



# PEDESTRIAN EDUCATION



## DRILL GUIDE



Oregon Department of Transportation  
Safe Routes to School

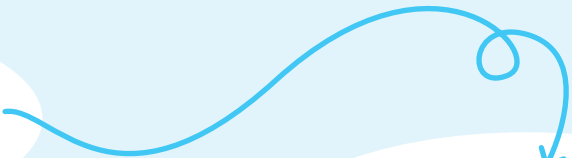


ALTA - COMMUTE OPTIONS - CYCLE OREGON - THE STREET TRUST

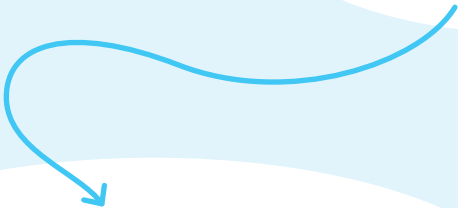




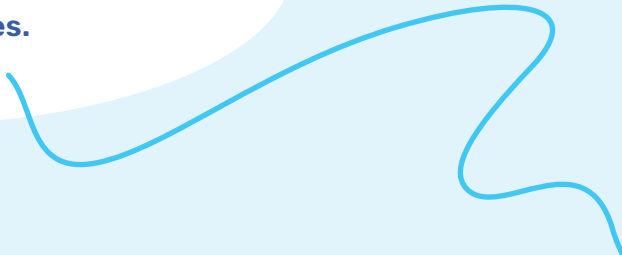
**This Drill Guide is supplemental to the Jump Start Pedestrian Safety Education curriculum.**



**Its main purpose is as a field reference when setting up activities.**



**Reference the full curriculum for more details about each activity including adaptive ideas for older students and students with different abilities.**



## QUICK TIPS

1

All drills in this guide are expected to take about 10-20 minutes and can be completed in a gym or blacktop.



2

All drills are geared toward grades K-3.



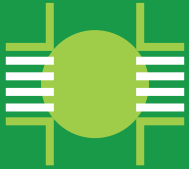
3

All drills are modifiable for large and small classes.



# Expectations for Pedestrians

You may choose to integrate these tips and laws into your introductory conversations with students to ensure they understand the rules of the road!



Every corner is a crosswalk, whether marked with a painted crosswalk or unmarked.



Pedestrians are expected to show their intent to cross.



In school zones, you may be directed by crossing guards or safety patrols.



Share the crosswalk and sidewalk with all users including other pedestrians and people using wheelchairs or other mobility devices.



If there is no sidewalk, walk facing traffic.

*You can reference the full curriculum for more resources on pedestrian safety laws.*

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(Optional Add-On to Lesson 2)

## ACTIVITIES LEGEND



Exercise Stations



Visual Barrier



Vehicle



Student Starting Point

# LESSON 1

# PEDESTRIAN BASICS

## MATERIALS

- ◆ Vocabulary cards: Pedestrian, Bicyclist, Vehicle, and Edge
- ◆ Pedestrian Crossing Rhyme poster

## PREPARATION

- ◆ Have the vocabulary cards for Pedestrian, Bicyclist, Vehicle, and Edge easily accessible
- ◆ Open class with 'That's Me!' activity described in Lesson 1 of the Neighborhood Navigators curriculum and discuss the importance of walking.

## ACTIVITY

- ◆ Hold up a vocabulary card for each word, define the word, and demonstrate the associated action.
- ◆ Next, have the students repeat the word and perform the action.
- ◆ Run through the words and actions at least twice as a group. You can change the speed at which you draw new cards.

## TIPS

- ◆ When introducing the word Pedestrian, remind students that people in wheelchairs are also pedestrians, and demonstrate wheeling as an associated movement.
- ◆ Ask students what they know about these words before you tell them what they mean to gauge existing knowledge.
- ◆ **Optional** Have an adult volunteer hold the cards while you speak and demonstrate the movements.



