



Sonoma County Bicycle Coalition Safe Routes to School Steps to Safety – Pedestrian Safety for 2nd/3rd Grade

Introduction:

Children first become active members of the transportation system as pedestrians, having learned how to interact with others on the road well before they venture out on their own.

This lesson is geared towards students in the 2nd or 3rd grade and addresses the need for introductory and progressive reinforcement of pedestrian safety knowledge and skills.

The need for pedestrian safety has always been apparent.

- Unintentional injuries are the number one health risk facing school aged children:
- Nearly one-third of the five to nine year old children killed by motor vehicles are pedestrians.” (NHTSA, 2006)
- Children fifteen years of age and under represent 20% of the total injuries: “It is important to recognize that these injuries and deaths are preventable if children and families adopt traffic safety behaviors.” (Family Adventures in Safe Transportation, 2002)
- Education is an ongoing project. The more we can integrate safe pedestrian behavior into learning, both at school and at home, the better and safer the commute to school and travel throughout the community will become.

Purpose:

The intent of the following lesson is to give students the knowledge to identify safe and unsafe places to walk. Students will also be able to demonstrate skills and knowledge of a safe pedestrian.

Learning Objectives:

By the end of the Steps to Safety AND Neighborhood Safety Walk Lesson, students will be able to:

1. Define “pedestrian” and the various components of the roadway.
2. Understand and demonstrate the steps necessary to cross the road safely.
3. Use senses to observe potential dangers to pedestrians on the roadway.
4. Know the meaning of pedestrian signals and what to do when they change.
5. Determine the locations of the safer places to cross the street.
6. Demonstrate safe choices and behaviors when walking on a sidewalk in a group.
7. Practice safe pedestrian behaviors and skills both in a controlled setting and in the neighborhood.

Overview

Lesson	Activity	Summary	Time (min)
1	Introduction	Define pedestrian, road, intersection, crosswalk, corner,	5

		and sidewalk. Identify safe places for a pedestrian and why it's good to be a pedestrian	
1	Pedestrian Safety Toolbox	Identify which body parts to use to cross the road safely. Ask why each part is needed to be a safe pedestrian.	10
1	Pedestrian Safety Rhyme	List the steps required to cross the street safely	5
1	Demonstration	Demonstrate how to cross the street safely. Introduce and explain pedestrian signals	10
1	Practice	Students practice crossing on the simulated roadway	13
1	Closing	Review Lesson 1 and reminder about neighborhood walk during lesson 2	2

Materials

- Pedestrian Signal signs - 1 set of 4
- Poster of roadway (optional, you create)
- Masking Tape (optional)

Presentation

Preparation:

- Set up a mock roadway/intersection, as well as where you will move the children. A 4-way or L-shaped intersection (depending on space & time constraints) is suggested.
- Draw your "roadway" on the board or *create a poster of a roadway in advance that you can show the kids.*

Presentation: 45 minutes

This lesson is divided into five sections. The "*italics and quoted*" portions are word for word recommendations for the presentation and the *italics* portions are specific actions recommended. This format is specifically designed for a new presenter/teacher/instructor.

Section 1: Introduction to Pedestrian Safety

5 minutes

Discussion: What are the parts of the roadway?

On the board, draw a roadway showing an intersection, sidewalk and crosswalk. Point to each part of the roadway and have students identify and define the following. Give hints until they get the correct definition.

Roadway: An area used by traffic (cars, people, bikes) to get from one place to another

Intersection: Where 2 roads come together. Point out that a driveway is also an intersection (note: intersection is a big word for 2nd graders. Try using the hink "rhymes with shmintersection")

Sidewalk: A paved area for pedestrians beside the street

Crosswalk (also called a marked crosswalk): a striped area used by pedestrians in order to cross the street

Corner (used to identify an unmarked crosswalk): The area of the sidewalk just before it dead-ends into an intersection (at an unmarked crosswalk)

Driveway/alleyway: Where cars can enter the street from a home or business

Discussion: What is a Pedestrian and why be a pedestrian?

"Raise your hand if you can tell me what a pedestrian is."

Answer: A person who is walking.

