

# SAFE ROUTES TO SCHOOL

## Pedestrian Safety Lessons Guides

The Hillsboro School District, the City of Hillsboro, Commute Options and the Transportation Safety Division of the Oregon Department of Transportation working together to improve the health and safety of Oregon's youngest commuters



Oregon Department of Transportation

For further information, visit [Hillsboro-oregon.gov/SRTS](http://Hillsboro-oregon.gov/SRTS); email [SRTS@hillsboro-oregon.gov](mailto:SRTS@hillsboro-oregon.gov); or call 503.681.6146



**K-3<sup>rd</sup> Grade**

**Lesson Guides**





**Pedestrian Safety**

**Lesson Summary (2 lessons) Summary K-3<sup>rd</sup> Grade**

Basic Rules of Pedestrian Safety	Students learn and practice the basic rules of being safe pedestrians.
Crosswalk Practice	Students learn how to be safe pedestrians using an indoor crosswalk.

Learning Objectives:

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

After all lessons students will be able to:

- define basic rules of being a safe pedestrian.
- identify and demonstrate the steps necessary to cross the road safely.
- demonstrate safe pedestrian behaviors in school and classroom settings.
- identify different signs and signals used for vehicles and pedestrians.

Tell the students they will be learning and practicing how to cross the street safely, identifying road signs and being a safe pedestrian.

## Lesson 1 - Basic Rules of Pedestrian Safety

30 mins

Students will be able to:

1. Identify parts of the roadway – vocabulary.
2. Understand basic rules of being a safe pedestrian and how to cross the street.

1) Start class with Pedestrian Safety Poem - include hand/body motions (2 mins)

*Stop every time at the edge of the street,  
Use your head before your feet.  
Make sure you hear every sound,  
Look left, look right, look all around!*

Ask: what does the poem mean by "use your head before your feet?"

2) Transition to "That's me!" Activity (3 mins)

Have students jump up and say "That's ME!" when something you say is true for them

*"I like to play outside"  
"I like to ride my bicycle or scooter or skateboard"  
"I like to exercise"  
"I know that walking is good for my body"  
"I know what a pedestrian is"*

*\*Suggestion: Ask students to add their own items to the list of activities*

3) Write the word "pedestrian" on board - have students spell as you write (2 mins)

Define the word **Pedestrian** - someone who walks/moves (including people in wheelchairs)

Ask: "Who on wheels is a pedestrian?"

(Answer: Wheelchair/mobility device; all other wheels are vehicles)

4) Play roadway vocabulary game (10 mins)

Define:

**Roadway** – the part of a 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** - modes of transportation for persons or property that use roadway (including cars, buses, trucks, trains, bicycles, skateboards, scooters)

Activity: When the teacher calls out a vocabulary word, the students perform the below actions.

- Bicycle = on back doing bicycle crunches
- Pedestrian = Walking around the gym
- Roadway = Run to half court
- Vehicle = Start running laps around the gym
- Crosswalk = Run to middle of gym and look left, right, left
- Flat tire = Sit down and spin in a circle
- Ambulance = Run laps around gym

5) Step to Safety - ASIMO video - have students practice looking Left Right Left w/ video (5 mins)

[https://youtu.be/TZ\\_uq8ViaZM](https://youtu.be/TZ_uq8ViaZM)

6) Introduce steps to crossing the street (5 mins)

1. STOP at the curb
2. Look Left, Right then Left again
3. Continue looking left and right as you cross

7) Practice crossing in the gym (5 mins)

Line students up in the middle of the gym at the half court line.  
Have students practice using the steps to crossing the street.

## **Lesson 2- Crosswalk Practice**

30 mins

Students will be able to:

1. Identify verbal and non-verbal clues.
2. Identify and demonstrate the steps necessary to cross the road safely.

1) Review Safe Pedestrian Steps (3 mins)

1. Stop at curb
2. Look Left Right Left
3. Continue looking as crossing

Tell students that we have traffic signs and signals to make sure that people are safe on the road.

2) Introduce WALK and DON'T WALK signs. Ask students what each sign means, then practice.  
(5 mins)

Ask students to stand up. Point to the WALK sign. Students demonstrate what to do when they see this sign by walking carefully around the gym. Tell students that when you point to the DON'T WALK sign, they need to stop. Do this a few times. Have students sit down.

3) Crosswalk Practice (20 mins)

Using 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 comment on what they observed. Have every student practice each scenario.

*\*Suggestion: Add a cardboard cut out of a car and students can take turns being cars and pedestrians.*

*\*Suggestion: Add police role. Police are in charge of taking notes of what they observed as the pedestrians cross the street and giving helpful feedback to the pedestrians.*

4) Wrap-up: (2 mins)

Go over steps of crossing street and how to be visible.

Encourage walking to school and teaching parents new skills.

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**4th-5th Grade**

**Lesson Guides**





## Pedestrian Safety

### Lesson Summary (3 lessons) Summary 4<sup>th</sup>-5<sup>th</sup> Grade

Basic Rules of Pedestrian Safety	Students learn and practice the basic rules of being safe pedestrians.
Crosswalk Practice	Students learn how to be safe pedestrians using a crosswalk.
Practicing Safety	Students have an opportunity to practice pedestrian safety by going for a safe walk around the school neighborhood.

#### Learning Objectives:

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

After all lessons students will be able to:

- define basic rules of being a safe pedestrian.
- identify and demonstrate the steps necessary to cross the road safely.
- define what a **hazard** is for a pedestrian.
- identify **clues** that help determine dangerous situations.
- define **“Walking School Bus.”**
- demonstrate safe pedestrian behaviors in school and classroom settings.
- identify different signs and signals used for vehicles and pedestrians.
- participate in a supervised safe walk around the school neighborhood that allows them to practice safe street crossing.

