



# WalkSafe Curriculum

## Grades 2-3

# Teacher's Guide: Grades 2-3



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Curriculum Revised: 7/30/18

The WalkSafe® program aims to improve pedestrian safety and promote student wellness through walking. This 3-day curriculum contains lessons and activities that teach pedestrian safety skills through the use of videos, simulation activities, and art projects. Supplementary to the 3-day lesson plan, reproducible materials are included as a way to incorporate pedestrian safety and health concepts into your academic curriculum.

The basic 3-day curriculum includes the following lesson plans:

- *Day 1: Video and Classroom Discussion*
- *Day 2: Outdoor Street-Crossing Simulation*
- *Day 3: Poster Contest or Creative Activity*

Upon completing the 3-day curriculum, make sure you complete a Curriculum Completion Form (CCF) available on the website at (<http://iwalksafe.org/submit-walksafe-ccf>). This form helps to track completion of the curriculum at your school. CCFs should be submitted by the last Friday of October.

*Lesson plan materials are provided to assist in preparation for implementation of the WalkSafe Pedestrian Safety Curriculum.*

*Enrichment resources included in the curriculum are optional but highly suggested as they reinforce pedestrian safety concepts. Utilize if time permits.*

If you have any questions or concern regarding our curriculum, please contact our technical support at 305-243-8115 or visit [www.iwalksafe.org](http://www.iwalksafe.org)

### Lesson Plan Materials

- 🔗 *WalkSafe 2-3 Curriculum: At a Glance*
- 🔗 *Lesson Plans: Day 1, Day 2, Day 3*
- 🔗 *Video Links*
- 🔗 *Supplemental Materials*
- 🔗 *Assessments*
- 🔗 *Vocabulary Flashcards*
- 🔗 *Traffic Signal Flashcards*
- 🔗 *Discussion Questions*
- 🔗 *Simulation Activity Prompts*

### Enrichment Resources

- 🔗 *Small Group Activities*
- 🔗 *Higher Order Thinking Discussion Questions*





# WalkSafe 2-3 Curriculum: At a Glance



Day 1: Homeroom Instruction	Day 2: Outdoor Simulation	Day 3: Art Activity
<p><b>Objectives</b></p> <p>Students will demonstrate understanding of concepts shown in the video and engage in teacher led discussion questions.</p>	<p><b>Objectives</b></p> <p>Students will demonstrate and apply pedestrian safety concepts by using a street-crossing simulation.</p>	<p><b>Objectives</b></p> <p>Students will create artwork displaying their pedestrian safety knowledge.</p>
<p><b>Daily Concepts</b></p> <p><b>Introduction:</b> Inform students that they will be learning important pedestrian safety concepts.</p> <p><b>Introduce Vocabulary:</b> (use vocab flashcards pg. 10-19) Safe, Pedestrian, Curb/Edge, Intersection, Crosswalk, Corner, Signals, Left/Right, Visual Screen</p> <p><b>Video:</b> Students will watch video reinforcing pedestrian safety concepts “Stop and Look with Willy Whistle” video</p> <p><b>Discussion Questions:</b> Students will engage in pedestrian safety questions (pg. 4)</p> <p><b>Evaluation:</b> Reading Comprehension (pg.34-35) Multiple choice test (pg. 36-37)</p>	<p><b>Daily Concepts</b></p> <p><b>Introduction:</b> Explain to students that they will be showing their pedestrian safety knowledge using a mock crosswalk.</p> <p><b>Review Traffic Signals/Vocab Flashcards:</b> Students will recall the meaning of signals and vocabulary.</p> <p><b>WalkSafe Simulation Activity:</b> Create a mock crosswalk outdoors on a hard surface. The teacher will model safe and unsafe ways to cross the street using prompts (pg. 6)</p> <p><b>Discuss Role of Crossing Guard:</b> Students will learn what a crossing guard is and how they help children cross the street.</p> <p><b>Evaluation:</b> Teacher Evaluation</p>	<p><b>Daily Concepts</b></p> <p><b>Introduction:</b> Students will review vocabulary and traffic signals using respective flashcards. Students will discuss safe and unsafe ways to cross the street.</p> <p><b>Creative Activity:</b> Students will create artwork that contains a WalkSafe pedestrian safety message.</p> <p>Posters that follow WalkSafe Guidelines are eligible for participation in the WalkSafe Poster Contest. (pg. 8)</p> <p><b>Discussion</b> Students will share their artwork with the class.</p> <p><b>Evaluation:</b> Poster Contest Rubric (pg. 40)</p>
<p><b>Supplemental Material</b></p> <p>🔗 Vocabulary Matching (pg. 28)</p> <p>🔗 Word Search (pg.29)</p>	<p><b>Supplemental Material</b></p> <p>🔗 Crossword Puzzle (pg. 30)</p> <p>🔗 Concept Map (pg. 31)</p>	<p><b>Supplemental Material</b></p> <p>🔗 Data Analysis (pg. 32)</p> <p>🔗 Coordinate Grid (pg.33)</p>
<p><b>Florida Standards</b></p> <ul style="list-style-type: none"> <li>Identify, describe, and demonstrate healthy behaviors (HE.2.C.1.1, HE.2.B.5.2, HE.2.P.7.1, HE.3.C.1.1, HE.3.C.2.1, HE.3.C.2.3, HE.3.B.5.1, HE.3.B.3.2, HE.3.B.3.1, HE.3.P.7.1)</li> <li>Recognize and identify the physical, mental/emotional, and social dimensions of health (HE.2.C.1.2)</li> <li>Recognize and identify ways to prevent childhood injuries (HE.2.C.1.4, HE.2.B.3.2)</li> <li>Understand the importance of rules in maintaining health (HE.2.C.2.1, HE.2.B.5.3)</li> </ul>	<p><b>Florida Standards</b></p> <ul style="list-style-type: none"> <li>Identify opportunities for, and participate in, recommended amounts of physical activity (PE.2.L.3.1, PE.2.L.3.2, PE.2.L.3.3, PE.2.L.3.4, PE.3.L.3.1, PE.3.L.3.2, PE.3.L.3.3, PE.3.L.3.4, PE.3.L.3.6)</li> <li>Recognize the health benefits of physical activity (PE.2.L.3.7)</li> <li>Understand the need for, and identify, safety rules and procedures for physical activities (PE.2.C.2.2, PE.3.C.2.2)</li> <li>State and demonstrate safe street crossing behaviors (PE.2.L.3.8)</li> <li>Play cooperatively with others (PE.2.R.5.1, PE.3.C.2.6, PE.3.R.6.3, PE.3.R.6.2)</li> </ul>	<p><b>Florida Standards</b></p> <ul style="list-style-type: none"> <li>Create works of art that communicate personal ideas and interests (VA.2.C.1.1, VA.2.C.2.1, VA.2.S.1.2, VA.2.O.2.1, VA.2.O.3.1, VA.3.C.1.1, VA.3.S.3.1, VA.3.O.2.1)</li> <li>Use appropriate vocabulary to discuss others’ and own artwork (VA.2.S.1.4)</li> <li>Understand how to use art to promote community events (VA.2.F.3.1, VA.3.F.3.1)</li> </ul>

# Day 1 Lesson: Grades 2-3

**Objective:** Students will demonstrate an understanding of concepts covered in the “Stop and Look with Willy Whistle” video by engaging in teacher-led discussion. Students will also identify and explain the meanings of vocabulary words and traffic signals.

## Materials

- “Stop and Look with Willy Whistle” Video
- Vocabulary Flashcards
- Traffic Signal Flashcards

## Introduction

Ask students to raise their hands if they have ever walked to school or around their neighborhood. Inform students that they will be learning important rules about walking safely.

## Step 1: Vocabulary

Discuss meanings of vocabulary words below

Safe	To be careful and avoid danger
Pedestrian	A person who is walking
Curb/Edge	Raised pavement between the edge of the road and the sidewalk
Intersection	Where two roads meet
Crosswalk	A marked place to cross the street
Corner	Where the roads bends or turns
Signals	Lights that tell cars and people when to stop and go
Crossing Guard	Someone who helps pedestrians cross the street safely
Visual Screen	An object that blocks your view when crossing the street
Left/Right	*Have students extend their arm and form the shape of an “L” with their hands to practice identifying left and right

Post vocabulary flashcards on board to illustrate definitions. (pg. 10-19)

To transition into the traffic signals vocabulary, tell students “When we use the sidewalk there are signals that let us know when it is safe to cross the street.

## Step 2: Traffic Signals

Have students practice identifying the meanings of important traffic signals using traffic signal flashcards. (pg. 20-24)



## Step 3: Video

Play “Stop and Look with Willy Whistle” (6 minutes, 54 seconds) found on our website at:

<http://kidzneurosciencecenter.com/walksafe-education/>

Allow students to discuss key concepts they heard in the video. Following the student-led discussion, teacher will begin to ask the teacher-led video discussion questions on the next page.



## Small Group Activities (if time permits)

- Have students create sentences with Lesson 1 vocabulary words.
- Have students create a concept map describing a “Safe Walker”. (pg. 30)
- Have students write a paragraph explaining the habits of a safe walker.
- Have students list synonyms and antonyms for the Lesson 1 vocabulary words.

