



# SR2S Educator Guide K-1



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Alameda County



# What's the Big Idea? K-1

## Safety

Children between the ages of 5 and 9 are at greatest risk for traffic-related pedestrian accidents and injuries. Young children are still developing their sense of space and their relationship to their environment. Because of this, they often have trouble recognizing, and reacting in time, to danger.

*Use Your Head Before Your Feet* and *Be Safe on Your Feet* will help students become familiar with their home and school neighborhoods. They stress the importance of paying attention and give students specific rules to follow when they are out walking. Students will also learn to identify different traffic and pedestrian signals, what they mean and the importance of obeying them. Students will be encouraged to practice smart pedestrian behavior such as crossing the street with an adult, looking left-right-left and making eye contact with drivers before crossing streets.

## Community

Just 30 years ago, more than 60% of American students walked or biked to school; now it is approximately 15%. The reasons for fewer children walking are numerous: busier schedules, zoned schooling practices, heightened fears about stranger danger, and unsafe paths to school. Our goal with Safe Routes to Schools is to reverse these statistics by promoting safe and active ways for students to get to and from school.

In *Walking Makes Sense*, students take a focused walk and use their senses to gather information about their school and home communities. Community building is an essential part of the Safe Routes to Schools program. Walking in groups introduces students to some of the ideas behind the Walking School Bus program and encourages students to become acquainted with their neighborhoods and the people who live there by organizing groups of students to walk or ride bicycles together to school with adult supervision.

*This is the Way We Go to School* introduces students to the idea that there are many different ways to get to school and takes readers on a journey around the world by presenting children from different countries and how they get to school. The accompanying activities give students the chance to think globally about different modes of transportation that children use to get to school.

## Environment/Health

Even young children can begin to think about how they can be part of the solution to larger environmental and public health problems. Transportation is responsible for 46% of Alameda County's greenhouse gas emissions and there are high rates of asthma in many of the county's cities. The Oakland Kicks Asthma project has found that in some Oakland schools as many as 30% of students have been diagnosed with asthma. *Using People Power* introduces students to the concept of carpooling and why even small efforts can make a difference. Students will learn about the impact that car exhaust has on the environment and our physical health.



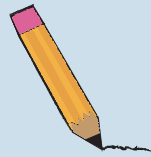
# Use Your Head Before Your Feet

## Overview

Students will learn rules for safely walking on sidewalks and sharing roadways with drivers. They will learn to recognize and interpret pedestrian signs and traffic signals and be able to use their senses to stay alert while walking about.

### Supplies

- ✓ Plastic cones (*optional*)
- ✓ Walk & Don't Walk placards (*in Resource section*)
- ✓ Copies of *Use Your Head Before Your Feet* for each student
- ✓ Crayons or colored markers



## Activity: Safety Sampler

### Discussion Questions

Time: 5 Minutes

- Do you ever go on walks with your parents, friends, or siblings? Where do you like to go?
- What have you learned about crossing streets from older family members or friends?
- Which of the 5 senses will help you to be safe in the streets. (*Sight, Hearing, Smell*)
- What does it mean to be alert? Why should we be alert while walking in city streets?
- What does the blinking DON'T WALK sign mean? (*Wait if you have not started crossing and hurry-across if you have already started.*)

### Review Pedestrian Traffic Signals

WALK/DON'T WALK/AND FLASHING WALK SIGNAL

Time: 5 Minutes

- Point out that different cities have different signals. Sometimes it will be a "Guy" walking or it might be the words WALK | DON'T WALK. Take extra time to explain that the flashing WALK signal is a warning that cars will soon be coming. It also means to wait if you have not started crossing and hurry across if you have already started.
- Ask: What does the blinking DON'T WALK sign mean? (*Wait if you have not started crossing, and continue across if you have already started.*)
- Ask: What does the WALK sign look like? Point out that different cities have different signals. Sometimes it will be a person walking or sometimes it might be the words WALK and DON'T WALK.



## Activity: Use Your Head Before Your Feet

Time: 15 Minutes

- Pass out copies of the *Use Your Head Before Your Feet* activity sheet. Repeat the words and actions several times until students feel confident with the words and motions of the rhyme.
- Introduce the concept of “left” and “right.” Teach students which direction is their left and which direction is their right. Have students practice by looking left and right several times. Tell students that it is important for pedestrians to look left and right so that they are aware of their surroundings.
- Ask students to identify the words that rhyme in “Use Your Head Before Your Feet”. As you read the rhyme, have students follow along by tracking each word with their finger. Have students circle the words that rhyme, using different color crayons for each rhyming pair (street/feet and sound/ around.)

