



# Stop, Look and Listen

## Pedestrian Safety Lesson 1 of 2

### Grade level: 2

**Subject Area:** Physical Education, Health

**Skill Set:** Pedestrian Safety

### Introduction

This 30-45 minute lesson will introduce Safe Routes to Schools, encourage walking and biking and teach students how to cross the street safely. The lesson engages students through a class discussion, a seven-minute traffic-safety video, and an interactive game to teach these principles.

This is designed as a two-part lesson, to be followed by the Walk Around the Block neighborhood fieldtrip.

### Objective

Students will be able to: first explain the benefits and hazards of walking; second to identify edges; and third to demonstrate the procedure of stopping at every edge and looking and listening for traffic before crossing the street.

### California Health Educational Standards

- 2.1.N.8 Identify and explore opportunities outside of school to participate regularly in physical activity.
- 5.1.M Use a decision making process for solving problems with peers and family members.

### California Physical Education Standards

- 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.
- 5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
- 5.2 Accept responsibility for one's own behavior in a group activity.
- 5.4 Encourage others by using verbal and nonverbal communication
- 5.5 Demonstrate respect for self, others, and equipment during physical activities
- 5.6 Demonstrate how to solve a problem with another person during physical activity.
- 5.7 Participate positively in physical activities that rely on cooperation.

### Background Information

Pedestrian injury from traffic crashes are the second leading cause of unintentional injury-related death among children ages 5 to 14. The leading cause of child pedestrian-vehicle crashes pedestrian failure to stop at the edge of the roadway and check for moving cars (called “dart-out”). Source: “SafeKids USA, Walk this Way, 2009” We do not recommend that second graders walk alone. Make sure that this lesson does not impart a false sense of security.

At the level of grade 2 and usually until age 10:

- ✓ Children are small and difficult to see, and have difficulty seeing around obstacles.



- ✓ A child's field of vision is not fully developed.
- ✓ Children have difficulty identifying the direction from which a sound is coming.
- ✓ Children have difficulty gauging the speed and distance of moving objects.
- ✓ Children lack impulse control.
- ✓ Children lack a sense of danger.

## **Vocabulary**

Pedestrian- a person who walks

Intersection- a place where two streets or pathways cross

Crosswalk- marked lines across the street that tell walkers where to cross the street

Edge- the side of the road, the end of the sidewalk, or the end of a parked car

## **Materials**

- ✓ Video: Step to Safety with ASIMO
- ✓ VCR/or DVD& monitor, with hookups and power source
- ✓ White board or chalk board
- ✓ Dry-erase pen or chalk
- ✓ Pedestrian Signal prop
- ✓ Traffic Light Signal Prop

## **Lesson Outline**

### **1) Discussion: Introduce Safe Routes to Schools (SRTS)**

SRTS is a program that teaches kids the importance of walking and bicycling as a way to get around.

SRTS programs work to increase safety by teaching kids walking and bicycling skills and etiquette.

### **2) Discussion: The Four Fantastic Reasons to bike and walk to get around.**

Ask students to provide reasons if they have previously discussed them or have ideas. Why do people choose to walk or bicycle? Because we/they are;

- ✓ cutting down on pollution
- ✓ getting good exercise
- ✓ cutting down on traffic
- ✓ Survey students how walking or biking affects their mood, the last fantastic reason is "having fun."

### **3) Survey: Who already walks or bikes to school**

Conduct a brief oral survey. Ask students to raise hands if they sometimes bicycle, walk, skate, scooter or carpool to get around to stores, friends and relatives' houses or school. Tally numbers on board.

### **4) Discussion: Walking and biking to school**

Hold an interactive discussion about walking and biking to school. Many students live too far from school to walk or bike, however we can still encourage them to be active close to their homes.

Cover the following questions:

- ✓ Are students allowed to walk or bike to school on their own in the 2nd grade?
- ✓ Who are the students walking or biking with?

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- ✓ If students can't walk or bike to school, what are the reasons?
  - ✓ Will students be able to walk or bike to school on their own when they get older?
  - ✓ Name some other places students can walk and bike.

### 5) Discussion of terms “Pedestrian”, traffic signs and signals

Write terms on board, or place a name card of the term on the board with a definition.

Define the word “Edge”. It is a place where things cross.

Define the word “Pedestrian”: someone who walks.

Draw or show examples of different traffic signs that students will encounter on the road. Ask students to tell the meaning for each. Hold up the walk sign. What does this one mean?

- ✓ Hold up the “Traffic Light Signal” prop and ask for explanations: Red (stop); Green (Go- after making sure the path is clear); and Yellow (slow down and get ready to stop).

#### **Discuss “Pedestrian Signals” which includes:**

**(see illustrations at end of lesson)**

- ✓ the person walking signal? What does this one mean?  
Start Crossing- after making sure the path is clear;
- ✓ the “Solid Red Hand” signal. What does this one mean?  
Don't Cross;
- ✓ the “Flashing Red Hand” signal . What does this one mean?  
Don't start to cross, but ok continue crossing if already crossing.

#### **Ask students to compare similar signals for drivers and pedestrians.**

- ✓ **(see illustrations at end of lesson)**
  - Green Light = Walking figure
  - Red light = Solid Red Hand
  - Yellow light = Flashing Red Hand.

*Note:* Many new pedestrian signals will also have a numerical countdown timer to show exactly how much time is left to cross the street.