LESSON 1

WORD

ACTION

Pedestrian



Walk or Wheel



Bicyclist



Bicycle  
Crunches



Vehicle



Drive  
or Ride



Edge



Point  
to Feet



WORD

ACTION

Sidewalk



Stretch Arms  
Wide in Both  
Directions



Crosswalk



Look Left, Right,  
Left, then Take Two  
Steps Forward



Shoulder



Brush Opposite  
Shoulder with  
Your Hands



Intersection



Do Three  
Jumping  
Jacks



Signal



Jump Up and Put  
Your Hand Out in a  
"Stop" Position



LESSON 2

LESSON 3

## LESSON 2

## CROSSING SAFETY

### MATERIALS

- ◆ 1 mock roadway
- ◆ 3 crosswalks
- ◆ Jump ropes, bean bags, or other exercise station items (not included in kit)

### PREPARATION

- ◆ Lay out the roadway(s) and velcro the crosswalks to their designated spots.
- ◆ Set up exercise stations by placing materials such as jump ropes and bean bags on one end of each of the crosswalks to designate the locations of different activities (see graphic for placement).

### ACTIVITY

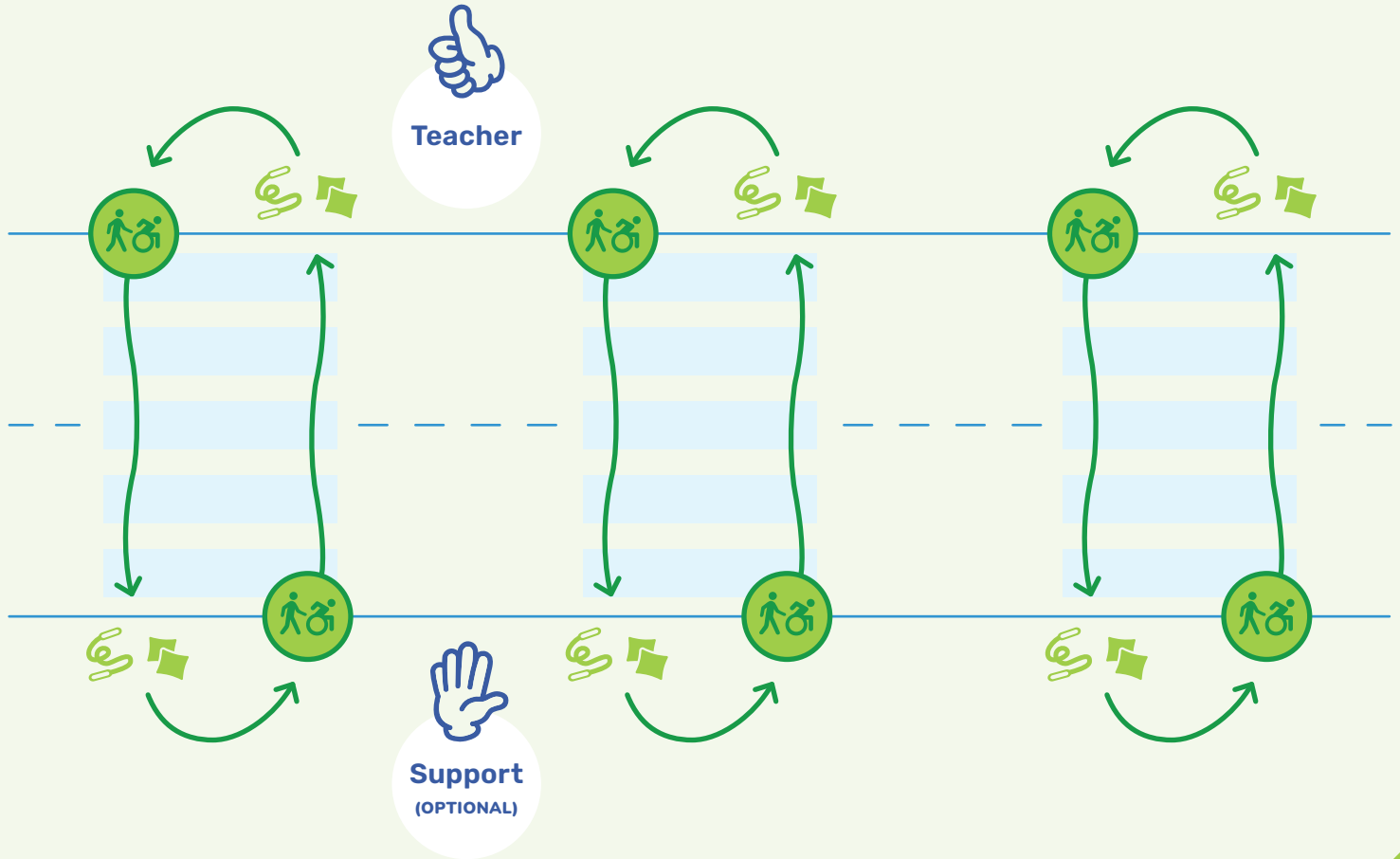
#### Crossing Practice

- ◆ Begin class with the vocabulary review lesson explained in Lesson 1 of the Neighborhood Navigators curriculum, and add additional vocabulary words: sidewalk, crosswalk, shoulder.
- ◆ Introduce students to the roadway and the crosswalks by walking around the set up and asking what they notice. Be sure to point out where the crosswalks are.
