

Colorado Department of Transportation

Pedestrian Safety: Kindergarten through 3rd grade

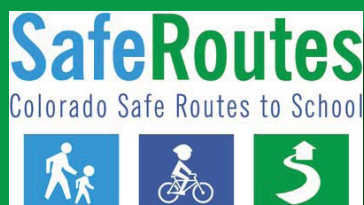


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Colorado Department of Transportation Safe Routes to School Pedestrian Safety Lesson Plans Kindergarten through 2nd Grade

INTRODUCTION

As recently as 1969 about half the school aged children in the United States walked or bicycled to school. Today fewer than 15% of school children walk or bike to school and as much as 20-30% of morning traffic is generated by parents driving their children to school. Children are less active today and the majority of children living within a 1/2 mile of schools are driven in private vehicles. Obesity rates are on the rise and the cost of obesity and other health related challenges have significant impacts on the rising cost of health care in the United States, not to mention the lifestyles of our children.¹ In response to these challenges, in an effort to encourage healthy living, the Colorado Department of Transportation has developed a series of pedestrian and bicycle safety lesson plans in support of the Colorado Safe Routes to School program. These lesson plans, which help educators teach children about safe walking and bicycling, introduce a variety of skills that can help children stay safe while they walk by teaching them skills that will help them safely cross the street. Statistics show that child pedestrians are disproportionately represented in injury crashes and that the typical factors in those crashes that can be mitigated by education and practice.

Fifty to sixty percent of pedestrian injuries to children aged 5 to 9 are “mid-block dart-out” crash types. Pedestrians under age 10 are over represented in crashes where contributing factors are “ran into street,” “ran from between parked vehicles,” and “playing in street.” (Federal Highway Administration, 1996).

HOW TO USE THESE LESSON PLANS

These lessons are based on Matlin’s theory of bottom-up or stimulus-driven processing. The lessons break the process of crossing the street down into the individual components of the task. The key to success with this program is to have the children actively engage in each task a number of times. This repetition will help students develop the habit and build on a conceptual understanding of what it means to cross safely.²

This curriculum is a combination of indoor and outdoor lessons that can be used together or separately, depending on time and space available. Each lesson builds on the concepts and skills of the previous one, and the review of the concepts and key messages is encouraged. The outdoor lessons are the practical application of the skills learned in the indoor lessons.

RELATIONSHIP TO COLORADO ACADEMIC STANDARDS

These lessons are age appropriate, and therefore span kindergarten through second grade. The Kindergarten lessons satisfy the following academic standard for the Kindergarten grade level the Health and Physical Education content area:

Standard 2. Explain safe behavior as a pedestrian and with motor vehicles

¹ What is Safe Routes to School: Background and Statistics; Safe Routes to School National Partnership

² Child Pedestrian Safety Education: Applying Learning and Developmental Theories to Develop Safe Street-Crossing Behaviors, p.12; NHTSA (2009)

Evidence Outcomes:

- a. Explain safe behavior when getting on and off while riding on school buses
- e. Demonstrate safe pedestrian behaviors

While all of these lessons will satisfy this standard, some of the concepts may be too advanced for the Kindergarten age group and therefore not appropriate for this group. Lessons may be adapted to satisfy other standards.

MATERIALS

Many of the lessons included in this section use Florida's Safe Routes to School elementary Traffic DVD or the WALK smart/BIKE smart DVD to introduce the concepts. The Safe Routes to School DVD is a compendium of pedestrian traffic safety video clips. It is available by emailing safety@hhp.ufl.edu. The WALKsmart/BIKEsmart DVD is available by emailing info@orcasinc.com or by calling (541) 349-4845.

Where the DVDs are needed, they will be listed in the Materials section. Notes will also be included in each section about how to adapt the lesson if the video is not available. Worksheets and other supplementary materials will be included following each lesson.

ACKNOWLEDGEMENTS

There are a number of pedestrian and bicycle safety programs in use across the country. Research for this project included the review of a variety of these programs. The lessons included in this series are modelled after the Florida's Safe Routes to School Elementary Traffic Safety Education Program. Additional program references include the following:

Safe Routes for Kids, the Bicycle Transportation Alliance
WALKSMART/BIKESMART VERMONT!
Iowa Kids on the Move
Safe Kids Worldwide

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Thanks also to Jenna Berman of Bike Colorado and Landon Hilliard, Boulder Valley School District and numerous teachers and reviewers who graciously gave their time to this project.

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LESSON LIST

Pedestrian and School Bus Safety

Lesson	Title	Page	Indoor/Outdoor
1	What is traffic? Introduction	4	Indoor
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7	Visual barriers; model street crossing	15	Outdoor
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12	Helmet fitting	27	Indoor/Outdoor
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LESSON 1: What is traffic? Introduction

LESSON TIME:
10 Minutes

MATERIALS:
None

TAKE HOME:
None

GRADE(S): KINDERGARTEN, 1ST, 2ND

OBJECTIVE: To understand traffic and street dangers; to understand the importance of asking an adult to help cross the street. The majority of crashes and fatalities among this age group are caused by “dart outs.” By helping students begin to understand the basic concepts of sharing spaces with vehicles, “dart outs” and other dangerous behaviour can be minimized.

KEY MESSAGES: Understand all things that make up traffic and share the same road.

VOCABULARY: traffic, ‘dart-out’, pedestrian, dangerous, hazard

ACTIVITY:

Define and discuss traffic.

Ask students if they walk and some reasons why.

Ask the class what might be dangerous about the street as a pedestrian.

Have a discussion about what to do if toys, pets, other children or parents are in the street.

Ask students where to walk (sidewalk, side of street, facing traffic).

After reviewing traffic and the inherent dangers, ask students why they should ask an adult to help and never enter the street unsupervised (even to greet an adult in the street).

Assessment: Student answers should reflect an understanding of traffic and street dangers.

Ask students to tell stories about their experiences with the street. You will be surprised what they know already and can share with the class!

Review key messages

LESSON 2: What does it mean to be visible?

LESSON TIME:
15 minutes

MATERIALS:
1) Wax paper torn
off in 4-inch strips
(one per student)

TAKE HOME:
None

GRADE(S): KINDERGARTEN, 1ST, 2ND

OBJECTIVE: To understand the need to be visible to drivers. Children don't typically understand that bad weather and low-light conditions make it harder for motorists to see pedestrians.

KEY MESSAGES: Drivers don't always see pedestrians, particularly children; bad weather can make this even more challenging for drivers.

VOCABULARY: traffic, pedestrian, visible, low-light

ACTIVITY:

Begin by asking students to help explain what 'pedestrian' means.

Answer: Someone who is walking on foot.

Ask children to think of times when they have been a pedestrian in the last week.

