








































# First Grade Table of Contents

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# Safe Routes to School

## Pedestrian Safety Lessons - First Grade

The Pedestrian Safety Lessons introduce students to safe pedestrian behaviors and the concept of traffic. The goal is to teach students the necessary skills to be safer pedestrians whether walking to and from school, to the school bus stop, or other common situations. The lessons begin with skill building exercises and mock street simulations to teach basic pedestrian skills, then progressively applies these skills in various traffic situations. Some lessons end with students performing these skills in a real street situation to practice the skills they have learned.

### STAGE 1- DESIRED RESULTS

#### Focus Benchmarks

- PE.1.L.3.7: Identify edges, pedestrians, vehicles and traffic.
- PE.1.C.2.2: Identify safety rules and procedures for teacher-selected physical activities.
- PE.1.C.2.8: Identify movement concepts.
- PE.1.M.1.1: Travel using various locomotor skills while changing directions, pathways and speeds.
- PE.1.R.5.2: Use physical-activity space safely and properly.

#### Support Benchmarks

- PE.1.R.6.2: Identify feelings resulting from participation in physical activity.
- PE.1.L.4.4: Identify the difference in the activity of the heart during rest and while physically active.
- PE.1.L.3.4: Identify opportunities for involvement in physical activities after the school day.
- LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### TRANSFER GOALS

#### Students will be able to independently use their learning to

1. Safely cross a roadway using proper crossing sequence.
2. Identify edges, pedestrians, vehicles and traffic in their community.
3. Verbally state the proper search and crossing sequence when crossing a road.
4. Utilize roadway search and proper road crossing procedures (safety rules and procedures) in simulated and game situations.

### UNDERSTANDINGS

#### Students will understand

1. Benefits of walking.
2. Where to walk in public.
3. Seeing and being seen as a pedestrian.
4. Dangers of distractions when walking

5. Importance of using proper crossing sequence.
6. Increasing walking pace increases breathing and heart rate.

## ESSENTIAL QUESTIONS

### Students will keep considering

1. How can you stay safer when crossing roads and streets?
2. What are different ways we travel?

## ACQUISITION

### Students will know

1. Cues for proper search and crossing.
2. Traffic signs and signals.
3. Vocabulary such as sidewalk, road, street, vehicles, traffic, hazards, danger, dart-out.
4. How to walk safely near traffic in the community.
5. The rules for each activity.

### Students will be skilled at

1. Demonstrating proper search and crossing sequence (stop at edge, perform search left-right-left and navigate a model street crossing).
2. Identifying edge, pedestrians, vehicles and traffic in their community.
3. Moving safely in a variety of ways in relation to others.

# Walking Safely Introduction



## BACKGROUND INFORMATION

Whether walking with adult family members or friends, children must learn basic pedestrian safety to prevent injuries and prepare for a lifetime of safer walking. As young people become drivers, these lessons may help them be more aware of pedestrians as they navigate their community's streets. Preventing pedestrian injuries requires a combination of approaches: engineering strategies to improve the physical environment for walking, enforcement strategies to reduce vehicle speeds and increase driver yielding to pedestrians, and safety skills development and education for drivers and pedestrians (Pedestrian Safer Journey, 2017).

While lessons covered later in the pedestrian unit will focus on specific pedestrian skills, this introductory lesson is designed to provide an overview and get students thinking about pedestrian safety. In the Pedestrian Safer Journey elementary video, students will learn how to choose safe places to walk and cross streets and the importance of watching for cars and other traffic.

Before teaching pedestrian skills, it is important that students understand the directions "left" and "right." If students do not know the difference between left and right, they will not be able to correctly perform the pedestrian skills. There are many ways to teach left and right, such as making an "L" with the left hand (index finger and thumb), using washable/non-toxic marker to write an "L" on the left hand and an "R" on the right hand, putting a bracelet or ribbon on the left hand, etc.

\* Pedestrian Safer Journey videos were developed by the U.S. Department of Transportation's Federal Highway Administration.



### Prerequisites

Students must know the directions left and right.



### Vocabulary

Sidewalk, Road/Street, Vehicles, Traffic, Hazards, Danger, Distraction, Intersection, Edge, Left, Right.



### Objectives

Students will be able to identify safe places to walk. Students will be able to identify how to cross a street safely. Students will be able to navigate a crosswalk. Students will be able to identify some common distractions.



### Videos

Pedestrian Safer Journey - Ages 5-9



## VIDEO: PEDESTRIAN SAFER JOURNEY – AGES 5-9

[http://www.pedbikeinfo.org/pedsaferjourney/el\\_en.html](http://www.pedbikeinfo.org/pedsaferjourney/el_en.html)

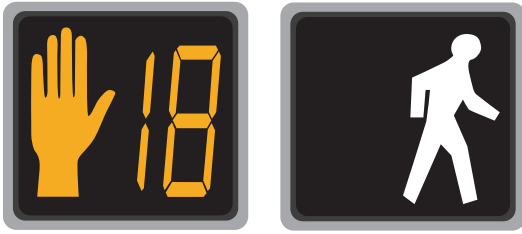
**Youtube Videos:** <https://www.fdot.gov/projects/floridasrts/srts-videos>

### Guided Discussion:

You may use the following questions from the Pedestrian Safer Journey Quiz to guide a discussion about pedestrian safety. Depending on the ability of your students, you may ask additional, higher-order questions such as asking students about their experiences while walking.

- 1** YOU WANT TO WALK TO A FRIEND'S HOUSE. SHOULD YOU WALK WITH SOMEONE ELSE?  
*Yes, you should not walk alone until you are at least ten years old, especially if you have to cross the street.*
- 2** WHO COULD HELP YOU WALK SAFELY?  
*Your older brother or sister, your parent, and/or a trusted adult.*
- 3** WHAT SHOULD YOU WEAR TO HELP YOU BE SAFER WHEN YOU GO FOR A WALK AND IT IS DARK OR NEARLY DARK OUTSIDE?  
*You should wear something bright and reflective. It helps drivers see you better, especially when it is dark or nearly dark.*
- 4** ALWAYS WALK ON THE SIDEWALK, IF THERE IS ONE. WHEN THERE IS NO SIDEWALK, WHERE SHOULD YOU WALK?  
*Walk on the left side of the street, facing traffic. Stay as far from traffic as you can get, so you can safely see the vehicles and they can see you.*
- 5** WHEN YOU NEED TO CROSS THE STREET, AND THERE IS NOT A CROSSWALK, WHAT DO YOU DO?  
*Find a place where you can see drivers and drivers can see you. Make sure there are not any trees, bushes, parked vehicles or any other objects (visual barriers) that may block your view from seeing drivers and drivers from seeing you.*
- 6** AFTER YOU FIND A SAFE PLACE TO CROSS THE STREET WHAT DO YOU DO?  
*Stop at the edge of the street. Look left-look right-look left again and listen for vehicles. Walk safely and straight across the street. While you walk, keep looking left and right and listening for traffic.*
- 7** WHEN YOU COME TO AN INTERSECTION. BEFORE YOU CROSS THE STREET, WHAT SHOULD YOU DO?  
*Look left-look right-look left again, and also look in front of you and behind you since traffic can come from many different ways.*
- 8** IT IS IMPORTANT TO PAY ATTENTION WHILE YOU ARE WALKING. WHAT ARE SOME DISTRACTIONS?  
*Phones, games, music. You should not wear headphones or play video games. Those things distract you- they take your attention away from what is happening around you, so you are not able to hear or see potential dangers.*

- 9 WHILE YOU ARE WAITING TO CROSS THE STREET, YOU SEE THIS SIGNAL SHOWING A FLASHING HAND WITH NUMBERS COUNTING DOWN. WHAT SHOULD YOU DO?  
*Wait until you see the walking person signal*



### Additional Resources:

There are many additional resources for pedestrian safety. For example, Safe Kids Worldwide has resources available such as tip sheets and videos. Visit below for more information or their YouTube channel.

<https://www.safekids.org/walkingsafelytips>

<https://www.youtube.com/user/safekidsusa>





# Crossing the Street (Midblock no traffic)



## BACKGROUND INFORMATION

Dart-outs into traffic from driveways and at intersections are a leading cause of traffic crashes involving children. Once in motion (playing and running), children tend to stay in motion. This lesson introduces students to the basic components of crossing a street: stopping at an edge, searching left-right-left again before entering the road, and continuing to look while crossing.

Practicing stop and search techniques on a model street teaches children how to make safe decisions when they need to cross the street. Additionally, they need to practice stopping and searching to identify potential traffic before crossing streets when they are distracted and/or retrieving a toy. Remind them how easily you can be distracted from remembering to stop and search.

## GET MOVING ACTIVITY – GENERAL SPACE

**Material/Equipment:** Music and player, large sheet of paper (2'x3'), colored markers and a replica of a "Bee" (but not required).

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. All students are gathered in the center of the space, sitting ready for instruction.

**Instructor:** *We are going to be moving in this space* (point to the walls or boundaries).

*What should we "Bee" careful of? Thank you for raising your hand.* Hand the **Bee** to the student with hand up, she says, e.g., *the walls*.

*Thank you Susan, everyone, what did Susan say?* Students say, *the walls*. Susan passes the **Bee** to a student who is waiting patiently, with hand up. The student says, e.g., *each other*.

*Thank you Tommy, (directed to class) what did Tommy say?* Students say, *each other*. Continue...Students set the boundaries and expected behaviors for the activity. The teacher is a facilitator.

**Note:** Students may give various responses to the questions above. Guide them in providing answers of things to "Bee" careful of when moving in the space.



### Prerequisites

Students must know the directions left and right.



### Vocabulary

Pedestrian, Edge, Vehicle, Road/Street, Traffic, Midblock, Hazards, Route or Path.



### Objectives

Students will be able to identify edges. Students will be able to stop at the edge and perform the Search: Look Left-Look Right-Look Left again while crossing a model street.



### Videos

Midblock and Midblock Review

**Instructor:** *When the music starts, we will start moving in this space (e.g., skip, gallop, hop, crabwalk, elephant walk, etc.). When the music stops, we will stop. What will you do when the music stops?* Students say, *STOP*. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.


START the music and let the students move in the manner you instructed them for about 15 seconds. STOP the music and comment on the students' good listening skills and start the music again.

When the music and students stop, ask all students' to gather around the paper and hand one student a marker. Ask that student to draw their foot patterns (path of travel or route) on the paper and explain how they were moving their feet. Accept any representation of movement. They may demonstrate the movement. All acknowledge the student's work.

The music continues, and all try the drawn steps and continue to make up their own. The music stops, and new foot patterns are drawn on the paper. All acknowledge the work.

The music continues, and all try the drawn paths and continue to make up their own. Repeat.

The paper "map" could be posted so that students can see and comment on it later.

 **Note:** You may choose not to use the drawing of foot patterns with markers if it is difficult (e.g., windy outside). Instead, you may just have the students move freely in the manner instructed and learn to stop when the music stops. This first Get Moving activity is meant to get the students comfortable moving in space, being aware of their surroundings, and getting physical activity. Get Moving activities that follow will add components of traffic safety such as looking left-right-left.

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 **VIDEO: MIDBLOCK**

**Guided Discussion:**

- 1 WHERE DO YOU THINK SHE MIGHT BE GOING?
- 2 WHAT DID YOU SEE HER DO?  
*Stop and look.*
- 3 WHERE DID SHE STAND TO LOOK?  
*At the edge of the street or roadway.*
- 4 WHAT WAS SHE LOOKING FOR?  
*Cars, trucks, etc.*
- 5 DID SHE SEE ANY CARS?  
*No moving cars.*
- 6 CARS ARE A TYPE OF VEHICLE. CAN YOU NAME SOME DIFFERENT TYPES OF VEHICLES?  
*Truck, bus, bicycle, motorhome, motorcycle, etc.*
  - *Cars and other vehicles traveling on the roadway are called **traffic**.*
  - *When **vehicles** are moving on the roadway they are part of **traffic**.*

- If you are moving on the roadway, you are part of **traffic**.
- People walking on the sidewalk or in the roadway are called **pedestrians**.

- 7 WHAT DID SHE DO BEFORE SHE BECAME PART OF TRAFFIC?  
*She stopped at the edge and looked for traffic.*

 VIDEO: MIDBLOCK REVIEW

**Guided Discussion:**

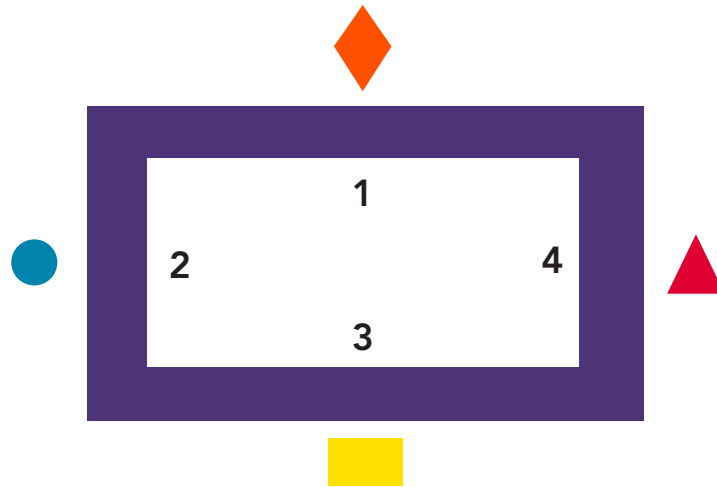
- 1 WHAT DID SHE DO BEFORE SHE BECAME PART OF TRAFFIC?  
*She stopped at the edge and looked for vehicles.*
- 2 WHY DO YOU THINK SHE LOOKED LEFT FIRST?  
*The closest lane of traffic is on the left.*
- 3 WHY DO YOU THINK SHE LOOKED LEFT AGAIN BEFORE CROSSING?  
*Always check the closest lane of traffic just before entering the street or roadway.*
- 4 WHAT DID SHE CONTINUE TO DO AS SHE WALKED ACROSS THE STREET?  
*She kept looking.*
- 5 IS A CAR IN A DRIVEWAY OR ON THE SIDE OF THE STREET PART OF TRAFFIC?  
*No, however, parked vehicles can become part of traffic at any moment! Vehicle drivers may have a difficult time seeing **pedestrians**, so it is important to be aware of your surroundings and communicate with drivers.*
- 6 CLARIFY THE TERMS:  
*Pedestrian, Edge, Vehicle, Traffic, Search: Look Left-Look Right-Look Left again.*

 GET MOVING ACTIVITY – STOP AND SEARCH (L-R-L)

*This is a continuation of the General Space Activity.*

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *Take out your magic paint brush, dip it in your favorite color and paint the edge. What do you do when you get to the edge?* All say, *STOP*. Then say, *look left*, all look left, teacher points left, says, *What number do you see?* Students reply 2, (slowly) and *look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2.

**Note:** If the instructor wants a physical “edge” instead of asking them to use a “magic paint brush” for the students to stop at, they may use strips of masking tape (2’-3’), chalk, chalk spray, etc. The edges must go vertical and horizontal in relation to the walls to allow students to find an edge that faces the wall the teacher instructs them to look at when the music stops.

