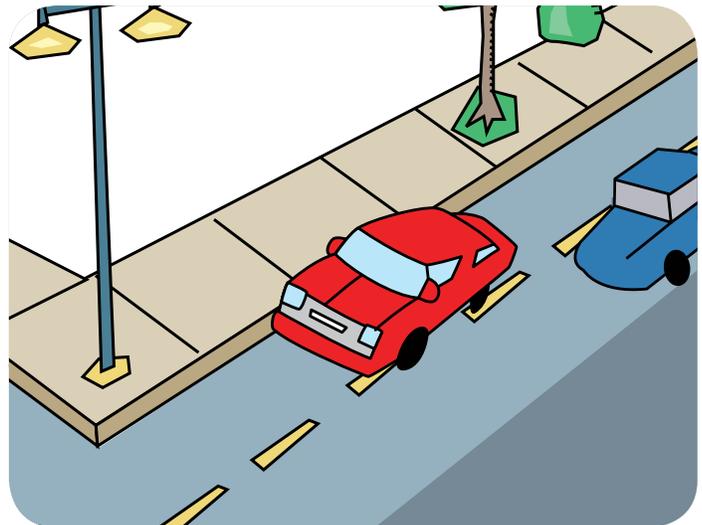
- ¿Qué es un peatón? Es una persona que camina.
- ¿Qué es el tráfico? Es el conjunto de todos los coches, autobuses o camiones que se mueven en la calle.

### Camine por el barrio con su hija/hijo, sobre todo a destinos que a ellos les gusten como un parque, la escuela o la casa de un amigo. Encuentre una ruta que tenga aceras y otra ruta que no las tenga

- Pregúntele a su hija/hijo dónde debe caminar con relación al tráfico.
- Encuentre una acera y caminen allí.
- ¿Qué haces si no hay una acera? Camina de cara al tráfico para que puedas ver a los conductores.

### Pregúntele a su hija/hijo qué debe hacer si una entrada para coches atraviesa la acera.

- ¿Qué es una entrada para coches? Un lugar por donde un coche sale a, o entra de la calle.
- ¿Qué haces cuando ves una entrada para coches? Para y fíjate si viene algún coche.
- ¿De dónde podría venir el coche? De la izquierda o la derecha. Coches vienen de la calle para usar la entrada, o desde la entrada para salir a la calle.



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

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

¡Repita las lecciones cada oportunidad que tenga!

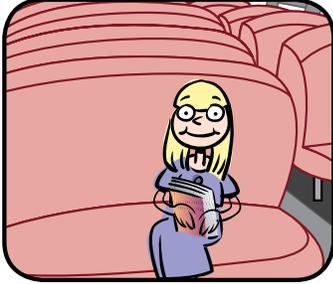
# Let's Go Walking



Name \_\_\_\_\_

## Child Assessment

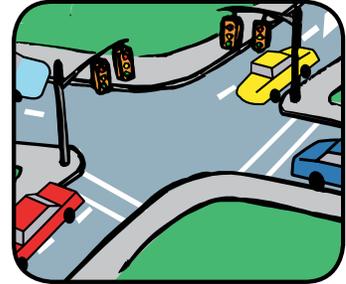
1. Mark the bubble under the picture that shows a "walker."



A



B



C

2. Mark the bubble under the picture that shows "traffic."



A



B

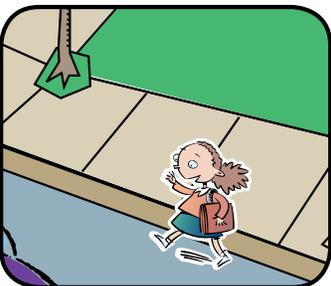


C

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



A



B

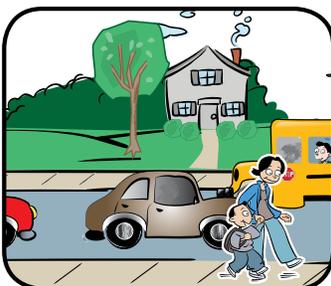


C

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



A



B



C

# Instructor's Question and Answer Key



Administer the child assessment worksheet.

## Questions:

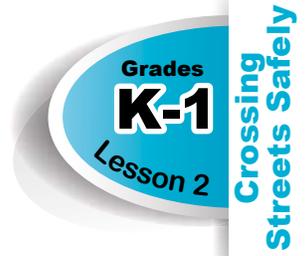
1. Mark the bubble under the picture that shows a “walker.”
2. Mark the bubble under the picture that shows “traffic.”
3. Mark the bubble under the picture that shows the best place to walk.
4. Mark the bubble under the picture that best shows a child being safe when walking near traffic.

## Answers:

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



## Crossing Streets Safely



Time: 25 - 50 minutes

*Studies have demonstrated that skill-building activities are the most effective way to promote child retention of pedestrian safety skills. Lesson objectives set the stage for building safety skills, which are emphasized through children's participation in class activities. More time can be spent on practicing skills if children are already familiar with the core material. This curriculum does not cover every possible scenario that a child may encounter as a pedestrian but instead addresses the basic skills needed to be a safe pedestrian. Instructors should use their discretion to break up material to accommodate their daily schedules.*

### Lesson Objectives

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

The children will be able to:

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

### Why This Lesson is Important

Teaching children how to cross streets safely gives them a piece of the foundation for being able to maintain a healthy lifestyle into adulthood as a pedestrian. We have to teach children crucial skills before we can let them master walking without an adult in the real world. It's important to ensure that children have a good understanding of basic street safety when they start walking on town and city streets to visit friends or reach the school bus stop. As they practice with an adult, the concepts will become second nature.

## Essential Standards

<p>PE.K.MS.1.1: Execute recognizable forms of the basic locomotor skills (walking).</p> <p>PE.K.MC.2.1: Understand the meaning of words and terms associated with movement.</p> <p>PE.K.MC.2.4: Illustrate activities that increase heart rate.</p> <p>PE.K.HF.3.2: Identify opportunities for increased physical activity.</p> <p>PE.K.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>K.G.1.3: Identify physical features (mountains, hills, rivers, lakes, roads, etc.).</p> <p>K.P.1.2 : Give examples of different ways objects and organisms move (i.e. straight, fast, slow).</p>	<p>PE.1.MS.1.1: Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.</p> <p>PE.1.HF.3.2: Select physical activities based on ones interests and physical development.</p> <p>PE.1.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>1.NPA.3.1: Recognize the benefits of physical activity.</p> <p>1.NPA.3.2: Recall fitness and recreation activities that can be used during out-of-school hours.</p> <p>1.C&amp;G.1.1: Explain why rules are needed in the home, school and community.</p> <p>1.G.1.2: Give examples showing location of places (home, classroom, school and community).</p>
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## Common Core

<p>CCSS.Math.Content.K.G.A.1: Describe objects in the environment using names of shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) , and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>CCSS.Math.Content.K.G.A.2: Correctly name shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.</p> <p>CCSS.ELA-Literacy.SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CCSS.ELA-Literacy.RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.</p>	<p>CCSS.ELA-Literacy.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-Literacy.RI.1.7 : Use the illustrations and details in a text to describe its key ideas.</p>
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## Guidance

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

## Materials

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

## Vocabulary

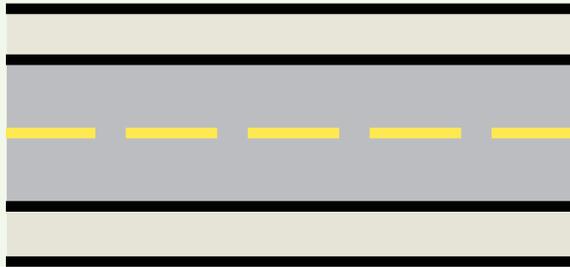
(Cards with picture and definition located at the end of this lesson)

- Edge
- Vehicles

## 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.

*Example:*



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

## Part 1 – Discussion and Demonstration

► **Time:** 15-20 minutes

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

## Introduction

The instructor will...

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

*Streets come in many different sizes. There are big, wide ones and small, narrow ones. Today we're going to learn how to cross all kinds of streets.*

*Raise your hand if you have ever crossed the street.*

*Why did you cross the street?*

- *To get to school, a friend's house, a park,*
- *To get on a bus, to go to a parked car, or*
- *To find a lost ball, etc.*

*How big was the street you crossed?*

- *Big, small, etc.*

*What are some other reasons that people cross the street?*

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

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

- *With an adult.*

*What are some examples of adults you can cross with?*

- *Mother, father, grandparent, guardian, instructor, crossing guard.*

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

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

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

- *Someone may get hurt or injured if he or she does not cross safely.*

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

### 1. Adult Supervision

The instructor will...

- Explain why adult assistance is necessary.
- Explain the circumstances under which an older sibling might assist with crossing the street.
- Reiterate the importance of having adult supervision when crossing the street.

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

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

*Who are some adults that can help me cross?*

- *Mother, father, grandparent, guardian, instructor, crossing guard.*



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

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

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

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

## 2. Identify a Safe Place to Cross the Street

**The instructor will...**

- **Discuss that it is dangerous to cross the street between cars or parked vehicles.**
- **Discuss places where it is safe to cross the street.**

*Before you can cross the street, you need to find a safe place to cross. A safe place is where it is easy for you to see vehicles traveling in the road as you cross the street, and it is easy for drivers to see you.*

***[Display Vocabulary Card – Vehicles]***

## 3. Stop at the Edge

**The instructor will...**

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

*Next, I am going to walk to the edge of the street and stop. What is the “edge” of a street?*

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

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

***[Display “Edge” Vocabulary Card.]***

*Stepping from behind parked cars is a big cause of crashes. A car cannot stop quickly and the driver may not see you until it is too late.*

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

*Am I standing at the edge of the street?*

***[Instructor demonstrates several unsafe places to be standing.]***

## 4. Look and Listen for Traffic

**The instructor will...**

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

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

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

***[Instructor demonstrates and guides as children emulate.]***



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

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

We look left first because that is the direction that cars closest to us are coming from. Then, we look right to see if traffic is coming from the other way. Last, we look left again because cars move fast, and we want to make sure it is still safe to cross where cars are moving closest to us. Make sure that when you look left and right you touch your chin to your shoulder. This is called the “shoulder check” to make sure you look as far as you can to see if any traffic is coming.

**[Instructor demonstrates and guides as children emulate. Instructor monitors children closely to ensure the children’s eyes are looking in the direction of simulated traffic and that their eyes are not looking downward.]**

While we are looking for traffic, we should also be listening for traffic. What are some of the sounds we should be listening for?

- Car engines, horns, sirens, etc.

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

- We wait, and then start over looking left-right-left and listening until all directions are clear. I don’t see or hear any cars coming. The street is clear of traffic, so I am going to start to cross the street.

## 5. Cross Quickly and Safely

The instructor will...

- Demonstrate how children should cross the street, continuing to look for traffic while crossing.

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

- First, I am walking, not running. If I run, I might trip and fall.
- Also, I am keeping my head up and looking and listening for traffic. I am doing shoulder checks as I look left and right.
- Finally, I am walking straight across the street.

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

What would happen if I walked at a diagonal across the street like this?

**[Instructor demonstrates crossing the street diagonally.]**

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

## Part 2 – Activities

- Time: 10-30 minutes

### Skill-Building Activity Options

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

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



## Standby Activity Option

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

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

The following questions can be used to reinforce the activity:

- What do you do when coming to a curb or edge of the street?
- Should we stop sometimes or always?
- Which way do we look while we are crossing the street?
- Do we run out between parked cars?
- If we see a car coming, what do we do?
- Should we wait on the edge of the curb or in the street?
- What do we do if there are cars parked on the street?

## Review (optional):

- ▶ **Time:** 5 minutes

The instructor will...

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

*Let's review all that we have learned today.*

- *You should only cross the street with an adult or, if your parents say it is OK, with a brother or sister who is very responsible.*
- *Find a safe place to cross where it is easy for you to see traffic traveling in the road as you cross the street, and it is easy for drivers to see you.*
- *Then, you should stop at the edge of the street.*
- *After that, look left, right, left and listen for traffic that may be coming.*
- *Finally, cross the street by walking in a straight line, looking and listening for traffic, and continuing to check for other vehicles.*





## Suggestions for a Balanced Curriculum

Grades  
**K-1**  
Lesson 2

*These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period, or may be assigned as homework opportunities.*

### Social Studies

**Identify Safe Routes** — Display child-appropriate community maps that have destinations of interest or orientation (libraries, school, downtown, lakes, rivers, train tracks, etc.) Allow children to identify safe places to cross street. This activity can be completed as a whole group or in small groups.

