

# WALKING IN TRAFFIC

STATION

A

**You are a Pedestrian** • Where to Walk • Light & Bright • Be Alert

NOTES

**Time:** 10-15min  
( $\frac{1}{3}$  of classtime)

**Setup:** ID area with needed features & secure with cones; if indoors, mark off “street” and “sidewalk” with blue tape

**Props:** spray, chalk/blue tape

**Notes & Tips:** This module can easily turn into just talking at the kids, as it inherently has few opportunities for activities. Be engaging, ask questions, and involve them throughout.

1

**Inclusive  
Definition of  
“Pedestrian”**

★ Ask kids what a “pedestrian” is. Someone will eventually say, “A person who walks,” or something to that effect. Once that happens, keep asking about other pedestrian road users, such as folks in wheelchairs, people using canes, strollers, etc. Ensure they conclude with an inclusive interpretation of “pedestrian” which includes ALL non-motorized pedestrians.

★ Ask them to raise their hands if they move to school, to a friend’s house, to the park, around town. Have them keep their hands up, and keep asking until everyone’s hand is up (mention moving around the house if you must).

2

**Intro  
Walk  
Smart**

★ Discuss why people move on their own power:

- |                  |                                   |
|------------------|-----------------------------------|
| 1. Visit Friends | 6. School or work                 |
| 2. Exercise      | 7. Help the planet (cars pollute) |
| 3. Be in nature  | 8. Exercise their pet             |
| 4. Fun           | 9. Visit downtown                 |
| 5. Supermarket   | 10. Attend an event               |

★ Conclude: “The real question is, why would you NOT move on your own power? Driving isn’t always the best and has problems”

# WALKING IN TRAFFIC *cont'd.*

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NOTES

3

## Problems with Driving

- ★ Driving hurts the planet because of pollution, smoke from cars makes it harder for people to breathe and it warms of the climate
- ★ Cars do the moving for you, so you don't get to join in. If you move yourself, your body gets stronger and healthier
- ★ Drivers might also be distracted, which is not safe. Ask the students: "why might drivers be distracted?"
- ★ Here are some examples:
  1. Texting
  2. Eating food
  3. Calling
  4. Too tired
  5. Talking to people in the car
- ★ Tell the students:

"Even though drivers make mistakes sometimes, moving on your own is perfectly safe, as long as you follow the rules and pay attention. Today, you are going to learn how to WALK SMART."

# WALKING IN TRAFFIC *cont'd.*

STATION

A

You are a Pedestrian • ***Where to Walk*** • Walking Facing Traffic

NOTES

4

## Where to Walk

- ★ First choice is to walk on the SIDEWALK. Either side of the road is fine if they are on the sidewalk.
- ★ If there is no sidewalk, they should walk as far off on the edge of the road as possible.
- ★ There might be stuff in the way though - what might be in the way to get to the edge of the road?

Here are some examples to suggest:

- 1) Broken and cracked road
  - 2 ) Junk like glass, trash, or even snow
  - 3) Uneven surface (emphasize this is annoying for everybody, but extra important for those moving using mobility assistance)
  - 4) The shoulder is too narrow
- ★ If they are walking on the edge or side of the road, they should walk FACING TRAFFIC. They should be able to see the faces of the drivers coming past them, not their backs. You can then see if they are distracted or are paying attention.

# WALKING IN TRAFFIC *cont'd.*

STATION

A

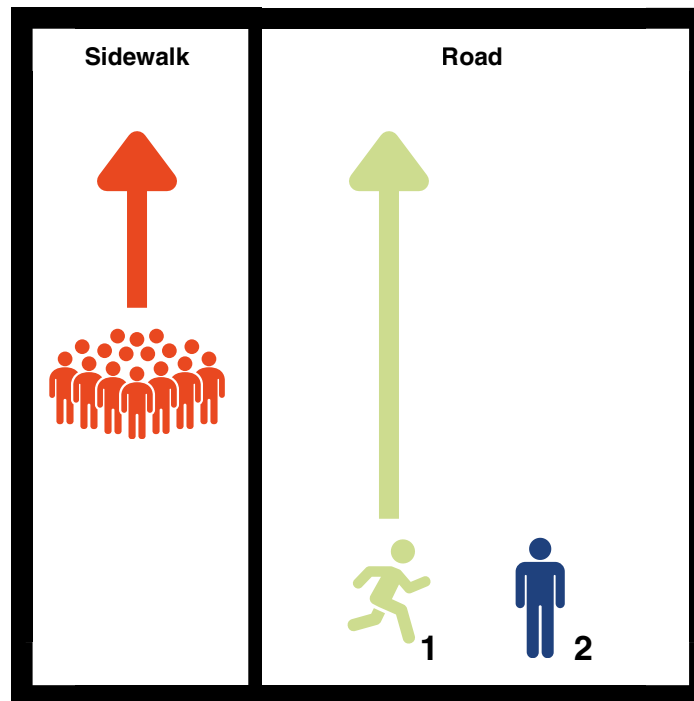
You are a Pedestrian • Where to Walk • ***Walking Facing Traffic***

