

# ***WALKSMART!***

## **K-2 Pedestrian Safety Program**

**Critical Content, Concepts and Skills for Pedestrian Safety for  
Kindergarten through Second Grade**



Adapted by:



Adapted from:

**WALKSMART / BIKESMART  
VERMONT!**

With permission from



Center for Health and Learning  
28 Vernon Street, Suite 319, Brattleboro, Vermont 05301  
phone (802) 254-6590 fax (802) 254-5816  
[www.healthandlearning.org](http://www.healthandlearning.org)

# **WALKSMART!**

## **K-2 Pedestrian Safety Program**

**Critical Content, Concepts and Skills for Pedestrian Safety for  
Kindergarten through Second Grade**

---

Adapted by:



Adapted from:

**WALKSMART / BIKESMART  
VERMONT!**

With permission from:



Center for Health and Learning  
28 Vernon Street, Suite 319, Brattleboro, Vermont 05301  
phone (802) 254-6590 fax (802) 254-5816  
[www.healthandlearning.org](http://www.healthandlearning.org)

## **ACKNOWLEDGEMENTS**

The WalkSmart/BikeSmart Vermont! curriculum was developed by the Center for Health and Learning, a health promotion organization in Vermont, through cooperation with the Vermont Agency of Transportation Safe Routes to School program. Their goal was to provide pedestrian safety education each fall to Vermont school children in grades Kindergarten through Second Grade, and bicycle safety education each spring to children in grades Two through Six.

The Oklahoma Safe Routes to School Network adapted the pedestrian safety portion of the program in order to provide a curriculum that could be used in Grades K-2 anywhere in the United States. The Oklahoma Safe Routes to School Network is a participant in the Safe Routes to School National Partnership State Network Project.

Special thanks to the Center for Health & Learning for granting permission to adapt portions of the Vermont curriculum in a more generic form.

Center for Health and Learning  
28 Vernon Street, Suite 319, Brattleboro, VT 05301  
Phone (802) 254-6590 fax (802) 254-5816  
[www.healthandlearning.org](http://www.healthandlearning.org)

## **Distribution Information**

The *WalkSmart!* Pedestrian Safety curriculum is available for download at:

[www.okladot.state.ok.us/srts](http://www.okladot.state.ok.us/srts)  
[www.ok.gov/strongandhealthy](http://www.ok.gov/strongandhealthy)

This document was developed by the Oklahoma Safe Routes to School Network in the interest of information exchange, and assumes no liability for its contents or use thereof.

**Publication Date: April 2010**

# **WALKSMART!**

## **K-2 Pedestrian Safety Program**



### **TABLE OF CONTENTS**

---

<b>Introduction</b>	5
<b>Curriculum Overview</b>	6
<b>Basic Concepts in Pedestrian Safety</b>	8-9
<b>WalkSmart! Kindergarten and Grades 1-2</b>	10-18
<i>Objectives; Key Concepts and Skills</i>	10
<i>Walking Safely in Traffic</i>	12
<i>Crossing Roads and Driveways Safely</i>	13
<i>Getting out of a Car Safely</i>	16
<i>Getting off a Bus Safely</i>	17
<i>Review and Conclude</i>	17
<b>SUPPORTING MATERIALS</b>	19-30
(Bus, Truck, and Car Prop Cards may be purchased from the Center for Health and Learning: <a href="http://healthandlearning.org">healthandlearning.org</a> )	
Overhead/Handout: Dirt Road Edge	19
Overhead/Handout: Paved Road Edge	20
Overhead/Handout: The Second Edge and Crossing in a Straight Line	21
Overhead/Handout: Crossing at a Town Intersection	22
Overhead/Handout: Crossing at a Rural Intersection	23
Overhead/Handout: Getting out of a Car Safely	24
Overhead/Handout: Bus Safety	25
Pre-Post Questions, Kindergarten	26
Pre-Post Questions, Grades 1-2	27
Pre-Post Questions, Grades 1-2 – Answers	28
Parent/Guardian Letter	29
Certificate of Participation	30
<b>Program Announcement</b>	31
<b>Participation Record</b>	32
<b>Curriculum Feedback Form</b>	33

# INTRODUCTION

---

Welcome to *WalkSmart!* Pedestrian Safety Program for Kindergarten through Second Grade. Thank you for helping children in your school obtain important knowledge and skills to improve their health and engage in safe walking practices. This curriculum contains essential concepts and skills related to pedestrian safety delivered through hands-on lessons. It aims to promote healthy habits, prevent injuries, and increase the number of children walking safely.

## **Benefits and Value of Pedestrian Safety Education**

There are many benefits to teaching children pedestrian safety. For example, it promotes wellness and prevents injury. Currently in the United States the medical and financial consequences of obesity are threatening the country's public and private capacities. In 2001 the U.S. Department of Health and Human Services recommended that communities work to reduce the prevalence of overweight children and adolescents by providing a safe environment for them and their friends to play actively and by encouraging walking, swimming, biking, skating, ball sports and other fun activities.

Walking promotes physical activity and lifelong habits that help curtail the increasing prevalence of overweight and obesity among children and youth. Walking produces no exhaust and air pollution that can cause chronic lung problems, and it also results in less traffic congestion and contributes to an overall healthier population. Walking is a safe way for children and adults to get around and increase their fitness levels.

## **Getting to Know Your School Community**

The following information will be useful as you prepare to teach the children in your school.

*What percentage of children walk or bike to school?*

*What percentage of children live close enough to walk or bike to school but don't?*

*What percentage of children ride the bus to school?*

*What percentage of children are driven to school in a vehicle by a parent?*

This will help familiarize you with the particular issues facing your community in encouraging children to walk to school.

# CURRICULUM OVERVIEW

The *WalkSmart!* program teaches pedestrian safety to children in grades K-2 who will be navigating roads in small-town and rural situations. In an attempt to keep the content manageable for one annual lesson on pedestrian safety, many choices had to be made about the key concepts and skills to feature in the curriculum. In the course of discussion with students, safety situations that occur more frequently in urban and suburban settings may arise and be addressed in discussion. The section entitled: Basic Concepts of Pedestrian Safety provides additional information to assist with those discussions.

We suggest teaching pedestrian safety as one lesson in the fall to grades K-2. The key concepts and skills covered in this curriculum are listed on Page 10.

The lessons are designed to:

- ✓ Keep children actively engaged;
- ✓ Integrate children's experience and skills into the activities;
- ✓ Practice decision-making skills for healthy and safe choices.

The pedestrian safety lessons are designed for K-2 students. The objectives of each lesson are included in the lesson plans.

Each lesson includes these components:

- Instructional time
- Objectives
- Materials
- Tips for preparation
- Activities
- Integration ideas

## Materials

The materials needed for each lesson are listed at the beginning of each lesson. Overheads, graphics, and handouts for each lesson are included after the lesson plan. In addition, Curriculum Prop Cards may be purchased separately. In some cases it suggests you draw a large graphic on a board or mark off an area with tape on the floor. You should also feel free to make and use your own props.

### Participation Records

Documenting the total number of classes and students receiving pedestrian safety education is one way for us to measure the impact of this curriculum. A form is provided on page 32 for instructors to record the number of lessons taught, the number of students who participated, and the time it took to teach the lessons. Please use this form following your instruction, and forward it to the address listed.

### Student Assessment

The curriculum provides student pre-and post-lesson tests that can be used to assess what students learned. Instructors will be encouraged to administer the assessment before instruction, and then classroom teachers will be encouraged to administer the assessment a week or two later. This information can be used as a basis for evaluating effectiveness of instruction. If you are not participating in a formal evaluation or assessment effort, administering the assessment orally and asking students to respond with raised hands

provides quick survey data on the base knowledge of students and the outcomes of instruction.

### **Student Certificates**

A certificate of completion is provided for any child who participates in the lessons. The certificate recognizes the participation of children in the lessons and the commitment of the school to providing pedestrian safety instruction in K-2. The certificate lists the key concepts of the lessons and therefore also serves as a means of parent education.

### **Curriculum Feedback**

A form is provided on page 33 for instructors to provide feedback on the *WalkSmart!* curriculum. Input from instructors who implement the curriculum will help make improvements to future editions. Please complete this form following your instruction, and forward it to the address listed.

## **Pedestrian and Bicycle Safety Educators**

The lessons can be taught by classroom or physical education teachers, school administrators, volunteers from local bike clubs, police officers, or anyone who wants to encourage walking. It is important for the teacher to be a good role model, someone who seeks to share a love of physical activity with the next generation.

