

Neighborhood Navigators

Grades K-3

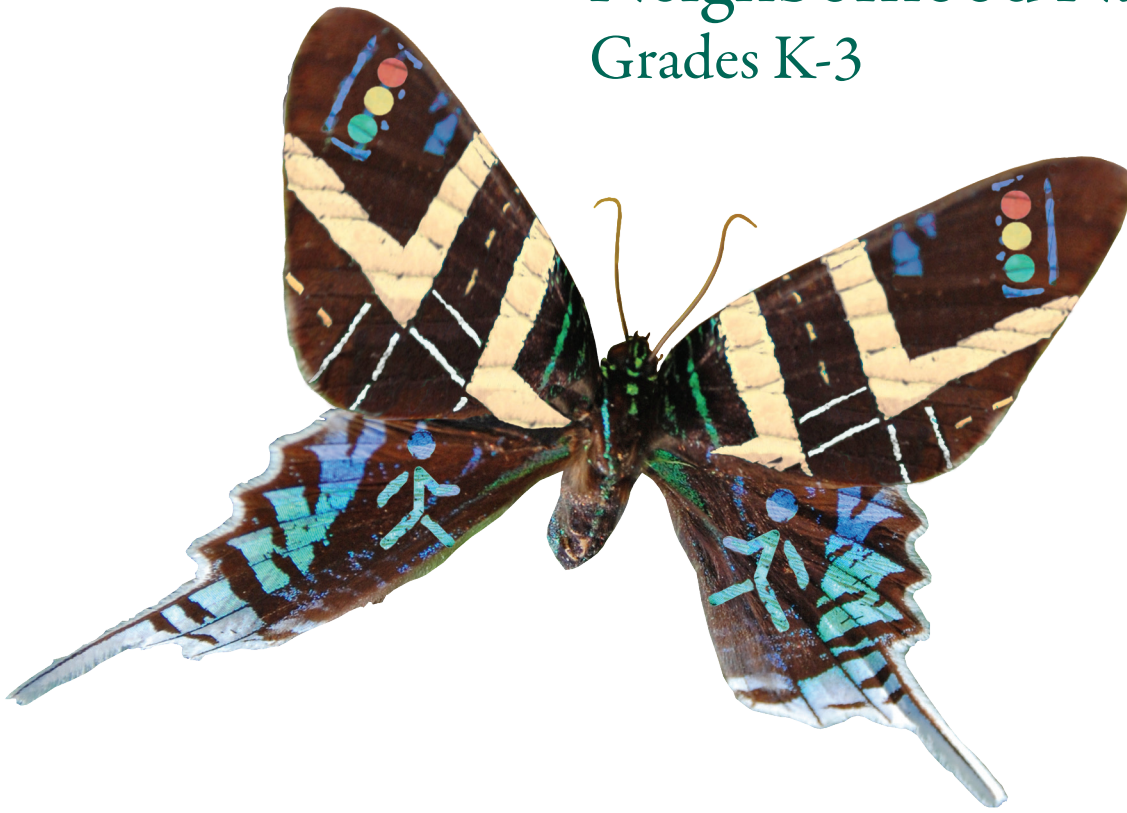


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Neighborhood Navigators

Grades K-3

Introduction

N*eighborhood Navigators* for primary or K-3 grades focuses on pedestrian safety, traffic systems safety and actual practice. As students experience the *Neighborhood Navigators* curriculum, they will gain a basic understanding of their roles and responsibilities as safe and respected pedestrians.

In lessons two and three, students will have an opportunity to practice being safe pedestrians in the school neighborhood. *Some schools require parent permission slips when students leave the school grounds.* Make sure to check into this prior to taking students off school property. If you can enlist the help of adult volunteers, it is encouraged.



K-3 Lesson Summary (5 lessons)

Lesson Title	Summary
Basic Rules of Pedestrian Safety	Students learn and practice the basic rules of being safe pedestrians.
Pedestrian Clues and Practice	Students learn different clues to help them be safe pedestrians.
Practicing Safety	Students have an opportunity to practice pedestrian safety.
Signs, Signals and Safe Routes	Students learn about the signs and signals used to help pedestrians stay safe. They begin to recognize hazards that a pedestrian may experience.
Safe and Healthy	Students have an opportunity to propose and advocate for safe routes around school.

Grades K-3 Learning Objectives

Purpose To provide students with the basic knowledge and skill practice necessary to be safe pedestrians.

Learning Objectives Students will be able to:

- define basic rules of being a safe pedestrian.
- identify and demonstrate the steps necessary to cross the road safely.
- define what a **hazard** is for a pedestrian.
- identify **clues** that help determine dangerous situations.
- define **“Walking School Bus.”**
- participate in a supervised safe walk around the school neighborhood that allows them to practice safe street crossing.
- identify safe walking routes and routes that may be unsafe.
- demonstrate safe pedestrian behaviors in school and classroom settings and during the supervised neighborhood walk.
- identify different signs and signals used for vehicles and pedestrians.
- begin to understand what is the safer route for pedestrians in various situations.
- read scenarios and discuss a safe action or behavior for that situation.
- design and advocate for safe routes around school.
- discuss why walking and bicycling are healthful choices personally and for the environment.

Grades K-3 Benchmarks

Social Science

SS.03.GE.02 Understand the purpose of maps, globes, and other geographic tools.

SS.03.CG.03 Identify ways that people can participate in their communities and the responsibilities of participation.

Health

HE.03.IP.01 Identify safe behaviors when traveling to and from school and in the community.

HE.03.IP.02 Use decision-making model to plan ahead to avoid dangerous situations and injuries on the way to and from school.

HE.03.HS.02 Demonstrate ways to avoid unsafe situations and practice healthy behaviors.

HE.03.HS.07 Advocate for healthy and safe behaviors at home and at school.

Physical Education

PE.03.SM.01 Identify rules, procedures, and etiquette in a specified physical activity.

PE.03.EE Understand and participate in a variety of physical and recreational activities available in the school and community.



Resources

OREGON'S SAFE ROUTES TO SCHOOL PROGRAM

<http://www.oregon.gov/saferoutes>

OREGON WALK + BIKE

<http://www.walknbike.org>

CITY OF PORTLAND, OFFICE OF TRANSPORTATION

Safe Routes to School, Educational Materials

<http://www.portlandonline.com/TRANSPORTATION/index.cfm?c=40561>

OHSU THINK FIRST PROGRAM

<http://www.ohsu.edu/thinkfirst>

(programs for grades 1-3 and 4-6; teacher pages included)

DEPARTMENT OF HEALTH AND HUMAN SERVICES

CENTERS FOR DISEASE CONTROL AND PREVENTION

<http://www.cdc.gov/nccdphp/dnpa/kidswalk/resources.htm>

(Kids Walk-to-School resource materials)

NATIONAL CENTER FOR SAFE ROUTES TO SCHOOL

<http://www.saferoutesinfo.org>

INTERNATIONAL WALK TO SCHOOL DAY

<http://www.walktoschool-usa.org/>

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION NHTSA

<http://www.nhtsa.dot.gov> - on menu bar, select *Traffic Safety* topic, then under *Browse Topics* choose *Pedestrian*

(pedestrian page includes links to resource guides, activities and materials for kids)

THE OTTO CLUB – AAA

<http://www.ottoclub.org/>

(games and information about driving and safety; can be extremely slow to run but it has good tips and games younger kids will like; includes teacher pages)

SAFE-A-ROONI™

<http://www.safe-a-rooni.org/>

(Minnesota, North Dakota, etc. Safety Councils – wonderfully engaging, fun cartooney site for younger kids to teach all aspects of safety)

WAY TO GO!

