



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&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&G.1.1: Explain why rules are needed in the home, school and community.</p>
--	---

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>
---	---

Guidance

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

Walking Safely Near Traffic



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.

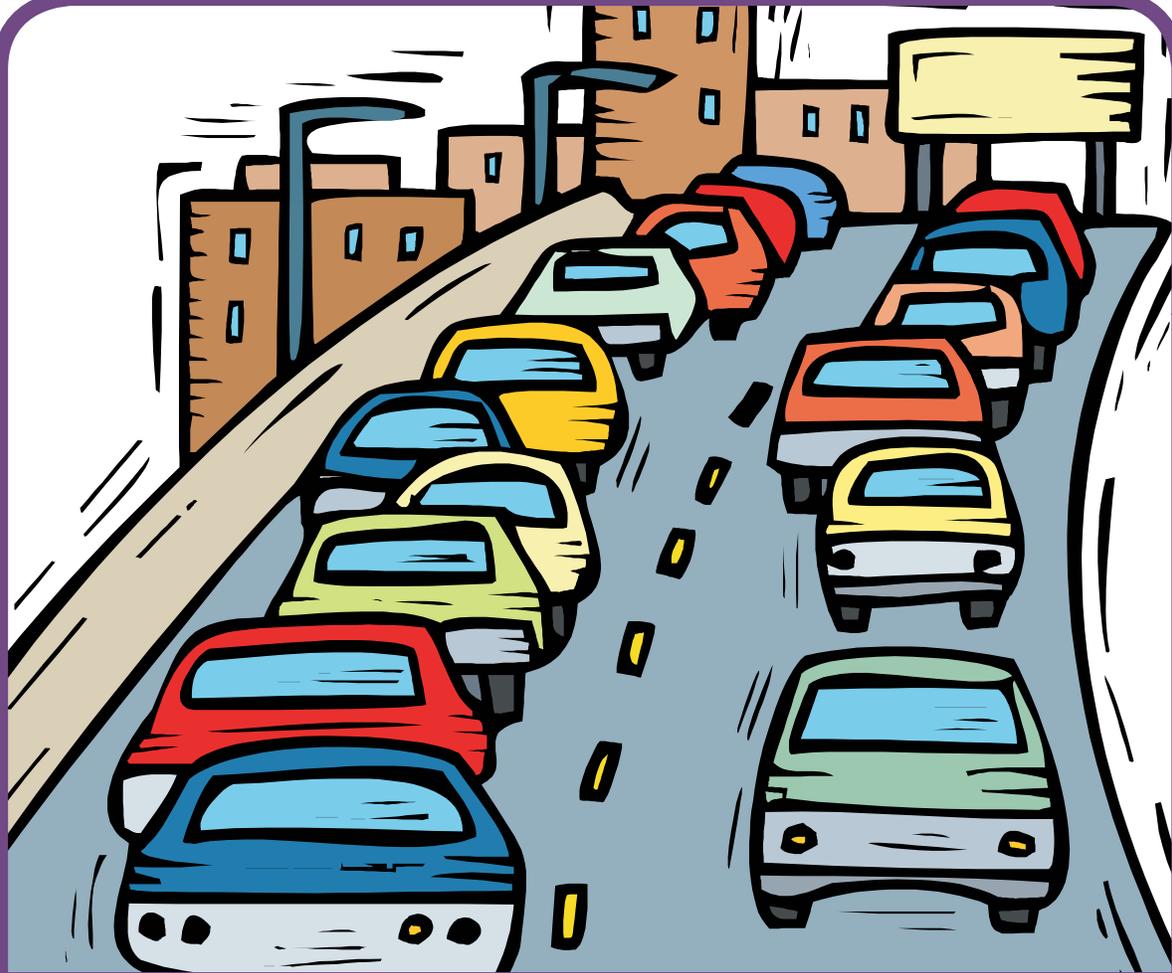
Vocabulary Card



