



## Sonoma County Bicycle Coalition Safe Routes to School Neighborhood Safety Walk – Pedestrian Safety for 2<sup>nd</sup>/3<sup>rd</sup> Grade

### Neighborhood Safety Walk Materials

- Adult Helper Instructions (scroll to end of document) 1 per adult
- Whistle/ harmonica 1, optional
- Safety Vests, optional

Lesson	Activity	Summary	Time (min)
2	<b>Introduction and Review</b>	Review Lesson 1 (Steps to Safety) and introduce instructions for the neighborhood walk	10
2	<b>Neighborhood Walk</b>	Students practice pedestrian safety skills on their neighborhood streets	
2	<b>Closing</b>	Review Lesson 2 and challenge students to teach others skills learned	5

### Preparation:

Before Lesson 2, look around the neighborhood for a good route to walk with the class.

Place: The route should ideally include a street crossing with a marked crosswalk, an unmarked crosswalk and a driveway. Choosing an actual destination to walk to is also rewarding if it is not too far away. A park, pretty garden, or big tree make interesting destinations. Be sure to map the route and give a copy of it to the office/secretary/principal before departing. Include your contact information.

Adult Helpers: If the class is large, look for volunteers to help during the walk. Try to have one adult for every 10-15 students. Pass out the Adult Helper Instructions to help orient the adults to their role during the walk.

Set-up: Start in the classroom to review the pedestrian safety rhyme and pedestrian safety toolbox. After a brief discussion about rules, take the class outside for the neighborhood walk.

### Neighborhood Walk:

This lesson is divided into three 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 and Review**

5 minutes

*“Hello again class. Today we are going for a walk in the neighborhood to practice everything that we learned about pedestrian safety. Let’s see how much you remember. Everyone please stand up and remind me how the pedestrian safety rhyme goes!”*

*Say the rhyme with motions.*

*“Raise your hand if you can tell me what is in your pedestrian safety toolbox.”*

Answer: Eyes, ears, brain, feet .

## **Section 2: Neighborhood Walk**

35-40 minutes

*“Before we go on our walk, I want to explain how we are going to walk safely in such a big group.”*

Discussion: Safely walking in a group. Students will walk in a “walking school bus”. A “walking school bus” is an imaginative technique used to show students how to walk safely in pairs and in a straight line.

**Tip 1: For less behavior issues during the walk, choose partners for the students.**

**Tip2 : Use your signal to get the students’ attention. Don’t talk over them. If students are unable to give you their complete attention and follow directions, immediately return to the classroom.**

**Tip 3: Remember 2<sup>nd</sup> grade students’ depth perception is not quite developed. If they see a vehicle in the distance they might not be able to judge how fast that vehicle is going and when it will arrive at the intersection. Students are sometimes very hesitant. Allow them to make their own safe decision.**

*“We are going to walk in a walking school bus. Raise your hand if you have ever heard of a walking school bus before.”*

Students raise their hands.

*“Great. A walking school bus is just like a regular school bus but without the walls and seats, and instead of wheels, we are going to use our feet. I am going to pair you with a walking partner, and you will stay beside that person like you were sitting next to them on the bus. I will be the bus driver, and your teacher will bring up the back of the bus.”*

*“Sometimes when you go outside at school, it is for playtime. But we are having class time outside today, not playtime. The number one rule is to stay in the bus. I am going*

*to ask you a few questions to see if you understand what is expected. If I see a friend or neighbor, is now the time for me to run up and give them a hug?"*

Answer: No.

*"That's right. It's not playtime. It is time to stay in the bus. If I see a pretty flower or rock, is now the time to pick it up?"*

Answer: No.

*"That's right. It is not playtime. It is time to stay in the bus. If I see a cat or a dog, is this the time to pet it?"*

Answer: No.

*"That's right. It is not playtime. It is time to stay in the bus. And if I see a big puddle and I really want to jump in it, is now the time to jump in puddles?"*

Answer: No.

*"That's right. It is not playtime. It is time to stay in the bus"*

*"I have a hand signal (whistle, harmonica) that I am going to use when I have something important to say." Raise your hand straight in the air, or show the class your harmonica/whistle.*

*"When you see/hear this signal it is time for you to turn your voices off and put your eyes on me. Let's practice. Everyone speak quietly to your neighbor."*

*Use your signal and wait for the attention of the students.*

*"Very good, now we are ready to lineup."*

*Line the students up in pairs.*

Practice: Students practice safe crossing on neighborhood streets using the route predetermined by the pedestrian safety teacher. Students use the pedestrian safety rhyme and the pedestrian safety toolbox to remember the steps to cross safely.

