Summary of Pedestrian Safety Unit

	Lesson 1: Crossing Streets and Intersections Safely	Lesson 2: Parking Lot Safety	Lesson 3: Walking in Your Community *(optional)*
Goals	Teach students the elements of pedestrian infrastructure and the basic concepts of crossing streets and intersections safely.	Teach students how to navigate a parking lot.	Practice all the safe walking skills taught in the unit.
Objectives	Define and use pedestrian safety vocabulary. Explain the importance of safe walking behaviors and crossing the street at a crosswalk. Educate students about the different intersection scenarios and how they can safely navigate each type.	Explain safe walking behavior in parking lots when exiting a vehicle and crossing the drive lane. Demonstrate child-specific dangers in parking lots.	Introduce the concept of being a good neighbor. Give students opportunity to demonstrate knowledge of all pedestrian safety strategies taught during pedestrian safety unit.
Lesson Outline	1. Introduce walking vocabulary words 2. Discuss crossing an intersection at a crosswalk (with no pedestrian signal and with a pedestrian signal) 3. Discuss crossing the street when no crosswalk is present 4. Talk about the importance of always being alert when crossing the street 5. Check for understanding	1. Discuss safe ways to walk in and around parking lots 2. Discuss clues that suggest a car might move 3. Demonstrate child-specific dangers in parking lots 4. Check for understanding	1. Discuss the importance of being a good neighbor 2. Lead the students on a walk around the school/neighborhood to practice all strategies for walking safely taught in the pedestrian safety unit 3. Check for understanding
SHAPE Standards **Joint Committee on National Health Education Standards (CDC)** **Massachusetts Comprehensive Health Curriculum Framework**	PE 1, 5 Health 5,7 Physical Activity and Fitness 2.5, 2.6 Safety and Injury Prevention 9.3	PE 1,5 Health 5,7 Physical Activity and Fitness 2.5, 2.6 Safety and Injury Prevention 9.3	PE 1,5 Health 5,7 Physical Activity and Fitness 2.5, 2.6 Safety and Injury Prevention 9.3

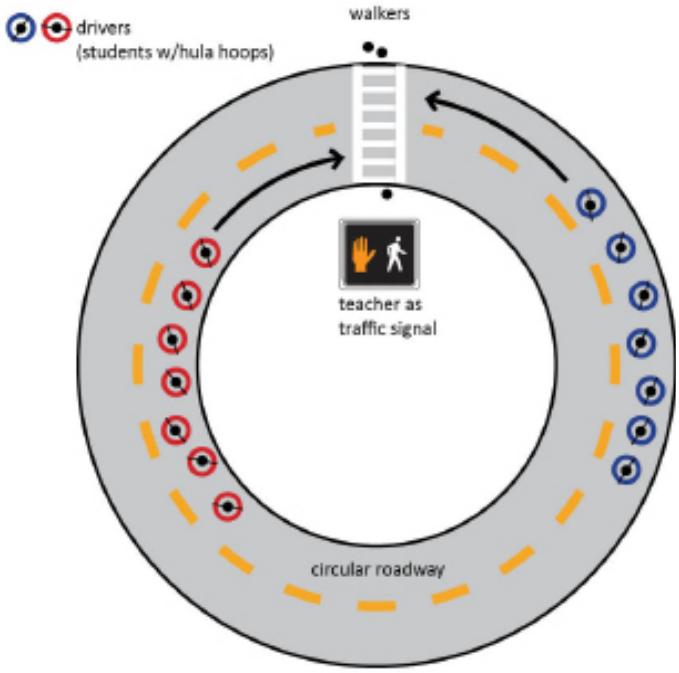
Lesson Plan 1 - Red Light/WALK Light

Objective
Teach students safe crossing strategies. Students will also practice spatial awareness and listening skills.

