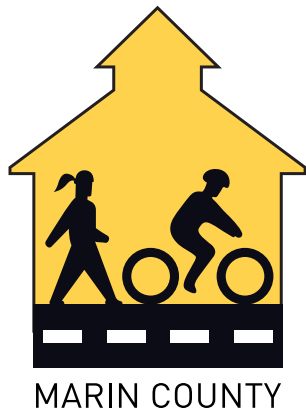


# 2nd Grade: PEDESTRIAN SAFETY UNIT



## SAFE ROUTES TO SCHOOLS **CURRICULUM**

SAFE STREET CROSSING is the first class we offer addressing road safety and transportation choices.

2nd grade: Pedestrian Safety Unit

4th grade: Three-part Bicycle Safety Unit

6th grade: Advanced Bicycle Safety Unit

Find our curriculum online at : [www.saferoutestoschools.org/curriculum.html](http://www.saferoutestoschools.org/curriculum.html)



## SAFE ROUTES TO SCHOOLS CURRICULUM

### TWO LESSONS FOR SECOND GRADE

# PEDESTRIAN SAFETY UNIT

## UNIT OVERVIEW:

This unit is designed to teach students to stop, look and listen before crossing the road.

**STOP**  
**LOOK**  
**LISTEN**

### **STOP, LOOK AND LISTEN**

30 - 45 minutes, classroom setting.

The first lesson introduces the safe street crossing method Stop, Look and Listen (SL&L) with a DVD and allows students to practice SL&L within the classroom through activities.

### **WALK AROUND THE BLOCK**

30 - 45 minutes, off-campus  
"walking" field trip.

After a quick review, this lesson allows students to practice safe street crossing on the nearby streets. Students are expected to cross the road independently following the SL&L method under adult supervision

### **BACKGROUND INFORMATION**

In the U.S. motor vehicle accidents are the leading cause of death for people ages 5 to 34. Amongst children ages 5 - 9, one fifth of these deaths are pedestrians.<sup>1</sup>

**Second graders are more vulnerable to traffic for the following reasons.**

- 1. They are physically smaller.**
  - It is difficult for motorists to see children.
  - Children have difficulty seeing around large objects
- 2. They are still developing.**
  - Children have difficulty gauging speed and distance of moving objects.
  - Children may lack impulse control and/or a sense of danger.

Students need to continue practicing these skills with supervision. We do NOT recommend that second graders walk alone. We do encourage children to "check for themselves" when crossing a road.

<sup>1</sup> Center for Disease Control and Prevention.  
[www.CDC.gov/Motorvehiclesafety/](http://www.CDC.gov/Motorvehiclesafety/)

## PEDESTRIAN SAFETY UNIT

### LESSON 1 OF 2:

#### **STOP, LOOK AND LISTEN (SL&L)**

*2nd Grade. 30 to 45 minutes. Classroom setting.*

This lesson introduces the street crossing method “Stop, Look, and Listen.” After briefly brainstorming the benefits of active transportation, the SL&L method is explained. A DVD demonstrates safe street crossing. Students practice SL&L through combinations of dance, Simon Says and role-playing.

#### **OBJECTIVE**

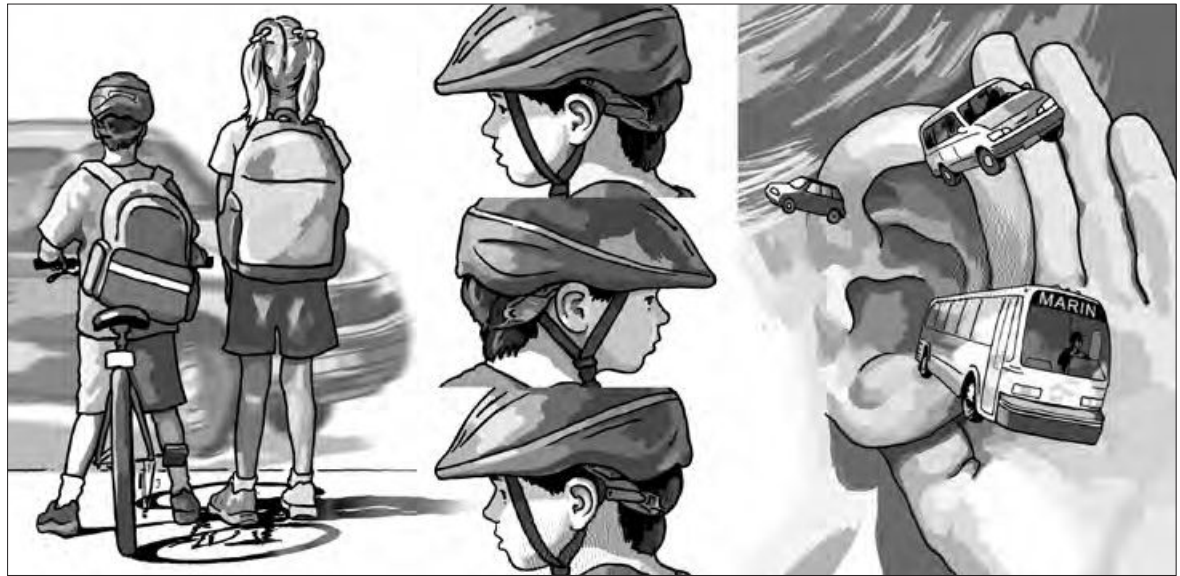
**Students will be able to identify the three steps to the Stop, Look, and Listen method.**