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

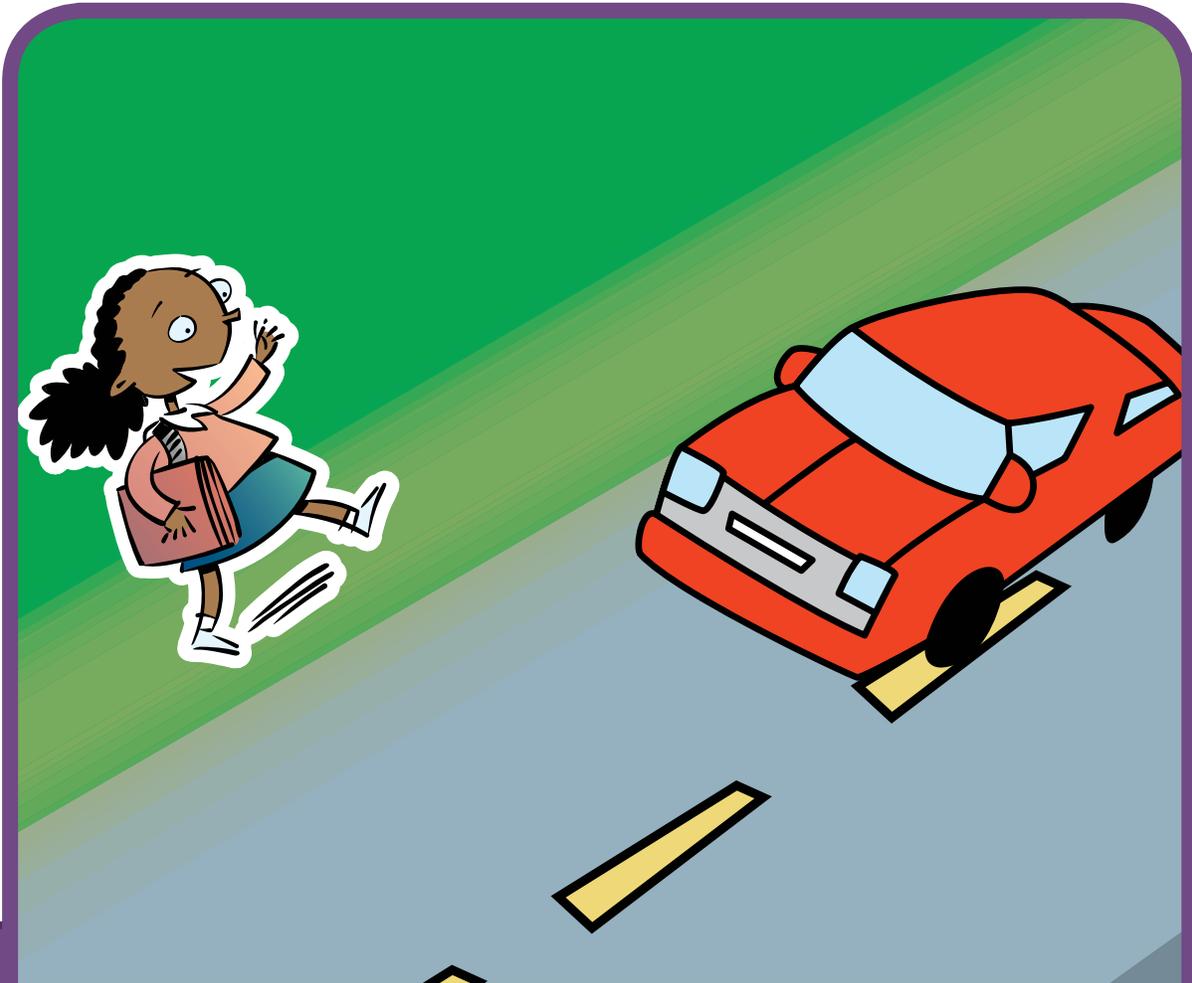
These are shiny and become brighter when light hits them. You should put reflective materials on your clothing, so drivers can see you when it is dark outside

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.

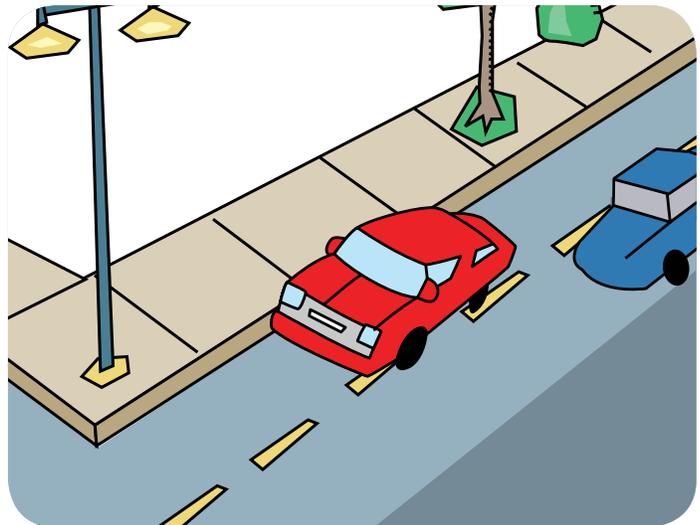
- What is a walker? They are people who walk.
- What is traffic? This includes any cars, buses or trucks moving in the road.