- ◆ Demonstrate, or have an adult volunteer demonstrate, crossing the road using a crosswalk reciting the Pedestrian Crossing Rhyme as you do it.
- ◆ Split students up into groups of 3 or 4 and line them up on both sides of each crosswalk as shown in the diagram on the next page.

### TIPS

- ◆ If you have a large class, you can set up both roadways and all crosswalks to have up to 12 lines crossing at the same time.
  - ◆ Plan exercise station activities that students already know how to do.
  - ◆ If you don't have materials for your exercise stations, have students do jumping jacks.
- 
- ◆ Introduce the exercise station materials and expectations for engaging with them.
  - ◆ Explain to students that they will recite the Pedestrian Crossing Rhyme then cross at the crosswalk, complete their exercise, and return back in line. They may be crossing at the same time as someone else, and this is a good opportunity to share the crosswalk.





## LESSON 3

# INTERSECTIONS & SIGNALS

### MATERIALS

- ◆ 2 mock roadways
- ◆ 6 crosswalks
- ◆ Traffic signs and signals cards
- ◆ 4 Hula Hoops (not included in kit)

### PREPARATION

- ◆ Lay out the roadways in the shape of a lowercase 't' and velcro the crosswalks to their designated spots. Make sure the roadway with a blank space in the middle is on top to create the intersection.
- ◆ Place a Hula Hoop on the end of each road.

