

**SAFE  
ROUTES**

— to School —

TACOMA, WA

# ELEMENTARY SCHOOL PEDESTRIAN CURRICULUM

FINAL AUGUST 2019



## ACKNOWLEDGEMENTS

Numerous stakeholders collaborated in the development of this curriculum. Their creativity, energy, and commitment were the driving forces behind this educational effort.

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# LETTER TO EDUCATORS

*Dear Educators,*

Thank you for choosing to support the safety of Tacoma students through pedestrian safety education!

Equipping our children with the skills and awareness to walk safely in our community not only enhances their personal safety, but supports their growth as healthy and aware community members. With 153 youth hit by cars while walking between 2010 and 2014 in Tacoma, teaching fundamental and more advanced pedestrian skills is essential to reducing the risk of such collisions in our community.<sup>1</sup>

With the guidance of a Physical Education teacher workgroup and the partnership of Tacoma Public Schools, the City of Tacoma is proud to offer you the Tacoma Elementary School Pedestrian Curriculum. This curriculum builds on essential learning objectives and activities of national and regional educational resources. Tacoma Public Schools' support and the teacher workgroup's guidance were essential to developing **a curriculum tailored to Tacoma students' needs and experiences**.

Elementary school is the perfect developmental stage to establish and hone students' pedestrian safety skills. At this age, developmental characteristics that support the need for pedestrian safety skills include:

- Children's field of vision is about one-third less or narrower than adults.
- Children cannot judge a car's speed and distance as well as adults.
- Children are not always as visible to drivers and can be more easily hidden by parked cars, garbage bins, and other visual barriers. As cars have become larger and higher off the ground, such visibility concerns have increased.
- Children may not be able to quickly determine the direction a sound is coming from.
- Children may be impatient or impulsive, while also not being aware of potential dangers.
- Children are more likely to concentrate on only one thing at a time, which may not be traffic safety.
- Children are likely to imitate the behavior of older children and adults.

This Pedestrian Curriculum teaches students about what to look for and how to walk safely on city streets. It equips teachers with resources and questions to bring these lessons into their classrooms. Finally, it offers handouts to recruit families in their critical role as modeling appropriate behaviors for their children.

Thank you for being part of this city-wide effort to make our communities safer and healthier!

Sincerely,

Carrie Wilhelme  
Safe Routes to School Coordinator  
City of Tacoma

Mary Waterbly  
Instructional Facilitator  
Tacoma Public Schools

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<sup>1</sup> Puyallup Watershed Initiative Active Transportation Community of Interest. Safe Routes to School-Tacoma Report. [www.pwi.org/saferoutestoschool](http://www.pwi.org/saferoutestoschool)

# CURRICULUM PLAN

The table below summarizes the components of each proposed lesson. Teachers are encouraged to modify lessons to suit their needs and the needs of their individual classes.

DAY	PRIMARY (GRADES K – 2)	INTERMEDIATE (GRADES 3 – 5)
<b>Week 1</b>		
1	<ul style="list-style-type: none"> <li>• Relate with walking as a way to get around</li> <li>• Describe the importance of walking</li> <li>• Define basic transportation-related terminology</li> <li>• Learn basic crossing safety process</li> </ul>	<ul style="list-style-type: none"> <li>• Relate with walking as a way to get around</li> <li>• Describe the importance of walking</li> <li>• Define basic + intermediate transportation-related terminology</li> <li>• Learn basic crossing safety process</li> </ul>
2	<ul style="list-style-type: none"> <li>• Review basic crossing safety steps</li> <li>• Identify basic traffic signals</li> <li>• Basic road rules and predictability</li> </ul>	<ul style="list-style-type: none"> <li>• Review basic crossing safety steps</li> <li>• Describe dressing to be seen at night</li> <li>• Identify basic + advanced traffic signals (<i>integrates with P.A.C.E.R. practice</i>)</li> <li>• Basic road rules and predictability</li> <li>• Define additional terminology</li> </ul>
<b>Week 2</b>		
3	<ul style="list-style-type: none"> <li>• Review crossing steps</li> <li>• Practice crossing safely in crosswalks</li> <li>• Practice predictability</li> </ul>	<ul style="list-style-type: none"> <li>• Review crossing steps</li> <li>• Practice crossing safely in crosswalks</li> <li>• Practice predictability</li> </ul>
4	<ul style="list-style-type: none"> <li>• Review traffic signals</li> <li>• Practice crossing safely at intersections</li> <li>• Practice crossing with visual barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Review traffic signals</li> <li>• Practice crossing safely at intersections</li> <li>• Pull it all together – practicing various intersections (4-way, traffic circles) with visual barriers</li> </ul>
<b>Week 3 (optional)</b>		
5 (optional)	<ul style="list-style-type: none"> <li>• Learn parking lot safety</li> <li>• Practice safe toy retrieval and playing near the road</li> </ul>	<ul style="list-style-type: none"> <li>• Learn parking lot safety</li> <li>• Practice safe toy retrieval and playing near the road</li> </ul>
6 (optional)	<ul style="list-style-type: none"> <li>• Master review of pedestrian safety skills with three lesson plan options: school-site walk, pedestrian field day, or drawing activity.</li> <li>• Goal setting in WELNET®</li> </ul>	<ul style="list-style-type: none"> <li>• Master review of pedestrian safety skills with three lesson plan options: school-site walk, pedestrian field day, or drawing activity.</li> <li>• Goal setting in WELNET®</li> </ul>

# LEARNING STANDARDS

The table below shows the relevant Washington State learning standards applicable to each lesson in the curriculum.

STANDARD	DEFINITION	APPLICABLE DAY					
Physical Education Standards		1	2	3	4	5	6
1	Students will demonstrate competency in a variety of motor skills and movement patterns.	X	X	X	X	X	X
2	Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	X	X	X	X	X	X
3	Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	X	X	X	X	X	X
4	Students will exhibit responsible personal and social behavior that respects self and others.	X	X	X	X	X	X
5	Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	X				X	X
Health Standards							
1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	X	X				X
2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.						
3	Students will demonstrate the ability to access valid information and products and services to enhance health.						
4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	X	X	X	X	X	X
5	Students will demonstrate the ability to use decision-making skills to enhance health.	X	X	X	X	X	X
6	Students will demonstrate the ability to use goal-setting skills to enhance health.						X
7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	X	X	X	X	X	X
8	Students will demonstrate the ability to advocate for personal, family, and community health.						

# PEDESTRIAN SAFETY EDUCATION MATERIALS

## *Pedestrian Safety Education P.E. Kit*

As a part of this curriculum effort, the City of Tacoma has provided Tacoma Public Schools with a Pedestrian Safety Education kit to support teaching this material. Included in this kit are the following materials:

- Laminated traffic signs and signals with handles
- Laminated vocabulary word and image cards
- Four mock crosswalks and two mock streets
- Pedestrian Crossing Rhyme poster

Coordinate with Tacoma Public Schools' Physical Education Instructional Facilitator to schedule when to use one of the 10 available Pedestrian Safety Education kits (2 per region) as a part of the Focused Fitness Rotation.

## *Pedestrian Safety Education Outreach Guide*

The outreach guide associated with this curriculum provides:

- Newsletter copy and images for promoting curriculum to parents/caregivers
- One-sheet handout for parents/guardians
- Links to instructional videos
- File to print the Pedestrian Crossing Rhyme poster in-house

## *Additional Recommended Materials*

Physical Education materials recommended, not included in your kit include:

- Cones
- Scooters
- Hula hoops
- Basketballs
- Jump ropes
- Gym mats
- Tape
- Bean bags
- Foam balls





## THE BASICS

### OVERVIEW

#### *Purpose*

Day 1 of the Pedestrian Safety Education curriculum is designed to get students excited about walking, while teaching basic crossing skills and vocabulary.

#### *Learning Objectives*

The first day of this Pedestrian Safety Education curriculum will focus on getting the students to:

- Relate to walking as a way to get around (Health Standard 1)
- Describe the importance of walking (Physical Education Standards 4 and 5; Health Standard 1)
- Identify common places to walk safely (Physical Education Standard 2)
- Define transportation related terms (Physical Education Standards 1 and 2; Health Standard 1)
- Describe and demonstrate the appropriate steps to crossing the street (Physical Education Standards 1, 2, 3, and 4; Health Standards 4, 5, and 7)

#### *State Education Standards*

The Washington State **Physical** Education Standards applicable to Day 1 learning objectives are:

- Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.
- Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.
- Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

The Washington State **Health** Education Standards applicable to Day 1 learning objectives are:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### *Materials*

- Open space (gym, black top playfield, or field)

- Basketball or foam balls (one per pair of students)
- Pedestrian Safety Education kit materials:
  - Laminated vocabulary word image cards
  - Pedestrian Crossing Rhyme poster

## DAY 1: PRIMARY

Begin class with students standing in a circle with at least an arms-length between each other.

### Activity 1. Introduction (5 mins)

#### That's Me! (3 mins)

Have students jump forward and say "That's ME!" when something you say is true for them. Direct them to take a jump back to return to their spot.

- "I like to play outside."
- "I take my dog for walks."
- "I like to ride my bicycle, scooter or skateboard."
- "I like to walk to the park or library."
- "I know that walking is good for my body."
- "I walk to school."
- *Have students add their own activities*

#### Importance of Walking (2 mins)

Describe the benefits of walking:

- It's free
- It's great exercise
- You can do it to get almost anywhere
- It's a great way to get around for the planet (no air pollution and fewer cars on the road)

Ask students where they can walk to from their houses with an adult. Explain that walking is good for many reasons, but as we walk, we need to be sure we are safe and always cross the street with an adult.

Transition: "We will be learning some important ways you can stay safe and healthy while walking."

### Activity 2. Vocabulary (12 mins)

#### Basic Terminology (12 mins)

As you say each word, hold up the sign, define the word, and demonstrate the action. Next have the students repeat the word and perform the associated action. Run through the words and actions at least twice.

WORD	DEFINITION	ACTION
Pedestrian	Someone who walks or moves about using their feet, a wheelchair, or another mobility device. <i>What do you call the things we put our feet on to ride a bicycle? Pedals! Because Ped means feet – so people getting around on foot are PEDESTrians.</i>	Walking around the gym
Bicyclist	Someone who rides/pedals a bicycle.	Lay on the ground and do bicycle crunches
Vehicle	Something with wheels you can ride on or in to get around. Most are powered by motor – cars, trucks, buses – with the exception of bicycles. Bicycles are also vehicles because they follow the same traffic laws as cars.	Run laps around the gym, turning an imaginary steering wheel while making noises like a car
Edge	The side of the road, not the middle where cars drive, but where the sidewalk meets the road.	Point to an imaginary line in front of your feet

### Activity 3. Basic Crossing Safety (10 mins)

#### Pedestrian Crossing Rhyme (4 mins)

Introduce rhyme by asking the following questions:

TEACHER QUESTION	STUDENT EXAMPLE RESPONSE
1. Is it safe for me to walk down the middle of the road?	<i>No!</i>
2. What is the safest place to walk?	<i>The sidewalk.</i>
3. Why?	<i>Because cars drive in the road, and drivers know to watch for people walking on the edge of the street.</i>

Transition: “When walking to places we like to go we need to cross the street, to get from sidewalk to sidewalk, so let’s learn the crossing rhyme!”

Demonstrate the Pedestrian Crossing Rhyme, including the hand and body motions.

Stop every time at the edge of the street

**(Body motions: stop hand, point down to edge)**

Use your head before your feet.

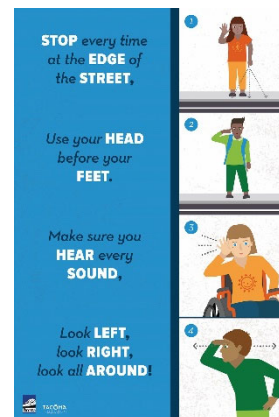
**(Body motions: both hands grasp head, touch toes)**

Make sure you hear every sound,

**(Body motions: cup hands to ears and sway left and right)**

Look left, look right, look all around!

**(Body motions: exaggerate looking left, right, left)**



TEACHER QUESTION	STUDENT EXAMPLE RESPONSE
1. What does the rhyme mean by "use your head before your feet?"	<i>To think, look, and listen before we try to move our bodies before crossing the street.</i>

### Rhyme Practice (6 mins)

Run through the rhyme together, in place.

1. Have students line up at the end of the gym, then walk/run across the gym.
2. When they get to line on the far side of the gym, have them recite the Pedestrian Crossing Rhyme together.
3. Have the students think of an animal. This animal will need to cross the road to get to school.
4. Ask them to *walk* like that animal towards the other end of the gym, saying the rhyme all together when every animal gets to the other side of the gym.

Extra activity: Have students walk, run, leap, jump, skip, or walk across the gym. When they get to the other side, repeat the rhyme all together.

### Closing Review (3 mins)

Have students pair off and give each pair a ball. Students toss the ball back and forth, while you call out questions. The student catching the ball should call out the responses.