## Supplemental Materials

- Vocabulary Matching (pg. 28)
- Word Search (pg. 29)
- Crossword Puzzle (pg. 30)

# Day 1 Lesson: Discussion Questions

## Step 4: Video Discussion

Questions	Student Response
1. What is the first thing we do when we come to a curb/edge of a street? Why?	<i>Stop. (students' answers will vary as to why)</i>
2. Why isn't it safe to cross at the middle of the street?	<i>Drivers do not expect to see pedestrians crossing at the middle of the street. It is safer to cross at the corner or at a crosswalk.</i>
3. Which way should we look before crossing the street? Why do we look left first?	<i>Look left, then right, and left again. Left is the direction that cars closest to us are coming from.</i>
4. What should we do if we see a car coming when we are going to cross the street?	<i>Wait for the car to pass, and then look left-right-left until it is safe to cross.</i>
5. Why is it important to continue looking left and right while we are crossing the street?	<i>To make sure the street is still safe to cross and there are no oncoming cars.</i>
6. Why is it important to make sure the driver in the car sees us before we cross?	<i>Making eye contact or waving to the driver lets them know pedestrians are ready to cross the street.</i>
7. What is a crossing guard? Why do they wear brightly colored vests?	<i>A person who helps pedestrians cross the street safely. They wear brightly colored vests so they are seen by drivers and pedestrians.</i>
8. What are some examples of visual screens?	<i>A vehicle or tree can be a visual screen.</i>
9. Who should we walk with when we're crossing the street?	<i>An adult or guardian – it is much safer.</i>
10. What should we do if our ball or toy rolls into the street?	<i>Leave the toy in the road and ask an adult to help get it. Running into the street is not safe because cars might not see you.</i>
11. What should we wear or carry to help drivers see us at night?	<i>Pedestrians can wear bright colored clothing or reflectors, or carry flashlights.</i>
12. Why is walking healthy for us?	<i>Walking is a form of exercise. Exercising every day can make people healthier and stronger.</i>

Higher Order Thinking (H.O.T) Questions	
Questions	Student Response
1. Let's imagine that there is a car parked on the side of the street. If we want to cross the street but we can't see because the car is in the way, what should we do?	<i>Stop at the curb/edge. Look and Listen for running cars and make sure no one is inside them. Go to the edge of the car and stop. Look left-right-left until it is safe to cross.</i>
2. If the road does not have a sidewalk, where should pedestrians walk?	<i>Walk on the left side of the road, facing traffic.</i>
3. What should we do when we see the red "DON'T WALK" signal?	<i>Stop and wait for a "WALK" signal and look left-right-left when it is safe to cross the street.</i>

## Step 5: Evaluation

- Reading Comprehension Worksheet (pg. 34-35)
- Multiple Choice Test (pg. 36-37)



### Florida Standards

- Identify, describe, and demonstrate healthy behaviors (HE.2.C.1.1, HE.2.B.5.2, HE.2.P.7.1, HE.3.C.1.1, HE.3.C.2.1, HE.3.C.2.3, HE.3.B.5.1, HE.3.B.3.2, HE.3.B.3.1, HE.3.P.7.1)
- Recognize and identify the physical, mental/emotional, and social dimensions of health (HE.2.C.1.2)
- Recognize and identify ways to prevent childhood injuries (HE.2.C.1.4, HE.2.B.3.2)
- Understand the importance of rules in maintaining health (HE.2.C.2.1, HE.2.B.5.3)

# Day 2 Lesson: Grades 2-3

**Objective:** Students will demonstrate and apply pedestrian safety concepts by using a street-crossing simulation. Students will also identify the difference between safe and unsafe pedestrian behaviors, as well as understand the role of a crossing guard and how they help children cross the street.

## Materials

- Cones, sidewalk chalk, or any materials to create a simulated road
- Simulation Flashcards (pg. 24-26)

## Introduction

The teacher will review street-crossing safety steps, safe places to walk, and traffic signals. The teacher will introduce visual screen safety steps. Students participate in simulation and prompts.

## Step 1: Street-Crossing Safety

When crossing the street pedestrians need to make sure they:

1. Stop at the curb/edge
2. Look left-right-then left again.
3. Continue to look left and right while crossing the street.

## Step 2: Safe Places to Walk

Crosswalks are designated safe areas for pedestrians to cross the street.

Traffic signals let pedestrians know when it is safe to cross the street.

(Flashcards pg. 20-24)

## Step 3: Visual Screen Safety

If there is a visual screen – such as a car or bush – blocking your view when you’re trying to cross the street, follow these safety steps:

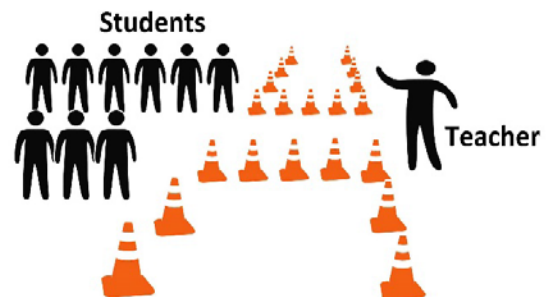
1. Stop at the curb/edge of the road.
2. If the screen is not moving, walk to the edge of the screen and stop (i.e. edge of object that is closest to traffic).
3. Look left-right-left until it is safe to cross.

## Step 4: WalkSafe® Simulation Activity Set-Up

Schools are encouraged to set-up the simulation on an outdoor court (or other safe outdoor area). It may be beneficial to schedule the activity during physical education classes. If necessary, the simulation can also be set-up in an indoor area.

### Create a simulated road:

- Use cones (or sidewalk chalk) to simulate a road with a crosswalk.
- The simulation can look different from the one on the right. Regardless, the simulation should give students an idea of where the curb/edge of the road is, where it is safe to cross the road and how crossing guards help them cross the street safely.



**Suggestion:** to create a visual screen, use a large object that blocks students' view to the simulation.





# Day 2 Lesson: Simulation Prompts

The instructor will use the following prompts during the simulation activity, and have students demonstrate safe and unsafe ways to cross the street. After each activity, have students discuss why the behavior is safe or unsafe. Give each student an opportunity to practice crossing the simulated street.

Instructor - Led Prompts	Discussion
1. Instructor rolls ball into the street and asks a volunteer to walk across the street <i>without</i> looking left or right to retrieve the ball.	<b>Unsafe.</b> The ball was retrieved from the street without stopping or looking left-right-left. The volunteer should stop at the edge of the street and look left-right-left before crossing the street to retrieve the ball. Remember to emphasize the importance of not entering the street without an adult present.
2. Instructor situates a visual screen on the simulated road. Instructor asks volunteer to walk to the edge of the visual screen, stop, look left-right-left then cross.	<b>Safe.</b> The pedestrian followed the visual screen safety steps (stop at the edge of the screen and look left-right-left before crossing).
3. Instructor asks a volunteer to cross the street at the middle of the road looking left-right-left.	<b>Unsafe.</b> It is not safe to cross the street in the middle of the road. The volunteer should stop at the corner or simulated crosswalk and look left-right-left before crossing.
4. Instructor stands at the curb and holds up “WALK” signal flashcard (pg. 19) and asks volunteers to cross without looking.	<b>Unsafe.</b> Always look and listen when crossing the street, even when crosswalk signals tell you it’s safe to walk.
5. Instructor tells students that this street has no sidewalk and asks a volunteer to walk on the right edge of the street.	<b>Unsafe.</b> When there is no sidewalk, pedestrians should walk on the left side of the street facing cars so that they can see traffic. The volunteer should walk along the left edge of the street.
6. Instructor stands at curb and hold up “DON’T WALK” signal flashcard (pg. 20) and asks the volunteer to stop at the curb.	<b>Safe.</b> Pedestrian obeyed crosswalk signal and stopped at the curb before crossing.
7. Instructor simulates a school bus using a group of students or a large object, and asks volunteer to cross behind the school bus.	<b>Unsafe.</b> The driver of the bus cannot see pedestrians when they cross behind the school bus. Volunteer should cross in front of the school bus to look and listen for oncoming vehicles.
8. Instructor asks one volunteer to act as a crossing guard, and asks another volunteer to ask as a pedestrian that is crossing the street before the crossing guard signals it is safe to cross the street.	<b>Unsafe.</b> Pedestrians need to wait for the crossing guard to hold up a “STOP” sign towards oncoming vehicles, then signal to pedestrians it is safe to cross the street. The volunteer should wait for the crossing guard to signal it is safe to cross the street.

