



Grade K Sample Lesson Plan: Unit 2 – Exploring Safety on the Road

SOLs

- K.1.K. Describe pedestrian safety, to include using sidewalks and crosswalks.
- K.1.L Describe bus safety practices, to include where to cross in front of the bus and staying in the seat facing forward.
- K.2.K Identify safe choices when walking, riding in a car and bus, and riding a bike.

Objectives/Goals

- Students will be able to identify and describe safety practices related to walking, riding a bike, and riding in cars and buses

Materials

- NHTSA Walkability Checklist
<http://www.nhtsa.gov/Driving-Safety/Pedestrians/Walkability-Checklist>
- Parked, open school buses

Procedure

Step 1

- Take a walk with the children using the walkability checklist to identify and discuss whether the route is a friendly place to walk. Send the checklist home for students to use with their families in their neighborhoods.

Step 2

- Take a safety walk around the school and near the parked school bus and discuss and illustrate safety rules such as crossing at crosswalks and not crossing when there are cars, using sidewalks, how to get off the bus safely and where to cross in front of the bus. Talk staying in the seat on the bus, facing forward and doing as the bus driver says.

Step 3

- A structured lesson plan for this is provided the following excerpts from Kindergarten Pedestrian Safety Lessons, Maryland Pedestrian and Bicycle Safety Education Program

Assessment Idea

- Prepare a worksheet for students to complete which depicts safe and unsafe choices when walking, riding in a car and bus, and riding a bike and have the students mark the safe choices. Are they able to identify the safe choices?

References

- NHTSA Walkability Checklist <http://www.nhtsa.gov/Driving-Safety/Pedestrians/Walkability-Checklist>
- Maryland DOT Pedestrian Safety Lessons for Kindergarten http://www.saferoutesinfo.org/sites/default/files/resources/ped-bike-safety_lessonsK-5_guide.pdf

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.



Pedestrian Lesson 1 – Kindergarten

Crossing Safely

Time: 20 Minutes

Objectives: To understand the need for crossing any street with care and caution. To become familiar with the important steps in crossing a street, such as stopping at the curb and finding the edge, looking left, right, and left again before crossing, and continuing to scan for traffic while crossing.

Maryland Learner Outcomes:

- Health, Health Behaviors (K-3): Identify rules that promote health.
- Health, Safety and Injury Prevention (K-3): There are behaviors, such as taking precautions and following rules, that are basic to safe daily living.

Materials: Overhead/Handout K.1.1 (the Edge); Overhead/Handout K.1.2; Looking Left-Right-Left Activity Diagram K.1.3; “Crossing the Street Song” K.1.4; 2 Shoeboxes; White paper; 2 sheets of construction paper, scissors, and glue stick (to make signs for boxes); Overhead projector (optional).

Suggested Teaching Venue: This lesson works best if taught outdoors using a curb in the school parking lot. There are several possibilities for implementation, including the home classroom during a health unit, physical education class, or any other indoor or outdoor classroom situation. The lesson is not limited to being taught in school—it may be offered through a club, community group, or other local organization.

Plan Ahead: Create overheads or copies of Overhead/Handout K.1.1, Overhead/Handout K.1.2 in Lesson Pack 1. Make copies of the “Crossing the Street Song” K.1.4 for each student. Attach the paper to the sides of the two boxes for use in the activity. *You may want to coordinate with music teacher on teaching the “Crossing the Street Song”

Vocabulary: pedestrian; edge; crossing; scan; diagonal; straight; safe; dangerous; left; right

Lesson Progression:

Introduction
Instruction
Activity
Conclusion

Note to teacher: This lesson is geared towards teaching kindergarteners the basics of crossing the street. It is important to note that children at this age are not ready to cross streets on their own. They should be encouraged to cross the street only with the help of an adult.

1. 50% to 60% of pedestrian injuries to children aged 5 to 9 are “mid-block dart-out” crash types. (*Federal Highway Administration, 1996*)
2. Pedestrians under age 10 are over represented in crashes where contributing factors are “ran into street”, “ran from between parked vehicles”, and “playing in street”. (*Federal Highway Administration, 1996*)



Pedestrian Lesson 1 – Kindergarten

Crossing Safely

Introduction (5 minutes)

Explain: Today we are going to learn about the steps to **crossing** the street safely.