Equipment
- Cones, tape, and/or jump ropes to make road and crosswalk
- 1 hula-hoop per student (if available)
- Laminated traffic signal signs (*provided by MA SRTS*)
- 3-4 pinnies

SHAPE Standards PE 1,5
Joint Committee on National Health Education Standards (CDC) Health 5,7; Physical Activity and Fitness 2.5, 2.6
Massachusetts Comprehensive Health Curriculum Framework Safety and Injury Prevention 9.3

Set Up
1. Mark off a circular road using cones, rope and/or tape. Delineate a crosswalk with jump ropes or tape.
2. Divide students into groups:
   - 2 groups of drivers – give each driving student a hula hoop to hold around their waist.
   - 1 group of walkers (3-4 students) – give each walking student a pinnie.
3. Send students representing drivers along the road in a line in opposite directions.
4. Use laminated traffic signal signs to regulate traffic.
5. Prompt/monitor student walkers with safe crossing strategies.



Action
Review street crossing rules
<u>If a signal:</u>
1. **Push** the button.
2. **Wait** for the walk signal.
3. **Look left and right and left again** to make sure all traffic has stopped.
4. **Walk** across the street and remain alert.

<u>If no signal:</u>
1. **Find** a crosswalk.
2. **Wait** at the curb for traffic to stop.
3. **Make eye contact** with the driver.
4. **Wave** to the driver and wait for the driver to wave back ("Wait for the Wave").
5. **Walk** across the street and remain alert.

<u>If no crosswalk:</u>
1. **Identify a safe place** to cross such as:
   - At an intersection.
   - Somewhere where you can see cars coming and drivers can see you.
2. **Wait** at the curb for traffic to stop.
3. **Make eye contact** with the driver.
4. **Wave** to the driver and wait for the driver to wave back ("Wait for the Wave").
5. **Walk** across the street and remain alert.

Lesson Plan 1 - Red Light/WALK Light (cont.)

Explanation of Game Rules

When modeling scenario **with traffic signal**:

1. Drivers and walkers will respond to the teacher's traffic light commands:
   Green = fast walk
   Yellow = slow walk
   Red = stop and march in place
2. When the **RED** light is on, walkers wait to see the **WALK** sign held up by the teacher. Walkers cross the street modeling safe crossing behavior.
3. The teacher holds up the **DON'T WALK** sign and calls out green light.
4. Cars resume their movement around the circle.

When modeling scenarios **with no traffic signal**:

1. The teacher prompts the walkers to wait at the curb.
2. Drivers must yield.
3. Walkers cross the street after waiting for the wave.

Switch groups so that all students have the opportunity to be a walker and practice safe crossing behavior.

Vocabulary

- crosswalk
- curb
- intersection
- traffic signal

Switch it Up!

Skip instead of walk.
Hula hoop instead of marching in place or use it as a steering wheel.

Wrap Up

1. Walk, don't run across the street.
2. Keep your hands and feet to yourself.
3. Stay close to a parent, adult or older sibling.
4. Be aware of your surroundings. Don't let toys, phones, headphones or anything else distract you.

Review Questions

- ☐ Where is the safest place to cross the street?
- ☐ Is it OK to just step out onto the crosswalk?
- ☐ Where should you stand to cross the street?
- ☐ What does "wait for the wave" mean?

Key Concepts:

Look Left and Right and Left Again **"Wait for the Wave"** **Stay Alert**

Lesson Plan 2 - Parking Lot Safety

Objective
Teach safe walking strategies in parking lots.

Equipment
Cones
Surface parking lot on school grounds

Set Up
1. Identify a section of a parking lot on school grounds. Be sure that there are several Sport Utility Vehicles (SUVs) parked in the lot. Limit traffic in and out of the parking lot during PE class. Use cones to control traffic.
2. Determine locations for three parking lot visibility exercises: *Sneak and Peak, SUV: Can you see me?,* and *Safety Zone Relay*
3. Select 4 students to begin at the *SUV: Can you see me?* location.
4. Divide the remaining students into 2 groups for *Sneak and Peek*.
5. Begin *Safety Zone Relay* when all students have had sufficient practice with the other games.

Action
Review clues that suggest a car may move
1. Brake lights (red) and/or reverse lights (white) are illuminated.
2. Driver is in the driver's seat.
3. Hear the motor running or ignition.
4. See or smell exhaust coming from a car.

Explain the safest zone to walk within a parking lot
1. Stand an arm's length away from the parked cars.
2. Stay out of the travel lane and stay alert for cars backing up.