TEACHER QUESTIONS	STUDENT RESPONSE
1. What do you call someone walking?	<i>A pedestrian</i>
2. Name a type of vehicle.	<i>Car, truck, bus, bike, etc.</i>
3. Why should we walk?	<i>Good for the environment, exercise, etc.</i>
4. Where do you look before you cross the street?	<i>Left, right, left (or all around)</i>

***Integration Tip: When walking in the halls, ask students to treat each "hallway intersection" as an intersection, thinking about the Pedestrian Crossing Rhyme and using these skills of stopping, looking left-right-and-left, and proceeding when safe.***

***Consider integrating this into an "Expectation Station" and ask homeroom teachers to integrate this into walking the halls with the students, too!***

## DAY 1: INTERMEDIATE

Begin class with students standing in a circle with at least an arms-length between each other.

### Activity 1. Introduction (7 mins)

#### That's Me! (4 mins)

Have students jump forward when something you say is true for them. Direct them to take a jump back to return to their spot.

- "I take my dog for walks by myself."
- "I like to ride my bicycle, scooter or skateboard."
- "I like to walk to my friend's house, the park, or library."
- "I like to exercise."
- "I know that walking is good for my body."
- "I walk to school."
- "I know what a pedestrian is."
- *Have students add their own activities*

#### Importance of Walking (3 mins)

Describe the benefits of walking:

- It's free
- It's great exercise
- You can do it to get almost anywhere
- It's a great way to get around for the planet (no air pollution and fewer cars on the road)

Ask: Are you allowed to walk by yourself? To where? What do adults tell you to watch out for when you walk by yourself?

Explain that walking is good for many reasons, but as we walk, we need to be sure we are safe, whether we are walking with or without adults. We will be learning some important ways you can stay safe and healthy while walking.

Describe to students the next few classes will focus on learning basic rules of being a safe pedestrian and how to cross the street.

### Activity 2. Vocabulary (11 mins)

#### Basic + Intermediate Terminology Movements (11 mins)

As you say each word, hold up the sign, demonstrate the action, and ask for a student to define it. Next have the students repeat the word and perform the associated action. Run through the words and actions at least twice.

WORD	DEFINITION	ACTION
Pedestrian	Someone who walks or moves about using their feet, a wheelchair, or another mobility device. <i>What do you call the things we put our feet on to ride a bicycle? Pedals! Because Ped means feet – so people getting around on foot are PEDESTrians.</i>	Walking around the gym
Bicyclist	Someone who rides/pedals a bicycle.	Lay on back and do bicycle crunches
Edge	The side of the road, not the middle where cars drive, but where the sidewalk meets the road.	Point to an imaginary line in front of your feet

WORD	DEFINITION	ACTION
Intersection	A place where two or more streets come together and cross each other.	Jumping jacks

### Activity 3. Basic Crossing Safety (6 mins)

Transition: "Let's talk about the ways to stay safe when we are walking and need to cross a street."

#### Pedestrian Crossing Rhyme (6 mins)

To introduce ask the following questions:

TEACHER QUESTION	STUDENT EXAMPLE RESPONSES
1. Is it safe for me to walk down the middle of the road?	<i>No!</i>
2. What is the safest place to walk?	<i>The sidewalk or shoulder.</i>
3. What do we do before we cross the street?	<i>Look left-right-left. Listen for sounds.</i>
4. Why do you think we look left twice?	<i>Because the traffic is closest to us from that direction.</i>

Transition: "When walking to places we like to go we need to cross the street, to get from sidewalk to sidewalk, so let's learn the crossing rhyme!"

Practice the Pedestrian Crossing Rhyme, including the hand and body motions.

Stop every time at the edge of the street  
**(Body motions: stop hand, point down to edge)**  
 Use your head before your feet.  
**(Body motions: both hands grasp head, touch toes)**  
 Make sure you hear every sound,  
**(Body motions: cup hands to ears and sway left and right)**  
 Look left, look right, look all around!  
**(Body motions: exaggerate looking left, right, left)**



Ask follow up questions:

TEACHER QUESTION	STUDENT EXAMPLE RESPONSES
1. What does the rhyme mean by "use your head before your feet?"	<i>To think, look, and listen before we try to move our bodies before crossing the street.</i>
2. Where do we find the edge of the street or sidewalks?	<i>At crosswalks, intersections, and even driveways.</i>

### *Closing Review (6 mins)*

Have students pair off and give each pair a ball. Students toss/bounce the ball back and forth, while you call the definitions of words. The student catching the ball should call out the word matching the definition.

Teacher Question	Student Example Responses
1. Someone who walks or moves about using their feet, a wheelchair, or another mobility device.	<i>A pedestrian.</i>
2. A place where two or more streets come together and cross each other.	<i>An intersection.</i>
3. Someone who rides a bicycle.	<i>A bicyclist.</i>
4. Name one benefit of walking.	<i>Health, environment, fun, etc.</i>
5. The side of the road – where the sidewalk meets the street.	<i>The edge.</i>

If time, ask the class to repeat the Pedestrian Crossing Rhyme with you. Remind them (and the homeroom teacher) to practice the Pedestrian Crossing Rhyme at hallway intersections and outside!

***Integration Tip: When walking in the halls, ask students to treat each "hallway intersection" as an intersection thinking about the Pedestrian Crossing Rhyme and using these skills of stopping, looking left-right-and-left, and proceeding when safe. Consider integrating this into an "Expectation Station" and ask homeroom teachers to integrate this into walking the halls with the students, too!***

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## TRAFFIC SIGNS & RULES OF THE ROAD

### OVERVIEW

#### *Purpose*

Building off of the basic crossing skills and vocabulary from Day 1, Day 2 teaches basic visual cues (signs and signals), along with how to be safe, seen, and predictable.

#### *Learning Objectives*

The second day of this Pedestrian Safety Education curriculum will support students to:

- Review and demonstrate the appropriate steps to crossing the street (Physical Education Standards 1, 2, 3, and 4; Health Standards 4, 5, and 7)
- Identify common traffic signals and demonstrate the associated pedestrian behaviors. (Physical Education Standards 1, 2, and 4; Health Standards 1, 4, 5, and 7)
- Learn basic road rules as a pedestrian and what it means to act predictably. (Physical Education Standards 2, 3, and 4; Health Standards 1, 4, and 5)
- Learn the importance of dressing to be seen. (Physical Education Standard 4; Health Standards 1, 4, and 5)

#### *State Education Standards*

The Washington State **Physical** Education Standards applicable to Day 2 learning objectives are:

- Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

The Washington State **Health** Education Standards applicable to Day 2 learning objectives are:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### *Materials*

- Open space (gym, black top playfield, or field)

- Pedestrian Safety Education kit materials:
  - Laminated traffic signs and signals cards
  - Pedestrian Crossing Rhyme poster

## DAY 2: PRIMARY

Begin class with students seated or standing on their respective lines/spots with a minimum arms-length between each student.

### Activity 1. Review (8 mins)

#### Vocabulary Review (5 mins)

Review vocabulary introduced in Day 1 for primary students, incorporating the actions associated with each vocabulary word. Then, introduce the new vocabulary word: signal.

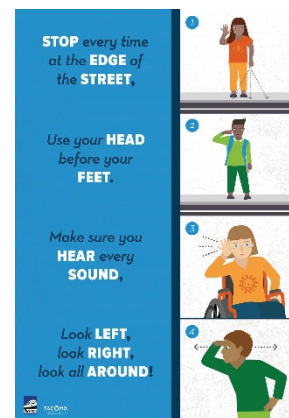
WORD	DEFINITION	ACTION
<b>Day 1 Vocabulary Review</b>		
Pedestrian	Someone who walks or moves about using their feet, a wheelchair, or another mobility device.	Walking around the gym
Bicyclist	Someone who rides/pedals a bicycle.	Lay on back and do bicycle crunches
Vehicle	Something with wheels you can ride on or in to get around. Most are powered by motor – cars, trucks, buses – with the exception of bicycles. Bicycles are also vehicles because they follow the same traffic laws as cars.	Run laps around the gym, turning an imaginary steering wheel while making noises like a car
Edge	The side of the road, not the middle where cars drive, but where the sidewalk meets the road.	Point to an imaginary line in front of your feet
<b>Day 2 New Vocabulary</b>		
Signal	A gesture, picture, or sound used to give information or instructions.	Jump up while putting your hand out like you're telling someone to stop.

#### Pedestrian Crossing Rhyme (3 mins)

Review the Pedestrian Crossing Rhyme, using the hand motions.

Stop every time at the edge of the street  
*(Body motions: stop hand, point down to edge)*  
 Use your head before your feet.  
*(Body motions: both hands grasp head, touch toes)*  
 Make sure you hear every sound,  
*(Body motions: cusp hands to ears and sway left and right)*  
 Look left, look right, look all around!  
*(Body motions: exaggerate looking left, right, left)*

Transition: "Following these steps helps us see and hear what's around us when we are walking."






## Activity 2. Super Charged Red-Light, Green-Light (17 mins)

Introduce this activity as a “red-light, green-light” variation or a P.A.C.E.R practice test using traffic signals.

**NOTE:** The first round will use signals for pedestrians. The second round will use signals for people driving cars.

### Round 1: Pedestrian Signals (8 mins)

Start by introducing the pedestrian signals found in the Pedestrian Safety Education kit. Ask what each signal means and what they do as *pedestrians* when they see this signal. Tell students that they will start *walking* across the gym and explain how you want them to respond when you show the signal:

SIGNAL	MEANING	STUDENT ACTION IN ACTIVITY
	Pedestrian crossing signal: Safe to walk across the street. (Still look left-right-left.)	Start walking across the gym.
	Pedestrian countdown signal (flashing numbers or flashing red hand): If in the crosswalk, continue walking. If at the edge of the street, do not start walking.	If crossing half court, keep walking. If approaching half court, stop walking when you get to the half court line.
	Pedestrian stop signal: Do not walk across the street.	Stop walking when you get to the half court line.




Practice each signal at least twice as the students cross the gym. End with the pedestrian stop signal and have students walk through the Pedestrian Crossing Rhyme as if they came to the edge of a street at that stop signal.

### Round 2: Vehicle Traffic Signals (9 mins)

Have students line up at one end of the gym. In Round 2, students will be vehicles in the street.

Introduce the vehicle signals found in the Pedestrian Safety Education kit. Explain these are different from pedestrian signals because these are for people driving in cars or using other vehicles on the road. Explain it's important for all of us to know what the vehicle traffic signals mean, whether we walking, biking, or driving in a car because it helps us know what the vehicles are going to do around us!

Ask what each signal means and what they do if they were driving a car when they see this signal. Have students pretend to be vehicles like they did in the vocabulary exercise (*turning an imaginary steering wheel while running and making noises like a car*).

SIGNAL	MEANING	STUDENT ACTION IN ACTIVITY
	Green traffic signal: Safe to drive through the street.	Start "driving" across the gym.
	Yellow traffic signal: If driving through street, continue. If approaching a signal, slow down and stop for next green light.	If past half court, keep "driving". If approaching half court, slow down and stop at half court.
	Red traffic signal: Stop. Do not drive through the street.	Stop "driving" at half court.

Practice each signal at least twice as the students cross the gym. Explain that some signs and signals ask us to do the same thing, like stop from a red-light and a stop sign, but in different contexts, such as on bigger streets or on smaller/neighborhood streets.

### *Closing Review (5 mins)*

#### **Being Predictable and Seen**

Review why it's important for all road users to notice and obey traffic signals:

- It is for all our safety. Whether we are walking, biking, driving, or riding the bus, these signals help all of us follow the rules and keep ourselves and others safe.
- It helps us better be able to guess what another person using the street may do next. This is called being predictable.
- If walking at night, make sure to wear bright colors or carry a flashlight so cars can better see you. To be safe pedestrians, we want to be seen and predictable!

Similar to Day 1, have students pair off and give each pair a ball. Students toss the ball back and forth, while you call out questions. The student catching the ball should call out the responses.

TEACHER QUESTION	STUDENT RESPONSE
1. As a pedestrian, what do you do when you see a red hand on a traffic signal?	<i>Stop. Do not cross the street.</i>
2. What do you do when you see a signal that is white and looks like a person walking?	<i>Cross the street but first look left-right-left and listen for traffic.</i>
3. What should you do if the hand is flashing or numbers are flashing?	<i>If in the street, keep walking. If at the sidewalk, do not walk into the street.</i>
4. What should you do at the edge of the street?	<i>Stop. Listen. Look left-right-left.</i>

If time allows, have the class walk through the Pedestrian Crossing Rhyme one last time.

## DAY 2: INTERMEDIATE

Begin class with students seated or standing in their respective spaces with a minimum arms-length between each student.

### Activity 1. Review (10 mins)

#### Vocabulary (5 mins)

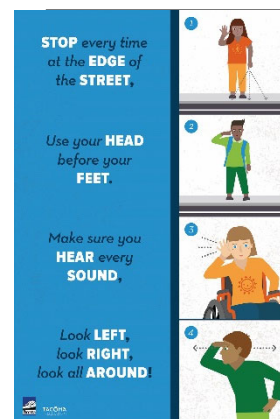
Review vocabulary introduced in Day 1 for primary students, incorporating the actions associated with each vocabulary word. Then, introduce the new vocabulary words: signal and yield.

