



GRADES K-1 PEDESTRIAN SAFETY LESSON 1A: WALKING SAFELY NEAR TRAFFIC

KNOWLEDGE BUILDING (15-20 MIN)

Overview

The instructor will introduce inclusive definitions for “pedestrian” and “traffic,” discuss traffic safety rules, identify places for walking, and highlight important things to remember near driveways and at night.

This lesson covers knowledge of pedestrian safety concepts for students in grades K-1. Research indicates that skill building activities better allow for students to develop safe pedestrian habits. **Please see lesson 1B for skill building activities to accompany this lesson.**

Children in grades K-1 still are developing the cognitive abilities required to make safe pedestrian decisions. While they can begin learning and practicing these skills, it is best for them to be accompanied by an adult when walking and especially when crossing streets. **Instructors may choose to emphasize certain concepts over others based on their understanding of the students’ current level of knowledge.**

These lessons include a parent/caregiver tip sheet that may be sent home with students upon completion of lesson and skill building activities to encourage reinforcement of skill-building. Parent/caregiver tip sheets are available in multiple languages and can be accessed at phila.gov/safe-routes-philly.

Outcomes

Students will be able to:

- Explain reasons we walk places and identify common places to walk.
- Recognize that people walk in different ways (e.g. with two legs, with crutches or canes, in wheelchairs, etc.)
- Define and use appropriate pedestrian safety vocabulary.
- Recognize safe practices near traffic such as walking with an adult, walking on a sidewalk or side of the street, and being visible during low-light conditions.



Materials

Appendix A: Visual Aids

- Pedestrian
- Traffic
- Walk Safely Scenarios:
 - A. Running
 - B. Playing a game
 - C. Walking ahead of an adult
 - D. Walking with an adult
- Sidewalk
- Walk facing traffic
- Driveways / Alleys
- Driveway with a car
- Reflective materials



LESSON PLAN

1

INTRODUCTION

1. Introduce the lesson by having students stand up or raise their hand if they walk to school, to a friend or family member's house, to the park, or just around their neighborhood for fun.

2. Why it's good to walk

Ask students to stand up or raise their hand and ask: What are some good reasons to walk?

a. Transportation

Walking helps you get to where you're going.

b. Health (Physical and mental)

Riding on your bicycle is good for your body. Everyone needs exercise to stay fit, and bicycling is a great way to exercise. When you bicycle, you are moving your legs and your arms, which helps build muscle and make your heart and lungs strong. Bicycling is also good for your mind and feelings. It can make you feel great and calm when you are sad or angry.

c. Social

Walking is a good way to have fun with your friends or family. Walking is a good activity to do outdoors.

d. Being Green

Do you ever see smoke coming out of the back of cars, or smell something stinky when cars go by? Do you ever walk by a gas station and smell something stinky? Cars use gasoline which creates air pollution. When you move using your body, you don't create air pollution.



MAKE IT INCLUSIVE!

- Point out that the key to being a safe pedestrian is to use multiple senses and be alert to cues in the street environment. These cues can be things a student sees, hears, or touches. They can even be smells!
- Reiterate that students have different abilities for sensing these cues, which may affect their approach. For example, a student with little or no vision may rely more on what they hear or touch, while a student with difficulty hearing may rely more on what they see.

3. Introduce and discuss inclusive definitions for "pedestrian" and "traffic."

- a. [Display Visual Aid: Pedestrian]: A **pedestrian** is a person who walks. Walking can happen in different ways – using legs, a wheelchair, a cane or crutches, etc.
- b. [Display Visual Aid: Traffic]: Like pedestrians, cars, buses, trucks, bicycles, and other vehicles are also trying to get places. When they are on the road, these vehicles are called **traffic**.

2

MAIN LEARNING ACTIVITY – HOW AND WHERE WE WALK

1. How we walk: Safely and with an adult
 - a. Discuss the definition of “safe” with students.
 - i. To be **safe** is to be protected from or not exposed to risk. Today we’re going to talk about ways to keep you safe when walking.
 - b. Discuss how to walk safely, being sure to include the following rules.
Imagine that you are walking outside on the sidewalk near your home. What are some rules that you should follow?
 - i. Walk, don’t run when there are lots of people around or if you are near the road.
 - ii. Don’t play around with friends or push. Someone could get hurt.
 - iii. Stay close to a parent, adult, or older sibling.
 - iv. Don’t walk close to moving cars.
 - v. Pay attention to what’s around you. Don’t let toys, phones, or anything else distract you.
 - c. Discuss the importance of walking with an adult

INSTRUCTOR NOTE:

While sidewalks may be a common place to play for children, sidewalks that are narrow or have no buffer from traffic can be unsafe for play.

Who are some adults that walk with you when you go places? It’s important at your age to walk with an adult, older brother or sister, aunt or uncle, or grandparent. These people are taller so they can see more of what’s going on in the street, and they have more experience walking. They can help you be safe.

INSTRUCTOR NOTE:

At this age, children are still developing the cognitive abilities required to make safe pedestrian decisions. While they can begin learning and practicing these skills, it is best for them to be accompanied by an adult when walking and especially when crossing streets.

- d. **Check for understanding:** Facilitate student discussion about how to behave in different safety scenarios. Use the Walk Safely Scenario visual aids provided in Appendix A, including running, playing a game, walking ahead of an adult, walking with an adult. Have students give a thumbs up or thumbs down if the people in the visual aids are being safe.
 - i. [Display Visual Aid: Walk Safely A – Running] Never run near traffic.
 - ii. [Display Visual Aid: Walk Safely B – Playing a Game] Never play around traffic because someone could get hurt.
 - iii. [Display Visual Aid: Walk Safely C – Walking ahead of an adult and Visual Aid: Walk Safely D – Walk with an adult] Never walk without a parent or adult. Always walk close to or hold hands with them.
- e. Discuss what students should do if their ball or toy rolls into the street.
What if you are outside with your friends and your ball rolls into the street? You should ask an adult to get the ball for you.

2. Where we walk

- a. Now that we know the rules for walking safely, we're going to talk about where we should walk.
- i. [Display Visual Aid: Sidewalk] Define "sidewalk" and discuss how students should always use a sidewalk when they're walking.
 - **Sidewalks** are special places for us to walk.
 - Remind students that sidewalks separate pedestrians and cars.
Who can tell me why sidewalks are important? Possible student response: They separate us from traffic.
 - Sidewalks are the safest place to walk. If there is a sidewalk, you should always use it.
- b. Describe where students should walk if there is **no sidewalk**.
 - i. Explain that students should walk on the side of the street.
Walk close to the grass or buildings and as far away from traffic as you can get.
 - ii. [Display Visual Aid: Walking facing traffic] Emphasize the importance of walking while facing traffic.
You always want to walk so that you are facing the front of cars when you're walking on the side of the street. If you face traffic, it's easier for you to see the drivers coming towards you and you can be sure to stay a safe distance from them.