## **Parent and Community Involvement**

The curriculum provides parent education handouts to send home when the lessons are taught. Educating parents while we educate children increases the likelihood that the children will be provided the opportunities to walk and that the concepts and skills taught will be discussed and reinforced. Additionally, parents can be asked to assist with the lessons and/or help set up a pedestrian safety fair. Organizations such as the local PTA or the Safe Kids Coalition may be willing to donate money, volunteer time, provide materials and props, or assist in other ways with the promotion of walking and pedestrian safety.

### **Program Announcement**

It is ideal to send an announcement home to parents and guardians about the program prior to, during, or just after the classroom lesson occurs so that parents can ask children about the lesson and hopefully reinforce some of the learning. Please see the Program Announcement about the *WalkSmart!* Pedestrian Safety Program on page 31.

### **School Newsletter Inserts**

There are school newsletter inserts containing information about pedestrian and bicycle safety and seasonal safety messages available for download at [www.healthandlearning.org](http://www.healthandlearning.org) - Pedestrian and Bicycle Safety Resources.

### **Resources and Tools**

This curriculum will be greatly reinforced if schools find ways to reinforce the lessons before and after the presentations. When schools participate in other pedestrian safety activities such as Walk to School Day, they reinforce the concepts of the curriculum and make it more likely that students will remember and practice safe walking.

# **BASIC CONCEPTS OF PEDESTRIAN SAFETY**

---

It is important to understand the basic concepts of pedestrian safety. This section provides an overview of the major concepts taught in the program.

## **Supervise Young Children**

Most children in kindergarten through second grade are not ready to cross streets on their own. They should be encouraged to cross the street only with the help of an adult. Children typically develop the cognitive ability to cross streets on their own between ages 9 and 10 (third and fourth grade).

## **Stop at the Edge**

Most children do not fully grasp the dangers they face crossing streets. Children are often taught to stop at the curb before crossing. Still, in many locations parked cars or other visual barriers block the view of oncoming traffic. It is important therefore, to teach children the concept of stopping at the edge, a safe place to view traffic.

## **Look Left-Right-Left**

Children should be taught to look for approaching traffic. They should look left, then look right, and then look left again. You look to the left first because that is the vehicle lane closest to you. Looking left a second time is critical, because a vehicle may have turned into the roadway quickly or be traveling at a speed faster than expected.

## **Scan Left and Right**

It is important to continue to look left and right while crossing. This is called scanning. Scanning helps to detect surprise dangers, e.g., vehicles may turn into the roadway from nearby driveways or may be accelerating suddenly.

## **Scan Left-Right-Left at a Second Edge**

In some cases it may be necessary to walk from one edge, such as the edge of the road, a sidewalk or bus, to a second edge, such as the border of a parked car, the outside edge of the bus, etc. to see better. In this case, children should be taught to scan as they proceed from the first edge to the second edge and then through the crossing.

## **Walk, Don't Run**

Children may want to run across the street in order to cross quickly, but this can cause a fall and make it difficult to scan left and right. Children should not run when crossing the road, driveways or in a parking lot.

## **Use Sidewalks When Available**

Children should be taught that when there is a sidewalk available, they should use it.

## **Walk Facing Traffic When There are No Sidewalks**

Pedestrians should walk facing traffic on roads without sidewalks so they can keep their eyes on vehicles. Children should be taught to walk on the left side of the road as this enables them to make decisions in the face of oncoming traffic.

## **Walk Straight Across the Roadway**

Crossing a street diagonally increases the amount of time a pedestrian is exposed to traffic. Children should be taught to cross in a straight line. This minimizes the amount of time spent in the vehicle travel lanes.

### **Cross at Appropriate Locations**

Crossing between parked vehicles or at the crest of a hill is a major cause of accidents. In these cases it is difficult for both drivers and pedestrians to see each other. Fencing or shrubbery near a driveway or entrance to a roadway causes similar problems. Children should be taught to cross at a corner, crosswalk, or in a place with high visibility.

### **Be Aware of Multiple Threat Situations**

Many accidents occur when a pedestrian crosses before both lanes of traffic have stopped. Children should be taught to wait until vehicles in all lanes and in all directions are stopped.

### **Beware of Bus Blind Spots**

There are many blind spots around a bus, primarily those extending about ten feet in front of and on each side of the bus, where the driver cannot see pedestrians. Children should be taught to walk at least five feet straight out from the bus doorway and then at least ten feet beyond the front of the bus when crossing in front of the bus. In addition, children should never cross behind a school bus because the driver cannot see them.

### **Use Crosswalks Cautiously**

Drivers are required by law to yield to pedestrians in a crosswalk, but crashes still occur there. Children should be taught to follow the usual rules: look left -right-left and scan while walking across the crosswalk.

### **Look Behind at Intersections**

It is important that children check for vehicles coming from behind before crossing a driveway or other intersection.

### **Maintain Visibility at Night**

Brightly colored (or reflective) clothing makes pedestrians more visible to drivers. Pedestrians are better able to see the headlights of a vehicle coming at night than the driver of the vehicle is able to see them. Drivers will not see a pedestrian until they are within 50-100 feet. Depending on the vehicle's speed, this distance may be too short to stop. Children should be taught to wear appropriate clothing to be seen.

### **Avoid Barriers to Hearing**

Portable electronic devices, headphones and cell phones inhibit a pedestrian's ability to hear a vehicle that has suddenly entered the roadway or is approaching more quickly than expected. Children should be taught not to cross roads while listening to headphones.

### **Observe Pedestrian Signals**

Some crosswalks in towns and cities have pedestrian signals. Cross when the pedestrian signal says "WALK" or when the pedestrian symbol appears. The flashing "DON'T WALK" or red hand symbol means you should not start crossing but should finish if you have already started. Do not cross when a steady (not flashing) "DON'T WALK" or a red hand symbol is showing.

### **Never Chase Objects into Streets**

Children should never chase a ball or other object into a street. This is a major cause of pedestrian – vehicle crashes. Children should get an adult before going into a roadway to retrieve an object. When they do enter the roadway, they should look left-right-left, walk straight to the object and scan while crossing.

# **WALKSMART!**

## ***K-2 Pedestrian Safety Program***

### **KINDERGARTEN AND GRADES 1-2**

**Time: 30 minutes Kindergarten; 45 minutes Grades 1-2**

We suggest teaching the *WalkSmart!* lesson to children in kindergarten through second grade in the fall of each year.

Objectives: Following the *WalkSmart!* Pedestrian Safety Program, students will:

- ✓ demonstrate knowledge and skills to make informed choices and decisions about walking safely.
- ✓ demonstrate competency in many and proficiency in a few of the skills and concepts needed for a lifetime of physical activity.
- ✓ practice personal and group safety by applying rules, procedures, and practices of pedestrian safety.

#### **Key Concepts and Skills**

This table summarizes the key concepts and skills covered in the *WalkSmart!* Curriculum.

## **WALKSMART!**

### ***K-2 Pedestrian Safety Program***

#### **Key Concepts & Skills**

#### **Walking Safely in Traffic**

Walk facing traffic

Dress light and bright to be seen (Grades 1-2)

Do not use portable electronic devices, head-phones or cell phones (Grades 1-2)

#### **Crossing Roads and Driveways Safely**

Recognize an edge

Recognize a second edge (Grades 1-2)

Look *Left-Right-Left*

Identify visual barriers (Grades 1-2)

Cross in a straight line and continue to look (Grades 1-2)

Retrieve a ball or other object safely

Cross safely at an intersection

#### **Getting Out of a Car Safely**

... at school or a store

... on a road (Grades 1-2)

... in a parking lot (Grades 1-2)

#### **Getting Off a Bus Safely**

#### **Assessment**

There are four major concepts taught in this lesson.

Students will be able to explain and demonstrate how to:

1. Walk safely in traffic
2. Cross roads safely
3. Get out of a car safely
4. Get on and off a bus safely

Students will score 80% correct on a ten-item pre-post assessment of knowledge and attitudes about walking safety. The Kindergarten Pre-Post Questions are designed as a whole-group

assessment where the teachers read the questions aloud and students respond by raising their hands. The Grades 1-2 Pre-Post Questions can be administered in writing, depending on reading levels.

### Teaching Materials

Masking tape

Optional: Felt board with felt pieces (cars, pedestrians, etc.)

