



# PRE-K GUIDE

# Traffic Safety

# Education



SAFE ROUTES PHILLY

STEP UP | RIDE ALONG

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# INTRODUCTION

## SAFE ROUTES PHILLY

STEP UP | RIDE ALONG

[Safe Routes Philly \(SRP\)](#) is the City of Philadelphia's bicycle and pedestrian safety education program that supports educators by providing traffic safety curriculum, educator training, and technical assistance to schools and educational programs across Philadelphia. SRP uses a train-the-trainer model, supporting educators in implementing their own traffic safety education programs. Safe Routes Philly is a free, public program of the City of Philadelphia managed by the Office of Transportation, Infrastructure, and Sustainability. To learn more, visit [phila.gov/safe-routes-philly](http://phila.gov/safe-routes-philly).

This document is a guide for teaching pre-k students (ages 3-5) the basics of traffic safety. The lessons and activities in this curriculum are intended to take place over a week. Focusing students on this topic and building on it over the course of the several days will help young learners grow in knowledge and retain transportation safety skills.



Philadelphia is committed to reducing traffic-related deaths to zero by 2030. On November 7, 2016, Mayor James F. Kenney signed an Executive Order to create the Vision Zero Task Force. [Vision Zero](#) prioritizes traffic safety in transportation program investments that save lives and promote healthier living. Using data-informed decisions, Vision Zero will ensure equitable traffic safety investments in neighborhoods needing them most. Together, we can build a transportation system that promotes safety and enables healthier living.

### The City's Vision Zero goals are:

- Save lives by reducing the number of severe traffic crashes on Philadelphia streets
- Improve the overall performance of the street system, and prioritize those using our streets who are most vulnerable
- Ensure equitable traffic safety investments in neighborhoods needing them most
- Reduce Philadelphians' risk for developing chronic diseases by promoting active transportation
- Shift trips from motorized to active modes of transportation to reduce congestion, improve air quality, and improve health

SRP is a critical piece to Vision Zero. SRP gives students access to core learning goals and teaches age-appropriate skills in pedestrian and bicycle safety. By supporting educators in teaching safe pedestrian and bicycle safety behaviors beginning at a young age, helps children grow up with safe, healthy habits. In addition, SRP helps meet Vision Zero goals by involving the community surrounding a child in transportation safety.

**This is a digital guide that contains hyperlinks throughout the document.**

# INTRODUCTION

## For Educators

Teaching traffic safety to young students is critical to helping them develop safe habits at a young age that they will carry with them as they grow older. Unfortunately, some students have already been affected by traffic crashes. Prior to teaching traffic safety, identify whether students in the classroom have been personally impacted by traffic crashes (individually, a family member or friend, etc.). It may be helpful to engage with parents and caregivers if any lesson addresses serious injury or fatality, and to adjust the lesson content as needed.

## For Parents

When children practice pedestrian safety skills, they learn habits they will carry into adulthood. Safe streets skills students will practice in school must be continually practiced outside of the classroom setting. Remember, you are your child's role model! Children learn by watching. Practicing safe streets behavior and reinforcing what students have learned in class sets them up to continue to practice safe habits as they get older.





# PROGRAM OVERVIEW

## Learning Goals

The activities in this guide are designed to teach young students about traffic safety. While activities span over the course of 4 days, educators are encouraged to engage students in the activities at their own pace. Page 6 gives an example lesson grid of how the activities can be executed over the course of a week.

## Learning Standards

The lessons included in this toolkit follow both PA Early Learning Standards & Head Start Early Learning Framework:

- Head Start:
  - » Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.
- PA Early Learning Standards:
  - » Key Learning Area: Health, Wellness, and Physical Development – Learning About My Body
    - 10.3 Safety and Injury Prevention
    - 10.3 PK.A Recognize safe and unsafe practices.
  - » Key Learning Area: Partnerships for Learning – Families, Early Care and Education Programs, and Communities
    - Standard PL.3: Families have the support and information they need to encourage their children’s learning and development

**Each lesson includes lessons activities in literacy, gross/fine motor skill development, song and music, and math and science exploration.**

## Transportation Helpers

The U.S. Department of Education defines character education as a “learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others.” In this curriculum, we incorporate character education by highlighting those who keep our streets safe for us to get around: transportation helpers (such as crossing guard and transit operators). It’s important for children to understand – at an early age – all of the voices in the world of transportation and those who help us move around our city. Character education is a critical part of child development.