<http://www.waytogo.icbc.bc.ca/>

(British Columbia-based program for schools to help encourage kids to walk to school; includes traffic safety education)

SAFEKIDS USA

<http://www.usa.safekids.org/>

(SafeKids USA is part of a global network of organizations whose mission is to prevent accidental childhood injury; includes pedestrian, bike and skateboard safety; note the “Activities for Kids!” menu)





Lesson 1:

Basic Rules of Pedestrian Safety

Objectives Students will be able to:

1. define basic rules of being a safe pedestrian.
2. identify and demonstrate the steps necessary to cross the road safely.

Materials

- ☐ Student workbook
- ☐ Chalkboard or chart paper and markers
- ☐ Groundsheet or tarp of a roadway, masking or duct tape (see Appendix A1 and A2)
- ☐ Overhead or enlarged picture of roadway (Appendix A3 and A4)
- ☐ I See You, You See Me Overhead (Appendix C)
- ☐ Traffic Control Signs (Appendix E)

Advance Preparation Place groundsheet in open area (in the gym or in the classroom with desks cleared). Students sit along one side of ground sheet. If you do not have the groundsheet, use masking or duct tape to tape off an area that looks like the example in Appendix A1 or A2.

Vocabulary Words

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)

driver - someone who controls the actions of the vehicle

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 An initial introductory activity for all five lessons could be a “daily tally” of who walked, biked, scooted, skated, rode a bus, rode in a car to school. See Appendix B for a sample tally form. An alternative counting method might include hanging pictures or words of each of the travel modes on the wall or from the ceiling. At the start of each class students go to the travel mode used that day. Teacher or student records the number.

Explain to students that *Neighborhood Navigators* includes lessons about learning and practicing how to cross the street safely, identifying road signs and determining safe routes to walk around the school and neighborhood.

Have all students push back their chairs, but stay seated. Explain that you are going to say a sentence and when they agree with that sentence, they stand up and yell, “That’s **Me!**”

Sentences:

“I am safe when I am playing outside.”

“I walk or ride my bicycle, skateboard or scooter to school.”

“I understand that walking or riding a bicycle, skateboard or scooter is good for my body.”

“I know what a pedestrian is.”

“I know some rules of the road.”

“I know what some traffic signs mean.”

Thank students for participating and explain that those sentences introduce some of the topics we will be covering in the lesson.

Hand out student workbooks and have students put their name, date and grade on the front. Have them turn to page 2, the example of a roadway. As you explain the vocabulary words, have students label the diagram together as a class.

You may make an enlargement or an overhead of the intersection example (Appendix A3 or A4) to lead the discussion.

Explain to students that a **roadway** includes **crosswalks**, **intersections**, **sidewalks**, **corners**, and **driveways**. Reinforce each of these roadway components for visual and/or kinesthetic learners by pointing to them on the overhead and/or standing in the appropriate place on the groundsheet.

Write the word **pedestrian** on the board. Define pedestrian as someone who walks (including people in wheelchairs). Add the word “safe” in front of pedestrian on the board. Define **safe pedestrian**. Ask students: “Do you want to be a safe pedestrian?” Describe a **safe pedestrian** as someone who walks and moves responsibly, who chooses **safe routes**, and crosses the street safely.

Tell students that in order to be safe pedestrians, they need to learn the basic rules of pedestrian safety. Ask students, “What is a vehicle?” Define **vehicle**. Explain that vehicles can be cars, buses, trains, bicycles, and even scooters!

Define **driver**. Discuss the role of the driver in relation to the vehicle. Younger children often see vehicles as animated objects capable of acting independently, and having a discussion about the driver operating the vehicle helps break down that fantasy.

Tell students that when walking near vehicles, it is important to make sure that the drivers can see them and they can see the drivers. Display the overhead, “I See You, You See Me” (Appendix C), or refer to the student workbook picture on page 3.

Explain to students that when pedestrians are walking they may need to cross the street at some time. It is important to remember these rules when crossing the street:

1. Always stop at the corner or edge of a sidewalk or street.
2. Look all ways with your eyes and listen with your ears.
3. Make sure the vehicle has stopped and the driver knows you are crossing before stepping into the street.

Point out that the child in the picture can see the drivers in the

vehicles around him. Ask students how the child knows that the driver sees and understands that the child wants to cross.

Work with the students to create a list of clues drivers may give to signal that they see the child wanting to cross the street.

Possible clues could be verbal (i.e., calling out the window to go ahead and cross) or non-verbal (e.g., motioning with the hand, nodding the head, smiling and nodding), or a combination. You may wish to demonstrate the clues as you create the list.

Have the students practice by pairing up with a neighbor. One is the driver, one is the walker. Have the driver practice giving the walker the verbal cue (i.e., “I see you. Go ahead and cross.”). Point out that both the driver and the walker must be watching and listening to each other in order for this to work.

Have the students switch roles. The driver gives a non-verbal cue (i.e., motioning with the hand to cross or nodding the head) to the walker. Point out that both the driver and the walker must be watching and listening to each other in order for this to work. Have students sit back down.

Ask, “Why is making contact with the driver important when you are crossing the street?” Explain that just because a driver is looking your way, you can’t be certain the driver will let you cross. Be sure to explain to students that this is a difficult concept. Many adults have problems with this scenario and this form of two-way communication.

Share, “It is important to listen with your ears because sometimes you cannot see the vehicle. You must take out the ear-buds or earphones and stop talking on the phone to listen well.”

Read the Pedestrian Safety Poem (Appendix D) to students and have them repeat it. Students may follow the poem in their student workbooks (page 4).

**Stop every time at the edge of the street,
Use your head before your feet.
Make sure you hear every sound,
Look left, look right, look all around!**

Tell students that we have traffic signs and signals to make sure that people are safe on the road.

Introduce WALK and DON’T WALK signs, Appendix E, by either drawing them on the board, or pointing them out in the student workbook (page 5). Ask students what each sign means, then practice.

Ask students to stand up. Point to the WALK sign. Students demonstrate what to do when they see this sign by walking carefully around the room. Tell students that when you point to the DON'T WALK sign, they need to stop. Do this a few times. Have students sit down.

Using the groundsheet set up in the classroom or gym, demonstrate safe crossing procedures. Use the following scenarios:

- Practice crossing the “road” with and without crosswalk.
- Cross the road with and without “cars.”
- Cross with WALK/DON'T WALK signs.

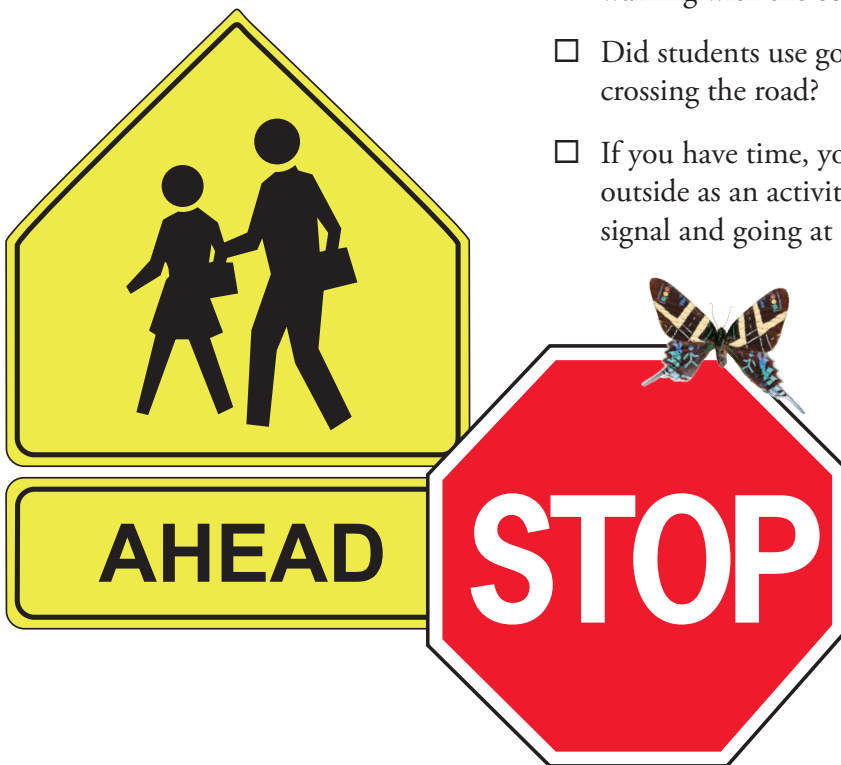
Select a group of two or three students to practice and demonstrate for each scenario. Other students remain seated and comment on what they observed.