## Activity: Classroom Streets

Time: 15 Minutes

- Set up one or more intersections in the classroom using colored cones or desks and chairs to indicate street boundaries.
- In pairs students slowly walk around the room. Hold up the WALK and DON’T WALK placards alternatively at the intersection (s.) Shake the DON’T WALK sign to mimic a flashing signal. Students watch for the changing signs and behave accordingly. After students have played once, choose a student volunteer to be the “traffic signal.”
- Students can also be encouraged to recite the *Use Your Head before Your Feet* rhyme when they get to the intersection.
- Have students complete the *Pedestrian Signals and Signs* handout.



## Safe Routes to Schools: Connections and Extensions

### TIME TO RHYME

Ask students to perform the rhyme with hand gestures in pairs for the rest of the class, or as a class perform and teach *Use Your Head Before Your Feet* to another class. Students can work in pairs or small groups to make up their own pedestrian safety rhyme with gestures and motions, and then teach it to the class. Have students complete the *Use Your Head Before Your Feet* handout and post them on a school-wide bulletin board before a Walk and Roll to School Day.

### SENTENCE STRIP PUZZLES

Write each line of the *Use Your Head Before Your Feet* rhyme on a sentence strip. Mix up the sentence strips and have students arrange them in the correct order. Once the rhyme has been correctly put back together, students can practice reading the rhyme aloud while pointing to each word they read.

### WALK/DON’T WALK GAME

Take students outside to play “Walk, Don’t Walk.” This is an adapted version of “Red Light, Green Light.” Using the WALK and DON’T WALK signs from the Resources section, have students line up facing you. When you hold up the WALK sign, students may walk towards you. When you hold up the DON’T WALK sign, they must stop. If students do not obey the signs or move when the DON’T WALK sign appears, they must go back to the beginning. Optional: “Flash” the DON’T WALK sign (shake the sign back and forth) so students can anticipate the DON’T WALK directions.



Name: \_\_\_\_\_

# Use Your Head Before Your Feet

## 1. Stop every time at the edge of the street.

(Hold your hand up to signal Stop.)

## 2. Use your head before your feet.

(Point to your head and then feet.)

## 3. Make sure you hear every sound.

(Cup your hands behind your ears and turn your head from side to side.)

## 4. Look left, right, left, and all around.

(Cup your hands above your eyes and turn your head slowly left to right, right to left, and look over your shoulders.)



### Draw a picture for each part of the rhyme:

1. Stop every time at the edge of the street.

2. Use your head before your feet.

3. Make sure you hear every sound.

4. Look left, right, left, then all around.



Name: \_\_\_\_\_

# Pedestrian Signs and Signals

Circle the signals that mean "Walk" in green. Circle the signals that mean "Don't Walk" in red.

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Color the hand red.



Color the guy green.



Color the sign yellow.



Color the sign yellow.



Color the circle and line red.

1. How many of the signals mean **Walk**? \_\_\_\_\_
2. How many of the signals mean **Don't Walk**? \_\_\_\_\_
3. Are there more **Walk** or **Don't Walk** signals? \_\_\_\_\_ How many more? \_\_\_\_\_







**Be Safe on Your Feet**

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# Be Safe on Your Feet

## Overview

Students will learn basic pedestrian safety from the pedestrian safety video *Walk This Way*. Students will learn how to become more confident and wiser walkers. Students will practice safe street conduct by simulating real life situations to help develop decision-making skills and gain confidence while navigating city streets.

### Supplies

- ✓ Safety DVD (included)
- ✓ Walk & Don't Walk placards (in Resource section)
- ✓ Index cards (one per student)
- ✓ Copies of *Walk Around Town* for each group
- ✓ Copies of *Safe Pedestrian Agreement* for each student
- ✓ Large sheets of paper, markers and or/ crayons
- ✓ Bulletin board space to create a classroom Safety Wall

## Activity: Walk This Way Video

Time: 10-30 minutes

This activity centers around the pedestrian safety video *Walk This Way*. The following pre and post questions will help start a classroom discussion about pedestrian safety.

**Link:** [saferoutespa.org/pedestrian-safety-videos](http://saferoutespa.org/pedestrian-safety-videos)  
Topics covered include:

- *Distracted walking*
- *Look left, right and left again*
- *Avoid crossing between parked cars*
- *Making eye contact with drivers*
- *Walking where there are no sidewalks*
- *Ways to be visible*

**Before** viewing *Walk This Way* ask students if they have had any encounters with people who were distracted while walking. Ask students what they might expect to see in a pedestrian safety video. Make a list of their responses after viewing the video, see how many of their responses are points covered in the video.