Instructor says, *What are we looking for? Vehicles (cars, trucks, vans, buses, etc.). If we do not see any cars what do we do?* All say, *Walk, and keep looking, keep looking.* All take a few steps forward and turn heads saying keep looking.

Start music again, students move freely, stop music.

**Repeat:** *Everyone please point your toes to the wall with the number 3 on it.* Instructor is demonstrating this at the head of the class, facing the 3 wall, with her back to the students. Look back and say, *Take out your magic paintbrush, dip it in your favorite color and paint the edge. What do you do when you get to the edge?* All say, *STOP*. Then *Look left*, and all look left. Teacher points left, says, *What number do you see?* Students reply, 4 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 2 and *look left*. All look left, teacher points left, says, *What number do you see?* Students reply, 4. Instructor says, *What are we looking for? Cars. If we do not see any cars what do we do?* All say *Walk, and keep looking, and keep looking.* All take a few steps forward while looking left and right.





## MODEL STREET CROSSING

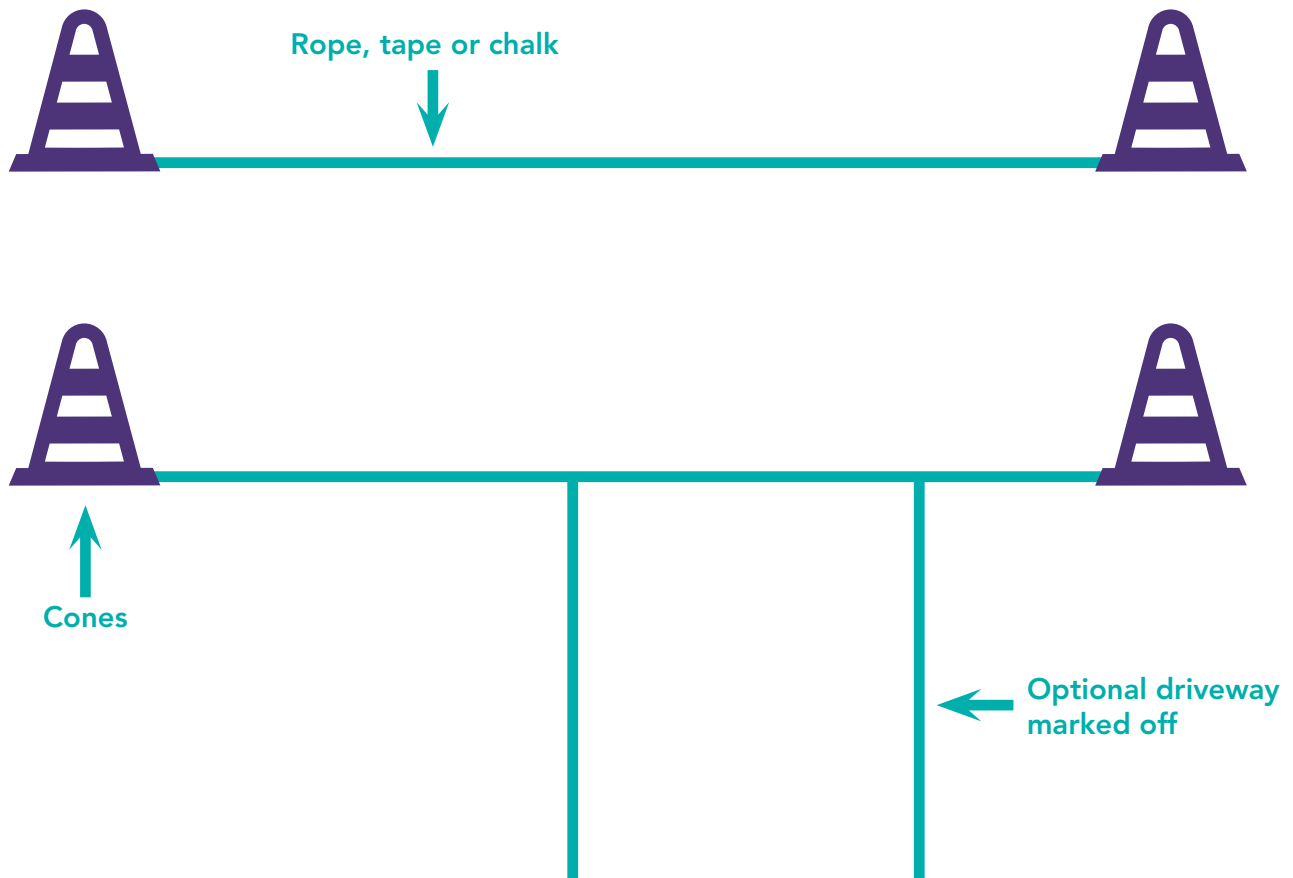
**Material/Equipment:** Ropes, cones, tape, chalk, or chalk spray to mark off mock road.

**Set-up:** A large open space such as a field, gymnasium, basketball court, etc. With ropes, chalk, chalk spray, etc., mark off a mock road on blacktop or grass area the same width as roads around your school or neighborhood.

**Instructor:** Assemble students near the edge of the road. Explain that we don't want to stop "on" the edge of the road, or right at the edge. Instead, we want to be about one step away from the edge while we do our search. This allows a buffer space between you and traffic. Ask for three or four volunteers to cross the road together. Demonstration takes place and the volunteers stop and stand on the other side. Ask the students who are observing; what did you see (As earlier with the videos.)? Students share "Stop at the edge, Look left-Look right-Look left again. If no cars are coming, walk and keep looking." Ask for four more volunteers. Repeat until all students have crossed the mock road.

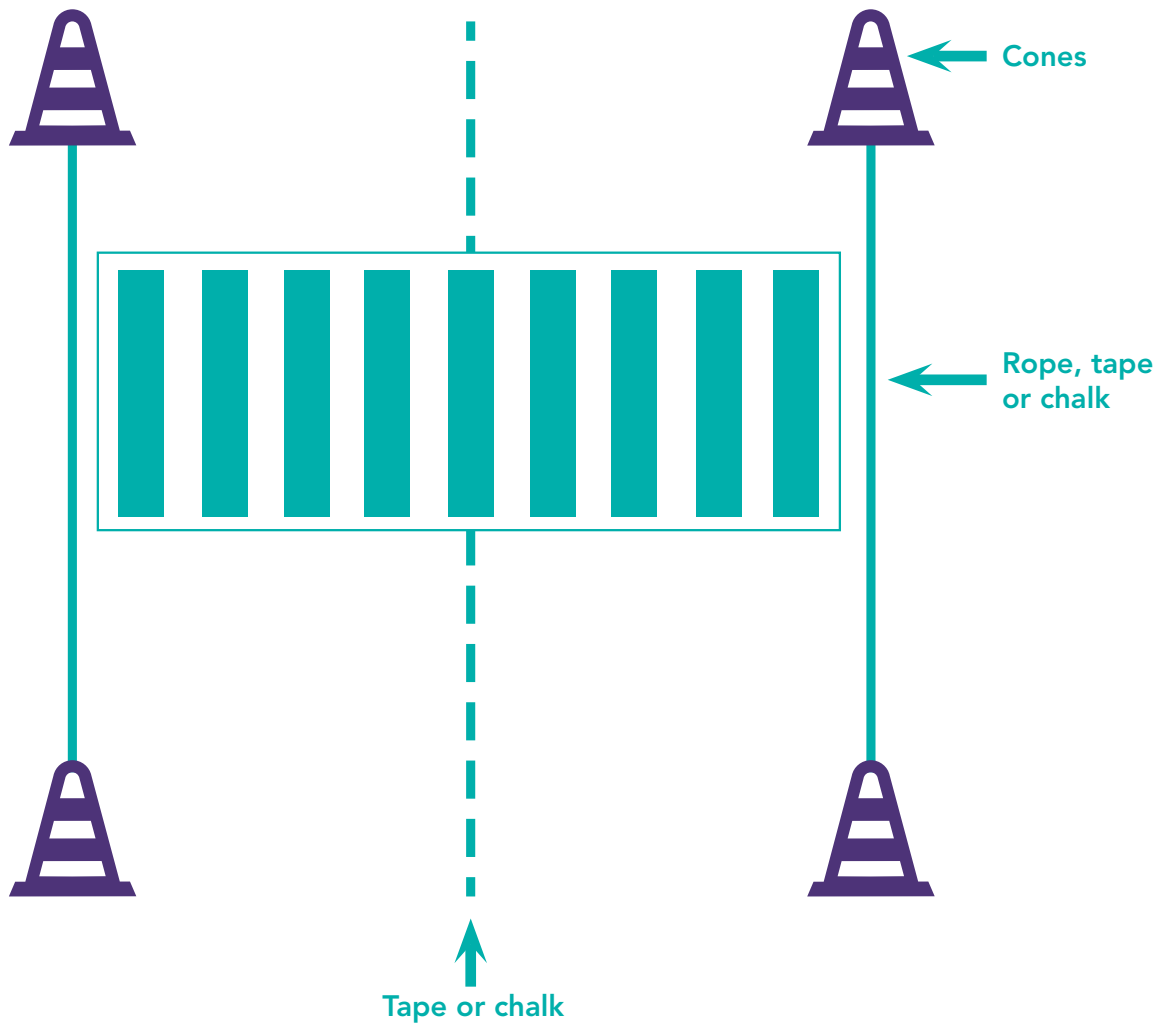
**Note:** Make sure the students understand it is not a race; they are not supposed to run across the street.

**Note about distractions:** Remind students the importance of paying attention while walking. Ask them what types of things could distract them while walking (phones, music, games, talking with others, etc.). Ask them why it is important to pay attention and be aware of their surroundings while walking (Distractions take their attention away from what is happening, so they are not able to hear and see potential dangers). Even if you are crossing at an intersection, or in a crosswalk, it is important to always be aware of your surroundings and not assume drivers will yield to you.



### Additional set-up using a crosswalk

Setup includes crosswalk rug, something to create sidewalks (rope, tape, chalk, chalk spray, etc.) and optional dashed lines for road (tape, chalk, chalk spray, etc.). For this setup, you may add sidewalks, a center line, and crosswalk.





## RETRIEVING A TOY FROM THE STREET

**Material/Equipment:** Ropes, cones, tape, chalk, or chalk spray to mark off mock road and make centerline, and toys (beanbags or balls).

**Set-up:** Use mock street from previous activity (*Crossing the Street*).



**Students get in pairs and line up along the mock street to play catch.**

**Instructor:** Line all the students up on an “edge” and hand out a beanbag (or a ball) to each student. Have them pretend that they are playing catch out in the yard. You may ask them to toss the object back and forth, then alternate to throwing with non-dominant hand, underhand, overhand, etc. On your command, have the line of students farthest away from the edge of the street “accidentally” throw the object past their partner into the street (e.g., over their head).

Before retrieving the toy, the students should stop at the edge, look left, look right, and look left again, and if it’s clear, retrieve the toy and return safely behind the edge (continuing to search the entire way). Also, discuss which side of the road they should exit depending on where their toy landed.

**Note:** Some students may not think about stopping and run into the road without looking. The objective of the activity is to have the students focus on something such as playing catch, and when a situation occurs where they need to enter the road, they must incorporate what they have learned (stopping, looking left-right-left again, and continuing to look). If your students are unable to play catch with another student (e.g., lacking the skill or challenges with teamwork activities), you can have students throw their own beanbag in the model street.





# Traffic



## BACKGROUND INFORMATION

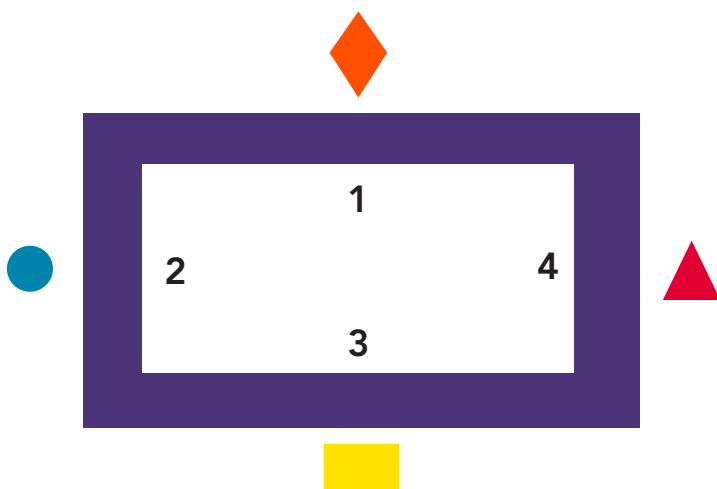
This lesson continues to teach how to properly cross the street by stopping at the edge and searching left-right-left again, but also adds the component of traffic.

### GET MOVING ACTIVITY – STOP AND SEARCH (L-R-L)

This is a continuation of the previous *Stop and Search* Activity.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students

#### Prerequisites

Students must know directions left and right, stopping at the edge, searching left-right-left again. See *Crossing the Street Lesson*.

#### Vocabulary

Pedestrian, Edge, Vehicle, Road/Street, Traffic, Searching, Communicate.

#### Objectives

Students will be able to identify edges. Students will be able to stop at the edge and perform the Search: Look Left-Look Right-Look Left again. Students will be able to apply (what they have learned thus far) stopping at an edge, perform the Search: Look Left-Look Right-Look Left again, in order to navigate a model street crossing with traffic.

#### Videos

Driveway with Traffic and Driveway with Traffic Review

stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

Demonstrate proper stop and search (left-right-left again) 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.

Start the Music. When the music stops ask the students to point their toes toward the wall with the number 1 on it. Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *Take out your magic paint brush, dip it in your favorite color and paint the edge. What do you do when you get to the edge?* All say, *STOP*. Then say, *look left*, all look left, teacher points left, says, *What number do you see?* Students reply 2, (slowly) and *look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2.

**Note:** If the instructor wants a physical "edge" instead of asking them to use a "magic paint brush" for the students to stop at, they may use strips of masking tape (2'-3'), chalk, chalk spray, etc. The edges must go vertical and horizontal in relation to the walls to allow students to find an edge that faces the wall the teacher instructs them to look at when the music stops.

Instructor says, *What are we looking for?* Vehicles (cars, trucks, vans, buses, etc.). *If we do not see any cars what do we do?* All say, *Walk, and keep looking, keep looking.* All take a few steps forward and turn heads saying keep looking.

Start music again, students move freely, stop music.

**Repeat:** *Everyone please point your toes to the wall with the number 3 on it.* Instructor is demonstrating this at the head of the class, facing the 3 wall, with her back to the students. Look back and say, *Take out your magic paintbrush, dip it in your favorite color and paint the edge. What do you do when you get to the edge?* All say, *STOP*. Then *Look left*, and all look left. Teacher points left, says, *What number do you see?* Students reply, 4 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 2 and *look left*. All look left, teacher points left, says, *What number do you see?* Students reply, 4. Instructor says, *What are we looking for?* Cars. *If we do not see any cars what do we do?* All say *Walk, and keep looking, and keep looking.* All take a few steps forward while looking left and right.