#### **ACTIVITIES**

Brainstorming, DVD video, dance, Simon Says, and role-playing.

*California Physical Education Standard.  
Grade 2, Rhythmic Skills.*

*1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.*



#### **INTRODUCTION:** 2 minutes.

Instructor’s name and relevant background.

What is Safe Routes to Schools all about?

*Hint: What are we going to talk about today?*  
getting to school safely  
getting to school using our legs

Briefly overview the 2 lessons:

Stop Look and Listen (SL&L)

*Today we learn how to safely cross the street.*

Walk Around the Block (WAB)

*Next class you will cross a real street.*

#### **MATERIALS**

- “Step to Safety” DVD (see resources) and DVD player such as TV or projector.
- white board with markers or other surface suitable for large writing
- for dancing: audio device to play music
- for role-playing: toy animals or characters (we like bicycle horns)

#### **VOCABULARY**

- Intersection
- Cross / “crossing the street”
- Crosswalk
- Pollution
- Traffic jam

walk  
bikes  
scoot  
skate

carpool  
bus  
hybrid

car  
truck  
motorcycle

**PROCEDURE: 20-40 minutes**

**1. Brainstorm all the different ways to go to school.**

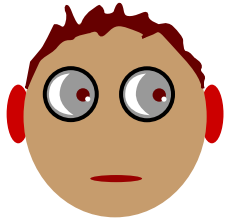
- List all reasonable answers on the board in three *unnamed* columns.
- Left: “active transportation.”  
No pollution or major traffic jams and allows exercise.
- Center: carpools, hybrids and buses.  
Lessened pollution and/or traffic impact.
- Right: other vehicles  
Pollutes, adds to traffic and requires no exercise.

**2. Why are some ways to get to school written on the left, while others are on the right?**

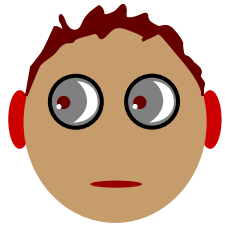
- a. Pollution:** Walk/bike/skate creates no pollution. Other choices create pollution.  
☛ *Hint: What happens when cars burn gas? Is car exhaust good to breathe?*
- b. Exercise:** Walk/bike/skate allows for exercise. Other choices do not allow exercise.  
☛ *Hint: What would a PE teacher say about walk/bike/skating? Is it good for you?*
- c. Traffic:** Walk/bike/skate creates minimal traffic. Other choices create traffic jams.  
☛ *Hint: What happens when everyone drives at the same time; What do you get stuck in?*
- d. Fun?** Do you have fun walk/bike/skating?  
☛ *Any answer to this question is correct.*
- e.** Is it possible to walk and drive to school? Introduce “remote drop-off.” Anyone can walk part of the way to school. Ask students to share how they use a combination of walking and driving to get to school.

**3. Walking**

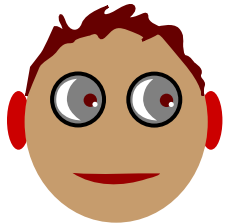
- a.** “Now we are going to focus on one of these ways to get to school, walking.”  
☛ Circle walking within the list of ways to get to school.
- b.** What is good about walking to school?  
No pollution, no traffic, exercise, and fun.
- c.** What do we need to watch out for when walking? Traffic, cars crossing your path.
- d.** There is a proven method that will keep you safe when crossing the street.
  - i.** People of all ages use this method.
  - ii.** You will use this method to cross the street next class.
  - iii.** This method will keep you safe walking, skating, biking, and even in cars!