Overhead projector

Overhead transparency markers and erase cloth

Curriculum Prop Cards – cars, truck, bus  
(These can be purchased from Center for Health and Learning: [healthandlearning.org](http://healthandlearning.org).)

Ball

Overheads:

1. *Paved Road Edge*
2. *Dirt Road Edge*
3. *The Second Edge and Crossing in a Straight Line*
4. *Crossing at a Town Intersection*
5. *Crossing at a Rural Intersection*
6. *Getting Out of a Car Safely*
7. *Bus Safety*

(If necessary, the overheads can be drawn on a large sheet of flipchart or on the whiteboard or chalk board.)

### Before you begin:

While the curriculum provides visuals, it is critical for this age group to practice the skill kinesthetically. Therefore, prepare the teaching area by creating a visual representation of a street for practice space. Options for creating the street include: 1. With masking tape, frame street (minimum 4' wide x 12' long) with a double line down the middle and a crosswalk. 2. Use sidewalk chalk and do this outside on the blacktop of the playground.

Visual images of roads can also be projected using the overhead transparencies provided for this lesson.

### Background Information

Children in the kindergarten to second grade age group have generally not developed the perceptual skills to walk alone safely where there is traffic. Children are themselves small and have difficulty seeing around objects. Their perception of speed and distance is still developing. Children will often misjudge situations. This curriculum recommends that children walk with adults or older children (above the age often) in travelled areas.

The leading cause of pedestrian-automobile crashes among children ages 5-9 is the failure of the child to stop at the edge of the roadway and check for moving cars. This is often referred to as “darting out” into traffic. The major focus in this lesson is teaching the child to recognize an edge and to wait at the edge until they can safely check for traffic before proceeding.

### Vocabulary

Intersection – a place where two streets or pathways cross

Crosswalk – marked lines across the street that tell walkers where to cross the street

Edge – the side of the road, the end of the sidewalk, or the end of a parked car

Pedestrian – a person who travels on foot (Grades 1-2)

## INTRODUCTION

Introduce yourself and the *WalkSmart!* curriculum.

Explain: *WalkSmart!* teaches children the importance of walking safely in traffic. The title of the program includes the word “smart” and our emphasis to children is on thinking when you’re walking in traffic.

Ask : What are some reasons it is good to walk to get around or go somewhere?

Solicit some ideas then emphasize the four reasons listed below:

- ✓ It cuts down on pollution
- ✓ It cuts down on traffic
- ✓ It is good exercise
- ✓ It’s fun!

## Learning Tasks

**Please note: The lesson covers four major concepts in very limited time. In order to stay within the time limit, the lesson is structured to be interactive with guided discussion. This requires the instructor to limit student storytelling and anecdotes.**

## WALKING SAFELY IN TRAFFIC

Ask students to raise their hands if they sometimes:

- ✓ walk to school
- ✓ walk home from school
- ✓ walk to the store
- ✓ walk to the library
- ✓ walk to the post office
- ✓ walk to a friend’s house
- ✓ walk in town

**Conclude:** We all get around a lot using our feet. Today I am going to teach you safety rules to follow when walking in traffic.

### ***Use a sidewalk if it exists***

Ask: Who lives on a street where there are sidewalks?

If there are sidewalks on your street, which is best, to walk on the sidewalk or walk in the street?

*(The sidewalk.)*

Ask: Where do you walk when there are no sidewalks?

*(You walk along the edge of the road facing traffic.)*

### ***Walk facing traffic***

Ask: What does it mean to walk facing traffic?

*(To walk towards the traffic on the left side of the road.)*

Ask: Why do we want to walk facing traffic?

*(So you can be seen by a driver and you can see the driver.)*

### **Activity to reinforce the concept of facing traffic:**

Have children break into two lines. One line will be pedestrians. The other line will act as traffic. The person at the head of one line holds the *Car and Bus Curriculum Prop Cards*. The traffic enters the street and proceeds ahead. The pedestrians place themselves on the same street and walk facing traffic.

After the first pair has done this successfully they pass the Activity Sheet to the next pair and you proceed through the line till all children have practiced walking facing traffic.

### ***Dress light and bright to be seen (Grades 1-2)***

Explain: People get hit by cars more at night, so you need to dress to be seen. When you are walking along roads at dusk or at night it is very hard to see you. And it is important to be seen, even if you are on a sidewalk, so as to be safe from traffic. The best way to be seen is to wear white or light-colored clothing. There are also reflective bands you can put on your arms, or you can wear a reflective jacket or shirt. You can also carry a flashlight.

### **Activity to reinforce the concept of dressing “light and bright”:**

Ask children to look around at their own clothing and determine if it is white or light and therefore safer for nighttime walking. The instructor can show a piece or two of reflective gear.

### ***Do not use portable electronic devices, headphones or cell phones (Grades 1-2)***

Explain: When you wear a headphone or use an iPod or cell phone your hearing is blocked. Your hearing gives you safety information that helps you make decisions.

Ask: What important sounds might you miss? What kind of safety information could that give you?  
(*Noises from traffic, people calling to you, etc.*)

Conclude: It is not safe to wear headphones or use an iPod or cell phone when walking.

## **CROSSING ROADS AND DRIVEWAYS SAFELY**

Explain: Now we are going to learn how to cross a road safely.

Raise your hand if you...

- Have to cross a road to walk to school?
- Have to cross a road to walk to the library?
- Have ever crossed a road when a car suddenly came upon you and surprised you?
- Ever chased a ball or other toy into the road?

### ***Recognize an edge***

Explain: The first thing you need to understand about crossing a road safely is the idea of an edge of a road.

Ask: Where is the edge of the desk? What happens to the pencil when it goes off the edge?

Demonstrate: Instructor places a pencil at the edge of a desk and pushes it off.

Explain: When talking about crossing a road the word edge often means the curb, or the side of the road, and it is the line between being safe and being in danger.

Display the Overheads: *Paved Road Edge, Dirt Road Edge*. (If necessary, this overhead can be drawn on the whiteboard or chalkboard.)

Explain: Let's look at this diagram of a road.

Ask: Which shape is in a dangerous place?

*(Square)*

Which shape is in a safe place?

*(Triangle)*

Which shape is on the edge?

*(Circle)*

Explain: The edge is the side of a dirt or paved road, the curb, or the end of a parked car. An edge is a safe place to look for cars because you can see that they are coming, but you are still far enough away from them to be safe. There are rules to follow when you are on the edge.

Ask: If you were standing on the circle would you be safe or in danger? (Safe)

Which shape is in danger? *(Square)*

Explain: In the wintertime when there is snow, what happens to the edge of the road?

*(The edge gets moved in toward the roadway.)*

Ask: Where is the edge of a driveway?

*(At the bottom, before you enter the road.)*

Explain: You must always stop at the bottom of a driveway before entering the road.

### **Recognize a second edge (Grades 1-2)**

Display the Overhead: *The Second Edge and Crossing in a Straight Line* (If preferred, this overhead can also be drawn on the whiteboard or chalkboard.)

Explain: Now let's look at the diagram again. In this diagram there are parked cars on the road. If someone was going to cross, they would need to walk out to the edge of the parked cars and stop before crossing. That edge is called the second edge.

Ask: Where is the second edge?

*(At the outer edge of the parked cars.)*

### **Look Left-Right-Left**

Explain: Before you cross you need to look left, look right, and look left again.

Instruct students to turn their heads to the left.

Ask: Why do we look left?

*(We look left in order to see the traffic. That is the direction that cars are coming from.)* Instruct them to turn their heads to the right.

Ask: Why do we look right?

*(We look right to see cars coming in the opposite direction.)*

Instruct them to turn their heads to the left again.

Ask: Why do we look left again?  
*(We look left again because a car might be coming from that direction again. You are looking to find the moment when the road is clear. Then you cross.)*

**Activity to reinforce the concept of looking Left-Right-Left:**

Have students pretend to stand at the edge of the road and demonstrate looking left, right, left. Reinforce the definition and location of the edge and how to look Left-Right-Left.

**Identify visual barriers (Grades 1-2)**

Explain: Have you ever been at the movies and somebody sat in the seat in front of you? Those people become a visual barrier to you. Sometimes a visual barrier is in our way of seeing danger. Let's name some visual barriers when you are standing at the edge of a road.