INSTRUCTOR NOTE:

People who drive should always make sure they're paying attention to their surroundings, yet too often when pedestrians are hit by cars, the news headline places blame on the pedestrian (e.g. in road, wearing dark clothing, etc.). When discussing being visible as a pedestrian, avoid language that places blame.

3. Important things to remember when walking

- a. Remind students to be careful as they walk, especially near driveways and alleys. As you are walking on the sidewalk, you may notice places where cars cross over the sidewalk.
- i. [Display Visual Aid: Driveways / alleys] Define "driveways" and "alleys."
 - **Driveways** are places cars cross the sidewalk to enter or exit a street.
 - **Alleys** are small streets that might look the same as driveway.
- ii. Discuss why it is important to pay attention around driveways and alleys.
- b. [Display Visual Aid: Driveway with a car] Discuss how to cross driveways and alleys safely.
 - i. Stop before you start to cross the driveway.
 - ii. Look and listen for cars that may be parked in the driveway. If you see a person inside the car, if the lights are on, or if you hear the engine, **DON'T MOVE!** Stop and wait until you are sure the car is not moving. The adult walking with you can help you figure out if the car is going to move soon.
 - iii. Look both ways to make sure cars aren't entering the driveway from the street or moving in the driveway. Drivers are often looking for other traffic and might not see you so be careful!

- iv. If there is no one in the car, the lights are not on, and all directions are clear, it is safe for you and the adult walking with you to cross. Walk with your head up, looking for traffic as you cross.
- c. Discuss why it's important for students to make sure drivers can see them. Sometimes, drivers are unable to see smaller pedestrians. *When you are walking, is it easy for you to know if a car is coming? Yes. Why? You can see the big car and hear it as it gets closer.*
 - i. Ask students: Do you think it is easy for a person driving a car to see you? *It can be hard for a person driving to see you because you are much smaller than the car. Explain that it's important to do your part to make sure that drivers can see you.*
 - ii. Discuss how wearing light or bright colored clothing will make it easier for drivers to see pedestrians walking at night or in low-light conditions. *What about at night or when it's dark in the winter? Is it easy for you to see cars at night? Yes, cars have bright headlights. Do you have headlights when we are walking? No.*

-  d. [Display Visual Aid: Reflective material] Reflective materials and flashlights can also help drivers see pedestrians at night or in bad weather.
 - i. **Reflective materials** are shiny and become brighter when light hits them. *Some shoes or backpacks or jackets have reflective material. Do any of you have reflective material on something you own?*

INSTRUCTOR NOTE:

Instructors may also opt to use reflective materials if available and demonstrate to students by dimming the lights and shining a flashlight or cell phone light on the reflective materials.

- e. **Assess for understanding:** Create a "safety booklet" with each of the following rules:
 - i. Walk with an adult.
 - ii. Walk safely – don't run or play.
 - iii. Use the sidewalk- stay away from cars and busy roads.
 - iv. If there is no sidewalk, walk so that you see the front of the cars.
 - v. Always pay attention and be careful near driveways and alleys.
 - vi. If you are walking at night, wear bright colors, reflective materials, or carry a flashlight.

Students may use Google Draw or paper and crayons to draw out each of the above rules.

Students should write a sentence on why it's important to be a safe pedestrian.