## Parent & Caregiver Engagement

Engaging families and caregivers in traffic safety education allows for opportunities to reinforce behaviors at home. Each lesson includes activities for parents to reinforce ideas learned in the classroom by practicing these skills at home.

## For Head Start Educators

Enterprise for Progress in the Community designed a transportation safety education curriculum specifically for Head Start programs. The curriculum includes safety on the Head Start school bus and resources for bus monitors. The curriculum can be found [here](#).

# EDUCATOR GUIDE

## STREET SAFETY WEEK

	DAY 1	DAY 2	DAY 3	DAY 4
<b>Learning Goals</b>	Walking and health	Walking safely	Walking safely	Safety in the car/bus
<b>Literacy Connection</b>	In Lucia's Neighborhood (by Pat Shewchuk)	Look Left, Look Right, Look Left Again (by Ginger Pete)	Stay Safe! Road Safety (by Sue Barraclough)	Watch out! On the Road (by Claire Llewellyn)  Last Stop on Market Street (by Matt de la Peña)
<b>Song and Music</b>	Walking Song	The Wiggles Safe Cross Dance	Crossing the Street Song	Wheels on the bus
<b>Math and Science Exploration</b>	Healthy foods	Transportation graph	Shaving cream traffic lights	Sorting and pattern game
<b>Gross/Fine Motor Skill Development</b>	Simon says	Practice crossing	Traffic light bean bag toss	Safety Rules Book
<b>Transportation Helpers</b>	Who walks with me	Crossing guard and adult helpers	Crossing guard and adult helpers	Bus driver



# EDUCATOR GUIDE

## DAY 1: WALKING AND HEALTH



### LEARNING GOALS

With these lesson activities, students will understand how walking is good for their bodies, mind, and community.



### LITERACY CONNECTION

In *Lucia's Neighborhood* by Pat Shewchuk

*Inspired by urban visionary Jane Jacobs, seven-year-old Lucia takes the reader through a day in her neighborhood and celebrates the people and places that make it feel like home. (via Google Books)*



### SONG AND MUSIC

Play "[The Walking Song](#)" for students to move around and sing to.



### MATH AND SCIENCE EXPLORATION

Use this time to talk about nutrition and foods that keep our body healthy and energized. Have students organize healthy foods by color, or have students identify healthy and non-healthy foods. Example activities can be found [here](#).



### GROSS MOTOR SKILL DEVELOPMENT

Play a game of Simon Says with students that involves movements like walking, running, jogging, and skipping.



### TRANSPORTATION HELPERS

Hold a brief discussion with students on how they arrive to and from school. Use the following questions, or create your own:

- Do you walk/roll, take the bus, ride in the car, or ride on an adult's bike to come to school? (Alternatively, have students raise their hand or stand up as you call out walk, take the bus, ride in the car, or ride on an adult's bike).
- Who do you like to come to school with in the morning?
- What is your favorite part about your walk or ride to school?
- What do you see when you walk to school? When you ride to school? How are they different?
- What are some good things about walking to school? Riding to school?

To build on fine motor skills, have students draw a picture of themselves and the person who walks with them. Students may also draw who they'd like to walk with every day!



### PARENT RESOURCES

Go on a walk with your child in your neighborhood. Play [transportation bingo](#) with your child or play a game like "I Spy" as you walk.



