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Final Report

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National Highway Traffic Safety
Administration

Identification and Feasibility Test of Specialized Rural Pedestrian Safety Training

Volume II: Pedsafe Elementary Materials

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<p>This report (Volume 2 of four volumes) serves as a users guide for elementary schools implementing the PEDSAFE Program. Volume 1 of this report describes the conduct and results of the evaluation of the entire PEDSAFE Program and provides recommendations concerning materials revisions. Volume 3 provides all printed program materials employed in the Junior/Senior High School PEDSAFE Program. The materials in Volumes 2 and 3 have been revised in accordance with the recommendations for modification of this program and its materials provided in Volume 1. Volume 4 contains the scripts for all audiovisuals used in the PEDSAFE Program.</p> <p>This volume contains all printed materials used in the Elementary and On-Bus PEDSAFE Programs, including <u>Principal's Guide</u>, <u>Teacher's Guides</u>, parents pamphlets, <u>Transportation Director's Manual</u>, and <u>Bus Driver's Manual</u>.</p>					
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METRIC CONVERSION FACTORS

Approximate Conversions to Metric Measures

Symbol	When You Know	Multiply by	To Find	Symbol
LENGTH				
in	inches	2.5	centimeters	cm
ft	feet	30	centimeters	cm
yd	yards	0.9	meters	m
mi	miles	1.6	kilometers	km
AREA				
in ²	square inches	6.5	square centimeters	cm ²
ft ²	square feet	0.09	square meters	m ²
yd ²	square yards	0.8	square meters	m ²
mi ²	square miles	2.6	square kilometers	km ²
	acres	0.4	hectares	ha
MASS (weight)				
oz	ounces	28	grams	g
lb	pounds	0.45	kilograms	kg
	short tons (2000 lb)	0.9	tonnes	t
VOLUME				
tsp	teaspoons	5	milliliters	ml
Tbsp	tablespoons	15	milliliters	ml
fl oz	fluid ounces	30	milliliters	ml
c	cup	0.24	liters	l
pt	pint	0.47	liters	l
qt	quart	0.96	liters	l
gal	gallon	3.8	liters	l
ft ³	cubic feet	0.03	cubic meters	m ³
yd ³	cubic yards	0.76	cubic meters	m ³
TEMPERATURE (exact)				
°F	Fahrenheit temperature	5/9 (after subtracting 32)	Celsius temperature	°C

* 1 in = 2.54 (exactly). For other exact conversions and more detailed tables, see NBS Misc. Publ. 286, Units of Weights and Measures, Price \$2.25, SD Catalog No. C13.10:286.



Approximate Conversions from Metric Measures

Symbol	When You Know	Multiply by	To Find	Symbol
LENGTH				
mm	millimeters	0.04	inches	in
cm	centimeters	0.4	inches	in
m	meters	3.3	feet	ft
m	meters	1.1	yards	yd
km	kilometers	0.6	miles	mi
AREA				
cm ²	square centimeters	0.16	square inches	in ²
m ²	square meters	1.2	square yards	yd ²
km ²	square kilometers	0.4	square miles	mi ²
ha	hectares (10,000 m ²)	2.5	acres	
MASS (weight)				
g	grams	0.035	ounces	oz
kg	kilograms	2.2	pounds	lb
t	tonnes (1000 kg)	1.1	short tons	
VOLUME				
ml	milliliters	0.03	fluid ounces	fl oz
l	liters	2.1	pints	pt
l	liters	1.06	quarts	qt
l	liters	0.26	gallons	gal
m ³	cubic meters	35	cubic feet	ft ³
m ³	cubic meters	1.3	cubic yards	yd ³
TEMPERATURE (exact)				
°C	Celsius temperature	9/5 (then add 32)	Fahrenheit temperature	°F

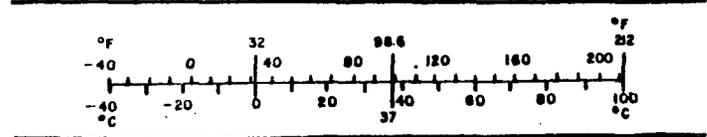


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INTRODUCTION

This report documents a project to field test and evaluate the PEDSAFE Program, a child pedestrian safety training program designed to prevent pedestrian accidents among children in grades K-12. The project was performed under contract to the National Highway Traffic Safety Administration (NHTSA) within the U.S. Department of Transportation.

Volume 1 of this report describes the conduct of the project and provides the results and conclusions from program testing. It also provides data on the effectiveness of the various program components and recommendations for modifications of program materials.

This volume, Volume 2, provides detailed descriptions of all elementary program training materials and is designed to present complete program implementation guidelines. The materials were modified in accordance with the recommendations resulting from the field testing.

Volume 3 provides the full texts of the Junior/Senior High School Teacher's Guides and Student's Booklets. Copies of other printed materials are also included with specifications for printing. In addition pre- and post-knowledge tests are included.

Volume 4 contains the scripts for all audiovisuals used in the PEDSAFE Program. The scripts for the two slide/tape presentations used in the Junior/Senior High School Program are contained in Volume 4.

Volume 3 serves two purposes. One is to detail all program modifications and additions. The other is to serve as a users manual for school systems preparing to implement the program. Consequently, every effort has been made to supply complete information to facilitate use of the program.

Overview of the PEDSAFE Program

Based on a computer analysis of over 3,000 rural pedestrian accidents, the types of accidents victimizing children aged five through nineteen were identified. Accident-avoidance behavior sequences were then defined and a single integrated curriculum, covering all the child-victimizing accident types, was developed. The PEDSAFE curriculum was designed to:

1. Develop skill through distributed practice in the performance of the accident-avoidance behaviors for all

target accident types as early as consistent with the developmental capabilities of the child.

2. Motivate the continued use of the safe practices once skill is developed.
3. Maintain the salience of the various street crossing dangers through repeated messages, using multiple presentation modes.

The Elementary Program provides a unified continuing educational experience from year-to-year, although any given year of the curriculum can stand alone. Each year's curriculum builds on skills learned in previous years, but includes practice of all previously taught skills. Active involvement of the student is emphasized. Parental involvement is encouraged and additional guidance is provided by school bus drivers.

The Junior/Senior High School Program consists of several projects, each of which is designed to provide the student with an understanding of the pedestrian safety problem in general.

Overview of the Elementary Program

An analysis of the suburban/rural accident types victimizing elementary-aged children was performed to determine the behavioral errors associated with each accident type. Accident-avoidance behavior sequences were developed for each accident type and are designed to teach the children a sequence of behaviors that, when performed correctly, will enable them to avoid an accident.

The PEDSAFE Elementary Program is divided into six units--Kindergarten and First Grade through Sixth Grade. A unit of the elementary program typically involves approximately ten sessions distributed throughout the year, and requires approximately six hours of class time. The sessions are designed to teach street safety and maintain a high level of performance. The curriculum builds on knowledge and skills acquired in earlier grades. As students progress through elementary school, they learn simple basic skills which will gradually be added to in order to provide the students with safe actions for their more varied activities. Visual and audio materials add to the students' enthusiasm. Indoor and outdoor practices are used to simulate "real life" situations in which the students perform the correct pedestrian behaviors.

Although the PEDSAFE Curriculum is performed by individual classroom teachers, one individual (i.e., the principal) must be responsible for the overall coordination and supervision of the program. The duties of the PEDSAFE coordinator include:

- . Acquainting teachers with the PEDSAFE Program.
- . Obtaining, storing and distributing program materials.

- . Selecting and laying out practice sites and arranging for barricades to block streets for outdoor practice sessions.
- . Coordinating and scheduling class sessions which require shared materials (e.g., videotapes) or special settings (e.g., school bus practice).
- . Arranging for teacher aides when students practice on real roads.
- . Answering parents' questions and providing suggestions regarding the program.
- . Arranging for school public relations personnel to enlist the cooperation of local television stations in airing "Willy Whistle" public service announcements.

Teacher Preparation

Program orientation requires approximately 45 minutes and may be performed as part of a systemwide in-service activity, or may be done by individual school principals/coordinators. This orientation should be scheduled after teachers have received their PEDSAFE materials. Practice site selection and scheduling should be completed prior to orientation, so that teachers can be briefed concerning them. The teacher's introductory film is shown during this orientation session.

Summary of Elementary Program Units

Kindergarten and First Grade. The K-1 unit is designed to address two major types of pedestrian accidents, Dart-Outs and School Bus Related. Together, these accidents account for almost 90 percent of the child-caused accidents that victimize K-1 children. The Dart-Out is an accident in which a child has unexpectedly run (or "darted-out") into the street at a midblock location and been hit by an oncoming vehicle. A school bus related accident is any accident (including dart-outs) which occurs when a child is going to or coming from a school bus. The goal of the program is to teach children to recognize cues that tell them that they are entering an unsafe situation and to behave safely.

The PEDSAFE K-1 Unit uses specially developed education materials for use in class, in conjunction with materials designed to obtain parental help in providing additional practice. Content and practice are distributed across the school year to provide continued exposure. "Willy Whistle" is the unifying character in this program, narrating an audiotape designed to teach children left from right, appearing in two films--the first to teach safe midblock crossings and the second to teach safe school bus crossing behavior, and appearing on all printed materials, such as parent's brochures.

The films, which use age-appropriate actors, are used at the start of the midblock and school bus training sessions to demonstrate the correct

behavior sequences. The children are then provided with practice of the stop and search sequences, first in the classroom and then in realistic outdoor settings. The sequences are also practiced in conjunction with structured outdoor play activities.

Recognizing that children's learning environments extend well beyond the school, the program also includes two brochures for parents, which explain the need for the program, what is being taught, and how parents may assist in teaching their children safety concepts and behaviors.

Second Grade. The second grade program builds upon the K-1 curriculum. In addition to learning and practicing safe midblock crossing procedures and the correct way to cross to and from a school bus, children are taught how to safely cross the street at an intersection. Activities are similar to those found in the first unit: a film is used to demonstrate safe crossing behaviors, followed by practice on simulated and real street settings. Again, games which require the children to remember their safe street crossing rules in the midst of play, and practice with parental supervision, are included in the curriculum. A slide/tape presentation which requires students to identify safe and unsafe pedestrian actions is also employed.

Third Grade. The third grade PEDSAFE unit reviews all the street crossing situations taught in previous years and adds another situation: Multiple Threat. Multiple Threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1. The curriculum is similar in design to the previous years. An introductory film is followed by actual practice, games, parental supervision, practice, and a slide/tape presentation, involving safe and unsafe pedestrian actions.

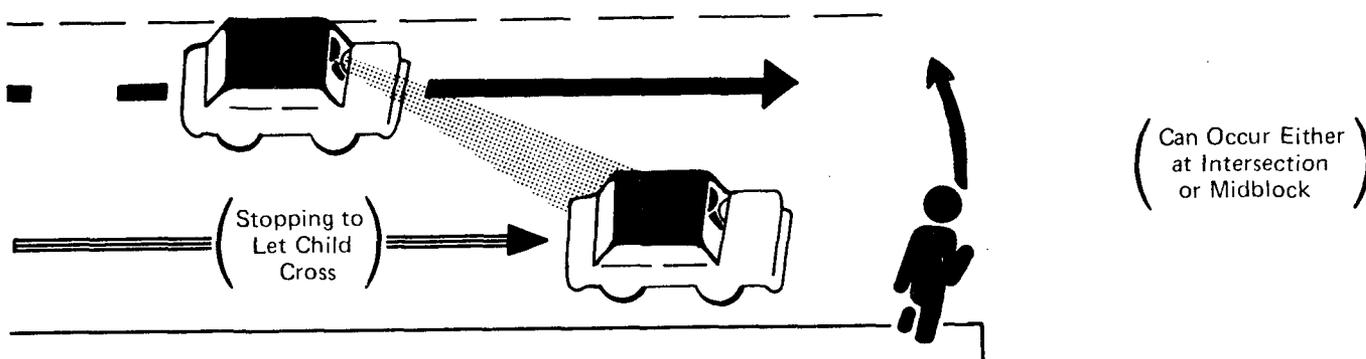


Figure 1. Multiple Threat Situation

Grade Four. This year's curriculum teaches students the correct way to walk along the roadway, in addition to reviewing the content taught in previous years. A new character is introduced in this year's film which demonstrates correct intersection crossings and safe walking along the roadway behavior. School bus crossing behavior and parent-supervised practice are not included in this or subsequent years' curriculum. A slide/tape safety identification quiz is introduced, in addition to other in-class activities. Outdoor practice on actual streets is emphasized.

Grade Five. More complicated games and a hazard survey highlight this year's curriculum, which is a review of those skills learned and practiced in Grade Four.

Grade Six. The PEDSAFE sixth grade unit is a wrap-up of previous years' training, and is a bridge from the play-centered, accident-type specific activities of the Elementary Program to the more general pedestrian safety content in the Junior/Senior High School Program. Because of the age of the children, the play-centered practice activities are not appropriate. Instead, the children are given the role of "teacher" in this year's training program, whenever possible. For instance, they are directly involved in the safety training for earlier grades, i.e., sixth grade students are used as "aides" or "teacher's helper." A second objective of this unit is to have the children develop a generalized set of "safe pedestrian" rules. The students will be able to apply knowledge and recall from previous years' PEDSAFE sessions to more complicated situations.

The PEDSAFE Program for sixth grade requires approximately two hours of class time across the school year. An optional outdoor practice session, a slide/tape hazard identification exercise, and a community safety survey and discussion highlight this year's curriculum.

On-Bus Program

The objective of the On-Bus Program is to prevent school bus related pedestrian accidents among elementary (i.e., K-6 grade) children. Each driver who buses elementary children is involved in the program. The program addresses the following types of school bus related accidents:

1. The child is hit by the bus itself, usually because the child crosses behind the bus or slips under the wheels and the driver can't see the child.
2. The child is hit while walking to or from the bus stop or while waiting for the bus to arrive.
3. The child is hit while boarding or disembarking from the bus. Often this occurs because a motorist fails to stop for the flashing red lights on the bus.

Because the bus driver is most familiar with the safety hazards on his/her route and knows the children who are behaving in a dangerous manner around the bus, he/she is in the best position to carry out the On-Bus portion of PEDSAFE. When used as a part of the school-wide PEDSAFE Program, the On-Bus Program is implemented after children in grades K-3 have seen the school bus film and had one teacher-conducted practice session, using an actual school bus.

By the time the school bus driver becomes involved in the program, the children have had an introduction to the safety rules they must follow in order to avoid school bus related accidents, in addition to preliminary practice of the rules. The bus driver coordinates critical additional practice and guidance.

One individual (i.e., the Transportation Director or principal) must be responsible for the overall coordination and supervision of the program. The duties of the PEDSAFE coordinator include:

- . Providing a bus for the in-class practice sessions at each school.
- . Identifying sites for the various On-Bus Program practice sessions.
- . Developing a schedule for the On-Bus practice sessions.
- . Briefing bus drivers on the curriculum and various activities required of them.

The program involves three demonstration and practice sessions which are performed either as children are delivered to school or as they are picked up after school. Each of these sessions is conducted three times, so that the children get at least nine practice sessions. Each session requires about three to five minutes to conduct, beyond the usual loading/unloading time. For best results, all sessions should be conducted over a two-week time period.

Conducted after arriving at school, Session 1 teaches the children to always stay a safe distance from the bus, unless actually loading or disembarking. In Session 2, the children learn how to cross safely in front of the bus when they must cross to reach their destination after leaving the bus. Session 3 teaches the children how to cross safely in front of the bus when their bus waiting area is across the road from the actual bus stop.

Bus drivers are urged to provide follow-up guidance and practice to the children throughout the entire school year. This involves reminding children of the safety rules, pointing out special hazards associated with particular bus stops, and repeating practice sessions if the need arises.

The On-Bus Program can be implemented without the other parts of the PEDSAFE curriculum. In school systems where this is being done, the coordinator will have to schedule the in-class activities prior to conducting the On-Bus practice sessions. Two activities presently provided to the Kindergarten through third graders as part of the PEDSAFE Elementary Program should be conducted in class:

1. The film, "Safety on the Sunny Yellow Bus," should be shown to the Kindergartners and first graders. During the first year of the program, it should be shown to all K-3 children.

2. The K-3 school bus practice sessions should be conducted. These sessions are conducted somewhat differently at the various grade levels. The sessions are described in the Teacher's Guides for the K-3 units.

Once these preliminary activities have been performed in class, the On-Bus Program can be conducted as described above.

Report Overview

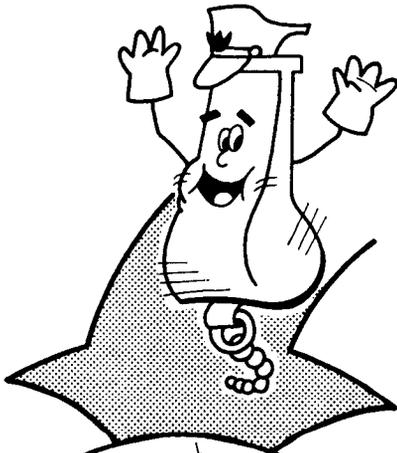
Sections 2 through 3 contain all printed materials used in the conduct of the PEDSAFE Elementary and On-Bus Programs. Section 1 contains the Principal's Guide which details the activities required of the individual acting as the PEDSAFE coordinator. All printed materials used in the Elementary Program are found in Section 2, including Teacher's Guides for each unit and parents pamphlets for Units K-1 through Grade 3. Section 3 contains the On-Bus Program printed materials, the Transportation Director's Manual and the Bus Driver's Manual.

Audiovisual presentations are necessary for the adequate completion of the Elementary Program and the On-Bus Program. Scripts are provided for these audiovisuals in Volume 4.

Pagination is consistent within each unit (rather than consistent with the overall report), since the units are intended to be printed at the discretion of the school district.

SECTION 1

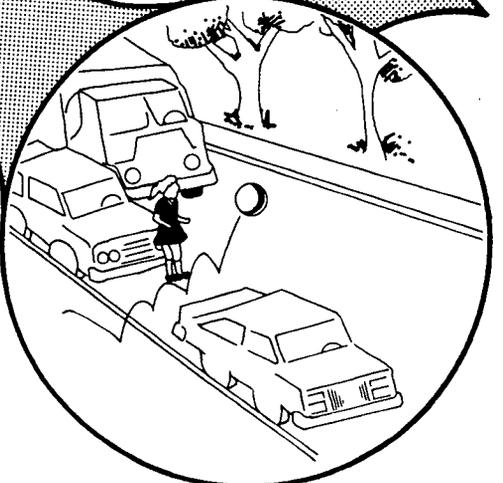
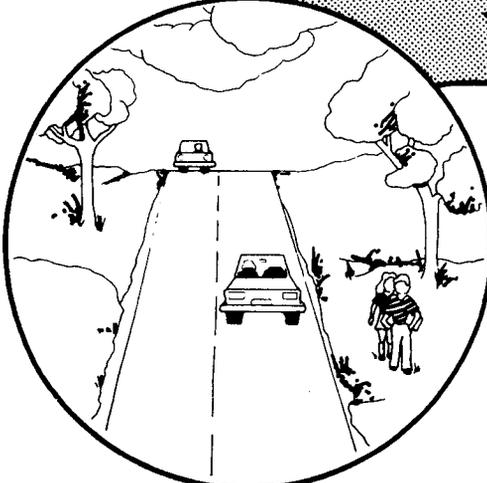
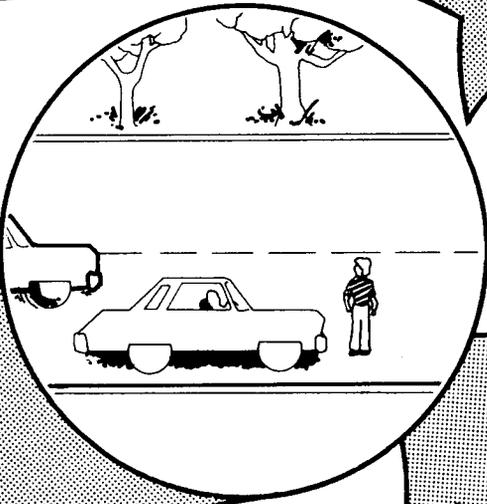
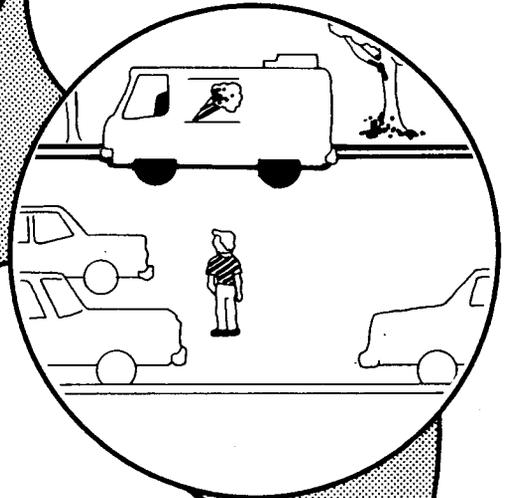
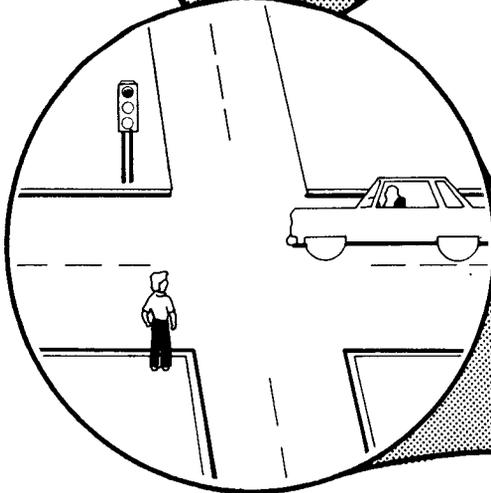
PEDSAFE ELEMENTARY PROGRAM
PRINCIPAL'S GUIDE



PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools

PRINCIPAL'S GUIDE



U. S. Department of Transportation

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THE PEDSAFE ELEMENTARY PROGRAM

Why the Program Was Developed

Auto-pedestrian collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program, a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing children's unsafe actions.

Introduction

The PEDSAFE Elementary Program is divided into six units--Kindergarten and First Grade through Sixth Grade. A unit of the elementary program will, typically, involve approximately ten sessions, distributed throughout the year, and requiring approximately six hours of class time. The sessions are designed to teach street safety and maintain a high level of performance. The curriculum builds on knowledge and skills acquired in earlier grades. As students progress through elementary school, they will learn simple basic skills which will gradually be added to in order to provide the students with safe actions for their more varied activities. Visual and audio materials help the students to perform enthusiastically. Indoor and outdoor practices are used to simulate "real life" situations in which the students should perform the correct pedestrian behaviors.

Your Role in the PEDSAFE Program

This book is designed as a handy desk reference to guide you through coordinating the various PEDSAFE Elementary Program activities as the teachers conduct sessions throughout the year.

The bulk of the PEDSAFE Curriculum will be performed by the classroom instructors. Although you will not be responsible for conducting sessions, you will be asked to provide overall coordination and supervision within your school. The activities required of you include:

- . Acquainting your teachers with the PEDSAFE Program.

- . Obtaining, storing and distributing program materials.
- . Selecting and laying out practice sites and arranging for barricades to block streets for outdoor practice sessions.
- . Coordinating and scheduling class sessions which require shared materials (e.g., films) or special settings (e.g., school bus practice).
- . Answering parents' questions and providing suggestions regarding the program.

This guide will provide you with a complete description of these activities. You may want to review the Teacher's Guide for each unit, which details the actual conduct of each session.

PREPARING FOR PROGRAM IMPLEMENTATION

This section outlines each of the major activities which are performed in preparing to implement the PEDSAFE Elementary Program.

Scheduling Sessions

Since the Elementary Program audiovisual materials are shared by several teachers, program activities should be scheduled so that each class has access to them. Also, several of the outside sessions require blocking or controlling traffic on the street and sessions must be scheduled so that the street is blocked for as short a time (on as few occasions) as possible. For these reasons, the scheduling of program sessions should be coordinated.

Table 1 provides a master schedule of sessions over the school year for each of the units within the program. The schedule is designed to facilitate program coordination by showing those sessions which require:

1. Specific audiovisuals and the equipment needed to show them.
2. Specific practice sites. These sites must, of course, be identified in advance of the sessions where they are first required.
3. The use of aides to assist the teacher.

Arranging for Audiovisual Equipment

As shown in Table 1, Master Schedule, page 4, all or most of your classes will be showing one or two videotapes during the first week of the program. An audiotape is programmed for the Kindergarten and First Grade Unit in Week One. A film is also shown to some classes during the third week. For this period of program implementation you will require:

1. Audiotape I and Films I, II, III, IV, and V.
2. One 16mm film projector.

3. One projection screen.
4. Cassette type audiotape recorder.

You may want to develop a composite class-by-class schedule for the first three weeks of the program so that you are sure that each class has access to the various audiovisual materials they will need.

During November and December, the slide/tape presentations will be employed across the various units. For these presentations, you will need:

1. Slide/Tape Presentations I, II, III, and IV.
2. One 35mm slide projector/tape player with automatic slide advance or separate slide projector and audiotape player.
3. One projection screen.

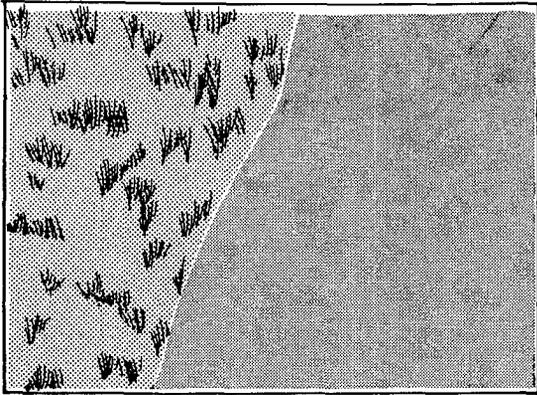
Arranging for Aides

When the children practice on real roads, it will be helpful to have the assistance of another responsible person. If aides are not available to the teachers, possibly a parent or older student could be asked to help out. Using sixth grade students as teacher's helpers for these sessions has the added benefit of providing these children with additional exposure to the program content in a highly motivating context. Sessions in which an additional person would be valuable are noted in Table 1, Master Schedule.

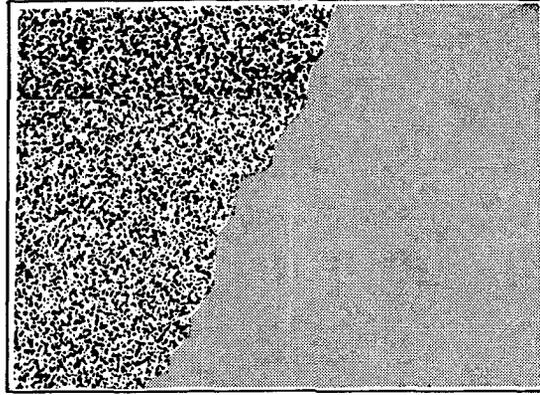
Selecting Practice Sites

The Master Schedule lists 10 practice sites as necessary for the six elementary program units. These are as follows:

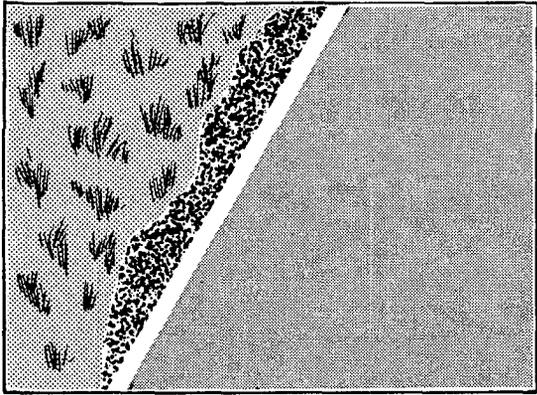
1. Edge of Road Sites. Kindergarten and first grade children are taught to identify exactly where the roadway begins. Figure 1, page 6, illustrates six typical types of roadway edges. Select three of the roadway edge types that you feel are representative of the types the children encounter near their homes and which can be found near the school, i.e., on the school grounds or adjacent roads. Map the most direct routes from the school to the roadway edge sites and then back to school. Provide this information to the K-1 teachers prior to the second week of the program. Each class will require approximately one-half hour of outdoor



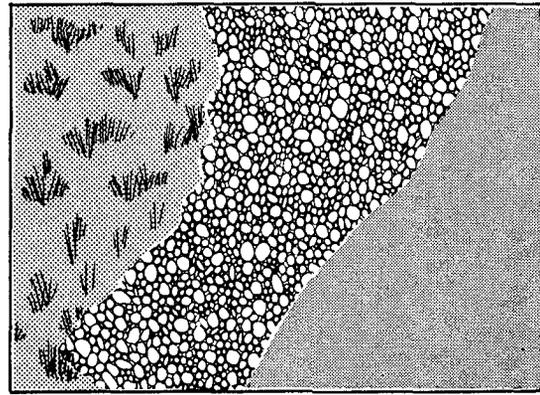
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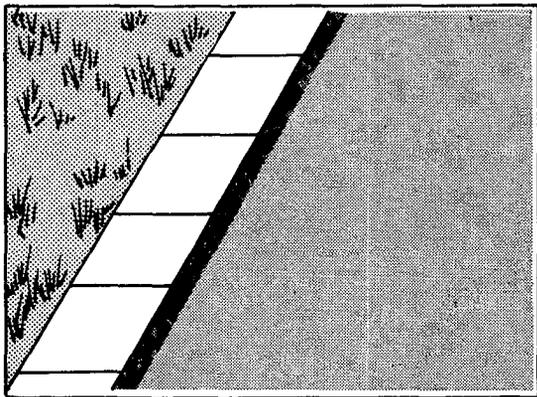
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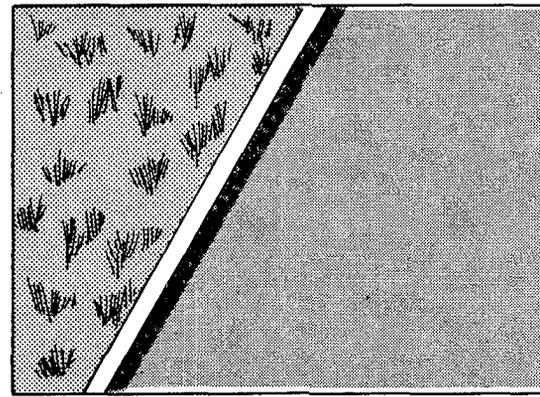
DIRT SHOULDER•WHITE LINE•PAVEMENT



GRASS•GRAVEL•PAVEMENT



GRASS•SIDEWALK•PAVEMENT



GRASS•CURB•PAVEMENT

Figure 1. Example Practice Sites for Edge of Roadway

practice. Three or four classes could use the practice sites simultaneously if aides are available to help the teachers control the classes. This session will be repeated in the spring. You may elect to choose different edge of roadway example locations for the repeat practice session.

2. Midblock Site. A practice site, making use of the road and a parked car, will be needed for K-1 students to practice crossing the road at non-intersection locations. Figure 2, page 8, depicts the set-up of the location.
3. School Bus Site. One session for K-1 through third grade will involve the students practicing school bus safety, using a school bus. A bus and driver should be scheduled, and a location chosen which will allow the children to practice crossing the street after disembarking and before boarding the bus. Optimally, the site would also be close to the school. The school driveway could be used for this practice site, as well as for the previous (midblock) site if the drive is at least two lanes wide. Figure 3, page 9, depicts the school bus practice site. The road or drive should be blocked off to assure the children's safety when practicing. If more than one bus is available, a number of classes could practice simultaneously. However, each class will need a bus for the entire session. The bus driver is expected to play an active role during the session, e.g., demonstrating the flashing lights, moving the bus, and assisting the teacher. Therefore, the driver is needed in addition to the bus for proper conduct of the session.
4. Midblock and Intersection Route. A route is needed which requires the students to cross both midblock and at an intersection. Figure 4, page 10, depicts the arrangement of the type of location needed. Ideally, the intersection will be one which is immediately adjacent to the school, such as a school driveway with the road.
5. Playground "Street." A simulated street should be laid out on the school playground as shown in Figure 5, page 11. This "street" is used for midblock and intersection crossing practice in several sessions in each unit--Kindergarten through grade five. Since the "street" will be used extensively throughout the school year, the lines should be made as durable as possible or frequently renewed. Particular sessions (e.g., K-1 Unit Sessions 8 and 9) require the presence of an actual car as shown in the figure. The car may be employed for other sessions as well.

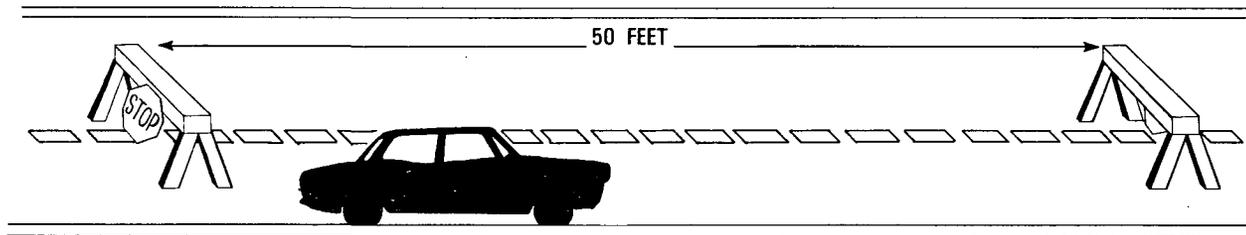


Figure 2. Midblock Practice Site with Parked Car

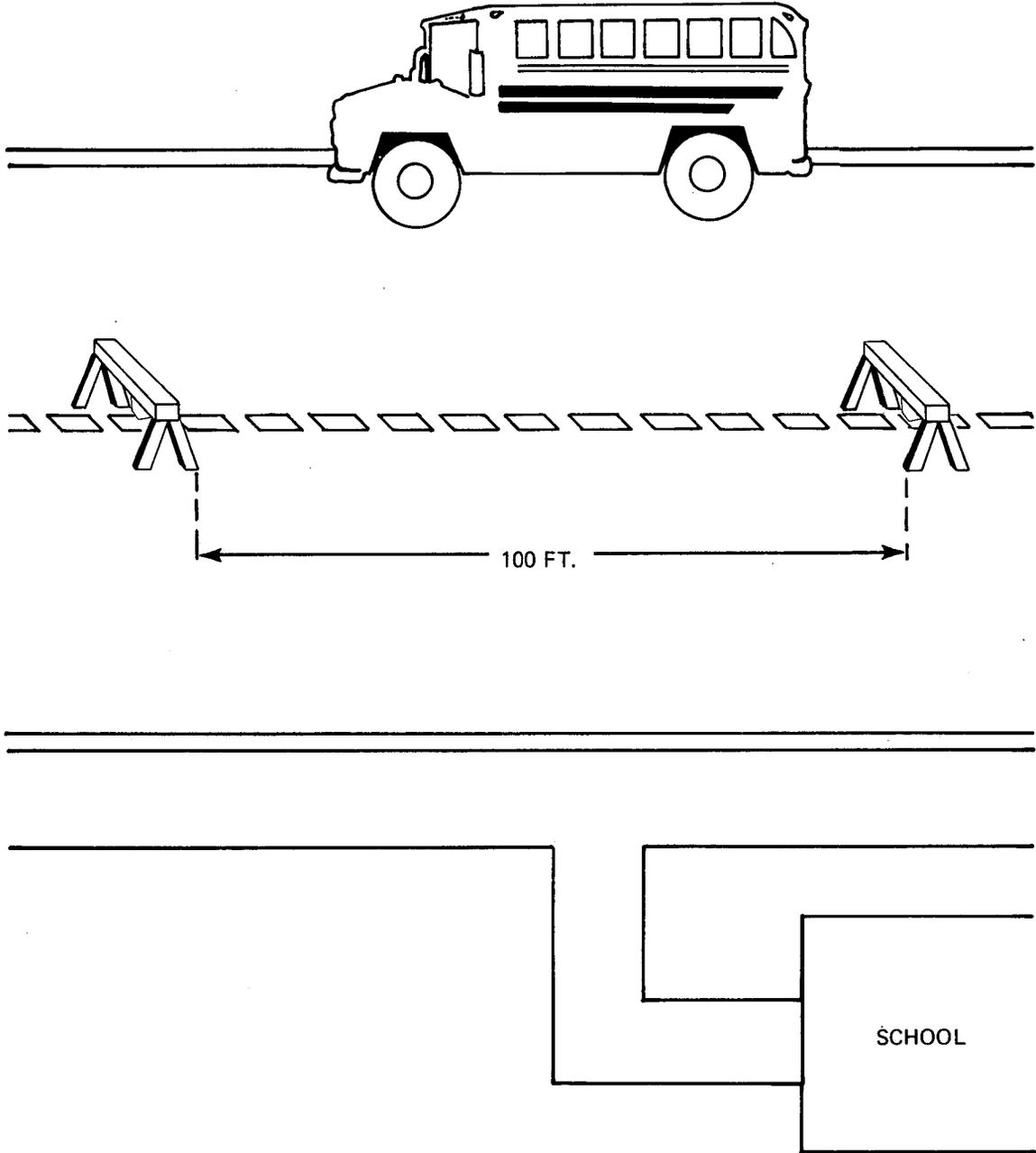
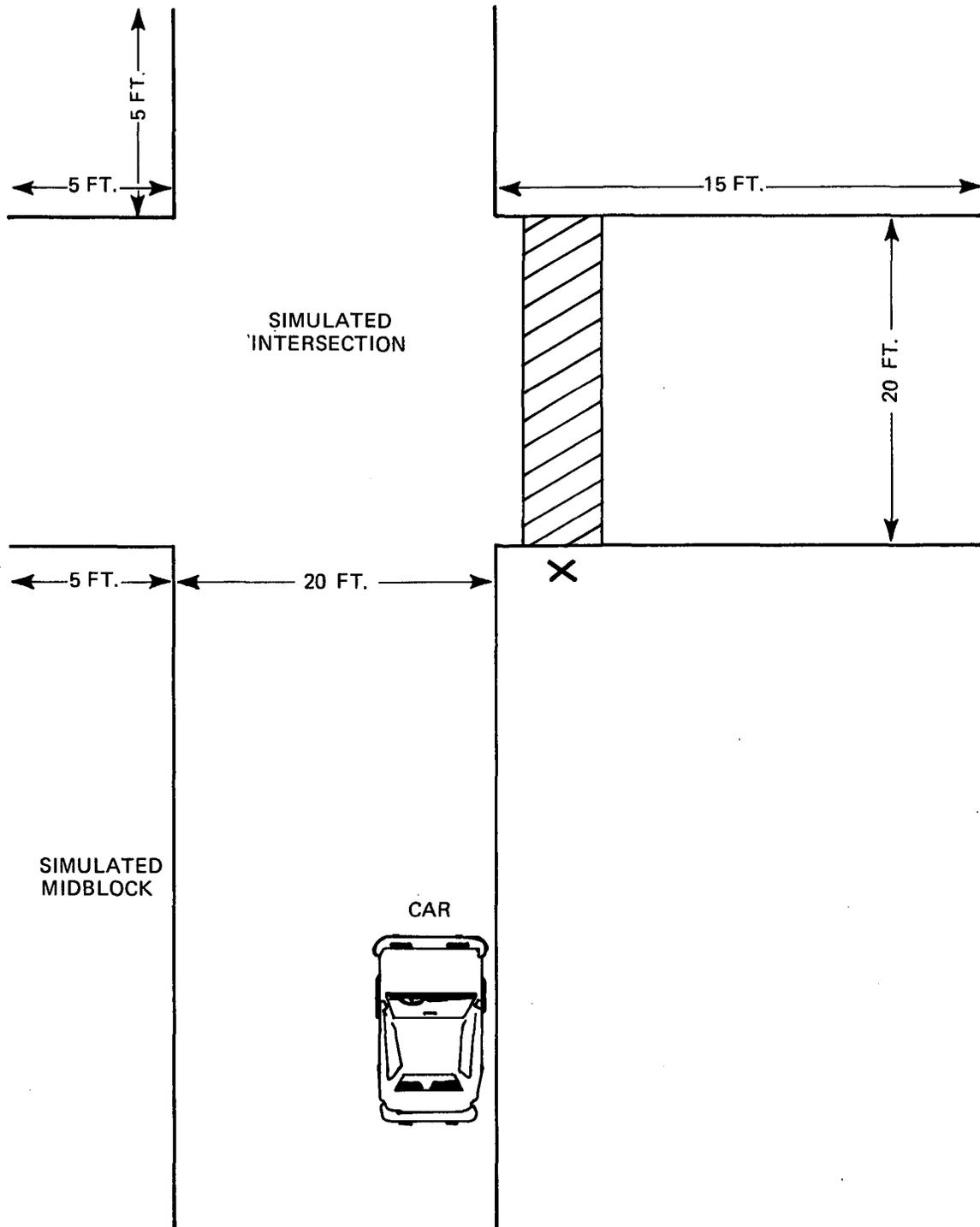


Figure 3. School Bus Practice Site

DIAGRAM OF SIMULATED STREET LAYOUT



NOTE: LINES MAY BE LAID USING CHALK, TAPE, OR PAINT.

Figure 5. Simulated Street Layout

If absolutely necessary, the simulated street may be laid out in the gymnasium instead of the playground. This alternative should be avoided because the inside setting is less realistic.

6. Intersection 2. A second intersection, different from that used in the midblock and intersection route, should be identified. This intersection should have a traffic signal, if possible. Again, a lightly traveled intersection is desirable so that traffic can be easily controlled.
7. Walking Along Roadway Route. A simple route, around the school, if possible, (as shown in Figure 6, page 13) should be selected to introduce the walking along roadway skill practice to the fourth and fifth grade children. The route chosen should not have sidewalks. It should have wide shoulders so that the students can walk a safe distance from the roadway.
8. Comprehensive Route 1. A route, such as the example shown in Figure 7, page 14, should be mapped so as to provide the opportunity for midblock crossing, intersection crossing and walking along the roadway. The location should not have sidewalks, as they would defeat the purpose of this practice. The location, optimally, would have a wide shoulder so that the students could walk a safe distance off the roadway. Choose a location which allows the students to safely walk a distance and back while facing traffic (walking on the left side). If the route involves crossing a roadway, check that the crossing point has a clear view of approaching traffic in both directions. Avoid curves, crests of a hill, or obstructions.
9. Intersection 3. A third intersection, different from the previous two, should be selected. Since this intersection is to be used in sessions for fifth and sixth grade, the intersection may have heavier traffic than the others. More importantly, it should have parked cars within two car lengths of the (marked or unmarked) crosswalk. If a third intersection is not available within a reasonable walking distance of the school, one of the other intersection may be used. If parked cars are not present, have two or three teachers or staff park their cars near the intersection on the days the sessions are scheduled.
10. Comprehensive Route 2. If possible, select a second route which will provide the opportunity for midblock crossing, intersection crossing and walking along the roadway practice.

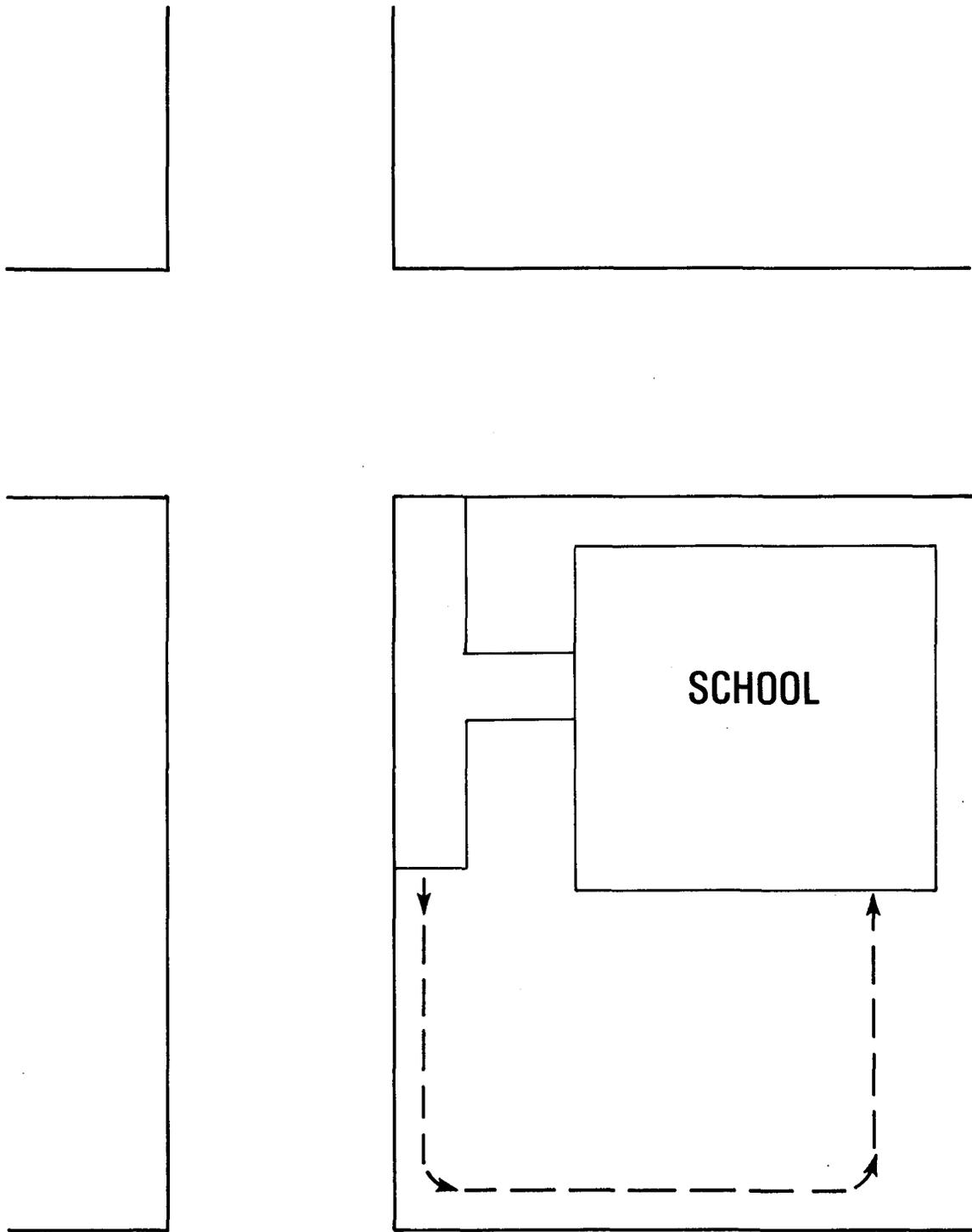


Figure 6. Walking Along the Roadway Route

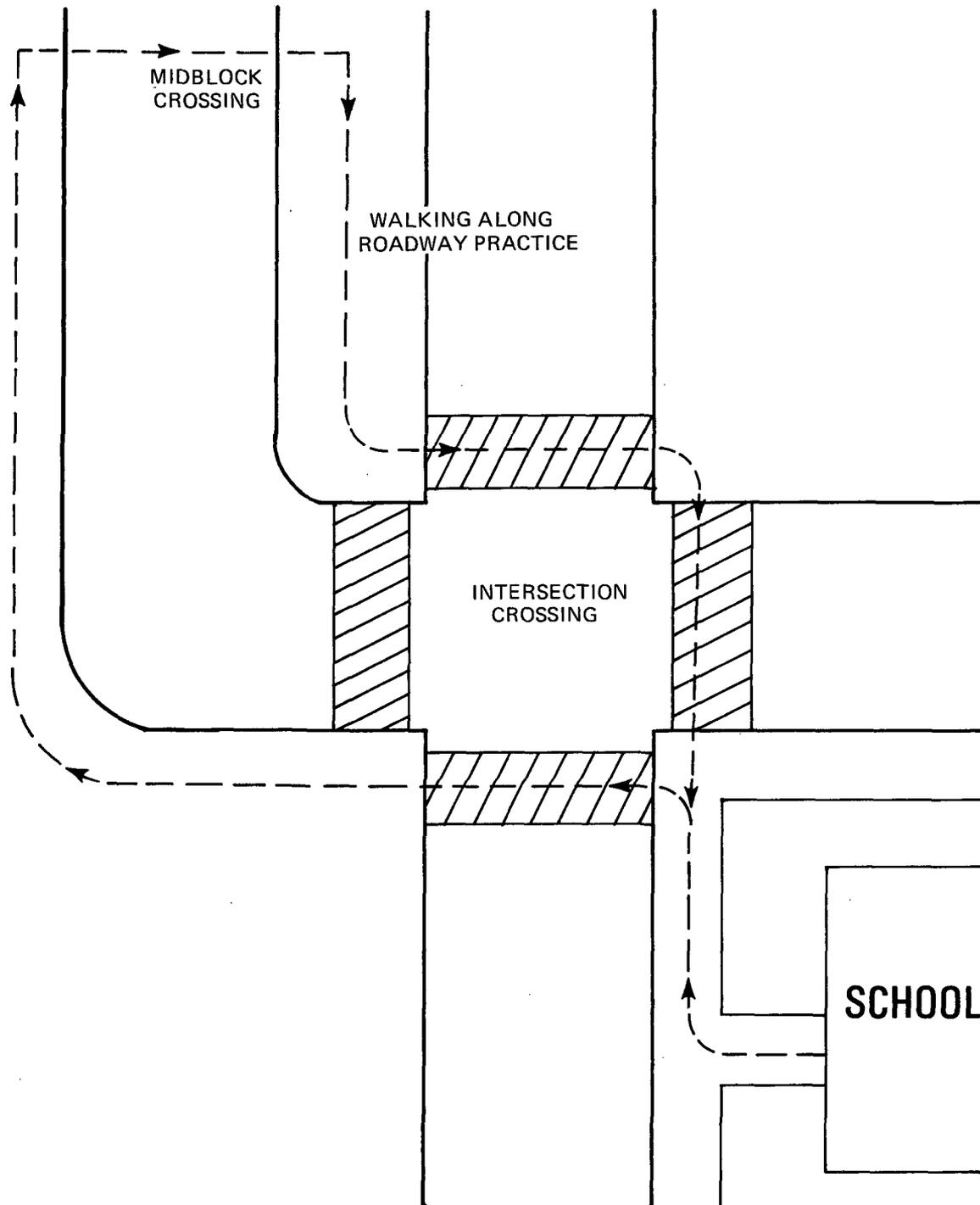


Figure 7. Comprehensive Route 1

Controlling Traffic During On-Street Practice

In general, roads with low traffic volume should be selected. Saw-horses, parked cars, barriers, or traffic guards can be used to control traffic during the conduct of outdoor sessions. Your local police department may be able to provide you with traffic barricades.

If the street selected for your practice sites have very low traffic volume, barricades may not be necessary. An alternative would be to ask the junior or senior high woodworking classes to paint warning signs (e.g., 30x40 inches, dayglow orange with white lettering) saying "Caution Children Crossing." Place these signs in clear view of approaching traffic, e.g., on tripod stands or fastened to poles. Leave them in position only while practice sessions are actually in progress.

Regardless of whether barricades or signs are used, responsible persons should be positioned near them to:

- . Divert/warn traffic. Each approaching vehicle should be stopped and asked to take an alternate route. If this is not feasible, the driver should be told that children are learning to cross the street safely and that he/she should proceed with extreme caution.
- . Warn the teacher. When a vehicle must pass through the practice area, the teacher should be warned. A police whistle is ideal for this purpose.

Note that if the driver and teacher are warned, the presence of occasional traffic in the practice area is not necessarily bad. The children are more likely to search properly if they know that traffic may be coming.

The Master Schedule (Table 1, page 4) notes the sessions where traffic guards are needed.