### ACTIVITY

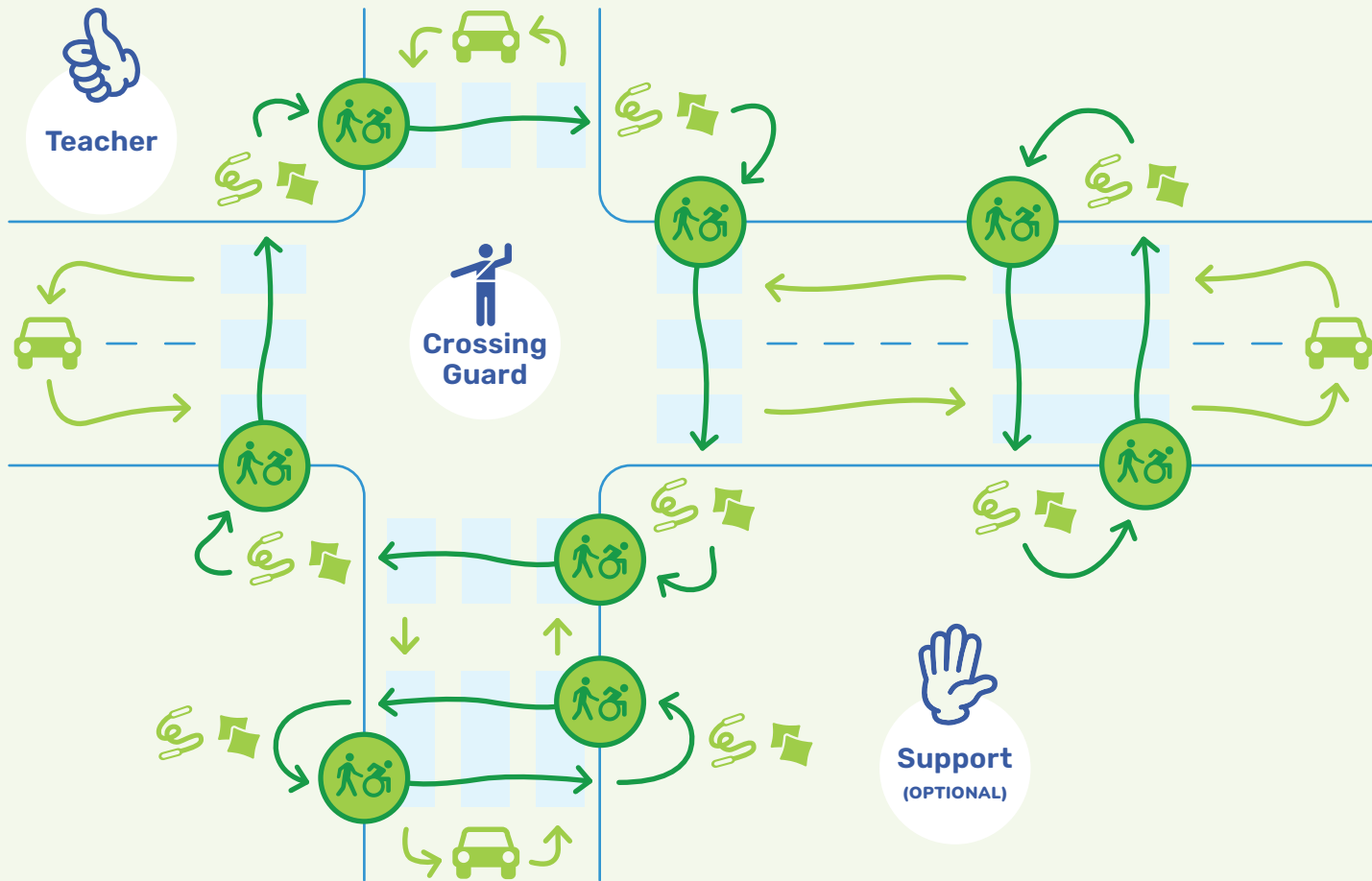
#### Intersection Crossing Practice

- ◆ Begin with a review of previous vocabulary and an introduction of new vocabulary words: intersection and signal.
- ◆ Walk with students around the intersection set up and ask what they notice. Demonstrate or have an adult volunteer demonstrate crossing while reciting the Pedestrian Crossing Rhyme.
- ◆ Explain that students will do 10 jumping jacks as their exercise after crossing.

- ◆ Split students up into groups. Number of groups can depend on class size. Pedestrian groups will line up behind a crosswalk. Vehicles will line up at the end of each road holding a hula hoop. The crossing guard (optional) will be in the intersection.
- ◆ Remind students to look out for vehicles, and remind vehicles to stop at the intersection and look out for pedestrians.
- ◆ Have students recite the Pedestrian Crossing Rhyme, cross, and then do their exercise station.
- ◆ Rotate so students all have a chance to play different roles.

### TIPS

- ◆ Avoid using additional materials for the exercise stations here since students will be in close proximity to each other. Rely on exercises like jumping jacks that they can do just with their bodies.
- ◆ If utilizing a crossing guard, add this in later as it can get crowded in the center of the intersection.
- ◆ Try to keep pedestrian groups to about 2-3 students at each intersection crosswalk so it doesn't get too crowded.
- ◆ **Additional activity** Introduce traffic signals and what they mean, then have volunteers hold them up during the activity for pedestrians or vehicles to respond to.