**After** viewing *the video* ask students the following questions.

### Distracted Walking

- Why is it important to be alert and to pay attention when walking to and from school?
- What are at least 3 distractions mentioned in the video? (*cell phone, texting, ear buds, video games, horse play*)

### Crossing the Street

- How many times should you look before crossing the street? (3)
- Which directions do you need to look to be sure it is safe to cross? (*Left, right and left again.*)



- Why do we need to look left again? *(To be sure no other cars have come since the last time you checked.)*
- Is it safe to walk on the curb along the side of the street? *(No, the curb is there to protect you. It is safest to walk the sidewalk.)*
- Is it safest to cross in the middle of the block or at the corner? Why? *(It's safest to cross at a corner because that is where drivers expect you to cross.)*
- Should you run across the street? *( No, never. You always want to be in full control and look in all directions to be sure a car isn't coming.)*
- Even with stop lights and stop signs, what must you always do before crossing a street? *(You must always look in all directions to be sure no cars are coming. Also listen for sounds that can give you a clue about what to do, sirens, horns, etc.)*
- Why is it a good idea to make eye contact with a driver if you can. *(That way you can be sure they see you, and they know you see them.)*

## Crossing Between Parked Cars

- Why are parked cars so dangerous when it comes to crossing the street? Follow up with these important points:

*Parked cars block the drivers' view of things that are in between them, such as small children.*

*Even if you can see the driver coming, it doesn't mean they can see YOU.*

*Drivers don't expect things or little people to be coming into the street from the middle of the block or from in between parked cars.*

- Why is it important to cross at a corner, if you can? *(Because it is the safest place, it is where drivers expect you to cross.)*
- What should you do if you are mid-block and need to cross the street and there are cars parked along the curb? *(Walk to the nearest corner to cross. It can be dangerous to cross between parked cars because drivers may not see you.)*

## Be Safe, Be Seen

- What are ways you can be sure that drivers will see you? *(Wear bright clothing, wear reflective tape or stickers, attach a light to your backpack.)*

### Reflection:

Time: 10 Minutes

After viewing the pedestrian safety video:

- Ask students what they liked about the video, what they didn't like and if there is something they would add.
- Hand out index cards to each student. Have students draw/write what they learned about walking safely.
- Call on students to share what they wrote/drew. Find a place to hang the index cards in the classroom.

### Note: Other Pedestrian Safety Tips to Remember

- Make eye contact with drivers: give drivers a signal that you will wait while they go, or make it clear that you are going to walk and be sure they have given you a signal that they will wait.
- Sidewalks vs. Crosswalks: there is a difference between sidewalks and crosswalks. A sidewalk is a place next to the street made for pedestrians to walk; a crosswalk is an area in the street that is designated for pedestrians to cross the street. It is where drivers expect to see pedestrians crossing.



## Activity: Walk Around Town

Time: 20 Minutes

- Tell students that a first grader named Molly wants to spend her day exploring the town. Molly walks with her mom all over the neighborhood. We need to make Molly a schedule so that she knows where to go. You will work in groups to illustrate parts of Molly's schedule.
- Hand out *Walk Around Town* to each group. Have students illustrate their pages, showing things like Molly walking with her mom or looking both ways before she crosses.
- When everyone has completed their pages, call the class back together. Have the groups put their pages in order from morning to evening to make Molly's schedule.

## Safe Routes to Schools: Connections and Extensions

### ROLE PLAYS

In groups of 3-5 have students pick one of the rules to act out without using their voices. Have them perform the rule for the class while their classmates guess the rule.

### PLAYGROUND STREETS

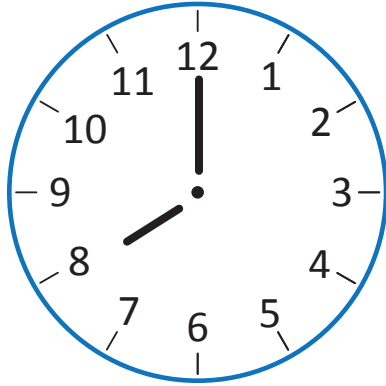
Play a playground game about crossing the street, crossing at busy corners, and crossing between parked cars. Draw "streets" with chalk. Have students run all around (not in the streets) then yell, "Freeze!" followed by directions to cross the street, cross at busy corners, or cross between parked cars. Students cross appropriately and carefully before going back to running around.



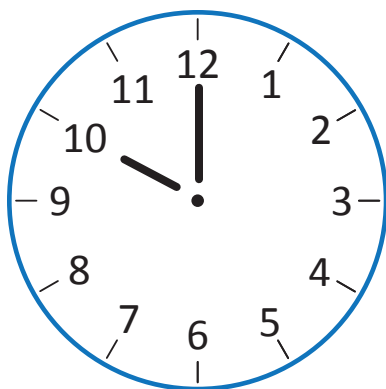
# Walk Around Town

Name: \_\_\_\_\_

8:00 AM: Molly and her mom walk Molly's brother Jimmy to preschool.  
Molly, Jimmy and their mom hold hands as they cross the street together.



10:00 AM: Molly and her mom walk to a café for breakfast.  
They look left, right, left before crossing.