NOTES

5

## Walking Facing Traffic

- ★ Practice walking facing traffic by doing the following drill:  
Select two student to be “cars” while the rest of the group is on the sidewalk (either real or created with tape). Have the entire group start walking on one side of the “road”. Have both the “cars” stand a good distance (about 30 paces) behind the group.



Step 1.  
The group (in orange) starts walking along the road. Car 1 (in green) starts running in the same direction, passing them in the process.

- ★ Prompt the first “car” which is behind where the group is looking, run past them on the “road” as they walk on the “sidewalk”. They should only see their back as they are running past. Ask them if they saw the car coming? (the answer should be no/after it went past them)

# WALKING IN TRAFFIC *cont'd.*

STATION

A

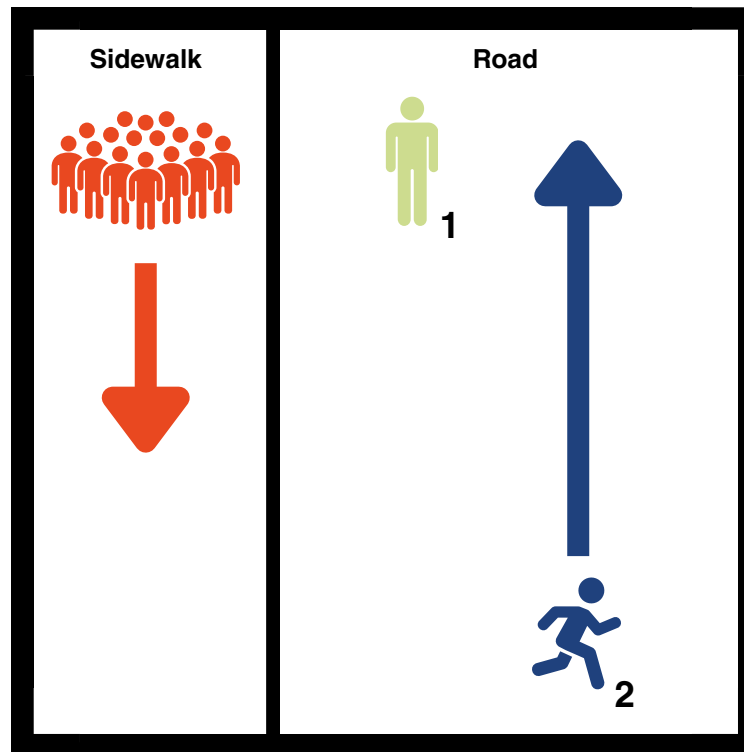
You are a Pedestrian • Where to Walk • ***Walking Facing Traffic***

NOTES

5

## Walking Facing Traffic

- ★ Have the group turn around at the end of the sidewalk. They should be looking at the second “car”. Have them start walking the other way, and prompt the car to start running towards and past them on the “road”. Note that the group was able to see the car from much further away.



Step 2.  
Have the group (in orange) walk in the opposite direction, towards car 2 (in blue). Car 2 should run towards Car 1. Once Car 2 has run past the group, bring everyone back together.

- ★ Gather them all back together. Ask which direction was clearer (should be when they're facing the car and can see it coming). Ask what they need to watch out for when they're walking. You'll get all kinds of answers—dogs, potholes, mud, scary people—just acknowledge each and keep going. Tie it all together by telling them, “Walking Smart means paying attention to what’s going on!”

# SIGHTS & SOUNDS

STATION

**B**

Light and Bright • Traffic Sounds

NOTES

**Time:** 5 - 10 min

**Setup:** Display the props so they are visible to the group while also being accessible to you

**Props:** Bright vs. dark clothing, reflective vest, flashlight, blinky light, cellphone,

**Notes & Tips:** During this part of the program, it is important to be considerate of students' ability to buy new clothes. When in doubt, emphasize awareness over types of clothes when it comes to visibility

**1**

**Light and  
Bright**

★ Ask what kinds of clothes can make you safer when you're walking. "Clothes that are light and bright—that is, clothes that can be seen from far away and in the dark!" Kiddos not wearing reflective clothing and darker clothing in low visibility settings, should be extra vigilant.

