

Safe Routes to School

Pedestrian and Bicycle Safety Lesson Guide

For Grades K-5

BEAVERTON



Safe Routes to School



Beaverton School District Safe Routes to School

Neighborhood Navigators Curriculum

2019



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Beaverton Safe Routes to School Program

The Beaverton Safe Routes to School (SRTS) Program is all about creating safe, convenient, and fun opportunities for youth to walk and roll (bike, scooter, skateboard and bus) to and from schools.

Why teach pedestrian and bicycle safety?

All children, regardless of their preferred mode of travel to school, will at some time need to travel in their neighborhoods. When children walk or ride on the same streets as other road users, research tells us that children perceive traffic differently than adults.

- Children have difficulty judging speed and distance.
- Young children have underdeveloped peripheral vision.
- Children are likely to believe that cars can stop instantly, and that if they can see the car, the driver can see them.

Through ongoing skill development and practice, children can significantly reduce the likelihood of injury-causing crashes.

Lesson Outline

Each lesson includes all components you will need to understand the objectives and plan for the activities. Teaching kits, which include a groundsheet roadway, will be provided by District SRTS Coordinators.

- Lesson Purpose
- Learning Objectives
- Content Standards
- Lesson Overview
- Materials
- Vocabulary
- Activities
- Evaluation/Reflection
- Extension Activities

Oregon Core Standards

Physical Education Kindergarten – 2nd Grade Lesson

3.K.1 Identifies active-play opportunities outside physical education class.

4.K.1 Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).

4.K.3 Follows instruction/ directions when prompted.

5.K.1 Recognizes that physical activity is important for good health.

3.1.1 Discusses the benefits of being active and exercising and/ or playing.

4.1.4 Works cooperatively with others in a variety of class environments (e.g., small and large groups).

5.1.1 Identifies physical activity as a component of good health.

5.1.4 Discusses personal reasons (i.e., the “why”) for enjoying physical activities.

3.2.1 Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).

4.2.1 Practices skills with minimal teacher prompting.

4.2.4 Works cooperatively with others in partner environments.

4.2.5 Exhibits the use of rules and etiquette in teacher-designed physical activities.

Physical Education – 3rd – 5th Grade Lesson

3.3.2 Identifies physical activity benefits as a way to become healthier.

4.3.5 Exhibits the use of rules and etiquette in physical activity with peers.

5.3.1 Discusses the relationship between physical activity and good health.

5.3.4 Describes the positive social inter-actions that come when engaged with others in physical activity.

4.4.4 Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.

4.4.5 Works safely with peers and equipment in physical activity settings.

5.4.1 Examines the health benefits of participating in physical activity.

4.5.6 Applies skills of safety, rules, procedures, and etiquette in general physical activities.

4.5.7 Applies safety principles with age-appropriate physical activities.

5.5.3 Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).

Health – Kindergarten – 2nd Grade Lesson

7.K.2 Recognize behaviors that avoid or reduce health risks.

8.K.1 Demonstrate ways to promote personal health.

7.1.1 Describe healthy practices and behaviors that maintain or improve personal health.

7.1.2 Describe behaviors that avoid or reduce health risks.

7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.

7.2.2 Demonstrate behaviors that avoid or reduce health risks.

Health – 3rd-5th Grade Lesson

1.3.3 Recognize ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote healthy literacy.

1.3.4 Describe ways to prevent common childhood injuries and health problems.

2.3.2 Explain how school resources support health practices and behaviors.

5.3.1 Recognize health-related situations that might require a decision.

7.3.1 Recognize responsible personal health behaviors.

7.3.2 Recognize a variety of healthy practices and behaviors that maintain or improve personal health.

1.4.3 Describe ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote healthy literacy.

1.4.4 Analyze ways to prevent common childhood injuries and health problems.

2.4.2 Describe how the school and community can support personal health practices and behaviors.

5.4.1 Describe health-related situations that might require a decision.

7.4.1 Describe responsible personal health behaviors.

7.4.2 Describe a variety of healthy practices and behaviors that maintain or improve personal health, including but not limited to, healthy food choices and 60 minutes of daily physical activity.