Ask: What are some objects on or near a road that make it hard to see cars coming?  
*(Trees, parked cars, garbage dumpsters, trucks, buses, snow banks, etc.)*

Ask: What do you do if you can't see cars coming?  
*(You move to a place with a clear view. Or you walk forward until you can see. Then you can cross the road.)*

Explain: You should not leave the edge of the road unless you can see clearly and drivers can see you.

Display the Overhead: *The Second Edge and Crossing in a Straight Line* (If preferred, this overhead can be drawn on the whiteboard or chalkboard.)

Explain: Let's look again at this diagram. In this diagram there are parked cars on the road. Point to one of the cars. This car is a visual barrier. That is why you walk to the second edge, at the edge of the car. Point to the edge of the car.

Ask: When is it safe for someone to cross here?  
*(When they can see beyond the visual barrier.)*  
Point to several places someone could cross.

**Cross in a straight line and continue to look (Grades 1-2)**

Explain: Once you look Left-Right-Left you continue to look until the road is clear to make sure there are no cars coming at all. Listen for the sound of car motors, car doors, sirens, and horns before you step into the road. Now you should walk in a straight line across the road and continue to look Left-Right-Left.

Demonstrate: Have students stand at the edge of the road and practice walking straight across and looking Left-Right-Left.

Display the Overhead: *The Second Edge and Crossing in a Straight Line* (If preferred, this overhead can also be drawn on the whiteboard or chalkboard.)

Ask : Look at the two routes across the road. What is the shortest route and the fastest way across the road?  
*(The dotted line shows that walking straight across is the shortest and fastest route. Walking on an angle will take longer.)*

Explain: To walk across safely, a pedestrian starts at the first edge and walks to the second edge and stops, then looks Left-Right-Left and walks across. Always walk (don't run) across a road. You can't see well when you are running and you could fall. Never run into the road after a ball or other object.

### **Retrieve a ball or other object safely**

Ask: What should you do when a ball rolls into the road?  
(Ask an adult to get the ball. When I am a little older, I will be able to get the ball by looking Left-Right-Left to make sure no cars are coming. )

### **Activity to reinforce how to retrieve a ball or other object that rolls into the road:**

Have students pretend to stand at the edge of the road and demonstrate looking Left, Right, Left. Roll a ball into the road. Role play how to safely retrieve a ball when it rolls into the road.

### **Cross safely at an intersection**

Demonstrate: Cross your two index fingers to form an X. Tell the children to do this with their own hands.

Explain: Now we will learn about what an intersection is. An intersection is where two roads cross each other. If there are no traffic lights, you should use the same rules we already learned when crossing a road. If there are traffic lights you follow the rules of the light.  
Review traffic light signals: green means go, red means stop, yellow means go with caution.

Display the Overheads: *Crossing at a Town Intersection* and *Crossing at a Rural Intersection*. (If preferred, this overhead may be drawn as a picture. You may also use the area on the floor marked with tape or a felt board.)

Explain: A crosswalk is a painted area on a road which tells you where to cross. If there is a cross-walk use the crosswalk. If there is no crosswalk, go to a corner and walk from there. Cross at corners and use crosswalks whenever possible; always stay within the lines of the crosswalk.

## **GETTING OUT OF A CAR SAFELY**

### **Get out of a car at school or at a store**

Display the Overhead: *Getting Out of a Car Safely* (If preferred, this overhead can also be drawn on the whiteboard or chalkboard.)

Explain: When you are dropped off at school or at a store or in town, always get out on the curb side. Look at the diagram in the overhead. Point to the car by the school.

Ask: Which side should someone get out of the car?  
(Curb or school/store-side.)

Ask: Where is the safest place to cross to the school/store?  
(The cross-walk.)

### **Get out of a car on a road (Grades 1-2)**

Explain: When you are getting out of the car on a road, you get out curb side. Point to the car next to the curb.

### **Get out of a car in a parking lot (Grades 1-2)**

Explain: When you are getting out of the car in a parking lot get out on the same side as the driver.

Walk to the edge of the car and walk straight to your destination.

Point to any of the parked cars in the overhead and sketch a path.

Ask: What is the safest way for a passenger to get from this car to the school/store?  
*(Walk along the edge of the cars, then straight across.)*

Explain: Use a pencil and sketch the path from one or more cars in the diagram to the school/store asking for input on the safe way to walk. Make sure students understand the importance of walking along the edge and moving from one edge to another.

Now let's think about your school. How should someone get out of the car?

Draw a diagram of the school drop-off area and discuss how to get out of the car and to the school safely.

### **GETTING OFF A BUS SAFELY**

Display Overhead: *Bus Safety, Use Bus Prop Card*

Explain: A bus is a large visual barrier that blocks the view of the pedestrian.  
Point to each danger zone.

Ask: Why is this a danger zone?  
*Point out how in each danger zone a pedestrian cannot see clearly and others cannot see the pedestrian.*

Ask: What should you do when you get off the bus on the same side of the street as your home?  
*(Get clear of the door and walk straight to the edge of the road.)*

Sketch this path on the overhead.

Ask: What should you do when you get off the bus and need to cross the street?  
*(Step off the bus and walk five big steps toward the edge of the road, turn left and walk ten big steps past the front of the bus. Look at the driver, walk past the front of the bus and look Left, Right, Left until you cross the road.)*

Have students practice. One student holds the Bus Prop Card and pretends they are the driver of a bus. All other students sit in the imaginary rows of seats behind the driver. The driver pulls up to a destination and stops. The driver gives the okay and students practice getting off the bus. They walk straight to the edge (five steps), left (ten steps) past the front of the bus, look at the driver, and then cross safely in front of the bus looking Left-Right-Left.

### **REVIEW AND CONCLUDE**

- Review with the students what was taught today:
- Should you walk on the sidewalk or in the road? *(Sidewalk)*
- If there is no sidewalk and you have to walk in the road, should you walk on the left, facing the cars, or on the right, with the cars? *(Left, facing cars)*
- What color clothing should someone wear if they are walking in the evening? *(Light and bright)*

- What is an edge? (*A place at the side of the road that is safe*)
- When standing on the edge and crossing a road, should you look Left-Right-Left or Right-Left-Right? (*L-R-L*)
- Should you walk on an angle or straight across the road? (*Straight line*)
- When you get off a school bus and you need to cross a road, do you still need to wait on the edge, look Left-Right-Left, and cross in a straight line? (*Yes*)

### **Certificates**

Congratulate the students on learning how to walk safely and give them their Certificate of Participation.

### **Assessment**

Each of the activities in the lesson provides the opportunity to assess student's knowledge and their ability to apply what they have learned. In addition, instructors can:

- Implement the post-test in writing or orally. The questions can be read aloud to the students and they can discuss and select the answer. Ideally, a post-test is given 1-3 weeks after instruction with review.
- Take the children to a street near your school if possible, where students can practice and demonstrate crossing the street, stopping at edges, and identifying dangerous locations. Teachers can use observation, instruction and feedback to coach the students.

### **Family/Community Involvement**

- Send home the Program Announcement *About WalkSmart!* and the *WalkSmart!* Parent-Guardian letter. The letter identifies the skills students have learned and asks family members to practice them with their children.
- Participate in International Walk to School Day every October.
- Organize a Walking School Bus.

### **Additional Activities for Curriculum Integration**

#### **Language Arts**

Write or draw a simple procedure for crossing the street safely. Have children identify the concepts outlined in the lesson.

#### **Art**

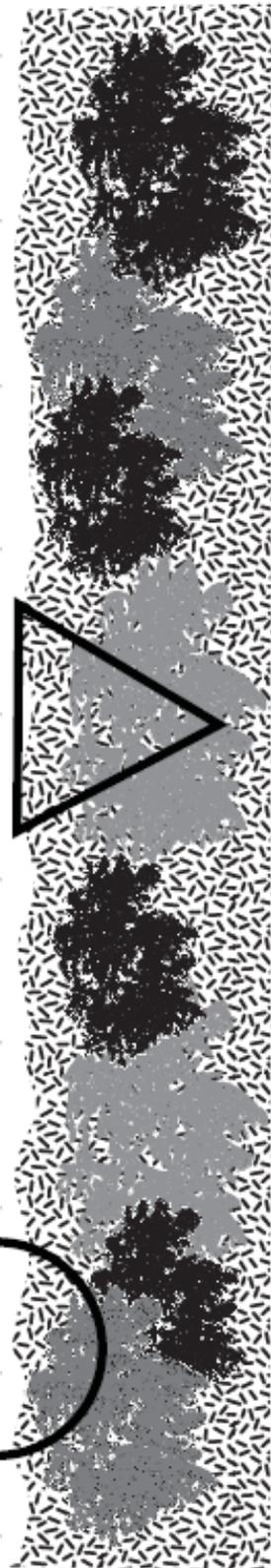
- Students can draw traffic lights: Green (go), Yellow (caution), Red (stop).
- Students can make posters with a safety tip for walking and a drawing to demonstrate the tip.