LOOK LEFT,



LOOK RIGHT,



LEFT AGAIN

#### 4. Stop, Look and Listen

The method to cross the street safely is a 3-step method. Write the three steps in a column on the board. As you discover the three steps fill in the blank next to the corresponding number.

Act out each step in front of the class. *Exaggerate your movements.*

- If I want to cross a road, should I walk directly into the road? No.
  1. **Stop.** The first step is to stop before going into the street.
  2. **Look.** The second step is to look for traffic.
  3. **Listen.** The third step is to listen for traffic.
    - ☛ Hint: Cup your hands behind your ears and repeat the questions.
      1. **Stop**
      2. **Look**
      3. **Listen**

#### 5. Video, Safe Street Crossing

Play ASIMO “Steps to Safety” DVD.

##### KEY POINTS:

- i. Check for yourself, do not follow anyone or anything into the road
- ii. Your parents or guardians decide when and where you can walk
- iii. Demonstrate each step of the SL&L method
- iv. Look left-right-left for traffic
- v. Keep checking for traffic as you cross the street

##### ADDITIONAL POINTS:

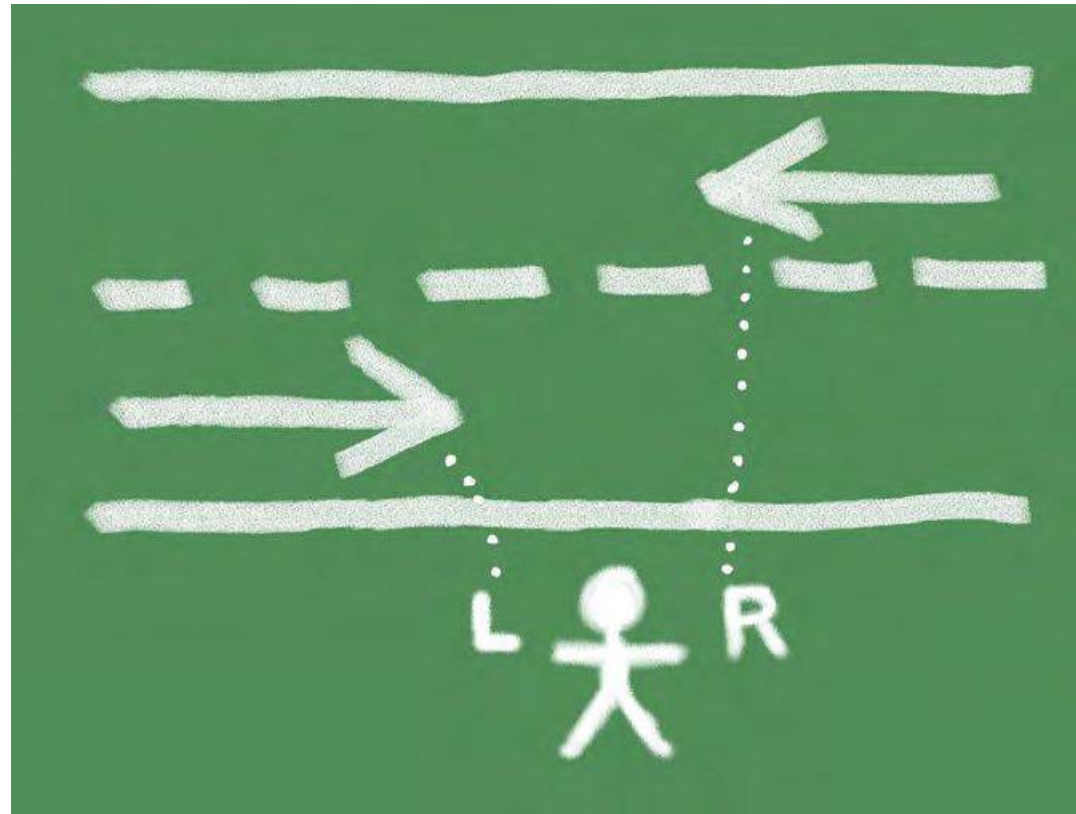
- vi. Traffic can come from multiple directions, including behind and in front of you
- vii. Make eye contact and use hand gestures to communicate with drivers
- viii. Check that parked vehicles are not running before walking around them
- ix. Use crosswalks whenever possible

## 6. Review Video

Review the key points to Stop, Look and Listen.