WORD	DEFINITION	ACTION
<b>Day 1 Vocabulary Review</b>		
Pedestrian	Someone who walks or moves about using their feet, a wheelchair, or another mobility device.	Walking around the gym
Bicyclist	Someone who rides/pedals a bicycle.	Lay on back and do bicycle crunches
Edge	The side of the road, not the middle where cars drive, but where the sidewalk meets the road.	Point to an imaginary line in front of your feet
Intersection	A place where two or more streets come together and cross each other.	Jumping jacks
<b>Day 2 New Vocabulary</b>		
Signal	A gesture, picture, or sound used to give information or instructions.	Jump up while putting your hand out like you're telling someone to stop.
Yield	To allow another person or vehicle to go first.	Fist bump, step side to side

#### Pedestrian Crossing Rhyme (5 mins)

Review the Pedestrian Crossing Rhyme, using the hand motions.

Stop every time at the edge of the street  
*(Body motions: stop hand, point down to edge)*  
 Use your head before your feet.  
*(Body motions: both hands grasp head, touch toes)*  
 Make sure you hear every sound,  
*(Body motions: cusp hands to ears and sway left and right)*  
 Look left, look right, look all around!  
*(Body motions: exaggerate looking left, right, left)*



TEACHER QUESTION	STUDENT RESPONSE
1. Why do you think we should look left first and then left once again before crossing the street?	<i>The closest lane of traffic is the left. Look left once again before you start crossing because a car that you didn't see before might be coming now.</i>
2. Why should we keep looking and listening as we cross the street?	<i>Traffic is always moving and cars and trucks may come up quickly.</i>

3. What could make it hard to listen to and see cars and other people biking or walking?	<i>Listening to music or wearing headphones, looking at a phone, really big hoods or hats that obstruct or get in the way of seeing out of the corners of our eyes, etc.</i>
--	--

Transition: "Following these steps helps us to see and hear what's around us when we are walking."

### **Activity 2. Super Charged Red-Light, Green-Light (15 mins)**




Introduce this activity as a "red-light, green-light" variation or a P.A.C.E.R practice test using traffic signs and signals.

**Note:** The first round will use signals for pedestrians. The second round will use signs and signals for people driving cars or other vehicles using the roadway.

#### **Round 1: Pedestrian Signs and Signals (7 mins)**

Start by introducing the pedestrian signals found in the Pedestrian Safety Education kit.

Ask what each signal means and what they do as pedestrians when they see this signal. Then tell students that they will start *walking* across the gym and explain how you want them to respond when you show the signal.

SIGNAL	MEANING	STUDENT ACTION IN ACTIVITY
	Pedestrian crossing signal: Safe to walk across the street. (still look left-right-left)	Start walking across the gym.
	Pedestrian countdown signal (flashing numbers or flashing red hand): If in the crosswalk, continue walking. If at the edge of the street, do not start walking.	If crossing half court, keep walking. If approaching half court, stop walking when you get to the half court line.
	Pedestrian stop signal: Do not walk across the street.	Stop walking when you get to the half court line.

Practice each sign at least twice as the students cross the gym.






#### **Round 2: Vehicle Signs and Signals (8 mins)**

Have students line up at one end of the gym. In Round 2, students get to be vehicles in the street.

Introduce the vehicle signs and signals found in the Pedestrian Safety Education kit. Ask what each sign and signal means and what they do if they were driving a car when they see this sign.

Explain these are different from pedestrian signals because these are for people driving in cars or using other vehicles on the road. Explain it's important for all of us to know what the vehicle traffic signals mean, whether we walking, biking, or driving in a car because it helps us know what the vehicles are going to do around us!

Consider having students pretend to be vehicles (*run, turning an imaginary steering wheel while making noises like a car*).

SIGNAL	MEANING	STUDENT ACTION IN ACTIVITY
	Green traffic signal: Safe to drive through the street.	Start "driving" across the gym.
	Yellow traffic signal: If driving through street, continue. If approaching a signal, slow down and stop for next green light.	If past half court, keep "driving". If approaching half court, slow down and stop at half court.
	Red traffic signal: Stop. Do not drive through the street.	Stop "driving" at half court.
	Yield sign: Tells people driving they need to slow way down to watch for other people who have the right of way (are supposed to go first), but they don't need to stop if no other person is there.	Slow running to a jog or fast walk.
	Pedestrian crossing sign: Tells people driving there is a crosswalk ahead and they need to slow down to watch for pedestrians who may be crossing.	Slow running to a jog or fast walk while looking left-right-left like you are looking for pedestrians trying to cross.

***Integration Tip: As you and your students prepare for the P.A.C.E.R. test, offer that the vehicle signs and signals portion of this lesson can help your students achieve their P.A.C.E.R. goals.***

### ***Closing Review (5 mins)***

Review why it's important for all road users to notice and obey traffic signs and signals:

- It's for all our safety. Whether we are walking, biking, driving, or riding the bus, these signs help all of us follow the rules and keep ourselves and others safe.
- It helps us better be able to guess what another person using the street may do next. This is called being predictable.
- To be safe pedestrians, we want to be seen and predictable! If out at night, think about wearing bright colored clothing or carrying a flashlight to help you stand out more to people driving.

Have students pair off and give each pair a ball. Students toss/bounce the ball back and forth, while you call out questions. The student catching the ball should call out the responses.

Ask the students some of these questions that are both review and get them thinking about other situations:

TEACHER QUESTION	STUDENT RESPONSE
1. What signal tells a pedestrian to cross the street?	<i>White signal of person walking.</i>
2. What do you do if you want to cross the street, yet there is no pedestrian signal?	<i>Same steps as crossing at a crosswalk (stop at the edge, face the direction we want to go, look left, right, left and all around), but with extra caution and attention, looking for drivers coming.</i>
3. What should a car do if they see a yield sign?	<i>Slow down and look for other vehicles or pedestrians that have the right to go first.</i>
4. What signal indicates a person should not cross the street?	<i>Red hand.</i>

If time allows, have class walk through the Pedestrian Crossing Rhyme one last time.





## CROSSING SAFETY

### OVERVIEW

#### *Purpose*

Day 3 of the Pedestrian Safety Education curriculum is focused on putting Day 1 and Day 2 learning concepts together and applying them to crosswalk practice.

#### *Learning Objectives*

The third day of this Pedestrian Safety Education curriculum will have students:

- Review and demonstrate the appropriate steps to crossing the street (Physical Education Standards 1, 2, 3, and 4; Health Standards 4, 5, and 7)
- Demonstrate crossing safely and predictably in crosswalks and around a barrier (Physical Education Standards 1, 2, 3, 4; Health Standards 4, 5, and 7)

#### *State Education Standards*

The Washington State **Physical** Education Standards applicable to Day 3 learning objectives are:

- Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.
- Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

The Washington State **Health** Education Standards applicable to Day 3 learning objectives are:

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

#### *Materials*

- Jump ropes, basketballs, bean bags, etc. (items for exercise stations)
- Scooter or hula hoops
- Pedestrian Safety Education kit material(s):
  - One mock road and four crosswalks

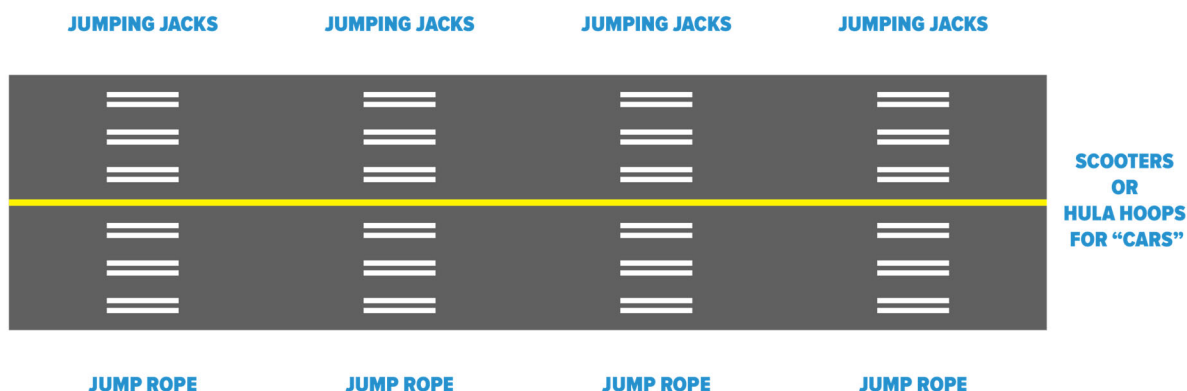
## DAY 3: PRIMARY

### Preparation

Using the Pedestrian Safety Education kit,

- Lay out one road and place the four crosswalks on the roadway evenly spaced out.
- Plan two exercise stations (one on each side of the road).
  - For example, jumping jacks on one side of the road, jumping rope on the other side of the road.
  - Plan stations that students already know how to do, such as jumping jacks, jumping rope, juggling bean bags, dribbling a basketball, etc.
- Set-up scooters or hula hoops at one end of the road that will serve as “cars”.

Figure 1. Pedestrian Kit Lay-out for Day 3 Primary with Example Activities



### Activity 1. Review (6 mins)

#### Vocabulary Review (4 mins)

Review vocabulary introduced in Day 1 and 2 for primary students, incorporating the actions associated with each vocabulary word. Then, introduce the new vocabulary words: crosswalk and shoulder.

WORD	DEFINITION	ACTION
<b>Day 1-2 Vocabulary Review</b>		
Pedestrian	Someone who walks or moves about using their feet, a wheelchair, or another mobility device.	Walking around the gym
Bicyclist	Someone who rides/pedals a bicycle.	Lay on back and do bicycle crunches
Vehicle	Something with wheels you can ride on or in to get around. Most are powered by motor – cars, trucks, buses – with the exception of bicycles. Bicycles are also vehicles because they follow the same traffic laws as cars.	Run laps around the gym, turning an imaginary steering wheel while making noises like a car
Edge	The side of the road, not the middle where cars drive, but where the sidewalk meets the road.	Point to an imaginary line in front of your feet

WORD	DEFINITION	ACTION
Signal	A gesture, picture, or sound used to give information or instructions.	Jump up while putting your hand out like you're telling someone to stop
<b>Day 3 New Vocabulary</b>		
Crosswalk	Any part of an intersection, either marked with white lines or unmarked without white lines, that is for pedestrians crossing a street or road (every intersection is a crosswalk).	Walk five steps then look left-right-left <i>No running, it's called a crosswalk, not a crossrun. That includes walking our bikes across.</i>
Shoulder	The edge of the road where cars are not driving. Sometimes there is a white line that separates the shoulder from the roadway (where cars drive). Use the shoulder when there's no sidewalk. Sometimes cars are parked here.	Standing in place, brush each shoulder with opposite hands

### Pedestrian Crossing Rhyme (2 min)

Review the Pedestrian Crossing Rhyme, using the hand motions.

Stop every time at the edge of the street

**(Body motions: stop hand, point down to edge)**

Use your head before your feet.

**(Body motions: both hands grasp head, touch toes)**

Make sure you hear every sound,

**(Body motions: cusp hands to ears and sway left and right)**

Look left, look right, look all around!

**(Body motions: exaggerate looking left, right, left)**



Transition: "Today we are going to put the poem into action by practicing using a crosswalk."

### Activity 2. Crosswalk Demonstration (20 mins)

#### Vocabulary Review and Road Setup (3 mins)

With the model crosswalks laid out on the model road, explain to the students what the crosswalk and street represent and review the vocabulary associated with the model, incorporating the movements associated with the words.

Start by walking around the model with your students, asking questions and pointing out features as you walk.

TEACHER QUESTION	STUDENT RESPONSE
1. What are we doing right now?	<i>Walking.</i>
2. What do we call people who are walking?	<i>Pedestrians.</i>
3. Where should pedestrians walk?	<i>The sidewalk or shoulder.</i>
4. Where is (would be) the sidewalk or shoulder on this model road?	<i>Have students point out where and have them walk along the pretend sidewalk or shoulder.</i>

5. What is a crosswalk?	<i>Where pedestrians cross the street.</i>
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### **Teacher Crossing Demonstration and Group Practice (4 mins)**

Model how to cross safely using the appropriate method for crossing the street, using the Pedestrian Crossing Rhyme and hand motions.

Key reminders for students:

- Always cross with an adult or older sibling who has permission to cross with a younger sibling.
- Each person should always make their *own* decision about what feels safe to them. They do not need to cross a street *simply because another* person has crossed. If it doesn't seem safe, don't cross!
- Following these steps helps us all be predictable, meaning acting in a way that other people (driving, walking, biking) expect us to!

Have students line up along the road and practice crossing together, remembering to stop at the edge of the road, and look left, right, left and all around before crossing.

### **Student Crossing Practice (5 mins)**

Split the students into four groups. Have these groups arrange themselves by the four crosswalks. Explain the activities on either side of the crosswalk. Model the following steps and then have the students do the crossing practice:

1. Students do the first activity ten times (e.g. 10 jumping jacks).
2. When done, students cross the street using the crosswalk and make sure to look left-right-left.
3. Students do the second activity ten times.
4. Repeat crossing the street and doing the activities for one minute.
5. After one minute, have students rotate to a different crosswalk. Students repeat Steps 1-4.

Have students rotate three more times until they are back to their original crosswalk.

### **Student Crossing Practice with Cars (8 mins)**

Next, form a fifth group of students by taking one student from each of the existing groups. This new group will be the first group to be "cars". They will use the scooters or hula hoops to take turns driving back and forth down the street. Remind them they must watch for pedestrians and stop when a pedestrian is in a crosswalk.

The four other groups will begin the activity, following the previous steps. This time they must watch for "cars" before crossing.