Have the children consider the following during this activity:

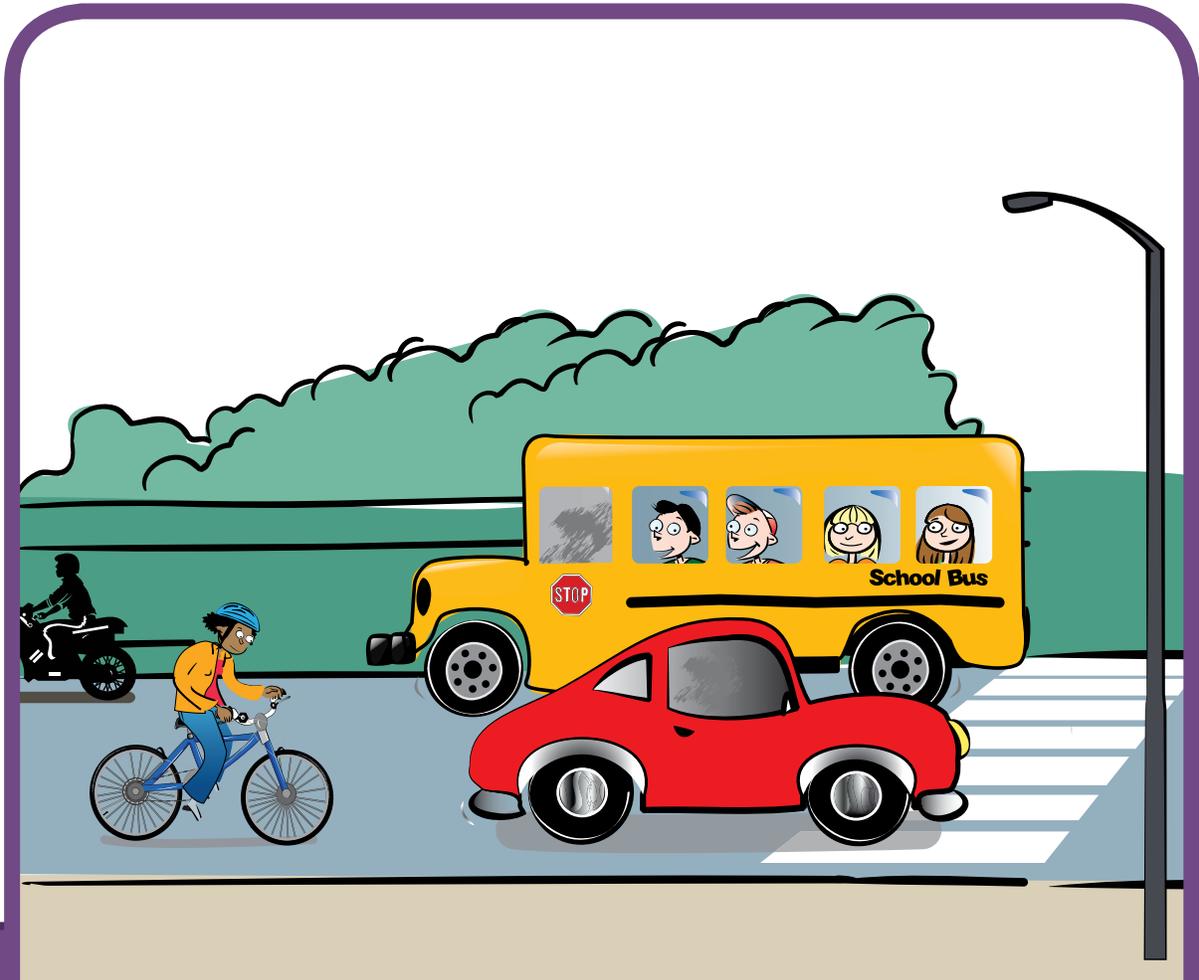
- Visual barriers that may be evident on the map,
- First and second edges, and
- Roads that may be too busy and/or too long to cross.

### English Language Arts / Mathematics

Share Tana Hoban's *I Read Signs* (1987) with the children. While reviewing what each signal means, talk about what geometric shape they represent (rectangle, square, triangle, hexagon, or diamond). For each page, ask the children what polygon the traffic sign or signal represents. Possible questions include:

- Have you seen this sign? Where?
- What does it mean?
- Why are the colors important?

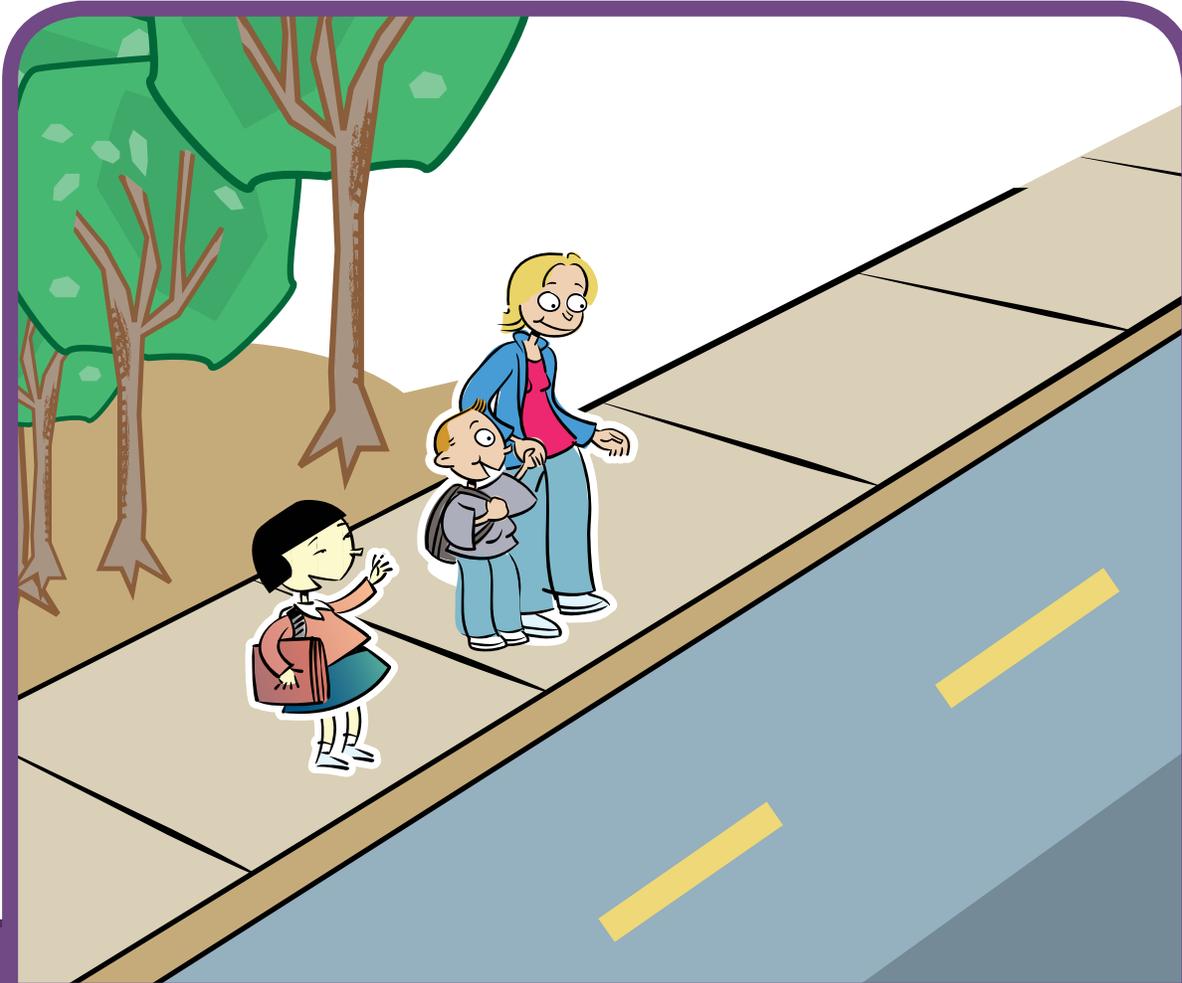
## Vocabulary Card



### Vehicles

Cars, trucks, buses, bicycles and motorcycles are vehicles. They are used to move people and things from one place to another.

## Vocabulary Card



### Edge

Where the road or street begins is the edge. The edge may be a curb or on the other side of a parked car, a bush or other things that you have to look around to see vehicles coming.



### Crossing Streets Safely

This week in school your child learned ...

How to cross the street safely:

1. CROSS WITH AN ADULT.
2. IDENTIFY safe places to cross. Cross where it is easy for you to see vehicles traveling in the road.
3. STOP at the edge or curb of the street. Never step from behind a parked car.
4. LOOK AND LISTEN for traffic in all directions. When looking left-right-left for traffic, try to touch your chin to your shoulder to make sure you get a good view. This is called a "shoulder check." Wait until there is no traffic coming; then begin crossing the street.
5. CROSS IN A STRAIGHT LINE and keep looking for traffic. Walk quickly, but do not run.

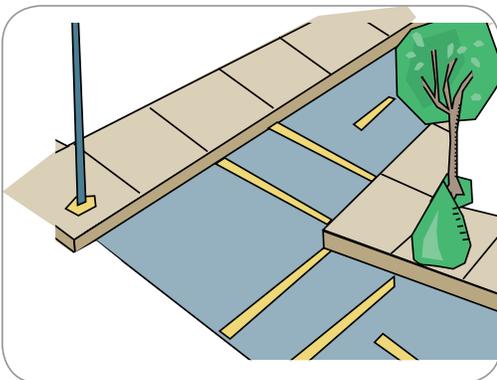


### Remember:

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

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

- Ask them to point to the "edge" of the street. What do you do at the edge of the street?
- Ask them to show you how they would cross in straight line to get to the other side of the street.



### Did you know?

Children in kindergarten and first grade have difficulty:

- Controlling impulses and concentrating,
- Judging when it is safe to cross the street,
- Staying focused on one task, such as safely crossing the road, and
- Understanding the differences between safe and unsafe crossings.

# PRACTICE AT HOME!

## Crossing Streets Safely

A challenge with providing safety education in the schools is that children, even in the same grade, vary in their readiness to handle traffic situations, such as choosing a safe time to cross a street. Parents are a central figure in a child's safety education because they have the best opportunities to effectively assess a child's skills and teach safe behavior in the course of daily life.

The best way for children to learn is by repeating safe crossing skills with an adult. Children ages 5-6 are still learning what it means to walk safely and should always be with an adult while walking. As your child grows, revisit these safety concepts often to make sure he or she is still practicing safe pedestrian behavior.

Walk along a route in your neighborhood that has sidewalks (preferably on both sides of the street) and a crosswalk. Children will learn specifically about crosswalks in the next lesson, but it is helpful to begin to demonstrate safe crossing with a crosswalk if one exists in your neighborhood.

Ask your child what they learned in school about crossing the street safely. Practice the 5 steps to safely crossing the street.

1. CROSS WITH AN ADULT
2. FIND A SAFE PLACE TO CROSS – one that is free of barriers like trees. Cross where it is easy for you to see vehicles traveling in the road.
3. STOP AT THE EDGE of the curb or street. (Ask your child to point to what a curb or edge is.)
4. LOOK AND LISTEN for traffic in all directions. (Look left, right, and left again). When looking for traffic try to touch your chin to your shoulder to make sure you get a good view. This is called a "shoulder check." Wait until no traffic is coming. Then begin crossing the street.
5. CROSS IN A STRAIGHT LINE, and keep your head up looking for traffic. Walk, don't run across the street.

Practice the 5 Safe Steps again. Find a place where it will be safe to cross the street. Try saying the steps aloud as you cross together.

Repeat the lesson every chance you get!





## 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. CRUZA CON UN ADULTO.
2. IDENTIFICA lugares seguros para cruzar. Cruza donde sea fácil ver los vehículos que van en la calle.
3. PARA en el borde de la calle. Nunca empieces a cruzar la calle si estás detrás de un coche estacionado.
4. MIRA Y ESCUCHA en todas las direcciones para ver si hay tráfico. Cuando mires a la izquierda, a la derecha y a la izquierda otra vez, intenta tocarte tu hombro con la barbilla para asegurarte que puedas ver todo bien. Esto se llama "una revisión de hombro." Espera hasta que no venga ningún coche, luego empieza a cruzar la calle.
5. CRUZA EN LÍNEA RECTA y sigue atento por si viene tráfico. Camina de prisa, pero no corras.



#### Recuerde:

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

Mirando la imagen, pídale a su hija/hijo que le muestre dónde se debe cruzar la calle.

- Pídale que le muestre el borde de la calle.  
¿Qué debes hacer en el borde de la calle?
- Pídale que le muestre cómo debe cruzar la calle en línea recta.

¿Sabía usted que...?

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

#### A los niños en kindergarten y el primer grado se les dificulta:

- controlar sus impulsos y concentrarse,
- juzgar cuándo es seguro cruzar la calle,
- mantener su concentración en una sola cosa, como cruzar la calle sin peligro y
- entender las diferencias entre situaciones seguras e inseguras cuando cruzan las calles.

# ¡PRACTIQUE EN CASA!

## Cruzar las calles de forma segura

Es difícil enseñar seguridad vial en las escuelas porque los niños, incluso los del mismo grado, varían en su disposición para manejar situaciones de tráfico, como eligiendo un momento seguro para cruzar la calle. Los padres son figuras centrales en la educación sobre la seguridad de un niño ya que tienen las mejores oportunidades para evaluar sus habilidades y enseñar comportamientos seguros en la vida diaria.

La mejor manera de que los niños aprendan a cruzar la calle de forma segura, es repitiendo la acción con un adulto. Los niños entre los 5 y 6 años de edad todavía están aprendiendo lo que significa caminar con precaución y siempre deben estar con un adulto mientras lo hacen. 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.

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

Pregúntele a su hija/hijo que aprendió en la escuela sobre cómo cruzar la calle de forma segura. Practiquen los 5 pasos para cruzar la calle de forma segura.