If time allows, include other possible scenarios:

- Driveways
- Stray balls going into the street
- Being in a hurry and not being safe, and
- A friend calling you from across the street

Teacher Reflection/Class Evaluation

- ☐ Did students correctly demonstrate walking and not walking with the correct traffic signs?
- ☐ Did students use good judgement by safely and responsibly crossing the road?
- ☐ If you have time, you could play “Red Light, Green Light” outside as an activity that reinforces stopping at the red signal and going at the green signal.







Lesson 2: Pedestrian Clues and Practice

Objectives Students will be able to:

1. define “hazard.”
2. identify clues that help determine dangerous situations.
3. define “walking school bus.”
4. participate in a safe walk around the school neighborhood that allows them to demonstrate and practice safe street crossing.

Materials

- ☐ Student workbook
- ☐ Expectations for walk posted in room
- ☐ Safety vests or sports pinnies
- ☐ Description/illustration of Walking School Bus
- ☐ Walking route/neighborhood map
- ☐ A whistle, or some way to get students attention on the walk
- ☐ Adult helper (i.e., teaching assistant, parent volunteer)

Advance Preparation Determine a safe neighborhood route to walk with students. Include a route with opportunities to practice crossing with and without crosswalks, driveways and sidewalks. Recruit adult helper for the Walking School Bus walk.

Vocabulary Words **clues** - bits of information that can help help to solve a problem

hazard - a source of danger

Walking School Bus - a group of children walking to school with one or more adults

Activities Review Pedestrian Safety poem, (Appendix D) or in student workbook (page 4).

Refer students to their workbooks and recite the Pedestrian Safety Poem aloud.

Stop every time at the edge of the street,
Use your head before your feet.
Make sure you hear every sound,
Look left, look right, look all around!

Ask students, “You already know that traffic signs help people to safely cross the street. What do we use on our bodies to safely cross the street? Let’s point to the parts of our bodies that help us safely cross the street.” Have the entire class point to their eyes, ears, brain, feet.

Ask, “Why do you need your eyes? Ears? Brain? Feet? Eyes and ears will send your brain bits of information and your brain will send your feet information related to crossing the street safely. In the Pedestrian Safety Poem, let’s identify the needed steps to cross the street safely.”

Define **hazard** as a source of danger. Define **clues** as pieces of information that can help you spot hazards.

Give examples of clues and hazards:

- The clue is a driveway; the hazards are the cars driving in and backing out putting pedestrians in danger
- The clue is a high hedge or overgrown plants; the hazard is that these plants can block the view of the driver from seeing a pedestrian
- The clue is uneven sidewalk, crumbling curb; crumbling sidewalk; the hazard is an uneven or broken sidewalk may cause a pedestrian to trip and fall
- The clue is parked cars; the hazard is a driver may not see a pedestrian stepping out between parked cars

Ask students, “As a safe pedestrian, what are things you can do to avoid or be aware of hazards?” You can use your body parts.... (pointing to eyes, ears, brain, feet again). Have students look at the pictures of the hazards in their workbooks, pages 6-7.

Describe to students that a Walking School Bus is a human-powered bus. Explain that they will be practicing being safe pedestrians in the school neighborhood and will be organized as a Walking School Bus (Appendix F).

Point to and explain the expectations for all students:

- ✓ Wear your safety vest (if available).
- ✓ Stay beside your buddy.
- ✓ Stay behind the driver (adult) or in front of the break lights (adult).
- ✓ When whistle is blown, stop and listen.
- ✓ Stay on safe walking route (off private property).
- ✓ Keep hands to yourself (not petting animals or picking up objects).

Distribute safety vests and walk the pre-determined neighborhood route. Practice safe crossing along the route. It will be difficult, but try to have each student make the decision for himself/herself whether to cross the street as opposed to following the student ahead or asking the teacher for approval. If crossing in pairs, each student should check for safety independently, then check with partner and make the decision to cross.

Once back in classroom, collect safety vests.

Discuss hazards that students noticed or experienced. What parts of their bodies did they use to become aware of hazards? What did they use to avoid becoming one of those hazards?

Ask students to share something they enjoyed or learned on the walk.

Teacher Reflection/Class Evaluation

- ☐ Were students able to identify body parts they use to be a safe pedestrian?
- ☐ Did students exhibit safe and responsible pedestrian safety skills?
- ☐ Were students respectful of self? others? and others' property on the walk?

Extension Activity/ Home Connection

Have students color in Hazard Worksheet (workbook pages 6-7, Appendix H) in small group or at home.

Possible hazards pictured:

- pothole;
- dog in the street;
- bicycle in street
- distracted driver on cellphone;
- cracked sidewalk
- high curb
- distracted pedestrian
- overgrown bushes
- car backing out of driveway

Using the illustrations, talk with students about what clues helped them decide if it is safe to:

- cross the street at the corner;
- walk on the sidewalk;
- cross a driveway.

Encourage students to go on a walk with their family (parents, guardian) and share with them what they learned about being a **safe pedestrian**.





Lesson 3: Practicing Safety

Objectives Students will be able to:

1. identify routes for safe walking and routes that may be unsafe.
2. demonstrate safe pedestrian behaviors in the school neighborhood.

Materials

- ☐ Safety Poem (Appendix E)
- ☐ Neighborhood map
- ☐ Clipboards or something to write on while outside
- ☐ Safety vests (optional)

Advance Preparation Determine another neighborhood route to allow students time to practice crossing with and without crosswalk and demonstrate safe behaviors around driveways and sidewalks. Enlarge neighborhood map for students to see routes they will be walking and practicing safe crossing.

Activities Review Pedestrian Safety poem from lessons 1 and 2 (Appendix D and workbook, page 4).

Review what a **hazard** is.

Review the Walking School Bus expectations.

Explain the expectations for all students:

- ✓ Find and stay beside your buddy.
- ✓ Stay behind the driver (Adult) or in front of the caboose (Adult).
- ✓ When whistle is blown, stop and listen.
- ✓ Stay off private property.
- ✓ Keep hands to yourself (no petting animals or picking up objects).

Distribute safety vests, if using.

Walk the neighborhood route. Practice safe crossing. Try to include driveways and alleyways. Students must treat these like intersections. They must stop, check for safety, then proceed with caution. Parking lots are also hazards. If available, practice walking through the school parking lot looking for clues to indicate whether a parked car will begin to move: someone sitting in the driver's seat, engine exhaust, etc.

When back in classroom, collect the safety vests. Ask students about the experience. Ask, "Why do people walk?" Possible answers may include:

- to exercise;
- to get from one place to another;
- to compete in a race;
- to make their hearts healthy;
- to lose weight;
- to spend time with a neighbor or friend;
- for a healthier environment.

If time allows, use workbook (pages 8-9) to mark and/or write down hazards they saw while on their walk as well as safe pedestrian behaviors they witnessed.

Teacher Reflection/ Class Evaluation

- ☐ Did students exhibit safe and responsible pedestrian safety skills?
- ☐ Did students respect themselves, others and others' property on walk?
- ☐ Did students describe walking as a healthful behavior?