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## VIDEO: DRIVEWAY WITH TRAFFIC

### Guided Discussion:

- 1 WHERE DO YOU THINK SHE MIGHT BE GOING?
- 2 WHAT DID YOU SEE HER DO?  
*She walked toward the road and stopped because she saw traffic. Motorcycles, cars and other vehicles moving in the roadway are traffic.*
- 3 WHAT DID SHE DO WHEN SHE SAW TRAFFIC?  
*She stepped back.*
- 4 WHY DO YOU THINK SHE DID THAT?  
*Allow any ideas. The proper answer will come out in the review.*

- 5 WHAT DID SHE DO AFTER THE TRAFFIC PASSED?  
*Walked to the edge of the road, stopped, and looked for traffic. She looked left. She looked right. She looked left again.*
- 6 DID SHE SEE ANY TRAFFIC?  
*No*
- 7 WHAT DID SHE DO BEFORE SHE STEPPED INTO THE ROADWAY AND BECAME A PART OF TRAFFIC?  
*She looked for traffic.*
- 8 WHAT DID SHE CONTINUE TO DO AS SHE CROSSED THE STREET?  
*She kept looking.*



## VIDEO: DRIVEWAY WITH TRAFFIC REVIEW

### Guided Discussion:

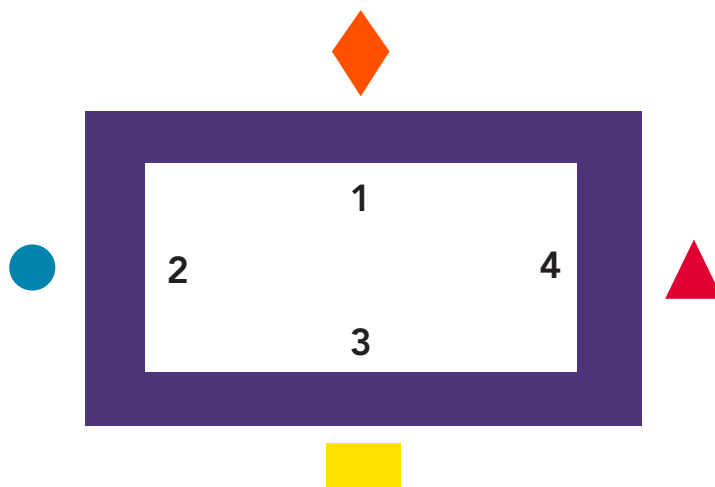
- 1 WHAT DID SHE DO BEFORE SHE BECAME PART OF TRAFFIC?  
*She stopped at the edge of the road and looked for traffic.*
- 2 DID SHE SEE ANY TRAFFIC?  
*Yes*
- 3 WHAT DID SHE DO WHEN SHE SAW THE TRAFFIC?  
*She **stepped back**.*
- 4 WHY DO YOU THINK SHE DID THAT?  
*To **communicate** with the driver that she was not going to cross.*
- 5 WHAT DID SHE DO AFTER THE TRAFFIC PASSED?  
*She walked to the edge of the road, stopped, and looked for traffic. She looked left. She looked right. She looked left again.*
- 6 WHY DO YOU THINK SHE LOOKED LEFT ONE MORE TIME BEFORE CROSSING?  
*Always check the closest lane of traffic just before entering the street.*
- 7 WHAT DID SHE CONTINUE TO DO AS SHE WALKED ACROSS THE STREET?  
*She kept looking.*
- 8 IS A CAR IN A DRIVEWAY OR ON THE SIDE OF THE STREET PART OF TRAFFIC?  
*No, however, parked vehicles can become part of traffic at any moment! Vehicle drivers may have a difficult time seeing **pedestrians**, so it is important to be aware of your surroundings and communicate with drivers.*

9 CLARIFY THE TERMS:  
*Pedestrian, step back, and communicate*

 GET MOVING ACTIVITY – STOP AND SEARCH, STEP BACK

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

When the music stops ask the students to point their toes toward the wall with the number 1 on it. Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *Take out your magic paint brush, dip it in your favorite color and paint the edge. What do you do when you get to the edge?* All say, *STOP*. Then say, *look left*, all look left, teacher points left, says, *What number do you see?* Students reply 2. Now *look right*, teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left. Instructor points left, says, *What number do you see?* Students reply, 2.

Instructor says, *What are we looking for? Cars, or other vehicles. Do you see any cars? If you do see a car, what do you do?* All say, *STEP BACK*. All take 3 steps back. After the car goes by you can step up to the edge again. *STOP*, Look left, look right, look left again. If there are no cars what do you do? *Walk, and keep looking, keep looking*. All take a few steps forward and turn heads saying keep looking.

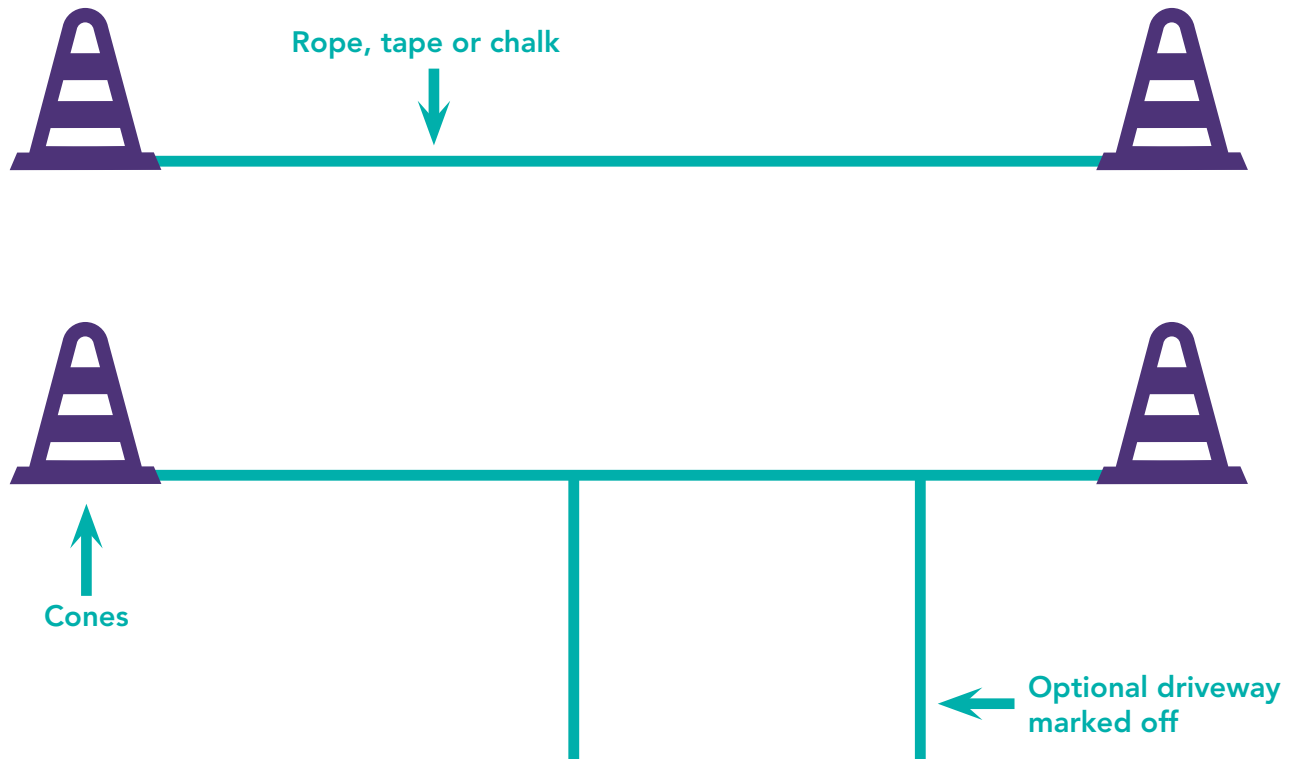
Start music, students move freely, stop music. Repeat the sequence as often as necessary.



## MODEL STREET CROSSING WITH TRAFFIC

**Material/Equipment:** Ropes, cones, tape, chalk, or chalk spray to mark off mock road. Signs of cars, trucks, other vehicles (can be purchased or made by students).

**Set-up:** A large open space such as a field, gymnasium, basketball court, etc. With ropes, chalk, chalk spray, etc., mark off a mock road on blacktop or grass area the same width as roads around your school or neighborhood.



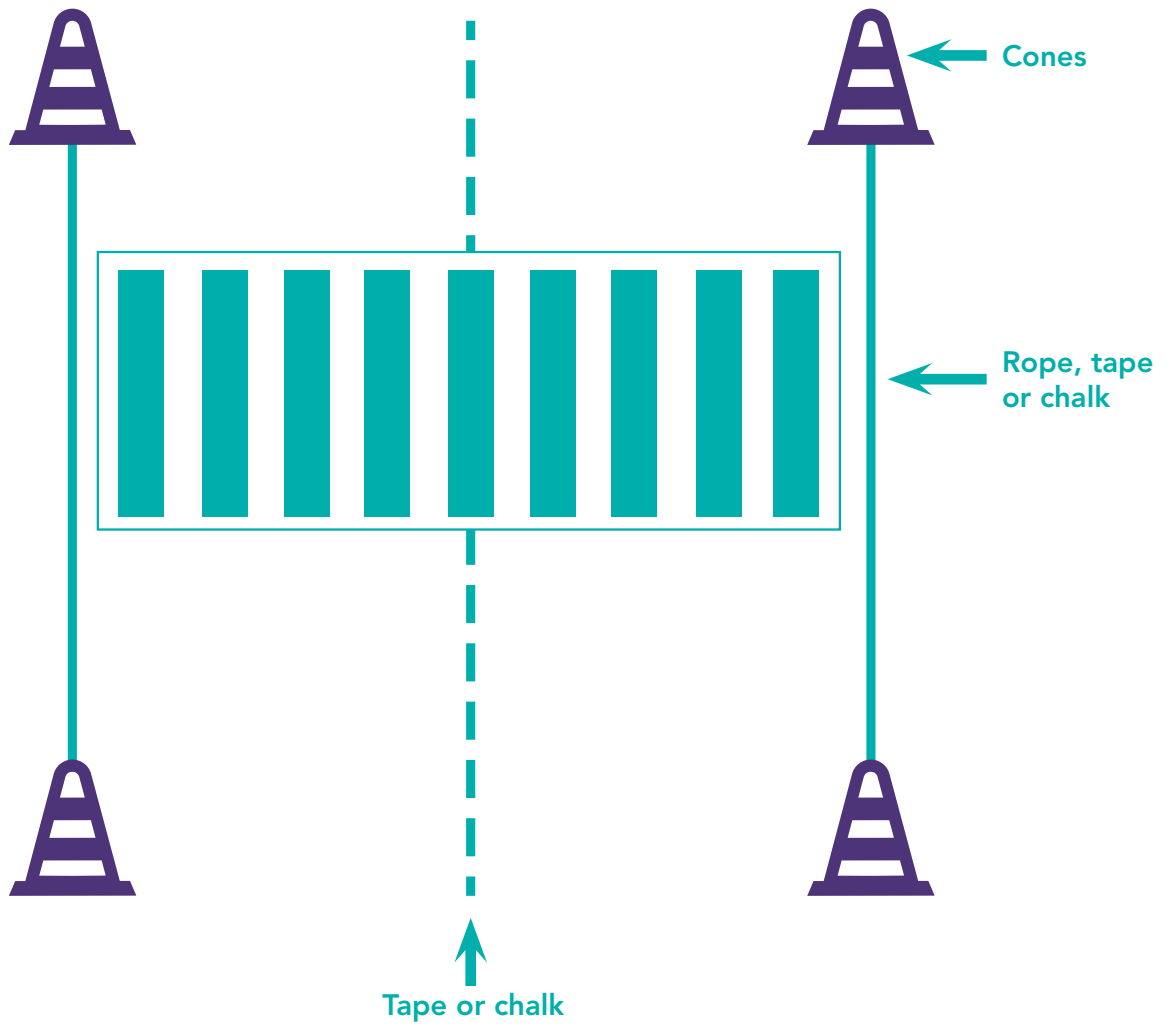
**Instructor:** Assemble students near the edge of the road. Remind them that we don't want to stop "on" the edge of the road, or right at the edge. Instead, we want to be about one step away from the edge while we do our search. This allows a buffer space between you and traffic. Ask for three or four volunteers to cross the street together. Demonstration takes place and the volunteers stop and stand on the other side. Ask the students who are observing; what did you see (As earlier with the videos.)? Students share "Stop at the edge, Look left, Look right, Look left again. If no cars are coming, walk and keep looking." Ask for 4 more volunteers. Repeat until all students have crossed the mock road.

**Addition of "Traffic":** Ask Volunteers to move up and down the lanes of the street to simulate vehicles. Volunteers can use vehicle signs or props to make more realistic. Students can now practice the Step Back (3 steps) if a car is present.

**Note:** Make sure the students understand it is not a race; they are not supposed to run across the street.

### Additional set-up using a crosswalk

Setup includes crosswalk rug, something to create sidewalks (rope, tape, chalk, chalk spray, etc.) and optional dashed lines for road (tape, chalk, chalk spray, etc.). For this setup, you may add sidewalks, a center line, and crosswalk. You could have students use car signs to create effect of traffic in both directions.

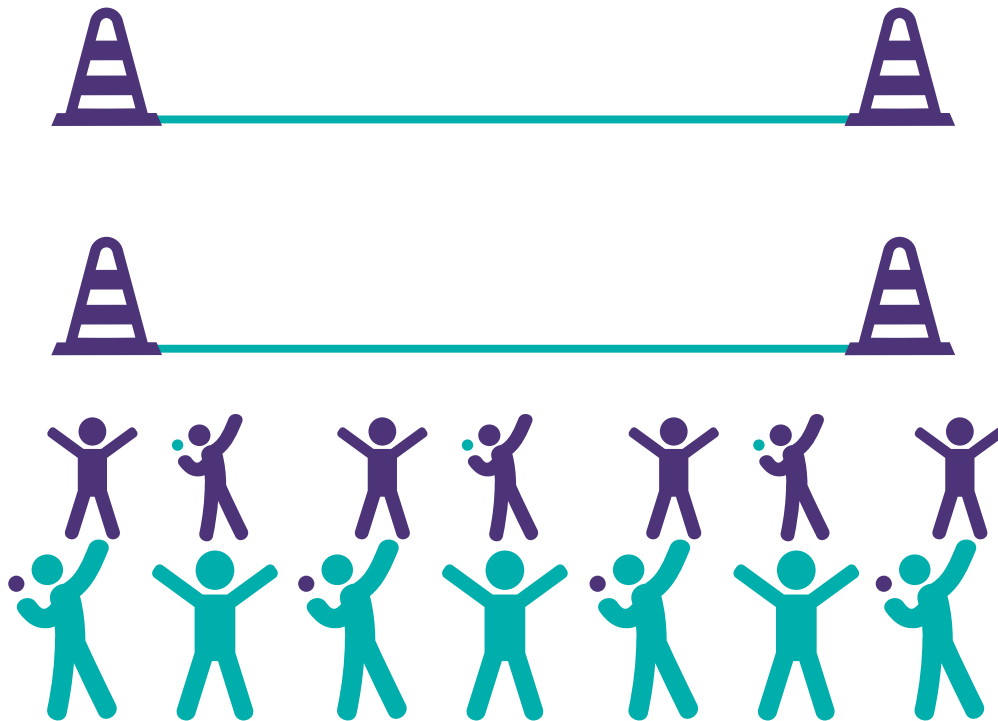




## RETRIEVING A TOY FROM THE STREET

**Material/Equipment:** Ropes, cones, tape, chalk, or chalk spray to mark off mock road and make centerline, and toys (beanbags or balls). Signs to simulate traffic (can be purchased or made by students).

