Lesson 1

1. Brainstorm rules of the road for walking.

What are some rules to follow that will keep you safe when walking to school or through your neighborhood?

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10.
2. **Know the parts of a road:**

- crosswalk (marked or unmarked)
- lane
- intersection
- corner
- sidewalk
- traffic signal
- driveway
- pedestrian signal
- bike lane
2. Know the parts of a road:

- crosswalk (marked or unmarked)
- shoulder
- intersection
- street corner
- pedestrian
- traffic sign
- bicyclist
- vehicle
- roadway
Lesson 2
Talking the Talk- Walking the Walk, Role Plays

Crossing Guard
There is a school crossing guard and a student in this role-play.

At the end of every day, the crossing guard is in charge of making sure vehicles stop and people cross safely. One day, the guard sees a student run across the street without looking and before the guard signals to the cars to stop. Role play what the guard and student talk about after the incident.

Peer Leader
There is a student your age (Jose) and 1st grade student.

Jose has been asked by a teacher he had in 1st grade to come talk to his class about pedestrian safety. Act out what Jose will share with the students and how the students respond.

Helping Out
There is a student and senior citizen in this role-play.

The student (Courtney) and a senior citizen (Joe) at a crosswalk. Joe is blind and needs help crossing the street. Act out the conversation between Courtney and Joe so that they cross safely.

Sister
There is a boy your age (Jamil) and his 4-year old sister, Maria in this role-play.

Jamil and his 4-year old sister Maria are playing with a ball in the front yard. It rolls into the street. Maria is about to run after the ball. Act out what Jamil teaches Maria about running after balls in the street.

Today, I learned I can help others to be safe pedestrians by:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
## Lesson 3
### Healthy Travel

<table>
<thead>
<tr>
<th>Environmental/Livability</th>
<th>Personal Health/Safety</th>
<th>Freedom/Mobility</th>
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<tbody>
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6 Neighborhood Navigators Workbook – Grades 4–5
Lesson 3 continued

Goal Setting

My walking – related goal is:
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

I will accomplish my goal by:
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Two people that can help support me:
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

This goal benefits…
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Lesson 4: Past, Present and Future

Draw here what people did 1000 years ago when they walked:

Draw here what people did 100 years ago when they walked:
Lesson 4 continued

Draw here why people walk now:
Lesson 5: You Can Walk Too!

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 the space provided on page 11. Make sure to include landmarks along the way and arrows for the directions. It might help to put street names in.

Do You Live Close Enough to Walk or Bike to School?

☐ Yes. Then draw your route to school on the back of this page.
☐ No. Where do you walk? Draw the route to someplace you walk in your neighborhood.

Stuff to include in your drawing:
- Roads
- Traffic
- Crosswalks
- Sidewalks
- Stoplights
- Others?
List two benefits that walking provides for your body:

________________________________________________________________________
________________________________________________________________________

List one environmental benefit of walking:

________________________________________________________________________
________________________________________________________________________

<table>
<thead>
<tr>
<th>Performance Checklist</th>
<th>Yes</th>
<th>No?</th>
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</thead>
<tbody>
<tr>
<td>I labeled a starting and ending point.</td>
<td></td>
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<tr>
<td>I drew a route that was safe.</td>
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<td></td>
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<tr>
<td>I labeled landmarks and street names.</td>
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<td></td>
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<tr>
<td>I drew arrows for walking direction.</td>
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<tr>
<td>I listed 2 benefits of walking for my body and one environmental benefit of walking.</td>
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</table>
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.