#### **Physical Education**

Play an adaptation of Red Light, Green Light:

Instructor stands at the front of the room. Children line up at the opposite end of the room. Instructor yells Green, Yellow, or Red and students have to walk briskly, walk cautiously or stop accordingly. Game ends when instructor is tagged, students turn and run back to starting line and instructor attempts to tag someone who becomes the next caller.

Dirt Road Edge



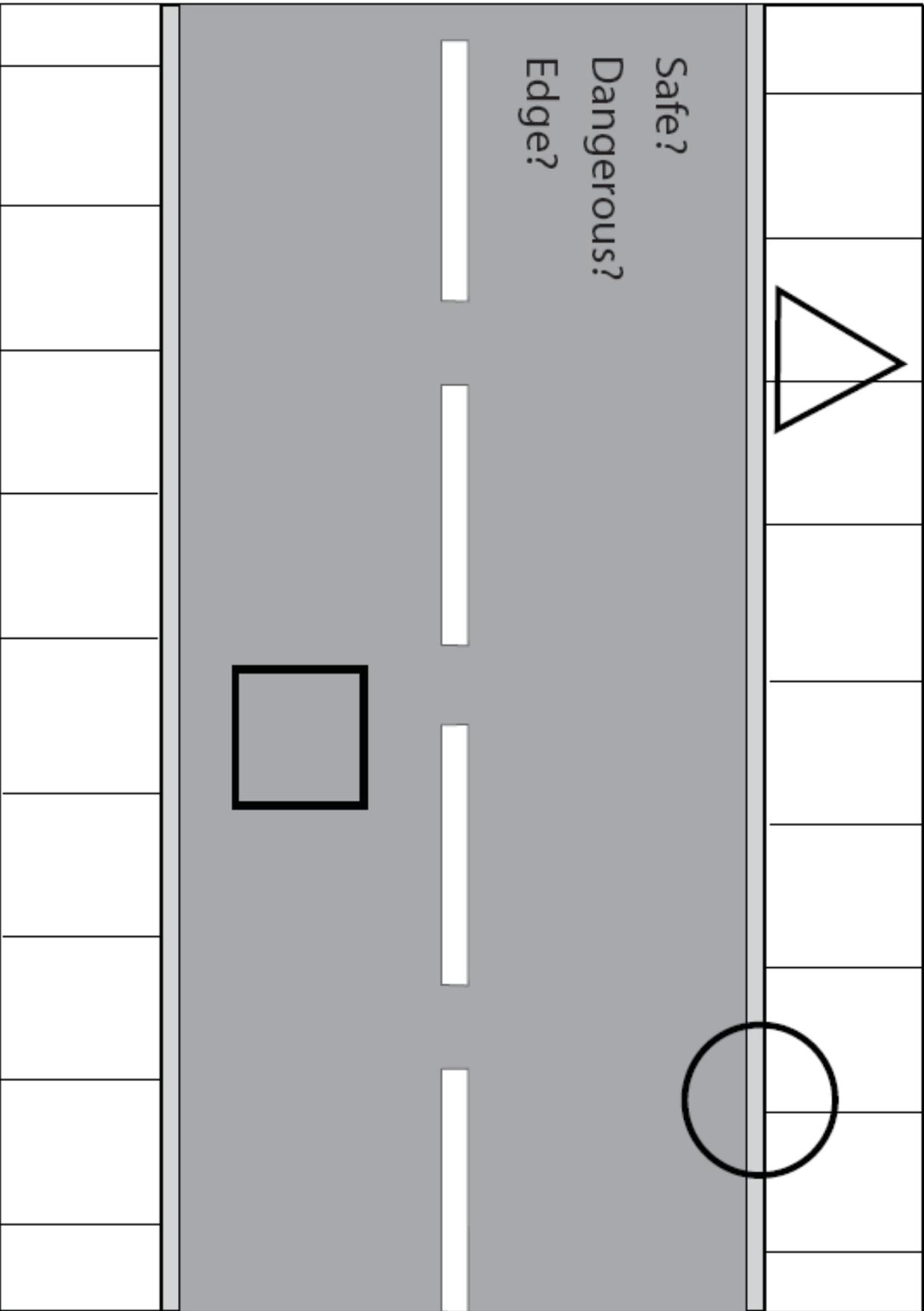
Safe?

Dangerous?

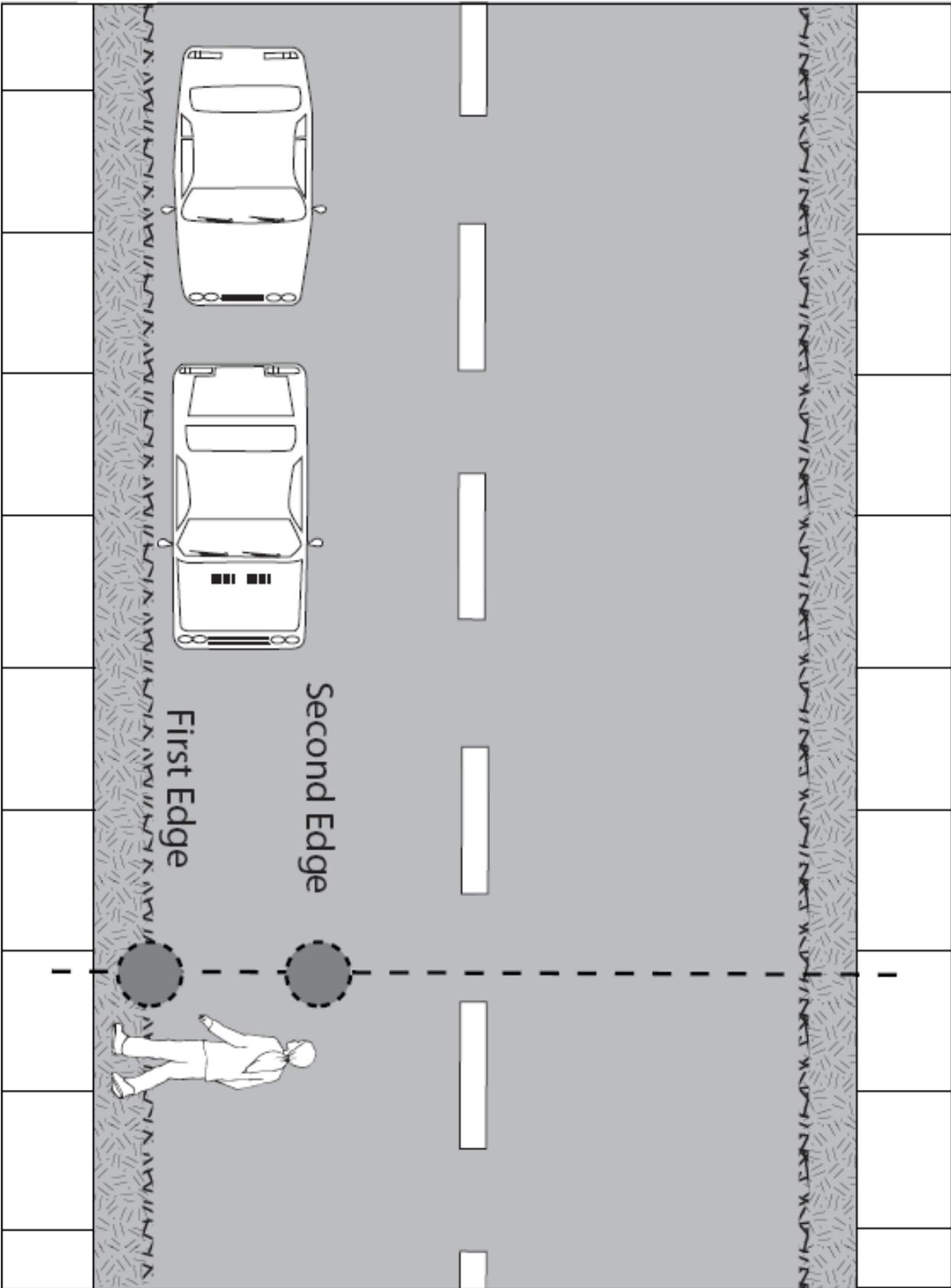
Edge?

