

Lesson 1: Walking Safely Near Traffic

Time: approximately 20-25 minutes

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. Teachers should use their discretion as how to appropriately break material to accommodate their daily schedule. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. While the “Activity” portion may be postponed to a future class period if needed, it is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

Lesson Objectives:

The objective of this lesson is to remind students about the basic concepts of sharing spaces with cars and other motorized traffic. At this maturity level, it is important to emphasize that students can be more independent if they demonstrate proper safety skills. These students should also be an example for younger students and siblings.

The students 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 or side of street facing traffic and wearing reflective gear and carrying a flashlight

Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- Health Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Materials:

Pedestrian Vocabulary Card (this card is blank; students will create the definition of a pedestrian)

Street Scene Picture (with unsafe pedestrian behaviors displayed)

Chart paper and markers

Parent/Caregiver Tip Sheet

After the review, it is highly recommended that teachers take students 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.

Lesson Outline

Discussion & Demonstration: (10-15 minutes)

The teacher will

- Identify locations to which we walk
- Define “pedestrian”
- Discuss traffic safety rules and simultaneously show traffic pictures to demonstrate procedures for walking near traffic

Sample Script

Today, we are going to begin a new unit of study. For the next several days, we are going to review the importance of walking 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*
- *Because we are role models for young walkers*

Raise your hand if you have...

- *Walked to school, a friend’s house, the store, library, park, etc.*
- *Walked without an adult*
- *Walked with younger siblings*

Great! It looks like everyone in this class has been a pedestrian.

Let’s look closer at the word “pedestrian.” **[Teacher displays “Pedestrian” vocabulary card with only the word recorded on it.]**

Let’s clap the syllables for the word “pedestrian.” **[ped-es-tri-an].**

Raise your hand if you know what the first syllable in that word, the prefix “ped,” means. **[Teacher may have to guide students toward answer by providing other appropriate words listed below.]**

- *“Ped” means “foot.”*

That’s right. Pedestrian has the same root word as pedal, pedicure, and centipede. All of these words have meanings 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” might mean?

- *A pedestrian is a person who travels on foot.*

[Teacher records class generated definition on vocabulary card.]

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

- *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!*

Walking is good for many reasons, but we also need to be sure we are safe. There may be traffic on the roads.

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

Lesson Outline	Sample Script
<p>1. Use a Sidewalk</p>	<p>Raise your hand if you live on a street where there is a sidewalk. Give me a thumbs-up if we have sidewalks near our school.</p> <p>If there is a sidewalk, is it best to use it or walk on the street?</p> <ul style="list-style-type: none"> • <i>USE IT!</i> <p>Some streets do not have sidewalks. What do you do if a street does not have a sidewalk?</p> <ul style="list-style-type: none"> • <i>Walk on the side of the street away from traffic</i>
<p>2. Walk on the Left Side</p>	<p>That's not all! We should also always walk on the left side of the street.</p> <p>Why do you think we should walk on the left side rather than the right?</p> <ul style="list-style-type: none"> • <i>We walk on the left so that we face traffic and can see oncoming cars and drivers.</i>
<p>3. Walk Safely</p>	<p>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.</p> <p>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. [Teacher displays the Materials 3. Walk Safely pictures (street scene pictures with multiple pedestrian safety problems evident.)]</p> <ul style="list-style-type: none"> • <i>The child is running.</i> • <i>The child is playing around traffic.</i> • <i>The younger child is walking too far ahead of the older sibling.</i> • <i>The student is listening to an MP3 player rather than listening to traffic and being aware of his/her surroundings.</i> <p>Great! Let's record these suggestions on this chart paper.</p>
	<p>Safe Behavior When Walking Near Traffic</p> <ol style="list-style-type: none"> 1. Walk, don't run. 2. Don't play around with friends or push. 3. Stay close to a parent, adult, or older sibling. 4. Stay away from cars and busy roads. 5. Be aware of traffic. Don't be distracted by listening to MP3 players.

Lesson Outline

4. Beware of Driveways

5. Dress to be Seen

Sample Script

Remember that as you are walking, you still need to be cautious. What are some things you should be cautious of even as you are following all of the rules walking on the sidewalk, away from traffic, and being aware of your surroundings?

- *A driveway. This is a place where pedestrians and cars share space together.*

Raise your hand if you have a tip about how to be safe before you step into a driveway? (Suggested answers 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 back white 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 coming.*

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.

Can you think of any other things you need to be cautious of, when you walk early in the morning or late in the evening?

- *A driver not being able to see you*

That's right! You always have to consider what you are wearing when you are a pedestrian. When it is dark, it can be very hard for drivers to see you.

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

Lesson Outline

Activity Options:

The students could...

- Dramatize safe and unsafe scenarios while reviewing safety rules (5-10 minutes, *see sample script*)
- Practice safe walking around school grounds to reinforce appropriate behavior (10-20 minutes)
- Take a supervised walk through a nearby neighborhood with adult volunteers to practice and reinforce proper walking behavior (20-30 minutes)

Closure (if time): (5 minutes)

The teacher will

- Review safety rules for pedestrians while walking near traffic or driveways

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 ***[teacher places students in groups of 2-3, depending on size of class]***.

In your group, you are going to pretend you are pedestrians walking near traffic. You have to create one safe and one unsafe scenario to act out for the class. Remember the tips we brainstormed together and listed on chart paper and the picture we analyzed together.

[Groups are given several minutes to brainstorm one safe and one unsafe scenario and then about 1 minute to act out each scene. The class will then analyze each scene. If the students were being safe, they can clap or give thumbs-up. If the students were being unsafe, they can give thumbs-down and then provide suggestions for how to fix the behaviors.]

Let's review all that we have learned today.

First, we discussed the word "pedestrian."

Raise your hand if you remember what "pedestrian" means and what clues we used to figure it out.

- A pedestrian is a person who travels by foot.*
- The word "pedestrian" includes the prefix "ped." The prefix "ped" means "foot."*

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

Raise your hand if you remember some tips for being safe near traffic.

- Use a sidewalk.*
- Walk on the left.*
- Walk safely.*
- Beware of driveways. Stop, look for moving vehicles before crossing.*
- Dress to be seen. (wear bright-colored, reflective material and carry a flashlight)*

Suggested Cross-Curricular Connections:

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.

Art

- Students can draw pictures of the safe and unsafe scenarios they acted out in the “Activity” portion of the lesson above.
- These scenario pictures should include tips for how to stay safe as pedestrians. The pictures can be displayed around the school to remind younger students.

Writing

- Fictional Story
 - Students can brainstorm and write a fictional story about someone learning traffic safety rules. Students should include more sophisticated beginnings to their sentences (in an instant, all of the sudden, etc.). If needed, teacher and students can brainstorm characters, setting, plot, etc., together. Students can also work in groups, if appropriate.

Math

- Taking a Survey
 - Students can survey other classes to determine if people have been pedestrians, where they have walked, who they have walked with/without, and which safety rules they follow on a regular basis.
 - The teacher and students can brainstorm together what questions the students will ask on the survey.
 - Last, the students should have the opportunity to conduct the survey within the school (question individual classes, grades, and/or faculty) and report their findings as a class.

Materials

Vocabulary Card

Street Scene Picture

Parent/Caregiver Tip Sheet