**The most complicated step of SL&L is looking.**

1. There is a certain way you must look for traffic.  
Which way should you look first for traffic?  
*Left.*  
Now which way should I look? *Right.*  
Am I done? *Look Left again.*
2. Write "Left-Right-Left" on the board after "Look"  
  1. Stop
  2. Look, **Left-Right-Left**
  3. Listen



3. Why is left so important? Why do we look left twice? Why do we look left first and last?
  - a. Draw the picture (above) to show how traffic on the left is closer than traffic on the right.
  - b. Consider demonstrating this with students in the class (crosser and two cars).  
-Keep the same "left" as the students for your street crosser.

- c. If a student asks about someone standing on the opposite side of the road.
  - i. Demonstrate how "left" and "right" switch when a person rotates 180°.
  - ii. Draw the additional person with left and right switched.
  - iii. The result is the same. Left-Right-Left is still the method.

## 7. Activities

### SIMON SAYS

The class must stand facing the instructor. Leave an arm's length in space between students. During the game you must not do anything unless "Simon Says" precedes the instructions. Model the movements for students to copy. If you make a mistake keep playing, no one is out.

- i. Simon Says stick out you left arm.  
*Check that all students know left from right*
- ii. Stick out your right arm.  
*Check that students did not move*
- iii. Simon Says put your arms down.
- iv. Simon Says look to your left for traffic.
- v. Simon Says look to your right for traffic.
- vi. Look back to your left.  
*Check that students did not move*
- vii. Simon Says look to you left to check for traffic.

**Variations include:** walking in place, stopping, and listening (cup hands around ears).

### HELP FRIENDS CROSS THE STREET

Introduce the toy animals (squeaky toys) as special friends that need help crossing the street.

- i. Ask the class for volunteers: *Who could help one of my friends cross the street?*
- ii. Line up student volunteers facing the front, backs to the class. (otherwise the L-R-L movements will be reversed)
- iii. Have the volunteers hold the toys above their heads.
  - ☛ Hint: Do not squeak the toy until it is safe to cross the street.
- iv. The volunteers need to help the toy *Stop, Look and Listen* by physically moving it.
- v. Setup the scene. The imaginary road with the students stopped at the curb.
- vi. What happens next? Talk the volunteers through the process if they are stuck.
  - a. They have stopped.
  - b. They look Left (pause), Right (pause), and Left again (pause).
    - ☛ Hint: Gently move the toy in their hands to look L-R-L if necessary.
  - c. Listen for traffic.
- iv. If the road is clear, walk the toy to the other side of the street. *Squeak!*

Repeat with two or three more groups. Use vocal cues from the audience if necessary. If you have extra time, roll play driving a car in front of the line or let a student do this. You can have "cars" coming from both directions.

### CHICKEN DANCE

A spin on the original Chicken Dance, but this time the chicken crosses the road.

*California Standard: PE Rhythmic Skills 1.18.*

**Motion 1:** Stomp feet for stopping, use hands to point to feet.



**Motion 2:** Scan left, right, left with a hand to your forehead.



**Motion 3:** Listen, hand behind ears

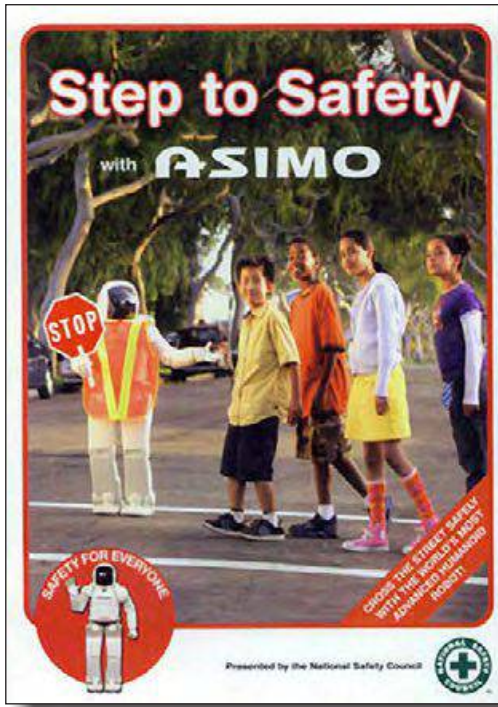


**Motion 4:** Clapping



**Bridge:** Usually 2-4 bars. Walk in place and practice "stop" or "go" hand signals for traffic.





## RESOURCES

“Step to Safety with ASIMO” DVD.  
Available at <http://www.walkinginfo.org/videos/>

Chicken Dance MP3: A number of  
Chicken Dances are available free online.