## Florida Standards

- Identify opportunities for, and participate in, recommended amounts of physical activity (PE.2.L.3.1, PE.2.L.3.2, PE.2.L.3.3, PE.2.L.3.4, PE.3.L.3.1, PE.3.L.3.2, PE.3.L.3.3, PE.3.L.3.4, PE.3.L.3.6)
- Recognize the health benefits of physical activity (PE.2.L.3.7)
- Understand the need for, and identify, safety rules and procedures for physical activities (PE.2.C.2.2, PE.3.C.2.2)
- State and demonstrate safe street crossing behaviors (PE.2.L.3.8)
- Play cooperatively with others (PE.2.R.5.1, PE.3.C.2.6, PE.3.R.6.3, PE.3.R.6.2)



# Day 3 Lesson: Grades 2-3

**Objective:** Students will create artwork displaying their pedestrian safety knowledge. Students will interpret artwork to classroom to show understanding of assignment and discuss ways they can be a safe pedestrian.

## Materials

- Art supplies (crayons, colored pencils, markers, chalk, and/or paint, etc).
- Paper (any size between 8½" x 11" and 11" x 17").

## Introduction

Teacher will tell students they are doing a creative assignment that will display their pedestrian safety knowledge. Teacher can review traffic signals, visual screen safety tips, role of a crossing guard, and safe ways to cross the street before students begin assignment.

## Creative Activity Steps for Poster Contest Submission

**Step 1:** Each student designs and produces a creative poster containing a WalkSafe pedestrian safety/health message.

**Step 2:** Each student describes his/her completed poster and explains its message (if time permits)

**Step 3:** Teacher/school personnel select ONE winning poster from each of three grade categories:

- Grades K and 1
- Grades 2 and 3
- Grades 4 and 5



## Poster Theme Ideas

Safety steps to follow before/while crossing the street  
Health benefits of walking to/from school  
Dangers to look out for while crossing the street



## Poster Contest Alternatives

If your school chooses not to participate in the student contest, steps 1 and 2 of the poster activity above may not be completed without choosing winners. Or alternatively, students can create another type of artwork to illustrate a pedestrian safety/health message (for example: clay figures, 3-D modeling, etc.)





# Day 3 Lesson: Poster Contest Guidelines

Students in grades K-5 that attend a school in Florida and have completed the full three-day program are eligible to enter the WalkSafe® Statewide Poster Contest! Winners in each county will receive their poster framed and prize package.

## Poster Contest Rules & Eligibility:

- Posters must be submitted by the last Friday of November.
- Posters must include original student artwork only. Entries with computer clipart, stickers, or copyrighted material *will not be accepted*.
- Objects should not be glued or taped onto the poster (e.g., pompoms, pipe cleaners). Entries with glued or taped objects *will not be accepted*.
- Write the student's name, grade, school, county, and teacher's contact information on the back of the entry. Entries that cannot be properly identified *will not be accepted*.
- An online submission form must be completed for eligibility.

**IMPORTANT:** Submission deadline is the last Friday of November!

## Selection and Submission Process

**Step 1:** Schools are encouraged to use the rubric on page 40 to select the best posters to submit. Schools should choose *ONE winning poster per grade level category*.

### WalkSafe® Poster Contest Grade Level Categories:

- 👉 Kindergarten & Grade 1 (send ONE winning poster from school to WalkSafe office)
- 👉 Grades 2 & 3 (send ONE winning poster from school to WalkSafe office)
- 👉 Grades 4 & 5 (send ONE winning poster from school to WalkSafe office)

**Step 2:** Teachers then complete an online form <http://kidzneurosciencecenter.com/walksafe-postercontest/> and must select submission via mail or digital upload.

**Step 3:** Once submission choice is selected mail instructions can be found below. Please contact WalkSafe® with any submission questions 305-243-8115 or [info@iwalksafe.org](mailto:info@iwalksafe.org)

### Digital Upload:

Scan your artwork to desktop and upload image to online form. Make sure to save the document with student's initials, school name, grade category, and year.

(Ex. John Smith from Swift Elementary = JSSwiftK12016)

### Mailing:

#### WalkSafe® Program Office

Dominion Tower  
1400 NW 10<sup>th</sup> Avenue  
Locator Code: (R-48)  
Miami, FL 33136

Write the student's name, grade, school, county, and teacher's contact information on the back of the entry



FLORIDA DEPARTMENT OF HEALTH  
SCHOOL HEALTH  
WALKSAFE

### Florida Standards

- Create works of art that communicate personal ideas and interests (VA.2.C.1.1, VA.2.C.2.1, VA.2.S.1.2, VA.2.O.2.1, VA.2.O.3.1, VA.3.C.1.1, VA.3.S.3.1, VA.3.O.2.1)
- Use appropriate vocabulary to discuss others' and own artwork (VA.2.S.1.4)
- Understand how to use art to promote community events (VA.2.F.3.1, VA.3.F.3.1)

# Day 3 Completion: Curriculum Completion Form

Upon completion of Day 3 its time to fill out the Curriculum Completion Form!

## ***Curriculum Completion Form Instructional Information:***

- Make sure your school has implemented Day 1, Day 2, and Day 3 of the WalkSafe Curriculum to Grades K-5 at your school.
- One representative of the school should fill out this information.
  - You should receive an email from the WalkSafe Program with a survey link to complete the CCF
  - You will need to know how many teachers, in total, participated in teaching the WalkSafe 3-day curriculum.
  - You will also need to know how many students per grade were educated over the 3-day curriculum
  - This information is used to report back to the School District on educational pedestrian safety initiatives occurring in the district.

**IMPORTANT:** Your school is required to submit a Curriculum Completion Form (CCF) for your school.

## ***Why a Curriculum Completion Form?***

- Helps in the tracking of school information
- Helps identify “Who was given this training?” and if the entire curriculum was completed
- Helps identify specific details of what was used at each school
  - Ex. Use of Pre-K or Special Education Curriculum, was an International Walk to School Day organized, and does the school have a AAA Safety Patrol Program
- Feedback is important, and this gives school administrators and teachers an opportunity to provide their program comments and suggestions

You can find the Curriculum Completion form at: <http://iwalksafe.org/ccf>

If you ever have any questions or concerns about the Curriculum Completion Form for the current Academic Year

Please Email: [info@iwalksafe.org](mailto:info@iwalksafe.org)

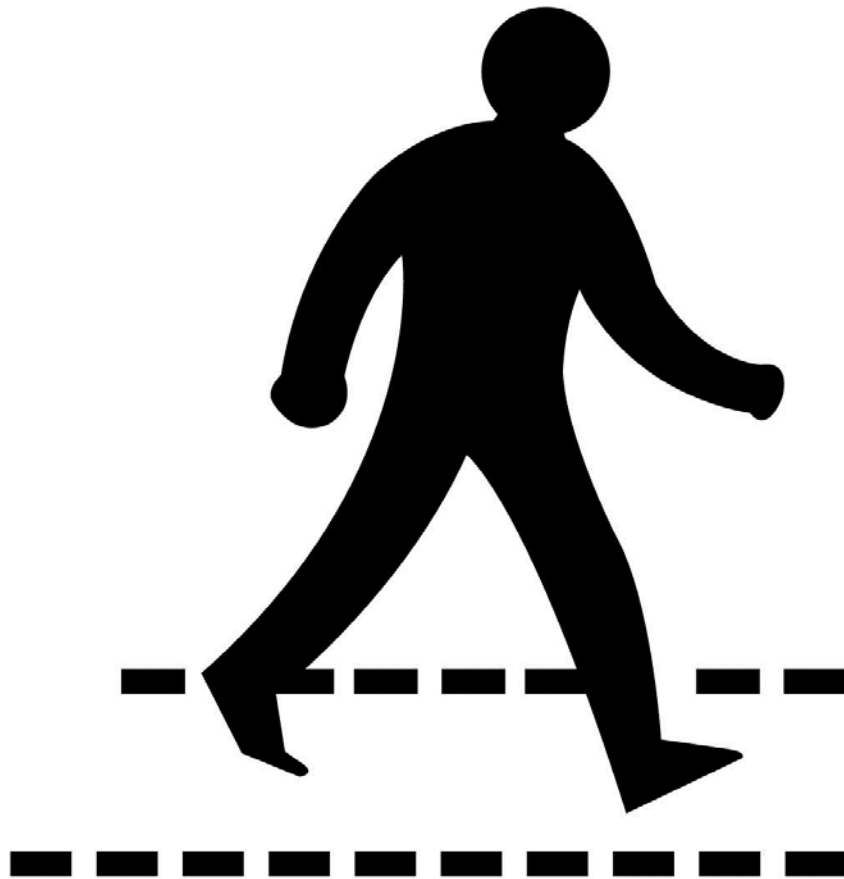


# Safe



To be careful and  
avoid danger.

# Pedestrian



A person who is  
walking.

# Intersection



Where two roads  
meet.

