

BICYCLE & PEDESTRIAN SAFETY

10-minute Activities for PE Class

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Topic: Pedestrian Safety—Crosswalks

Activity: Cross the Crosswalk

10-15 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
PE/Health: Movement Skills	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply rules and safety procedures in physical activities.
PE/Health: Team-building	21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.	21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).
PE/Health: Communications and Decision Making	24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	24.A.2a Identify causes and consequences of conflict among youth.

Lesson Objectives

By the end of this lesson, students will be able to:

recall the purpose of WALK and DON'T WALK signals.
demonstrate the appropriate response to WALK and DON'T WALK signals.

Topic: Pedestrian Safety—Crosswalks

Activity: Cross the Crosswalk

10-15 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Equipment Needed:

- Walk Signal sign
- Don't Walk Signal sign

* See appendix for Traffic Signal pages

Set Up:

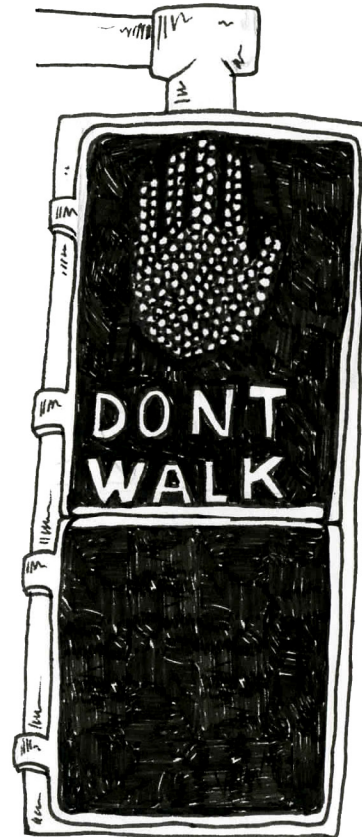
- Divide students into two groups.
- Direct one group to line up side by side at one end of the gym.
- Direct the other group to form a line behind the first group.
- Place cones at the other end of the gym in a line extending across the gym floor.

Frame the Activity:

- Explain how traffic lights have improved over the years with better technology such as the LED. This technology makes it easier for pedestrians to know when to cross at a crosswalk.
- Point out that some crosswalks now have numbers counting down so that pedestrians know how many seconds they have to cross the street.

Explain the Activity:

- Point out that people don't want to get stuck in the crosswalk when the signal turns to a solid "DON'T WALK"! Students will practice following crosswalk signals.
- Divide students into two groups; line up one behind the other at one end of the gym.
- Instruct students that when you hold up the WALK signal, the first group will run down to the cones at the end of the gym and back as many times as possible. Before holding up the DON'T WALK signal, begin counting down 15 seconds, at which point they must get back to the starting line.
- Challenge students to get back and forth as many times as possible before the DON'T WALK sign is held up.
- Repeat with the second group.



Topic: Dangerous Situations & Refusal Skills

Activity: Safe or Unsafe

10-15 minutes

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ACTIVE TRANSPORTATION
ALLIANCE

Illinois Learning Standards

Content Area	Early Elementary Standard	Late Elementary Standard
PE/Health: Movement Skills	19.C.1 Demonstrate safe movement in physical activities.	19.C.2a Identify and apply guidelines and safety procedures in physical activities.
PE/Health: Health Promotion, Prevention and Treatment	22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).
		22.B.2 Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
PE/Health: Communications and Decision Making	24.C.1 Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”).	24.C.2 Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).

Lesson Objectives

By the end of this lesson, students will be able to:	define in their own words peer pressure.
	recall situations of peer pressure.
	demonstrate understanding of the appropriate verbal response in different situations.

Topic: Dangerous Situations & Refusal Skills

Activity: Safe or Unsafe

10-15 minutes

p. 2 of 6



ACTIVE TRANSPORTATION
ALLIANCE

Equipment Needed:

- About 20 cones or poly spots
- Safe or Unsafe cards, 1 set for each group (reproducible found at the end of the lesson)
- Safe and Unsafe cone labels, 1 set for each group (reproducible found at the end of the lesson)

Set Up:

- Make copies of and cut out the Safe or Unsafe Cards, 1 set for each group.
- Divide students into groups of 3-4.
- Set a start cone or poly spot for each group at one end of the gym, a cone or poly spot for each group at the half way point, and cones or poly spots for each group at the far end of the gym.
- Place Safe or Unsafe Cards at each midpoint cone/poly spot.
- Place the Safe label on one cone at the far end of each relay and the Unsafe label on the other cone at the far end of each relay.
- Direct each group to a start cone/poly spot.