## LESSON 4

# TOY RETRIEVAL & VISUAL BARRIERS

### MATERIALS

- ◆ 2 mock roadways
- ◆ 6 crosswalks
- ◆ Bean bags (1 per student)
- ◆ 4 tumbling mats, garbage cans, or other large visual barrier
- ◆ 4 Hula Hoops

### PREPARATION

- ◆ Set up the roadways and crosswalks the same as you did for Lesson 3.
- ◆ Have your visual barriers (tumbling mat or garbage can) close by and ready to scoot into the intersection.
- ◆ Place a Hula Hoop on the end of each road.

### ACTIVITY

#### Visual Barriers Practice

- ◆ Remind students what an intersection is, and review all vocabulary words from previous lessons.
- ◆ Demonstrate or have an adult volunteer demonstrate safe crossing at the intersection.
- ◆ Move the visual barriers into place as indicated in the graphic on page 13.
- ◆ Ask for student ideas about what to do if something is blocking their view of oncoming traffic. Explain that if it is best to cross without a visual barrier, but if there is no other option, we can find a “second edge” and use our “giraffe neck” to see

beyond the barrier. We still look left, right, left at the “second edge.”

- ◆ Line students up on one side of each intersection crosswalk, and both sides of the two midblock crossings. Invite 4 students to be vehicles moving up and down both roadways.
- ◆ Students will approach the crosswalk with visual barriers, practice using the “second edge” and “giraffe neck” to cross safely, and then complete 10 jumping jacks after. Students at the intersection will continue crossing the legs of the intersection moving clockwise. You may swap so students at the midblock crossings also get to practice at the intersection.

### TIPS

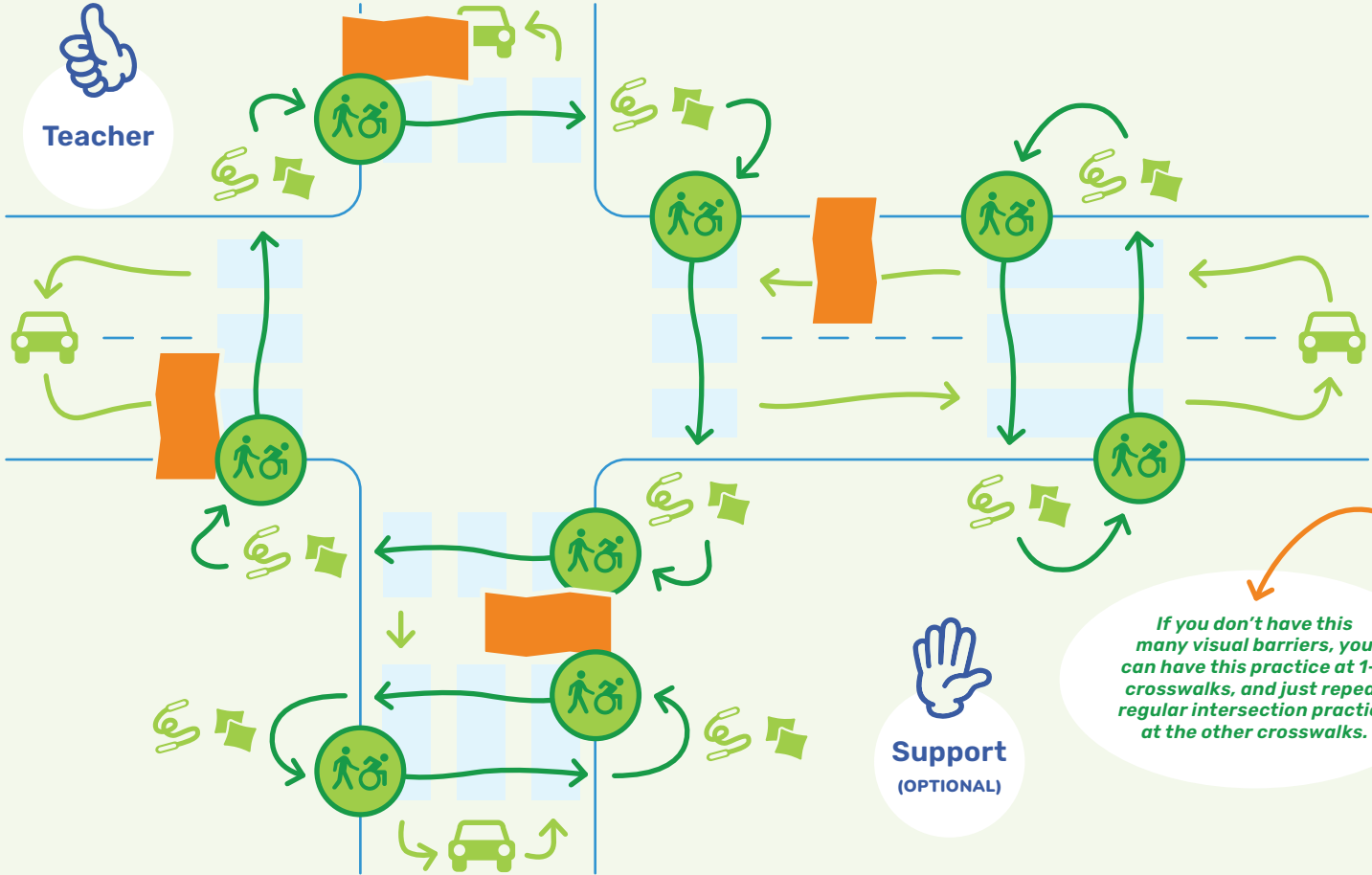
- ◆ If you feel confident enough in student skills, you can have a student demonstrate safe crossing in the beginning of the lesson this time.
- ◆ If you want to add on a toy retrieval activity after, line them up along both