Talk to the students about their street crossing experience.

Suggested Discussion Items:

1. How many of you have crossed the street in your neighborhood?
2. What do you do before you cross the street?
3. Have you ever chased a ball into the street?
4. Have you ever been crossing the street when a car came at you?
5. Have you ever gone for a long walk from your house? Where or why not?
6. What is a **pedestrian**? (someone who walks)

Instruction (5 minutes)

Explain: Let's learn about how to cross the street safely.

1. Have the students place their pencil on the edge of their desk. Ask them what happens to the pencil when it goes off the **edge**. Explain to them that when talking about crossing the street, the word edge means the line between **safe** and being in **danger**.

Show Overhead / Handout K.1.1, Diagram A.

1. If you were standing on spot **A** would you be safe, in danger, or on the edge?
2. If you were standing on spot **B** would you be safe, in danger, or on the edge?
3. If you were standing on spot **C** would you be safe, in danger, or on the edge?

Show Diagram B.

1. Which shape shows the edge? (The circle.)
2. Which shape shows the edge on the other side?
Explain: Your goal is to get to a place that is safe, which is beyond the edge on the other side of the street.

Show Overhead/Handout K.1.2.

1. If you were standing here (point to location on the diagram), which way would the car travel? (From the square to the circle, or from the triangle to the rectangle.)
2. Which way should you look first? (**left**, because a car coming from that direction will be closest to you.)
3. Then which way should you look? (**right**, to check for cars coming from the other direction.)
4. Before you start to cross, you should look left one more time. Why? (to see if another car is coming)
5. Should you cross the street at a **diagonal or straight across**? (Straight across.) Why? (You will be in the road for less time.) The longer it takes to cross, the more danger there is.
**You can prove the solid line is safer by placing two bean bags ten feet apart. Walk in a straight line towards the first bean bag while the kids count the time it takes. Return to the starting mark and walk at an angle to the second line as the children count. Which took longer?*
6. When you cross you should **scan** left and right.
7. Should you run or walk across the street? (walk, you cannot see anything if you are running or you could fall)
8. What should I do as I am walking? (scan, look left and right for cars as you cross)
9. If my ball rolls into the street, should I run out to get it? (No. Always ask an adult to get it for you.)
10. Should I cross the street by myself? (no, only with an adult.)

Activity (5 to 10 minutes)

Before the lesson, gather pictures of different colored cars and attach them to half of the sides of the two boxes. Or draw letters, numbers, or shapes on white pieces of paper (make them thick and visible) and attach them to the sides of the two boxes. If you don't have boxes, you can use papers with the cars, letters, numbers, or shapes drawn on each side.

1. Refer to the **Look Left, Right, and Left Again Activity Diagram (K.1.3)** for specific setup. You will need to make the symbol boxes.
2. The diagram shows the teacher standing at the "T", which is the suggested edge of the street.



3. Explain that the edge can be the curb, the edge of the pavement, or the edge of a line of cars next to the lane where cars go by. The edge is a safe place to look for cars because you can see cars that are coming, but are still far enough away from them to be safe.
4. Two helpers are chosen to hold the boxes or paper. One stands on each side of the teacher.
5. The students practice the following step, one at a time:
 - (a) The student comes to the edge (the teacher).
 - (b) Next, the student stops and looks around the edge (the teacher).
 - (c) Finally, the student looks left, right, and left again.
6. Then they tell the teacher what the symbols on the boxes were. If they see the picture of a car or a specific letter or symbol (on either side), they should not cross and should repeat looking to the left, to the right, and to the left again.
7. When it is safe, they should cross and continue to scan left and right.
8. As they cross, the helpers flip the box to another side or show the opposite side of the paper. After the student crosses to the other side, the helpers hide the boxes or paper behind them.
9. The student reports what the symbols were while they were crossing.
10. Demonstrate the steps for the students at first and then have each student take a turn.

Optional Activity: Have students cross five crosswalks in their community with their parents, and tell the class about their crossing experience (cars went fast, the road was wide, etc.)

