

Step to Safety with Asimo

Subject: P.E., Health



OBJECTIVES:

Students will be able to explain the benefits and hazards of walking, including stopping at edges and looking and listening for traffic while crossing the street.



MATERIALS:

- Video: “Step to Safety with Asimo”
- VCR/DVD player & monitor, with hookups and power source
- 5-7 large cones
- White board or chalk board
- Dry-erase pen or chalk
- Piece of reflective clothing



SETTING: Part I is indoors; Part II is both indoors and outdoors



ESTIMATED TIME:

14 minutes for the video, 30 minutes for discussion and activity



VOCABULARY:

- Intersection, scanning



ACTIVITY SOURCE

Melanie Grubman; “Safe Routes to Schools Pedestrian Safety Teacher’s Toolkit”



Sonoma County Bicycle Coalition

Note: If you are printing your own Safe Routes Binder, you can get a free copy of *step to Safety with Asimo* from American Honda Motor Co., Inc. Corporate Affairs and Communications 1919 Torrance Blvd. 100-3c-2a Torrance, CA 90501. (310) 781-4554. asimo_video@ahm.honda.com

OVERVIEW: This lesson will introduce Safe Routes to Schools, encourage walking and biking and teach students how to cross the street safely. The lesson engages students through a class discussion, a seven-minute traffic-safety video, and a few short interactive games to teach these concepts.

BACKGROUND: This lesson gives children many of the tools to become wise walkers. By teaching about basic safety tools you can help promote pedestrian safety in your community.

Children are at increased risk for pedestrian injuries for several reasons:

- ✓ They tend to dart out into the street without paying attention to cars.
- ✓ Their smaller size makes them difficult for drivers to see, especially if they are standing between parked cars on the side of the road.
- ✓ Young children are often unable to judge distances and vehicle speeds accurately, so they can easily misjudge whether it is safe to cross a street.
- ✓ Parents can overestimate their child’s ability to cross the street. Many elementary school-age children don’t understand traffic signals or how to anticipate a driver’s actions.
- ✓ Drivers and child pedestrians each assume (incorrectly) that the other will yield the right-of-way.

LESSON SET-UP:

1. Set up the TV and DVD player for the “Step to Safety with Asimo” video.
2. Acquire large cones for the “Chaos Corner” activity.

STATE STANDARDS

Physical Education:

- 4.3 Identify ways to increase time for physical activity outside of school.
- 5.2 Accept responsibility for one’s own behavior in a group activity.
- 5.3 Participate in a variety of group settings (i.e.: partners, small groups, large groups) without interfering with others.

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BUILDING BACKGROUND/

DISCUSSION:

1. Discuss the **Fantastic Four Reasons** to bike and walk to get around, asking them at the end to add any other reasons why it's fantastic to walk and bike.
 - ✓ Cutting down on pollution
 - ✓ Getting good exercise
 - ✓ Cutting down on traffic
 - ✓ Having fun
2. Conduct a brief oral survey. Ask students to raise hands if they sometimes bicycle, walk, skate, scooter or carpool to get around to stores, friends, and relatives' houses, school or after school activities.

ACTIVITY:

PART I: Video

1. Introduce the video "Step to Safety with Asimo". This video, produced by the National Safety Council and Honda, demonstrates basic pedestrian safety information. Duration time is 14 minutes.
2. Hold a discussion after the video with the following suggested questions:

NOTE: Some of these concepts were not taught in the video but should be reinforced with students.

- What were the most important points that you learned from the video?
- What do you do before crossing between parked cars? *Figure out if there is a safer place to cross; (like at a crosswalk) you should only cross between parked cars when absolutely necessary. If it is necessary, STOP and check to make sure that the car isn't going to pull away.*
- Which way should you look first and why? *(You look left, right then left again. You look left twice in case you miss any cars that have come while you are looking right.)*
- Should you wear headphones or iPods while walking? Why or why not? *(No; your hearing gives you safety information that helps you make decisions, such as cars honking).*

PART II: Short Activities

A. Dressing Bright to be Seen (indoors):

1. Ask students to think of adjectives that describe clothing that helps them to stay safe, especially at night. Examples include reflective, bright and comfortable.
2. Have students look around at their own clothing and determine if it is white or brightly-colored and therefore safer for nighttime walking.
3. Show a piece of reflective gear, if you have any.

B. Looking Left-Right-Left (either outdoors or indoors):

1. Set up an intersection with four chairs.
2. Have students stand at the edge of the chairs and demonstrate looking Left, Right, and Left again while crossing the "street."

C. Chaos Corner (outdoors)

1. **Set Up:** Designate an area by placing four tall safety cones, which the students must remain within. The area should be made small enough so that it is difficult for students not to run into each other.
2. Allow students to enter the coned off area one at a time. They are allowed to run in any direction they want. You can use different motions like skipping and running backwards to keep things interesting. If you see students making contact, they must be removed.
3. Stop the traffic after about 3-4 minutes and ask the students what rules would make the situation less chaotic. Try their ideas.
4. At the end of the activity, ask the students if the new rules helped, and discuss why traffic laws are valuable.

EXTENSION IDEAS

1. Follow with the lesson "Neighborhood Walk", which reinforces the concepts outlined in the video in real-life situations. Teachers can observe students, evaluate their abilities, and correct their mistakes.
2. Ask students to write a paragraph that summarizes what they learned in the video and games, explaining how to walk safely in city streets.