1.5.3 Analyze ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to

school/bike and walk; school gardens; and other school policies and programs that promote health literacy.

2.5.2 Analyze how the school and community can support personal health practices and behaviors.

5.5.1 Analyze health-related situations that might require a decision.

7.5.1 Analyze responsible personal health behaviors.

7.5.2 Analyze a variety of healthy practices and behaviors to maintain or improve personal health.

Basic Rules of Pedestrian Safety

Lessons for grades K-2nd

Purpose To provide students with the basic knowledge and skill practice necessary to be safe pedestrians.

Learning Objectives

By the end of these activities, students will be able to:

1. Define Basic rules of being a safe pedestrian.
2. Identify and demonstrate the steps necessary to cross the road safely.
3. Identify signals used for pedestrians.

Activity	Summary	Time (min)
1. Daily Tally/Introduction	Introduction to see how students travel to school	5
2. Vocabulary	Define words used when discussing travel safety	10
3. I See You, You See Me	Understand safety clues and need for eye contact for increased safety	10
4. Traffic Signs	Define and recognize traffic signs	5
5. Practice	Safe scenarios to practice skills	15-30

Materials/Preparation

- Groundsheet of roadway
- Vocabulary word cards
- I See You, You See Me poster/overhead
- Pedestrian Safety Poem poster/overhead
- Traffic Signal Signs

Vocabulary Words

Kindergarten

- Roadway – the part of the road used by vehicles
- Crosswalk – any part of an intersection, marked or unmarked, that is for pedestrians crossing a street or road (every intersection is a crosswalk)
- Vehicle – All roadway users including cars, buses, trucks and bicycles
- Pedestrian – someone who walks/moves (including people in wheelchairs)

First Grade

The above words plus:

- Safe Pedestrian – someone who knows and applies the rules of the road to be safe
- Driveway – a private road from the street to a building or garage
- Driver – someone who controls the actions of a vehicle

Second Grade

The above words plus:

- Bike Lane – the marked lane on the road for use by bicycles that separates bicycles from other vehicles
- Intersection – a place where two or more streets join together (cross each other)
- Shoulder – the portion of a highway, paved or unpaved, touching the roadway, for use by pedestrians, stopped vehicles and emergency use
- Street corner – a place where two streets come together, usually the location of a crosswalk
- Traffic sign – a visual sign for controlling traffic so people are safe

Activities

1. Tally and Introduction

An initial introductory activity. Ask students to raise their hand to show how they traveled to school that morning (walked, biked, scootered, skated, bused or rode in a car). Could hang photos of each activity around the gym and have students move to the picture that shows how they traveled to school.

Remind students that to be healthy each of us needs 60 minutes of physical activity every day. One way to increase your daily physical activity is to walk/roll to school or around your neighborhood (to a friend's house, the park, etc.). Ask students to name some of the benefits to walking and rolling.

Explain to students that today's activities include lessons about learning and practicing how to cross the street safely, identifying road signs and determining safe routes to walk around the school and neighborhood.

Explain that you are going to read a series of statements and if they agree with the statement they should jump up and yell, "That's Me!"

Sentences:

I am a student at _____ elementary school.

I am safe when I am playing outside.

I walk or ride a bike, skateboard, or scooter to school.

I understand that walking or riding a bike, skateboard or scooter is good for my body.

I know what a pedestrian is.

I know some rules of the road.

I know what some traffic signs mean.

Thank students for participating and explain that those sentences introduce some of the topics you will be covering in the activities today.

2. Vocabulary

Gather students around the roadway and ask volunteers to label the roadway by wearing a vocabulary word and standing in the correct location on the roadway.

Roadway - The part of the road used by vehicles. Includes crosswalks, intersections, sidewalks, street corners and driveways.