After one minute, have students rotate. In total, have students rotate five times so that every group has the opportunity to be "cars".

### *Closing Review (4 mins)*

Explain that we need to use these crossing safety skills at crosswalks and *all* intersections.

TEACHER QUESTION	STUDENT RESPONSE
1. Where is the safest place to cross?	<i>At a crosswalk, at an intersection, at the corners of the road</i>
2. Just because it has white lines telling us it's a crosswalk, does that mean we can just cross <b>without</b> stopping at the edge, looking left-right-left and all around before we make the smart choice if it's safe to cross?	<i>No!</i>
3. What do we do before we cross the street – with marked lines or without marked lines?	<i>Repeat Pedestrian Crossing Rhyme</i>
4. What about driveways and alleys? What do we do when we are walking on a sidewalk or shoulder and see a driveway?	<i>Treat them like a crosswalk! Cars could be backing out and not see us.</i>

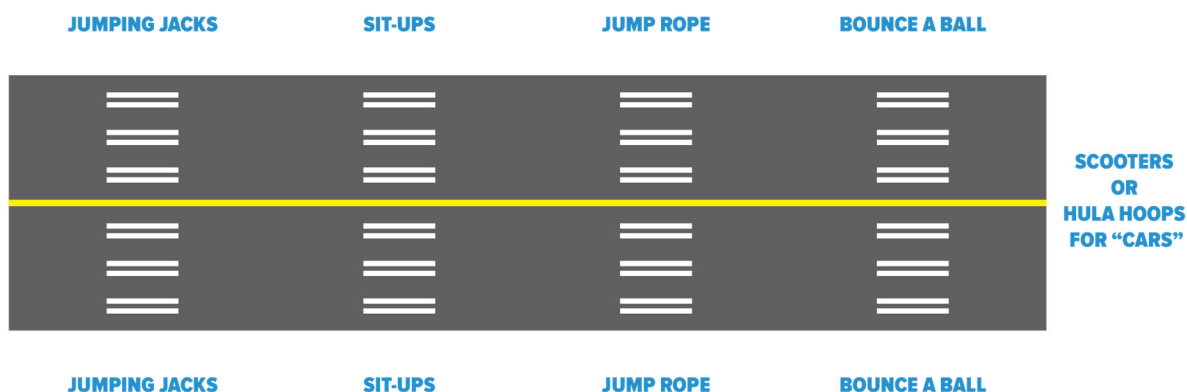
## DAY 3: INTERMEDIATE

### Preparation

Using the Pedestrian Safety Education kit,

- Lay out one road and place the four crosswalks on the roadway evenly spaced out.
- Plan four exercise activities (one activity per crosswalk)
  - For example, one crosswalk station has jumping jacks on both side of the road. The next crosswalk station has sit-ups on both side of the road.
  - Plan stations that students already know how to do, such as jumping jacks, jumping rope, squats, juggling bean bags, dribbling a basketball, etc.
- Set-up scooters or hula hoops at one end of the road that will serve as “cars”.

Figure 2. Pedestrian Kit Lay-out for Day 3 Intermediate with Example Activities



### Activity 1. Review (7 mins)

#### Vocabulary Review (4 mins)

Review vocabulary introduced in Day 1 and 2 for intermediate students, incorporating the actions associated with each vocabulary word. Then, introduce the new vocabulary words: crosswalk and shoulder.

WORD	DEFINITION	ACTION
<b>Day 1 and 2 Vocabulary Review</b>		
Pedestrian	Someone who walks or moves about using their feet, a wheelchair, or another mobility device.	Walking around the gym
Bicyclist	Someone who rides/pedals a bicycle.	Lay on back and do bicycle crunches
Edge	The side of the road, not the middle where cars drive, but where the sidewalk meets the road.	Point to an imaginary line in front of your feet
Intersection	A place where two or more streets come together and cross each other.	Jumping jacks
Signal	A gesture, picture, or sound used to give information or instructions.	Jump up while putting your hand out like you're telling someone to stop

WORD	DEFINITION	ACTION
Yield	To allow another person or vehicle to go first.	Fist bump, step side to side
<b>Day 3 New Vocabulary</b>		
Crosswalk	Any part of an intersection, either marked with white lines or unmarked without white lines, that is for pedestrians crossing a street or road (every intersection is a crosswalk).	Walk five steps then look left-right-left <i>No running, it's called a crosswalk, not a crossrun. That includes walking our bikes across.</i>
Shoulder	The edge of the road where cars are not driving. Sometimes there is a white line that separates the shoulder from the roadway (where cars drive). Use the shoulder when there's no sidewalk. Sometimes cars are parked here.	Standing in place, brush each shoulder with opposite hands

### Concept Review (2 mins)

Review key concepts presented in Day 1 and Day 2 for intermediate students:

TEACHER QUESTION	STUDENT RESPONSE
1. What should you do at the edge of a street before you cross?	<i>Stop, look left-right-left and all around.</i>
2. What do we do if we want to cross, yet there is no pedestrian signal (white walking person)?	<i>Same steps as crossing at a crosswalk (stop at the edge, face the direction we want to go, look left, right, left and all around), but with extra caution and attention, looking for drivers coming.</i>
3. What could make it hard to listen to and see cars and other people biking or walking?	<i>Listening to music or wearing headphones, looking at a phone, really big hoods or hats that obstruct or get in the way of seeing out of the corners of our eyes, etc.</i>
4. What does it mean to be 'predictable'?	<i>To behave in a way that is expected to other people using the roadway.</i>

### New Concept: Non-Verbal Communication (1 min)

Explain the importance of non-verbal communication: communicating or relaying a message to someone without using words. Examples of non-verbal communication are body language a pedestrian use when preparing to cross the street, like standing at the curb's edge and facing the direction the person wants to cross, motioning with a hand, nodding, etc. Non-verbal communication is important because it tells other people, especially people driving cars, that we want to cross in that direction so they know to slow down and stop for us.

## Activity 2. Crosswalk Demonstration (20 mins)

### Model Vocabulary Review (2 mins)

With the model road laid out on the ground, have the students walk along the (pretend) sidewalks around the model. Point out and ask the students what each segment represents (crosswalk, sidewalk, shoulder), reviewing the vocabulary associated with the model and referencing the actions from the vocabulary activities.

### Teacher Crossing Demonstration and Group Practice (5 mins)

Using the model crosswalk, demonstrate to the students how to cross safely using the appropriate method for crossing the street, using the rhyme and hand motions.

- Emphasize that each pedestrian should always make their *own* decision about what feels safe to them. They should not cross a street *simply because another* person has crossed. They are responsible for their own safety and for making good decisions. If it doesn't seem safe, don't cross!
- Following these steps helps us all be predictable, meaning acting in a way that other people (driving, walking, biking) expect us to!

Have students line up along the road and practice crossing once at a crosswalk, remembering to stop at the edge of the road, and look left, right, left and all around before crossing.

### Student Crossing Practice (5 mins)

Split the students into four groups. Have these groups arrange themselves by the four crosswalks. Explain the activities at each of the crosswalk stations. Model the following steps and then have the students do the crossing practice:

1. Students do the first activity ten times.
2. When done, students cross the street using the crosswalk and make sure to look left-right-left.
3. Students do the second activity ten times.
4. Repeat crossing the street and doing the activities for one minute.
5. After one minute, have students rotate to a different crosswalk. Students repeat Steps 1-4.

Have students rotate three more times until they are back to their original crosswalk.

### Student Crossing Practice with Cars (8 mins)

Next, form a fifth group of students by taking one student from each of the existing groups. This new group will be the first group to be "cars". They will use the scooters or hula hoops to take turns driving back and forth down the street. Remind them they must watch for pedestrians and stop when a pedestrian is in a crosswalk.

The four other groups will begin the activity, following the previous steps. This time they must watch for "cars" before crossing.

After one minute, have students rotate. In total, have students rotate five times so that every group has the opportunity to be "cars".

**Note:** Encourage both "cars" and pedestrians to use non-verbal communication. For example, cars stop and wave a pedestrian across. Pedestrians make eye contact with a driver and nod.



### *Demonstration (if time allows): Walking with No Sidewalks*

Have students sit around the roadway.

Explain how some streets in Tacoma do not have sidewalks. When this happens:

- Students should walk on the shoulder or as close to the shoulder as they can.
- They should never walk down the middle of the street.
- When walking down the street, they should always walk on the left side of the street in order to see cars coming.

Ask one student to volunteer to be a car. As the “car” drives down the roadway, demonstrate how to walk on the left side so that you can see the car coming.



*Figure 3. Example photo of pedestrians walking on left side of the road in order to see cars approaching.*

### *Closing Review (3 mins)*

Have students pair off and give each pair a ball. Students toss/bounce the ball back and forth, while you call out questions. The student catching the ball should call out the responses.

<b>Teacher Question</b>	<b>Student Response</b>
1. Where do you stand before crossing a crosswalk?	<i>At the edge.</i>
2. What do you do at the edge before you cross a crosswalk?	<i>Listen and look left-right-left, and all around.</i>
3. What does it mean to be ‘predictable’?	<i>To behave in a way that is expected to other people using the roadway.</i>
4. What is non-verbal communication? What are some examples?	<i>Communicating or relaying a message to someone without using words. Examples are standing at the curb, nodding, making eye contact, waving, etc.</i>

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## OVERVIEW

### *Purpose*

Day 4 builds upon the crossing basics to apply to more complex contexts, such as various intersections that students may experience when walking and visual barriers.

### *Learning Objectives*

- Demonstrate the appropriate method for crossing the street safely and predictably in crosswalks and at any edge (Physical Education Standards 2, 3, and 4; Health Standards 4, 5, and 7)
- Demonstrate how to follow basic road rules as a pedestrian and what it means to act predictably. (Physical Education Standards 2, 3, and 4; Health Standards 4, 5, and 7)
- Review traffic signs and signals, demonstrating how to act predictably as a pedestrian, exhibiting responsible personal and social behavior. (Physical Education Standards 2, 3, and 4; Health Standards 4, 5, and 7)
- Demonstrate how to navigate around a visual barrier. (Physical Education Standards 2, 3, and 4; Health Standards 4, 5, and 7)

### *State Education Standards*

The Washington State **Physical** Education Standards applicable to Day 4 learning objectives are:

- Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

The Washington State **Health** Education Standards applicable to Day 4 learning objectives are:

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### *Materials*

- Scooters or hula hoops
- Cones
- Recycling bin or tumbling mat
- Speakers and music (optional)
- Pedestrian Safety Education kit material(s):
  - Model roads and crosswalks
  - Laminated traffic signs and signals

## DAY 4: PRIMARY

### Preparation

Create a full (four-way stop) intersection using the intersection model and cones.

- Set up the intersecting roads and two crosswalks.
- Add in stop signs one both directions of only on one of the two roads.
- Collect two large items to use as visual barriers such as garbage bins or tumbling mat (placement indicated by "X" on the diagram).
- Place the exercise station materials in each section on the opposite ends of each crosswalks.
  - It is suggested to use the same activities as Day 3.

Figure 4. Pedestrian Kit Lay-out for Day 4 Primary with Example Activities

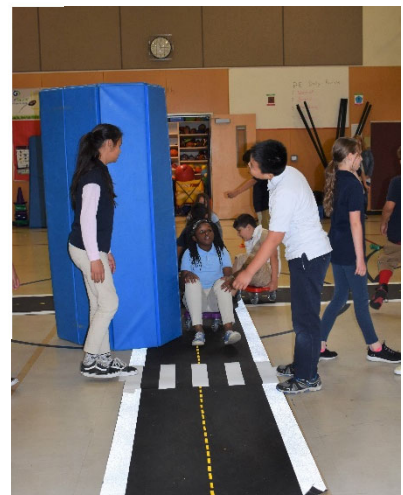
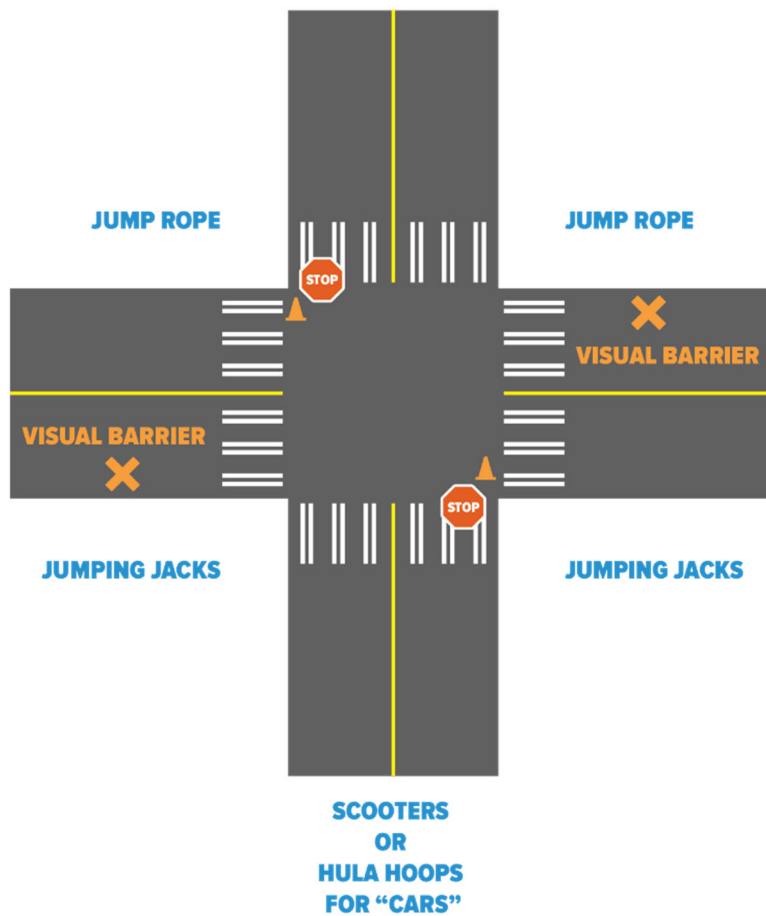


Figure 5. Day 4 intersections teaching activity at Stafford Elementary

### Activity 1. Review (7 mins)

#### Vocabulary Review (5 mins)

Review vocabulary introduced in Days 1-3 for primary students, incorporating the actions associated with each vocabulary word. Then, introduce the new vocabulary word: intersection.

