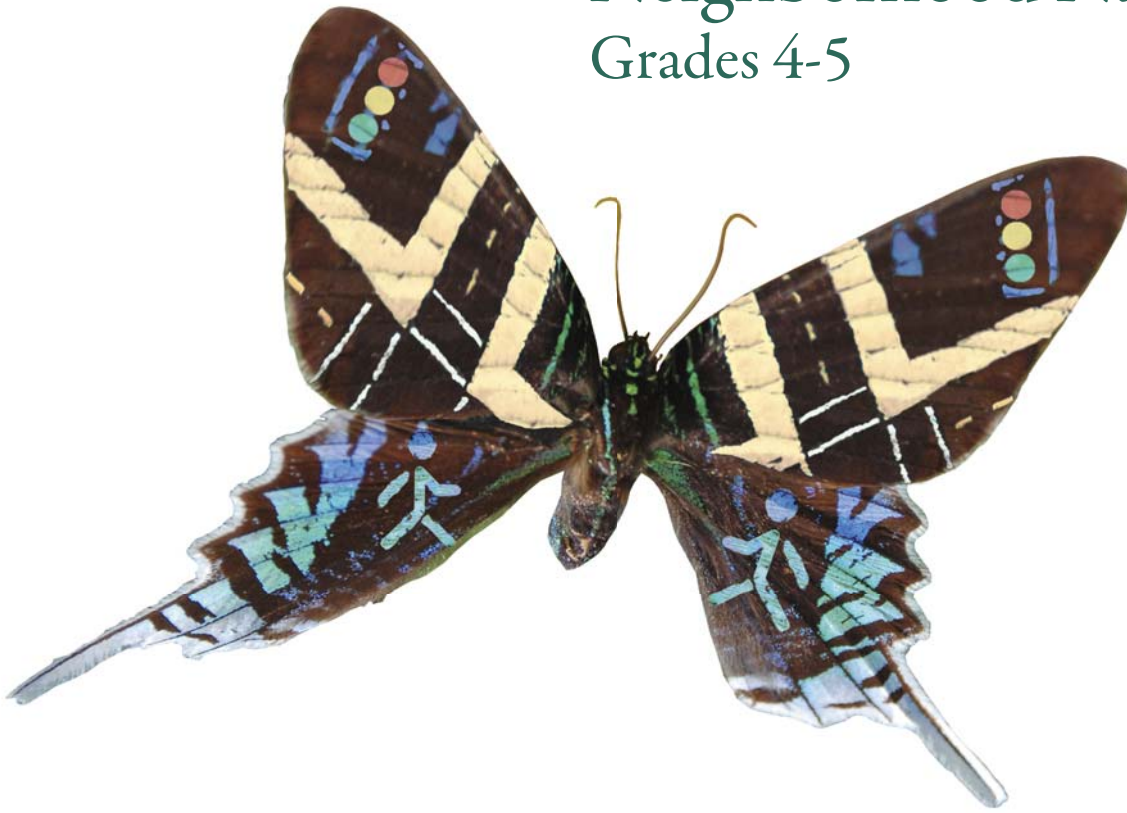


# Neighborhood Navigators

## Grades 4-5



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# Neighborhood Navigators

## Grades 4-5

### Introduction

The Grade 4-5 *Neighborhood Navigators* focuses on the roles and responsibilities of being active participants in the transportation system. Students map and experience their neighborhood transportation system as they learn about options available to make it safer.

In addition to pedestrian safety, this age of students is well-suited to on-road bike safety education programs. While this is outside the scope of *Neighborhood Navigators*, you may wish to explore the possibility of providing bike safety education.

An example of a program is the Bicycle Transportation Alliance's Bicycle Safety Education program for 4th – 7th grade students. The 10-hour curriculum includes four hours of classroom instruction, six hours of bike skills on neighborhood streets. The on-road teaching of this curriculum requires that instructors have extensive training and/or experience to ensure the safety of students.

Information on local bike safety programs and instructors can be found by contacting bike shops, bike clubs, the League of American Bicyclists, the BTA, or by searching the Internet.



## 4- 5 Lesson Summary (5 lessons)

Lesson Title	Summary
Know the Road and Rules	Understand the roles and responsibilities of being a pedestrian and the various components of the road.
Talking the Talk, Walking the Walk	View a Pedestrian Safety DVD and practice advocating for pedestrian safety.
Healthy Travel	Talk about why people walk, locate safe routes on a map and set a personal safe walking goal.
Past, Present, Future	Use historical timeline to explore walking.
You Can Walk Too!	Advocate for safe walking.

## Grades 4-5 Learning Objectives

**Purpose** To provide students with age-appropriate knowledge and skills to be responsible pedestrians to keep themselves and others safe when using roadways.

