

Lesson 9

Being Safety Smart on the Street

Overview

This lesson introduces the idea of being safety smart. Students discuss how being safe means thinking ahead, review questions they can ask to help them make safety smart choices, and then apply this learning to being safe as a pedestrian. They hear stories about kids who are faced with decisions about safety while walking or crossing the street and determine what the safety smart choice would be in each situation. They examine why these actions are safety smart, discuss how different emotions and circumstances can affect decisions about street safety, and complete an activity sheet to summarize street smart actions.

Time: 50 minutes

Lesson Objectives

Students will be able to:

1. Describe how to be a safe pedestrian.
2. Analyze how emotions can influence safety behaviors.
3. Identify situations which need a decision related to pedestrian safety.
4. Explain the potential positive and negative outcomes from a decision related to pedestrian safety.

Materials & Preparation

- Review **Images 9A–F**.
- Prepare **Street Smart** activity sheet (Master 9) for each student.
- Copy the Safety Smart Questions from **Image 9C** to chart paper for ease of review during the lesson.

Healthy Behavior Outcomes

S-4: Apply safety rules and procedures to avoid risky behaviors and injury.

S-5: Avoid safety hazards at home and in the community.

S-6: Recognize and avoid dangerous surroundings.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.2.4: List ways to prevent common childhood injuries.

Standard 5: Decision Making

Performance Indicator 5.2.1: Identify situations when a health-related decision is needed.

Teaching Steps

Show Image 9A

Look at these words. What do they say?

Summarize

The words are *smart* and *safe*.

Ask & Discuss

Point to the word smart.

What does this word mean?



Image 9A

Summarize

Being smart means thinking ahead to make the right, best or safest choice.

Ask & Discuss

Point to the word safe.

What does this word mean?

Summarize

This means doing things that keep you out of harm or protect you from getting hurt. It means not doing dangerous or risky things.

Survey

What are some things you do that make you feel safe?

Who are some people who make you feel safe?

What are some places that make you feel safe?

Allow several students to answer each question.

Ask & Discuss

We are going to put these two words together to say “Safety Smart.”

What do you think being Safety Smart means?



Show Image 9B

Being Safety Smart is when you think ahead and choose to be safe.

Summarize

Safe is a good feeling. Smart means you are thinking ahead. You can be smart and choose to be safe.

Explain

We're going to talk about how you can make safety smart choices. These are the kinds of choices that will help keep you from getting hurt or taking risks.

Sometimes people wait until after they are hurt to think about what they did that was unsafe or risky. But then it is too late to make a difference. Being safety smart means you take the time to think ahead to make safe choices. We're going to practice that today.

Show Image 9C

These are our **Safety Smart Questions**. These questions will help you make smart and safe choices.

Explain

We're going to use the safety smart questions to help you make choices about things you do every day, such as walk and cross the street. Each day you and kids just like you travel to school by walking and crossing streets.

Survey

Raise your hand if you think you have a choice to do these things in safe ways.



Image 9B

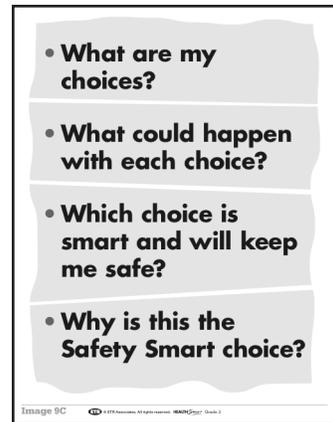


Image 9C

Explain

Yes, you have choices. But you need to know which choices are smart and will keep you safe.

You are going to help kids just like you make smart and safe choices as they travel during their day.

Show Image 9D

This is Angelino. Angelino is in a **hurry** to get to his uncle's house. As he walks down the street, he sees an opening between 2 parked cars that he thinks will be a short-cut.

Let's use the **Safety Smart Questions** to help Angelino.

Point to the questions on the chart paper as you ask each one.

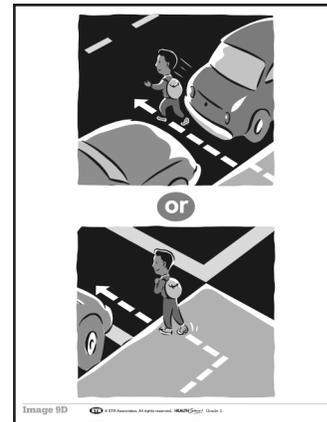


Image 9D

Survey

Raise your hand if you think Angelino has a choice to make.

What are his choices?

Summarize

Angelino has a choice. He can cross the street from between the cars.

Or he can go to the corner and cross at the crosswalk.

Ask & Discuss

What could happen if Angelino crosses between the cars?

What could happen if he crosses at the crosswalk?

Summarize

If Angelino crosses between the car, he might save some time. But he could also get hurt because drivers in cars on the street might not see him and might hit him.

If Angelino crosses at the crosswalk, it will take a little more time, but he will be safer. Drivers expect to see people crossing in the crosswalk. The crosswalk gives Angelino a safe place to cross the street.

Ask & Discuss

What is the smart and safe choice for Angelino?

Summarize

Crossing at the corner or crosswalk is the smart and safe choice.

Ask & Discuss

Why is this the Safety Smart choice?

Summarize

Car drivers expect people to cross at the crosswalk or street corner. Crossing between parked cars makes it hard for drivers to see you.

Ask & Discuss

What difference does it make that Angelino is in a **hurry**?

