



Day #1: The Basics of Walking

Purpose of Lesson: To get students excited about walking, while teaching basic walk skills and vocabulary

Materials Needed: Remote Pedestrian Lessons Day 1 PowerPoint, "Walking Basics" video

Activity 1. Warm-Up

(Movement: frog jumps)



Have students crouch with hands touching the ground. When a statement is said that's true for them, have them jump up high with their arms reaching above their head, three times in a row repeating, "That's me! That's me!"

- "I like to play outside."
- "I like to walk to the park, store, or library."
- "I take my dog for walks."
- "I like to ride my bike, scooter, or skateboard."
- "I have walked to school."
- "I have jumped in a rain puddle."



Describe the benefits of walking. (It's free, great exercise, good for the planet, get to know the neighborhood, etc.) Ask students to share where they have gone on walks.

Transition: "We will be learning some important ways you can stay safe and healthy while walking. To get started, we're going to watch a short video."

<Show "Walking Basics" video (2 min.): <https://bit.ly/2VzkCCw> >

Activity 2. Vocabulary

(Movement: walking and running in place)



Show Day 1 PowerPoint that has the vocabulary words and definitions. Say the word and definition aloud and explain the corresponding action. Next, go through the vocabulary again with students doing it with you. Finally, just say the vocabulary word and have students do the action. Repeat at least three times, shuffling the order of the vocabulary.

Activity 3. Going on a Walk

(Movement: walking/running/jumping)



Show the PowerPoint slides that have pictures of sidewalks. Tell students to start walking in place and pretend that they are going on a walk. Follow the directions on the slides.

Other ideas after “walking on the sidewalk”:

- Running
- Riding a bike
- Skipping
- Leaping like a frog

Optional: Go to Google Maps, enter the address of the school or another fun location, and go to street view. “Move” down the street, while students are walking.

Activity 4. Closing Review

(Movement: cool down stretches)



As the students do basic stretching exercises, revisit the benefits of walking.



Day #2: Crossing Safely

Purpose of Lesson: To put concepts learned during Day 1 and apply them to crosswalk practice

Materials Needed: Remote Pedestrian Lessons Day 2 PowerPoint, "Crossing Safely" video

Activity 1. Warm-Up: Vocabulary and Review

(Movement: stretching, walking and running in place)



Using the Day 2 PowerPoint, review the vocabulary introduced during Day 1, incorporating the actions associated with each vocabulary word. Then introduce the new vocabulary word and action.



Next, review concepts talked about in Day 1:

- Why walking is good
- Walk on the sidewalk
- If no sidewalk, walk on the left side of the road or close to the edge of the street

Transition: "Today we are going to learn how to safely cross the street."

<Show "Crossing Safely" Video (3:30 min.): <https://tinyurl.com/yxryrphn> >

Activity 2. Basic Crossing Safety

(Movement: stretching and walking/running/jumping)



Show the PowerPoint slide that has the crossing rhyme. Read it slowly aloud explaining the motions. If possible, demonstrate the motions for the students while saying the rhyme.

Next, start by saying the rhyme very slowly in a deep voice with exaggerated motions. Repeat the rhyme multiple times saying it more rapidly, doing the motions more quickly, and with a higher pitched voice each time.

Ask students, "What does the rhyme mean by use your head before your feet?"

Activity 3. Practice Crossing the Street

(Movement: walking/running/jumping)



Show the PowerPoint slide that has a picture of a street. Tell students to start walking in place and pretend that they are walking down the street. When they see the crosswalk

photo, the students have to stop and do the crossing safety rhyme and actions before walking again. Go back and forth between the sidewalk photo and the crosswalk photo.

Other ideas after “walking on the sidewalk”:

- Running
- Riding a bike
- Skipping
- Leaping like a frog

Activity 4. Closing Review

(Movement: cool down stretches)



As the students do basic stretching exercises, revisit the benefits of walking and what they should do before crossing the street.



Day #3: Traffic and Pedestrian Signals

Purpose of Lesson: Building off the basic crossing skills and vocabulary from Days 1 and 2, Day 3 teaches basic visual cues

Materials Needed: Remote Pedestrian Lessons Day 3 PowerPoint, "Traffic Signals" video

Activity 1. Warm-Up: Vocabulary and Rhyme Review

(Movement: stretching, walking and running in place)



Using Day 3 PowerPoint, review the vocabulary introduced during Day 1 and 2, incorporating the actions associated with each vocabulary word. Then introduce the new vocabulary word and action.

Next, review the pedestrian crossing rhyme, using the hand motions.

Transition: "Following these steps helps us see and hear what's around us when we are walking. Today we're going to learn about the different signals that are around us."

Activity 2. Pedestrian Signals

(Movement: walking, running, jumping)



Show the PowerPoint that includes the pedestrian signals. Explain (or ask) what each signal means, and what they do as pedestrians when they see this signal.



For the activity, show students the different pedestrian signals, and have them do the following actions:

- Walk signal = look left-right-left, then start to run in place
- Countdown signal = walk in place
- Stop signal = jump up and down and alternate putting your hands out like telling someone stop

Cycle through the different signals 3-5 times to get students moving. Feel free to mix up the order to get the students moving and keep them on their toes.