“A safe pedestrian is someone who uses the places we just talked about: Sidewalks, Crosswalks, and Corners. That’s what we are here to talk about today. Let me ask you a few questions. If I am walking on a sidewalk, am I a pedestrian? Show me a thumbs up if you think I am a pedestrian.”

Students should show thumbs up.

“If I am riding in the back seat of a car, am I a pedestrian?”

Students should show thumbs down.

“If I am riding in a car and we pull in to a parking lot and park the car, then we get out a walk to the zoo, am I a pedestrian then?”

Students should show thumbs up.

“Raise your hand if you have been a pedestrian today.”

All students should raise their hands.

Now who can tell me why it is good to walk places?

Answer: It is good for you (exercise), it is good for the environment (no air pollution), it is good for your neighborhood (less traffic), it is fun

Section 2: Pedestrian Safety Toolbox

10 minutes

“When we are walking, we are all pedestrians. When we are pedestrians we need special tools to help us cross the street safely.”

Discussion: Pedestrian safety toolbox: how our eyes, ears, brain, and feet help us as safe pedestrians.

“I have a toolbox here full of all these tools. How many of you brought your pedestrian safety toolbox to school with you today? Guess what! We all brought it! It’s time to get out your toolboxes.”

Pretend to put a square toolbox in front of you (or bring a toolbox prop if you’d like). “The first thing that goes into our toolbox is our eyes. So everyone pretend to pop out your eyes and put them into your toolbox.” Pretend to pull out your eyes and put them in the toolbox.

“Who can raise your hand and tell me why we need our eyes to be safe pedestrians?”

Answer: So we can see.

“What are we looking for?”

Answer: Cars, buses, trains, other pedestrians, trucks, bikes, crosswalks, corners, sidewalks, eye contact.

“Eye contact is when you can see someone’s eyes and they are looking at you. You will know for certain that a driver sees you if you make eye contact with him/her. Everyone make eye contact with me right now.” Make eye contact with every student.

“Those are all the things that we are looking for with our eyes. Another tool that goes into our pedestrian safety tool box is our ears.”

Pretend to pull off your ears and put them into the toolbox.

“Why did we put our ears in the toolbox?”

Answer: To hear.

“What are we listening for?”

Answer: Cars, trucks, other pedestrians, trains, sirens, bike bells, etc.

“Another tool that goes into our pedestrian safety tool box is our brain. So everyone unzip your head and take out your big, smart brain and put it into your toolbox.” Pretend to unzip your head and take out your brain and put in into the toolbox. “Why did we put our brains into our toolbox?”

Answer: So we can think.

“What are we thinking about?”

Answer: How to make safe choices.

“The last tool that goes into our toolbox is our feet. So take off your feet and put

them into the toolbox.” Pretend to take off your feet and put them into the toolbox.

“Why do we need our feet in our pedestrian safety toolbox?”

Answer: To walk.

“If I am in a wheelchair or on crutches, can I still be a pedestrian?”

Answer: Yes.

“A person in a wheelchair is still a pedestrian because they use sidewalks, crosswalks, and corners and follow the same rules that pedestrians follow.”

Tip: Sound effects are fun and an effective way to keep students involved. Try different sounds as you pretend to pop out your eyes, etc. and place them in the toolbox.

Section 3: Pedestrian Safety Rhyme

5 minutes

“Now that we have our eyes, ears, brain and feet in our pedestrian safety toolbox, I am going to teach you a rhyme to help you remember how to use those tools.”

Discussion: How to cross the street safely. The steps to crossing the street safely are learned through a pedestrian safety rhyme.

Tip: Students love the rhyme. Try letting them say it softly, then loudly, then slowly, then quickly, etc. This helps them remain engaged as they memorize the rhyme.

Stop every time at the edge of the street;

Use your head before your feet;

Make sure you hear every sound;

Look left, look right, look all around.

“Everyone stand up and put your hands in the air, now on the ground, now in the air again. Shake out your arms. Now we are ready.” “Listen to each line of the poem when I say it and look at the hand motions. Repeat the lines and the motions after me.” Do each hand motion as you say the each line.

“Stop every time at the edge of the street.”

Hold your hand up to signal stop.

Students repeat.

“Use your head before your feet.”

Point to your head and feet.

Students repeat.

“Make sure you hear every sound.”

Cup your hands behind your ears and turn from side to side.