Assembling and Distributing PEDSAFE Materials

One important task to be performed prior to getting the program underway is to inventory your PEDSAFE Elementary Program materials to assure that you have a sufficient quantity of each. Certain materials are supplied to each teacher. These should be assembled by class and distributed a few days before the scheduled start of the program. Other materials, i.e., the audiovisuals, are to be shared between classes. These should be previewed prior to the program start date to assure that they and the equipment needed to play them are in good working condition.

Materials for Each Class

Below is a listing of the major PEDSAFE materials that each teacher should have:

Kindergarten and First Grade

- . Teacher's Guide
- . Parents Brochures Fall and Spring (one of each per student)
- . Set of Handpuppets (one set per student)
- . Masking Tape

Second Grade

- . Teacher's Guide
- . Parents Brochures Fall and Spring (one of each per student)
- . Masking Tape

Third Grade

- . Teacher's Guide
- . Parents Brochures Fall and Spring (one of each per student)
- . Masking Tape

Fourth Grade

- . Teacher's Guide
- . Masking Tape

Fifth Grade

- . Teacher's Guide
- . Masking Tape

Sixth Grade

- . Teacher's Guide

Shared Materials

The shared audiovisual materials needed to conduct the units are as follows:

- . Film I, "When Willy Whistles"
- . Film II, "Safety on the Sunny Yellow Bus"
- . Film III, "Willy Whistle . . . Into Intersections"
- . Videotape IV, "Willy Whistle Sums Up Safety"
- . Film V.
- . Audiotape I, "Know Your Left and Right"

- . Slide/Tape Presentation I, "Safety Identification Exercise, Grade 2"
- . Slide/Tape Presentation II, "Safety Identification Exercise, Grade 3"
- . Slide/Tape Presentation III, "Safety Identification Quiz, Grades 4-5"
- . Slide/Tape Presentation IV, "Hazard Identification Exercise"

Teacher Preparation

If this is the first year of the program in your school, or if you have new teachers, you will want to introduce the PEDSAFE curriculum and the Elementary Program to them. Your school system may decide to do this as part of a system-wide in-service activity, or it may be done by the individual school principals.

Prior to conducting program orientation for your teachers, read this guide thoroughly and review the content, particularly the session descriptions, in the Teacher's Guides for each of the units. It would also be helpful if your scheduling and practice site selection could be completed prior to meeting with the teachers. Also, the Teacher's Guides should be distributed prior to the meeting, if possible.

The program orientation should require no longer than one hour. It may be structured as follows:

1. Introduce the fact that the PEDSAFE Program is being implemented in the school; discuss why the program is important and overview the purposes of the meeting.
2. Show the introductory film.
3. Review the schedule of sessions for the first six weeks. Have copies for distribution, if possible.
4. Discuss the sites that will be used for each session requiring outside practice. Again, a handout showing the site for each session would be helpful.
5. Discuss the procedure the teachers should use in obtaining aides for their sessions requiring them, if special arrangements must be made to obtain aides. Discuss how traffic will be controlled for the outside sessions and who will be performing this function.
6. Answer teachers' questions concerning the program.

Coordinating With the On-Bus Program

If your school has elected to implement the PEDSAFE On-Bus Program, it will be necessary to coordinate your schedule with the Transportation Director. The On-Bus Program should not be implemented until the fourth week of the PEDSAFE Elementary Program, i.e., until your K-3 classes have completed their practice session with the school bus present.

SUMMARY OF ELEMENTARY PROGRAM UNITS

This section provides brief session descriptions and includes a "Schedule of Activities" for each unit of the PEDSAFE Program. For more complete descriptions, please refer to the individual Teacher's Guides.

Kindergarten and First Grade

Session 1 is an optional exercise, employing an audiotape and hand puppets. It is designed to teach the students to differentiate right and left. It can be repeated as often as you feel necessary.

Sessions 2 and 3 constitute the first week of training. Session 2 consists of Film I, "When Willy Whistles," which introduces the safety training program and demonstrates the stop and search sequence. The children then practice the sequence on a simulated street in the classroom. Session 3 provides further practice of the stop and search sequence on the simulated street in the classroom.

Sessions 4 and 5 make up the second week of the training program. Session 4 provides practice in identifying the edge of the road. In Session 5, the children will practice the stop and search sequence on a blocked-off street near the school.

Sessions 6 and 7 provide school bus-related safety training and make up the third week of the training program. It is important that both sessions be conducted in the same week on consecutive days, if possible. Session 6 introduces school bus safety with Film II, "Safety on the Sunny Yellow Bus." Session 7 is an outdoor practice session, using a school bus parked on a blocked-off area of your school grounds.

Sessions 8, 9, 10, and 11 are designed to maintain the learned stop and search sequence and to provide practice of the sequence in relation to play activities. These activities may be performed in any order the teacher wishes but, again, at least one activity should be performed each month. Since the children will be resuming their outdoor play activities in the spring, some sessions are repeated at that time.

SESSION	ACTIVITY	SCHOOL YEAR									
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	
1	Practice Learning Left and Right (Optional)	● 10									
2	Introduction and Indoor Dart Out Practice; Film I, "When Willy Whistles"	● 30 Send Parent Brochure I Home									
3	Indoor Dart Out Practice	● 20									
4	Outdoor Dart Out Practice; "Find the Edge of the Road Exercise"	● 30							● 30 Send Parent Brochure II Home		
5	Outdoor Dart Out Practice	● 30									
6	Demonstration of School Bus Safety Behaviors; Film II, "Safety on the Sunny Yellow Bus"	● 15									
7	Outdoor School Bus Practice	● 40									
8	Outdoor Dart Out Practice; "Uncle Sam" Game		● 30							● 30	
9	Outdoor Dart Out Practice; "Drop the Handkerchief" Game			● 30							● 30
10	Indoor Dart Out Practice; "Blackboard Relay" Game				● 20						
11	Indoor Dart Out Practice; "Do As I Do" Game					● 20					
	TOTAL TIME: 6:05										

Second Grade

Session 1 uses Film III, "Willy Whistle . . . Into Intersections," to review the safety content presented in previous years of the program and introduces intersection crossings. If this is the first year of the program Film I, "When Willy Whistles," from the K-1 Program should be shown before conducting this session.

Session 2 provides the students with actual outdoor crossing practice of the skills they acquired during the previous indoor practice. They will have an opportunity to cross both midblock and at an intersection.

Session 3 is designed to enable the student to understand the reasons for crossing a distance from the bus. The students have the opportunity to sit in the driver's seat to understand how the school bus obstructs the driver's view. They will practice safely boarding and disembarking from the bus. If this is the first year of the program, Film II, "Safety on a Sunny Yellow Bus," should be shown before conducting this session.

Session 4 provides the opportunity for more crossing practice associated with play. This session prepares the students for a combination of safe crossing and playing in later sessions.

Session 5 is a slide/tape presentation which involves the students in identifying safe or unsafe actions and describing why each is safe or not safe.

Sessions 6-9 provide the students with practice and act to keep the safety information fresh in their minds. Games are used in which the students must stop and cross safely in the midst of their play.

Third Grade

Session 1 uses Film IV, "Willy Whistle Sums Up Safety," to review the safety content previously presented and introduce multiple threat situations. If this is the first year of the program Film I, "When Willy Whistles," from the K-1 Program should be shown first.

Session 2 provides the students with actual outdoor crossing practice for the skills they learned during the previous

SESSION	ACTIVITY	SCHOOL YEAR									
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	
1	Introduction and Indoor Crossing Practice, Film III, "Willy Whistle, Into Intersections"	25 ● Parent's Brochure Sent Home									
2	Outdoor Dart-Out and Intersection Crossing Practice	40 ●									
3	Outdoor School Bus Practice		40 ●								
4	Indoor or Outdoor Intersection Practice; "Red Light – Green Light" Game		30 ●			30 ●					
5	Safety Identification Exercise			30 ●							
6	Indoor or Outdoor Dart-Out/ Intersection Practice; "Dodgeball" Game				30 ●						30 ●
7	Indoor Class Safety Activity						30 ●				
8	Indoor or Outdoor Dart-Out/ Intersection Practice; "Hot Ball" Game							30 ● Parent's Brochure Sent Home			
9	Outdoor Intersection Crossing Practice								40 ●		
	TOTAL TIME: 5:55										

SCHEDULE OF ACTIVITIES

SESSION	ACTIVITY	SCHOOL YEAR									
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	
1	Introduction to Program; Film IV "Willy Whistle Sums Up Safety"	15 ● Parent's Brochure Sent Home									
2	Outdoor Dart-Out and Intersection Crossing Practice	40 ●									
3	Outdoor School Bus Practice		40 ●								
4	Indoor or Outdoor Dart-Out Intersection Practice; "Soccer Keep Away" Game		30 ●			30 ●					
5	Indoor or Outdoor Intersection Practice; "Figure Eight Relay" Game		30 ●								30 ●
6	Indoor Distance and Stopping Exercises			20 ●							
7	Safety Identification Exercise				30 ●						
8	Indoor Class Safety Activity						30 ●				
9	Indoor or Outdoor Dart-Out Intersection Practice "Bombardment" Game							30 ● Parent's Brochure Sent Home			
10	Outdoor Intersection Crossing Practice								40 ●		
	TOTAL TIME: 6:05										

session. They will have an opportunity to cross at an actual intersection under the teacher's supervision.

Session 3 is designed to enable the students to understand the reasons for crossing a distance from the bus. The students have the opportunity to sit in the driver's seat to understand how the school bus obstructs the driver's view. If this is the first year of the program, Film II, "Safety on the Sunny Yellow Bus," from the K-1 Program should be shown before conducting the session.

Sessions 4 and 5 provide the opportunity for more crossing practice associated with play. These sessions set up the students for a combination of safe crossing and play practice.

Session 6 is a reaction time test designed to show the students that there is a certain amount of time that is used up before reacting. The idea of a driver needing time to stop is presented.

Session 7 is a slide/tape presentation which involves the students in identifying safe or unsafe actions and describing why each is safe or not safe.

Sessions 8-10 provide the students with practice to keep the safety information fresh in their minds. Games are used in which the students must stop and cross safely in the midst of their play along with constructing safety art to keep presenting the safety messages.

Fourth Grade

Session 1 uses Film V to review the midblock and intersection crossings, and to introduce the walking along the roadway content.

Sessions 2, 3, and 10 provide the students with actual outdoor practice of the skills which were presented in the film. The students will have an opportunity to cross midblock, at an intersection and to walk along the roadway.

Sessions 4, 5, and 8 make use of games to simulate after school play in which students may find themselves in the process of entering a street abruptly. The games will provide practice of the stop and search sequence in the midst of playing to reinforce the knowledge of crossing safely.

SCHEDULE OF ACTIVITIES

SESSION	ACTIVITY	SCHOOL YEAR									
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	
1	Introduction to Program; Film V	● ¹⁵									
2	Outdoor Intersection Crossing Practice	● ⁴⁰									
3	Outdoor Walking Along the Roadway Practice		● ⁴⁰								
4	Indoor or Outdoor Dart-Out/ Intersection Practice; "Guard Ball" Game		● ³⁰					● ³⁰			
5	Indoor or Outdoor Dart-Out Practice; "Volley" Game		● ³⁰							● ³⁰	
6	Indoor Distance and Stopping Exercises			● ²⁰							
7	Safety Identification Quiz				● ³⁰						
8	Indoor or Outdoor Dart-Out/ Intersection Practice; "Dodge Ball" Game					● ³⁰					
9	Indoor Class Safety Activity						● ³⁰				
10	Outdoor Dart-Out, Intersection, and Walking Along the Roadway Practice								● ⁴⁰		
	TOTAL TIME: 6:05										

Sessions 6, 7 and 9 are designed to be conducted indoors to refresh the students' pedestrian safety knowledge and to keep the safety content fresh in their minds.

Fifth Grade

Session 1 uses Film V to review midblock and intersection crossings and walking along the roadway content.

Sessions 2, 3, and 9 provide the students with actual outdoor practice of the skills which were presented in the film. The students will have an opportunity to cross midblock, at an intersection and to walk along the roadway.

Sessions 4, 5, and 8 make use of games to simulate after school play in which students may find themselves in the process of entering a street abruptly. The games will provide practice of the stop and search sequence in the midst of playing to reinforce the knowledge of crossing safely.

Sessions 6 and 7 are designed to be conducted indoors to refresh the students' pedestrian safety knowledge and to keep the safety content fresh in their minds.

Sixth Grade

Session 1 reviews the safety content taught in grades K-5 of the PEDSAFE Program. If this is the first year for the PEDSAFE Program in your school, you should arrange to show Film V or VI.

Session 2 is to be conducted the first year that the program is in the school and optionally thereafter. It involves outdoor practice of midblock and intersection crossings, as well as walking along the roadway.

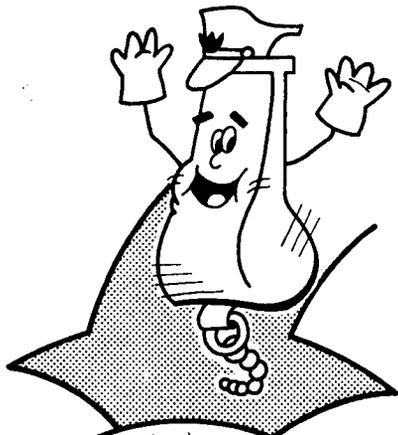
Session 3 requires the students to identify hazardous situations which are presented in a slide/tape presentation.

Session 4 is a safety flash card game, using cards generated by the students.

Session 5 involves the students in identifying community safety hazards.

SECTION 2

PEDSAFE ELEMENTARY PROGRAM TEACHER'S GUIDES
GRADES KINDERGARTEN AND FIRST GRADE THROUGH SIXTH GRADE

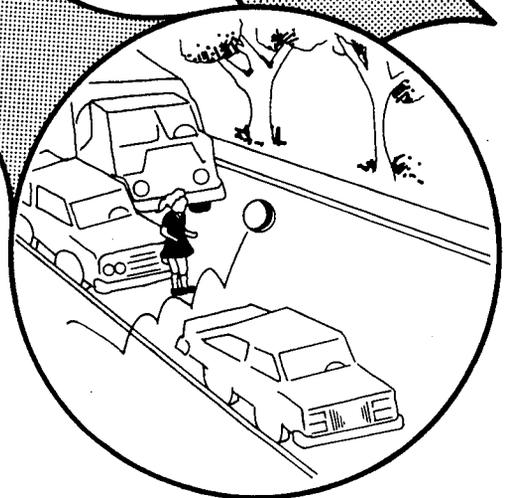
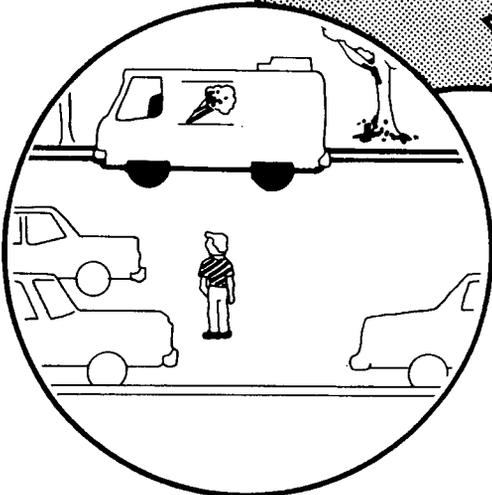
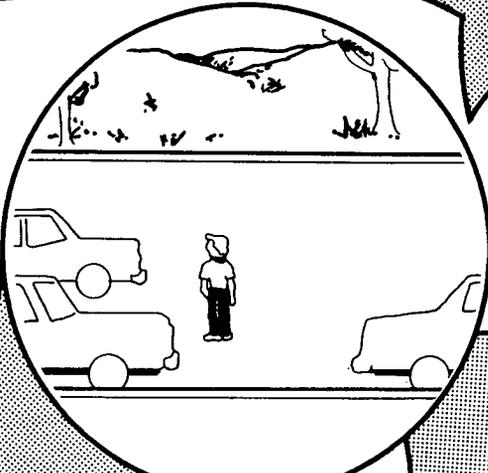
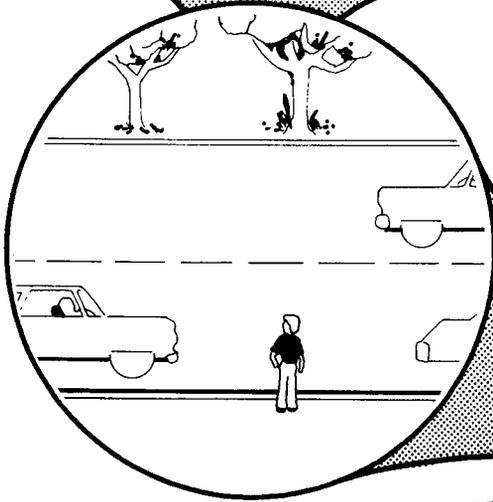


PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools

TEACHER'S GUIDE

kindergarten and first grade



U. S. Department of Transportation

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HOW TO USE THIS GUIDE

This book is designed as a handy desk reference to guide you through the various PEDSAFE Curriculum activities throughout the school year. Begin by reading this guide in its entirety with special attention to the Introduction Section material. Thereafter, use the chart on page iv to help you locate the individual session to be taught. Consider in your session planning that some sessions require modest preparation or coordination with the principal.

SESSION	ACTIVITY	SCHOOL YEAR									
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	
1	Practice Learning Left and Right (Optional)	10 ●									
2	Introduction and Indoor Dart Out Practice; Film I, "When Willy Whistles"	30 ● Send Parent Brochure I Home									
3	Indoor Dart Out Practice	20 ●									
4	Outdoor Dart Out Practice; "Find the Edge of the Road Exercise"	30 ●						30 ● Send Parent Brochure II Home			
5	Outdoor Dart Out Practice	30 ●									
6	Demonstration of School Bus Safety Behaviors; Film II, "Safety on the Sunny Yellow Bus"		15 ●								
7	Outdoor School Bus Practice		40 ●								
8	Outdoor Dart Out Practice; "Uncle Sam" Game			30 ●						30 ●	
9	Outdoor Dart Out Practice; "Drop the Handkerchief" Game				30 ●						30 ●
10	Indoor Dart Out Practice; "Blackboard Relay" Game					20 ●					
11	Indoor Dart Out Practice; "Do As I Do" Game						20 ●				
	TOTAL TIME: 6:05										

INTRODUCTION

Why the Program Was Developed

Auto-pedestrian collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, they are usually the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing children's unsafe actions.

Why Children Are Hit by Cars

The PEDSAFE Program has evolved over a 10-year span in which massive amounts of data describing over 3,000 pedestrian accidents were analyzed. While many different factors contribute to victimization, one overriding principle emerges from the study of child development which may explain why Kindergarten and first grade (K-1) children become victims. The principle is inherent in the children's Piagetian stage of development called egocentrism. As you probably know, egocentrism is a natural stage of young children's cognitive development. According to Piaget, an egocentric individual is one who fails to pay enough attention to the environment around him. Rather, the individual's behavior centers very much about the needs, desires, and perceptions which are part of his conscious thoughts. Children manifest their egocentrism by acting on impulse without stopping to look over their environment to see if their actions are reasonable, likely to lead to success, or safe.

Young elementary-age children are in danger because they are too wrapped up in their own world to notice what is going on around them. They run into the street, not only unaware of oncoming vehicles, but unconcerned that they should look for them. The classic example of this kind of pedestrian behavior is the chasing of a ball into the street. However, how many of us have seen games of tag, friendly wrestling matches, or races that have ended in the street?

DOT has also found that children are frequently victimized by school bus-related accidents, in which children are struck, either by passing vehicles while crossing to or exiting from the bus, or sometimes by the bus itself. Here again, the children's behavior has often contributed to the accidents through their lack of concern with the environment around them.

For example, children sometimes stand directly under the bus' front hood and are run over when the bus pulls away from the curb. Other times, they drop something under the bus and bend down to pick it up without considering the possibility that the bus may begin to move. In sum, young children too often become preoccupied with their own world, a world in which threatening vehicles don't exist until it is too late. The PEDSAFE Program is an attempt to counteract these tendencies.

Objectives of the K-1 Program

The K-1 Program is designed to address two major types of pedestrian accidents, Dart-Outs and School Bus-Related. Together, these accidents account for almost 90 percent of the child-caused accidents that victimize K-1 children. The Dart-Out is an accident in which a child has unexpectedly run (or "darted-out") into the street and been hit by an oncoming vehicle. A school bus-related accident is any accident (including dart-outs) which occurs when a child is going to or coming from a school bus. The goal of the program is to teach children to recognize cues that tell them that they are entering an unsafe situation and to behave safely. The specific objectives that emerge from these goals are:

Dart-Out Objectives

1. The child will recognize that he/she is at the road's edge whenever he/she is about to enter the street. Evidence of this recognition is that he/she will stop before entering the street.
2. Once stopped, the child will look left-right-left before entering the street, and proceed only if no cars are approaching. This sequence will be repeated until no cars are approaching.
3. If the child is entering the street next to a parked car, he/she will walk to the far edge of the car, close enough to touch it, before performing 2, above.

School Bus-Related Objectives

1. The child will stand five giant steps (10 feet) to the side of the bus after disembarking.
2. The child will never stand less than five giant steps (10 feet) in front of the bus when crossing the street in front of the bus (so the bus driver can see the child).
3. The child will perform the correct street crossing behaviors described in the dart-out instructions (above) even when the school bus lights are flashing.

OVERVIEW OF THE SCHOOL PROGRAM

Program Contents



The PEDSAFE K-1 Unit uses specially developed educational materials for use in class in conjunction with materials designed to obtain parental help in providing additional practice. Content and practice are distributed across the school year to provide continued exposure. "Willy Whistle" is the unifying character in this program, narrating the audio-tape, appearing in both movies, and appearing on all printed materials.

A significant part of the program is the experience that you, as the children's teacher, will provide as you model proper safety behaviors for the children and help them practice the behaviors that they observe.

Films, using age-appropriate models, are used at the start of the mid-block and school bus training sessions to demonstrate the correct behavior sequences. The children are then provided with practice of the stop and search sequences, first in the classroom and then in realistic outdoor settings. The sequences are also practiced in conjunction with structured outdoor play activities.

Recognizing that children's learning environments extend well beyond the school, the program also includes two brochures for parents, which explain the need for the program, what is being taught, and how parents may assist in teaching their children safety concepts and behaviors.

However, the primary instructional medium used by the program is actual practice of the motor skills involved in avoiding accidents. Most of the lessons that you teach will involve indoor or outdoor simulations of road crossing or school bus-related activities. These will provide the children with repeated opportunities to perform the safe behavior sequences under your supervision and control, both during their "walking through" of the correct behaviors and during their playing of the games included in many of the lessons. We can't emphasize how important it is to give the children as many repeated trials as possible with the games and exercises, since repeated practice is the best way to teach motor skills. More importantly, the repeated practice should increase the probabilities that the children will recognize that they are entering the street, even when they are playing. All of the exercises are really attempts to make children so aware of the things that they must do in order to be safe that this awareness will break through their egocentrism and reduce their unsafe behaviors.

In teaching this program, you should be aware, as was mentioned above, that the in-school activities are only one segment of the entire program. School bus boarding and exiting lessons actually taught on the children's school buses and parent practice will also be part of the program. You should be aware of these other activities and make sure that your lessons are coordinated with them.

Schedule of Activities

The PEDSAFE Program for Kindergarten and first grade requires approximately six hours of class time across the school year. A suggested schedule of activities is provided in the table on page iv. We suggest that you begin the training program during the second, or at the latest, during the third week of school. The heaviest concentration of activities occurs during the first three weeks of the program. Thereafter, one or two activities per month are recommended. It is important that the specified order of sessions be followed closely for Sessions 2 through 7. Each of these sessions builds upon the behavior learned and practiced in the previous sessions. More flexibility can be allowed in the outdoor and indoor game sessions, Sessions 8 through 11. However, at least one activity should be performed each month from December to June. We urge you to conduct the outdoor game sessions on the simulated street on your playground rather than in the gymnasium. One of the most important aspects of this program is to give children an opportunity to practice the behavior sequences in settings that are similar to home-play situations. Of course, outdoor practice will accomplish this goal more effectively than practice in the gymnasium.

The schedule of activities is as follows:

Session 1 is an optional exercise, employing an audiotape, "Know Your Left and Right," and hand puppets. It is designed to teach your students to differentiate right and left. It can be repeated as often as you feel necessary.

Sessions 2 and 3 constitute the first week of training. Session 2 consists of Film I, "When Willy Whistles," which introduces the safety training program and demonstrates the stop and search sequence. The children then practice the sequence on a simulated street in your classroom. Session 3 provides further practice of the stop and search sequence on the simulated street in your classroom.

Sessions 4 and 5 make up the second week of the training program. Session 4 provides practice in identifying the edge of the road. In Session 5, the children will practice the stop and search sequence on a blocked-off street near your school.

Sessions 6 and 7 provide school bus-related safety training and make up the third week of the training program. It is important that both sessions be conducted in the same week on consecutive days, if possible. Session 6 introduces school bus safety with Film II, "Safety on the Sunny Yellow Bus." Session 7 is an outdoor practice session, using a school bus parked on a blocked-off area of your school grounds.

Sessions 8, 9, 10, and 11 are designed to maintain the learned stop and search sequence and to provide practice of the sequence in relation to play activities. Sessions 8 and 9 are outdoor midblock practice games: "Uncle Sam" and "Drop the Handkerchief." Sessions 10 and 11 are indoor practice games designed for the winter months: "Blackboard Relay" and "Do as I Do." Session 10, the "Blackboard Relay Game" can be integrated in your regular curriculum anytime that the children will be using the blackboard. Feel free to use this game whenever possible, particularly during the winter months. The extra practice of the behavior sequence will not be wasted. Session 11 is designed to be practiced indoors but can be played quite effectively on the simulated street on your playground. These activities may be performed in any order you wish, but, again, at least one activity should be performed each month. Since the children will be resuming their outdoor play activities in the spring, repeat Session 4, the "Find the Edge of the Road Exercise" in addition to Sessions 8 and 9, the "Uncle Sam Game" and the "Drop the Handkerchief Game."

Most learning theorists believe that overlearning is essential in order for children to remember the type of behavior sequence we are teaching in this program. Therefore, please devote as much time as you can to the repeated practice of the stop and search sequence. Repeat any of the sessions as your time permits.

Coordinating the Program

Your principal, or his/her delegate, will be coordinating the PEDSAFE program throughout your school, including setting up the playground and on-street practice areas. Any questions or problems which may arise while conducting this unit should be referred to him/her. Whenever you are conducting an outdoor practice session, be sure to check with your principal to determine the location designated for the practice. Make sure that all arrangements have been made for blocking or controlling traffic during the period in which you will be conducting the session.

PREPARING FOR TEACHING THE PROGRAM

Collecting the Materials

Materials For Each Class

The materials needed for each session are listed in the session descriptions later in this guide. Below is a listing of the major materials each teacher should have. Check to be sure you have these.

- . Masking Tape
- . Set of Handpuppets (one for each child in the class)
- . Parents Brochure (Fall K-1) [one for each child in the class]
- . Parents Brochure (Spring K-1) [one for each child in the class]

Shared Materials

Some special instructional materials needed to conduct the unit will be shared by several teachers in your school. Your principal has arranged so that these materials will be available to you when you need them. These materials are also listed for each session in the session descriptions later in this guide, and are marked with an asterisk (*). The materials include:

- . Audiotape I, "Know Your Left and Right"
- . Film I, "When Willy Whistles"
- . Film II, "Safety on the Sunny Yellow Bus"
- . Audiotape cassette player
- . 16mm film projector
- . Projection screen

Other Materials

Some sessions will require materials not furnished by the PEDSAFE Program that should be easily accessible to you. The materials include:

- . Handkerchief
- . Chalk

Eliciting Parent Participation

You have been provided with two brochures which are to be distributed to the parents of all children participating in the program. These brochures briefly describe the program and offer explanations of how the parents can help. The first brochure should be sent home after the completion of Session 2. The second brochure should be sent home in March to elicit parental participation before the children begin the outdoor sessions again in the spring.

On the last page of each brochure is a Home Practice Record. Whenever you send a brochure home, you should explain to the children that each time they have their parents watch them practice crossing the street safely, or getting on and off the bus safely, their parents will sign the card. Tell them that as soon as their card is filled with signatures, they should bring it in to you. At your discretion, you may wish to provide some sort of recognition reward to those students who return completed practice cards. One example would be a chart on the wall listing each child's name. When the card is returned, the student would be given a gummed star to place by his/her name. This would give your students some small incentive to complete their practice cards.

Scheduling Sessions

Since some of the program materials you need must be shared by several teachers, program activities must be scheduled so that each class has access to them. Also, since several of the outside sessions require blocking or controlling traffic on the street, sessions must be scheduled so that the street is blocked for as short a time (on as few occasions) as possible. In addition, two sessions require the presence of a school bus and driver. For these reasons, all scheduling of program sessions should be coordinated through your principal or the person he/she appoints to coordinate the program in your school. The principal will inform you of the days the shared materials will be available to you and help you coordinate your schedules so that everyone has access to the materials.

Arranging for Extra Personnel

When the children practice locating the edge of the road in Session 4 and midblock street crossings in Session 5, it will be helpful to have the assistance of another responsible person. If you do not have an aide in your classroom, contact your principal.

Teaching Tips

The following guidelines will help maximize learning of the behavior sequences. Although you are probably familiar with most of these principles, please review them and keep them in mind while you are conducting the various sessions.

1. Physically and verbally guide each child through the stop and search sequence during his/her first few performances.
2. Have the children say aloud, "Look left-right-left" every time they perform the sequence.
3. Verbally reinforce correct behaviors whenever appropriate.
4. Ask the children several times during each session what they are looking for when they look left-right-left. Be sure they understand they are looking for approaching vehicles.
5. Never allow a child to finish his/her turn on an incorrect performance. Always have the child perform the sequence correctly from the beginning before sitting down.
6. Tell the children that they are learning to enter streets safely because they can keep from being hit and hurt.
7. Because overlearning is essential in order to help children remember this type of behavior sequence, please devote as much time as you can to the repeated practice of the stop and search sequence.

SESSION 1 - PRACTICE LEARNING LEFT AND RIGHT
(Optional)

Introduction

Some of your students may not know their left from their right. This lesson has been provided for you if you think your students need it. In this lesson, Willy Whistle teaches the children to differentiate left from right, using hand puppets. This exercise can be repeated as often as you feel necessary. If you do not wish to introduce left and right training at this time, proceed to Session 2.

Objective of the Session

The children will be able to identify left from right by looking to their left when asked, and then looking to their right when asked.

Materials Required

Two handpuppets for each child - one green alligator for the left hand and one red and orange clown for the right hand
*Audiotape I, "Know Your Left and Right"
*Audiotape Cassette Player

Personnel Required

Teacher

Time Required

Approximately 10 minutes.

Preparation Activities

1. Set up audiotape player.
2. Arrange the class so that all students are facing the same direction. (This will prevent left/right confusion during the session when they try to imitate other students.)
3. Pass out puppets. Place a green puppet to each child's left and a red clown puppet to each child's right.

*Shared materials.

Conduct of the Session

1. Instruct the children not to touch the puppets until they are told to do so on the audiotape.
2. Play the audiotape.
3. With your back to the children, model the correct behaviors when instructed on the audiotape by Willy Whistle.
4. Make sure that the children are performing the proper behaviors as directed by Willy Whistle. If you observe your students having difficulty at any point during the session, stop the player and correct those children who are not performing the appropriate activities.

Additional Application

If your students still have some left/right confusion, consider having them wear the green alligator puppet on their left hand when you conduct the next few sessions. This is an easy way for them to remember which way to look first and, also, prevents confusion when they turn to face another direction.

SESSION 2 - INTRODUCTION AND INDOOR DART-OUT PRACTICE

Introduction

A film is used at the start of this session to introduce the safety training program. The children meet the unifying character for this program, Willy Whistle. Using age-appropriate models, the stop and search sequence for midblock street entries is demonstrated in rural, suburban, and small town settings. Following the videotape, the children are given a chance to practice the left-right-left search sequence on a simulated street in their classroom or multipurpose room.

Objectives of the Session

1. The children will be able to perform the stop and search sequence.
2. The children will be able to cross the simulated street correctly when parked cars are present and absent.

Materials Required

Teacher's desk
Masking Tape
*Film I, "When Willy Whistles"
*Film Projector
*Screen
Parents Brochures, "A Message to Parents About Pedestrian Safety"
(Fall K-1)

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

1. Arrange simulated street in your classroom as shown in Figure 1, (page 14). Place two strips of masking tape about 20 feet long parallel to a wall, one about 5 feet and one about 15 feet from the wall. The tape represents the "edge of the road." The area between the tape is the "street." (If your classroom is small, or if you would have to move

*Shared materials.

many desks to arrange the "street," consider using a multipurpose room for this exercise. Another option is to coordinate your lessons with a teacher who has a larger classroom. Your class could use the larger room during that teacher's free period.) You may want to leave the masking tape on the floor at the end of the session, since this simulated street will be needed for further practice sessions.

2. Your desk becomes the "car" on the simulated street, and should be positioned according to the diagram in Figure 1.
3. Clear the "street" area of desks.
4. Set up the film and projector.

Conduct of the Session

1. Tell the children that they will be seeing a movie that will show them how to cross streets safely. Emphasize the importance of learning safe street crossing. Tell them that many children are hurt very badly or killed by cars every year because they don't cross streets safely.
2. Show the film.
3. Tell the children that they will be learning how to stop and look both ways before crossing the street. With your back to the children, stand at Point A on the simulated street and model the correct stop and search behavior sequence to be used when parked cars are absent. (Stop at edge of "street", then look left-right-left.) Emphasize that when you perform the sequence you are looking for cars. As you perform the sequence, say aloud "Look left-right-left." Mention that you look left a second time because a car might have appeared while you were looking to the right. Model the entire sequence a second time.
4. Have each child approach the simulated street at Point A and perform the stop and search behavior sequence. As the child is performing, instruct him/her to say "Look left-right-left."
5. Cross the simulated street to Point B. Have the children stand behind you and model the correct stop and search behavior sequence to be used when parked cars are present (stop at edge of parked car, then look left-right-left). Explain that your desk represents a parked car. Tell the children that before they walk to the edge of the car they must look to see that the parked car is not about to move, and listen to make sure that the engine is not running. Explain that you must stand at the far edge of the car, close enough to touch it so that you can see cars approaching and so that drivers can see you.
6. Have the children perform the correct sequence for parked-car conditions beginning at Point B. Have the child cross the street and then return to his/her seat. Do not allow the child to sit down until he/she is able to correctly perform the behavior sequences. If the child makes a mistake, have him/her begin the sequence again. Have the children sit or stand behind Point B until the rest of the class is finished.

7. If there is sufficient time, have the children choose partners and practice in pairs. Instruct each member of the pair to perform the sequence, saying "Look left-right-left." Make sure that each member of the pair performs the entire sequence correctly before sitting down. Remind the children that even when they are with another person, child or adult, they must always look for themselves.
8. Ask the children several times during the session what they are looking for.
9. Tell the children that they are learning to enter streets safely because cars can hit them and hurt or kill them.
10. BE SURE TO send a copy of "A Message to Parents About Pedestrian Safety" (Fall K-1) home with each child. Explain that they should take the brochure home to their parents because it tells them what the children have been learning in school and asks the parents to watch the children while they are practicing street and school bus safety. show them the Student Street and School Bus Crossing record, and explain that after they have filled in all ten spaces, they should return the card to you. Try to make your students enthusiastic about the practice, possibly by offering some small reward or recognition for returning a completed card.

Teaching Tips

1. It may be helpful to have your students wear the green puppet on their left hand during this session, so that they will remember in which direction to look first. Marking an "L" on each child's left hand with magic marker is an alternate approach.
2. If your students are able to perform the sequences with few errors, you may want to have one student walk back and forth on the "street" pretending to be a moving car.

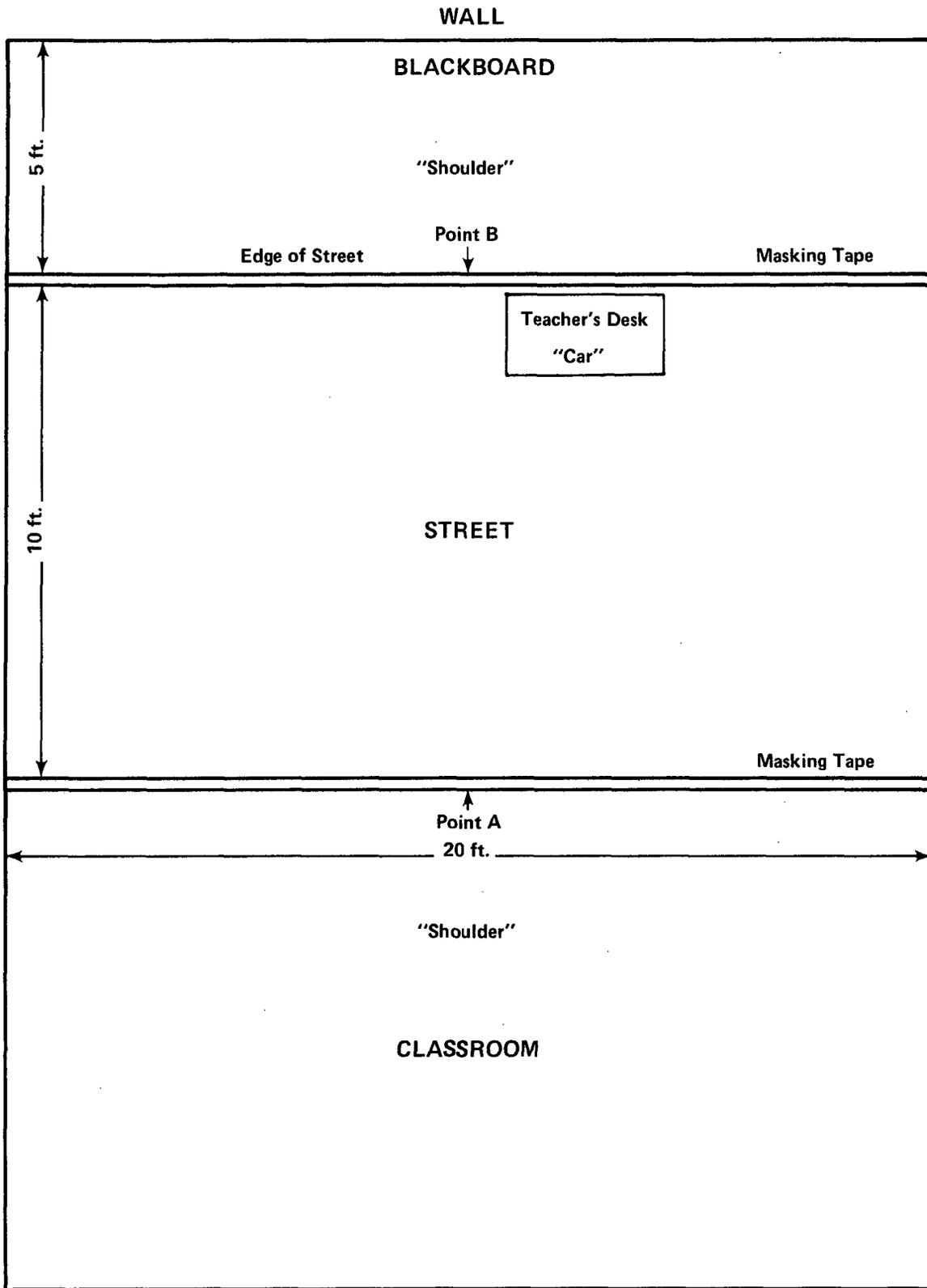


Figure 1. Simulated Street

SESSION 3 - INDOOR DART-OUT PRACTICE

Introduction

This session provides further practice of the stop and search sequence on the simulated street in your classroom or a multipurpose room. Since Session 4 is conducted outdoors in a realistic setting, the children are given this chance to become more familiar with the stop and search sequence before encountering an actual street.

Objective of the Session

The children will be able to cross the simulated street correctly when parked cars are present and absent.

Materials Required

Teacher's desk
Masking tape

Personnel Required

Teacher

Time Required

Approximately 20 minutes.

Preparation Activities

1. Arrange the simulated street in your classroom as you did for Session 2 (See the diagram on page 14.)
2. Place your desk on the simulated street.

Conduct of the Session

1. Tell the children that they will be practicing street crossing on the pretend "street" in their classroom.
2. Have the children practice the stop and search behavior sequences on the simulated street in your classroom as they did in Session 2. Begin with activity 3 under Conduct of the Session (page 12).
3. Ask the children what they would do if they found that the parked car was running.

SESSION 4 - OUTDOOR DART-OUT PRACTICE -
"FIND THE EDGE OF THE ROAD" EXERCISE

Introduction

It appears that failure to recognize where the roadway begins may be a contributing factor in many accidents involving young children. Especially when involved in play activities, children sometimes cross over poorly marked shoulder-roadway boundaries and enter the street, being only minimally aware that they have done so. The shoulder-roadway boundary often does not provide a sufficient cue to the child that he/she is entering the street. Therefore, this session is designed to increase the children's awareness of the shoulder-roadway boundaries that they are likely to encounter in their play environments so that they will know where to stop and search before entering the street. This session will be repeated in the spring to refresh the children's memory of its content. At that time, send "A Reminder to Parents about Pedestrian Safety" (Spring K-1) home with the children.

Objectives of the Session

1. The children will be able to locate the edge of the road for typical shoulder roadway conditions they are likely to encounter.
2. The children will be able to perform the correct stop and search sequence (when no parked cars are present) at each type of shoulder-roadway boundary.

Materials Required

Parents Brochures, "A Reminder to Parents About Pedestrian Safety"
(Spring K-1) [Only for the spring repeat of the session]

Personnel Required

Teacher and Aide

Time Required

Approximately 30 minutes.

Preparation Activities

1. Check with your principal to determine the sites for this practice session.
2. Be sure that all arrangements have been made for blocking or controlling traffic on the school grounds (if required) during the period in which you will be conducting the session.

2. Be sure that all arrangements have been made for blocking or controlling traffic on the school grounds (if required) during the period in which you will be conducting the session.

Conduct of the Session

1. Explain to the children while still indoors that you will be taking them to several areas of the school grounds so that they can practice stopping at the edge of the road. They will not be going into the street in most cases, but will practice the left-right-left search sequence at the edge of the road. If possible, have an aide help you with this session. Although traffic will be controlled, there is always an element of danger involved when children are near roads.
2. Take the children to the various sites selected by your principal. He/she has been instructed to select at least three appropriate sites on or near your school grounds for this exercise.
3. At each site, tell the children to stand where they think the edge of the road is. Caution them not to step into the road.
4. Stand at the edge of the road and tell the children to line up with you. Tell them to look down and see where they are standing. Explain that this is where they would stop before looking to see if any cars were coming.
5. Tell the children to turn around, and then take 10 giant steps. Then, have them turn to face the road.
6. Have the children run up and stop at the edge of the road.
7. Have the children back up again.
8. Model the stop and search sequence for the children saying aloud, "Look left-right-left." Emphasize that you are looking for cars.
9. Select various children to demonstrate the correct stop and search sequence before moving on to the next location. Make certain that the children are able to identify the edge of the street in various locations.
10. When you repeat this session in the spring:
 - a. Tell the children that they will again have a chance to practice safe street crossing with their parents. Explain that they will be taking a brochure home to their parents which asks the parents to watch the children practice crossing streets properly. Show them the Student Street Crossing Record and explain that after they have filled in all ten spaces, they should bring the card back to you. Again, try to build enthusiasm in your students by offering a small incentive.
 - b. Send a copy of "A Reminder to Parents About Pedestrian Safety" (Spring K-1) home with each child.

SESSION 5 - OUTDOOR DART-OUT PRACTICE

Introduction

The goal of this session is to provide the children with an opportunity to practice the stop and search sequence in a realistic setting (a controlled street). First, the children will practice the stop and search sequence without parked cars present. Then, they will learn how parked cars interfere with their view of moving traffic and will practice the behavior sequence with parked cars present.

Objectives of the Session

The children will be able to perform the appropriate left-right-left behavioral sequence on an actual street or road when parked cars are present and absent.

Materials Required

None

Personnel Required

Teacher and Aide

Time Required

Approximately 30 minutes.

Preparation Activities

Check with your principal to determine the site for this practice session. Be sure that all arrangements have been made for blocking or controlling traffic on the street during the period in which you will be conducting the session.

Conduct of the Session

1. In the classroom, explain to the children that today they will be practicing how to cross the street properly. Lead the children to the outside location designated by your principal for the practice session.
2. With your back to the children, model the behavior sequence to be used in the absence of parked cars. Remind the children that this is the

sequence they practiced in the classroom on the simulated street. Emphasize that when you perform the sequence you are looking for cars. As you perform the sequence, say aloud "Look left-right-left." Mention that you look left a second time because cars approach from that direction and a car might have appeared while you were looking to the right. Model the entire sequence a second time.

3. Have each child repeat your behavior in turn. (You may want to divide the class into two groups and have the aide supervise one group's practice.) As the child is performing, instruct him/her to say "Look left-right-left." If the child makes a mistake, have him/her begin the sequence again. Do not allow the child to finish with an incorrect performance. If it is feasible, have each child cross the street.
4. Verbally reinforce the children each time they correctly complete the behavior sequence.
5. Take the children to the part of the street where parked cars obscure their vision. Emphasize that when parked cars are present, you must walk to the boundary of the cars so you can see the street and the drivers can see you. Remind the children that parked cars might be about to move. They should look to see that the car isn't moving and listen to hear if the engine is running. Demonstrate to the children the way parked cars obscure the view of the street. Demonstrate the left-right-left search sequence, standing at the outer edge of the parked car.
6. Have the children practice the stop and search sequence with the parked cars present. Make sure that they move to the outside edge of the parked cars before they initiate the search sequence. Make certain that they say "Look left-right-left" as they perform the search. Always give recognition to correctly performed behavior sequences, and insist that the entire sequence be performed correctly before the child is allowed to finish his/her turn. If a mistake is made in the sequence, have the child begin again from the first approach to the street or curb.
7. Don't forget to ask the children what they are looking for when they perform the left-right-left search sequence. Also, ask them to recall what they should look for before they first enter the street near parked cars.

SESSION 6 - DEMONSTRATION OF SCHOOL BUS SAFETY BEHAVIORS

Introduction

Willy Whistle narrates this movie which is designed to introduce the rules applicable to school bus safety training. Hazards involving the school bus are discussed and, using age-appropriate models, safe bus boarding and disembarking procedures are demonstrated. The children will recall the rules in a class discussion.

This activity should be conducted one day prior to the student's actual practice with the school bus. Your principal will make arrangements for the school bus practice to be coordinated with this session.

Objective of the Session

The children will be able to identify safe school bus boarding and disembarking procedures when given examples by the teacher.

Materials Required

- *Film II, "Safety on the Sunny Yellow Bus"
- *Film Projector
- *Screen

Personnel Required

Teacher

Time Required

Approximately 15 minutes.

Preparation Activities

Set up the film.

Conduct of the Session

1. Tell the children that they will be seeing a movie that will show them how to get on and off a school bus safely. Emphasize the importance of learning school bus safety.

*Shared materials.

2. Tell the children to watch the videotape carefully, since tomorrow they will be practicing the correct way to get on and off a school bus.
3. After the videotape has been shown, ask the children to recall the safety rules that Willy told them. List them on the blackboard and repeat them to the class.

SESSION 7 - OUTDOOR SCHOOL BUS PRACTICE

Introduction

The most effective way of providing school bus safety training is in a realistic setting with an actual school bus present.

The goal of this session is to provide the children with an opportunity to practice safe school bus boarding and disembarking procedures in a controlled setting on your school grounds. The children will be taught the significance of the flashing amber and red lights, and the necessity of stopping and searching before crossing in front of the bus. They will also be shown the necessity for standing at least ten feet away from the bus when waiting or crossing. In addition, they will be taught to stand back from the side of the bus as it pulls away.

Objectives of the Session

1. The children will be able to correctly explain the meaning of the flashing amber and red lights on the bus.
2. The children will be able to demonstrate how to wait for and board the bus in the proper fashion. This includes waiting away from the edge of the roadway; waiting for the bus to come to a complete stop with red lights flashing; approaching the edge of the road, stopping and performing the correct left-right-left search sequence; then crossing ten feet in front of the bus before boarding.
3. The children will be able to demonstrate the correct way to leave the bus. This includes crossing ten feet in front of the bus when its red flashers are on, then stopping at the outer edge of the bus to look left-right-left before crossing the street.

Materials Required

School Bus

Personnel Required

Teacher and School Bus Driver

Time Required

Approximately 40 minutes.

Preparation Activities

1. Check with your principal to determine the site for this practice session.
2. Be sure that all arrangements have been made for having a school bus and driver present and for blocking or controlling traffic at the location chosen for this session during the time in which you will be practicing.

Conduct of the Session

1. Before going outdoors, explain that the children will be learning how to get on and off the school bus safely.
2. Take the children to the outside location designated by your principal for this practice session.
3. Have the bus driver greet the children and introduce himself/herself to them. Then have the bus driver take his seat.
4. Tell the children that you will show them where to cross in front of a school bus. Have the children line up beside you 10 feet in front of the bus.
5. Tell the children that they are standing five giant steps in front of the bus because, to be safe, they have to be far enough in front of the bus so that the driver can see them and they can see the driver.
6. Have the children take turns walking up close to the bus so that they learn that they cannot see the driver when they are too close, and then have them pace off five giant steps until they can see the bus driver sitting in the driver's seat, so that they learn how far in front of the bus they should cross.
7. Have the children stand in a group at least 10 feet in front of the bus.
8. Tell the children to watch the lights as the driver turns them on. Explain that the yellow or amber lights are a warning that the bus is about to stop. The red lights mean that the bus has stopped to load or unload children and that all cars on the road should stop. However, emphasize that the flashing lights are no guarantee that cars will stop--some do not.
9. Take the children to the opposite side of the street from where the bus is parked and tell them that they are now at a "pretend" bus stop. Tell the children that, when waiting for the bus, they are to stay away from the street and that the bus stop is not a playground. Remind the children that they could be hurt by the bus while playing near the street. They are to wait well off the road. Explain that those children who have bus stops like this one (those who live across the

road from where the bus stops) should wait until the bus stops with its red flashers on before crossing to board the bus. Ask a few children to explain what the flashing amber and red lights on the bus mean.

10. Model for the children the correct way to approach the road, stop, and look left-right-left before crossing 10 feet in front of the bus to board. Then show the children the correct procedure for getting off the bus and crossing the road. (Cross ten feet in front of the bus, stop at far edge of bus on driver's side, look left-right-left.)
11. Ask the children to show you where they should stand to wait for the school bus. Have a few of them explain proper behavior at the bus stop. Ask a few children to demonstrate how far in front of the bus they should cross. Have each child repeat the correct behavior sequence for boarding a school bus from across the road. Have them take seats when they board the bus.
12. Emphasize that they should never cross behind the bus.
13. Have each child get off the bus and cross in front of the bus, back to the "pretend" bus stop, using the correct behavioral sequence.
14. Several times during the session ask the children what they are looking for when they are looking left-right-left.
15. Before returning to your classroom, explain how important it is to get back away from the bus after leaving it. Demonstrate how the children should wait at least ten feet away from the bus as it pulls away. If possible, actually have the bus pull away while the children are standing at the proper distance away from it.

SESSION 8 - OUTDOOR DART-OUT PRACTICE -
"UNCLE SAM" GAME

Introduction

Most accidents involving young children occur because they enter the road suddenly and without stopping to look for oncoming traffic. This often happens because they are playing with other children and are paying attention to their play rather than to the fact that they are entering the street. The purpose of this exercise is to put the children in a play situation similar to the kinds of play situations that lead to accidents and teach the children safe behavior within the context of these activities.