**Learning Objectives** Students will be able to:

- locate their school on a neighborhood map.
- understand the components of a road.
- understand laws and rules of pedestrian safety.
- identify who can help support students follow the rules of the road.
- advocate for pedestrian safety to other students.
- brainstorm different reasons why people walk.
- understand the correlation between walking and health (physical and emotional).
- develop mapping skills and identify safe routes for pedestrians in their neighborhoods.
- set a personal walking goal.
- understand why people walked throughout history.
- discuss different historic routes/walks and their significance today.
- walk a route in school neighborhood and practice safe pedestrian rules.
- map a safe walking route for the class and be able to advocate to make it and other routes safer.

## Grades 4-5 Benchmarks

### Social Science

**SS.05.GE.01** Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams.

**SS.05.GE.07** Understand how physical environments are affected by human activities

**SS.05.CG.06** Identify and give examples of how individuals can influence the actions of government.



### Health

**HE.05.HS.01** Identify and access resources at home, at school, and in the community for health and safety information.

**HE.05.HS.02** Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.

**HE.05.HS.04** Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.

**HE.05.HS.05** Use a goal-setting model to set goals that enhance health and safety.

**HE.05.HS.07** Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.

### Physical Education

**PE.05.FL.01** Identify changes in his/her body before, during and after moderate to vigorous exercise (e.g., perspiration, increased heart and breathing rates).

*NOTE: Website for Oregon Department of Education benchmark standards link - <http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx>*





# Lesson 1:

## Know the Road and Rules

**Objectives** Students will be able to:

1. locate their school on a neighborhood map.
2. understand the components of a road.
3. understand laws and rules of pedestrian safety.
4. identify who can help support students follow the rules of the road.

- Materials**
- ☐ Neighborhood Map- can be found on school's website, school board's website, Google or Yahoo maps
  - ☐ School/Building Procedures and Rules
  - ☐ Ten Index Cards
  - ☐ Student Workbooks
  - ☐ Roadway overhead or poster with the following labels:
    - Sidewalk
    - Curb
    - Intersection
    - Corner
    - Crosswalk (marked and unmarked)
    - Crossing signals
    - Stop sign
    - Stop bar
    - Roadway
    - Shoulder
    - Lane
    - Bike lane
  - ☐ Overhead transparency
  - ☐ Markers
  - ☐ List of safety laws (Appendix B)

## Advance Preparation

Display a map of the surrounding school neighborhood. Write each of the ten pedestrian rules (Appendix B) on an index card.

*NOTE: You may choose all pedestrian or a combination of pedestrian and bicycle rules depending on your school's situation.*

## Vocabulary

**bike lane** - the marked lane on the road for use by bicycles that separates bicycles from other vehicles

**crosswalk** - any part of an intersection, marked or unmarked, that is for pedestrians crossing a street or road (every intersection is a crosswalk)

**driveway** - a private road from the street to a building, house or garage

**intersection** - a place where two or more streets join together (cross each other)

**pedestrian** - someone who walks/moves (including people in wheelchairs)

**roadway** - the part of a road used by vehicles

**shoulder** - the portion of a highway, paved or unpaved, touching the roadway, for use by pedestrians, stopped vehicles and emergency use

**sidewalk** - a walk (usually paved) for pedestrians at the side of a street

**street corner** - a place where two streets come together, usually the location of a crosswalk

**safe pedestrian** - someone who knows and applies the rules of the road to be safe

**traffic sign** - a visual sign for controlling traffic so people are safe

**vehicles** - modes of transportation for persons or property that use roadway (including cars, buses, trucks, trains, bicycles, skateboards, scooters)





## Activities

Hand out student workbooks and have students write their names on the front. Explain that they will be learning about being safe pedestrians and will be practicing safe pedestrians skills. Discuss with students the idea that the school has rules designed to keep students safe when at school. Review with the class some of the school's building procedures and rules.

In small groups, have students brainstorm the rules necessary to keep themselves safe when walking to school and throughout the neighborhood. Record in their workbooks (page 2).

With the whole class together, refer to vocabulary list above. Highlight **pedestrian** and **safe pedestrian**. A pedestrian is someone who walks and moves (this includes a person in a wheelchair). A safe pedestrian is someone who knows and applies the rules of the road to keep him or herself and others safe.

Ask students, "Who thinks they are a safe pedestrian? What do you do to be a safe pedestrian?"

Discuss and introduce the following:

*First*, a safe pedestrian needs to be aware of where he/she is located and where he/she is going. Ask students, "What tool can we use to help us locate things in a neighborhood?" Point to the map displayed on classroom wall. Identify (with a tack, sticker or magnet) where school is located on the map. Ask students to identify other public buildings in their neighborhood (e.g., hospital, police station, supermarket, library).