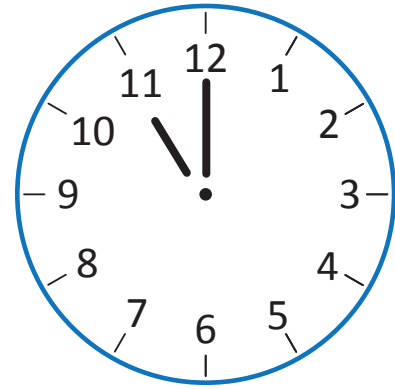




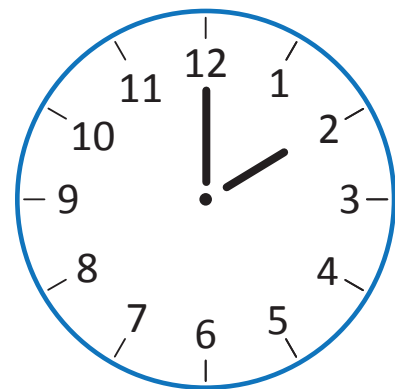
# Walk Around Town

Name: \_\_\_\_\_

11:00 AM: Molly and her mom walk to the zoo. They have to cross a busy street, but make sure to check for cars before crossing.



2:00 PM: Molly plays basketball in her driveway. The ball goes into the street, so Molly asks her mom to help her get it.



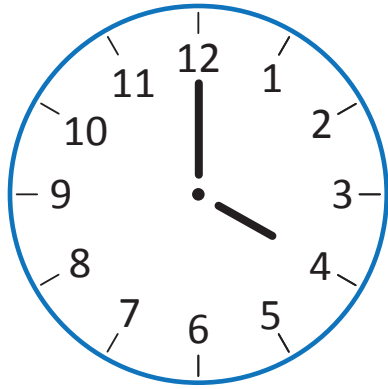




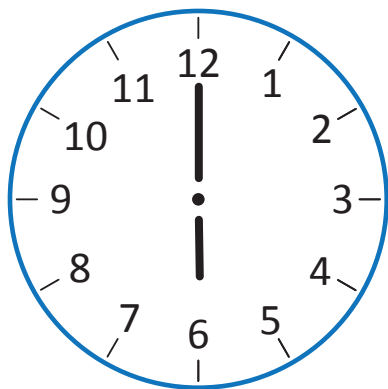
# Walk Around Town

Name: \_\_\_\_\_

4:00 PM: Molly and her mom go get cupcakes. They make sure to cross in a crosswalk.



6:00 PM: Molly and her mom walk their dog. They wait for the WALK signal before crossing a busy street.





Name: \_\_\_\_\_

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## Safe Pedestrian Practices Agreement



Your child has been learning about pedestrian safety. Please read, review and practice the following precautions for being a Safe and Smart Pedestrian with your child/ren. Fill out the bottom portion with your child and return it to your child's teacher.

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## Safe and Smart Pedestrians:

- Will stop at the curb and look left, right, and left, before crossing.
- Will not cross the street alone.
- Will not chase balls into the street.
- Will not cross between two cars.
- Will cross in the crosswalk.
- Will wait for the WALK signal.



### My Safe and Smart Pedestrian Pledge

I \_\_\_\_\_ promise to be a safe and smart pedestrian by:  
student's signature

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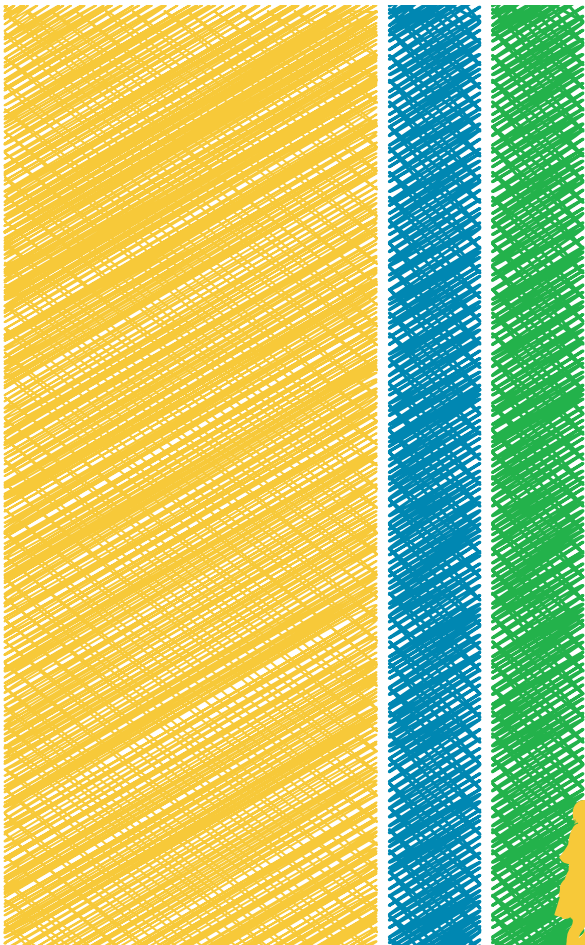
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I \_\_\_\_\_ promise to remind, support and encourage my  
parent/guardian signature  
child/ren to be (a) safe and smart pedestrian(s).