roadways and give each student a bean bag. Play music or sing out loud, having students throw and catch their own bean bags while the music plays. When it stops, students gently toss their bean bags into the road in front of them. If

they drop their bean bag before the music stops, students must leave it. Students then practice safely retrieving without darting into the road. This can be repeated with and without visual barriers.



Teacher



Support  
(OPTIONAL)

*If you don't have this many visual barriers, you can have this practice at 1-2 crosswalks, and just repeat regular intersection practice at the other crosswalks.*

# LESSON 5

# WALKING FIELD TRIP

## MATERIALS

- ◆ Signed permission slips
- ◆ Route map (optional)

## PREPARATION

- ◆ Establish a route that allows as many of the activities below as possible to be completed. About a quarter mile is good for a 20–25 minute slow walk.
- ◆ Inform the front office of the walk's time and route.
- ◆ Get appropriate permission and support to take students off campus (i.e. permission slips, volunteer help). Classes should have two adults with them at minimum.
- ◆ Remind students to wear comfortable clothing for a walking field trip.

## ACTIVITY

### Group Walk

- ◆ Have students pair up and stand in two lines with each student next to their partner, creating a “walking school bus.”
- ◆ Walk to the school parking lot or driveway and ask students to look at a car to figure out how they know if it's going to move (i.e. look for exhaust, someone in the car, engine purring, reverse lights on). You can also have a student stand behind

a large vehicle, ask the class if they can see them, and explain the importance of crossing at crosswalks and looking beyond visual barriers.

