The Walk Sense program aims to improve pedestrian safety and promote student wellness through walking. This 3-day curriculum contains lessons and activities that teach pedestrian safety skills through the use of videos, outside simulation activities and art projects. This program has been adapted from Miami Dade’s Walk Safe Program.
Lessons include cross curricular connections:

- Arts and Humanities
- Lifetime Physical Wellness
- English Language Arts
- Science: Environmental wellness

Materials needed:

Lesson One
- Technology for videos
- Signs and Signals printed (one set)
- Pre Test hand outs
- Pencils
- A large marker board or large format paper
- Marker

Lesson Two
- Technology for Power Point presentation

Lesson Three
- Poster Board or large paper
- Pencils
- Post Test hand outs
- Drawing and coloring materials such as markers, crayons, pens, and/or paints
- Signs and Signals printed
- Examples of streets and cars on media screen or printed
Lesson One Introduction/Video (50 minutes)

Lesson Objectives:
The objective of this introductory lesson is to teach students basic vocabulary and safe street crossing behaviors. It is important teens understand they should help younger students/siblings cross the street safely and are responsible for themselves and others.

Daily learning targets:
- I can define and use appropriate walker safety vocabulary
- I can identify basic street signs
- I can demonstrate safe behaviors while crossing the street
- I can explain why running into the street is unsafe
- I can explain why drinking and walking is unsafe

Applicable National Standards of Learning:

Kentucky Common Core Standard: positive health habits can help prevent injuries…to self and others NHES: 7

National Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Materials needed:
- Technology for videos
- Signs and Signals printed (one set)
- Pre Test hand outs
- Pencils
- Marker board or large paper for Vocabulary and discussion

1. Pre-Test
   - Pass out the test and pencils.
   - Remind students we are asking what they already know. They do not have to know the answers yet.
   - Students should choose their best guess.

2. Ice Breaker
   - Ask students if they know what a “Pedestrian” is.
   - Inform students at some point we all walk.
   - Every 4 minutes someone who is walking gets hurt in traffic. This is a national statistic.
   - Ask students if they know anyone who was hit by a car.
   - Ask why they think pedestrians are hit so frequently.
   - Inform students they will be learning ways to be safer while walking.
   - Ask students how old a child must be in order to cross the street alone.
• Inform students that the correct answer is 10 years old. If students have younger family members, they should cross the street with them.

3. Vocabulary

• Read aloud the following vocabulary words and definitions to the students. In the table below, the Vocabulary words are on the left, and the meanings are on the right.

• Instruct students to write these words and definitions as you read them.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
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<tbody>
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<td>A person who is walking. *Ask students, “When you get a driver’s license, are you still a pedestrian?” The correct answer is yes. We may drive or get a ride, but we all walk for at least part of every journey. An example is when we drive to run errands; we park in a parking spot and then walk into the store. It is the same with biking, riding a scooter, etc.</td>
</tr>
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<td>Raised pavement between the edge of the road and the sidewalk. When we get to a curb, we stop. Then we look.</td>
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<tr>
<td>Crosswalk</td>
<td>A marked place to cross the street. *Schools often have crosswalks in front of them; ask students if they have seen one when they come in to school.</td>
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<td>Traffic</td>
<td>Movement along a road; includes pedestrians, cars, bikes, and scooters</td>
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<td>Intersection</td>
<td>An area where multiple roads meet</td>
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<tr>
<td>Visual Screen</td>
<td>Any object that blocks your view of traffic when you are preparing to cross the street; any object that blocks a car driver’s ability to see you as you prepare to cross the street</td>
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<td>Carbon Dioxide</td>
<td>A gas made of one carbon atom and two oxygen atoms. It is a greenhouse gas that leads to global warming.</td>
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<td>Items that reflective light. Reflectors are on bicycles, and reflective strips are on safety jackets.</td>
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<td>Laws that restrict movement in a roadway. There are laws specific to pedestrians, people on bikes, cars, trucks, buses, etc.</td>
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<td>A thing that prevents someone from giving full attention.</td>
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4. Signs