Answer: Walking to school, crossing the street to go to a neighbors house, walking to a nearby park, crossing a parking lot to get to the store, etc.

Tell students "Walking, playing and running can be fun, healthy and safe activities if you remember some important safety tips while near roadways and cars."

Ask children to think about and respond with true or false to this statement: if you can see a car, then the driver can see you.

Answer: False.

Call on a few children who correctly responded false to explain their reasoning.

Tell students "Many times drivers do not see pedestrians. In fact pedestrians are especially difficult to see at night, dawn, dusk and in bad weather. It's important to be **VISIBLE!**"

ACTIVITY: Distribute strips of wax paper and have the children hold them up over their eyes. Have the children pretend that the wax paper is fog or rain, and explain that neither drivers nor pedestrians can see as well in bad weather. Ask children to note: Which things are most easily seen through the wax paper? Examples: light from the window, bright/light colors, etc.

OPTIONAL ACTIVITY: Have several children wearing dark and light clothing stand on opposite sides of the classroom. Ask the children to look at the students through the wax paper and identify which they see more easily.

Review key messages.

LESSON 3: Being visible

LESSON TIME:
20 minutes

MATERIALS:
1) Sample of retro-reflective material: (back-pack, police/fire fighters uniforms, athletic shoes, sample tape from 3M, flashlight

TAKE HOME:
None

GRADE(S): KINDERGARTEN, 1ST, 2ND

OBJECTIVE: To understand how pedestrians can be most visible to drivers in low-light conditions

KEY MESSAGES: Bright colors and retro-reflective materials make pedestrians more visible to drivers

VOCABULARY: traffic, pedestrian, visible, retro-reflective, dawn, dusk

ACTIVITY:

Ask for three volunteers: one in white or bright colored clothing, and two in dark-colored clothing. The rest of the children should be ready to write down the three safety rules for visibility as they are discovered. Perform these experiments to help children decide three guidelines for being most visible to drivers.

1. Have two children walk across the front of the group, one child in light-colored clothing and one with dark. Ask "Which one is most visible?"

Summarize the exercise with the following rule:

RULE 1: Wear white or bright-colored clothing, footwear and accessories when walking during the day.

2. Now turn off or dim the lights and have the two children in dark-colored clothing walk across the front of the room, but give one a flashlight to carry and shine around the room as he/she walks. Which student is most visible?

Summarize the exercise with the following rule:

RULE 2: Carry a flashlight when walking at night, dawn, dusk or in bad weather.

3. Now, have the same two children in dark-colored clothing walk across the front of the room. One student should wear or carry clothing with retro-reflective material as he/she walks. This time, various children in the audience should be given the chance to hold the flashlight at eye level at they shine it around the front of the room, simulating moving car headlights. (it is important that the flashlight is shone from eye level to that they light will be reflected back to the eye.) Which student is most visible?

Summarize the exercise with the following rule:

RULE 3: Wear clothing, footwear and accessories with retro-reflective material when walking at night, dawn, dusk or in bad weather.

ACTIVITY: Have children look at their shoes, backpacks and clothing to determine if they are wearing any retro-reflective materials. Have students identify/model their gear.

LESSON 3: Being visible

ACTIVITY: Have students fold a piece of paper in half. On one side, have students draw a pedestrian who might be difficult to see (wearing dark clothing, etc.). On the other side, have children draw a pedestrian who is properly dressed and equipped for walking at dusk (wearing light colors or clothing, shoes and accessories with retro reflective material, and carrying a flashlight).

Assessment: Have students share with the class about their pedestrians.

Review key messages.

LESSON 4: Stopping at the edge; stopping and searching

LESSON TIME:
1 class period

MATERIALS:
1) FloridaTraffic
Safety Education
DVD

2)Walk Smart
Interactive DVD

3)Willie the
Whistle video
(download at
[www.nhtsa.gov/
people/injury/
willie/video/html](http://www.nhtsa.gov/people/injury/willie/video/html))

4) Computer/ DVD
player/ Projector
and screen or
white wall

5) Open space
where children
can move around

6) Masking tape
(to mark “edges”
on the floor)

7) Audio player
and fun music to
fit audio player
format

TAKE HOME:
None

GRADE(S): KINDERGARTEN, 1ST, 2ND

OBJECTIVE: To teach children skills necessary to be safe pedestrians by teaching the basics of crossing the street with the emphasis on stopping at the edge of the street before they cross (school bus safety rules will be addressed in Lesson 10). This lesson begins by using mock street simulations to teach basic pedestrian skills, and then progressively applies these skills in various traffic situations.

By the end of the lessons, it may be appropriate to have 2nd grade children perform these skills in a real street situations. Younger students can continue to build skills in an indoor or mock-crossing environment.

It is important to note that children at this age may not be ready to cross streets on their own. Regardless of skills, they should be encouraged to cross the street only with the help of an adult.

KEY MESSAGES: Stop at the edge before crossing the street.

VOCABULARY: traffic, edge, searching

ACTIVITY 1:
STOP AND SEARCH; STOPPING AT THE EDGE

This is a great activity to begin teaching children to STOP before crossing or entering the street and to look left-right-left and behind. More importantly, it introduces them to one of the basic components of traffic safety: stopping at an edge and searching. Children must be taught to stop and think before they venture out in traffic - this means stopping at an edge and looking and identifying traffic, not just shaking their head left-right-left.

DISCUSSION TOPICS & QUESTIONS FOR THE VIDEOS:

1. Traffic Identification:

a. What are the children looking for?

Answer: Traffic

b. What two things did the children do before they became a part of traffic?

Answer: Stopped at the edge, looked left-right-left

c. Why do you think the children should look left first and then left once again before crossing the street?

Answer: To check for cars

d. Why should they keep looking?

Answer: Because cars may approach

LESSON 4: Stopping at the edge; stopping and searching

2. The Best Places to Cross:

a. Where are the best places to cross a street?

Answers: the cross walk, traffic light, and where the crossing guard, policeman, or safety patrol is guiding you.

b. Where are places you shouldn't cross?

Answer: A busy street, where there aren't the things listed above.

ACTIVITY 1:

1. Show video and discuss issues

(Kindergarten) Traffic Safety Education Video download: "Stop and Look with Willy Whistle" 7 minutes

(1st & 2nd Grade) Walk Smart Interactive CD™: "Where to Walk" 3:00 minutes, "How to Read Traffic Signs" 3:00 minutes

(1st & 2nd Grade) Traffic Safety Education DVD™: "Stopping at the Edge" 1:30 minutes

If no video is available, ask students about their crossing experiences, and review the questions with them.