Conclusion (2 to 5 minutes)

1. Have the students describe what an edge is.
2. Identify the steps used when crossing.
3. Have the students sing the "Crossing the Street Song" (K.1.4) from the handout pack to help them remember the steps.
4. Remind the students that they should not cross the street on their own without the help of an adult.
5. Remind them to never run into the street after a ball or other object.

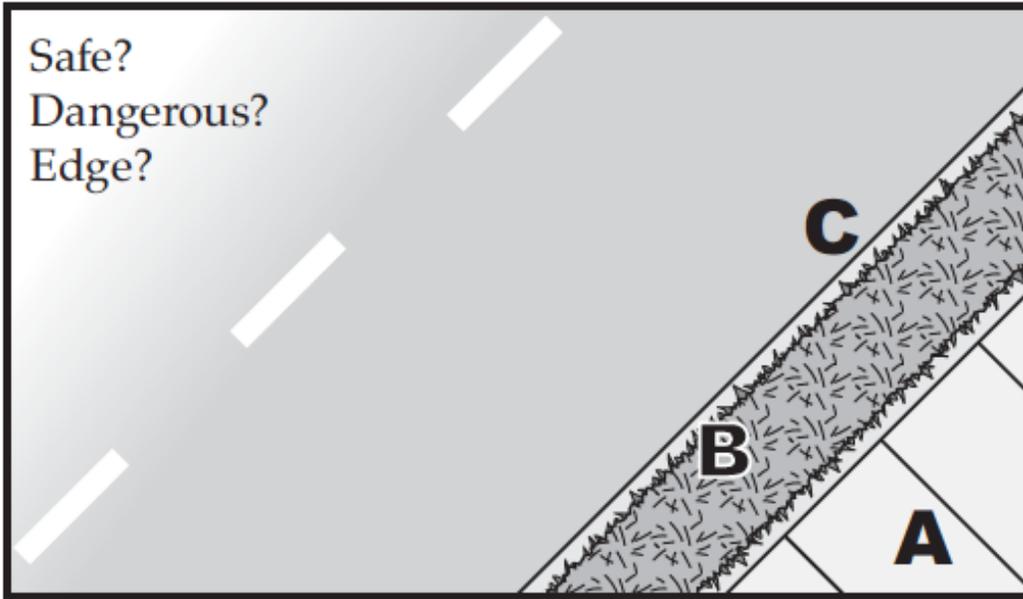


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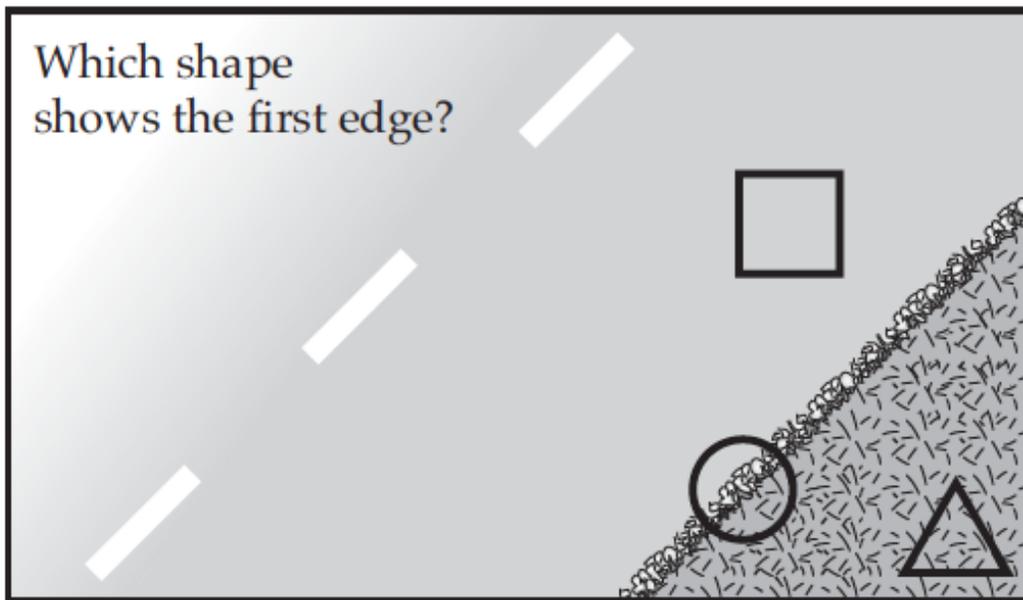


