

## Pedestrian Safety

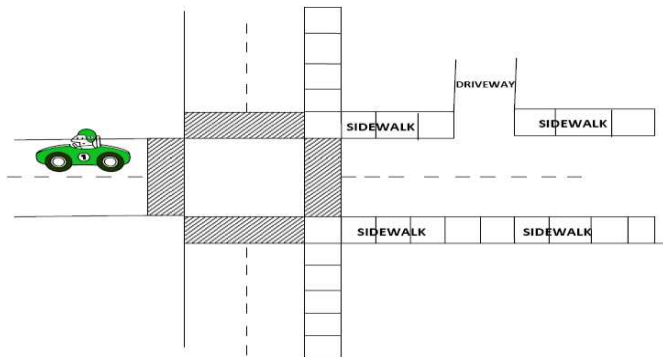
### Fourth Grade

#### Lesson 1

**Subject:** Health, Physical Education

**Materials:** Chart Paper; Marker; 12 Picture Cards; Reflective Vest; Two wastebaskets (or other classroom items, i.e., chair, to be used as visual barriers).

**Set Up:** Draw an intersection on the board. Draw four crosswalks. Extend the street on your right to be a bit longer with sidewalks and a driveway. Extend also the street on the left but without sidewalks. Have waste baskets handy for #11 of the lesson.



**Overview:** Students will review safety tips for walking near traffic as well as discuss and practice how to safely cross streets, intersections, and railroad tracks.

At this maturity level, it is important to emphasize that students can be more independent if they can demonstrate proper safety skills. These students are role models for younger students and siblings. They generally know how to cross the street, but tend to rush through the steps without full awareness of their environment. Crossing intersections requires a particular skill set because there is traffic approaching in several different directions and students cannot easily interpret driver behavior.

**Objectives:** The objective of this lesson is to:

- Remind students the basic concepts of sharing spaces with cars and other motorized traffic.
- Review the basic concepts of crossing a street safely.
- Teach students simple skills for crossing intersections safely and to teach them several traffic signals to aid in their crossing behavior.

Students will be able to:

- Explain reasons we walk places and identify common places to walk
- Define and use appropriate pedestrian safety vocabulary
- Recognize and demonstrate safe practices near traffic such as walking on a sidewalk or side of street facing traffic and wearing reflective gear and carrying a flashlight
- Use care and caution when crossing smaller, residential streets
- Recognize that they need to set a proper example for younger children
- Identify and demonstrate the five steps to crossing a street
- Demonstrate safe behavior while approaching and crossing an intersection

**Standards:**

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Physical Education Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
- Health Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Pedestrian Skills/Rules Overview:**

1. **USE SIDEWALK**
2. **WALK ON THE LEFT if there are no sidewalks**
3. **WALK, DO NOT RUN, WHEN CROSSING THE STREET**
4. **PLAY AWAY FROM TRAFFIC**
5. **STAY TOGETHER WHEN CROSSING THE STREET**
6. **BE ALERT AROUND TRAFFIC—PUT AWAY ALL DISTRACTIONS—iPods, PHONES, TOYS, etc.**
7. **SLOW DOWN & LOOK FOR MOVING VEHICLES AT DRIVEWAYS**
8. **DRESS TO BE SEEN & CARRY A FLASHLIGHT**
9. **FIND A SAFE PLACE TO CROSS WITHOUT VISUAL BARRIERS**
10. **FIND THE EDGE or SECOND EDGE**
11. **LOOK LEFT-RIGHT-LEFT AND LISTEN FOR TRAFFIC**
12. **ALWAYS CROSS IN A STRAIGHT LINE, KEEP YOUR HEAD UP, LOOKING AND LISTENING FOR TRAFFIC**
13. **ALWAYS STOP 10-15 FEET BEFORE THE RAILROAD TRACKS, LOOK LEFT, RIGHT, LEFT AND LISTEN VERY CAREFULLY BEFORE CROSSING**
14. **IF YOU SEE A TRAIN, STOP AND WAIT FOR IT TO PASS, NEVER TRY TO BEAT IT**
15. **NEVER PLAY AROUND RAILROAD TRACKS.**
16. **CHECK LEFT-RIGHT-LEFT, IN FRONT and BEHIND BEFORE CROSSING IN AN INTERSECTION**
17. **EVEN IF ALL THE SIGNALS SAY IT IS YOUR TURN TO CROSS, ONLY YOU CAN DECIDE IF IT IS REALLY SAFE**