3

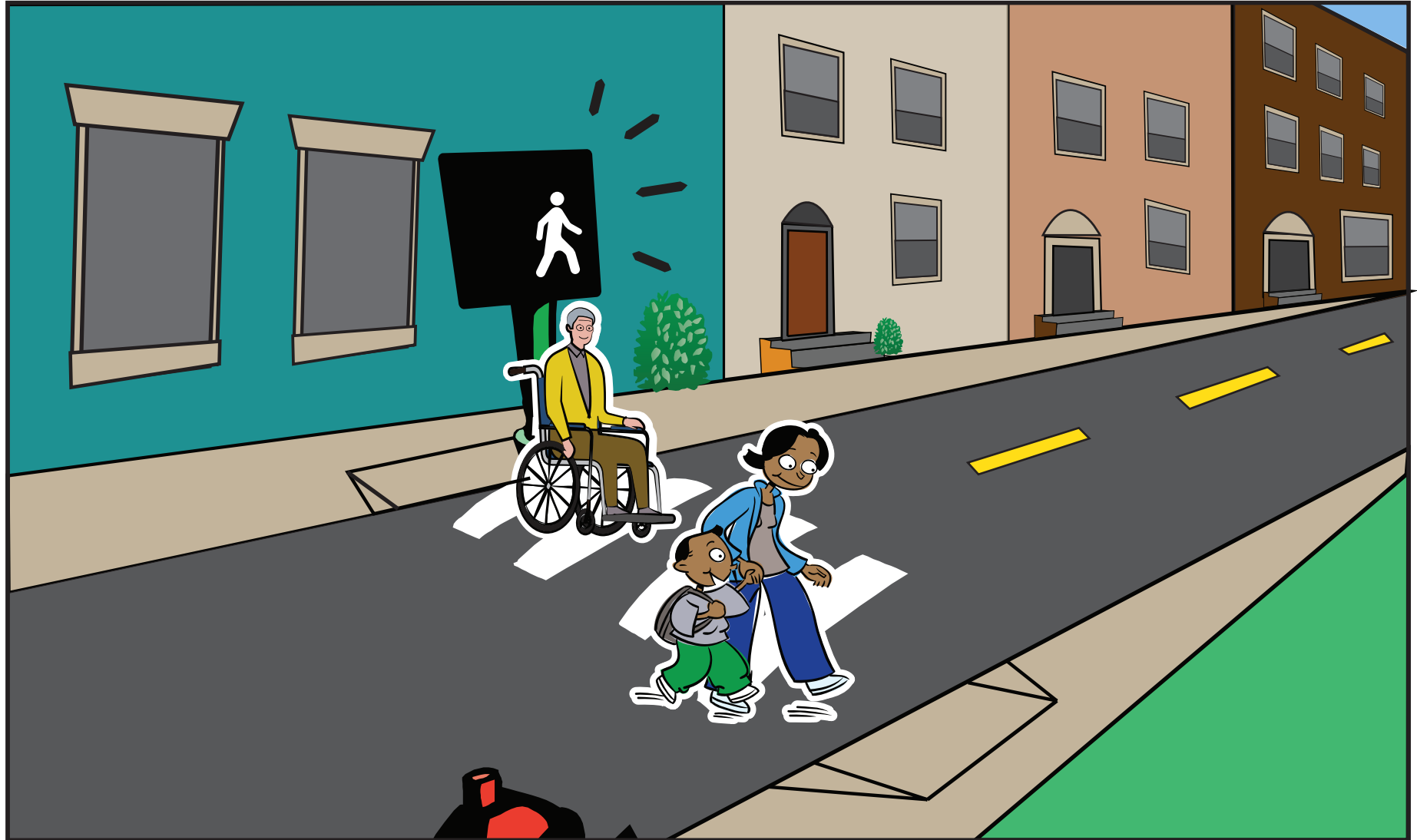
WRAP UP

1. Review vocabulary words.
 - a. A **pedestrian** is a person who walks.
 - b. **Traffic** is cars, buses, trucks, bicycles, and other vehicles are moving on road and trying to get places.
 - c. **Safe** means is to be protected from or not exposed to risk.
 - d. A **sidewalk** is part of the street where people walk separate from traffic.
 - e. A **driveway** is where cars cross the sidewalk to enter or exit the street.
 - f. An **alley** is a small street where cars cross the sidewalk.
 - g. **Reflective materials** glow at night when light shines on them and can make you easier to see.
2. Review safety rules for walking near traffic, ensuring students understand the following rules:
 - a. Walk with an adult.
 - b. Walk safely – don't run or play.
 - c. Use the sidewalk- stay away from cars and busy roads.
 - d. If there is no sidewalk, walk so that you see the front of the cars.
 - e. Always pay attention and be careful near driveways and alleys.
 - f. If you are walking at night, wear bright colors, reflective materials, or carry a flashlight.
3. Choose one or two of the following questions to ask students verbally or have them draw a response:
 - a. What is one thing we learned today?
 - b. How would you show what we learned to day to a friend or family member?
 - c. What questions to do you have about what we learned today?