ACTIVITY 2:

SET UP: Lay down strips of masking tape to identify the 'edge' of the sidewalk. Desks or chairs can substitute for parked cars to help explain that the "edge" may not be at the edge of the sidewalk.

1. Demonstrate proper stop and search (left-right-left-behind) technique. With your back to the class, point and look left, say "left", then point and look right and say "right", then point and look left again and say "left", then say "clear and keep looking" as you cross the tape. To assure that students are actually looking and not just shaking their heads left-right-left, ask them to identify things they see when they look in that direction. You may hang mock signs or other easily identifiable items. Always verbalize your actions, and look and identify the signs on the wall, calling out what you see each time.

2. Have the children practice this stop and search pattern in the same manner at one of the "edges."

3. Start the music, and ask the children to move around the room in the manner you ask until the music stops. For example, have them spin, elephant walk, crab walk, hop, walk backwards, etc.

4. When the music stops, children stop movement and stand at the edge

LESSON 4: Stopping at the edge; stopping and searching

of a strip of tape. Talk the class through the stop and search pattern. They should point to where they are looking and verbalize their actions. Repeat the activity several times.

5. Once the students have learned the technique of stopping and searching, teach them the importance of finding the proper edge. Explain that parked cars along curbs create new edges at which they must stop.

5. Ask the students the following questions:

a. What is an edge?

Answer: a curb, road side, parked car, row of hedges, etc.

b. Why do you first look left, then right, then left again, before crossing the street?

Answer: The closest lane of traffic is the left; you need to look for traffic coming in both directions. Then, look left once again before you start crossing because a car that you didn't see before might be coming now.

c. Why do you keep on looking as you cross the street?

Answer: Traffic is always moving and cars and trucks may come up quickly.

d. Why is it important to stop?

Answer: It is important to remember to stop first and look for traffic when you are chasing your toy/ball into the street because cars may be coming from either direction.

e. What do you do when you see a car?

Answer: Stop, wait for car to pass, and search left-right-left again!

f. What do you do when there are parked cars or a row of hedges blocking your view?

Answer: The cars or hedges are the edge. Look left-right-left at this edge and cross when it is safe!

6. Repeat until the class masters the skills of stopping at their edge and looking for traffic.

Assessment: As a class or in small groups, have students cross the street and call out the steps.

Review key messages.

LESSON 5: Crossing the street

LESSON TIME:
1 class period

MATERIALS:
1) Masking Tape
or floor tape

2) Small cones
(optional)

3) Sidewalk chalk
(if working out-
doors)

TAKE HOME:
Cyrus' Safety
Maze worksheet
and Traffic Signals
Coloring page

GRADE(S): KINDERGARTEN, 1ST, 2ND

OBJECTIVE: To understand the need for crossing any street with care and caution. To become familiar with the important steps in crossing a street, such as stopping at the curb and finding the edge, looking left, right, and left again before crossing, and continuing to scan for traffic while crossing.

BACKGROUND: Using a mock crosswalk is good way to introduce children to the complexities of crossing the street.

KEY MESSAGES: Crossing the street involves a number of important steps such as stopping at the curb and finding the edge, looking left, right, and left again before crossing, and continuing to scan for traffic while crossing.

SUGGESTED LOCATION FOR LESSON: This lesson should be taught in a gym or other indoor space. Kindergarten age students tend to have trouble with distractions outdoors. Once students learn basics of crossing the lesson can be performed outside on a playground or field. Depending on school location, familiarizing students with a midblock crosswalk location may be appropriate.

PREPARATION: Practice crosswalk should be set up ahead of class. "Draw" a crosswalk using masking tape, floor tape, or sidewalk chalk. Mark the ends of the "curb" with traffic cones to make it easier for students to know where to line up.

VOCABULARY: pedestrian; edge; crosswalk; scan; diagonal; straight; safe; dangerous; left; right; traffic

ACTIVITY 1:
Complete Cyrus Safety Maze worksheet

ACTIVITY 2: Crossing safely
Assemble students to have a discussion about traffic. Use the following discussion topics to engage students:

- a. Do any of you walk places?
- b. What kind of things do we need to be careful of when walking?
Answer: Cars, trucks, bicycles, trains
- c. Should kindergartners walk places by themselves?
Answer: No, you should always walk with an adult

LESSON 5: Crossing the street

- d. Can any of you tell me what a crosswalk is?
- e. Is it safe to think that cars will always stop for us in crosswalks?
Answer: No, we need to look and wait for them to stop)
- f. What are some things that grownups do in their cars instead of paying attention?
- g. If a crosswalk signal says I should walk do I still need to look left-right-left again?
Answer: Yes!

ACTIVITY 2: Crossing the street!

Assemble students at sample midblock crosswalk. Define the edge and where students should be standing to prepare for crossing. Students should stand near the edge but not in the street.

- Have students “check their feet” for untied shoelaces. Discuss dangers of tripping and falling in the street.
- Instruct students to look left-right-left, discuss what they are looking for. Ask students what they see (if outside, if inside ask what they might expect to see) when they look left-right-left. Correct students who are simply turning their heads or looking at the ceiling or floor.
- Discuss what to do if a car is coming. Students should learn to wait for cars to pass and look left-right-left again to ensure the street is clear.
- Students should practice crossing as a group. Instruct students to continue to scan the street for cars as they cross. Ask students why they shouldn’t walk too slowly or run across an intersection. (re: may trip and fall, might not make it across)
- Ask students if their neighborhoods have crosswalks. If not, ask them what would be done differently when crossing the street.

Practice this until students can perform the crossing on their own. If time allows or in another class period take students outside to practice crossing either on the playground or if possible in a parking lot which has a crosswalk painted on it. The street crossing will be more difficult with the distractions of traffic, other students playing etc. Encouraging students to concentrate on crossing despite distractions is important.

LESSON 6: Visual barriers & Model Street crossing (indoor)

LESSON TIME:
30 minutes

MATERIALS:
Activity 1

1)Traffic Safety
Education DVD™
Video:

“Visual Barriers”
(1:30 minutes)

“Visual Barriers/
Parking Lot”
(1 minute)

“Unseen Humans”
(1:30 minutes)

2) TV/ DVD
player/projector/
screen

TAKE HOME:
NONE

GRADE(S): KINDERGARTEN, 1ST, 2ND

OBJECTIVE: To teach children to recognize visual barriers and how these barriers can block the motorists view of pedestrians and bicyclists. Can be combined with Lesson 7.

BACKGROUND INFORMATION: Children seldom realize that just because they can see a car coming toward them, the driver doesn’t always see them. Visual barriers can be serious threats to a pedestrian, cyclist or motorist because barriers obstruct the view. Identifying visual barriers in their own neighborhoods will help students remember to stay clear of them or be especially careful to make themselves visible to a car driver. They can also do this by what they wear. Discuss wearing bright visible colors, retro-reflective tape on heels, backpacks and jackets if they are walking at dawn, dusk or especially in the dark.