**Introduction:**

“Hello class. I am \_\_\_\_\_ from Safe Routes to School. You may remember having had one of our teachers in your classes in past years. I visit classes all over Sonoma County to teach kids about walking and biking safely to school. Today we are going review some pedestrian safety skills and learn and practice some new ones.”

**Discussion:**

1. Raise your hand if you remember learning about safe walking skills in previous grades.
2. Why do you think it is important for us to talk more about walking safety?
  - *Because we want to be safe / for our own safety*
  - *Because we are role models for young pedestrians / even adults / the safety of others*
3. Raise your hand if you walk to get to places. To where do you walk?
  - School, a friend’s house, the store, library, park, etc.

4. Great! It looks like everyone in this class has been a pedestrian at one point or another. Who can tell me what pedestrian means?
- *A **pedestrian** is a person who travels on foot—notice the prefix “ped” meaning foot like in **pedal, pedicure and centipede.***
5. Now, who can tell me why it is good to walk places?
- *It is good for you (exercise).*
  - *It is good for the environment: Walking reduces CO2 emissions that contribute to global warming. Every mile we drive in a car produces about a pound of CO2. Plants absorb carbon, and put oxygen into the air. It takes ONE Douglas Fir tree, planted and left to grow for 10 years to absorb about 85 pounds of CO2, stopping it from going into the atmosphere and polluting our air...10 years is a long time, as long as you’ve been alive! So, you prevent one pound of CO2 from entering the atmosphere every single time you walk or bike instead of driving one mile, way faster than waiting ten years for a tree to do it for us...in this way you become the super hero of your planet...imagine 85 walks!*
  - *It is good for your neighborhood (less traffic, more people on the streets makes it safer).*
  - *It is fun!*
6. Walking is good for many reasons. Now, let’s talk about how to walk safely or **PEDESTRIAN SAFETY SKILLS** and record them on this chart paper. [Title chart paper]. We will need several assistants. [Choose the first four, ask their names, and refer to them by name.] One of you will stand with me and write down the important points, then pass-the-pen to another assistant after each entry. **QUIETLY**, continue to pass the pen to **NEW** and **WILLING** assistants as we go along. Please say “**PASS**” if you do not wish to be an assistant.
- Give me a thumbs-up if we have sidewalks near our school.
  - If there is a sidewalk, is it best to use it or walk on the street?
    - *USE IT!* [Volunteer writes on chart paper **USE SIDEWALK**]
  - What do you do if a street does not have a sidewalk?
    - *Walk on the left side of the street* [Volunteer writes on chart paper **WALK ON THE LEFT if there are no sidewalks**]
  - Why do you think we should walk on the left side rather than the right?
    - *We walk on the left so that we face traffic and can see oncoming cars and drivers.* [Refer to street diagram without sidewalk]
7. Let’s look at these street scene pictures. Can you point out the unsafe behavior and suggest any skills the children need to practice?
- [Display Picture Card 7A] *The child is running...* [Volunteer writes **WALK, DO NOT RUN, WHEN CROSSING THE STREET**]
  - [Display Picture Card 7B] *The child is playing around traffic.* [Volunteer writes **PLAY AWAY FROM TRAFFIC**]
  - [Display Picture Card 7C] *The younger child is walking too far ahead of the older sibling.* [Volunteer writes **STAY TOGETHER WHEN CROSSING THE STREET**]
  - [Display Picture Card 7D] *The student is listening to an iPod rather than listening to traffic and being aware of his/her surroundings.* [Volunteer writes **BE ALERT AROUND TRAFFIC—PUT AWAY ALL DISTRACTIONS—iPods, PHONES, TOYS, etc.** ]
8. Great work! Now, can you picture a driveway in your mind? This is a place where pedestrians and cars share space together. Raise your hand if you can demonstrate how to be safe before you step into a driveway? [As student(s) do their best to model safe conduct, remind or correct them through questions to the class; i.e., “What do you think of the way student’s name crossed/slowed/looked?” “Is there something he/she forgot to do?” (Suggested demonstration points below.)]
- *Slow down before you get to the driveway.*
  - *Check cars that may be parked in the driveway— if there is a person inside or the back white lights are on, **DON’T MOVE!** Stop and wait until you know the car is not moving. Look left, right, and left again to make sure cars aren’t coming. If there is no one in the car, the lights are not on, and all directions are clear, it is safe to cross. Walk with your head up, looking for traffic.* [Volunteer writes **SLOW DOWN & LOOK FOR MOVING VEHICLES AT DRIVEWAYS**]

