



Walk Around the Block

Pedestrian Safety lesson 2 of 2

Grade level: 2

Subject Area: Physical Education, Health

Skill Set: Pedestrian Safety

Introduction

This 45 minute lesson will apply skills from the previous “Stop, Look, and Listen” activity and is part of Safe Routes to Schools curricula that encourages walking and biking and teaches students how to cross the street safely. In this lesson students will practice safe crossing procedures of stopping at the edge, looking left then right, then left again and listening for cars before crossing the street during a short off campus walk around the school area.

Objective

This activity is the follow up to a classroom lesson that taught the students about the concept of the edge (demonstrated in the first lesson and in the ASIMO video), curbs, the edge of the street if there is no curb and the edge of a parked car). The lesson emphasizes the importance of always stopping at or before every edge, looking and listening for moving cars.

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.

Materials

- ✓ 2 Safe Routes Instructors and classroom teacher
 - ✓ 1 supporting Police Officer or parent volunteer
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- ✓ Completed student permission slips (if necessary)
 - ✓ Safe Street Crosser Certificate for each student

Each team will need:

- ✓ A cell phone, or walkie-talkie to contact the other group if necessary
- ✓ A first aid kit
- ✓ Safety vests or umbrellas, one vest per student or umbrella per pair
- ✓ Weather appropriate precautions: sunscreen, spray bottle, extra water

Preparation


- 1) Scout a route in a neighborhood that includes one basic intersection, at least one crosswalk, a hidden driveway (a driveway that is difficult to see because of a fence or a bush) and an opportunity to cross mid-block between parked cars. As much as possible, the walking route needs to be on sidewalks. The route works best if students move from least complicated to most complicated crossing.
- 2) Fill out safe Street Crosser Certificates

Activity Notes

It works well to have an adult model crossing first at each intersection. As Safe Routes staff narrates each action adults can be trained on what we are teaching while the class is underway. For example: “We’re going to watch as Mr. Teacher stops at the edge, looks left, right and left again. If it’s clear, then he’s going to start to cross. While he’s crossing he’s going to look both ways for any cars that might be coming.” Having adults cross first also allows students to be supervised once they have crossed while Safe Routes Staff continues to coach students on crossing technique. On larger streets or if short on time, the whole class may cross together.

It is important that an adult monitor from near the front of the group as well as the rear. Additional adults can walk in the middle of the group. Always have an adult cross first and have student pairs follow so that the group is supervised once they have successfully crossed the street. Rotating student pairs from first to last in line works well to keep the group engaged. Have groups find the next edge and rotate them to the end of the group afterwards. The Safe Routes Instructor can walk directly behind the leading group, watching for their safety.

Instructions

- ✓ Review previous lesson and have student narrate instructor through a safe street crossing in the classroom.
 - ✓ The Walk Around the Block is a privilege; it is a reward for having done well in the previous classroom activity Stop Look and Listen. Today is your chance to practice and show what you have learned.
 - ✓ Review classroom rules for outdoors and fieldtrip conduct.
 - ✓ You must stay with your group and listen to the leaders.
 - ✓ If we signal you to STOP, it means STOP.
 - ✓ Students will behave respectfully and safely; any unsafe behavior will not be tolerated.
 - ✓ We expect you to stop at or before every edge, look left, then right then left, all the way over your shoulder like we just practiced. We stop, we look, and what else do we do? You can grab your ear for a hint... Listen
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1) Activity

Review Pedestrian Hand signal asking drivers to stop and yield – hand up.

Review the idea of eye contact and communication with drivers to make sure driver will stop.

2) Activity

Review Pedestrian Safety Song (with body actions).

Song adapted from the Bicycle Transportation Alliance of Oregon.

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.)

3) Activity- Walking Field Trip


Divide students into pairs with 2 adults per student group of 7-10 students. Have students get into buddy groups that they will cross and walk with. Students should not go in front of Safe Routes instructors unless instructed. A signal will be given (usually with Squeaky Toy) at each teaching section (hidden driveway or crossing). Students are expected to be ready to listen for instruction at those points.


Discussion During Walk

- 1) Would you ever go for a walk with someone you don't know? (NO)
- 2) Would you ever go for a walk alone? (NO, second graders are not allowed to walk to school alone and should only walk with an adult or trusted older friend)
- 3) Who can you go to if you encounter a situation that does not feel right to you?

The Walk

Watch for potential hazards and ask the children to point them out:

- 1) Running in the crosswalk. Drivers are not expecting fast movement in crosswalks and it makes it easier to trip and fall down in the middle of the street.
 - 2) Driveways (talk to them about how dangerous driveways are when you ride your bike on the sidewalk)
 - 3) Bushes blocking visibility
 - 4) Fences blocking visibility
 - 5) Intersections without crosswalks
 - 6) Intersections without stop signs or lights
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At one intersection take the opportunity to ask why we look left, right and left again (LRL). Point out that because cars always drive on the right side of the road, the car coming from the left is the one that could hurt you first.

After the first crossing create an opportunity to practice crossing in the middle of the block between parked cars. Stop first at the edge of the sidewalk, making sure that parked cars are not going to move. If safe, then move to the next edge, at the edge of the parked car and the roadway. From there we must stop and look L,R,L again and wait till it is safe to cross to the next edge, making our way across the street.

At each crossing students will be more able to negotiate across intersections if they are able to use pedestrian hand signals such as Stop (showing an assertive palm and extended arm to drivers), Go ahead, I'm not ready to cross (an exaggerated waving motion in the direction you want the driver to proceed in) and Thanks (a friendly wave and thank you and optional smile) for drivers that have stopped and shown good etiquette.

Discussion

Encourage students to be observant and describe what they see on the walk and what they think about it. Are there lots of nice trees? Good sidewalks? Too much traffic?

Ask them to talk about some places they like to walk or ride bikes and who they like to go with.

4) Activity

Hand out and fill out Safe Street Crosser Certificate. See Sample

Assessment

Were students able to display the Stop, Look and Listen procedure? Did they participate in the discussion? Did they make observations and have comments?

Optional Activities

Make signs or posters to place around the school promoting walking/biking/rolling, health and safety. Students draw a picture that gives advice the Pedestrians, Car Drivers and Bicyclists about how to behave on the road and why it is important.

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

Suggest the students go home and share what they did with the adults they like to walk with and take them for a walk and show them what they know. Distribute a follow up letter to teacher for parents, explaining what was covered in class. See Sample





Additional Safe Routes to School information can be found at:

www.saferoutesinfo.org

www.sfbike.org/saferoutes

For more information contact:

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