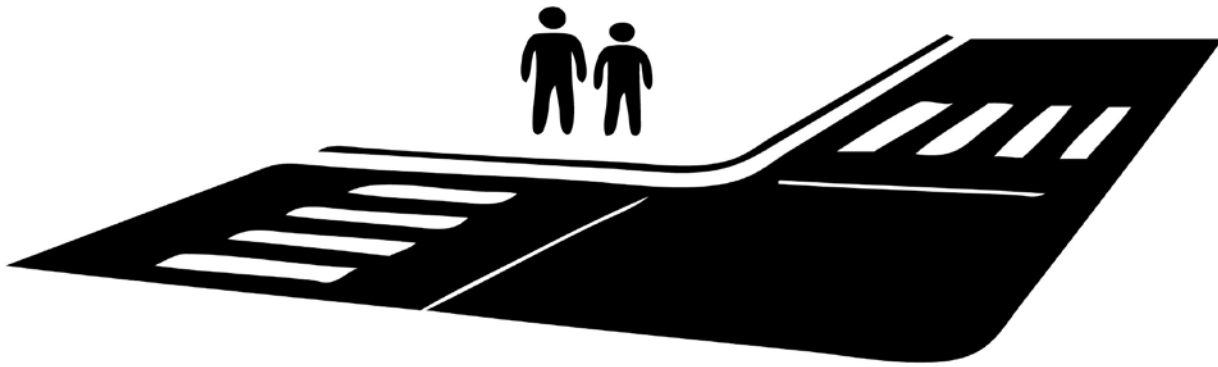
# Crosswalk



The safest place to  
cross the street.



# Corner



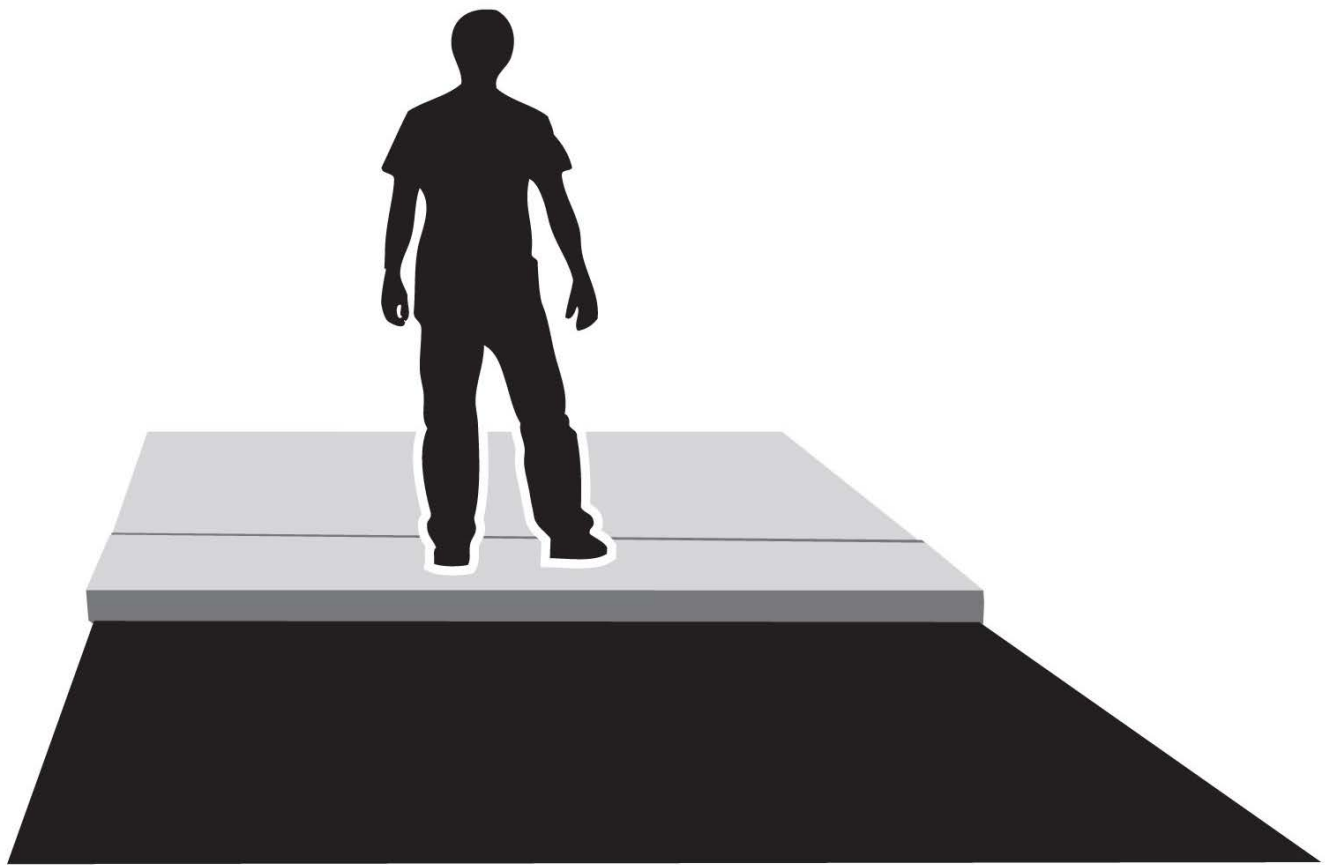
Where the road bends  
or turns.

# Signals



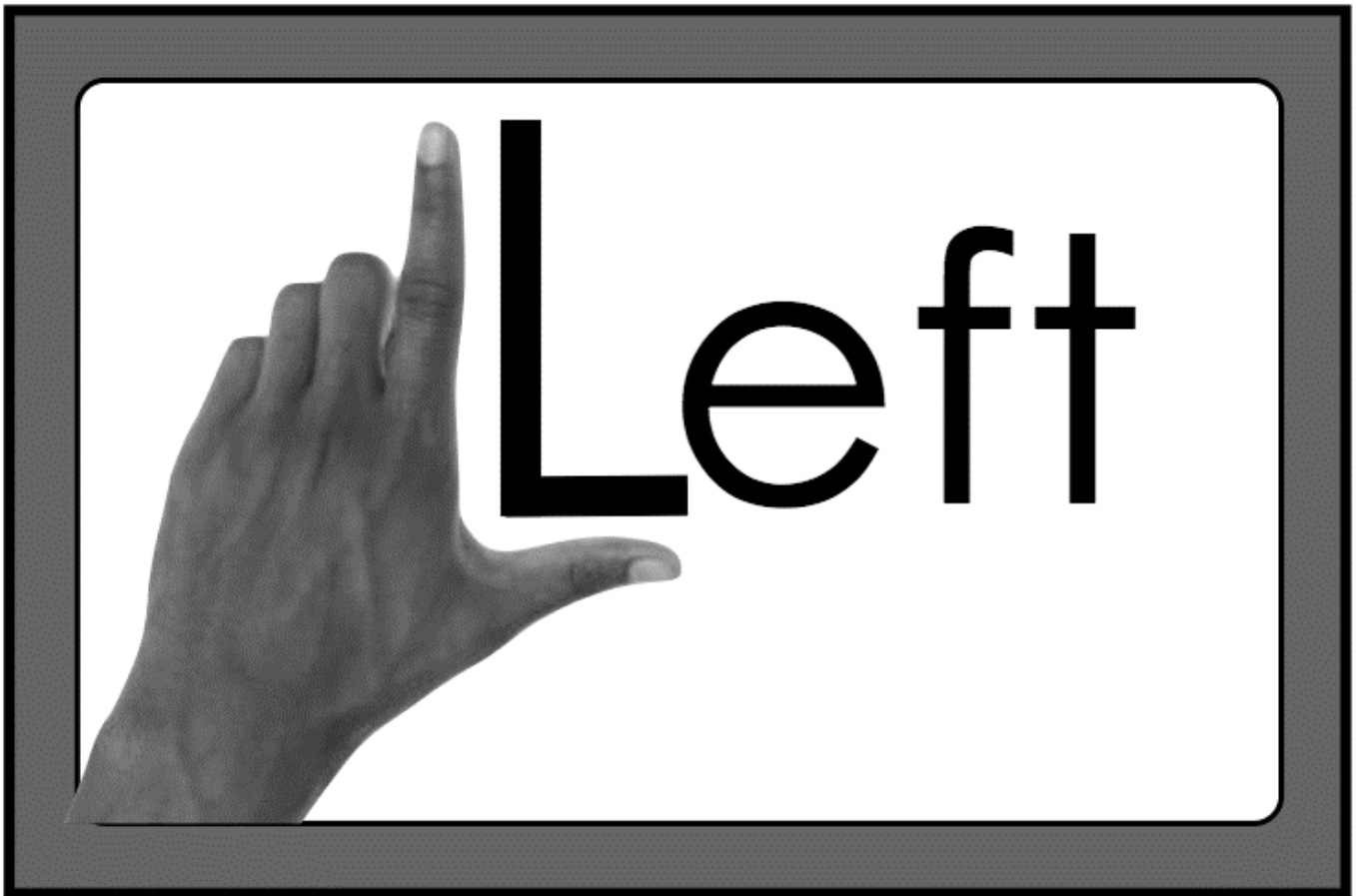
Lights that change and  
tell people when to  
stop and go.

# Curb



The edge of the street.

# Left



Use your hands to  
show which side is

# Right



He is walking in the right  
direction.