WORD	DEFINITION	ACTION
<b>Days 1-3 Vocabulary Review</b>		
Pedestrian	Someone who walks or moves about using their feet, a wheelchair, or another mobility device.	Walking around the gym
Bicyclist	Someone who rides/pedals a bicycle.	Lay on back and do bicycle crunches
Vehicle	Something with wheels you can ride on or in to get around. Most are powered by motor – cars, trucks, buses – with the exception of bicycles. Bicycles are also vehicles because they follow the same traffic laws as cars.	Run laps around the gym, turning an imaginary steering wheel while making noises like a car
Edge	The side of the road, not the middle where cars drive, but where the sidewalk meets the road.	Point to an imaginary line in front of your feet
Signal	A gesture, picture, or sound used to give information or instructions.	Jump up while putting your hand out like you're telling someone to stop.
Crosswalk	Any part of an intersection, either marked with white lines or unmarked without white lines, that is for pedestrians crossing a street or road (every intersection is a crosswalk).	Walk five steps then look left-right-left. <i>No running, it's called a crosswalk, not a crossrun. That includes walking our bikes across.</i>
Shoulder	The edge of the road where cars are not driving. Sometimes there is a white line that separates the shoulder from the roadway (where cars drive). Use the shoulder when there's no sidewalk. Sometimes cars are parked here.	Standing in place, brush each shoulder with opposite hands
<b>Day 4 Vocabulary</b>		
Intersection	A place where two or more streets come together and cross each other.	Jumping jacks

## Rhyme Review (2 mins)

Review the Pedestrian Crossing Rhyme, including the hand and body motions.

Stop every time at the edge of the street

**(Body motions: stop hand, point down to edge)**

Use your head before your feet.

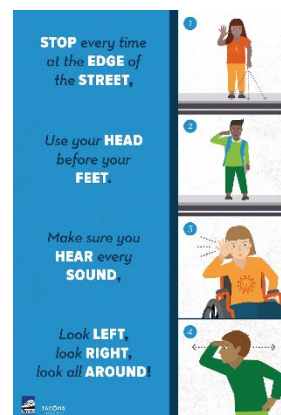
**(Body motions: both hands grasp head, touch toes)**

Make sure you hear every sound,

**(Body motions: cusp hands to ears and sway left and right)**

Look left, look right, look all around!

**(Body motions: exaggerate looking left, right, left)**



Transition: "Yesterday we learned how to safely walk across a crosswalk. Today we are going to learn how to cross at an intersection that might have some barriers."

## Activity 2. Intersections in Action (22 mins)

### Teacher Demonstration (4 mins)

With the model crosswalks laid out on the model roads, review the model while walking with the class in a circle, and along the pretend sidewalks:

TEACHER QUESTION	STUDENT RESPONSE
1. Where should pedestrians walk?	<i>The sidewalk or shoulder (brush your shoulders) along the side of a road.</i>
2. What is a crosswalk?	<i>Any part of an intersection, marked or unmarked with white lines, that is for pedestrians crossing a street or road (every place two roads meet is a crosswalk).</i>
3. What is an intersection?	<i>A place where two or more streets come together and cross each other.</i>
4. What is non-verbal communication? What are some examples?	<i>Communicating or relaying a message to someone without using words. Examples are standing at the curb, nodding, making eye contact, waving, etc.</i>

Review and demonstrate the appropriate method for crossing the street at intersections:

- We find a safe crosswalk without visual barriers
- We stop at the edge of the street
- We listen for traffic and look left-right-left and all around  
Listen and look left-right-left and also search behind you and in front of you. (Explain that cars may drive up from behind you at an intersection so they need to search behind as well as left and right.) Look in front of you because cars may be turning into the street you are trying to cross.
- We cross the street by walking, looking, listening, and moving in a straight line

### Intersection Practice (8 mins)

Split the class into five groups.

- **Four pedestrian groups:** each standing in a corner of the demonstration intersection.
- **One vehicle group** pretends to be vehicles along one road by either walking with hula loops or riding scooters along the length of the model road.
- **Optional crossing guards:** Optional to have select students be the “crossing guards” for each crosswalk to make sure the vehicle group slows down and stops for the pedestrian group.

Students will perform the activity in their station ten times. Once done, they cross the crosswalk – making sure to look left-right-left – and begin the next station’s activities. They repeat this for one-minute moving in a clockwise motion. (“Cars” do their activity for the entire minute.) After one-minute, direct students to go to their original station and then rotate. It’s at this time a new group of students will get to be the “cars”. Repeat the above directions four more times, or until every group has an opportunity to be a car.

Transition: “Great job! Now let’s make it harder, like we find in real life!”

### Visual Barriers Practice (10 mins)

Add in the mats or other large materials on one side of each crosswalk. (See diagram under Preparation for location.)

Explain that a visual barrier is something that makes it hard for us to see oncoming cars and drivers, and/or that make it hard for drivers to see us.

TEACHER QUESTION	STUDENT RESPONSE
1. What are examples of things that could make it hard for people driving cars to see us before we want to cross the street?	<i>Garbage cans, parked cars, or trees/bushes.</i>

Explain:

- If they want to cross the street but encounter a visual barrier, they should find another place to cross the street that is free of barriers and safe to cross, preferably in a crosswalk.
- If they do not see a safer place to cross without visual barriers, approach the edge of the barrier for a “second edge” and complete the stop-and-search method.
  - *Slowly step out so you can see just around the car. If clear, then cross. If a car is coming, look at the driver, make eye contact, and wait for them to stop.*
- It’s super important to not dart out into the road, especially from behind a parked car or garbage can. This is how we get hurt.

Demonstrate how you would cross the road when there’s something that would block a driver from seeing you:

- Identify a safe place to cross (point to the crosswalk) and that there is a visual barrier
- Walk through the Pedestrian Crossing Rhyme on the sidewalk/shoulder
- Walk to the edge of the visual barrier and repeat the Pedestrian Crossing Rhyme

Have students get into the same groups as the previous intersection practice. Have them repeat the exercise but this time stopping to look around the visual barrier.

### *Closing Review (1 min)*

Ask students the following questions to assess what they have learned from today's lesson:

<b>Teacher Question</b>	<b>Student Response</b>
1. Where do you stand before crossing at an intersection?	<i>At the edge.</i>
2. What should you be looking for?	<i>Traffic from all directions.</i>
3. What do you do if there is a visual barrier?	<i>Walk to the edge of the barrier and stop a second time. Then look left-right-left and listen for traffic.</i>
4. What do you do before you cross an intersection?	<i>Listen and look left-right-left, behind and in front of you if at an intersection.</i>



## DAY 4: INTERMEDIATE

### Preparation

Create a full (four-way stop) intersection using the intersection model and cones.

- Set up the intersecting roads and four crosswalks.
- Add in stop signs one both directions of only on one of the two roads.
- Mid-way through class, set up a traffic circle in the middle (use a cone or large object). Replace stop signs with yield signs.
- Collect two large items to use as visual barriers such as garbage bins or tumbling mat (placement indicated by "X" on the diagram).
- Place the exercise station materials in each section on the opposite ends of each crosswalks.
  - It is suggested to use the same activities as Day 3.

Figure 6. Pedestrian Kit Lay-out for Day 4 Intermediate with Example Activities

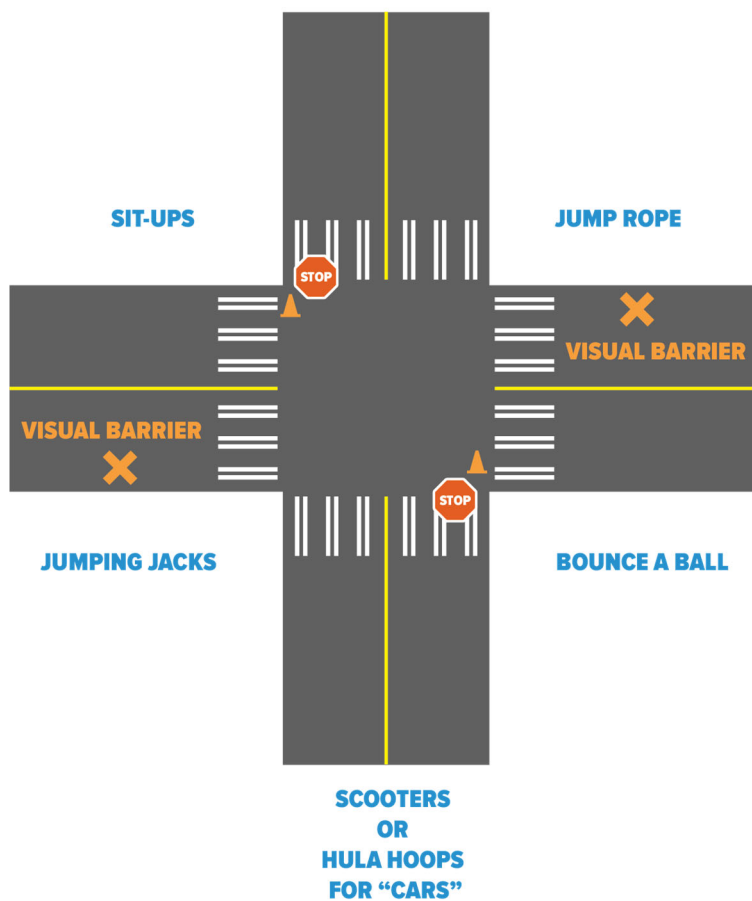


Figure 7. Day 4 intersections teaching activity at Stafford Elementary

## Activity 1. Review (5 mins)

### Vocabulary Review (3 mins)

Review vocabulary introduced in Days 1-3 for intermediate students, incorporating the actions associated with each vocabulary word. Then, introduce the new vocabulary word: traffic circle.

WORD	DEFINITION	ACTION
<b>Day 1 and 2 Vocabulary Review</b>		
Pedestrian	Someone who walks or moves about using their feet, a wheelchair, or another mobility device.	Walking around the gym
Bicyclist	Someone who rides/pedals a bicycle.	Lay on back and do bicycle crunches
Edge	The side of the road, not the middle where cars drive, but where the sidewalk meets the road.	Point to an imaginary line in front of your feet
Intersection	A place where two or more streets come together and cross each other.	Jumping jacks
Signal	A gesture, picture, or sound used to give information or instructions.	Jump up while putting your hand out like you're telling someone to stop.
Yield	To allow another person or vehicle to go first	Fist bump, step side to side
Crosswalk	Any part of an intersection, either marked with white lines or unmarked without white lines, that is for pedestrians crossing a street or road (every intersection is a crosswalk).	Walk five steps then look left-right-left. <i>No running, it's called a crosswalk, not a crossrun. That includes walking our bikes across.</i>
Shoulder	The edge of the road where cars are not driving. Sometimes there is a white line that separates the shoulder from the roadway (where cars drive). Use the shoulder when there's no sidewalk. Sometimes cars are parked here.	Standing in place, brush each shoulder with opposite hands
<b>Day 4 New Vocabulary</b>		
Traffic Circle	An intersection with a central circle where traffic can only move in one direction around the circle.	Spin in circles while standing

### Crossing Review (2 mins)

Ask the students similar questions from the end of Day 3:

TEACHER QUESTION	STUDENT RESPONSE
1. Where do you stand before crossing a crosswalk?	<i>At the edge.</i>
2. What should you be looking for?	<i>Traffic from all directions.</i>
3. What do you do before you cross an intersection?	<i>Listen and look left-right-left, behind and in front of you if at an intersection.</i>

## Activity 2. Intersections in Action (24 mins)

### Four-way Stop Intersection Practice (8 mins)

Split the class into five groups.

- Four pedestrian groups: each standing on a section of the demonstration intersection.
- One vehicle group: pretends to be vehicles by either speed walking/running, walking with hula loops, or riding scooters along the length of the model road.
- Optional crossing guards: have select students be the “crossing guards” for each crosswalk to make sure the vehicle group slows down and stops for the pedestrian group.

Instruct the vehicle drivers to pay attention to the ‘non-verbal communication’ of the students practicing crossing. Meaning, the students pretending to be vehicles will need to act as lawful, predictable vehicles. They will need to stop at stop signs and watch for pedestrians trying to cross the road. Pedestrians will be practicing nonverbal communication as they show drivers they wish to cross the road.