# Walking Makes Sense

SR2S Educator Guide

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# Walking Makes Sense

## Overview

Using their senses, students will gather information about their neighborhoods. Students will take a walk around their school neighborhood paying attention with their senses and then go on a Pedestrian Safety Scavenger Hunt. Students should use this as an opportunity to practice Smart and Safe Pedestrian behaviors.

### Supplies

- ✓ Copies of *School Neighborhood Walk* for each student
- ✓ Copies of *Scavenger Hunt* for each student
- ✓ Clip boards for each student (optional)



Note: Scout out a safe route around your school ahead of time for the sensory walk.

## Two Day Activity: Walking with My Senses

### Day One: My Five Senses

Time: 10 Minutes

- Explain to students that they can learn a lot about their neighborhood and the people who live there by walk or rolling around the area.
- Begin by reading *My Five Senses* by Aliko. If you don't have this book, you can still facilitate a discussion about how we get information by using our five senses.
- Ask students to name the 5 senses. Write each sense on an index card (see/hear/touch/taste/smell.) Tape the index cards to chart paper or a whiteboard to make a "Senses Word Wall." Briefly practice reading the words. Talk about what letter each word starts and ends with.
- After reading the book, ask students "Which body part helps us see/hear/touch/taste/smell?"

### Neighborhood Walk

Time: 30 Minutes

- Tell students that they are going to go on a neighborhood walk. Ask students to predict what they might see/hear/touch/smell in the neighborhood. Tell students that they will not taste anything on this walk. Record predictions on chart paper.
- Prepare students for the walk by reviewing some of the smart and safe pedestrian practices in *Be Safe on Your Feet*. Ask them to pay close attention and to be alert as they walk.



- Pass out the *School Neighborhood Sensory Walk* handout, a clipboard, and a pencil to each student. Tell the class that they will be recording the things they see/hear/touch/smell in the neighborhood. Tell students that they will have more time to fill in the handout after the walk, so they shouldn't worry about filling out every box as they walk. The handout is just to record ideas.
- With the help of parent volunteers, lead your class on a walk around the neighborhood. Stop occasionally to give students a chance to fill in their handouts.

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## Reflection

Time: 20 Minutes

- Ask students to share what they saw/heard/touched/smelled on the walk. Write and draw some of the ideas on chart paper so that students have extra support writing and coming up with additional ideas to record on their handouts.
- Briefly compare/contrast what students predicted they would see/hear/touch/taste/smell to what they actually observed.
- Ask students to think about what they might see/hear/touch/taste/smell in a car and compare/contrast that information to what they saw/heard/touched/smelled on their neighborhood walk.
- Give students additional time to finish writing/drawing on their handouts.
- After everyone has completed their handouts, call students back together. Ask, "What would the neighborhood walk have been like without your sense of sight?" Have students draw/write about what it would be like to live without one of their senses.

## Day Two: Pedestrian Safety Scavenger Hunt

Time: 10 Minutes

Ask the following questions:

- How does using the five senses help to keep pedestrians safe? Call on students to share their ideas.
- What else helps to keep pedestrians safe? Discuss traffic signs and safe pedestrian behaviors. Be sure to discuss how crosswalks, WALK signals, crossing guards and other people help keep pedestrians safe.

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## Scavenger Hunt

Time: 30 Minutes

- Tell students that they are going to go on another walk around the school neighborhood. This time they are going to go on a scavenger hunt. They will use their sense of sight to find signs and behaviors that help to keep pedestrians safe.
- Pass out *Scavenger Hunt* handout.

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## Reflection

Time: 10 Minutes

- Ask students to share what they noticed on their scavenger hunt. Have students compare how many crosswalks, WALK signals, crossing guards, and other pedestrians they saw. If students report different numbers, discuss why that might have happened.
- Pass out a piece of blank white paper to each student. Ask students to write/draw about how pedestrians can use safety features and their five senses to stay safe.



## Safe Routes to Schools: Connections and Extensions

### HOME NEIGHBORHOOD WALK

Encourage students to explore their home neighborhoods, noting what they see, hear, smell, or touch, as well as looking for safety features as they walk around their neighborhoods.

### PICTURE MAPS

Have students draw a map of their own neighborhood or the school neighborhood and have them illustrate it with the things that they saw, heard, smelled or felt on any of their walks.