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.

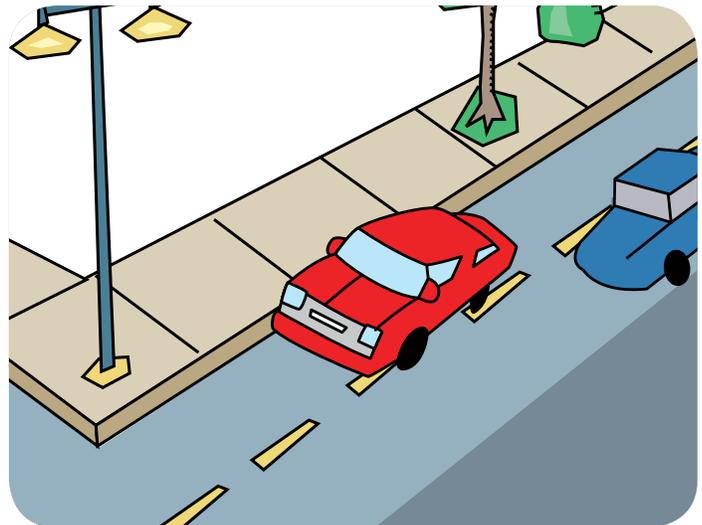
- ¿Qué es un peatón? Es una persona que camina.
- ¿Qué es el tráfico? Es el conjunto de todos los coches, autobuses o camiones que se mueven en la calle.

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!

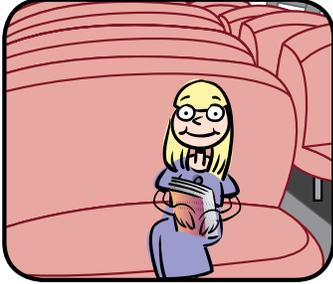
Let's Go Walking



Name _____

Child Assessment

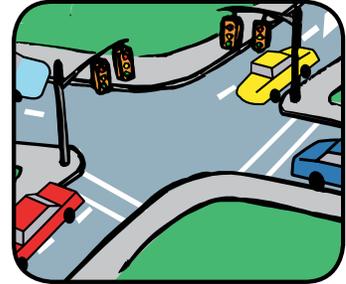
1. Mark the bubble under the picture that shows a "walker."



A



B



C

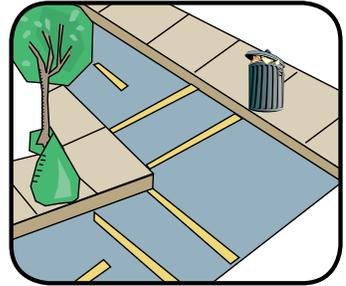
2. Mark the bubble under the picture that shows "traffic."



A



B

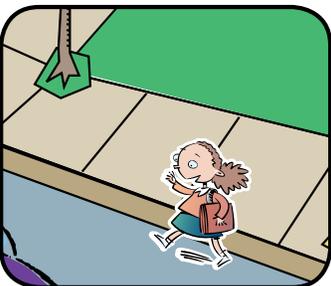


C

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



A



B

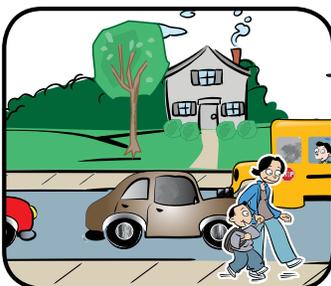


C

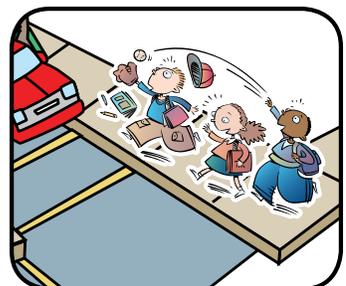
4. Mark the bubble under the picture that best shows a child being safe when walking near traffic.



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