

Pedestrian Safety

SLIDE NAVIGATION

1

2

3

4

5

6

Next

1. Question & Research Task

There are many signs placed around the streets and roads that we pass every day.

How do I use these signs? Why are these signs important to me as I travel to different places by myself or with my family in a car?



Image Source: YouTube

Your teacher will show you the YouTube video about Pedestrian Safety!

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can I stay safe as a pedestrian or passenger?

2. Information Sources

1. Click the picture below to learn more about Traffic Safety Signs.

Your teacher/librarian will provide login information if needed



2. Now, click the picture below to complete the quiz to assess what you learned.



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1

2

3

4

5

6

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3. Click the picture below to learn about crossing the street safely.



4. Click the picture below to learn about seat belt safety.



Image Sources: [BrainPOP Jr.](#) and [Discovery Education](#)

3. Student Activity

1. Click the picture below to learn more about traffic safety signs.



Image Source: [BrainPOP Jr](#)

2. Click the picture below to review bus and car passenger safety.



Image Source: [KidsHealth](#)

3. Click the picture below to view a video that reviews tips for getting to school safely.

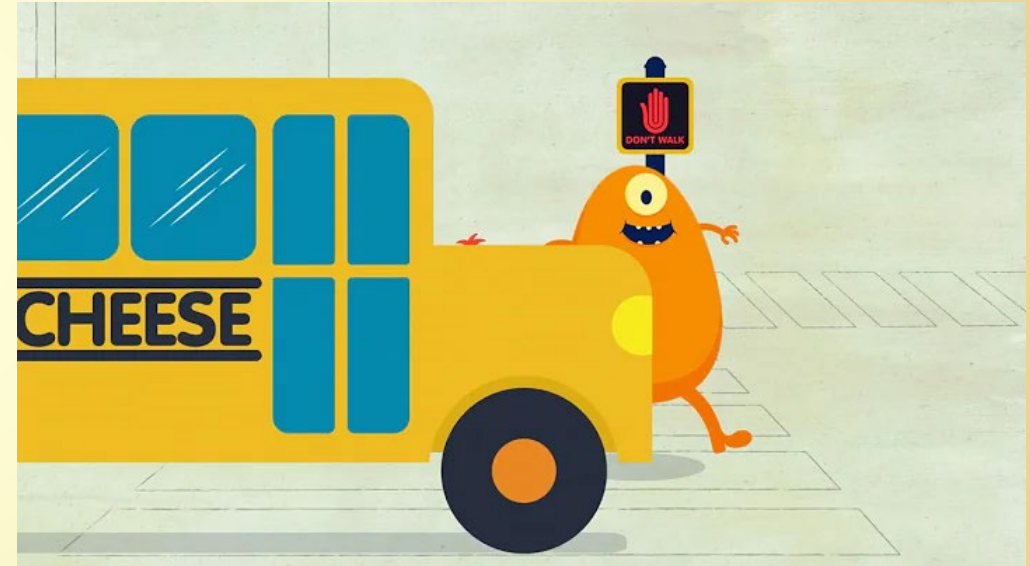


Image Source: [YouTube](#)

4. Assessment Activity

How can I stay safe as a pedestrian or passenger?

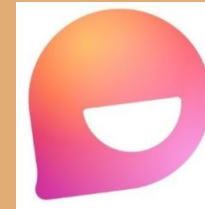
1. Click the picture below to complete the *Draw About It* activity. You are to draw one of the traffic signs you see around your neighborhood.



Image Source: [BrainPOP Jr.](#)

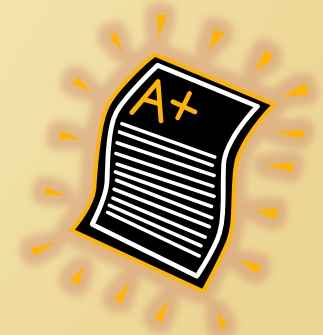
Final Assessment:

Create a Flip or [Wixie](#) to discuss safety tips for a pedestrian and a car passenger. Click the Flip or Wixie symbol below to begin.



1. Introduce yourself.
2. Give 3 tips for pedestrians and/or car passengers.
3. Make sure you speak clearly and with proper grammar.

Click the image of the paper to access [scoring rubric](#).



5. Enrichment Activities

1. Click the picture below to learn about walking safely.
Your teacher will need to play the YouTube videos.



Image Source: US Department of Transportation

2. Choose one of the activities below and click the picture to complete.



Image Source: BrainPop Jr.

2. Click the picture below to learn more about bicycle safety.



Image Source: BrainPop

3. Click the picture below to learn more about bus safety. You can click the [Listen](#) to have it read to you.

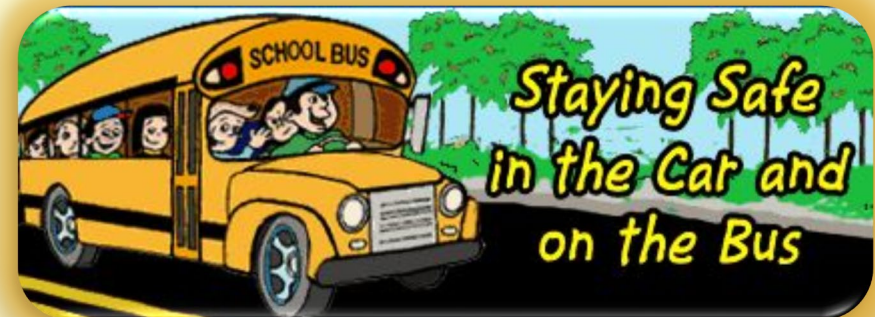


Image Source: KidsHealth

6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Learning Standards Alignment

NHES Standards and Performance Indicators

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.2.4 List ways to prevent common childhood injuries.

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Grade 2 Health: Module 3, Lesson 5

Objective: Students will conduct brief, focused research in order to stay safe as a pedestrian or passenger.

Time Frame: Two to four 50 minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- This Slam Dunk Lesson includes links to YouTube videos. Teacher/librarian may screen videos for the class.
- This Slam Dunk is written for the 2nd grade health curriculum but can be used for all elementary school students.
- Assign a Flipgrid link prior to instruction. Support for using Flipgrid can be found [here](#). Students can use an alternative method for recording such as [VoiceThread](#) , [Wixie](#), or [Audacity](#).
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology Teacher should preview all links for content.