Students will perform the activity in their station ten times. Once done, they cross the crosswalk – making sure to look left-right-left – and begin the next station’s activities. They repeat this for one-minute moving in a clockwise motion. (“Cars” do their activity for the entire minute.) After one-minute, direct students to go to their original station and then rotate. It’s at this time a new group of students will get to be the “cars”. Repeat the above directions four more times, or until every group has an opportunity to be a car.

Transition: “Great job! Now let’s make it harder, like we find in real life!”

### Visual Barriers Practice (8 mins)

Add in the mats or other large materials on one side of each crosswalk. (See diagram under Preparation for location.)

Explain that a visual barrier is something that makes it hard for us to see oncoming cars and drivers, and/or that make it hard for drivers to see us.

TEACHER QUESTION	STUDENT RESPONSE
1. What are examples of things that could make it hard for people driving cars to see us before we want to cross the street?	<i>Garbage cans, parked cars, or trees/bushes.</i>

Explain:

- If they want to cross the street but encounter a visual barrier, they should find another place to cross the street that is free of barriers and safe to cross, preferably in a crosswalk.
- If they do not see a safer place to cross without visual barriers, approach the edge of the barrier for a “second edge” and complete the stop-and-search method.
  - *Slowly step out so you can see just around the car. If clear, then cross. If a car is coming, look at the driver, make eye contact, and wait for them to stop.*
- It’s super important to not dart out into the road, especially from behind a parked car or garbage can. This is how we get hurt.

### Traffic Circle (Roundabout) Practice (8 mins)

Modify the four-way stop intersection into a traffic circle intersection as described in Preparation. Swap out the stop signs for yield signs.

Explain:

- Intersections with traffic circles are very similar to four-way stop intersections.
- Drivers will be entering and exiting the intersection by moving around the traffic circle. This helps to slow people driving cars down. *Show how a car would turn left by running all 270 degrees around the traffic circle.*
- Pedestrians must use the same crossing skills, but be even more vigilant, as the vehicle drivers don't have a stop sign and may be moving faster. Pedestrians must clearly use non-verbal communication and drivers need to be even more vigilant.

Rotate through the 5 groups practicing crossing and being vehicles.

### *Closing Review (1 min)*

Ask students the following question to assess what they have learned from today's lesson.

TEACHER QUESTION	STUDENT RESPONSE
1. Why do we need to be extra cautious when crossing at an intersection with a traffic circle or where vehicles have a yield sign?	<i>Drivers are not required to stop (there's no stop sign), so they may be moving faster.</i>
2. What should you do if you encounter a visual barrier?	<i>Stop at the edge of the street, look left-right-left, then slowly step out next to the visual barrier and look left-right-left again.</i>



## TOY RETRIEVAL & PARKING LOT SAFETY

### OPTIONAL

## OVERVIEW

### *Purpose*

Day 5 builds upon students' newly-honed crossing skills and applies them to often hazardous situations: darting into the road and navigating parking lots. Dart-outs into traffic from driveways and at intersections are one of the most common cause of vehicle crashes involving children under age fourteen.

Students will put the skills they've learned together and practice stopping at the edge, listening, and looking left-right-left again, to identify oncoming traffic before crossing streets when they are distracted, retrieving a toy, or in parking lot.

### *Learning Objectives*

- Demonstrate safe behaviors for exiting a vehicle, walking safely in a parking lot, and re-entering a vehicle (Physical Education Standards 2, 3, and 4; Health Standard 4, 5, and 7)
- Learn and practice how to safely retrieve a toy when playing near a road (Physical Education Standards 1, 4 and 5; Health Standard 4, 5, and 7)

### *State Education Standards*

Reference Learning Standards on page 3 for further detail on each standard.

The Washington State **Physical** Education Standards applicable to Day 5 learning objectives are:

- Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.
- Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.
- Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

The Washington State **Health** Education Standards applicable to Day 5 learning objectives are:

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Materials

- Music and speakers
- Cones (at least 12)
- Floor mats (at least 8)
- Frisbees (at least 8)
- Basketballs (at least 1 per every 3<sup>rd</sup> student for primary, and 1 per student for intermediate)
- Pedestrian Safety Kit materials:
  - Two model roads

## DAY 5: PRIMARY

### Preparation

**Activity 1:** On one side of the gym or large open space, lay out one model road, rather than an intersection (see Day 3 for example).

**Activity 2:** On the other side of the gym or open space, create a model parking lot by arranging the tumbling mats as if they are parked cars (at least 8), parked side-by-side in a row, with a driving lane down the middle. Designate two different stations using four cones each, placing basketballs at one station.

Figure 8. Day 5 Primary mock parking lot set up



### Activity. Review (2 mins)

#### Pedestrian Crossing Rhyme (2 mins)

Review the Pedestrian Crossing Rhyme, including the hand and body motions.

Stop every time at the edge of the street

*(Body motions: stop hand, point down to edge)*

Use your head before your feet.

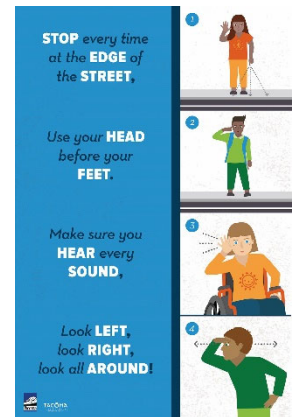
*(Body motions: both hands grasp head, touch toes)*

Make sure you hear every sound,

*(Body motions: cusp hands to ears and sway left and right)*

Look left, look right, look all around!

*(Body motions: exaggerate looking left, right, left)*



### Activity 1. Retrieving a Toy (10 mins)

Using the model road (or using lines on gym floor or lines made with tape), line all students up on an 'edge.' Pass out bean bags to each student.

#### Round 1

Introduction: Raise your hand if you've ever been playing near the road and your ball goes in the street.

TEACHER QUESTION	STUDENT RESPONSE
1. What should you do if a ball or toy goes into the road?	<i>Stop at the edge of the street, listen, look left-right-left</i>

Students throw and catch their own bean bags while music plays. When you stop the music, students gently toss their bean bags in front of them. If they drop the bean bag before the music stops, students must leave it on the ground.

Using the steps of the Pedestrian Crossing Rhyme, students act out how to retrieve their toy:

- They stop at the edge,
- Look left-right-left and listen,
- If it's clear (no vehicles coming), they can retrieve their bean bag and return safely behind the edge.

#### Round 2

Student volunteers pretend to be vehicles on scooters or using a hula hoop while they walk or scoot along the 'road.' Remind students that they must wait for a driver to stop or for the road to be clear before they try to retrieve their toy.

Repeat actions from Round 1. Rotate the volunteer students and practice as time allows.

### Activity 2. Parking Lot Safety (17 mins)

Transition: "Another time that can be dangerous when walking is in a parking lot because parking lots don't have crosswalks. Many times, they don't even have sidewalks."

### Introduction (3 mins)

Ask students: Have you ever felt nervous when walking in or crossing a parking lot? Parking lots can be dangerous if we are not careful.

Drivers can be moving around, backing up, and some will forget to pay attention to you as you are walking. When drivers are backing up, it's especially hard to see us.

TEACHER QUESTION	STUDENT EXAMPLE RESPONSES
1. What are some ways to be safe when walking through the parking lot?	<i>Stay with an adult when walking through the parking lot. Hold their hand, and walk, don't run. Watch for cars, especially the cars backing up (with white back up lights).</i>

### Teacher Demonstration (5 mins)

Discuss how to get out of the car in a parking lot, walk through the parking lot, and get back to the car. First, say and demonstrate these steps, then move into the activity.

- **Leave the car carefully:**
  - Wait for the driver to park and tell you it's okay to unbuckle your seat belt and get out of the car.
  - If you can, get out of the car on the *same* side as the driver. You may have to scoot across the seat to get to the same side. If you can't get out on the driver's side, ask the driver first if it's safe to get out.
  - Step out slowly, staying close to the car and stopping at the edge of the car.
- **Wait by the car for the adult:**
  - Once you have left the car, immediately take the driver's hand.
  - Do not walk away from the car to get to the driver. Wait for them and walk with them hand-in-hand.
- **Walk safely in the parking lot:**
  - At the edge of the car, before you start walking, use the crosswalk skills we learned, looking left, right, and all around.
  - Remember the rules for walking as if walking in a crosswalk: walk, don't run; don't play or push friends; stay close to our parents or adults; keep your head up, looking all around, and keep away from distractions.
- **Crossing the lot again:**
  - Again, hold your driver's hand, watch for traffic, and walk away from the backs of cars to get to your vehicle.
- **Re-entering the car:**
  - Stay close to the car door as you wait for it to be unlocked.
  - Get into the car and close the door quickly unless the adult is helping close the door.
  - Buckle up before the driver starts the car. Tell the driver if you are not buckled in so they know that you are not yet ready to leave.

### Student Parking Lot Practice (9 mins)

Practice parking lot safety skills, from exiting the car to crossing the parking lot using a game of 'Simon Says.' Pair up students up.



Students will practice parking lot skills three times, switching roles, as they pretend to get out of a car and go to the following places, doing the associated actions, and then back to the car to go to the next.

- Gym or Park – jumping jacks or dribbling a basketball
- Grocery store – jump rope to pretend pick out a healthy food

Have student pairs start on the mats (the driver has the Frisbee). Call out the following situations while the students act out what happens next:

- Park - stay seated on the mat and unbuckle
- Exit - freeze next to car, getting out on the same side as the driver, and stopping at the edge of the car.
- Ready? - grab pairs' hands, look left, right, left, and all around
- Walk - walk a few feet from the parked cars, but not in the middle of the parking lot (to their station)
- Vehicle coming! *or* Vehicle backing up! = freeze

Students then proceed to their stations (gym, park, grocery store) to complete the station activities. Have the students head back to the car, adding in these actions:

- Walk - walk a few feet from the parked cars, but not in the middle of the parking lot (back to their parking spot)
- Unlock - freeze next to the car
- Enter - open door, sit down on their mat, and buckle seat belt

### ***Closing Review (3 mins)***

Have students pair off and give each pair a ball.

Students toss/bounce the ball back and forth, while you call out questions. The student catching the ball should call out the responses.

TEACHER QUESTION	STUDENT RESPONSE
1. What do we wait for the driver to do before we unbuckle?	<i>Put the car in park.</i>
2. On what side of the car should we exit?	<i>The same side as the driver.</i>
3. After we exit the car, what should we do before we take any steps in the parking lot?	<i>Hold an adult's hand.</i>
4. Where do we wait when we get out of the car?	<i>Next to the car, standing close to the car.</i>
5. What's the first thing we do when we get back into the car?	<i>Buckle up!</i>

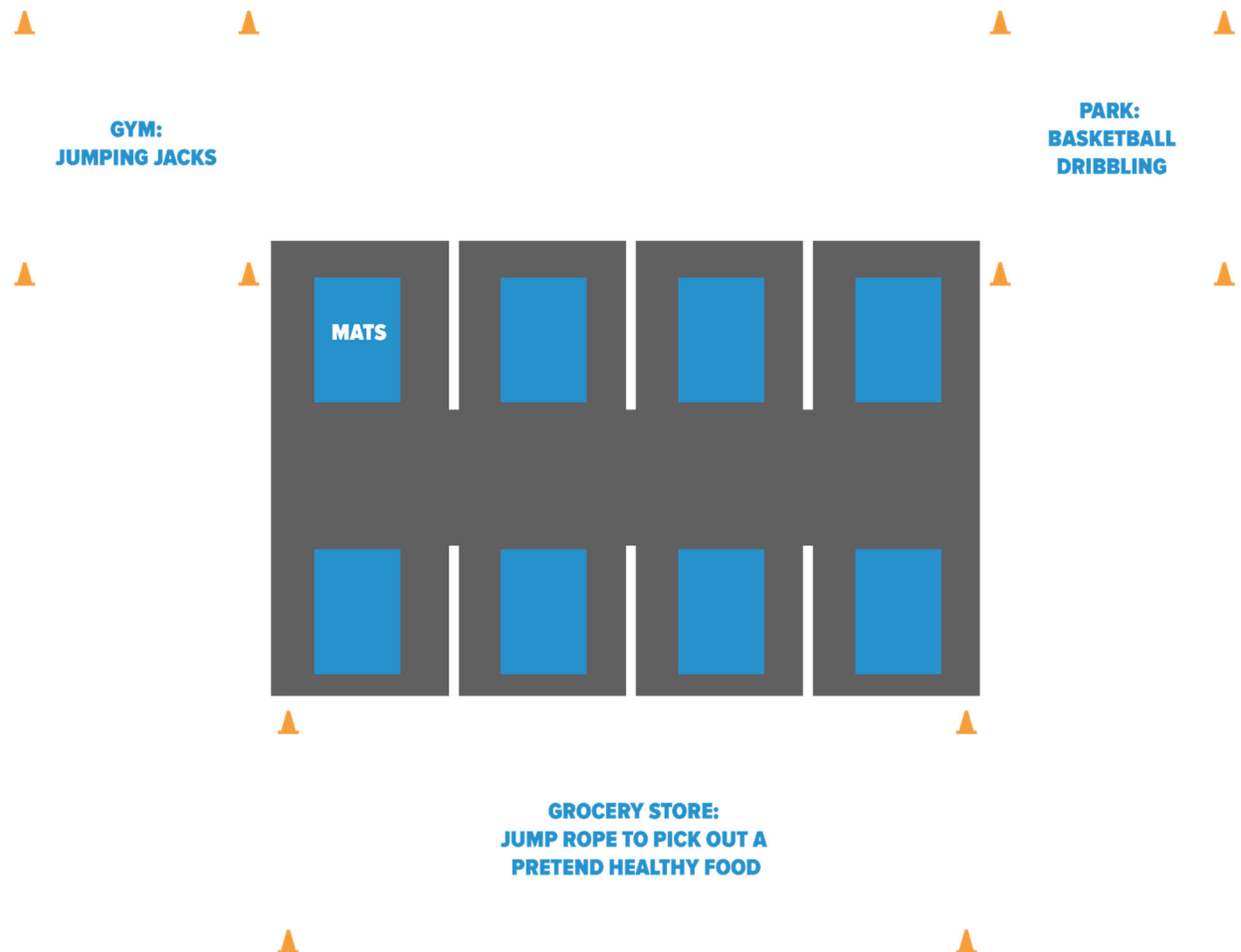
## DAY 5: INTERMEDIATE

### Preparation

**Activity 1:** Pull the model road to the basketball court with the road parallel to the base lines.

**Activity 2:** On the other side of the gym or open space, create a model parking lot by arranging the tumbling mats as if they are parked cars (at least 8), parked side-by-side in a row, with a driving lane down the middle. Designate three different stations using four cones each, placing basketballs at one station.