**Set-up:** Use mock street with traffic from previous activity. The instructor or student volunteers may also hold a vehicle sign near the edge of the road or in the road to simulate traffic.



**Students get in pairs and line up along the mock street to play catch.**

**Instructor:** Line all the students up on an “edge” and hand out a beanbag (or a ball) to each student. Have a few student volunteers simulate vehicles going both directions in the street.

Have them pretend that they are playing catch out in the yard. You may ask them to toss the object back and forth, then alternate to throwing with non-dominant hand, underhand, overhand, etc. On your command, have the line of students farthest away from the edge of the street “accidentally” throw the object past their partner into the street (e.g., over their head).

**Addition of “Traffic”:** Ask Volunteers to move up and down the lanes of the street to simulate vehicles. Volunteers can use vehicle signs or props to make more realistic. Students can now practice the Step Back (3 steps) if a car is present.

Before retrieving the toy, students should stop at the edge, look left, look right, and look left again, and if it’s clear, retrieve the toy and return safely behind the edge (continuing to search the entire way). Also discuss which side of the road they should exit depending on where their toy landed.

**Note:** Some students may not think about stopping and run into the road without looking. The objective of the activity is to have the students focus on something such as playing catch, and when a situation occurs where they need to enter the road, they must incorporate what they have learned (stopping, looking left-right-left again, and continuing to look). If your students are unable to play catch with another student (e.g., lacking the skill or challenges with teamwork activities), you can have students throw their own beanbag in the model street.





# Visual Barriers



## BACKGROUND INFORMATION

Practicing stop and search techniques on a model street teaches children how to make safe decisions when they need to cross the street. Part of this process is being able to recognize visual barriers, and what to do when a visual barrier is present. Children seldom realize that just because they can see a vehicle coming toward them, the driver doesn't always see them. Visual barriers can be serious threats to a pedestrian, bicyclist or motorist because barriers obstruct (block) their view. Sometimes we have to look around an object (e.g., car, truck, bush, light pole, fence) to see what is on the other side. This means we need to stop at the first edge (e.g., edge of the road) to perform our search, then step to the second edge created by the visual barrier (e.g., parked car) and perform our search again before crossing the street. In addition to understanding how to interact with visual barriers, individuals can increase their visibility by what they choose to wear. Discuss wearing bright visible colors; retro-reflective material on shoes, backpacks, and clothing; and/or carrying lights if they are walking at dawn, dusk, or in the dark.

 **Note:** Sun Glare

Visual barriers such as trees, shrubs, and parked cars are not the only reasons preventing drivers from seeing pedestrians, bicyclists, and other road users. Sun glare, caused by the sun being low on the horizon in the direction of vehicle travel, is responsible for a number of crashes. Many sun glare accidents happen early in the morning or late afternoon when the sun is low on the horizon. Additionally, the switch from daylight-saving time to standard time puts drivers on the road when the sun is low on the horizon. Unfortunately, these times coincide with the morning commute and school travel, which puts pedestrians and bicyclists at higher risk. Pedestrians should always check traffic prior to entering the roadway, and never assume a driver sees them.



### Prerequisites

Students must know directions left and right, stopping at the edge, searching left-right-left again, and to step back when traffic is near. See *Crossing the Street* and *Traffic Lessons*.



### Vocabulary

Pedestrian, Edge, Visual Barrier, Vehicle, Road/Street, Traffic, Sun glare, Obstruct/Block, Risk, Midblock, Step back, Wait, Distractions.



### Objectives

Students will be able to identify edges, stop at the edge, perform the Search: Look Left-Look Right-Look Left again, recognize visual barriers that may be hazardous to pedestrians and bicyclists, and perform a model street crossing with visual barriers.



### Videos

Midblock with Visual Barrier, Midblock with Visual Barrier Review, Midblock with Visual Barrier and Traffic, and Midblock with Visual Barrier and Traffic Review.

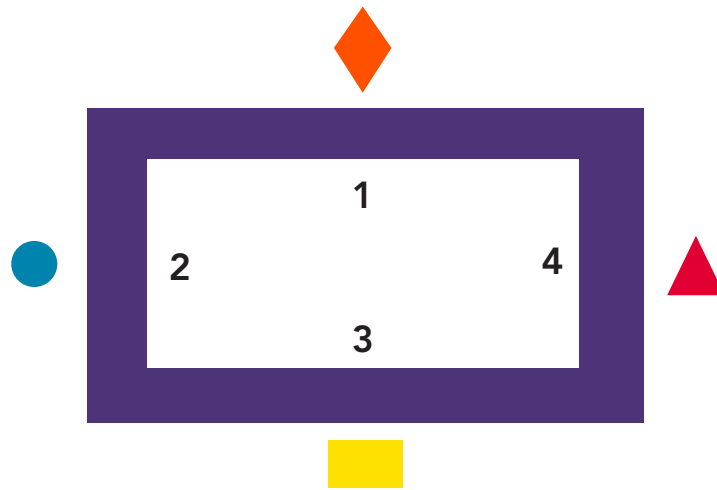


## GET MOVING ACTIVITY – STOP AND SEARCH, STEP BACK

This is a continuation of the *Stop and Search* Lesson with the addition of the ‘Step Back’.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50’x50’ or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they’ll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

When the music stops ask the students to point their toes toward the wall with the number 1 on it. Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *Take out your magic paint brush, dip it in your favorite color and paint the edge. What do you do when you get to the edge?* All say, *STOP*. Then say, *look left*, all look left, teacher points left, says, *What number do you see?* Students reply 2. Now *look right*, teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left. Instructor points left, says, *What number do you see?* Students reply, 2.

Instructor says, *What are we looking for? Cars, or other vehicles. Do you see any cars? If you do see a car, what do you do?* All say, *STEP BACK*. All take 3 steps back. After the car goes by you can step up to the edge again. *STOP*, Look left, look right, look left again. If there are no cars what do you do? *Walk, and keep looking, keep looking.* All take a few steps forward and turn heads saying keep looking.

Start music, students move freely, stop music. Repeat the sequence as often as necessary.



## VIDEO: MIDBLOCK WITH VISUAL BARRIER

### Guided Discussion:

- 1 WHERE DO YOU THINK THEY MIGHT BE GOING?  
*Stop, look.*
- 2 WHAT DID YOU SEE THEM DO?  
*Stop, look.*
- 3 WHERE DID THEY STAND TO LOOK?  
*At the edge of the sidewalk, roadway or street.*
- 4 DID THEY SEE ANY CARS?  
*Yes, a parked car that blocked their view.*
- 5 WHAT DID THEY DO NEXT?  
*They moved to a new place to look for moving cars.  
Cars moving in the roadway are called traffic.*
- 6 DID THEY SEE ANY TRAFFIC?  
*No*
  - Cars and other vehicles traveling on the roadway are called **traffic**.
  - When **vehicles** are moving on the roadway they are part of **traffic**.
  - If you are moving on the roadway, you are part of **traffic**.
  - People walking on the sidewalk or in the roadway are called **pedestrians**.
- 7 WHAT DID THEY CONTINUE TO DO AS THEY WALKED ACROSS THE STREET?  
*They kept looking for traffic.*



## VIDEO: MIDBLOCK WITH VISUAL BARRIER REVIEW

### Guided Discussion:

- 1 WHERE DID THEY STOP FIRST?  
*They stopped at the edge of the sidewalk and the road.*
- 2 WHAT DID THEY DO THERE?  
*They looked for traffic. They looked left. They looked right. They looked left again.*
- 3 WHY DO YOU THINK THEY LOOKED LEFT FIRST?  
*The closest lane of traffic is on the left.*
- 4 WHY DO YOU THINK THEY LOOKED LEFT ONCE AGAIN BEFORE CROSSING?  
*Always check the closest lane of traffic just before entering the street.*

- 5 DID THEY SEE ANY CARS?  
*Yes, a parked car that blocked their view. We call that a **visual barrier**.*
- 6 WHAT DID THEY DO NEXT?  
*They moved to a new edge, the edge of the **visual barrier** to look for traffic.*
- 7 DID THEY SEE ANY TRAFFIC?  
*No*
- 8 WHAT DID THEY CONTINUE TO DO AS THEY WALKED ACROSS THE STREET?  
*They kept looking.*
- 9 CLARIFY THE TERMS:  
*Vehicle, traffic, pedestrian, and visual barrier*



## VIDEO: MIDBLOCK WITH VISUAL BARRIER, TRAFFIC

### Guided Discussion:

- 1 WHAT DID YOU SEE HAPPENING?  
*Girl crossing the street midblock, stopping, looking for traffic.*
- 2 WHERE DID SHE FIRST STOP TO LOOK?  
*At the edge of the roadway, street or sidewalk.*
- 3 DID SHE SEE ANY VEHICLES?  
*No, a parked car blocked her view. A '**visual barrier**' blocked her view.*
- 4 WHAT DID SHE DO NEXT?  
*Walked to a new looking edge, the edge of the car, the visual barrier, and looked for traffic.*
- 5 WHAT DID SHE DO WHEN SHE SAW TRAFFIC?  
*She stepped back to the edge of the roadway and waited for it to pass.*
- 6 WHAT DID SHE DO NEXT?  
*She walked to the edge of the visual barrier where she could see clearly, to look for traffic. She looked left. She looked right. She looked left again.*
- 7 DID SHE SEE ANY TRAFFIC?  
*No*
- 8 WHAT DID SHE DO WHILE CROSSING THE STREET?  
*She kept looking for traffic.*



## VIDEO: MIDBLOCK WITH VISUAL BARRIER, TRAFFIC REVIEW

### Guided Discussion:

- 1 WHAT DID SHE DO BEFORE SHE STEPPED INTO THE ROADWAY?  
*She stopped at the edge and looked for traffic. She looked left. She looked right. She looked left.*
- 2 DID SHE SEE ANY TRAFFIC?  
*No, a parked car blocked her view. A 'visual barrier' blocked her view.*
- 3 WHAT DID SHE DO NEXT?  
*She walked to the new looking edge, the edge of the **visual barrier** and looked for traffic.*
- 4 WHAT DID SHE DO AT THE EDGE OF THE VISUAL BARRIER (THE NEW LOOKING EDGE)?  
*She looked and saw traffic.*
- 5 WHAT DID SHE DO WHEN SHE SAW TRAFFIC?  
*Stepped back to the edge of the roadway and waited for it to pass.*
- 6 WHAT DID SHE DO NEXT?  
*She walked to the edge of the visual barrier where she could see clearly, to look for traffic.*
- 7 DID SHE SEE ANY TRAFFIC?  
*No*
- 8 WHAT DID SHE DO WHILE WALKING ACROSS THE STREET?  
*She kept looking for traffic.*
- 9 CLARIFY THE TERMS:  
*Visual barrier, step back, wait, New looking place or edge, Search: Look left, look right, look left again*

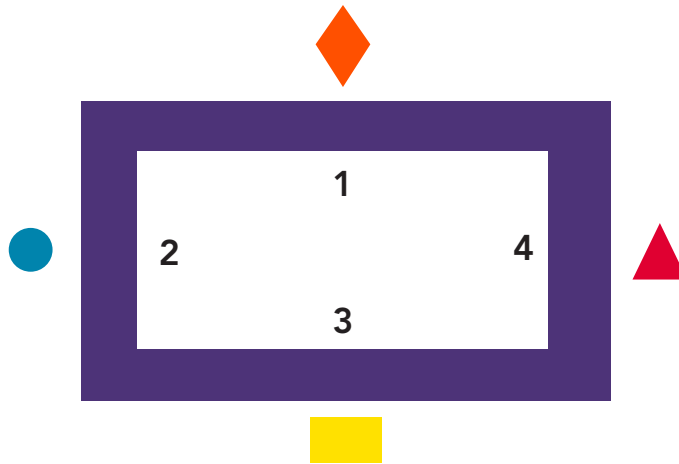


## GET MOVING ACTIVITY – STOP AND SEARCH, MOVE, STEP BACK

This is a continuation of the *Stop and Search, Step Back* Activity with the addition of the 'Move' sequence.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

### Visual Barrier Sequence (Move)

**Instructor:** *Everyone please point your toes to the wall with the number 1 on it. When the music stops ask the students to point their toes toward the wall with the number 1 on it. Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, Take out your magic paint brush, dip it in your favorite color and paint the edge. What do you do when you get to the edge? All say, STOP. Then say, Look left, all look left, teacher points left and says, If there is something blocking your view, what do you do?*

*All say, Walk to the edge of the visual barrier! All creep forward as if looking around a parked car. What do you do when you get to the new edge? All say, STOP. What do you do there? All say, Look left. What number do you see? Students reply 2. Now look right, teacher points to the right and says, What number do you see? Students reply, 4. And Look left, all look left, teacher points left, says, What number do you see? Students reply, 2. If you do not see any cars what do you do? All say, Walk and keep looking.*

Choose another wall to have the students face. Repeat the Visual Barrier sequence alternating with the Step Back sequence.

### Step Back Sequence

*Instructor says, What are we looking for? Cars, or other vehicles. Do you see any cars? If you do see a car, what do you do? All say, STEP BACK. All take 3 steps back. After the car goes by you can step up to the edge again. STOP, Look left, look right, look left again. If there are no cars what do you do? Walk, and keep looking, keep looking. All take a few steps forward and turn heads saying keep looking.*

Start music, students move freely, stop music. Repeat the sequences as often as necessary.