Activity 3. Traffic Signals

(Movement: walking and running in place)



Introduce the traffic signals and explain these are different from pedestrian signals because they are for people driving in cars. Explain it's important to know what the traffic signals mean, whether we are walking, biking, or driving in a car because it helps us know what the vehicles around us are going to do.



For the activity, when students see the different traffic signals, they do the following actions while pretending they are driving a car:

- Green traffic signal = run in place
- Yellow traffic signal = walk in place
- Stop signal = jump up and down while putting your hand out like telling someone stop

Cycle through the different signals 3-5 times.

Transition: "We're going to watch a video that demonstrates how we cross the street at a traffic signal."

<Show "Traffic Signals" video (3:30 min.): <https://tinyurl.com/y242dats> >

Activity 4. Closing Review

(Movement: cool down stretches)



As the students do basic stretching exercises, revisit the benefits of walking, what they should do before crossing the street, and what the different signals mean.



Day #4: Pedestrian Challenges

Purpose of Lesson: To learn about different challenges a pedestrian might face when walking

Materials Needed: Remote Pedestrian Lessons Day 4 PowerPoint, "Peatónito" video

Activity 1. Warm-Up: Vocabulary and Rhyme Review

(Movement: stretching, walking and running in place)



Using the Day 4 PowerPoint, review the vocabulary introduced during Days 1-3, incorporating the actions associated with each vocabulary word.

Next, review the pedestrian crossing rhyme, using the hand motions.

Transition: "Pedestrians can encounter challenges as they walk. Let's talk about some of those challenges, and what we should do if we encounter them."

Activity 2. Pedestrian Challenges



Have a conversation with the students about some of the challenges they could face as they walk around their neighborhood. Ask them to share what they have experienced. Some pedestrian challenge examples are:

No sidewalk	Walk on the left side of the street. If for a short section, walk close the edge of the street until there is a sidewalk again.
Cars blocking sidewalk	Walk around the car. If in a wheelchair, this is a much more difficult challenge.
Cars blocking the crosswalk or parked too close to the crosswalk	Treat the car like the edge of the street and look left-right-left when standing at the edge of the car
Garbage	Do not touch it. Walk around it.
Drivers going too fast	Not much a pedestrian can do. Just be aware they might not see you crossing the road because they are speeding.
Drivers not stopping for someone to cross the street	Be patient. Wait until the drivers stop or there is a very large gap in between cars.
Strangers	Keep walking past. If they try to talk to you, say you need to meet your parent and keep walking. Tell a trusted adult if someone says or does something that makes you uncomfortable.

Transition: "Encountering challenges when walking can be frustrating. Let's watch a video of a person in Mexico who is trying to bring awareness to the importance of pedestrian safety."

< Show "Peatónito" video (3:30 min):

https://abcnews.go.com/ABC_Univision/video/masked-man-wrestling-traffic-mexico-city-19477342 >

Activity 3. Walk to the Park

(Movement: walking and running in place)



For this exercise, students are going to pretend they are running to a park. When the PowerPoint slide shows the sidewalk, the students run in place. When a picture is displayed of a pedestrian challenge, the students do the following actions:

- Cars blocking the crosswalk: stop, look-left-right-left, take three steps, stop again, look left-right-left, continue running
- Something blocking sidewalk: slow down and walk in place

Activity 4. Closing Review

(Movement: cool down stretches)



As the students do basic stretching exercises, revisit the benefits of walking, what to do if there are pedestrian challenges, and how to cross the street safely.

Asynchronous Lesson Options

EXERCISES (15 minutes)

Option #1: Inside

Do the following exercises:

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|--------------------------|----------------------------------|
| 1. "Walk to the library" | Walk in place for 2 minutes |
| 2. "Ride your bike" | Do bicycle crunches for 1 minute |
| 3. "Run to the park" | Run in place for 1 minute |
| 4. "Skip to school" | Skip in place for 1 minute |
| 5. Repeat three times | |

Option #2: Outside

- Pedestrian Scavenger Hunt: Using the "Pedestrian Scavenger Hunt" guide, go on a walk in your neighborhood with an adult and see how many items you can find. Make sure to look left-right-left before crossing the street.

Option #3: Outside

- Go on a walk! Rain or shine, go on 15-minute walk in your neighborhood. Look around and notice: sidewalks, crosswalks, stop signs, yield signs, traffic signals. Make sure to look left-right-left before crossing the street.

ACTIVITIES (15 minutes)

Option #1: Raising Awareness

- Drivers sometimes speed through neighborhoods and that can make it unsafe for pedestrians. Create a poster that tells drivers to slow down or to watch for pedestrians. Display the poster in a window.



Option #2: Walking Route Map

- Draw a map showing the route you would take to walk to school or a park. To help with the map, search your home address in Google maps. Do your best to draw what your neighborhood looks like using the Google map as a guide. Then decide what streets you would take to get from your house to school or a park.



Option #3: Art Project

- Draw a picture showing how you would get to school if you could not take a car or bus. Be creative!