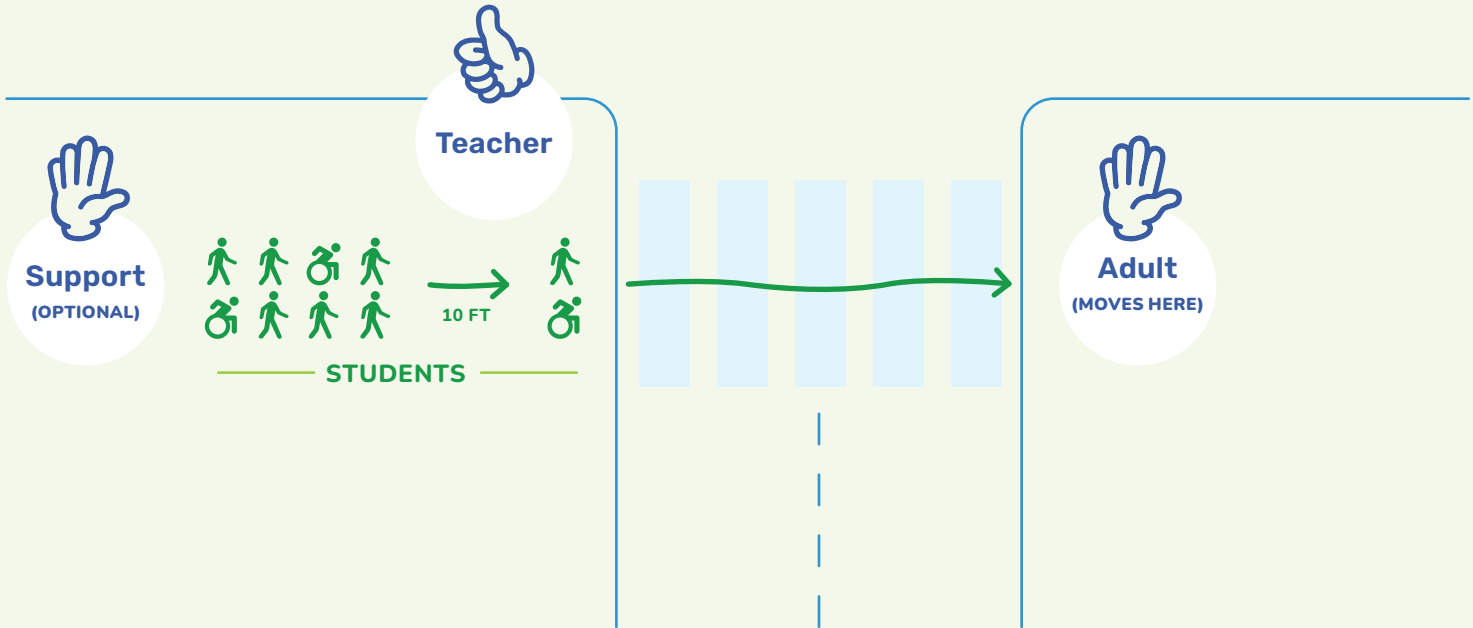
- ◆ Begin the walk with one adult in front and one in back making your way to a marked or unmarked crosswalk without visual barriers to practice crossing at a live intersection.
- ◆ Practice crossing safely while reciting the Pedestrian Crossing Rhyme all together as a large group and then again one pair at a time.

## TIPS

- ◆ The teacher should be at the front of the line with a second adult at the back.
- ◆ Before students begin crossing, designate a meeting point on the other side of the intersection. Be sure it is far enough from the street for all students to cross.
- ◆ During partner intersection practice the teacher should stand near the street to watch traffic. Students are expected to

make crossing decisions with their partner and not be directed by the teacher except for safety reasons.

- ◆ During partner crossings, have students line up about 10 feet from the intersection so that partner groups can work together without pressure from other students.
- ◆ The second adult should stay with whichever group is largest, crossing the street when over half the students have crossed to help monitor student behavior.



# OPTIONAL (LESSON 2 ADD-ON)

# PERSONAL SAFETY

## MATERIALS

- ◆ Chart board or whiteboard (not included in kit)