• Show students each example of the traffic signs and signals at the end of the curriculum while reviewing the purpose of the signals, listed below:

  o The “Walk” signals mean that students may walk. But sometimes people in cars are not doing what they are supposed to do! It might be your turn, but it might not be safe. So when students see the “Walk” sign, Stop. Then Look and Listen. When no more cars are coming, cross the street and keep looking Left and Right.
• The “Don’t Walk” signals mean that students should not start walking across the street. Wait for the next Walk signal. This signal may appear as words or as a hand.

• The Countdown signal has a hand and a number. The hand means “Wait” if you have not started crossing the street. If you have already started crossing the street when you see this symbol, you have that many seconds remaining to cross.

• Traffic Lights are for people using the road. They are red, yellow, and green. Ask students what each color means.

• Crosswalks are painted on the road. Cross the street at crosswalks.

5. **Video**
   - Play *Pedestrian Safer Journey.*
   - Play *LMPD Pedestrian Safety video*
     [https://www.youtube.com/watch?v=tnUs5Q1zF2w](https://www.youtube.com/watch?v=tnUs5Q1zF2w)

6. **Discussion**
   - Ask students if they are aware of traffic laws.
   - Create a list on the marker board or large paper of the examples students give. Examples of correct answers are below.
     - People driving cars must obey the speed limit.
     - Cars must pass emissions testing and inspections.
     - People driving cars must obey lights, signals, and signs.
   - Ask students if they are aware of laws that pertain to pedestrians. Some examples of correct answers from Kentucky Revised Statute 189.570 are below
     - Pedestrians must obey traffic control signs and signals unless a police officer directs them to do otherwise.
     - Pedestrians must yield to cars if they are crossing outside of a crosswalk.
     - Inside the city limits, pedestrians must cross at crosswalks.
     - If there is a sidewalk along a road, pedestrians are not allowed to walk in the road. Pedestrians must use the sidewalk.
     - Pedestrians may not stand in the roadway to solicit rides, employment, or contributions without the presence of a specific kind of flashing light.
   - Ask students what they think of these laws. Were they aware of them before today? What do they believe is the purpose of these laws?
     - Some students have reported relatives encouraging them to walk in front of moving cars. The reason given is that if the car hits the pedestrian, the pedestrian can sue and “get paid.” Address this misconception by reminding students that pedestrians must also follow traffic laws. Inform the students that to “get paid,” the pedestrian would have to survive the crash. Inform students we will talk about traffic deaths later in Lesson 2.
   - Inform students the purpose of the laws is to increase safety for pedestrians.
   - Ask students if they ride a bus.
   - Ask students what safety issues there might be when waiting for a bus, walking to the bus stop, or crossing the street before the bus has pulled away.
   - Remind students it is difficult for bus operators to see around the bus. Always walk in front of the bus after making sure the driver is aware of your intention to cross.
• Ask students if they are walking with a group of people, who decides that it is safe to cross.
• Inform students each person in a group is responsible for their own safety. Never follow someone into traffic without looking. Always look Left, Right, Left Again before crossing.
• Ask students what alcohol does to people. Ask students if they think alcohol has an effect on walking safely.
• Inform students that drinking and walking is not safe.

