

Pedestrian Safety

VOCABULARY

The following words represent the basic vocabulary needed to comprehend the material presented in the pre-school pedestrian safety program:

alert	dangerous	sidewalk
alley	driveway	stop
away	forward	street
backward	headlights	taillights
back-up lights	hidden	toward
between	horn	traffic
corner	parked cars	turn signals
curb	safe	windshield

LESSON PLANS

LESSON 1 - STREETS ARE FOR CARS

Objective: *Streets are dangerous for small children.*

Classroom activities: (Explain and/or demonstrate on chalkboard or bulletin board.)

1. What uses the streets? (Cars, buses, trucks, motorcycles, school buses.)
2. What does the front of a car look like? (Has headlights, windshield and turn signals.)
3. What does the back of a car look like? (Has red taillights and turn signals.)
4. How can you tell if a car is coming towards you or going away? (A car coming towards you looks bigger and bigger and has headlights, etc.; a car leaving looks smaller and smaller and has taillights.)



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5. Traffic makes different sounds. Have children think about different traffic sounds they've heard. (Horns, trucks, buses, motorcycles, car starting, cars moving, cars stopping, screeching tires, sirens.)
6. How do cars help us? (Takes us places.)
7. Can cars hurt us? (If we're in their way, they can hit us and hurt us.)

OUTDOOR ACTIVITIES:

1. Show the children the items mentioned above.
2. Have the children listen for and identify the above mentioned traffic sounds.
3. Have the children identify an approaching car, a departing car and a parked car.

LESSON 2 - SIDEWALKS ARE FOR WALKERS

Objective: Sidewalks are safe for people.

Classroom activities:

1. Who or what belongs on the sidewalk ? (People, pets, tricycles, big wheels, bikes .)
2. Where does the sidewalk end or stop ? (At the curb or the edge of the street.)
3. What is an alley? (A small street behind houses and buildings.) Since it is a street, it is dangerous. A sidewalk meets alleys, therefore, children should stop at alleys.
4. What is a driveway? (It is like a small street next to a house.) Many times cars back up in driveways. A driver backing up has a difficult time seeing children and / or toys. As sidewalks and driveways meet, therefore, children must be careful and watch for moving cars in driveways.
5. Are sidewalks a safe place to play? (Yes, but children should not play with balls or other toys that could go in the street.)
6. If something does go out into the street, what should you do? (Ask someone who is older, who you know, to get it for you.)
7. Is the yard a safe place to play? (Your yard is a safer place to play than the sidewalk. It's best to play in your yard.)

OUTDOOR ACTIVITIES:

1. Take a walk in the neighborhood and point out the items discussed above.



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LESSON 3 - STOP AT THE CURB

Objective: Always stop at the curb which separates a safe area from a dangerous area.

Classroom activities:

1. What is a curb? (The step next to the street.)
2. What does the curb do? (It tells drivers that the street ends and walkers that the street starts.)
3. Is the curb a safe place to play? (No, a car that is stopping at the curb might make a mistake and ride over the curb.)
4. What uses the streets? (Cars, etc.)
5. Is it safe for you to be in the street ? (Not without an adult.)
6. Who uses a sidewalk? (People, pets, people on tricycles, etc.)
7. Are sidewalks a safe place? (Yes, except for driveways and alleys.)
8. Does the sidewalk stop for the street ? (Even the sidewalk stops for the street.)
9. Where does it stop? (At the curb.)
10. What does a stop sign look like? (Show or draw a picture of a stop sign.)
11. What should you do when you get to a curb ? (Have the children imagine a stop sign every time they get to a curb and tell them to stop.)
12. What does a curb tell us? (That a safe area, the sidewalk, ends and a dangerous area, the street, begins.)
13. If you're running, do you still need to stop at the curb ? (Yes, especially then.)

OUTDOOR ACTIVITIES:

1. Take the children for a walk and point out the items discussed above, emphasizing the curb both at midblock and at corners.



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LESSON 4 - CARS ARE BIGGER THAN ME

Objective: Cars cause a visibility problem.

