



**SAFE ROUTES
TO SCHOOLS**

MARIN COUNTY

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Grade Two Introductory Safety Training

Grade level: 2

Introduction: This lesson will cover the proper procedure students must follow to cross the street safely. Failure to follow this procedure is statistically, the leading cause of accidents for children.

Objective: The students will be able to demonstrate the procedure of stopping at every edge, looking left, then right, then left again before crossing the street.

Materials:

- video: Safe Crossings with Willie Whistle
- VCR
- monitor
- white board or chalk board
- dry erase pen or chalk

optional:

- squeaky turtle bicycle horn

Discussion points:

- classroom management/respect (raise your hand if you have something to say, do not call out)
- the four most fantastic reason's to walk and ride (It's fun, it's healthy, less traffic, less pollution)
- community (the problem in the community of Marin is traffic and pollution, kids can really do something to help)
 - video:**
 - stop at every edge or curb
 - look left, then right, then left again
 - crossing around parked cars is more dangerous (check for people in the car, the edge is now at the end of the car)
 - practice:**
 - knowing your left from your right
 - looking over your shoulder to see behind you
- intersections
- practice with an adult
- never walking alone/who do we walk with/never walk with a stranger
- It's your job to stay safe
- how kids are getting hurt: not doing what they **know** they are

supposed to do

Instruction/Modeling: See sample script.

Assessment: Children will be asked to perform the procedure for safe crossing in the walking obstacle course.

Closing: Explain that we will be doing what we learned today when we have the walking obstacle course (if possible tell them exactly when that will be) so they should go home and practice what they learned with an adult. If there is time allow for questions first, then comments.

Grade Two Introductory Safety Training Sample Script:

(Note to Instructors: This is intended as an example; we encourage you to develop your own presentation based on your personal teaching style. I believe in a team teaching model but due to budgetary constraints my teaching partner, T3, is not a trained professional. T3 is a small plastic turtle/bike horn. T3 is very effective at classroom management; I squeak him to signal the students that I need their attention)

This script covers all of the discussion points outlined in the lesson plan; it is this material which builds upon children's prior knowledge and teaches them what they need to know in order to execute the walking obstacle course)

Good morning class, my name is Chris, and I am a teacher, but I don't have a regular classroom like your teacher, I go around to lots of different classrooms in schools all over Marin County and I teach kids about why it's important to walk and ride our bikes to get places, instead of always driving like we tend to do, and I teach kids about how to walk and ride safely.

(If children start raising their hands ask them to please put their hands down, tell them we will have time at the end for questions and comments)

I'm Chris and this is T3, I want to remember T3 too, because T3 helps me to get kid's attention (squeak T3 at a kid, look for one who is not paying attention). T3 helps me to work with kids. We are going to ask you to do a few simple things to help us all work better together; I bet you already know this and this is what you already do.

- I am going to ask you to raise your hand if you have something to say.
- Please do not call out.
- Do not talk when I am talking and do not talk when another student is talking.

Do you study about respect at (name of school)? Raise your hand if you know what I mean by respect. I should see every hand raised because I need you to show respect for me as the

teacher and to one another because that's the only way I'm going to be able to hear from everybody, and I want to hear what everybody has to say.

Right now I want to hear what you have to say about why it's important to walk and bike sometimes instead of always driving. I have what I call the four most fantastic reasons to walk and bike sometimes instead of always driving. Who can tell me a really fantastic reason?

Call on kids until they give these answers, provide feedback.

◦ less pollution

Have you studied about pollution in school yet? Do you know what pollution is? pollution is the black smoke that comes out of the backs of cars and trucks. Pollution is bad for kids, it's bad for animals and it's bad for teachers.

◦ it's healthy

You know how important it is for kids to get plenty of exercise, You learn that in PE, We know that kids need at least 30 minutes of exercise a day, raise your hand if you get at least 30 minutes of good exercise a day. An excellent way to get that exercise is walking or biking to school.

◦ less traffic (If they need a hint on this one ask them what happens first thing in the morning, when everybody has to get to work or to school and we get in our cars all at once and then we just sit there.)

Can you believe how bad the traffic is around here in the morning? Most of the time it's faster to ride a bike or even walk.

◦ It's fun (If they need a hint ask them what they would rather do, sit in traffic or get together with their friends and their mom or dad and walk to school?)

And that is the most fantastic reason for anything!

I want you to think about it this way, we did something great for the whole world, by cutting down on pollution and something good for our community by cutting down on traffic.

Have you studied about community yet in school? (most schools study community in the second grade) Who can tell me what we mean by community? (call on a student) A community is a group of people in a place. This class is a community and the town we live in is our community and we all live in the community of Marin, The problem in the community of Marin is too much traffic! It cause pollution, it's a big waste of time and makes people really angry but kids can really do something about it!

We also did something excellent for ourselves by getting some exercise and we had lot's of fun doing it! And all we did was walk or ride instead of driving.

What is **not** fantastic at all is when kids get into accidents. That's why we call this **Safe Routes to School**. We want to make sure you guys know how to be safe out there.

I'm a pretty good teacher, but the teacher on this video explains it even better than I can.

(show the 5 minute video *Safe Crossings with Willie Whistle*)

Raise your hand if you already knew what was on the video. OK, hands down. Raise your hand if your mom or dad have already talked to you about crossing the street. Very good, that's almost everybody, but I still think it's important to talk about this and to practice it in school.