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

- *A driver not being able to see you*

-That's right! You always have to consider what you are wearing when you are a pedestrian. When it is dark, it can be very hard for drivers to see you. The best way to be seen when it is dark outside is to wear bright-colored clothing, reflective material and to carry a flashlight. Reflective materials are shiny and become brighter when light hits them. [Show example of reflective vest, invite a student to put it on] [Volunteer writes **DRESS TO BE SEEN & CARRY A FLASHLIGHT**]

10. Now, let's talk about crossing the street at mid-block. Raise your hand if you think you know what mid-block means.

- *Mid-block means "middle of the block." It is when we are at some place along the street, not at a corner or an intersection.*

-When we talk about crossing streets safely at mid-block, we are talking about a specific kind of street. Look at these pictures of different streets. Give me a thumbs up or thumbs down to tell if it is a good or bad idea to try to cross them. [Display Picture Card 10—Safe and Unsafe Streets.]

After looking at these pictures, what are some characteristics of a street that we should think twice about crossing at mid-block?

- *One that has heavy traffic, traffic moving at high speeds, several lanes of traffic*

[Refer to portion of diagram with longer street and sidewalks.] Let's imagine that we are going to be crossing the street or teaching a younger child to cross the street for the first time. This is the sidewalk next to the street and this is the actual street. As we talk about the steps to crossing the street, we are going to practice together. Please stay with me as we talk through each step. We are not going to rush. Remember, we have to be good role models for the younger children in our care.

Now that we know what streets are safe to cross and we are on a street that we have deemed safe, we will call it a **neighborhood street**, we have to remember that it is not always safe to cross at any place on that street. You have to be sure to find a safe place to cross.

11. How do you know where it is safe to cross?

- *A safe place to cross is where you can see clearly in both directions—where there are no visual barriers*

-What are some examples of visual barriers?

- *Parked cars, trucks and buses, tall bushes, trash cans, trees, mail boxes—things that block your view* [Volunteer writes **FIND A SAFE PLACE TO CROSS WITHOUT VISUAL BARRIERS**]

-What should you do if you want to cross the street but encounter a visual barrier making it hard for you to see traffic coming down the street)? [Draw a parked car into the diagram.]

- *Find another place to cross the street*

-Ok, let's talk about another step you should follow before actually crossing.

-What is the "edge" of a street?

- *The curb or side of the road—where the sidewalk ends and street begins*

-Why is the "edge" a good place for me to stop?

- *It is a place where you can see cars coming, but you are still far enough away from the road*

-Now, let's imagine that there is not a safer place to cross. The street is lined with visual barriers, parked cars & trees [draw them into the diagram.] and I cannot see one direction down my street. What do you think I should do?

- *Move out a little more to the edge of the barrier, this is called the **second edge*** [refer to diagram] [Volunteer writes **FIND THE EDGE or SECOND EDGE**]

-Ok, who would like to demonstrate finding a safe place to cross using these waste baskets? [Invite class participation through questioning to help guide/correct/remind students as they demonstrate. (Suggested discussion points below.)]

- *Look left-right-left for traffic*

-Why do we look left first?