Overhead/Handout K.1.1
"The Edge"

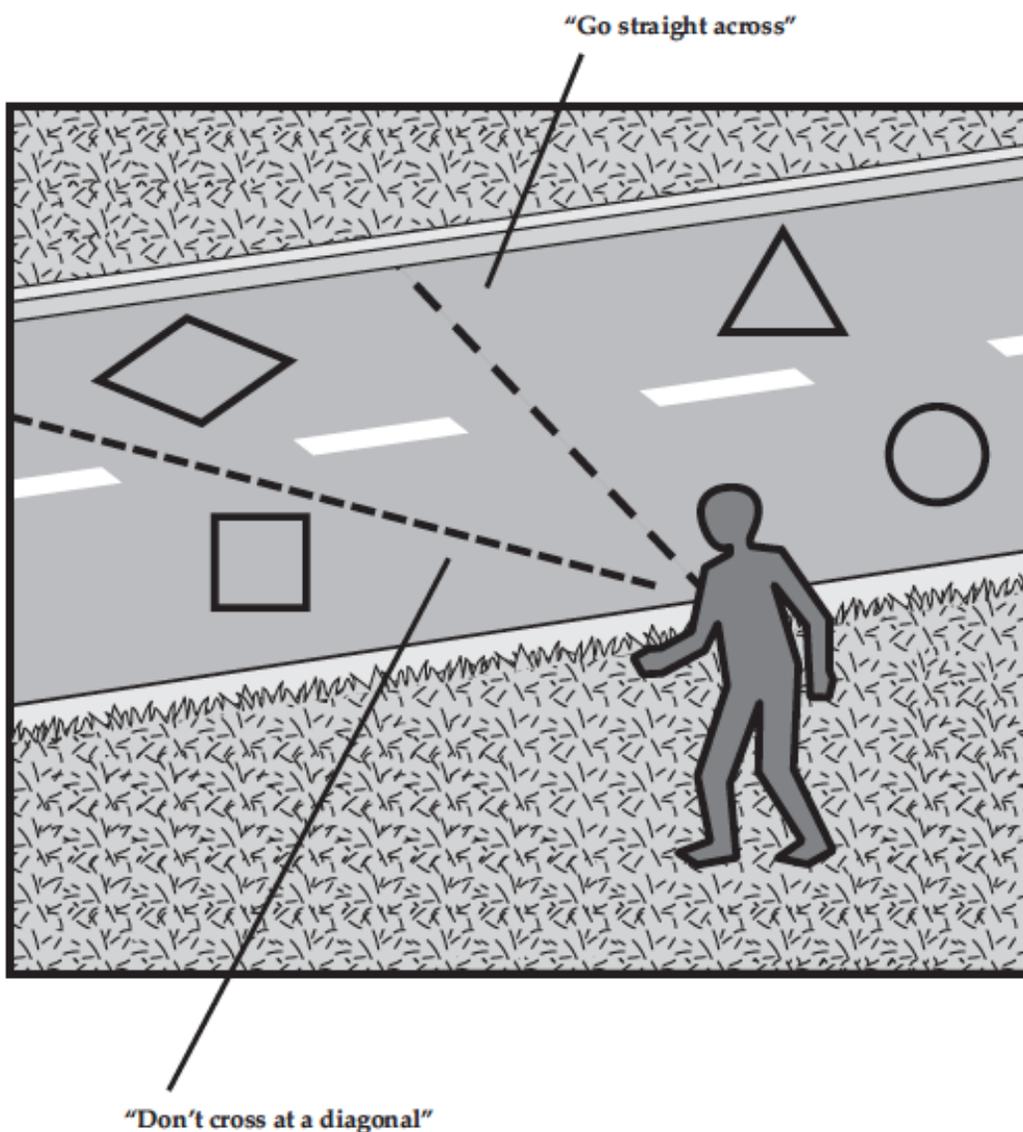
K.1.1.A



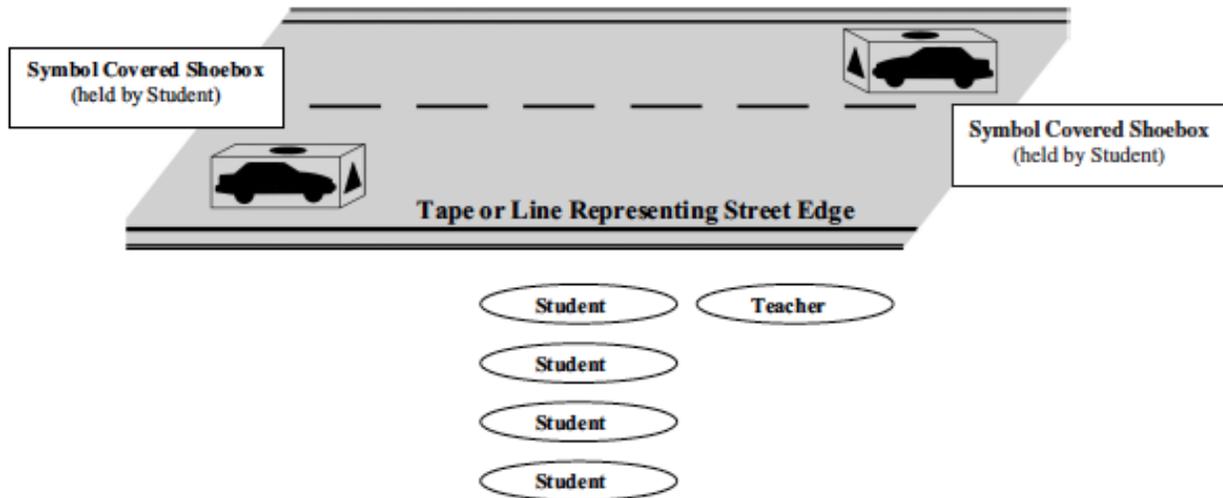
K.1.1.B



Overhead/Handout K.1.2



Look Left, Right, and Left Again Activity Diagram K.1.3



Crossing the Street Song K.1.4

Crossing the Street Song

Sung to the Tune of London Bridge

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

First we stop at the edge
At the edge
At the edge
First we stop at the edge
We cross safely!

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

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

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





Pedestrian Lesson 2 – Kindergarten

Bus Safety

Time: 30 Minutes

Objectives: To understand the need to be a safe pedestrian around the bus. To learn how to exit a bus and cross the street safely.

Maryland Learner Outcomes:

- Health, Health Behaviors (K-3): Compare behaviors that are safe to those that are risky.
- Health, Health Behaviors (K-3): Describe ways to avoid and reduce threatening or unsafe situations.

Materials: Where to Cross in Front of A Bus K.2.1; Diagram of Danger Zones around the Bus K.2.2; Crossing Safely in the vicinity of a Bus Activity Diagram K.2.3; Markers; 2 Boxes; Paper

Suggested Teaching Venue: In the home classroom during health unit or during physical education class. Can also be done with a real bus on the day when students practice bus emergency exit procedures.

Plan Ahead: Create overheads or copies of Overhead/ Handout K.2.1. Make copies of the “Diagram of Danger Zones around the Bus” (K.2.2) for each student. Use the boxes from Lesson 1 or tape sheets of paper with shapes, numbers, vocabulary words, or other symbols to the sides of boxes.

Vocabulary: Bus crossing bar, bus danger zones

Lesson Progression:

Introduction
Instruction
Activity
Conclusion

Note to teacher: Here are some statistics about the need for teaching pedestrian safety near the bus to students.

1. Most School bus-related injuries occur when children are boarding or exiting because a blind spot extends approximately ten feet in front of the bus. (“Pedestrian Safety,” *San Diego Safe Communities 2000, 2001*)
2. More than half of the pedestrian fatalities in school bus-related crashes were children between 5 and 7 years old. (“School Bus Safety Fact Sheets,” *National Highway Traffic Safety Administration, 2001*)



Pedestrian Lesson 2 – Kindergarten

Bus Safety

Introduction (5 minutes)

Explain: Today we are going to learn how to enter and exit the bus safely.