This lesson involves teaching the child the "Uncle Sam" Game on the playground near a simulated street. The children practice entering the "street" at a midblock location while playing. This session will be repeated in the Spring.

Objective of the Session

Each child will perform correctly the stop and search sequence at least once while playing the "Uncle Sam Game."

Materials Required

None

Personnel Required

Teacher

Time Required

Approximately 30 minutes

Preparation Activities

Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street on your playground.

Conduct of the Session

1. Tell the children that they will be playing a game near a "pretend street," and each time they have to cross the street during the game, they are to use the stop and search sequence they have been shown.
2. With your back to the students, demonstrate the left-right-left search sequence, saying aloud "Look left-right-left" as you look in each direction.
3. Divide the class into two teams. Take them to the prepared site.
4. Briefly explain the rules of the game (see Figure 2, page 27).
 - a. The class will stand about five feet from the "curb."
 - b. One student will be selected to be "Uncle Sam" and will stand facing the class on the opposite side of the street, about 20 feet from the curb.
 - c. The class calls in unison "Uncle Sam, Uncle Sam, may we cross your street?"
 - d. Uncle Sam replies, "Yes, if you are wearing green" (or any color of his/her choice). When a child determines that he/she is wearing the color called for, stop at the edge of the street (or car), and perform the proper left-right-left search sequence before walking across the street. Once the child crosses the street, he runs towards the "Free Zone" and tries to avoid being tabbed by Uncle Sam.
 - e. If a child is tabbed, he/she joins Uncle Sam in trying to tab other children.
 - f. Steps "c" through "e" are performed several times until all children have been given the chance to cross the street.
 - g. If a child performs the search sequence incorrectly, stop him/her at that point and have him/her repeat the sequence correctly from the beginning.
5. Several times during the session ask the children what they are looking for when they approach the "street."

Free Zone

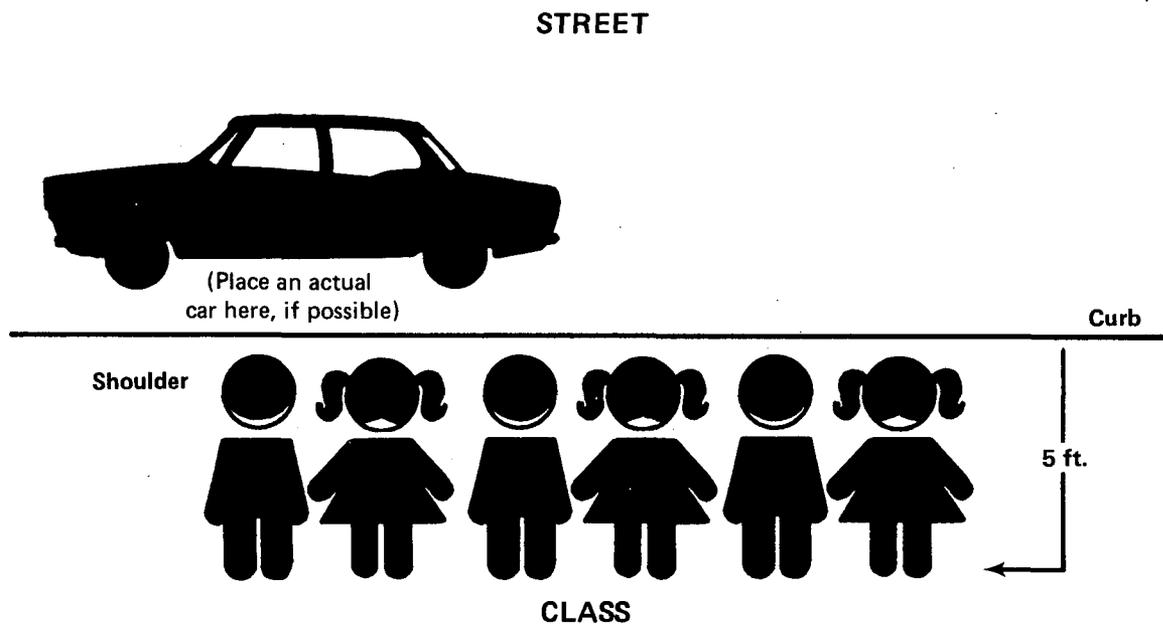
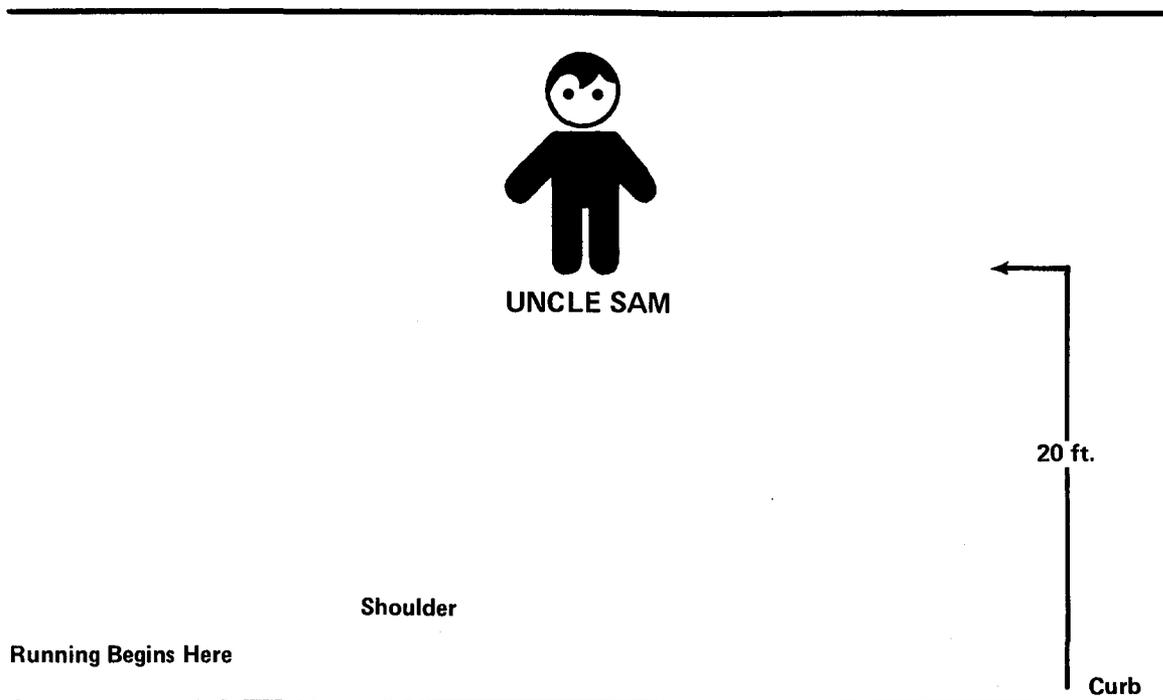


Figure 2. "Uncle Sam" Game

SESSION 9 - OUTDOOR DART-OUT PRACTICE -
"DROP THE HANDKERCHIEF" GAME

Introduction

This session is designed to give the children further practice of the stop and search sequence in a play situation. While playing the "Drop the Handkerchief" Game, the children will practice stopping at the edge of the simulated street on your playground and looking left-right-left before crossing to the other side. This session will be repeated in the spring.

Objective of the Session

Each child will perform correctly the stop and search sequence at least once while playing the "Drop the Handkerchief Game."

Materials Required

Handkerchief

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

Make sure that the simulated street on your playground that you used for Session 8 is still in good condition.

Conduct of the Session

1. Tell the children that they will again be playing a game near the simulated street on their playground and that they are to use the stop and search sequence every time they have to cross the "street."
2. With your back to the children, model the left-right-left search sequence, saying aloud "Look left-right-left" as you look in each direction.
3. Divide the class into two teams. Take them to the prepared site.

4. Briefly explain the rules of the game. (See Figure 3, page 30.)
 - a. Each team will stand facing each other on opposite sides of the simulated street about five feet from the "curb."
 - b. One child is chosen to be "It," and he/she approaches the simulated street, stops at the edge of the street, and performs the proper left-right-left search sequence before walking across the street. After crossing the street, the child runs behind the other team and drops the handkerchief behind another student, calling out the player's name. The child who was "It" runs behind the line of students and tries to take the place of the student whose name was called before being tabbed by that student. The child behind whom the handkerchief is dropped picks up the handkerchief and chases "It" trying to tab him/her before "It" returns to the place formerly occupied by the student. The student with the handkerchief becomes the new "It" and must demonstrate the correct stop and search sequence before crossing over to "drop the handkerchief."
 - c. The game continues until all students have had a chance to be "It."
 - d. If a child performs the search sequence incorrectly, stop him/her at that point and have him/her repeat the sequence correctly from the beginning.
5. Several times during the session, ask the children what they are looking for when they approach the street.

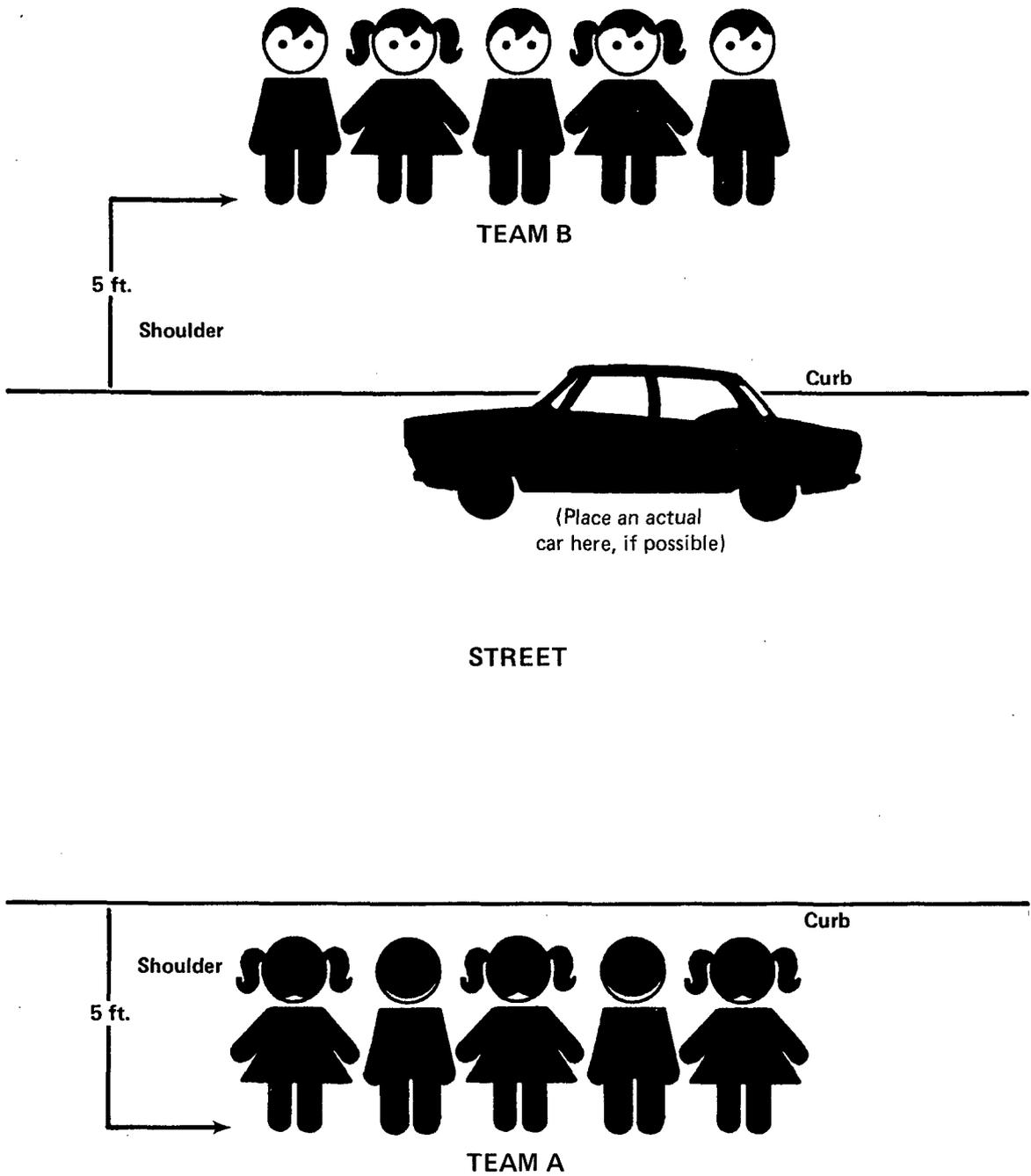


Figure 3. "Drop the Handkerchief" Game

SESSION 10 - WINTER INDOOR DART-OUT PRACTICE-
"BLACKBOARD RELAY" GAME

Introduction

This session is designed to provide further practice of the correct stop and search sequence during the winter months when outdoor practice will be uncomfortable. Using the simulated street which you constructed in your classroom, the children will play a blackboard relay game. Before going to the blackboard, each child will have to approach the simulated street and demonstrate the correct stop and search sequence before crossing to the blackboard. After finishing at the blackboard, each child will again have to demonstrate the correct stop and search sequence before crossing the simulated street and returning to his/her seat.

Objective of the Session

Each child will perform correctly the stop and search sequence for both parked car and no parked car conditions while playing the "Blackboard Relay" Game.

Materials Required

Teacher's desk
Masking tape
Blackboard
Chalk

Personnel Required

Teacher

Time Required

Approximately 20 minutes.

Preparation Activities

1. Arrange the simulated street in your classroom as you did for Session 2 (see the diagram on page 14).
2. Place the desk on the simulated street.

Conduct of the Session

1. Explain that the children will be playing a "Blackboard Relay" Game, using the simulated street in their classroom. Each time they have to cross the street during the game, they are to use the stop and search sequence they have been shown.
2. Using the simulated street, model the correct behavior sequence for the children. Say aloud "Look left-right-left" as you look in each direction. Because your desk represents a parked car on this street, the children should practice the stop and search sequence applicable for a parked car present or absent condition, depending on where they enter the street. For instance, if they enter at Point A (See Figure 1, page 14), the parked car absent behavior sequence would be correct. If they enter at Point B, then they should demonstrate the behavior sequence when parked cars are present.
3. Divide your class into two teams and have them stand or sit at least five feet in front of Point A on the simulated street. Each team member has a chance to approach the simulated street, stop and demonstrate the correct search sequence for the no parked car situation, and then proceed to the blackboard to do whatever has been required. Various things may be done at the board, such as writing a letter of the alphabet, writing the next consecutive number in a series, writing the child's name, or adding a part to a team picture.
4. When the children finish at the blackboard they will again have to enter the simulated street. They should then demonstrate the search sequence used when parked cars are present. Upon completing their turn, the children may return to their desks.
5. Don't allow a child to finish his/her turn on an incorrect performance. Always have him/her complete the entire stop and search sequence correctly before sitting down.
6. Ask the children several times during the session what they are looking for.

SESSION 11 - WINTER INDOOR DART-OUT PRACTICE -
"DO AS I DO" GAME

Introduction

While playing this team game, the children will be given further practice of the correct stop and search sequences on the simulated street in your classroom during the winter months when outdoor practice will not be possible. However, this game could also be played outside on the simulated street on your playground if the weather is mild.

Objective of the Session

Each child will perform correctly the stop and search sequence for both parked car and no parked car conditions while playing the "Do As I Do" Game.

Materials Required

Teacher's desk
Masking tape

Personnel Required

Teacher

Time Required

Approximately 20 minutes.

Preparation Activities

1. Arrange the simulated street in your classroom as you did for Session 2 (see the diagram on page 14.)
2. Place the your desk on the simulated street.

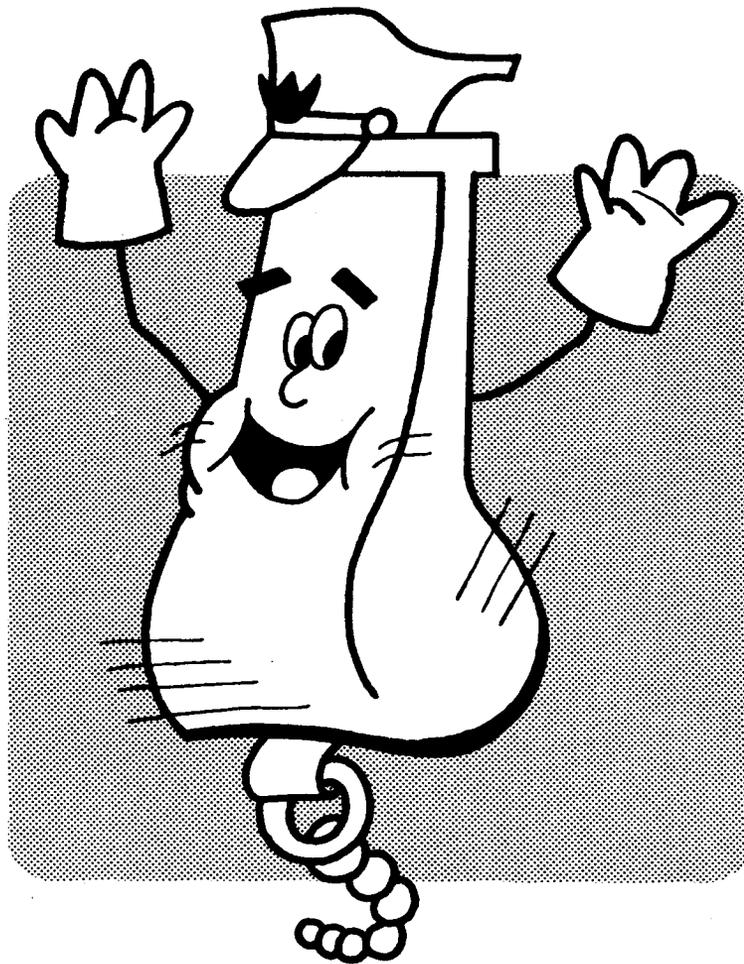
Conduct of the Session

1. Explain that the children will be playing the "Do As I Do" game using the simulated street in their classroom. Each time they have to cross the street during the game, they are to use the stop and search sequence they have been shown.
2. Using the simulated street, model the correct behavior sequence for the children. Say aloud, "Look left-right-left" as you look in each

direction. Because your desk represents a parked car on this street, the children should practice the stop and search sequence applicable for a parked car present or absent condition depending on where they enter the street. For instance, if they enter at Point A (see Figure 1, page 14), the parked car absent behavior sequence would be correct. If they enter at Point B, then they should demonstrate the behavior sequence when parked cars are present.

3. Divide your class into teams containing five or six players. Each team takes a turn playing the game.
4. One child is chosen to start the game. When he says, "Do As I Do," he must make a movement, such as hopping, running, or an animal walk and all must follow his movements. The children weave in and out of desks in the classroom and upon approaching the simulated street, must demonstrate the correct stop and search behavior sequence.
5. After each child has had a turn being the leader, choose a new leader and repeat the game.
6. Always have the children correctly perform the stop and search behavior sequence before sitting down. Never allow them to finish on incorrect performance.
7. Ask the children several times during the session what they are looking for when they look left-right-left.

A MESSAGE TO PARENTS . . .

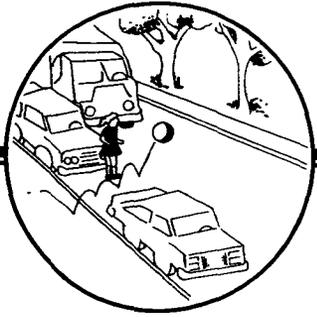


ABOUT PEDESTRIAN SAFETY

FALL K-1

STREET AND SCHOOL BUS PRACTICE RECORD

Date	Mid-Block Crossing (Check One)	School Bus Practice	Parent's Signature	(Name of Student)
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____



Over one-half of all child pedestrian accidents are attributed to Dart-Out and Dash accidents. These accidents occur when children enter the street unexpectedly, failing to stop and look for approaching traffic. The child may be chasing a ball or pet, running with a playmate, or responding to a friend or parent's call.

To reduce this running into the street, your child is being taught to always stop at the edge of the road, look both ways, and only cross if it is clear.

Other serious accidents are those which occur going to or from the school bus. Drivers do not always stop for the flashing warning lights on the bus. In other cases, children cross behind a bus or too close for the driver to see them and are struck by the bus. While waiting for the bus, children frequently become involved in play activities which take them into the street and into the path of on-coming vehicles. To combat these types of hazardous situations, the children are taught to cross only in front of the bus—five giant steps in front and look for traffic even if the warning lights are on.

You are in the best position to determine a safe route for your child to take in walking to and from the bus. As soon as possible in the school year show your child how to go to and from the bus stop. In general, your child should walk well off the road surface and facing traffic whenever practical.



When getting off the bus, make sure that your child . . .

1. Crosses ten feet in front of the bus and stops at the far edge of the bus (i.e., the driver's side) to look both ways to see if all traffic has stopped.
2. Crosses to the other side when all cars are stopped.
3. Waits well off the road until the bus and any stopped cars are gone before walking home, if he/she must walk along the road to get home.



how you can help

Your Kindergartener or first grader is learning safety skills in school. However, you can help your child practice the new skills right where they will be needed—around home where your child plays.

The last page of this brochure is a “Street and School Bus Practice Record” which we would like you to complete with your child.

Take your child to a midblock location near your home and watch to see that he or she looks both ways before crossing. Use a location which has parked cars and one which doesn't.

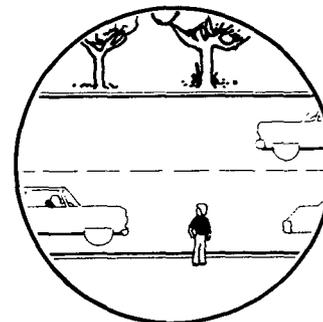
If possible, go to the school bus stop with your child and assure that he or she boards and leaves the bus correctly.

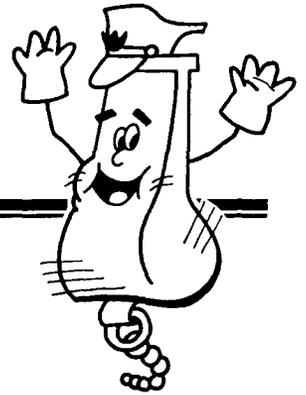
Each time you practice crossing with your child fill in a line on the “Street and School Bus Practice Record.” When the card is filled, your child should return it to his/her teacher. Remember, it is important for children to learn safety as a habit. Your child will remember what he has learned better if his/her practice is spread out over time. So practice a brief time (even just 2-3 minutes) each day, then fill in one entry on the record sheet for that day. Please fill in only one entry per day.

the safety rules taught in school to kindergarden and first graders

When crossing the street, make sure that your child . . .

1. Stops on the curb or at the edge of the road when no parked cars are present OR at the far edge of any parked cars where he/she can see traffic and drivers can see him/her.
2. Looks left-right-left to check for any oncoming cars.
3. Waits for approaching traffic to pass and then looks left-right-left again.
4. Crosses only when the street is clear of traffic from both directions.





what the program is all about

The U.S. Department of Transportation contract has examined pedestrian accidents involving children to discover what went wrong when a child was hit. As a result of this study, a school program was developed which is designed specifically to teach students not to do those things which resulted in accidents to other children. The program is conducted over the entire school year across all grades. The students get a chance to actually practice, under controlled conditions, the correct actions they should perform.

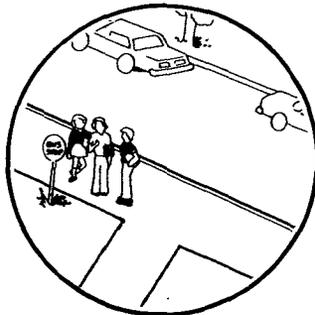
This program is called PEDSAFE. It is uniquely different from other pedestrian safety programs which merely tell a child to cross safely or offer slogans that are often ignored. In PEDSAFE, the students are told not just what to do. Instead, they are taken outside to practice and learn safe behaviors. Games are used which have been especially designed to be like the running and chasing activities that result in children being hit.

When waiting for the school bus, make sure that your child . . .

1. Waits well off the road at his/her assigned area, and waits without running or other play that could result in his/her entering the street accidentally.
2. Waits until the bus comes to a stop and its red flashing lights are on.

If your child has to cross the road to board the bus, make sure your child . . .

1. Stops at the edge of the road and looks left-right-left to make sure that all traffic has stopped.
2. Always crosses ten feet (five giant steps) in *front* of the bus.



more ways you can help

- Set a good example. When you are with your children, always look carefully before crossing the street. Remember, your children copy what you do.
- Continue practicing street crossing and school bus safety rules throughout the year. Young children need lots of practice to get them into the right habits.
- When you are crossing streets with your children, ask them to tell *you* when it is safe to start across.
- Observe your children when they are playing outside (this is when most "Dart-Out" accidents occur). Assure yourself that even in the excitement of play, your children take the time to stop and search before entering the street—even when being chased or running after a ball.
- Watch out for particularly risky play activities, such as ball playing or chasing near the street. Those activities should be played away from the street.

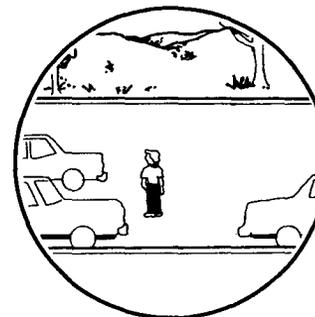
By working together, you and your school can help prevent your child from being the victim of a pedestrian accident. Your part in this partnership is vital.

kids and cars - a dangerous combination

Did you know that:

- Pedestrian accidents are the leading cause of deaths among children.
- Three thousand children are killed by cars in this country each year.
- More than 150,000 are injured every year.
- Most of these accidents occur while children are near their homes, often while playing.
- One-third of these accidents and deaths occur to rural and suburban children.

If these figures alarm you, then read on because now something is being done to help protect your children. Your help is needed.



A REMINDER TO PARENTS...



ABOUT PEDESTRIAN SAFETY

— SPRING K-1 —

SAFE STREET CROSSING RECORD

Date	Parked Cars Present		Parent's Signature	Name of Student
	Yes	No		
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____



more ways you can help

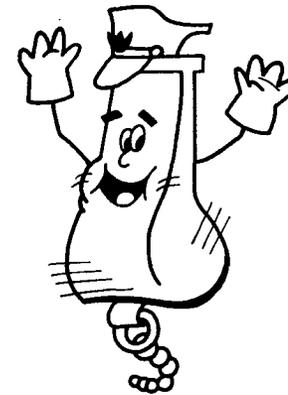
- Set a good example. When you are with your children, always look carefully before crossing the street. Remember, your children copy what you do.
- Continue practicing the crossing and school bus safety rules throughout the year. Young children need lots of practice to get them into the right habits.
- When you are crossing streets with your children, ask them to tell *you* when it is safe to start across.
- Observe your children when they are playing outside (this is when most "Dart-Out" accidents occur). Assure yourself that even in the excitement of play, your children take the time to stop and search before entering the street—even when being chased or running after a ball.
- Watch out for particularly risky play activities, such as ball playing or chasing near the street. Those activities should be played away from the street.

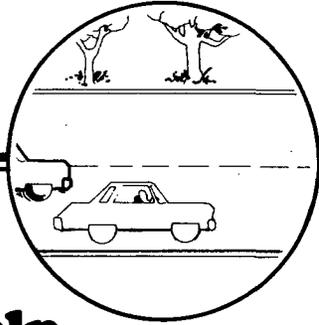
By working together, you and your school can help prevent your child from being the victim of a pedestrian accident. Thank you for your help in our effort.

about the pedsafe program

Last fall you were an important participant in teaching your child safe pedestrian behaviors. The children were enthusiastic about the program. They were all proud of the prizes they earned as the result of the practice their parents gave them.

Now that spring has arrived, your children will be playing outdoors more frequently and may be near the street or crossing the street more often. The children need a reminder of the safety lessons they learned in the fall; so, the school is conducting more pedestrian safety activities.





how you can help

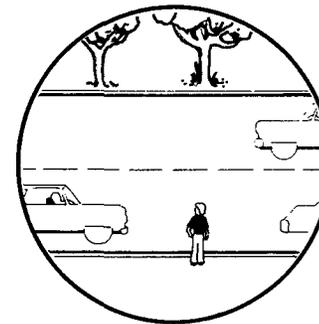
In order for children to remember to stop and look every time they cross the street, they need repeated practice over a long period of time. On the last page of this brochure there is a "Safe Street Crossing Record" which we would like you to complete with your child, as you did in the fall. The practice directions and the safety rules are repeated here in case the brochure you received last fall has been misplaced.

4 Take your child to a midblock location near your home and watch to see that he/she stops and looks both ways before crossing the street. Try to have your child practice when there are parked cars present and also when there are no parked cars. Every time your child crosses the street correctly, fill in a space on the practice record. Remember that it is important for your child to practice safety every day. Therefore, please record only one entry per day. When all ten spaces are filled, your child should take the record into school.

some safety rules taught in school

When crossing the street, make sure that your child . . .

1. Stops on the curb or at the edge of the road when no parked cars are present OR at the far edge of any parked cars where he/she can see traffic and drivers can see him/her.
2. Looks left-right-left to check for any oncoming cars.
3. Waits for approaching traffic to pass and then looks left-right-left again.
4. Crosses only when the street is clear of traffic from both directions.



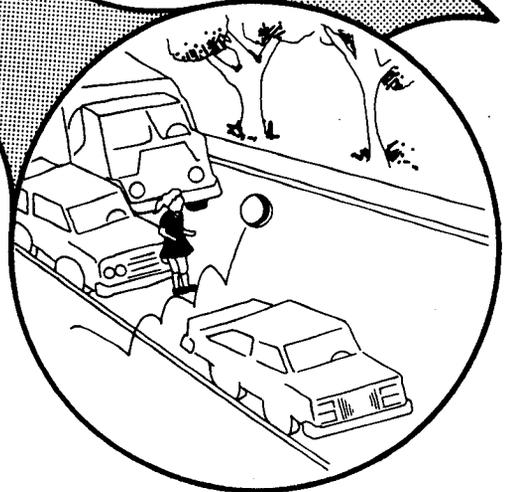
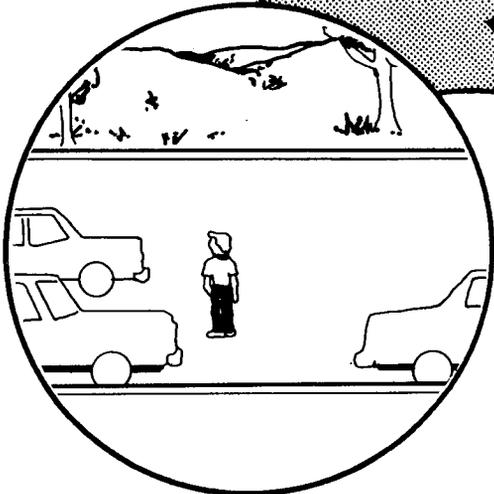
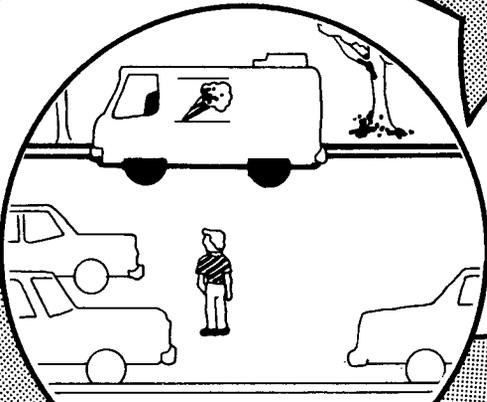
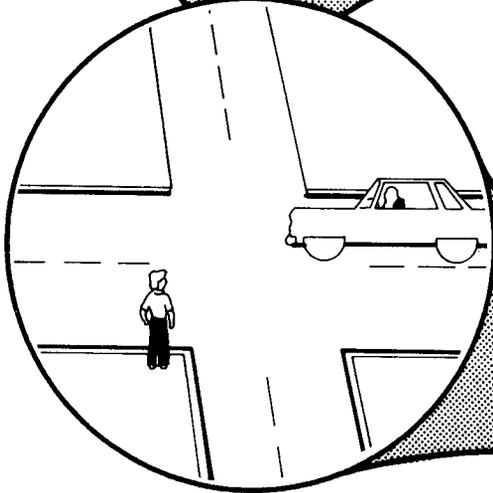


PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools

TEACHER'S GUIDE

grade two



U. S. Department of Transportation

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HOW TO USE THIS GUIDE

This book is designed as a handy desk reference to guide you through the various PEDSAFE Curriculum activities throughout the school year. Begin by reading this guide in its entirety with special attention to the Introduction Section material. Thereafter, use the chart on page iv to help you locate the individual session to be taught. Consider in your session planning that some sessions require modest preparation or coordination with the principal.

SESSION	ACTIVITY	SCHOOL YEAR									
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	
1	Introduction and Indoor Crossing Practice, Film III, "Willy Whistle, Into Intersections"	25 ● Parent's Brochure Sent Home									
2	Outdoor Dart-Out and Intersection Crossing Practice	40 ●									
3	Outdoor School Bus Practice		40 ●								
4	Indoor or Outdoor Intersection Practice; "Red Light – Green Light" Game		30 ●			30 ●					
5	Safety Identification Exercise			30 ●							
6	Indoor or Outdoor Dart-Out/ Intersection Practice; "Dodgeball" Game				30 ●						30 ●
7	Indoor Class Safety Activity						30 ●				
8	Indoor or Outdoor Dart-Out/ Intersection Practice; "Hot Ball" Game							30 ● Parent's Brochure Sent Home			
9	Outdoor Intersection Crossing Practice								40 ●		
	TOTAL TIME: 5:55										

INTRODUCTION

Why the Program Was Developed

Auto-pedestrian collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program. PEDSAFE is a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing children's unsafe actions.

Why Children Are Hit by Cars

The PEDSAFE Program has evolved over a 10-year span in which massive amounts of data describing over 3,000 pedestrian accidents were analyzed. While many different factors contribute to victimization, a Piagetian developmental principle may explain why this age group (7-8 year olds) become victims. Piaget suggests that children in this age range are in the egocentric stage of development. As you may know, children in the egocentric stage often fail to pay enough attention to the environment around them. This age group often acts on an impulse without stopping to evaluate their actions and possible resultant outcomes. Children at this age may know how they are supposed to act; they know they should stop and look for cars before crossing. However, this cognitive knowledge does not always translate into "safe" behavior. Although a child knows he shouldn't chase a ball into the street until he stops to check for traffic, he often acts on impulse, not considering the consequences.

To overcome this impulsive behavior, the second grade program attempts to put the children into the middle of the action and change their behavior as they begin to perform it. Games are used in which a child may have to chase after a ball toward the "street" but stop before entering the "street." The second grade PEDSAFE Program is an attempt to bridge the gap between the knowledge of how to be safe and actually behaving in a safe manner.

Objectives of the Program

The Second Grade Program is designed to address three major accident types: Intersection Dash, Dart-Outs, and School Bus Related. Together these three accident types account for almost 90 percent of the child-caused accidents that victimize the second graders. The Intersection Dash is an accident in which someone has appeared suddenly in front of a vehicle either because they were running or appeared from behind an obstruction. The Dart-Out accident type involves someone unexpectedly running out into the street midblock. A School Bus Related accident is any accident (including a Dash or Dart-Out) which occurs when a child is going to or from a school bus. The goal of the program is not only to teach students how to behave safely, but also to recognize the cues which tell them they are entering an unsafe situation where safe behavior is needed. The specific objectives that emerge from these goals are:

Dart-Out Objectives

1. The child will recognize that he/she is at the road's edge whenever he/she is about to enter the street. Evidence of this recognition is that he/she will stop before entering the street.
2. Once stopped, the child will look left-right-left before entering the street, and proceed only if no cars are approaching. This sequence will be repeated until no cars are approaching.
3. If the child is entering the street next to a parked car, he/she will walk to the far edge of the car, close enough to touch it, before performing 2, above.

School Bus-Related Objectives

1. The child will stand five giant steps (10 feet) to the side of the bus after disembarking.
2. The child will never stand less than five giant steps (10 feet) in front of the bus when crossing the street in front of the bus (so the bus driver can see the child).
3. The child will perform the correct street crossing behaviors described in the dart-out instructions (above) even when the school bus lights are flashing.

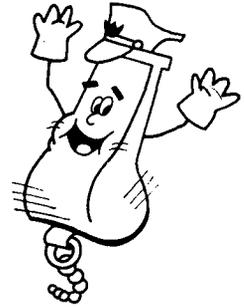
Intersection Dash Objectives

1. The child will stop at the curb and search for cars coming from all possible directions (especially from

behind). The sequence should be look left-right-left-in front-then behind.

2. If traffic control is present, the child will obey the signal or sign along with performing the intersection search when the signal is green.
3. When traffic is coming, the child will wait until the way is clear, then cross the street.
4. If there are parked vehicles near the intersection, the child will walk to the far edge of the car, close enough to touch it before searching in all possible directions, especially behind.

OVERVIEW OF THE SCHOOL PROGRAM



Program Contents

The PEDSAFE Second Grade Unit uses specially developed educational materials for use in class in conjunction with materials designed to obtain parental help in providing additional practice. Content and practice are distributed across the school year to provide continued exposure. "Willy Whistle" is the unifying character in this program, narrating the slide/tape presentation, appearing in the movie and on all printed materials.

A significant part of the program is the experience that you, as the children's teacher, will provide as you model proper safety behaviors for the children and help them practice the behaviors that they observe.

A film, using age-appropriate models, is used at the start of the intersection training sessions to demonstrate the correct behavior sequences. The children are then provided with practice of the stop and search sequence, first in the classroom and then in realistic outdoor settings. The sequences are also practiced in conjunction with structured outdoor play activities. If this is the first year of the program, you will want to use some of the materials from the K-1 Program which teaches midblock crossing and school bus safety. The time to show these materials is mentioned in each applicable session.

Recognizing that children's learning environments extend well beyond the school, the program also includes two brochures for parents which explain the need for the program, what is being taught, and how parents may assist in teaching their children safety concepts and behaviors.

The primary instructional medium used by the program is actual practice of the motor skills involved in avoiding accidents. Most of the lessons that you teach will involve indoor or outdoor simulations of road crossing or school bus-related activities. These will provide the children with repeated opportunities to perform the safe behavior sequences under your supervision and control, both during their "walking through" of the correct behaviors and during their playing of the games included in many of the lessons. We can't emphasize how important it is to give the children as many repeated trials as possible with the games and exercises, since repeated practice is the best way to teach motor skills. More importantly, the repeated practice should increase the probabilities that the children will recognize that they are entering the street, even when they are playing. In short, all of the exercises are really attempts to make children so aware of the things that they must do in order to be safe that this awareness will reduce their unsafe behaviors.

In teaching this program, you should be aware, as was mentioned above, that the in-school activities are only one segment of the entire program. School bus boarding and exiting lessons actually taught on the children's school buses and parent practice will also be part of the program. You should be aware of these other activities and make sure that your lessons are coordinated with them.

Schedule of Activities

The PEDSAFE Program for second grade requires approximately six hours of class time across the school year. A suggested schedule of activities is provided in the table on page iv. We suggest that you begin the training program during the second, or at the latest, during the third week of school. The heaviest concentration of activities occurs during the first three weeks of the program. Thereafter, one or two activities per month are recommended. However, at least one activity should be performed each month from December to June.

Some of the playground sessions may be conducted in the school gymnasium, if necessary. However, we urge you to conduct the outdoor game sessions on the simulated street on your playground rather than in the gymnasium. One of the most important aspects of this program is to give children an opportunity to practice the behavior sequences in settings that are similar to home-play situations. Of course, outdoor practice will accomplish this goal more effectively than practice in the gymnasium.

The schedule of activities is as follows:

Session 1 reviews the safety content presented in previous years of the program and introduces intersection crossings. If this is the first year of the program Film I, "When Willy Whistles," from the K-1 Program should be shown followed by Film III, "Willy Whistle . . . Into Intersections." The children are shown the correct crossing sequence and then are given the chance to practice in the classroom.

Session 2 provides the students with actual outdoor crossing practice of the skills they acquired during the previous indoor practice. They will have an opportunity to cross both midblock and at an intersection.

Session 3 is designed to enable the student to understand the reasons for crossing a distance from the bus. The students have the opportunity to sit in the driver's seat to understand how the school bus obstructs the driver's view. They will practice safely boarding and disembarking from the bus.

Session 4 provides the opportunity for more crossing practice associated with play. This session prepares the

students for a combination of safe crossing and playing in later sessions.

Session 5 is a slide/tape presentation which involves the students in identifying safe or unsafe actions and describing why each is safe or not safe.

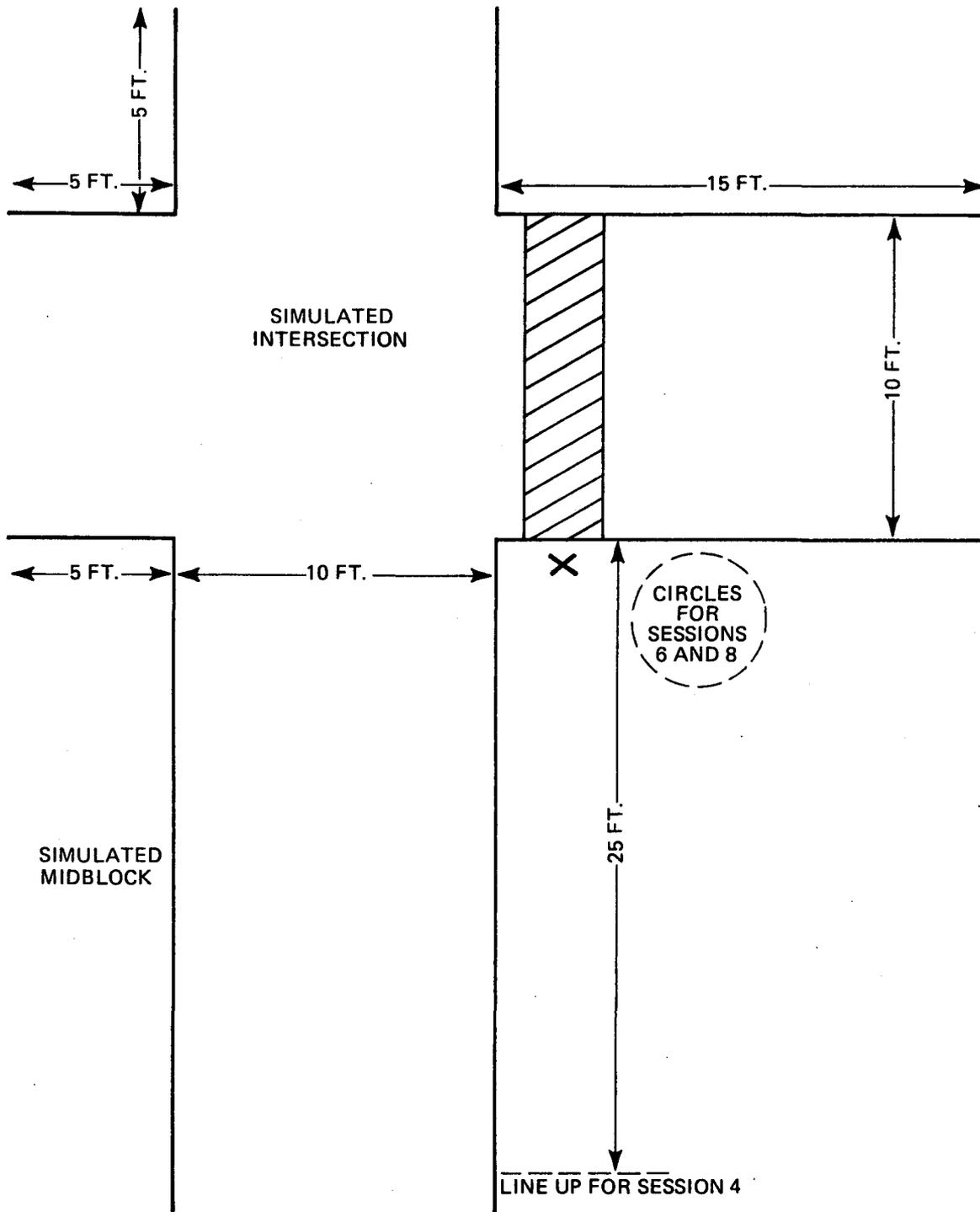
Sessions 6-9 provide the students with practice and act to keep the safety information fresh in their minds. Games are used in which the students must stop and cross safely in the midst of their play.

Most learning theorists believe that overlearning is essential in order for children to remember the type of behavior sequences we are teaching in this program. Therefore, please devote as much time as you can to the repeated practice of the stop and search sequence. Repeat any of the sessions as your time permits.

Coordinating the Program

Your principal, or his/her representative, will be coordinating the PEDSAFE program throughout your school, including setting up the playground and on-street practice areas. Figure 1, page 7, is a diagram of the simulation to be used when playing the games in Sessions 4, 6, and 8. Please refer to this figure to locate the appropriate place on the playground for each game site. Any questions or problems which may arise while conducting this unit should be referred to him/her. Whenever you are conducting an outdoor practice session, be sure to check with your principal to determine the location designated for the practice.

DIAGRAM OF SIMULATED STREET LAYOUT



NOTE: LINES MAY BE LAID USING CHALK, TAPE, OR PAINT.

Figure 1. Simulated Street

PREPARING FOR TEACHING THE PROGRAM

Collecting the Materials

Materials For Each Class

The materials needed for each session are listed in the session descriptions later in this guide. Below is a listing of the major materials each teacher should. Check to be sure you have these.

- . Masking Tape
- . Parents Brochure (Fall 2) [one for each child in your class]
- . Parents Brochure (Spring 2) [one for each child in class]

Shared Materials

Some special instructional materials needed to conduct the unit will be shared by several teachers in your school. Your principal has arranged so that these materials will be available to you when you need them. These materials are also listed for each session in the session descriptions later in this guide and are marked with an asterisk (*). The materials include:

- . Slide/Tape Presentation, "Safety Identification Exercise, Grade 2"
- . Film III, "Willy Whistle . . . Into Intersections"
- . Audiotape cassette player
- . 16mm film projector
- . Projection screen
- . Slide Projector

Other Materials

Some sessions will require materials not furnished by the PEDSAFE Program that should be easily accessible to you. The materials include:

- . Large ball
- . Poster board
- . Magazines
- . Scissors
- . Glue
- . Paint
- . Paper

Eliciting Parent Participation

You have been provided with two brochures which are to be distributed to the parents of all children participating in the program. These brochures briefly describe the program and offer explanations of how the parents can help. The first brochure should be sent home after the completion of Session 2. The second brochure should be sent home in March to elicit parental participation before the children begin the outdoor sessions again in the spring.

On the last page of each brochure is a Home Practice Record. Whenever you send a brochure home, you should explain to the children that each time they have their parents watch them practice crossing the street safely, or getting on and off the bus safely, their parents will sign the card. Tell them that as soon as their card is filled with signatures, they should bring it in to you. At your discretion, you may wish to provide some sort of recognition reward to those students who return completed practice cards. One example would be a chart on the wall listing each child's name. When the card is returned, the student would be given a gummed star to place by his/her name. This would give your students some small incentive to complete their practice cards.

Scheduling Sessions

Since some of the program materials you need must be shared by several teachers, program activities must be scheduled so that each class has access to them. Also, since several of the outside sessions require blocking or controlling traffic on the street, sessions must be scheduled so that the street is blocked for as short a time (on as few occasions) as possible. In addition, two sessions require the presence of a school bus and driver. For these reasons, all scheduling of program sessions should be coordinated through your principal or the person he/she appoints to coordinate the program in your school. The principal will inform you of the days the shared materials will be available to you and help you coordinate your schedules so that everyone has access to the materials.

Arranging for Extra Personnel

When the children practice locating the edge of the road in Session 4 and midblock street crossings in Session 5, it will be helpful to have the assistance of another responsible person. If you do not have an aide in your classroom, contact your principal.

Teaching Tips

The following guidelines will help maximize learning of the behavior sequences. Although you are probably familiar with most of these principles, please review them and keep them in mind while you are conducting the various sessions.

1. Physically and verbally guide each child through the stop and search sequence during his/her first few performances.
2. Have the children say aloud, "Look left-right-left" every time they perform the sequence.
3. Verbally reinforce correct behaviors whenever appropriate.
4. Ask the children several times during each session what they are looking for when they look left-right-left. Be sure they understand they are looking for approaching vehicles.
5. Never allow a child to finish his/her turn on an incorrect performance. Always have the child perform the sequence correctly from the beginning before sitting down.
6. Tell the children that they are learning to enter streets safely because they can keep from being hit and hurt.
7. Because overlearning is essential in order to help children remember this type of behavior sequence, please devote as much time as you can to the repeated practice of the stop and search sequence.

SESSION 1 - INTRODUCTION AND INDOOR CROSSING PRACTICE

Introduction

A film is used at the start of this session to introduce the safety training program for this year. Using age-appropriate models, the stop and search behavior sequence for intersection crossings is demonstrated in rural, suburban, and small town settings. Following the film, the children are given a chance to review the behavior sequences for midblock crossings and practice intersection street entries on simulated streets in their classroom.

If this is the first year of the program, Film I, "When Willy Whistles," from the K-1 Program should also be shown to introduce Willy and the basic crossing information.

Objectives of the Session

1. The children will be able to perform correctly the stop and search sequences for midblock and intersection crossings.
2. The children will be able to cross the simulated street correctly midblock when parked cars are present and absent.
3. The children will be able to cross the simulated street correctly at the intersection when parked cars are present and absent.

Materials Required

Teacher's desk
Masking Tape
*Film III "Willy Whistle . . . Into Intersections"
*16mm film projector
*Screen
Parents Brochures, "Tips to Parents About Pedestrian Safety (Fall 2)

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

*Shared materials

Preparation Activities

1. Arrange simulated streets in your classroom as shown in Figure 2, (page 14). Place two strips of masking tape about 10 feet long parallel to a wall, one about five feet and one about 15 feet from the wall. Skip ten feet, and then place two more strips of masking tape about five feet long, parallel to the wall. Again, place one about five feet and one about 15 feet from the wall. The tape represents the "edge of the road." The areas between the tape are the "streets." Place four strips of masking tape, each about five feet long, perpendicular to the wall or classroom to form the intersecting street. If your classroom is narrow, start with the left side of the diagram and apply as much of the intersection as possible. If time permits, construct a crosswalk using masking tape. (If your classroom is small, or if you would have to move many desks to arrange the "street," consider using a multi-purpose room for this exercise. Another option is to coordinate your lessons with a teacher who has a larger classroom. Your class could use the larger room during that teacher's free period.)
2. Place your desk on the simulated street to represent the "car."
3. Set up the film on the projector.

Conduct of the Session

1. Tell the children that they will be seeing a movie that will show them how to cross streets safely. Emphasize the importance of learning safe street crossing.
2. Show the movie.
3. With your back to the children, stand at Point A on the simulated street and model the correct midblock stop and search behavior sequence to be used when parked cars are absent. (Stop at the edge of the street, look left-right-left.) Emphasize that when you perform the sequence you are looking for cars. As you perform the sequence, say aloud "Look left-right-left." Mention that you look left a second time because a car might have appeared while you were looking to the right.
4. Cross the simulated street to Point B and model the correct midblock stop and search behavior sequence to be used when parked cars are present (Stop at the far edge of the parked car, look left-right-left). Tell the children that they must first look to see that the parked car is not about to move, and listen to make sure that the engine is not running. Explain that your desk represents a parked car. Show the children that they must stand at the far edge so that they can see cars approaching and so that drivers can see them.
5. Have each child approach the simulated street at Point A and perform the stop and search behavior sequence. As the child is performing,

instruct him/her to say "Look left-right-left." Have the child cross the street from Point B, and then return to his/her seat. Do not allow the child to sit down until he/she is able to perform correctly both behavior sequences. If the child makes a mistake, have him/her begin the sequence again.