*Figure 9. Day 5 Intermediate mock parking lot set up*



### Activity 1. Retrieving a Basketball (10 mins)

Either in the gym or outside, have students line up single-file in the central round in the basketball court. With the model roads on each side of the court's paint lines:

- Explain what area is the park or play area, and
- Identify where the roads meet the paint lines represents the 'edge' of the street, e.g. the roadway where cars could be driving.

Select a few volunteers to be 'vehicles,' walking or running back and forth on the road with hula hoops or on scooters, respectful of the other students lined up. Pass out basketballs to each remaining student.

While playing music, individually have students dribble up to where you want them to shoot and take one shot at the basketball. Each time a ball goes out of the paint, stop the music. When their ball goes out of the paint and into or beyond the road, instruct them to pause at the edge, listen for traffic and look left-right-left, and if it's clear, have them retrieve their ball. Upon retrieving their ball, each student should return to the back of the line. Rotate the volunteer students and practice as time allows.

## Activity 2. Parking Lot Safety (17 mins)

### Introduction (3 mins)

Ask students if they've ever been surprised by a car when walking in or crossing a parking lot. For example, have you ever been crossing a parking lot and a car backing up hasn't seen you?

Discuss the traffic and hazards associated with parking lots. For example, parking lots are places that can be very dangerous if we are not careful because cars are coming in many different directions, moving forward and in reverse. Some drivers will forget to pay attention to you as you are walking, or could have difficulty seeing you when backing out of a parking spot or if you dart from between two parked cars.

TEACHER QUESTION	STUDENT EXAMPLE RESPONSES
1. What are some ways to be safe when walking through the parking lot?	<i>Stay with an adult when walking through the parking lot. Walk, don't run. Watch for cars, especially the cars backing up.</i>

Explain we can use the same skills and treat getting out of cars or walking from between two parked cars kind of like crossing a street.

### Teacher Demonstration (5 min)

Discuss and demonstration each step involved in getting out of the car in a parking lot, walking through the parking lot, and getting back to the car:

- **Leave the car carefully:**
  - Wait for the driver to park and tell you it's okay to unbuckle your seat belt and get out of the car.
  - If you can, get out of the car on the *same* side as the driver. You may have to scoot across the seat to get to the same side. If you can't get out on the driver's side, ask the driver first if it's safe to get out.
  - Step out slowly, staying close to the car and stopping at the edge of the car.
- **Wait by the car for the adult:**
  - Once you have left the car, stay close to the driver.
  - Do not walk away from the car to get to the driver. Wait for them and walk beside them.
- **Walk safely in the parking lot:**
  - At the edge of the car, before you start walking, use the crosswalk skills we learned, looking left, right, and all around.
  - Remember the rules for walking as if walking in a crosswalk: walk, don't run; don't play or push friends; stay close to our parents or adults; keep your head up, looking all around, and keep away from distractions.

- **Crossing the lot again:** Walking back to the car, you should walk beside the adult, watch for traffic, and walk away from the backs of cars to get to your vehicle.
- **Re-entering a car:**
  - Stay close to the car door as you wait for it to be unlocked.
  - Get into the car and close the door quickly unless the adult is helping close the door.
  - Buckle up before the driver starts the car. Tell the driver if you are not buckled in so they know that you are not yet ready to leave.

Ask students the following questions:

TEACHER QUESTION	STUDENT RESPONSE
1. What should you do if they see a car driving in their direction or backing up?	<i>Freeze and wait until it is clear.</i>
2. Where should you walk in relation to the parked cars. Right behind the cars? A few feet away? In the middle of the parking lot?	<i>Do not walk down the middle of the parking lot or too closely to the back of the cars. Drivers may not be able to see you.</i>
3. What should you do if you drop a toy when walking in the parking lot?	<i>Stop and watch where it goes without leaving the adult. Tell the adult where it is and go with the adult to get it when there are no cars coming.</i>

### Student Parking Lot Practice (9 mins)

Practice parking lot safety skills, from exiting the car to crossing the parking lot using a game of 'Simon Says.' Pair up students up.

Students will practice parking lot skills three times, switching roles, as they pretend to get out of a car and go to the following places, doing the associated actions, and then back to the car to go to the next.

- Gym – jumping jacks
- Park – dribbling a basketball
- Grocery store – jump rope to pick out a pretend healthy food

Have student pairs start on the mats (the driver has the Frisbee). Call out the following situations while the students act out what happens next:

- Park – stay seated on the mat and unbuckle
- Exit – freeze next to car, getting out on the same side as the driver, and stopping at the edge of the car
- Ready? – be near each other, look left, right, left, and all around
- Walk – walk a few feet from the parked cars, but not in the middle of the parking lot (to their station)
- Vehicle coming! *or* Vehicle backing up! – freeze

Students then proceed to their stations (gym, park, grocery store) to complete the station activities. Have the students head back to the car, adding in these actions:

- Walk – walk a few feet from the parked cars, but not in the middle of the parking lot (back to their parking spot)
- Unlock – freeze next to the car
- Enter – open door, sit down on their mat, and buckle seat belt

### *Closing Review (3 mins)*

Have students pair off and give each pair a ball.

Students toss/bounce the ball back and forth, while you call out questions. The student catching the ball should call out the responses.

TEACHER QUESTION	STUDENT RESPONSE
1. What do we wait for the driver to do before we unbuckle?	<i>Put the car in park.</i>
2. On what side of the car should we exit?	<i>The same side as the driver.</i>
3. After we exit the car, what should we do before we take any steps in the parking lot?	<i>Hold an adult's hand or stand close to the adult.</i>
4. Where do we wait when we get out of the car?	<i>Next to the car, standing close to the car.</i>
5. What's the first thing we do when we get back into the car?	<i>Buckle up!</i>

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# PEDESTRIAN SAFETY CELEBRATION

## OPTIONAL

### OVERVIEW

#### *Purpose*

This is a culminating activity that combines all of the learned pedestrian skills. There are a few variations available for Day 6, depending on the ability to take the class outside without significant interference with recess. An indoor Pedestrian Field Day or the School Site-Walk are fun ways to celebrate and review the pedestrian skills that the students have learned. These two options can include a goal setting take-home. A third alternative, Mellow Peds, is offered to incorporate drawing and in-class goal setting.

#### *Learning Objectives*

- Demonstrate mastery of the appropriate method for crossing the street at any edge (Physical Education Standards 1, 2, 3, and 4; Health Standards 4, 5, and 7)
- Demonstrate mastery of crossing safely at intersections and in different situations, with and without visual barriers (Physical Education Standards 1, 2, 3, and 4; Health Standards 4, 5, and 7)
- Demonstrate how to act predictably as a pedestrian, exhibiting responsible personal and social behavior, and following traffic signs and signals appropriately. (Physical Education Standards 2, 3, and 4; Health Standards 4, 5, and 7)
- Review safe behaviors for exiting a vehicle, walking safely in a parking lot, and re-entering a vehicle (Physical Education Standards 2, 3, and 4; Health Standard 4, 5, and 7)
- Review how to safely retrieve a toy when playing near a road (Physical Education Standards 1, 4 and 5; Health Standard 4, 5, and 7)
- Practice setting goals to enhance health and safety through walking (Health Standard 6)

#### *State Education Standards*

Reference Learning Standards on page 3 for further detail on each standard.

The Washington State **Physical** Education Standards applicable to Day 6 learning objectives are:

- Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.
- Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.
- Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

The Washington State **Health** Education Standards applicable to Day 6 learning objectives are:

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Materials

Materials needed depends upon which Activity 2 Option you would like to use.

### Option 1: School-Site Walk

- Site walk check list print out
- Pencils
- Traffic signs and signals (see page 15)
- *Goal setting handout*

### Option 2: Pedestrian Field Day

- Pedestrian kit road model (roads, crosswalks)
- Station activities: jumping rope, basketballs, bean bags, hula hoops, etc.
- Parking lot practice: Mats, Frisbees, scooters, and cones
- Visual barriers: mats or large bins
- Laminated stop signs (4)
- *Goal setting handout*

### Option 3: Mellow Peds

- Markers
- Plain paper (primary)
- School map print-outs (intermediate)
- Clip boards
- *Goal setting handout*

## DAY 6: PRIMARY

### Preparation

Preparation needs depend on which Activity 2 Option you would like to use. Review the Activity 2 Options for primary and intermediate to select which option you would like to use.

### Option 1: School-Site Walk

- Create and print out a school site walk check list (include items that students could find on school property or see from the school grounds, like stop signs)
- Gather your traffic signs and signals, organizing by primary vs. intermediate

### Option 2: Pedestrian Field Day

Set up three stations: intersection, toy retrieval, and parking lot

- Intersection: Indoors or outside, set up the full model roads to form an intersection with stations in each quadrant. Gather station materials. Station ideas include: jumping rope, dribbling basketballs, jumping jacks, hula hooping, frogger jumps, rock paper scissors, etc.
- Toy retrieval:



- Primary: using cones, masking tape, or lines in the gym, designate an edge of the road. Place the bean bags and scooters at this station.
- Intermediate: using the basketball hoop, place mats outside the paint lines to represent the road.
- Parking lot: Place four mats and Frisbees in this station area, such that two mats are in one row and the other are in another row, mimicking a driving lane between them. Designate two nearby areas with cones as the gym or park. Place any gym or park materials in these locations, such as basketballs or jump ropes.

### Activity 1. Introduction Review (5 mins)

Review the Pedestrian Crossing Rhyme, including the hand and body motions.

Stop every time at the edge of the street

**(Body motions: stop hand, point down to edge)**

Use your head before your feet.

**(Body motions: both hands grasp head, touch toes)**

Make sure you hear every sound,

**(Body motions: cusp hands to ears and sway left and right)**

Look left, look right, look all around!

**(Body motions: exaggerate looking left, right, left)**



Ask students the following review questions about how to cross an intersection:

TEACHER QUESTION	STUDENT RESPONSE
1. Where should you stand before crossing an intersection?	<i>At the edge.</i>
2. What are you looking for?	<i>Traffic from both directions and visual barriers.</i>
3. What do you do before you cross an intersection?	<i>Listen and look left-right-left, behind you and in front of you.</i>

### Activity 2. - Option 1. School Site-Walk (15 mins)

While staying on school property, walk the school boundaries in a line or in an organized, safe fashion doing the following:

- At any clear edge, driveway, or change in surface (from pavement to woodchips or grass), pretend it's an edge and go through the Pedestrian Crossing Rhyme steps.
- Ask students to look at the nearby streets and call out traffic signs and signals they can see. Stop and have students look at their site walk checklist and cross off what they find.
- Ask students to call out any intersection, cross walk, or other vocabulary concept learned in Days 1 – 5. Consider reminding them of some of the movements associated with each term on Day 1 and ask them to act this out as permitted in the space.
- Ask students to identify visual barriers, such as parked cars, large bushes and garbage cans that may block a drivers' view of students wanting to cross the street.

## **Activity 2. - Option 2. Pedestrian Field Day (15-20 mins)**

Split the entire class into three groups, which will rotate through the three pedestrian field day stations.

### **Station 1: Intersections in Action**

Indoors or outside, with the model road crossings set up as a full intersection and with visual barriers in place, split this intersection group into five smaller groups.

- Four pedestrian groups: each standing on a corner of the demonstration intersection.
- Vehicle group pretends to be vehicles along the road by either speed walking/running, walking with hula hoops, or riding scooters along the length of the model road.

After a few moments, call out “switch” and have the groups of active students cross the road to get to the other activity, showing and following the Pedestrian Crossing Rhyme steps. Make sure students correctly demonstrate how to cross when there is a visual barrier.

Rotate through the groups. Continue until everyone has crossed all four crosswalks, moving on to the next station after crossing all crosswalks.

### **Station 2: Retrieving a Toy**

Students throw and catch their own bean bag while music plays. When you stop the music, students gently toss their bean bags in front of them. If they drop the bean bag before the music stops, students must leave it on the ground.