# Crossing Guard



Someone who helps  
pedestrians cross the  
street safely



# Walk



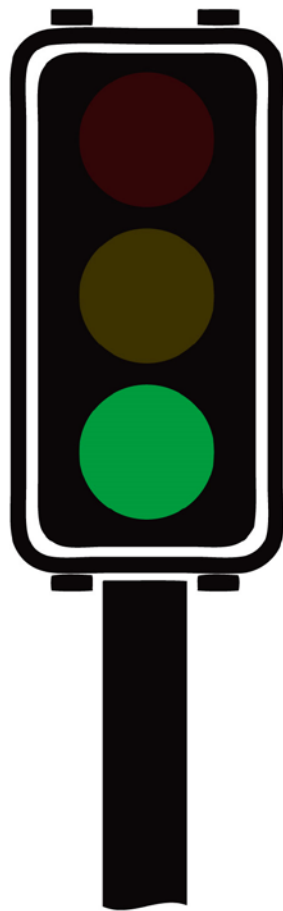
Go but always look first.

# Don't Walk



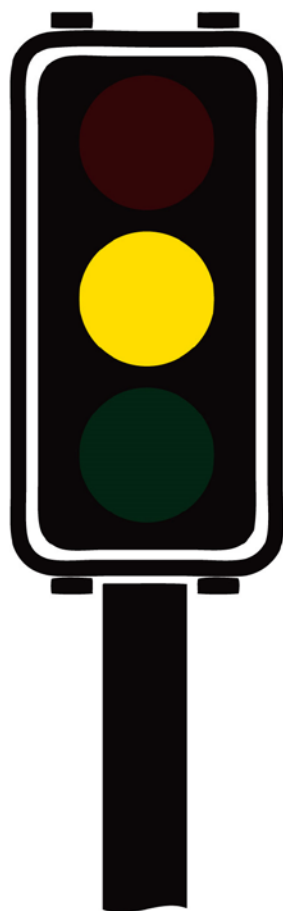
Stop and wait for signal.

# Green



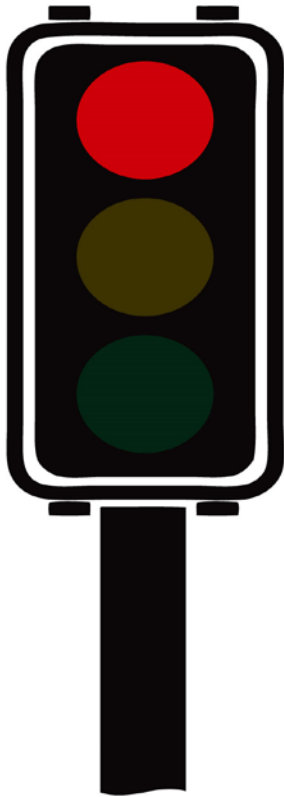
Green means go but  
always look first.

# Yellow



Yellow means be careful,  
signal is changing.

# Red



Red means to stop.

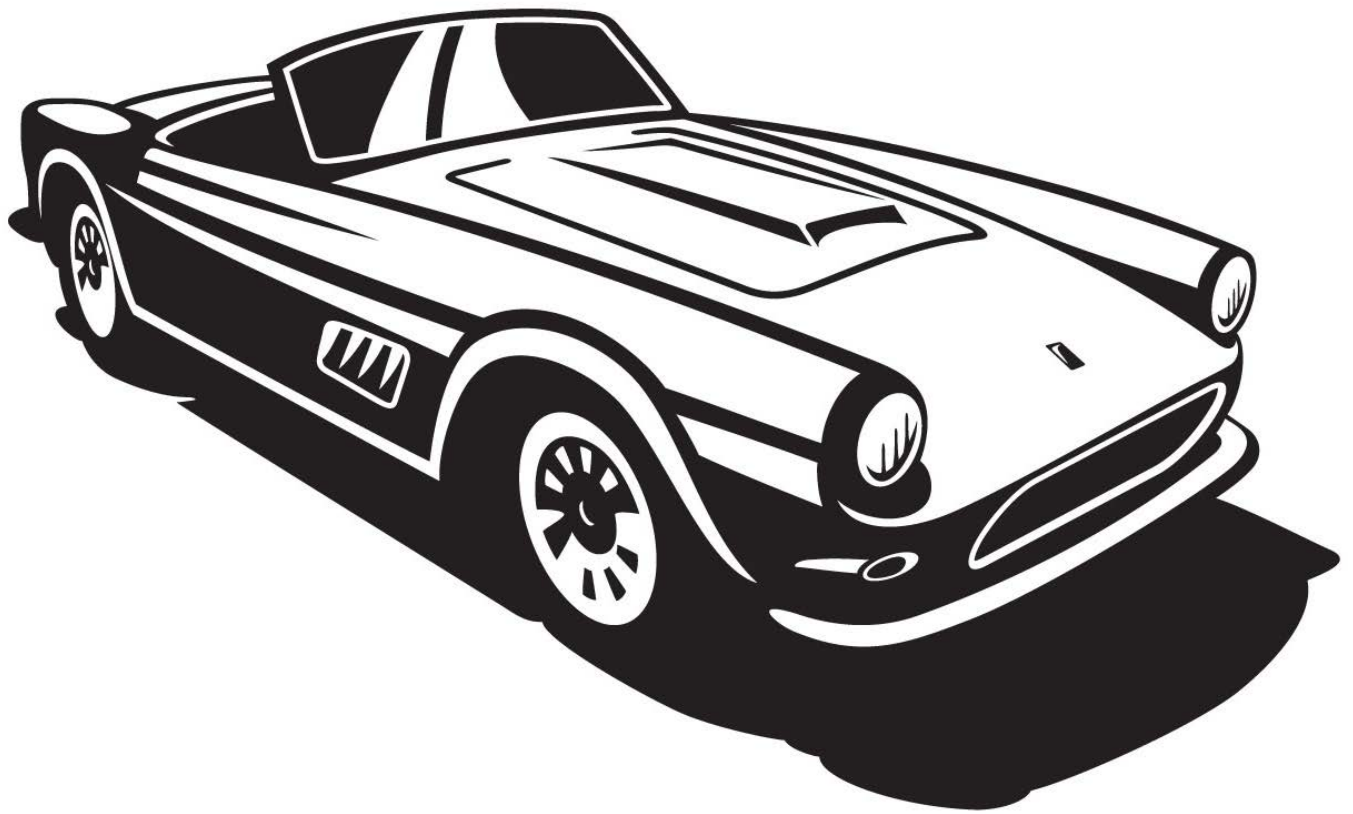
# Bus



Always stand in front of  
bus, never behind.

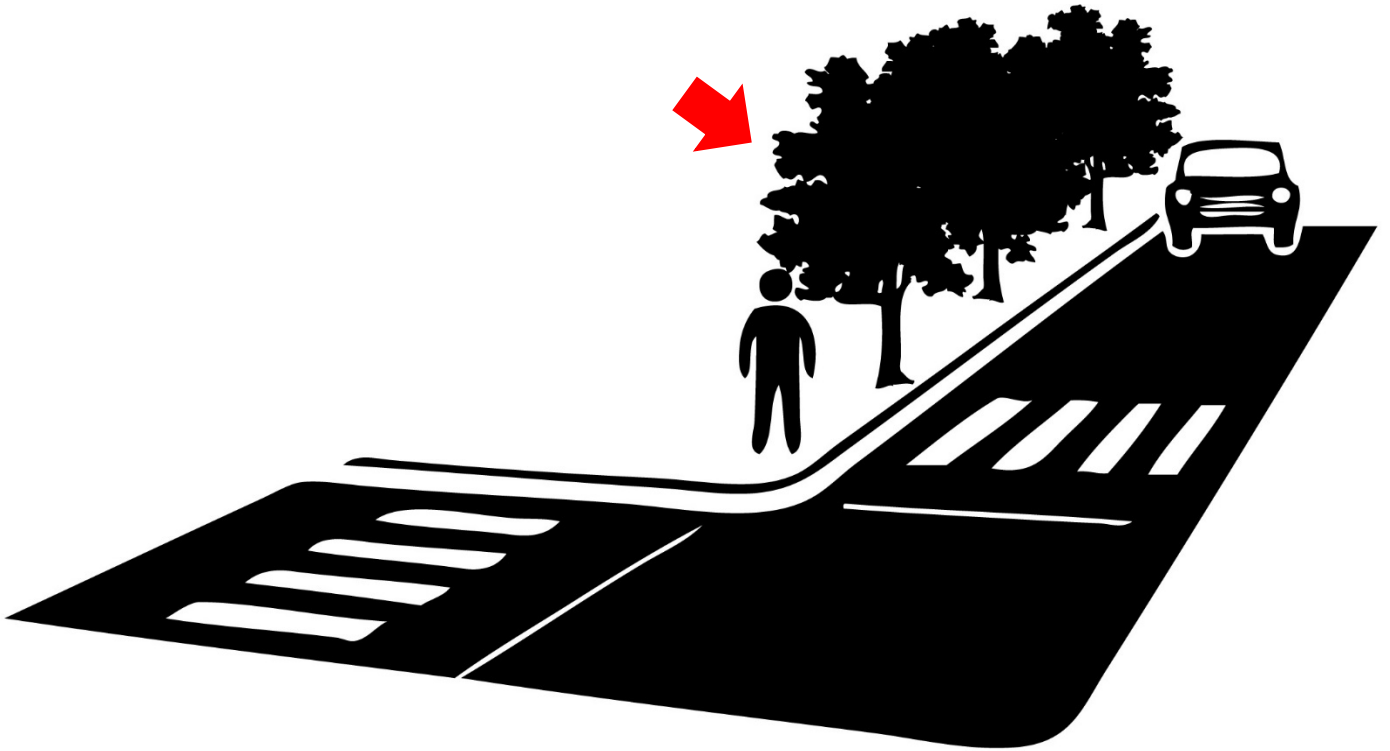


# Car



A car is a type of vehicle.