1. CRUZA CON UN ADULTO.
2. ENCUENTRA UN LUGAR SEGURO PARA CRUZAR – uno que no tenga obstrucciones como árboles. Cruza dónde puedas ver fácilmente los coches que van en la calle.
3. PARA EN LA BORDE de la calle. (Pídale a su hija/hijo que le muestre el bordillo o borde de la calle.)
4. 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). Para asegurarte que puedas ver lo más lejos posible, intenta tocarte el hombro con la barbilla cuando estés mirando que no venga ningún coche. Esto se llama “una revisión de hombro”. Espera a que no venga ningún coche para empezar a cruzar la calle.
5. CRUZA EN LÍNEA RECTA y sigue atento por si viene tráfico. Camina, no corras al cruzar la calle.

Practique los 5 pasos seguros otra vez. Encuentre un lugar que sea seguro para cruzar la calle. Intente decir los pasos en voz alta al cruzar la calle juntos.

¡Repita la lección cada oportunidad que tenga!



# Let's Go Walking



Name \_\_\_\_\_

## Child Assessment

1. Mark the bubble under the picture that shows who should always be with you when you walk or cross the street.



A

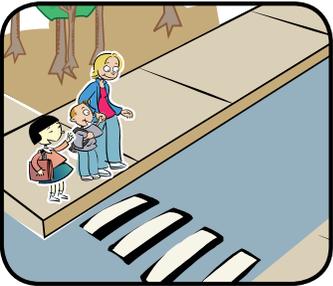


B



C

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



A



B



C

3. Mark the bubble under the picture that shows where you should look before crossing the street.



A



B

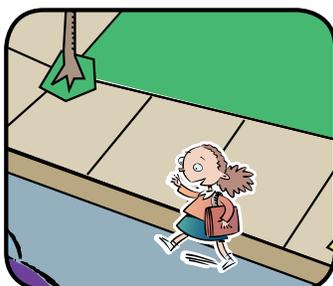


C

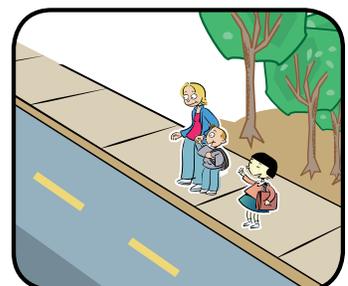
4. Mark the bubble under the picture that shows a child stopping at the edge of the street; the place you should stop before crossing the street.



A



B



C

# Instructor's Question and Answer Key



Administer the child assessment worksheet.

## Questions:

1. Mark the bubble under the picture that shows who should always be with you when you walk or cross the street.
2. Mark the bubble under the picture that shows a safe place to cross the street.
3. Mark the bubble under the picture that shows where you should look before crossing the street.
4. Mark the bubble under the picture that shows a child stopping at the edge of the street; the place you should stop before crossing the street.

## Answers:

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



## Crossing Intersections Safely

Grades  
**K-1**  
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 several iconic traffic signals to aid in their understanding. At this age, it is important to emphasize that intersections are tricky places for children to cross because there is traffic approaching in several different directions, and children cannot easily interpret driver behavior.

The children will be able to:

- Demonstrate safe behavior while approaching and crossing an intersection.

### Why This Lesson is Important

Kindergarten and first grade are an important time for young children to learn how to be safe when walking with their friends and families. This lesson covers the basics of intersections and what children should do when they encounter an intersection when walking with an adult or responsible person.

# Applicable Essential Standards of Learning



## Essential Standards

<p>PE.K.MS.1.1: Execute recognizable forms of the basic locomotor skills (walking).</p> <p>PE.K.MC.2.1: Understand the meaning of words and terms associated with movement.</p> <p>PE.K.MC.2.4: Illustrate activities that increase heart rate.</p> <p>PE.K.HF.3.2: Identify opportunities for increased physical activity.</p> <p>PE.K.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>K.PCH.2.1: Recognize the meanings of traffic signs and signals.</p> <p>K.G.1.3: Identify physical features (mountains, hills, rivers, lakes, roads, etc.).</p> <p>K.P.1.2: Give examples of different ways objects and organisms move (i.e. straight, fast, slow).</p>	<p>PE.1.MS.1.1: Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.</p> <p>PE.1.HF.3.2: Select physical activities based on ones interests and physical development.</p> <p>PE.1.PR.4.3: Use safe practices when engaging in physical education activities.</p> <p>1.NPA.3.1: Recognize the benefits of physical activity.</p> <p>1.NPA.3.2: Recall fitness and recreation activities that can be used during out of school hours.</p> <p>1.C&amp;G.1.1: Explain why rules are needed in the home, school and community.</p> <p>1.G.1.2: Give examples showing location of places (home, classroom, school and community).</p> <p>1.G.2.3: Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).</p>
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## Common Core

<p>CCSS.ELA-Literacy.L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>CCSS.ELA-Literacy.L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
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## Guidance

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

## Materials

- Vocabulary Cards
- Picture Cards (Stop Sign, Traffic Light, Walk/Don't Walk Signals)
- Cones, tape, yard stick, paper (red, yellow, green), and other materials to create a model intersection
- "Crossing the Street" Song
- Parent/Caregiver Tip Sheet
- Child Assessment – Worksheet
- Child Assessment – Instructor Question and Answer Key

## Vocabulary

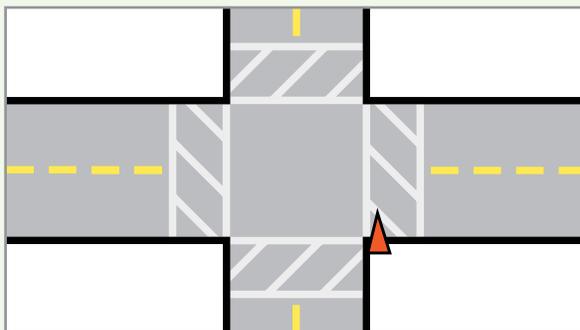
(Cards with picture and definition located at the end of this lesson)

- Intersection
- Crosswalk
- Signs
- Signals

## Preparation

Using the materials listed above, create a model intersection. Use masking tape to create a 4-way stop. Eight long strips of tape are needed for the streets, and short strips are needed for the lane divides in the middle of the streets. Create street signs and traffic signals using paper, yard sticks, and cones. It may also be helpful to create crosswalks to emphasize safe crossing areas, but they are not mandatory and may be time-consuming.

### Example:



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

## Part 1 – Discussion and Demonstration



► **Time:** 15-20 minutes

1. Identify a Safe Place to Cross the Street
2. Take an Adult's Hand
3. Stop at the Edge
4. Look and Listen for Traffic
5. Look for Traffic Signs and Signals
6. 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 with a responsible, older sibling who has permission.
- Define and discuss “intersections.”
- Define and discuss “crosswalks.”

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

***[Display Crossing the Street song. Together, instructor and children sing the song to review.]***

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

*When we crossed streets before, it was only one road. Today, we are going to learn to cross an intersection. An intersection is where two or more streets meet each other.*

***[Display “Intersection” vocabulary card.]***

#### 1. Identify a Safe Place to Cross the Street

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

*A crosswalk is a place on the road where people cross the street.*

***[Display “Crosswalk” vocabulary card.]***

*Watch as I walk toward the intersection. I am on the sidewalk, and I stop at the “edge” before I get to the intersection.*

#### 2. Take an Adult's Hand

*I am also going to make sure that I hold an adult's or responsible, older sibling's hand to cross the intersection.*

*We hold hands when we walk to stay safe. A part of growing up is learning how to understand traffic, so we practice together.*



### 3. Stop at the Edge

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

### 4. Look and Listen for Traffic

*When I reach the edge, I am going to look and listen for traffic.*

*I will do my “shoulder check” and look left-right-left. Who remembers why I need to do this?*

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

*Let’s pretend that I look left. It is clear. Then, I look right. It is clear.*

*Last, I look left again. Uh oh! A car is coming! What should I do?*

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

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

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

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

### 5. Look for Traffic Signs and Signals

**The instructor will...**

- **Explain how traffic lights work.**
- **Describe what “Walk/Don’t Walk” signals do.**
- **Define red as a warning color.**
- **Describe the procedure for crossing the street cautiously during the white signal phase.**

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

*Intersections usually 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 signals that drivers and walkers should look at to know when it is the walkers’ turn to cross.*

**[Display and discuss “Sign” and “Signal” Vocabulary Cards]**

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

**[Instructor displays pictures of Stop Sign, Traffic Light, Walk/Don’t Walk Signals for children to analyze.]**

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

*Traffic Light colors tell car drivers when they need to slow down, stop, and go.*

*The pedestrian signal displays “Walk” or “Don’t Walk” to tell drivers and pedestrians when it is the walkers’ turn to cross.*



Sometimes, you will see a red hand on the “Walk/Don’t Walk” signal. This is the “Don’t Walk” part of the signal. Red is a warning color. It means stop. If a signal displays red it means that it is not safe to cross the street. You should stop at the edge of the sidewalk and wait until the white “Walk” signal is displayed.

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

If the signals change before we’ve decided that it is safe to cross, don’t worry. Just wait until it is our turn to cross with the white “Walk” signal again. It won’t be long, and it is better to be safe. Watch as I look at the street signs and decide when it is best to cross the street.

**[Instructor has child/assistant helper display “Red Hand Walk/Don’t Walk Signal with Numbers” signal, and if appropriate counts backwards, as she demonstrates crossing the model intersection.]**

I see the “Walk/Don’t Walk” red hand signal. I am stopped and waiting at the edge. Now, I see that the “Walk/Don’t Walk” signal has turned white and looks like a person walking. This is the “Walk” part of the signal. I will first check left-right-left, then I check in front of me and behind me. I listen for cars also. If it is clear and I do not hear traffic, I can cross the intersection.

## 6. Cross Quickly and Safely

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

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

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

## Part 2 – Activities

► Time: 10-30 minutes

### Skill-Building Activity Options

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



- 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.”*

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

### Review (optional)

- ▶ **Time: 5 minutes**

The instructor will...

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

*Let's review all that we have learned today.*

*First, we need to stop at the edge when we come to an intersection.*

*We always take an adult's hand before we even think about crossing.*

*Next, we look and listen for traffic, and we pay attention to traffic signals.*

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

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





## Suggestions for a Balanced Curriculum

Grades  
**K-1**  
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.*

### **Social Studies**

Create a large community map using a plastic table cloth. Draw roads, intersections, blocks, trees, stores, and community places such as churches, schools, and libraries. Allow the children to use small figurines of people cars, trucks, trees, street signals, street signs, etc. to dramatize crossing an intersection in a safe manner. Use this exercise to talk about the important parts of the community and how transportation connects places in a community.

### **English Language Arts**

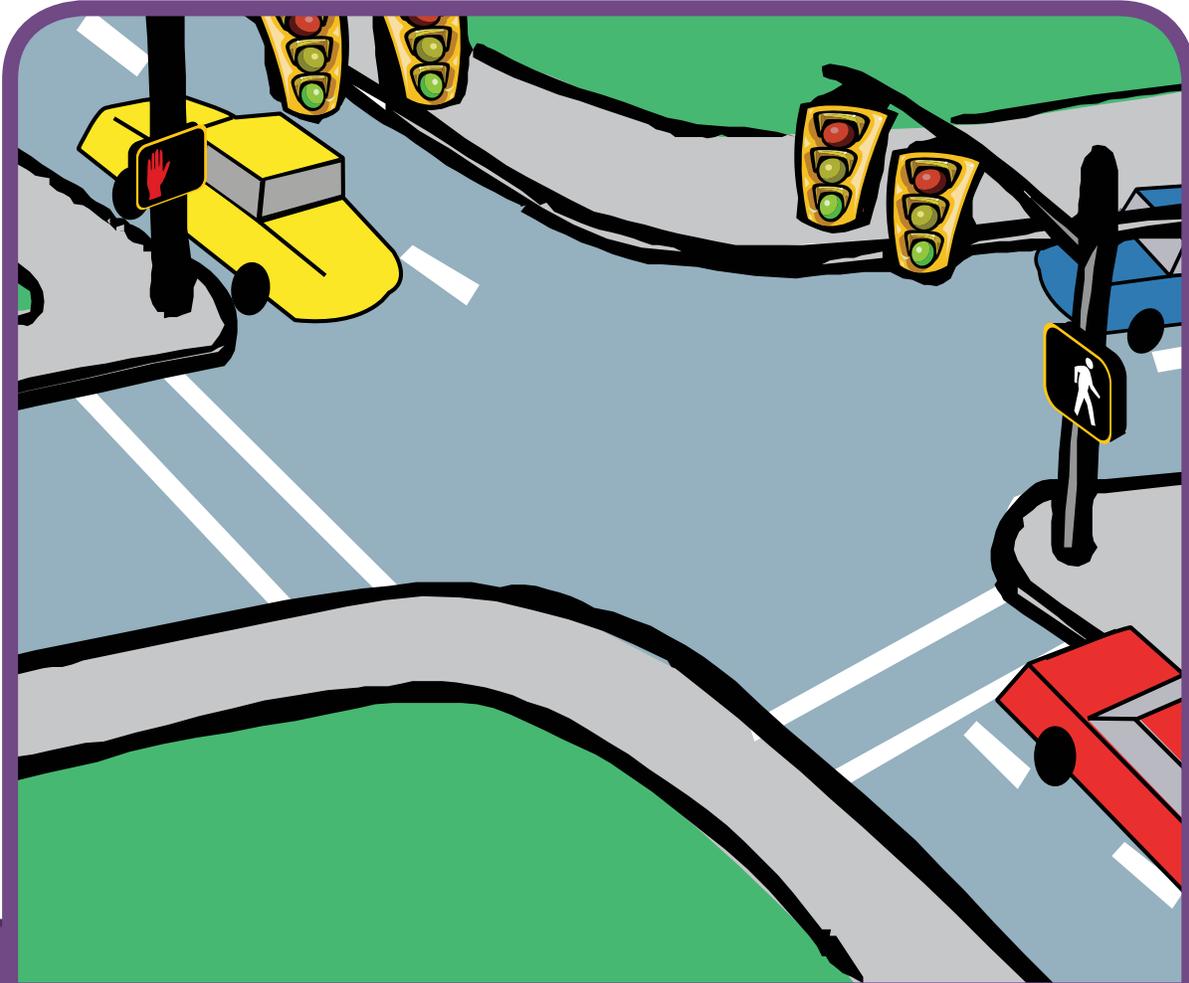
#### **Safety Words and Sentences**

The instructor and children can brainstorm pedestrian safety words together (look, listen, stop, etc.) on large chart paper or whiteboard.