## CONCLUSION

You have just learned the proven 3-step method that will keep you safe when crossing a road. What are the three steps to crossing the road?

### 1. Stop 2. Look, L-R-L 3. Listen

- ✓ Next time we meet, you will be responsible for crossing a real road by yourself.
- ✓ You will need to Stop, Look and Listen.
- ✓ If you Stop, Look and Listen you will receive a Safe Street Crossing Certificate.

## ADAPTATIONS

### English assistance:

- Highlight key vocabulary prior to teaching the lesson.
- Draw pictures (or have full-size printed pictures) of items written on the board.
- Have students respond to questions in a small group setting, allowing them time to discuss.

## EXTENSIONS

- Create an imaginary road and practice SL&L with a student pretending to be a vehicle.

## ASSESSMENT

- *Simon Says* demonstrates the student’s awareness of left from right.
- *Helping friends cross the street* demonstrates the student’s ability to SL&L.
- *Chicken Dance* demonstrates ability to follow a simple folk rhythmic sequence.



## PEDESTRIAN SAFETY UNIT

LESSON 2 OF 2:

### WALK AROUND THE BLOCK (WAB)

2nd Grade. 30 to 45 minutes.

Off-campus walking field trip.

After learning the *Stop, Look and Listen* method during the previous lesson, students embark on a walk around the block nearby their school. Each student is given the opportunity to cross the street in a predesignated area. Upon successfully using the SL&L method, each student is awarded a certificate.

#### OBJECTIVE

Students will be able to cross the street safely using the Stop, Look and Listen method.

#### ACTIVITIES

Walk around the block, independent street crossing and safe street crossing pledge.

#### PREPARATION

- Check with the teacher that all necessary permission slips have been acquired.
- Be sure that *a second adult*, such as a teacher or parent, will accompany the walk. A second adult is necessary since class will be split during road crossings.



- Find *a location within one block* of the school to practice crossing the road. Watch for these items while scouting your location.
  - ✓ Continuous sidewalks
  - ✓ Low traffic and low speed roads
  - ✓ Mid-street crossing
  - ✓ Intersection/crosswalk crossing
  - ✓ Staging areas for the students to wait before or after crossing the road
  - ✓ Blind driveways
  - ✓ Consider the return route. Can the walk be a loop?
  - ✓ Items of interests such as parks, paths, plants, buildings, etc.

#### MATERIALS

- *Safe Street Crosser Certificate* for each student.
- Letter to the parents or guardian for each student.

#### VOCABULARY

- Certificate
- Pledge
- "Blind driveway"
- Crosswalk

## INTRODUCTION

Introduce instructor.

Review. Model each step:

- a. What three things do we do before crossing the road? *Stop, Look, Listen.*
- b. How should I look when looking for traffic? *Left-Right-Left.*

## PROCEDURE

Today we are taking a walk around the block and crossing roads with traffic.

### 1. Set Expectations

- You will be crossing the street by yourself, you must follow the SL&L step method.
- If you successfully use the SL&L method you will be awarded a certificate.
- For your safety, you must follow directions at all times.

### What are the rules for the walk?

- i. Stay on the sidewalk
- ii. Be silent whenever someone is crossing the street (so they can listen)
- iii. Stay between the adults

### Additional rules as necessary.

- iv. Do not pickup or grab plants or rocks
- v. Do not pet dogs or cats
- vi. Stay on the right side of the sidewalk to allow others to pass



## 2. Walk Around the Block. Reverse lights, driveways, and crosswalks.

During the walk highlight these three issues by finding examples. These stops can be made in any order, before or after the street crossing.

### a. Find the rear of a large vehicle along the route.

Gather the group behind a parked car; students on the sidewalk.

Check that the car is not running, and *SL&L* before standing directly behind the car.

There are three different lights on the back of every car.

- i. What does it mean when you see Red lights? *Braking.*
- ii. What does it mean when yellow lights are flashing? *Turning.*
- iii. What color (👉 Hint: not a color) lights up when the car is in Reverse? *White.*
- iv. Every car has white lights for reverse. Find examples of white lights.

Ask for a volunteer, preferably shorter in height, to stand directly behind the parked car.