Talk to the students about their bus riding experience.

Suggested Topics:

1. How many of you ride the bus to school?
2. What is it like on the bus? Do people stay in their seat?
3. Does anyone have to cross the street when the bus drops you off?
4. What do you do when you get off the bus?

Instruction (10 minutes)

(Using overheads or handouts from the following pages)

Discuss keeping safe while waiting for the bus.

1. Why should you stay on the sidewalk or away from the street when waiting for the bus? (Cars are in the street and they could hurt you.)
2. Never run into the street, especially if you are playing with friends.
3. Never chase a ball or object into the street while waiting for the bus.
4. Do not approach the door of the bus until the bus driver opens the door and says that it is safe board the bus. Make sure you look to the left, to the right, and again to the left before crossing the door of the bus.
5. Why is important to stay in your seat during the bus ride? (So the bus driver can keep her eyes on the road.)

Show Overhead/Handout K.2.1

1. What is the purpose of the **crossing bar** (See diagram)? (To keep crossers in sight of the driver.)
2. What would happen if you were too close to the bus? (The driver could not see and may run you over.)
3. What does the sign on the side of the bus tell drivers to do? (Stop.)
4. Where is the edge you want to get to when you

get off the bus? (It is where you first lean your head out from the safety of the bus to look for traffic.)

Discuss the danger zones around a bus.

1. Hand out the diagram of the **danger zones** around the bus (K.2.2) to each student.
2. Explain that you should never touch the bus or stand or walk close to the bus.
3. Why is standing inside the crossing bar area dangerous? (The bus driver can't see you.)
4. Why should you never stand behind the bus? (The bus driver can't see you and could back the bus up into you.)
5. If you drop something in the street what should you do? (Signal the bus driver so he does not drive off. He or she will stay put, holding up traffic while you get the object back.)

Point to Route 1 on Diagram K.2.2.

1. What you should do when you get off the bus on the same side of the street as your home? (You should get clear of the door by taking five big steps from the bus.)

Point to Route 2 on Diagram K.2.2.

1. What should you do when you get off the bus and need to cross the street? (You should take 5 big steps away from the door and then turn left and take 10 big steps past the front of the bus. Then you should look up at the bus driver and walk towards the street in front of the bus.)
2. When you reach the second edge (edge of bus closer to middle of road where you can first see traffic) of the bus, you should look to the left, to the right, and again to the left before crossing the road.
3. Should you run across or should you walk? (Walk. You cannot see anything if you are running, and you take the risk of falling.)
4. *Teacher can demonstrate.* What should I do as I am walking? (Scan, look left and right as you cross.)



Activity (10 minutes)

For this activity, it is ideal if you can use a real bus driver and a real bus. However, you can simulate a bus with a large tape rectangle and chairs.

Before the lesson, gather pictures of different colored cars and attach them to half of the sides of the two boxes. Or draw letters, numbers, or shapes on white pieces of paper (make them thick and visible) and attach them to the sides of the two boxes. If you don't have boxes, you can use papers with the cars, letters, numbers, or shapes drawn on each side.

1. See "Crossing safely in the vicinity of a bus activity diagram" K.2.3 for possible layout. This activity can be set up in two minutes or less.
2. Divide the students into groups of two or four or six. The teacher stands at the location marked by the "T" on the diagram. The students practice the following step, one at a time.
3. The student waits for the bus driver (helper student) to stop the bus. They get up and walk out the bus door (use cones or bean bags to denote door).

4. When the student comes to the doorway edge of the bus (a chair or cones) they should stop. They then should look to the left, to the right, and again to the left.
5. Demonstrate the activity for the students, and then have each student take a turn.

Conclusion (2 to 5 minutes)

1. Have the students describe where the edge on a bus is.
2. What is the purpose of the crossing bar?
3. Why should you stop at the edge of the bus and look before crossing?
4. Identify the steps to take when exiting the bus:
 - (a) Stand up after the bus comes to a stop.
 - (b) Once out of the bus, look to the left, to the right, and again to the left.
 - (c) Walk straight to the safety of the edge.