*Second*, a safe pedestrian needs to know the parts of a road. Display the Roadway overhead (Appendix A, urban or rural) and ask students to turn to page 3 and 4 in their workbook with the roadway diagrams. In a class discussion, label the parts of the road on the overhead transparency while students label the diagrams in their workbooks.

*Third*, a safe pedestrian needs to know and follow the rules of the road. Organize students into ten groups. Have each group assign or nominate a recorder and a reporter. Hand each group one index card. They are to read the rule on the index card and discuss the following:

1. What does this rule mean to you?
2. What might happen if this rule was not followed?
3. Who might help someone your age follow this rule?

After groups spend time discussing, recorder presents group responses to class.

**Walk** As a class, go for a walk around the school area and practice road rules discussed and/or observe others practicing or not practicing the road rules.

**Teacher Reflection/Class Evaluation**

- ☐ Were students able to understand the components of the road?
- ☐ Were students able to define what rules of the road mean to them?
- ☐ Were students able to share who could help them follow rules of the road?





## Lesson 2:

### Talking the Talk – Walking the Walk

**Objectives** Students will be able to:

1. view pedestrian safety DVD.
2. demonstrate and advocate pedestrian safety to other students.

**Materials**

- ☐ Student Workbooks
- ☐ Pedestrian Safety DVD: ASIMO, “Step to Safety” (14 min)
- ☐ Equipment for viewing
- ☐ Walking School Bus Rules (Appendix C)
- ☐ School Neighborhood Map

**Advance Preparation** Write on the chalkboard: “What is important for pedestrians to know?”

**Activities** Show the pedestrian safety DVD.

Content includes:

- stopping at curbs
- looking left, right and all around
- crossing between parked cars
- crossing at intersections
- traffic lights and signals
- never follow - look for yourself

After the DVD, direct students' attention to the board again. Ask students, "What is important for pedestrians to know?" The object is to generate a class list, including:

- specific rules of the road
- components of the road
- what signals look like
- how to find themselves on a map.

Students think, pair, and share: think for themselves, divide into pairs and discuss what is important for pedestrians to know. Tell students to open their workbook to the Role Plays (page 5). Students practice applying their safe pedestrian skills in the following role-plays:

- as a crossing guard;
- as a leader for younger student(s);
- as a neighbor helping a senior citizen or visually/ physically impaired person to cross the road.
- as a friend - tell a friend that their behavior isn't safe and suggest safe pedestrian behavior.

Divide class into pairs, discuss and plan options for these role-plays. Rehearse role-plays then present pedestrian safety to the larger class, if time allows.

Ask students, "What did you learn from practicing role-plays with your partner? What did you teach your partner? What did you learn from your partner?"

Student workbook entry:

Today, I learned I can help others to be safe pedestrians by \_\_\_\_\_.

### Walk

Discuss Walking School Bus expectations (Appendix C). Hand out the school neighborhood maps to each student. Ask students to identify a destination in the school's neighborhood to walk to from the school (like a park, the pool, the library, etc.). Discuss the routes pedestrians might use. Ask students to determine which route would be the safest (consider sidewalks, signals, etc.). Have students highlight the route(s) on the map and walk the route.

### Teacher Reflection/Class Evaluation

- ☐ Did students practice role-plays with their partners?
- ☐ Were students able to teach their partners pedestrian safety skills?
- ☐ Did students learn pedestrian safety skills from their partners?



## Lesson 3: Healthy Travel

**Objectives** Students will be able to:

1. brainstorm different reasons why people walk.
2. understand the correlation between walking and health (physical and emotional).
3. develop mapping skills and identify safe routes for pedestrians in their neighborhoods.
4. set a personal walking goal.

**Materials**

- ☐ Student Workbooks
- ☐ Chart paper or board
- ☐ Markers
- ☐ School neighborhood map for each student (Google maps will work)

**Advance Preparation** Write on chart paper or board:

1. Environment Livability
2. Personal Health and Safety
3. Freedom and Mobility

**Activities** Students brainstorm as a class and write down reasons for walking in their student workbooks (page 6) as teacher writes reasons on chart paper or board.

## Reasons for Walking

Some examples students may share include:

<b>Environment and Livability</b>	<b>Personal Health and Safety</b>	<b>Freedom and Mobility</b>
Low impact to the environment	Exercise leads to healthy heart and lungs	Feels great to be outside
It's good to see people walking, strolling and biking	Exercise leads to healthy muscles and bones	Feels great to get your body moving
Neighborhoods may be safer when people are outside walking	Exercise provides more positive outlook on life	Feeling of freedom and independence
		Allows you to get places on your own fuel

Choose 1-2 examples from class chart and discuss how they feel about their current school or home environment. Brainstorm reason(s) for walking, such as transportation, exercise, fun, being with friends, no other way to get there, etc.

Hand out the school neighborhood maps to each student. Ask students about two locations in the school area and the best route for pedestrians to take when walking between the two locations. For example, select your school and public library (or, a park and Boys and Girls Club). Ask students to determine which route would be the safest (consider sidewalks, signals, etc.). Have students highlight the route on the map.