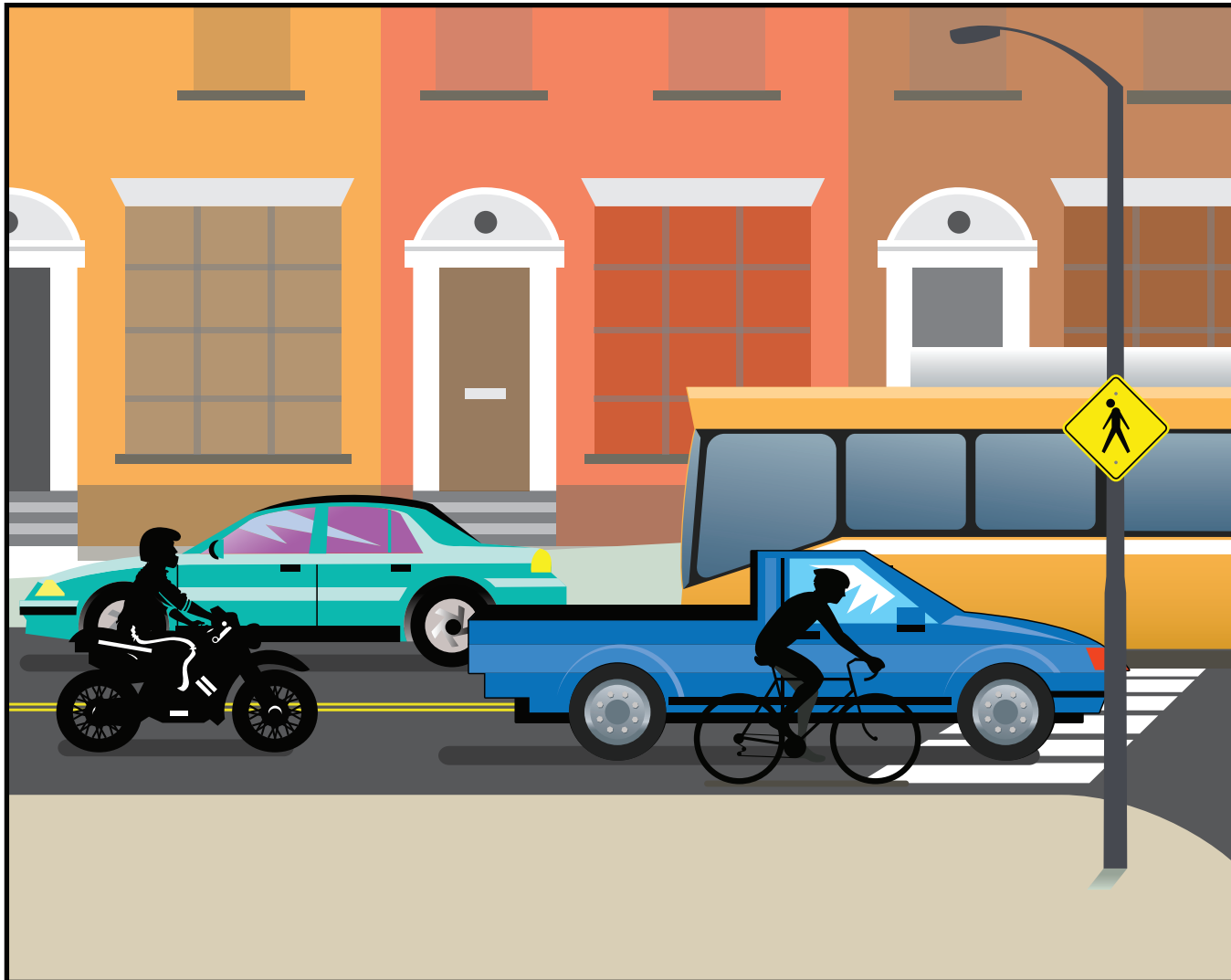
APPENDIX A : Visual Aids



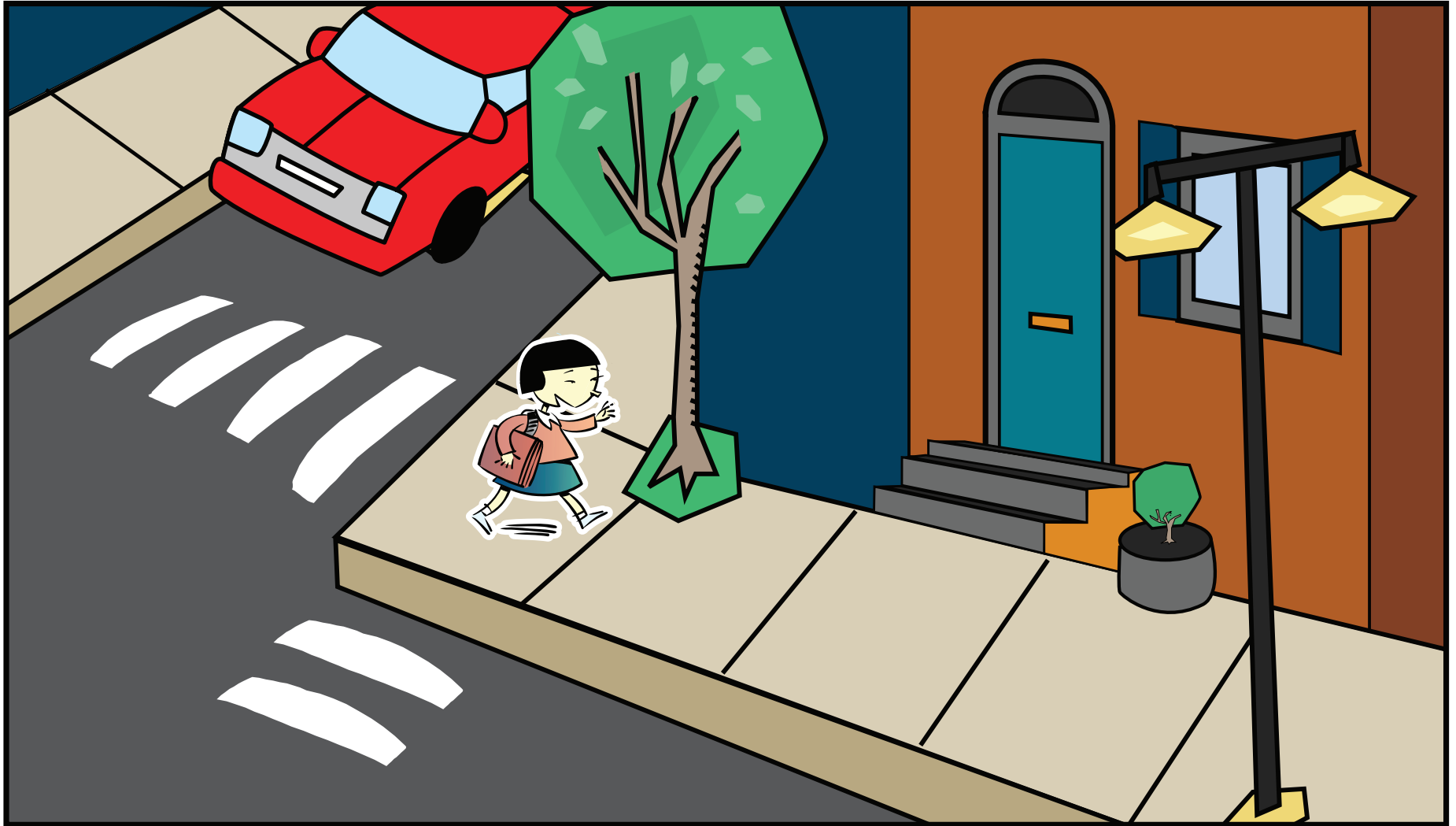