This lesson uses the Traffic Safety Education DVD. If the video is not available, draw a street including parked cars and ask students the questions.

ACTIVITY: Show the video and discuss visual barriers. Explain that sometimes we have to look around an object to see what is on the other side. In traffic, this could be a car, truck, bush, light pole, and so on.

Use the videos to guide the discussion.

Video: Traffic Safety Education DVD Lesson 3

3a: “Visual Barriers”™ 1:30 minutes

3b: “Visual Barriers/Parking Lot”™ 1 minute

3c: “Unseen Humans”™ 1:30 minutes

DISCUSSION TOPICS & QUESTIONS

1. Video 3a: “Visual Barriers”

a. What is a visual barrier?

Answer: Something that blocks your view of the street.

b. Why wasn’t the first edge a good place to cross the street?

Answer: Because parked cars blocker her view of the street and blocked cars from being able to see her.

c. What is Loretta looking for?

Answer: Oncoming traffic

d. Where did she stand to look?

Answer: At the edge of the sidewalk.

e. What is a second edge?

Answer: at the edge of the parked cars.

LESSON 7: Visual barriers & Model Street crossing (outdoor)

f. What blocked her view?

Answer: The parked cars

g. What did she do before she became a part of traffic?

Answer: She looked left-right-left

2. Video 3b: "Visual Barriers/Parking Lot"

a. What did you see the children do?

Answer: They stopped at the edge of the parked cars.

b. What are they looking for?

Answer: Moving vehicles

c. How did they deal with parked cars?

Answer: They moved to the edge of the parked cars and looked for traffic

d. How did they deal with traffic?

Answer: They waited until it was safe to cross

e. Did you see any visual barriers?

Answer: Yes, the parked cars

f. Why didn't Kim and her sister cross the street after looking for cars?

Answer: Because a car was coming

g. Why is it important to treat a parking lot the same as a street?

Answer: Because cars drive in parking lots like they drive in streets and may not see you.

3. Video 3c: "Unseen Humans"

a. What visual barriers did you see?

Answer: Bushes, trash cans, etc.

b. Could a vehicle driver see the humans?

Answer: No

c. What visual barriers do you have in your neighborhood?

Answer: Bushes, trees, parked cars, trash cans, etc.

d. What would you do if you were hidden by a visual barrier?

Answer: Move out from behind the barrier to the edge where cars can see you and you can see cars

LESSON 7: Visual barriers & Model Street crossing (outdoor)

LESSON TIME:
20 Minutes

MATERIALS:

- 1) Visual barriers, real or cardboard (boxes, large garbage bin or bags filled with air, bushes, fence, and car)
- 2) Chalk, ropes, or field markers
- 3) 6 traffic cones
- 4) A group leader for every 8 children

TAKE HOME:
None

OBJECTIVE: Children will learn to recognize different street crossings, visual barriers, and determine whether a crossing is safe.

BACKGROUND INFORMATION: Practicing stop and search techniques at model intersections or on barricaded streets teaches children how to make safe decisions when they come to a street crossing. It is important to demonstrate several models because children may live in the inner-city, a suburb, or in a rural environment, making their pedestrian experiences unique. Make sure the children understand it is not a race; they are not supposed to run across the street. This is also a time to discuss and recognize visual barriers, and what to do when a visual barrier is present.

ACTIVITY: Model Street Crossing & Visual Barriers (Outdoor)
Outdoors in a real (sidewalk and crossing) or simulated setting.

Note: Review crossing street skills from Lesson 4, 5 and 6.

ACTIVITY:

1. Construct several model streets on the playground or use a barricaded street near the school.

Place a cone on each station to mark a starting point. Make each street unique with bushes or surface differences. Divide the class into several small groups with partners and a group leader. Have them practice crossing the “model” street and identifying when it’s safe to cross. Have each group demonstrate. Group leaders should guide children in making decisions on crossing the street. (1 leader for 5-8 children).

2. Put a model crossing near the edge of a building or light pole; put one beside a parked car so children must look around the car before crossing; put one beside a tall bush or garbage can near a driveway.

3. Discuss the barriers and what made it safe or unsafe to cross.

Note: When they do left-right-left make sure they identify what they see when they look.

LESSON 8: Crossing intersections

LESSON TIME:
50 minutes

MATERIALS:
Activity 1:
1) Traffic Signals
Coloring Page

Activity 2:
1) TV & DVD
player or computer
& projector

2) Traffic Safety
Education DVD
“What is an
Intersection?”
(1:00 minutes)
“How to Cross an
Intersection”
(1:30 minutes)

3) Walk Smart
Interactive CD
“Watching for
Cars” 3:00
minutes

4) Field markers
or rope

5) Music player to
match format

6) Tape with fun
music

TAKE HOME:
Traffic Signals
Coloring page

GRADE(S): 1ST, 2ND

OBJECTIVE: For children to understand why it is important to look behind them or over their shoulder for on-coming traffic before crossing at an intersection and to understand the complexity of the intersection. This lesson is made up of 4 activities.

BACKGROUND INFORMATION: Children often have difficulty understanding complicated traffic situations; therefore, it is especially important for children to be taught the similarities and differences between crossing a street and crossing at an intersection. All possible intersection scenarios should be explored with children. The messages conveyed by traffic signs and signals must also be taught to children. Traffic signs, signals and rules were made up by adults for adults; children often interpret these things differently. For children to learn how to cross an intersection safely, they must also understand the traffic signs, signals, and rules of the road that regulate intersections.

ACTIVITY 1: Have children color the Traffic Signals Coloring page.

ACTIVITY 2:

1. Arrange field markers or rope to simulate street corners.

2. Show videos and discuss issues. Define and discuss intersections. Explain to the class that cars may drive up from behind at an intersection so we need to search there too.

3. Explain to the class that the field markers or rope are edges (like curbs) that make up an intersection. It is also where they need to stop.

4. Demonstrate the stop and search pattern for intersections with your back toward the class:

- a) Stop at the edge.
- b) Look left, right, left, and search behind and forward.
- c) Cross when clear.
- d) Keep looking while crossing.

Like Lesson 1, have the children say everything aloud.

5. Assign or have the children choose partners.

6. Have the children practice intersection crossing to music just as they did in Lesson 2: Activity 1

LESSON 8: Crossing intersections

ACTIVITY TIME:
15 minutes

MATERIALS:
Activity 3:
1) 8 giant
numbered cards

2) 8 traffic cones

3) 2 stop signs

4) Life size mock
intersection using
ropes or a line
marker large field
space or black top

5) 4 sets of cards
numbered 1-8

6) 2 assistant
group leaders
Barriers
(cardboard or real)
like train cars etc.

