



GRADES 2-3 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 2-3. 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 2-3 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. **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
- Sidewalk
- Walk Safely Scenarios:
 - A. Running
 - B. Playing a game
 - C. Walking ahead of an adult
 - D. Walking with an adult
- Walk facing traffic
- Driveways / Alleys
- 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. As a class or individually, have students brainstorm why it's good to walk. Instructors may ask students to 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

It's healthy to move your body and get exercise! Walking helps your mind focus while you are at school. Walking 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 or when you walk by a gas station? 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**.

INSTRUCTOR NOTE:

Students could work in pairs before reporting to the larger group or complete a quick writing activity.

2

MAIN LEARNING ACTIVITY – HOW WE WALK

1. Discuss the definition of “safe” with students.
 - a. To be **safe** is to be protected from or not exposed to risk. While we can’t control those around us, everyone, including people walking, bicycling, and driving cars, can work together to keep each other safe.
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:
 - 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.
2. Discuss the importance of walking with an adult or older sibling.
At your age, you may be starting to walk places on your own – like to a friend’s house if they live nearby, or to school if there is a crossing guard to help you cross the street. But adults or older brothers or sisters have more experience walking and can help you be safe, especially on bigger roads. Who are some adults that walk with you when you go places? Responses may include parent or caregiver, older brother or sister, aunt or uncle, grandparent, etc.

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.

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.

Older siblings may be responsible enough to help students walk. Students should get permission from their caregiver to walk with their older sibling.

3. Check for understanding by facilitating 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.
 - a. [Display Visual Aid: Walk Safely A – Running] Never run near traffic.
 - b. [Display Visual Aid: Walk Safely B – Playing a Game] Never play around traffic because someone could get hurt.
 - c. [Display Visual Aid: Walk Safely C – Walking ahead of an adult and Visual Aid: Walk Safely D – Walk with an adult] Walk close to or hold hands with an adult or older sibling, especially when near a road with a lot of traffic or cars that are moving fast.
4. Discuss what to do if a ball rolls into the street while playing.
What if you are outside with your friends and your ball rolls into the street? Talk to your parent or caregiver about the rules for what to do when a ball rolls into the street. It might be safest for an adult or older brother or sister to get the ball for you.

3

MAIN LEARNING ACTIVITY – WHERE WE WALK

1. **[Display Visual Aid: Sidewalk]** Define “sidewalk” and discuss how students should always use a sidewalk when they’re walking.
 - a. **Sidewalks** are special parts of the street where people can walk separate from the traffic.
 - b. Sidewalks are the safest place to walk because they separate pedestrians and cars. If there is a sidewalk, you should always use it.
 - c. If the sidewalk is broken or closed because of construction, it is unsafe to walk on that side of the street. An adult can help you cross the street to a sidewalk that is safe.
 - d. Define “buffers” and discuss how they help protect pedestrians from cars.
 - Sometimes sidewalks have grassy strips or trees planted between the sidewalk and the street. These are called **buffers**, and they provide extra space between people walking and moving cars.
 - Sidewalks with buffers and wide sidewalks provide more protection for pedestrians. Students must be more careful on sidewalks that are narrow or have no buffer because they are walking close to the street.

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.

DID YOU KNOW?

The City has a 311 number where citizens can call in and report issues of missing or inadequate sidewalks. Encourage families to use this avenue to make walking easier in Philadelphia, and learn more at <https://www.phila.gov/311/pages/default.aspx>

2. Describe where students should walk if there is **no sidewalk**.
 - a. Explain that students should walk on the side of the street facing traffic.
Walk close to the grass or buildings and away from the street.
3. **[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.
 - a. For one-way streets that don’t have sidewalks, students should be encouraged to find a safer place to walk or ask an adult to help them decide on which side of the street they should walk.

4

MAIN LEARNING ACTIVITY – WHAT TO REMEMBER WHEN WALKING NEAR TRAFFIC

1. 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.

- a. **[Display Visual Aid: Driveways / Alleys]**
Define “driveways” and “alleys.”
 - i. **Driveways** are places cars cross the sidewalk to enter or exit a street.
 - ii. Alleys are small streets that might look the same as driveway.
In Philadelphia, some alleys are shared by cars and pedestrians and some alleys are just for pedestrians.
 - b. Discuss why it is important to pay attention around driveways and alleys.
When you are walking, even if you are on a sidewalk, you need look out for driveways and alleys because this is a place where pedestrians and cars use the same space. No matter what type of alley you are crossing, it is important to practice safe behaviors, like stopping and looking left-right-left, and be alert for bicyclists and other pedestrians.
2. Discuss how to cross driveways and alleys safely.
 - a. *Stop before you start to cross the driveway.*
 - b. 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. If you are walking with an adult, they can help you figure out if the car is going to move soon.
 - c. Look both ways and listen to make sure cars aren’t entering the driveway from the street. Drivers are often looking for other traffic and might not see you so be careful!
 - d. *If 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.*

INSTRUCTOR NOTE:

This is another opportunity to emphasize the importance of walking with an adult. At this age, crossing driveways and alleys may be complex. Children can benefit from adult supervision until they gain the skills to do so independently.