# Visual Screen

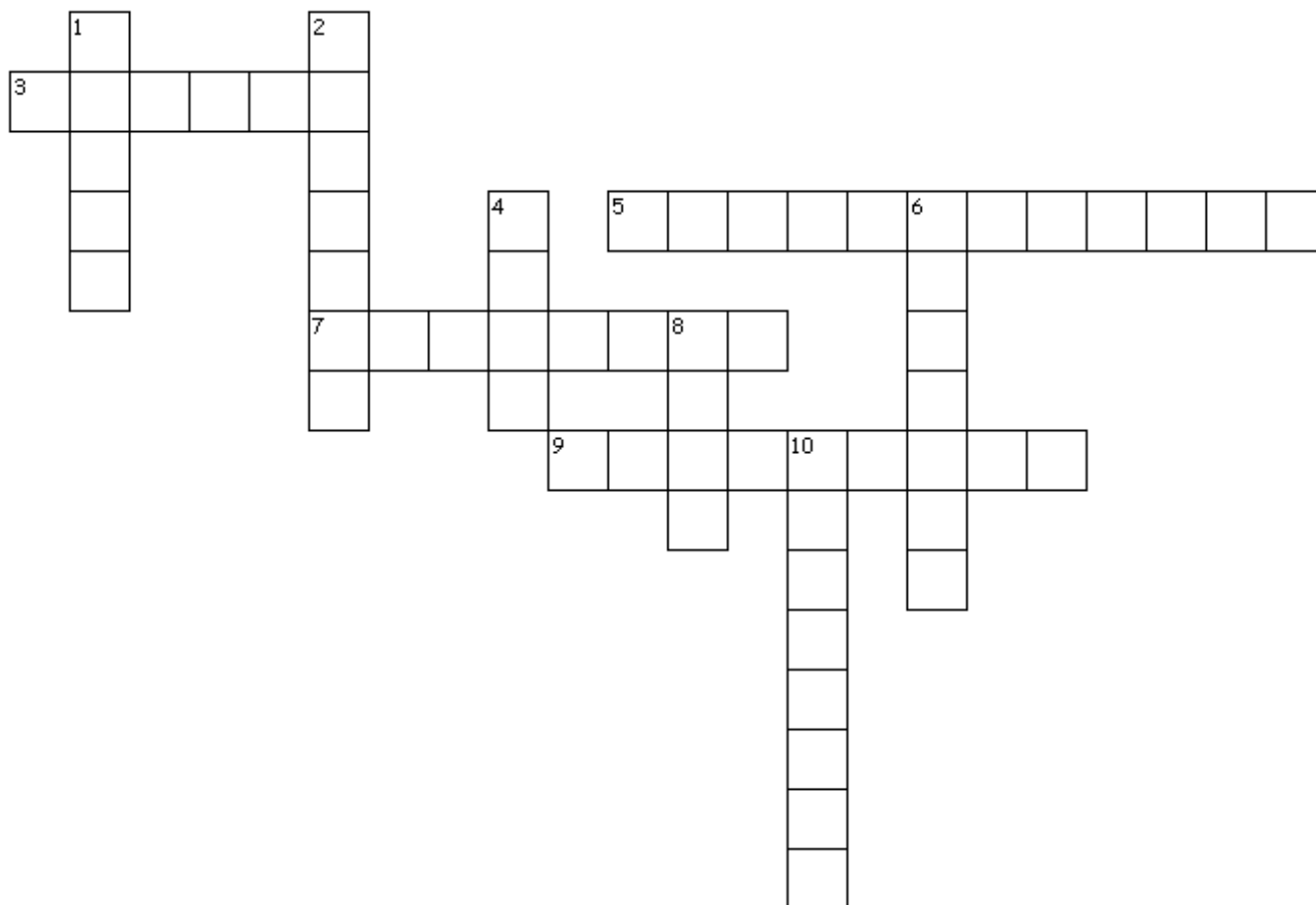


Any object that blocks  
your view when  
crossing.

Directions: Draw a line from the vocabulary word to its definition.

- |                 |   |
|-----------------|---|
| 1 pedestrian    | A marked place to cross the street.                   |
| 2 intersection  | A person who is walking.                              |
| 3 crosswalk     | The first and last direction to look before crossing. |
| 4 curb          | Lights that tell cars and people when to stop and go. |
| 5 signals       | The second direction to look before crossing          |
| 6 left          | Signals to go, but always look before crossing.       |
| 7 visual screen | The edge of the street.                               |
| 8 right         | A place where two roads meet.                         |
| 9 walk          | An object that blocks your view when crossing.        |

# What do you know about walk safety?



## Across

3. A car, bus, or trees are examples of \_\_\_\_\_ screens.
5. where two roads meet
7. Walking is great \_\_\_\_\_.
9. a marked place to cross the street

## Down

1. Look left - \_\_\_\_\_ - left before crossing the street.
2. If your view is \_\_\_\_\_, walk to the edge of the screen and look.
4. the edge of the street
6. Lights that tell cars and people when to stop and go
8. Always \_\_\_\_\_ when you get to the end of a sidewalk
10. If there is no \_\_\_\_\_, walk on the left edge of the street.



**Can you help Willy find all  
the hidden words?**

S	L	W	N	S	I	D	E	W	A	L	K	C	B	I
V	I	E	A	O	I	H	H	A	M	A	S	O	U	Z
Z	O	G	E	L	I	V	B	Q	K	B	X	R	S	W
O	Z	Z	N	E	K	T	F	S	T	O	P	N	A	L
N	M	M	G	A	J	K	C	X	T	K	C	E	G	D
A	Q	D	G	Z	L	A	I	E	L	M	N	R	T	H
I	E	I	C	C	J	S	Z	A	S	O	T	M	S	Q
R	X	E	J	J	R	C	W	D	V	R	F	Y	N	C
T	Q	J	P	J	P	S	S	L	P	N	E	U	E	R
S	S	Y	L	W	S	C	N	X	V	H	W	T	A	F
E	B	X	R	O	R	V	F	A	O	X	C	K	N	R
D	R	A	R	E	P	O	T	E	E	R	T	S	B	I
E	U	C	E	M	F	V	W	X	B	L	K	Y	H	T
P	C	N	S	P	U	A	I	C	K	V	C	I	G	V
O	N	E	U	U	Z	P	S	O	T	L	N	B	S	O
















**BUS  
CORNER  
CROSSWALK  
CURB  
EDGE**

**INTERSECTION  
PEDESTRIAN  
SAFE  
SCREEN  
SIDEWALK**

**SIGNALS  
STOP  
STREET  
WALK**

# Transportation Home

Directions: All students in a school were surveyed on their transportation to and from school each day. Use the chart to answer the questions

Walk	  
Bike	
Bus	     
Car	    

1.

How many students go to school on bike?  
\_\_\_\_\_
2.

How many more students ride the bus than walk?  
\_\_\_\_\_
3.