Extension Activity/ Home Connection

Add "Walking Wednesdays" or any other school day that could be scheduled throughout the school year (can be for class, school, or suggestion for home).

Have students do Hazard Worksheet (pages 6-7) as homework-if not done. Ask them to share the homework with their parents.





Lesson 4:

Signs, Signals, and Safe Routes

Objectives Students will be able to:

1. identify different signs and signals used for vehicles and pedestrians.
2. determine the safest route for pedestrians in series of situations.
3. read scenarios and determine a safe action or behavior for that situation.

Materials

- ☐ Student workbooks
- ☐ Large paper (chart paper or newsprint)
- ☐ Tape
- ☐ Markers
- ☐ Whistle or chime
- ☐ Overhead of Traffic Signs (Appendix E)
- ☐ Overhead of Safe Routes Worksheet (Appendix I)

Advance Preparation Write or print out each of the scenarios listed in Appendix G, Decision-making Carousel on a large piece of paper for the carousel activity. Tape each scenario paper around the room so that students can move safely to and from scenarios described on each paper. If you have access to other adults, they could be at each station to help write or facilitate the conversation. Display a visual of the traffic signs (Appendix E).

Activities. Ask students, “What traffic signs have you seen on our walks? In your workbook (page 10) draw at least two signs or signals you have seen.” Have students share traffic signs they drew and what they mean. Have students share any clues or hazards they noticed.

Complete Safe Routes Worksheet (workbook page 11, Appendix I) as a class. Have students draw a circle around who is walking safely and put a big “X” over those who are not walking safely.

Then have students draw a line on the picture to show the safest routes.

Decision-making Carousel

Organize students into small groups. Assign each group to a station. Once at the station, have students read situation/scenario (Appendix G) and discuss, make decisions and report back to class what they decided was the safest decision. You may assign students in each group a task, such as: reader, recorder, reporter, and timekeeper. (NOTE: You may wish to modify this activity to accommodate the language level of your class.)

Situations/scenarios:

1. You are walking with a parent and you need to cross the street. What do you look for in order to cross safely? What do you decide to do?
2. You are with your friend and you are not near a crosswalk. You want to cross in the middle of the street. What are your choices? What do you decide to do?
3. You are watching a classmate run across the street. What can you tell him or her about being safe when crossing the street?
4. You are in your yard and a basketball rolls into the street. What should you do?
5. You are being picked up by parent/guardian after school. There is a lot of vehicle and pedestrian traffic at school (buses, cars are parking, soccer practice in the field). What do you do to safely find your way to your ride home?

After students have had time at one or more of the stations, have all students sit down. Read each situation/scenario and ask each group to respond and share with the class the safe decisions they made. Provide students feedback with what you noticed they did well during carousel activity (i.e. cooperation, safe movement, smart and safe decisions, appropriate communication, used *Neighborhood Navigators* vocabulary, etc).

Teacher Reflection/Class Evaluation

Ask students, “Whose job is it to make sure that you stay safe when walking and crossing the street?” Tell students to complete sentence (below) in student workbook (page 12).

The person who can keep me safe when I cross the road is _____. (ME!)

- ☐ Did students draw traffic signs and accurately describe their use?
- ☐ Did students accurately select the safest routes in their workbooks?
- ☐ Were students able to talk in their groups about pedestrian safety rules?
- ☐ Were appropriate decisions made during carousel activity?



Lesson 5: Safe and Healthy

Objectives Students will be able to:

1. design and advocate for safe routes around school.
2. describe why walking and biking are healthful choices personally and for the environment.

Materials

- ☐ Rules of the Road for Pedestrians (Appendix J)
- ☐ 8.5 x 11 sheets of paper
- ☐ Markers, colored pencils, crayons
- ☐ Safe Pedestrian poster checklist (Appendix K)

Advance Preparation none

Activities Have students brainstorm Rules of the Road for Pedestrians (Appendix J) in their workbooks (page 13).

Next, discuss walking and biking as healthy outdoor activities. Have students complete the unfinished sentences in their workbook (page 14):

Walking (or biking) is a healthful choice for me because _____.
Walking (or biking) is good for the environment because _____.

Have students create a Safe Pedestrian poster to teach others how to be safe pedestrians. Students are expected to illustrate and describe at least one of the following safe pedestrian concepts:

- ✓ Rules of the Road
- ✓ Using clues
- ✓ How to avoid hazards
- ✓ How to safely cross the street
- ✓ How to safely cross a driveway
- ✓ Safe behavior on a sidewalk

Students present and share their posters. Classmates can check safe behaviors (on checklist, Appendix K) addressed in poster. Posters may be displayed around school and/or community for advocacy.

Extension Activity/ Home Connection

Create class poster from students' sentences on why walking is a healthful choice personally and environmentally (simply transferring student sentences to large paper).

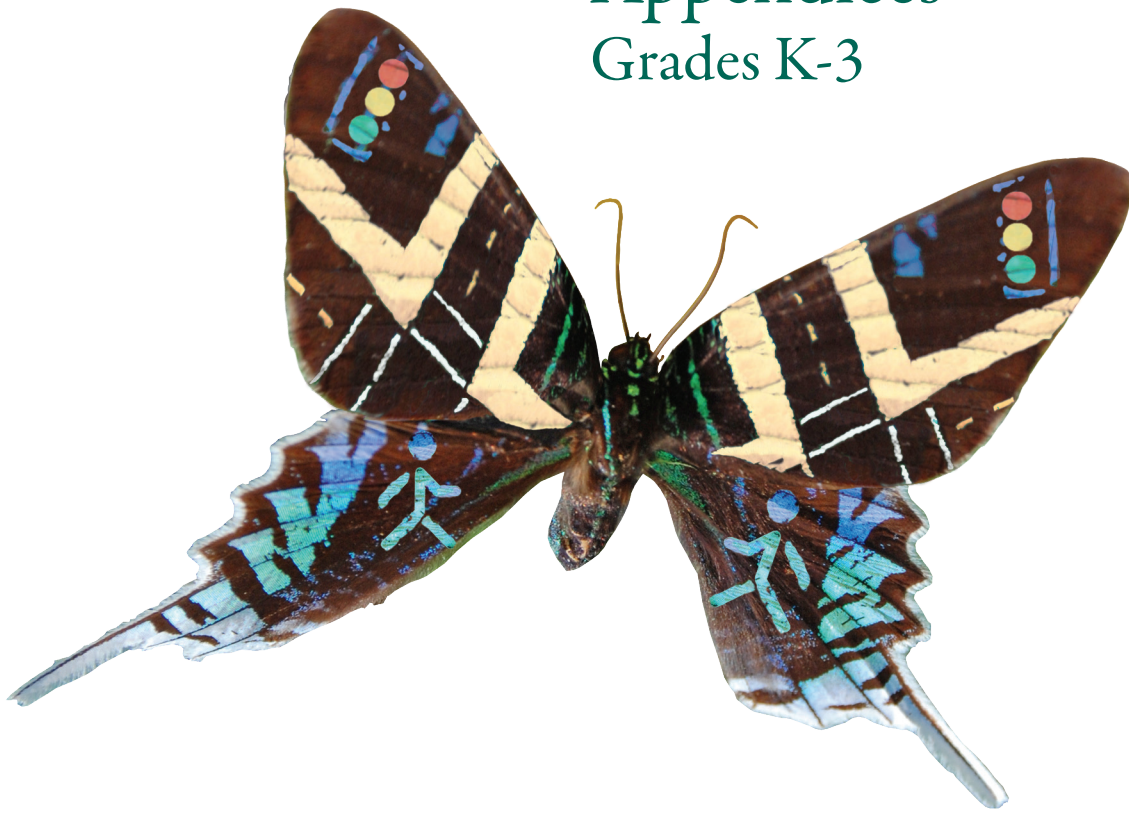
Encourage students to go on a family walk or bike ride and share what was learned about safe and healthy choices.