Have students open their workbooks to the Goal Setting (page 7). Guide students through the following walking-related goal example:

My goal is: I will teach my 7 year-old brother how to cross the street.

FIRST STEP: While inside, walk him through the steps of crossing safely.

SECOND STEP: While inside, model the steps.

THIRD STEP: While inside, have him practice the steps.

NEXT STEP: We go outside to a quiet street and he watches me do it.

NEXT STEP: We cross the street safely together.

FINAL STEP: He crosses the street safely on his own.

Encourage students to set a walking-related goal.

Examples include: walk three times a week to/from school; teach others to cross the street safely; participate in family walks once a week; sharing safe walking rules with the rest of the school on the intercom or on school doors.

Students write goal/plan in workbook.

### Walk

Create class goal of a walk that would take 30 minutes. Map the route. Ask class if they think they can achieve that goal. Walk the walk. Afterwards, review with students whether or not they met their walking goal.

### Teacher Reflection/Class Evaluation

- ☐ Were students able to share meaningful reasons why people walk?
- ☐ Did students discuss safe walking routes on the map?
- ☐ Did students set an achievable walking goal?









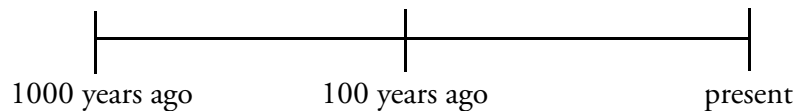
## Lesson 4: Past, Present, and Future

**Objectives** Students will be able to:

1. understand why people walked throughout history.
2. discuss different historic routes/walks and their significance today.
3. walk a route in school neighborhood and practice safe pedestrian rules.

**Materials** ☐ Chart paper or board  
☐ Resources on Lewis and Clark expedition, Oregon Trail

**Advance Preparation** Draw a timeline on chart paper or board. 1000 years ago on left, 100 years ago in the middle, and present on right:



Compile list of references including web site documents or books.

## Activities

Students open their workbook to Past, Present, and Future (page 8). They draw and describe who traveled, how they traveled and why they traveled 1000 years ago; 100 years ago; and at present.

Note: students may need references (class books) for this activity.

Ask students to share their examples. Transfer to timeline. Student work representing 1000 years ago may include: hunting food, farming, getting water, and moving from one place to the next.

Student work representing 100 years ago may include the above information, as well as the following: exploring, traveling to the main street of a town for provisions, or walking to work, places of worship or school.

Discuss early explorers. Connect to grade 4-5 social studies curriculum (i.e. Lewis and Clark expedition, Oregon Trail). Identify on timeline.

Lewis and Clark

[http://www.nps.gov/pub\\_aff/lewis\\_clark/overview.htm](http://www.nps.gov/pub_aff/lewis_clark/overview.htm)

In 1803, President Thomas Jefferson acquired the Louisiana Purchase from France, expanding the borders of the United States from the Atlantic Ocean to the Rocky Mountains. The vast areas of unexplored country offered the new nation the potential for growth and the possibility of a practical water route all the way to the Pacific Ocean. Jefferson had for years been fascinated by the unexplored territory west of the Mississippi River, and in June 1803 he announced plans to send an expedition overland to the Pacific. The President chose Meriwether Lewis to lead the expedition. Lewis selected his friend and former commanding officer, William Clark, to serve as co-leader of the expedition. The objective was to explore the Missouri River to its source and establish the most direct water route to the Pacific. They were instructed to write detailed accounts of their journeys, make maps, and provide information about the Indian Tribes indigenous to the west. In addition Jefferson expected them to make scientific and geographic observations of all they saw. In 1804, Lewis & Clark, along with 45 men and a dog, began a journey that would take three years and cover territory that would later encompass 11 states.



Read/suggest books to read such as:

- *Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) to Oregon* by Deborah Hopkinson

Discuss student work representing the “Present,” workbook (page 9). Examples may include: for exercise, to get somewhere, to participate in a walking event/race, save gas money, for a cause. Share local/state/Pacific NW examples such as:

- Pacific Coast Trail  
[http://en.wikipedia.org/wiki/Pacific\\_Crest\\_Trail](http://en.wikipedia.org/wiki/Pacific_Crest_Trail)  
People hike this trail to accomplish a goal, for pleasure, for a challenge, to experience nature. Each year, about 300 people, commonly called thru-hikers, attempt to hike the entire trail from end-to-end. The trip usually takes between four and six months. Around 180 people complete the entire trail each year.

Take students out for a school neighborhood walk. Ask students to imagine that they are at school 100 years ago, how would the neighborhood be different? How would the walk be different? Is the present situation better? How can it still be made better? Observe traffic situations along the way. Discuss as class is walking.