3. Discuss why it’s important for students to make sure that drivers can see them. Sometimes, motorists 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 it and hear it as it gets closer to us.
 - a. Discuss how wearing light or bright colored clothing will make it easier for drivers to see you when you are walking at night or in low-light conditions.
It can be hard for a person driving to see you because you might blend in with other surroundings in the dark.
 - b. **[Display visual aid: Reflective Materials]**
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?
 4. **Assess for understanding:** Using Google draw, have students draw safety rules (for example, walking with an adult and walking on the sidewalk.) Students may also draw their favorite places to walk – or, who they would want to walk with if they could walk with anybody (real or pretend!).

5

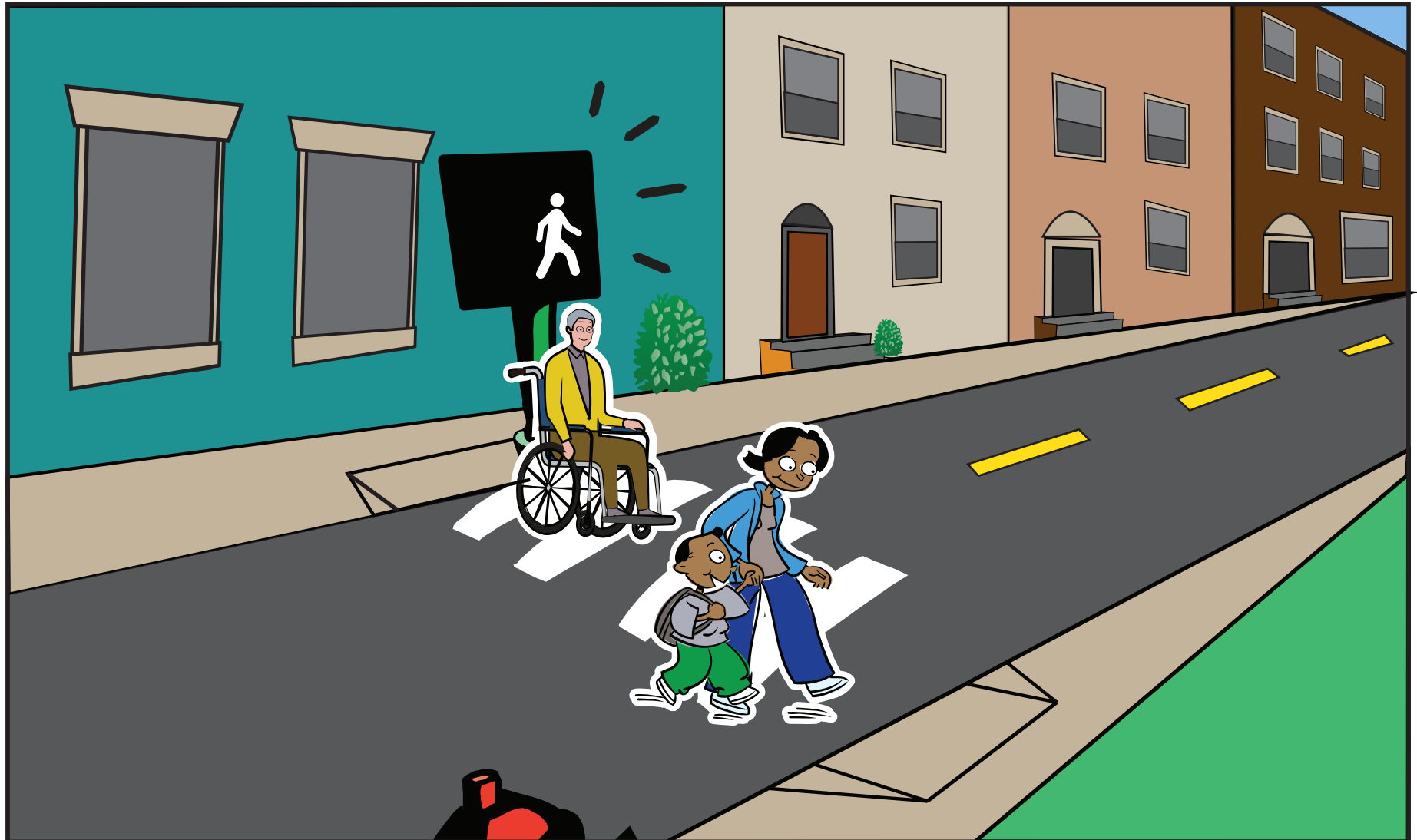
WRAP UP

1. 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.
2. 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?

