



"ON THE WAY" ACTIVITIES

Walk-to-School and Safe-Routes-to-School events provide many teachable moments. Following are suggested talking points and activities to make the most of your time together with children and their families.



TALKING POINTS

- What are 3 things you can do to get ready to walk? (check the weather; dress appropriately; bring a grown-up; wear bright clothes, etc.)
- Where are the safest places to walk? (on sidewalks if available, or far to the side of the road, walking along the curb facing traffic; in a crosswalk; where my parents say it is safe)
- How many ways should you look before you cross the street? ("left-right-left" or "all ways") What are you looking for? (cars, trucks, bikes, pets, anything moving)
- What can you do to make sure drivers see you before you walk in front of their cars? (wave at the driver and wait for him or her to wave back; make sure I can see their eyes looking at me)
- How many traffic signs and signals can you think of? What do they mean?



SAFE CLOTHING

- Play "I spy." Ask a student to look for something bright; have the others take turns asking questions until they figure out what it is. The person who guesses correctly can be the next person to think of something bright.
- Count how many students have on something bright. Ask if someone can explain why walkers are safer when they wear bright clothing.
- Discuss what retroreflective means (define). Show students the retroreflective strips on someone's sneakers.
- ★ Safe-Thinking: If you have on bright clothes does that mean drivers will always see you and stop for you?



SAFE CROSSING

- Safe or Unsafe: Before you cross a street, play "safe or unsafe." Stand in a variety of places (mid-block, at a curb, at the entrance to a crosswalk, etc.). At each place, ask students to tell you if that spot is a safe or unsafe place to cross the street. Can anyone tell you why?
- Follow the Leader: At each street to be crossed, pick a pair of students as the leaders. Have the students (with a grown-up) show how to

cross that street safely. The remaining pairs of students follow behind and do what the leaders do. Coach the "leaders" to stop at the curb, look left-right-left; make eye contact/wave at drivers and wait for the driver to wave back before they cross in front of the vehicle; and to continue looking left-right-left as they cross.

- ★ Safe-Thinking: If you are using a crosswalk, can a car still drive into it? Why should a kid cross a street only with a grown-up until they are at least 10 years old? What should you do if a ball or a toy rolls into the street?



SAFE WALKING

- Traffic Signals Scavenger Hunt: How many different traffic signals and signs can students find on their way to school. (If there aren't any, you can ask how many they can think of.) Do the signals always mean the same thing for drivers and for walkers? (If legal, you can talk about drivers making right-hand turns when the light is red.)
- Practice Using Senses: Can students hear a car or truck approach? Can they feel the ground shake? What could

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ACTIVITIES: SIGNS & SIGNALS



TALKING POINTS

- **Why do we have traffic signs and signals?** (Possible answers: To help keep drivers, passengers and pedestrians safe; to protect people from crashes.)
- **How do traffic signs and signals protect pedestrians?** (Possible answers: By telling them when to stop, when to go, when to be careful, when to watch for drivers and other hazards.)
- **What can happen when drivers or pedestrians do not obey traffic signs and signals?** (Possible answers: people can get hurt; you might have a crash.)

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HAVE 5 MINUTES?

ACTIVITY ONE: Watch the Video/DVD

Cue up the song, "Signs & Signals" in advance. [approximately 3:55 – 5:45 minutes on the DVD.] Watch this portion of the video and ask the children what they heard in the song about traffic signs and signals.

ACTIVITY TWO: What Would You Do?

Hold up the laminated Traffic Signs and Signals posters from this Kit. Ask students what they mean. Can they think of other

signs and signals? What traffic signals or signs do students remember seeing on their way to school?

ACTIVITY THREE: Safe Thinking

Discuss these "Safe-Thinking" Questions: Do drivers always stop for red lights and at stop signs? Do traffic signs and signals always mean the same thing for drivers and for walkers? (If legal, you can talk about drivers making right-hand turns at stop signs or when the light is red.) Encourage children to look left-right-left-and back over their left shoulder before they step off a curb.