# EDUCATOR GUIDE

## DAY 2 & 3: WALKING AND CROSSING SAFELY



### LEARNING GOALS

With these lesson activities, students will be able to recognize safe habits for crossing the street and walking near traffic. Students should understand they should always walk with an adult and wait for an adult's instruction before crossing the street. To cross the street, students will:

- Walk on the sidewalk
- Stop at the edge
- Look and listen for cars and moving vehicles
- Look left, look right, and look left again
- Cross quickly and safely



### LITERACY CONNECTION

**Look Left, Look Right, Look Left Again** by Ginger Pete

*Summary: When Wally Waddlewater wants to find a mailbox to mail a birthday card to his grandmother, he has to first learn the important rules for crossing streets, roads and even railroad tracks. On his first trip he is accompanied by his mother, who often has him repeat the mantra, "Look Left, Look Right, Look Left Again". Wally, after his initial trip and his mother's guidance, is then able to safely navigate street crossings on his own. (via Google Books)*

#### Stay Safe! On the Road

*Summary: With colorful artwork and simple text, books in this series introduce children to safety principles in different contexts. In 'Road Safety,' children view various situations that show how to stay safe near roads. (via Google Books)*



### SONG AND MUSIC

Introduce students to the concept of walking safely using any of the following videos and songs: play "Stop at the Light" by The Wiggles:

- Play "[Stop at the Light](#)" by The Wiggles (available on YouTube).
  - » A newer version incorporating movement can be found [here](#).
- Play the "[Safe Cross Dance](#)" from RSA Ireland (available on YouTube).
- Learn the words to and sing the "Crossing the Street Song." (See Attachment 1 for lyrics and tune).



### MATH AND SCIENCE EXPLORATION

**How We Go:** Create a transportation graph with students with cars, buses, trains, feet/wheels, and bikes (see an example [here](#)). Have students identify how they like to move around by placing cutout next on the graph. Together, count the numbers and add the total.

- Materials needed:
  - » Posterboard and markers
  - » [Cutouts](#) of cars, buses, trains, feet/wheels, and bikes OR name tags

*Optional: Teachers may also opt to have students place a transportation cut-out next to their name of an already existing chart, like [this](#).*





# EDUCATOR GUIDE

## DAY 2: WALKING AND CROSSING SAFELY



### GROSS MOTOR SKILL DEVELOPMENT

**Crossing Simulation:** Set up a crossing simulation with students and practice crossing the street. See Attachment 2 for instructions.

**Traffic Light Bean Bag Toss:** Set up a bean bag toss using red, yellow, and green bean bags. Have students take turns tossing the beanbags to a target.

*Optional: Instead of using bean bags, fill Ziplock bags or a sock with colored beads or similar object.*

**Movement break:** Check for understanding by guiding students through a movement activity that reviews pedestrian safety steps. See Attachment 3 for instructions.



### TRANSPORTATION HELPERS

During these lessons, take this opportunity to thank crossing guards and/or other adult volunteers that help students get to school in the morning. Review the roles of a crossing guard (if there is no crossing guards near your school, review how adults help kids cross the streets). If appropriate, invite the crossing guard or adult helper in to review their role and safety concepts with students. Have students write thank-you letters to crossing guards and/or other adults that help students get to school.



### PARENT RESOURCES

Invite parents into the classroom to discuss traffic safety and sing the "Crossing the Street Song" with the class.



# EDUCATOR GUIDE

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## ATTACHMENT 1: CROSSING THE STREET SONG

Sung to the tune of "London Bridge"

Here we go, across the street  
Across the street  
Across the street  
Here we go, across the street  
We cross safely!

First, we take an adult's hand  
Adult's hand  
Adult's hand  
First, we take an adult's hand  
We cross safely!

Now we're stopping at the edge  
At the edge  
At the edge  
Now we're stopping at the edge  
We cross safely!

Now we're looking left, right, left  
Left, right, left  
Left, right, left  
Now we're looking left, right, left  
We cross safely!

Now we're going straight across  
Straight across  
Straight across  
Now we're going straight across  
We cross safely!