### SCHOOL NEIGHBORHOOD WISH LIST





Ask students what safety features they would like to see added to their school neighborhood. Make a class wish list and consider submitting it to your Safe Routes School Champion or the principal.





Name: \_\_\_\_\_

# School Neighborhood Sensory Walk

Category	Write Words	Draw Pictures
<p><b>1 See</b> Things that I saw with my eyes.</p> 		
<p><b>2 Hear</b> Things that I heard with my ears.</p> 		
<p><b>3 Touch</b> Things that I felt with my hands.</p> 		
<p><b>4 Smell</b> Things that I smelled with my nose.</p> 		



Name: \_\_\_\_\_

# Scavenger Hunt

Safety Feature

Did you see it?  
(Check box)

How many  
times?

1. Crosswalks



2. Walk Signals



3. Crossing Guards



4. Other Pedestrians







This is the Way We Go  
to School

SR2S Educator Guide

**K-1**

# This is the Way we Go to School

## Overview

Students will learn how people from another generation got to school when they were children, and will compare this information with how they get to school. The book, *This is the Way We Go to School* exposes students to children from around the world and how they go to school. Students will learn about various options for transport to and from school.






Note: Use the graphic below to create two mode charts on chart paper—one for student data and one for adult data.

### Supplies



- ✓ *This is the Way we Go to School* book (included)
- ✓ Copies of *Getting to School Student/Parent Survey* for each student
- ✓ Copies of *This is the Way we Go to School* booklet handout for each student
- ✓ Mode Chart
- ✓ Index cards (one per student)
- ✓ Chart paper (2 pieces)
- ✓ Tape

### This is the Way we Go to School

				
Walk	Roll	Bus or Public Transportation	Carpool	Car



## Two Day Activity: How We Get to School

### Day One: Mode Charts

Time: 20 Minutes

- Read aloud the book, *This is the Way we Go to School*.
- Ask students what the word “transportation” means. Explain that transportation means how we get from place to place. The different ways that we get from place to place are called “modes of transportation.”
- Write the word “transportation” on top of a piece of chart paper. Ask students to name different modes of transportation. Write their responses on the chart paper to make a “Transportation Word Bank.”
- Tell students that you are going to look at modes of transportation that students use to get to and from school.
- Pass out an index card to each student. Have each student write the mode of transportation that they used to get to school on their index cards. Point students towards the word bank or mode chart to support the correct spelling of each mode of transportation.
- Have students come up to the mode chart and tape their index cards in the correct space. Tape the index cards on top of each other to make a vertical bar graph.
- Look at the chart with students and discuss the results. Why might some modes have a higher number than others?
- Ask students if they could decide, how would they like to come to school.
- Tell students that not long ago it was much more common for children to walk and bicycle to school, and that for a variety of reasons, more children are now arriving in cars. Explain that students will be asking adults to share how they got to school.
- Pass out *Getting to School Survey* for students to complete at home. Ask students to bring it back the next day.

### Day Two: How We Get to School

Time: 20 Minutes

- Using the Getting to School Surveys, have a discussion about how adults got to school.
- Pass out an index card to each student. Have each student pick one adult that they surveyed and write the mode of transportation that the adult used to get to school on their index card. Point students toward the word bank or mode chart to support the correct spelling of each mode of transportation.
- Have students come up to the mode chart and tape their index cards in the correct space. Tape the index cards on top of each other to make a vertical bar graph. Label the bar graph “How Adults Got to School.”
- Take out the “How We Get to School” graph that students completed on Day One. Place it next to the “How Adults Got to School” graph.
- Ask, “What do you notice about these two graphs?” Encourage students to point out things that are the same and things that are different. Ask, “What is the most popular way that we get to school? What is the most popular way that adults got to school? Why do you think this is similar/different?”



## Activity: Making a Booklet

Time: 30 Minutes

Students will have the opportunity to be the author of their own *This is How We Get to School* book. Help stimulate ideas about transportation with the following questions:

- Which of the modes do they like? Why?
- Which of the modes can be shared? Which can't be?
- Which of the modes seem easy to do/use? Why?
- Which of the modes seem hard to do/use? Why? Show students the map at the back of the book. Locate a few of the countries and discuss how the students' journey to school from those countries is different than their own. What are some of those differences?

Students get to school in many different ways. In each country, not all students get to school in the same way. You're going to complete a book showing the different ways that students get to school.

- Pass out *This is How We Get to School* booklet handout for students to complete.

## Safe Routes to Schools: Connections and Extensions

### INTERNATIONAL & MONTHLY WALK & ROLL TO SCHOOL DAYS

Prepare students for International Walk to School Day (First Wednesday in October) or monthly events if your school holds monthly Walk and Roll to school days. Use the Mode Chart to collect mode data on a monthly basis.