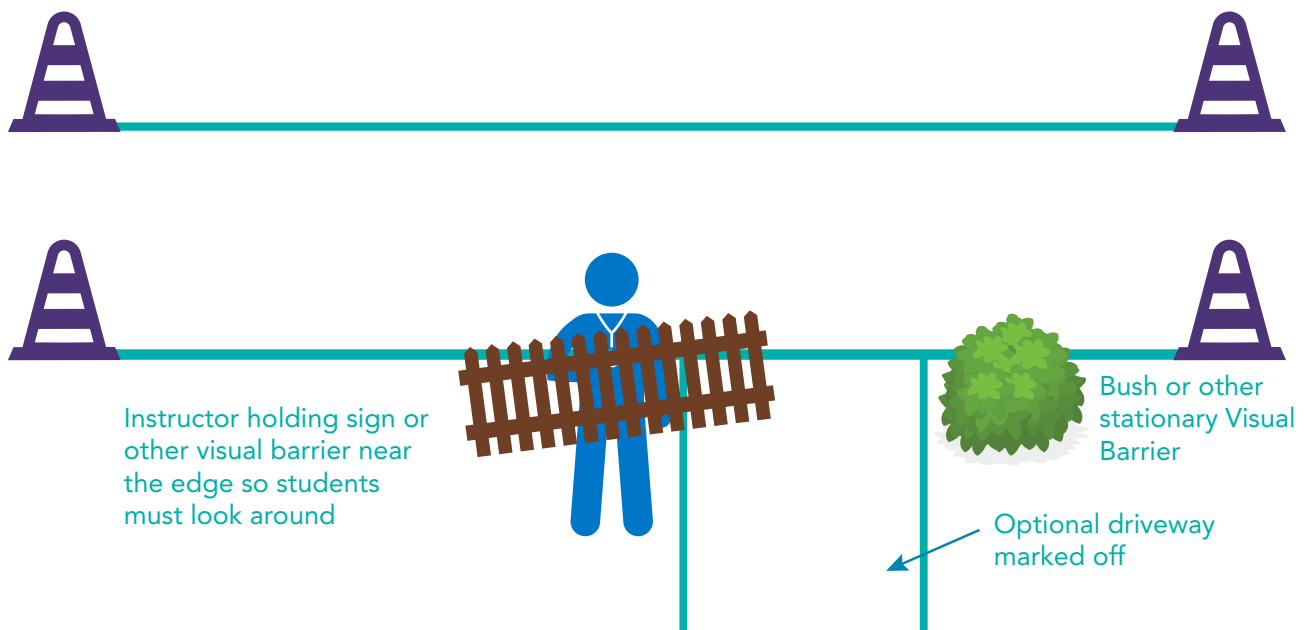




## MODEL STREET CROSSING WITH VISUAL BARRIER

**Material/Equipment:** Ropes, cones, tape, chalk, or chalk spray to mark off mock road. Objects to create visual barriers such as signs of a fence, bush, parked vehicle (can be purchased or made by students), or any other item that will obstruct the students' view.

**Set-up:** A large open space such as a field, gymnasium, basketball court, etc. With ropes, chalk, chalk spray, etc., mark off a mock road on blacktop or grass area the same width as roads around your school or neighborhood. Create visual barriers by placing objects and/or signs near the edge of the road that students must look around. The instructor may also hold a sign near the edge of the road to create a visual barrier.



**Instructor:** Assemble students near the edge of the road. Ask for three or four volunteers to cross the street together. Remind students that when there is a visual barrier or something obstructing their view, they must look around the visual barrier so they can do their search before crossing. Students may only need to lean out to see around the visual barrier, but sometimes they may need to step past the first edge (e.g., edge of street) to see around an object like a parked car in the street. If using a parked car or mock car, it is important to discuss that the students must make sure no one is in the car before crossing, or to cross at a different location. Demonstration takes place and the volunteers stop and stand on the other side. Ask the students who are observing; what did you see (As earlier with the videos.)? Students share: Stop at the edge; Look around the Visual Barrier; then Look Left-Right-Left again. If no cars are coming, walk and keep looking. Ask for 4 more volunteers. Repeat until all students have crossed the mock road.

**Note:** When they look Left- Right- Left again, make sure they identify what they are looking for.

**Addition of "Traffic":** Ask Volunteers to move up and down the lanes of the street to simulate vehicles. Volunteers can use vehicle signs or props to make more realistic. Students can now practice the Step Back (3 steps) with Visual Barriers if a car is present.





# Parking Lots



## BACKGROUND INFORMATION

While most children are not allowed to walk in high traffic areas (e.g., a busy road), they often walk through parking lots. Parking lots may appear somewhat safe due to low speeds, but children and parents may not fully appreciate the potential dangers. Parking lots can be just as dangerous as a busy street, if not more, due to many variables such as a high concentration of vehicles and pedestrians sharing a small area; traffic moving in many directions; drivers not following the rules, being distracted, or preoccupied with finding a parking space; and many visual barriers (parked cars, shrubs, trees, shopping carts, etc.). Children encounter many different kinds of parking lots, such as schools, shopping centers, restaurants, etc. Specifically, school parking lots can be a high conflict area during drop-off and pick-up times. Due to children encountering parking lots frequently, it is important to teach them how to enter and exit a vehicle as well as what to do when walking through a parking lot.

**Note:** Young children should not be walking through a parking lot without an adult. This activity is meant to teach them skills to be safer when walking through a parking lot, but you must also reinforce the importance of walking with an adult.



### Prerequisites

Students must be able to identify an edge and perform a proper Search: Look Left-Look Right-Look Left again.



### Vocabulary

Parking Lot, Reverse/Back-up lights, Vehicles.



### Objectives

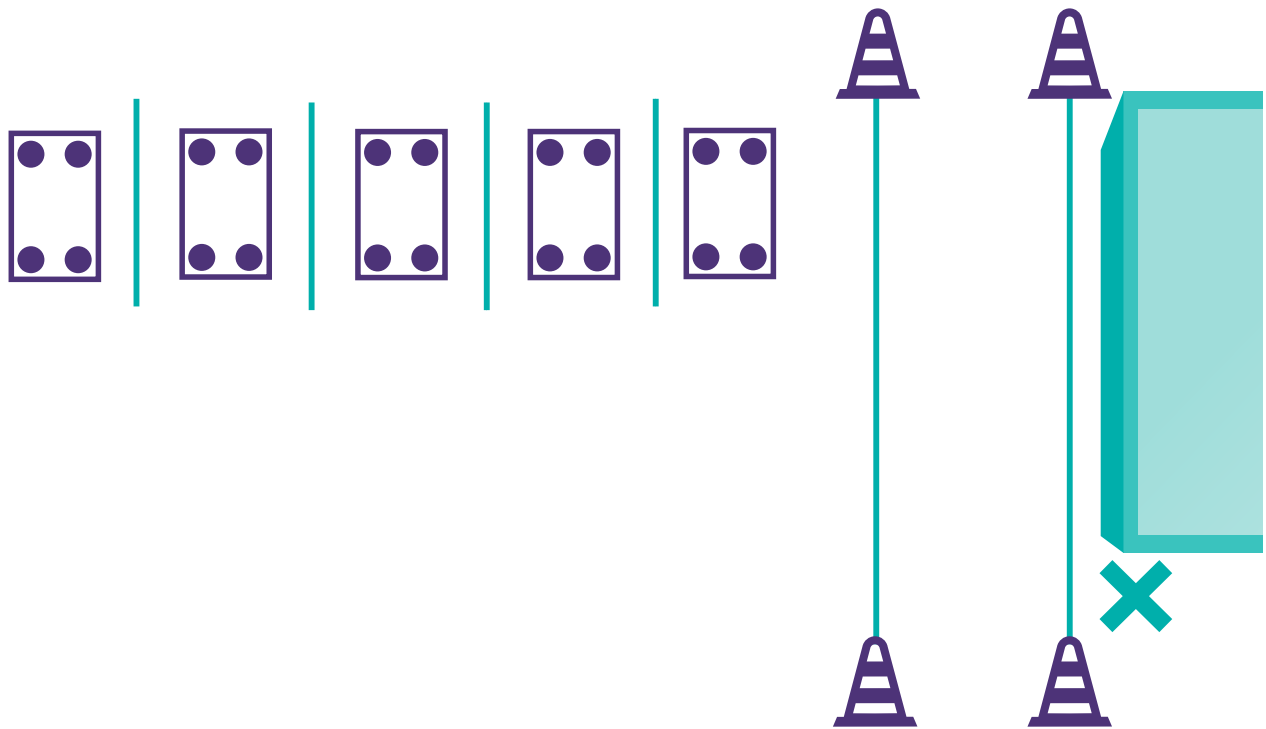
Students will learn and demonstrate how to enter and exit a vehicle safely. Students will also learn how to safely walk through a parking lot.



## PARKING LOTS

**Material/Equipment:** Tape, rope, chalk, etc. to create parking spots. You could also use real parking spaces in a blocked off and secure parking lot. To simulate seats in the cars, use chairs, poly spots, or any other stable object for the students to sit on. Each "car" will have four seats. You may make as many "cars" as needed for your size of class.

**Set-up:** A large open space such as a field, gymnasium, basketball courts, secure parking lot, etc. If not using real parking spaces, create parking spaces using tape, rope, chalk. Within each parking space, set up four "car seats." Then, use chalk, rope, etc. to mark off the outline of the car.



**Instructor:** If you're not using real parking spaces, tell the students to pretend they are in a parking lot. Each group of four chairs with an outline represents cars in a parking space. The ropes or chalk in between cars represent the edges of each parking space. Ask the students if they've ever walked in a parking lot. If students aren't sure, you can give them examples, by telling them that parking lots are places where drivers can park their cars while they do things such as going in stores, restaurants, schools, the doctor, etc. Tell them that parking lots can be dangerous places because there are many vehicles with drivers that may not be paying attention or be able to see them because of visual barriers. Drivers may also have difficulty seeing students due to blind spots. This is why it is important to be aware of your surroundings and walk far enough away from parked cars. Remind them that they should walk in parking lots with a parent or other adult.

Ask the students what they should watch out for in parking lots. Guide responses to examples such as other people, vehicles driving, vehicles pulling in and out of parking spots, visual barriers, etc. Ask the students what they should look out for to be safer. Guide responses examples to driver/people in the vehicle, motor running, cars moving or backing out, back-up lights on (make sure to ask what color lights come on when cars are backing up – answer: white).

### Exit the car:

There are two ways to instruct students to exit the car. First, you can instruct them to stay in their seats while the "driver" of each car goes to each passenger "door" and opens it. When each student exits the car, they hold hands and get the remaining students. Alternatively, you can instruct them to open their own door, but to wait at a safety spot until all students are ready to walk away. A safety spot could be the back corner of the car or the door handle. The idea is to keep the students in a safe place until everyone is ready to walk rather than have them venture out into the parking lot. Once all students have exited the car, they perform the Search (look left-look right-look left again) before stepping in the parking lot. Then, they will walk along the "back" of the cars (3-4ft. from the back) to a destination point (e.g., building) while practicing skills they've previously learned to cross the road in the parking lot (e.g., searching left-right-left again, looking for traffic, watching for other students walking, etc.). Remind students to walk safely and not run. It may be easier to exit one vehicle at a time so the other students can observe and provide you with an opportunity to correct behavior if needed.

## Returning to the car:

Once all students reach the destination point, ask them what they were looking for while they walked through the parking lot. Guide responses to examples such as other people, vehicles driving, vehicles pulling in parking spots, visual barriers, etc. Ask the students what they should look out for to be safer. Guide responses examples to driver/people in the vehicle, motor running, cars moving or backing out, back-up lights on (\*make sure to ask what color lights come on when cars are backing up – answer: white). Then tell them they'll be returning to the same car but need to continue to be safe. Remind them to properly cross the parking lot road, walk along the "back" of the cars, to hold hands, and to be aware of vehicles and other students walking.



# Intersection



## BACKGROUND INFORMATION

Children have difficulty understanding complicated traffic situations due to lack of experience; therefore, it is especially important for children to be taught the similarities and differences between crossing a street midblock and crossing a street 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; 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. The Model Intersection Crossing Activity asks children to cross the road, similar to previous activities, but does so in an intersection setup.

**Note:** A crosswalk at an intersection is defined as the extension of the sidewalk or the shoulder across the intersection, regardless of whether it is marked or not. Many crosswalks are not marked (no painted lines), so keep this in mind when teaching and watching lesson videos.

## GET MOVING ACTIVITY – BANDANA DANCING

**Material/Equipment:** Hula hoop, music, music player, scarves, and a replica of a “Bee”.

**Set-up:** A large open space (50’x50’ or larger) such as a field, gymnasium, basketball courts, etc. All students are gathered in the center of the space, sitting ready for instruction.

**Instructor:** *We are going to be moving in this space.* (point to the walls or boundaries)

*What do you see that we should “Bee” careful of? Thank you for raising your hand.* Hand the **Bee** to the student with hand up, she says, e.g., *the walls.*

*Thank you Susan, everyone, what did Susan say?* Students say, *the walls.* Susan passes the **Bee** to a student who is waiting patiently, with hand up. The student says, e.g., *each other.*



### Prerequisites

Students must know directions left and right, stopping at the edge, searching left-right-left again, and to step back when traffic is near. See *Crossing the Street* and *Traffic Lessons*.



### Vocabulary

Pedestrian, Edge, Visual Barrier, Vehicle, Road/ Street, Traffic, Intersection, Communicate.



### Objectives

Students will be able to apply what they have previously learned (stopping at the edge and looking left-right-left again) to an intersection scenario, Scan forward and behind them for traffic at an intersection, and perform a model intersection crossing with and without traffic.



### Videos

Intersection, Intersection Review, Intersection with Traffic, and Intersection with Traffic Review.

*Thank you Tommy, (directed to class) what did Tommy say? Students say, each other. Continue...*  
Students set the boundaries and expected behaviors for the activity. The teacher is a facilitator.

**Note:** Students may give various responses to the questions above. Guide them in providing answers of things to “Bee” careful of when moving in the space.

**Instructor:** Allow students to choose scarves. *When the music starts, we will start moving in this space. When the music stops, we will stop. What will you do when the music stops?* Students say, *STOP*.

START the music. After 15 seconds STOP the music and comment on the student’s good listening skills and start the music again.

Repeat. Stop the music and hold a large hula-hoop over one student...this is the ‘spot light’. Ask the students, *Who is in the spot light?* Students identify the student. *Sammy, show us what you can do with your scarf.* Sammy demonstrates, all give a yahoo, great job Sammy. Ask the other students to model Sammy’s moves with the scarves. Hand the hoop to Sammy and say, *when the music stops you shine the spotlight on someone else.* Start the music and all move. Stop the music, Ask the students, *Who is in the spot light?* Students identify the student. *Jill, show us your best stuff!* Jill now has the hoop. Repeat.

**Note:** If having the students use the hula hoop to shine the ‘spot light’ on others is not possible, the instructor may continue being the one to shine the ‘spot light’ during the activity.

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## VIDEO: INTERSECTION

### Guided Discussion:

- 1 WHERE DO YOU THINK SHE MIGHT BE GOING?
- 2 WHAT DID YOU SEE HER DO?  
*Stop at the edge of the street to look for traffic.*
- 3 WHERE DID SHE LOOK?  
*Allow any answers. The proper answer will come out in the review. The discovery approach is best for this concept.*
- 4 DID SHE SEE ANY TRAFFIC?  
*No*
- 5 WHAT DID SHE DO AS SHE WALKED ACROSS THE ROADWAY?  
*She kept looking.*

---

## VIDEO: INTERSECTION REVIEW

### Guided Discussion:

- 1 WHEN YOU ARE IN THE ROADWAY YOU ARE PART OF TRAFFIC. WHAT DID SHE DO BEFORE SHE BECAME PART OF TRAFFIC?  
*Stop at the edge of the street to look for **traffic**.*

- 2 WHERE DID SHE LOOK?  
*She looked left. She looked right. She looked left again. She looked back.*
- 3 WHY DO YOU THINK SHE LOOKED BACK?  
*There was a road there. Vehicles can come from behind us when we are near an **intersection**.*
- 4 WHAT IS AN INTERSECTION?  
*Any place where roads cross or join other roads.*
- 5 IS A CAR IN A DRIVEWAY OR ON THE SIDE OF THE STREET PART OF TRAFFIC?  
*No, however, parked vehicles can become part of traffic at any moment! Vehicle drivers may have a difficult time seeing **pedestrians**, so it is important to be aware of your surroundings and communicate with drivers.*
- 6 WHAT DID SHE CONTINUE TO DO AS SHE CROSSED THE STREET?  
*She kept looking left, right, left and back.*
- 7 CLARIFY THE TERMS:  
*Pedestrian, intersection, and traffic*

#### Discussion Topics and Questions:

- What is an intersection?
- Why is an intersection more dangerous than a neighborhood street?
- Do you have an intersection in your neighborhood?
- What do different traffic signals mean?