**Teacher Reflection/Class Evaluation** ☐ Were students able to describe what walking was like 1000 years ago? 100 years ago?

**Extension** Student reflection: What are the transportation advantages and difficulties of living during a certain time? of living in a certain place?

Explore modes of travel in other countries. Share examples from the book, *A Life Like Mine* by DK Publishing.





## Lesson 5: You Can Walk Too!

**Objectives** Students will be able to:

1. walk a school neighborhood route safely.
2. map a safe walking route for the class and be able to advocate why it's safe.

**Materials:**

- ☐ Student Workbooks
- ☐ Paper and graph paper
- ☐ Safety vests (optional)
- ☐ Walking routes (copies for each student)

**Advance Preparation** Recruit adult volunteers to walk with the class, if possible.

Map and walk route before walking with class. Modify distance, if required.

**Activities** Distribute safety vests and maps of walking routes. Remind students of rules and expectations. Organize groups with adult leaders.

Groups walk different routes (approximately 15-20 minutes).

Return to class and collect vests.

Review health benefits of walking:

- Physical
- Environmental

**Assessment:** Students find “You Can Walk Too” assessment in their workbook (pages 10-12) and complete the assessment using the following prompt:

You are designing a safe walking route from one location in your town to another. Pick a starting place and an ending place. Draw the route on a piece of paper or graph paper. Make sure to include landmarks along the way and arrows for the directions. Include street names, if possible. On the back of your piece of paper, list two physical benefits of walking and one environmental benefit of walking.

**Performance Checklist:**

Task	Yes	No
I labeled a starting and ending point.		
I drew a route that was safe.		
I labeled landmarks and street names.		
I drew arrows for walking direction.		
I listed two benefits of walking for my body and one environmental benefit of walking.		

Students share their papers as a closing to the unit.

**Teacher Reflection/  
Class Evaluation**

Use performance checklist to gauge skills and knowledge gained.

**Extension**

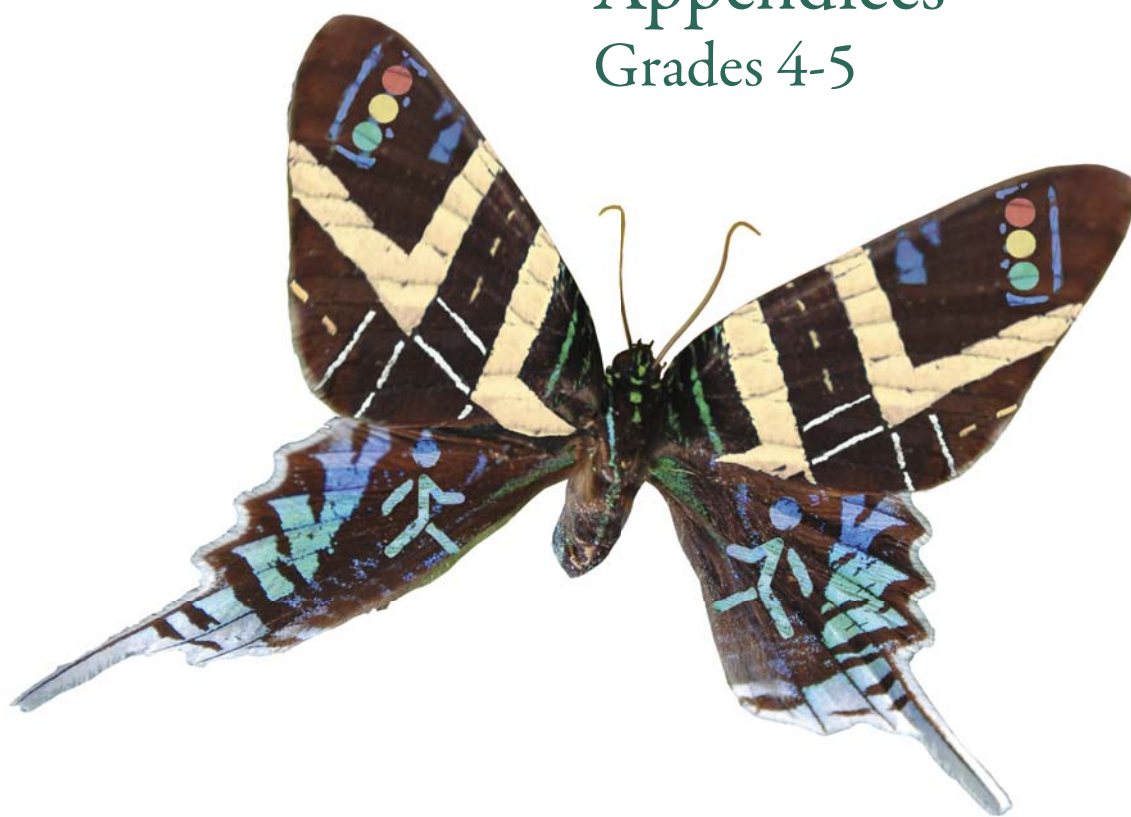
Explore “Walk + Bike to School” website at <http://walknbike.org> (in school or at home)

*Neighborhood Navigators* boosters (i.e., pedestrian safety checks, class walks) scheduled throughout school year.