Individually, children can orally develop complete sentences using a pattern.

For example, "It is important to..." always look for cars; stop at the edge, etc.

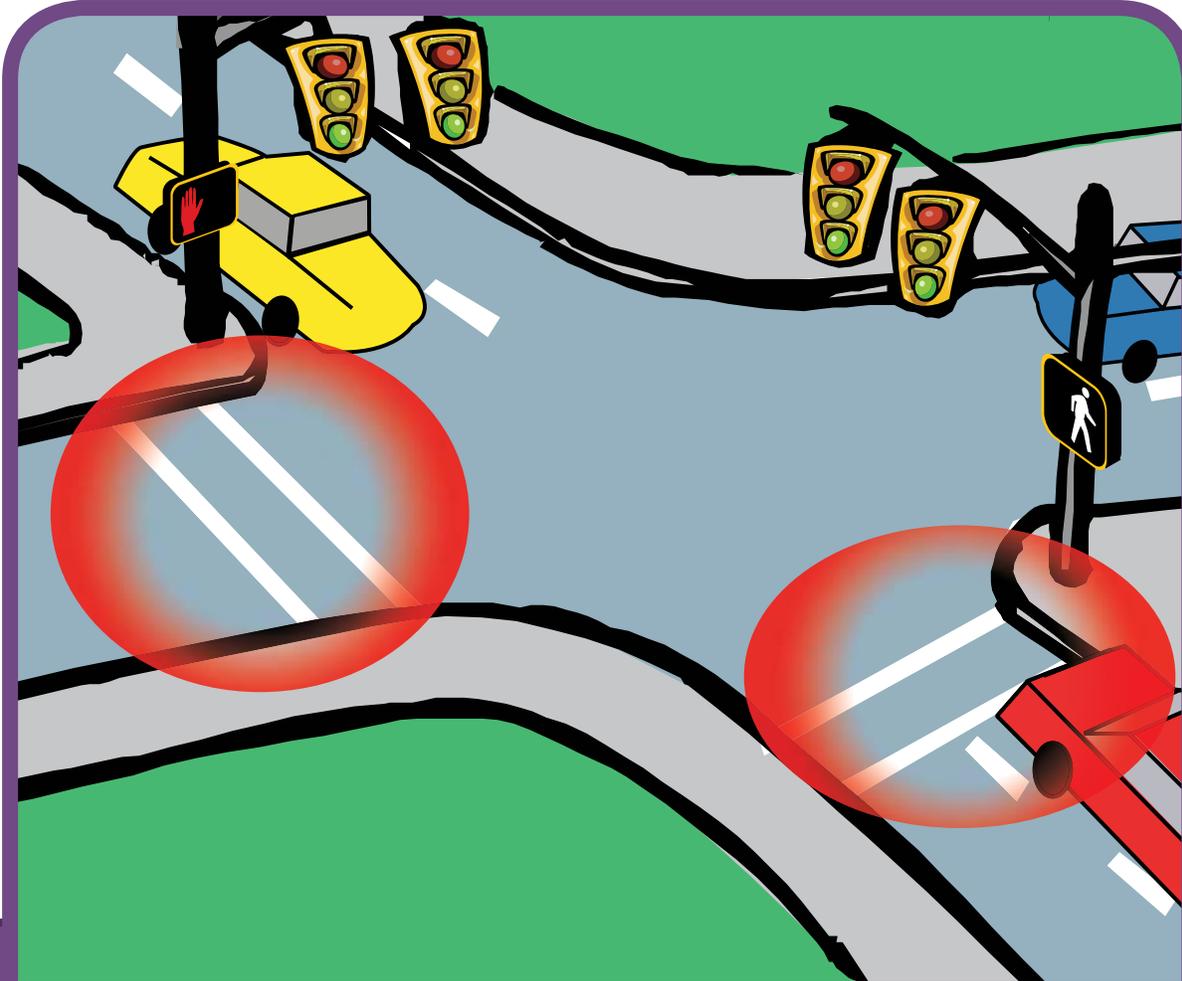
## Vocabulary Card



### Intersection

This is a place where two or more streets meet each other. We generally want to cross the street at an intersection because this is where drivers expect us to be.

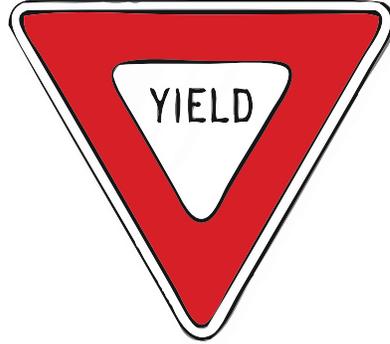
## Vocabulary Card



### Crosswalks

These are special paths marked with paint on the roadway to show the best place to cross the road.

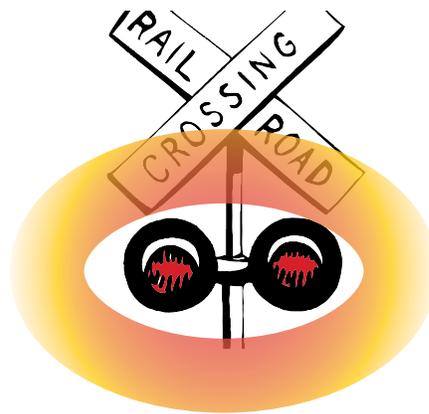
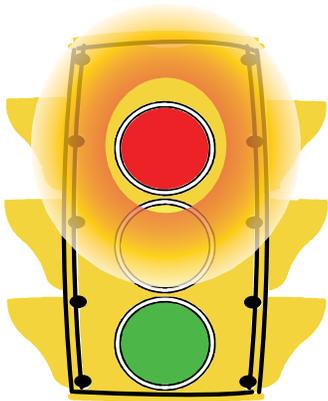
## Vocabulary Card



### Signs

These are displays that use a variety of shapes, colors, and words. They tell walkers and vehicles what do to.

## Vocabulary Card

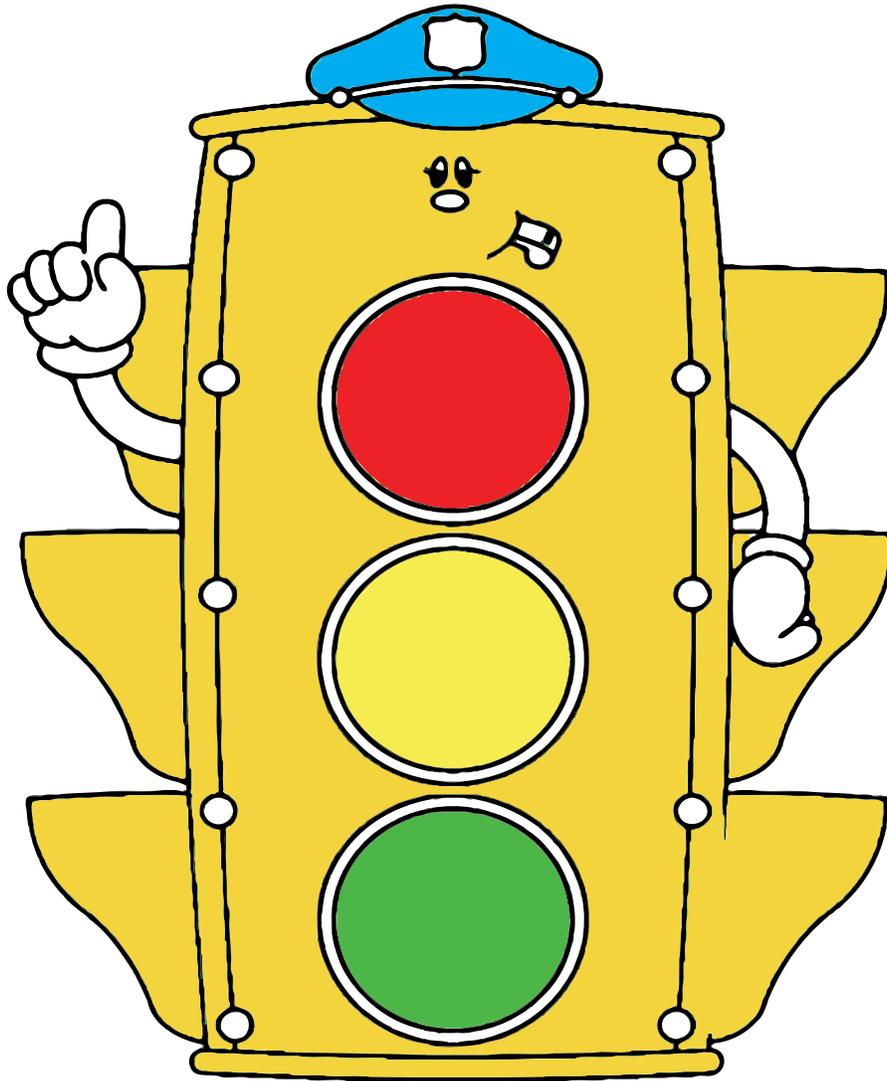


### Signals

These are colored lights. Each light color has a specific meaning that tells walkers and vehicles what to do.



**Stop Sign**



Traffic Signal

## Signs & Signals



**Red Hand “Don’t Walk” Signal**

**Signs & Signals**



**Red Hand “Don’t Walk” Signal with Numbers**

**Signs & Signals**



**White “Walk” Signal**

# **“Crossing the Street” Song**

***Sung to the tune of “London Bridge”***

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

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

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

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

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

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



### Crossing Intersections Safely

This week in school your child learned ...

How to cross intersections safely:

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



#### Remember:

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

### Did you know?

**Children in kindergarten and first grade have difficulty:**

- Controlling impulses and concentrating,
- Judging when it is safe to cross the street,
- Staying focused on one task, such as safely crossing the road, and
- Understanding the differences between safe and unsafe crossings.

# PRACTICE AT HOME!

## Crossing Intersections Safely

Children ages 5-6 are still learning what it means to walk safely and should always be with an adult while walking. The best way for children to learn is by repeating safe crossing skills with an adult. As your child grows, revisit these safety concepts often to make sure he or she is still practicing safe pedestrian behavior.

Walk along a route in your neighborhood with your children, especially to destinations they like such as a park, school, or friend's house. Use a route that has intersections.

### Ask your child what an intersection is.

- An intersection is a place where two roads meet. Cars can come from four directions.

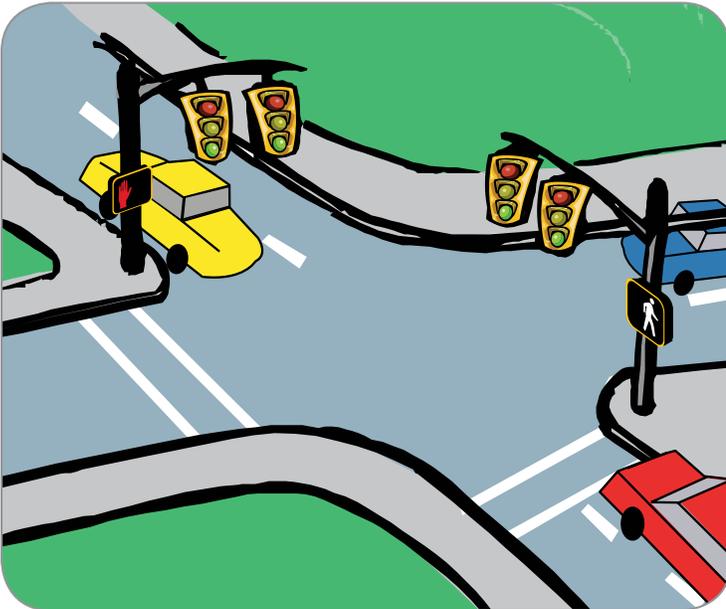
### Ask your child to explain how to look left-right-left, front and behind.

- First look left. If there are no cars coming, look right. If there are no cars coming check left again to see if any new cars are coming. Make sure that when you are looking each direction your chin touches your shoulder. This is called a "shoulder check." (Doing this helps with peripheral vision.)
- Then if there are no cars, check in front of you then behind you. If there are still no cars, look left one more time and then walk slowly into the intersection or driveway.

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

- Only the adult you are walking with can decide when it is safe. You cannot rely on stop lights or "Walk/Don't Walk" signals to make that decision for you.

Practice crossing an intersection in your neighborhood. Say the steps (left-right-left, in front, and behind) out loud. Make sure your child can identify signals/signs and their meanings.



Repeat the lesson every chance you get!

Looking at the picture, ask your child to explain where the cars are going. Ask them how to decide when it is safe to cross. Ask your child to explain what a traffic signal is and what the colors on the traffic signal mean.