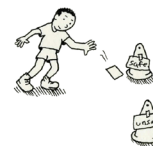
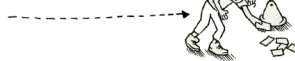
- Explain that we are going to practice deciding if we think something is safe or not.
- Divide students into small groups and direct each group to a starting cone.
- Demonstrate the relay:
 - Run to the midpoint cone and pick up 1 Safe or Unsafe Card.
 - Bring card back to group.
 - Read the card together and decide whether the situation is safe or unsafe.
 - Run the card to the far cones and place in appropriate place.
 - Run back to the group and high-five the next person to get the next card.
- Play the game.
- Review each answer after the game. Let groups sort through their cards as the class discusses each answer. Read the card and allow a volunteer to tell you where their group placed the card and why.

Frame the Activity:

- Explain that it is important to make sure that activities are safe before you do them.

Explain the Activity:

- Discuss peer pressure:
 - Peer pressure is when a friend tries to get you to do something; peer pressure usually refers to something that you don't want to do or you don't think is safe.
 - Have they ever experienced peer pressure?
 - It's important to know how to handle the situation.
 - You always have the right to say, "No, I don't want to" or "No thanks" or "No way!!"



Safe or Unsafe?

You are walking home from school with a friend. Your friend asks, "Do you want to sneak to the playground instead of going home?"

Safe or Unsafe?

You are riding bikes with your friend. Your friend says, "Let's take our helmets off! I bet we will look cool without them."

Safe or Unsafe?

You are walking home from school. A stranger pulls up next to you in his car and asks, "Hey kid, do you want a ride home?"

Safe or Unsafe?

Your friend calls you and asks, "Do you want to go to the park with me and my family?"

Safe or Unsafe?

You are walking home from school with your friend. You see a dog that is wandering around without a leash. Your friend asks, "Do you want to go play with that dog?"

Safe or Unsafe?

You are on your way home from school. You see a group of kids from your class ahead of you. They see you walking alone and ask, "Would you like to walk with us so you don't have to walk by yourself?"

Safe or Unsafe?

You are playing with your friend outside. The sun is beginning to set and it is getting dark. Your friend says, "Let's play one more game of basketball before we go inside."

Safe or Unsafe?

When you get home from school, your mom asks, "Will you please take the dog for a walk?"

SAFE

UNSAFE

¿Seguro o No Seguro?

Estás caminando de regreso de la escuela con un amigo/a. Tu amigo/a te pregunta, “¿Quieres ir a escondidas al parque en vez de ir a nuestras casas?”

¿Seguro o No Seguro?

Andas en bicicleta con tu amigo/a. El/ella te dice, “¡Saquémonos los cascos! Te apuesto que nos vemos cool sin ellos.”

¿Seguro o No Seguro?

Estas caminando de regreso de la escuela. Un desconocido se acerca en su coche y te pregunta, “Hey niño, ¿quieres que te lleve a casa?”

¿Seguro o No Seguro?

Tu amigo/a te llama y te pregunta, “¿Quieres ir al parque conmigo y mi familia?”

¿Seguro o No Seguro?

Estás caminando de regreso de la escuela con tu amigo/a. Ven un perro que está andando sin correa. Tu amigo/a te pregunta, “¿Quieres jugar con ese perro?”

¿Seguro o No Seguro?

Estás de regreso de la escuela. Ves un grupo de niños de tu clase adelante. Te ven caminando solo/a y preguntan, “¿Quieres caminar con nosotros para que no camines solo/a?”

¿Seguro o No Seguro?

Estás jugando con tu amigo/a afuera. El sol se está empezando a bajar y se está poniendo oscuro. Tu amigo te dice, “Juguemos un partido más de basquetbol antes de entrar.”

¿Seguro o No Seguro?

Cuando regresas de la escuela, tu mama te pide, “¿Por favor sacas al perro a caminar?”

SEGLURO

NO SEGLURO