#### **Teach Pedestrian hand signals, eye contact and body language**

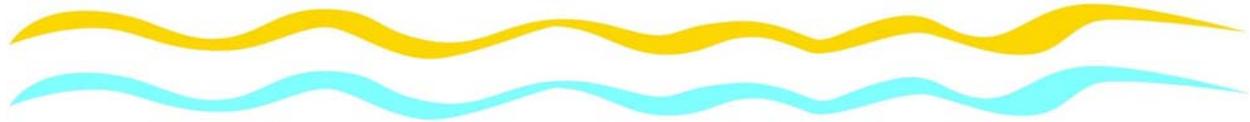
**(see illustrations at end of lesson)**

Stand with an upright and confident body posture and alert stance. Make eye contact with drivers important when communicating with them about your intentions for street crossing. All signals involve eye contact to avoid confusion and dangerous crossing situations.

- Please Stop: Outstretched arm with palm facing driver. Wait for acknowledgement from driver (wave or nod and stopping of vehicle) before proceeding.
- Go Ahead wave. Make clear to driver they you are not crossing and they should go ahead.
- Thank you wave to courteous and yielding driver. Simple and different from the No Thank You wave.

### 6) Video: Step to Safety with ASIMO

This video, produced by the National Safety Council and Honda, teaches basic pedestrian safety. Key concepts covered are “Stopping at the edge” of the curb or roadway and crossing the street with and



without parked cars. The idea of looking “Left, Right, Left” after first “Stopping at the edge” is introduced. Discuss cars in the US travelling on the right side and approaching from the left first. Check left, then right, and because cars travel very fast, checking left again is important.

### **7) Activity: In Class Crossing Simulation**

Allow students to review and build on the information delivered in the video while doing a simulated street crossing activity.

Materials:

- ✓ Open area in classroom to practice crossing.
- ✓ 2 sets of pedestrian signals.
- ✓ One ball to discuss the dangers of chasing a ball into the street.

Activity:

Allow pairs of students to practice safe street crossing with the use of props on a small-scale course laid out in the classroom. Include traffic signals as training for larger intersections.

Include another student simulating a car on the course. Have students practice on the course. In the course of the activity:

- ✓ Discuss the video and demonstrate their understanding of the basic concepts: stop at every edge; look left then right then left again
- ✓ Discuss additional walking-safety measures, such as listening for cars and making eye contact with drivers.

### **8) Activity: Demonstrate Left, Right, Left while listening (for instructions)**

Conduct a game or activity (such as Simon Says) that requires students to demonstrate an understanding of left and right. The activity should also require students to look behind them—over their left shoulder, and over their right shoulder. The goal is to increase awareness of the fact that cars may approach from the rear and teach a technique for looking to see if cars are approaching.

### **9) Discussion: Left, Right, Left while listening**

Discuss the activity and the importance of the skills learned in the activity, including reasons for:

- ✓ understanding left and right
- ✓ looking behind us

### **10) Activity- Listening and Learning**

Introduce Pedestrian Safety Rhyme (with body actions).

Rhyme adapted from the Bicycle Transportation Alliance of Oregon.

*(add illustrations)*

**Stop every time at the edge of the street.**

(Hold your hand up to signal stop)

**Use your head before your feet.**

(Point to your head and feet)

**Make sure you hear every sound.**



(Cup your hands behind your ears and turn from side to side.)

**Look left, right, left and all around.**

(Cup your hands above your eyes and turn your head slowly left to right, right to left, and look over your shoulders.)

**11) Discussion: Personal Responsibility**

Discuss concepts of personal responsibility. Prepare students for the next lesson- the Walk Around the Block – Walking Field Trip.

Discuss wearing appropriate clothing for travelling outdoors as well as the importance of eating a healthy breakfast or lunch in preparation for the field trip. This is an important issue for students when walking and biking on their own in later years.

- ✓ Review: Who already walks or bikes to school.
- ✓ Survey who wants to walk or bike in the future.
- ✓ Identify the people who help students walk and bike safely.
- ✓ Review personal responsibility concepts. Ask who is the one person that is responsible for them? Answer is that they are- “themselves” Soon they will be old enough to walk and bike alone and must be responsible and thinking for themselves.
- ✓ Discuss the ideas of “safety in numbers” and traveling with adults.

**Next Steps**

This classroom lesson should be followed by the lesson Walk Around the Block, a neighborhood walk during which students can practice and demonstrate crossing the street, stopping at edges, and identifying dangerous locations. Teachers can observe students; evaluate their abilities, and correct mistakes.

**Optional Activities**

Make signs or posters to place around the school promoting walking/biking/rolling, health and safety.

Student draw maps of their walking/biking/rolling commute to school.

Students write a story about their walk to school commute.

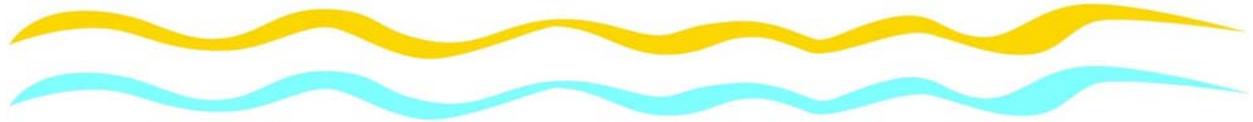
Students draw themselves walking while doing something safe that they practiced in class.

Students write a paragraph about why they like walking/biking/rolling.

Students draw a picture:” What would you do if there were no cars on the streets?”

**Closing**

Encourage students to practice these skills with their favorite adult or older sibling. Remind students to walk only with people that their parents know and say it’s OK to walk with. (This is not designed to be a lesson on personal safety. A separate lesson on personal safety and may be appropriate. Inquire with a school safety or local law enforcement officer for assistance.)



Additional Safe Routes to School information can be found at:

[www.saferoutesinfo.org](http://www.saferoutesinfo.org)

[www.sfbike.org/saferoutes](http://www.sfbike.org/saferoutes)

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