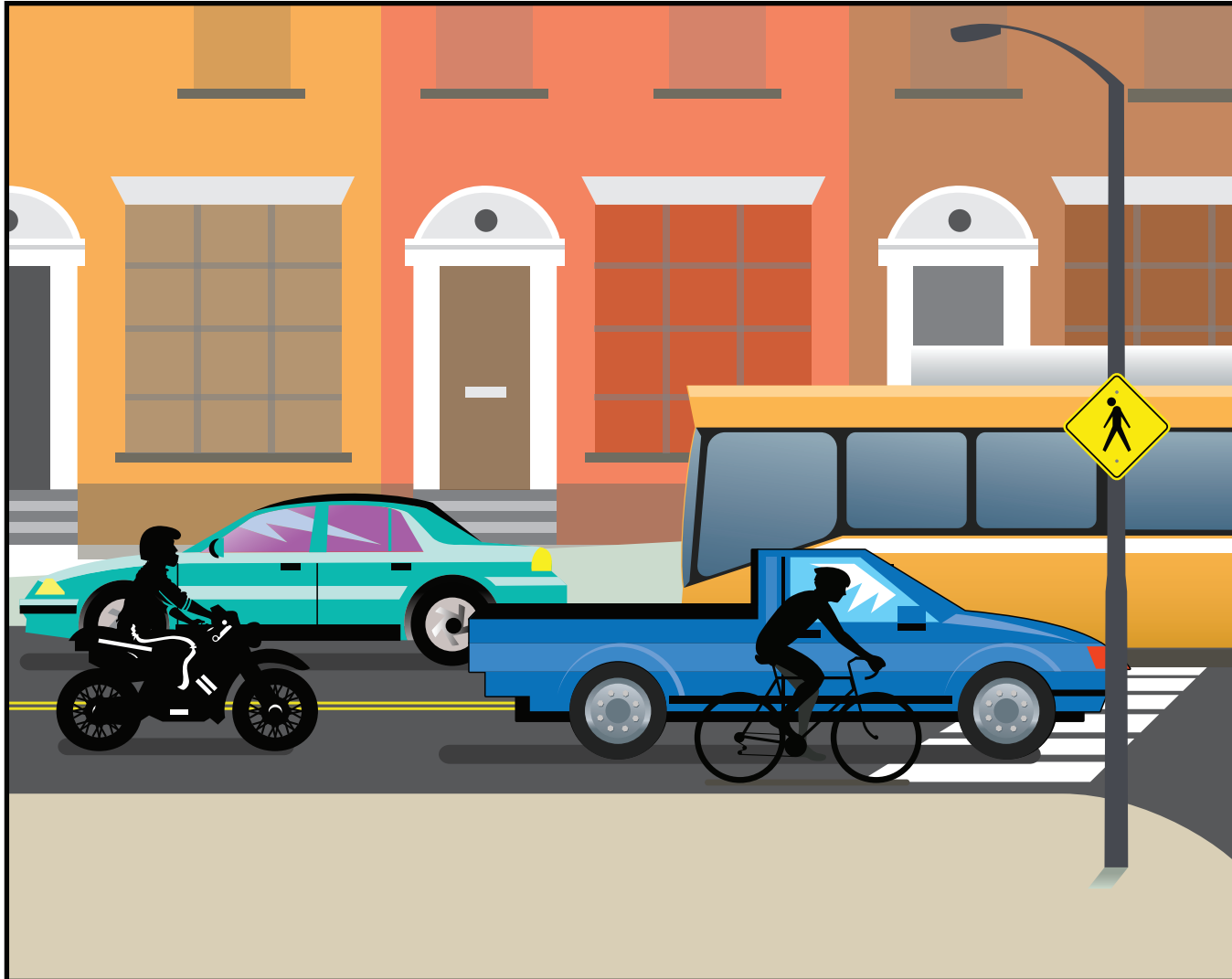
APPENDIX A: Visual Aids



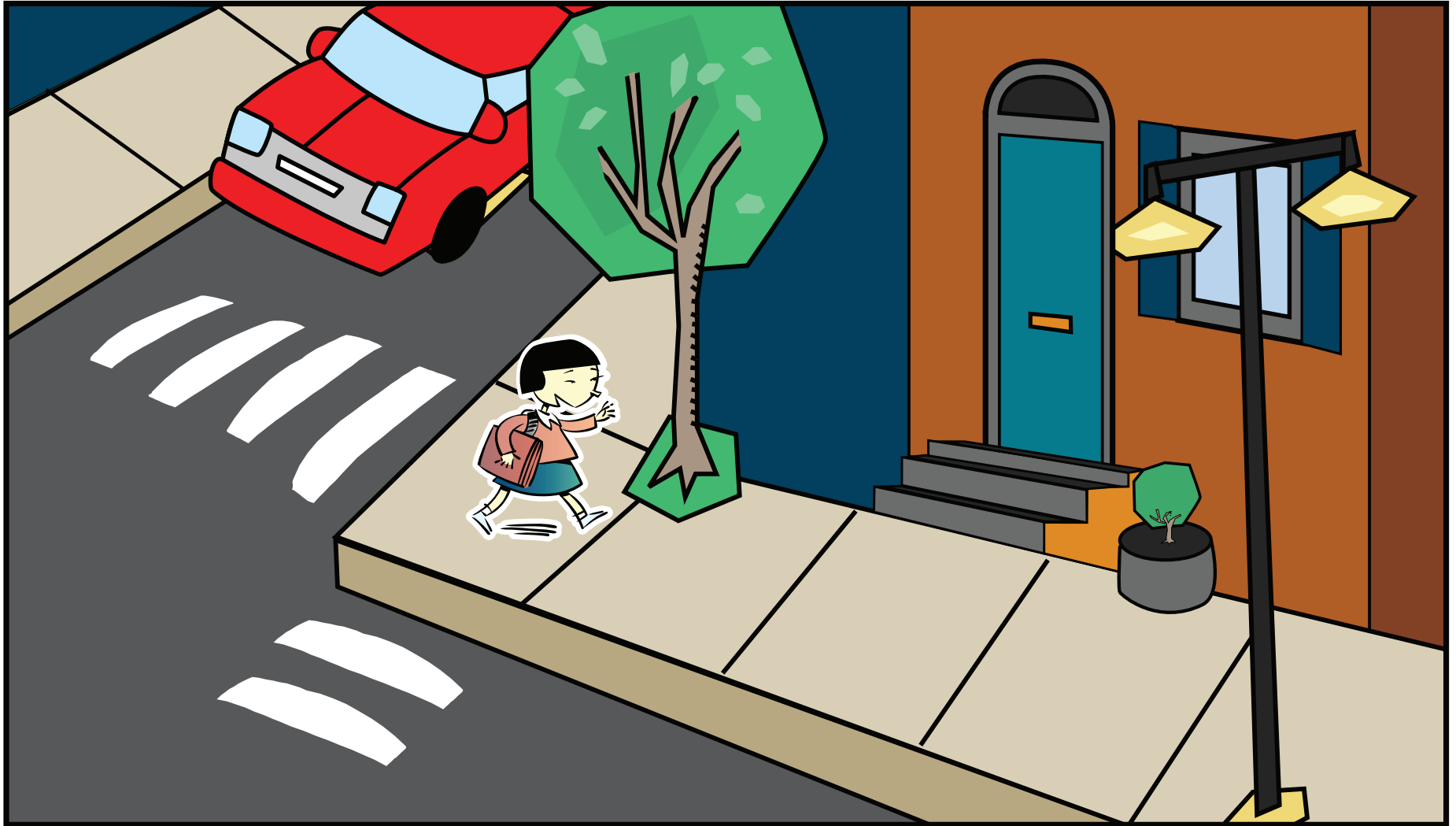