7. **WALK Acronym**
   • Write W-A-L-K on the marker board or large paper so that students can see it.
   • Introduce the following safety tip for each letter in WALK.
     - **W**: Wear bright/reflective clothing
     - **A**: Always be aware of your surroundings
     - **L**: Look left right and left again before crossing
     - **K**: Know your signs and signals
   • Ask students if they can create a new acronym to make it easy to remember to be safe. Write the suggestions on the board.
   • Prompt students with the following safety tips. Ask them to think about the two videos.
     - **Be aware of surroundings. Put your phone down and take your earbuds out.**
     - **Walk on the left side of the road, with cars going in the opposite direction you are walking.**
     - **Use crosswalks.**
     - **Stop at the curb or the edge of the street before you cross.**
     - **Make sure cars have stopped and drivers are aware of you before you cross in front of a car.**
     - **Look left, look right, and look left again.**
     - **Be aware that cars may not stop even if it is your turn.**
     - **Never run across the street; walk when crossing the street.**
     - **Check for visual screens that might make it difficult for drivers to see you or for you to see cars.**
     - **Know what the different signs and signals mean.**
     - **Use your phone as a light if it is dark or dusk. You do not have to carry a flashlight, you can simply turn your phone on so that cars can see the light from the screen.**
Lesson 2 Safe Streets for Adults (50 minutes)

Lesson Objectives:
The objective of this lesson is to teach students skills for crossing the street safely and to teach them traffic signals to aid in their understanding. It is important children understand that they must pay attention, and that sometimes drivers are not paying attention. They must also understand that dark clothing is problematic to wear and that running into the street is an unsafe behavior.

Daily learning targets:
- I can demonstrate safe behaviors while crossing the street
- I can explain why pedestrian safety is important
- I can identify ways to increase safety for pedestrians and people driving.

Applicable National Standards of Learning:

Kentucky Common Core Standard: PL-6-S-S-1: explain reasons for safety practices (e.g., pedestrian safety...staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., walking near motorized vehicles or potentially unsafe or threatening situations) encountered by adolescents.

National Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Materials needed
- Technology for the Power Point presentation

1. Ice Breaker
- Ask students if they noticed anything about traffic on the way home or on the way to school.

2. Review
- Vocabulary

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Traffic Law

Laws that restrict movement in a roadway. There are laws specific to pedestrians, people on bikes, cars, trucks, buses, etc.

Distraction

A thing that prevents someone from giving full attention.

• Signs

  o The “Walk” signals mean that students may walk. But sometimes people in cars are not doing what they are supposed to do! It might be your turn, but it might not be safe. So when students see the “Walk” sign, stop. Then look and listen. When no more cars are coming, cross the street and keep looking left and right.

  o The “Don’t Walk” signals mean that students should not start walking across the street. Wait for the next Walk signal. This signal may appear as words or as a hand.

  o The Countdown signal has a hand and a number. The hand means “Wait” if you have not started crossing the street. If you have already started crossing the street when you see this symbol, you have that many seconds remaining to cross.

  o Traffic Lights are for people using the road. They are red, yellow, and green. Ask students what each color means.

  o Crosswalks are painted on the road. Cross the street at crosswalks.

• Concepts

  o Remind students of the WALK acronym they created during the previous lesson
  o Be aware of surroundings. Put your phone down and take your earbuds out.
  o Walk on the left side of the road, with cars going in the opposite direction you are walking
  o Use crosswalks
  o Stop at the curb or the edge of the street before you cross.
  o Make sure cars have stopped and drivers are aware of you before you cross in front of a car.
  o Look left, look right, and look left again
  o Be aware that cars may not stop even if it is your turn.
  o Never run across the street; walk when crossing the street.
  o Check for visual screens that might make it difficult for drivers to see you or for you to see cars.
  o Know what the different signs and signals mean.
  o Use your phone as a light if it is dark or dusk. You do not have to carry a flashlight, you can simply turn your phone on so that cars can see the light from the screen.
3. **Safe Streets for Adults Excerpts**

- Launch the Power Point presentation from the website link below:
  

  - **Slides 1-5**
    
    - Begin by reading the six multiple choice questions and answers aloud.
    - Ask students to consider which answer is their best guess. It is not necessary to record the answers as these students have taken a pre-course assessment.
    - Remind students that the correct answers will be given at the end.