The next time we work together we are going to practice what we are learning here today. I think you already know one thing that wasn't on the video, something else you are supposed to do when you are out walking. I'm giving you a big hint (tug on your ear). What do we do with this? Everybody should have their hand up. Call on a student. Listen!!! Stop, look and listen!

Now I'm going to teach you something that wasn't on the video and I bet you don't already know, but first we are going to play a little game. Do you know how to play Simon Says? We're going to play T3 says. I want every body to stand and face the board.

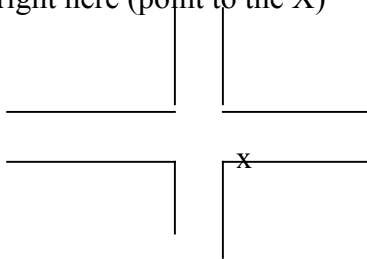
(model this, remember kids will mirror you) T3 says raise your left hand. T3 says put your left hand down. T3 says raise your right elbow, T3 says put your right elbow down. T3 says shake your left foot, T3 says put your left foot down. T3 says shake your right foot, Put your right foot down. Got you! T3 says put your right foot down.

I was just testing you, I wanted to see if you knew your right from your left. Looks good. Now I want you to stay facing forward, keep your eyes and your bodies facing the board. You are going to stay perfectly still and I am going to move. I am going to move around behind you, You have to keep your eyes and bodies forward in order for this to work.

(from the back of the room) I want everybody to look to the left. Now look to the right. Look back to the left but his time turn your head to look all the way over your shoulder and see how many fingers I'm holding up. Don't call out the number, keep it to yourself, I want everybody to see for themselves. (hold up three fingers and move across the back of the room. Make certain that all students can see) Call on a student for the answer. Now look to the left, do the same thing, look over your shoulder and see what I'm holding up. (hold up T3) Do not call out, everybody needs to see for themselves. (make certain everybody sees T3)

Move back to the front of the room. Everybody sit back down please. What was I just holding up? Call on a child. Very good. Did you see what I made you do? I made you look all of the way over your shoulder to see what's coming up from behind you. That's what you have to be on the look out for, it's that stuff sneaking up from behind that's going to get you.

Who can tell me what an intersection is? (call on a child) Right, an intersection is where two streets come together. (draw an intersection on the board) So you're about to cross the street right here (point to the X)



What did you do when you got to the edge of the sidewalk, to the curb? (call on a couple of kids, one boy and one girl, each child should give the same answer: STOP) Very good.

What do you call the lines across the street that tell you where to cross? (call on a child) That is correct, this is the crosswalk (draw in a crosswalk)

Which way did you look first? (call on a child then draw an arrow on the diagram pointing left) Then which way did you look? (call on a child then draw an arrow on the diagram pointing right) Then you looked back to the left again, but if you didn't look all the way over your shoulder to see what was coming at you from behind you didn't see the car that came screeeeeaching around the corner to your left (draw an arrow representing the path of a car coming around the corner from the left) and BAM!

That's why I want you to look left and right and left again, all the way around to see what's sneaking up from behind. Next time we work together I'm going to set up the walking obstacle course outside on the playground and I want you to show me what we learned and practiced here today.

Do you have homework yet? Does (teacher's name) give you work to take home? I am going to give you some homework. I want you to go home and practice what we talked about today with an adult.

Someone please raise their hand and tell me if you are allowed to come to school on your own in the second grade. (the answer is no) No! In the second grade you are still walking or riding with an adult. Next year (in most schools) you will be allowed to come to school on your own but this year you always walk with an adult. Who are some of the adults you like to walk with? Don't call out, raise your hand and tell us who you like to walk with. (call on several children)

Would any of you ever go for a walk with a stranger? NO! Never go for a walk with a stranger! Only go for a walk with an adult your mom or dad says is OK.

So that is your homework, go for a walk, with an adult, tell them about what we did today and practice crossing the street the safe way, the way we learned today. We're getting you guys ready for next year when we want you to be able to walk and ride on your own but you have to show us that you know how to do it safely.

I want you to really understand why this is so important. I want everybody to have an answer to this question: **Who's job is it to make sure that you stay safe out there?** Everyone should have an idea so everybody should have their hand up. Call on a child, the answer we are looking for is "me". You may get "my mom", "adults", etc., respond by saying yes, parents, teachers, crossing guards and police are trying to make sure it's safe for kids but in the end only YOU can make sure you're being safe.

It's your job to make sure that you stay safe out there, because here's what we know about how kids are getting hurt by cars: We know that you kids know what you are supposed to do, that you:

- ° **know** you are supposed to stop at every edge, at every curb
- ° you **know** you are supposed to look to the left and the right and the left again before you cross the street
- ° you **know** that you never run into the street

Kids are getting hurt because they aren't doing what they **know** they are supposed to do. You forget, or you think that you don't **always** have to look or you're in a hurry and **you just don't do the simple things it takes to stay safe.**

We have to know that you're going to do what you know you're supposed to do.

I promise you that if you do what we learned here today, which is what you're going to have a chance to practice when you have the walking obstacle course, you won't get hit by a car!

You won't get hit by a car because you're going to stop and look carefully so you're going to see any car that's coming then you're going to wait until it's clear **before** you cross the street.

So go home and practice with an adult; T3 and I will be back, we're going to set up the walking obstacle course and each of you are going to show me what you **know**. I want to thank you all for being such good listeners, I have really enjoyed working with you and I look forward

to working together again very soon. Thank you (name of teacher), you have a great class, have a wonderful rest of your day.