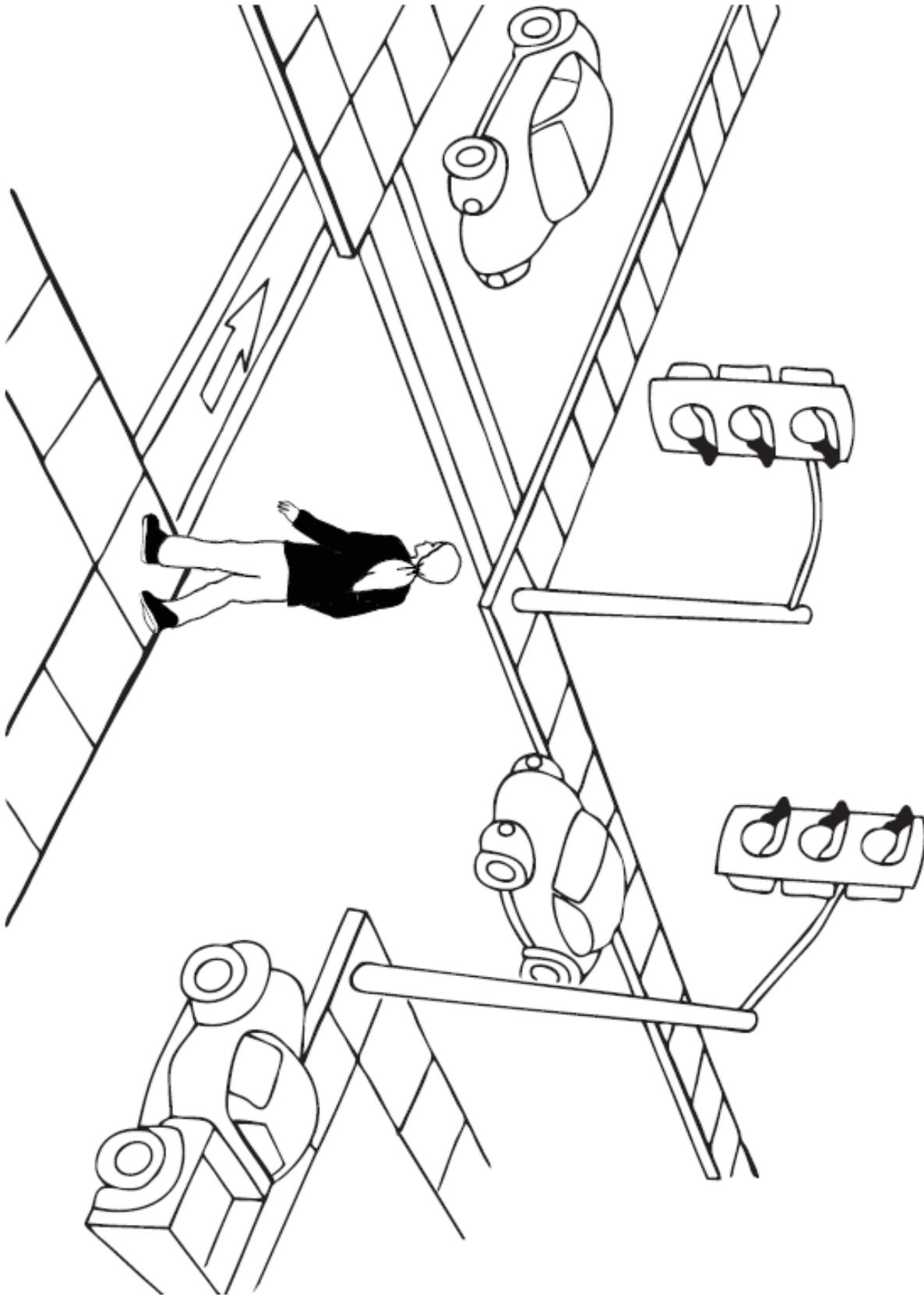


Paved Road Edge



# The Second Edge and Crossing in a Straight Line



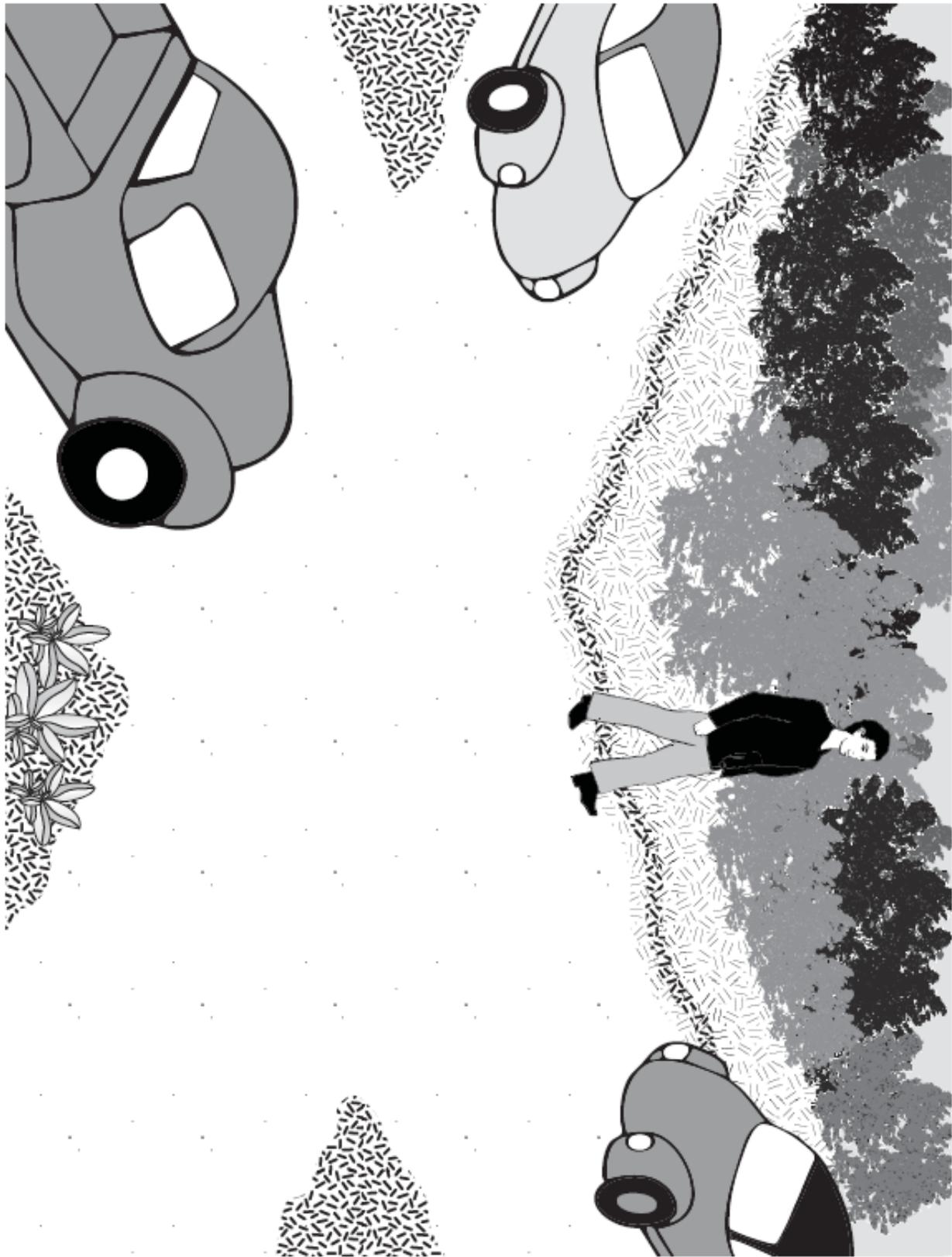


Crossing at a Town Intersection

WalkSmart! K-2

Overhead/Handout: Crossing at a Town Intersection

Reproduced with permission from the Center for Health & Learning, Brattleboro VT



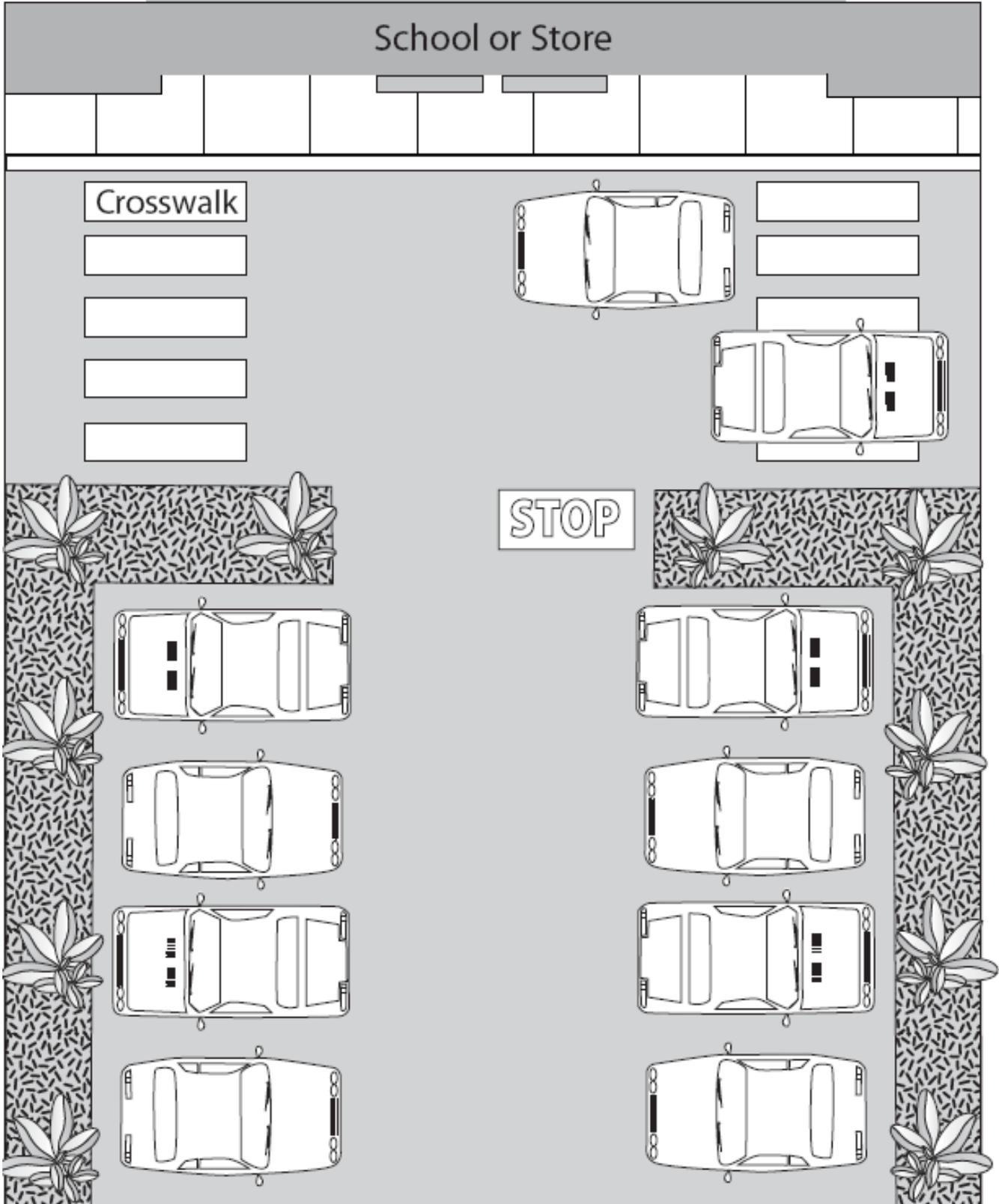
Crossing at a Rural Intersection

WalkSmart! K-2

Overhead/Handout: Crossing at a Rural Intersection