Duval County, FL Health Department

Maryland Pedestrian and Bicycle Safety Education Program
Kindergarten - Pedestrian Lesson 2

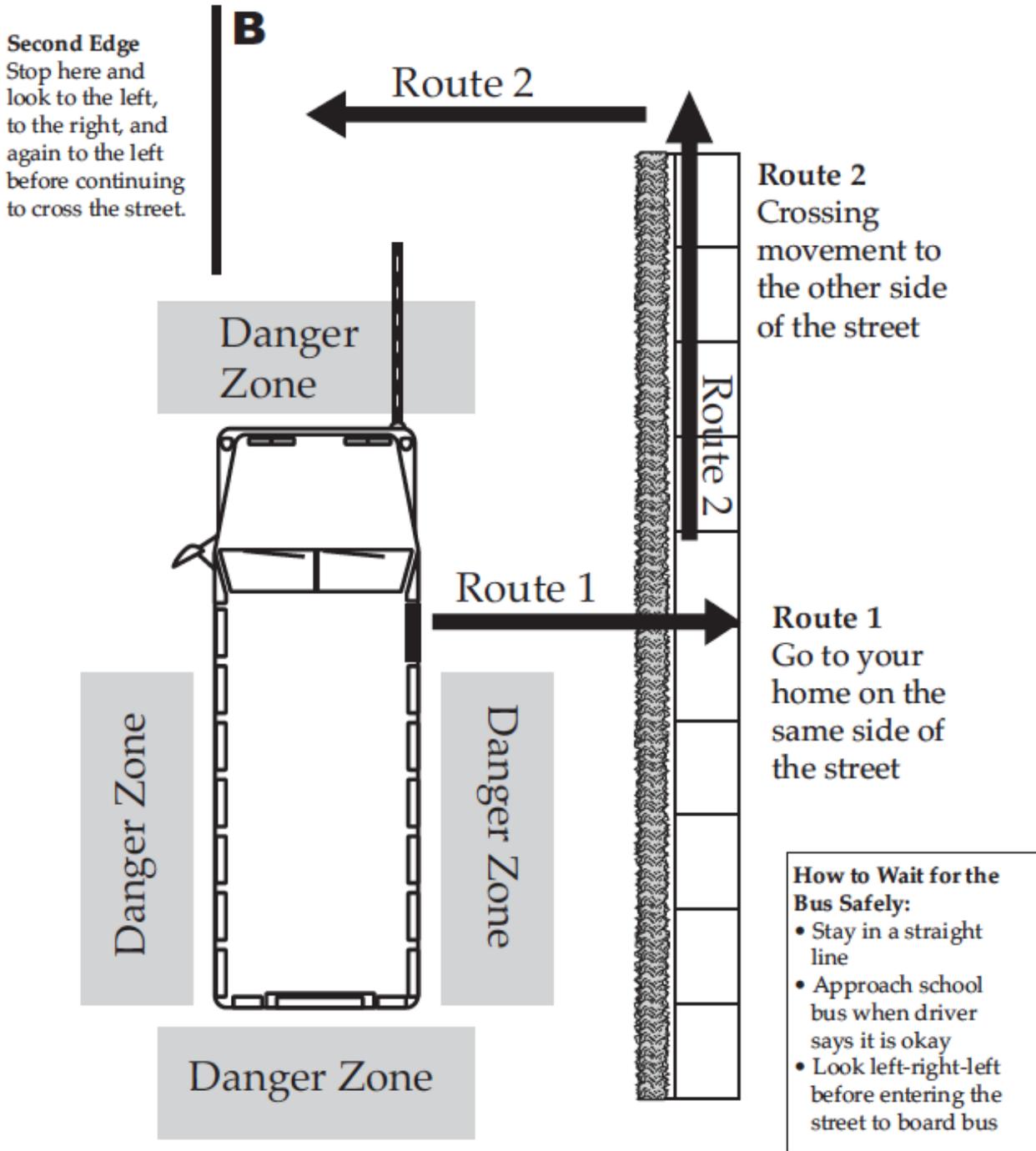


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Where to Cross in Front of a Bus K.2.1.



Danger Zones around the Bus Diagram K.2.2



"Crossing Safely in the Vicinity of a Bus" Activity Diagram K.2.3