6. With your back to the children, stand at Point C on the simulated street and model the correct intersection stop and search sequence to be used when parked cars are absent (stop at the edge of the street, look left-right-left, in front and behind). Mention that you look in front and behind you to make sure no cars are turning into your path.
7. Cross the simulated street to Point D and model the correct intersection stop and search sequence to be used when parked cars are present (stand at the far edge of the parked car, look left-right-left, in front and behind). Explain that since your desk represents a parked car, you must stand at its outer edge so that you can see cars approaching and so that drivers can see you.
8. Have each child approach the simulated street at Point C and perform the stop and search behavior sequence. Have the child cross the street and then perform the correct sequence for parked-car conditions beginning at Point D. Do not allow the child to sit down until he/she is able to perform correctly both behavior sequences.
9. Ask the children several times during the session what they are looking for.
10. Tell the children that they are learning to enter streets safely because cars can hit them and hurt or kill them.
11. Remind the children that even when they are with another person, child or adult, they must always look for themselves.
12. BE SURE TO send a copy of Parent's Brochure, "Tips to Parents About Pedestrian Safety" (Fall 2), home with each child. Explain that they should take the brochure home to their parents because it tells them what they have been learning in school and asks the parents to watch the children while they are practicing street and school bus safety. Show them the Student Street and School Bus Crossing Record and explain that after they have filled in all ten spaces, they should return the card to you. Try to make your students enthusiastic about the practice, possibly by offering some small reward or recognition for returning a completed card.

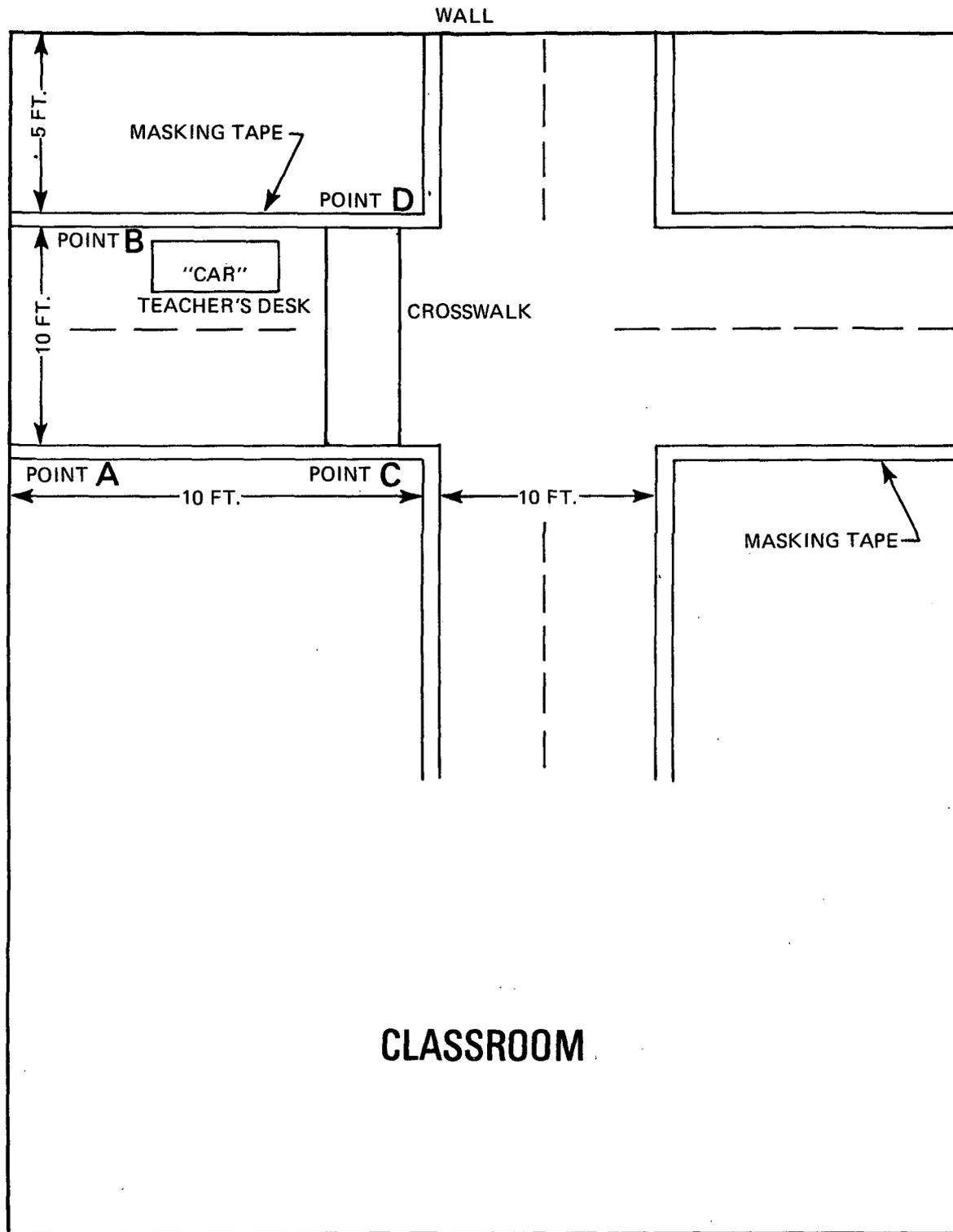


Figure 2. Simulated Intersection

SESSION 2 - OUTDOOR DART-OUT AND INTERSECTION CROSSING PRACTICE

Introduction

The goal of this session is to provide the children with an opportunity to practice the correct stop and search behavior sequences for midblock and intersection crossings on a street with light traffic. The children will cross a street midblock enroute to the non-signalized intersection to be used for this practice session.

Objective of the Session

The children will be able to perform the stop and search sequences for midblock and intersection crossings on an actual street or road.

Personnel Required

Teacher and Aide

Materials Required

None

Time Required

Approximately 40 minutes.

Preparation Activities

1. Check with you principal to determine the site for this practice session.
2. Find out the route you are to take in walking to the intersection.
3. Determine the most appropriate place on your route to have the children practice midblock street crossings.

Conduct of the Session

1. Tell the children that they will be going outside to practice midblock and intersection crossings like they did before on the simulated street in their classroom.
2. Lead the children to the outside location designated by your principal for the midblock street crossing practice.

3. With your back to the children, model the behavior sequence to be used for midblock street crossings (Stop at the edge of road, look left-right-left). Remind the children that this is the sequence they practiced in the classroom on the simulated street. Emphasize that when you perform the sequence you are looking for cars. As you perform the sequence, say aloud "Look left-right-left." Mention that you look left a second time because cars approach from that direction and a car might have appeared while you were looking to the right. Model the entire sequence a second time.
4. Have each child repeat your behavior in turn. (You may want to divide the class into two groups and have the aide supervise one group's practice.) As the child is performing, instruct him/her to say "Look left-right-left." Stand beside each child during his/her practice, keeping your hand on the child's shoulder to make sure that only appropriate street entries are made.
5. Take the children to the site for the intersection crossing practice.
6. With your back to the children, model the appropriate behavior sequence to be used for crossing at intersections (Stop at edge of road, look left, right, left, in front and behind). Mention that you look in front and behind you to make sure no cars are turning into your path. Explain that you always cross straight across in the crosswalk, if one is present.
7. Have each child cross the intersection in turn, as you did for the midblock street crossing.
8. Don't forget to ask the children what they are looking for when they perform the stop and search sequence.

SESSION 3 - OUTDOOR SCHOOL BUS PRACTICE

Introduction

The most effective way of providing school bus safety training is in a realistic setting with an actual school bus present.

The goal of this session is to provide the children with an opportunity to practice safe school bus boarding and disembarking procedures in a controlled setting on your school grounds. The children will be shown the importance of crossing 10 feet in front of the bus. In addition, they will be taught to stand back from the side of the bus as it pulls away.

If this is the first year of the program, Film II, "Safety on the Sunny Yellow Bus," from the K-1 Program should be shown before conducting the bus practice.

Objectives of the Session

1. The children will be able to demonstrate how to wait for and board the bus in the proper fashion. This includes waiting away from the edge of the roadway; waiting for the bus to come to a complete stop with the red lights flashing; approaching the edge of road, stopping and performing the correct left-right-left search sequence; then crossing 10 feet in front of the bus before boarding.
2. The children will be able to demonstrate the correct way to leave the bus. This includes crossing 10 feet in front of the bus when its red flashers are on, then stopping at the far edge of the bus to look left-right-left before crossing the street.
3. The children will be able to explain the reason for crossing 10 feet in front of the bus.

Materials Required

*School Bus

Personnel Required

Teacher and School Bus Driver

Time Required

Approximately 40 minutes.

*Shared materials.

Preparation Activities

1. Check with your principal to determine the site for this practice session.
2. Be sure that all arrangements have been made for having a school bus and driver present and for blocking or controlling traffic at the location chosen for this session during the time in which you will be practicing.

Conduct of the Session

1. Before going outdoors, explain that the children will be learning how to get on and off the school bus safely.
2. Take the children to the outside location designated by your principal for this practice session.
3. Have the bus driver greet the children and introduce himself/herself to them. Then have the bus driver take his/her seat.
4. Take the children to the opposite side of the street from where the bus is parked and tell them that they are now at a "pretend" bus stop. Tell the children that, when waiting for the bus, they are to stay away from the street and that the bus stop is not a playground. They are to wait well off the road. Explain that if their bus stop is like this one (if they live across the road from where the bus stops), they are to wait until the bus stops with its red flashers on before crossing to board the bus.
5. Model for the children the correct way to approach the road, stop, and look left-right-left for traffic before crossing 10 feet in front of the bus to board. Then show the children the correct procedure for getting off the bus, stopping at the far edge of the bus to look left-right-left, and then crossing the road.
6. Emphasize that you always cross five giant steps in front of the bus so that the bus driver can see you.
7. Have each child repeat the correct behavior sequence for boarding a school bus. Have them take a seat when they board the bus.
8. Emphasize that they should never cross behind the bus and that cars don't always stop for the flashing red lights on the bus.
9. Tell the children that they are each going to have a chance to sit in the bus driver's seat. Have the children take turns sitting in the driver's seat so that they can see what children look like from his/her perspective.
10. Have the children take turns walking up close to the bus so that they learn that they cannot see the driver when they are too close, and

then have them pace off five giant steps until they can see the student sitting in the driver's seat, so that they learn how far in front of the bus they should cross.

11. Make sure that each child has a turn being the "bus driver" or "student." To facilitate this practice, start at the front of the bus and have one student sit in the driver's seat and another student stand outside in front of the bus. When they are finished, have the child in the driver's seat go outside while another child in the bus is moved up to the driver's seat. The child who was standing outside at first should go to the back of the bus to await his turn at being the bus driver. By using this rotation system, each child will have the opportunity to be the "driver" and the "student."
12. Have each child get off the bus and cross in front of the bus, back to the "pretend" bus stop, using the correct behavioral sequence.
13. Several times during the session ask the children what they are looking for when they are looking left-right-left.
14. Before returning to your classroom, explain how important it is to get back away from the bus after leaving it. Demonstrate how the children should wait at least 10 feet away from the bus as it pulls away. Actually, have the bus pull away while the children are standing at the proper distance from it.

SESSION 4 - INDOOR OR OUTDOOR INTERSECTION PRACTICE
"RED LIGHT - GREEN LIGHT" GAME

Introduction

Most accidents involving young children occur because they enter the road suddenly and without stopping to look for oncoming traffic. This often happens because they are playing with other children and are paying attention to their play rather than to the fact that they are entering the street. The purpose of this exercise is to put the children in a play situation similar to the kinds of play situations that lead to accidents and teach the children safe behavior within the context of these activities.

This lesson involves teaching the children the "Red Light - Green Light" Game in the gymnasium or on the playground near a simulated street. The children practice crossing the "street" at the intersection while playing. This session will be repeated in the winter.

Objective of the Session

Each child will perform correctly the stop and search sequence for intersection crossings at least once while playing the "Red Light - Green Light" Game.

Materials Required

None

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium or on the playground. An example site is shown in Figure 1, page 7.

Conduct of the Session

1. Tell the children that they will be playing the "Red Light - Green Light" Game near a "pretend intersection," and whenever they are told to cross the street during the game, they are to use the stop and search sequence they were shown for intersection crossings.
2. With your back to the students, demonstrate the stop and search sequence on the simulated intersection.
3. Have the children stand 20-30 feet away from the intersection, facing the intersection.
4. Choose one child to be "It."
5. Briefly explain the rules of the game:
 - a. "It" faces the intersection with his/her back towards the group and calls "green light."
 - b. Players begin to run towards "It."
 - c. "It" then calls "red light," turns around and, if anyone is caught moving, they must approach the intersection, cross and wait on the other side until the game is over.
 - d. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
 - e. The game ends when a player reaches "It" and tags him/her.
 - f. This player then becomes the new "It" and the game begins again.
6. Several times during the session ask the children what they are looking for when they approach the "intersection."

Conduct of the Session

1. Tell the children that they are going to see slides of safe and unsafe street crossers.
2. Tell them to watch the example slides and to listen to the directions carefully so that they will know how to play the game with you.
3. Show the slide/tape presentation. Encourage the children to answer out loud when asked a question by Willy Whistle.
4. If your class has trouble at any time, turn off the tape player and answer any questions.

SESSION 6 - INDOOR OR OUTDOOR DART-OUT INTERSECTION PRACTICE -
"DODGEBALL" GAME

Introduction

This session is designed to give the children further practice of the midblock and intersection stop and search sequences in a play situation. While playing dodgeball, the children will practice stopping at the edge of the simulated street in the gymnasium or the playground, and performing the appropriate search sequences for midblock or intersection crossings before retrieving the ball. This session will be conducted once in the winter and again in the spring.

Objective of the Session

Each child will perform correctly the stop and search sequence for midblock street crossings at least once while playing dodgeball.

Materials Required

Large ball

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium or on the playground. An example site for this session is shown in Figure 1, page 7.

Conduct of the Session

1. Tell the children that they will be playing dodgeball near a "pretend" street and that they are to use the stop and search sequences they were shown for midblock or intersection crossings whenever the ball enters the street.
2. With your back to the children, model on the simulated street the behavior sequence to be used for midblock street crossings.

3. Then stand at the intersection and model the appropriate stop and search sequence to be used for intersection crossings.
4. Tell the children that if the ball rolls into the intersection while they are playing the game they are to demonstrate the correct behavior sequence for intersection crossings. Otherwise, the ball will roll to a midblock location and, at those times, they are to demonstrate the stop and search sequence for midblock street crossings.
5. Have the children form a large circle on one side of the simulated street.
6. Choose one player to be "It" and have him or her stand inside the circle.
7. Briefly explain the rules of the game:
 - a. Players on outside of the circle throw the ball towards "It", trying to hit "It" below the waist with the ball.
 - b. "It" dodges to avoid being hit with the ball.
 - c. Player who hits "It" below the waist with the ball exchanges places with him/her and becomes the new "It."
 - d. Whenever the ball rolls into the simulated street, a different child is selected to retrieve the ball while demonstrating the correct behavior sequence for midblock street entry.
 - e. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
 - f. The game can be made more lively by using two balls and playing three players in the circle.
8. Several times during the session, ask the children what they are looking for when they approach the street.

SESSION 7 - INDOOR CLASS SAFETY ACTIVITY

Introduction

This session is designed to maintain your student's pedestrian safety awareness during the winter months when outside practice is more difficult to arrange. The class will participate in a group pedestrian safety project which you may wish to incorporate into one or two art periods. When the project is completed, a class discussion will be held to summarize the pedestrian safety messages used in the project.

Objective of the Session

The children will be able to discuss the pedestrian safety messages found in their project when asked by their teacher.

Materials Required

Collage: Poster Board
Magazines
Scissors
Glue

Mural: Paint
Paper

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

Decide which pedestrian safety project would be most appropriate for your class:

1. Collage--Children will make a pedestrian safety collage from pictures cut out of magazines. The collage will have a pedestrian safety theme.
2. Mural--Children will paint a large-scale mural depicting safe pedestrian practices.

Conduct of the Session

Collage:

1. Tell the children that the class will be working together to make a pedestrian safety collage from pictures cut out of magazines.
2. Ask the children to suggest ideas for the pedestrian safety theme.
3. Write the suggested theme ideas on the blackboard and then have the children vote on which one they like the best.
4. Have each child cut out a picture that is relevant to the chosen pedestrian safety theme and then have him/her glue it to the poster board.
5. Have each child explain to the class the pedestrian safety message found in his/her picture.

Mural:

1. Tell the children that the class will be working together to paint a pedestrian safety mural.
2. Ask the children to suggest ideas of the scenes to be painted on the mural.
3. Write the suggested ideas on the blackboard and have the class choose three or four that they want to illustrate.
4. Divide the class into three or four groups, each group having a different scene to paint.
5. After the painting is completed, select one member of each group to tell about the pedestrian safety message they illustrated.

SESSION 8 - INDOOR OR OUTDOOR DART-OUT/INTERSECTION
PRACTICE - "HOT BALL" GAME

Introduction

While playing this game, the children will be given additional practice of the correct behavior sequences to be used for midblock and intersection street entries on the simulated street in the gymnasium or on the playground.

Objective of the Session

Each child will perform correctly the stop and search sequence to be used for midblock or intersection street entries, whichever is appropriate, at least once while playing the "Hot Ball" Game.

Materials Required

Large ball
Parents Brochure "A Reminder to Parents About Pedestrian Safety"
(Spring 2)

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium. An example site for this session is shown in Figure 1, page 7.

Conduct of the Session

1. Tell the children that they will be playing the "Hot Ball" Game near a "pretend" street and whenever the ball goes into the street they are to use the stop and search sequence they were shown for midblock or intersection crossings, depending on where the ball enters the "street."
2. With your back to the children, model on the simulated street the behavior sequence to be used for midblock street crossings.

3. Then stand at the intersection and model the appropriate stop and search sequence to be used for intersection crossings.
4. Tell the children that if the ball rolls into the intersection while they are playing the game they are to demonstrate the correct behavior sequence for intersection crossings. Otherwise, the ball will roll to a midblock location and, at those times, they are to demonstrate the stop and search sequence for midblock street crossings.
5. Briefly explain the rules of the game:
 - a. Children form a large circle on one side of the simulated street.
 - b. One child who is chosen to start the game pretends to set a fire under the ball, then kicks the ball saying "The ball's hot."
 - c. The other players try to kick the ball away from them to keep from getting "burned."
 - d. When the ball goes out of the circle into the simulated street, the person who last touched it retrieves it, demonstrating the correct behavior sequence for intersection or midblock crossings, depending on where the ball entered the street.
 - e. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
 - f. The person who retrieves the ball then becomes "It" and starts the game over again by setting the ball on fire.
 - g. Two balls may be used to make the game move faster.
6. Several times during the session ask the children what they are looking for when they approach the "street."
7. At the end of the session, tell the children that they will again have a chance to practice safe street crossing with their parents. Explain that they will be taking a brochure home to their parents which asks the parents to watch the children practice crossing streets safely. Show them the Student Street Crossing Record and explain that after they have filled in all ten spaces, they should bring the card back to you. Again, try to build enthusiasm in your students by offering a small incentive.
8. Send a copy of Parent's Brochure, "A Reminder to Parents About Pedestrian Safety", Spring 2, home with each child.

SESSION 9 - OUTDOOR INTERSECTION CROSSING PRACTICE

Introduction

This session provides the children with further practice of the stop and search sequence on a street with light traffic near your school. The location for this practice is different from the location used earlier this year for Session 2. The intersection used for this practice session should have a traffic signal, but this is not a necessary requirement. If a traffic signal is present, the correct behavior sequence changes accordingly.

Objective of the Session

The children will be able to perform the appropriate stop and search sequence for intersection crossings at an actual intersection.

Materials Required

None

Personnel Required

Teacher and Aide

Time Required

Approximately 40 minutes.

Preparation Activities

Check with your principal to determine the site for this practice session.

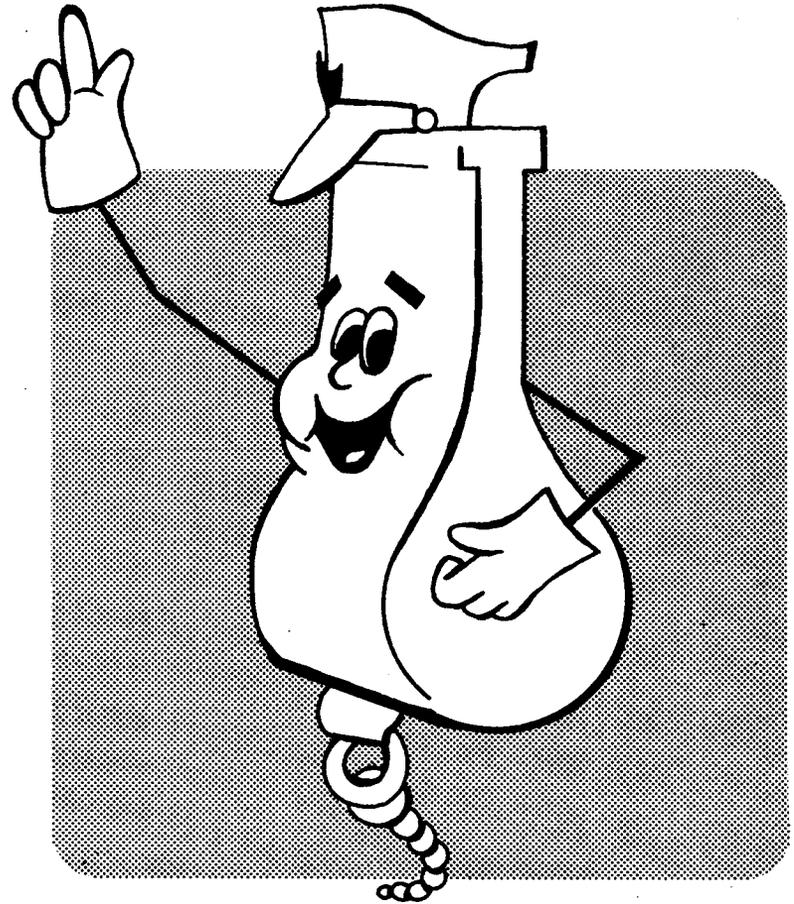
Conduct of the Session

1. Tell the children that they will be going outside to practice intersection crossings.
2. Lead the children to the intersection designated by your principal for this practice session.
3. With your back to the children, model the appropriate behavior sequence to be used for crossing at intersections (If a traffic light is

present, wait until the light turns green, then look left-right-left, in front and behind before crossing straight across). Mention that you look in front and behind you to make sure no cars are turning into your path. Explain that you always walk straight across in the crosswalk if one is present.

4. Have each child cross the intersection in turn. (You may want to divide the class into two groups and have the aide supervise one group's practice.) Stand beside each child during his/her practice, keeping your hand on the child's shoulder to make sure that only appropriate street entries are made.
5. Don't forget to ask the children what they are looking for when they perform the stop and search sequence.

TIPS TO PARENTS



ABOUT PEDESTRIAN SAFETY

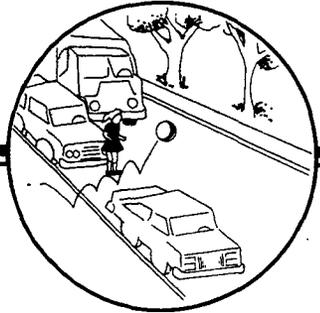
FALL 2

STREET AND SCHOOL BUS PRACTICE RECORD

Name of Student

Date	Mid-Block Crossing (Check One)	School Bus Practice	Intersection Crossing	Parent's Signature
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____

FALL 2



Over one-half of all child pedestrian accidents are attributed to Dart-Out and Dash accidents. These accidents occur when children enter the street unexpectedly, failing to stop and look for approaching traffic. The child may be chasing a ball or pet, running with a playmate, or responding to a friend or parent's call. Often parked cars, trees, bushes, or other obstructions block the driver's view of the child until it is too late.

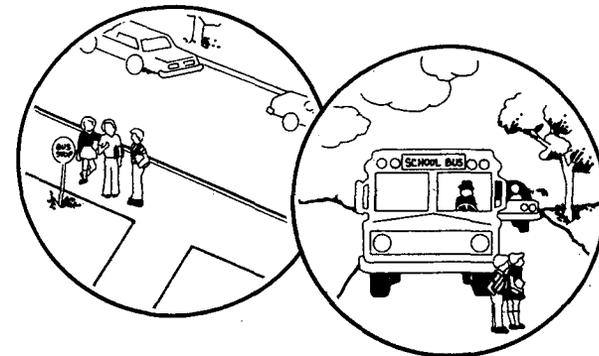
To reduce this running into the street, your child is being taught to always stop at the edge of the road, look both ways, and only cross if it is clear. When crossing at an intersection, your child is being shown how to search in all directions for cars, and to cross only on the green.

Other serious accidents are those which occur going to or from the school bus. Drivers do not always stop for the flashing warning lights on the bus. In other cases, children cross behind a bus or too close for the driver to see them and are struck by the bus. While waiting for the bus, children frequently become involved in play activities which take them into the street and into the path of on-coming vehicles. To combat these types of hazardous situations, the children are taught to cross only in front of the bus—five giant steps in front and look for traffic even if the warning lights are on.

You are in the best position to determine a safe route for your child to take in walking to and from the bus. As soon as possible in the school year show your child how to go to and from the bus stop. In general your child should walk well off the road surface and facing traffic whenever practical.

When getting off the bus, make sure that your child . . .

1. Crosses ten feet in front of the bus and stops at the far edge of the bus to look both ways to see if all traffic has stopped.
2. Crosses to the other side when all cars are stopped.
3. Waits well off the road until the bus and any stopped cars are gone before walking home, if he/she must walk along the road to get home.



how you can help your second grader

In an area as vitally important as traffic safety, school programs by themselves are not enough. In order for children to remember their street crossing and school bus safety rules, they need repeated practice over a long period of time. On the last page of this brochure there is a "Street and School Bus Practice Record" which we would like you to complete with your child.

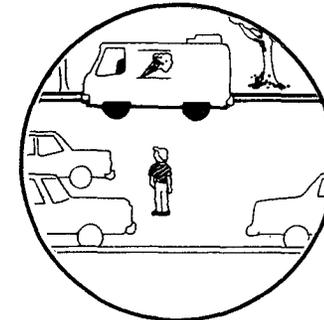
Take your child to a midblock location near your home and watch to see that he/she stops and looks both ways before crossing the street. Try to have your child practice when there are parked cars present and also when there are no parked cars. Every time your child crosses the street correctly, fill in a space on the practice record. Observe your child crossing at an intersection and be sure he or she has looked in all directions and obeys any traffic signals. If possible, go to the school bus stop and watch as your child gets on or off the bus.

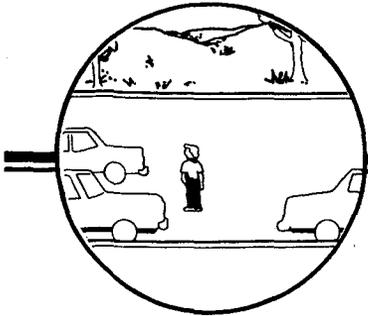
Each time you practice with your child one of the crossing skills — midblock, intersection or school bus — fill in a line on the "Street and School Bus Practice Record." When the card is filled, your child should take it into school. Remember, it is important for children to learn safety as a habit. Learning will be more complete for your child if his/her practice is spread out over time. So practice a brief time (even just 2-3 minutes) each day. Please fill in only one entry on the record sheet per day.

the safety rules taught in school to second graders

When crossing the street, make sure that your child . . .

1. Stops on the curb or at the edge of the road when no parked cars are present OR at the far edge of any parked cars where he/she can see traffic and drivers can see him/her.
2. Looks left-right-left to check for any oncoming cars. When crossing at an intersection, looks in all directions (especially behind) or stops for the traffic light or sign, and obeys any traffic control.
3. Waits for all traffic to pass and then looks left-right-left again.
4. Crosses only when the street is clear of traffic from both directions.





When waiting for the school bus, make sure that your child . . .

1. Waits well off the road at his/her assigned area, and waits without running or other play that could result in his/her entering the street accidentally.
2. Waits until the bus comes to a stop with its red flashing lights on.

If your child has to cross the road to board the bus, make sure your child . . .

1. Stops at the edge of the road and looks left-right-left to make sure that all traffic has stopped.
2. Always crosses ten feet (five giant steps) in *front* of the bus.



the pedsafe program in your school

A U. S. Department of Transportation (DOT) sponsored program has been developed to teach children how to avoid these types of accidents.

Your child has received several hours of training on how to safely enter the street and on how to get safely on and off the school bus. Further training will be given through the rest of this school year and in later school years.

This program is uniquely different from other pedestrian safety programs which merely tell a child to cross safely or offer slogans that are ignored, such as "Cross at the green, not in between." This PEDSAFE Program is the result of looking at why children are getting hit and then preventing other children from doing the same thing. The students are told not just what to do, rather they are taken outside to practice and learn safe behaviors. Games are used which have been especially designed to be like the running and chasing activities during which other children have been hit. Except on the playground, no one gets hit and the students can practice stopping, looking, and being safe.

your help is needed

- Set a good example. When you are with your children, always look carefully before crossing the street. Remember, your children copy what you do.
- Continue practicing intersection and midblock crossing and school bus safety rules throughout the year. Young children need lots of practice to get them into the right habits.
- When you are crossing streets with your children, ask them to tell *you* when it is safe to start across or at an intersection when the traffic signal indicates to cross.
- Observe your children when they are playing outside (this is when most "Dart-Out" accidents occur). Assure yourself that even in the excitement of play, your children take the time to stop and search before entering the street—even when being chased or running after a ball.
- Watch out for particularly risky play activities, such as ball playing or chasing near the street. Those activities should be played away from the street.

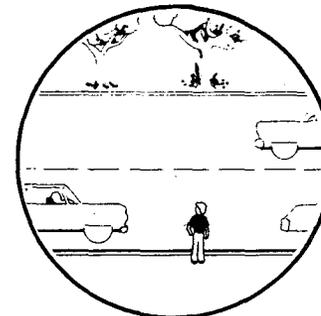
You and your school can help prevent your child from being the victim of a pedestrian accident if you work together. Your part in this effort will make the PEDSAFE Program a success.

kids and cars are dangerous together

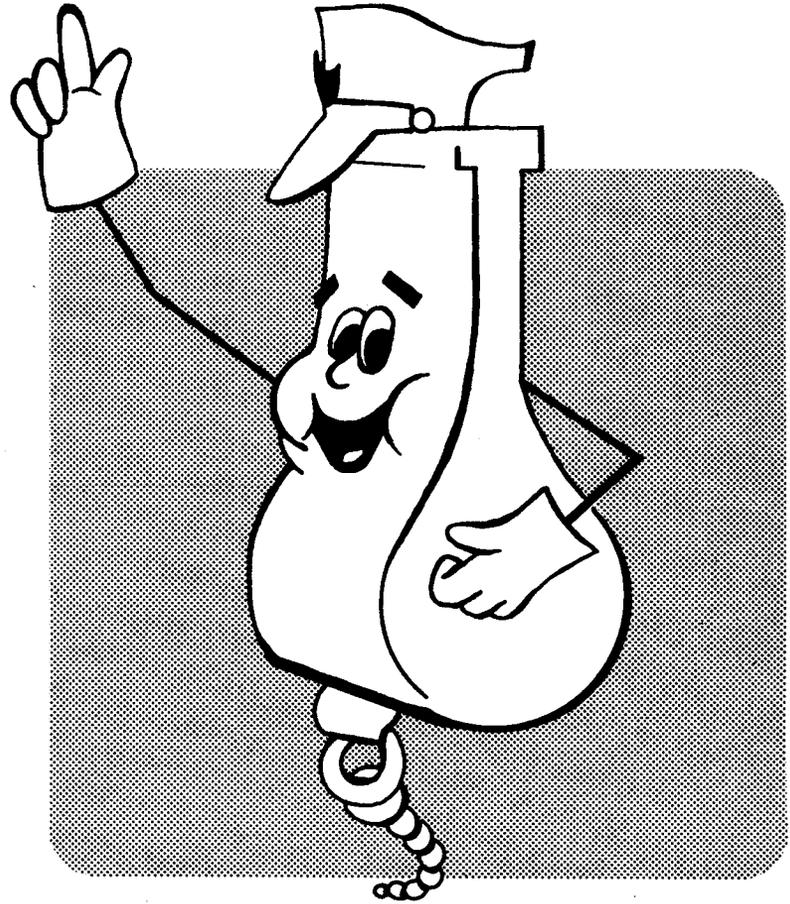
Did you know that:

- Pedestrian accidents are the leading cause of deaths among children.
- Three thousand children are killed by cars in this country each year.
- More than 150,000 are injured every year.
- Most of these accidents occur while children are near their homes, often while playing.
- One-third of these accidents and deaths occur to rural and suburban children.

If these figures alarm you, then read on because now something is being done to help protect your children. Your help is needed.



A REMINDER TO PARENTS..



ABOUT PEDESTRIAN SAFETY

SPRING 2

SAFE STREET CROSSING RECORD

Date	Intersection Crossing (Check One)	Mid-Block Crossing	Parent's Signature	Name of Student
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____

more ways you can help

- Set a good example. When you are with your children, always look carefully before crossing the street. Remember, your children copy what you do.
- Continue practicing intersection and midblock crossing and school bus safety rules throughout the year. Young children need lots of practice to get them into the right habits.
- When you are crossing streets with your children, ask them to tell *you* when it is safe to start across or at an intersection when the traffic signal indicates to cross.
- Observe your children when they are playing outside (this is when most "Dart-Out" accidents occur). Assure yourself that even in the excitement of play, your children take the time to stop and search before entering the street—even when being chased or running after a ball.
- Watch out for particularly risky play activities, such as ball playing or chasing near the street. Those activities should be played away from the street.

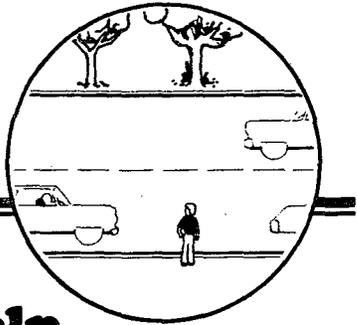
The time is now. You and your school can take action to prevent *your* child from being the victim of a pedestrian accident. Your cooperation is vital.



the pedsafe program

Last fall you were an important participant in teaching your child safe pedestrian behaviors. The children were enthusiastic about the program. They were all proud of the prizes they earned as the result of the practice their parents gave them.

Now that spring has arrived, your children will be playing outdoors more frequently and may be near the street or crossing the street more often. The children need a reminder of the safety lessons they learned in the fall; so, the school is conducting more pedestrian safety activities.



how you can help your second grader

In order for children to remember to stop and look every time they cross the street, they need repeated practice over a long period of time. On the last page of this brochure there is a "Safe Street Crossing Record" which we would like you to complete with your child, as you did in the fall. The practice directions and the safety rules are repeated here in case the brochure you received last fall has been misplaced.

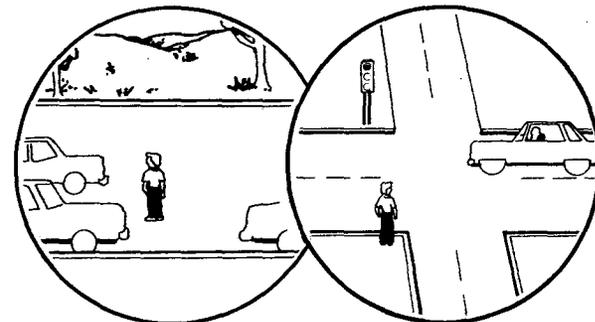
Take your child to a mid-block location near your home and watch to see that he or she stops and looks both ways before crossing the street. Try to have your child practice when there are parked cars present and also when there are no parked cars. Observe your child crossing at an intersection to make sure that he or she looks in all directions and obeys any traffic signals.

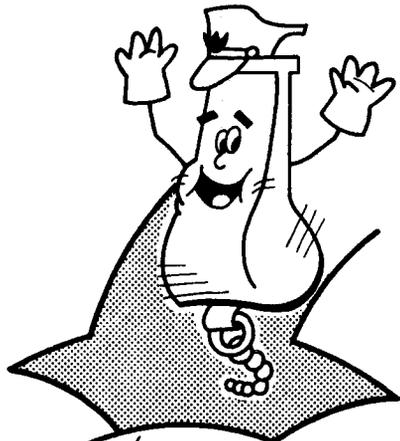
Each time you practice crossing with your child fill in the line on the "Safe Street Crossing Record." When the card is filled, your child should take it into school. Remember, it is important for children to learn safety as a habit, so please only fill in one entry per day.

some safety rules taught in school to second graders

When crossing the street, make sure that your child . . .

1. Stops on the curb or at the edge of the road when no parked cars are present OR at the far edge of any parked cars where he/she can see traffic and drivers can see him/her.
2. Looks left-right-left to check for any oncoming cars. When crossing at an intersection, looks in all directions (especially behind) or stops for the traffic light or sign and obeys any traffic signals.
3. Waits for approaching traffic to pass and then looks left-right-left again.
4. Crosses only when the street is clear of traffic from both directions.



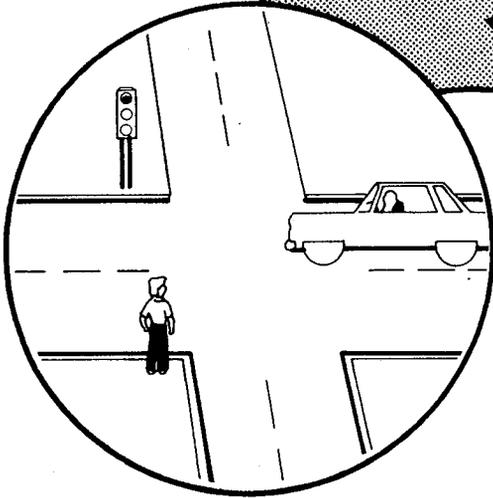
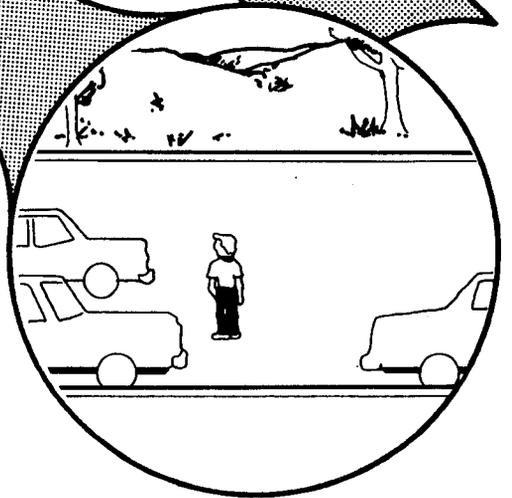
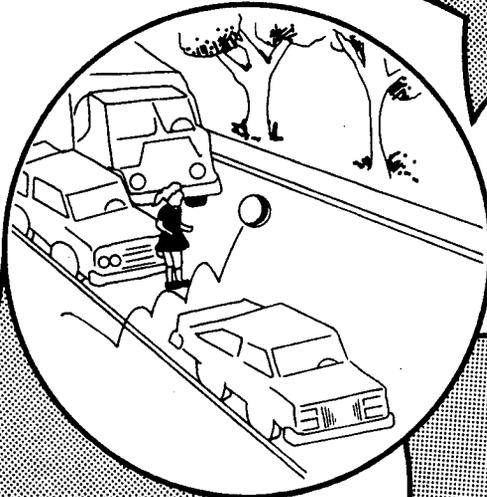
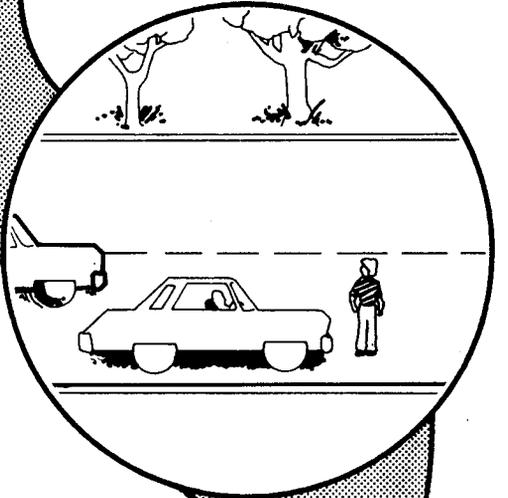


PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools

TEACHER'S GUIDE

grade three



U. S. Department of Transportation

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HOW TO USE THIS GUIDE

This book is designed as a handy desk reference to guide you through the various PEDSAFE Curriculum activities throughout the school year. Begin by reading this guide in its entirety with special attention to the Introduction Section material. Thereafter, use the chart on page iv to help you locate the individual session to be taught. Consider in your session planning that some sessions require modest preparation or coordination with the principal.

SESSION	ACTIVITY	SCHOOL YEAR									
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	
1	Introduction to Program; Film IV "Willy Whistle Sums Up Safety"	15 ● Parent's Brochure Sent Home									
2	Outdoor Dart-Out and Intersection Crossing Practice	40 ●									
3	Outdoor School Bus Practice		40 ●								
4	Indoor or Outdoor Dart-Out Intersection Practice; "Soccer Keep Away" Game		30 ●			30 ●					
5	Indoor or Outdoor Intersection Practice; "Figure Eight Relay" Game		30 ●								30 ●
6	Indoor Distance and Stopping Exercises			20 ●							
7	Safety Identification Exercise				30 ●						
8	Indoor Class Safety Activity						30 ●				
9	Indoor or Outdoor Dart-Out Intersection Practice "Bombardment" Game							30 ● Parent's Brochure Sent Home			
10	Outdoor Intersection Crossing Practice								40 ●		
	TOTAL TIME: 6:05										

INTRODUCTION

Why the Program Was Developed

Auto-pedestrian collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program, a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing children's unsafe actions.

Why Eight-Nine Year Olds Are Hit by Cars

The most common error this age group makes is that they run into the street without looking for cars. The students are generally aware of the danger and, when asked, can provide a description on how to cross safely. Yet, about half the accidents this age group is involved in are in some way the result of dashing into the street which leads to the Dart-Out type accident. The students become involved in their play, concentrating on a ball or person, and run into the street without even thinking of their actions. To counter the gap between knowledge and action, this year's PEDSAFE Program uses games which are designed to involve the students in running and chasing toward a simulated street. Even in the midst of heated play, when the students encounter the "street," they will stop and search. In this manner, the student's actions will be molded into safe behavior rather than knowledge alone.

Another problem this age group encounters is intersection crossing, which is, in many cases, an Intersection Dash accident type. This group is the peak age for Intersection Dash accidents when almost one-quarter of their pedestrian accidents occur while attempting to cross an intersection. In all too many cases, the students have not been properly prepared to deal with the complexities of intersection crossing: various directions of traffic flow, turning vehicles, traffic signals and the "right-of-way" concept. To deal with these problems, practice is conducted, using simulated and real intersections, in which the rules drivers follow on yielding and right-of-way can be explained along with the workings of traffic signals.

School bus related accidents pose a serious threat to this age group. Although the students have been using buses for three years, they still are victimized by school bus related accidents which include: drivers who illegally pass stopped buses, students who cross so close to the bus that they are not visible, and students who cross behind a bus where drivers do not expect to see students. To combat these accidents, the students receive refresher training on school bus safety. They get to sit in the driver's seat and observe their classmates crossing too close to the front of the bus. The practice with an actual bus helps maintain the knowledge of bus safety in a practical context.

Finally, the students in this age group will find themselves in situations known as "Multiple Threat." Multiple Threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1, page 3.

Objectives of the Third Grade Program

The goal of the program is to not only teach students how to behave safely but also to recognize the cues which tell them they are entering an unsafe situation where safe behavior is needed. The specific objectives that emerge from these goals are:

Dart-Out Objectives

1. The child will recognize that he/she is at the road's edge whenever he/she is about to enter the street. Evidence of this recognition is that he/she will stop before entering the street.
2. Once stopped, the child will look left-right-left before entering the street, and proceed only if no cars are approaching. This sequence will be repeated until no cars are approaching.
3. If the child is entering the street next to a parked car, he/she will walk to the far edge of the car, close enough to touch it, before performing 2, above.

School Bus-Related Objectives

1. The child will stand five giant steps (10 feet) to the side of the bus after disembarking.
2. The child will never stand less than five giant steps (10 feet) in front of the bus when waiting to cross the street in front of the bus (so the bus driver can see the child).

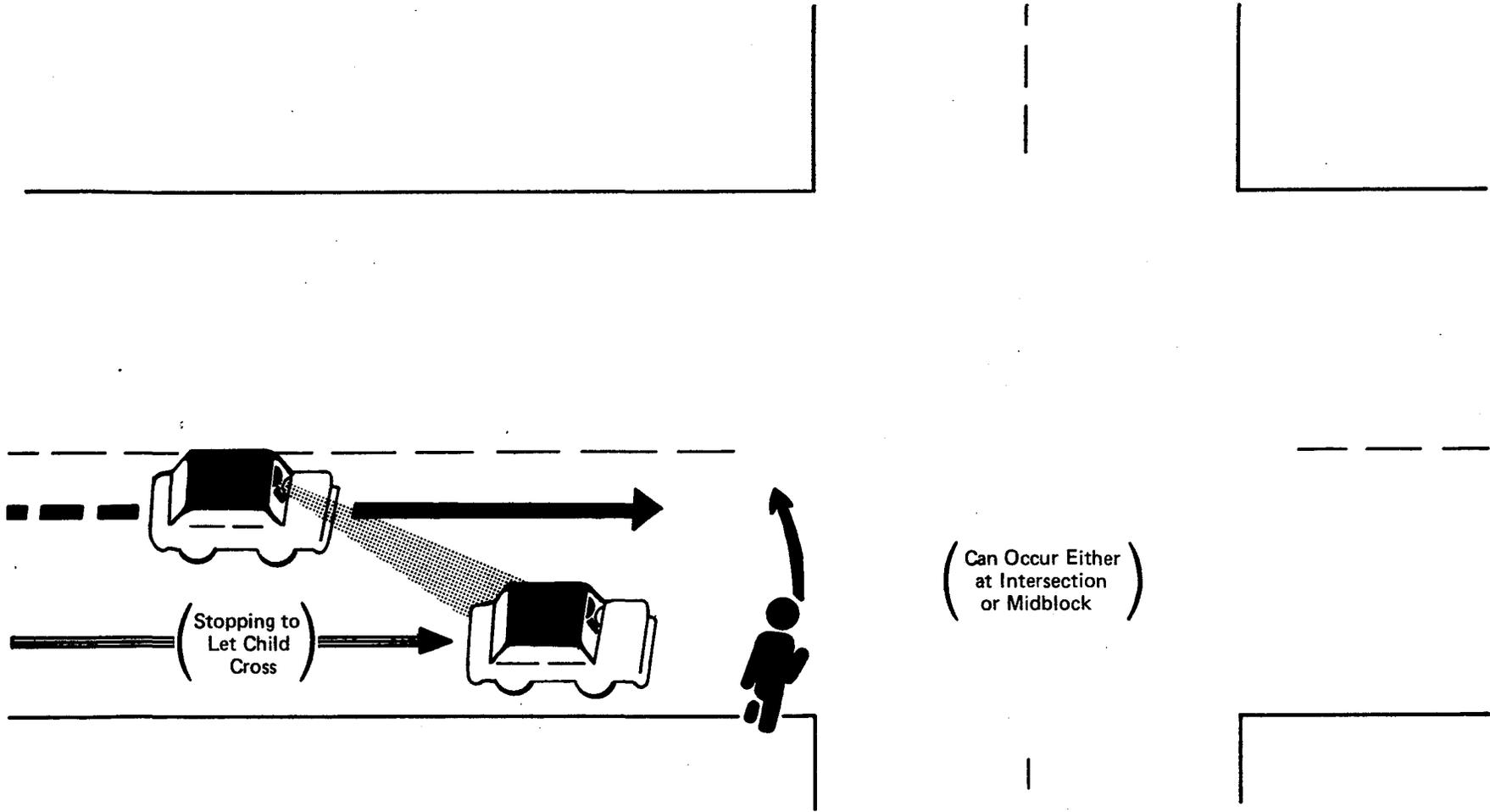


Figure 1. Multiple Threat Situation

3. The child will perform the correct street crossing behaviors described in the dart-out instructions (above) even when the school bus lights are flashing.

Intersection Dash Objectives

1. The child will stop at the curb and search for cars coming from all possible directions, especially from behind. The sequence should be look left-right-left-in front-then behind.
2. If traffic control is present, the child will obey the signal or sign along with performing the intersection search when the signal is green.
3. When traffic is coming, the child will wait until the way is clear, then cross the street.
4. If there are parked vehicles near the intersection, the child will walk to the far edge of the car, close enough to touch it, searching in all possible directions, especially behind.

Multiple Threat Objectives

1. The child will wait for a car to stop completely before crossing in front of it.
2. The child will never assume a car will stop for him or that the driver is even aware of him.
3. When crossing in front of a stopped car, the child will walk to the far side of the car and stop where there is a clear view of traffic.
4. The child will perform the correct left-right-left midblock search, or left-right-left-in front-then behind for an intersection search.
5. If there is approaching traffic, the child will wait until the car stops or passes. The search will be repeated until all traffic has stopped or passed.
6. The child will walk straight across the road when there is no approaching traffic.

OVERVIEW OF THE SCHOOL PROGRAM

Program Contents



The PEDSAFE Third Grade Unit uses specially developed educational materials for use in class in conjunction with materials designed to obtain parental help in providing additional practice. Content and practice are distributed across the school year to provide continued exposure. "Willy Whistle" is the unifying character in this program, narrating the slide/tape, appearing in the movie and on all printed materials.

A significant part of the program is the experience that you, as the children's teacher, will provide as you model proper safety behaviors for the children and help them practice the behaviors that they observe.

A movie, using age-appropriate models, is used at the start of the program to review intersection, midblock crossing, and introduce multiple threat situations, and to demonstrate the correct behavior sequences. The children are then provided with practice of the stop and search sequences, in realistic outdoor settings. The sequences are also practiced in conjunction with structured outdoor play activities. If this is the first year of the program, you will want to use some of the materials from the K-1 Program and Second Grade Program which teach midblock and intersection crossing and school bus safety. The time to show these materials is mentioned in each applicable session.

Recognizing that children's learning environments extend well beyond the school, the program also includes two brochures for parents, which explain the need for the program, what is being taught, and how parents may assist in teaching their children safety concepts and behaviors.

However, the primary instructional medium used by the program is actual practice of the motor skills involved in avoiding accidents. Most of the lessons that you teach will involve indoor or outdoor simulations of road crossing or school bus-related activities. These will provide the children with repeated opportunities to perform the safe behavior sequences under your supervision and control, both during their "walking through" of the correct behaviors and during their playing of the games included in many of the lessons. In short, all of the exercises are really attempts to make children so aware of the things that they must do in order to be safe that safety will become a habit.

In teaching this program, you should be aware, as was mentioned above, that the in-school activities are only one segment of the entire program. School bus boarding and exiting lessons actually taught on the children's

school buses and parent practice will also be part of the program. You should be aware of these other activities and make sure that your lessons are coordinated with them.

Schedule of Activities

The PEDSAFE Program for third grade requires approximately six hours of class time across the school year. A suggested schedule of activities is provided in the table on page iv. We suggest that you begin the training program during the second, or at the latest, during the third week of school. The heaviest concentration of activities occurs during the first three weeks of the program. Thereafter, one or two activities per month are recommended. However, at least one activity should be performed each month from December to June. Some of the playground sessions may be conducted in the school gymnasium, if necessary. However, we urge you to conduct the outdoor game sessions on the simulated street on your playground rather than in the gymnasium. One of the most important aspects of this program is to give children an opportunity to practice the behavior sequences in settings that are similar to home-play situations. Of course, outdoor practice will accomplish this goal more effectively than practice in the gymnasium.

