**Lake Tahoe Safe Routes to School Curriculum**

2nd Grade. 40 minutes. Classroom setting.

**Objectives:** Students will learn some of the benefits of walking, as well as key aspects of being a safe pedestrian.

**Materials: “**What I know about walking” work sheets, safe walking flashcards, walking scenario cards

**Introduction:** (2 minutes)

Instructor’s name and relevant background. Thank the teacher and class for hosting.

What is Safe Routes to School all about?

* Increasing safety for students and families to walk and bike to school
* Increasing the number of students and families walking to school
* Improving health by encouraging physical activity
* Preserving the environment by reducing vehicle miles traveled.

Provide brief overview of today’s lesson.

**Getting-to-school brainstorm:** (10 minutes)

List all reasonable ways to get to school on the board in three columns without headings.

Put active transportation (ie; walking, biking, skateboarding, etc.) on the left side of the board.

Put ways with lessened pollution and/or traffic impact (ie; carpools, hybrids, public transit) in the center of the board.

Put ways that add to traffic and require no exercise (ie; cars, trucks, etc.) on the right side of the board.

Ask students why some are written on the left and some are written on the right. Then explain using some of the criteria below.

* Pollution: Walk/bike/skate creates no pollution. other choices create pollution.

Hint: What happens when cars burn gas? Is car exhaust good to breathe?

* Exercise: Walk/bike/skate allows for exercise. Other choices do not allow exercise.

What would a PE teacher say about walk/bike/skating? Is it good for you?

* Traffic: Walk/bike/skate creates minimal traffic. Other choices create traffic jams.

What happens when everyone drives at the same time; What do you get stuck in?

* Fun? Do you have fun walk/bike/skating?

Any answer to this question is correct.

“Today we are going to focus on one of these ways to get to school, walking.”

Circle walking within the list of ways to get to school.

“What is good about walking to school? No pollution, no traffic, exercise, and fun.”

**Stop, Look, and Listen:** (10 minutes)

Ask students what they know about walking safely.

Distribute pencils and “What I know about walking” sheet. Give students five minutes or so to complete.

Ask for answers to initiate discussion about why safety is important and why walking is good for their health and the environment.

Following discussion, introduce “Stop, Look, and Listen”

“What do we need to watch out for when walking? Traffic, cars crossing your path. There is a proven method that will keep you safe when crossing the street. People of all ages use this method. This method will keep you safe walking, skating, biking, and even in cars! The method to cross the street safely is a 3-step method.”

Write “1,” “2,” and “3” in a column on the board. As you discover the three steps with the class, fill in the blank next to the corresponding number.

“If I want to cross a road, show I walk directly into the road? No.”

1. Stop. The first step is to stop before going into the street.

Now that I am stopped, what do I need to check for? Traffic, cars, etc. How can I check for traffic? How can I tell if a car is coming?

1. Look. The second step is to look for traffic. Look left, look right, then look left again.
2. Listen. The third step is to listen for traffic.

Hint: Cup your hands behind your hears and repeat the questions.

1.Stop. 2. Look. 3. Listen.

Act out each step in front of the class. Exaggerate your movements. Emphasize “Stop, Look, and Listen” and “Left, Right, Left again.”

**Additional safety points/flashcards:** (5 minutes)

Discuss additional safety methods while walking, asking students for help.

Possible points to address:

* Check traffic for yourself, do not follow anyone or anything into the road.
* Your parents or guardians decide when and where you can walk. Stay close to a parent, adult, or older sibling.
* Keep checking for traffic as you cross the street.
* Traffic can come from multiple directions, including behind and in front of you.
* Make eye contact and use hand gestures to communicate with drivers.
* Check that parked vehicles are not running before walking around them.
* Use crosswalks whenever possible.
* Walk, don’t run.
* Don’t play around with friends or push.
* Stay away from traffic and busy roads.
* Be aware of your surroundings. Don’t let toys, phones, MP3 players, or anything else distract you.

“Now we’re going to look at some pictures of people walking near traffic. When I hold up a picture, give me a thumbs-up if the person is following the rules or a thumbs-down if the person is not following the rules. If it is thumbs-down, I’m going to ask you how each person could improve.”

* Walk Safely Situation A (a picture of student running on sidewalk)]

(Thumbs Down) Never run near traffic.

* Walk Safely Situation B (a picture of students acting silly near traffic)]

(Thumbs Down) Never play around traffic because someone could get hurt.

* Walk Safely Situation C (a picture of student walking far ahead of father)]

(Thumbs Down) Never walk without a parent, adult or older sibling. Walk closely to them at all times.

* Walk Safely Situation D (a picture of student walking on the sidewalk, on the left side of the road, holding an adult’s hand)

(Thumbs Up)

**Student Activity:** (10 minutes)

“Now, it’s your turn! You are going to act out some different scenarios of what you might encounter when you are a pedestrian walking near traffic. Everyone stand up. I am going to put you in groups.”

Presenter places students in groups of 3-4, depending on size of class.

“In your group, you are going to pretend you are pedestrians walking near traffic. I am going to give you a scene to act out. You have to act out the scene and then tell us whether you were safe or unsafe. If you were being unsafe, we are going to help brainstorm how you could improve to be safer next time.”

Presenter distributes one card per group with either a safe or unsafe scenario printed on it (examples below). Groups are given several minutes to brainstorm the scene and then about one minute to act it out.

The class will then analyze the scene. If the students were being safe, they can clap or give thumbs-up. If the students were being unsafe, they can give thumbs-down and then provide suggestions for how to fix the behaviors.

Example scenarios:

• Several children are walking down the street. One child is holding a ball. He/she accidentally drops the ball into the road. Another student runs out into the street to retrieve the ball.

• Several children are walking down the street. They are pushing and shoving each other back and forth into the road.

• A child is walking down the street ahead of his/her parents. He/she is not paying attention to the parents calling out behind.

• Several children are walking down a sidewalk. They approach a driveway. All children stop before they get into the driveway, look for cars, and look left-right-left for traffic.

**Simon Says:** (Optional if time available)

The class must stand facing the instructor. Leave an arm’s length in space between students. During the game you must not do anything unless “Simon Says” precedes the instructions. Model the movements for students to copy. If you make a mistake keep playing, no one is out.

1. Simon Says stick out you left arm.

Check that all students know left from right

2. Stick out your right arm.

Check that students did not move

3. Simon Says put your arms down.

4. Simon Says look to your left for traffic.

5. Simon Says look to your right for traffic.

6. Look back to your left.

Check that students did not move

7. Simon Says look to you left to check for traffic.

Variations include: Walking in place, stopping, and listening (cup hands around ears).

**Conclusion/review:** (3 minutes)

Discuss what the class has learned, emphasizing “Stop, Look, and Listen” and other safety techniques. Ask students about the benefits of walking and how they can stay safe while doing it. Ask for any questions. Thank the class and teacher for hosting you.