Pedestrian



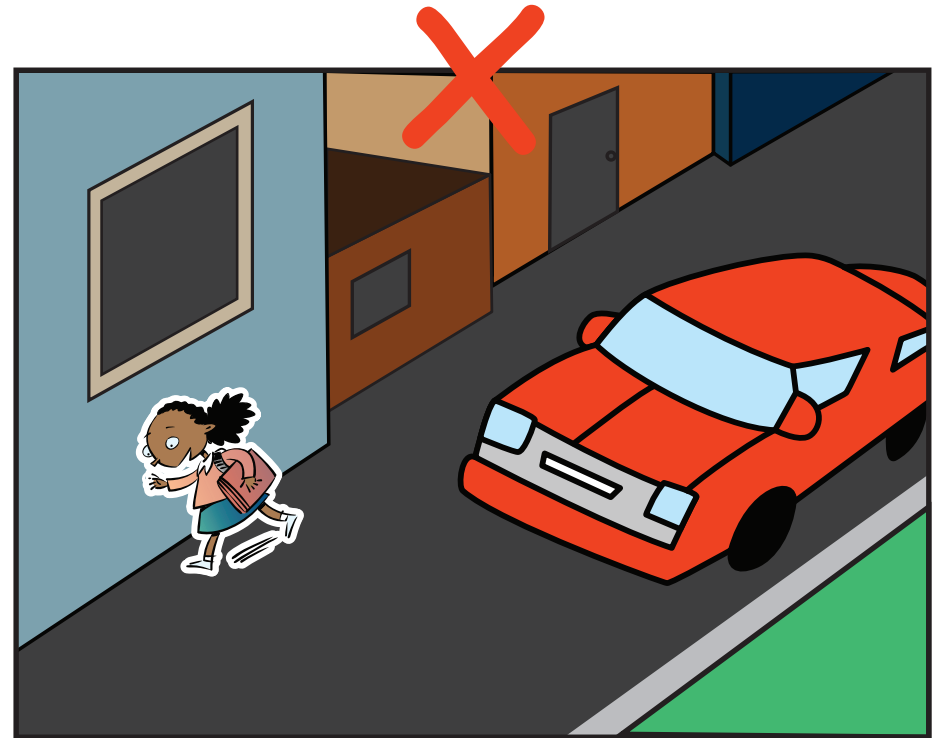
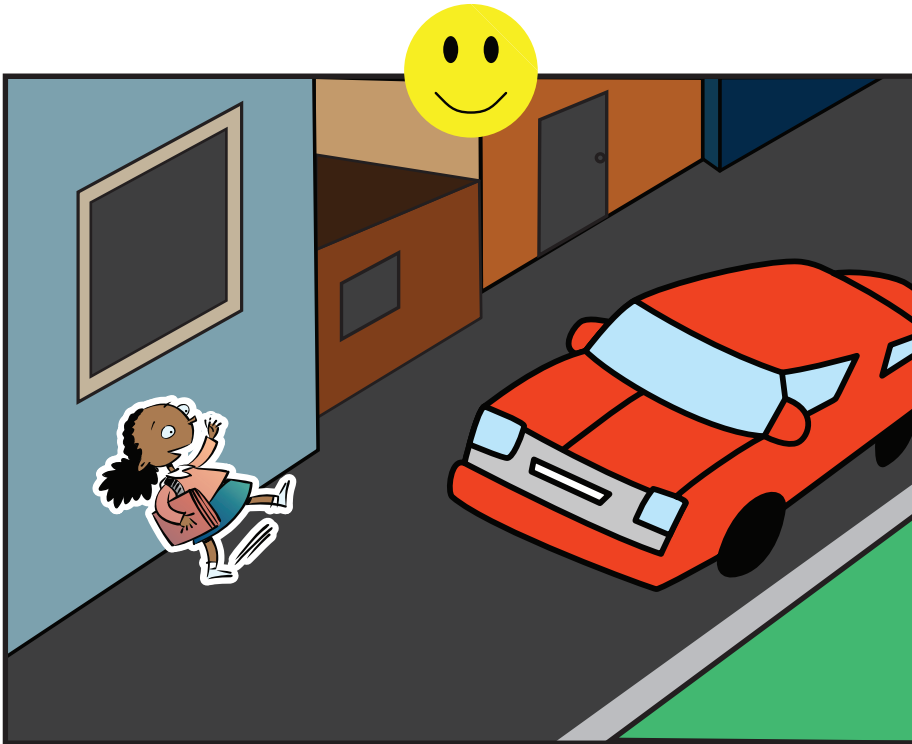
Traffic