- **Slide 6**
  
  - Inform students Louisville’s pedestrian fatality rate per 100,000 people is greater than the national average.
  - Inform students this map shows where crashes with pedestrians occurred from 2006-2010. Areas with more crashes are darker colors.
  - Inform student for this time period, the national average was 2.09 per 100,000 people while the Louisville average was 2.64 per 100,000 people (assuming 2010 population data of 597,265).
  - Ask students how old they think the pedestrians who get hit by cars are. The answers will be on the next slide. Allow students time to consider their answers.
  - Ask students why they chose the age group they suggested.
• Inform students the majority of pedestrian crashes in Louisville occur with people 25–54 years old.
• Ask students if they are surprised by this fact.
• Inform students this age group makes up 49% of all pedestrian crashes. The graph depicts percentage of pedestrian crashes by age group. The age group circled in red is 25–54 age demographic.
• Ask students if they know anyone who is in this age range. Examples of celebrities in this range as of 2018 are listed below.
  • Rihanna and Adele are 30 years old.
  • Chris Hemsworth and Emily Blunt are 35 years old.
  • Tiger Woods is 43 years old.
  • Eva Mendes and Leonardo DiCaprio are 44 years old.
  • Pharrell Williams is 45 years old.
  • Gwen Stefani and Jennifer Lopez are 49 years old.

• Inform students the average age of pedestrians involved in crashes in the roadway is 44 years old. Louisville averages 16 pedestrian fatalities a year.
• Inform students that we will discuss crashes first, then crashes that result in fatalities.
• Ask students what they think drivers are doing when they hit pedestrians. The answers will be on the next slide. Allow students time to consider their answers.

• Inform students this chart shows the driver factors that result in pedestrian crashes.
• Ask students if they know what a factor is.
• Inform students that a factor is “a circumstance, fact or influence that contributes to a result or outcome.” The graph in this slide shows the percentage of crashes with pedestrians caused by each driver factor.
• Inform students that the highest percentages of crashes were caused by these factors:
  • Inattention
  • Failed to Yield right of way
  • Alcohol

• Remind students to stay mentally alert at all times while operating a motor vehicle or while walking in front of one.
• Inform students cars weigh 3000 plus pounds while pedestrians weigh significantly less.
• Introduce the phrase, “Keep your head out of your app.”
• Ask students to list ways people who are driving can be safer. Some examples of correct answers for pedestrians and motorists are below.
  • Put your phone down
  • Don’t use ear buds while walking or driving
  • Don’t talk to other pedestrians while crossing the street
  • Be aware of motorists and pedestrians
  • Make eye contact with drivers before you cross in front of them. When you are driving, make eye contact with pedestrians to let them know you are aware of their intention
to cross the street.

- Ask students what they think pedestrians are doing when they get hit by cars. The answers will be on the next slide. Allow students time to consider their answers.

**Slide 11**

- Inform students this chart shows the pedestrian factors that result in pedestrian crashes.
- Ask students if they remember what a factor is. Remind students a factor is a circumstance, fact or influence that contributes to a result or outcome.
- Inform students this graph shows what pedestrians were doing when a crash occurred.
- Inform students pedestrian crashes involve these top three pedestrian factors.
  - Darting into roadway
  - Walking in roadway
  - Crossing with signal

**Slide 12**

- Ask students where they should walk when a roadway does not have a sidewalk. The correct answer is that pedestrians should walk on the left side of the road, facing oncoming traffic. This allows the pedestrian to see cars coming toward them.
- Ask students what they think “darting into the roadway” means.
- Ask students why darting into the road is dangerous.
- Remind students of the traffic laws Kentucky Revised Statute 189.570, including the following:
  - Pedestrians must obey traffic control signs and signals unless a police officer directs them to do otherwise.
  - Pedestrians must yield to cars if they are crossing outside of a crosswalk.
  - Inside the city limits, pedestrians must cross at crosswalks.
  - If there is a sidewalk along a road, pedestrians are not allowed to walk in the road. Pedestrians must use the sidewalk.
  - Pedestrians may not stand in the roadway to solicit rides, employment, or contributions without the presence of a specific kind of flashing light.