- *That is the direction that the traffic closest to us is coming from*

-Then, why do we look right?

- *To see if traffic is coming from the opposite direction*

-Finally, why do you think we look left again?

- *Because cars move fast and we want to make sure it is still safe to cross where cars are moving closest to us*

-You've got it! We not only have to use our sight sense when we cross though. We also have to use our...?

- *Hearing*

-What are some of the sounds we should be listening for?

- *Car engines, horns, sirens, etc.*

-What should I do if I hear one of those sounds?

- *Yes, I stop and wait until it is clear. Look and listen for traffic again [Volunteer writes **LOOK LEFT-RIGHT-LEFT AND LISTEN FOR TRAFFIC**]*

-Now, as he/she crosses the street...

- *Is he/she walking? We should never run because we may trip and fall.*
- *Is his/her head up? Is he/she looking left-right-left and listening while walking?*
- *Is he/she walking straight across the street?*

-Remember in geometry that the diagonal line on a right triangle is longer than the straight lines. You want to move in a straight line because you will be in the street less time and you are less likely to be hurt. [You may want to demonstrate this concept by using sidewalk chalk or a string so the students can visualize.] [Volunteer writes **ALWAYS CROSS IN A STRAIGHT LINE, KEEP YOUR HEAD UP, LOOKING AND LISTENING FOR TRAFFIC**]

-Good, we are now safely on the other side. We've learned the basic principles we need to know in order to cross the street safely.

12. Today the weather is good. But, what if it were raining or snowing? How do you think rain and snow affect drivers?

- *They can't see as well.*
- *They can't stop as quickly.*

-That's right! An important thing to think about when crossing the street is what drivers can **see** and **do**. When the weather is bad, drivers may have difficulty seeing you or may not be able to stop as quickly. Have you ever slipped on some ice? Well, that's what it's like for cars when it's raining or snowing. Very slippery! Have you ever been inside a car when it is raining or snowing hard? Can you see well?

- *No, because the windows fog up easily*

-What are some things you can do if you think cars may have trouble stopping because it's raining or snowing?

- *Be especially careful about where and when you cross the street.*

-Yes, when it is raining or snowing, you should be especially careful about where and when you cross the street. Find the place along the street where you can see the farthest in both directions, and only cross when you are **sure** no cars are coming. Remember to look left-right-left before you cross the street, continue looking left-right-left as you cross, and always cross in a straight line because it is the shortest distance.

13. Let's talk about TWO SERIOUS SITUATIONS:

- A. What if you see a younger child attempt to run or cross the street? What could you do?
  - *Offer to cross with them by calling out and asking them to wait for you to begin crossing.*
  - *Make sure that you do not run after them. Always stop at the edge first.*
  - *Show them how to cross—teach them the steps for safe street crossing.*
- B. What should you do if you come to a Railroad Crossing or Railroad tracks? [Display Picture Card 13— Railroad Crossing] [Volunteer writes **the following**]
  - **ALWAYS STOP 10-15 FEET BEFORE THE RAILROAD TRACKS, LOOK LEFT, RIGHT, LEFT AND LISTEN VERY CAREFULLY BEFORE CROSSING, keep in mind, some trains may be silent.**
  - **IF YOU SEE A TRAIN, STOP AND WAIT FOR IT TO PASS, NEVER TRY TO BEAT IT.**
  - **NEVER PLAY AROUND RAILROAD TRACKS.**

14. Now, let's talk about crossing an intersection—where two or more roads meet each other. [Refer to street diagram.] You can see the two roads as they cross over each other. I bet you are used to seeing these

street signs and traffic lights at intersections. [Display street sign and traffic light picture cards.] What about these? [Display Picture Card 14—Crosswalk] Yes, crosswalks, the special, painted areas on the road that show where you should walk once you are sure the road is clear to cross. Who would like to demonstrate crossing the intersection using the skills we have been discussing. [Again, invite class participation through questioning to help guide/correct/remind students as they demonstrate. (Suggested discussion points below.)]

- The safest place to cross an intersection is at the crosswalk or the end of the sidewalk before it opens into the street.