## 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. SIEMPRE cruza con un adulto.
2. PARA en cuanto llegues al borde de una calle, intersección o entrada para coches.
3. IDENTIFICA de dónde pueden venir los coches.
4. MIRA IZQUIERDA-DERECHA-IZQUIERDA, hacia adelante y hacia atrás. Tócate el hombro con la barbilla para asegurarte que estás mirando lo más lejos posible.
5. MIRA CON ATENCIÓN LAS SEÑALES DE TRÁFICO para saber cuando es tu turno de cruzar.
6. DECIDE cuando sea seguro cruzar verificando las señales de tráfico, mirando a la izquierda a la derecha y a la izquierda de nuevo y escuchando si viene tráfico.
7. CRUZA RÁPIDAMENTE Y CON PRECAUCIÓN cuando no haya coches en ninguna dirección.



#### Recuerde:

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

¿Sabía usted que...?

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

#### A los niños en kindergarten y el primer grado se les dificulta:

- controlar sus impulsos y concentrarse,
- juzgar cuándo es seguro cruzar la calle,
- mantener su concentración en una sola cosa, como cruzar la calle sin peligro y
- entender las diferencias entre situaciones seguras e inseguras cuando cruzan las calles.

# ¡PRACTIQUE EN CASA!

## Cómo cruzar intersecciones de forma segura

Los niños entre los 5 y 6 años de edad todavía están aprendiendo lo que significa caminar con precaución y siempre deben estar con un adulto mientras caminan. La mejor manera para que los niños aprendan a cruzar de manera segura, es repitiendo la acción 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.

Camine por una ruta en su barrio con sus hijos, sobre todo a destinos que a ellos les gusten como un parque, la escuela o la casa de un amigo. Use una ruta que tenga intersecciones.

### Pregúntele a su hija/hijo ¿qué es una intersección?

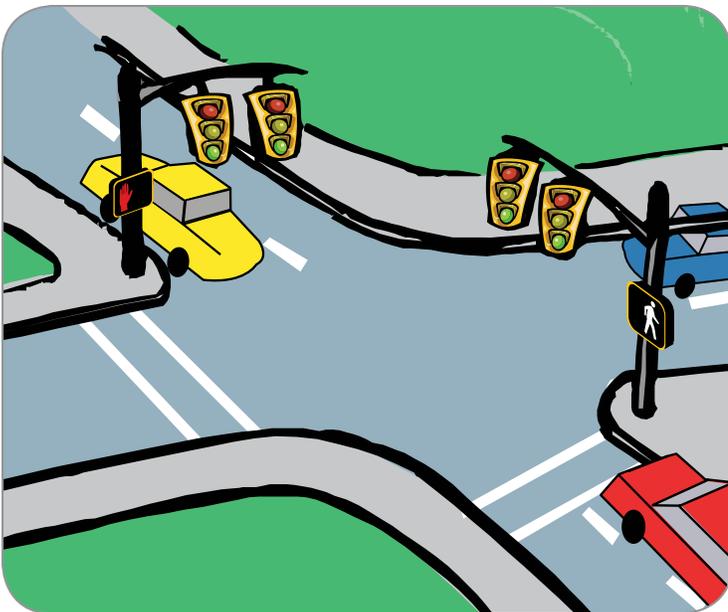
- Una intersección es un lugar en el que dos calles se encuentran. Los coches pueden venir de cuatro direcciones.

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

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

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

- Sólo el adulto que camina contigo puede decidir cuándo es seguro cruzar. No debes depender de los semáforos o señales de “Walk/Don't Walk” para tomar la decisión por ti mismo.



Practique cruzar una intersección en su barrio. Diga los pasos (izquierda-derecha-izquierda, adelante y atrás) en voz alta. Asegúrese de que su hija/hijo pueda identificar las señales y lo que significan.

¡Repita la lección en cada oportunidad que tenga!

Mirando la imagen, pídale a su hija/hijo que le explique a dónde van los coches. Pregúntale cómo decidir cuándo es seguro cruzar. Pídale que le explique qué es un semáforo y qué significan los colores del semáforo.

# Let's Go Walking



Name \_\_\_\_\_

## Child Assessment

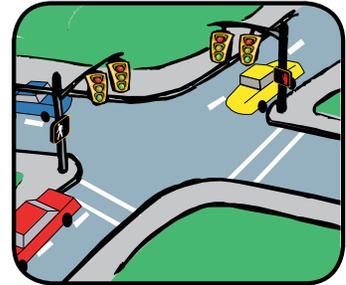
1. Mark the bubble under the picture that shows an "intersection."



A



B



C

2. When walking across an intersection, should you look all directions: left, right, in front, and behind?

Yes

No

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



A



B

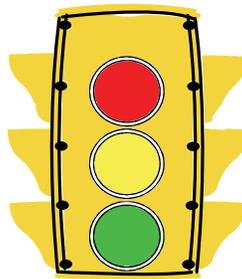


C

4. Mark the bubble under the picture that shows the pedestrian signal that will tell you when it is your turn to walk across the road.



A



B



C

# Instructor's Question and Answer Key



Administer the child assessment worksheet.

## Questions:

1. Mark the bubble under the picture that shows an “intersection.”
2. When walking across an intersection, should you look all directions: left, right, in front, and behind?
3. Mark the bubble under the picture that shows a child being safe when walking across an intersection.
4. Mark the bubble under the picture that shows the pedestrian signal that will tell you when it is your turn to walk across the road.

## Answers:

1. C
2. Yes
3. A
4. C



## School Bus Safety



Time: 25 - 50 minutes

*Studies have demonstrated that skill-building activities are the most effective way to promote student 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 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 school career. These lessons coupled with an effective school transportation safety program that includes bus drivers, parents, and school groups is the best action that can be taken to enhance the safety of a child's ride to and from school and school activities.

### NC State Board of Education Policy

This lesson covers elements required by policy 16 NCAC 6B.0002: Policy governing school bus passengers. This policy requires Local Education Agencies 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>K.PCH.2.1: Recognize the meanings of traffic signs and signals.</p> <p>K.PCH.2.4: Identify appropriate responses to warning signs, sounds, and labels.</p> <p>PE.K.PR.4.1: Use basic strategies and concepts for working cooperatively in group settings.</p> <p>K.C&amp;G.1.1: Exemplify positive relationships through fair play and friendship.</p> <p>K.V.2.3: Create original art that does not rely on copying or tracing.</p> <p>K.CX.1.2: Recognize that art can depict something from the past or present.</p> <p>K.CX.2.2: Identify relationships between art and concepts from other disciplines.</p>	<p>PE.1.PR.4.1: Use basic strategies and concepts for working cooperatively in group settings.</p> <p>1.C&amp;G.1.1: Explain why rules are needed in the home, school and community.</p> <p>1.V.1.2: Create original art that expresses ideas, themes, and events.</p> <p>1.v.3.1: Use a variety of tools safely and appropriately to create art.</p> <p>1.CX.2.2: Identify relationships between art and concepts from other disciplines such as math, science, language arts, social studies, and other arts.</p>
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## Common Core

<p>CCSS.ELA-Literacy.SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>CCSS.ELA-Literacy.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
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## Guidance

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

- Vocabulary Cards
- Danger Zone Diagram
- Chairs, cones, beanbags, yardstick, masking tape, rope, or other material to create a model school bus
- Parent/Caregiver Tip Sheet
- Student Assessment – Worksheet
- Student Assessment – Instructor Question and Answer Key

## Vocabulary

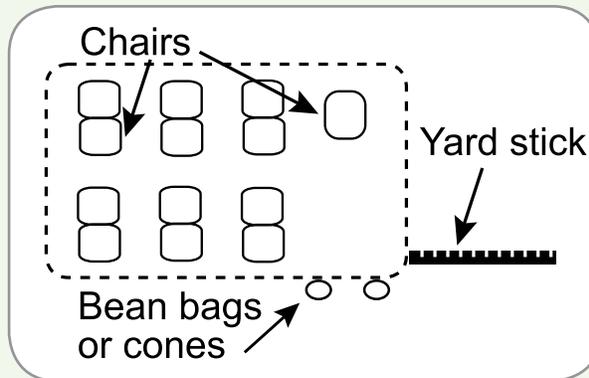
(Cards with picture and definition located at the end of this lesson)

- Passenger
- Crossbar
- Danger Zone
- Exit

## 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.

### Example:



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

## Part 1 – Discussion and Demonstration



► **Time:** 15-20 minutes

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

### Introduction

The instructor will...

- Identify reasons for riding the bus.
- Review how to safely get to the bus stop.
- Explain how to act when riding a bus.
- Explain how buses are used, their benefits, and why they deserve respect and caution.

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

***[Display “Passenger” Vocabulary Card and discuss.]***

*Raise your hand if you have ever ridden a bus.*

*Why did you ride the bus?*

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

*There are many different types of buses, depending on how they are used. There are school buses, city buses, and even buses that take passengers on trips across the country.*

*Buses are wonderful in many ways, but children need to be careful around buses because they are large. Today, we are going to explore school bus safety.*

*Why are buses good for our neighborhood and the earth?*

- *Using buses reduces the amount of traffic around the school, making it safer for walkers and cyclists. It also helps to lower air pollution by reducing the number of vehicles that are on the roads around schools.*

*Raise your hand if you walked to a bus stop today. Let’s review how we get to the bus stop.*

*If there are sidewalks how do you get to the bus stop?*

- *Walk along the sidewalk and be careful of cars at driveways and intersections.*

*If there are no sidewalks in your neighborhood, how should you walk to your bus stop?*

- *On the left side of the street facing traffic. Never walk in the road.*

*Remember, it is always important to walk safely when going to and from the school bus stop.*

***[Instructor does a quick review of Safe Behavior from Lesson 1, below.]***



## 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.

Let's pretend that this is a school bus and a school bus stop.

**[Instructor should use model bus diagram from the preparation portion of the lesson.]**

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

**[Display 'Crossbar' Vocabulary Card and discuss.]**

### 1. Identifying Danger Zones

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

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

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

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

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

**[Instructor shows children the Danger Zone Diagram.]**

The Danger Zone is a place where you could get hurt. 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

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

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

- At the school bus stop.

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

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

- First, I am standing or sitting on the sidewalk, 5 big steps away from the edge of the road.
- Next, I am staying close to the adult in charge, never leaving the adult.
- Finally, I am in control of my body. I am not running or playing.



### 3. Boarding a School Bus

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

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

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

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

### 4. Safe Behavior While Riding a School Bus

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

Once someone steps onto a school bus, they are now called "passengers." Passengers have responsibilities just like walkers. To be a good passenger, it is important to follow these rules:

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

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

#### **[Discussion Question]**

How can we respect other passengers on the bus and the bus driver?

### 5. Exiting a School Bus

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

#### **[Display "Exit" vocabulary card and discuss.]**

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

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



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

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

## 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. Parents 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. Practice safe school bus riding by having children demonstrate skills using the model school bus created in the preparation portion of the lesson and end with the "Safety on the School Bus Song" (10-20 minutes).

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

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

***[Instructor displays "Safety on the School Bus" song and sings the song once for the children; then, the instructor sings while the children follow along.]***

*Great work! Let's practice the motions for being safe on the school bus while we sing our song.*

***[Instructor and children sing the song as they simultaneously board, ride, and exit the model school bus OR, if the model school bus is not large enough to accommodate all children, simulate body motions to demonstrate the steps for being safe on the school bus.]***



**Review (optional)**

- Time: 5 minutes

**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.*

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

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

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

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

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





## Suggestions for a Balanced Curriculum

Grades  
**K-1**  
Lesson 4

School Bus  
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.*

### Literature

The following are appropriate examples of children's literature to use with this lesson in the unit of study:

- ***My School Bus: A Book about School Bus Safety*** by Heather Feldman – A young African-American girl recounts her bus ride to school and demonstrates the safe way to wait for, board, ride and leave the bus. The pictures are engaging and the text is simple.
- ***Axle Annie and the Speed Grump*** by Robin Pulver – Children can read and discuss this fictitious book about school bus safety. What are the things that Rush Hotfoot does wrong while driving? Why does Axle Annie radio the police to give him a ticket? Why is it important to always walk around the crossbar and look both ways before crossing the street?