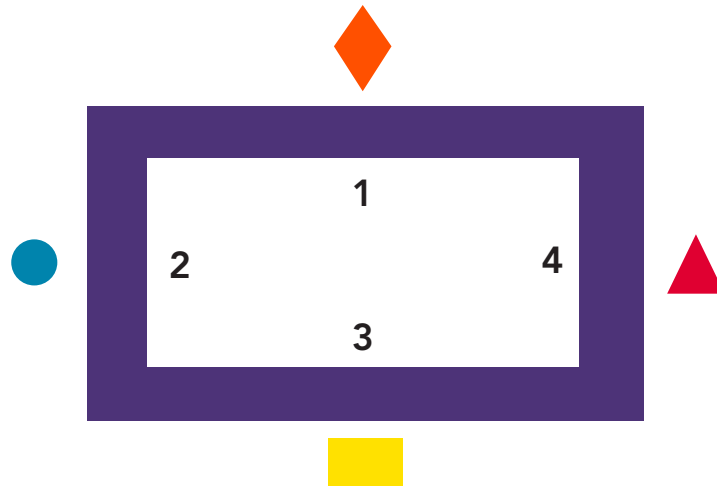
Explain the meaning of the different crossing signals: White=Walk, Flashing Red or countdown=Don't Walk (also means do not start walking if you are still on the sidewalk, but keep going if you are already in the middle of the street when the "Don't Walk" starts to flash), Solid Red=Don't Walk.



### GET MOVING ACTIVITY – STOP AND SEARCH INTERSECTION

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music, music player, and scarves (2 per student). You may place numbers/shapes on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area. Start music, students move freely with scarves until the music stops.

When the music has stopped the Instructor says, *Everyone please point your toes to the wall with the number 1 on it.* The instructor is demonstrating this at the head of the class, facing the 1 wall, with her back to the students. Look back and say, *Lay one scarf down on the edge in front of you. Take your other scarf and make an edge on the 2 side. This is an Intersection! What do you do when you get to the edge of an Intersection?* All say, *STOP.* Then *Look left* all look left, teacher points left, says, *What number do you see?* Students reply, 2 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2.

Instructor says, *Now what do we do?* Students reply, *Look back. What number do you see?* Students reply, 3. *What are we looking for?* Cars. *Now we look **all through** the intersection.*

*If we do not see any cars what do we do?* All say, *Walk, and keep looking, **look back**, keep looking.* All take a few steps forward and turn heads saying, *keep looking.* Start music, students retrieve scarves and move freely until the music stops.

**Repeat:** *Everyone please point your toes to the wall with the number 3 on it.* Instructor is demonstrating this at the head of the class, facing the 3 wall, with her back to the students. Look back and say, *Lay one scarf down on the edge in front of you. Take your other scarf and make an edge on the 2 side.*

*This is an Intersection! What do you do when you get to the edge of an Intersection?* All say, *STOP.* Then, *Look left.* All look left. Teacher points left, says, *What number do you see?* Students reply, 4 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 2, and *Look left*, all look left, teacher points left, says, *what number do you see?* Students reply, 4.

Instructor says, *Then what do we do?* Students reply, *Look back; what number do you see?* Students students reply, 1. *What are we looking for?* Cars. *Then we look **all through** the intersection.* *If we do not see any cars what do we do?* All say, *Walk, and keep looking, **look back**, keep looking.* All take a few steps forward and turn heads saying keep looking.

Complete the activity pointing toes at wall 2 and wall 4 as needed.





## VIDEO: INTERSECTION WITH TRAFFIC

### Guided Discussion:

- 1 WHERE DO YOU THINK SHE MIGHT BE GOING?
- 2 WHAT DID YOU SEE HER DO?  
*Stop at the edge of the street to look for traffic.*
- 3 WHAT DID SHE DO WHEN SHE SAW TRAFFIC?  
*She stepped back and waited for the car to pass.*
- 4 WHY DO YOU THINK SHE STEPPED BACK?  
*She wanted to communicate with the driver that she was not going to cross.*
- 5 WHAT DID SHE DO AFTER THE TRAFFIC PASSED?  
*Walked to the edge, stopped and looked for traffic.*
- 6 WHERE DID SHE LOOK?  
*Allow any answers. The proper answer will come out in the review. The discovery approach is best for this concept.*
- 7 WHAT DID SHE DO AS SHE WALKED ACROSS THE ROADWAY?  
*She kept looking.*



## VIDEO: INTERSECTION WITH TRAFFIC REVIEW

### Guided Discussion:

- 1 WHEN YOU ARE IN THE ROADWAY YOU ARE PART OF TRAFFIC. WHAT DID SHE DO BEFORE SHE BECAME PART OF TRAFFIC?  
*Stopped at the edge of the street to look for **traffic**.*
- 2 WHERE DID SHE LOOK?  
*She looked left. She looked right. She looked left again. She looked back.*
- 3 WHY DO YOU THINK SHE LOOKED BACK?  
*There was a road there. Vehicles can come from behind us when we are near an **intersection**.*
- 4 WHAT IS AN INTERSECTION?  
*Any place where roads cross or join other roads.*
- 5 WHAT DID SHE DO WHEN SHE SAW TRAFFIC?  
*She stepped back and waited for the car to pass.*

- 6 WHY DO YOU THINK SHE STEPPED BACK?  
To **communicate** to the driver that she was not going to cross.
- 7 WHAT DID SHE DO AFTER THE TRAFFIC PASSED?  
Walked to the edge, stopped and looked for traffic.  
She looked left. She looked right. She looked left again. She looked back.
- 8 WHAT DID SHE DO AS SHE WALKED ACROSS THE ROADWAY?  
She kept looking. Left, Right, Left, Back.
- 9 CLARIFY THE TERMS:  
Pedestrian, intersection, communicate, traffic

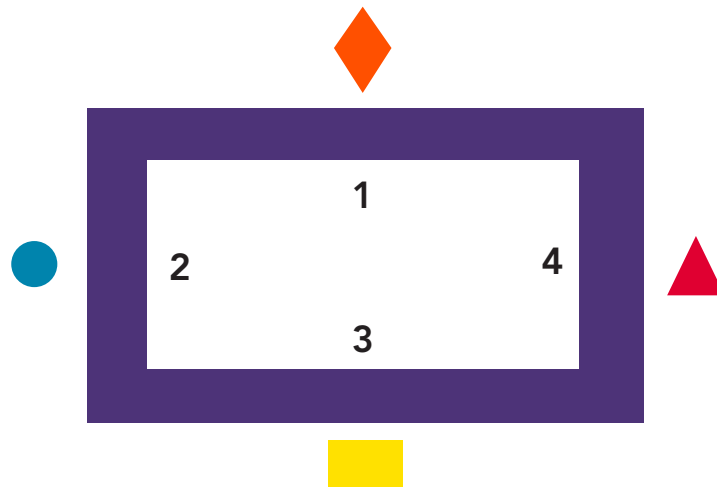


## GET MOVING ACTIVITY – STOP AND SEARCH, SIGNAL, STEP BACK INTERSECTION

This is a continuation of the *Stop and Search Intersection* Activity with added Step Back and/or Signal Sequence. Start music, students move freely with scarves until the music stops.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music, music player, and scarves (2 per student). You may place numbers/shapes on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.




**Instructor:** When the music has stopped the Instructor says, *Everyone please point your toes to the wall with the number 1 on it.* The instructor is demonstrating this at the head of the class, facing the 1 wall, with her back to the students, *Now lay one scarf down on the edge in front of you. Lay the other scarf down to make an edge on the 2 side. This is an Intersection! What do you do when you get to the edge of an Intersection?* All say, *STOP.* Then *Look left* all look left, teacher points left, says, *What number do you see?* Students reply, 2 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2.

Now what do we do? Students reply, *Look back. What number do you see?* Students reply, 3. *What are we looking for?* Cars. *If we see a car what do we do?* All say, **SIGNAL OR STEP BACK** and wait for the traffic to pass. **IF WE SIGNAL WE WAIT UNTIL ALL CARS STOP, THEN CROSS AND KEEP LOOKING.** If we step back we wait and then walk to the edge. *What do you do when you get to the edge?* All say, **STOP**. Then *Look left*, teacher points left, says, *What number do you see?* Students reply, 2 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, teacher points left, says, *What number do you see?* Students reply, 2. *Now what do we do?* Students reply, *Look back. What number do you see?* Students reply, 3. Then we look **all through** the intersection. *If we do not see any cars what do we do?* All say, **Walk, and keep looking, look back, keep looking.** All take a few steps forward and turn heads saying keep looking.

Start music, continue the chasing game.

**Repeat:** *Everyone please point your toes to the wall with the number 3 on it.* Instructor is demonstrating this at the head of the class, facing the 3 wall, with her back to the students. *Look back and say, Lay one scarf down on the edge in front of you. Lay the other scarf down to make an edge on the 2 side. This is an Intersection! What do you do when you get to the edge of an Intersection?* \*Continue - This is the same step back sequence but on the other side of an intersection.

Complete the activity pointing toes at wall 2 and wall 4 as needed.

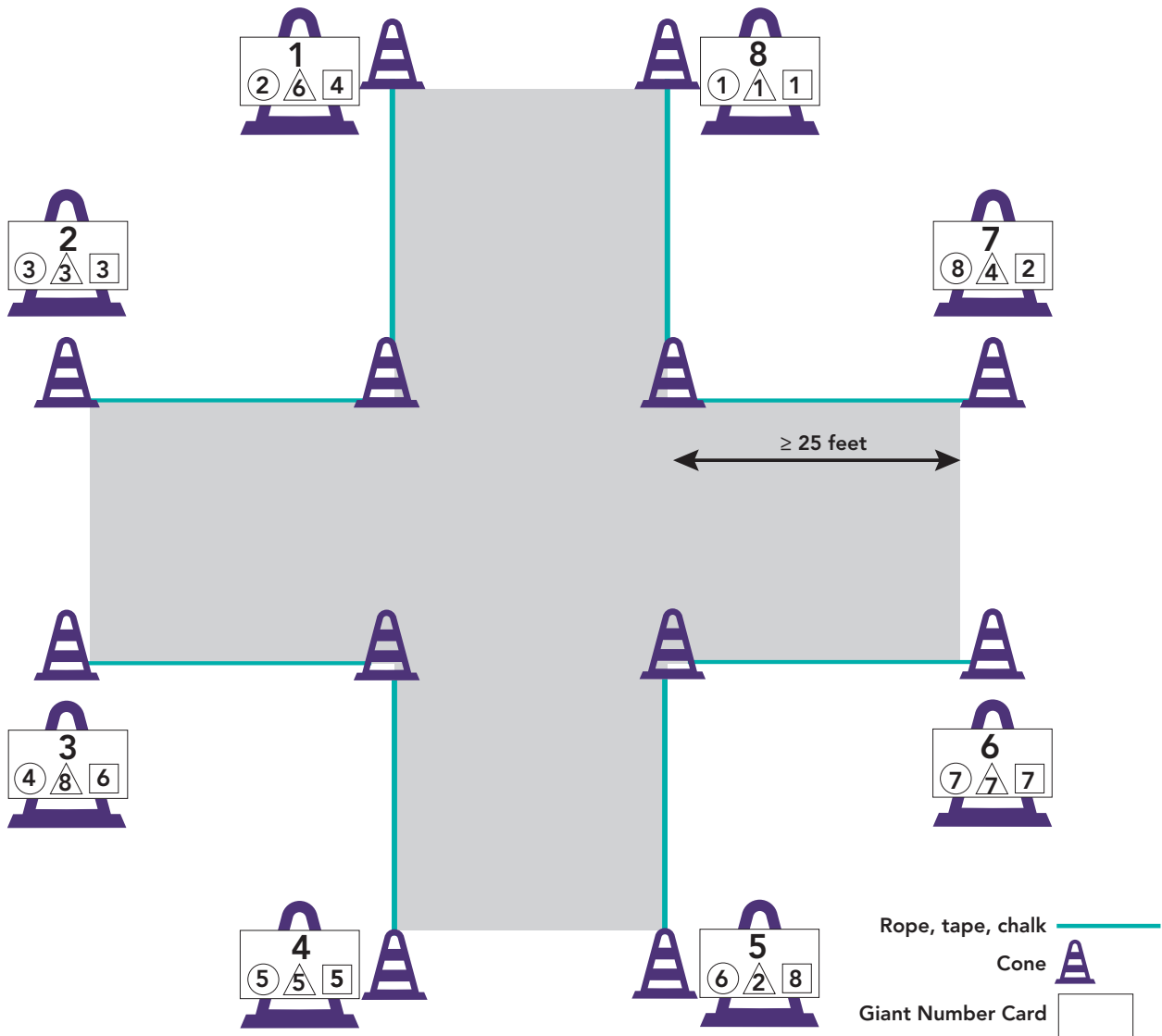
 **Note:** When teaching students to “signal” at an intersection, the goal is to teach how to communicate with drivers by waving a hand, making eye contact, etc., to make sure the driver sees them and is stopped. If preferred, you may leave out the “signal” component, and only have students “step back” when traffic is near before they cross at the intersection.



## MODEL INTERSECTION CROSSING

**Material/Equipment:** Eight giant number cards (GNC) or other items to identify, 12 cones, and ropes/ chalk/etc. to create lines for intersection. When adding the visual barrier component, use objects used when doing the previous visual barrier activity (signs of bush, fence, etc.; blanket, large piece of cardboard, etc.). When adding the traffic component, use vehicle signs (car, truck, bus, etc.).

**Set-up:** Outside on the playground, field, or other large area, arrange cones and rope (at least 50 ft. each) to simulate street corners. Place eight Giant Number Cards (GNC) around the perimeter in a counter-clockwise direction. See Diagram below.



Play a low organized, high movement activity for a few minutes to get the heart and lungs working and blood flowing.

**Instructor:** Explain to the class that the rope or lines made are edges (like curbs) that make up an intersection. It is also where they need to stop. Demonstrate the stop and search pattern for intersections with your back toward the class: a) Stop at the edge; b) Look left-look right-look left again, and search behind and forward; c) Cross when clear; and d) Keep looking while crossing. As in previous activities, have the students say everything aloud. Assign or have the students choose partners.