## PREPARATION

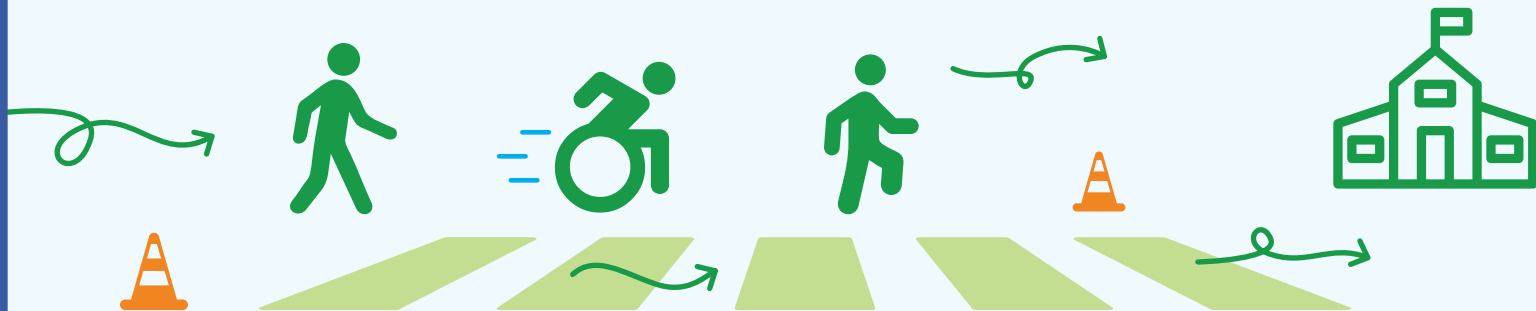
- ◆ Teacher makes a t-chart on chart paper/whiteboard, labels one side “safe and kind” and the other side “unsafe and unkind”.

## ACTIVITY

### Tricky People and Safety

- ◆ Ask students: “Have you seen people being safe or kind on your way to or from school? What were they doing?” Brainstorm a list together. For kindergarten and first grade students, stick figure illustrations may work better than words.
  - ◆ “Have you seen people being unsafe or unkind on your way to or from school? What were they doing?” Brainstorm a list together.
  - ◆ “Today we will talk about what we can do when someone is being unsafe or unkind.”
- Share the following points in your own words:*
- ◆ “Walking or biking to school is a safe thing to do when you know the rules. Most people don’t want to harm you, and if you meet tricky people, you can keep yourself safe.”
  - ◆ “Tricky people are adults who you don’t know well who are acting in an unsafe way toward you.”
  - ◆ “They might seem nice or polite, but if they are in your space, talking to you too much when they don’t know you, or making you uncomfortable, they could be tricky anyway.”
  - ◆ “We can’t tell someone is tricky by how they look, but we can tell by how they act. People who look very different from us can be safe and respectful, and people who look like us or our parents can be tricky if they are not respecting our space.”
  - ◆ “Are there any signs of tricky people on the list we made? Can we add some?”
    - » Revisit your T-chart. Guide students to add behaviors that could indicate a tricky person. I.e. Standing too close, asking personal questions or too many questions, following you, touching you.
    - » If students offer visual cues (“they are wearing dirty clothes,” “they look funny,” etc.), redirect. Remind them that we can’t tell if someone is tricky by how they look, but we can tell by how they act or treat us.





### *Share the following points in your own words:*

- ◆ “We don’t have to be polite to people who are being tricky. It is more important to keep safe. If an adult you don’t know is being tricky, do these three things:”
  - » “Say ‘No! I don’t know you!’ in a loud voice.”
  - » “Leave quickly – run or walk away fast.”
  - » “Go to a safe adult and tell them what happened.”

### *Role Play Exercise*

- ◆ Choose a confident child or volunteer who will play the tricky person.
- ◆ Coach them to ask you lots of personal questions (“What’s your name? How old are you?” etc.) and to stand in your bubble
- ◆ Choose a second student or volunteer to play the safe adult. Their job is to stand off to the side and pretend to be a teacher.
- ◆ Student 1 demonstrates acting like a tricky person toward the teacher.
- ◆ Teacher says “No! I don’t know you!” loudly, and runs away.
- ◆ Teacher goes to student 2 and says “There is a stranger being unsafe over there.”

### *Additional Practice*

- ◆ The teacher will play the safe adult. Pair students off and have them take turns in both roles. One plays the tricky person and the other practices responding, running away, and telling you.

Oregon Department of Transportation  
Safe Routes to School



ALTA - COMMUTE OPTIONS - CYCLE OREGON - THE STREET TRUST

**Jumpstart**  
Oregon Walk  
and Roll Training