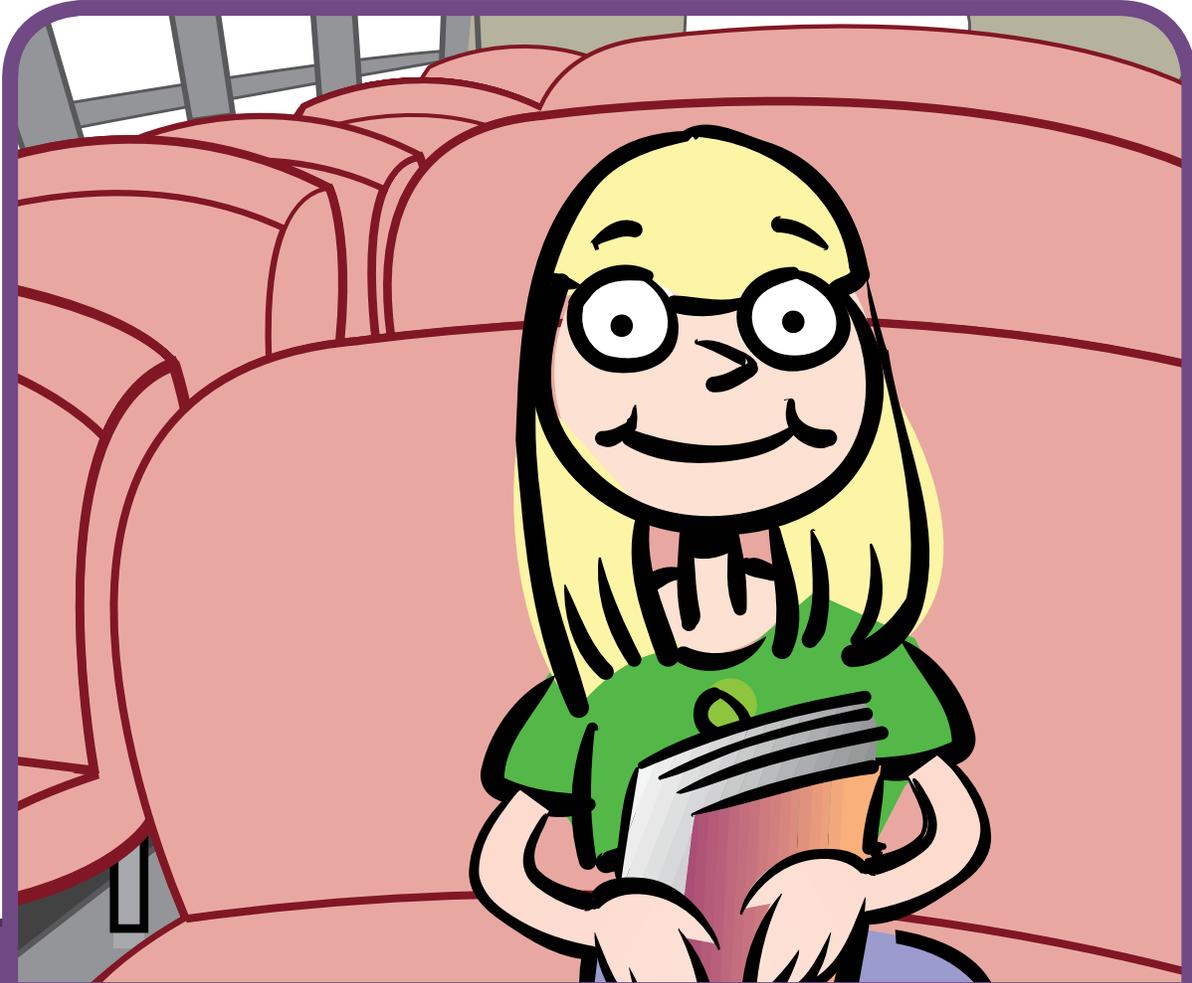
### Arts Education – Visual Arts

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](http://www.ncbussafety.org) to find rules, deadlines, and submission requirements.

**Vocabulary Card**



**Passenger**

**This is a person who rides in a vehicle but does not drive it.**

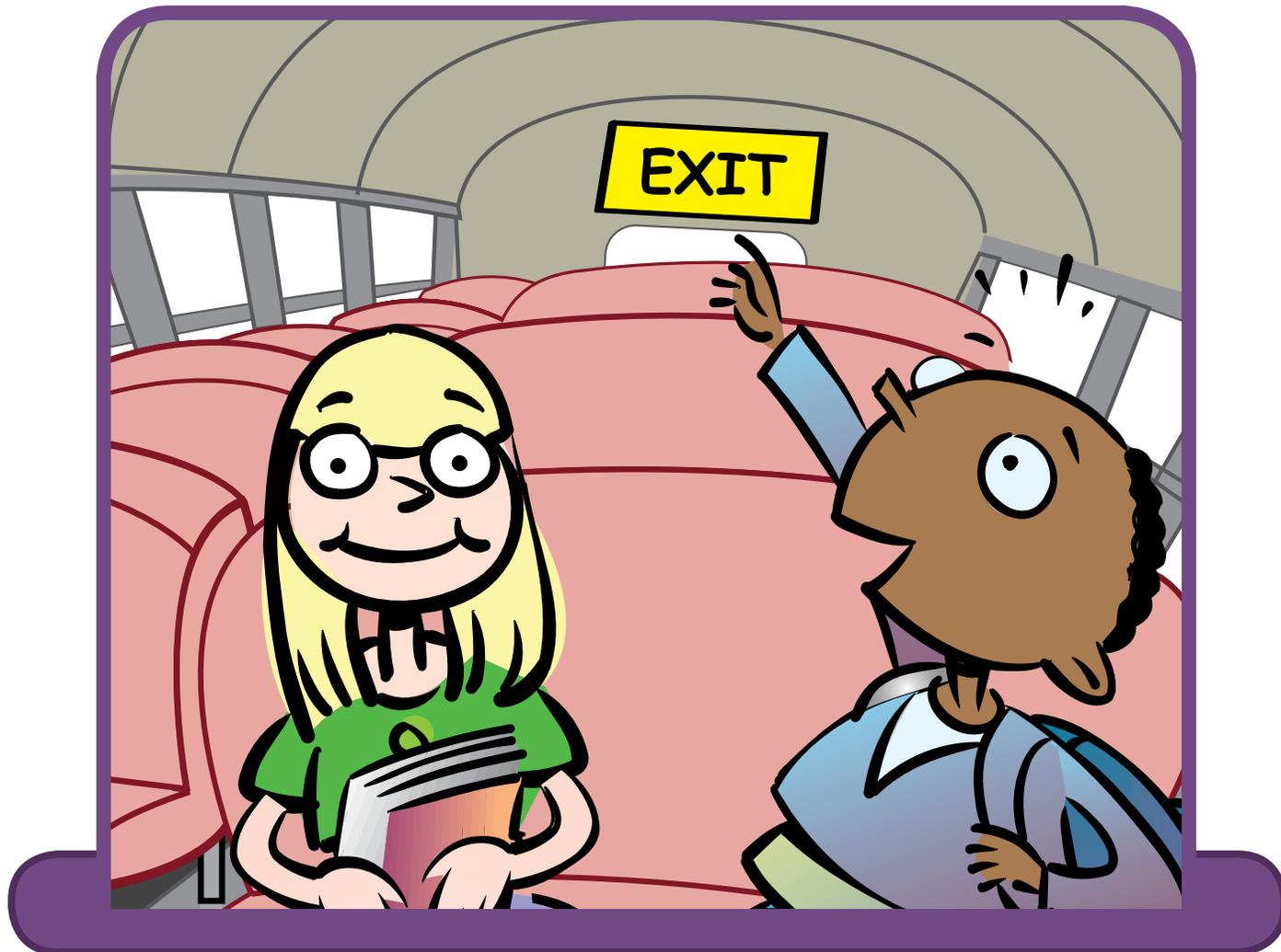
## Vocabulary Card



### Crossbar

This is a metal arm that swings out in front of the bus to keep students where the driver can see them.

**Vocabulary Card**

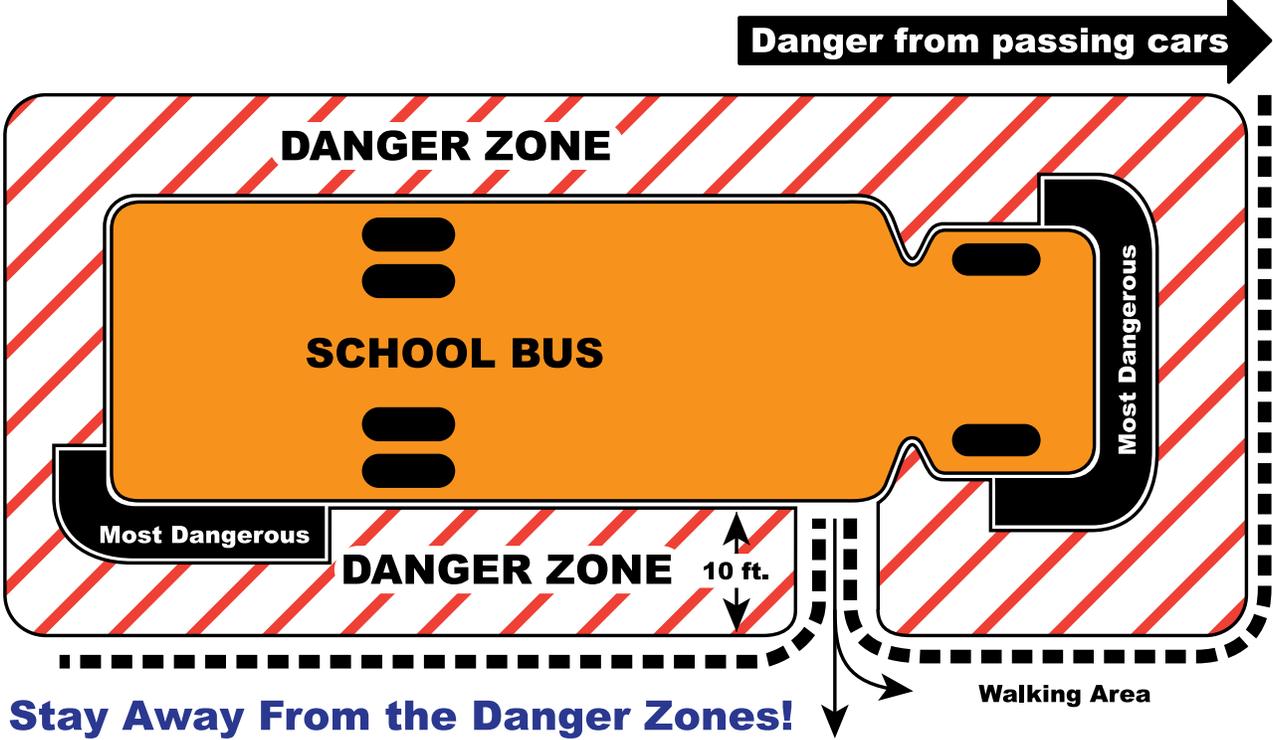


**Exit**

**This is the way out of a building or vehicle.**



# Danger Zone Diagram



# **“Safety on the School Bus” Song**

*Sung to the tune of “Wheels on the Bus”*

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

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

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

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

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

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

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

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

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

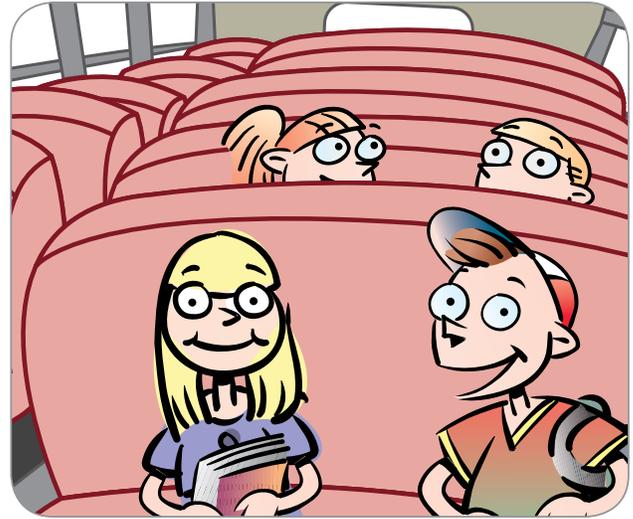


### School Bus Safety

This week in school your child learned ...

How to be safe on and near school buses:

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



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 practice with an adult. As your child grows, revisit these safety concepts often to make sure he or she is still walking, waiting, and riding 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](http://www.ncbussafety.org/schoolbussafety/sbswlaw.html)

### Did you know?

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

#### **Children in kindergarten and first grade have difficulty:**

- Controlling Impulses and concentrating,
- Judging when it is safe to cross the street,
- Staying focused on one task, such as safely crossing the road, and
- Understanding the differences between safe and unsafe crossings.

# PRACTICE AT HOME!

## School Bus Safety

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

Walk with your child to a real neighborhood school bus stop, or a pretend one at home. Demonstrate and explain safe walking skills to your child as you go to the bus stop.

### Ask your child to explain how to safely wait for a school bus.

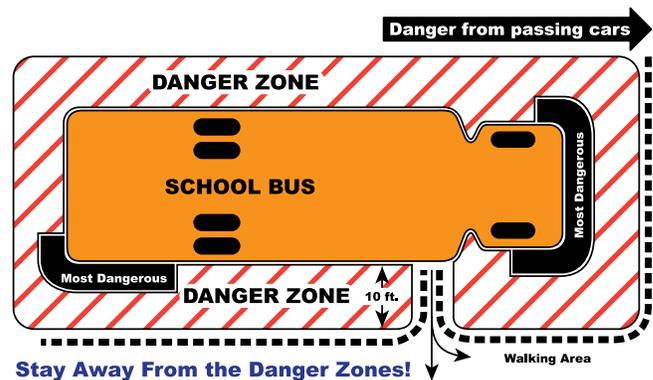
- Stay 5 big steps away from the edge of the road, or on the sidewalk when waiting for the school bus.
- Wait until the school bus driver says it is safe to get on the school bus.

### Ask your child to explain to you what a “danger zone” is.

- The “danger zone” is the area around the school bus where it is difficult for the driver to see. It is the area within 10 feet from the school bus on all sides.

### Ask your child to explain the proper behavior while on a school bus.

- Be respectful of the driver by talking quietly and staying seated.
- Wait until the school bus driver says it is ok to get off the school bus before getting out of their seats.



### Ask your child to explain how to safely get off the school bus.

- Walk to the exit and hold the handrail while exiting the school bus.
- After exiting, walk 5 big steps away from the school bus.