OBJECTIVE: For children to practice looking behind them or over their shoulder for oncoming traffic before crossing at an intersection.

BACKGROUND INFORMATION: Children live and play in their neighborhoods where traffic is a reality. Another reality is that children are not born with the knowledge and ability to negotiate traffic; they must be taught the rules of the road and the proper procedures to be safe pedestrians. Using real and secured intersections or creating realistic intersection situations for children to practice will help them when they are faced with real traffic situations.

A child's field of vision is narrower than an adult's. Children see things much later than adults. They believe that because they can see a car, the car driver can see them. Practicing crossing techniques using a "real" street with visual barriers can help children understand the importance of obeying pedestrian safety rules. Parents, volunteers, and teacher aides can help secure the area and serve as group leaders. A small intersection on school grounds would work well for this option.

ACTIVITY 3:

1. Use a real but secured intersection or layout a mock intersection on a field or black top area. Try to create one that is realistic, identifying sidewalks, curbs, center lane, and crosswalks. Set out giant numbered cards in a clockwise direction and cones around the perimeter of the intersection to identify 8 destination points. See intersection diagram on page 18.

2. Assemble children and group leaders near the model intersection and ask these questions:

a. Where do you stand to look before crossing at an intersection?

Answer: At the edge

b. What are you looking for?

Answer: Traffic from both directions

c. What do you do before you become a part of traffic?

Answer: Look left-right-left and behind if at an intersection

d. Why do you look back?

Answer: Because cars might be coming from behind you

e. Why do you need to pay close attention to parked cars even though they are not moving? What visual barriers do you see here?

Answer: Cars may not be able to see you behind parked cars

f. Name some "barriers" that would prevent you from having a clear view of the street.

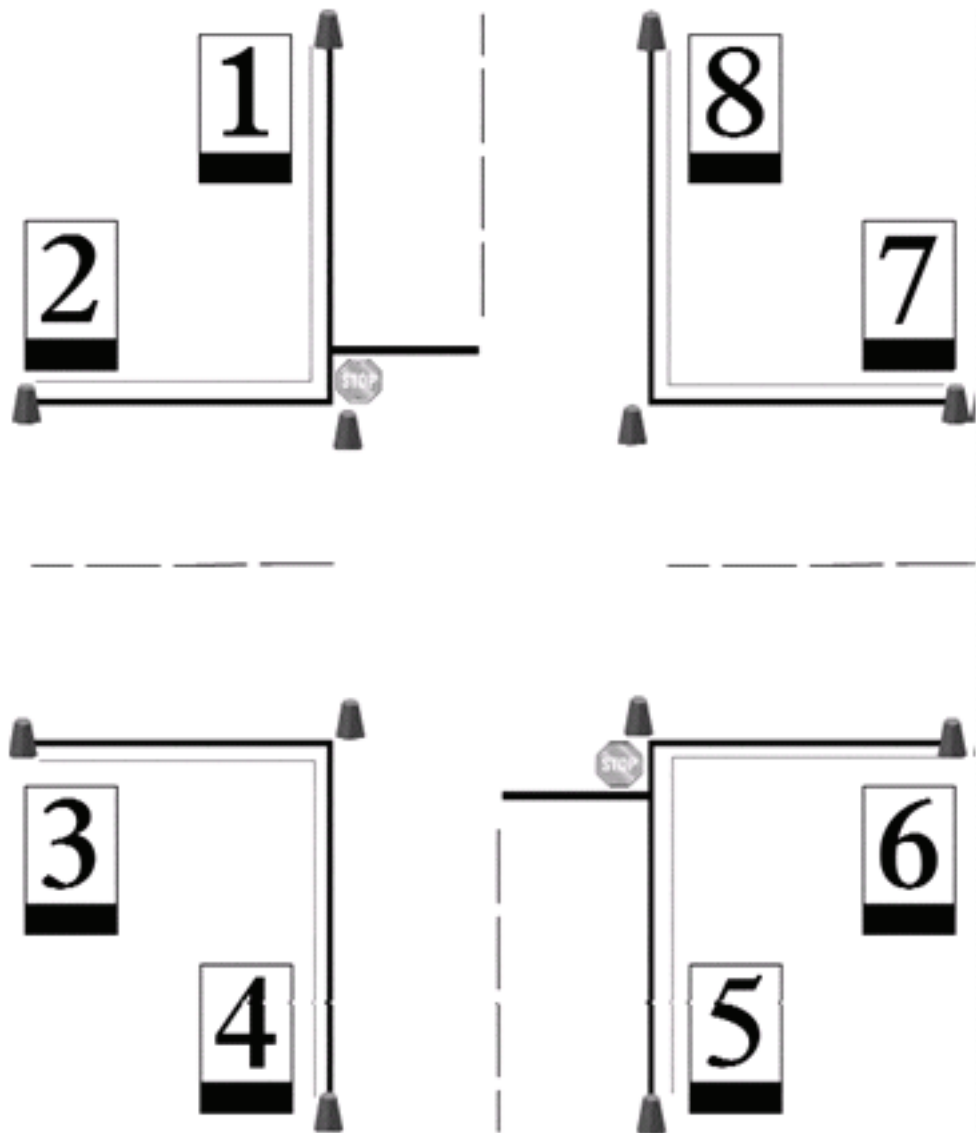
Answer: Cars, bushes, trash cans, walls

g. Where is the new edge you need to search from?

Answer: At the edge of the obstruction

LESSON 8: Crossing intersections

3. Demonstrate the proper crossing technique.
4. Assign each group and leader to a work station. The children will coach each other through the process of crossing the street with a visual barrier.
5. Once all the children can complete this skill well, introduce a ball to be retrieved. The adult group leader rolls the ball into the street. A child enters the street after stopping at the edge and searching properly for on-coming traffic. If you are not comfortable conducting this lesson on real streets, use mock streets.
6. Let children move to new stations to practice with different scenarios.



LESSON 8: Crossing intersections (outdoor)

ACTIVITY TIME:
30 minutes

MATERIALS:

1) 4 adult group
leaders

2) 8 giant
numbered cards
(1-8)

3) Low traffic
intersection

4) 8 traffic cones

OBJECTIVE: To teach children how to apply all the skills they have learned throughout the pedestrian safety unit in a real traffic situation. Practicing pedestrian safety skills in the environment to which the skills apply is an important part of the learning process. Requires a real intersection

ACTIVITY 4:

1. This is the culminating lesson for pedestrian safety lessons. Children will have the opportunity to practice crossing at a real intersection. Secure a low traffic intersection on or around campus. Set up the giant numbered cards around the intersection as they are set up for the Model Intersection in Activity 2. Adult volunteers should stand beside the giant numbers to give guidance and provide security.