**Slide 13**

- Inform students that we will now discuss fatalities.
- Ask students what a fatality is.
- Inform students the correct answer is that a fatality is an occurrence of death by accident.
- Inform students that there are motorist and pedestrian factors in crashes that result in a fatality. When we look at the factors that result in fatalities, they are different from the factors for the overall crashes.
- Inform students the driver factors that result in pedestrian fatalities include:
  - Inattention
  - Alcohol involvement
  - Drug involvement
  - Exceeded stated speed limit
- Ask students why they think each factor led to a crash resulting in a fatality. Examples of correct answers are below.
• A driver who was not paying attention might not have slowed down when approaching a pedestrian.
• A driver who is drinking has slower reaction time and may not have reacted to the pedestrian in time to prevent a crash.
• A driver who is using drugs may have delayed reaction time in responding to traffic signals or the presence of the pedestrian.
• A driver who is speeding may not have time to slow down or stop before a crosswalk, traffic light at an intersection, or turn.

- Ask students what they think pedestrians are doing when a crash that results in a fatality occurs. The answers will be on the next slide. Allow students time to consider their answers.

- Slide 14

- Inform students the top pedestrian factors in crashes that result in fatalities are
  • Wearing dark clothing
  • Walking in the roadway
  • Darting in the roadway
  • Drinking

- Instruct students to pay attention to cars when they are walking.
- Ask students what they can do to make themselves more visible when they are wearing dark clothing. Examples of correct answers are listed below.
  • Pedestrians can turn on phone and direct the lighted face toward oncoming traffic.
  • Pedestrians can wear reflective clothing or reflective accessories.
  • Pedestrians can put their hoods down to increase ability to see oncoming traffic.
- Remind students drivers may not be paying attention to pedestrians as they cross the street, even if it is the pedestrian’s turn to cross.
- Remind students to stay sober while walking, since drinking impairs judgment.

- Slide 15

- Inform students that speed is also an important factor in pedestrian crashes that result in fatalities.
- Inform students when pedestrians are hit by a vehicle traveling 40 miles per hour they have a 90% chance of dying. If pedestrians are hit by a vehicle traveling only 20 miles per hour, the chance of dying reduces to 10%.
- Ask students if they have any questions about this graphic. The pedestrians in white represent pedestrians who survive crashes with cars at each given speed. The pedestrians in red represent pedestrian fatalities as a result of crashes with cars at each given speed.
- Remind students speed makes a huge difference in whether or not someone will survive a crash.
- Remind students to slow down when they are driving in pedestrian areas.
- Remind students to be cautious when crossing the street at an intersection with a high speed roadway.
- **Slide 16**
  
  Inform students that cars do not come to a stop instantly.
  
  Inform students the faster a vehicle is traveling, the longer it takes to stop.
  
  Review the stopping lengths at each of the given speeds. The dark blue of the bar graph shows how long it takes for your eye to communicate to your brain that you need to stop. The pink is the amount of time it takes for your brain to tell your muscles to stop the vehicle. The green is the amount of time it takes for the car to stop once the brake is applied.

- **Slides 17-20**
  
  Review the test questions aloud. The correct answer is bold and has a green arrow.

- **Safe Streets for Adults**
  
  [Website Link]

  Thank you.
Lesson 3 Poster Design/Test (50 minutes)

**Lesson Objectives:**
The objective of the final lesson is for students to demonstrate what they have learned.

**Daily learning targets:**
- I can identify what I can do to safely cross the street
- I can share my knowledge with my family and peers

**Applicable National Standards of Learning:**

**Kentucky Common Core Standard:** A. PL-4-S: Students will understand that: Safety practices and procedures help prevent injuries and provide a safe environment NHES: 1

**National Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Materials needed:**
- Poster Board or large paper
- Pencils
- Drawing and coloring materials such as markers, crayons, pens, and/or paints
- Signs and Signals printed
- Examples of streets and cars on media screen or printed

1. **Review:**
- Vocabulary

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### Traffic Law
Laws that restrict movement in a roadway. There are laws specific to pedestrians, people on bikes, cars, trucks, buses, etc.

