



WALK SAFE!

Topic: Pedestrian Safety **Time:** 5 - 40 minutes (*adaptable*)

Audience: Grades K-6

School Districts: Bethel, Cascade Christian, Franklin Pierce, Orting, and Puyallup

Methods of Instruction:

- Interactive Lecture
- Demonstration
- Cooperative Learning
- Game-Based Learning

Learning Objectives:

Curriculum activities build students' ability to:

1. Describe the importance of walking and common places to walk safely
2. Define pedestrian- and traffic-related terms
3. Describe and demonstrate safe walking behaviors, including the appropriate steps to crossing the street
4. Collaborate with family members to increase safe walking behaviors at home

Activity-Dependent Materials:

- Open space for physical activity with play court lines or cones to mark "lines" (i.e. on a grass field)
- Vocabulary Cards, *printed and laminated (6)*
- Signal Cards, *printed and laminated (8)*
- Pedestrian Crossing Rhyme, *printed/laminated on posterboard*
- Campus Walk Worksheet, *printed (see grade level rec's)*
- Basketballs or foam balls, *one per pair of students*
- Certificate of Completion, *printed/names added (one per student)*

Instructor Supports:

- Media Cart, *encouraged but not required*
- Instructor Overview Slides, *see slide numbers in Detail below*
- Classroom Presentation Slides, *see slide numbers in Detail below*

WA State Physical Ed. Standards Alignment:

1. Students will demonstrate competency in a variety of motor skills and movement patterns.
→ Objectives 2 & 3
2. Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
→ Objectives 2-4
3. Students will demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.
→ Objectives 3 & 4
4. Students will exhibit responsible personal and social behavior that respects self and others.
→ Objectives 3 & 4
5. Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.
→ Objective 1

WA State Health Ed. Standards Alignment:

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
→ Objectives 1, 2, & 3
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
→ Objectives 3 & 4
5. Students will demonstrate the ability to use decision-making skills to enhance health.
→ Objective 3
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
→ Objectives 3 & 4

LESSON PLAN DETAIL

Curriculum Introduction (K-6)

- Game: That's Me, 5 min
Classroom Slide # 4, Instructor Slide #2
- Curriculum Objectives, 2 min
Classroom Slide # 2, Instructor Slide #3
- Safety Point: Importance of Walking, 2 min
Instructor Slide # 4

Transition: "We will be learning some important ways you can stay safe and healthy while walking, and as you will see, many of them still apply if you are on your bike, scooter, or skateboard."

Plan Detail continues on Page 2



LESSON PLAN DETAIL, *CONT.*

Time	Instructor Slide(s)	Classroom Slide(s)	Self-Select Lesson Activities <i>(see suggested grade levels)</i>
13 min	5-7	13-15	<ul style="list-style-type: none"> ● <u>Vocabulary Exercises with Safety Points (K-6)</u> As you say each word and project/hold up its card, define the word and demonstrate the action. Next, have the students repeat the word and perform the associated action. Run through the words and actions at least once. ○ Introductory = pedestrian, bicyclist, vehicle → Safety Point: Safe Behaviors Near Traffic
10 min	8	16-18	<ul style="list-style-type: none"> ○ Roadway = edge, shoulder, sidewalk → Safety Point: Everyday Walking Rules
8 min	9	19-22	<ul style="list-style-type: none"> ○ Crossing = crosswalk, intersection, signal, yield → Safety Point: Importance of Signs & Signals
3-5 min/ea	10	5	<ul style="list-style-type: none"> ● <u>Game: Simon Says (K-6)</u>
5 min	11	11	<ul style="list-style-type: none"> ● <u>Pedestrian Crossing Rhyme (K-6)</u>
3 min	12, 9*	6	<ul style="list-style-type: none"> ● <u>Game: Red-Light, Green-Light + Importance of Signs & Signals Safety Point*</u>
4 min		7	<ul style="list-style-type: none"> ○ Round 1 = Traffic Signals <i>(as refresher, K-6)</i>
8 min		8	<ul style="list-style-type: none"> ○ Round 2 = Pedestrian Signals (K-6)
		9	<ul style="list-style-type: none"> ○ Round 3 = Traffic Signs (4-6) <p style="text-align: center;"><i>*Safety Point may be in duplicate if previously covered with Crossing Vocabulary Exercises</i></p>
3-5 min/ea	13		<ul style="list-style-type: none"> ● <u>Review Toss/Bounce (K-6)</u>
20 min	14		<ul style="list-style-type: none"> ● <u>Campus Walk</u> <ul style="list-style-type: none"> ○ Sign & Signal Search <i>Suggestions for use of the Campus Walk Worksheet by grade level:</i> <ul style="list-style-type: none"> – K-3 = divide the search among individuals or partners; make purposeful stops so that students can count and then record. – 4-6 = assign entire worksheet to individuals and/or partners; consider stopping once as an example early on, telling students to search and record the rest as the walk is completed ○ Crossing from Edges ○ Vocabulary Review
			<ul style="list-style-type: none"> ● <u>Certificate of Completion</u>