



Walk Around the Block

Pedestrian Safety lesson 2 of 2

Grade level: 2

Subject Area: Physical Education, Health

Skill Set: Pedestrian Safety

Introduction

Practicing the safe crossing procedure of stopping at the edge, looking left then right, then left again and listening for cars before crossing the street.

Objective

This activity is the follow up to a classroom lesson that taught the students about the concept of the edge (curbs, the edge of the street if there is no curb and the edge of a parked car). The lesson emphasizes the importance of always stopping at or before every edge, looking and listening for moving cars.

Materials


- ✓ 2 parent volunteers for each 7-10 students
- ✓ 2 Safe Routes Instructors and classroom teacher
- ✓ Safe Street Crosser Certificate for each student

Each team will need:

- ✓ A cell phone, or walkie-talkie to contact the other group
- ✓ A first aid kit
- ✓ Safety vests or umbrellas, one vest per student or umbrella per pair

Preparation

Scout a route in a neighborhood that includes one basic intersection, at least one crosswalk, a blocked driveway (a driveway that is difficult to see because of a fence or a bush) and an opportunity to cross around parked cars. As much as possible, the walking route needs to be on sidewalks. The route works best if students move from least complicated to most complicated crossing. It works well to have an adult model crossing first at each intersection. As Safe Routes staff narrates each action adults can be trained on what we are teaching while the class is underway. For example: "We're going to watch as Mr. P. stops at the edge, looks left, right and left again. If it's clear, then he's going to start to cross. While he's crossing he's going to look both ways for any cars that might be coming." Having adults cross first also allows students to be supervised once they have crossed while Safe Routes Staff can continue to coach students on crossing technique. On larger streets or if short on time, the whole class may cross together.



Having students rotate buddy groups from first to last in line works well to keep the group engaged. Have groups find the next edge and rotate them to the end of the group after they have done their job. The Safe Routes Instructor can walk directly behind the leader group, watching for safety on the course.

Instructions

- ✓ Review previous lesson and have student narrate instructor through a safe street crossing in the classroom.
- ✓ The Walk Around the Block is a privilege; it is a reward for having done well in the previous classroom activity Stop Look and Listen. Today is your chance to practice and show what you have learned.
- ✓ You must stay with your group and listen to the leaders.
- ✓ If we signal you to STOP, it means STOP.
- ✓ Students will behave respectfully and safely; any unsafe behavior will not be tolerated.
- ✓ We expect you to stop at or before every edge, look left, then right then left, all the way over your shoulder like we just practiced. We stop, we look, and what else do we do? You can grab your ear for a hint... Listen

Activity

Play Simon Says game with squeaky toy to prepare youth for paying attention and to review left and right. Add in looking to see that shoes are tied, laced, buckled, etc.

Divide students into groups with 2 adults per student group of 7-10 students. Have students get into buddy groups that they will cross and walk with. Students should not go in front of Safe Routes instructors unless instructed. A signal will be given (usually with Squeaky Toy) at each teaching section (hidden driveway or crossing). Students are expected to be ready to listen for instruction at those points.

Discussion During Walk

- ✓ Would you ever go for a walk with a stranger? (NO)
- ✓ Would you ever go for a walk alone? (NO, second graders are not allowed to walk to school alone and should only walk with an adult or trusted older friend)

The Walk

Watch for potential hazards and ask the children to point them out:

- ✓ Running in the crosswalk. Drivers are not expecting fast movement in crosswalks and it makes it easier to trip and fall down in the middle of the street.
- ✓ Driveways (talk to them about how dangerous driveways are when you ride your bike on the sidewalk)
- ✓ Bushes blocking visibility
- ✓ Fences blocking visibility
- ✓ Intersections without crosswalks
- ✓ Intersections without stop signs or lights



At one intersection take the opportunity to ask why we look left first and twice. Point out that because cars always drive on the right side of the road, the car coming from the left is the one that will hit you first.

Create an opportunity to practice crossing between parked cars at the beginning or the end of the course; after stopping at the edge of the sidewalk and making sure that parked cars are not going to move, the next edge we must stop at is now between the parked car and to street.

At each crossing students will be more able to negotiate across intersections if they are able to use pedestrian hand signals such as Stop (showing an assertive palm and extended arm to drivers), Go ahead, I'm not ready to cross (an exaggerated waving motion in the direction you want to driver to proceed in) and Thanks (a friendly wave and thank you) for drivers that have stopped and shown good etiquette.

Discussion

- ✓ Encourage students to be observant and describe what they see on the walk and what they think about it. Are there lots of nice trees? Good sidewalks? Too much traffic?
- ✓ Ask them to talk about some places they like to walk or ride bikes and who they like to go with.

Activity

Hand out and fill out Safe Street Crosser Certificate.

Assessment

Were students able to display the Stop, Look and Listen procedure? Did they participate in the discussion? Did they make observations and have comments?

Closing

Suggest the students go home and share what they did with the adults they like to walk with and take them for a walk and show them what they know. Distribute a follow up letter to teacher for parents, explaining what was covered in class.





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

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