Assemble students near an intersection corner. Ask for three or four volunteers to cross the intersection together to any GNC destination. Depending on which GNC they choose, they may have to cross the intersection multiple times. For example, if standing near the corner of GNC 3 and 4, and wanting to cross to GNC 7 or 8, you would need to cross the intersection at two points. Demonstration takes place and the volunteers walk to the GNC. Ask the students who are observing what they saw (as earlier with the videos). Students share: Stop at the edge; Look left-Look right-Look left again; look Back and Forward through the intersection. If no cars are coming, walk and keep looking. Give a big hurra and cheer for the demonstrators. Ask for 4 more volunteers to walk to the destination. Repeat until all students have had a turn crossing to the destination chosen by the first group. Once everyone is at the first destination, ask another group to choose the next destination, and repeat previous instructions. Continue until students have crossed the intersection to all destinations.

Gather the students together and discuss crossing at an intersection when no vehicles are present, with traffic, and with a visual barrier. Practice the Step Back (three steps) if a car is present. Have the students practice moving out past a visual barrier and stopping at the new edge.

**Extending the Activity:**

Once students understand how to properly cross the intersection from one point to another (GNC), divide the students into eight groups and send each group to a GNC. Once each group is at their GNC, instruct the students to look at the GNC where they will see three shapes (each with a number inside) that correspond to a destination. Tell the students that you will hold up a shape, which will guide them to their next destination. For example, using the GNC 1 example below, if you held up a circle, the students at GNC 1 would walk to GNC 2. Once at GNC 2, they would look at the circle, which would instruct them to go to GNC 3, and so on. You may choose to have the students follow one shape for the entire activity (e.g., making loop using the circle 1 to 2, 2 to 3, 3 to 4, etc.), or you may change the shape throughout the activity. To add additional physical activity, you may wish to use activity cards at each destination (e.g., jumping jacks, pushups, sit-ups).

Below are the shapes and corresponding destinations for all GNCs.

**CIRCLE**

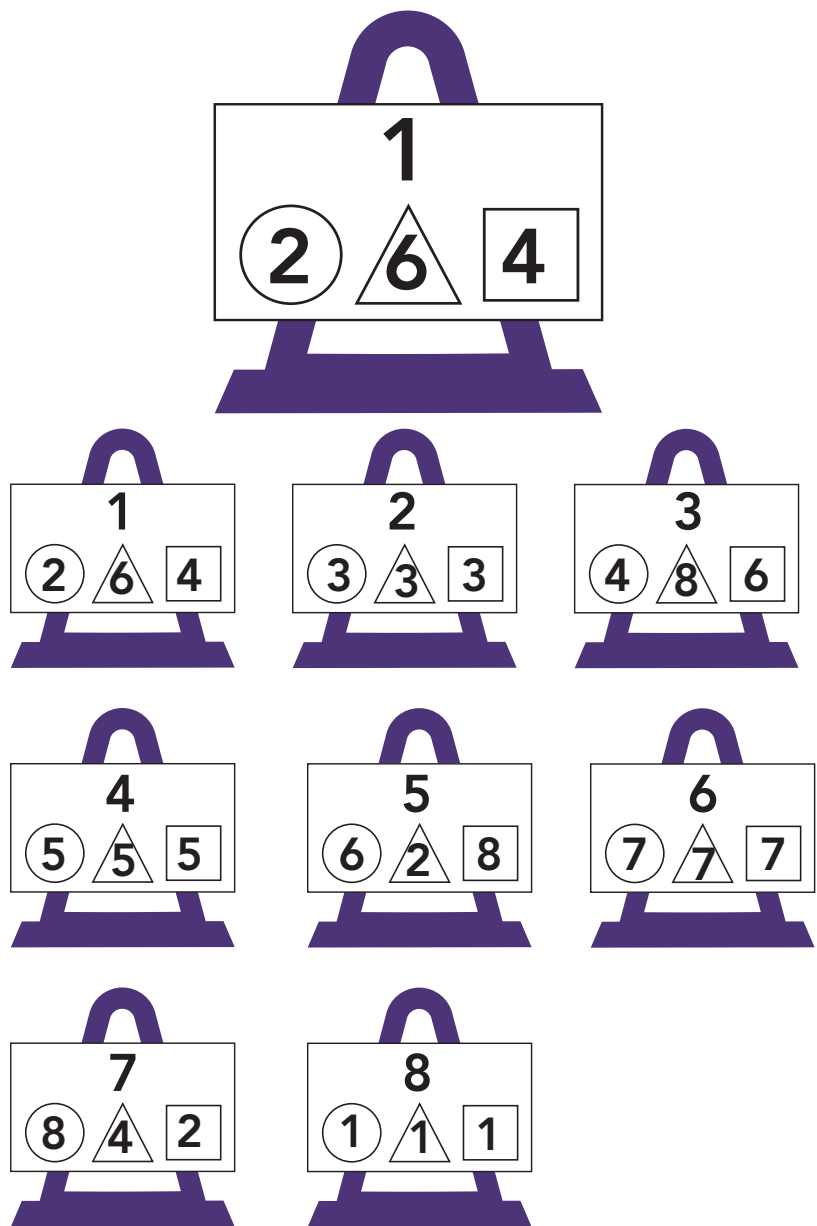
- At GNC #1 the circle reads "2"
- At GNC #2 the circle reads "3"
- At GNC #3 the circle reads "4"
- At GNC #4 the circle reads "5"
- At GNC #5 the circle reads "6"
- At GNC #6 the circle reads "7"
- At GNC #7 the circle reads "8"
- At GNC #8 the circle reads "1"

**SQUARE**

- At GNC #1 the square reads "4"
- At GNC #2 the square reads "3"
- At GNC #3 the square reads "6"
- At GNC #4 the square reads "5"
- At GNC #5 the square reads "8"
- At GNC #6 the square reads "7"
- At GNC #7 the square reads "2"
- At GNC #8 the square reads "1"

**TRIANGLE**

- At GNC #1 the triangle reads "6"
- At GNC #2 the triangle reads "3"
- At GNC #3 the triangle reads "8"
- At GNC #4 the triangle reads "5"
- At GNC #5 the triangle reads "2"
- At GNC #6 the triangle reads "7"
- At GNC #7 the triangle reads "4"
- At GNC #8 the triangle reads "1"





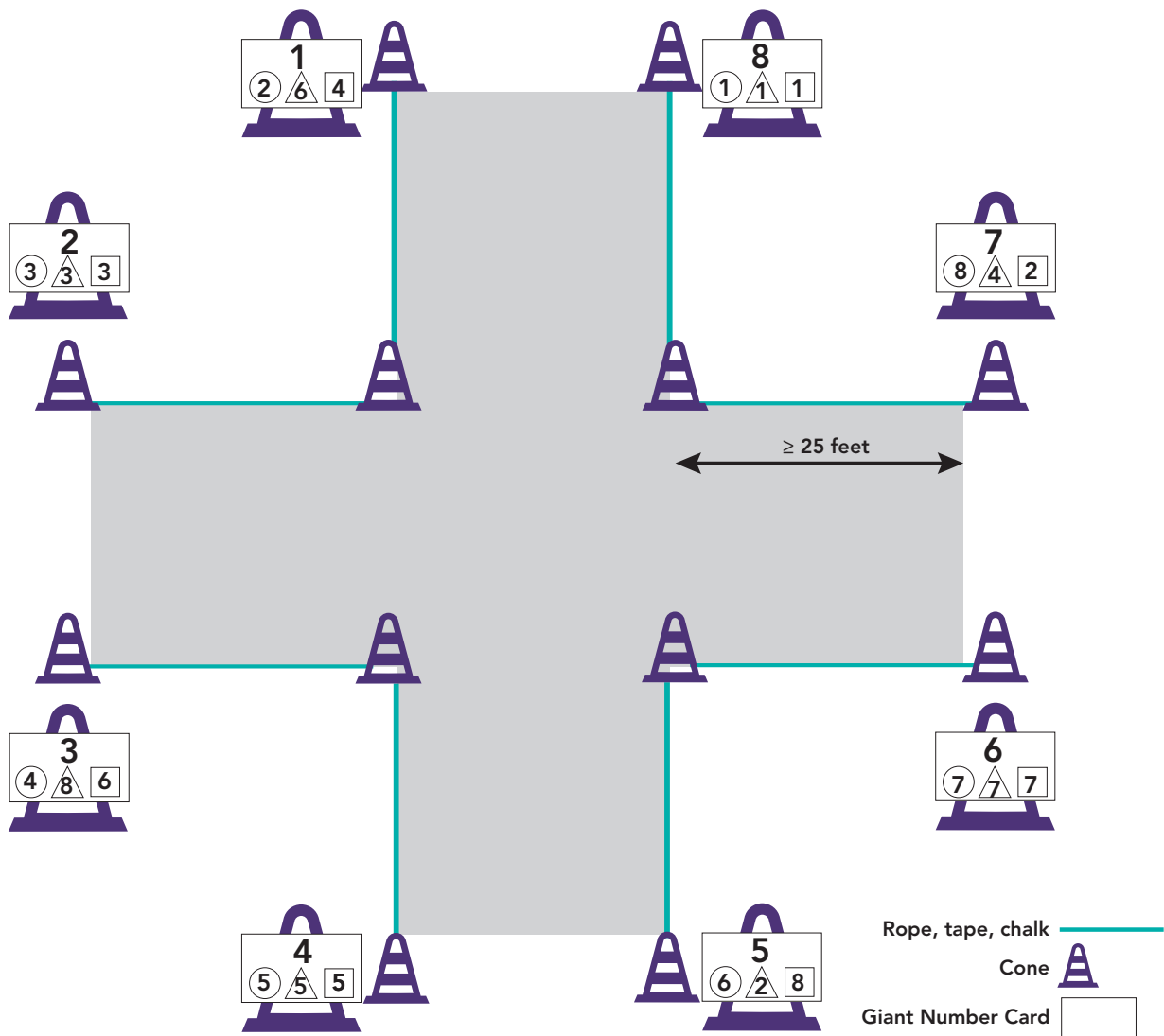
## GET MOVING ACTIVITY – REAL INTERSECTION WALK

Practicing pedestrian safety skills in the environment to which the skills apply is an important part of the learning process. This is the culminating activity for the *Intersection* lesson. Students will have the opportunity to practice crossing at a real intersection. Secure a low traffic intersection on or around campus. Consider using law enforcement or school resource officer to assist with this activity, especially if using an intersection off campus. Set up the giant numbered cards around the intersection as they are set up for the Model Intersection activity. Adult volunteers should stand beside the GNCs to give guidance and provide security. This activity is conducted the same way as the Model Intersection activity, only now the students are working in a real intersection.

**Objectives:** To teach students how to apply all the skills they have learned throughout the pedestrian safety unit in a real traffic situation.

**Material/Equipment:** Four adult group leaders, 8 GNC, Low traffic intersection (could be on school campus or intersection near or adjacent to campus), and 12 traffic cones.

**Set-up:** Using a low traffic intersection on or around campus, place eight Giant Number Cards (GNC) around the perimeter in a counter-clockwise direction. See Diagram below.



**Instructor:** Demonstrate the stop and search pattern for intersections with your back toward the class: a) Stop at the edge; b) Look left-look right-look left again, and search behind and forward; c) Cross when clear; and d) Keep looking while crossing. As in previous activities, have the students say everything aloud. Assign or have the students choose partners.

Assemble students near an intersection corner. Ask for three or four volunteers to cross the intersection together to any GNC destination. Depending on which GNC they choose, they may have to cross the intersection multiple times. For example, if standing near the corner of GNC 3 and 4, and wanting to cross to GNC 7 or 8, you would need to cross the intersection at two points. Demonstration takes place and the volunteers touch the GNC and return. Ask the students who are observing what they saw (As earlier with the videos). Students share Stop at the edge; Look left-Look right-Look left again; look Back and Forward through the intersection. If no cars are coming, walk and keep looking. Give a big hurra and cheer for the demonstrators. Ask for four more volunteers. Repeat until all students have had a turn or divide the group up with the available mentors and practice in small groups crossing the intersection to all destinations.

Gather the students together and discuss crossing at an intersection when no vehicles are present, with traffic, and with a visual barrier. Practice the Step Back (3 steps) if a car is present. Have the students practice moving out past a visual barrier and stopping at the new edge.





# Riding The Bus



## BACKGROUND INFORMATION

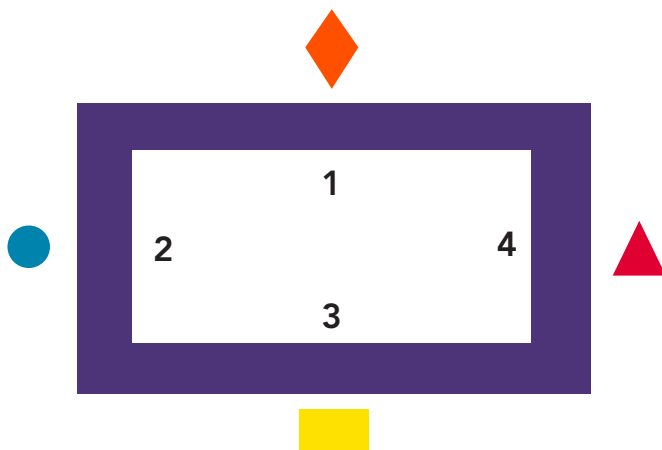
A school bus is a visual barrier for the bus driver, students and vehicles stopped in front of, or behind, a school bus. When children exit a school bus, it is important for them to stop at the edge, move 5 big steps (10 feet) in front of the bus for the bus driver to have constant view of them, stop at the new edge in front of the bus, look left-look right-look left again, wait for all traffic to stop, and continue to look while crossing. 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.

## GET MOVING ACTIVITY – STOP AND SEARCH, MOVE, STEP BACK

This is a continuation of the *Stop and Search, Step Back* Activity with the addition of the 'Move' sequence.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall). Could also place items on cones if doing outside. Music and music player.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



### Prerequisites

Students must be able to identify an edge and perform a proper Search: Look Left-Look Right-Look Left again.



### Vocabulary

Danger Zones, Wait, New Edge, Bus Driver Signal, Visual Barriers.



### Objectives

Students will be able to identify the four danger zones around a school bus. Students will understand the importance of staying in the bus driver's line of vision. Students will be able to demonstrate how to safely cross in front of a school bus.



### Videos

Entering the Bus, Entering the Bus Review, Leaving the Bus, and Leaving the Bus Review

Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

### Visual Barrier Sequence (Move)

**Instructor:** *Everyone please point your toes to the wall with the number 1 on it.*

**Instructor:** When the music stops ask the students to point their toes toward the wall with the number 1 on it. Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. *What do you do when you get to the edge?* All say, *STOP*. Then say, *Look left*, all look left, teacher points left and says, *If there is something blocking your view, what do you do?*

All say, **Walk to the edge of the visual barrier!** All creep forward as if looking around a parked car. What do you do when you get to the new edge? All say, *STOP*. What do you do there? All say, *Look left*. *What number do you see?* Students reply 2. *Now look right*, teacher points to the right and says, *What number do you see?* Students reply, 4. *And Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2. If you do not see any cars what do you do? All say, *Walk and keep looking*. Choose another wall to have the students face. Repeat the Visual Barrier sequence alternating with the Step Back sequence.

### Step Back Sequence

Instructor says, *What are we looking for? Cars, or other vehicles. Do you see any cars? If you do see a car, what do you do?* All say, *STEP BACK*. All take 3 steps back. After the car goes by you can step up to the edge again. *STOP*, *Look left*, *look right*, *look left again*. If there are no cars what do you do? *Walk, and keep looking, keep looking*. All take a few steps forward and turn heads saying *keep looking*.