- i. Could the driver in this car see our volunteer?
- ii. Could the driver in this car see the instructor?
- iii. It is difficult for drivers to see children, especially when backing up.

### b. Driveways and blind driveways.

Sidewalks are not devoid of vehicular traffic. Find a blind driveway or a driveway with a parked car.

- iii. Do cars ever cross the sidewalk?  
*Yes, at driveways.*
- iv. Even when you are on the sidewalk, *you must watch for cars.*
- v. A blind driveway is a driveway that is difficult to see around.
  - Could a driver see you?
  - Could you see a car coming?

### c. Crosswalks and intersections.

Crosswalks are special places designed for walking across the street.

- i. When drivers see a crosswalk they know to look for people walking.
- ii. Traffic is required by law to stop for people in crosswalks, yet often does not.
- iii. Busy crosswalks have a signal light often with a button.
- iv. Use crosswalks and signals whenever possible.



### 3. Walk Around the Block. Street crossing.

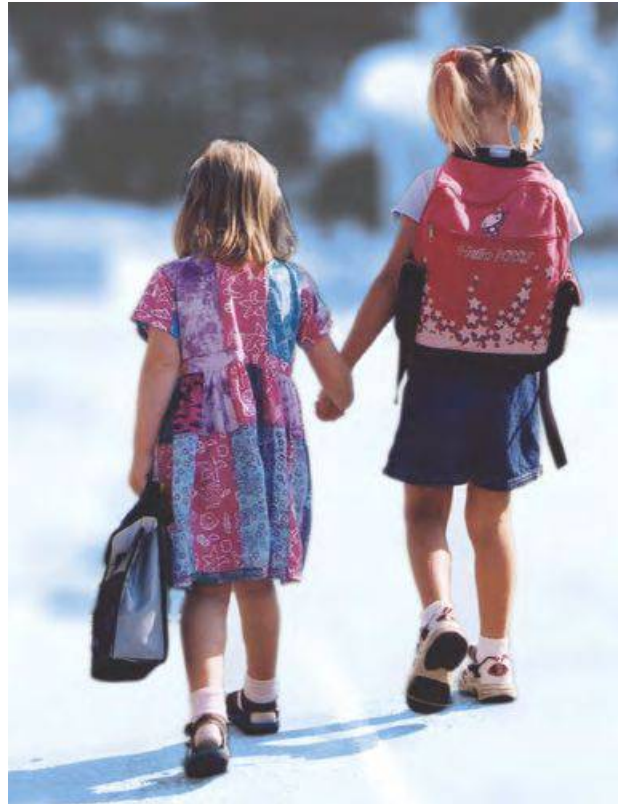
When you have arrived at the designated street crossing huddle the group away from the curb. Highlight significant features of this crossing.

- How many directions of traffic?
- Is there a crosswalk?
- Does anything hinder visibility, such as a corner?

Have the additional adult perform a model street crossing. Reinforce the steps of *SL&L*. The adult will remain on the other side of the street to receive incoming students.

Students cross in pairs. Each person must *SL&L* for themselves.

- i. Review the rule that waiting students must be quiet (in order to hear traffic).
- ii. Either ask for volunteers or pick pairs that are waiting patiently.
- iii. Deter students if they do not stop and look or if they choose an inappropriate time.
- iv. Prompt students to remember these strategies:
  - Keep looking for traffic while you cross.
  - Walk at a steady pace, do not run or stop in the road.
  - Communicate with drivers using hand signals.
- v. Upon crossing the street, wait quietly away from the curb.



### 4. Safe Street Crossing Pledge

Upon returning to the school or classroom, student's take the pledge found on the certificate.

- a. A pledge is like a promise. Before taking the pledge, raise your right hand.
- b. Repeat after me the three points of the pledge, one at a time.

*I will...*

- *Stop before crossing a road*
- *Look Left-Right-Left*
- *Listen*

### CONCLUSION

1. Congratulate the students for successfully passing the "safe street crossing program".
2. Remind the students that they are not yet ready to walk alone. They should always have an adult with them until their parents say otherwise.
3. Thank the students and teacher for having you as a guest in their classroom.
4. Leave the teacher a stack of certificates and letters.

### ASSESSMENT

During the street crossing evaluate each student.

### EXTENSION

Use the walk to take the class to a park. Identify plants and animals along the way.

### RESOURCES

Sample certificate and letters to the parents are available from our website.

[www.SafeRoutestoSchools.org/curriculum.html](http://www.SafeRoutestoSchools.org/curriculum.html)