SHAPE Standards PE 1,5
Joint Committee on National Health Education Standards (CDC) Health 5,7; Physical Activity and Fitness 2.5, 2.6
Massachusetts Comprehensive Health Curriculum Framework Safety and Injury Prevention 9.3

MA SRTS

Key Concepts:
Where to Walk
Sneak and Peak
Big Cars, Small Kids

Wrap Up
1. Review clues that a car might move (lights, motor sounds, presence of a driver, exhaust).
2. Be alert at all times when near moving cars and in parking lots.
3. Always walk, don't run in parking lots.

Review Questions
- □ Is it safe to cross between parked cars?
- □ Where should you walk in a parking lot?
- □ Can drivers easily see you in parking lots?
- □ What are the clues that a car might move?

massDOT Massachusetts Department of Transportation
revised 03/10/2017
MASSACHUSETTS Safe Routes to School Mass.gov/MassDOT/SafeRoutes
in partnership with walkBoston

Lesson Plan 2 - Parking Lot Safety (cont.)

Explanation of Game Rules

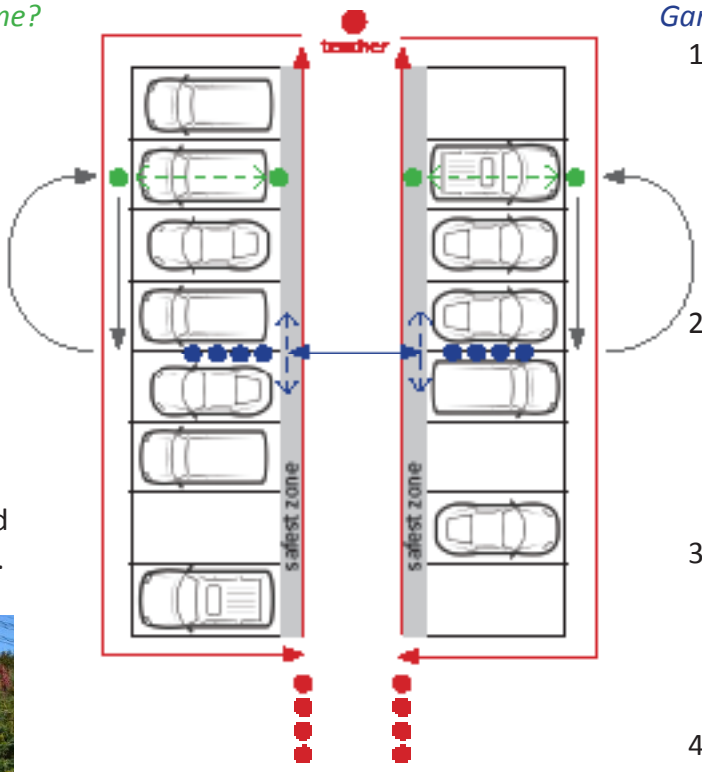
Stage the first 2 games as a circuit. Once all students have had a chance at the *SUV: Can You See Me?* game and multiple turns at *Sneak and Peak*, then switch to the *Safety Zone Relay*.

Can't go outside?
Use gym mats set up on end to simulate SUVs and cars.

Game #1 - SUV: Can you see me?

1. One student stands on one side of an SUV. Another student stands on the other side of the same SUV.
2. Students ask if they can see each other. Most 2nd grade students are not tall enough to see each other through the windows of an SUV.
3. Both students return to the parking lot edge and walk to *Sneak and Peak*.

MA SRTS



Game #2 - Sneak and Peak

1. Students stand in a single file line between two parked cars. The first student stands next to the wheels of the parked vehicles near the drive lane.
2. Each student, one at a time, takes a step forward with one foot, leans head forward, and looks both ways for oncoming traffic.
3. If no cars are coming, the student walks across the travel lanes to the other side of the parking lot.
4. After crossing the parking lot, the student proceeds to the other game location.