- *Walk on the sidewalk*
- *Stop at the edge/curb*
- *Look and listen for traffic— left-right-left, ALSO in front and behind (to see if cars are turning onto the street where we want to cross—cars sometimes change their directions by turning*

-Thank you \_\_\_\_\_, you may take your seat. [Volunteer writes **CHECK LEFT-RIGHT-LEFT, IN FRONT and BEHIND BEFORE CROSSING IN AN INTERSECTION**]

15. Great! Now, let's practice using the signs and signals we see on the road. I need three more volunteers to demonstrate. Stand in a row. I will tell you when it is your turn to show us how you would respond to the symbol you will see.

- [Display Picture Card 15A—Stop Sign.] Volunteer #1, you are a driver. *Stop signs tell cars that they need to stop and see if it is clear to continue. Once the car has come to a stop and checked all directions for other cars, it may cross the intersection. Do drivers always stop at stop signs?*
- [Display Picture Card 15B—Stoplight.] Volunteer #2, you are also a driver. *Stoplight colors tell cars when they need to slow down, stop, and go.*
- [Display Picture Card 15C—Pedestrian "Walk" Signal.] Volunteer #3, you are a pedestrian. *Pedestrian signals tell us when it is our turn to cross. Look left, right, left and listen, keep your head and eyes up, making eye contact with drivers.*
- [Display Picture Card 15D—Pedestrian "Don't Walk" Signal.] Volunteer #1, you are now a pedestrian. *This means that it is not safe to cross—stay at the edge of the sidewalk and wait until the next white "Walk" signal comes on.*

-[Display Picture Card 15E—Pedestrian "Don't Walk" Signal with flashing hand & numbers.] What does it mean if the pedestrian signal has numbers while the red hand is flashing?

- *They are counting down to zero, telling us how much time is left to cross the street before the signal changes.*

-If the pedestrian signal was white when you started crossing and it turns into a "Don't Walk" red flashing hand or a red hand with numbers counting down, what should you do?

- *Continue crossing. There will be enough time to cross. Do not turn around and go back.*

-There is plenty of time to cross, so never run across the intersection just to beat the clock.

-[Volunteer writes **EVEN IF ALL THE SIGNALS SAY IT IS YOUR TURN TO CROSS, ONLY YOU CAN DECIDE IF IT IS REALLY SAFE.** ] Adults, crossing guards, and crossing signals are there to help keep us safe. But you still need to keep your head up, looking and listening for traffic at all times to make sure you are safe. If the signals change before we've decided that it is safe to cross, just wait until it is time to cross again. It won't be long, and it is better to be safe.

16. Let's have a new volunteer demonstrate crossing the street safely using the pedestrian signals. First, you will hold and flash the signals and I will decide when it is safe to cross the street. [Choose a volunteer to display the Pedestrian "Walk" Signal and "Don't Walk" Signal, and if appropriate count backwards, as you demonstrate crossing the model intersection.]

-I see the pedestrian signal is red. I am stopped and waiting at the edge. Now, I see that the pedestrian signal has a white "Walk" signal. I will first check left-right-left and in front, behind, in front. If it is clear, I will begin to cross the intersection.

-As I cross, I am going to keep my head high, make eye contact with drivers so I know they see me, and watch for cars in all directions.

-I will also move straight across the street. Notice how I am not walking at a diagonal. This will help me get across in a short amount of time.

-And what will I do if it is raining, snowing or dark outside? I will be especially careful, because drivers

may find it harder to see me and may not be able to stop as quickly. I will wear bright-colored clothing and reflective material, look not only left and right but also in front and behind, and cross only when I'm sure it's safe and I see the white "Walk" signal.

Did I make it safely across the street? YES!!!

- 17.[If there is time, choose another volunteer and switch roles. Then, choose two different students to demonstrate on their own, with audience participation, of course.]

**Closing:**

Thank you all for your attention and participation. I am curious; raise your hand if you are willing to be a good role model for other pedestrians, younger and older? I trust that you will! Are there any questions or comments?