

TRANSPORTATION SAFETY

Lesson Book for Young Children

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Introduction



Overview of the Transportation Safety Lesson Book for Young Children

The Active Transportation Alliance is committed to providing children with the knowledge they need to practice safe active transportation. To fulfill this commitment, we have compiled a lesson book of pedestrian, tricycle and public transportation safety lessons to help teachers deliver this important information to children. We encourage teachers to read through this guide and use the lessons that best fit their own

Learning Standards, meet Head Start Program Standards and extend across varying subject areas, including language arts, math, fine arts and physical development.

Beyond the Lessons

Included in this introduction is additional information on making your school a beacon for safe and active modes of transportation, as well as a place where families can learn about developing a healthy, active lifestyle.

“Active Transportation Alliance advocates for transportation that encourages and promotes safety, physical activity, health, recreation, social interaction, equity, environmental stewardship and resource conservation.”

teaching styles and the learning styles of their students. These short, easy-to-follow lessons are an excellent supplement to any curricula already in use. Children will work as a class, in small groups and independently as they explore safety guidelines, comprehend their purpose and internalize them for real-life use.

Using the Transportation Safety Lesson Book for Young Children

Children aged 3-5 are particularly vulnerable because they are exposed to traffic threats that exceed their cognitive, developmental, behavioral, physical, and sensory abilities. Through these five transportation safety lessons, children can begin to understand how to stay safe when walking, cycling and using public transportation. All of these lessons align with the Illinois State Early

Education Programs & Advocacy

As an educator, you have the unique opportunity to have a positive impact on the children you teach and advocate for change in the communities you serve. Additional resources can be used to promote physical health and protect the environment through sustainable transportation.

Our free or low-cost programs, advocacy tools and lesson plans all align with Illinois Learning Standards and are available online or upon request. For more information about other education programs please visit www.activetrans.org/education.

Walk and Roll to School Day

Energize your school by celebrating Walk and Roll to School Day. Each October, millions of children, parents, teachers and community leaders across the globe walk, bicycle, skate, scooter or roll to school. This exciting event, held on the first Wednesday in October, reminds parents and children of the simple joy of walking or biking to school. It also serves as a great opportunity to focus on the importance of physical activity, safety, air quality and walkable communities.

Walk to school activities often become catalysts for ongoing efforts to increase safe walking and bicycling year-round.

For more information about Walk and Roll to School Day visit www.walktoschool.org.

Safe Routes to School

Safe Routes to School programs encourage and enable walking and bicycling to school throughout the year. The Illinois Safe Routes to Schools program operates on the Five E's: engineering, education, encouragement, evaluation and enforcement. The program supports infrastructure and non-infrastructure improvements to the pedestrian/bicycle environments around local schools.

Active Transportation Alliance works with schools across Illinois to implement comprehensive Safe Routes to School initiatives. For more information on these services please visit www.activetrans.org/saferoutes.

For more information on grants and services offered by Illinois Department of Transportation, visit www.dot.il.gov/saferoutes. For general information about Safe Routes to School, visit www.saferoutesinfo.org.

Transportation Safety Lesson Book for Young Children Curriculum Development Team

This lesson book would not exist without the efforts and support of numerous individuals and organizations. Thank you to all of our partners.

Active Transportation Alliance Staff

Karen Finstad, Curriculum Developer & Writer
Stacey Lebda, Curriculum Editor

Design & Editing

Elizabeth Austin, Editor
Monica Garreton-Chavez, Translator
David McDaniel, Illustrator
Becky Welbes, Curriculum Designer

Curriculum Review Team

Sidney Govert
Brian Puerling
Julie Slavish
Vincent Rodriguez
Maribel Velazquez

Funders

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A very special thank you to the children and teachers using these lessons!!



LESSON 1: CROSSING CAREFULLY

45 minutes

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LEARNING OBJECTIVES

- Children will know how to practice safe street-crossing procedures when approaching crosswalks.
- Children will be able to identify and communicate the need for safe crossing rules.
- Children will recognize safe and unsafe conditions.
- Children will be familiar with safety personnel.
- Children will be able to demonstrate understanding of safety rules by holding an adult's hand when approaching a street crossing.

ILLINOIS STATE EARLY LEARNING STANDARDS

Language Arts

- 1C.EC.a –Retell information from a story.
- 1.C.ECb –Respond to simple questions about reading material.

Mathematics

- 6.A.EC.a – Use concepts that include number recognition, counting and one-to-one correspondence.

Physical Development & Health

- 19.C.E – Follow simple safety rules when participating in activities.

Social Emotional Development

- 32.A.ECs – Begin to understand and follow rules.
- 32.B.ECs – Engage in cooperative group play.

HEAD START PROGRAM STANDARDS

- 1310.21 – Requires agencies to provide developmentally appropriate training for parents and children in pedestrian safety, including the need for an adult to accompany a preschool child while crossing the street.

REQUIRED MATERIALS

- “Make Way for Ducklings” (reproducible)
- “Crossing the Street” (reproducible)
- “Stop, Look, Listen” (reproducible)
- Footprint Picture (reproducible)
- Masking tape (plain or colored)
- Butcher block paper
- Parent letter

SET UP

- Copy and cut out five sets of footprints using the Footprint (reproducible) pattern at the end of the lesson
- Number each footprint from 1-10.
- Tape footprints onto the classroom/gym floor in a walking pattern.
- Using masking tape, outline a crosswalk on the classroom/gym floor at the end of the footprints.
- Copy the words from the “Crossing the Street” (reproducible) song on butcher block paper for children to follow along. (You may use symbols or pictures to provide visual cues for children).