### Ask your child what they should do if they need to get across the street after they get off the school bus.

- If you need to get to the other side of the street when you exit the school bus, take 5 big steps away from the door of the school bus, move around the crossbar where the school bus driver can see you. Keeping your head held high, cross in front of the school bus to the outside edge. Look left, right, and left to make sure no cars are coming.
- Look at the school bus driver for a sign that it is OK to cross. Make sure to make eye contact with the school bus driver, so that you know that you are seen.
- When it is clear, walk to the other side. Walk around the crossbar on the school bus, not over or under it.

### Ask your child what they should do if they drop something while getting on or off the school bus. They should:

- Never run after it or try to pick it up themselves. Ask the bus driver for help.

Repeat the lesson and exercise any chance you get!





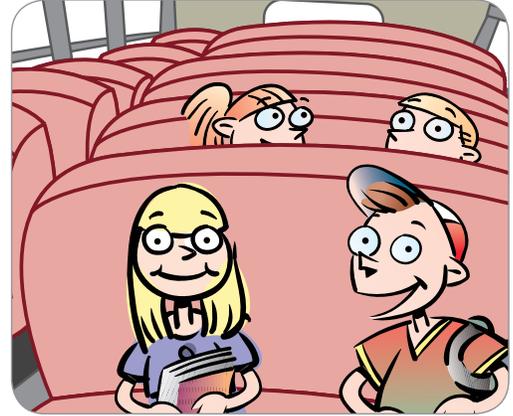
## Consejos para Padres/Cuidador Principal

### El Bus Escolar y la Seguridad

Esta semana en la escuela su hija/hijo aprendió:

Sobre la seguridad dentro y cerca de los buses escolares:

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



La mejor manera para que los niños aprendan a caminar a la parada del bus escolar y esperar allí de forma segura, es practicando con un adulto. A medida que su hija/hijo crezca, repasen a menudo estos conceptos de seguridad para asegurarse que ella/él siga caminando a la parada de bus, esperando 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](http://www.ncbussafety.org/schoolbussafety/sbswlaw.html) (Notése que este enlace está en inglés)

¿Sabía usted que...?

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

**A los niños en kindergarten y el primer grado se les dificulta:**

- controlar sus impulsos y concentrarse,
- juzgar cuándo es seguro cruzar la calle,
- mantener su concentración en una sola cosa, como cruzar la calle sin peligro y
- entender las diferencias entre situaciones seguras e inseguras cuando cruzan las calles.

# ¡PRACTIQUE EN CASA!

## El Bus Escolar y la Seguridad

Los niños entre los 5 y 6 años de edad todavía están aprendiendo lo que significa caminar con precaución. Siempre deben estar con un adulto mientras caminan hacia y desde la parada del bus escolar.

Camine con su hija/hijo a una parada de bus escolar en su barrio, o practique en una simulada. Mientras lo hace, demuéstrelle y explíquele a su hija/hijo la manera segura de caminar hacia la parada del bus escolar.

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

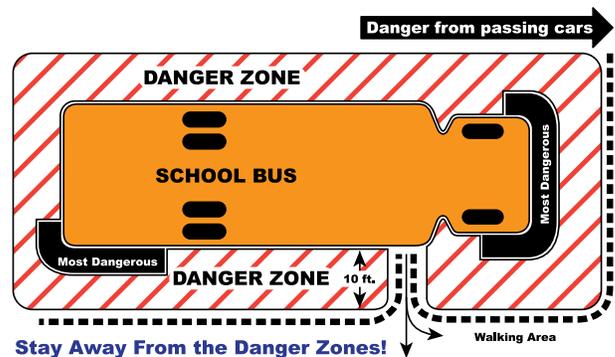
- QUÉDATE a cinco pasos grandes del borde de la calle, o en la acera cuando estés esperando el bus escolar.
- Espera a que el conductor del bus te diga que es seguro subirse al bus.

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

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

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

- Sé respetuoso con el conductor del bus escolar, hablando en voz baja y quedándote en tu asiento.
- Antes de levantarte de tu asiento, espera a que el conductor te diga que puedes bajarte del bus.



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

- Camina hacia la salida y agárrate de la baranda al bajarte del bus.
- Cuando te bajes, camina 5 pasos grandes alejándote del bus escolar.

**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, camina 5 pasos grandes alejándote del bus escolar, pasa delante de la barrita de cruce donde el conductor pueda verte. Con la cabeza en alto, cruza en frente del bus parando cuando llegues al frente del conductor. Mira a la izquierda, a la derecha y a la izquierda otra vez, y asegúrate que no venga ningún coche.
- Mira al conductor del bus para que te dé la indicación de que es seguro cruzar. Asegúrate de mirar al conductor a los ojos, para saber que ella/él te ha visto.
- Cuando no haya coches, cruza al otro lado de la calle. Pasa delante de la barrita de cruce que se extiende de la parte delantera del bus, no por encima ni debajo de esta.

**Pregúntele a su hija/hijo qué debe hacer si se le cae algo mientras se está subiendo o bajando del bus escolar. Ella/él debe hacer lo siguiente:**

- Nunca corras o trates de recoger lo que se te cayó. Pídele al conductor del bus que te ayude.

¡Repita la lección en cada oportunidad que tenga!

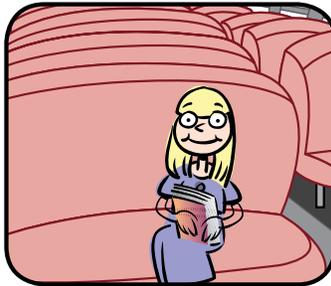


## Child Assessment

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



A



B

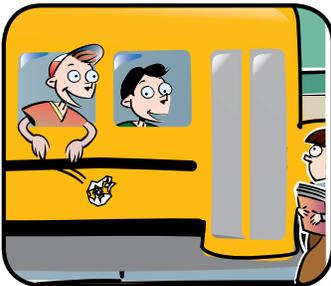


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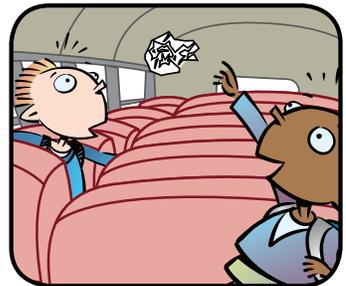
2. Mark the bubble under the picture that shows a children being safe and respectful while riding the school bus.



A

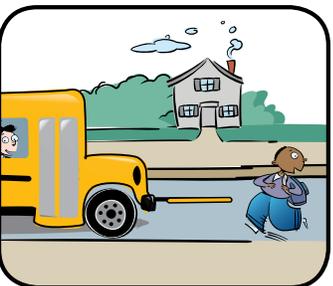


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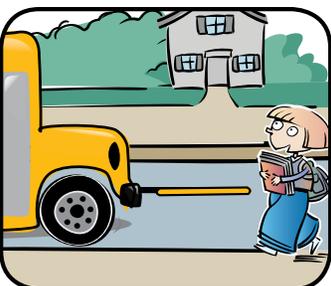


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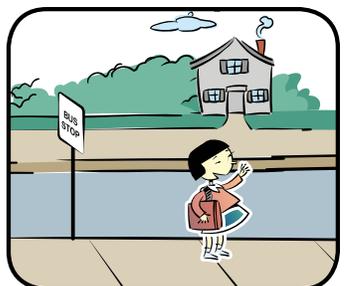
3. Mark the bubble under the picture that shows a child making eye contact with a school bus driver.



A

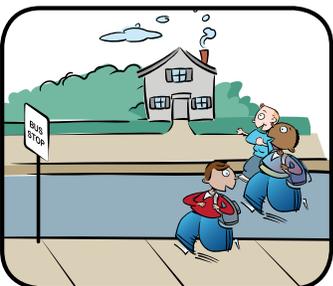


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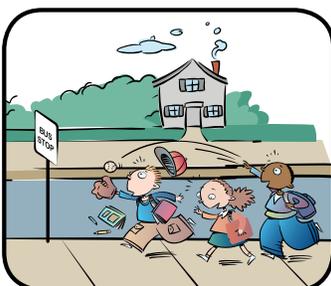


C

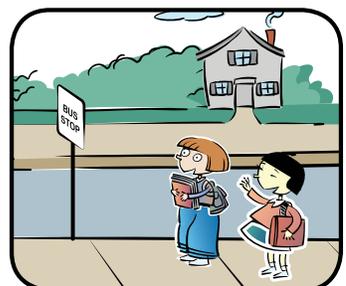
4. Mark the bubble under the picture that shows children waiting safely at the school bus stop.



A



B



C

# Instructor's Question and Answer Key



## Questions:

1. Mark the bubble under the picture that shows a child standing in the school bus danger zone.
2. Mark the bubble under the picture that shows children being safe and respectful while riding the school bus.
3. Mark the bubble under the picture that shows a child making eye contact with a school bus driver.
4. Mark the bubble under the picture that shows children waiting safely at the school bus stop.

## Answers:

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



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

## Essential Standards

PE.K.PR.4.1: Use basic strategies and concepts for working cooperatively in group settings. K.C&G.1.1: Exemplify positive relationships through fair play and friendship. K.ML.1.3: Execute simple rhythms using body, instruments, or voice.	PE.1.PR.4.1: Use basic strategies and concepts for working cooperatively in group settings. 1.C&G.1.1: Explain why rules are needed in the home, school and community. 1.ML.1.3: Execute rhythmic patterns using body, instruments, or voice.
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## Common Core

CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality. CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	CCSS.Math.Content.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
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## Guidance

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

# Parking Lot Safety

## Materials

- Vocabulary Cards
- 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

## Vocabulary

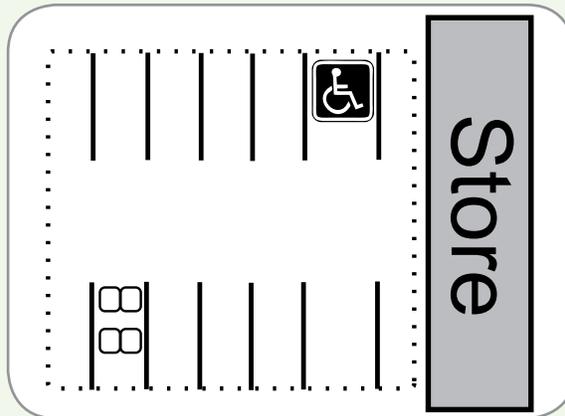
(Cards with picture and definition located at the end of this lesson)

- Back-up lights

## Preparation

You will need to arrange several chairs into groups of four to simulate cars. Use tape, rope, or other materials to simulate the parking spaces between the cars. You can also create a store front using large boxes or rope. Designate one space as a Handicapped space.

### Example:



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

## Part 1 – Discussion and Demonstration



► **Time:** 15-20 minutes

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

### Introduction

The instructor will...

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

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

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

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

*Parking lots can be very busy. We can see many types of vehicles in a parking lot such as buses, motorcycles, bicycles, and cars. Many vehicles will be moving around, and some drivers may not see you or may forget to pay attention to you as you are walking. People your size are often small and cannot be seen behind parked cars. Let's talk more about what you should do to always be safe in a parking lot.*

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

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

#### 1. Exit the Car Carefully

*When the driver of your car has found a safe place to park in a parking lot, you are going to first wait for the driver to say it is OK before you get out of the car.*

*Wait for the driver to help you out of your booster seat or car seat. Do not try to get out of the seat by yourself.*

*If you can, get out of the car on the same side as the driver. You may have to scoot across the seat to get to the same side, but you will be near them at all times. That way you are sure to be safe.*

*Watch as I slide from my seat in the back to the side where the driver exited the car. I will ask the driver if it is safe to get out. When the driver says it is safe, I step out slowly, keeping my body close to the car. I am right next to the driver and safe!*

**[Instructor demonstrates.]**



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

Watch as I show you how to exit the car if you cannot get out on the driver's side.  
**[Instructor demonstrates.]**

## 2. Wait by the Car for the Adult

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

Do not walk away from the car to get to the driver. Wait for the driver, and walk with him or her hand-in-hand.

## 3. Walk Safely

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

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

### Safe Behavior When Walking Near Traffic

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

Because I am near traffic, I will follow these same rules when I am in the parking lot.

Remember, it is very difficult for drivers to see you through their back windows. As you walk, keep looking around the parking lot to see if there are cars backing out of their parking spaces (with white back-up lights on) or coming near you from any direction. If there are, FREEZE and wait with an adult until it is clear. What are back-up lights and what do they tell you?

**[Display "back-up lights" vocabulary card and discuss.]**

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 car, away from the bumper. What is a bumper?

**[Display "bumper" vocabulary card and discuss.]**

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.]**

In this demonstration, I am going from a car to a store. What other examples of parking lots can you think of where you would want to walk safely?

- Library, soccer field lot, school parking lot, etc.



#### 4. Crossing the Lot and Re-Entering a Car

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

*Watch as I demonstrate again.*

**[Instructor demonstrates.]**

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

- 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.*

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

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

**[Instructor demonstrates.]**

## Part 2 - Activities

► **Time:** 10-30 minutes

### Skill-Building Activity Options

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

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

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

### Standby Activity Option

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

- c. Dramatize safe and unsafe scenarios using the model parking lot (5-10 minutes, see sample script).

*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.]**

*Great work! Let's practice all together by playing one of my favorite games, "Simon Says."*



*When I call out a key word, show me what you should be doing if you were in a parking lot.*

1. Allow all children to line up in rows in front of the instructor.
2. The instructor will call out several key words for children to mime:
  - “Park” = sit in place.
  - “Exit” = freeze next to car.
  - “Walk” = look left and right as you walk in place.
  - “Vehicle” = freeze.
  - “Unlock” = open door.
  - “Enter” = sit and buckle seat belt.