As we cross, we still look  
We still look  
We still look  
As we cross, we still look  
WE CROSSED SAFELY!!!

# EDUCATOR GUIDE

## ATTACHMENT 2: CROSSING SIMULATION

Practice the steps with instructor guidance in the classroom or on school grounds (10–15 minutes)

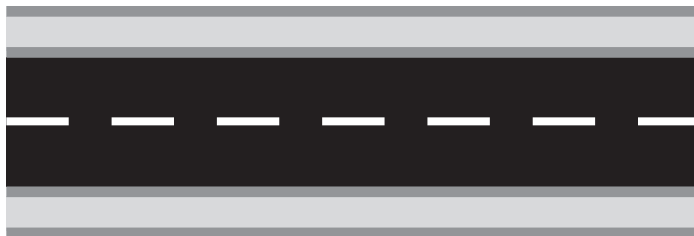
### LOCATION:

- In-school options: Large classroom, gymnasium or on School Grounds
- At home options: Indoors with space to move or in an outdoor space away from traffic

### MATERIALS:

Masking tape, rope, or other material to create a model street like the one below.

You will need four long strips of material to make the street and two associated sidewalks, as well as several shorter strips to create a centerline for the street.



### INSTRUCTIONS:

- Set up model street as shown above.
- Have student(s) practice the steps to cross the street:
  - » Hold an adult's hand
  - » Stop at the edge
  - » Look and listen for traffic (look L-R-L)
  - » Cross quickly and safely, continuing to look for traffic [Note: If done in classroom or with multiple students, have students take turns crossing.]
- Instructors should provide positive feedback and gently correct mistakes.



# EDUCATOR GUIDE

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## ATTACHMENT 3: 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.

**1** Where do you walk on a street?

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

**2** How do you move on the sidewalk?

-----  
**Movement response:** Walk in place with head held high

**3** How do you walk with an adult?

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

**4** 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

**5** What color clothes can help drivers see you?

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



# EDUCATOR GUIDE

## DAY 4: STAYING SAFE IN THE CAR & ON THE BUS



### LEARNING GOALS

With these lesson activities, students will be able to identify safe practices in the car and on the bus. For car safety, educators should be sure to review the following safety concepts:

- Stay seated in their car seat/backseat.
- Sit quietly or do a quiet activity in the car.

For bus safety\*, educators should be sure to review the following safety concepts:

- Students should wait for the bus with an adult and stand on the sidewalk or designated waiting area away from traffic.
- Students should hold an adult's hand when boarding and leaving the bus.
- Students should sit quietly on the bus until it's their turn to leave the bus.

Students should understand that by staying calm and quiet in the car and on the bus helps the person driving focus on the road and keep others safe.

\*Note: Educators may choose to use [EPIC's Head Start Transportation Safety Education Curriculum](#) that covers includes safe boarding procedures and resources for bus monitors. Educators who are not Head Start providers may need to modify the curriculum to suit their community's needs.



### LITERACY CONNECTION

**Last Stop on Market Street** (by Matt de la Peña)

*A young boy rides the bus across town with his grandmother and learns to appreciate the beauty in everyday things. (via Google Books)*

**Watch Out! On the Road** (by Claire Llewellyn)

*Children learn to observe safety rules when riding their bikes, or while traveling as a passenger in their parents' car. They will also find important pedestrian advice on safe crossing at intersections and staying close to parents or the adult they are walking with. (via Google Books)*



### SONG AND MUSIC

Sing "[Wheels on the Bus.](#)"

### 123 MATH AND SCIENCE EXPLORATION

Using transportation-themed [cut outs](#), have students identify and make different patterns using the different methods of transportation.



# EDUCATOR GUIDE

## DAY 4: STAYING SAFE IN THE CAR & ON THE BUS



### FINE MOTOR SKILL DEVELOPMENT

Develop a list of safety rules for the car and bus.