The schedule of activities is as follows:

Session 1 uses Film IV, "Willy Whistle Sums Up Safety," to review the safety content previously presented and introduce multiple threat situations. If this is the first year of the program Film I, "When Willy Whistles," from the K-1 Program should be shown first.

Session 2 provides the students with actual outdoor crossing practice for the skills they learned during the previous session. They will have an opportunity to cross at an actual intersection under your supervision.

Session 3 is designed to enable the students to understand the reasons for crossing a distance from the bus. The students have the opportunity to sit in the driver's seat to understand how the school bus obstructs the driver's view. If this is the first year of the program, Film II, "Safety on the Sunny Yellow Bus," from the K-1 Program should be shown before conducting the session.

Sessions 4 and 5 provide the opportunity for more crossing practice associated with play. These sessions set up the students for a combination of safe crossing and play practice.

Session 6 is a reaction time test designed to show the students that there is a certain amount of time that is used

up before reacting. The idea of a driver needing time to stop is presented.

Session 7 is a slide/tape presentation which involves the students in identifying safe or unsafe actions and describing why each is safe or not safe.

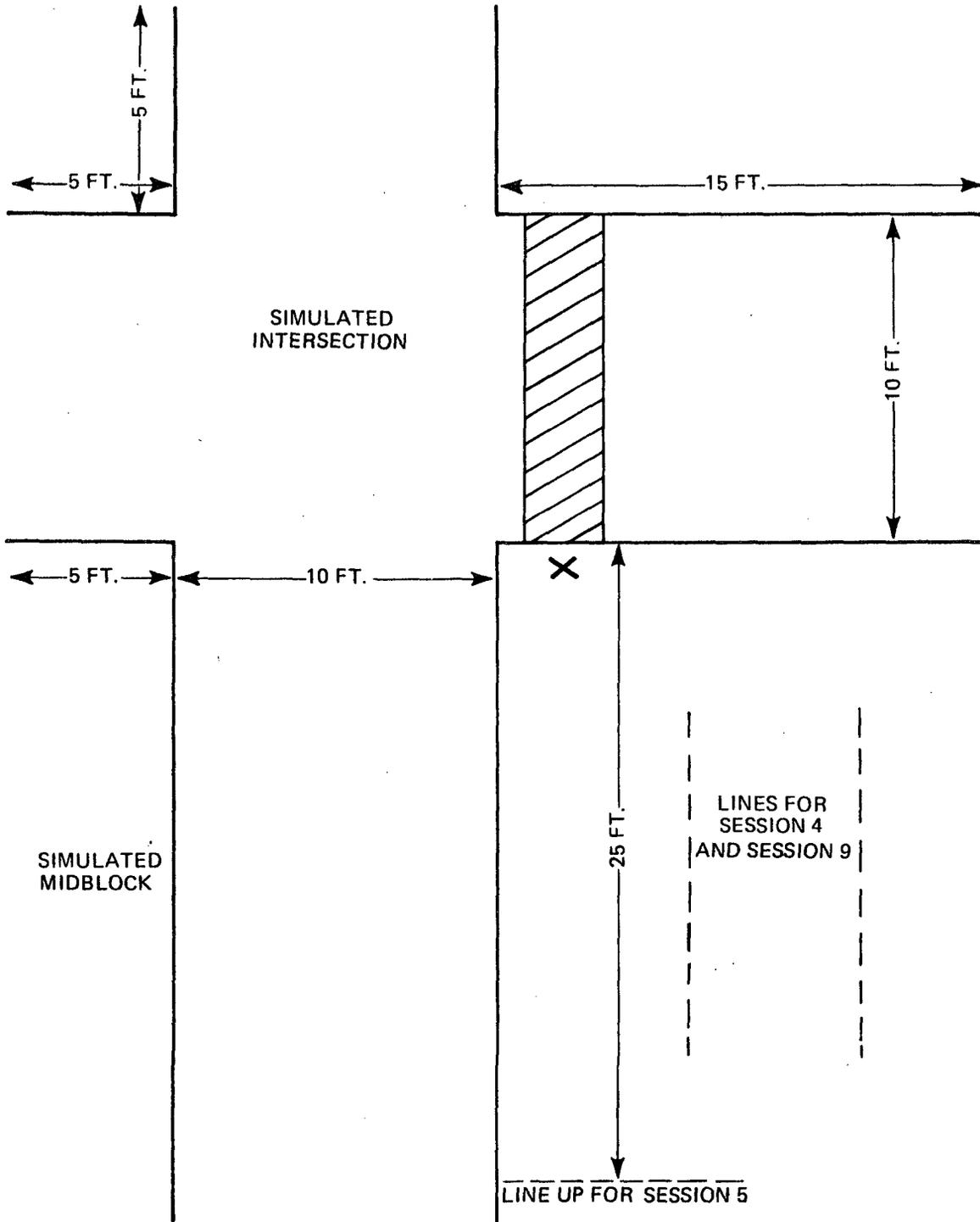
Sessions 8-10 provide the students with practice to keep the safety information fresh in their minds. Games are used in which the students must stop and cross safely in the midst of their play along with constructing safety art to keep presenting the safety messages.

Most learning theorists believe that overlearning is essential in order for children to remember the type of behavior sequence we are teaching in this program. Therefore, please devote as much time as you can to the repeated practice of the stop and search sequence. Repeat any of the sessions as your time permits.

Coordinating the Program

Your principal, or his representative, will be coordinating the PEDSAFE program throughout your school, including setting up the playground and on-street practice areas. Figure 2, page 8, shows you where each game site is located on the simulated streets. Any questions or problems which may arise while conducting this unit should be referred to him/her. Whenever you are conducting an outdoor practice session, be sure to check with your principal to determine the location designated for the practice.

DIAGRAM OF SIMULATED STREET LAYOUT



NOTE: LINES MAY BE LAID USING CHALK, TAPE, OR PAINT.

Figure 2. Simulated Street

PREPARING FOR TEACHING THE PROGRAM

Collecting the Materials

Materials For Each Class

The materials needed for each session are listed in the session descriptions later in this guide. Below is a listing of the major materials each teacher should have. Check to be sure you have these.

- . Masking Tape
- . Parents Brochure (Fall 2) [one for each child in your class]
- . Parents Brochure (Spring 2) [one for each child in class]

Shared Materials

Some special instructional materials needed to conduct the unit must be shared by several teachers in your school. Your principal has arranged a schedule so that these materials will be available to you when you need them. These materials are listed for each session in the session descriptions later in this guide and are marked with an asterisk (*). These materials include:

- . Slide/Tape Presentation, "Safety Identification Exercise, Grade 3"
- . Film III, "Willy Whistle Sumps Up Safety"
- . Audiotape cassette player
- . 16mm film projector
- . Projection screen
- . Slide Projector

Other Materials

Some sessions will require materials not furnished by the PEDSAFE Program that should be easily accessible to you. The materials include:

- | | |
|--------------------------------|------------------------------|
| . Large ball | . Glue |
| . Indian clubs or bowling pins | . Crayons or marking pencils |
| . Magazines | . Paper |
| . Scissors | . Stop Watch |

Eliciting Parent Participation

You have been provided with two brochures which are to be distributed to the parents of all children participating in the program. These brochures briefly describe the program and offer explanations of how the parents can help. The first brochure should be sent home after the completion of Session 1. The second brochure should be sent home in March to elicit parental participation before the children begin the outdoor sessions again in the spring.

On the last page of each brochure is a Home Practice Record. Whenever you send a brochure home, you should explain to the children that each time they have their parents watch them practice crossing the street safely, or getting on and off the bus safely, their parents will sign the card. Tell them that as soon as their card is filled with signatures, they should bring it in to you. At your discretion, you may wish to provide some sort of recognition reward to those students who return completed practice cards. One example would be a chart on the wall listing each child's name. When the card is returned, the student would be given a gummed star to place by his/her name. This would give your students some small incentive to complete their practice cards.

Scheduling Sessions

Since some of the program materials you need must be shared by several teachers, program activities must be scheduled so that each class has access to them. Also, since several of the outside sessions require blocking or controlling traffic on the street, sessions must be scheduled so that the street is blocked for as short a time (on as few occasions) as possible. In addition, two sessions require the presence of a school bus and driver. For these reasons, all scheduling of program sessions should be coordinated through your principal or the person he/she appoints to coordinate the program in your school. The principal will inform you of the days the shared materials will be available to you and help you coordinate your schedules so that everyone has access to the materials.

Arranging for Extra Personnel

When the children practice locating the edge of the road in Session 4 and midblock street crossings in Session 5, it will be helpful to have the assistance of another responsible person. If you do not have an aide in your classroom, contact your principal.

Teaching Tips

The following guidelines will help maximize learning of the behavior sequences. Although you are probably familiar with most of these principles, please review them and keep them in mind while you are conducting the various sessions.

1. Physically and verbally guide each child through the stop and search sequence during his/her first few performances.
2. Have the children say aloud, "Look left-right-left" every time they perform the sequence.
3. Verbally reinforce correct behaviors whenever appropriate.
4. Ask the children several times during each session what they are looking for when they look left-right-left. Be sure they understand they are looking for approaching vehicles.
5. Never allow a child to finish his/her turn on an incorrect performance. Always have the child perform the sequence correctly from the beginning before sitting down.
6. Tell the children that they are learning to enter streets safely because they can keep from being hit and hurt.
7. Because overlearning is essential in order to help children remember this type of behavior sequence, please devote as much time as you can to the repeated practice of the stop and search sequence.

SESSION 1 - INTRODUCTION TO PROGRAM

Introduction

A movie is used at the start of this session to introduce the safety training program for this year. Using age-appropriate models, the stop and search behavior sequence for intersection crossings is demonstrated in rural, suburban, and small town settings. In addition, the multiple-threat crossing situation is discussed.

If this is the first year of program implementation, Film I, "When Willy Whistles," should be shown first to introduce the safety training program.

Objectives of the Session

1. The children will be able to identify correct and incorrect intersection crossings when asked by their teacher.
2. The children will be able to explain the causes of the multiple-threat situation when asked by their teacher.

Materials Required

- *Film IV, "Willy Whistle Sums Up Safety."
- *16mm film projector
- *Screen
- Parents Brochure, "Hints to Parents About Pedestrian Safety" (Fall 3)

Personnel Required

Teacher

Time Required

Approximately 15 minutes.

Preparation Activities

Set up the film on the projector.

*Shared materials.

Conduct of the Session

1. Tell the children that they will be seeing a movie that will show them how to cross streets safely. Emphasize the importance of learning safe street crossing.
2. Show the movie.
3. BE SURE TO send a copy of Parents Brochure, "Hints to Parents About Pedestrian Safety" (Fall 3), home with each child. Explain that they should take the brochure home to their parents because it tells them what they have been learning in school and asks the parents to watch the children while they are practicing street and school bus safety. Show them the Student Street and School Bus Crossing Record and explain that after they have filled in all ten spaces, they should return the card to you. Try to make your students enthusiastic about the practice, possibly by offering some small reward or recognition for returning a completed card.

SESSION 2 - OUTDOOR DART-OUT AND INTERSECTION CROSSING PRACTICE

Introduction

The goal of this session is to provide the children with an opportunity to practice the correct stop and search behavior sequences for midblock and intersection crossings on a street with light traffic. The children will cross a street midblock enroute to the non-signalized intersection to be used for this practice session. This is a refresher practice session, repeating Session 2 from the second grade curriculum.

Objective of the Session

The children will be able to perform the stop and search sequences for midblock and intersection crossings on an actual street or road.

Materials Required

None

Personnel Required

Teacher and Aide

Time Required

Approximately 40 minutes.

Preparation Activities

1. Check with your principal to determine the site for this practice session.
2. Find out the route you are to take in walking to the intersection.
3. Determine the most appropriate place on your route to have the children practice midblock street crossings.

Conduct of the Session

1. Tell the children that they will be going outside to practice crossing midblock and at an intersection.

2. Lead the children to the outside location designated by your principal for the midblock street crossing practice.
3. With your back to the children, model the behavior sequence to be used for midblock street crossings (Stop at edge of road, look left-right-left). Emphasize that when you perform the sequence you are looking for cars. As you perform the sequence, say aloud "Look left-right-left." Mention that you look left a second time because cars approach from that direction and a car might have appeared while you were looking to the right. Model the entire sequence a second time.
4. Have each child repeat your behavior in turn. (You may want to divide the class into two groups and have the aide supervise one group's practice.) As the child is performing, instruct him/her to say "Look left-right-left." Stand beside each child during his/her practice, keeping your hand on the child's shoulder to make sure that only appropriate street entries are made.
5. Take the children to the site for the intersection crossing practice.
6. With your back to the children, model the appropriate behavior sequence to be used for crossing at intersections (Stop at edge of road, look left-right-left, in front, and behind). Mention that you look in front and behind you to make sure no cars are turning into your path. Explain that you always cross straight across in the crosswalk if one is present.
7. Have each child cross the intersection in turn as you did for the midblock street crossing.
8. Don't forget to ask the children what they are looking for when they perform the stop and search sequence.

SESSION 3 - OUTDOOR SCHOOL BUS PRACTICE

Introduction

The most effective way of providing school bus safety training is in a realistic setting with an actual school bus present.

The goal of this session is to provide the children with an opportunity to practice safe school bus boarding and disembarking procedures in a controlled setting on your school grounds. The children will be shown the importance of crossing 10 feet in front of the bus. In addition, they will be taught to stand back from the side of the bus as it pulls away.

If your school participated in the PEDSAFE Program last year, or if your school has implemented the "On-Bus Program," this session is optional at your principal's discretion. However, if this is the first year of program implementation, or if your school does not have an "On-Bus Program," this session is mandatory and Film II, "Safety on the Sunny Yellow Bus," should be shown to your students before conducting this session.

Objectives of the Session

1. The children will be able to demonstrate how to wait for and board the bus in the proper fashion. This includes waiting away from the edge of the roadway; waiting for the bus to come to a complete stop with the red lights flashing; approaching the edge of road, stopping and performing the correct left-right-left search sequence; then crossing 10 feet in front of the bus before boarding.
2. The children will be able to demonstrate the correct way to leave the bus. This includes crossing 10 feet in front of the bus when its red flashers are on, then stopping at the far edge of the bus to look left-right-left before crossing the street.
3. The children will be able to explain the reason for crossing 10 feet in front of the bus.

Materials Required

School Bus

Personnel Required

Teacher and School Bus Driver

Time Required

Approximately 40 minutes.

Preparation Activities

1. Check with your principal to determine the site for this practice session.
2. Be sure that all arrangements have been made for having a school bus and driver present and for blocking or controlling traffic at the location chosen for this session during the time in which you will be practicing.

Conduct of the Session

1. Before going outdoors, explain that the children will be learning how to get on and off the school bus safely.
2. Take the children to the outside location designated by your principal for this practice session.
3. Have the bus driver greet the children and introduce himself/herself to them. Then have the bus driver take his/her seat.
4. Take the children to the opposite side of the street from where the bus is parked and tell them that they are now at a "pretend" bus stop. Tell the children that, when waiting for the bus, they are to stay away from the street and that the bus stop is not a playground. They are to wait well off the road (at least three feet from the edge of the road). Explain that if their bus stop is like this one (if they live across the road from where the bus stops), they are to wait until the bus stops with its red flashers on before crossing to board the bus.
5. Model for the children the correct way to approach the road, stop, and search for traffic before crossing 10 feet in front of the bus to board. Then show the children the correct procedure for getting off the bus and crossing the road. (Cross 10 feet in front of the bus, then stop at the far edge of the bus and look left-right-left.)
6. Emphasize that you always cross five giant steps in front of the bus so that the bus driver can see you.
7. Have each child repeat the correct behavior sequence for boarding a school bus. Have the children take seats when they board the bus.
8. Emphasize that they should never cross behind the bus and that cars don't always stop for the flashing red lights.
9. Tell the children that they are each going to have a chance to sit in the bus driver's seat, and then will cross in front of the bus back to the "pretend" bus stop.

10. Make sure that each child has a turn being the "bus driver" or "student." To facilitate this practice, start at the front of the bus and have one student sit in the driver's seat and another student stand outside in front of the bus. When they are finished, have the child in the driver's seat go outside while another child in the bus is moved up to the driver's seat. The child who was standing outside at first should go to the back of the bus to await his turn at being the bus driver. By using this rotation system, each child will have the opportunity to be the "bus driver" and the "student."
11. As each child crosses have him/her walk up close to the bus so that they learn that they cannot see the driver when they are too close, and then have them pace off five giant steps until they can see the student sitting in the driver's seat, so that they learn how far in front of the bus they should cross. Then have them cross back to the "pretend" bus stop, using the correct behavioral sequence.
12. Several times during the session ask the children what they are looking for when they are looking left-right-left.
13. Before returning to your classroom, explain how important it is to get back away from the bus after leaving it. Demonstrate how the children should be at least 10 feet away from the bus before it pulls away. Actually, have the bus pull away while the children are standing at the proper distance from it.

SESSION 4 - INDOOR OR OUTDOOR DART-OUT/INTERSECTION PRACTICE
"SOCCER KEEP AWAY" GAME

Introduction

Most accidents involving young children occur because they enter the road suddenly and without stopping to look for oncoming traffic. This often happens because they are playing with other children and are paying attention to their play rather than to the fact that they are entering the street. The purpose of this exercise is to put the children in a play situation similar to the kinds of play situations that lead to accidents and teach the children safe behavior within the context of these activities.

This session involves teaching the children the "Soccer Keep Away" Game in the gymnasium or on the playground near a simulated street. The children practice crossing the street while playing. This session will be repeated in the winter.

Objective of the Session

Each child will perform correctly the stop and search sequence to be used for midblock or intersection street entries, whichever is appropriate, at least once while playing the "Soccer Keep Away" Game.

Materials Required

Soccer Ball

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium or on the playground. Figure 2, page 8, will show you the exact location of the game site on the simulated street.

Conduct of the Session

1. Tell the children that they will be playing the "Soccer Keep Away" Game near a "pretend street" and, whenever the ball goes into the "street," they are to use the stop and search sequence they were shown for mid-block or intersection crossings, depending on where the ball enters the "street."
2. With your back to the children, model on the simulated street the behavior sequence to be used for midblock street crossings.
3. Then, stand at the intersection and model the appropriate stop and search sequence to be used for intersection crossings.
4. Tell the children that if the ball rolls into the intersection while they are playing the game they are to demonstrate the correct behavior sequence for intersection crossings. Otherwise, the ball will roll to a midblock location and, at those times, they are to demonstrate the stop and search sequence for midblock street crossings.
5. Briefly explain the rules of the game:
 - a. Divide class into teams.
 - b. Teams stand facing each other on the outer boundaries of a square playing field on one side of the simulated street. See Figure 3, page 21.
 - c. One Player is given the ball and tries to kick the ball through the other team's line.
 - d. When the ball goes into the simulated street, the person who last touched it retrieves it, demonstrating the correct behavior sequence for intersection or midblock crossing, depending on where the ball entered the street. The team who successfully kicked the ball through its opponent's line is awarded one point.
 - e. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
 - f. The game can be made more lively by using two soccer balls.
6. Several times during the session, ask the children what they are looking for when they approach the "street."

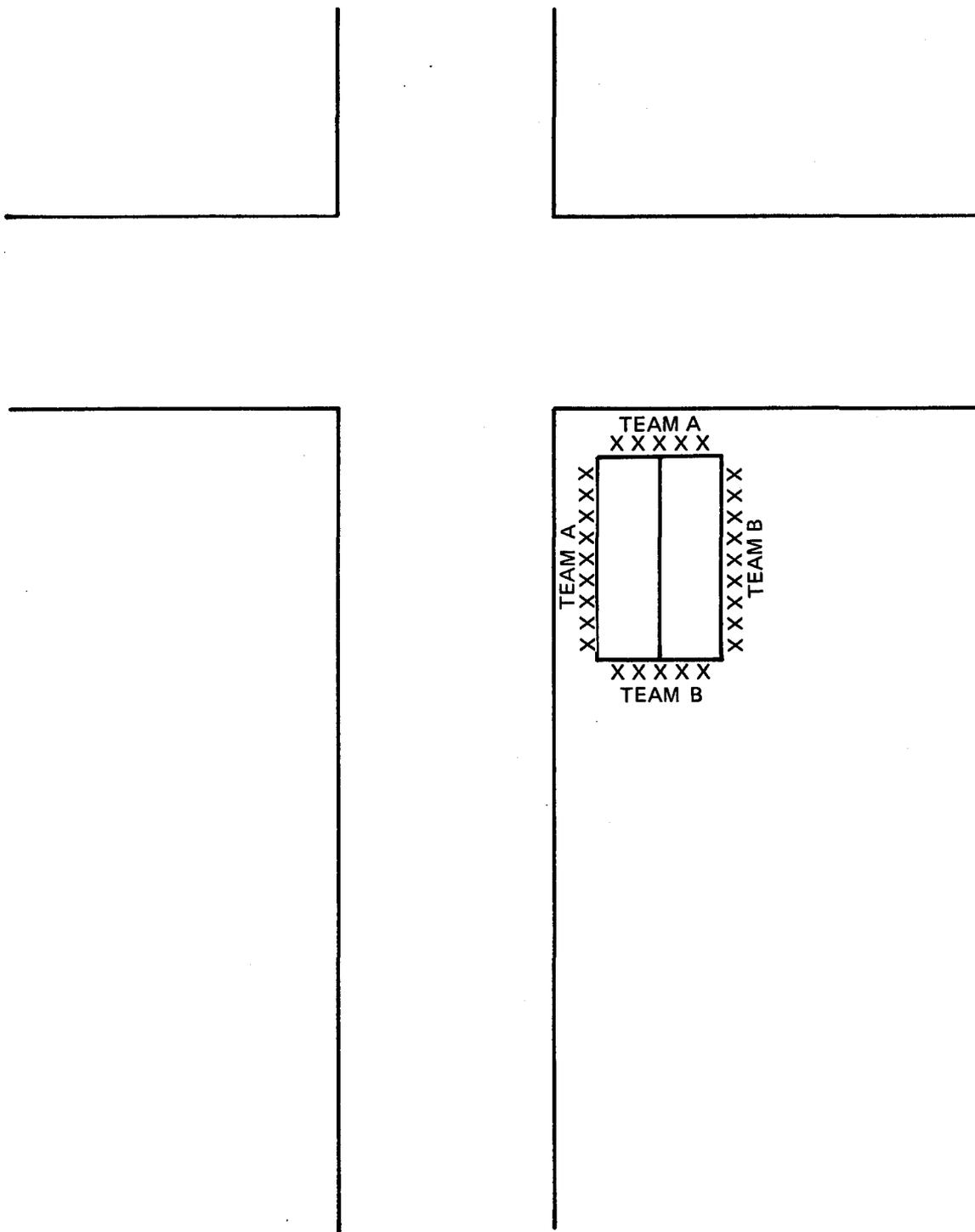


Figure 3. Set-Up for "Soccer Keep Away" Game

SESSION 5 - INDOOR OR OUTDOOR INTERSECTION PRACTICE
"FIGURE EIGHT RELAY" GAME

Introduction

To provide additional practice of the correct stop and search sequence to be used when crossing intersections, the children are taught the "Figure Eight Relay" Game in the gymnasium or on the playground near a simulated street. The children practice crossing the "street" at the intersection while playing. This session will be repeated in the Spring.

Objective of the Session

Each child will perform correctly the stop and search sequence for intersection crossings at least once while playing the "Figure Eight Relay" Game.

Materials Required

Indian Clubs/Bowling Pins
Masking Tape

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

1. Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium or on the playground. The exact game site is shown in Figure 2, page 8.
2. Set up the relay course:
 - a. About 40 feet from the intersection, mark off a starting line with masking tape. The class will be divided into two teams, each team standing behind the starting line.
 - b. Place three Indian Clubs about 10 feet before the intersection and five feet apart in line with each team. (See Figure 4, page 24.)

Conduct of the Session

1. Tell the children that they will be playing the "Figure Eight Relay" Game near a "pretend intersection." As part of the relay, they will have to cross the street, so they are to use the stop and search sequence they were shown for intersection crossings.
2. With your back to the students, demonstrate the stop and search sequence on the simulated intersection.
3. Divide the class into two teams and have each team line up behind the starting line.
4. Briefly explain the rules of the game:
 - a. On the signal "Go," the first player in each team runs to his team's clubs and going to the right of the first club, weaves through them in a figure eight.
 - b. The player then approaches the intersection, demonstrates the proper stop and search sequence, steps into the street, then turns around.
 - c. He then weaves back through the clubs in a figure eight and touches off the next runner.
 - d. He then returns to the end of the line.
 - e. The team that first gets back to the original line-up is the winner.
 - f. The game can be made more challenging by requiring the students to dribble a basketball through the clubs.
5. Demonstrate how the students are to weave through the clubs, approach the intersection, perform the proper stop and search sequence, step into the street, then weave back through the clubs.
6. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
7. Ask the children what they are looking for when they approach the "intersection."

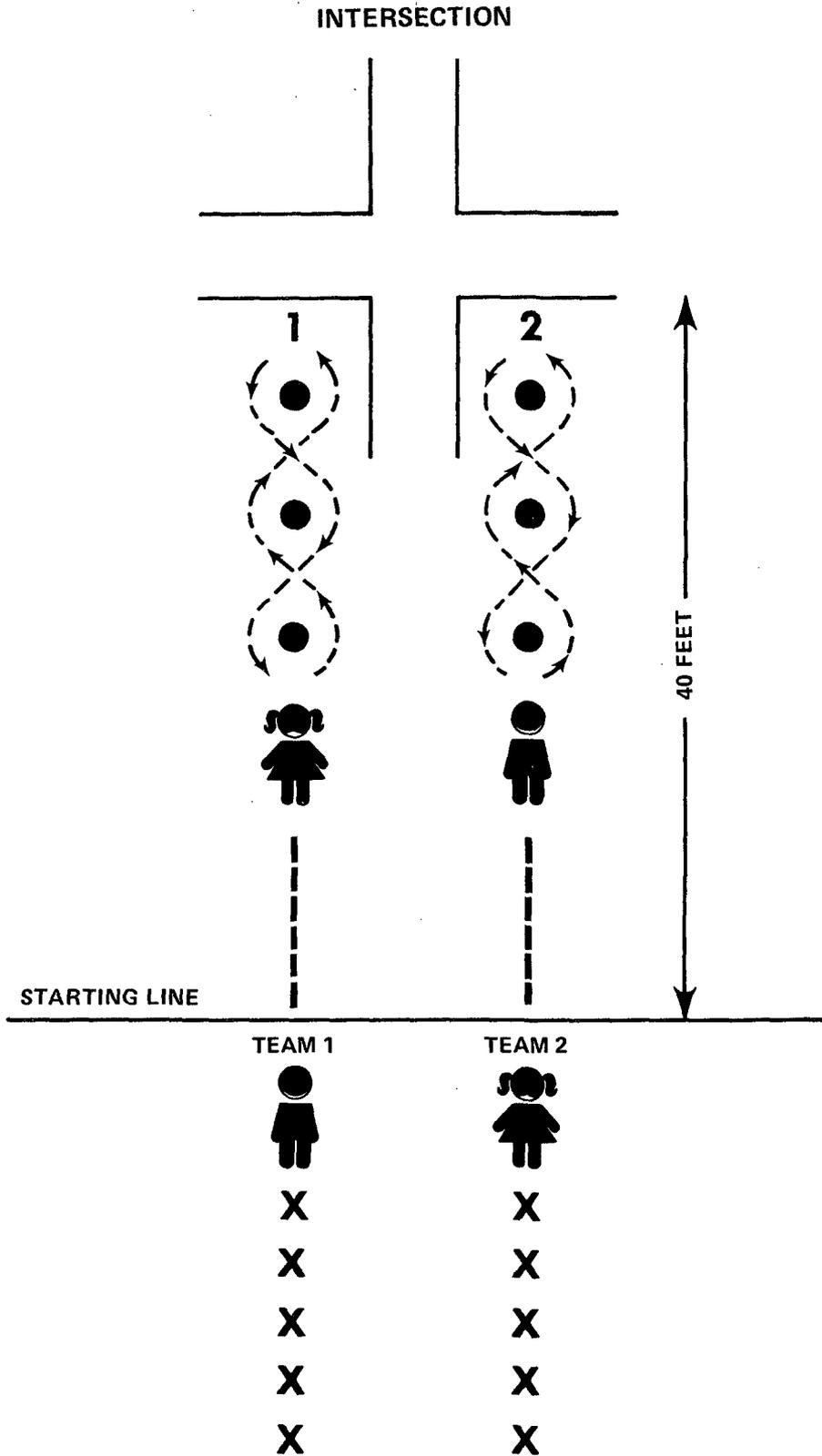


Figure 4. Set-Up for "Figure Eight Relay" Game

SESSION 6 - INDOOR DISTANCE AND STOPPING EXERCISES

Introduction

This session is designed to introduce the concepts of time, distance, and reaction time. The students take the "Reaction Time Test" and then are told how reaction time influences how quickly a driver can stop his car when he sees that he might hit a pedestrian.

Objectives of the Session

1. The children will be able to define reaction time when asked by their teacher.
2. The children will be able to explain how reaction time is related to pedestrian safety. In particular, they will be able to point out that the faster the reaction time, the more likely a driver could stop before hitting a pedestrian; while the slower the reaction time, the less likely a driver could stop before hitting a pedestrian.

Materials Required

Copies of the "Reaction Time Test," page 27
Stop watch or clock with second hand

Personnel Required

Teacher

Time Required

Approximately 20 minutes.

Preparation Activities

Make copies of the "Reaction Time Test" (page 27).

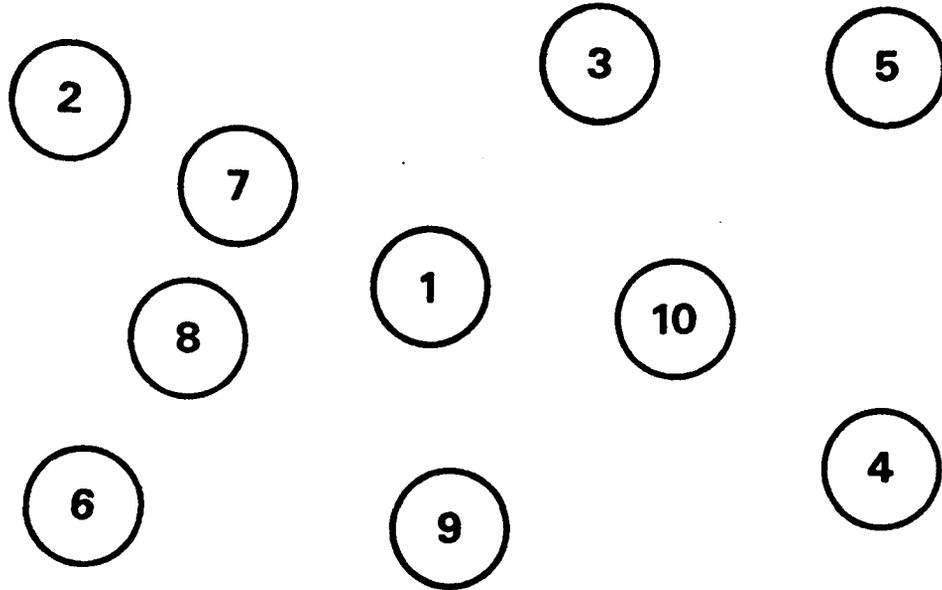
Conduct of the Session

1. Tell the children that they are going to learn about time and distance.
2. Pass out the "Reaction Time Test" and read the instructions aloud in the class.

3. After the class completes the test, explain that their reaction time on the test is similar to the time it takes for a driver to notice a hazard and then attempt to stop his car. Explain that reaction time distance is the distance a car travels during the time it takes the driver to notice a hazard, take his foot from the accelerator, and begin to depress the brake (average reaction time is three-quarters of a second). Tell the children that this is one reason why it is hard for drivers to stop in time when children dart out in front of cars.
4. Ask the children how long a second is. Ask them how far someone can walk in 2 seconds and 3 seconds. How far can he run in that time? Have the children see how far they can walk and run in 2 seconds and 3 seconds.
5. As the children begin to run, yell "stop" quickly so that they can see that it takes them about one second to come to a complete stop. Explain that this happens when a child runs into the street. Tell them that if they were running into the street, it could take them that long to stop. Tell them that the same thing is true with cars. Cars take even longer to stop since they are traveling faster.
6. Explain to the children that there must be enough distance between a car and a child to make entry safe.

REACTION TIME TEST

Find out how good your reaction time is. Touch the circles in numerical order as fast as you can. Your teacher will time you. You should be able to complete this reaction test within 9 seconds.



SESSION 7 - SAFETY IDENTIFICATION EXERCISE

Introduction

This slide/tape presentation asks the children to recognize unsafe street crossing situations. Following several example slides and explicit instructions, the children are asked to participate in a class discussion led by Willy Whistle. For each of the 20 slides shown, they are asked to decide whether the slide shows an unsafe pedestrian or driver. They are then asked to explain why the pedestrian or driver is unsafe and are asked how the danger can be corrected.

Objective of the Session

The children will be able to recognize unsafe street crossing situations where either the pedestrian or the driver is at fault. When asked by their teacher, they will be able to tell how the danger can be corrected.

Materials Required

- *Slide/Tape Presentation, "Safety Identification Exercise, Grade 3"
- *Slide Projector
- *Cassette Tape Recorder
- *Screen

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

1. Set-up the slide/tape presentation.
2. If time permits, preview the slides so that you are familiar with the hazards depicted.

*Shared materials.

Conduct of the Session

1. Tell the children that they are going to see slides of unsafe street crossing situations. Either the pedestrians or the drivers might be unsafe.
2. Tell them to watch the example slides and to listen to the directions carefully so that they will be able to participate in the class discussion.
3. Show the slide/tape presentation.
4. Encourage the class to respond to the questions asked by Willy Whistle.
5. If at any time your class is experiencing problems, turn off the tape recorder and answer any questions.

SESSION 8 - INDOOR CLASS SAFETY ACTIVITY

Introduction

This session is designed to maintain your student's pedestrian safety awareness during the winter months when outside practice is more difficult to arrange. The class will participate in a group pedestrian safety project which you may wish to incorporate into one or two art periods. When the project is completed, a class discussion will be held to summarize the safety messages used in the project.

Objective of the Session

The children will be able to discuss the pedestrian safety messages found in their project when asked by their teacher.

Materials Required

- Bulletin Board: Magazines (the children could bring in magazines from home)
Scissors
Glue
- Bumper Sticker: Crayons or marking pencils
Paper (cut to proper size)

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

Decide which pedestrian safety project would be most appropriate for your class:

1. Bulletin Board--Children will prepare a bulletin board from pictures cut out of magazines. The bulletin board will have a pedestrian safety theme, including pictures of traffic signs and a pedestrian safety slogan.
2. Bumper Stickers--Children will write a pedestrian safety slogan for a bumper sticker and then decorate the sticker.

Conduct of the Session

Bulletin Board:

1. Tell the children that the class will be working together to design a pedestrian safety bulletin board from pictures cut out of magazines.
2. Ask the children to suggest ideas for the pedestrian safety theme/slogan.
3. Write the suggested pedestrian safety theme/slogan ideas on the blackboard and then have the children vote on which one they like the best.
4. Have each child cut out a picture that is relevant to the chosen pedestrian safety theme and then have him/her pin it on the bulletin board.
5. Have each child explain to the class the pedestrian safety message found in his/her picture.

Bumper Sticker:

1. Tell the children that they are going to make a bumper sticker.
2. Tell the children to think of a pedestrian safety slogan for their bumper sticker (i.e., "Don't Be a Dead Ped").
3. Have the children write their slogans on the paper provided for them and then have them color and decorate their bumper stickers.
4. Have each child read his/her pedestrian safety slogan to the class.
5. The children can then take their bumper sticker home to hang in their rooms or can hang them in the classroom.

SESSION 9 - INDOOR OR OUTDOOR DART-OUT/INTERSECTION PRACTICE
"BOMBARDMENT" GAME

Introduction

This session is designed to give the children further practice of the midblock or intersection stop and search sequences in a play situation. While playing the "Bombardment" Game, the children will practice stopping at the edge of the playing field in the gymnasium or the playground and performing the appropriate search sequence for midblock or intersection crossings before retrieving the ball.

Objective of the Session

Each child will perform correctly the stop and search sequence for the midblock or intersection street crossing at least once while playing the "Bombardment" Game.

Materials Required

Soccer Ball
Masking Tape
Eight Indian Clubs/Bowling Pins
Parents Brochures, "A Reminder to Parents About Pedestrian Safety,"
Spring 3

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

1. Mark off the playing field as shown in Figure 5, page 35. Place two parallel strips of masking tape about 20-feet long and 40-feet apart to designate the edge of the street. Place another strip of tape in the middle of these to divide the court in half.
2. Place four Indian Clubs in the end zone of each court.

Conduct of the Session

1. Tell the children that they will be playing the "Bombardment" Game near a "pretend" street and, whenever the ball goes into the street or end zone, they are to use the stop and search sequence they were shown for midblock or intersection crossings, depending on where the ball enters the "street."
2. With your back to the children, model on the simulated street the behavior sequence to be used for midblock street crossings.
3. Then stand at the intersection and model the appropriate stop and search sequence to be used for intersection crossings.
4. Tell the children that if the ball rolls into the intersection while they are playing the game, they are to demonstrate the correct behavior sequence for intersection crossings. Otherwise, the ball will roll to a midblock location and, at those times, they are to demonstrate the stop and search sequence for midblock street crossings.
5. Divide the class into two teams, one in each court.
6. Briefly explain the rules of the game:
 - a. The players may move about freely in their own courts.
 - b. One player holds the ball and on the signal "Go" puts the ball into play.
 - c. Each team tries to throw or kick the ball to knock down its opponents' Indian Clubs while protecting its own clubs at the same time.
 - d. Whenever the ball rolls out of the end zone, the player who is closest to the ball retrieves it while demonstrating the correct behavior sequence for midblock or intersection street entry. Periodically, rotate the students on the playing field so that each child has a chance to retrieve the ball.
 - e. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
 - f. The game ends when one team has succeeded in knocking down all of the opponents' clubs.
7. Several times during the session, ask the children what they are looking for when they approach the street.
8. Tell the children that they will again have a chance to practice safe street crossing with their parents. Explain that they will be taking a brochure home to their parents which asks the parents to watch the

children practice crossing streets safely. Show them the Student Street Crossing Record and explain that after they have filled in all ten spaces, they should bring the card back to you. Again, try to build enthusiasm in your students by offering a small incentive.

9. Send a copy of Parent's Brochure, "A Reminder to Parents About Pedestrian Safety," Spring 3, home with each child.

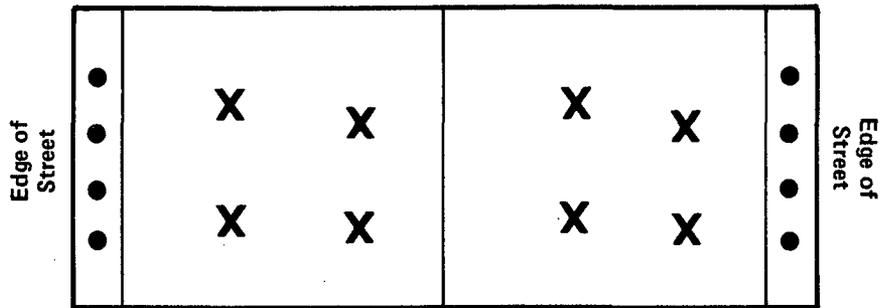


Figure 5. Set-Up for "Bombardment" Game

SESSION 10 - OUTDOOR INTERSECTION CROSSING PRACTICE

Introduction

This session provides the children with further practice of the stop and search sequence on a street with light traffic near your school. The location for this practice is different from the location used earlier this year for Session 2. If the PEDSAFE Program was in operation last year in your school, an intersection with heavier traffic could be used for this session. The intersection used for this practice session could have a traffic signal, but this is not a necessary requirement. If a traffic signal is present, the correct behavior sequence changes accordingly.

Objective of the Session

The children will be able to perform the appropriate stop and search sequence for intersection crossings at an actual intersection.

Materials Required

None

Personnel Required

Teacher and Aide

Time Required

Approximately 40 minutes.

Preparation Activities

Check with your principal to determine the site for this practice session.

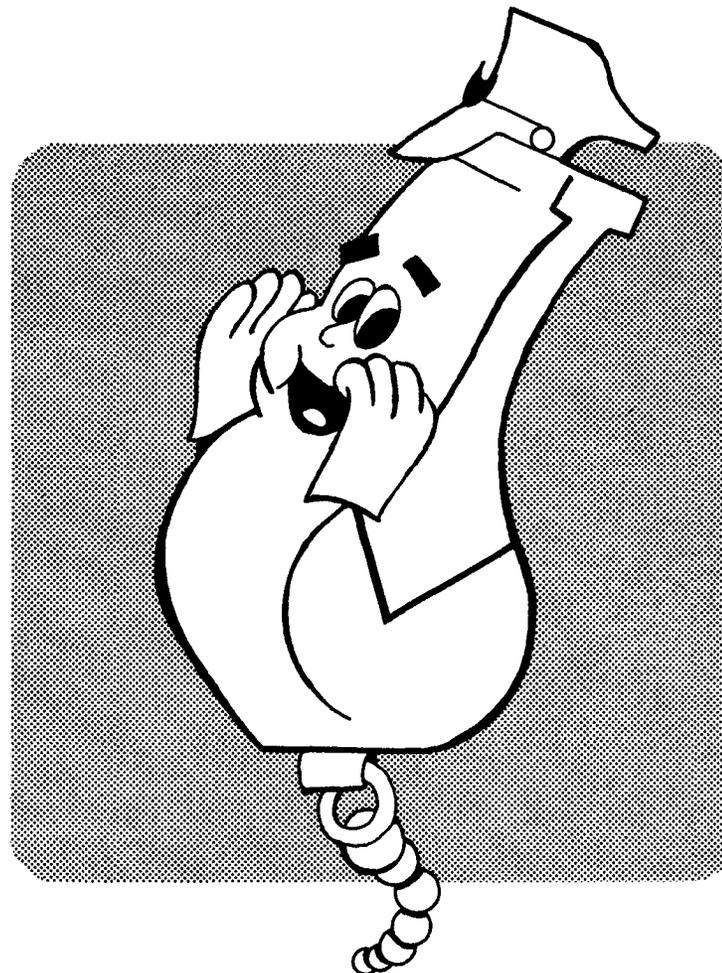
Conduct of the Session

1. Tell the children that they will be going outside to practice crossing the street at an intersection.
2. Lead the children to the intersection designated by your principal for this practice session.
3. With your back to the children, model the appropriate behavior sequence to be used for crossing at intersections (Stop at edge of road, look

left-right-left, in front and behind). Mention that you look in front and behind you to make sure no cars are turning into your path. Explain that you always cross, straight across, in the crosswalk if one is present.

4. Have each child cross the intersection in turn. (You may want to divide the class into two groups and have the aid supervise one group's practice.) Stand beside each child during his/her practice, keeping your hand on the child's shoulder to make sure that only appropriate street entries are made.
5. Don't forget to ask the children what they are looking for when they perform the stop and search sequence.

HINTS TO PARENTS



ABOUT PEDESTRIAN SAFETY

FALL 3

STREET AND SCHOOL BUS PRACTICE RECORD

Date	Mid-Block Crossing (Check One)	School Bus Practice	Intersection Crossing	Parent's Signature	Name of Student
_____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____	_____

more ways you can help

- Set a good example. When you are with your children, always look carefully before crossing the street. Remember, your children copy what you do.
- Continue practicing intersection and midblock crossing, and school bus safety rules throughout the year. Young children need lots of practice to get them into the right habits.
- Because it is difficult to arrange the actual practice of a “multiple threat” situation, be especially aware when your child encounters that type of situation; at that time review with your child the correct way to cross in front of a stopped car.
- When you are crossing streets with your children, ask them to tell *you* when it is safe to start across or at an intersection when the traffic signal indicates to cross.
- Observe your children when they are playing outside (this is when most “Dart-Out” accidents occur). Assure yourself that even in the excitement of play, your children take the time to stop and search before entering the street—even when being chased or running after a ball.
- Watch out for particularly risky play activities, such as ball playing or chasing near the street. Those activities should be played away from the street.

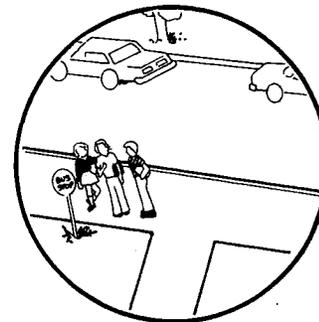
Now you and your school can help prevent your child from being the victim of a pedestrian accident. Your help in this program is vital.

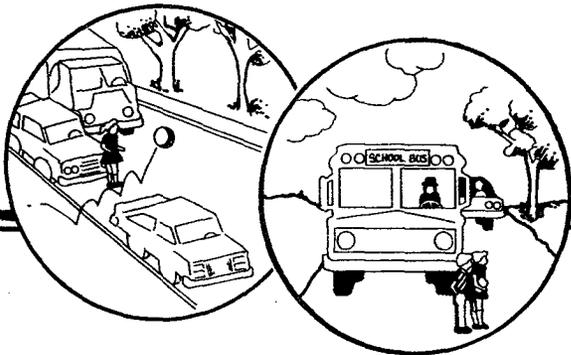
kids and cars - a dangerous combination

Did you know that:

- Pedestrian accidents are the leading cause of deaths among children.
- Three thousand children are killed by cars in this country each year.
- More than 150,000 are injured every year.
- Most of these accidents occur while children are near their homes, often while playing.
- One-third of these accidents and deaths occur to rural and suburban children.

If these figures alarm you, then read on because now something is being done to help protect your children; and your help is needed.





Over one-half of all child pedestrian accidents are attributed to Dart-Out and Dash accidents. These accidents occur when children enter the street unexpectedly, failing to stop and look for approaching traffic. The child may be chasing a ball or pet, running with a playmate, or responding to a friend or parent's call. Often parked cars, trees, bushes, or other obstructions block the driver's view of the child until it is too late.

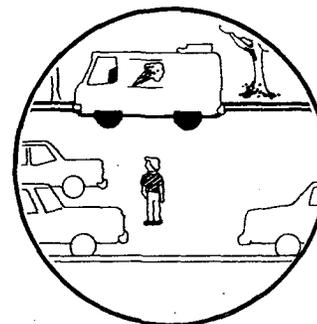
To reduce this running into the street, your child is being taught to always stop at the edge of the road, look both ways, and only cross if it is clear. When crossing at an intersection, your child is being shown how to search for cars in all directions and only to cross on the green.

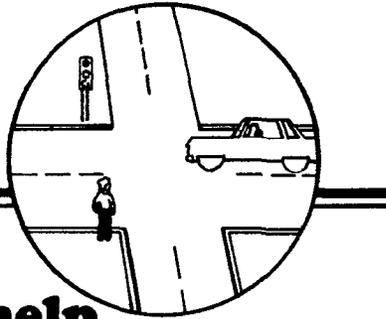
Other serious accidents are those which occur going to or from the school bus. Drivers do not always stop for the flashing warning lights on the bus. In other cases, children cross behind a bus or too close for the driver to see them and are struck by the bus. While waiting for the bus, children frequently become involved in play activities which take them into the street and into the path of oncoming vehicles. To combat these types of hazardous situations, the children are taught to cross only in front of the bus—five giant steps in front and look for traffic even if the warning lights are on.

You are in the best position to determine a safe route for your child to take in walking to and from the bus. As soon as possible in the school year show your child how to go to and from the bus stop. In general, your child should walk well off the road surface and facing traffic whenever practical.

To avoid a *Multiple Threat situation*, be sure your child . . .

1. Waits for a car to stop completely before crossing in front of it.
2. Never assumes a car will stop for him/her or that the driver is even aware of him/her.
3. Walks to the far side (i.e., the driver's side) of the stopped car and stops when there is a clear view of traffic.
4. Performs the correct left-right-left search.
5. Waits until any approaching traffic stops or passes.
6. Walks straight across the road when there is no approaching traffic.





how you can help your third grader

Your child is learning safety skills in school. However, you can help your child practice the new skills right where they will be needed—around home where your child plays.

The last page of this brochure is a “Street and School Bus Practice Record” which we would like you to complete with your child.

Take your child to a midblock location near your home and watch to see that he or she looks both ways before crossing. Use a location which has parked cars and one which doesn't. Observe your child crossing at an intersection and be sure he or she has looked in all directions and obeys any traffic signals and looks out for multiple threat situations.

If possible, go to the school bus stop with your child and assure that he or she boards the bus correctly.

Each time you practice crossing with your child fill in the line on the “Street and School Bus Practice Record.” When the card is filled, your child should take it into school. Remember, it is important for children to learn safety as a habit, so please only fill in one entry per day.

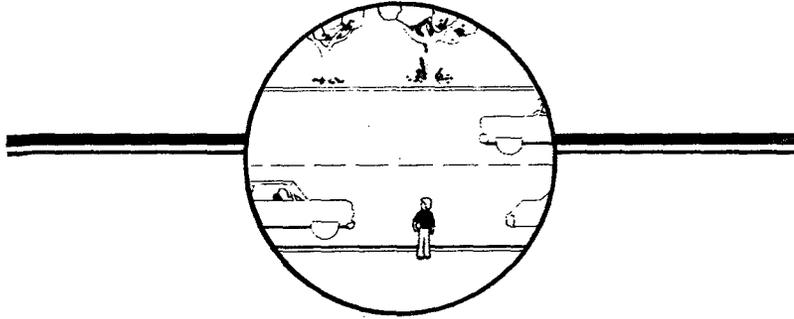
the safety rules taught in school to third graders

When crossing the street, make sure that your child . . .

1. Stops on the curb or at the edge of the road when no parked cars are present OR at the far edge of any parked cars where he/she can see traffic and drivers can see him/her.
2. Looks left-right-left to check for any oncoming cars. When crossing at an intersection, looks in all directions (especially behind) or waits for the traffic light or sign, and obeys any traffic signals.
3. Waits for any traffic to pass and then looks left-right-left again.
4. Crosses only when the street is clear of traffic from both directions.

When waiting for the school bus, make sure that your child . . .

1. Waits well off the road at his/her assigned area, and waits without running or other play that could result in his/her entering the street accidentally.
2. Waits until the bus comes to a stop with its red flashing lights on.

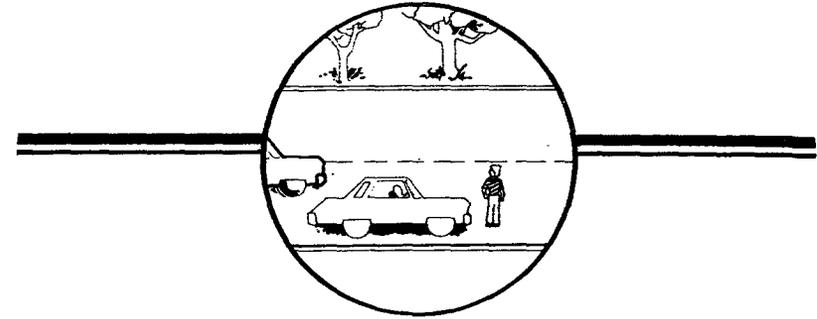


If your child has to cross the road to board the bus, make sure your child . . .

1. Stops at the edge of the road and looks left-right-left to make sure that all traffic has stopped.
2. Always crosses ten feet (five giant steps) in *front* of the bus.

When getting off the bus, make sure that your child . . .

