

Walk Sense for Youth

Grade: K-2



The Walk Sense program aims to improve pedestrian safety and promote student wellness through walking. This 3-day curriculum contains lessons and activities to 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

Lesson Two

- Cones, Yarn or Rope, Sidewalk Chalk (depending on teaching environment)
- Hula Hoops (four)
- Ball
- Signs and Signals printed

Lesson Three

- Poster Board or large paper
- Post Test hand outs
- 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

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 children understand they need an adult or older sibling present before they can cross the street.

Daily Learning Targets:

- I can define and use appropriate safe walking vocabulary
- I can identify my left hand from my right
- I can identify basic street signs

Applicable National Standards of Learning:

Kentucky Common Core Standard: PL-P-PW-U-6: 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

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.
- Ask students to circle "Pre Test" at the top of the paper.
- Students should choose their best guess.
- Read the questions and multiple choice answers aloud for students in kindergarten through second grade.

2. Ice Breaker

- Ask students to raise their hands if they have ever walked to school or around their neighborhood. Maybe they have even walked with their parents or older siblings during Thunder over Louisville or at the Kentucky State Fair.
- Inform students at some point we all walk.
- Inform students they will be learning ways to be safer while walking.

3. Vocabulary

- Read aloud the following vocabulary words and definitions to the students.
- Write each word on a board or large paper so that students can see them throughout this lesson. In the table below, the Vocabulary words are on the left, and the meanings are on the right.

Safe	To be careful and avoid danger.
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Pedestrian	A person who is walking.
Curb	Raised pavement between the edge of the road and the sidewalk. When we get to a curb, we stop. Then we look.
Crosswalk	A marked place to cross the street. <i>*Schools often have crosswalks in front of them; ask students if they have seen one when they come in to school.</i>
Corner	Where two roads meet and the sidewalk stops.
Signals	Lights and signs tell cars and people when to stop and go.
Left/Right	<i>*Have students extend their left arm and form the shape of an "L" with their hands to practice identifying left and right.</i>
Sidewalk	Paved path for pedestrians to the side of a road
Edge	The side of end of something <i>*We will be talking about the "edge" of the street in a moment</i>
Traffic	Movement along a road; includes pedestrians, cars, bikes, and scooters
Block	A group of buildings with streets around them. Blocks usually have four corners. <i>*Students probably live on a block with a street in front of their home, a street to the left of their home, and a street to the right of their home. Ask students if they walk "around the block" with their families.</i>
Trust	Trust is very important. Trust means that you know someone really well, and you think you can rely on them. <i>*Cross the street with older people that you trust.</i>

1. Exercise

- Use the signs from the end of this lesson, including two types of "Walk" signs, two types of "Don't Walk" signs, a stoplight, and a crosswalk.
- Have the students stand on one side of the room, facing the instructor.
- Show students each example while reviewing the purpose of the signals, listed below:

- 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.
- Tell students when they see the “Walk” sign, walk forward. Tell students when the instructor calls out “Left,” look left. When the instructor calls out “Right”, students will look right. Remind students to continue walking forward as they look left and right. *This is practice; it is not a race.*
 - Use the “Walk” sign to tell them to walk forward. As they walk forward, call out “Left” and “Right.”
 - Repeat this exercise with the class a few times.
 - *If students are having trouble, have them make the “L” with their left thumb and forefinger as a reminder. Another tactic is to have students carry a ball or handkerchief in their left hand.*
 - When this exercise is completed, tell students to sit down where they can see the media screen.

2. **Video**

- Play *Pedestrian Safer Journey*. Then review safety questions below.
- <http://www.pedbikeinfo.org/pedsaferjourney/index.html>

3. **Review**

- Ask students the following questions. The best answer is shown on the right of each question.

1. What is the first thing you do when you come to a curb or edge of a street?	Stop!
2. Should you stop at the edge of the street sometimes or always?	Always!