Sidewalk

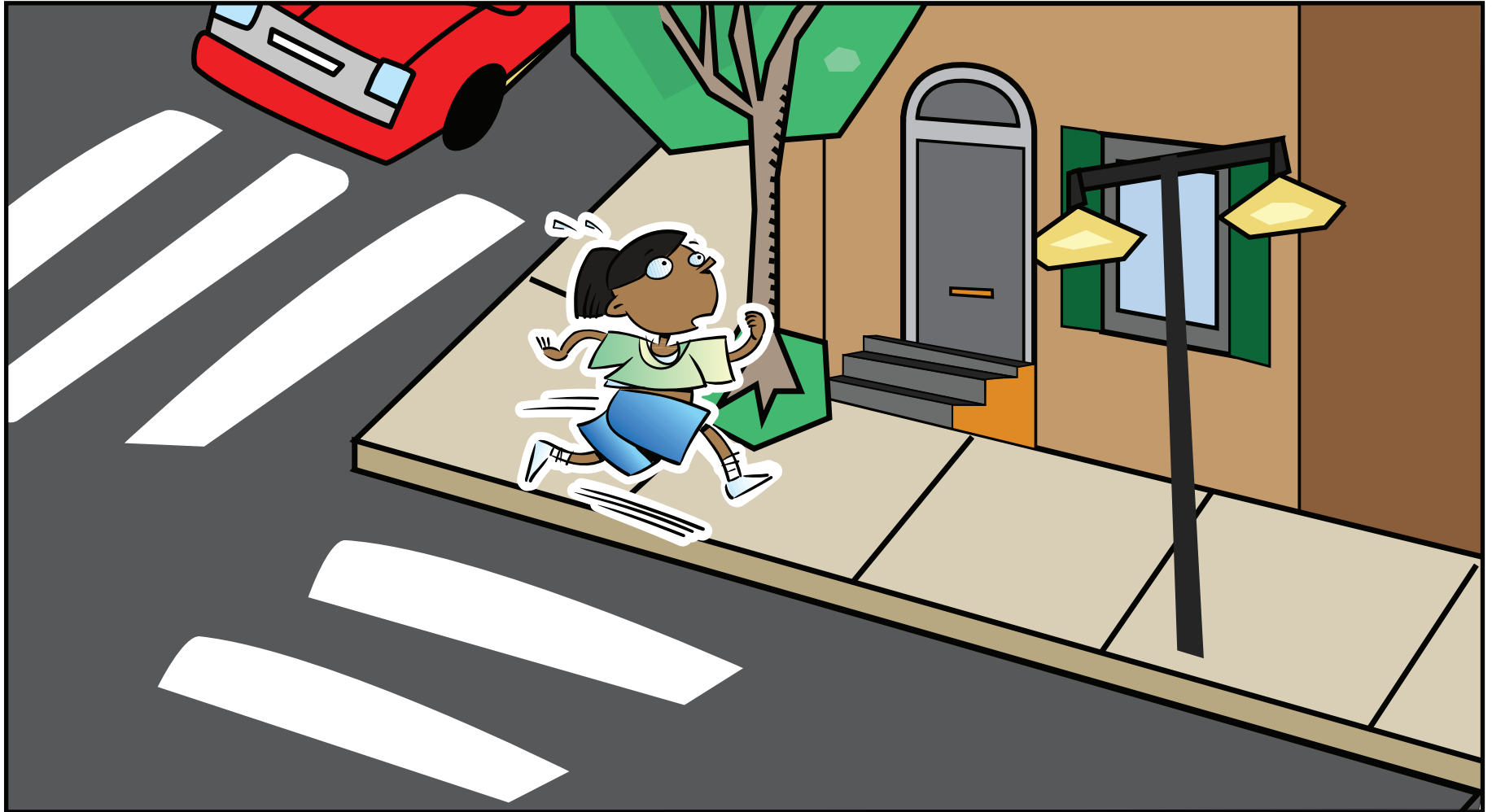


Walk Facing Traffic



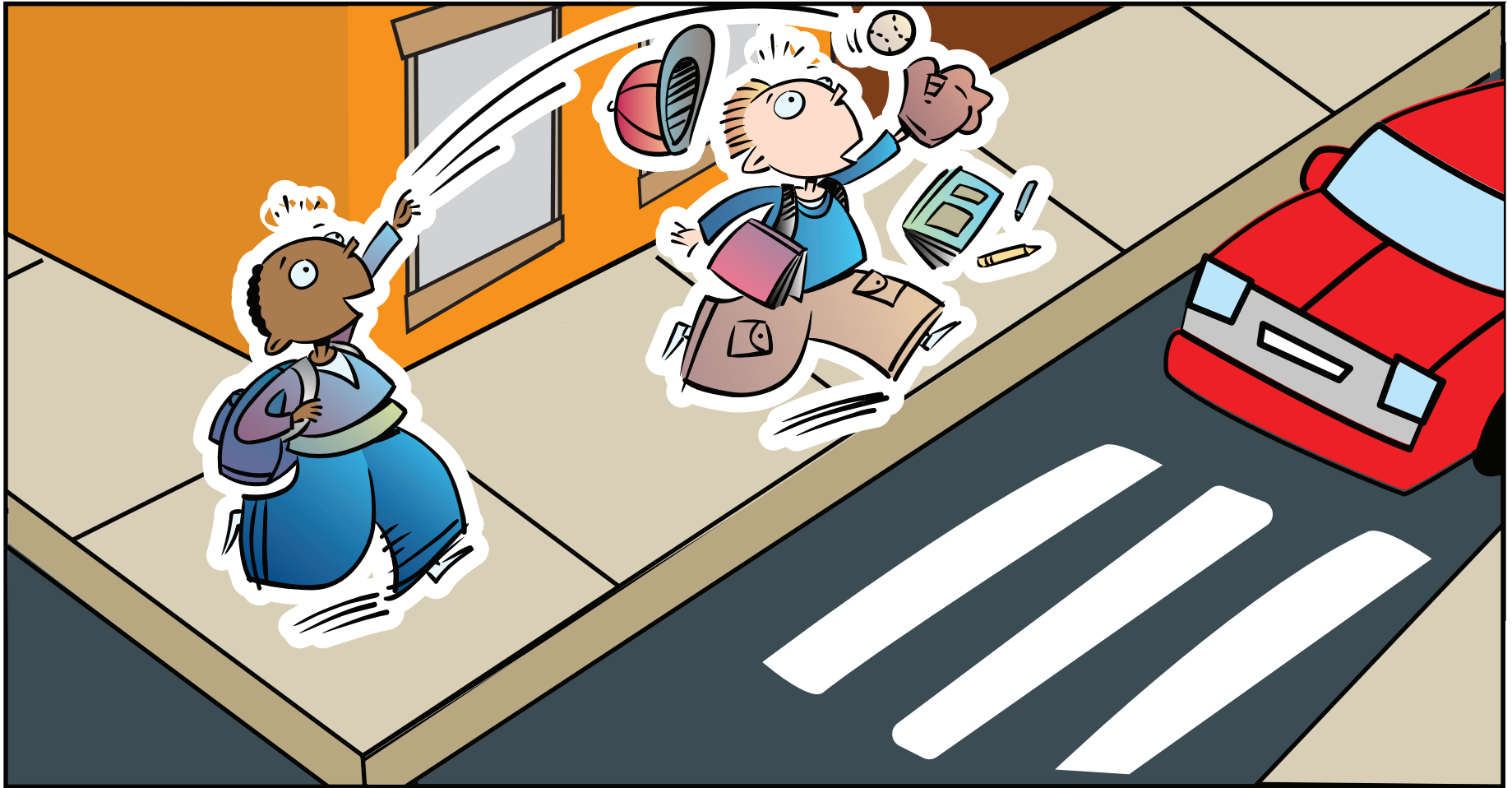
Walk Safely

Scenario A



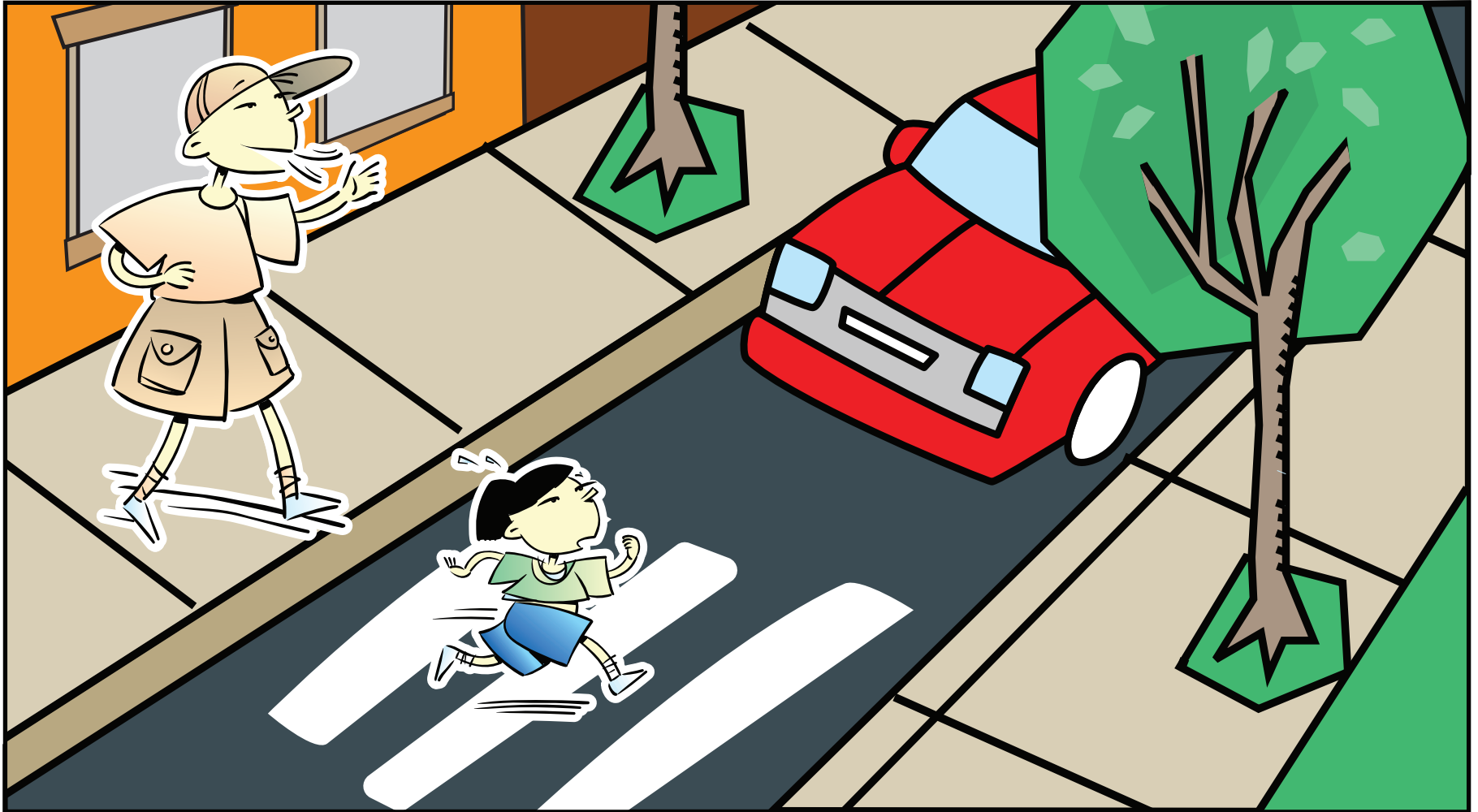
Walk Safely

Scenario B



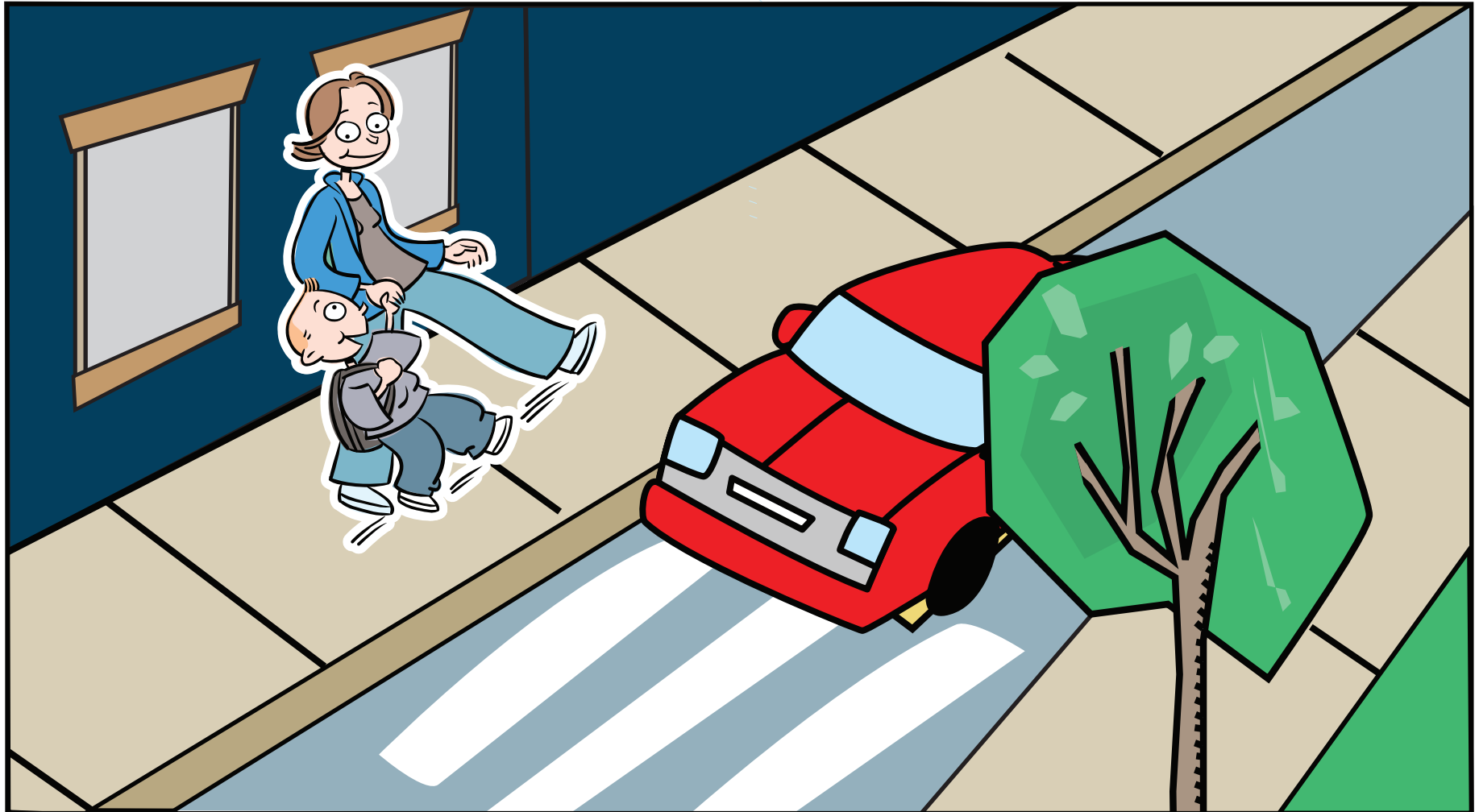
Walk Safely

Scenario C



Walk Safely

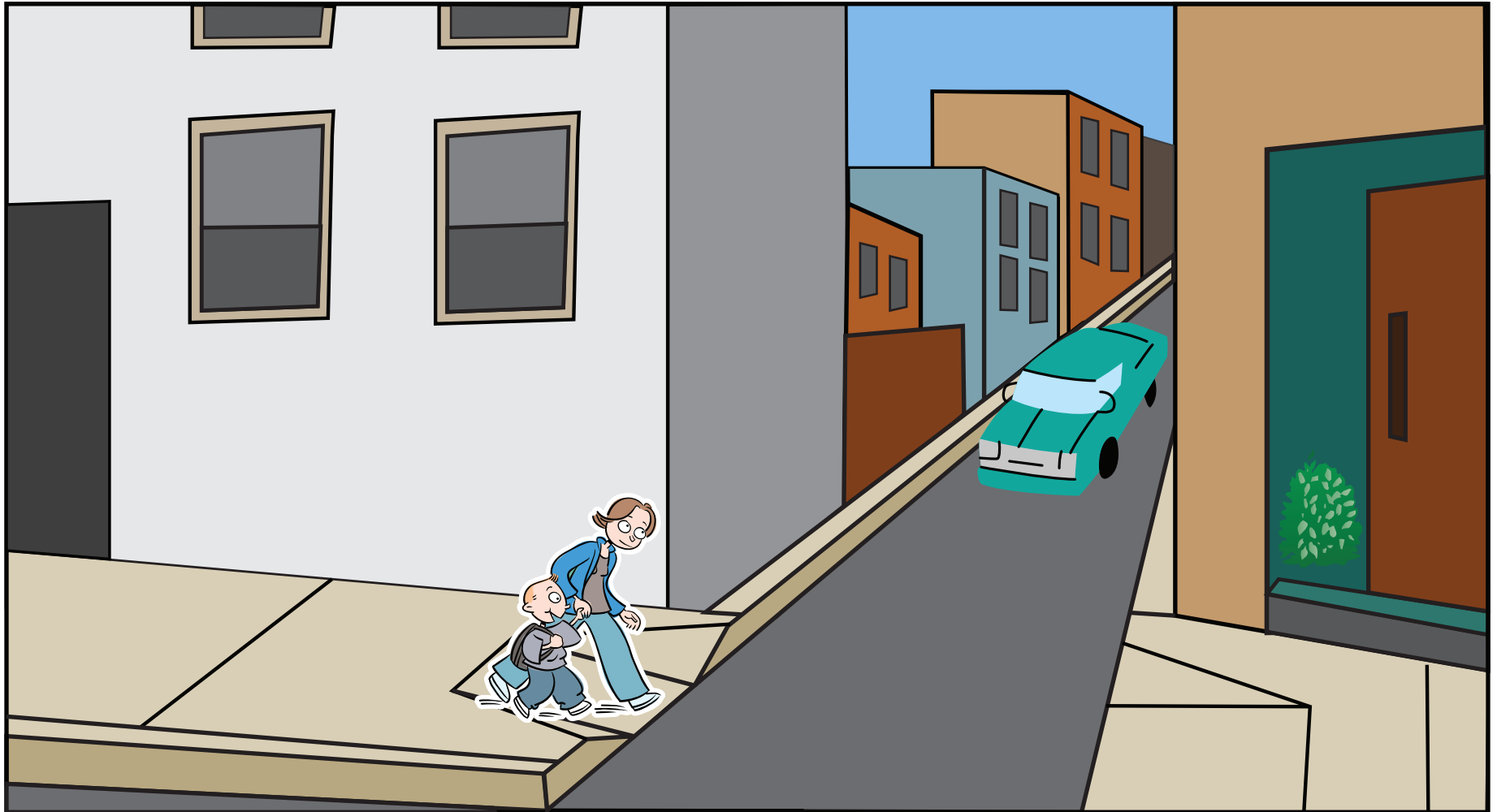
Scenario D



Reflective Materials



Driveway/Alley





GRADES K-1 PEDESTRIAN SAFETY LESSON 1B: WALKING SAFELY NEAR TRAFFIC

SKILL BUILDING ACTIVITIES (10-30 MIN)

It is important for children to practice safe pedestrian behaviors that they learned during the knowledge building lessons for them to develop motor skills and replicate these behaviors in their everyday life. Research indicates that knowledge-building alone does not transfer to behavior change. For students to develop safe pedestrian behaviors they need to be given the opportunity to practice specific skills. Ideally, the practice opportunities will be performed in a real context (i.e. outside of a classroom or gym), but any practice opportunity is better than none.

The Safe Routes Philly Pedestrian Safety Skill Building Activities listed below provide three options for skill-building activities at increasing levels of real-world context:

- **Dramatize safe and unsafe scenarios:** In a classroom or virtual setting
- **Practice safe walking around school grounds:** Outside of the classroom, but on school grounds
- **Take a supervised walk through a nearby neighborhood with parent volunteers:** On nearby neighborhood roads

Each activity option includes details on space, time, materials and staff support required.

Prior to the activity, the instructor should review the Lesson 1 Knowledge Building materials and provide a brief review for students and model any behaviors/body movements that will be part of the Skill Building activity.