2. This activity is conducted the same way as the Model Intersection activity, only now the children are working in a real intersection and possibly negotiating with real cars and traffic signals. You may wish to secure additional adult supervision, but avoid police assistance and blocking the road to traffic because the goal of this lesson is to provide students with the same real life experiences that they will face when crossing real intersections.

LESSON 9: Parking lot safety (outdoor)

LESSON TIME:
30 minutes

MATERIALS:
1) Masking Tape
or floor tape

2) Small cones
(optional)

3) Sidewalk chalk
(if working out-
doors)

TAKE HOME:
None

GRADE(S): 1ST, 2ND

OBJECTIVE: Small children should understand that they cannot be seen easily in parking lots and should not walk through a parking lot without taking an adult's hand.

Key messages: Children may not be easily seen in parking lots

VOCABULARY: parking lot, visible

Suggested Location for Lesson: School parking lot or teachers' parking lot

Preparation: Obtain permission from school administration to take children into the parking lot of the school. Have a teacher aide or parent volunteer to assist if possible in order to maintain control of the group. Put cones in parking lot to cordon off the section you will be in with the students.

ACTIVITY:

Trip to the Parking Lot!

Take students (and volunteers if available) out to the designated part of the lot. Discuss what cars to when they are getting ready to move and how cars back up (look at lights, talk about sounds that cars make, etc).

Have one adult and one student stand on one side of a car while the class is on the other side. Discuss who you can see the easiest and why a grown up might not see a kindergartner out when driving in a parking lot.

Assessment: Ask students how they can stay safe in parking lots.

Review key messages.

LESSON 10: School bus safety (indoor/outdoor)

LESSON TIME:
60 minutes

Videos:

- Traffic Safety Education DVD (optional)
- 1. [2nd grade] Safe School Bus Behavior 15:00 minutes (Indoor)
- 2. School Bus Danger Zones Street Crossing 15:00 minutes (Outdoor)

MATERIALS:
Activity 1
(indoor):

1) Chairs, arranged to resemble rows of seats on a bus

2) Flash cards

TAKE HOME:
None

GRADE(S): KINDERGARTEN, 1ST, 2ND GRADE REVIEW

OBJECTIVE: Children will learn the importance of safe and responsible behavior while riding the school bus. There are 2 activities in this lesson. Activity 2 modeled after Classroom Activities in School Bus and Pedestrian Safety Education, Bulletin No. 93138.

BACKGROUND: Bus drivers have the tremendous responsibility of safely transporting children to and from school, on field trips, and to various events on a daily basis. Drivers must remain alert and attentive to the rules of the road, the traffic conditions around them and to the students on the bus. Quiet, responsible behavior on the bus is an important component of any school bus program.

Video: Traffic Safety Education DVD “Be Cool, Follow the Rules” 15:25 min

ACTIVITY 1:

1. When a school bus is not available, arrange pairs of chairs in a straight line that to resemble the inside of a school bus, allowing space for the aisle.
2. Divide the class into two groups, one group to role play and the other to describe what the students should do. These groups will switch roles throughout the activity.
3. Ask the first group to role play. Assign a bus driver and several students to be on the bus. Assign several students to be waiting for the bus and one to be walking to the bus stop.
4. Tell the students that the bus is picking them up for school.
5. Ask the students who are watching the group to tell the students what to do to get on the bus safely.

Question: The student walking to the bus sees the bus coming. What should he/she do?

Answer: Continue to walk to the bus

Question: Is it OK to run?

Answer: No

Question: What is the right way to go to the bus stop?

Answer: To walk

(Have the student who is walking join the other students to get on the bus.

LESSON 10: School bus safety (indoor)

Question: Where should the students stand to wait for the bus? (Ask the students waiting for the bus to stand in the right place.)

Answer: 3 large steps away from the curb

Question: Ask the students on the bus how they should act. Should they be rowdy? Ask them to act like they do when they ride the bus.

Have the waiting students 'board' the bus.

Question: How do you board the bus?

Answer: One at a time, single file, holding on to the handrail.

Question: Why is it important to be quiet and careful getting on the bus?

Answer: Because pushing or shoving can cause someone to fall or be pushed into the pathway of a bus or a car.

Question (to all students): How do you get off the bus?

Answers: Quietly, no climbing over other students to get out, let others ahead of you exit first, do not switch seats while others are loading or unloading, exit the bus promptly, have your belongings ready, respect personal space, do not tap other students on the back of the head when exiting. Discuss other possible scenarios with students.

Question: Ask the students where they should put their bags.

Answer: Under the seat in front of them

Question: Ask students why they need to keep the aisle clear.

Answer: To avoid tripping someone and to ensure a quick evacuation in an emergency situation.

Ask students who are on the bus, to disembark. How many steps away from the bus should they go?

Answer: 3

Tell the students who got off the bus that they need to cross the street.

Question: What should they do?

Answer: Walk 5 step in front of the bus on the sidewalk and make eye contact with the bus driver. Wait for the signal from the bus driver to cross.

Have the students who got off the bus walk to the right spot to cross. Ask the student playing the bus driver to signal to the students to cross. Ask the students to cross the street.

Ask the students watching if crossing students did it right.

Repeat various roles with students from the class to review the concepts.

LESSON 10: School bus safety (indoor)

MATERIALS:
Activity 2
(indoor):
None

ACTIVITY 2:

Read the following statements to the students. Have them give a thumbs up when the children are behaving and a thumbs down when they are misbehaving.

The bus door is closed, and the bus is leaving for school. In the back, two boys start throwing paper at each other. THUMBS DOWN

A girl sitting behind the bus driver turns around and yells loudly to her friend in the back of the bus. THUMBS DOWN

Two boys sitting next to each other are talking loudly. The bus comes to a stop, and the boys quit talking for a moment so the driver can listen for other cars. THUMBS UP

A girl with a saxophone for her band lesson places the saxophone case under the seat before the bus begins to move. THUMBS UP

The bus stops at a railway crossing. Three friends in the back of the bus keep yelling and laughing loudly. THUMBS DOWN

A boy sees his best friend poking his pencil into the seat, so he starts doing the same thing. THUMBS DOWN

Another boy sees the two boys poking their pencils into the bus seat and asks them to stop. THUMBS UP

A boy cleaning out his book bag throws paper onto the floor of the bus. THUMBS DOWN

A girl see her best friend sitting a few rows in front of her. While the bus is moving, the girl gets up from her seat to go sit next to her friend. THUMBS DOWN

A boy gets off the bus and immediately runs across the street to meet his friend. THUMBS DOWN

A girl gets off the bus, stands on the curb and waits for the driver's signal to cross the road. THUMBS UP

ASSESSMENT: Ask students to describe the steps to get on the school bus.