Classroom activities:

1. Are cars bigger than children? (Compare child's height to that of a file cabinet or other tall object in the room that would be about a car's height - roof about 5 feet high, hood about 3 feet high .)
2. Can cars hide us? (Have a child stand behind a file cabinet and explain that just like a parked car, the object hides the child from view.)
3. Does the parked car block the child's view? (Have the child state what they can see.)
4. Does a parked car block the view for an adult ? (Demonstrate that an adult can see over the object but that children can't.)
5. Why is it dangerous for you to be in the street in front or behind a parked car? (The parked car hides you from sight for the driver of a car coming down the street.)

OUTDOOR ACTIVITIES: (Park a car in a safe area on the grounds.)

1. Show children the following sections of the car: the front end, headlights, signal lights, windshield, the back end, taillights and back-up lights. Explain when back-up lights come on and what turn signals mean. Sound the car's horn and explain what the driver means when he sounds it.
2. Have the group of children stand to the rear and left of the car on the school grounds. Tell them to pretend that they are in another car driving past the one you have parked there. One by one take a child to the opposite end of the car to demonstrate to them that standing behind the car they cannot see the whole group and demonstrating to the group that the child cannot be seen but that the adult can be.
3. Point out the posts holding up the roof of the car in the front and in the back and explain that drivers cannot see things behind them. Have one adult sit behind the steering wheel and one by one position the children at a place to the left and front of the car where they cannot see the driver's eyes (the driver's blind spot). Follow the same procedure for the blind spot to the front and right of the car and for the left rear and right rear blind spots. Also have them stand directly behind the car to point out to them that the driver cannot see them because they are too small and too close to the car.



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LESSON 5 - ALWAYS CROSS WITH SOMEONE OLDER

Objective: *Whenever you enter the street, have someone older go with you.*

Classroom activities:

1. Who is someone older? (Mother, father, teenage brother or sister, grandparents, uncle, aunt, teacher, babysitter, someone you know.)
2. Are older people bigger than you? (Yes. Have children stand next to you.)
3. Are cars bigger than older people? (No. Use file cabinet demonstration.)
4. Do cars hide older people? (No. Stand behind file cabinet or other object in room that compares with car height.)
5. Why do older people know more about crossing streets than you? (They have had a longer time to learn. They have crossed streets many times. Many older people drive cars and know how they work.)
6. What are some things older people know about crossing streets? (That streets are for cars, sidewalks are for walkers, to stop at the curb, to look all ways before crossing, and that cars can hurt them if they get hit by a car.)
7. Why can older people cross streets safely ? (They are bigger than cars, they know how to cross streets, and they have done it many times.)



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"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 take an adult's hand
Adult's hand
Adult's hand
First we take an adult's hand
We cross safely!

Now we're stopping at the edge
At the edge
At the edge
Now we're stopping at the edge
We cross safely!

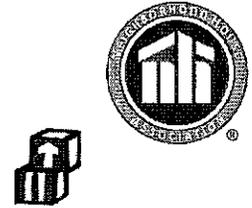
Now we're looking left, right, left
Left, right, left
Left, right, left
Now we're looking left, right, left
We cross safely!

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!!!



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TO PARENTS OR GUARDIAN

1. TEACH YOUR CHILD THAT SIDEWALKS ARE FOR BOYS AND GIRLS WALKING. TEACH YOUR CHILD ALWAYS TO STOP AT THE CURB. TEACH HIM/HER THAT STREETS ARE FOR CARS, AND CHILDREN SHOULD NOT BE IN A STREET.
2. SUPERVISE YOUR CHILD WHEN OUTDOORS. IT ONLY TAKES A SECOND FOR A CHILD TO RUN INTO THE STREET.
3. YOUNG CHILDREN DO NOT HAVE THE ABILITY, KNOWLEDGE, OR SKILL TO SAFELY CROSS STREETS ALONE, EVEN IN QUIET NEIGHBORHOODS. YOU SHOULD TAKE YOUR CHILD ACROSS THE STREET OR HAVE ANOTHER RESPONSIBLE PERSON CROSS HIM.
4. YOUR CHILDREN WILL CROSS STREETS IN THE SAME WAY AND IN THE SAME PLACE THAT YOU DO. SET AN EXAMPLE FOR THEM THAT WILL KEEP