Students repeat.

“Look left, look right, look all around.”

Cup your hands above your eyes and turn your head slowly left to right,

right to left, and look over your shoulders.

Students repeat.

Recite the whole rhyme with the motions, and then have the kids repeat the whole rhyme. Recite the rhyme all together. Repeat until the kids can recite the whole rhyme.

“Let’s talk about each line. We stop every time at the edge of the street, so we have time to use everything in our toolbox. We use our head before our feet to make safe decisions before we step

into the street. We make sure we hear every sound, so we won't miss a thing. And we look left, right, and all around. Does that mean to look up in the sky?"

Answer: No.

"Does that mean look down on the ground?"

Answer: No.

"That's right because there are no cars coming from under the ground or in the sky. Cars are using the roads. So I am going to look at all the roadways."

Section 4: Safe Crossing Demonstration

"Now that we know the rhyme and have our tools for HOW we are going to cross the street, we are going to talk about WHERE we should cross the street." In order to do that, we need to create a mock roadway & intersection in our classroom, and I am going to need your help in rearranging the desks. (re-arrange desks to create mock intersection, ideally, have students stay seated around the mock intersection, but if necessary, they can stand)

Demonstration: Walking safely on a sidewalk* and walking 3 feet from the roadway.

Tell students to imagine that our roadway has a sidewalk on either side of the street. Walk along the side of the roadway on the pretend sidewalk. "When you walk on the sidewalk, walk a safe distance from the curb, about 3 feet away. We will practice this on our walk next week."

* Optional: If there are no sidewalks in the neighborhood around that particular school, demonstrate where to walk if there is no sidewalk: three feet from the street, facing the oncoming traffic. (Use the street as a demo)

Demonstration: Crossing the street at a crosswalk with pedestrian signals, following all the steps learned in Section 3 and obeying the pedestrian signals.

"The safest place to cross the street is at a crosswalk where there is a pedestrian signal. Raise your hand if you have ever seen a pedestrian signal that looks like this."

Show the Walking Pedestrian Signal sign with the walking man.

"What does this sign mean?"

Answer: Walk.

Hold up the other Walk sign.

Answer: Walk.

Hold up the Don't Walk sign.

Answer: Don't walk.

Hold up the red hand sign.

Answer: Stop, don't walk.

"What does it mean when this sign is blinking?"

Flash the front then back of the sign repeatedly.

Answer; It is about to be unsafe. If the signal starts to flash while you are crossing, walk to the other side. If the signal starts flashing while you are on the curb DO NOT start crossing.

"Sometimes when I ask this question, people say, "that means run!" Who can tell me why it is unsafe to run across the street?"

Answer: Because you might trip and fall.

"Is the street a safe place to fall and hurt yourself?"

Answer: No.

"Why?"

Answer: Because cars drive there.

"If a pedestrian and a car collide, who gets hurt?"

Answer: The pedestrian.

“That’s right. The pedestrian gets hurt every single time.”

“Raise your hand if you have seen a pedestrian signal that counts down as the red hand flashes.”

Students raise hands.

“What does that signal mean?”

Answer: The countdown is telling you how much time you have before it is unsafe.

“Now that we know when it is safe to cross using a pedestrian signal, I will demonstrate how to cross safely. Walk to the crosswalk on the pretend roadway. Repeat the rhyme. Visually doing everything the rhyme says. Stop at the curb. Look to the left. Look to the right. Look behind you. Listen for cars coming. When you do not see or hear any cars, cross the street. Keep looking left and right for cars the whole time you are crossing.

“Why do I continue to look left and right as I cross the street?”

Answer: To look for cars.

“Drivers are supposed to stop for pedestrians in a crosswalk. It is the law. Do drivers always follow the law? Raise your hand if you have seen a driver break the law.”

Students raise their hands.

“Always watch for drivers that may not be looking at you. Try and make eye contact with every driver.”

“What happens if you are crossing a big four lane road and the car in the lane closest to you stops.

Does that mean all the cars in the other lanes are going to stop?

Answer: No, you need to make sure cars in ALL the lanes are stopped before you cross.

Demonstration: Crossing at a corner (unmarked crosswalk) using all the steps learned in Section 3.