Tell the students they will be learning and practicing how to cross the street safely, identifying road signs and determining safe routes to walk around the school and neighborhood.

## Lesson 1 - Basic Rules of Pedestrian Safety

30 mins

Students will be able to:

1. Identify parts of the roadway - vocabulary
2. Understand basic rules of being a safe pedestrian.

1) Begin with "That's Me!" activity

Have students jump up and say "That's ME!" when something you say is true for them

*"I like to play outside"*

*"I like to ride my bicycle or scooter or skateboard"*

*"I like to exercise"*

*"I know that walking is good for my body"*

*"I know what a pedestrian is"*

*\*Suggestion: Ask students to add their own items to the list of activities*

2) Define and spell:

**Pedestrian** - someone who walks/moves (including people in wheelchairs)

**Roadway** – the part of a 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)

**Intersection**- a place where two or more streets join together (cross each other)

**Sidewalk** – a walk (usually paved) for pedestrians at the side of a street

**Street corner** - a place where two streets come together, usually the location of a crosswalk

**Vehicle** - modes of transportation for persons or property that use roadway (including cars, buses, trucks, trains, bicycles, skateboards, scooters)

**Walking School Bus** - A walking school bus is a group of children walking to school with one or more adults

*\*Suggestion: Have the students "spell out" the letters of Pedestrian with their bodies as the teacher writes the letters on the board.*

3) How can we stay safe when we are walking and playing outside?

4) Watch Pedestrian Safety Video <https://vimeo.com/50648558>

Review steps to crossing the street

1. STOP at the curb.
2. Put one foot on the crosswalk.
3. Look Left, Right then Left again.

4. Wait for the vehicles to stop completely.
5. Make eye contact with the driver.
6. Continue looking left and right as you cross.
7. Wave, Smile and say Thank You!

5) Play roadway vocabulary game

Activity: When the teacher calls out a vocabulary word, the students perform the below actions.

- Bicycle = on back doing bicycle crunches
- Pedestrian = Walking around the gym
- Roadway = Run to half court
- Vehicle = Start running laps around the gym
- Crosswalk = Run to middle of gym and look left, right, left
- Flat tire = Sit down and spin in a circle
- Ambulance = Run laps

## Lesson 2- Crosswalk Practice

30 mins

Students will be able to:

1. Identify verbal and non-verbal clues.
2. Identify and demonstrate the steps necessary to cross the road safely.

- 1) 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 overhead, **"I See You, You See Me"**.
- 2) 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:

- 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 and nodding)
- OR a combination

Demonstrate the clues created using groundsheet:

Have the students practice by pairing up with a partner. One is the driver, one is the walker. Have the driver practice giving the walker the verbal cue (i.e., "I see you. Go ahead and cross."). Point out that both the driver and the walker must be watching and listening to each other in order for this to work.

Have the students switch roles. The driver gives a non-verbal cue (i.e., motioning with the hand to cross or nodding the head) to the walker. Point out that both the driver and the walker must be watching and listening to each other.

*\*Suggestion: Add a card board cut out of a car and students can take turns being cars and pedestrians.*

*\*Suggestion: Add police role. Police are in charge of taking notes of what they observed as the pedestrians cross the street and giving helpful feedback to the pedestrians.*

3) Read the Pedestrian Safety Poem to students and have them repeat it:

*Stop every time at the edge of the street,  
Use your head before your feet.  
Make sure you hear every sound,  
Look left, look right, look all around!*

Tell students that we have traffic signs and signals to make sure that people are safe on the road.

4) Introduce WALK and DON'T WALK signs. Ask students what each sign means, then practice.

Ask students to stand up. Point to the WALK sign. Students demonstrate what to do when they see this sign by walking carefully around the gym. Tell students that when you point to the DON'T WALK sign, they need to stop. Do this a few times. Have students sit down.

5) Review steps to crossing the street.

6) Using 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 comment on what they observed.

### **Lesson 3 - Practicing Safety**

30 mins

Advanced Preparation: Determine a safe neighborhood route to walk with students. Include a route with opportunities to practice crossing with and without crosswalks, driveways and sidewalks.

Students will be able to:

1. Define “hazard.”
2. Identify clues that help determine dangerous situations.
3. Participate in a safe walk around the school neighborhood that allows them to demonstrate and practice safe street crossing.

1) Define **hazard** as a source of danger. Define **clues** as pieces of information that can help you spot hazards.

Give examples of clues and hazards:

- The clue is a driveway; the hazards are the cars driving in and backing out putting pedestrians in danger
- The clue is a high hedge or overgrown plants; the hazard is that these plants can block the view of the driver from seeing a pedestrian
- The clue is uneven sidewalk, crumbling curb; crumbling sidewalk; the hazard is an uneven or broken sidewalk may cause a pedestrian to trip and fall
- The clue is parked cars; the hazard is a driver may not see a pedestrian stepping out between parked cars

2) Describe to students that a Walking School Bus is a human powered bus. Explain that they will be practicing being safe pedestrians in the school neighborhood and will be organized as a Walking School Bus.

Point to and explain the expectations for all students:

1. Stay beside your buddy.
2. Stay on safe walking route (off private property and roadway).
3. Keep hands to yourself (not petting animals or picking up objects).

3) Walk the pre-determined neighborhood route. Practice safe crossing along the route. If crossing in pairs, each student should check for safety independently, then check with partner and make the decision to cross.

Once back in classroom, discuss hazards that students noticed or experienced. Ask students to share something they enjoyed or learned on the walk.

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