VOCABULARY WORDS

- Stop
- Look
- Listen
- Danger
- Step
- Cross
- Walk
- Unsafe
- Safe
- Intersection

LESSON ACTIVITY

Shared Reading and Discussion (15 minutes)

Read aloud from “Make Way for Ducklings,” by Robert McCloskey (on reproducible).

Ask children: “Why did the ducklings have a hard time trying to cross the street? What told Mrs. Mallard and the ducklings it was unsafe to cross the street? How do you think the ducks felt? When the ducklings were quacking, what do you think they were trying to say to the drivers? Why? What makes you think so?”

Ask children: “Who helped the ducklings cross the street?” (A police officer.) “Did the police officer help the ducks feel safe? What would you have done if you were Mrs. Mallard and there was no police officer or crossing guard to help you?”

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Ask children to raise their hands and share if they know what an intersection is. (The place where two streets come together.)

Discuss the rule: “I should only cross the street with someone holding my hand and when the intersection is safe.”

Ask children: “Why is hand holding important? How does holding an adult’s hand help you cross the street? How do you know if an **intersection** is safe?”

Introduce the rule, “Stop, Look and Listen.” Lead a discussion about why it is important to **stop, look and listen** before crossing the street.

Ask children what it means to stop before crossing. (To stop moving and wait to make sure the crossing is safe before entering the street.)

Ask children what they use to look. (Their eyes.) Lead children in looking left-right-left, behind and forward. (Use prompting to help children identify left and right.) Repeat practice several times. Explain why it is important to look left twice. (Because the closest traffic is usually coming from the left, and a car may have appeared while you were looking to the right.) Talk about looking behind and forward; remind students that cars may be turning in front of them.

Ask the children what they use to listen. (Their ears.) Discuss some sounds that warn us of danger. (Sirens, horns, voices.)

Discuss the word **Danger**. Ask children to raise their hands and share some examples of dangerous behavior when crossing the street. (Running into the street after a ball; crossing alone without an adult; crossing without stopping, looking and listening.)

Ask children if they know why there are white lines on the street at many intersections. (**Crosswalks**.) Ask children: “What do the white lines on the street tell the people walking and driving cars? Why is it important to stay between the white lines when crossing the street?”

Activity (20 minutes)

Walk with children to the numbered footprints. Lead them in counting the numbered steps out loud. Encourage children to practice counting off the **steps** on their own. Then direct children to line up in front of footprint #1.

Tell children: “We are going to practice crossing the street safely.” Holding hands with the first child in line, follow the footprints and count off the 10 steps. When you reach the taped crosswalk, lead the class in all the steps of “Stop, Look and Listen.” Then hold the child’s hand as you walk through the crosswalk. Repeat with each child, with the whole class joining in on “Stop, Look and Listen.”

When everyone has “crossed the street,” ask children to suggest some unsafe ways to cross the street. (Crossing without obeying the Stop, Look and Listen rule; walking outside the lines of the crosswalk; walking in front of an oncoming car; crossing the street without an adult.) Demonstrate each unsafe behavior, then ask, “What made that **unsafe**?” Ask children to name the rule that would help to make the crossing **safe**.

Reflection (10 minutes)

Lead the class in singing, “Crossing the Street” (on reproducible.) Sing each verse once, then ask the children to sing it along with you. Then repeat the verse, adding movements. After you sing the last verse, lead the class in

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45 minutes

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singing the whole song through two or three times with movements.

EXTENDING THE LESSON

Have the children create their own footprints by tracing their feet on paper and coloring them in with markers/crayons/paint. If art supplies are available, children can decorate their footprints.

Tape a crosswalk in the block area. Children can use the items in the block area (people, animals, etc.) to practice crossing the street safely.

Use sidewalk chalk to mark “practice crosswalks” in outdoor play area and practice crossing the street. Lead a game of I-Spy, asking children to use their eyes to find objects of specific colors or objects that may be dangerous.

Bring in a crossing guard vest, a police uniform and hat for the dramatic play area, and encourage children to act out crossing the street with the help of safety personnel.

Invite a crossing guard from the local community or from a student safety patrol to visit the class and demonstrate helping children to cross streets safely.

Other books to help students learn about crosswalk safety include:

- “Learning to Cross the Street with Humphrey & Hermie,” by Barbara Enneking
- “Walking, Walking,” by Miriam Frost
- “Take a Walk, Johnny,” by Margaret Hillert

- “Why Should I Walk More Often?” by M.J. Knight
- “A Walk in New York,” by Salvatore Rubbino

HOME CONNECTION

Send home the Parent Letter (on reproducible), and remind students to discuss safety guidelines with adults at home. You also may send home the “Crossing the Street” song reproducible to practice at home.

ADDITIONAL RESOURCES

Teaching Children to Walk Safely

http://www.saferoutesinfo.org/guide/graduated_walking/pdf/TeachingChildrenToWalkSafely.pdf

Safe Kids USA: Resources for Parents

<http://www.safekids.org/safety-basics>

“Crossing the Street”

(Sung to the tune of “Mulberry Bush”)

(March in place)

This is the way we cross the street
Cross the street, cross the street
This is the way we cross the street
Cross the street for safety!

(Turn head to the right and left)

This is the way we look all ways
Look all ways, look all ways
This is the way we look all ways
Before we cross the street!

(Hold hands with your neighbor)

This is the way we ho-old hands
Ho-old hands, ho-old hand.
This is the way we ho-old hands
When we cross the street!

(Point to yourself)

This is the way that we are safe
We are safe, we are safe
This is the way that we are safe
Every day of the year!