Safety rules might include:

- Always holding an adult's hand when boarding the bus and exiting the bus.
- Sitting quietly on the bus and in the car to not distract the driver.
- Always buckling seatbelts (and carseats!) in the car.
- Never sharing seatbelts, car seats, or bus seats with anyone.
- Waiting for the bus with on the sidewalk with an adult.

To check for understanding, educators may choose to play a "Thumbs up, thumbs down" or yes/no game with the their own or following questions:

- When I'm on the bus should I...
  - » Jump around and dance? (No!)
  - » Quietly sit down until our stop? (Yes)
  - » Look out the window? (Yes!)
  - » Run into the street to get on the bus? (No!)
- When I'm in the car, should I...
  - » Sing song very loudly? (No!)
  - » Take a nap? (Yes!)
  - » Buckle my seatbelt? (Yes!)
  - » Share a seat with my brother/sister/cousin/friend? (No!)

To build on fine motor skill development, educators may choose to develop a class safety booklet where the safety rules are written in. Students may draw picture of themselves in the car, or glue car/people/cutouts into the book. All books should be sent home to parents.



### TRANSPORTATION HELPERS

During these activities, take this opportunity to highlight bus drivers. Review the roles of a bus drivers and how their jobs help people move around and keep streets safe for people. Have students draw a picture and/or write a thank you note to their bus drivers and their parents/caregivers, or those who help them move around.



### PARENT RESOURCES

Distribute [this handout](#) from the Children's Hospital of Philadelphia to parents and caregivers about child restraints.

Share this [video](#) from the Children's Hospital of Philadelphia for parents & caregivers that reviews child restraints.

# ADDITIONAL RESOURCES



## SEPTA Safety Bus

As part of [SEPTA's](#) educational outreach efforts, team members come to communities with a special, interactive teaching bus and program to talk to students about bus safety. If you are interested in bringing SEPTA to your school or center, please contact [SafeRoutesPhilly@phila.gov](mailto:SafeRoutesPhilly@phila.gov).

## Free Library of Philadelphia: Bus Busy Bags

The [Free Library of Philadelphia](#) provides "Bus Busy Bags" for SEPTA bus routes 21, 42, and 52. Bus Busy bags contain a thematic story for the route, story starter cards, and colorful illustrations to engage children about the sites along their route. Learn more about Bus Busy Bags [here](#).



## Indego Bike Share Program

[Indego](#) is Philadelphia's bike-share program, offers 24-hour, 30-day, and yearly pass options to ride bicycles available at over 140 stations around the city. Riders must be 14 or older to ride Indego classic bikes and 16 years or older to ride Indego electric bikes. Indego provides options for day, monthly, and annual passes as well as discounted pass options for ACCESS card holders. Learn more [here](#).

As part of the [Better Bike Share Partnership](#), Indego collaborates with the Bicycle Coalition of Greater Philadelphia to provide safety classes and learning opportunities for current and future Indego riders. Classes include adult learn-to-rides, riding in the city, and thematic rides lead by cycling advocates and professionals. Learn more [here](#).



# ADDITIONAL RESOURCES

## Child Passenger Safety

Please see the following resources (both written and video) that review child passenger safety.

### Children’s Hospital of Philadelphia (CHOP) Center for Injury and Research Prevention (CIRP)

- [Child Passenger Safety Tools](#)
- [Injury Prevention Program Car Seat Safety for Kids](#)
- [Child Passenger Safety Videos](#)
- [Virtual Car Seat Checks](#)

### Pennsylvania Department of Transportation

- [Child Passenger Safety Resources](#)

### National Highway Traffic Safety Administration (NHTSA)

- [NHTSA Virtual Car Seat Check](#)
- [NHTSA Car Seat Registration](#)
- [NHTSA Choosing the Right Car Seat Video](#)

### American Association of Pediatrics

- [Car Safety Seats Information for Families](#)

Safe Routes Philly is made possible by funding through the following PennDOT programs:

- Community Traffic Safety Program, a community outreach and educational program for local communities targeting local safety issues identified through data analysis.
- Transportation Alternatives Program