“Raise your hand if there isn’t a crosswalk with pedestrian signals on your street.”

Students raise their hands.

“I don’t have one either. If there is not a crosswalk with pedestrian signals near by, the next safest place to cross is at a crosswalk without pedestrian signals.” Point to the crosswalk.

“Raise your hand if you live on a street without a crosswalk.”

Students raise their hands.

“I don’t have one either. If there is not a crosswalk on your street, the next safest place to cross is at the corner.”

Walk to the corner on the plastic roadway. Repeat the rhyme. Visually doing everything the rhyme says. Stop at the curb. Look to the left. Look to the right. Look behind you. Listen for cars coming. When you do not see or hear any cars, cross the road. Keep looking left and right the whole time you are crossing.

Optional Demonstration: Crossing between parked cars using the “Lean and Peek” method. Students learn to look all around then move into the street so they can see around the parked vehicle, and then cross when it is safe.

“Raise your hand if sometimes there are cars parked on your street or if you have seen parked cars near crosswalks and corners.”

Students raise their hands.

“Me too. If you are trying to cross the street and there are parked cars blocking your view, here are the steps you can follow to cross safely. I need 2 volunteers.”

Pick 2 students. Have them pretend to be cars parked on either side of the crosswalk or corner.

“Stop at the curb. Look to see if anyone is in the cars.” Look at each of the volunteer students.

“There is no one in these cars. If there is no one in the car, is it going to move?”

Answer: No.

“What are some other things to look and listen for to see if a car is going to move?”

Answer: Brake lights, engine sounds, a person in the car, etc.

“So now that we have decided that there are no people in these cars and the cars aren’t going to move, I can lean out into the street to peek around them. Before I step into the street, I look left and right and all around for moving cars. Then I slowly walk into the street to lean and peek around the cars. Look to the left. Look to the right. Look to the left again. Listen for cars. I cross when I do not see or hear any cars.” Demonstrate as you speak.

Optional Demonstration: Crossing driveways and alleyways using the steps from Section 3, taking into account that cars may be entering or exiting the driveway and a vehicle may be parked in the driveway and not going to move.

“When crossing driveways and alleyways be extra careful because drivers do not always look behind them before pulling out. When I cross a driveway I always look in the driveway to see if a car is backing out, and I look to the street to see if anyone is pulling in.” Demonstrate crossing the driveway as you speak.

“When I see a car in a driveway, how will I know if the car might back out?”

Answer: Lights, exhaust, if there is a person in the car, if you can hear the motor.

Section 5: Safe Crossing Practice

13 minutes (or more if you have the time)

If you have a toy car or bike prop to use that is great. If a student has a Razor these also work well. A wheeled chair, paper plate steering wheel or making car sounds with your lips also works. Adding props makes it more fun and playful but do not let the class get too silly or loud

“Now we will use everything that we have learned today to practice crossing on my roadway!”

Discussion and practice: Students crossing safely. Students practice crossing the roadway safely using the following scenarios and discuss examples of safe and unsafe crossing.

“Raise your hand if you can be a very serious volunteer.”

Pick one student to be a pretend car. Have the student “drive” slowly on the roadway making the left turn onto the side street and then a right back onto the main street and making u-turns at the end of both streets. The “car” will keep driving in this circle during the following scenarios.

“Now you will have the opportunity to show your classmates how to cross safely. We will practice crossing in pairs. It is safer to cross with a buddy because two people are more visible than one person. It is even safer when you cross with a parent, teacher or trusted adult. Adults can help us make safe decisions, and they are more visible to drivers because they are taller than kids.”

Use the following scenarios for students to practice. Have students practice in pairs and the remaining students critique the demonstrators using thumbs up for a safe crossing and thumbs to the side if their decisions could have been safer.

Practice Scenario #1: Crossing at a Crosswalk (marked crosswalk)

With the rest of the class seated, pick 2 students to practice crossing at the crosswalk together. Have remaining students watch carefully as they cross. Stand on the other side of the crosswalk holding the pedestrian signal signs. Pick a pedestrian signal (walk, don’t walk, or flashing don’t walk). Make sure to signal the “car” when it is time for him/her to stop and wait for the pedestrians. When

the 2 students are finished crossing, ask the rest of the class to put their thumbs up if the 2 students made really safe decisions and put thumbs to the side if their decisions could have been safer. Discuss their critiques. Repeat as time permits.