Review key messages.

LESSON 10: School bus safety (outdoor)

LESSON TIME:
30 minutes

Video: Traffic
Safety Education
DVD

School Bus
Safety- “Visual
Barriers/ School
Bus”
(1:30 minutes)

Activity 2
(outdoor):

1) School bus
and driver, when
possible

2) 8 cones or bean
bags or chalk

3) Poster board
with bus drawing
and danger zones
highlighted

4) When a
school bus is not
possible: Chairs

5) Large
cardboard box

TAKE HOME:
None

ACTIVITY 2: School Bus Danger Zones Street Crossing (Outdoor)

OBJECTIVE: To teach children the four danger zones around a school bus, the importance of staying in the bus driver’s line of vision, and how to cross in front of a school bus.

Video: Traffic Safety Education DVD

Lesson 5: School Bus Safety- “Visual Barriers/ School Bus” 1:30 minutes

BACKGROUND:

A school bus acts as a visual barrier for the bus driver, students and vehicles stopped in front of, or behind, a school bus. When children enter or exit a school bus, it is important for them to stop at the edge, move 5 big steps (10 feet) in front of the bus for the bus driver to have constant view of them, stop at the new edge in front of the bus, look left-right-left, wait for all traffic to stop and continue to look while crossing. Observing all these rules is important when a school bus is involved. Children killed in school bus related crashes most often are the result of either an overtaking and passing vehicle or the bus driver’s inability to see the child. Teaching children safe school bus loading, unloading, and street crossing practices can save a child’s life.

Discussion Topics & Questions:

a. How far do you move away from the bus when you get off?

Answer: 3 big steps

b. Why is it important to walk five (5) big steps (10 feet) away from the front of the bus before crossing?

Answer: To be able to be seen by the bus driver

c. What second edge do Sam and his sister stop at before crossing the street?

Answer: The bus

d. The 10 foot rule - How far do you move away from the bus before becoming a part of traffic?

Answer: 10 feet

e. Discuss the importance of stopping at the edge of bus.

ACTIVITY:

1. Show the video and discuss the questions.

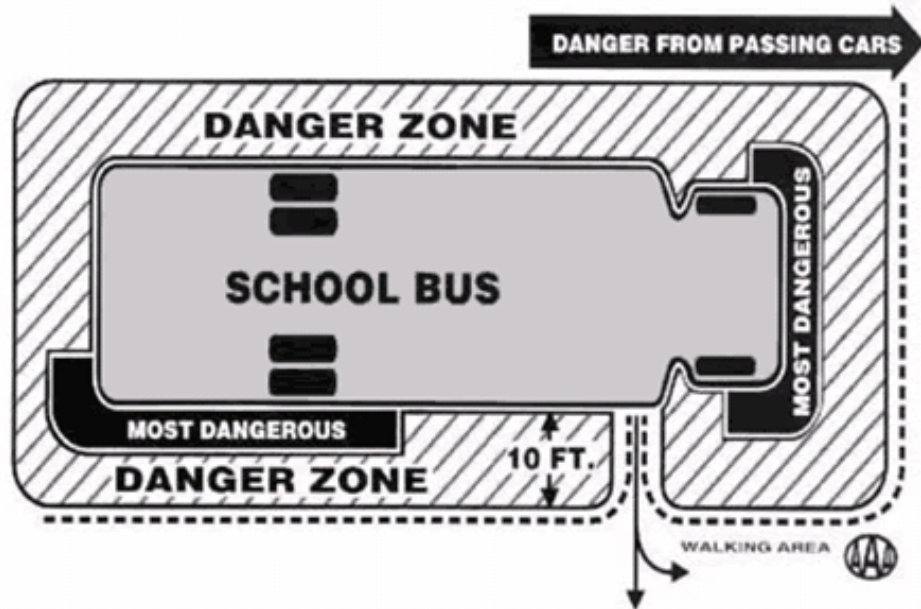
2. If available, the bus should be parked on a street on the school grounds so the children can practice getting on the bus, dismounting the bus and crossing the street.

LESSON 10: School bus safety (outdoor)

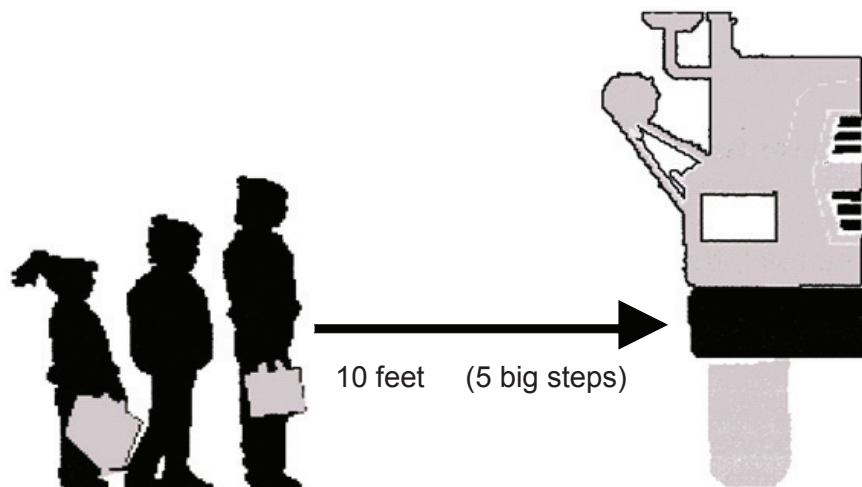
3. If a bus is not available, arrange chairs like the inside of a school bus, including the driver's seat. Use a large cardboard box to place at the front of the bus, in front of the bus driver.

Cut out a section of the box to resemble the front bus window. This will then work as your bus.

4. In either situation, it is important to mark the school bus danger zones using traffic cones, bean bags or chalk. See illustration below.