★ Ask what else can help them be seen, especially when it's dark out. Show them the items provided: a flashlight, a reflective vest, reflective bands (point out that the grey part is extra reflective) and a blinky light.

**2**

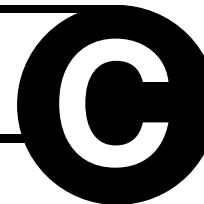
**Traffic  
Sounds**

★ Illustrate the importance of sound by setting up a scenario. Set up a scenario for them: "You're walking down the road. Facing traffic. Suddenly you hear tires on gravel. You look behind you, and see a car driving on the shoulder right towards you. What do you do?" They will of course say, "GET OUT OF THE WAY!"

★ Ask them what kinds of traffic noises they need to be listening for: oncoming cars, trucks beeping, people hollering "Look out!" Tie it all together by reaffirming that, "Walking Smart means paying attention to what's going on!"

# CROSSING ROADS

STATION



**Edges • L-R-L • Barriers • Straight Across • Intersections • Getting a Ball**

**NOTES**

**Time:** 15-20 min

**Setup:** ID area with needed features & secure with cones; if indoors, mark off “street” and “sidewalk” with blue tape

**Props:** A ball; a car parked next to the curb; spray chalk or blue tape as needed

**Notes & Tips:** You have the option to make a “taped” car, which would match the shape and size of a car on the ground. However, a real car is far more effective

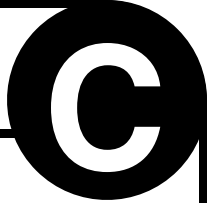
**1**

**Explain Edges**

- ★ Identify the “edge” or “decision point”. Have all the kids line up on the sidewalk, in front of the car parked next to the curb. Ask them where you need to decide where to cross. Most will point to the curb or the edge of the pavement. Explain that this is the **EDGE**: the place where you make a decision about whether it is safe to keep going.
- ★ Get down to their level and ask, “But can you see both ways?” They’ll say no, because the car is in the way. Lead them carefully out to the edge of the car and trace an imaginary line on the ground parallel to the car. Explain that this is another “DECISION POINT” where you have to decide whether it’s safe to go.
- ★ Ask them, “Is there ALWAYS a second edge?” Ask questions to review:
  - a. Bike in the gutter (only one edge, because they can see over the bike)
  - b. Dumpster parked next to the curb (two edges, because they have to go to the edge of the dumpster to see past it)
  - c. Construction on the road (two edges, because you have to walk past the construction before the lanes of travel open up to ongoing traffic)

# CROSSING ROADS *cont'd.*

STATION



Edges • *L-R-L* • Barriers • Straight Across • Intersections • Getting a Ball

NOTES

2

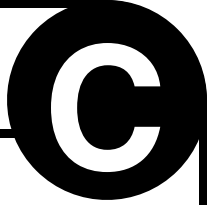
## Learn Left-Right- Left

- ★ Teach kids to look Left-Right-Left before crossing. Practice drill until the group can follow the movements while simultaneously actually seeing what happens to the road.
- ★ Line the kids up next to each other on the sidewalk. Call out “Left! Right! Left! — Left! Right! Left!” helping kids look in the appropriate direction as you call it out. Go slowly—at least 1 to 1 ½ seconds between each—so as not to force kids to look faster than they can actually see anything.
- ★ Teach them the appropriate order of where they should be looking. Have them look left, then right, then left again. The group should repeat this several times until they can do the whole exercise in unison without hesitation.
- ★ Explain that you always look left first because that is where the cars closest to you are coming from. Then you look right to check for cars coming from the other direction. Then you look left again to make sure a car didn’t sneak up on you when you’re looking right. Demonstrate by turning your own head left and right as you call out the words.