Pedestrian



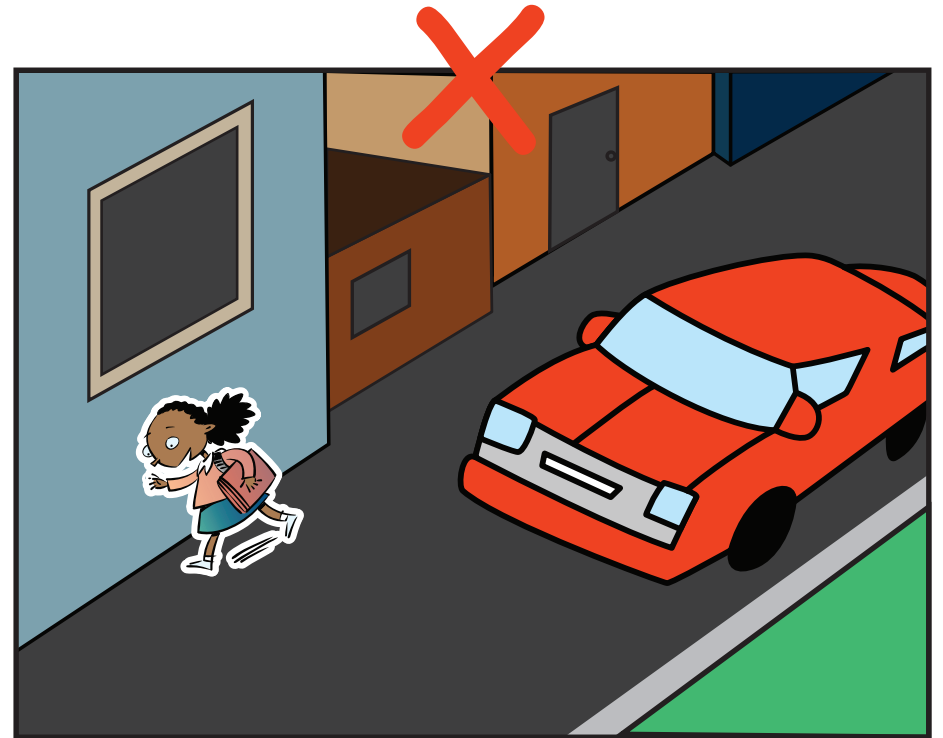
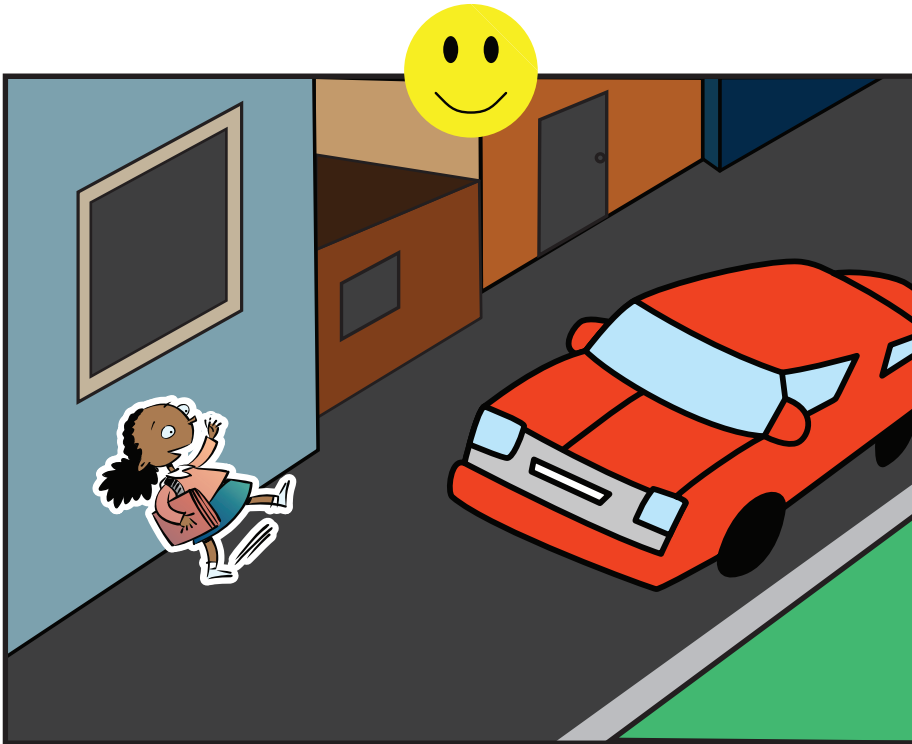
Traffic



