



# **Stop, Look and Listen**

## **Pedestrian Safety Lesson 1 of 2**

### **Grade level: 2**

**Subject Area:** Physical Education, Health

**Skill Set:** Pedestrian Safety

### **Introduction**

This 30-45 minute lesson will introduce Safe Routes to Schools, encourage walking and biking and teach students how to cross the street safely. The Lesson engages students through a class discussion, a seven-minute traffic-safety video, and an interactive game to teach these principles.

This is designed as a two-part lesson, to be followed by the Walk Around the Block neighborhood fieldtrip, available at <http://www.dot.co.pima.az.us/tpcbac/>.

### **Objective**

Students will be able to explain the benefits and hazards of walking, identify edges, and demonstrate the procedure of stopping at every edge and looking and listening for traffic before crossing the street.

### **Background Information**

Traffic crashes are the leading cause of death and severe injury for children ages 1 to 17. While many of these crashes occur while the children are riding in vehicles, children ages 5 to 9 have the highest rate of pedestrian-automobile crashes. The leading cause of child pedestrian-vehicle crashes pedestrian failure to stop at the edge of the roadway and check for moving cars (called “dart-out”). We do not recommend that second graders walk alone. Make sure that this lesson does not impart a false sense of security. Second graders have developmental limitations that make them vulnerable in traffic.

- ✓ Children are small and difficult to see, and have difficulty seeing around obstacles.
- ✓ A child’s field of vision is not fully developed.
- ✓ Children have difficulty identifying the direction from which a sound is coming.
- ✓ Children have difficulty gauging the speed and distance of moving objects.
- ✓ Children lack impulse control
- ✓ Children lack a sense of danger

### **Vocabulary**

Intersection- a place where two streets or pathways cross

Crosswalk- marked lines across the street that tell walkers where to cross the street

Edge- the side of the road, the end of the sidewalk, or the end of a parked car



## Materials

- ✓ Video: Step to Safety with ASIMO
- ✓ VCR/or DVD& monitor, with hookups and power source
- ✓ White board or chalk board
- ✓ Dry-erase pen or chalk

## Lesson Outline

### 1) Discussion: Introduce Safe Routes to Schools (SRTS)

SRTS is a program that teaches kids the importance of walking and bicycling as a way to get around. SRTS programs work to increase safety by teaching kids walking and bicycling skills and etiquette.

### 2) Discussion: The Four Fantastic Reasons to bike and walk to get around.

Ask students to provide reasons if they have previously discussed them or have ideas. When walking and biking, we're:

- ✓ cutting down on pollution
- ✓ getting good exercise
- ✓ cutting down on traffic
- ✓ having fun!

### 3) Survey: Who already walks or bikes to school

Conduct a brief oral survey. Ask students to raise hands if they sometimes bicycle, walk, skate, scooter or carpool to get around to stores, friends and relatives' houses, school or lessons.

### 4) Discussion: Walking and biking to school

Hold an interactive discussion about walking and biking to school. Cover the following questions:

- ✓ Are students allowed to walk or bike to school on their own in the 2nd grade?
- ✓ Who are the students walking or biking with?
- ✓ If students can't walk or bike to school, what are the reasons?
- ✓ Will students be able to walk or bike to school on their own when they get older?
- ✓ Name some other places students can walk and bike.


### 5) Video: Step to Safety with ASIMO

This video, produced by the National Safety Council and Honda, teaches basic pedestrian safety.

### 6) Activity: Basics of Crossing Safely

Allow students to review and build on the information delivered in the video while doing a simulated street crossing activity. Allow students to:

- ✓ Practice safe street crossing with the use of props on a small-scale course laid out in the classroom. Include "Walk" and "Don't Walk" traffic signals as training for larger intersections.
- ✓ Hold up the walk sign. What does this one mean?

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- ✓ Hold up the walk signal? What does this one mean?
  - ✓ Hold up the Don't Walk sign. What does this one mean?
  - ✓ Hold up the red hand. What does this one mean?
  - ✓ Flash the hand sign back and forth. What does this mean?

Include another student simulating a car on the course. Have students practice on the course. In the course of the activity:

- ✓ Discuss the video and demonstrate their understanding of the basic concepts: stop at every edge; look left then right then left again
- ✓ Discuss additional walking-safety measures, such as listening for cars and making eye contact with drivers.

### **7) Activity: Demonstrate Left and Right**

Conduct a game or activity (such as Simon Says) that requires students to demonstrate an understanding of left and right. The activity should also require students to look behind them—over their left shoulder, and over their right shoulder. The goal is to increase awareness of the fact that cars may approach from the rear and teach a technique for looking to see if cars are approaching.

### **8) Discussion: Left and Right**

Discuss the activity and the importance of the skills learned in the activity, including reasons for:

- ✓ understanding left and right
- ✓ looking behind us

### **9) Discussion: Basic Pedestrian Safety**

Conduct a discussion about the basic elements of pedestrian safety and crossing a street. Include the following:

- ✓ Vocabulary and infrastructure concepts: “intersection,” “crosswalk,” and “edge.”
- ✓ Supervision. Second graders should always walk with an adult, not alone.
- ✓ Stopping at every edge
- ✓ Looking left, then right, then left again, and looking over the shoulder to check for moving cars.
- ✓ Listening for moving cars.

### **10) Discussion: Personal Responsibility**

Discuss concepts of personal responsibility. This is an important issue for students when walking and biking on their own in later years.

- ✓ Review: Who already walks or bikes to school.
- ✓ Survey who wants to walk or bike in the future.
- ✓ Identify the people who help students walk and bike safely.
- ✓ Review personal responsibility concepts. Ask who is the one person that is responsible for them? Answer is “themselves.” Soon they will be old enough to walk and bike alone and must be responsible and thinking for themselves.
- ✓ Discuss the ideas of “safety in numbers” and traveling with adults.



### **Assessment**

This classroom lesson should be followed by the lesson Walk Around the Block, a neighborhood walk during which students can practice and demonstrate crossing the street, stopping at edges, and identifying dangerous locations. Teachers can observe students; evaluate their abilities, and correct mistakes.

### **Closing**

Encourage students to practice these skills with their favorite adult or older sibling. Remind students to walk only with people that their parents know and say it's OK to walk with. (This is not designed to be a lesson on stranger danger. A separate lesson on stranger danger may be appropriate. Inquire with a school safety or local law enforcement officer for assistance.)





Additional Safe Routes to School Lesson Plans can be found at:  
[www.dot.pima.gov/tpcbac/SafeRoutes.htm](http://www.dot.pima.gov/tpcbac/SafeRoutes.htm)

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