### INTO THE FUTURE

Ask students to think about what transportation will be like in the future. Have them draw a picture of their prediction and write a sentence about how it works.

### READ ALOUD

*This is the Way We Go to School* by Edith Baer. Compare/contrast this book with *This is the Way We Go to School* by Laine Falk (fiction vs. nonfiction).

### GOOGLE EARTH

Use Google Earth to virtually travel to some of the locations in the book, *This is the Way We Go to School*.





Name: \_\_\_\_\_

# Getting To School Survey: Student/Parent Survey



How I get to school:	What I like about it:	What I don't like about it:

Ask (2) Adults about how they got to school. Share how you get to school.

Adult #1 name: _____ got to school by:	What they liked about it:	What they didn't like about it:

Adult #2 name: _____ got to school by:	What they liked about it:	What they didn't like about it:

.....



Name: \_\_\_\_\_

# This is the Way We Go to School

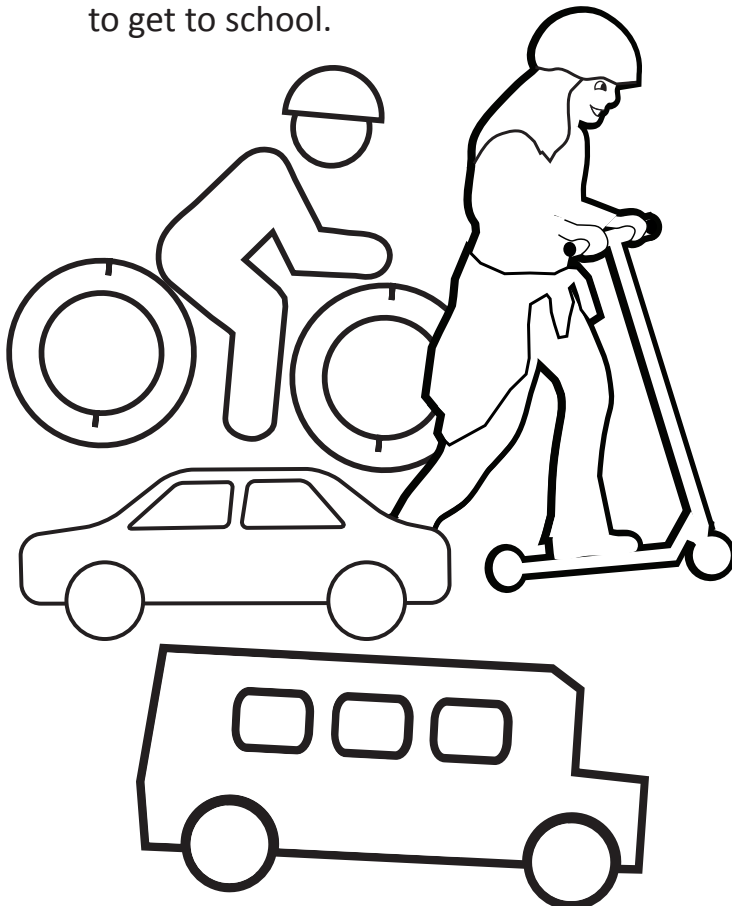
Make your own *This is the Way We Go to School* booklet.

1. Cut out the bottom of this page and fold it in half with the writing on the outside. This is the cover.
2. Fold the second page in half, where you see the letter "A."
3. Fold the sheet in half again, where you see the letter "B." Make sure page 1 is on the top.
4. Now put the pages inside the cover. When you open it, it says, "This is the way I usually go to school."
5. Fill in the pages of your booklet with pictures. Don't forget to ask your family how they went to school.



1. Cut here.

Color in all the ways to get to school.



2. Fold Here

## This is the Way We Go to School!

By:

\_\_\_\_\_  
(NAME)



3

Some kids go to school  
by \_\_\_\_\_ .

2

Some kids go to school  
by \_\_\_\_\_ .

.....A. Fold Here.....

Some kids go to school  
by \_\_\_\_\_ .