1. Crosses ten feet in front of the bus and stops at the far edge of the bus to look both ways to see if all traffic has stopped.
2. Crosses to the other side when all cars are stopped.
3. Waits well off the road until the bus and any stopped cars are gone before walking home, if he/she must walk along the road to get home.



Another hazardous situation your child should be aware of is called "Multiple Threat." This is a situation in which a car stops to allow someone to cross. As the person crosses, an overtaking car passes the stopped one, possibly striking the person crossing. The figure above shows how the stopped car blocks the view of the person crossing.

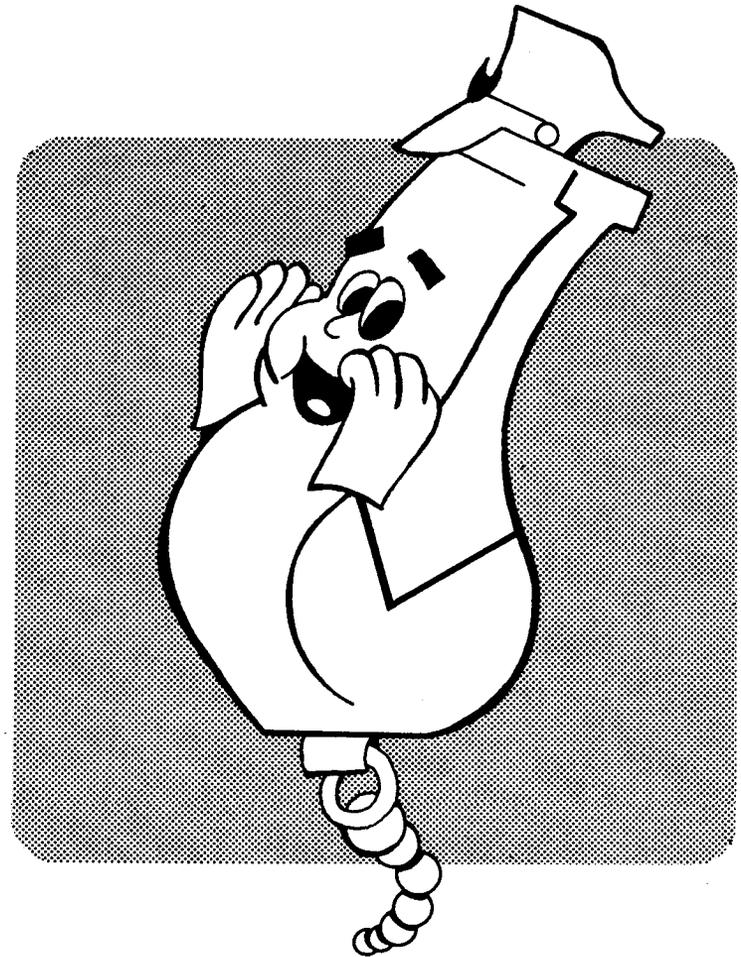
what the program is all about

A U.S. Department of Transportation (DOT) sponsored program has been developed to teach children how to avoid these types of accidents.

Your child has received several hours of training on how to safely enter the street and on how to get safely on and off the school bus. Further training will be given through the rest of this school year and in later school years.

This program is uniquely different from many safety programs which merely tell a child how to cross the street. It requires your child to practice, under controlled conditions, what he/she should actually do to be safe. Games are used which have been especially designed to be like the running and chasing activities which sometimes lead children into the street.

A REMINDER TO PARENTS....



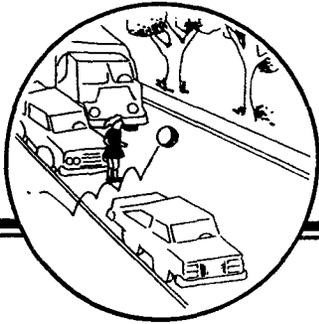
ABOUT PEDESTRIAN SAFETY

— SPRING 3 —

SAFE STREET CROSSING RECORD

Name of Student

Date	Intersection Crossing (Check One)	Mid-Block Crossing	Parent's Signature
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____



more ways you can help

- Set a good example. When you are with your children, always look carefully before crossing the street. Remember, your children copy what you do.
- Continue practicing intersection and midblock crossing, and school bus safety rules throughout the year. Young children need lots of practice to get them into the right habits.
- Because it is difficult to arrange the actual practice of a "multiple-threat" situation, be especially aware when your child encounters that type of situation and at that time review with your child the correct way to cross in front of a stopped car.
- When you are crossing streets with your children, ask them to tell *you* when it is safe to start across or at an intersection when the traffic signal indicates to cross.
- Observe your children when they are playing outside (this is when most "Dart-Out" accidents occur). Assure yourself that even in the excitement of play, your children take the time to stop and search before entering the street — even when being chased or running after a ball.
- Watch out for particularly risky play activities, such as ball playing or chasing near the street. Those activities should be played away from the street.

You and your school can help prevent your child from being the victim of a pedestrian accident. Thank you for your help.



the pedsafe program is still on !

Last fall, we asked for your help in teaching your child safe street crossing. Many parents helped out and the children were enthusiastic with the prizes they received.

Now that spring is here, everyone will be heading outdoors. Again we need your help to make sure that your child still remembers everything that was taught in the fall. In school, your child will be reviewing safe street crossing in class, and we would like you to help out at home.

how you can help

In order for children to remember to stop, look all around, and only cross when it is safe, they need repeated practice over a long period of time. Once again, we would like you to go out with your child and watch how he or she crosses the road. Each day you practice together, check the type of practice and sign the line on the "Safe Street Crossing Record" in the back of this brochure. When the form is completely filled out, your child should take it into school.

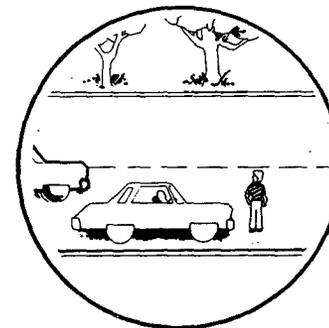
some safety rules taught in school • to third graders

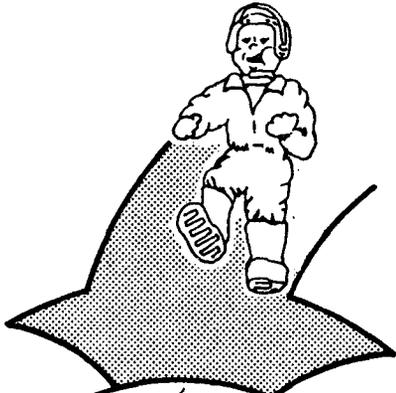
When crossing the street, make sure that your child . . .

1. Stops on the curb or at the edge of the road when no parked cars are present OR at the far edge of any parked cars where he/she can see traffic and drivers can see him/her.
2. Looks left-right-left to check for any on-coming cars. When crossing at an intersection, looks in all directions (especially behind) or waits for the traffic signal or sign and obeys any traffic control.
3. Waits for any traffic to pass and then looks left-right-left again.
4. Crosses only when the street is clear of traffic from both directions.

To avoid a Multiple Threat situation, be sure your child . . .

1. Waits for a car to stop completely before crossing in front of it.
2. Never assumes a car will stop for him or that the driver is even aware of him/her.
3. Walks to the far side of a stopped car and stops when there is a clear view of traffic.
4. Performs the correct left-right-left search.
5. Waits until any approaching traffic stops or passes.
6. Walks straight across the road when there is no approaching traffic.



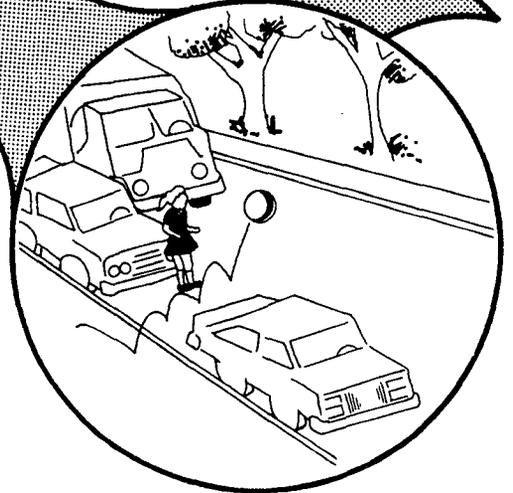
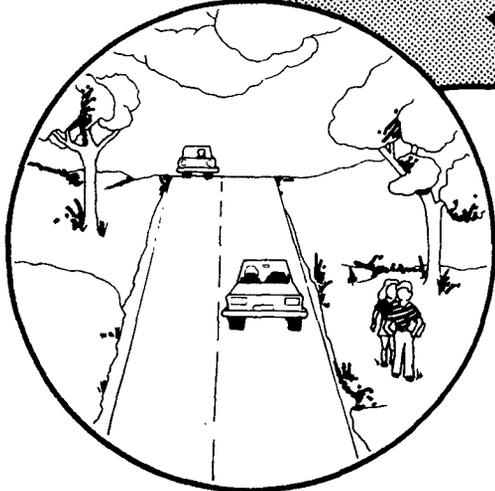
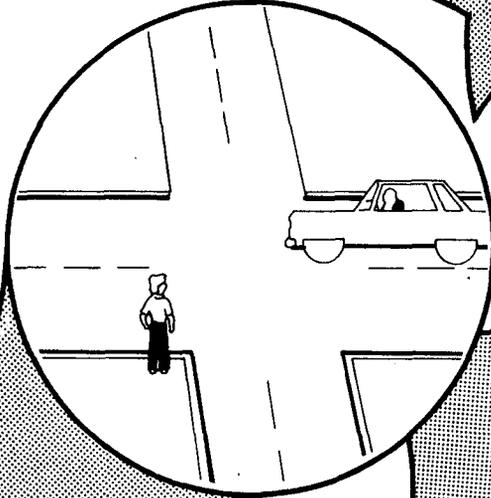
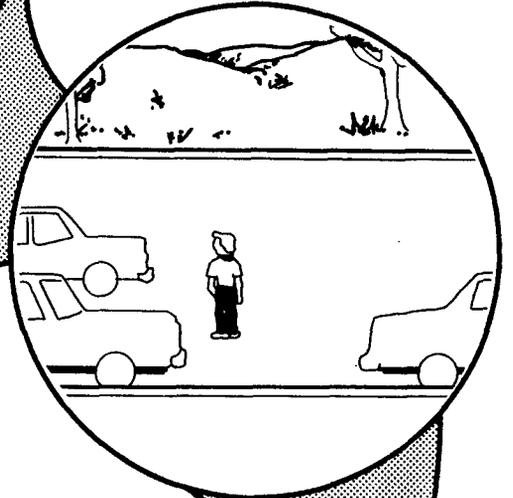
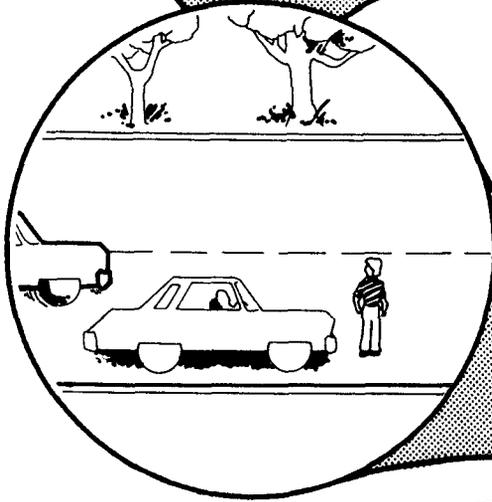


PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools

TEACHER'S GUIDE

grade four



U. S. Department of Transportation

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HOW TO USE THIS GUIDE

This book is designed as a handy desk reference to guide you through the various PEDSAFE Curriculum activities throughout the school year. Begin by reading this guide in its entirety with special attention to the Introduction Section material. Thereafter, use the chart on page iv to help you locate the individual session to be taught. Consider in your session planning that some sessions require modest preparation or coordination with the principal.

SESSION	ACTIVITY	SCHOOL YEAR									
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	
1	Introduction to Program; Film V	● 15									
2	Outdoor Intersection Crossing Practice	● 40									
3	Outdoor Walking Along the Roadway Practice		● 40								
4	Indoor or Outdoor Dart-Out/ Intersection Practice; "Guard Ball" Game		● 30					● 30			
5	Indoor or Outdoor Dart-Out Practice; "Volley" Game		● 30							● 30	
6	Indoor Distance and Stopping Exercises			● 20							
7	Safety Identification Quiz				● 30						
8	Indoor or Outdoor Dart-Out/ Intersection Practice; "Dodge Ball" Game					● 30					
9	Indoor Class Safety Activity						● 30				
10	Outdoor Dart-Out, Intersection, and Walking Along the Roadway Practice								● 40		
	TOTAL TIME: 6:05										

AT

INTRODUCTION

Why the Program Was Developed

Auto-pedestrian collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program, a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing children's unsafe actions.

Why Fourth Grade Children Are Hit by Cars

The most common reason this age group is struck is the continual problem of running into the street without stopping to look for cars which leads to the Dart-Out type accident. Although students at this age are probably aware of the danger and the proper manner in which to cross a road, they are still struck because they dash across the street. To counter the gap between knowledge and action, this year's PEDSAFE Program uses games which are designed to involve the students in running and chasing toward a simulated street. Even in the midst of heated play, when the students encounter the "street," they will stop and search. In this manner, the student's actions will be molded into safe behavior rather than knowledge alone.

Intersection accidents, such as the Intersection Dash, are a serious threat for this age group. As the students' walking environment expands, they will encounter more and varied intersections. To deal with the various complexities of intersection crossings, the students will receive outdoor practice of the skills needed for safe intersection crossings.

Actions which contribute to the Walking Along the Roadway accidents will be reduced by teaching the safe way in which to walk along a road. This type of accident occurs when pedestrians walk too closely to the road or when vehicles leave the roadway. Although this accident type is not as common as those mentioned previously, it becomes more prevalent as the children grow older and accounts for over one-quarter of their pedestrian accidents.

Finally, the students in this age group will find themselves in situations known as "Multiple Threat." Multiple Threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1, page 3.

Objectives of the Fourth Grade Program

The goal of the PEDSAFE Program is to teach students not only how to behave safely but also to enable them to recognize the cues which tell them that they are entering an unsafe situation where safe behavior is needed. The specific objectives that emerge from these goals are:

Dart-Out Objectives

1. The child will recognize that he/she is at the road's edge whenever he/she is about to enter the street. Evidence of this recognition is that he/she will stop before entering the street.
2. Once stopped, the child will look left-right-left before entering the street, and proceed only if no cars are approaching. This sequence will be repeated until no cars are approaching.
3. If the child is entering the street next to a parked car, he/she will walk to the far edge of the car, close enough to touch it, before performing 2, above.

Intersection Dash Objectives

1. The child will stop at the curb and search for cars coming from all possible directions, especially from behind. The sequence should be look left-right-left-in front-then behind.
2. If traffic control is present, the child will obey the signal or sign along with performing the intersection search when the signal is green.
3. When traffic is coming, the child will wait until the way is clear, then cross the street.
4. If there are parked vehicles near the intersection, the child will walk to the far edge of the car, close enough to touch it, before searching in all directions, especially behind.

Multiple Threat Objectives

1. The child will wait for a car to stop completely before crossing in front of it.

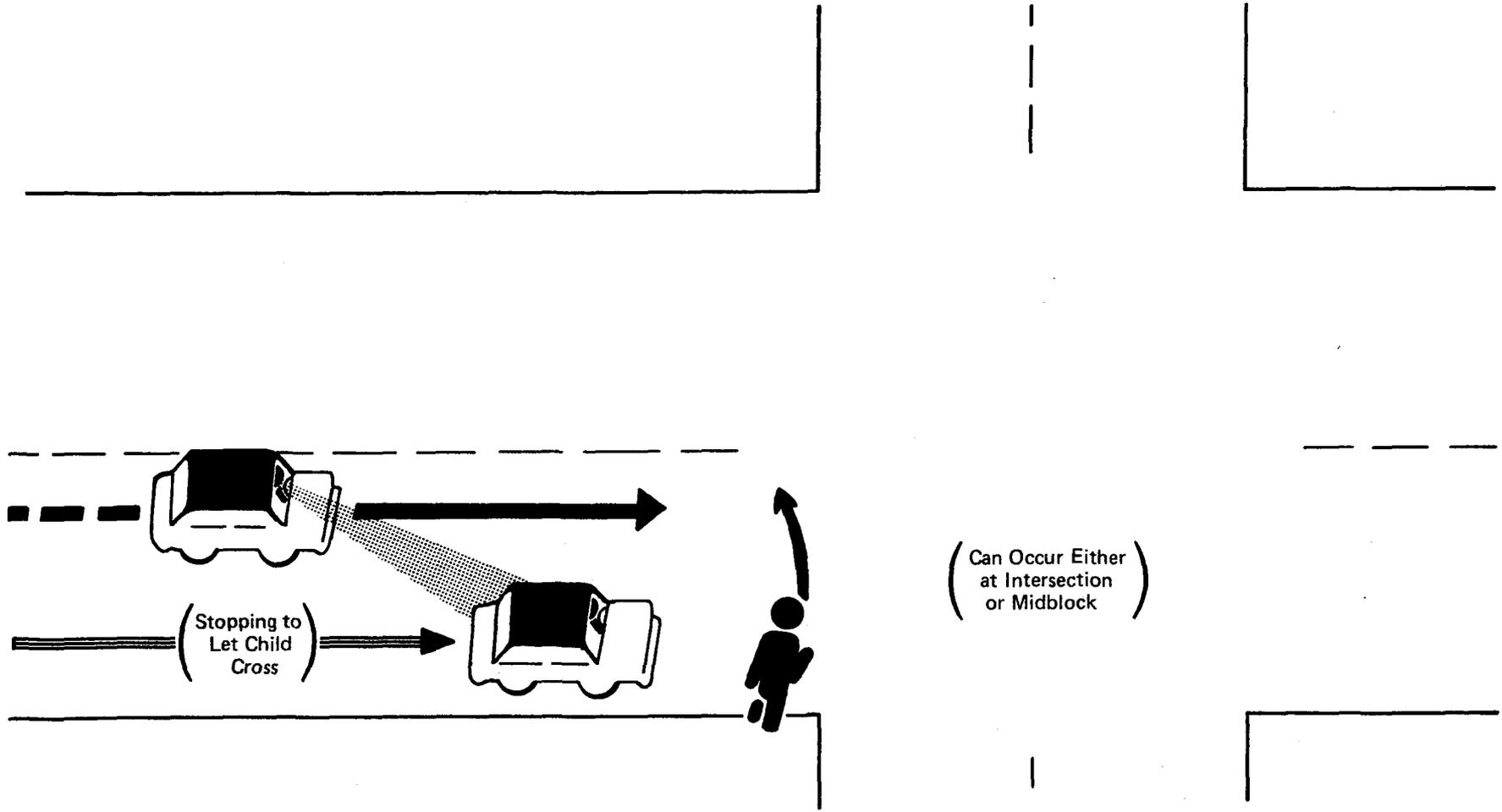


Figure 1. Multiple Threat Situation

2. The child will never assume a car will stop for him/her or that the driver is even aware of him/her.
3. When crossing in front of a stopped car, the child will walk to the far side of the car and stop when there is a clear view of traffic.
4. The child will perform the correct left-right-left search or left-right-left-in front-then behind intersection search.
5. If there is approaching traffic, the child will wait until the car stops or passes. The search will be repeated until all traffic has stopped or passed.
6. The child will walk straight across the road when there is no approaching traffic.

Walking Along the Roadway Objectives

1. The child will walk well off the roadway (at least three feet, if the shoulder is wide enough).
2. The child will walk facing traffic.
3. The child will walk single file when walking in a group.
4. The child will watch traffic for weaving cars which could leave the road surface.
5. The child will watch for a place to move to if a vehicle begins to leave the road.

OVERVIEW OF THE SCHOOL PROGRAM

Program Contents

The PEDSAFE Fourth Grade Unit uses specially developed educational materials for use in class and practice outside. Content and practice are distributed across the school year to provide continued exposure.

A movie, using age-appropriate models, is used at the start of the program to demonstrate intersection crossings and safe walking along the roadway behavior. The children are then provided with practice of the stop and search sequence, at an intersection and safe walking along the roadway practice in realistic settings.

The primary instructional medium used by the program is actual practice of the motor skills involved in avoiding accidents. Most of the lessons that you teach will involve indoor or outdoor simulations of road crossing or walking along the roadway activities. These will provide the children with repeated opportunities to perform the safe behavior sequences under your supervision and control, both during their "walking through" of the correct behaviors and during their playing of the games included in many of the lessons. In short, all of the exercises are really attempts to make children so aware of the things that they must do in order to be safe that safety will become a habit.

Schedule of Activities

The PEDSAFE Program for fourth grade requires approximately six hours of class time across the school year. A suggested schedule of activities is provided in the table on page iv. We suggest that you begin the training program during the second, or at the latest, during the third week of school. The heaviest concentration of activities occurs during the first three weeks of the program. Thereafter, one or two activities per month are recommended. However, at least one activity should be performed each month from December to May. Some of the playground sessions may be conducted in the school gymnasium, if necessary. However, we urge you to conduct the outdoor game sessions on the simulated street on your playground rather than in the gymnasium. One of the most important aspects of this program is to give children an opportunity to practice the behavior sequence in settings that are similar to home-play situations. Of course, outdoor practice will accomplish this goal more effectively than practice in the gymnasium.

The schedule of activities is as follows:

Session 1 uses Film V to review the midblock and intersection crossings, and to introduce the walking along the roadway content.

Sessions 2, 3, and 10 provide the students with actual outdoor practice of the skills which were presented in the videotape. The students will have an opportunity to cross midblock, at an intersection and to walk along the roadway.

Sessions 4, 5, and 8 make use of games to simulate after school play in which students may find themselves in the process of entering a street abruptly. The games will provide practice of the stop and search sequence in the midst of playing to reinforce the knowledge of crossing safely.

Sessions 6, 7 and 9 are designed to be conducted indoors to refresh the students' pedestrian safety knowledge and to keep the safety content fresh in their minds.

Coordinating the Program

Your principal, or his/her representative, will be coordinating the PEDSAFE program throughout your school, including setting up the playground and on-street practice areas. Figure 2, page 7, shows you where each game site is located on the simulated streets. Any questions or problems which may arise while conducting this unit should be referred to him/her. Whenever you are conducting an outdoor practice session, be sure to check with your principal to determine the location designated for the practice.

DIAGRAM OF SIMULATED STREET LAYOUT

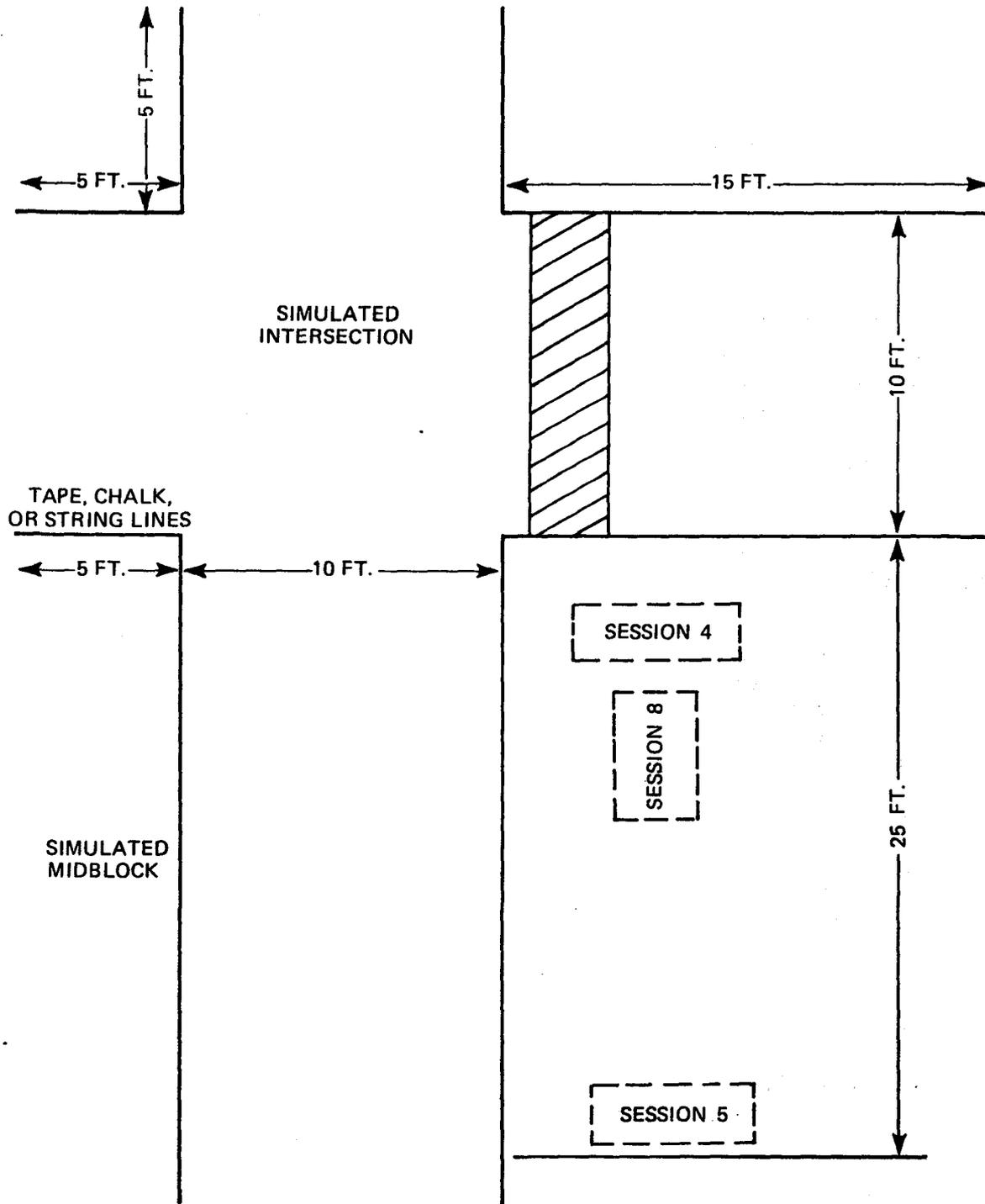


Figure 2. Simulated Street

PREPARING FOR TEACHING THE PROGRAM

Collecting the Materials

Materials For Each Class

The materials needed for each session are listed in the session descriptions later in this guide. Below is a listing of the major materials each teacher should have. Check to be sure you have these.

- . Masking Tape

Shared Materials

Some special instructional materials needed to conduct the unit must be shared by several teachers in your school. Your principal has arranged a schedule so that these materials will be available to you when you need them. These materials are listed for each session in the session descriptions later in this guide and are marked with an asterisk (*). These materials include:

- . Film V,
- . 16mm film projector
- . Slide/Tape III, "Safety Identification Quiz, Grades 4-5
- . Slide Projector
- . Audiotape cassette player
- . Projection screen

Other Materials

Some sessions will require materials not furnished by the PEDSAFE Program that should be easily accessible to you. The materials include:

- . Volleyball/Soccer Ball
- . Magazines
- . Scissors
- . Glue
- . Construction paper

Scheduling Sessions

Since some of the program materials you need must be shared by several teachers, program activities must be scheduled so that each class has

access to them. All scheduling of program sessions should be coordinated through your principal or the person he/she appoints to coordinate the program in your school. The principal will inform you of the days the shared materials will be available to you and help you coordinate your schedules so that everyone has access to the materials.

Arranging for Extra Personnel

When the children practice outside, it will be helpful to have the assistance of another responsible person. If you do not have an aide in your classroom, contact your principal.

Teaching Tips

The following guidelines will help maximize learning of the behavior sequences. Although you are probably familiar with most of these principles, please review them and keep them in mind while you are conducting the various sessions.

1. Physically and verbally guide each child through the stop and search sequence during his/her first few performances.
2. Have the children say aloud, "Look left-right-left" every time they perform the sequence.
3. Verbally reinforce correct behaviors whenever appropriate.
4. Ask the children several times during each session what they are looking for when they look left-right-left. Be sure they understand they are looking for approaching vehicles.
5. Never allow a child to finish his/her turn on an incorrect performance. Always have the child perform the sequence correctly from the beginning before sitting down.
6. Tell the children that they are learning to enter streets safely because they can keep from being hit and hurt.
7. Because overlearning is essential in order to help children remember this type of behavior sequence, please devote as much time as you can to the repeated practice of the stop and search sequence.

SESSION 1 - INTRODUCTION TO PROGRAM

Introduction

A film is used at the start of this session to introduce the safety training program for this year. A new character is introduced in this year's PEDSAFE Program. Using an age-appropriate model, the stop and search behavior sequences for midblock street entries, intersection crossings, and for walking along the roadway are demonstrated in rural, suburban, and small town settings.

Objectives of the Session

1. The children will be able to identify correct and incorrect midblock and intersection crossings when asked by their teacher.
2. The children will be able to identify safe walking along the roadway procedures when asked by their teacher.

Materials Required

- *Film V
- *16mm film projector
- *Screen

Personnel Required

Teacher

Time Required

Approximately 15 minutes.

Preparation Activity

Set-up the film on the projector.

*Shared materials.

Conduct of the Session

1. Tell the children that they will be seeing a movie that will show them how to cross streets and how to walk along the roadway safely. Emphasize the importance of learning pedestrian safety.
2. Show the movie.
3. Ask the class to recall the pedestrian safety rules they learned from the movie. List them on the blackboard.

SESSION 2 - OUTDOOR INTERSECTION CROSSING PRACTICE

Introduction

The goal of this session is to provide the children with an opportunity to practice the correct stop and search behavior sequence for intersection crossings. Preferably, the intersection used for this practice session will have a traffic signal. If this type of intersection is not readily available near your school, a non-signalized intersection can be used. If your students had a practice session similar to this one in Grade 3, an intersection with heavier traffic could be used for this session.

Objective of the Session

The children will be able to perform the appropriate stop and search sequence for intersection crossings at an actual intersection.

Materials Required

None

Personnel Required

Teacher and Aide

Time Required

Approximately 40 minutes.

Preparation Activities

Check with your principal to determine the site for this practice session.

Conduct of the Session

1. Tell the children that they will be going outside to practice intersection crossings.
2. Lead the children to the intersection designated by your principal for this practice session.
3. With your back to the children, model the appropriate behavior sequence to be used for crossing at intersections (stop at edge of road, look

left-right-left, in front, and behind; if a traffic light is present, wait for the light to turn green before initiating the search). Mention that you look in front and behind you to make sure no cars are turning into your path. Explain that you always cross, straight across, in the crosswalk if one is present.

4. Have each child cross the intersection in turn. (You may want to divide the class into two groups and have the aide supervise one group's practice.) Stand beside each child during his/her practice, keeping your hand on the child's shoulder to make sure that only appropriate street entries are made.
5. Don't forget to ask the children what they are looking for when they perform the stop and search sequence.

SESSION 3 - OUTDOOR WALKING ALONG THE ROADWAY PRACTICE

Introduction

This session provides the children with supervised practice of the correct procedures to be used when walking along a roadway. By using a lightly traveled road on or near the school grounds, this session could easily be incorporated into other school activities which require the children to walk along the roadway to reach their destination, i.e. going outside to hold a class, observe plants or trees, collect science specimens, etc.

Objectives of the Session

1. The children will walk along the roadway, single file, facing traffic, and well away from the road surface.
2. The children will be able to explain the rules for walking along the roadway when asked by their teacher, i.e. watch for approaching traffic and for weaving or movement of cars toward the edge of the road; watch for an escape route, walk single file, walk facing traffic and well away from the road surface.

Materials Required

None

Personnel Required

Teacher and Aide

Conduct of the Session

1. Explain to the children that they will be going outside to practice the correct way to walk along the roadway.
2. Tell them that they will be walking single file, facing traffic, and well away from the road surface.
3. Tell them to watch the approaching traffic and look for weaving or movement of the cars toward the edge of the road.
4. Explain that they should always be watching for a place to move to if a vehicle begins to leave the road, i.e., an escape route. From time to time ask the children to identify appropriate escape routes.
5. Take the children outside to walk along the roadway.

6. You should lead the class, and your aide should follow at the end of the class.
7. Ask the children to point out dangers that they encounter while walking, i.e., blind curve, brow of hill, narrow road, breaks in road surface, vehicle passing another vehicle, etc.
8. After returning to the classroom ask the children to recall all the rules they can remember for walking along the roadway and list them on the blackboard.

SESSION 4 - INDOOR OR OUTDOOR DART-OUT/INTERSECTION PRACTICE
"GUARD BALL" GAME

Introduction

Most accidents involving young children occur because they enter the road suddenly and without stopping to look for oncoming traffic. This often happens because they are playing with other children and are paying attention to their play rather than to the fact that they are entering the street. The purpose of this exercise is to put the children in a play situation similar to the kinds of play situations that lead to accidents and teach the children safe behavior within the context of these activities.

This session involves teaching the children the "Guard Ball" Game in the gymnasium or on the playground near a simulated street. The children practice crossing the street while playing. This session will be conducted once in the fall and again in the spring.

Objective of the Session

Each child will perform correctly the stop and search sequence to be used for midblock or intersection street entries, whichever is appropriate, at least once while playing the "Guard Ball" Game.

Materials Required

Soccer Balls

Personnel Required

Teacher

Time Required

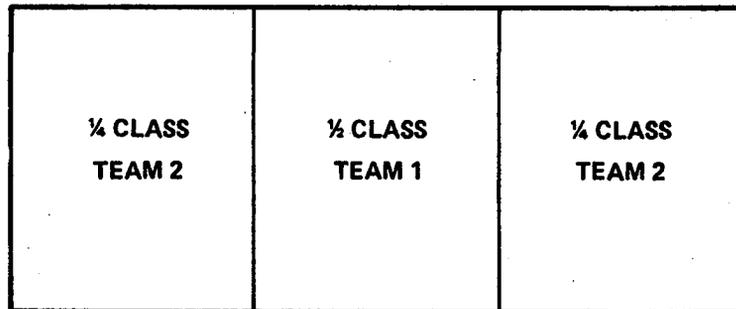
Approximately 30 minutes.

Preparation Activities

1. Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium or on the playground. The game site to be used for this session is shown in Figure 2, page 7.
2. Make sure that the playing field is marked appropriately for this game (see page 17).

Conduct of the Session

1. Tell the children that they will be playing the "Guard Ball" Game near a "pretend" street and, whenever the ball goes into the street, they are to use the stop and search sequence they were shown for midblock or intersection crossings, depending on where the ball enters the "street."
2. With your back to the children, model on the simulated street the behavior sequence to be used for midblock street crossings.
3. Then, stand at the intersection and model the appropriate stop and search sequence to be used for intersection crossings.
4. Tell the children that if the ball rolls into the intersection while they are playing the game they are to demonstrate the correct behavior sequence for intersection crossings. Otherwise, the ball could roll to a midblock location and, at those times, they are to demonstrate the stop and search sequence for midblock street crossings.
5. Divide the class into two teams, and have them stand in a scattered position on the playing field as shown below:



6. Briefly explain the rules of the game:
 - a. The players on Team 2, using a roll or bounce pass, try to pass the ball to their teammates in the opposite section. The ball must be passed below head level.
 - b. Players on Team 1 attempt to block the passes with their hands.
 - c. One point is given for each successful pass.
 - d. Teams should be rotated every three to five minutes. Two or three soccer balls can be used to speed up the action.
 - e. When the ball goes into the simulated street, the person nearest the ball retrieves it, demonstrating the correct behavior sequence for intersection or midblock crossings, depending on where the ball entered the street. Make sure that each child has an opportunity to retrieve the ball at least once during the game.

- f. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
7. Several times during the session, ask the children what they are looking for when they approach the "street."

SESSION 5 - INDOOR OR OUTDOOR DART-OUT PRACTICE
"VOLLEY" GAME

Introduction

To provide additional practice of the correct stop and search sequence to be used when crossing at midblock locations, the children are taught the "Volley" Game in the gymnasium or on the playground near a simulated street. The children practice crossing the "street" midblock while playing. This session will be conducted once in the fall and again in the spring.

Objective of the Session

Each child will perform correctly the stop and search sequence for midblock crossings at least once while playing the "Volley" Game.

Materials Required

Volleyball

Personnel Required

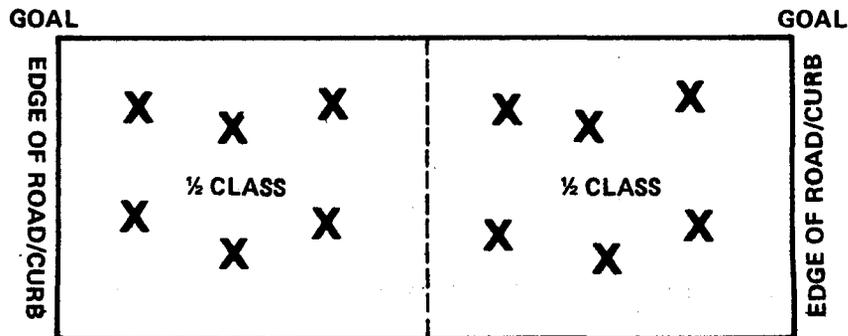
Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

1. Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium or on the playground. An example site for this session is shown in Figure 2, page 7.
2. Set up the playing field according to the diagram below.



Conduct of the Session

1. Tell the children that they will be playing the "Volley" Game near a pretend "street and whenever the ball goes over the goal line (edge of road) they are to use the stop and search sequence they were shown for midblock crossings.
2. With your back to the students, demonstrate the stop and search sequence at the "edge of the road".
3. Divide the class into two teams and have each team stand in a scatter formation on its own half of the playing area as shown in the diagram.
4. Briefly explain the rules of the game:
 - a. The players must remain on their own side of the field during the game.
 - b. Give the ball to a player who is standing on his own goal line.
 - c. The object of the game is to throw the ball over the opponent's goal line.
 - d. Each team is allowed three passes before the ball must cross the center line.
 - e. To score, the ball must be in the air as it crosses the opponent's goal line and it cannot have been touched by any defending players.
 - f. Every time the ball goes over the goal line, the child closest to the ball must retrieve it using the appropriate behavior sequence for midblock street entries.
5. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
6. Ask the children what they are looking for when they approach the "edge of the road."

SESSION 6 - INDOOR DISTANCE AND STOPPING EXERCISES

Introduction

This session is a continuation of a distance and reaction time activity the children had in Grade 3. The concept of reaction time distance is reviewed and braking time distance is explained. The children then practice crossing a simulated street in the classroom, estimating the time it would take a car to reach them.

Objectives of the Session

1. The children will be able to define reaction time when asked by their teacher.
2. The children will be able to define braking time distance when asked by their teacher.
3. The children will be able to explain why there must be enough distance between a car and a child to make street entry safe.

Materials Required

Masking tape

Personnel Required

Teacher

Time Required

Approximately 20 minutes.

Preparation Activities

Arrange simulated street in your classroom as shown in Figure 3, page 23. Place two strips of masking tape about 20 feet long parallel to a wall, one about five feet from the wall and the other about 15 feet from the wall. The tape represents the "edge of the road." The area between the tape is the "street."

Conduct of the Session

1. Tell the children that they are going to learn about time and distance.

2. Ask them if they know what reaction time is; reaction time distance.

(Reaction time distance is the distance a car travels during the time it takes the driver to notice a hazard, take his foot from the accelerator, and begin to depress the brake. Average reaction time is three-quarters of a second.)

3. Ask them if they know what braking time is; braking time distance.

(Braking time distance is the distance a car travels after the brakes have been applied. Minimum total stopping distance increases as the speed increases.)

4. Explain that there must be enough distance between a car and a child to make street entry safe.
5. Have the children take turns crossing the simulated street, using the correct behavior sequence (look left-right-left). Have one child act as a "car" on the street while another child tries to cross without being touched by the "car."
6. Have the children who are crossing enter the street at Points A or B. Have the children who are "cars" walk back and forth from one wall to another.
7. The children should cross only when there is enough distance between them and the "car" to make street entry safe.
8. As the children become more proficient at judging distance, two children could act as "cars" at the same time, traveling in opposite directions.

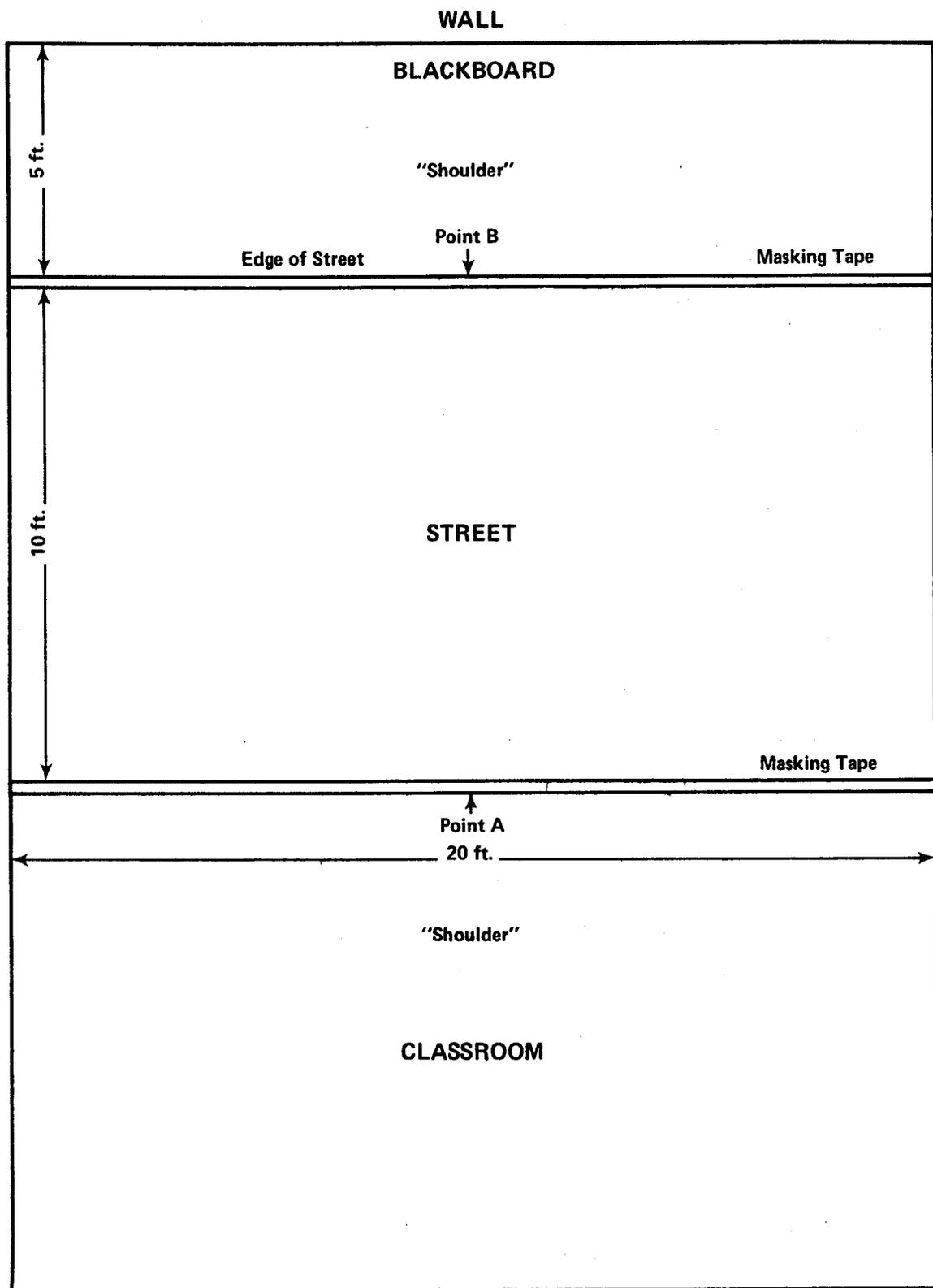


Figure 3. Simulated Street Set-Up for Reaction Time Activity

SESSION 7 - SAFETY IDENTIFICATION QUIZ

Introduction

This slide/tape presentation is an exercise to provide the children with practice in recognizing dangerous situations. Presented as a quiz, the students are asked to identify the safety hazards depicted in ten slides and then decide how to correct the danger. They are asked to write their answers on a special answer sheet. After the class has taken the quiz, the slides are shown again with an audiotape accompaniment to provide immediate feedback of the correct responses.

Objective of the Session

The children will be able to recognize unsafe pedestrian activities and tell how the danger can be corrected when asked by their teacher.

Materials Required

- *Slide/Tape Presentation, "Safety Identification Quiz, Grades 4 and 5"
- *Slide Projector
- *Cassette Tape Recorder
- *Screen
- Answer Sheets

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

1. Set-up the slide/tape presentation.
2. Make copies of the answer sheet.

*Shared materials.

Conduct of the Session

1. Pass out the answer sheets (see page 26).
2. Tell the children that they are going to see slides of unsafe pedestrian activities and that they are to write down what the danger is and how it can be corrected on their answer sheet.
3. Tell them to watch the example slides and to listen to the directions carefully so that they will know how to fill in their answer sheet.
4. Show the slide/tape presentation. As you show each of the ten slides comprising the quiz, allow the class ample time to write down their answers. Turn off the audiotape and allow the class to write down their answers, if necessary.
5. If your class experiences difficulty at any point, turn off the audiotape and answer any questions.
6. After the class completes the quiz, show Slides 1-10 again, as directed by the audiotape so that the children can go over their papers.

ANSWER SHEET

SAFETY IDENTIFICATION QUIZ

What is Unsafe?

How Would You Do It Safely?

- A. Boy ran into street without looking for cars.
- B. Girl standing on sidewalk to search for traffic.
- C.

Stop at edge of road, look left-right-left.

Walk to the far edge of parked car to conduct search.

SLIDES

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

SESSION 8 - INDOOR OR OUTDOOR DART-OUT/INTERSECTION PRACTICE
"DODGEBALL" GAME

Introduction

This session is designed to give the children further practice in a play situation of the stop and search sequences to be used for midblock and intersection crossings. While playing dodgeball, the children will practice crossing the simulated street in the gymnasium or on the playground, while retrieving the ball.

Objective of the Session

Each child will perform correctly the stop and search sequence to be used for midblock or intersection crossings, whichever is appropriate, at least once while playing dodgeball.

Materials Required

Large ball

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium or on the playground. An example site for this session is shown in Figure 2, page 7.

Conduct of the Session

1. Tell the children that they will be playing dodgeball near a "pretend" street and, whenever the ball goes into the street, they are to use the stop and search sequence they were shown for midblock or intersection crossings, depending on where the ball enters the "street."
2. With your back to the children, model on the simulated street, the behavior sequence to be used for midblock street crossings.

3. Then, stand at the intersection and model the appropriate stop and search sequence to be used for intersection crossings.
4. Tell the children that if the ball rolls into the intersection while they are playing the game they are to demonstrate the correct behavior sequence for intersection crossings. Otherwise, the ball could roll to a midblock location and, at those times, they are to demonstrate the stop and search sequence for midblock street crossings.
5. Have the children form a large circle on one side of the simulated street.
6. Choose one player to be "It" and have him or her stand inside the circle.
7. Briefly explain the rules of the game:
 - a. Players on outside of the circle throw the ball towards "It", trying to hit "It" below the waist with the ball.
 - b. "It" dodges to avoid being hit with the ball.
 - c. Player who hits "It" below the waist with the ball exchanges places with him/her and becomes the new "It."
 - d. Whenever the ball rolls into the simulated street, the person nearest the ball retrieves it, demonstrating the correct behavior sequence for midblock or intersection crossings, depending on where the ball entered the street. Make sure that each student has at least one chance to retrieve the ball during the game.
 - e. To add more excitement to the game have two students be "It" and use three balls.
 - f. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
8. Several times during the session, ask the children what they are looking for when they approach the street.

SESSION 9 - INDOOR CLASS SAFETY ACTIVITY

Introduction

This session is designed to maintain your student's pedestrian safety awareness during the winter months when outside practice is more difficult to arrange. The class will participate in a group pedestrian safety project which you may wish to incorporate into one or two art or English periods. When the project is completed, a class discussion will be held to summarize the pedestrian safety theme or messages used in the project.

Objective of the Session

The children will be able to discuss the pedestrian safety theme or messages found in their project when asked by their teacher.

Materials Required

Poster: Magazines. (children could bring magazines from home)
Scissors
Glue
Construction Paper

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

Decide which pedestrian safety project would be most appropriate for your class:

1. Safety Poster--The class will be divided into groups of four or five to design and complete a pedestrian safety poster. Each group should first select a pedestrian safety theme or message, then prepare a poster from pictures cut out of magazines.
2. Safety Story--The class will write a story centered around a pedestrian safety theme. Each child adds one sentence to the story.

Conduct of the Session

Safety Poster:

1. Tell the children that the class will be working together in groups to design pedestrian safety posters from pictures cut out of magazines. Divide the class into groups.
2. Tell each group to select a pedestrian safety theme/slogan. Have the children bring in magazines from home which have pictures suitable for their pedestrian safety theme.
3. On the following day, have the children cut out pictures that are relevant to the chosen pedestrian safety theme and design their posters.
4. Select a spokesman for each group to explain to the class the pedestrian safety message found in their poster.

Safety Story:

1. Tell the children that they are going to write a pedestrian safety story.
2. Begin the story for the class, i.e. One day Tracy's mom asked her to walk to the grocery store.
3. Have each child add one sentence to the story.
4. After the story is completed, discuss the pedestrian safety messages or rules which are contained in the story.

SESSION 10 - OUTDOOR DART-OUT, INTERSECTION, AND WALKING
ALONG THE ROADWAY PRACTICE

Introduction

This session is a review of all the accident avoidance behavioral sequences the children have been taught. By using a lightly traveled road on or near the school grounds, this session could easily be incorporated into other school activities which require the children to walk along the roadway to reach their destination, i.e., going outside to hold a class, observe plants or trees, collect science specimens, etc.

Objectives of the Session

The children will be able to perform the appropriate stop and search sequences for midblock and intersection crossings and will be able to demonstrate the correct procedures to be used when walking along the roadway.

Materials Required

None

Personnel Required

Teacher and Aide

Time Required

Approximately 40 minutes.

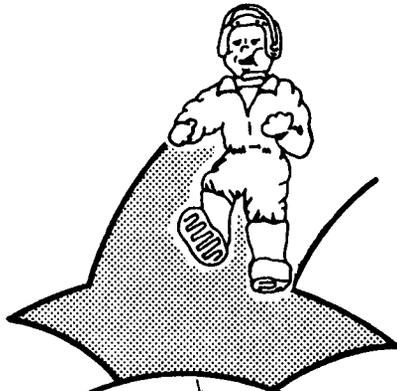
Preparation Activities

Check with your principal to determine the route to be taken for this practice session.

Conduct of the Session

1. Explain to the children that they will be going outside to practice the correct way to walk along the roadway. While doing this they will also be practicing midblock and intersection crossings.
2. Remind the children that they should always walk single file, facing traffic, and well away from the road surface.

3. Tell them to watch the approaching traffic and look for weaving or movement of the cars toward the edge of the road.
4. Explain that they should always be watching for a place to move to if a vehicle begins to leave the road, i.e., an escape route. From time to time ask the children to identify appropriate escape routes.
5. Take the children outside to walk along the roadway.
6. You should lead the class and your aide should follow at the end of the class.
7. Ask the children to point out dangers that they encounter while walking, i.e., blind curve, brow of hill, narrow road, breaks in road surface, vehicle passing another vehicle, obstructions, etc.
8. When you arrive at the site chosen for the midblock street crossing practice, model the correct stop and search sequence with your back to the children.
9. Have each child practice crossing midblock. (You may want to divide the class into two groups and have the aide supervise one group's practice.) Stand beside each child during his/her practice, keeping your hand on the child's shoulder to make sure that only appropriate street entries are made.
10. Don't forget to ask the children what they are looking for when they perform the stop and search sequence.
11. Continue walking along the roadway until you reach the intersection chosen for this practice session.
12. With your back to the children, model the correct stop and search sequence for intersection crossings.
13. Have each child repeat your behavior in turn as you did for the midblock crossing practice.