Reproduced with permission from the Center for Health & Learning, Brattleboro VT

# Getting Out Of A Car Safely

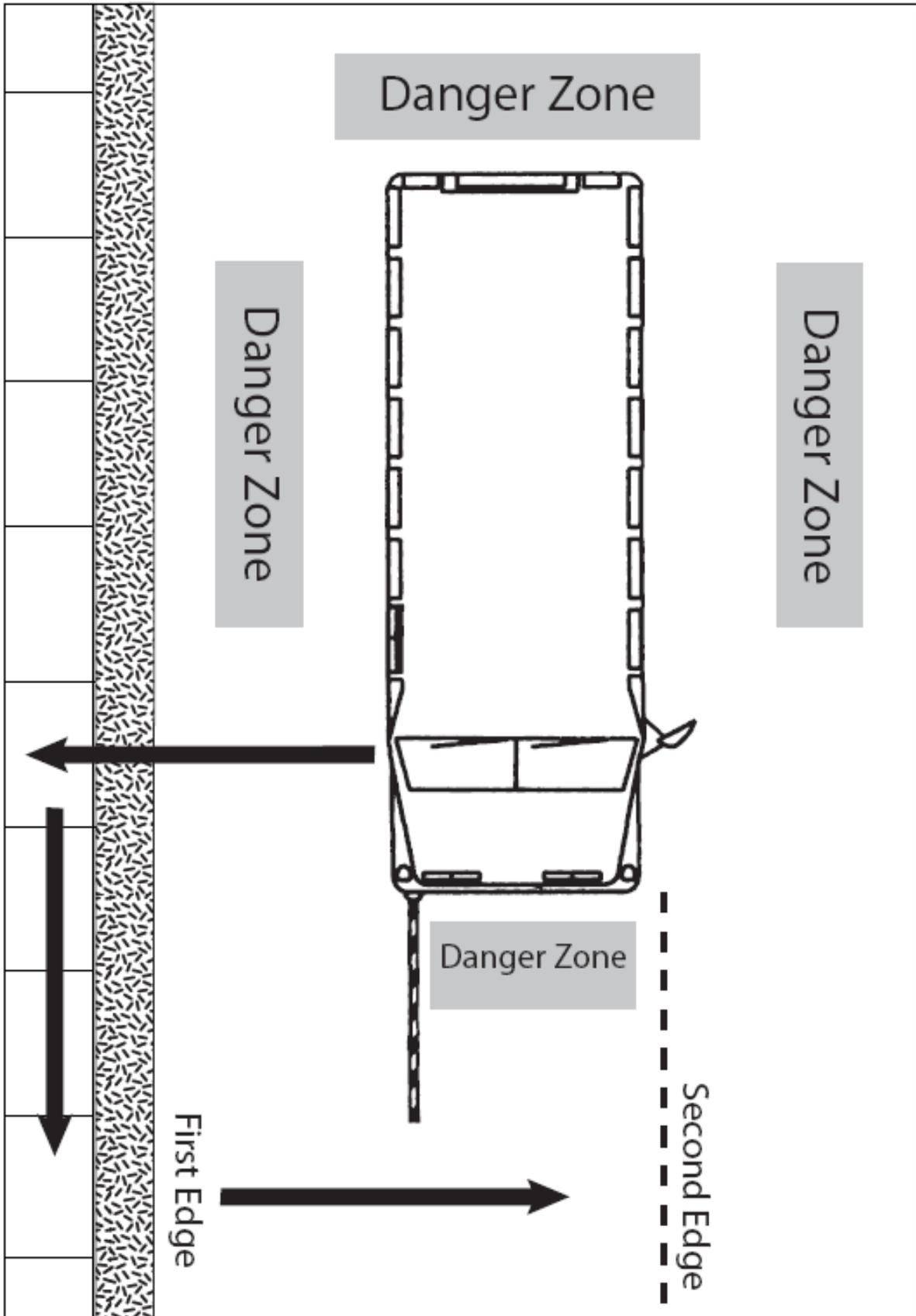


WalkSmart! K-2

Overhead/Handout: Getting out of a Car Safely

Reproduced with permission from the Center for Health & Learning, Brattleboro VT

Bus Safety



**WALKSMART!**  
**K-2 Pedestrian Safety Program**  
**PRE-POST QUESTIONS, KINDERGARTEN**

**At this age level, we recommend a whole-group assessment where the teacher reads the questions and students respond by raising hands.**