# CROSSING ROADS *cont'd.*

STATION



Edges • L-R-L • ***Straight Across*** • Intersections • Getting a Ball

NOTES

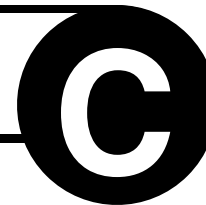
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## Crossing

- ★ Explain that looking left-right-left is what you do at DECISION POINTS. Ask them to step forward to the edge of your curb, right near the car and have them look left-right-left
- ★ Then ask them, “Are you done? Can you cross the street safely? The answer, if they do not come up with it freely, is no, because the parked car creates a second DECISION POINT.
- ★ Explain that, now that they’ve looked L-R-L at the first edge, it’s time to step out to the second edge and look L-R-L again. Have them all do it.
- ★ Reset and line the kids up behind the sidewalk, tell them it is now time to cross the “road”. Each student will look left-right-left (saying it out loud) to make sure no cars are coming, then walk (NOT run!) across the road in a straight line. Give each a cue to start, and move them all across (one student every five seconds or so). Cross them back to reinforce the drill. During this second repetition, prompt students to look left and right while they are crossing, making eye contact with drivers if possible. To make sure they see you (reiterate distracted drivers)
- ★ Once they’re all gathered together again, reiterate the key points:
  - a. Look left-right-left before crossing
  - b. Walk, don’t run (you could trip if you run)
  - c. Go straight across
  - d. Look at drivers while you cross, stay aware

# INTERSECTIONS

STATION



Edges • L-R-L • Straight Across • **Intersections** • Getting a Ball

NOTES

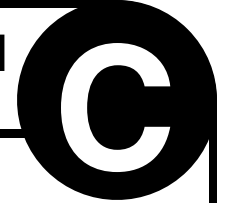
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- ★ Explain what an intersection is: a place where two roads come together. This makes intersections a little complicated—which means they are especially important places to Walk Smart!

- Intersections**
- ★ Explain that the main thing to pay attention to at intersections is how many directions you have to look to be safe. You need to look in every direction that cars might be coming from, which might include looking BEHIND you.
  - ★ Tell them that the first thing to look for at an intersection is a CROSSWALK. Emphasize that a crosswalk doesn't make them safe—they still have to Walk Smart—but it is the place where cars are most going to be looking for people in the street. There might also not be a crosswalk at all.
  - ★ Ask what else you might find at an intersection. (Traffic signals/RRFB). Ask how they know if it's their turn to cross:
    - a. If there is a walk signal, they wait for the white walking light
    - b. If there is a Rapid Flashing Beacon, click the button and cross when traffic stops for them
    - c. If there is NO walk signal, they wait for the green traffic light and make sure cars on the parallel route see them
  - ★ Emphasize that, as with "plain" crosswalks, the signals don't make them safe—they still have to Walk Smart. Cars that are making a turn might cross the crosswalk, or a car coming from the other direction might not see the red light and just drive right through. Always look left-right-left (and behind!) before crossing, and make sure the drivers see you and have stopped

# BALL RETRIEVAL

STATION



Edges • L-R-L • Straight Across • Intersections • *Getting a Ball*

NOTES

5

## Ball Retrieval

- ★ Paint a scenario of how they might need to Walk Smart in their daily lives. Ask the kids, “What happens if you are playing soccer and the ball accidentally rolls out into the street?”. They’ll respond with some version of, you have to go grab it. However, especially when dealing with an unexpected event like a ball rolling onto a street, it is especially important to Walk Smart.
- ★ Walk them through the answer - they will have to stop, find the edge and DECISION POINT, look L-R-L, make sure there are no cars coming or they have stopped, then quickly retrieve the ball.
- ★ After you have done this, casually roll a ball out into the street (assuming it is not a hazard to do so). Turn around and say, “Oh no—the ball rolled into the street! What should I do?” See if they repeat all the steps back to you.

# ON & OFF

STATION

D

**Getting in and out of a Car •** Getting on and off a Bus

**Time:** 10-15 min

**Setup:** Car pulled up to curb; bus pulled up to curb; danger zone in front of bus marked with chalk

**Props:** Car, Bus, Chalk

**Notes & Tips:** It is extremely useful to have an actual bus for this station. If at all possible, arrange to have a bus left at the site for the duration of the training.

NOTES

1

## Car Exiting

- ★ First discuss how to get out of the car if you are dropped off at school. Assuming the training is occurring at the students' own school, ask one of them to describe where cars come from, how they approach the school, and where they drop kids off.
- ★ Once you've gotten them to the point where the car is pulled up to the curb, ask them which side they should get out on. As you ask—"This side... or this side?"—pantomime getting out first on the street side and then on the curb side. Lead them all to the conclusion that the curb side is much safer, because the cars are driving by on the street side at high speeds.
- ★ Then tell them that the same thing applies if they're getting out of a car that's parked along the road—get out on the side **AWAY** from the street. When in doubt, get out on the side **AWAY** from the cars, every time