Crosswalk – Any part of an intersection, marked or unmarked, that is for pedestrians crossing a street or road (every intersection is a crosswalk).

Pedestrian - Someone who walks/moves about the roadway (including people in wheelchairs).

Add the word “safe” in front of pedestrian. Describe a **safe pedestrian** as someone who walks and moves responsibly, who chooses safe routes and crosses the street safely. Tell students that in order to be safe pedestrians they need to learn the basic rules of pedestrian safety.

Ask students to name examples of **vehicles**. **Vehicle** - All roadway users including cars, buses, trucks and bicycles.

Driver - Someone who controls the actions of a vehicle. Discuss the role of the driver in relation to the vehicle. Younger children often see vehicles as animated objects capable of acting independently. Having a discussion about the driver operating the vehicle helps break down that fantasy.

3. I See You, You See Me

Tell students that when walking near vehicles, it is important to make sure that the drivers can see them and they can see the drivers. Display the poster “I See You, You See Me”. Explain to students that when pedestrians are walking they may need to cross the street at some time. It is important to remember these rules when crossing the street:

- a. Always stop at the corner or edge of a sidewalk or street.
- b. Look all ways with your eyes and listen with your ears.
- c. Make sure the vehicle has stopped and the driver knows you are crossing before stepping into the street.
- d. Place one foot in the roadway to show your intention to cross.

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- e. Continue to look both directions while crossing the street.

Point out that the child in the picture can see the drivers in the vehicles around them. Ask students how the child knows that the driver sees and understands that the child wants to cross. Work with the students to create a list of clues drivers may give to signal that they see the child wanting to cross the street. Possible clues could be verbal (i.e., calling out the window to go ahead and cross) or non-verbal (e.g., motioning with the hand, nodding the head, smiling or nodding) or a combination. You may wish to demonstrate the clues as you create the list.

Have the students practice by pairing up with a neighbor, one is the driver, one is the walker. Choose two students to demonstrate for the class. Have the driver practice giving the walker the verbal clue. Point out that both the driver and walker must be watching and listening to each other in order for this to work. Have the students switch roles. The driver gives the non-verbal clue this time.

Ask, “Why is making contact with the driver important when you are crossing the street?” Explain that just because a driver is looking your way, or stopped, you can’t be certain the driver will let you cross. Be sure to explain to students that this can be a difficult concept that many adults have problems with. Remind students that they must be able to listen with their ears because sometimes you can’t see the vehicle. You must take out ear buds or headphones and stop talking on the phone to listen well.

Read the Pedestrian Safety Poem to students with hand motions and have them repeat with you.

4. Traffic Signs

Tell students that we have traffic signs and signals to make sure that people are safe on the road. Ask students to give examples of traffic signs they know.

Introduce and point out the walk/don’t walk signs and ask students what each sign means. Tell students that they should only walk when the walk sign is “fresh”. Don’t cross when you see the red hand signal or any numbers that are counting down.

Ask students to stand up and demonstrate what to do when you point to each sign. Students will walk carefully around the gym and when you point to the don’t walk

signal they must freeze. Do this a few times and then gather students back at the ground sheet.

5. Practice

Use the groundsheet set up in the classroom or gym, demonstrate safe crossing procedures. Use the following scenarios:

- Practice crossing the “road” with and without crosswalk.
- Cross the road with and without “cars”.
- Cross with Walk/Don’t Walk signs.

Select a group of two or three students to practice and demonstrate for each scenario. Other students remain seated and comment on what they observed.

If time allows, include other possible scenarios:

- Driveways
- Stray balls going into the street
- A friend calling you across the street
- Seeing a friend cross in the middle of the road

Extra Activity Ideas

Go for a guided walk around campus to practice your new safety skills.

Evaluation Suggestions

Criteria	Yes	No
Did students correctly demonstrate walking and not walking with correct traffic signals?		
Did students look all ways before crossing the road?		
Can students identify the crosswalk and sidewalk as safe places to walk?		
Did students make eye contact with the “driver” before crossing the road?		
Can students name the procedures for a safe crossing (stop at street corner/crosswalk, look all ways with eyes and listen with ears, place one foot into roadway to show intention, continue looking both ways while crossing)?		