*Leading the walking school bus, take the students outside. Start walking using the predetermined route. When you get to the first street crossing (preferably a marked crosswalk if there is one, but if not, adjust as needed), ask the classroom teacher to cross first.*

*Have the students watch her/him as a reminder of how to cross.*

**Tip: If a student is very nervous about crossing and is having a hard time making a decision, have that student wait next to you and watch the next few pairs of students cross. He/she will probably want to try again. If not, that student can cross with you when all the other students have crossed.**

*Discuss with students why this location is the safest place to cross the street. Remind them that cars don't always stop at crosswalks, corners, or even lights, so they should always stop at the edge, look left, right, and left again. Discuss making eye contact with*

*the drivers whenever possible, and putting up a hand that signals “stop” whenever appropriate.*

*Have students cross in pairs or groups of 4, allowing each pair to make a safe decision. Remind them to make a decision before they step into the intersection. Remind them to use the pedestrian safety rhyme and toolbox to help them cross safely. When all students have crossed, you will cross the street and take your place leading the walking school bus and proceed to the next intersection/alley/driveway. At each intersection, stop and discuss the steps to cross safely, have the teacher cross first and then have students cross in pairs.*

*When/if crossing a four way intersection: Ask students to use hands to point to all the places they need to look. When crossing, make sure each group models looking behind them.*

*When crossing driveways, the class can cross as a group as long as each student is visibly looking for cars in the roadways and driveways before crossing. However, emphasize to students that they need to slow down when getting to a driveway, especially when getting to a driveway where something is blocking the driver from seeing them. Ask them how they will know if a car is in the driveway even if they cannot see it (listening for the engine or door slamming) If students are not looking for cars, have each pair of students cross one at a time in the same manner that was used for crossing marked and unmarked crosswalks. If you start to run out of time, have the students practice crossing marked and unmarked crosswalks as a group, using yourself and another adult as crossing guards.*

*Explain that crossing guards are there to help us cross as a group, but they are not making safe decisions for us. Students must still try to make eye contact with all drivers while crossing in a group. After you and the students have completed the route, return to the classroom.*

Section 3: Closing  
5 minutes

*“Thanks for your attention today. I, again, 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 will 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*

## Pedestrian Safety Education: Adult Helper Instructions for Neighborhood Walk

Thanks so much for your help during the neighborhood walk portion of Pedestrian Safety Education. Please be prepared to cross the street safely as an example for the class. Make sure to stop at the edge of the street, look left, right, and left again, and then continually look left and right as you cross the street. Once you are on the other side, I will have the students cross in pairs and then line up with you on the other side of the street. Try to keep the students beside their partner and in a line. If you happen to be standing with a student when it is their turn to cross, keep in mind that 2<sup>nd</sup> grade students' depth perception is not quite developed. If they see a vehicle in the distance they might not be able to judge how fast that vehicle is going and when it will arrive at the intersection. Students are sometimes very hesitant. Please allow them to make their own safe decision about when it is safe to cross. It may take a few seconds longer for them to wait for the vehicle, but that is fine! We want them to not be rushed. If a student seems like he/she is very nervous about crossing and is having a hard time making that decision, have that student wait next to you and watch the next few pairs of students cross. He/she will probably want to try again. If not, that student can cross with you when all the other students have crossed.

Thanks again for your help!

Thanks so much for your help during the neighborhood walk portion of Pedestrian Safety Education. Please be prepared to cross the street safely as an example for the class. Make sure to stop at the edge of the street, look left, right, and left again, and then continually look left and right as you cross the street. Once you are on the other side, I will have the students cross in pairs and then line up with you on the other side of the street. Try to keep the students beside their partner and in a line. If you happen to be standing with a student when it is their turn to cross, keep in mind that 2<sup>nd</sup> grade students' depth perception is not quite developed. If they see a vehicle in the distance they might not be able to judge how fast that vehicle is going and when it will arrive at the intersection. Students are sometimes very hesitant. Please allow them to make their own safe decision about when it is safe to cross. It may take a few seconds longer for them to wait for the vehicle, but that is fine! We want them to not be rushed. If a student seems like he/she is very nervous about crossing and is having a hard time making that decision, have that student wait next to you and watch the next few pairs of students cross. He/she will probably want to try again. If not, that student can cross with you when all the other students have crossed.

Thanks again for your help!