Send note home (or include in class newsletter) encouraging families to explore walking and biking resources on the Internet. You may wish to print out the resource page at the beginning of this curriculum, page 4.



Appendices

Grades K-3



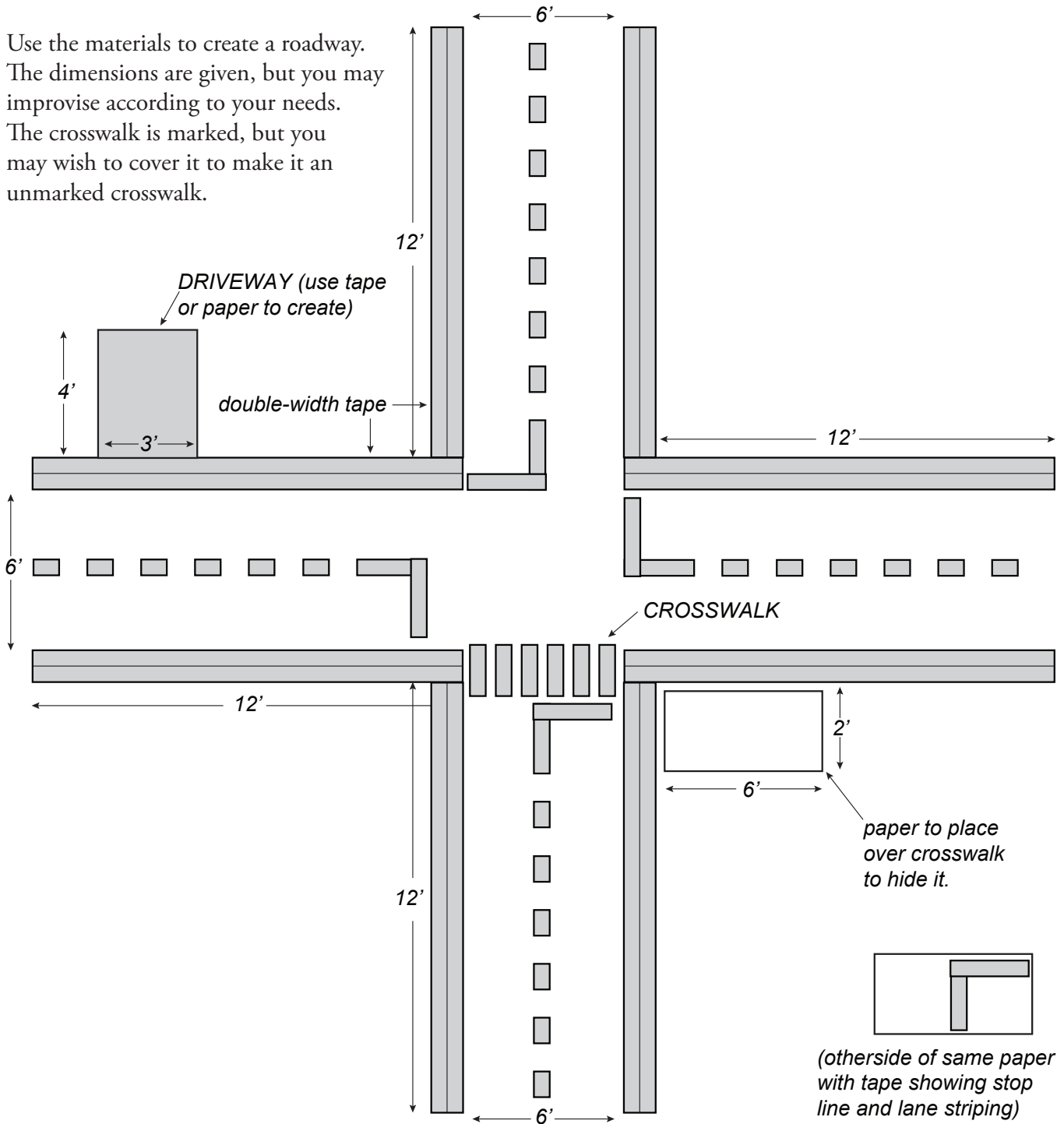
Appendix A-1

Template of Roadway

Materials needed to make this roadway:

1. ground sheet, tarp, or cleared floor area
2. duct or masking tape rolls
3. measuring tape
4. toy cars and pedestrians (optional)

Use the materials to create a roadway.
The dimensions are given, but you may improvise according to your needs.
The crosswalk is marked, but you may wish to cover it to make it an unmarked crosswalk.