Game #3 - Safety Zone Relay

1. Students line up in two groups on one side of the parking lot edge.
2. The first student in each line measures an "arm's length" from the parked cars.
3. The student then walks along the parked cars staying an arm's length away (safest zone).
4. At the opposite edge of the parking lot, the teacher quizzes the students on the clues that suggest a car will move and other safety facts.
5. After answering questions, the students jog (hop, skip or jump) around the parking lot back to the lines.
6. Repeat as time allows.

MA SRTS

Keep them active when in line!

Jumping Jacks
Marching in place
Hopping

massDOT
Massachusetts Department of Transportation

MASSACHUSETTS Safe Routes to School
Mass.gov/MassDOT/SafeRoutes

in partnership with walkBoston

revised 03/10/2017

Lesson Plan 3 - Walking in Your Community

This lesson may require additional adults to supervise students in smaller groups (3 to 4 children per group is recommended). If leaving the school campus, then permission slips may also be required. A model permission slip is included in the pedestrian safety unit packet.

Concepts discussed below are a review of the previous lessons covered in the pedestrian safety unit. Also included is a discussion of being a good neighbor that can be held before talking the walk.

SHAPE Standards PE 1,5
Joint Committee on National Health Education Standards (CDC) Health 5,7; Physical Activity and Fitness 2.5, 2.6
Massachusetts Comprehensive Health Curriculum Framework Safety and Injury Prevention 9.3

WalkBoston

What does being a good neighbor mean?

Neighbors are people who live next door to us. Being caring, respectful and friendly are important to becoming a good neighbor. A good neighbor means having a friendly and protective outlook on your community wherever you may live. Basic consideration, thoughtfulness and manners go a long way.

- Respect property boundaries and the privacy of others. Playing in a neighbor's yard or walking through it is not okay unless you have been invited to do so and have gained permission.
- Communicate with respect and courtesy.
- Don't litter. Keep your neighborhood neat and clean.
- Looking out for others is one of the benefits of living in a friendly neighborhood. Letting neighbors know if something unusual has happened or volunteering to pick up the mail for them are little things that mean a lot.

Being a good neighbor is more than being considerate of the person across the hall or the family down the street. It means remembering that we are all connected and what one person does or doesn't do affects us all.

Choose a walk route that:

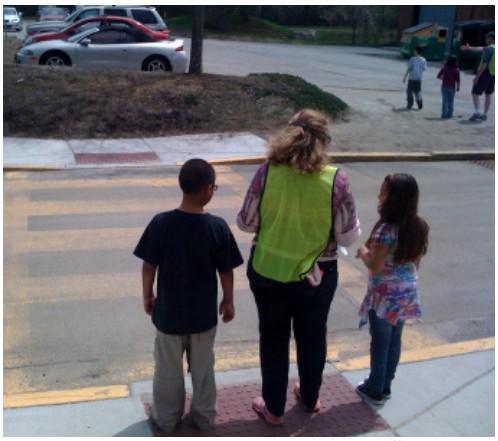
- Includes a parking lot, safe sidewalks and street/driveway crossings.
- Stays within one to two blocks of the school.
- Uses neighborhood streets with low traffic speeds and volumes.

Review safe walking practices:

- Walk, don't run.
- Don't play around with friends while on sidewalks or in crosswalks.
- Stay close to a parent, adult or older sibling.
- Be aware of your surroundings. Don't let toys, phones, headphones, or anything else distract you.

Crossing the street

Practice crossing the street using the safe strategies discussed in Lesson Plan 1 - Red Light/ WALK Light.



WalkBoston

If a signal:

1. **Push** the button.
2. **Wait** for the walk signal.
3. **Look left and right and left again** to make sure all traffic has stopped.
4. **Walk** across the street and remain alert.

If no signal:

1. **Find** a crosswalk.
2. **Wait** at the curb for traffic to stop.
3. **Make eye contact** with the driver.
4. **Wave** to the driver and wait for the driver to wave back ("Wait for the Wave").
5. **Walk** across the street and remain alert.

If no crosswalk:

1. **Identify a safe place** to cross such as:
   - At an intersection.
   - Somewhere where you can see cars coming and drivers can see you.
2. **Wait** at the curb for traffic to stop.
3. **Make eye contact** with the driver.
4. **Wave** to the driver and wait for the driver to wave back ("Wait for the Wave").
5. **Walk** across the street and remain alert.