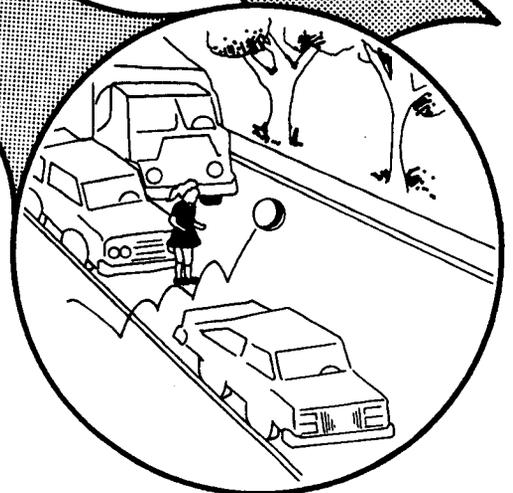
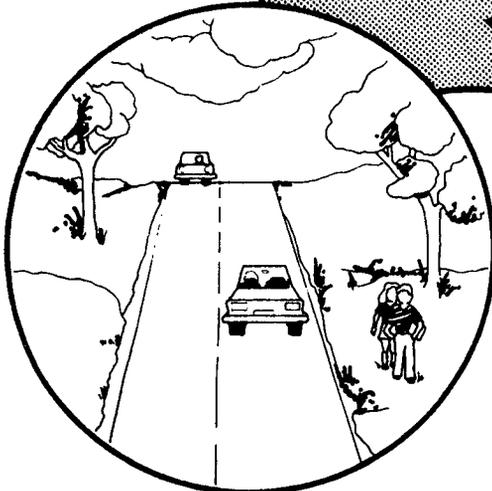
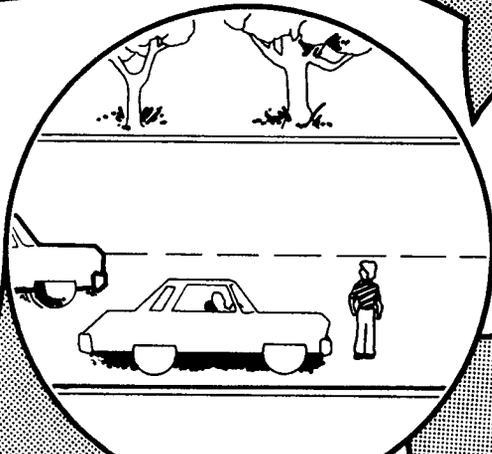
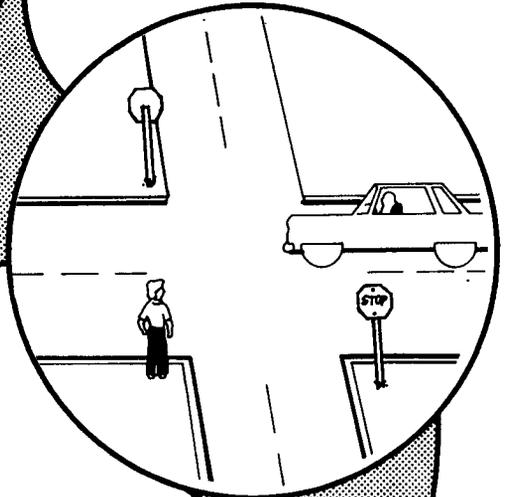
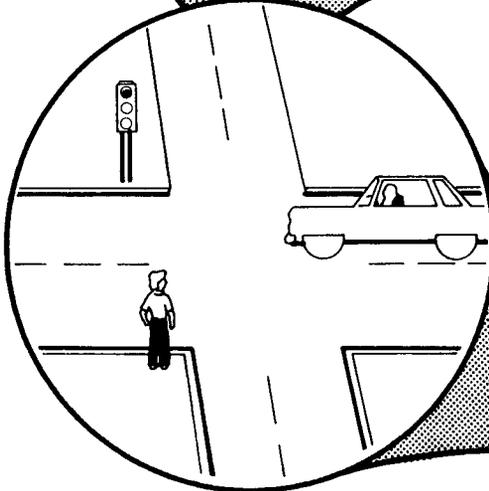


PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools

TEACHER'S GUIDE

grade five



U. S. Department of Transportation

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HOW TO USE THIS GUIDE

This book is designed as a handy desk reference to guide you through the various PEDSAFE Curriculum activities throughout the school year. Begin by reading this guide in its entirety with special attention to the Introduction Section material. Thereafter, use the chart on page iv to help you locate the individual session to be taught. Consider in your session planning that some sessions require modest preparation or coordination with the principal.

SESSION	ACTIVITY	SCHOOL YEAR									
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	
1	Introduction to Program; Film V	15									
2	Outdoor Intersection Crossing Practice	40									
3	Outdoor Walking Along the Roadway Practice		40								
4	Indoor or Outdoor Dart-Out/ Intersection Practice; "End Zone Dodge Ball" Game		30				30				
5	Indoor or Outdoor Dart-Out Practice; "Corner Kick Ball" Game		30								30
6	Safety Identification Quiz			20							
7	Hazard Survey				30						
8	Indoor or Outdoor Dart-Out/ Intersection Practice; "Guard Ball" Game					30		30			
9	Outdoor Dart-Out Intersection, and Walking Along the Roadway Practice								40		
	TOTAL TIME: 6:05										

INTRODUCTION

Why the Program Was Developed

Auto-pedestrian collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program, a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing children's unsafe actions.

Why Fifth Grade Children Are Hit by Cars

By far the most common cause of accidents to this age group is running into the road, which leads to the Dart-Out Type of accident. Although these students have certainly heard safety content to counter this action, well over one-half of their accidents result from rapid street entry. The typical accident involves running into the road, often from behind an obstruction without attending to traffic. The driver, in many cases, doesn't have enough time to react to prevent the accident. Since approximately 75 percent of the accidents to this age group involved children who were running into the street, a large portion of the fifth grade PEDSAFE Program is devoted to preventing this unsafe action. Games are used to put the students into a situation in which they are running toward a "street" but must stop and look before entering the street. In this manner, students get behavioral practice on a simulated street on the playground where their mistakes will not result in being hit by a car.

Intersection accidents, such as the Intersection Dash, are still a serious threat for this age group. As the students' walking environment expands, they will encounter more and varied intersections. To deal with the various complexities of intersection crossings, the students will receive outdoor practice of the skills needed for safe intersection crossings.

Another type of accident is also a serious threat to this age group; that which occurs while the students are walking along the roadway. As these children are given more freedom and mobility, they begin to use the side of the road to walk greater distances. As a result, this age group can expect to be involved in a large number of accidents which result from

unsafe walking along the roadway behaviors. To combat these accidents, the PEDSAFE Program provides sessions on the safe way to walk along the road. The students are taught to walk single file facing traffic, well off the roadway.

Finally, the students in this age group will find themselves in situations known as "Multiple Threat." Multiple Threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1, page 3.

Objectives of the Fifth Grade Program

The goal of the PEDSAFE Program is to teach students not only how to behave safely but also to enable them to recognize the cues which tell them that they are entering an unsafe situation where safe behavior is needed. The specific objectives that emerge from these goals are:

Dart-Out Objectives

1. The child will recognize that he/she is at the road's edge whenever he/she is about to enter the street. Evidence of this recognition is that he/she will stop before entering the street.
2. Once stopped, the child will look left-right-left before entering the street, and proceed only if no cars are approaching. This sequence will be repeated until no cars are approaching.
3. If the child is entering the street next to a parked car, he/she will walk to the far edge of the car, close enough to touch it, before performing 2, above.

Intersection Dash Objectives

1. The child will stop at the curb and search for cars coming from all possible directions, especially from behind. The sequence should be look left-right-left-in front-then behind.
2. If traffic control is present, the child will obey the signal or sign along with performing the intersection search when the signal is green.
3. When traffic is coming, the child will wait until the way is clear, then cross the street.
4. If there are parked vehicles near the intersection, the child will walk to the far edge of the car, close enough to touch it, before searching in all directions, especially behind.

3

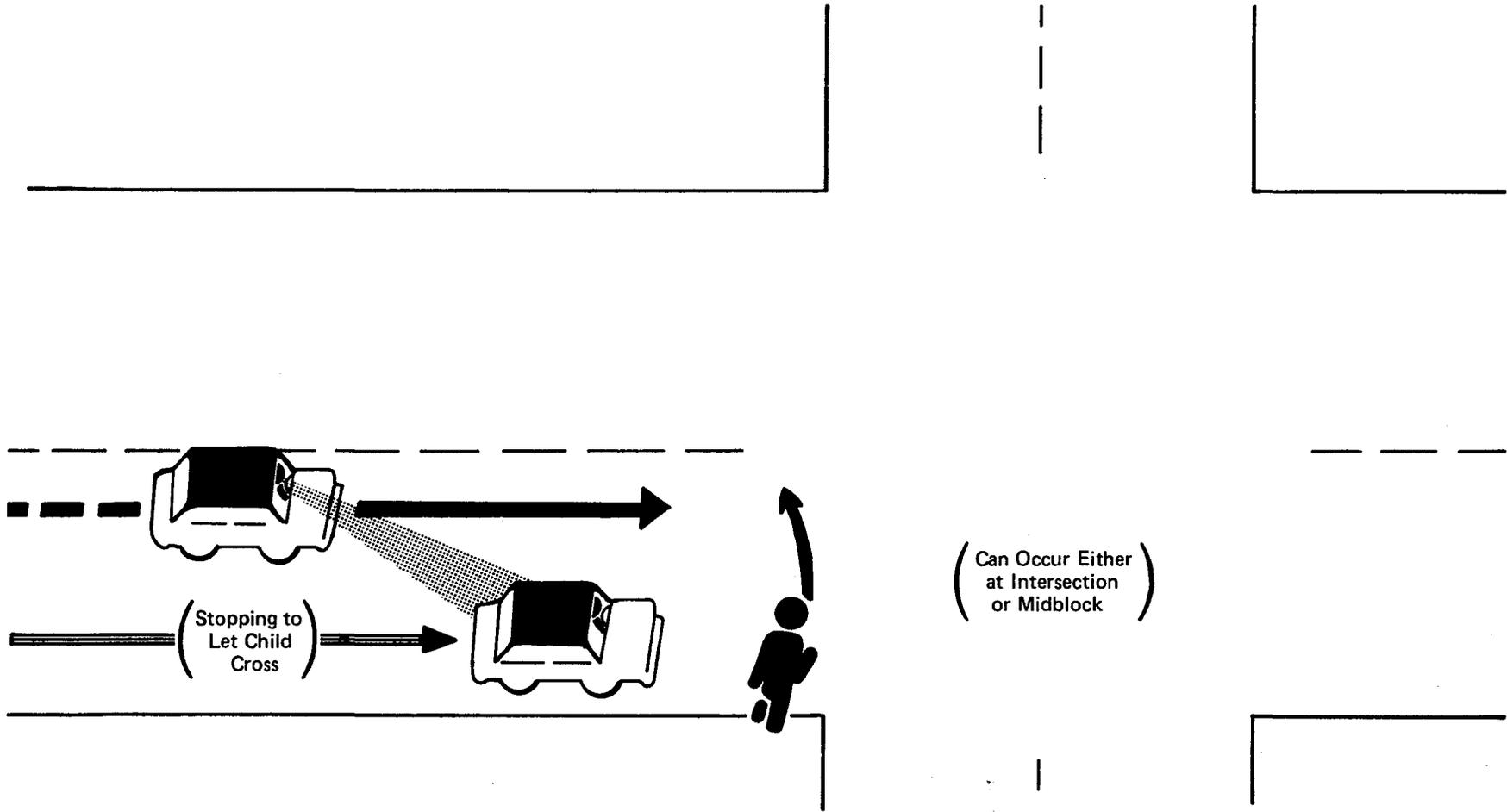


Figure 1. Multiple Threat Situation

Multiple Threat Objectives

1. The child will wait for a car to stop completely before crossing in front of it.
2. The child will never assume a car will stop for him/her or that the driver is even aware of him/her.
3. When crossing in front of a stopped car, the child will walk to the far side of the car and stop when there is a clear view of traffic.
4. The child will perform the correct left-right-left search or left-right-left-in front-then behind intersections search.
5. If there is approaching traffic, the child will wait until the car stops or passes. The search will be repeated until all traffic has stopped or passed.
6. The child will walk straight across the road when there is no approaching traffic.

Walking Along the Roadway Objectives

1. The child will walk well off the roadway (at least three feet, if the shoulder is wide enough).
2. The child will walk facing traffic.
3. The child will walk single file when walking in a group.
4. The child will watch traffic for weaving cars which could leave the road surface.
5. The child will watch for a place to move to if a vehicle begins to leave the road.

OVERVIEW OF THE SCHOOL PROGRAM

Program Contents

The PEDSAFE Fifth Grade Unit uses specially developed educational materials for use in class and practice outside. Content and practice are distributed across the school year to provide continued exposure.

A movie, using age-appropriate models, is used at the start of the program to demonstrate intersection crossings and safe walking along the roadway behavior. The children are then provided with practice of the stop and search sequence, at an intersection and safe walking along the roadway practice in realistic settings.

The primary instructional medium used by the program is actual practice of the motor skills involved in avoiding accidents. Most of the lessons that you teach will involve indoor or outdoor simulations of road crossing or walking along the roadway activities. These will provide the children with repeated opportunities to perform the safe behavior sequences under your supervision and control, both during their "walking through" of the correct behaviors and during their playing of the games included in many of the lessons. In short, all of the exercises are really attempts to make children so aware of the things that they must do in order to be safe that safety will become a habit.

Schedule of Activities

The PEDSAFE Program for fifth grade requires approximately six hours of class time across the school year. A suggested schedule of activities is provided in the table on page iv. We suggest that you begin the training program during the second, or at the latest, during the third week of school. The heaviest concentration of activities occurs during the first three weeks of the program. Thereafter, one or two activities per month are recommended. However, at least one activity should be performed each month from December to May. Some of the playground sessions may be conducted in the school gymnasium, if necessary. However, we urge you to conduct the outdoor game sessions on the simulated street on your playground rather than in the gymnasium. One of the most important aspects of this program is to give children an opportunity to practice the behavior sequence in settings that are similar to home-play situations. Of course, outdoor practice will accomplish this goal more effectively than practice in the gymnasium.

The schedule of activities is as follows:

Session 1 uses Videotape V to review midblock and intersection crossings and walking along the roadway content.

Sessions 2, 3, and 9 provide the students with actual outdoor practice of the skills which were presented in the videotape. The students will have an opportunity to cross midblock, at an intersection and to walk along the roadway.

Sessions 4, 5, and 8 make use of games to simulate after school play in which students may find themselves in the process of entering a street abruptly. The games will provide practice of the stop and search sequence in the midst of playing to reinforce the knowledge of crossing safely.

Sessions 6 and 7 are designed to be conducted indoors to refresh the students' pedestrian safety knowledge and to keep the safety content fresh in their minds.

Coordinating the Program

Your principal, or his representative, will be coordinating the PEDSAFE program throughout your school, including setting up the playground and on-street practice areas. Figure 2, page 7, shows you where each game site is located on the simulated streets. Any questions or problems which may arise while conducting this unit should be referred to him/her. Whenever you are conducting an outdoor practice session, be sure to check with your principal to determine the location designated for the practice.

DIAGRAM OF SIMULATED STREET LAYOUT

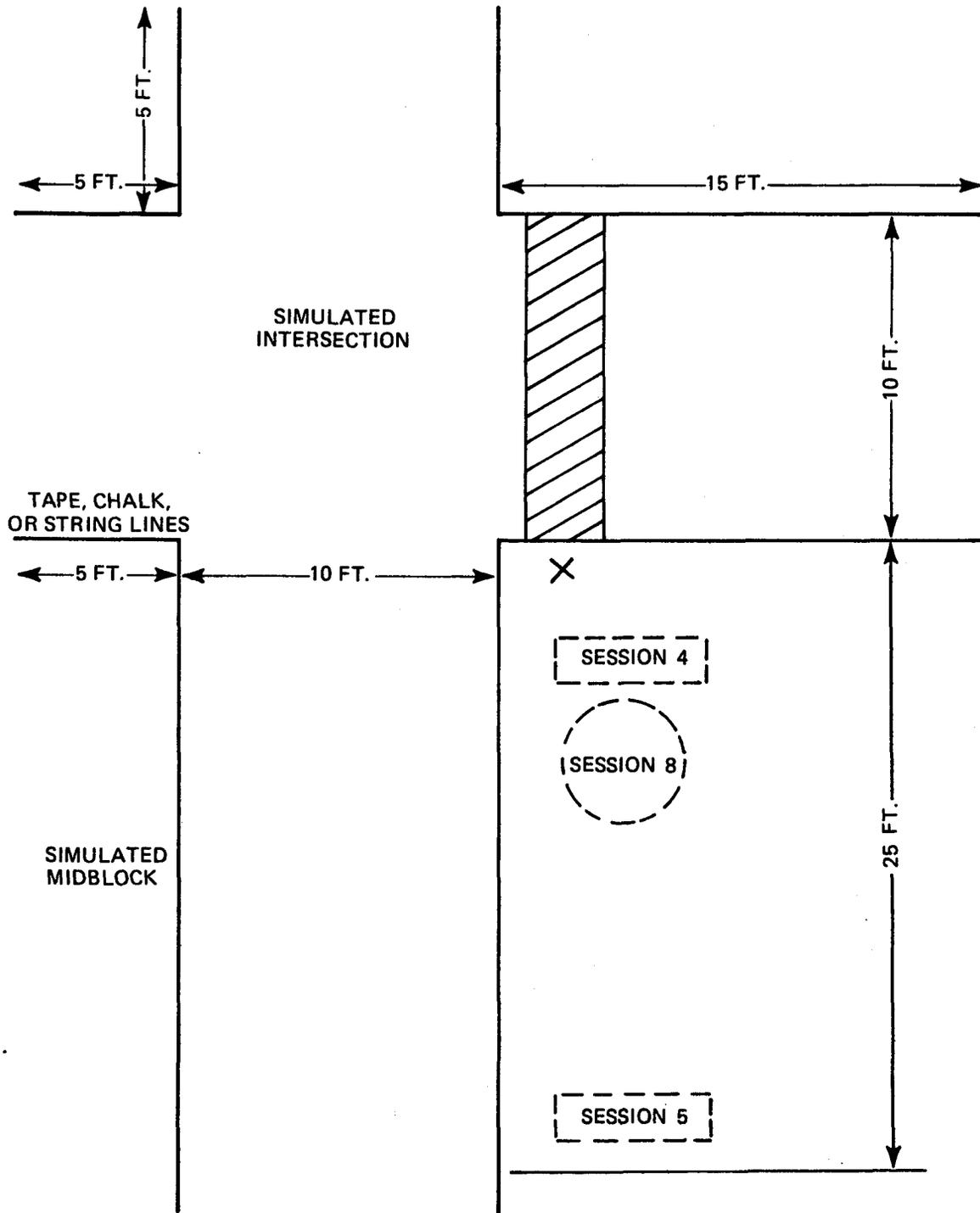


Figure 2. Simulated Street

PREPARING FOR TEACHING THE PROGRAM

Collecting the Materials

Materials For Each Class

The materials needed for each session are listed in the session descriptions later in this guide. Below is a listing of the major materials each teacher should have. Check to be sure you have these.

- . Masking Tape

Shared Materials

Some special instructional materials needed to conduct the unit must be shared by several teachers in your school. Your principal has arranged a schedule so that these materials will be available to you when you need them. These materials are listed for each session in the session descriptions later in this guide and are marked with an asterisk (*). These materials include:

- . Videotape V
- . 16mm film projector
- . Slide/Tape III, "Safety Identification Quiz, Grades 4-5"
- . Slide Projector
- . Audiotape cassette player
- . Projection screen

Other Materials

Some sessions will require materials not furnished by the PEDSAFE Program that should be easily accessible to you. The materials include:

- . Volleyball/Soccer Ball

Scheduling Sessions

Since some of the program materials you need must be shared by several teachers, program activities must be scheduled so that each class has access to them. All scheduling of program sessions should be coordinated through your principal or the person he/she appoints to coordinate the

program in your school. The principal will inform you of the days the shared materials will be available to you and help you coordinate your schedules so that everyone has access to the materials.

Arranging for Extra Personnel

When the children practice outside, it will be helpful to have the assistance of another responsible person. If you do not have an aide in your classroom, contact your principal.

Teaching Tips

The following guidelines will help maximize learning of the behavior sequences. Although you are probably familiar with most of these principles, please review them and keep them in mind while you are conducting the various sessions.

1. Physically and verbally guide each child through the stop and search sequence during his/her first few performances.
2. Have the children say aloud, "Look left-right-left" every time they perform the sequence.
3. Verbally reinforce correct behaviors whenever appropriate.
4. Ask the children several times during each session what they are looking for when they look left-right-left. Be sure they understand they are looking for approaching vehicles.
5. Never allow a child to finish his/her turn on an incorrect performance. Always have the child perform the sequence correctly from the beginning before sitting down.
6. Tell the children that they are learning to enter streets safely because they can keep from being hit and hurt.
7. Because overlearning is essential in order to help children remember this type of behavior sequence, please devote as much time as you can to the repeated practice of the stop and search sequence.

SESSION 1 - INTRODUCTION TO PROGRAM

Introduction

A film is shown in this session as a review of the correct behavior sequences to be used for this year's practice sessions. The film uses age-appropriate models to demonstrate the stop and search sequences for midblock street entries, intersection crossings, and for walking along the roadway.

Objectives of the Session

1. The children will be able to identify correct and incorrect midblock and intersection crossings when asked by their teacher.
2. The children will be able to identify safe walking along the roadway procedures when asked by their teacher.

Materials Required

- *Film V
- *16mm film projector
- *Screen

Personnel Required

Teacher

Time Required

Approximately 15 minutes.

Preparation Activity

Set-up the film on the projector.

Conduct of the Session

1. Tell the children that they will be seeing a movie that will show them how to cross streets and how to walk along the roadway safely. Emphasize the importance of learning pedestrian safety.
2. Show the movie.

*Shared materials.

3. Ask the class to recall the safety rules that they learned from the movie. List them on the blackboard.

SESSION 2 - OUTDOOR INTERSECTION CROSSING PRACTICE

Introduction

The goal of this session is to provide the children with an opportunity to practice the correct stop and search behavior sequence for intersection crossings. Preferably, the intersection used for this practice session will have parked cars present or a four-way stop. If at all possible, this intersection should be a different type than those used for practice in the earlier grade levels.

Objective of the Session

The children will be able to perform the appropriate stop and search sequence for intersection crossings at an actual intersection.

Materials Required

None

Personnel Required

Teacher and Aide

Time Required

Approximately 40 minutes.

Preparation Activities

Check with your principal to determine the site for this practice session.

Conduct of the Session

1. Lead the children to the intersection designated by your principal for this practice session.
2. With your back to the children, model the appropriate behavior sequence to be used for crossing at intersection (stop at curb, edge of road, or far edge of any parked cars; look left-right-left, in front and behind). Mention that you look in front and behind to make sure no cars are turning into your path. Explain that you always cross, straight across, in the crosswalk if one is present.

3. Have each child cross the intersection in turn. (You may want to divide the class into two groups and have the aide supervise one group's practice.) Stand beside each child during his/her practice, keeping your hand on the child's shoulder to make sure that only appropriate street entries are made.
4. Don't forget to ask the children what they are looking for when they perform the stop and search sequence.

SESSION 3 - OUTDOOR WALKING ALONG THE ROADWAY PRACTICE

Introduction

This session provides the children with supervised practice of the correct procedures to be used when walking along a roadway. This is a refresher practice similar to an exercise the children had in Grade 4. A different route should be chosen for this year's practice session. By using a lightly traveled road on or near the school grounds, this session could easily be incorporated into other school activities which require the children to walk along the roadway to reach their destination, i.e., going outside to hold a class, observe plants or trees, collect science specimens, etc.

Objectives of the Session

1. The children will walk along the roadway, single file, facing traffic, and well away from the road surface.
2. The children will be able to explain the rules for walking along the roadway when asked by their teacher, i.e., watch for approaching traffic and for weaving or movement of cars toward edge of the road, watch for an escape route, walk single file, walk facing traffic and well away from the road surface, etc.

Materials Required

None

Personnel Required

Teacher and Aide

Time Required

Approximately 40 minutes.

Preparation Activities

Check with your principal to determine the route to be taken for this practice session.

Conduct of the Session

1. Explain to the children that they will be going outside to practice the correct way to walk along the roadway.

2. Remind the children that they should always walk single file, facing traffic, and well away from the road surface.
3. Tell them to watch the approaching traffic and look for weaving or movement of the cars toward the edge of the road.
4. Explain that they should always be watching for a place to move to if a vehicle begins to leave the road, i.e., an escape route. From time to time ask the children to identify appropriate escape routes.
5. Tell the children that they are also to be looking for appropriate locations to be used while waiting for a ride. Ask them to identify appropriate locations on the route you take, i.e., well-lighted place where car can pull entirely off road, location with adequate sight distance of approaching vehicles.
6. Take the children outside to walk along the roadway.
7. You should lead the class and your aide should follow at the end of the class.
8. Ask the children to point out dangers that they encounter while walking, i.e., blind curve, brow of hill, narrow road, breaks in road surface, vehicle passing another vehicle, obstructions, etc.
9. After returning to the classroom ask the children to recall all the rules they can remember for walking along the roadway and list them on the blackboard.

SESSION 4 - INDOOR OR OUTDOOR DART OUL/INTERSECTION PRACTICE
"END ZONE DODGE BALL" GAME

Introduction

Most accidents involving young children occur because they enter the road suddenly and without stopping to look for oncoming traffic. This often happens because they are playing with other children and are paying attention to their play rather than to the fact that they are entering the street. The purpose of this exercise is to put the children in a play situation similar to the kinds of play situations that lead to accidents and teach the children safe behavior within the context of these activities.

This session involves teaching the children the "End Zone Dodge Ball" Game in the gymnasium or on the playground near a simulated street. The children practice crossing the street while playing. This session will be conducted in the fall and again in the spring.

Objective of the Session

Each child will perform correctly the stop and search sequence to be used for midblock or intersection street entries, whichever is appropriate, at least once while playing the "End Zone Dodge Ball" Game.

Materials Required

Soccer Ball

Personnel Required

Teacher

Time Required

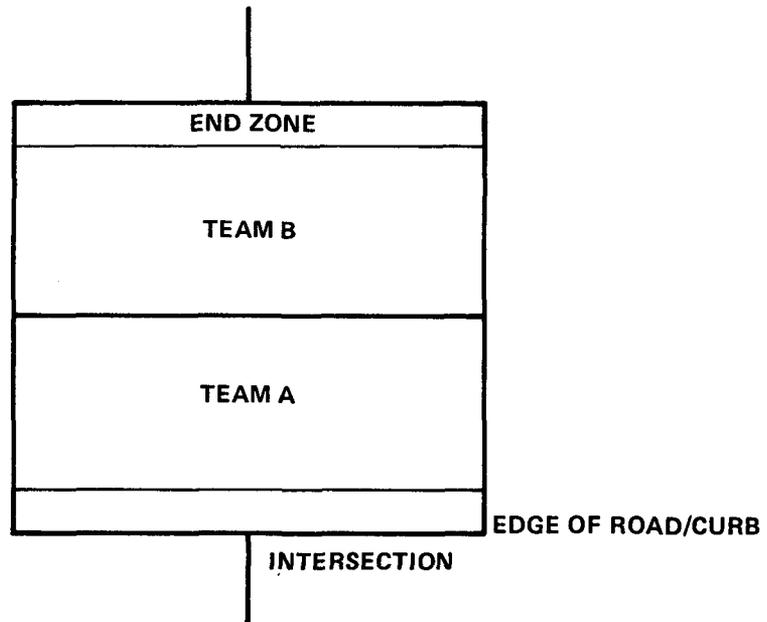
Approximately 30 minutes.

Preparation Activities

1. Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium or on the playground. An example site for this session is shown in Figure 2, page 7.
2. Make sure that the playing field is marked appropriately for this game as marked in the diagram below (see page 17).

Conduct of the Session

1. Tell the children that they will be playing the "End Zone Dodge Ball" Game near a "pretend" street and, whenever the ball goes into the street, they are to use the stop and search sequence they were shown for midblock or intersection crossings, depending on where the ball enters the "street."
2. With your back to the children, model on the simulated street the behavior sequence to be used for midblock street crossings.
3. Then, stand at the intersection and model the appropriate stop and search sequence to be used for intersection crossings.
4. Tell the children that if the ball rolls into the intersection while they are playing the game they are to demonstrate the correct behavior sequence for intersection crossings. Otherwise, the ball could roll to a midblock location and, at those times, they are to demonstrate the stop and search sequence for midblock street crossings.
5. Briefly explain the rules of the game:
 - a. Divide class into teams, each team on its own court.



- b. A player throws the ball towards an opposite team member, trying to hit him/her below the waist.
- c. The throw must be direct. A rebounding ball is dead and does not count.
- d. Any player hit fairly by the ball must go to the end zone behind the opponent's court and may continue to play from the end zone.
- e. A player may catch the ball on the fly which causes the thrower to go to the end zone.

- f. If the thrower is already in the end zone, the catcher may send any free opponent to the end zone.
 - g. The team which first sends all its opponents to the end zone is the winner.
 - h. When the ball goes out of bounds over the end zone and into the simulated street, a child retrieves it, demonstrating the correct behavior sequence for intersection or midblock crossing, depending on where the ball entered the street.
 - i. Two balls can be used to make the game move more quickly.
 - j. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
6. Several times during the session, ask the children what they are looking for when they approach the "street."

SESSION 5 - INDOOR OR OUTDOOR DART-OUT PRACTICE
"CORNER KICK BALL" GAME

Introduction

To provide additional practice of the correct stop and search sequence to be used when crossing midblock, the children are taught the "Corner Kick Ball" Game in the gymnasium or on the playground near a simulated street. The children practice crossing the "street" at a midblock location while playing. This session will be continued in the fall and again in the spring.

Objective of the Session

Each child will perform correctly the stop and search sequence for midblock crossings at least once while playing the "Corner Kick Ball" Game.

Materials Required

Soccer ball

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

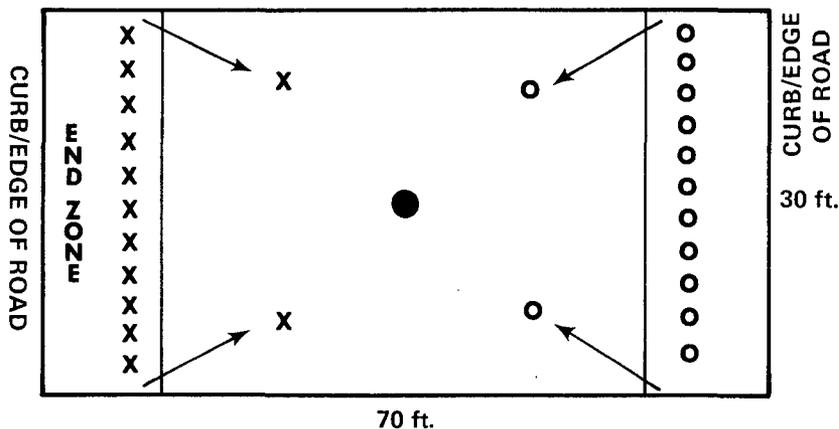
Preparation Activities

1. Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium or on the playground. An example site for this session is shown in Figure 2, page 7.
2. Set up the playing field as shown in the diagram below (see page 20).

Conduct of the Session

1. Tell the children that they will be playing the "Corner Kick Ball" Game near a pretend "street" and whenever the ball goes in to the "street" they are to use the stop and search sequence they were shown for midblock crossings.

2. With your back to the students, demonstrate the stop and search sequence on the simulated street
3. Divide the class into two teams and have each team line up in the end zone which is 6 to 8 feet wide as shown below:



4. Briefly explain the rules of the game:
 - a. The ball is placed in the center of the field and upon a signal from the teacher, four players (one from each end of each team line) come up to the ball.
 - b. The teacher designates two of these players to kick the ball on his/her signal.
 - c. The kickers should be facing the opposing team's goal line.
 - d. The players in the end zones stop the ball with any part of their bodies except their hands and kick it back into the central area so that their center players may kick it again.
 - e. Two points are scored every time a ball passes completely through an opposing team's end zone at a level not higher than the defenders' heads. The other team scores one point for each foul. Fouls are holding or touching the ball with the hands.
 - f. Kickers are rotated every time a goal is made. The kicker should go to the center of the lines (end zone). The end players then become the kicker.
 - g. Any time the ball goes out of bounds in the end zone, the student near the ball must retrieve it using the correct midblock stop and search sequence. Make sure that each student has a chance to retrieve the ball.
5. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
6. Ask the children what they are looking for when they approach the "street."

SESSION 6 - SAFETY IDENTIFICATION QUIZ

Introduction

This slide/tape presentation is an exercise to provide the children with practice in recognizing dangerous situations. Presented as a quiz, the students are asked to identify the safety hazards depicted in ten slides and then decide how to correct the danger. They are asked to write their answers on a special answer sheet. After the class has taken the quiz, the slides are shown again with an audiotape accompaniment to provide immediate feedback of the correct responses.

Objective of the Session

The children will be able to recognize unsafe pedestrian activities and tell how the danger can be corrected when asked by their teacher.

Materials Required

- *Slide/Tape Presentation, "Safety Identification Quiz, Grades 4-5"
- *Slide Projector
- *Cassette Tape Recorder
- *Screen
- Answer Sheets

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

1. Set-up the slide/tape presentation.
2. Make copies of the answer sheet.

Conduct of the Session

1. Pass out the answer sheets (see page 23).

*Shared materials.

2. Tell the children that they are going to see slides of unsafe pedestrian activities and that they are to write down what the danger is and how it can be corrected on their answer sheet.
3. Tell them to watch the example slides and to listen to the directions carefully so that they will know how to fill in their answer sheet.
4. Show the slide/tape presentation. As you show each of the ten slides comprising the quiz, allow the class ample time to write down their answers. Turn off the tape recorder at any time that your class has problems.
5. After the class completes the quiz, turn on the audiotape and show Slides 1-10 again, as directed by the audiotape so that the children can go over their papers.

ANSWER SHEET

SAFETY IDENTIFICATION QUIZ

What is Unsafe?

- A. Boy ran into street without looking for cars.
- B. Girl standing on sidewalk to search for traffic.
- C.

How Would You Do It Safely?

- Stop at edge of road, look left-right-left.
- Walk to the far edge of parked car to conduct search.

SLIDES

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

SESSION 7 - HAZARD SURVEY

Introduction

This session is designed to maintain your student's safety awareness during the winter months when outside practice is more difficult to arrange. The class will conduct a community hazard survey. When the survey is completed, a class discussion will be held to compile a master list of community hazards.

Objective of the Session

The children will be able to explain the safety hazards they found in conducting the community hazard survey when asked by their teacher.

Materials Required

None

Personnel Required

Teacher

Time Required

Approximately 20 minutes.

Preparation Activities

None

Conduct of the Session

1. Tell the children to take a walk through their community sometime during the next week.
2. Tell them to take a notepad to jot down all the hazards to safe street crossing and walking along the roadway they see, e.g., blind curves, obstructions, narrow bridges, too narrow shoulders, breaks in the roadway, no shoulders on proper side, and others they think may be dangerous.
3. When their surveys are complete, compile a master list on the blackboard and discuss ways of correcting the hazards.

SESSION 8 - INDOOR OR OUTDOOR DART-OUT/INTERSECTION PRACTICE
"GUARD BALL" GAME

Introduction

This session is a refresher practice of the "Guard Ball" Game that your students learned in Grade 4. The children practice crossing the simulated street in the gymnasium or on the playground while playing. This session will be conducted once in the winter and again in the spring.

Objective of the Session

Each child will perform correctly the stop and search sequence to be used for midblock or intersection street entries, whichever is appropriate, at least once while playing the "Guard Ball" Game.

Materials Required

Soccer Ball

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

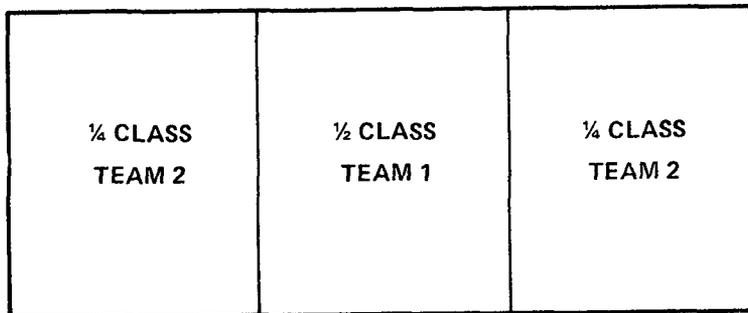
Preparation Activities

1. Check with your principal to determine the site for this practice session. He or she has been given specific instructions for preparing a simulated street in the gymnasium or on the playground. The game site to be used for this session is shown in Figure 2, page 7.
2. Make sure that the playing field is marked appropriately for this game as shown in the diagram below (see page 26).

Conduct of the Session

1. Tell the children that they will be playing the "Guard Ball" Game near a "pretend" street and, whenever the ball goes into the street, they are to use the stop and search sequence they were shown for midblock or intersection crossings, depending on where the ball enters the "street."

2. With your back to the children, model on the simulated street the behavior sequence to be used for midblock street crossings.
3. Then, stand at the intersection and model the appropriate stop and search sequence to be used for intersection crossings.
4. Tell the children that if the ball rolls into the intersection while they are playing the game they are to demonstrate the correct behavior sequence for intersection crossings. Otherwise, the ball could roll to a midblock location and, at those times, they are to demonstrate the stop and search sequence for midblock street crossings.
5. Divide class into two teams, and have them stand in a scattered position on the playing field as shown below:



6. Briefly explain the rules of the game:
 - a. The players on Team 2, using a roll or bounce pass, try to pass a ball to their teammates in the opposite section. The ball must be passed below head level.
 - b. Players on Team 1 attempt to block the passes with their hands.
 - c. One point is given for each successful pass.
 - d. Teams should be rotated every three to five minutes.
 - e. When the ball goes into the simulated street, the person nearest the ball retrieves it, demonstrating the correct behavior sequence for intersection or midblock crossings, depending on where the ball entered the street. Make sure that each child has an opportunity to retrieve the ball at least once during the game.
 - f. Two balls can be used to make the game more exciting.
 - g. If a child performs the search sequence incorrectly, stop him/her at that point and have the child repeat the sequence correctly from the beginning.
7. Several times during the session, ask the children what they are looking for when they approach the "street."

SESSION 9 - OUTDOOR DART-OUT, INTERSECTION, AND WALKING ALONG THE ROADWAY PRACTICE

Introduction

This session is a review of all the accident avoidance behavior sequences the children have been taught. This is a refresher practice similar to an exercise the children had in Grade 4. A different route should be chosen for this year's practice session. By using a lightly traveled road on or near the school grounds, this session could easily be incorporated into other school activities which require the children to walk along the roadway to reach their destination, i.e., going outside to hold a class, observe plants or trees, collect science specimens, etc.

Objectives of the Session

The children will be able to perform the appropriate stop and search sequences for midblock and intersection crossings and will be able to demonstrate the correct procedures to be used when walking along the roadway.

Materials Required

None

Personnel Required

Teacher and Aide

Time Required

Approximately 40 minutes.

Preparation Activities

Check with your principal to determine the route to be taken for this practice session.

Conduct of the Session

1. Explain to the children that they will be going outside to practice the correct way to walk along the roadway. While doing this they will also be practicing midblock and intersection crossings.
2. Remind the children that they should always walk single file, facing traffic, and well away from the road surface.

3. Tell them to watch the approaching traffic and look for weaving or movement of the cars toward the edge of the road.
4. Explain that they should always be watching for a place to move to if a vehicle begins to leave the road, i.e., an escape route. From time to time ask the children to identify appropriate escape routes.
5. Take the children outside to walk along the roadway.
6. You should lead the class and your aide should follow at the end of the class.
7. Ask the children to point out dangers that they encounter while walking, i.e., blind curve, brow of hill, narrow road, breaks in road surface, vehicle passing another vehicle, obstructions, etc.
8. When you arrive at the site chosen for the midblock street crossing practice, model the correct stop and search sequence with your back to the children.
9. Have each child practice crossing midblock. (You may want to divide the class into two groups and have the aide supervise one group's practice.) Stand beside each child during his/her practice, keeping your hand on the child's shoulder to make sure that only appropriate street entries are made.
10. Don't forget to ask the children what they are looking for when they perform the stop and search sequence.
11. Continue walking along the roadway until you reach the intersection chosen for this practice session.
12. With your back to the children, model the correct stop and search sequence for intersection crossings.
13. Have each child repeat your behavior in turn as you did for the midblock crossing practice.



PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools

TEACHER'S GUIDE

grade six

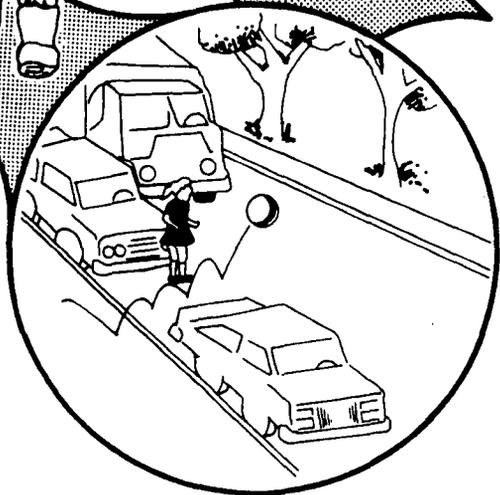
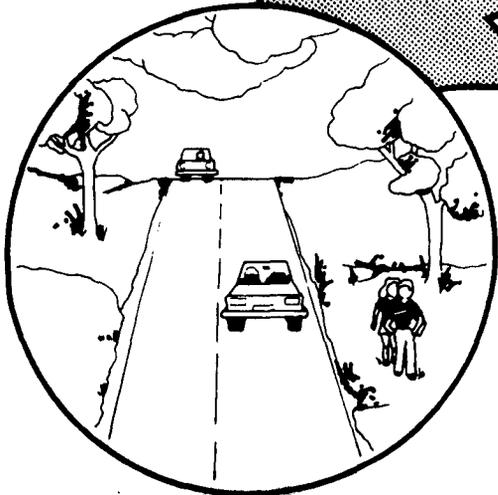
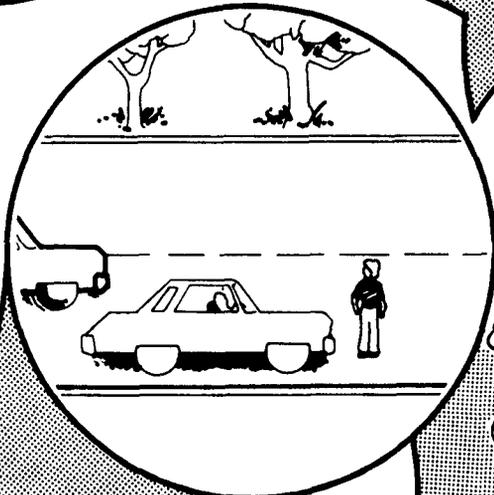
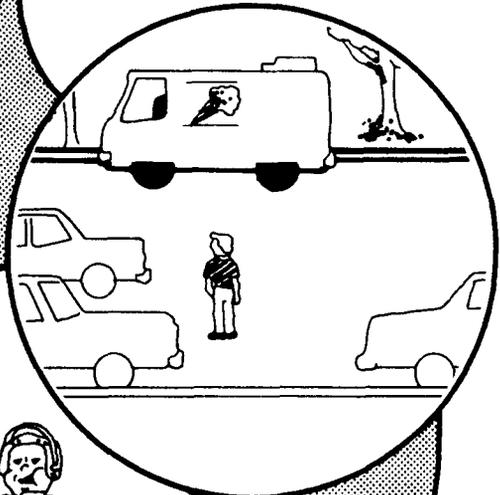
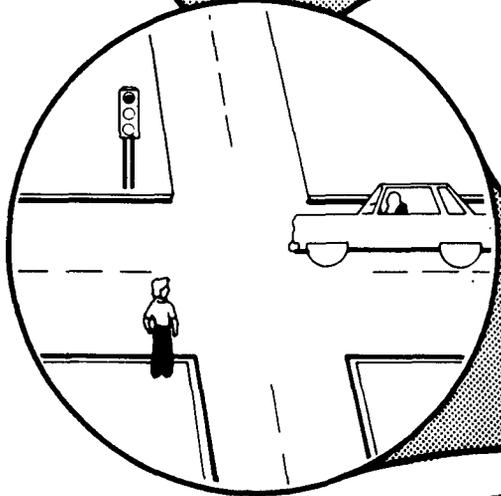


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HOW TO USE THIS GUIDE

This book is designed as a handy desk reference to guide you through the various PEDSAFE Curriculum activities throughout the school year. Begin by reading this guide in its entirety with special attention to the Introduction Section material. Thereafter, use the chart on page iii to help you locate the individual session to be taught. Consider in your session planning that some sessions require modest preparation or coordination with the principal.

INTRODUCTION

Why the Program Was Developed

Auto-pedestrian collisions are the leading cause of injuries and deaths to children in the United States. While some of these accidents are the fault of the drivers, or of defects in the vehicles, the majority are the result of children's unsafe behaviors. Recognizing this, the U.S. Department of Transportation (DOT) has developed the PEDSAFE Program, a Kindergarten to twelfth grade system of in-school, on-bus, and parental activities that is designed to teach children safe pedestrian behaviors. Using this program, DOT hopes to drastically reduce the number of child-victimizing accidents by significantly reducing children's unsafe actions.

Why Sixth Grade Children Are Hit by Cars

The most common reason this age group is struck is the continual problem of running into the street without stopping to look for cars which leads to the Dart-Out type accident. Although students at this age are probably aware of the danger and the proper manner in which to cross a road, they are still struck because they dash across the street.

Intersection accidents, such as the Intersection Dash, are a serious threat for this age group. As the students' walking environment expands, they encounter more and varied intersections and this hazard increases.

Walking Along the Roadway accidents become more prevalent as the children get older. This type of accident occurs when pedestrians walk too closely to the road or when vehicles leave the roadway. Although this accident type is not as common as those mentioned previously, it accounts for over one-quarter of their pedestrian accidents.

Finally, the students in this age group will find themselves in situations known as "Multiple Threat." Multiple Threat accidents are those in which someone crosses in front of a stopped vehicle and is hit by an overtaking vehicle as shown in Figure 1, page 2.

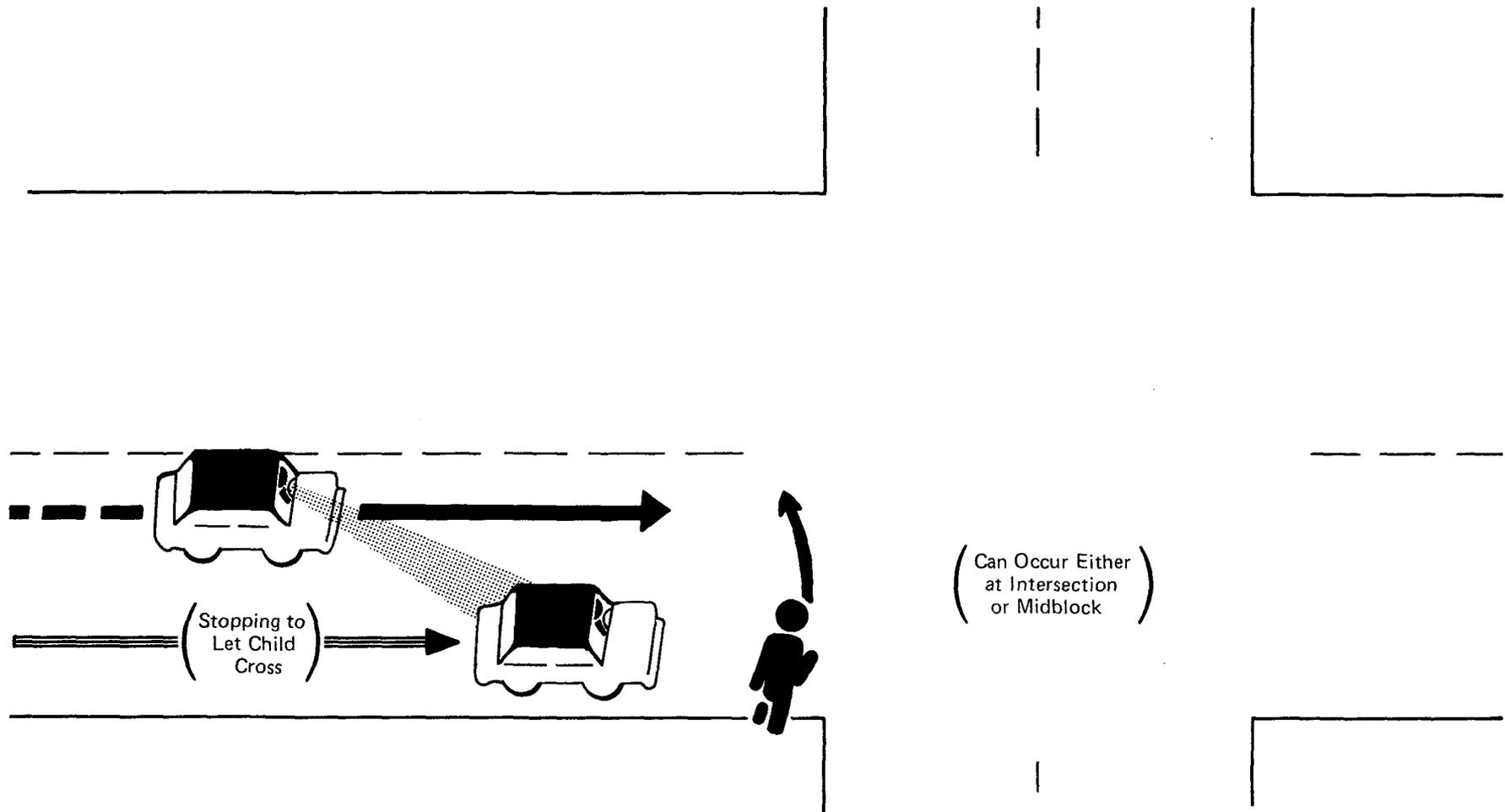


Figure 1. Multiple Threat Situation

Objectives of the Sixth Grade Program

The goal of the sixth grade PEDSAFE Program is review the safety content that was taught in Grades K-5. The objectives of the K-5 units were:

Dart-Out Objectives

1. The child will recognize that he/she is at the road's edge whenever he/she is about to enter the street. Evidence of this recognition is that he/she will stop before entering the street.
2. Once stopped, the child will look left-right-left before entering the street, and proceed only if no cars are approaching. This sequence will be repeated until no cars are approaching.
3. If the child is entering the street next to a parked car, he/she will walk to the far edge of the car, close enough to touch it, before performing 2, above.

Intersection Dash Objectives

1. The child will stop at the curb and search for cars coming from all possible directions, especially from behind. The sequence should be look left-right-left-in front-then behind.
2. If traffic control is present, the child will obey the signal or sign along with performing the intersection search when the signal is green.
3. When traffic is coming, the child will wait until the way is clear, then cross the street.
4. If there are parked vehicles near the intersection, the child will perform the correct parked-car sequence from the Dart-Out objective, remembering to look in all possible directions, especially behind.