### **Review (optional)**

- **Time:** 5 minutes

The instructor will...

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

*Let’s review all that we have learned today.*

*First, we learned how to get out and into a car safely. Remember that it is best to get into and out of a vehicle from the same side as the driver. The driver can help keep you safe this way. If you can’t do that, stay close to the car and don’t move until the driver has come to take your hand.*

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





## Suggestions for a Balanced Curriculum

Grades  
**K-1**  
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.*

### Mathematics

Children can observe the school parking lot from a classroom window or a safe sidewalk/grassy area nearby. The instructor and children can discuss the types of transportation observed (cars, trucks, vans, buses, bicycles, motorcycles, convertibles, etc.).

#### Create a Pictograph

The instructor and children can count the number different types of vehicles in the parking lot and at the bike rack (if there is one). Have children represent this data in the form of a pictograph to demonstrate the vehicles present. Have them include a key. Include a set of questions for the children to answer, using the following as a starting point:

- Which category has the fewest number of vehicles?
- How many more cars are there than trucks?
- How many vehicles are there total?

### Arts Education - Music

Teacher and Children can sing the “Parking Lot” song and demonstrate actions while singing, if appropriate.

#### “Parking Lot” Song

*Sung to the tune of “Three Blind Mice”*

Parking lot, parking lot  
Watch for cars, watch for trucks  
First exit the car and stand beside  
Wait for adults who can help as your guide  
Then take their hand and walk safely inside  
From the parking lot  
From the parking lot.

### Healthful Living

Spend more time talking about people with disabilities and how access affects their ability to be a part of the community. Use the vocabulary cards from this lesson and the Centers for Disease Control and Prevention website to help kids go on a Mobility Quest. <http://www.cdc.gov/ncbddd/kids/mobility.html>

Through this interactive website, kids can steps to answer the questions like:

- “Can a kid in a wheelchair be an athlete?”
- “Can kids with disabilities access and get around my school?”

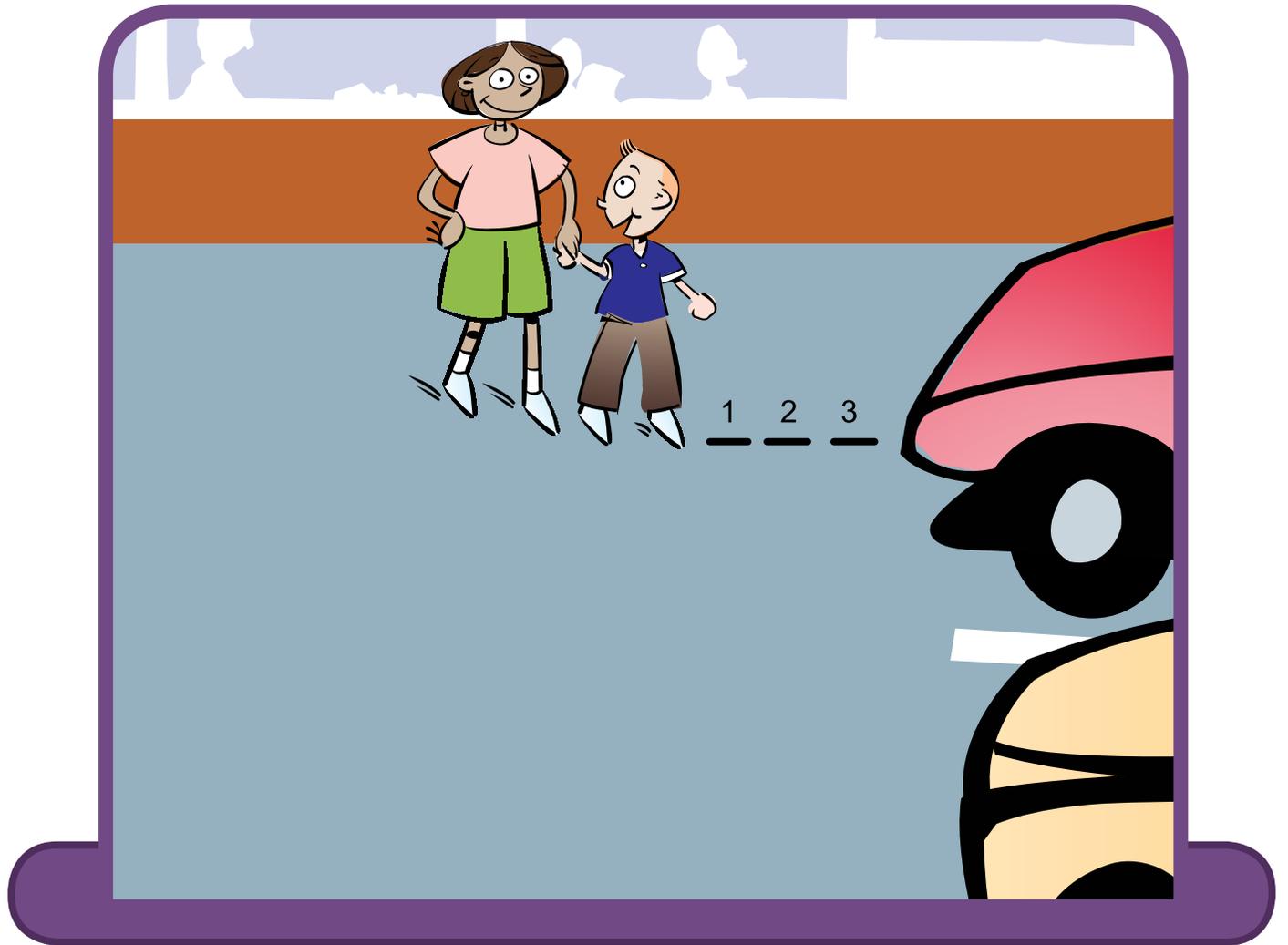
## Vocabulary Card



### **Back-up lights**

**These are the white lights on the back of a vehicle that come on when the vehicle is backing up.**

## Situation Card



**Stay 3 Steps Away from Car Bumpers**



### Parking Lot Safety

This week in school your child learned ...

How to behave safely in parking lots:

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



#### Remember:

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

Looking at the picture, ask your children to walk you through the steps for getting out of a car and into the store safely. Ask them where they should walk in relation to cars and what to do if they drop a toy while walking.

### Did you know?

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

#### Children in kindergarten and first grade:

- Controlling impulses and concentrating,
- Judging when it is safe to cross the street,
- Staying focused on one task, such as safely crossing the road, and
- Understanding the differences between safe and unsafe crossings.

# PRACTICE AT HOME!

## Parking Lot Safety

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

### **Ask your child what a parking lot is before you reach your destination.**

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

### **Ask your child how to safely get out of the car. Do you open the door and jump out?**

- No! Wait for an adult. Adults are taller and easier for drivers to see than children.
- Ask the adult if it is safe to get out of the car.
- When the adult says, “Yes,” take the adult’s hand and get out of the car.
- Get out of the car on the same side as the adult. If a child must exit the opposite side, stay close to the car and wait for an adult.

### **Ask your child how to safely walk around in parking lots.**

- Use the same skills that you learned for crossing streets safely:
- Look left-right-left to check for cars before leaving the parking space.
- When there are no cars coming, walk (don’t run) with the adult.

### **When walking in the parking lot remember to:**

- Keep 3 big steps away from the car bumper.
- When white back-up lights are on, stop before you get behind the car, and wait for the driver to pull out.
- Stay close to the adult at all times.
- Always walk, never run through parking lots.

### **Ask your child what to do if they drop something and it rolls away.**

- Tell the adult, and ask the adult to get it for you.

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

- Get in on the same side as the driver.
- Scoot to your seat inside the car.
- Buckle up.

Repeat the lessons every chance you get!





## 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 en los que los conductores dejan sus coches, camiones o bicicletas cuando no están usándolos.
2. ESPERA a que un adulto te abra la puerta para bajarte.
3. QUÉDATE A 3 PASOS de los parachoques de los coches.
4. PARA si ves la luz blanca de marcha atrás y espera a que el conductor salga.
5. QUÉDATE CERCA del adulto en todo momento. Es más fácil ver a los adultos que a los niños.
6. CAMINA, NO CORRAS cuando andes por los estacionamientos.
7. SÚBETE de nuevo al coche desde el lado del conductor.
8. NO TE MUEVAS si se te cae algo. Pídele a un adulto que te recoja lo que se te cayó.



#### Recuerde:

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

Mirando la imagen, pídale a su hija/hijo que le explique los pasos para bajarse del coche y caminar a la tienda de forma segura. Pregúntele dónde debe caminar con relación a los coches y lo que debe hacer si se le cae un juguete mientras caminan.

¿Sabía usted que...?

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

#### A los niños en kindergarten y el primer grado se les dificulta:

- controlar sus impulsos y concentrarse,
- juzgar cuándo es seguro cruzar la calle,
- mantener su concentración en una sola cosa, como cruzar la calle sin peligro y
- entender las diferencias entre situaciones seguras e inseguras cuando cruzan las calles.

# ¡PRACTIQUE EN CASA!

## La seguridad en los estacionamientos

La mejor manera para que los niños aprendan a caminar con precaución en los estacionamientos es repitiendo comportamientos seguros con un adulto. 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.

### **Pregúntele a su hija/hijo qué es un estacionamiento antes de llegar a su destino.**

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

### **Pregúntele a su hija/hijo cómo bajarse del coche de forma segura. ¿Abres la puerta y sales del coche inmediatamente?**

- ¡No! Espera que venga un adulto. Los adultos son más altos y los conductores los pueden ver con más facilidad que a los niños.
- Pregúntale al adulto si es seguro bajarse del coche.
- Cuando el adulto te diga que sí, toma su mano y bájate del coche.
- Bájate del coche del mismo lado del adulto. Si debes bajarte del lado opuesto, quédate cerca del coche y espera al adulto.

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

- Usa los mismos pasos que aprendiste al cruzar las calles de manera segura.
- Mira a la izquierda, a la derecha y a la izquierda otra vez para verificar que no haya coches antes de alejarte del puesto de estacionamiento.
- Cuando no vengan coches, camina (no corras) con un adulto.

### **Cuando camines en un estacionamiento recuerda seguir estos pasos:**

- Mantén 3 pasos grandes de los parachoques de los coches.
- Cuando veas las luces blancas de marcha atrás de un coche, no pases por detrás del coche y espera a que el conductor salga.
- Quédate cerca del adulto en todo momento.
- Siempre camina, nunca corras en un estacionamiento.

### **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.
- Córrete hacia tu asiento una vez que estés dentro del coche.
- Ponte el cinturón de seguridad.

¡Repita la lección cada oportunidad que tenga!

Un programa de seguridad vial para niños y niñas saludables y activos



# Let's Go Walking



Name \_\_\_\_\_

## Child Assessment

1. When you are in a parking lot, should you always try to exit or enter the car on the same side as the driver?

Yes

No

2. Mark the bubble under the picture that shows a child walking safely in a parking lot.



A

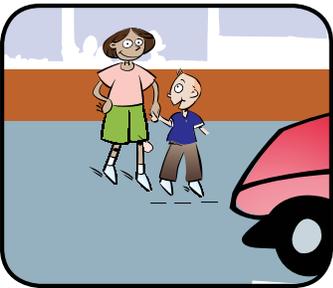


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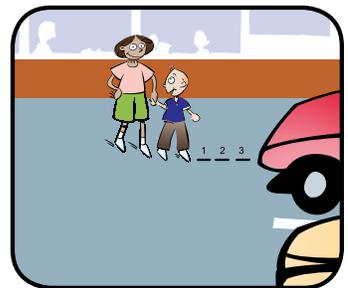
3. Mark the bubble under the picture that shows where a child should walk in a parking lot when a sidewalk is not available.



A

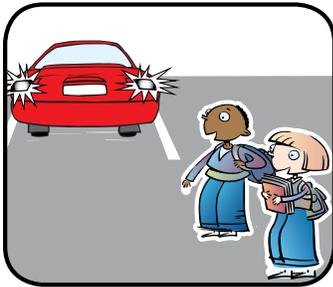


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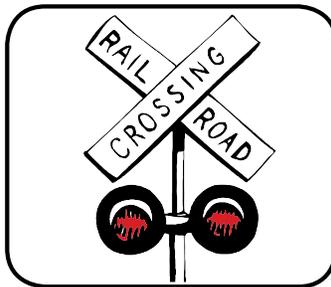


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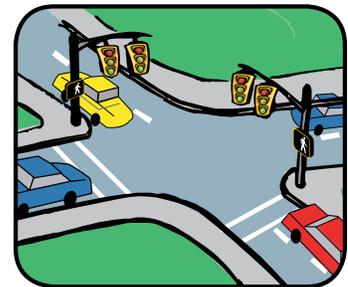
4. Mark the bubble that shows back-up lights that come on when a car is about to move.



A



B



C

# Instructor's Question and Answer Key



## Questions:

1. When you are in a parking lot, should you always try to exit or enter the car on the same side as the driver?
2. Mark the bubble under the picture that shows a child walking safely in a parking lot.
3. Mark the bubble under the picture that shows where a child should walk in a parking lot when a sidewalk is not available.
4. Mark the bubble that shows back-up lights that come on when a car is about to move.

## Answers:

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