# ON & OFF

STATION

D

Getting in and out of a Car • **Getting on and off a Bus**

NOTES

2

## Bus Exiting

- ★ Line all the students up as if they were about to get on the bus. Tell them they're all going to get on, but that, before they do, you need to show them the **DANGER ZONE**. Point to the area in front of the bus and ask why it is dangerous for them to be there. Make sure they get two key points about being in the danger zone:
  1. You can't see around the bus
  2. The bus driver can only see part of you/not at all
- ★ Explain the procedure if your house is on the **SAME** side of the street as where you get off the bus:
  1. Get **CLEAR** of the doors
  2. Walk straight to the **EDGE** of the road
- ★ Explain the procedure if your house is on the **OTHER** side of the street as where you get off the bus:
  1. Step off the bus and take **BIG STEPS** toward the **EDGE** of the road
  2. Turn **LEFT** and walk **BIG STEPS** to the front of the bus, making sure the driver can see you
  3. **LOOK** at the driver and wait for his signal to go
  4. Walk past the front of the bus to the edge of the bus and look **LEFT-RIGHT-LEFT** and wait until it is safe to cross the road.

# ON & OFF *cont'd.*

STATION

D

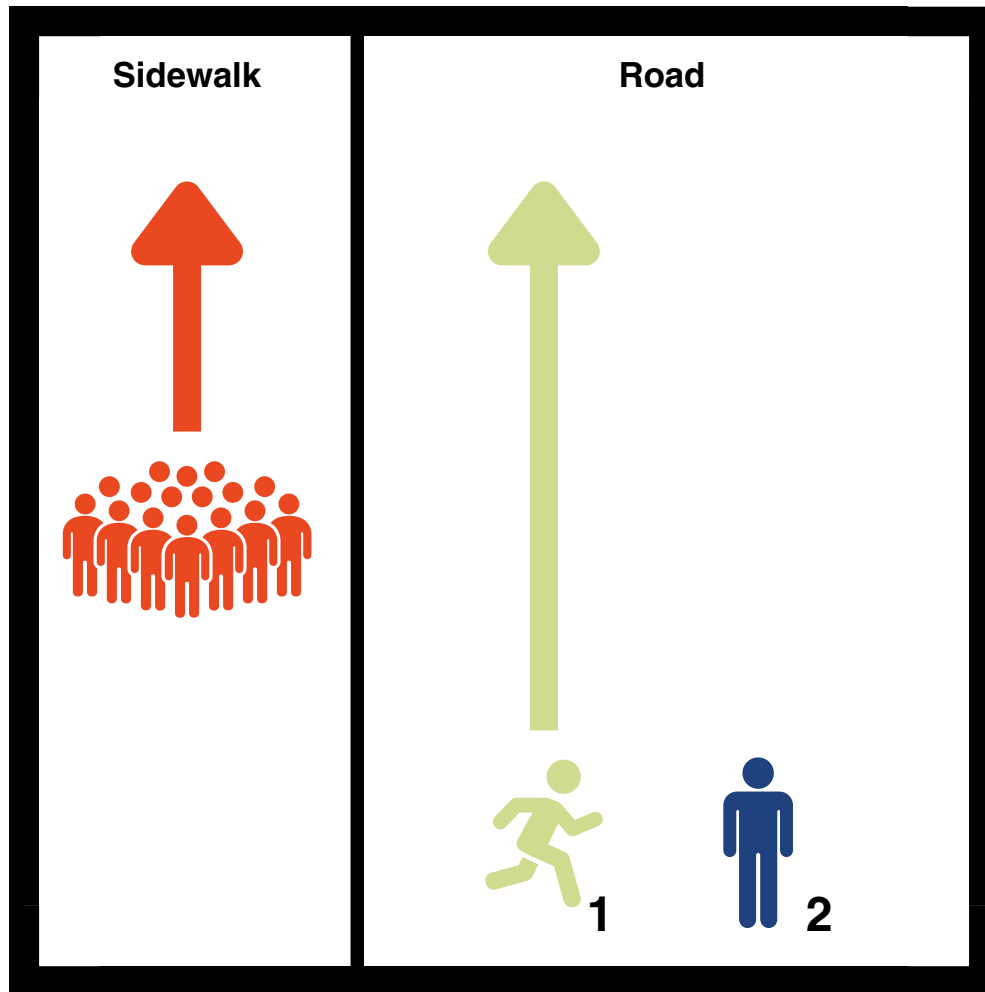
Getting in and out of a Car • ***Getting on and off a Bus***