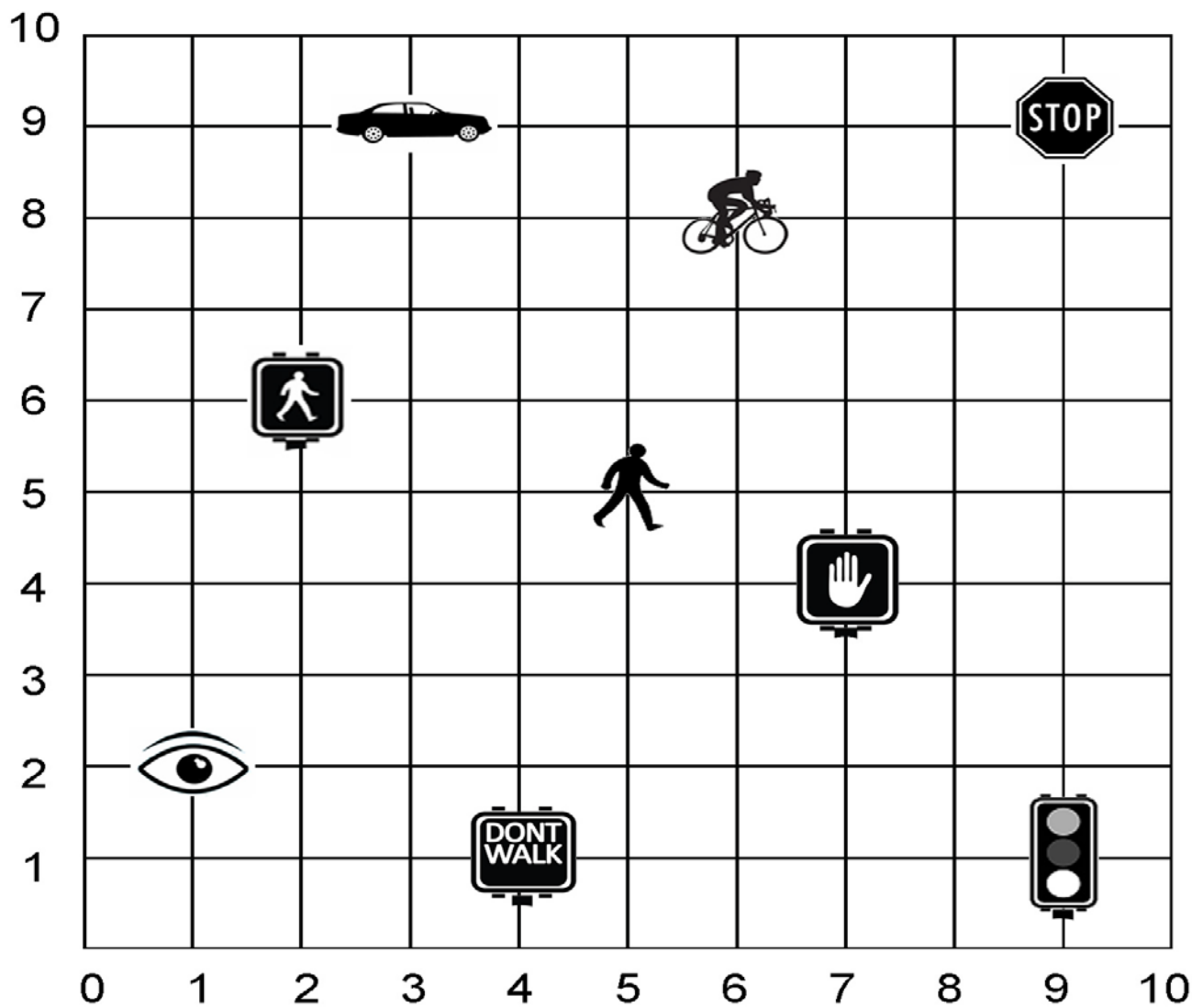
Which type of transportation is most popular?  
\_\_\_\_\_
4.










How many students go to school on bus and car altogether?  
\_\_\_\_\_
5.

Which type of transportation is least popular?  
\_\_\_\_\_



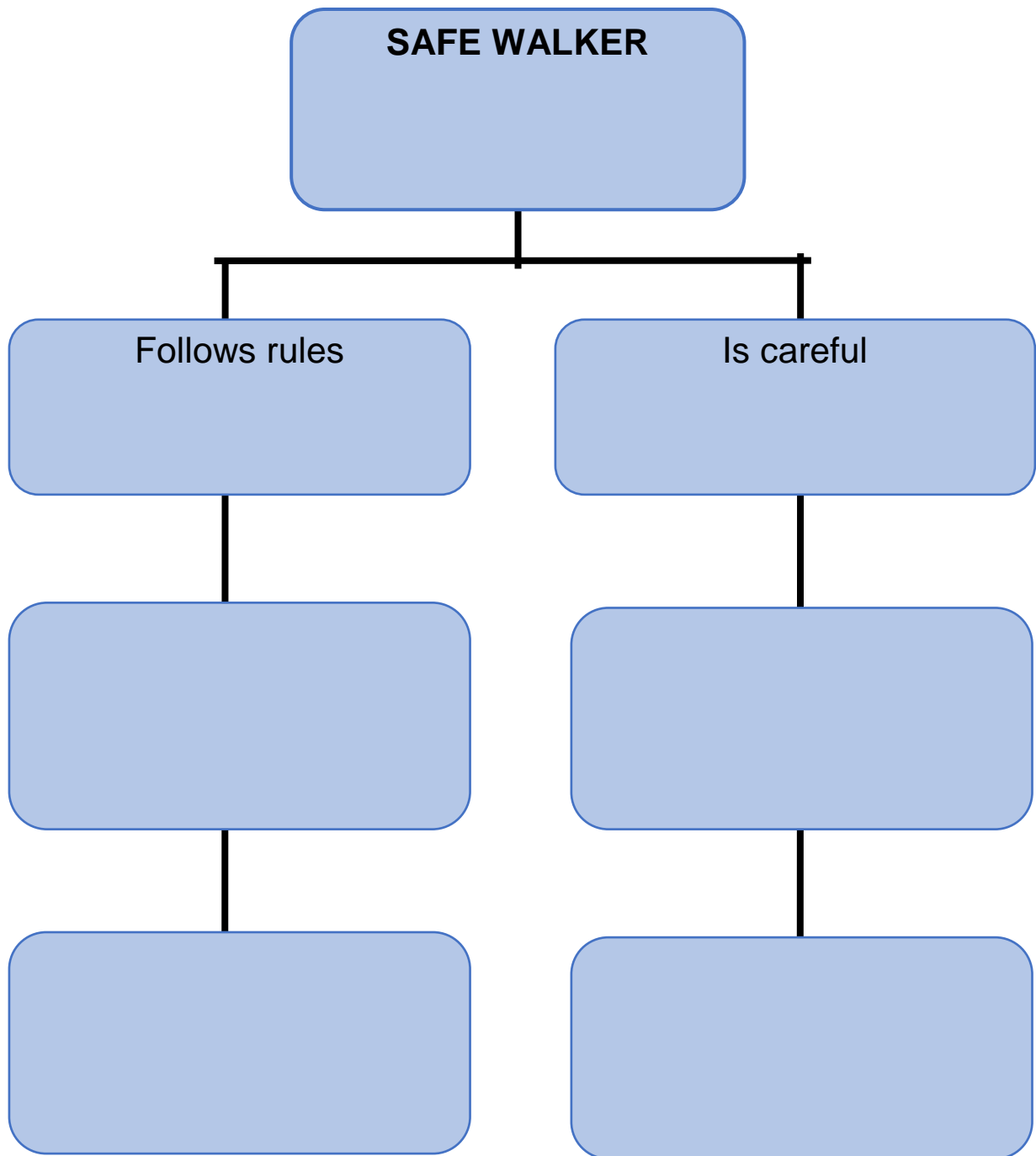
List the ordered pairs for the symbols on the grid.



	( __ , __ )		( __ , __ )		( __ , __ )
	( __ , __ )		( __ , __ )		( __ , __ )
	( __ , __ )		( __ , __ )		( __ , __ )

Concept Map

Directions: Student will use the phrase “Safe Walker” to complete a concept map.



## **I Am a Safe Pedestrian**

A pedestrian is a person who walks. Many children get hurt because they do not know how to be a safe walker. I am a safe pedestrian. I stop, look and listen to the traffic all around me. I know how to cross the street. I always stop at the curb or edge of the street and look left, right, and left. If no cars are coming, I cross the street. If a car is coming, I wait for it to pass and look again. A safe pedestrian knows when to stop and go. I use the crosswalk at busy intersections. But I still look all directions in case a car is coming. When I walk on the sidewalk I am careful around driveways. Sometimes drivers are going in and out of driveways and cannot see me. A safe pedestrian always pays attention to the traffic.

\_\_\_1. What is the main idea of the paragraph?

- (a) How to be a safe pedestrian.
- (b) Children are playful.
- (c) Cars are dangerous.
- (d) Walking is important.

\_\_\_2. What direction should a pedestrian look before crossing the street?

- (a) Right-Left-Right
- (b) Left-Right-Left
- (c) Up-Down-Up
- (d) Down-Up-Down

\_\_\_3. What should pedestrians look out for when walking on the sidewalk?

- (a) Angry dogs
- (b) Children on skates
- (c) Driveways
- (d) Holes on the pavement

\_\_\_4. Why should pedestrians look in both directions before crossing any busy intersection?

- (a) Bicycles are crossing the street too.
- (b) Cars may still be coming.
- (c) Traffic signals change quickly
- (d) None of the above

\_\_\_5. According to the article, why do some children get hurt?

- (a) They do not know how to be safe pedestrians.
- (b) They run on the street.
- (c) They swim by themselves.
- (d) They talk on the phone.

**Part 1 Directions:** Read each multiple choice question and select the best answer to each question

\_\_\_1. Which pedestrian is standing at the curb/edge?



(A)



(B)



(C)

\_\_\_2. Which pedestrian is obeying the traffic signal?



(A)



(B)



(C)

\_\_\_3. Where should the pedestrian stand to look before crossing the street?



(A)



(B)



(C)

\_\_\_4. When a parked vehicle is blocking your view of the road, where is the safest place to stand and look before crossing the street?



(A)



(B)



(C)

\_\_\_5. Which road has a visual screen?



(A)



(B)



(C)

\_\_\_6. What directions should you always look before crossing the street?

- (A) Right-left-right
- (B) Left-right-left
- (C) Left-right-up

\_\_\_7. What should you do when you get to a crosswalk with a signal that is already at "WALK"?