1. When you are walking down a road and there is a sidewalk, should you walk on the sidewalk or in the road?  
a) Along the road \_\_\_\_\_      **b) Sidewalk** \_\_\_\_\_
2. When you are walking in a road without sidewalks, should you walk facing the cars or with the cars coming from behind you?  
a) **Facing the cars** \_\_\_\_\_      b) Cars behind you \_\_\_\_\_
3. When you are crossing a road, should you look Left-Right-Left or Right-Left-Right?  
a) **Left-Right-Left** \_\_\_\_\_      b) Right-Left-Right \_\_\_\_\_
4. When you are crossing a road, do you cross in a straight line or at an angle?  
a) At an angle \_\_\_\_\_      **b) Straight line** \_\_\_\_\_
5. When you get off a school bus and you need to cross the road, do you still need to wait on the edge, look Left-Right-Left, and cross in a straight line?  
a) No \_\_\_\_\_      **b) Yes** \_\_\_\_\_

**Bonus Question**

6. What is a good reason to walk?  
a) It is good exercise and fun \_\_\_\_\_      b) It cuts down on pollution \_\_\_\_\_      **c) Both a and b** \_\_\_\_\_

**WALKSMART!**  
**K-2 Pedestrian Safety Program**  
**PRE-POST QUESTIONS, GRADES 1-2**

Student name: \_\_\_\_\_ Gender: \_\_\_\_\_ Grade: \_\_\_\_\_

Instructor: \_\_\_\_\_ Date of administration: \_\_\_\_\_

**Choose the best answer and mark it with an X.**

1. When you are walking down a road and there is a sidewalk, should you walk on the sidewalk or in the road?  
a) Sidewalk \_\_\_\_\_                      b) Along the road \_\_\_\_\_
2. When you are walking in a road without sidewalks, should you walk facing the cars or with the cars coming from behind you?  
a) Facing the cars \_\_\_\_\_                      b) With the cars behind you \_\_\_\_\_
3. When you are crossing a road, should you look Left-Right-Left or Right-Left-Right?  
a) Left-Right-Left \_\_\_\_\_                      b) Right-Left-Right \_\_\_\_\_
4. When you are crossing a road, should you continue to look Left-Right-Left or straight toward where you are going?  
a) Look Left-Right-Left \_\_\_\_\_                      b) Look straight ahead \_\_\_\_\_
5. What is the edge of a road?  
a) The side of the road \_\_\_\_\_                      b) The middle of the road \_\_\_\_\_
6. When you are crossing a road, do you cross in a straight line or at an angle?  
a) Straight line \_\_\_\_\_                      b) At an angle \_\_\_\_\_
7. When you are crossing a road and there are cars parked along the edge, where do you start crossing from?  
a) Between the cars \_\_\_\_\_                      b) The edge of the car \_\_\_\_\_
8. When you get out of a parked car, do you get out into the road, or toward the curb?  
a) Into the road \_\_\_\_\_                      b) Toward the curb \_\_\_\_\_
9. When you get off a school bus and you need to cross the road, do you cross in front of the bus or behind the bus?  
a) In front of the bus \_\_\_\_\_                      b) Behind the bus \_\_\_\_\_
10. What is a good reason to walk?  
a) It is good exercise and fun \_\_\_\_\_                      b) It cuts down on pollution \_\_\_\_\_                      c) Both a and b \_\_\_\_\_



# ***WALKSMART!***

## ***K-2 Pedestrian Safety Program***

Dear Parents and Guardians,

Your child participated today in the ***WalkSmart!*** pedestrian safety education program\*. This program was developed to teach children to walk safely in traffic. Your child was taught four important skills today. They are how to: Walk Safely with Traffic, Cross Roads Safely, Get out of a Car Safely, and Get off a Bus Safely.



Please review these key points with your child:

- When walking in traffic, use a sidewalk if it exists and walk facing traffic on the left side of the road.
- When crossing roads, stop at the edge, look Left-Right- Left, and cross in a straight line.
- Remind them they should not cross a road on their own without the help of an adult until they are older.
- Remind them to never run into the street after a ball or other object.

Walking to school or to a friend's house is healthy for your child, cuts down on pollution and vehicle traffic, and is fun! This program was provided by the Safe Routes to School National Partnership, which encourages and educates the public about walking and biking to school.

Sincerely,

\* This program was adapted by the Oklahoma Safe Routes to School Network, and is based on the *Walksmart/Bikesmart Vermont!* curriculum developed by the Center for Health and Learning, Brattleboro VT ([www.healthandlearning.org](http://www.healthandlearning.org)).

# ***WALKSMART!***



## **Certificate of Participation**

*This certifies that*

---

*has participated in*

***WALKSMART!***

***K-2 Pedestrian Safety Program***

This safety lesson included: Walking with Traffic; Crossing Roads;  
Getting Out of a Car; and Getting Off a Bus

---

Instructor

---

Date

This program was adapted by the Oklahoma Safe Routes to School Network, and is based on *Walksmart/Bikesmart Vermont!* developed by the Center for Health and Learning ([www.healthandlearning.org](http://www.healthandlearning.org)).



# ***WALKSMART!***

## **K-2 Pedestrian Safety Program**



***WalkSmart!*** is a pedestrian safety education program for children in Kindergarten through Second Grade. The aim is to give children the knowledge and skills to walk safely in traffic.

### ***Why Should Children Walk Smart?***

Walking is a great way for children and adults to get around and increase their fitness levels. Pedestrian safety promotes physical activity and lifelong habits that help curtail the increasing prevalence of overweight and obesity among children and youth. Walking produces no exhaust and air pollution that can cause chronic lung problems; it results in less traffic congestion and contributes to an overall healthier population. In addition, the program provides students with information about traffic rules and makes them more aware of pedestrian safety issues.

### ***About the Program***

The key concepts and skills taught include:

- Walking Safely in Traffic
- Crossing Roads Safely
- Getting Out of a Car Safely
- Getting Off a Bus Safely

This program was adapted from the WalkSmart/BikeSmart Vermont! Curriculum developed by the Center for Health and Learning ([www.healthandlearning.org](http://www.healthandlearning.org)). The Oklahoma Safe Routes to School Network adapted the pedestrian safety portion of the Vermont program in order to provide a curriculum that could be used in Grades K-2 anywhere in the United States.

For more information on how you can become involved in promoting walking in your school, please visit [www.saferoutesinfo.org](http://www.saferoutesinfo.org).

# **WALKSMART!**

## ***K-2 Pedestrian Safety Program***

### **Participation Record**

*Submit this form within two weeks of implementation of classroom instruction.*

Pedestrian Safety Educator: \_\_\_\_\_

Phone # \_\_\_\_\_ Email: \_\_\_\_\_

Relationship to School: \_\_\_\_\_

School Name and Address: \_\_\_\_\_

\_\_\_\_\_

Date form is submitted: \_\_\_\_\_

Please complete one entry for each lesson taught; make as many copies of this form as needed.

Date taught: _____	School name: _____
Teacher name: _____	Grade taught: _____
# of minutes est. _____	# of Students: _____

Date taught: _____	School name: _____
Teacher name: _____	Grade taught: _____
# of minutes est. _____	# of Students: _____

Date taught: _____	School name: _____
Teacher name: _____	Grade taught: _____
# of minutes est. _____	# of Students: _____

**Please return to:** Don Norvelle  
Oklahoma Safe Routes to School Network Organizer  
oklahoma@saferoutespartnership

# **WALKSMART!**

## ***K-2 Pedestrian Safety Program***

### **Curriculum Feedback Form**

**Please provide feedback on the first edition of the curriculum by completing this form and returning it to:**

Don Norvelle  
Oklahoma Safe Routes to School Network Organizer  
[oklahoma@saferoutespartnership.org](mailto:oklahoma@saferoutespartnership.org)

Your name: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

**Please rate on a scale of 1-5 (1 = not at all, 5 = very true)**

A. Curriculum is user-friendly \_\_\_\_\_  
Comments:

B. I am able to teach key concepts and activities within a:  
30-minute period (Kindergarten) \_\_\_\_\_ 45-minute period (Grades 1-2) \_\_\_\_\_  
Comments:

- 1) **Information:** Identify any information in the curriculum that you would like updated. Specify section of the curriculum and page number, as well as the content that you are describing.
- 2) **Activities:** Comment on activities in the curriculum that you think need updating. Specify the name of the activity and any suggestions and/or thoughts you have with regard to the effectiveness as a learning activity.
- 3) **Overheads and/or Handouts:** Specify the overhead and/or handout and suggest changes.
- 4) **Curriculum at Large:** Comment on organization, design, implementation issues, feasibility, materials needed, etc.