# Appendices

## Grades 4-5

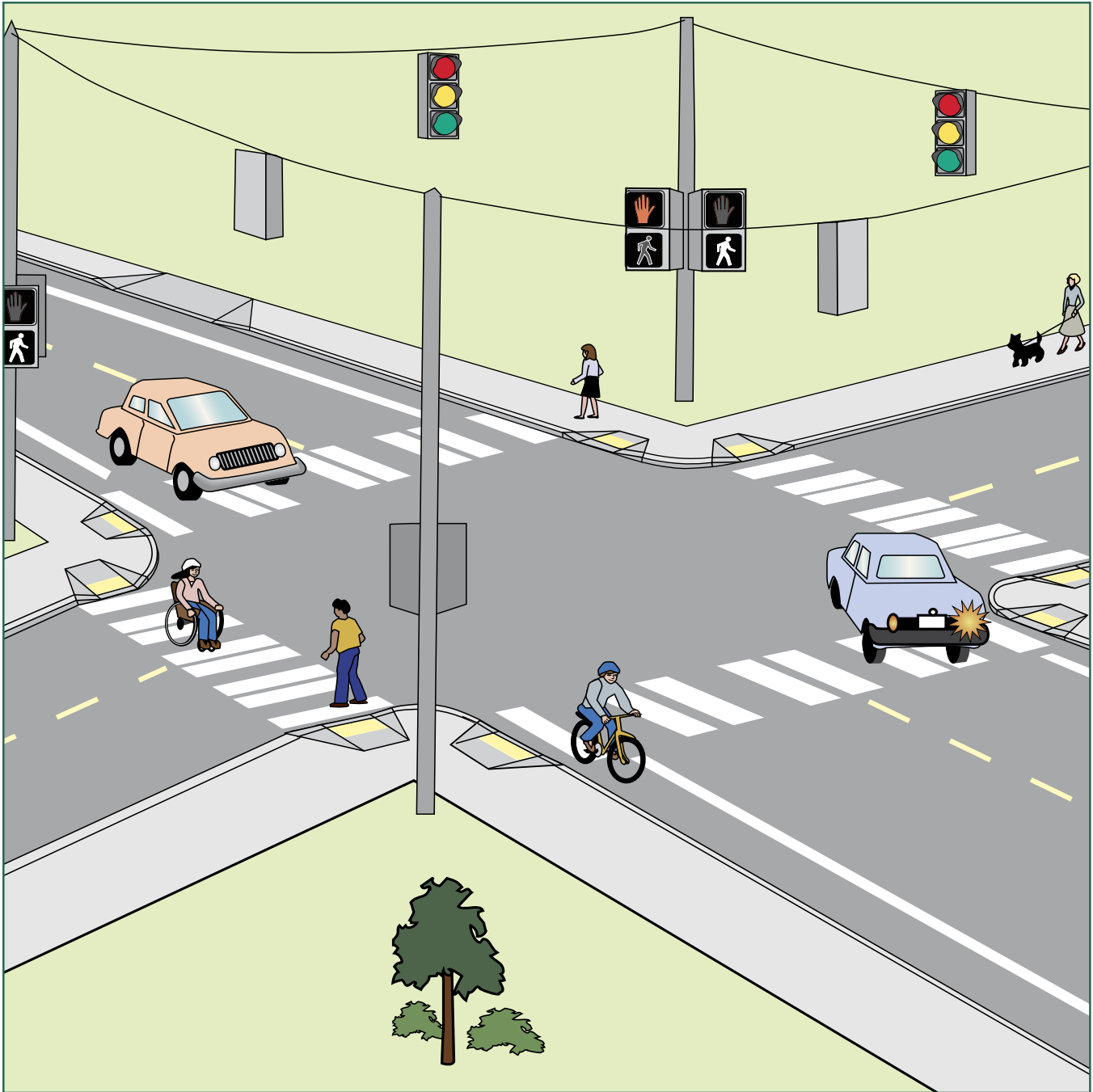






# Appendix A1

## Visual of Intersection (URBAN)



### 2. Know the parts of a road:

crosswalk  
(marked or unmarked)