Multiple Threat Objectives

1. The child will wait for a car to stop completely before crossing in front of it.
2. The child will never assume a car will stop for him/her or that the driver is even aware of him/her.
3. When crossing in front of a stopped car, the child will walk to the far side of the car and stop when there is a clear view of traffic.

4. The child will perform the correct left-right-left search or left-right-left-in front-then behind intersection search.
5. If there is approaching traffic, the child will wait until the car stops or passes. The search will be repeated until all traffic has stopped or passed.
6. The child will walk straight across the road when there is no approaching traffic.

Walking Along the Roadway Objectives

1. The child will walk well off the roadway (at least three feet, if the shoulder is wide enough).
2. The child will walk facing traffic.
3. The child will walk single file when walking in a group.
4. The child will watch traffic for weaving cars which could leave the road surface.
5. The child will watch for a place to move to if a vehicle begins to leave the road.

OVERVIEW OF THE SCHOOL PROGRAM

Program Contents

The PEDSAFE Sixth Grade Unit is a wrap-up of previous years' training and is a bridge from the play-centered, accident-type specific activities of the Elementary Program to the more general pedestrian safety content in the Junior-Senior High Program. Because of the age of the children, the play-centered practice activities are not appropriate. Instead, the children will be given the role of "teacher" in this year's training program, whenever possible. For instance, they should be directly involved in the safety training for earlier grades, i.e., sixth grade students could be "aides" or "teacher's helpers." A second objective of this unit is to have the children develop a generalized set of "safe pedestrian" rules. The students will be able to apply knowledge and recall from previous years' PEDSAFE sessions to more complicated situations.

Schedule of Activities

The PEDSAFE Program for sixth grade requires approximately two hours of class time across the school year. A suggested schedule of activities is provided in the table on page iii. We suggest that you begin the training program during the second, or at the latest, during the third week of school. One activity should be performed every other month.

The schedule of activities is as follows:

Session 1 reviews the safety content taught in grades K-5 of the PEDSAFE Program. If this is the first year for the PEDSAFE Program in your school, you should arrange to show Film V or VI.

Session 2 is to be conducted the first year that the program is in the school and optionally thereafter. It involves outdoor practice of midblock and intersection crossings, as well as walking along the roadway.

Session 3 requires the students to identify hazardous situations which are presented in a slide/tape presentation.

Session 4 is a safety flash card game, using cards generated by the students.

Session 5 involves the students in identifying community safety hazards.

Coordinating the Program

Your principal, or his representative, will be coordinating the PEDSAFE program throughout your school. Any questions or problems which may arise while conducting this unit should be referred to him/her.

PREPARING FOR TEACHING THE PROGRAM

Collecting the Materials

Some of the instructional materials needed to conduct the unit must be shared by several teachers in your school. Your principal has arranged a schedule so that these materials will be available to you when you need them. These materials are listed for each session in the session descriptions later in this guide and are marked with an asterisk (*). These materials include:

- . Slide/Tape IV, "Hazard Identification Exercise, Grade 6"
- . Slide Projector
- . Audiotape cassette player
- . Projection screen

Scheduling Sessions

Since some of the program materials you need must be shared by several teachers, program activities must be scheduled so that each class has access to them. All scheduling of program sessions should be coordinated through your principal or the person he/she appoints to coordinate the program in your school. The principal will inform you of the days the shared materials will be available to you and help you coordinate your schedules so that everyone has access to the materials.

SESSION 1 - REVIEW OF SAFETY RULES

Introduction

If this is the first year of the PEDSAFE Program in your school, you should show Films V or VI to your class before beginning this session. These films review midblock and intersection crossings, and the safety rules for walking along the roadway.

A class discussion will be held to review the safety rules taught in earlier grades of the PEDSAFE Program. A list of rules for the following will be generated:

1. Dart-Out Objectives.
2. Intersection Dash Objectives
3. Multiple Threat Objectives.
4. Walking Along the Roadway Objectives.

Objective of the Session

The children will be able to list the safety rules taught to them in grades K-5 of the PEDSAFE Program, or as shown in Films V and VI. These rules include the accident avoidance behavior sequence for midblock and intersection crossings, multiple-threat situations, and for walking along the roadway.

Materials Required

None

Time Required

Approximately 30 minutes.

Preparation Activities

Review the objectives of the PEDSAFE Program (pages 3-4).

Conduct of the Session

1. Tell the children that you are going to have a class discussion to review the safety rules for midblock crossings, intersection crossings, multiple-threat situations, and for walking along the roadway.

2. List each situation on the blackboard and then have the students recall the rules for each.
3. Have the students take turns going to the blackboard to add a rule under each column.
4. Remind the students that they practiced these rules in earlier years of the PEDSAFE Program.
5. Ask if any child in your class has ever been hit by a car or whether anyone he/she knows has been hit. Discuss how the accident happened and why, i.e., what safety rules were broken.

SESSION 2 - OUTDOOR DART-OUT, INTERSECTION, AND WALKING
ALONG THE ROADWAY PRACTICE (Optional)

Introduction

If this is the first year of the program, this session should be performed. If your children have had the PEDSAFE Program in previous years, you may elect to do this session if you feel your children would benefit from the additional practice.

This session is a review of all the accident avoidance behavior sequences the children have been taught. It is a refresher practice similar to an exercise the children had in Grade 4, but, if possible, using a different route. By using a lightly traveled road on or near the school grounds, this session could easily be incorporated into other school activities which require the children to walk along the roadway to reach their destination, i.e., going outside to hold a class, observe plants or trees, collect science specimens, etc.

Objectives of the Session

The children will be able to perform the appropriate stop and search sequences for midblock and intersection crossings and will be able to demonstrate the correct procedures to be used when walking along the roadway.

Materials Required

None

Personnel Required

Teacher and Aide

Time Required

Approximately 40 minutes.

Preparation Activities

Check with your principal to determine the route to be taken for this practice session.

Conduct of the Session

1. Explain to the children that they will be going outside to practice the correct way to walk along the roadway. While doing this they will also be practicing midblock and intersection crossings.
2. Remind the children that they should always walk single file, facing traffic, and well away from the road surface.
3. Tell them to watch the approaching traffic and look for weaving or movement of the cars toward the edge of the road.
4. Explain that they should always be watching for a place to move to if a vehicle begins to leave the road, i.e., an escape route. From time to time ask the children to identify appropriate escape routes.
5. Take the children outside to walk along the roadway.
6. You should lead the class and your aide should follow at the end of the class.
7. Ask the children to point out dangers that they encounter while walking, i.e., blind curve, brow of hill, narrow road, breaks in road surface, vehicle passing another vehicle, obstructions, etc.
8. When you arrive at the site chosen for the midblock street crossing practice, model the correct stop and search sequence with your back to the children.
9. Have each child practice crossing midblock. (You may want to divide the class into two groups and have the aide supervise one group's practice.) Stand beside each child during his/her practice, keeping your hand on the child's shoulder to make sure that only appropriate street entries are made.
10. Don't forget to ask the children what they are looking for when they perform the stop and search sequence.
11. Continue walking along the roadway until you reach the intersection chosen for this practice session.
12. With your back to the children, model the correct stop and search sequence for intersection crossings.
13. Have each child repeat your behavior in turn as you did for the midblock crossing practice.

SESSION 3 - HAZARD IDENTIFICATION EXERCISE

Introduction

This slide/tape presentation is an exercise to provide the children with practice in recognizing dangerous situations. The students are asked to identify the safety hazards depicted in a series of slides and then decide how to correct the danger. The class keeps a score of correct identifications on the blackboard.

Objective of the Session

The children will be able to recognize unsafe pedestrian activities and tell how the danger can be corrected when asked by their teacher.

Materials Required

- *Slide/Tape Presentation, "Hazard Identification Exercise, Grade 6"
- *Slide Projector
- *Cassette Tape Recorder
- *Screen

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

Set-up the slide/tape presentation.

Conduct of the Session

1. Tell the children that they are going to see slides of hazardous situations, and that they are to decide what the danger is and how it can be corrected.

*Shared materials.

2. Tell them to watch the example slides and to listen to the directions carefully so that they will know how to participate in the exercise.
3. Show the slide/tape presentation. Have the children keep track of correct identifications on the blackboard.
4. If your class experiences difficulty at any point, turn off the audiotape and answer any questions.

SESSION 4 - SAFETY FLASH

Introduction

This activity is designed to challenge the students with more complicated pedestrian situations and to assess their knowledge of how to act in various dangerous pedestrian situations.

Objectives of the Session

1. The children will be able to recall the safety rules they were previously taught.
2. The children will be able to construct a series of problem-solving situations regarding pedestrian safety.
3. The children will be able to apply safety rules to problem-solving situations.

Materials Required

Paper and pencils, art supplies

Personnel Required

Teacher

Time Required

Approximately 40 minutes in two periods.

Preparation Activities

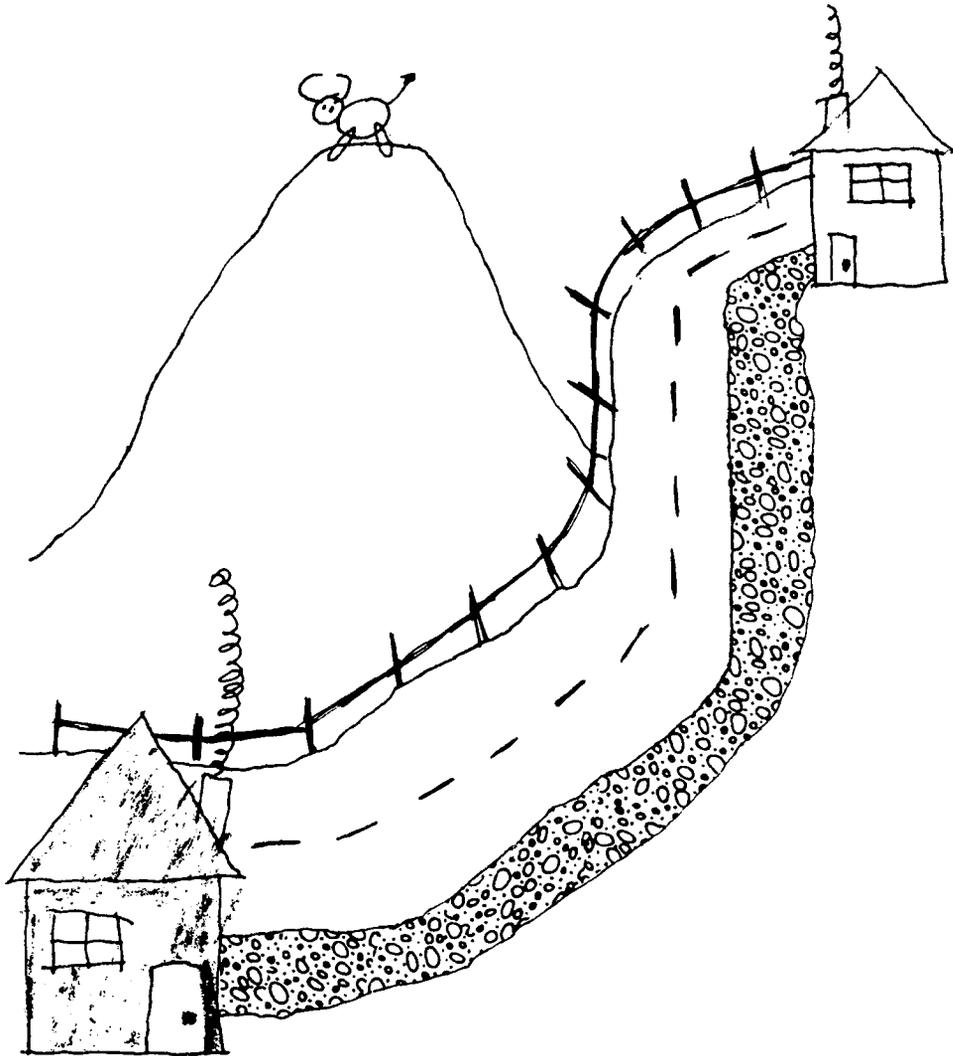
None

Conduct of the Session

1. Tell each child to construct up to three "flash cards" like those pictured on pages 16-18. Show the examples. The format for the cards will be the same:
 - a. A question at the top of the card. "What would you do if . . . ?" or "How would you handle this situation?"

- b. A picture at the bottom of the card, showing a pedestrian problem situation. The picture could be a photo, a drawing or a "paste-up" put together from magazine pictures, for example.
 - c. An answer listed on the back of the card. The student will indicate the best way to act given the pedestrian situation he/she has presented.
 2. After the cards are constructed, you should review them for completeness and correct any mistakes.
 3. Then use the completed class set, including the sample set, to play a game. One of two variations can be played:
 - a. Using his own "flash cards," each student can ask for responses. A correct response equals one point. Responses other than the one on the flash card will generate class discussion, and you can award a point if another answer is adequate.
 - b. You could collect and show all students' "safety flash" cards, including the sample set and arrange a two, three or "row-by-row" team game. Points would be awarded and judgments made about answers just as in a, above.

What would you do if you wanted to pick the safest way to walk from the green house to the yellow house?



In this case it's safer to walk on the wrong side of the road (with traffic) rather than cross the dangerous highway twice.

**What would you do if you
wanted to cross this narrow
one lane bridge?**



**Before crossing, you should
make sure that no cars are
coming in either direction.**

How would you handle this situation ?



Although he is facing traffic, the boy should not be walking where there is no road shoulder. In this case, it is safer for him to be walking on the other side, where there is a shoulder.

SESSION 5 - COMMUNITY SAFETY SURVEY AND DISCUSSION

Introduction

Each student will be asked to take a walk through his/her community to identify three dangerous pedestrian locations or situations as a homework assignment. A class discussion is then held to generate a master list of hazards. The children will discuss the dangers of each hazard and then will develop a set of general safety rules which would enable pedestrians to avoid all of the dangers represented on the list.

Objective of the Session

The children will be able to explain the pedestrian safety hazards they found in conducting their community hazard survey when asked by their teacher.

Personnel Required

Teacher

Time Required

Approximately 30 minutes.

Preparation Activities

None

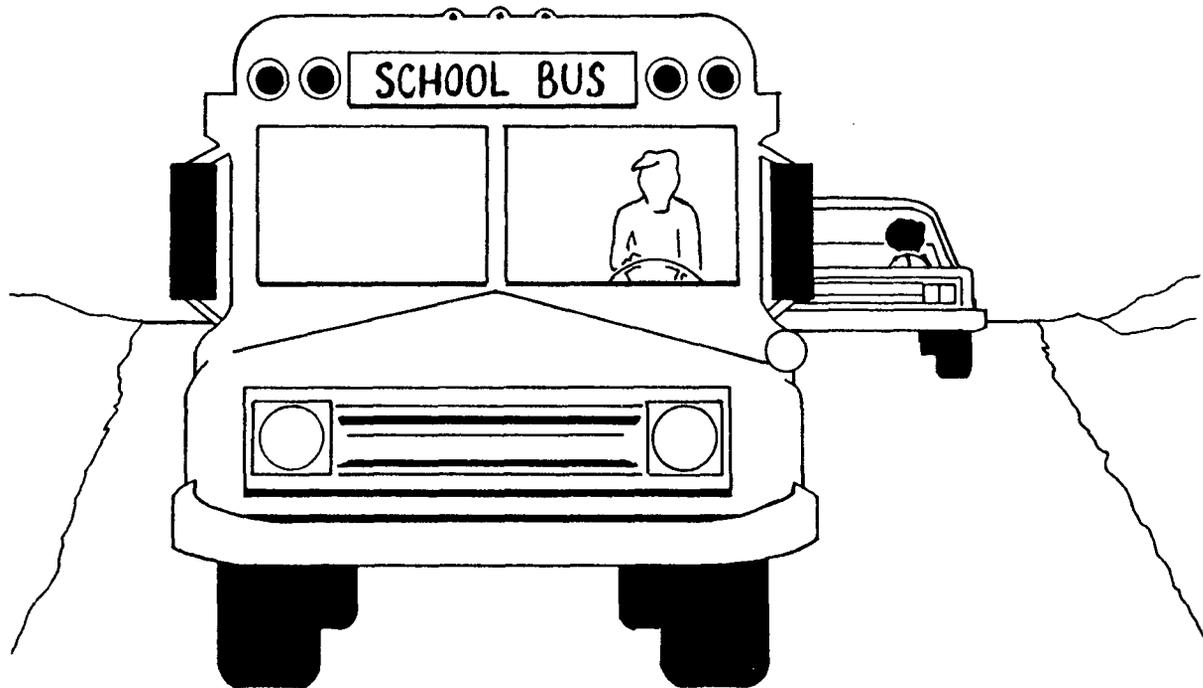
Conduct of the Session

1. Tell the children that as a homework assignment, they are to take a walk through their community to find three dangerous pedestrian locations or situations.
2. Tell them to take a notepad with them to jot down all the pedestrian safety hazards they find, i.e., obstructions, breaks in the roadway, no shoulder on the proper side of the road, narrow bridges, etc.
3. When their survey is completed, compile a master list of pedestrian safety hazards on the blackboard.
4. Have the children discuss the dangers of each hazard.
5. Using the completed list, have the children develop a set of general safety rules which would enable pedestrians to avoid all of the dangers represented on the list.

SECTION 3

PEDSAFE ELEMENTARY PROGRAM
ON-BUS PROGRAM

Transportation Director's Manual



PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools

On-Bus Program



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INTRODUCTION

Why the Program Was Developed

PEDSAFE is a comprehensive Kindergarten through twelfth grade curriculum designed to teach rural and suburban children to be safe pedestrians. The PEDSAFE curriculum was developed by the U.S. Department of Transportation after extensive research into pedestrian accidents determined exactly when, where, and why such accidents happen. The study showed that children are struck most often when crossing midblock or at intersections, or while walking along the roadway. Another important type of child pedestrian accident involved the school bus.

One part of the PEDSAFE curriculum called the On-Bus Program is directed toward preventing school bus-related accidents. This guide describes the On-Bus Program and explains the role of the transportation director in implementing the program.

What is the On-Bus Program?

The objective of the On-Bus Program is to prevent school bus related pedestrian accidents among elementary (i.e., K-6 grade) children. Each driver who buses elementary children will be involved in the program.

What are school bus related accidents? The research done by the Department of Transportation indicates that there are really several different types:

- . The child may be hit by the bus itself, usually because the child crosses behind the bus or slips under the wheels and the driver can't see the child.
- . The child may be hit while walking to or from the bus stop or while waiting for the bus to arrive.
- . The child may be hit while boarding or disembarking from the bus. Often this occurs because a motorist fails to stop for the flashing red lights on the bus.

How is On-Bus Training Carried Out?

The On-Bus Program actually involves six components:

1. A videotape shown to all Kindergarten through third graders in class.
2. An in-class practice session, using an actual school bus.
3. Pamphlets sent home to parents of Kindergarten through third graders in the Fall. These pamphlets include the school bus safety rules.
4. On-bus instruction and practice conducted by the bus driver.
5. On-bus follow-up practice conducted throughout the school year as the driver feels it is necessary.
6. Continued guidance provided by the driver throughout the year.

The first three components, carried out by the classroom teacher, introduce the rules the children must follow to avoid the school bus related accidents and give the children preliminary practice of the safety rules. Then, you take over to coordinate critical additional practice and guidance.

What is the Transportation Director's Role in the On-Bus Program?

At the beginning of this section, PEDSAFE was described as a comprehensive curriculum containing the On-Bus Program as one component. Your role in the On-Bus Program will vary, depending upon whether or not the full PEDSAFE curriculum is in operation in your school system. This section discusses your role when the On-Bus Program is being conducted as part of PEDSAFE. However, the On-Bus Program can be used by itself in some circumstances. For example, an urban school system which has expanded its busing program may need a program to impact school bus-related pedestrian accidents as much as the suburban or rural school systems. The last section in this guide (see page 15) provides you with some additional guidelines for implementing the On-Bus Program by itself.

The transportation director has three general tasks to perform when implementing the On-Bus Program:

Coordination with the School Principal. This task involves interacting with the various elementary school principals to:

1. Provide a bus for the in-class practice sessions at each school. Kindergarten through third grade children each

spend one class period practicing using a school bus. (In the second and subsequent years of program implementation, and at the discretion of the school principal, this in-class practice for third grade may not be necessary.) It is also suggested that, when possible, a bus driver assist with the in-class practice section.

2. Identify the sites for the various On-Bus Program practice sessions. The requirements for the practice sites are discussed on pages 6 and 8 but, in general, the normal bus loading area can usually be used for the sessions. In a few cases, a different site may be desirable.
3. Develop a schedule for the On-Bus practice sessions. You should coordinate this schedule with the elementary school principals because certain in-class activities must be conducted before the On-Bus Program can begin. The sessions are described beginning on page 5, but to summarize:
 - a. There are three different sessions and each requires about five minutes to conduct (beyond normal loading/unloading time).
 - b. The sessions are conducted either when the children are disembarking in the morning or boarding in the afternoon.
 - c. The sessions are repeated so that the children receive at least nine sessions over a two-week period.

Sessions 2 and 3 require that the buses pull up opposite (i.e., across the road or drive) the normal loading area. This may require that other traffic be controlled to avoid confusion and possible danger to the children during the period when the sessions are in progress. It may be desirable to have another adult on hand, in addition to the driver, to help control traffic.

Coordination with the Drivers. Drivers will need to be briefed concerning the program and should receive the schedule of On-Bus Program practice sessions. Probably the best way to do this is to conduct a meeting of all drivers who have elementary school routes. During the meeting:

1. Introduce the PEDSAFE curriculum and the On-Bus Program. Mention the purpose of the program, the different types of school bus-related pedestrian accidents, the in-class activities directed toward preventing these accidents and the various on-bus activities. These topics are covered later in this guide.

2. Show the videotape, "Safety on the Sunny Yellow Bus," to familiarize the drivers with the content being taught.
3. Review the three practice sessions in more detail. These are described beginning on page 5.
4. Review the schedule and provide copies to the drivers.
5. Distribute a copy of the Bus Driver's Manual to each driver.

The drivers can make an important contribution to the safety of their passengers as pedestrians. In the past in many school systems, not enough attention has been paid to the help that school bus drivers can provide. This program is an attempt to change this situation. These facts should be emphasized with your drivers. The program has been designed to interfere as little as possible with the driver's normal activities and schedules. Thus, with a small investment of time and trouble, they can provide crucial additional help in safeguarding their passengers.

Follow-Up Support of the Drivers. Once the practice sessions have been completed, the drivers are asked to continue to observe the pedestrian activities of their passengers as they occur near the bus. You can support this continuing activity by:

1. Occasionally remind the drivers to continue being watchful and to "continue the good work."
2. Coordinating additional practice sessions throughout the year when you, or the drivers, think the school children need repeated practice.
3. Contacting parents of children who are continuing to behave in an unsafe manner around the bus, as reported by the drivers.

HOW TO CONDUCT PRACTICE SESSIONS¹

The program involves three demonstration and practice sessions which are performed either as you deliver your children to school or as you pick them up after school. Each of these sessions is conducted three times so that the children get at least nine practice sessions and more, if possible. Each session requires about three to five minutes beyond the usual loading/unloading time to conduct. For best results, all sessions should be conducted over a two-week time period. The chart below shows an example of how the three sessions might be scheduled.

	WEEK ONE					WEEK TWO				
	M	T	W	T	F	M	T	W	T	F
Arrival	Session 1	Session 2		Session 1	Session 2	Session 1		Session 2		
Dismissal		Session 3			Session 3			Session 3		

¹This section is presented from the driver's point of view. It is identical to the section in the Bus Driver's Manual.

SESSION 1. STAYING A SAFE DISTANCE FROM THE BUS

Introduction

This session teaches the children always to stay a safe distance from the bus unless actually loading or disembarking. It is conducted after arrival at school.

Objectives

1. The children will be able to pace off five giant steps away from the bus.
2. The children will be able to estimate by sight how far five giant steps is from the bus.
3. The children will be able to list the dangers of being too close to the bus.

Where the Session is Conducted

In many cases, the normal discharge point at the school can be used. It is necessary to have at least fifteen feet of clear area between the bus and the school building in order to conduct the session so that all the passengers can comfortably stand well away from the bus.

How to Conduct the Session

1. Pull up and stop at the discharge point.
2. Tell the children that they will be practicing their school bus safety rules. Have them disembark, step off five giant steps from the bus, and wait in a line parallel with the bus.
3. When all have done Step 2, give them a short talk (one to two minutes) emphasizing the following points:
 - a. From where you sit in the driver's seat, you can't see kids who are standing too close to the bus. The bus could hit them.
 - b. The children should never come closer to a bus than five giant steps until the bus has stopped, the door is open and you tell them it is O.K. to enter.
 - c. When they get off the bus, they should always be at least five giant steps from the bus before it starts to move. They should quickly move away from the bus when they get off.

- d. If they drop anything near the bus while getting off, they should wait until the bus has gone before coming back to pick it up.
 - e. They should never cross behind the bus.
4. Have all the children back up several steps away from the bus. Select several children in turn to walk forward and show how far they must always be away from the bus. Correct those that step too close.
 5. Dismiss the children and have them enter the school.

Tips for Conducting the Session

1. Select younger children to demonstrate Step 4. These children will have the greatest difficulty making the judgment and most need the practice.
2. Select different children when you repeat the session.
3. Make sure the children are judging distance from the bus by looking at it, rather than merely walking to the same point on the road or sidewalk as the child before.
4. If you have three or four extra minutes, you might have each child practice the distance judgment by having everyone turn his back to the bus. Then direct one child at a time to turn around, walk to the point he judges as five giant steps away from the bus, then go into the school. Again, correct those that step too close.

SESSION 2. DISEMBARKING AND CROSSING IN FRONT OF THE BUS

Introduction

This session teaches the children to cross safely when they must cross to reach their destination after leaving the bus. The session is conducted as you arrive at school.

Objectives

1. The children will be able to demonstrate that they can walk five giant steps in front of the bus before crossing.
2. The children will be able to demonstrate that they can stop and look left-right-left at the far edge (driver's side) of the bus before crossing directly to the other side.

Where the Session is Conducted

For this session, arrangements are made for the bus to enter the school area in the opposite direction than normal, so that it can stop across the driveway or road from the regular discharge point. To avoid confusion, these arrangements will usually require coordination with the principal. All buses serving the school will probably have to be routed in this manner on the days this session is conducted. The main concern is that the discharge point be far enough from the school entrance that the children must cross an area the width of a traffic lane (i.e., 12 to 14 feet) after crossing in front of the bus. A diagram of an example set-up for this session is shown in Figure 1, page 9.

How to Conduct the Session

1. Pull up and stop at the discharge point.
2. Tell the children that they will be practicing how to cross the road in front of the bus safely. Give them a short talk (one to two minutes) emphasizing the following points:
 - . Even though they may not have to cross the road to go home, it's important that they know how in case they ever have to.
 - . The flashing red lights on the bus tell cars that they are to stop but once in a while a car will not stop and many children have been hit this way.
 - . It's important for children to cross in front of the bus where the driver can see them, and they must watch to see that cars have stopped.

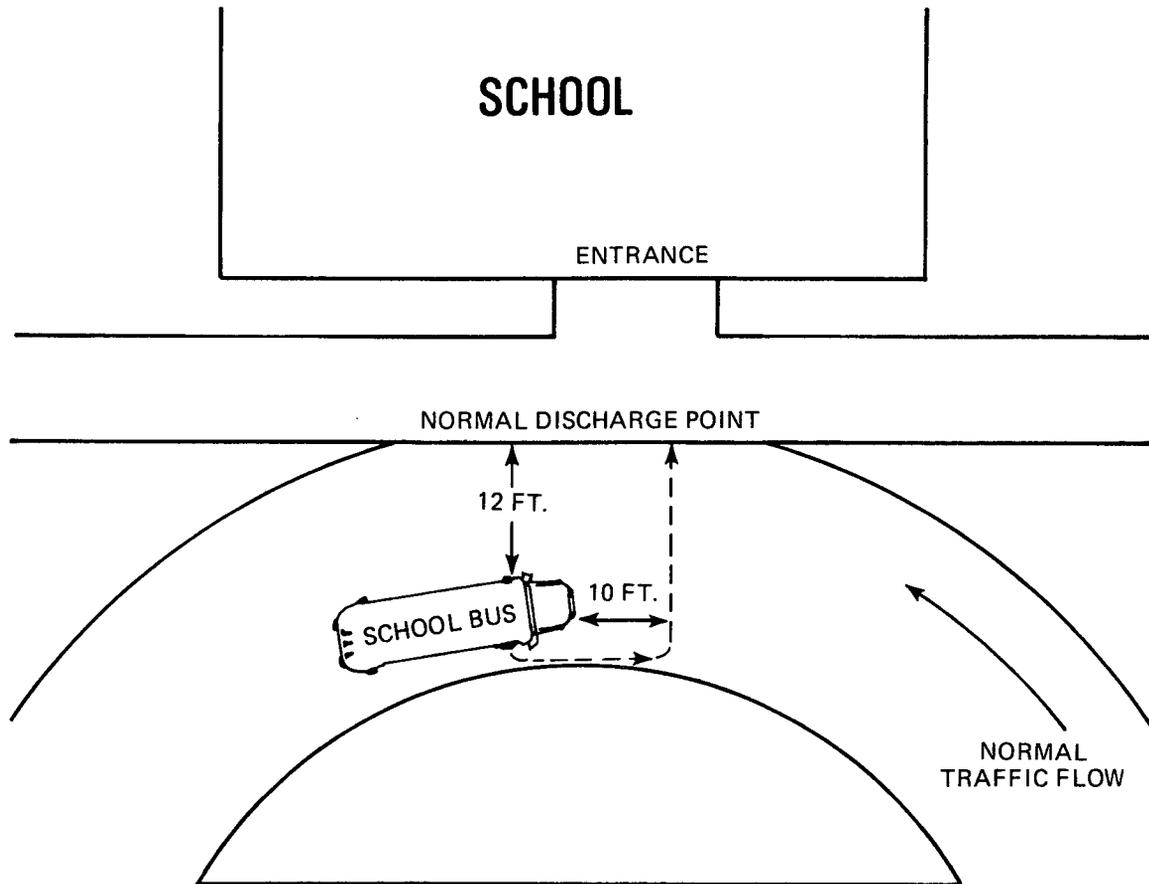


Figure 1. Example Bus Position for Sessions 2 and 3

- 
- . Repeat the safe crossing procedures (cross five giant steps [ten feet] in front of the bus, stop at far edge of bus on driver's side and look left-right-left to make sure all cars have stopped).
 3. Have each child demonstrate the correct procedure as he crosses the driveway or road and enters the school.

Tips for Conducting the Session

1. Stand at the driver's side of the bus where you have a clear view of the roadway. Watch out for other vehicles and stop the children from crossing, if necessary.
2. The flashing red lights should be in operation throughout the session.
3. Frequently ask the children as they are searching what they are looking for or ask them if there are any cars coming.
4. When you repeat the session, ask different children to tell how to cross safely from the bus. Have them repeat the rules individually and/or as a group.

SESSION 3. CROSSING IN FRONT OF THE BUS FOR BOARDING

Introduction

The children in this session learn to wait and cross safely in front of the bus when their bus waiting area is across the road from the actual bus stop.

Objectives

1. The children will be able to demonstrate how to behave safely while waiting for the bus.
2. The children will be able to demonstrate that they can:
 - . Stop and search left-right-left before crossing to the bus.
 - . Cross five giant steps (10 feet) in front of the bus.
3. The children will be able to estimate by sight how far three feet is away from the edge of the road.

Where the Session is Conducted

Same as for Session 2 (see page 8).

How to Conduct the Session

1. Pull up and stop at the pick-up point. Greet the children as they leave the school building and have them assemble near the side of the building (i.e., more than three feet away from the edge of the road).
2. Tell them that they will be learning how to be safe while waiting for the bus. Tell them that:
 - . Cars sometimes are going too fast and can run off the road so they should never get closer than this distance, i.e., about three feet, (demonstrate) to the edge of the road. They should never wait in the road.
 - . They should not push, shove, or chase while waiting because it's easy to go into the road by accident and get hit.
 - . When the bus comes, they should wait until the bus is stopped and its red lights are blinking before they begin to cross.
3. Have selected children demonstrate the closest they should ever come to the edge of the road while waiting for the bus.

4. Demonstrate the safe crossing procedure. (Stop at the edge of the road, look left-right-left. When all traffic has stopped, cross five giant steps [ten feet] in front of the bus and board.)

Tips on Conducting the Session

1. Select younger children to demonstrate Step 3. These children will have the greatest difficulty making the judgment and most need the practice.
2. Select different children when you repeat the session.
3. Make sure the children are judging distance from the edge of the road by looking at it, rather than merely walking to the same point on the road or sidewalk as the child before.
4. Stand at the edge of the road or driveway as the children cross so that you have a clear view of the road. Watch out for moving vehicles and stop the children from crossing, if necessary.
5. The flashing red lights should be in operation throughout the session.
6. If you have three to four extra minutes, you might have each child practice the distance judgment by having everyone turn his back to the road. Then direct one child at a time to turn around, walk to the point he judges as three feet from edge of the road, then cross to the bus. Again, correct those that step too close.

HOW TO PROVIDE FOLLOW-UP GUIDANCE AND PRACTICE²

Like anything else, the children's memories of important lessons, such as the school bus safety lessons, will fade over time. Yet the danger to them will not. Therefore, it is important that you monitor the children's behaviors and correct them when they are wrong throughout the entire school year. Some of the ways you can do this are:

1. As part of your normal routine, periodically remind the children as a group of the safety rules.
2. Compliment the group and individual children for safe behavior when you see it.
3. Stop the children when you see them engaging in unsafe behavior and correct them. Report any general increase in the children's unsafe behaviors to the transportation director. Arrange with him to repeat the appropriate session(s).
4. Talk to the parents who wait at the bus stop for children. Let them know what safe school-bus behaviors are and ask them to correct children who behave unsafely.
5. When an individual child persists in behaving in an unsafe manner despite your efforts to guide him, inform the school and the child's parents, using the same procedure you would use in reporting a discipline problem.

An especially important follow-up task is to point out to the children special hazards associated with particular bus stops. Examples of particular hazards might be heavy traffic, narrow roadway, speeding, waiting area too small or too close to the road, or reduced driver visibility due to foliage, nearly blind curve or a hill crest. You probably have already reported such hazards to the transportation director, but the children should be warned of them too, as special reasons for following the safety rules.

You might encourage the children to tell you whenever they note a school-bus related hazard, including experiences with cars as they are waiting for the bus. You could repeat important incidents to the group. Also, be sure to point out to your passengers whenever a vehicle fails, or almost fails, to stop for the flashing red lights and re-emphasize the need for them always to search before crossing to or from the bus.

²This section is presented from the driver's point of view. It is identical to the section in the Bus Driver's Manual.

As another important follow-up activity, point out to the children hazards due to weather and lighting conditions. Explain the dangers associated with the following conditions when they occur:

1. Twilight.
2. Rain and snow.
3. Fog.
4. Sun glare.
5. Icy roads.
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Always relate the danger to a safety rule so the children understand what they can do to be safe.

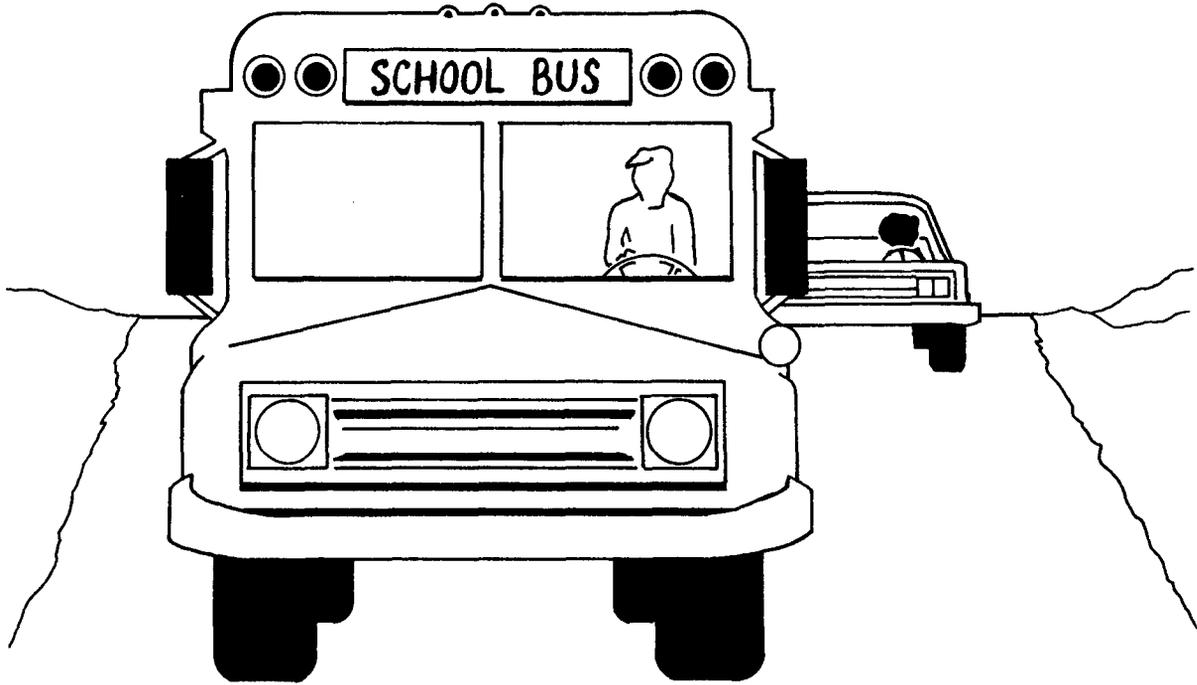
IMPLEMENTING THE ON-BUS PROGRAM BY ITSELF

As noted previously, the On-Bus Program may be implemented without the other parts of the PEDSAFE curriculum. In school systems where this is being done, the transportation director will have to coordinate plans with each elementary school principal, so that in-class activities can occur prior to conducting the On-Bus practice sessions. Two activities presently provided to the Kindergarten through third graders as part of the PEDSAFE Elementary Program should be conducted in class:

1. The videotape, "Safety on the Sunny Yellow Bus," should be shown to the Kindergartners (during the first year of the program, it should be shown to all K-3 pupils).
2. The K-3 school bus practice sessions should be conducted. These sections are conducted somewhat differently at the various grade levels. The sessions are described in the Teacher's Guides for the K-3 units.

Once these preliminary activities have been performed in class, the On-Bus Program can be conducted as described in this guide.

Bus Driver's Manual



PEOSAFE

A Pedestrian Safety Curriculum for Rural and Suburban Schools

On-Bus Program



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INTRODUCTION

Why the Program Was Developed

PEDSAFE is a comprehensive Kindergarten through twelfth grade curriculum designed to teach rural and suburban children to be safe pedestrians. The PEDSAFE curriculum was developed by the U.S. Department of Transportation after extensive research into pedestrian accidents determined exactly when, where, and why such accidents happen. The study showed that children are struck most often when crossing midblock or at intersections, or while walking along the roadway. Another important type of child pedestrian accident involved the school bus.

This manual describes the activities to be carried out by the school bus drivers as part of the PEDSAFE curriculum. This part of PEDSAFE is called the On-Bus Program.

What is the On-Bus Program?

The objective of the On-Bus Program is to prevent school bus related pedestrian accidents among elementary (i.e., K-6 grade) children. Each driver who buses elementary children will be involved in the program.

What are school bus related accidents? The research done by the Department of Transportation indicates that there are really several different types:

- . The child may be hit by the bus itself, usually because the child crosses behind the bus or slips under the wheels and the driver can't see the child.
- . The child may be hit while walking to or from the bus stop or while waiting for the bus to arrive.
- . The child may be hit while boarding or disembarking from the bus. Often this occurs because a motorist fails to stop for the flashing red lights on the bus.

Other parts of the PEDSAFE training are performed by the teacher and parents.¹ When it comes to school bus related accidents, however, the

¹Although in certain school systems the On-Bus Program may be conducted by itself.

bus driver clearly should take a leading role. You know best about the safety hazards on your route. You know best which children are behaving in a dangerous manner around the bus and which ones need guidance to be safe pedestrians. You are an authority on school bus safety.

So, you, as a school bus driver, can play a vital part in preventing child pedestrian accidents.

How is On-Bus Training Carried Out?

The On-Bus Program actually involves six components:

1. A videotape shown to all Kindergarten through third graders in class.
2. An in-class practice session, using an actual school bus.
3. Pamphlets sent home to parents of Kindergarten through third graders in the Fall. These pamphlets include the school bus safety rules.
4. On-bus instruction and practice conducted by the bus driver.
5. On-bus follow-up practice conducted throughout the school year as the driver feels it is necessary.
6. Continued guidance provided by the driver throughout the year.

The first three components, carried out by the classroom teacher, introduce the rules the children must follow to avoid the school bus related accidents and give the children preliminary practice of the safety rules. Then, you take over to provide critical additional practice and guidance.

To conduct your part of the On-Bus Program, you will need to know three simple practice exercises, as well as some guidelines for follow-up practice and how best to guide your kids in remembering their safety rules. These topics are covered in the remaining sections of this booklet.

HOW TO CONDUCT PRACTICE SESSIONS

The program involves three demonstration and practice sessions which are performed either as you deliver your children to school or as you pick them up after school. Each of these sessions is conducted three times so the children get at least nine practice sessions and more, if possible. Each session requires about three to five minutes beyond the usual loading/unloading time to conduct. For best results, all sessions should be conducted over a two-week time period. The chart below shows an example of how the three sessions might be scheduled.

		WEEK ONE					WEEK TWO				
		M	T	W	T	F	M	T	W	T	F
Arrival		Session 1	Session 2		Session 1	Session 2	Session 1		Session 2		
Dismissal			Session 3			Session 3			Session 3		

SESSION 1. STAYING A SAFE DISTANCE FROM THE BUS

Introduction

This session teaches the children always to stay a safe distance from the bus unless actually boarding or disembarking. It is conducted as you arrive at school.

Objectives

1. The children will be able to pace off five giant steps from the bus.
2. The children will be able to estimate by sight how far five giant steps are from the bus.
3. The children will be able to list the dangers of being too close to the bus.

Where the Session is Conducted

In many cases, the normal discharge point at the school can be used. It is necessary to have at least fifteen feet of clear area between the bus and the school building in order to conduct the session so that all your passengers can comfortably stand well away from the bus. If a special discharge point must be arranged in order to accomplish this, see your transportation director.

How to Conduct the Session

1. Pull up and stop at the discharge point.
2. Tell the children that they will be practicing their school bus safety rules. Have them disembark, step off five giant steps away from the bus, and wait in a line parallel with the bus.
3. When all have done Step 2, give them a short talk (one to two minutes) emphasizing the following points:
 - a. From where you sit in the driver's seat, you can't see kids who are standing too close to the bus. The bus could hit them.
 - b. The children should never come closer to a bus than five giant steps until the bus has stopped, the door is open and you tell them it is O.K. to enter.
 - c. When they get off the bus, they should always be at least five giant steps from the bus before it starts to move. They should quickly move away from the bus when they get off.

- d. If they drop anything near the bus while getting off, they should wait until the bus has gone before coming back to pick it up.
 - e. They should never cross behind the bus.
4. Have all the children back up several steps from the bus. Select several children in turn to walk forward and show how far they must always be from the bus. Correct those that step too close.
 5. Dismiss the children and have them enter the school.

Tips for Conducting the Session

1. Select younger children to demonstrate Step 4. These children will have the greatest difficulty making the judgment and most need the practice.
2. Select different children when you repeat the session.
3. Make sure the children are judging distance from the bus by looking at it, rather than merely walking to the same point on the road or sidewalk as the child before.
4. If you have three or four extra minutes, you might have each child practice the distance judgment by having everyone turn his back to the bus. Then direct one child at a time to turn around, walk to the point he judges as five giant steps from the bus, then go into the school. Again, correct those that step too close.

SESSION 2. DISEMBARKING AND CROSSING IN FRONT OF THE BUS

Introduction

This session teaches the children to cross safely when they must cross to reach their destination after leaving the bus. The session is conducted as you arrive at school.

Objectives

1. The children will be able to demonstrate that they can walk five giant steps in front of the bus before crossing.
2. The children will be able to demonstrate that they can stop and look left-right-left at the far edge (driver's side) of the bus before crossing directly to the other side.

Where the Session is Conducted

For this session, arrangements are made for the bus to enter the school area in the opposite direction than normal, so that it can stop across the driveway or road from the regular discharge point. To avoid confusion, these arrangements will usually require coordination with the transportation director. All buses serving the school will probably have to be routed in this manner on the days this session is conducted. The main concern is that the discharge point be far enough from the school entrance that the children must cross an area the width of a traffic lane (i.e., 12 to 14 feet) after crossing in front of the bus. A diagram of an example set-up for this session is shown in Figure 1, page 7.

How to Conduct the Session

1. Pull up and stop at the discharge point.
2. Tell the children that they will be practicing how to cross the road in front of the bus safely. Give them a short talk (one to two minutes) emphasizing the following points:
 - . Even though they may not have to cross the road to go home, it's important that they know how in case they ever have to.
 - . The flashing red lights on the bus tell cars that they are to stop but once in a while a car will not stop and many children have been hit this way.
 - . It's important for children to cross in front of the bus where the driver can see them, and they must watch to see that cars have stopped.

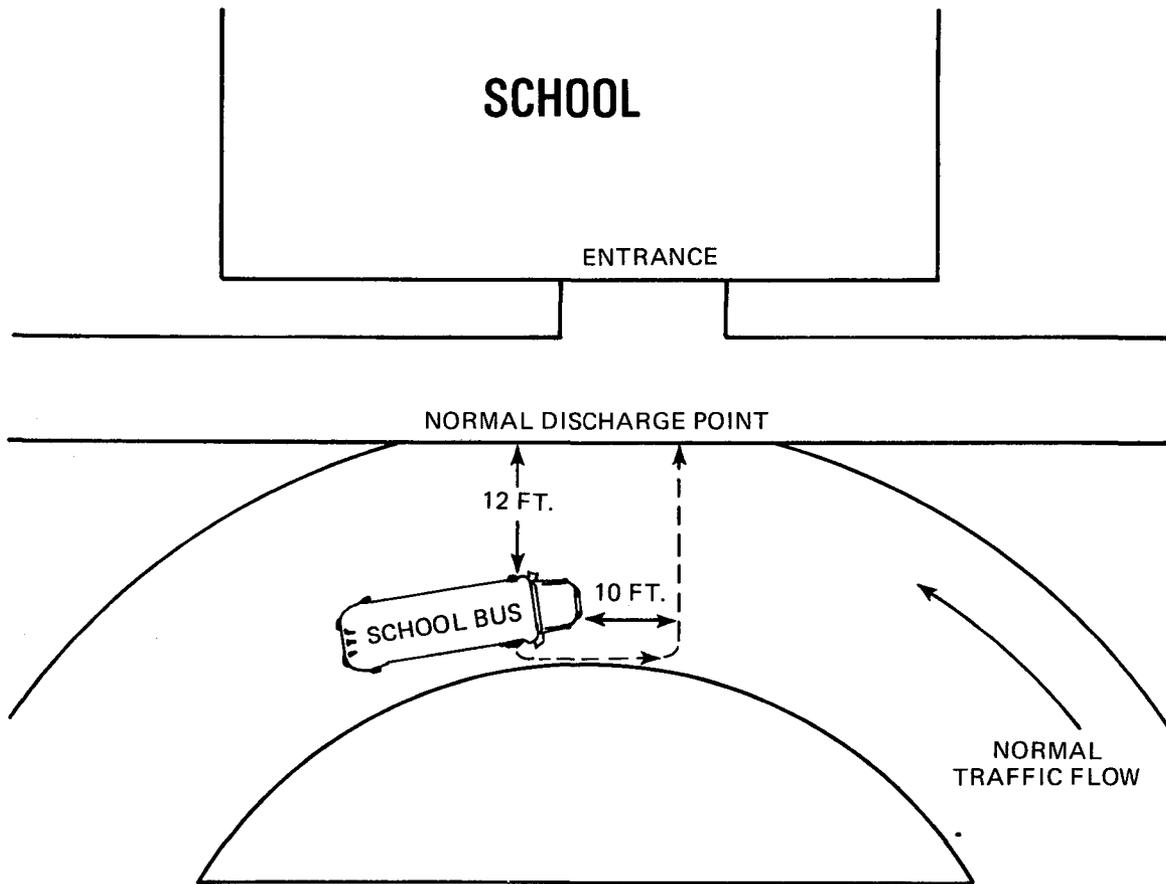


Figure 1. Example Bus Position for Sessions 2 and 3

- . Repeat the safe crossing procedures (cross five giant steps [ten feet] in front of the bus, stop at far edge of bus on driver's side and look left-right-left to make sure all cars have stopped).
3. Have each child demonstrate the correct procedure as he crosses the driveway or road and enters the school.

Tips for Conducting the Session

1. Stand at the driver's side of the bus where you have a clear view of the roadway. Watch out for other vehicles and stop the children from crossing, if necessary. (The transportation director may have arranged for other persons to assist in the control of traffic.)
2. The flashing red lights should be in operation throughout the session.
3. Frequently ask the children as they are searching what they are looking for or ask them if there are any cars coming.
4. When you repeat the session, ask different children to tell how to cross safely from the bus. Have them repeat the rules individually and/or as a group.

SESSION 3. CROSSING IN FRONT OF THE BUS FOR BOARDING

Introduction

The children in this session learn to wait and cross safely in front of the bus when their bus waiting area is across the road from the actual bus stop.

Objectives

1. The children will be able to demonstrate how to behave safely while waiting for the bus.
2. The children will be able to demonstrate that they can:
 - . Stop and search left-right-left before crossing to the bus.
 - . Cross five giant steps (10 feet) in front of the bus.
3. The children will be able to estimate by sight how far three feet is from the edge of the road.

Where the Session is Conducted

Same as for Session 2 (see page 6 and Figure 1, page 7).

How to Conduct the Session

1. Pull up and stop at the pick-up point. Greet the children as they leave the school building and have them assemble near the side of the building (i.e., more than three feet away from the edge of the road).
2. Tell them that they will be learning how to be safe while waiting for the bus. Tell them that:
 - . Cars sometimes are going too fast and can run off the road so they should never get closer than this distance, i.e., about three feet, (demonstrate) to the edge of the road. They should never wait in the road.
 - . They should not push, shove, or chase while waiting because it's easy to go into the road by accident and get hit.
 - . When the bus comes, they should wait until the bus is stopped and its red lights are blinking before they begin to cross.
3. Have selected children demonstrate the closest they should ever come to the edge of the road while waiting for the bus.

4. Demonstrate the safe crossing procedure. (Stop at the edge of the road, look left-right-left. When all traffic has stopped, cross five giant steps [ten feet] in front of the bus and board.)

Tips on Conducting the Session

1. Select younger children to demonstrate Step 3. These children will have the greatest difficulty making the judgment and most need the practice.
2. Select different children when you repeat the session.
3. Make sure the children are judging distance from the edge of the road by looking at it, rather than merely walking to the same point on the road or sidewalk as the child before.
4. Stand at the edge of the road or driveway as the children cross so that you have a clear view of the road. Watch out for moving vehicles and stop the children from crossing, if necessary. (The transportation director may have arranged for other persons to assist in the control of traffic.)
5. The flashing red lights should be in operation throughout the session.
6. If you have three to four extra minutes, you might have each child practice the distance judgment by having everyone turn his back to the road. Then direct one child at a time to turn around, walk to the point he judges as three feet from edge of the road, then cross to the bus. Again, correct those that step too close.

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Like anything else, the children's memories of important lessons, such as the school bus safety lessons, will fade over time. Yet the danger to them will not. Therefore, it is important that you monitor the children's behaviors and correct them when they are wrong throughout the entire school year. Some of the ways you can do this are:

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