Start music, students move freely, stop music. Repeat the sequences as often as necessary.



## VIDEO: ENTERING THE BUS

### Guided Discussion:

- 1** WHAT DID YOU SEE HAPPENING?  
*Waiting to enter the bus.*
- 2** WHERE DID THEY WAIT?  
*About five steps back from the edge of the roadway, street or sidewalk.*
- 3** DID THEY SEE ANY VEHICLES?  
*Yes, a school bus.*
- 4** WHAT DID THEY DO NEXT?  
*Walked to a new looking edge, looked for traffic, waited for the driver's hand signal.*
- 5** WHAT DID THEY DO WHEN THEY SAW THE DRIVER'S SIGNAL?  
*They stepped to the edge of the roadway and looked left, right, left.*


 **Note:** One child is looking the wrong way. Use this as a teaching moment to discuss why it is important to do the Search properly. You could ask “Are all the students doing the Search correctly?”

- 6 WHAT DID THEY DO WHILE CROSSING THE STREET?  
*They kept looking for traffic.*

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## VIDEO: ENTERING THE BUS REVIEW

### Guided Discussion:

- 1 WHAT DID THEY DO BEFORE THEY STEPPED INTO THE ROADWAY?  
*They stopped at the edge and looked for traffic. They looked left. They looked right. They looked left again.*  
 **Note:** Remember to ask if all the students are doing the search correctly.
- 2 DID THEY SEE ANY TRAFFIC?  
*A school bus.*
- 3 WHAT DID THEY DO NEXT?  
*Walked to the new looking edge, and waited for the driver's hand signal.*
- 4 WHAT DID THEY DO WHEN THEY SAW HIS HAND SIGNAL?  
*Stepped to the edge of the roadway, looked left, right, left again.*
- 5 WHAT DID THEY DO WHILE WALKING ACROSS THE STREET?  
*They kept looking for traffic.*
- 6 CLARIFY THE TERMS:  
*New looking place or edge, Wait, Bus Driver's Signal*

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## VIDEO: LEAVING THE BUS

### Guided Discussion:

- 1 WHAT DID YOU SEE HAPPENING?  
*Bus stopping and people getting off.*
- 2 WHERE DID THEY FIRST STOP TO LOOK?  
*About 10 feet in front of the bus, at the edge of the roadway.*
- 3 WHAT DID THEY DO NEXT?  
*Waited for the Bus Driver's hand signal.*

- 4 WHAT DID THEY DO NEXT?  
*They walked to the edge of the bus where they could see clearly, to look for traffic. They looked left. They looked right. They looked left again.*
- 5 DID THEY SEE ANY TRAFFIC?  
*No.*
- 6 WHAT DID THEY DO WHILE CROSSING THE STREET?  
*They kept looking for traffic.*

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 VIDEO: LEAVING THE BUS REVIEW

**Guided Discussion:**

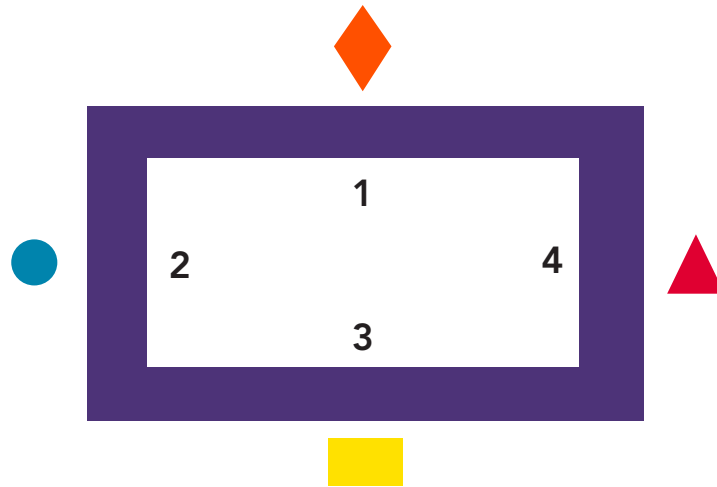
- 1 WHAT DID THEY DO BEFORE THEY STEPPED INTO THE ROADWAY?  
*They stopped 5 steps in front of the bus and at the edge of the road and looked for traffic. They looked left. They looked right. They looked left again.*
- 2 WHAT DID THEY DO NEXT?  
*Waited for the **Bus Driver's hand signal**.*
- 3 THEN WHAT DID THEY DO?  
*They walked to the edge of the bus, the **visual barrier**, where they could see clearly, to look for traffic. They looked left. They looked right. They looked left again.*
- 4 DID THEY SEE ANY TRAFFIC?  
*No.*
- 5 WHAT DID THEY DO WHILE WALKING ACROSS THE STREET?  
*They kept looking for traffic.*
- 6 CLARIFY THE TERMS:  
*Bus Driver's Hand Signal, visual barrier*

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 GET MOVING ACTIVITY – EDGE OF THE BUS

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** Use the Same setup as the previous Move, Step Back Activity.



Start with any running or chasing game that gets students' heart rate up. Stop when the music stops.

**Instructor:** *Everyone please point your toes to the wall with the number 1 on it. Instructor is demonstrating this at the head of the class, facing the 1 wall, with her back to the students. We are getting off of the bus. What do we do? Walk five giant steps toward the wall with the number 1, simulating in front of the bus. Turn and face the street, all are facing number 2. Wait at the edge. What do you do when you get to the edge? All say. Wait for the Bus Driver's hand signal! When he signals what do we do? All say "Walk, to the edge of the bus, the visual barrier!" All creep forward toward number 2 stop, as looking around the bus. What do you do when you get to the new edge? All say, STOP. Then look left all look left, teacher points left, says, What number do you see? Students reply, 3 (slowly) and look right, teacher points to the right and says what number do you see? Students reply, 1. And look left, all look left, teacher points left, says, What number do you see? Students reply, 3. Instructor says, What are we looking for? Cars. If we do not see any cars what do we do? Walk! And keep looking. All take a few steps forward and looking left and right saying keep looking.*


Start music, students move freely, stop music.

Repeat getting off the bus sequence beginning with a different wall.

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## SCHOOL BUS DANGER ZONES, STREET CROSSING

**Material/Equipment:** Eight cones or beanbags or chalk, Poster board with bus drawing and danger zones highlighted, Chairs, Large cardboard box. If a bus driver and bus can be available for this activity, it would provide the most realistic practice of this crucial skill.

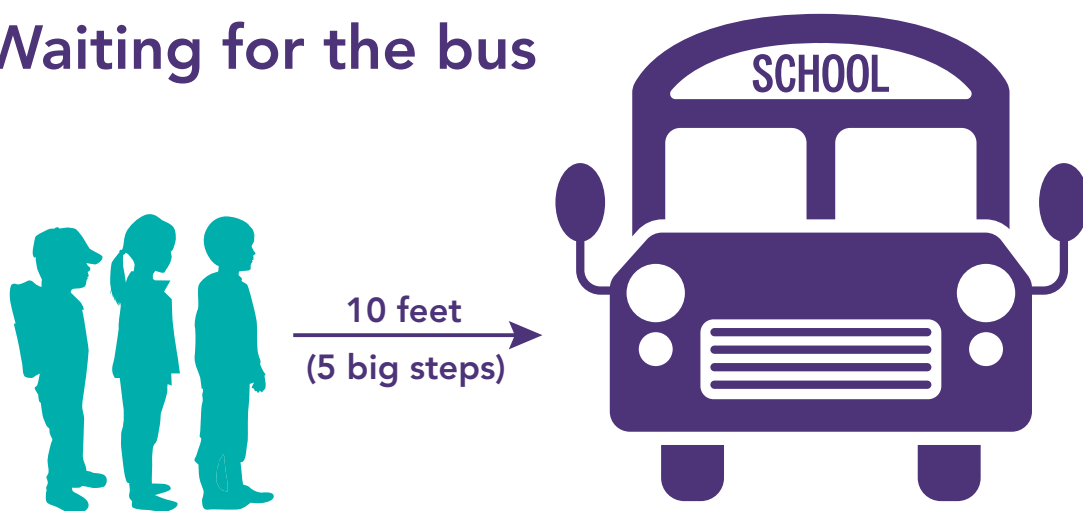
 **Note:** It may be helpful to show a school bus safety video. Many videos are available online such as below:

Operation School Bus Safety: Be Cool, Follow the Rules  
<https://youtu.be/MDkJPUXTBSo>

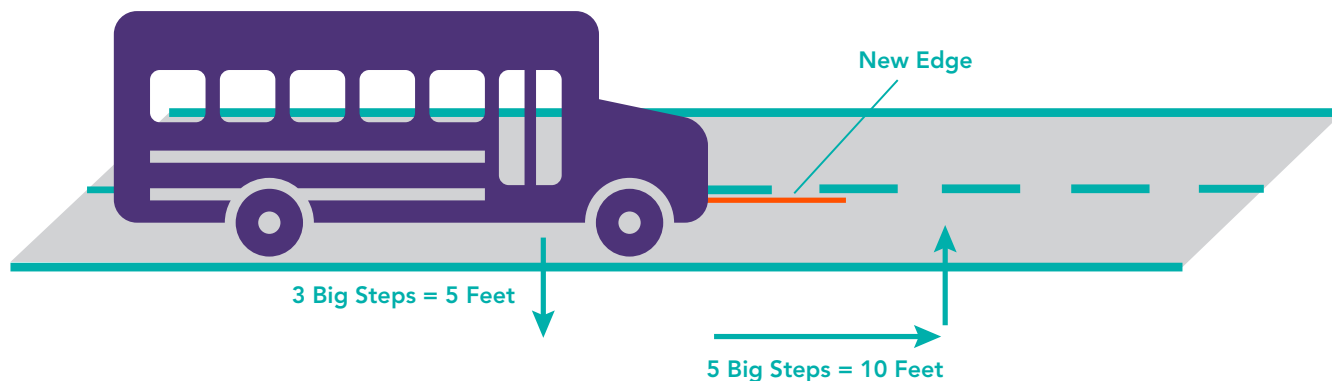
**Set-up:** The bus should be parked on a street on the school grounds so the students can practice getting on the bus, dismounting the bus and crossing the street. If a bus is not available, arrange chairs like the inside of a school bus, including the driver's seat. Use a large cardboard box to place 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. In either situation, it is important to mark the school bus danger zones using traffic cones, beanbags or chalk. See illustration below.

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.

## Waiting for the bus



Students 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. 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.



### Discussion Topics and Questions:

- How far do you move away from the bus when you get off?
- Why is it important to walk five (5) big steps (10 feet) away from the front of the bus before crossing?
- How far do you move away from the bus before becoming a part of traffic? Discuss the importance of stopping at the edge of the bus.

# Neighborhood Walk



## BACKGROUND INFORMATION

This is a culminating activity that combines all of the learned pedestrian skills. It is important that a neighborhood walk be the final part of a sequence of pedestrian skills activities that the children learn. If you decide to venture off the school property for this activity, you will need field trip permission slips. It is also necessary to have additional parent volunteers, teacher aides, and/or law enforcement (approximately 2 adults per 8-10 children) to assist with the activity.


## ACTIVITY – NEIGHBORHOOD WALK

**Material/Equipment:** Leader question/discussion cards, Cell phones, first aid kit, List of student names and parent phone contact numbers.

**Set-up:** Identify a safe and varied route for this activity (Between ½ and 1 mile long). The route should be located in a quiet neighborhood adjacent to the school. If this is not possible, conduct the walk on the school campus. Try to include intersections, and visual barriers. Look for a route that has safer features such as an area with sidewalks, crossing guards, good lighting, low traffic, where others are walking, no construction, etc. Plan a few points (control points) along the route to stop and have a discussion about the route.

**Instructor:** Assemble the class and discuss the purpose of this final activity. Students are to identify surface hazards, visual barriers, potential moving hazards, and discuss why this is or is not a good place to walk.

Divide the class into small groups of 8-10 students with two adults per group (one to lead and one to bring up the rear). Leaders must know the route and be ready to lead discussion on the purpose of the lesson. Discuss how to choose a safe route and what to look for in a good route (choose an area with sidewalks, crossing guards, good lighting, low traffic, where others are walking, avoid construction areas, etc.).

 **Note:** Make sure leaders have walked or bicycled the route before this lesson, have a copy of the questions/discussion card, and have cell phones and contact information (see material list).



### Prerequisites

Students must know directions left and right, stopping at the edge, searching left-right-left again, and to step back when traffic is near. Students must complete all Pedestrian Safety lessons prior to going on a neighborhood walk.



### Vocabulary

Pedestrian, Edge, Vehicle, Road/Street, Traffic, Midblock, Intersection, Visual Barriers, Communicate.



### Objectives

Students will be able to demonstrate skills learned throughout all the pedestrian safety lessons.

At the control point (stopping/waiting site) discussion will take place about the road/sidewalk conditions, traffic etc.

Sample Questions to be asked at each control point.

- 1 WHAT DID YOU NOTICE AS WE WERE TRAVELING TO THIS PLACE?  
*Surface conditions, visual barriers, hazards, problems, people, flowers.*
- 2 WHAT SOUNDS DID YOU HEAR?
- 3 DID YOU NOTICE SOMETHING THAT ONE OF OUR GROUP MEMBERS DID WELL?  
*Identify good behaviors, scanning, signaling, and communicating.*
- 4 CAN YOU SEE THE NEXT CONTROL POINT (POINT OUT A LANDMARK OF THE NEXT PLACE YOU'LL STOP)? HOW SHOULD WE GET THERE? WHAT DO WE DO FIRST? WHAT DO WE NEED TO BE CAREFUL OF?
- 5 WHEN YOU GET TO THE CONTROL POINT WHAT WILL YOU DO?  
*Move off of the roadway and wait patiently for everyone.*

You may also fill out the Safe Routes to School Walkability Checklist with your class as you walk through the route. This will help the class evaluate the route based on various conditions such as presence of sidewalks, speed of road, lighting, etc. See checklist link below:

<http://www.saferoutesinfo.org/sites/default/files/walkabilitychecklist.pdf>

## Alternative Activities

**1.Geography: Walk Across Florida** Choose a relatively close city or “hot spot” on the map and begin to learn about this destination. While doing so, have the students keep a walking log and plot their progress on the map. When their destination is reached, reward them with a special party or even a field trip to their chosen location.

**2.Walk on Wednesdays (WoW)** Encourage your students to walk to and from school on Wednesdays and give them extra credit or bonus points for that day. The bonus points will persuade the students to walk to school while building an atmosphere that promotes physical activity and good health. [http://www.walktoschool.org.uk/content/wow\\_scheme.php](http://www.walktoschool.org.uk/content/wow_scheme.php)

**3.National “Walk to School Day” in October of each Year** The “Walk to School Day” encourages school children to walk or bike to school. The purpose of this campaign is to increase awareness of physical activity amongst children, reduce air pollution by reducing the number of automobiles around the school and to create safer routes for walking and cycling. For more information, please go to the official National Walk-Bike to School website at: <http://www.walkbiketoschool.org/>