lane

intersection

corner

sidewalk

traffic signal

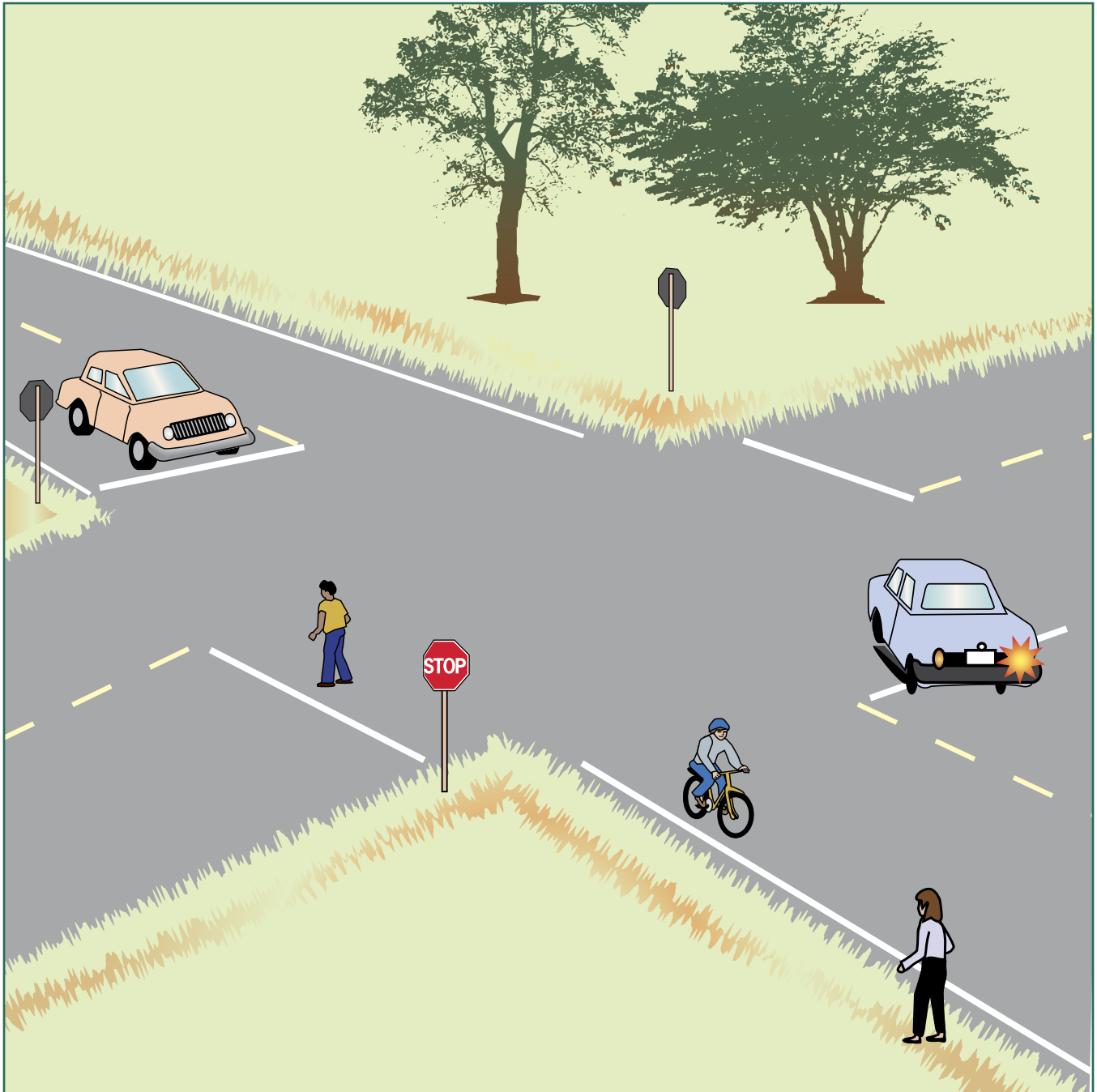
driveway

pedestrian signal

bike lane

# Appendix A2

## Visual of Intersection (RURAL)



### 2. Know the parts of a road:

crosswalk  
(marked or unmarked)

bicyclist

street corner

intersection

roadway

traffic sign

pedestrian

shoulder

vehicle

# Appendix B

## Rules of the Road for Pedestrians

1. Look all ways before crossing (left, right, behind and left again).
2. Walk, don't run across or into the street.
3. Cross only at safe corners, not between parked cars.
4. Choose a route with the smallest number of crossings.
5. When possible, walk on sidewalks.
6. When possible, cross streets at crosswalks, and where there are traffic signs and signals.
7. Always obey traffic signs and signals.
8. Walk facing traffic when walking on roads without sidewalks.
9. Always look for turning cars and be ready to respond.
10. Say "NO" when asked to ride in a car with strangers.