Sidewalk

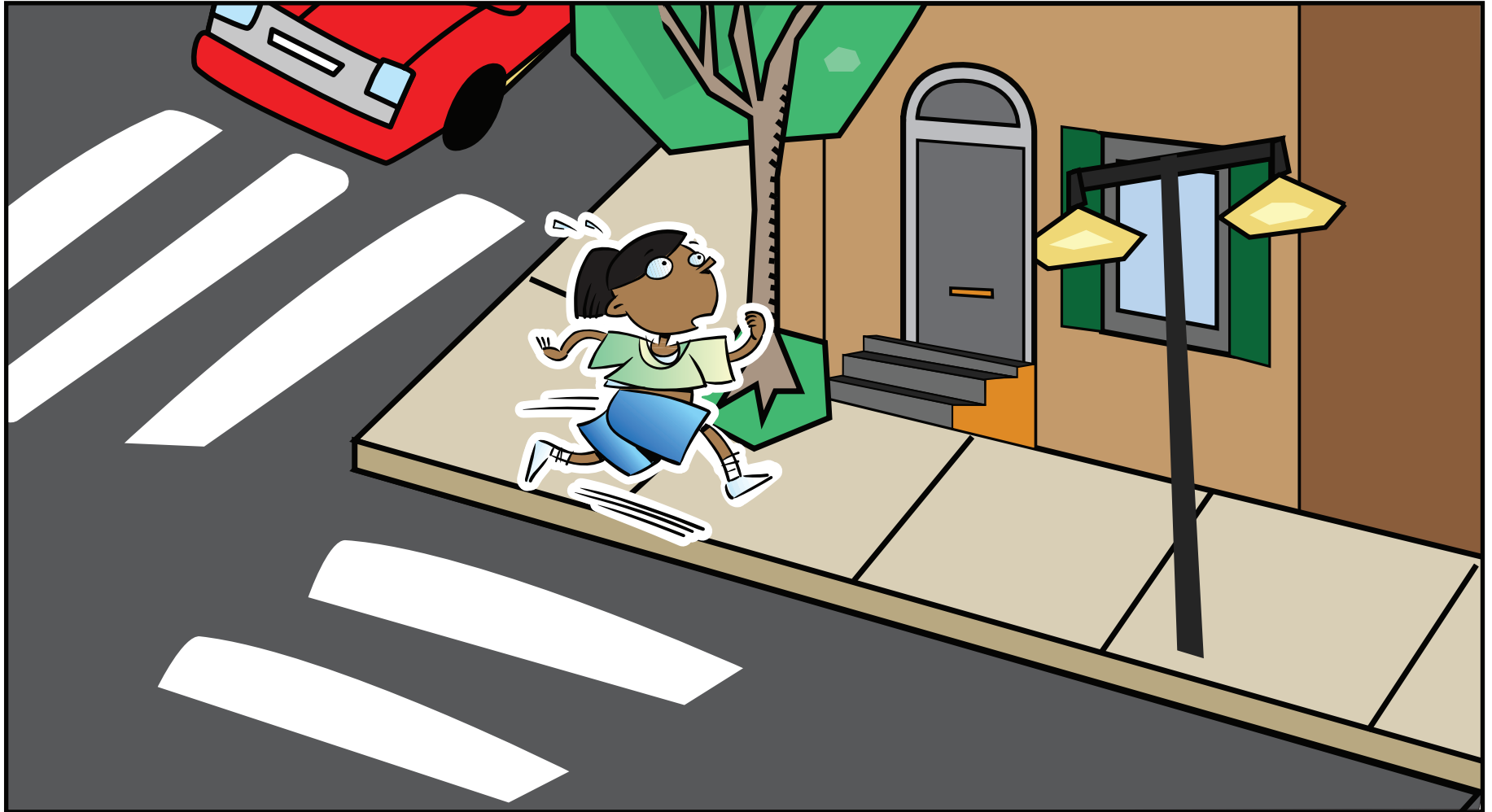


Walk Facing Traffic



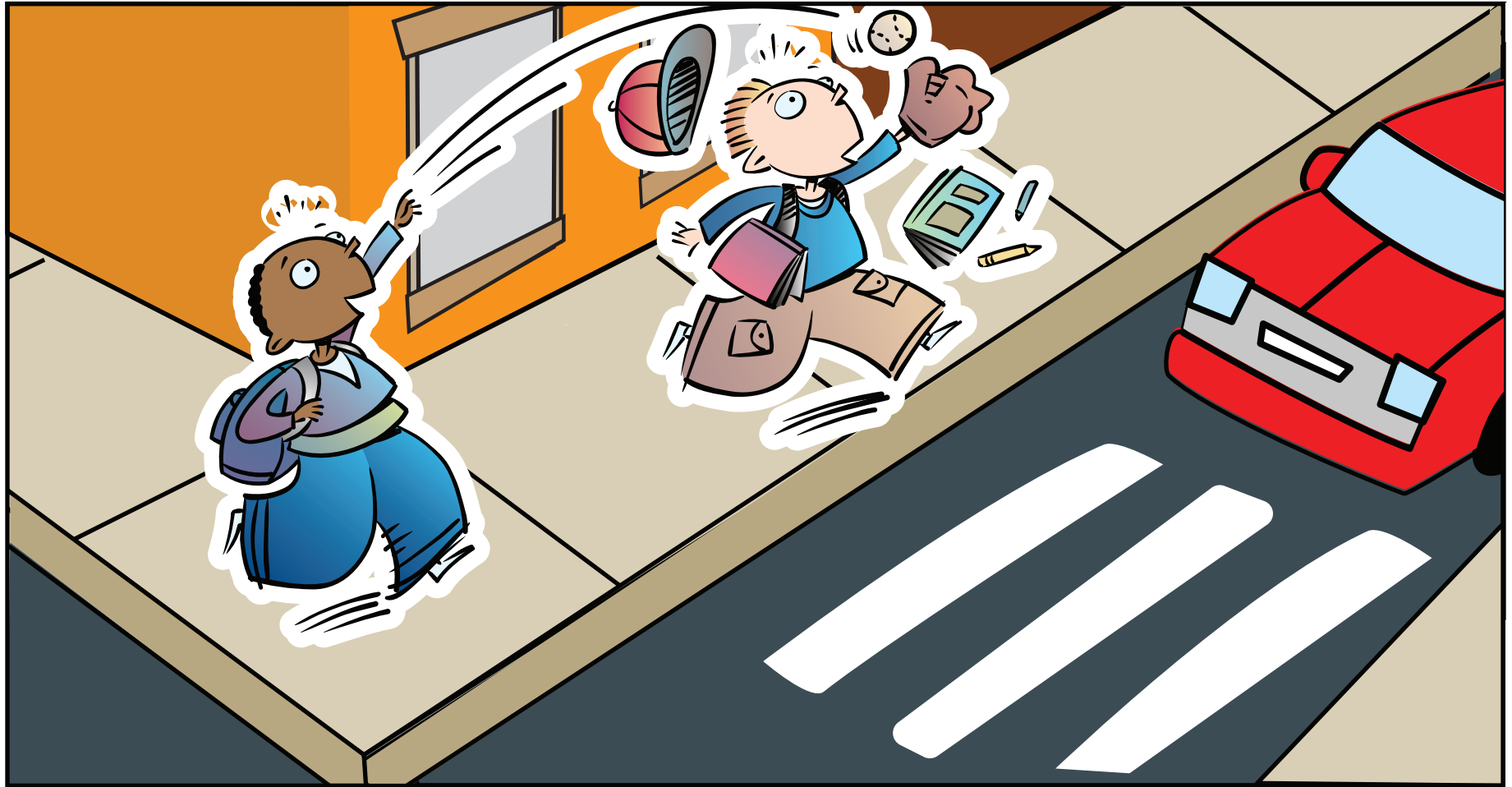
Walk Safely

Scenario A



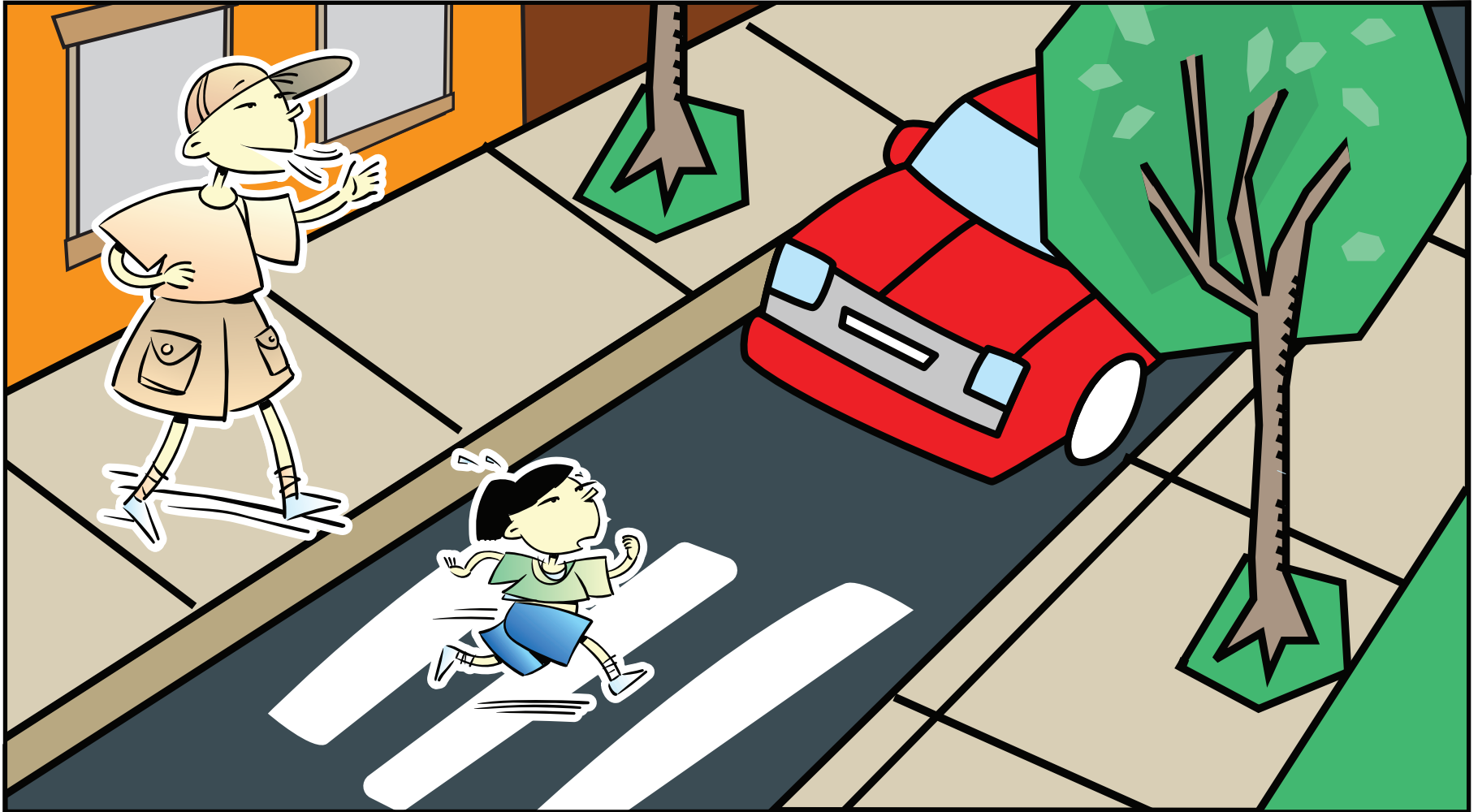
Walk Safely

Scenario B