These lessons include a parent/caregiver tip sheet that may be sent home with students upon completion of lesson and skill building activities to encourage reinforcement of skill-building. Parent/caregiver tip sheets are available in multiple languages and can be accessed at phila.gov/safe-routes-philly.



SKILL BUILDING INSIDE

ACTIVITY DESCRIPTION	DETAILS
Dramatize safe and unsafe scenarios while reviewing safety rules (10 minutes)	LOCATION: Classroom, gymnasium, or online MATERIALS: Instructor develops list of questions or uses questions provided in Appendix A. STAFF SUPPORT: No additional staff support needed. INSTRUCTIONS: Instructor asks students to demonstrate different safety scenarios they might encounter when they are walking near traffic. Appendix A contains example skill building activities for use in a classroom or virtual setting. These can be modified to increase student movement as space allows in the classroom or gymnasium.

SKILL BUILDING OUTSIDE

ACTIVITY DESCRIPTION	DETAILS
Practice safe walking around school grounds to reinforce appropriate behavior (10-20 minutes)	LOCATION: On school grounds MATERIALS: None STAFF SUPPORT: Adult volunteers (1 adult for every 6-8 students.) INSTRUCTIONS: Students should practice walking on a sidewalk without pushing or playing, listening to an adult's instructions, crossing driveways, walking when there is no sidewalk (on the left side of the street facing traffic), etc.



SKILL BUILDING NEAR TRAFFIC

ACTIVITY DESCRIPTION	DETAILS
<p>Take a supervised walk through a nearby neighborhood with parent volunteers to practice and reinforce proper walking behavior</p> <p>(20-30 minutes)</p>	<p>LOCATION: Outside</p> <p>MATERIALS: Walking field trip permission slips, signed by all students' guardians</p> <p>STAFF SUPPORT: Adult volunteers (1 adult for every 6-8 students.)