### Distraction
A thing that prevents someone from giving full attention.

- **Street-Crossing**
  - Stop at the curb or edge of the street.
  - Look “Left, Right, Left Again.”
  - Listen for cars.
  - Cross when no more cars are coming.

- **Safe Places to Walk**
  - Cross at the crosswalk or corner, never in the middle of the block.
  - Walk on the sidewalk.

- **Signs and Signals**
  - **Walk Signals**
  - **Don’t Walk Signals**
  - **Traffic Lights**
  - **Crosswalks**

- **Unsafe Behavior**
  - People in cars *should* pay attention, but they do not always.
  - Be aware of approaching cars.
  - Do not run across the street.
  - Do not dart into the street from behind a parked car or trash can.

2. **Discussion — Poster Theme Ideas**
   - Ask students what they learned during the previous lessons
   - Ask students what safety messages help people driving cars and pedestrians to be safer.
   - Ask students to think about what a safe street looks like.
   - Ask students what a poster about *Walk Sense for Youth* might include. Examples include the following:
     - Safety steps to follow before/while crossing the street
     - Dangers while crossing the street
     - Health benefits of walking to/from school
     - Signs and Signals
     - Reminders to people in cars to look for pedestrians

3. **Poster Activity**
   - Pass out the art materials to students.
   - Each student will design and produce a creative poster containing a *Walk Sense for Youth* pedestrian safety/health message.
   - Posters may be paper or poster board decorated with marker, crayon, or paint. Classroom instructors can determine how elaborate the materials should be for this age group.
• If students need reminders of what they have learned, the instructor or facilitator may choose to replay the video Pedestrian Safer Journey, show the printed traffic signs and signals, or show examples of completed posters from other classes.

• Upon completion, each student will describe the completed poster and explains its message to the class (if time permits).

4. Post-Test

• Pass out the test and pencils.

• Ask students to circle “Post Test” at the top of the paper.

• Students should select the best answer for each question.
Walk Sense Pre-Test, Post-Test Name Grade

**Directions:** Circle best answer choice and raise your hand for any questions.

1. You want to walk to a friend’s house. Should you walk without an adult?
   - A. Yes
   - B. No
   - C. Only at night.

2. Who can help you walk safely?
   - A. Your older brother or sister who is in high school
   - B. Your parent
   - C. A trusted adult
   - D. All of these people

3. What kind of clothes should you wear to help people in cars see you at night?
   - A. Something bright and reflective
   - B. Dark clothing
   - C. Heavy and warm
   - D. All of the above

4. Before crossing the street, where do you look?
   - A. Left, then right
   - B. Right then left
   - C. Left, right, and left again

5. Where do you walk if there is no sidewalk?
   - A. Walk facing traffic
   - B. Walk facing away from traffic (back turned)
   - C. There is always a sidewalk
   - D. Walk anywhere

6. Should you run across the street?
   - A. Never
B. If no cars are coming
C. If the signal says WALK
D. Always

7. Walking is good because…
   A. It’s good for the environment
   B. It’s good exercise
   C. It’s fun
   D. All of the above

8. Pay attention when you are walking. What should you NOT do?
   A. Wear headphones or play games on your phone
   B. Walk with your parent or guardian
   C. Look for cars
   D. Look both ways

9. You are about to cross at a crosswalk when the walk signal changes from WALK to DONT WALK. What do you do?
   A. Run across the street.
   B. Look to make sure no cars are coming and then cross.
   C. Stop and wait for the next signal.

10. Before you cross a street you always have to stop and look for cars. Why?
    A. Drivers may get distracted and not see you.
    B. You should not have to look.
    C. A driver may not have time to stop.
    D. Both A & C
Signs