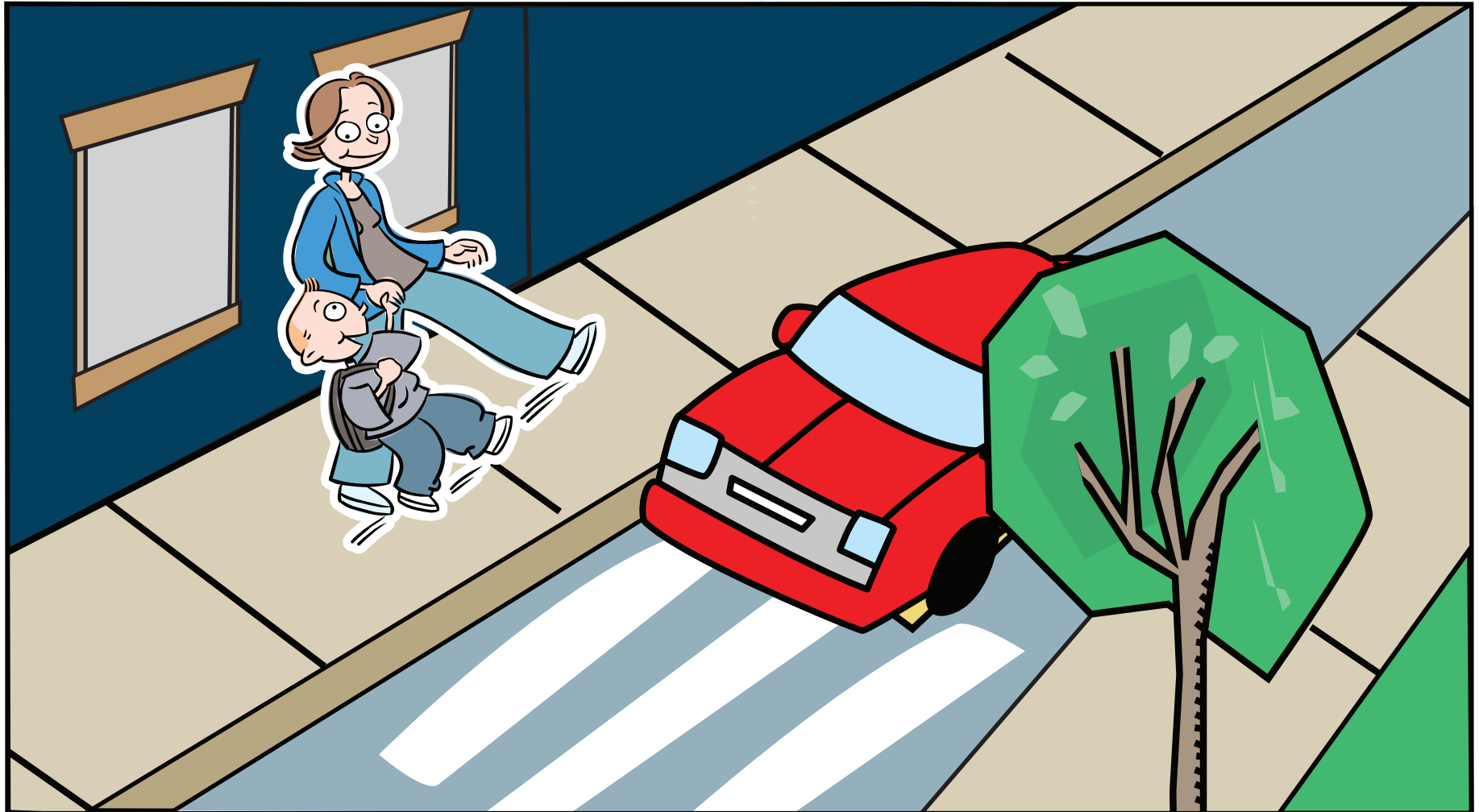
Walk Safely

Scenario C



Walk Safely

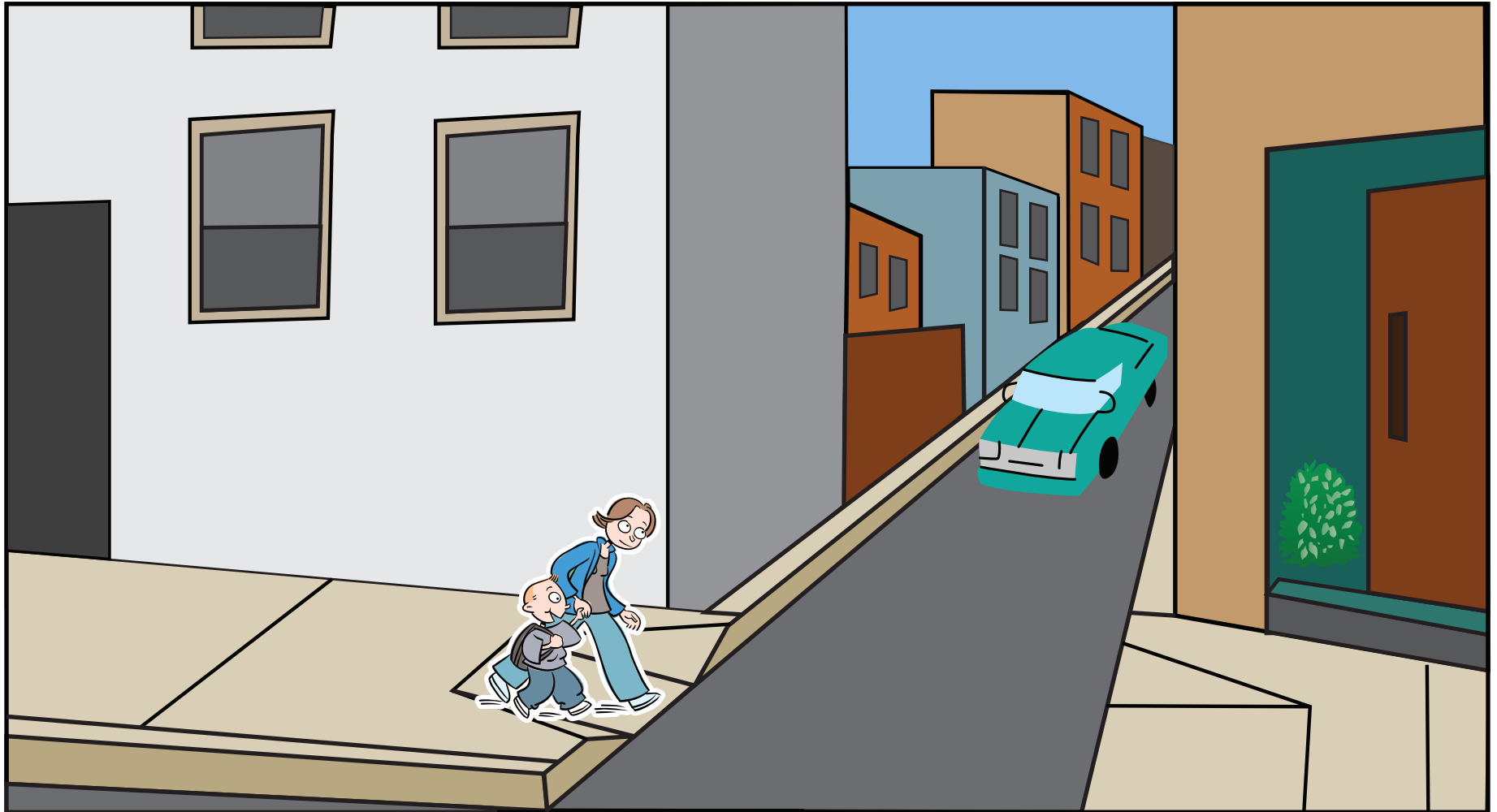
Scenario D



Reflective Materials



Driveway/Alley





GRADES 2-3 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. Remind students of the reasons why they must practice safe behaviors.</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>VARIATION: Walk on a one-way street and discuss with students how to decide where to walk. Remind students that adults can help them know the safest side to walk, especially on one-way streets with no sidewalks.</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