Practice Scenario #2: Crossing at a Corner (unmarked crosswalk)

Have another pair of students cross at the corner where there is no crosswalk. Have remaining students critique. Discuss. Repeat as time permits.

**What to do when a car stops for a pedestrian.*

“If you are waiting to cross the street and a car stops for you, it is very important to make eye contact with the person who is driving the car before you cross. They might have stopped for some other reason (waving at someone else, fixing their hair, talking on a cell phone) and not even see you. If a car stops for you and gives you a wave to tell you to cross, can you cross without looking both ways?”

Answer: No. You must look for cars coming the other direction or pulling around the stopped car, or cars coming down another lane if it is a four lane road. You need to make sure that it is safe before you cross.

“If the driver gives you a wave and you do not feel safe, how can you communicate with the driver that you are not yet ready to cross?”

Answer: Wave the driver on and take a step back.

“If you are crossing with a partner, what would happen if you decided not to cross and gave the driver a little wave, while your partner decided it was safe to cross and started crossing?”

Answer: Your walking partner could be hit by the car.

“It is very important to communicate with your partner BEFORE you cross the street so this does not happen.”

Practice Scenario #3: Crossing between Parked Cars

Pick two students to become “parked cars” and one student to keep “driving” on the road. Have another pair of students cross safely between the parked cars. Have remaining students critique. Discuss. Repeat as time permits.

Section 6: Closing

2 minutes

“Our next lesson will be a neighborhood safety walk. I will leave you with a challenge. I challenge you to teach your family all about your pedestrian safety toolbox and the rhyme. Then take your family on a walk. Show them how to be safe pedestrians. The information we learned today can save peoples’ lives. Let’s say the rhyme one more time before class is over.”

Lead the class in the rhyme doing all the motions.

Other practice scenarios (in case you have extra time or the neighborhood safety walk gets rained out):

Scenarios are just examples. Use the ones below or make up your own.

One person:

1. Cross the street. Come to the corner, look left, right, left and all around. Is it safe to cross? Go ahead.

2. Cross kitty corner. What is the safest way to get there? (Cross twice) Look left right left and all around cross once. Start all over again at the next corner. Look left right left etc.

Two person:

1. Add a car driver. Student 1 is the pedestrian; student 2 is the car driver. The pedestrian looks left waits for the car to pass then starts all over, again looking left, right, left to see when it is safe to cross.

2. Repeat scenario 1 having the car come from the right or appear when the pedestrian does their second look to the left.

3. Repeat scenario 2 having the car driver make a turn. Encourage the car driver to use their hand signals to make a turn. The driver can make a left or right turn to cross or not cross the crosswalk the pedestrian is using.

4. The pedestrian is crossing from between two parked cars (extra chairs). They look left, right, left, step off the curb to the edge of the parked car, look left, stop and wait for the car driver to pass then start all over again looking left right left.

5. Repeat scenario 4 having the car driver come from the right or appear when the pedestrian does their second look to the left.

6. The pedestrian is crossing from between two parked cars. Student 2 is in a parked car ready to pull out. The pedestrian checks the car sees that the driver is waiting to go and does not step off the curb until they have pulled into traffic. Encourage the pedestrian to make eye contact with the car driver.

Three people:

This gets to be more fun as the scenarios grow. Keep expanding on the base skills and add different scenarios.

More than 3 students acting out a scenario can be unwieldy and students tend to lose focus.

1. Repeat scenario 2 having two students act as drivers. The drivers can be coming from the same direction or opposite directions. Each time a driver passes the pedestrian has to start over looking left, right left.

2. Repeat scenario 3 having one or both cars turn. Cars can be coming from similar or different times from the same or opposite direction They can practice yielding as well. Everytime a new vehicle enters the road the pedestrian has to start over looking left, right, left.

3. Repeat the parked car scenario (#5) using one driver in the parked car and the other on the road. Note it becomes more difficult to make eye contact when the car driver is looking backward. Ask students to come up with their own scenarios or continue until everyone has had a turn or the remainder of the period. At the end of the period ask students to practice these skills going to or from school or anytime they are out for a walk in their community.