



Walking Safely Near Traffic



Time: 25 - 50 minutes

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

Lesson Objectives

The objective of this introductory lesson is to teach children the basic concepts of sharing spaces with cars and other motorized traffic. At this level of maturity, children are working their way toward independent mobility and increasing awareness of their neighborhood and surroundings. These children should also be an example for younger children and siblings.

The children will be able to:

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

Why This Lesson is Important

Walking is an important skill for children to learn as it will help them to maintain a healthy, active lifestyle into adulthood. Being a smart pedestrian is an important step in the evolution of independence and autonomy, especially through developed decision-making skills. These skills are needed for children to arrive safely to school whether on foot, or to access a bus stop. Furthermore, children who learn traffic awareness and safety skills at an early age are likely to apply these skills and concepts to their motorist behaviors in later years. This lesson covers basic objectives to practice when accompanied so a child learns how to walk safely near traffic.

Essential Standards

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

<p>CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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Guidance

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

Grades

4-5

Lesson 1

Walking Safely
Near Traffic

Materials

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

Preparation

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

Part 1 – Discussion and Demonstration

► **Time:** 10-15 minutes

1. Use a Sidewalk
2. Walk on the Left Side
3. Walk Safely
4. Beware of Driveways
5. Dress to be Seen

Introduction

The instructor will...

- Identify locations to which we walk and reasons why we walk.
- Define “pedestrian.”
- Discuss traffic safety rules and unsafe behaviors, and a scenarios displayed in a street scene.
- Discuss how high visibility and reflective materials work and ways in which they help keep pedestrians safe at night.

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

Raise your hand if you remember learning safety rules in previous grades.

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

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



Raise your hand if you have...

- Walked to school, a friend's house,
- Walked to a store, library, park, etc.,
- Walked without an adult,
- Walked with younger siblings, or
- Walked for exercise or for fun – just to go for a walk.

Great! It looks like everyone in this class has been a “pedestrian.” Let’s look more closely at the word pedestrian.

[Instructor writes out word for class to view.]

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

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

- “Ped” means “foot.”

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

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

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

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

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

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

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

Let’s review how pedestrians can be safe near traffic.

1. Use a Sidewalk

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

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

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

- USE IT!

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

- Walk on the side of the street and stay away from traffic



2. Walk on the Left Side

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

- *We always want to walk on the left side of the street facing traffic!*

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

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

3. Walk Safely

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

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

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

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

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

[Instructor records behaviors.]

Safe Behavior When Walking Near Traffic:

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

4. Beware of Driveways

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

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

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

- *Stop before you get to the driveway.*
- *Check cars that may be parked in the driveway. If there is a person inside or the white back-up lights are on, don't move! Stop and wait until you know the car is not moving.*
- *Look left, right, and left again to make sure cars aren't entering or exiting the driveway.*

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

5. Dress to Be Seen

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

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

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

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

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

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

Part 2 - Activities

- **Time:** 10-30 minutes

Skill-Building Activity Options

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

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

Standby Activity Option

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

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

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

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

[Instructor places children in groups of 2-3, depending on the size of class]

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



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

Examples of Scenes:

- *Several children are walking down the street. They are pushing and shoving each other back and forth into the road.*
- *A child is walking down the street ahead of his/her older siblings. He/she is not paying attention to the siblings calling out behind because he/she is wearing headphones and listening to music.*
- *Several children are walking down a sidewalk. They approach a driveway. All children stop before they get into the driveway, look for cars, and look left-right-left for traffic.*
- *A child is walking down the street on the side where there is no sidewalk, very close to the roadway, with traffic. Other kids are walking on the side that has a sidewalk.*
- *Several children are waiting at a bus stop. One child is running toward the bus as it is pulling up to the stop.*
- *A child is looking down at a cell phone while walking down the sidewalk. A bicyclist approaches quickly without warning.*

Review (optional)

► **Time:** 5 minutes

The instructor will...

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

Let's review all that we have learned today.

Why do people walk? What are some of the advantages of walking versus riding in an automobile? What does the word pedestrian mean?

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

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



Suggestions for a Balanced Curriculum

Grades
4-5

Lesson 1

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

English Language Arts

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

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

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

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

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

Social Studies/Mathematics

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

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

North Carolina State Transportation Statistics – Passenger Travel

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

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

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

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

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



1

Walk Safely Scenario Card



The children are running ahead of adults.

2

Walk Safely Scenario Card



The children are playing near traffic.

3

Walk Safely Scenario Card



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

4

Walk Safely Scenario Card



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



Walking Safely Near Traffic

This week in school your child learned ...

How to walk safely near traffic:

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



Remember:

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

Did you know?

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

Children in fourth and fifth grade:

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

PRACTICE AT HOME!

Walking Safely Near Traffic

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

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

Ask your child to explain the term reviewed in class: Pedestrian.

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

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

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

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

Ask what a pedestrian should do if there isn't a sidewalk?

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

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

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

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

Repeat the lessons every chance you get!





Consejos para Padres/Cuidador Principal

Caminar de forma segura cerca del tráfico

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

Cómo caminar de forma segura cerca del tráfico:

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



Recuerde:

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

¿Sabía usted que...?

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

Los niños en cuarto y quinto grado:

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

¡PRACTIQUE EN CASA!

Caminar de forma segura cerca del tráfico

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

Camine por el barrio con sus hijos, sobre todo a destinos que a ellos les gusten como un parque, la escuela o la casa de un amigo. Encuentre una ruta que tenga aceras y otra ruta que no las tenga. Donde no haya aceras, camine del lado izquierdo de la calle, de cara al tráfico. Si está oscuro afuera, pídale a su hijo que se ponga ropa de colores brillantes o con materiales reflejantes.

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

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

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

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

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

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

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

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

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

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

¡Repita las lecciones en cada oportunidad que tenga!





Name _____

Child Assessment

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

A physically fit

B a pedestrian

C an exerciser

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

A The middle

B Facing away from oncoming traffic

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

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

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

A Reflective

B Light

C Pedestrian

Instructor's Question and Answer Key



Administer the child assessment worksheet.

Questions:

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

Answers:

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