15

HAVE 15 MINUTES?

ACTIVITY ONE: What do the signals mean?

Explain the terms "traffic signals" and "signals," and explain their purpose. Hold up the laminated traffic signals and signs posters from this Kit. Discuss the meaning of the signs and lights. Ask questions from the back of the posters as time permits.

ACTIVITY TWO: Recognizing Signs and Signals

Gather the children in a circle. Place three of the traffic safety signs and signals on the floor in front of the children. Describe one of the signs to the children without telling them which

one you are thinking of. For example, you might say "This sign means it is a safe place to cross the street," and then allow a volunteer to select the correct sign. If the child is correct, he may hold that sign while you replace it on the floor with a different one. Repeat the activity until all signs and signals have been used.

ACTIVITY THREE: Safe Walking Bingo

Play the Safe Walking Bingo game on page 23. Call out the items in the squares in random order. Children can cover or mark off their squares as each item is called out. Since the cards are all the same, the children will all "win" at the same time when they have covered four items in a row.



LESSON: SIGNS & SIGNALS

Practice with Signs & Signals

OVERVIEW: The purpose of this lesson is to familiarize students with common traffic signs and signals. It teaches children what these symbols represent and to use their senses whenever they cross the street even when accompanied by an adult.

DURATION: 30-45 minutes.

OBJECTIVES:

- ★ Students will identify traffic signs/signals and determine the meaning of the symbol.
- ★ Students will identify traffic signs around the school and community.
- ★ Students will practice using their senses while crossing a crosswalk so they are not relying on signs or other individuals for their safety.
- ★ Students will understand they are to walk with an adult until the age of 10.

MATERIALS NEEDED:

- I'm Safe! Walk with Me* DVD, cued to "Signs and Signals," approximately 3:55 - 5:45 minutes.
- Signs and signals laminated posters in this Kit.
- Bright items (flashlight, construction paper, clothing, retroreflective materials)
- Dull items (dark clothing and objects)

LET'S GO!

- ★ Show the "Signs and Signals" song from the DVD. How many signs and signals can students remember from the song? Display the signs and signals posters included in this Kit. Ask volunteers to choose a sign and demonstrate what it means."
- ★ Option #1: Use parent volunteers and split into smaller groups. Take each group on a "Signs and Signals" walk outdoors. Review what they learned in the first two lessons before you depart. As they walk, ask them to watch for different signs and signals. They should also pay attention to motorists' behavior at those signs and signals. When students see a motorist or pedestrian doing something safe, they can give a thumbs up signal. When they see someone doing something that is

not safe, they can give a thumbs down. Keep track of how many thumbs-up items they find. When you return to the classroom, discuss what students' saw.

- ★ Option #2: Create intersections with signs and signals in the classroom. Rugs or masking tape may be used for streets and sidewalks. Signs and signals posters in this Kit may be placed at "intersections" in the classroom. Students can break up into smaller teams with 5-6 students in each group. Each team can play follow the leader as they walk the streets and intersections safely in the classroom. With younger students, one group with the teacher as the leader is recommended.

WRAP UP

- ★ Discuss what new items students learned about traffic signs and signals.
- ★ *Optional:* Play the Safe Walking Bingo Game as described on the preceding page under the 15 minute activities (see page 30 of this Guide).

TAKE HOME ACTIVITY

Have the students bring a copy home of the "Fun with Your Child" from page 22-23.

**HEAD START REQUIREMENTS
IN LESSON 3 (PAGES 10-11)**

SUPPORTS: 1304.21 Education and early childhood development, including 1304.21(a)(1)(i-iii); 1304.21 (a)(2); 1304.21 (a)(3); 1304.21 (a)(4); 1304.21 (a)(5); and 1304.21 (c)(1); 1304.22 Child health and safety, see 1304.22(c)(1-2); 1310.21 Safety education, 1310.21(a)

MEETS:
1310.21 Safety education, including 1310.21(a); 1310.21(b)(3); 1310.21(c) (2); 1310.21(e)