<p>3. Is it safer to cross at the corner or in the middle of the street?</p>	<p>It is safer to cross at the corner or at a crosswalk, never at mid-block where cars do not expect to stop for pedestrians.</p>
<p>4. Which way(s) should you look before crossing the street?</p>	<p>First, look in the direction the cars are coming, which is usually left. Then look right, and then left again. That's "Left, Right, Left Again."</p>
<p>5. Can anyone guess why we look left first?</p>	<p>Since cars drive on the right side of the road, the cars coming from the left will be closer to us than the ones coming from the right. Replay the video so that students can see this again.</p>
<p>6. If you see a car coming when you are going to cross the street, what should you do?</p>	<p>Wait for the car to pass, and then look "left, right, left again" until it is safe to cross.</p>
<p>7. Does a "WALK" signal always mean go?</p>	<p>No, people in cars may not be doing what they are supposed to do. They may be looking at their phones or turning up the stereo. Do not cross in front of someone who is not paying attention.</p>

4. **Lesson Review** Ask students what they have learned today. Examples of correct answers are below.

- Pedestrians should be careful when walking.
- Walk with an adult or older family member that you trust.
- Safe walkers Stop, Look, and Listen for cars before crossing the street.
- Always stop at the curb or edge.
- Look "Left, Right, Left Again" before crossing the street.
- Walk on the sidewalk.
- Cross at the crosswalk or corner.
- Obey signals.
- Keep looking left, right, left while crossing.

8. **Extra Activity:** If there is time remaining, ask students what the benefits of walking are and write the answers on the board. Examples of correct answers are below:

- Good for the Earth
- Free
- Good exercise
- Fun

Lesson 2 Walking Simulations (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 they must pay attention, and sometimes drivers are not paying attention. They must also understand 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 identify clothing pedestrians should wear
- I can explain why wearing dark clothing is unsafe
- I can explain why running into the street is unsafe

Applicable National Standards of Learning:

Kentucky State Standard: PL-P-S-S-1: explain and practice safety rules/procedures for crossing streets, riding in cars/buses, leading/unloading buses...NHES 1

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

Materials needed:

- Cones, Yarn or Rope, Sidewalk Chalk (depending on teaching environment)
- Hula Hoops (four)
- Ball
- Signs and Signals printed

1. Review:

- Vocabulary

Safe	To be careful and avoid danger.
Pedestrian	A person who is walking.
Curb	Raised pavement between the edge of the road and the sidewalk. When we get to a curb, we stop. Then we look.
Crosswalk	A marked place to cross the street. <i>*Schools often have crosswalks in front of them; ask students if they have seen one when they come in to school.</i>
Corner	Where two roads meet and the sidewalk stops.
Signals	Lights and signs tell cars and people when to stop and go.

Left/Right	*Have students extend their left arm and form the shape of an “L” with their hands to practice identifying left and right.
Sidewalk	Paved path for pedestrians to the side of a road
Edge	The side or end of something <i>*We will be talking about the “edge” of the street in a moment</i>
Traffic	Movement along a road; includes pedestrians, cars, bikes, and scooters
Block	A group of buildings with streets around them. Blocks usually have four corners. <i>*Students probably live on a block with a street in front of their home, a street to the left of their home, and a street to the right of their home. Ask students if they walk “around the block” with their families.</i>
Trust	Trust is very important. Trust means that you know someone really well, and you think you can rely on them. <i>*Cross the street with older people that you trust.</i>

- 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.

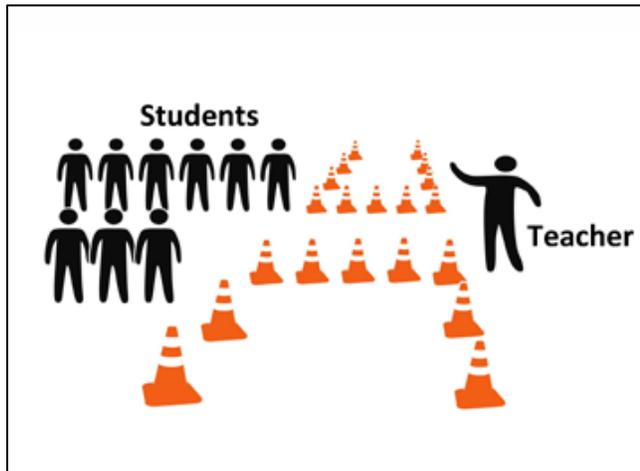
- Safe Places to Walk
 - Cross at the crosswalk or corner, never in the middle of the block.
 - Walk on the sidewalk.