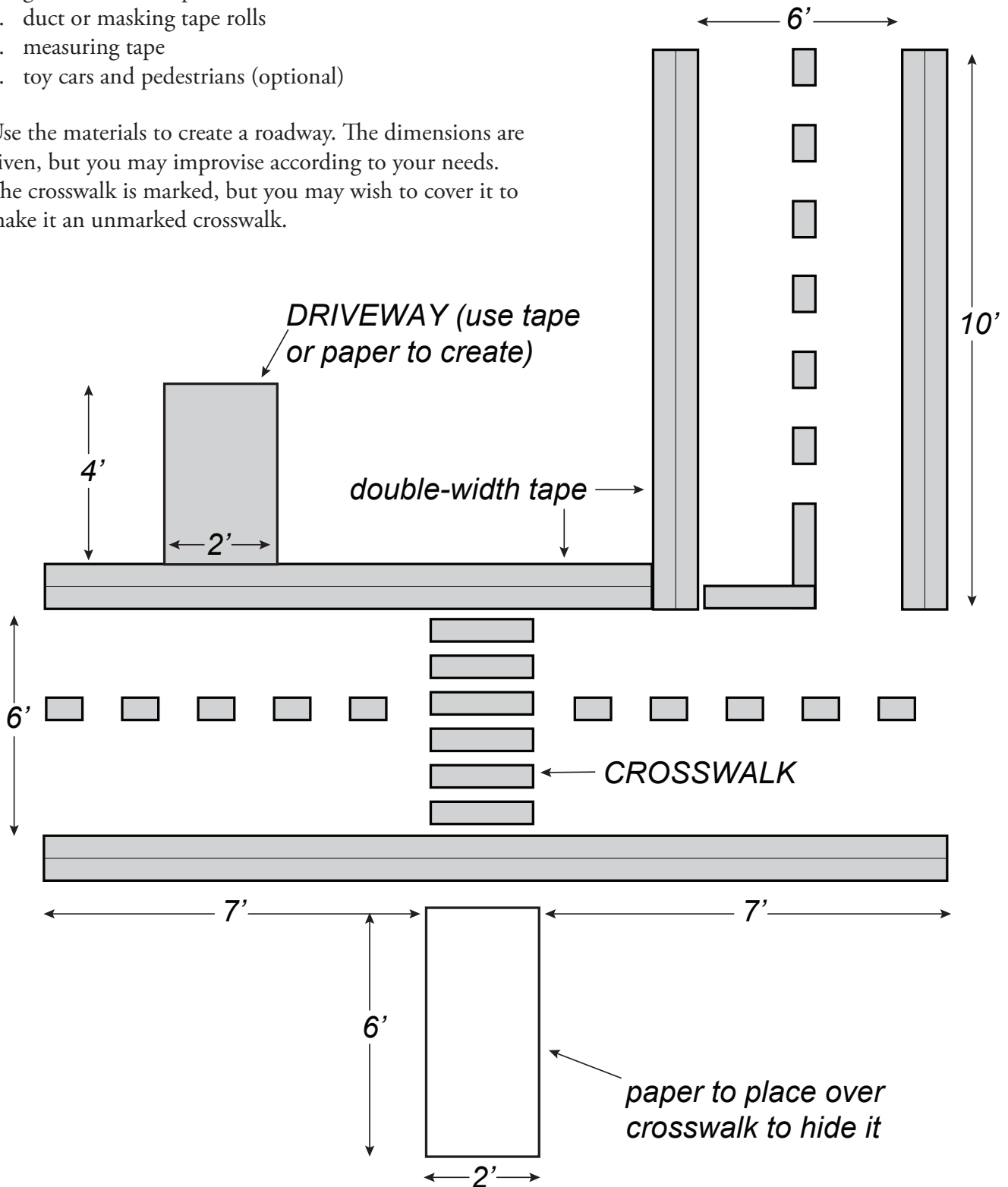
Appendix A-2

Template of Roadway - Midblock Crossing

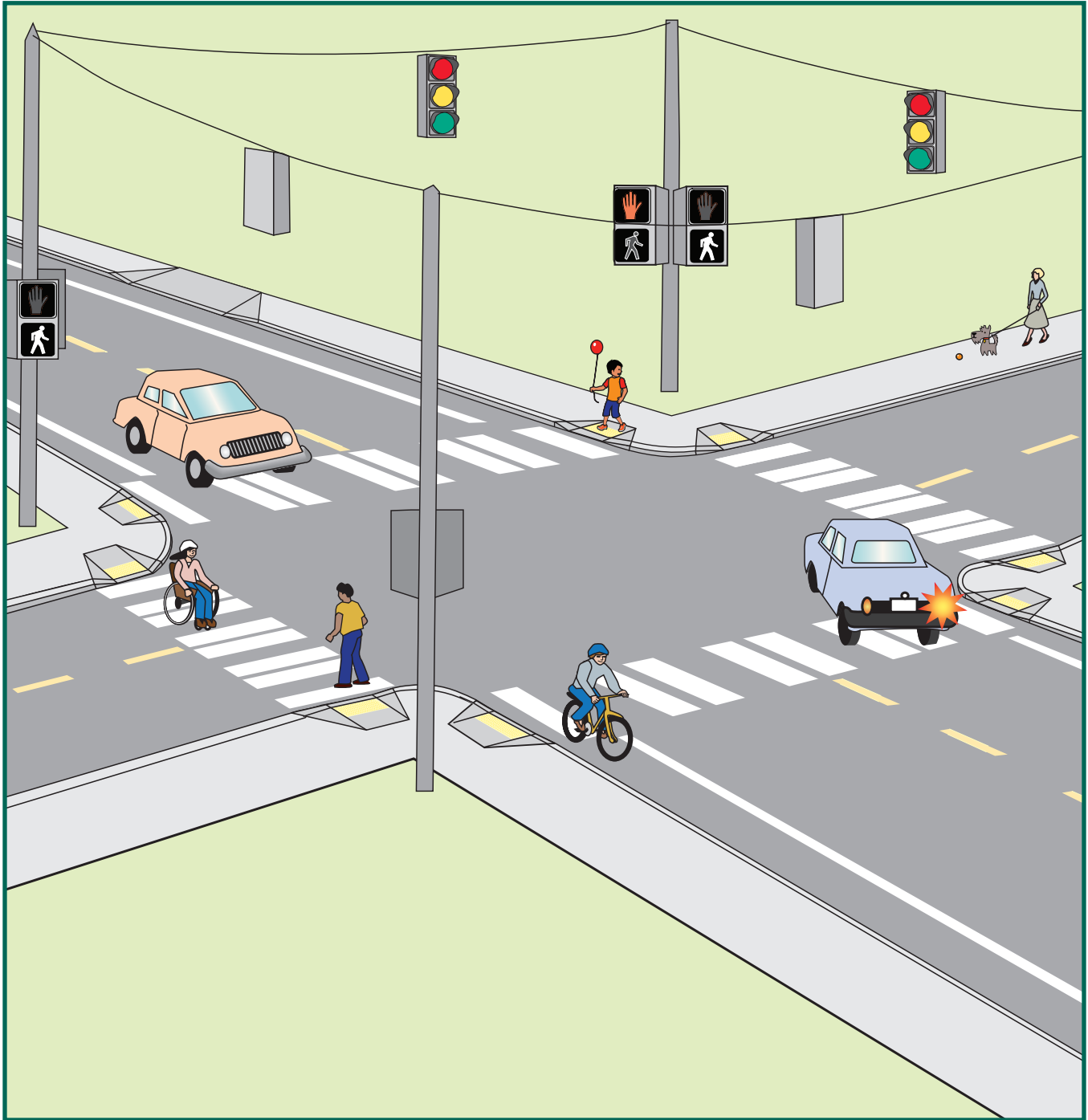
Materials needed to make this roadway:

1. ground sheet, tarp, or cleared floor area
2. duct or masking tape rolls
3. measuring tape
4. toy cars and pedestrians (optional)

Use the materials to create a roadway. The dimensions are given, but you may improvise according to your needs. The crosswalk is marked, but you may wish to cover it to make it an unmarked crosswalk.

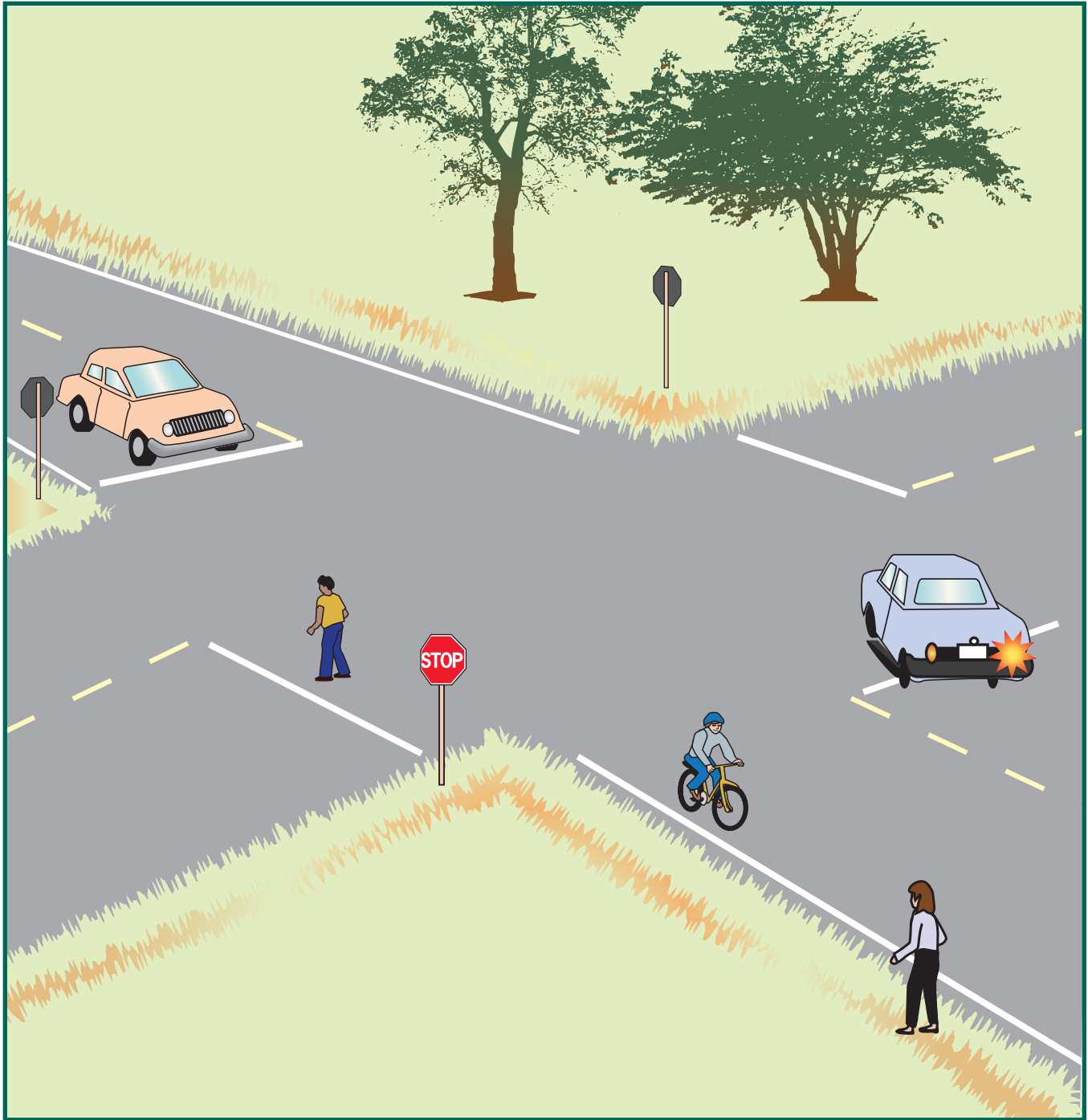


Visual of Intersection (URBAN)