NOTES

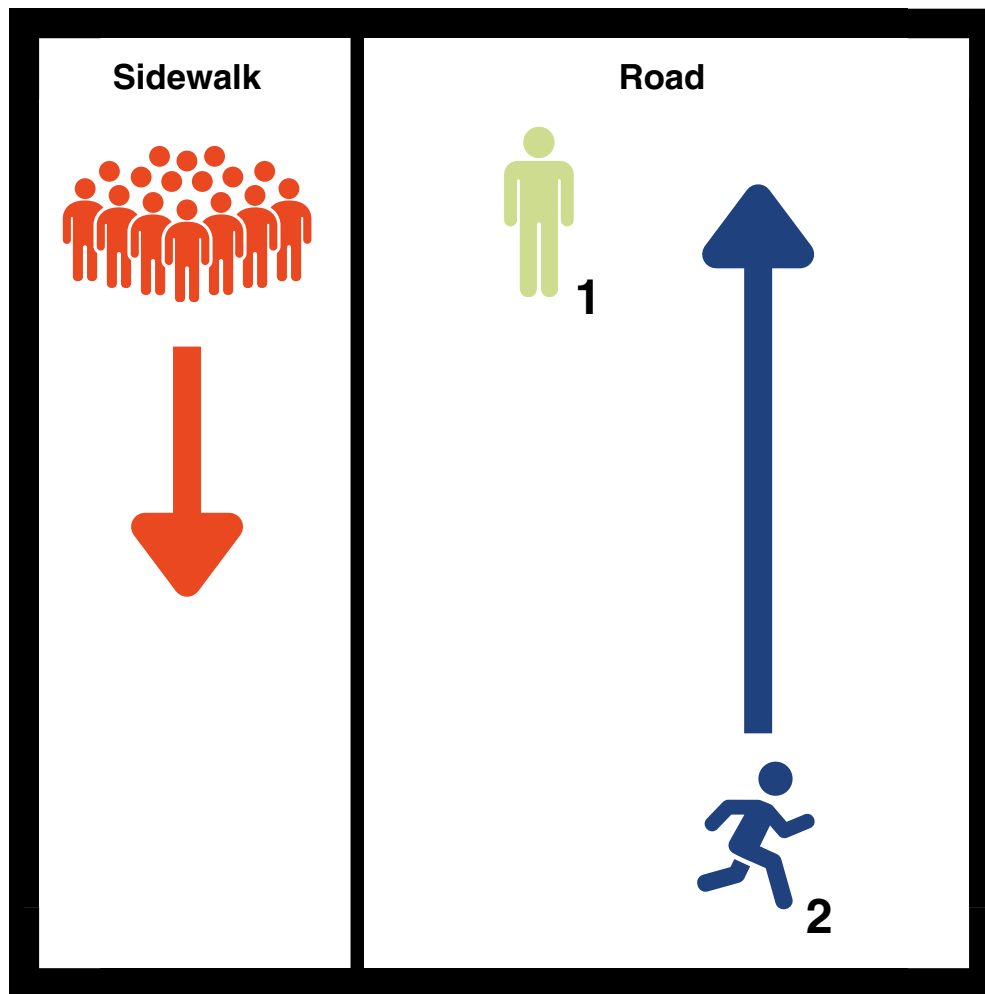
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## Bus Exiting

- ★ Before you start to practice, emphasize key points:
  - a. Always cross in FRONT of the bus
  - b. Make sure you keep moving, don't linger in the DANGER ZONE
  - c. Continue to Walk Smart, look before you go
- ★ Have all the students get on the bus. If you have an adult who can act as an assistant, have them go into the “danger zone” and crouch down to child height. Let students take a look so they can see how a child in the danger zone is nearly invisible.
- ★ Give the students their instructions: after you get off the bus, they will file off one by one. You will tell them either “same side” or “cross the street,” and they will head out accordingly.
- ★ As students get off the bus, talk them through what they're doing (especially the ones who are crossing the street). Be sure that the setup is completely safe for the kids who are crossing the street— i.e., that the area is cordoned off and there is no chance of traffic coming through. Hold them to the specific instructions you gave them —five steps out, ten steps up, wait for the driver, walk to the edge, look L-R-L, and cross.



**Step 1.**  
The group (in orange)  
starts walking along the  
road. Car 1 (in green)  
starts running in the same  
direction, passing them in  
the process.



**Step 2.**  
Have the group (in orange) walk in the opposite direction, towards car 2 (in blue). Car 2 should run towards Car 1. Once Car 2 has run past the group, bring everyone back together.