Review Questions

- ☐ What does being a "good neighbor" mean?
- ☐ Where is the safest place to cross the street?
- ☐ What does "wait for the wave" mean?
- ☐ What are the clues that a car might move?

Parking lots

Bring students to a parking lot and review the concepts discussed in Lesson 2 - Parking Lot Safety.
Play *Sneak and Peak* and *SUV: Can You See Me?* as time allows.

WalkBoston

Review clues that suggest a car may move:

1. Brake lights (red) and/or reverse lights (white) are illuminated
2. Driver is in the driver's seat
3. Hear the motor running or ignition.
4. See or smell exhaust coming from a car

Explain the safest zone to walk within a parking lot

1. Stand an arm's length away from the parked cars.
2. Stay out of the travel lane and stay alert for cars backing up.

After all groups have finished practicing their safe walking skills, gather all students back into a large group for a quick review.

DON'T

PUSH
BUTTON
WAIT
FOR
WALK
SIGNAL
RICOH
MILK

23655
CHA
CHA Cam
24-hr
Care wit
Beth Israel Deaconess
Medical Center
INMAN SQU
1408
Ready
to
QUIT?
William
"Bill"
Burke
Corner

ONE WAY

TS traffic
ATS traffic

ATS traffic

Parent Permission Slip

[DATE]

Dear [SCHOOL NAME] Families:

As part of the Massachusetts Safe Routes to School (SRTS) program, our school is participating in a pedestrian safety training for students in the [GRADE LEVEL] grade on [DAY, DATE]. This program is committed to preparing children to be safety smart wherever they are walking, including when they are accompanied by an adult.

The training will take place during one day of [CLASS TYPE OR NAME], outdoors on the streets near the school. We will be working in small groups — one adult for every two students for maximum safety and individual attention to children. Trained teachers and parent volunteers will lead the pedestrian safety training.

Please sign and date this permission slip at the bottom to indicate that you give your consent for your child to take part in this program and walks.

If you have any questions, please call [SAFETY LIAISON NAME AND PHONE NUMBER/EMAIL].

Sincerely,

[PRINCIPAL NAME]
[SCHOOL NAME]

TEAR OFF HERE

I, (Parent/Guardian Name) _____ give my child (Name) _____ permission to take part in the pedestrian safety training and be taken on a walk around [SCHOOL NAME] to learn walking safety tips and skills.

Parent/Guardian Name: Print _____

Sign_____

Date _____

Permiso de Padre

[DATE]

Estimadas Familias de la Escuela [SCHOOL NAME]:

Como parte del programa de Massachusetts Safe Routes to School (SRTS), nuestra escuela estará participando en un entrenamiento de seguridad peatonal para estudiantes del [GRADE LEVEL] grado el [DAY, DATE]. Este programa esta dedicado a preparar a los niños para que tomen precaución donde quiera que caminen, incluyendo cuando están/estén acompañados por un adulto.

El entrenamiento se llevara a cabo durante un día de [CLASS TYPE OR NAME], afuera en las calles cercanas a la escuela. Trabajaremos en pequeños grupos — un adulto por cada dos estudiantes para mayor seguridad y atención individual para los niños. Maestros y padres voluntarios serán entrenados para encabezar/dirigir este entrenamiento peatonal.

Por favor firme y ponga la fecha en la parte de abajo de este permiso de padre indicando que usted da consentimiento para que su hijo(a) participe en este programa y caminatas.

Si tiene alguna pregunta, por favor llame a [SAFETY LIAISON NAME AND PHONE NUMBER/EMAIL].

Sinceramente,

[PRINCIPAL NAME]
[SCHOOL NAME]

CORTE AQUÍ

Yo, (Nombre del Padre/Guardian) ___________________________________ doy permiso a mi hijo(a) ____________________________ para participar en el entrenamiento de seguridad peatonal y ser llevado en una caminata alrededor de la escuela [SCHOOL NAME] para aprender sobre destrezas y seguridad al caminar.

Nombre del Padre/Guardian: __________________________________

Firma: ___________________________________

Fecha: __________________________________