Appendix A4

Visual of Intersection (RURAL)



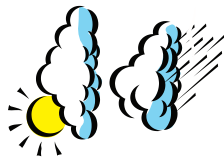
Appendix B

How We Traveled to School Today

Teacher:

Grade:

Week starting:



SUNNY?

CLOUDY?

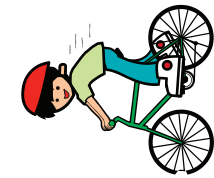
RAINY?



WALK ALL
THE WAY



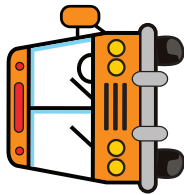
WALK
PART WAY*



BIKE



SKATE/
SCOOTER



BUS/MAX
SCHOOL
BUS



CARPOOL
WITH
OTHERS



FAMILY
CAR



OTHER?

MONDAY												
TUESDAY												
WEDNESDAY												
THURSDAY												
FRIDAY												

* walked more than two blocks

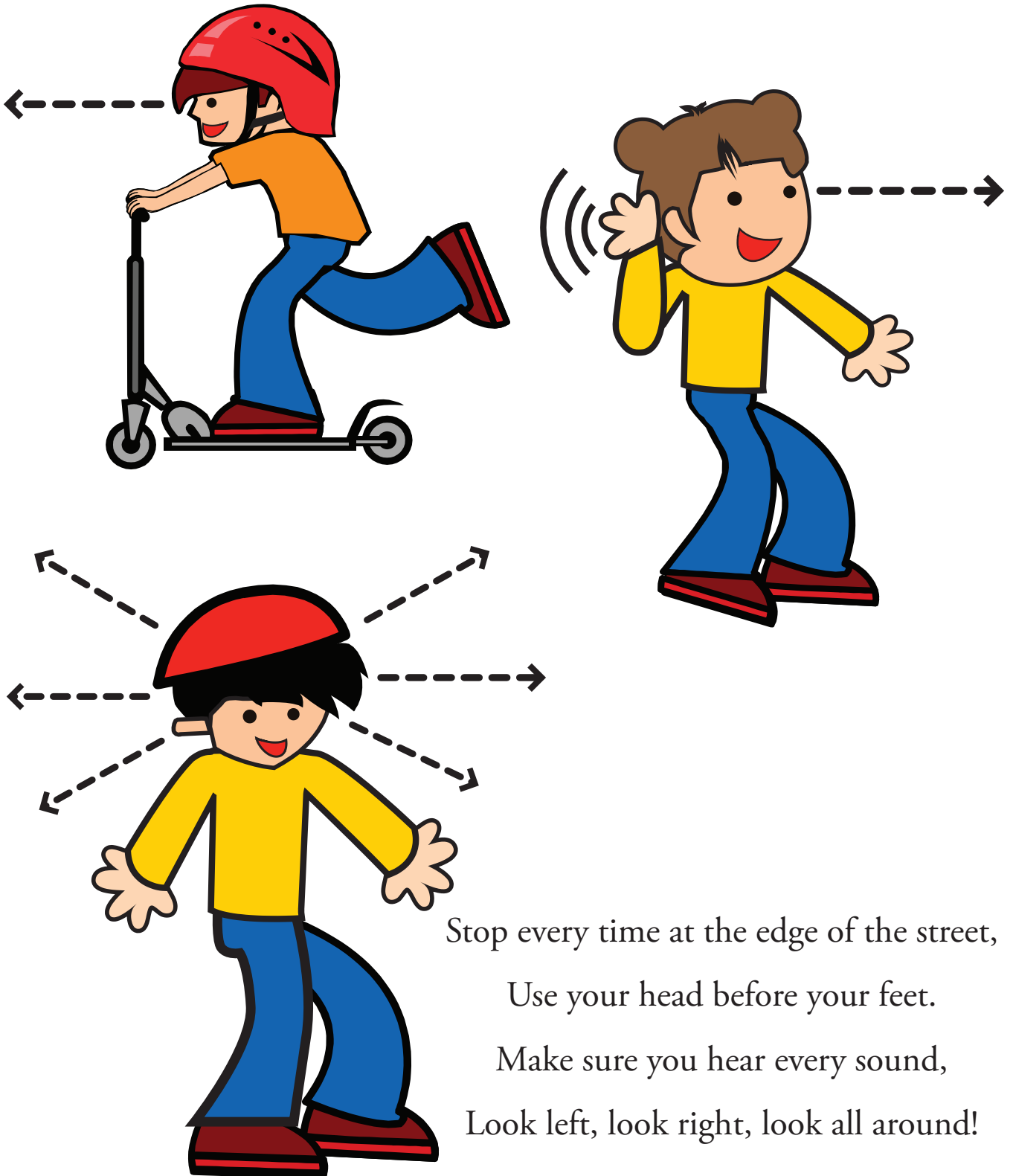
Appendix C

I See You, You See Me



Appendix D

Pedestrian Safety Poem



Stop every time at the edge of the street,
Use your head before your feet.
Make sure you hear every sound,
Look left, look right, look all around!

Appendix E1

Traffic Signs



This is the older version of
WALK/DON'T WALK



Appendix E2
Traffic Signs



Appendix E3

Traffic Signs



Appendix F

Walking School Bus Rules

Be Cool
Walk to School



1. No running! This is a walking school bus, not a running school bus.
2. No throwing of anything – pinecones, rocks, or even paper – all out!
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.

Appendix G

Decision Making Carousel

You are walking with a parent and you need to cross the street.

What do you look for in order to cross safely?

What do you decide to do?

You are walking with your friend and you are not near a crosswalk. You want to cross in the middle of the street.

What are your choices?

What do you decide to do?

You are watching a classmate run across the street

What can you tell him or her about being safe when crossing the street?

You are playing basketball in your yard and your ball rolls into the street.

What are your choices?

What do you decide to do?

You are being picked up after school by your parent/ guardian. There is a lot of vehicle and pedestrian traffic- confusing!

How (car, walk, bike) do you get home?

What can you do to safely find your way to your ride home?