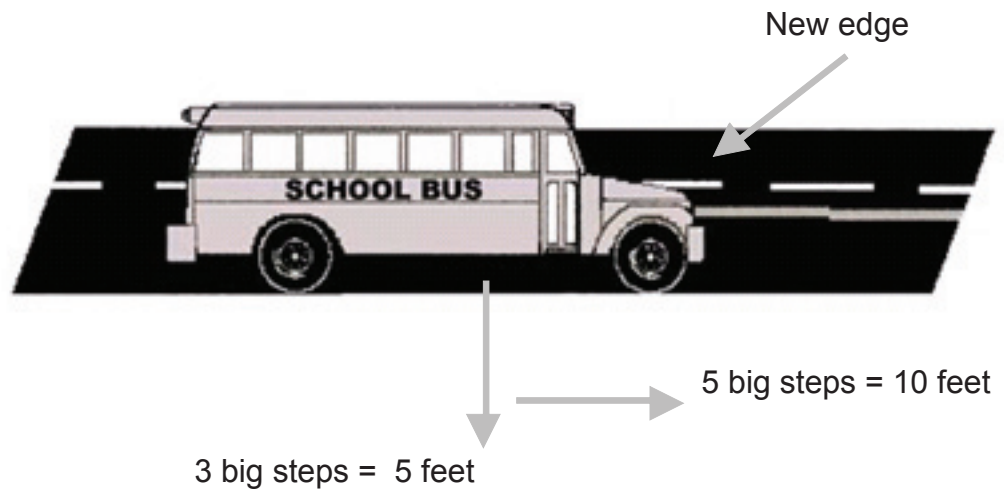
5. Gather the class and go over the proper procedures for getting on the bus. First explain that they should never stoop to pick up something that has dropped near a school bus. Next demonstrate the activity. Stand 10 feet (5 big steps) away from the edge of the road. When the school bus has stopped completely and the stop bar is out, walk to the edge of the road. When the bus driver motions, continue to carefully step on to the bus. See illustration below.



LESSON 10: School bus safety (outdoor)

Children practice the procedure in pairs until everyone is on the bus. Then everyone gets off the bus and stands 3 big steps (5 feet) away from the bus door while the teacher discusses the proper procedures for bus dismounting and crossing the street.

7. Demonstrate the proper dismounting and crossing procedure. Get straight off the bus, take 3 big steps (5 feet) away from the bus, then take 5 big steps (10 feet) to the front of the bus and stop. Search left-right-left to make sure traffic has stopped behind the bus. When it is clear and the bus driver signals it is OK to cross, move to the edge of the curb, continue searching, then walk to the edge of the bus and stop and search for traffic. When the road is clear or traffic is completely stopped, cross the street while continuing to search for traffic. See illustration below.



LESSON 11: Helmets fitting (optional)

LESSON TIME:
30 minutes

MATERIALS:
1) Size small
helmets

TAKE HOME:
Helmet Fit Guide

GRADE(S): KINDERGARTEN, 1ST, 2ND (REVIEW)

OBJECTIVES: Learn the proper way to wear a helmet. Bicycle helmets have been proven to prevent a large percentage of traumatic brain injuries when worn correctly.

VOCABULARY: traffic, intersection, helmet

KEY MESSAGES: Always wear a properly fitting helmet when riding your bicycle.

Your students may be riding bicycles, kick scooters, or tricycles. Knowing how to properly wear a helmet is important to keep them safe for a variety of activities. This exercise will show them the steps to take to fit their helmets correctly.

Activity: Helmet Fit

Using the helmet fit guide on the following pages instruct students to try on helmets. Check each student for proper fit.

Reduced cost helmets are available at www.prorider.com/cns. Additional resources may be available. Contact the Safe Routes to School Coordinator at srts@dot.state.co.us

LESSON 12: Review/evaluation and certificates

LESSON TIME:
30 minutes

MATERIALS:
None

TAKE HOME:
Student and
Parent Safety
Pledge

GRADE(S): KINDERGARTEN, 1ST, 2ND

ACTIVITIES:

1. Evaluation 10:00 minutes (Indoor)
(For 1st and 2nd Grade)

2. Student and Parent Safety Pledge 20:00 minutes (Indoor)

ACTIVITY DESCRIPTION:

For kindergarten and first grade this works well as a teacher review given orally. For second graders, hand out the Evaluation Forms. This can also be done as a group question and answer session. An awards ceremony can be a great way to celebrate student achievement. It is important that the children know how important the information they learned will be for the rest of their life! Great job, everyone!

*Evaluation Form Answers: 1.Yes 2.Yes 3.No 4. No 5.Yes 6. No 7. No 8.Yes

Name _____ Grade _____

1. What should you always do before crossing the street?

Answer: Stop and search “left-right-left” before crossing the street

2. Why is it important to keep looking and listening for cars as you cross the street?

Answer: Because they might approach while you are crossing

3. Is it safe to cross the street between two parked cars? If not, why?

Answer: Yes, but move out to the new “edge” and look left-right-left

Answer: Because on-coming cars might not see you

4. Is the edge of the sidewalk always the best place to stop and search for cars before crossing the street?

Answer: YES but...

When might it not be?

Answer: where there are visual barriers blocking your view

5. Can car drivers see you better if you are wearing bright colored clothes?

Answer: Yes

6. If a crossing signal starts flashing “don’t walk” when you are in the middle of crossing the street, should you go back to where you started?

Answer: NO but...

What should you do?

Answer: Continue crossing the street with care

LESSON 12: Review/evaluation and certificates

7. Is it easy for car drivers to see children on small bikes?

Answer: NO

Why not?

Answer: Because bicycles are smaller than cars and drivers might not see them

8. Should you stop at the edge of the school bus to search for cars before crossing the street?

YES!

Pedestrian/School Bus Safety Evaluation

Name _____ Grade _____

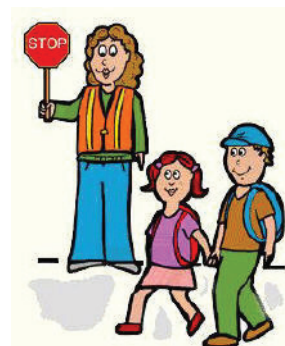
1. What should you always do before crossing the street?
2. Why is it important to keep looking and listening for cars as you cross the street?
3. Is it safe to cross the street between two parked cars? If not, why?
4. Is the edge of the sidewalk always the best place to stop and search for cars before crossing the street?
5. Can car drivers see you better if you are wearing bright colored clothes?
6. If a crossing signal starts flashing “don’t walk” when you are in the middle of crossing the street, should you go back to where you started?
7. Is it easy for car drivers to see children on small bikes?
8. Should you stop at the edge of the school bus to search for cars before crossing the street?

LESSON 12: Review/evaluation and certificates

STUDENT AND PARENT SAFETY PLEDGE

I promise to always:

1. Stop, look left, right, and left again and wait for traffic to pass before I cross the street.
2. Listen to the bus driver and all his or her safety rules.
3. Stay 5 giant steps away from the street when I'm waiting for a bus.
4. Wear a bike helmet every time I ride my bike.
5. Wear light, bright colors and reflective markers so I can be seen walking and riding in the dark.
6. Be predictable when I am a part of traffic.
7. Always follow traffic safety rules and encourage my friends to also.



X _____
Student Signature

X _____
Parent Signature