Pedestrian and Bicycle Safety Rules

Lessons for grades 3rd – 5th

Purpose To review rules for safe biking and walking with traffic, consider situations encountered and make best choices to ensure safety.

Learning Objectives

By the end of these activities, students will be able to:

1. Recognize rules, laws and guidelines to keep safe, especially while walking and biking.
2. Analyze and select safe choices when walking, biking and playing outside.

Activity	Summary	Time (min)
1. Daily Tally/Introduction	Introduction to see how students travel to school	5
2. Traffic Safety Scavenger Hunt	Define words used when discussing travel safety	20
3. Making Safe Decisions	Understand safety clues and need for eye contact for increased safety	20

Materials

- Rules of the Road Team Clues (7 sets of 7 clues)
- Set of Traffic Safety Rules Posters
- Set of Decision-Making Posters

Advanced Preparation

Post the Traffic Safety Rules Posters and the Decision-Making Posters around the gym/classroom.

Activities

1. Tally and Introduction

An initial introductory activity. Ask students to raise their hand to show how they traveled to school that morning (walked, biked, scooted, skated, bused or rode in a car). Could hang photos of each activity around the gym and have students move to the picture that shows how they traveled to school.

Remind students that to be healthy each of us needs 60 minutes of physical activity every day. One way to increase your daily physical activity is to walk/roll to school or around your neighborhood (to a friend's house, the park, etc.). Ask students to name some of the benefits to walking and rolling.

Explain to students that today's activities include a review of safety rules for walking and biking and analyzing situations as a small group and selecting the safest choice possible.

Explain that you are going to read a series of statements and if they agree with the statement they should jump up and yell, "That's Me!"

Sentences:

I am a student at _____ elementary school.

I am safe when I am playing outside.

I walk or ride a bike, skateboard, or scooter to school.

I understand that walking or riding a bike, skateboard or scooter is good for my body.

I know what a pedestrian is.

I know some rules of the road.

I know the safest place to cross the street.

I know what to wear when biking or walking at night.

Thank students for participating and explain that those sentences introduce some of the topics you will be covering in the activities today.

2. Traffic Safety Scavenger Hunt

Explain that this activity is a traffic safety scavenger hunt where they will be working in a team to look for important rules to keep everyone safe while walking or biking near traffic.

Divide class into 7 groups (number off 1-7). Each group is given a set of clues. Each set of clues should start with a different number on top.

Review rules for working in a team (have students take turns reading each clue, group must stay together). Direct students to read the first clue and move together to find appropriate poster that fills in the blank or answers the question.

As groups finish, they will gather with their team and review all the rules. They must select one rule that they think is the most important or one that they would share with a younger student/sibling. Once all groups are finished, each group will select one member to share their important rule with the whole class.

3. Making Safe Decisions

Re-organize students into 5 new small groups (number students 1-5). Explain that this activity will guide students through 5 different situations and the group must first list all the possible solutions and then choose the safest decision for each situation (depending on time, groups may not be able to visit each of the five stations).

Review rules for working in a team again (have students take turns reading the poster and take turns who shares their ideas first). Students will remain at their poster and complete the group exercise listed on their poster (push-ups, balance, jumping jacks, squats, sit ups) until teacher asks them to rotate.

After all groups have finished (or time is up), gather students and tell them some of the good decisions you heard groups select for each of the scenarios.

Extra Activity Ideas

Groups could create a skit about one of the safety scavenger hunt rules. Groups could create safety posters advertising one of the safe decisions made.

Evaluation Suggestions

Criteria	Yes	No
Were students able to correctly identify each safety rule?		
Were students able to properly define safe and unsafe road behavior?		
Did students choose safest decision when posed with a safety issue?		
Did students cooperate and participate effectively?		