</p> <p>INSTRUCTIONS: Students should practice walking on a sidewalk without pushing or playing, listening to an adult's instructions, crossing driveways, walking when there is no sidewalk (on the left side of the street facing traffic), etc.</p> <p>NOTE: While the ultimate goal of this activity should be to reinforce proper safety behavior, adults may opt to play an "I Spy" game or hold a mini scavenger hunt to hold student attention and reinforce previous knowledge in other subject areas.</p> <p>Note: Given the time and staffing commitment, this activity may be most beneficial at the end of all 3 knowledge lessons.</p>

APPENDIX A

MOVEMENT ACTIVITY FOR SKILL BUILDING

Directions: Instructor calls out a question and mimes the action a safe pedestrian would take. Students or instructor may call out appropriate answer.

EXAMPLE QUESTIONS:

Question 1: Where do you walk on a street?

Movement response: Sidewalk—hold arms out straight in front of you

Question 2: How do you move on the sidewalk?

Movement response: Walk in place with head held high

Question 3: How do you walk with an adult?

Movement response: Hold his/her hand—clasp both hands together

Question 4: What do you do when you approach a driveway?

Movement response: Stop—put hand flat out in front of you

Question 5: What do you do before you step into the driveway?

Movement response: Look left-right-left

Question 6: What do you do if you see the car's lights on or a person in the car?

Movement response: Stop—put hand out flat in front of you

Question 7: How do you move across the driveway?

Movement response: Walk in place with head held high

Question 8: What color clothes can help drivers see you?

Movement response: Bright or reflective—flick fingers in front of body