Summarize

People make more mistakes when they are in a hurry.

Survey

If you were walking with Angelino, what would you say to help him be Street Smart?

Summarize

You would remind Angelino to be Street Smart and cross at the crosswalk.

Show Image 9E

This is Kim. Kim is **angry** about something that happened after school. She keeps thinking about it. As she gets to the end of the block, the traffic light turns yellow, but the streets are empty. Kim just wants to get home fast.

Let's use the **Safety Smart Questions** to help Kim.

Point to the questions on the chart paper as you ask each one.

Survey

Raise your hand if you think Kim has a choice to make.

What are her choices?

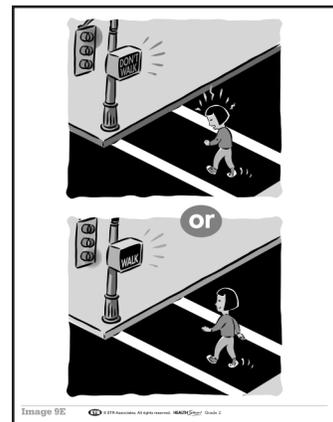


Image 9E

Summarize

Kim has a choice. She can cross now.
Or she can wait for the green light.

Ask & Discuss

What could happen if Kim crosses now?
What could happen if she waits for the green light?

Summarize

If Kim crosses now, she could also get hurt because drivers in cars on the street are not expecting someone to be crossing the street when the cars have the green light. They might not see Kim and might hit her.
If Kim waits for the green light, she will be safer. Drivers expect to wait for people when the light is red. The green light tells Kim it is safe to cross the street.

Ask & Discuss

What is the smart and safe choice for Kim?

Summarize

To be smart and safe, Kim should wait for the light to turn green.

Ask & Discuss

Why is this the Safety Smart choice?

Summarize

Being smart and safe on the street means following traffic signals. If you cross as the light is yellow or turns red, cars won't be ready to stop for you because they have a green light.

Ask & Discuss

What difference does it make that Kim is **angry**?

Summarize

Sometimes being angry makes us forget to think about being safe.



Survey

If you were walking with Kim, what would you say to help her be Street Smart?

Summarize

You would remind Kim to be Street Smart and cross with the light.

Show Image 9F

This is Andrew. Andrew is walking with some friends who've just seen a new movie that he wants to hear about. He is **worried** about not hearing what is being said. Andrew thinks that if he can put himself in front of the group and skip backwards he will be able to hear everything.

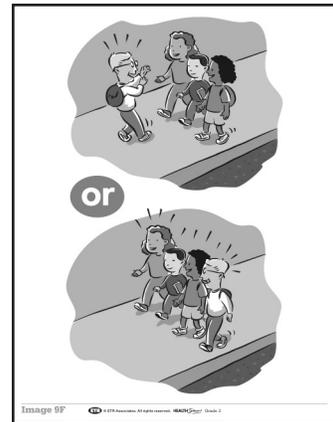


Image 9F

Complete

Now you will have a chance to use the **Safety Smart Questions** on your own to help Andrew.

Distribute the **Street Smart** activity sheet and guide students through the decision-making steps to complete Part 1.

Master 9

What are Andrews choices? (*He can walk backwards in front of his friends. Or he can walk beside them.*)

Write what could happen with each choice. Then circle the safe choice and tell why it is the safety smart choice for Andrew.

Ask & Discuss

What difference does it make that Andrew is **worried**?

Summarize

Sometimes being worried makes us forget to pay attention.

Survey

If you were walking with Andrew, what would you say to help him be Street Smart?

Summarize

You would remind Andrew to face forward and walk safely. Walking safely means watching where you are going, looking ahead and helping to keep others safe. Andrew could trip and fall if he skips backwards. He could get hurt or hurt someone else.

Create

You've done a great job helping these kids make street smart choices. Let's work together to make a list of Street Smart safety rules based on what you know about being safe on the street.

Allow students to suggest pedestrian safety rules and make a list of their ideas on the board. Help students formulate a set of simple rules from the ideas that include but are not limited to the following:

- *Pay attention when you're walking.*
- *Look ahead.*
- *Always cross at a crosswalk.*
- *Always cross with the green light or "walk" sign.*
- *Look both ways before crossing the street.*
- *Never cross the street from between parked cars.*

Copy the final rules to chart paper and post in the classroom.

Complete

Go back to your **Street Smart** activity sheet and write two street safety rules that you want to follow.

*Have students return to the **Street Smart** activity sheet and help them complete Part 2 by writing two of the pedestrian safety rules.*

Collect and save the activity sheets to make the safety rule books in Lesson 13, if you will be teaching all the Grade 2 Safety Smart lessons (Lessons 9, 10, 11 and 12).

Close

Raise your hand if you want to be safety smart when you walk and cross the street.

Assessment Evidence

Students:

1. Described how to be a safe pedestrian by:
 - Generating a list of rules for being safety smart when walking and crossing the street.
 - Completing the **Street Smart** activity sheet.
2. Analyzed how emotions can influence safety behaviors by:
 - Verbally analyzing how the emotions the children in the stories are feeling might have affected their choices and actions.
3. Identified situations which need a decision related to pedestrian safety by:
 - Completing the **Street Smart** activity sheet.
4. Explained the potential positive and negative outcomes from a decision related to pedestrian safety by:
 - Completing the **Street Smart** activity sheet.