- (A) Wait for a new "WALK" signal.
- (B) Cross the street quickly.
- (C) Look first and then cross the street.

\_\_\_8. If you see a car coming before you are going to cross the street, what should you do?

- (A) Cross as quickly as possible before the car hits you.
- (B) Wait for the car to pass then cross the street.
- (C) Wait for the car to pass then look again and listen to cross the street.

\_\_\_9. Which is NOT an example of a visual screen?

- (A) The sidewalk.
- (B) Parked cars.
- (C) Trees.

\_\_\_10. If the road does not have a sidewalk, where should pedestrians walk?

- (A) The left side of the road.
- (B) The right side of the road.
- (C) The middle of the road.

## WalkSafe Reproducible Answer Keys

### WalkSafe® Vocabulary Matching

**Answer Key**

**Directions:** Draw a line from the vocabulary word to its definition.

- 
- 1 pedestrian
- 2 intersection
- 3 crosswalk
- 4 curb
- 5 signals
- 6 left
- 7 visual screen
- 8 right
- 9 walk
- A marked place to cross the street.
- A person who is walking.
- The first and last direction to look before crossing.
- Lights that tell cars and people when to stop and go.
- The second direction to look before crossing.
- Signals to go, but always look before crossing.
- The edge of the street.
- A place where two roads meet.
- An object that blocks your view when crossing.

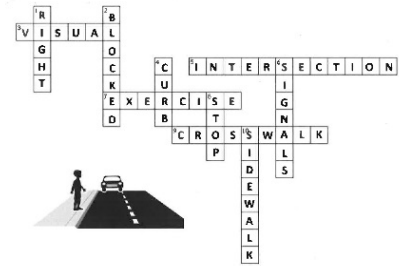
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## WalkSafe® Crossword Puzzle

**Answer Key**

**What do you know about walk safety?**



### Across

3. A car, bus, or trees are examples of \_\_\_\_\_ screens.
5. where two roads meet
7. Walking is great \_\_\_\_\_.
9. a marked place to cross the street

Down

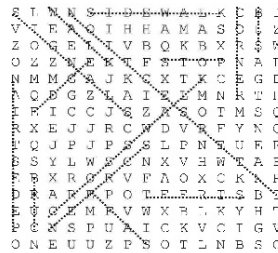
1. Look left - \_\_\_\_\_ - left before crossing the street.
2. If your view is \_\_\_\_\_, walk to the edge of the screen and look.
4. the edge of the street
6. Lights that tell cars and people when to stop and go.
8. Always \_\_\_\_\_ when you get to the end of a sidewalk
10. If there is no \_\_\_\_\_, walk on the left edge of the street.

## WalkSafe® Wordsearch

**Answer Key**



**Can you help Willy find all the hidden words?**



BUS  
CORNER  
CROSSWALK  
CURB  
EDGE

INTERSECTION  
PEDESTRIAN  
SAFE  
SCREEN  
SIDEWALK

SIGNALS  
STOP  
STREET  
WALK


## WalkSafe® Data Analysis

**Answer Key**

## Transportation Home

Directions: All students in a school were surveyed on their transportation to and from school each day. Use the chart to answer the questions

	Walk	Bike	Bus	Car
Students	3	1	6	5

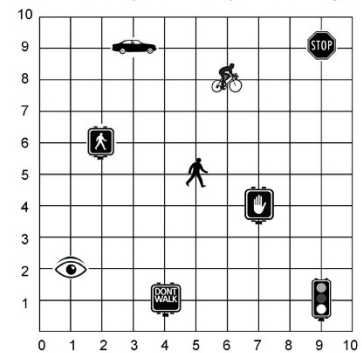
**Key**  
 = 2 students










1. How many students go to school on bike?  
**2 students**
2. How many more students ride the bus than walk?  
**6 more students**
3. Which type of transportation is most popular?  
**Bus transportation is most popular**
4. How many students go to school on bus and car altogether?  
**22 students**
5. Which type of transportation is least popular?  
**Bike transportation is least popular**

### WalkSafe® Coordinate Grid

### Answer Key

List the ordered pairs for the symbols on the grid.



- |   |           |   |           |   |           |
|---|-----------|---|-----------|---|-----------|
|  | ( 3 , 9 ) |  | ( 9 , 9 ) |  | ( 6 , 8 ) |
|  | ( 2 , 6 ) |  | ( 4 , 1 ) |  | ( 7 , 4 ) |
|  | ( 1 , 2 ) |  | ( 5 , 5 ) |  | ( 9 , 1 ) |

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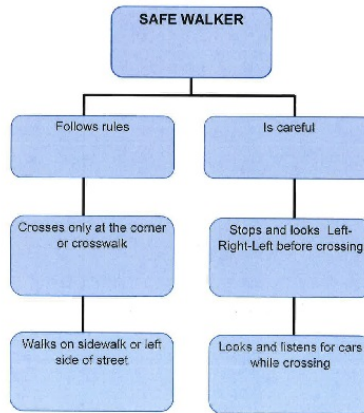
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# WalkSafe Reproducible Answer Keys

## WalkSafe® Concept Map

Answer Key

Directions: Student will use the phrase "Safe Walker" to complete a concept map.



## WalkSafe® Reading Comprehension

Answer Key

### I Am a Safe Pedestrian

A pedestrian is a person who walks. Many children get hurt because they do not know how to be a safe walker. I am a safe pedestrian. I stop, look and listen to the traffic all around me. I know how to cross the street. I always stop at the curb and look left, right, and left. If no cars are coming, I cross the street. If a car is coming, I wait for it to pass and look again. A safe pedestrian knows when to stop and go. I use the crosswalk at busy intersections. But I still look all directions in case a car is coming. When I walk on the sidewalk I am careful with driveways. Sometimes drivers are going in and out of driveways and cannot see me. A safe pedestrian always pays attention to the traffic.

A 1. What is the main idea of the paragraph?

- (a) How to be a safe pedestrian.
- (b) Children are playful.
- (c) Cars are dangerous.
- (d) Walking is important.

B 2. What direction should a pedestrian look before crossing the street?

- (a) Right-Left-Right
- (b) Left-Right-Left
- (c) Up-Down-Up
- (d) Down-Up-Down

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## WalkSafe® Reading Comprehension

Answer Key

C 3. What should pedestrians look out for when walking on the sidewalk?

- (a) Angry dogs
- (b) Children on skates
- (c) Driveways
- (d) Holes on the pavement

B 4. Why should pedestrians look in both directions before crossing any busy intersection?

- (a) Bicycles are crossing the street too.
- (b) Cars may still be coming.
- (c) Traffic signals change quickly
- (d) None of the above

A 5. According to the article, why do some children get hurt?

- (a) They do not know how to be safe pedestrians.
- (b) They run on the street.
- (c) They swim by themselves.
- (d) They talk on the phone.

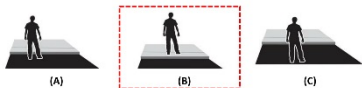
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## WalkSafe® 2-3 Grade Test

Answer Key

Part 1 Directions: Read each multiple choice question and select the best answer to each question.

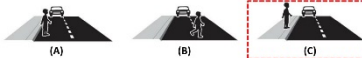
B 1. Which pedestrian is standing at the curb/edge of the sidewalk?



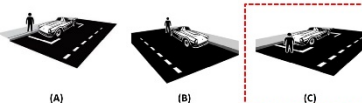
C 2. Which pedestrian is obeying the traffic signal?



C 3. Where should the pedestrian stand to look before crossing the street?



C 4. Where is the safest place to stand and look before crossing the street?



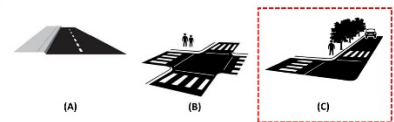
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## WalkSafe® 2-3 Grade Test

Answer Key

C 5. Which road has a visual screen?



B 6. What directions should you always look before crossing the street?

- (A) Right-left-right
- (B) Left-right-left
- (C) Left-right-up

A 7. What should you do when you get to a crosswalk with a signal that is already at "WALK"?

- (A) Wait for a new "WALK" signal.
- (B) Cross the street quickly.
- (C) Look first and then cross the street.

C 8. If you see a car coming before you are going to cross the street, what should you do?

- (A) Cross as quickly as possible before the car hits you.
- (B) Wait for the car to pass then cross the street.
- (C) Wait for the car to pass then look again to cross the street.

A 9. Which is NOT an example of a visual screen?

- (A) The sidewalk.
- (B) Parked cars.
- (C) Trees.

A 10. If the road does not have a sidewalk, where should pedestrians walk?

- (A) The left side of the road.
- (B) The right side of the road.
- (C) The middle of the road.

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# WalkSafe® Poster Contest Judging Rubric

**Directions:** Rate each category from 1 – 5, whereas a 1 indicates minimal criteria met and a 5 indicates maximum.

		Clarity of pedestrian safety message conveyed by text and artwork	Relevance of poster theme to pedestrian safety and health	Creativity, originality, and artistic quality	Visual clarity, ability to easily read text	Brightness and use of color	Total Points
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
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