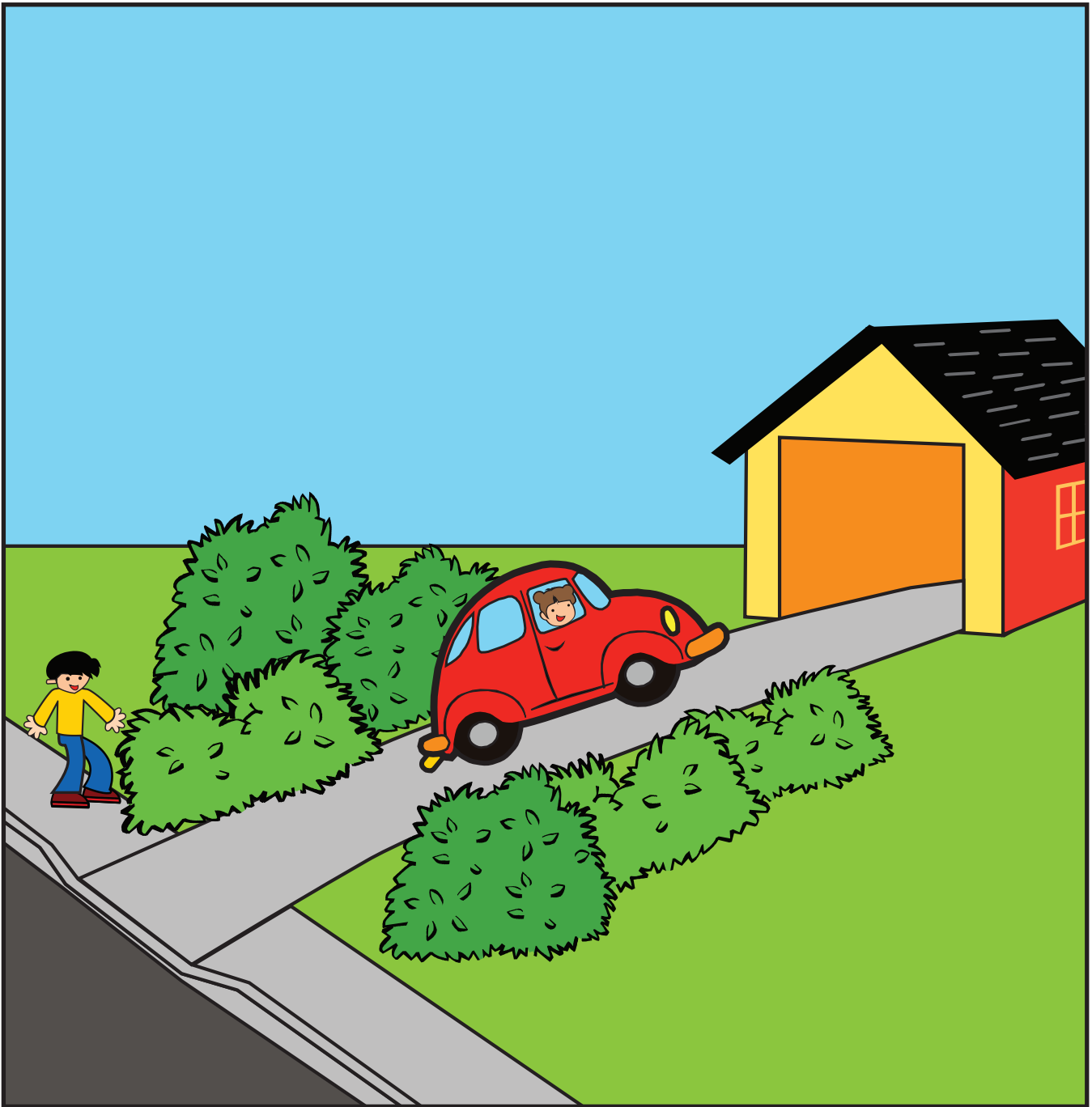
Appendix H1

Hazard Worksheets



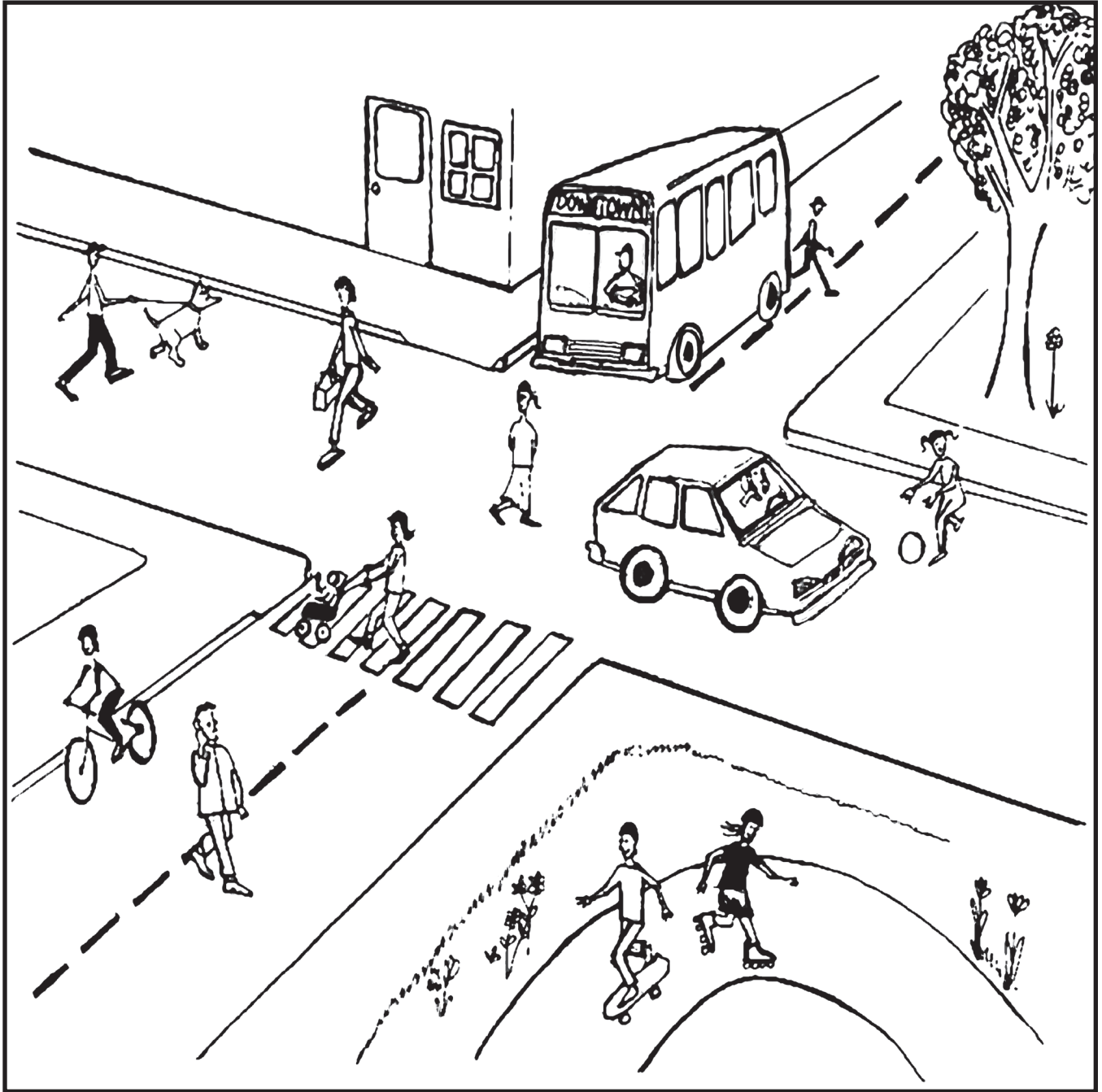
Appendix H2

Hazards Worksheets



Appendix I

Safe Routes Worksheet



Appendix J

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.

Appendix K

Safe Pedestrian Poster Checklist

You are to create a Safe Pedestrian poster to teach others how to be safe pedestrians. You are expected to illustrate and/or describe at least one of the following safe pedestrian concepts:

- ✓ Rules of the road
- ✓ Using clues
- ✓ How to avoid hazards
- ✓ How to cross the street safely
- ✓ How to cross a driveway safely
- ✓ Safe behavior on a sidewalk



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



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MARCH 2010