## Bicycle Safety Rules

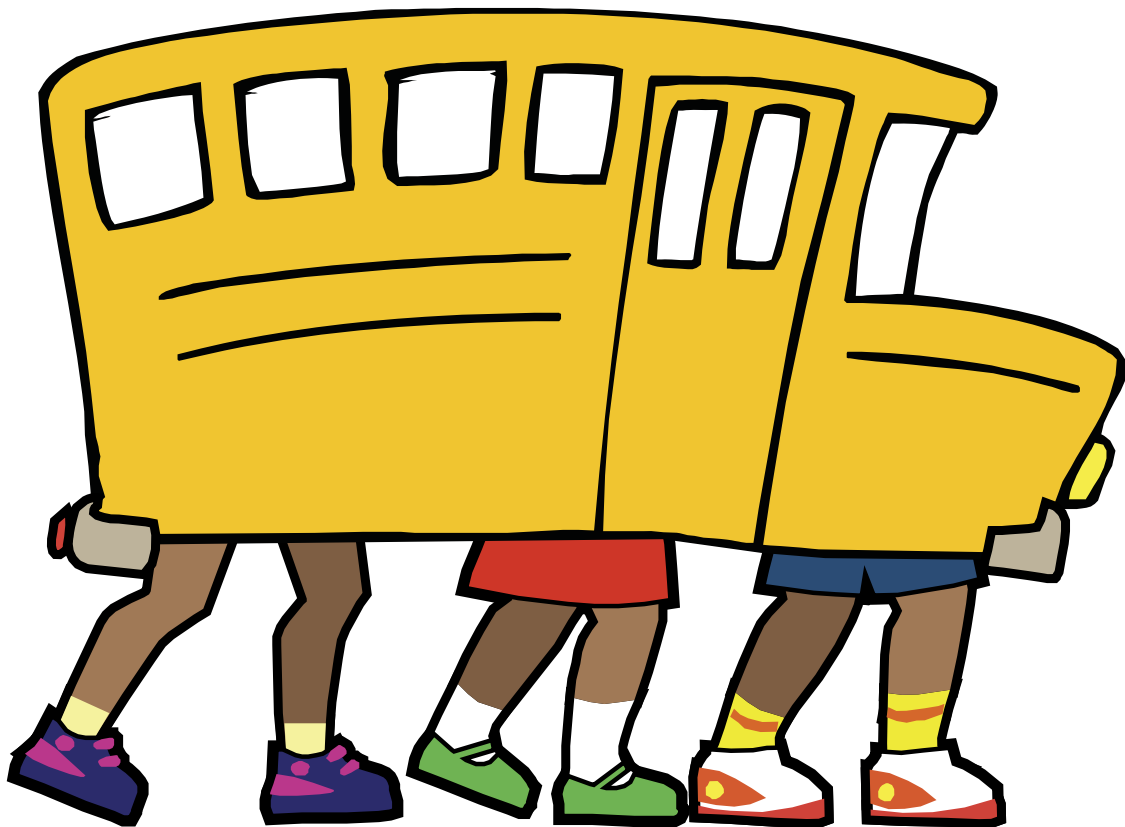
1. Always wear a properly fitted and certified helmet.
2. When entering a sidewalk, path or driveway, stop and look to make sure it's clear and safe to proceed.
3. If crossing the street, walk your bike across the crosswalk or for older more experienced riders, learn to make vehicular style left hand turns.
4. Cross only at the street corner.
5. When riding in the street, obey all traffic signals and laws.
6. Ride with the traffic flow, not against it.
7. Always stop at stop signs and stop lights.
8. Use the correct hand signals when turning to let drivers know your intent.

# Appendix C

## Walking School Bus Rules

1. No running! This is a walking school bus, not a running school bus.
2. No throwing of anything – pinecones, rocks, or even paper!
3. We have to look both ways before crossing the street – ALWAYS!
4. No pushing, pulling, hitting, or otherwise harassing other walking school bus riders – we all want to enjoy our walk.
5. When the Walking School Bus is crossing the street, we all must wait and decide as a group when it is safe to cross. We must stay on the sidewalk to stay safe before we cross.
6. If you are walking faster than the rest of the bus, slow down and wait for your friends; if they are walking faster, step up the pace and catch up. We need to stay together so we can stay safe and cars will see us.

Be Cool  
Walk to School







# *Neighborhood Navigators' Pledge*

This is to certify that

I, \_\_\_\_\_

promise to be SAFE and make street safety a habit.

I will walk on sidewalks when available.

I will walk facing traffic so drivers can see me.

I will stop at curbs and corners.

And I will look and listen to make sure that vehicles stop for me  
before I step into the street to cross.





## SAFE ROUTES TO SCHOOL



OREGON SAFE ROUTES TO SCHOOL PROGRAM



TRANSPORTATION SAFETY DIVISION – ODOT



BICYCLE TRANSPORTATION ALLIANCE

*funding provided by*



U.S. DEPARTMENT OF TRANSPORTATION, FEDERAL HIGHWAY ADMINISTRATION (FHWA)