Using the steps of the Pedestrian Crossing Rhyme, students act out how to retrieve their toy:

- They stop at the edge,
- Look left-right-left and listen,
- If it’s clear (no vehicles coming), they can retrieve their bean bag and return safely behind the edge

*Optional: This group could be integrated into an intersection station. For example, if students lose control of their toy in the basketball dribbling station or bean bag station, they could go retrieve it using the toy retrieval skills and with the model road adjacent to their station.*

### **Station 3: Parking Lot Safety**

With a couple mats set up for this station and cones marking one or two destinations (gym or park), have students practice their parking lot safety skills, going through the motions as pairs and checking each other with the steps. See Student Parking Lot Practice (9 mins) on page 44 for more detail.

## **Activity 2. - Option 3. Mellow Peds (15 mins)**

For an alternative that can also be done indoors with minimal set-up, guide the students through this drawing activity that reviews vocabulary and concepts.

Hand out pencils or markers, plain paper, and clipboards. Explain to students they are going to draw themselves walking to school and crossing a crosswalk.

Ask students to:

- Draw a crosswalk (zebra lines)
- Draw a stop signs on one end of the crosswalk
- Draw a pedestrian yellow sign before the crosswalk to tell drivers, ‘Hey! There’s a crosswalk coming up ahead’

- Draw school on the other end of the crosswalk
- Now draw themselves crossing the street!

Explain to students that they are rock star Pedestrians, drawing themselves walking to get around and safely crossing the street!

TEACHER QUESTION	STUDENT EXAMPLE RESPONSES
1. Why is walking a great thing for us to do?	<i>It's exercise. It's a free way to get around. You can do it to get almost anywhere. There's no pollution. Helps reduce the number of cars on the road!</i>

### **Activity 3. Super Charged Red-Light, Green-Light (5 - 10 mins)**

Remind students of the “Red-light, green-light” variation they played on Day 2 to learn traffic signs and signals.

#### **Vehicle Traffic Signs Review**

Review the vehicle signs found in the Pedestrian Safety Education kit. Remind students these are different from pedestrian signs because these are for people driving in cars or using other vehicles on the road.

Run through what sign means and what they do if they were driving a car when they see this sign. Consider having students pretend to be vehicles like they did in the vocabulary exercise (*run, turning an imaginary steering wheel while making noises like a car*) or have students “speed walk” while carrying hula hoops around their waists.

- Red light signal – stop running
- Green light signal – run
- Yellow light signal – slow your running or jog

When students reach the other end of the gym or field, transition to Pedestrian Signs.

#### **Pedestrian Signs Review**

Start by reviewing the pedestrian signs found in the Pedestrian Safety Education kit. Ask what each sign means and what they do as *pedestrians* when they see this sign.

Tell students that they will start *walking* and explain how you want them to respond when you show the symbol:

- Pedestrian crossing signal (white walking person)– walk ahead
- Pedestrian stop signal (red hand) – stop walking
- Stop sign – stop walking

The first student to reach the teacher is declared the “Crossing Champ.” Invite the “Crossing Champ” to replace you as the announcer, showing the cards for one more round.

***Integration Tip: Consider offering students a goal setting take-home item:***

- *Provide a goal setting worksheet with the following prompts such as:  
I want to \_\_\_\_\_ (action) by \_\_\_\_\_ (date), so I will \_\_\_\_\_ (outcome) to meet my goal.  
Or*
- *Provide students with instructions on how to log into WELNET® to set their goals and learning how to log their progress.*

**End with congratulatory high-fives/first bumps for completing the Pedestrian Safety Education unit!**

## DAY 6: INTERMEDIATE

### Preparation

Preparation needs depend on which Activity 2 Option you would like to use. Review the Activity 2 Options for intermediate to select which option you would like to use.

#### Option 1: School-Site Walk

- Print out the school site-walk check list (include items that students could find on school property or see from the school grounds, like stop signs)
- Gather your traffic signs and signals

#### Option 2: Pedestrian Field Day

Set up three stations: intersection, toy retrieval, and parking lot

- Intersection: Indoors or outside, set up the full model roads to form an intersection with stations in each quadrant. Gather station materials. Station ideas include: jumping rope, dribbling basketballs, jumping jacks, hula hooping, frogger jumps, rock paper scissors, etc.
- Toy retrieval: Using the basketball hoop, place mats parallel to the baseline to represent the road.
- Parking lot: Place four mats and Frisbees in this station area, such that two mats are in one row and the other are in another row, mimicking a driving lane between them. Designate two nearby areas with cones as the gym or park. Place any gym or park materials in these locations, such as basketballs or jump ropes.

### Activity 1. Introduction Review (3 mins)

Ask students to think of the Pedestrian Crossing Rhyme and ask:

TEACHER QUESTION	STUDENT RESPONSE
1. What do we first do when we want to cross the street?	<i>At the edge.</i>
2. Then what?	<i>Use our head before our feet. Listen and look left-right-left and all around for traffic.</i>
3. What if there's a visual barrier?	<i>Then walk to the edge of the barrier and stop a second time. Then look left-right-left and listen for traffic.</i>
4. What are we doing when we are crossing the street (in the crosswalk)?	<i>Looking up and all around us, looking and listening for oncoming traffic. Not be distracted (no headphones, not looking at a phone, or playing with a toy).</i>

### Activity 2. - Option 1. School Site-Walk (17 mins)

While staying on school property, walk the school boundaries in a line or organized, safe fashion doing the following:

- Identify any clear edge, driveway, or change in surface (from pavement to woodchips or grass), and pretend it's an edge. Students must practice safe crossing steps across these 'edges.'

- Have students look at the nearby streets visible from school property. Ask students to call out traffic signs and signals they can see. Stop and have students look at their site-walk checklist and cross off what they find.
- Ask students to call out any intersection, crosswalk, or other vocabulary concept learned in Days 1 – 5. Consider reminding them of some of the movements associated with each term on Day 1 and ask them to act this out as permitted in the space.
- Ask students to identify visual barriers, such as parked cars, large bushes and garbage cans that may block a drivers' view of students wanting to cross the street.

**Field Trip Alternative:** *If you are able to go off campus for this walk, you will need field trip forms signed for each student, a map of a safe and varied walking route that is one-half mile or less, and one adult volunteer for every five to eight students. The site walk would take the entire class time following the three-minute introductory review.*

*Identify a safe and varied approximately half-mile long route for this activity. The route should be located in a quiet neighborhood adjacent to the school; choose an area with sidewalks, traffic signals, and low traffic volume. If this is not possible, conduct the walk on the school campus. Include a couple of intersections and visual barriers.*

*Assemble the class and discuss the purpose of this final activity. Explain that the class will be going on a walk through the neighborhood while having a scavenger hunt.*

*Divide the class into small groups of five to eight students with an adult volunteer. Explain the expectations for all students, such as:*

1. *Stay beside your buddy and with your volunteer.*
2. *Stay on safe walking route (off private property and roadway).*
3. *Keep hands to yourself (not petting animals or picking up objects).*

*Provide volunteers with a map of the route to walk and a copy of the scavenger hunt list to help the students identify: visual barriers, cars, trucks, buses, crossing signs, traffic signals, etc. Consider having the scavenger hunt checklist for each student to mark off themselves only when on the sidewalks, safely away from traffic. If students have their own papers, instruct them that they should not be looking down at their papers, as this is a distraction and not demonstrating safe crossing behavior.*

*Practice crossing in pairs. Volunteers should model and call out the proper the appropriate method for crossing the street (stop and look left-right-left). Call out special hazards, such as driveways, parked cars, really big bushes, left turning cars, and tripping/accessibility hazards such as uneven sidewalks.*

*Stagger starting groups on the walk to avoid the groups crowding one another.*

## **Activity 2. - Option 2. Pedestrian Field Day (17 mins)**

Split the entire class into three groups, which will rotate through the three pedestrian field day stations.

### **Station 1: Intersections in Action**

Indoors or outside, with the model road crossings set up as a full intersection (with or without a traffic circle) and with visual barriers in place, split this intersection group into five smaller groups.

- Four pedestrian groups: each standing on a corner of the demonstration intersection.

- Vehicle group pretends to be vehicles along one road by either speed walking/running, walking with hula loops, or riding scooters along the length of the model road. The other road won't have vehicles to avoid vehicle collisions.

After a few moments, call out "switch" and have the groups of active students cross the road to get to the other activity, showing and following the Pedestrian Crossing Rhyme steps. Make sure students correctly demonstrate how to cross when there is a visual barrier.

Rotate through the groups. Continue until everyone has crossed all four crosswalks, moving onto the next station after crossing all crosswalks.

### **Station 2: Retrieving a Toy**

At the basketball hoop, have students in this group line up and shoot hoops. If and when their basketball goes out of the baseline and onto or across the mats, students must act out how to appropriately retrieve their ball:

- They stop at the edge,
- Look left-right-left and listen,
- If it's clear (no vehicles coming), they can retrieve their basketball and return safely behind the edge.

### **Station 3: Parking Lot Safety**

With a couple mats set up for this station and cones marking one or two destinations (gym or park), have students practice their parking lot safety skills, going through the motions as pairs and checking each other with the steps.

### **Activity 2. - Option 3. Mellow Peds (17 mins)**

For an alternative that can also be done indoors, but with minimal set up, guide the students through this drawing activity that reviews vocabulary and concepts.

Hand out pencils or markers, print outs of the school aerial maps and surrounding streets, and clip boards. Explain to students they are looking at a map of the school and the surrounding streets from the air, as if they are a bird looking down from the air.

Ask students to:

- Draw at least four crosswalks (zebra lines) near the school where they think it would be good to cross. They can draw them all as a part of an intersection or throughout the surrounding streets.
- Draw stop signs where they think it would make it safer to have near the crosswalks.
- Draw a pedestrian yellow sign before the crosswalk to tell drivers, 'Hey! There's a crosswalk coming up ahead.'

Explain to students that they just helped make the streets around the school safer by placing in crosswalks and signs that help pedestrians get around.

Now ask students to pick a random place on the surrounding streets as if that's home and have them draw the safest route to school using the crosswalks they previously drew.

### **Activity 3. Super Charged Red-Light, Green-Light (10 mins)**

Remind students of the “Red-light, green-light” variation they played on Day 2 to learn traffic signs and signals.

#### **Vehicle Traffic Signals and Signs Review**

Review the vehicle signs found in the Pedestrian Safety Education kit. Remind students these are different from pedestrian signs because these are for people driving in cars or using other vehicles on the road.

Run through what sign means and what they do if they were driving a car when they see this sign. Consider having students pretend to be vehicles (*run, turning an imaginary steering wheel while making noises like a car*) or have students “speed walk” while carrying hula hoops around their waists.

- Red light signal – stop running
- Green light signal – run
- Yellow light signal – slow your running or jog
- Yield sign – slow your running or jog
- Yellow pedestrian sign - slow your running or jog

When students reach the other end of the gym or field, transition to Pedestrian Signs.

#### **Pedestrian Signals and Signs Review**

Start by reviewing the pedestrian signs found in the Pedestrian Safety Education kit. Ask what each sign means and what they do as *pedestrians* when they see this sign.

Tell students that they will start *walking* and explain how you want them to respond when you show the symbol:

- Pedestrian crossing signal (white walking person)– walk ahead
- Pedestrian stop signal (red hand) – stop walking
- Pedestrian stop signal with countdown numbers – stop walking
- Yellow pedestrian sign – walk ahead

The first student to reach the teacher is declared the “Crossing Champ.” Invite the “Crossing Champ” to replace you as the announcer, showing the cards for one more round.

**Integration Tip:** Consider offering students a goal setting take-home item to establish a goal focused on walking and pedestrian safety. Tie this into Get Fit Summer for 5<sup>th</sup> grade students.

- Provide a goal setting worksheet with the following prompts such as: I want to \_\_\_\_\_ (action) by \_\_\_\_\_ (date), so I will \_\_\_\_\_ (outcome) to meet my goal.  
Or
- Provide students with instructions on how to log into WELNET® to set their goals and learning how to log their progress.

**End with congratulatory high-fives/first bumps for completing the Pedestrian Safety Education unit!**



# CURRICULUM REFERENCE MATRIX

After an extensive review of 11 existing pedestrian safety curriculum resources, the Pedestrian Safety Education Curriculum lesson plans were inspired by and modified from the following existing curriculum:

- Bicycle Alliance of Minnesota's Walk! Bike! Fun! (Grades K – 3)
  - Walk Fun! Lesson 1: Traffic and You
  - Walk Fun! Lesson 2: Visual Barriers and Model Street Crossing
  - Walk Fun! Lesson 3: Crossing Intersections
  - Walk Fun! Lesson 4: Neighborhood Walk and Celebration
- National Highway and Traffic Safety Administration's Child Pedestrian Safety Education (Grades 2 – 3, 4 – 5)
  - Lesson 1: Walking Safely Near Traffic
  - Lesson 2: Crossing Streets Safely
  - Lesson 3: Crossing Intersections Safely
  - Lesson 4: Parking Lot Safety
  - Lesson 5: Lesson 5: School Bus Safety
- City of Hillsboro, Oregon Safe Routes to School (Grades 4 - 5)
  - Lesson 1: Basic Rules of Pedestrian Safety
  - Lesson 2: Crosswalk Practice
  - Lesson 3: Practicing Safety