- Signs and Signals
 - Walk Signals
 - Don’t Walk Signals
 - Countdown Signal
 - 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. Walking Simulation & Traffic Signals

- **In this activity, you will:**
 - Demonstrate a street walking behavior.
 - Discuss why a behavior is safe or unsafe.
 - Demonstrate the correct street-crossing behavior.
- **Create a simulated roadway.**
 - For a gym, use orange cones to simulate the edges of an imaginary road and a crosswalk.
 - For concrete surfaces, use sidewalk chalk to draw the edges of an imaginary road and a crosswalk.
 - For grassy surfaces, lay out rope or yarn to simulate the edges of an imaginary road and a crosswalk.
 - Create a “visual screen” using a large item such as a trash can along the line of the imaginary roadway.
 - Use hula hoops to simulate cars. Students can hold the hula hoops around their midsection and “drive” up and down the imaginary roadway as you demonstrate.
 - The layout of this activity will look like this:



- Using the suggestions below on the left, demonstrate traffic situations as the selected students “drive” in their hula hoops on the roadway.
- Ask students if the behavior you are demonstrating is Safe or Unsafe. The correct answers for each demonstration are in the center of the table below.
- Ask students to raise their hands if they know what the Safe behavior is in each situation. Call on students one at a time to demonstrate safe behavior for the class.

Suggested Demonstration	Is this behavior Safe or Unsafe?	What is the Safest Behavior?
Instructor rolls ball into the street and runs across the street to retrieve the ball.	Unsafe. Never run across the street.	Volunteer stops at the edge of the street and looks left-right-left before WALKING across the street to retrieve the ball.

Instructor turns and talks to a student while crossing the street.	Unsafe. Always Look and Listen when crossing the street.	Volunteer walks to the crosswalk edge without talking to their friend and looks Left, Right, and Left Again before crossing.
Instructor tells students that there is no sidewalk, and the store is down the street. Instructor walks with traffic (on the right side of the road).	Unsafe. When there is no sidewalk, Walk on the left side of the street facing cars. This was on the video in Lesson One.	Volunteer walks on the left side of the road, facing traffic.
Instructor stands at curb and holds up “DON’T WALK” signal flashcard) and asks the volunteer to stop at the curb.	Safe. Pedestrian obeyed crosswalk signal and stopped at the curb before crossing.	Volunteer walks along the left edge of the street.
Instructor dashes across street from behind trash can or other large object.	Unsafe. The trash can is a “visual screen” that means cars cannot see the person crossing until they are already in the street.	Volunteer walks to the crosswalk to cross.
Instructor crosses without looking.	Unsafe. Look Left, Right, Left Again, before crossing. Then keep looking left and right.	Volunteer Stops, Looks, and Listens; looks Left, Right, Left Again; then crosses and continues to look.

- Ask students if they have any additional ideas for Safe or Unsafe behavior that they would like to demonstrate.

3. Lesson Review

- Knowing the difference between safe and unsafe ways to cross the street is an important part of being a safe pedestrian.
- Safe walkers Stop, Look, Listen for cars before crossing the street.
- Always stop and look Left, Right, Left Again before crossing the street.
- Always cross at the crosswalk or corner, not the middle of the block.
- Always walk on the sidewalk, not the street. If there is no sidewalk, walk on the left edge of the street, so that you can see cars coming toward you.
- Obey traffic signals and continue looking left, right, left while crossing.
- Always pay attention when walking into the street and never run into the street.
- Always make sure drivers can see 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 State Standard: PL-P-S-U-1: 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
- 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

1. Review:

- Vocabulary

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 - Countdown Signal
 - Traffic Lights
 - Crosswalks

- Unsafe Behavior
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 - 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

- 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 explain its message to the class (if time permits).

4. Post-Test

- Pass out the test and pencils.
- Read questions aloud to students in kindergarten through second 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  to . 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