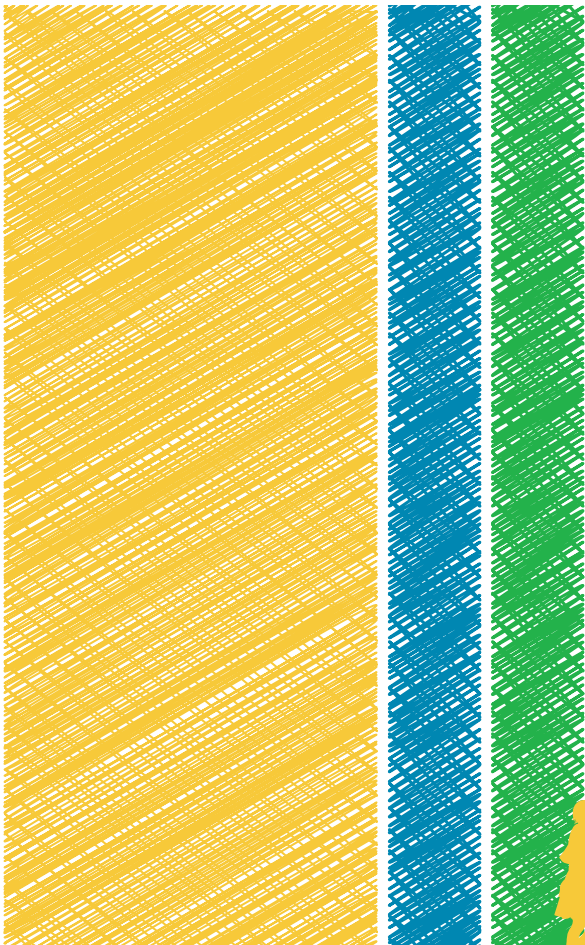
This is how I usually  
go to school.

4

.....B. Fold Here.....

1





# Using People Power

SR2S Educator Guide

K-1

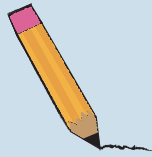
# Using People Power

## Overview

Students will learn how different modes of transportation are powered. *Using People Power* will expose students to the idea that burning gas and oil to power vehicles cause pollutants to be put in the air while modes that do not use gas or oil are clean, green alternatives. Students will learn about the importance of sharing one's ride in order to reduce the environmental impact of personal commutes to and from school. They will also learn about the personal health benefits of getting "on the go."

### Supplies

- ✓ Copies of *People Power vs. Gas Power* for each student
- ✓ Copies of *Get on the Go* coloring page for each student
- ✓ Copies of *Let's Share Our Ride* for each student
- ✓ Chart paper, pens, scissors, tape or glue
- ✓ Images of a lawn mower, washing machine, blender, or other items to show things powered by a motor (*optional*)
- ✓ Graphic of Air Pollution (in Resource Section)



## Activity: What is People Power?

Time: 10 Minutes

- Put two columns on the board labeling only the first column with Powered by Motors. Brainstorm a list of things that use motors. Circle those that are modes of transportation.
- Introduce the concept of gas-powered engines, explaining that when you burn gas to make a motor run, as in the case of a car, it leaves smoke behind in the air. Discuss the potential impact that this has on the air around the school and the neighborhood. Ask students if they have seen this exhaust coming out of the tailpipes of cars or buses. Show students the pictures of air pollution.
- Now, put up the title Powered by People on the next column. Brainstorm a list with students of ways that you can get around using only your own power. Encourage the addition of scooter, skateboard, roller-skate, jumping, running etc. Discuss the impact that these modes of transportation have on the environment.
- Have students turn to a partner. Ask them to take turns acting out different ways of getting around using People Power.





## Activity: People Power vs. Gas Power

Time: 20 Minutes

- Pass out the *People Power vs. Gas Power* handouts. Tell students that they will make a bar graph to show which pictures show examples of people power and which pictures show examples of gas power. Model how to cut out the pictures and paste them on the graph. When students are done, call the class back together. Ask them how many pictures showed people power? How many showed gas power? Did more of the pictures show people power or gas power?

When the activity is done, discuss the safest way to use “People Power” modes. Provide these important reminders:

- Wear a helmet at all times for bike riding, skateboarding, scootering and roller-skating. It is required by law for youth under 18 in California.
- Be aware at intersections, wait until you have the walk signal or light and watch for turning cars.
- Walk your bike when crossing the street at crosswalks.

## Activity: Get on the Go!

Time: 10 Minutes

- Ask the students if they know how much exercise is recommended for kids each day (the recommendation is 60 minutes daily for a healthy and active body.) Then ask them to name all of the ways that getting exercise helps your body. If you have done either of the previous activities with them, make connections to the “People Power” concept and have them talk about active modes of transportation. Help students conceptualize how long 60 minutes is by having them jumping up and down for one minute. Time the students as they move around for one minute. Tell students that throughout the day they should be active for 60 minutes. Remind them that being active can be walking, running, riding a bike, etc.

- Have students work on the *Get on the Go!* coloring page. Have them look at the page before they begin to color. Explain that the coloring page shows a picture of an intersection (where two roads come together) with students going to school.
- Ask students to talk about what they see and how they can use these active forms of transportation while going to and from school. The trip to and from school can count towards their recommended 60 minutes a day of physical activity.

## Activity: Let’s Share Our Ride

Time: 20 Minutes

- Make a list of ways to get around town sharing your ride with others. Things such as cars, the BART, city buses, school buses and taxis can be discussed and added to the list.
- Introduce the concept that the more you share your ride with other people, the less pollution is put in the air every day. For example, if you and your neighbor share a car, then there is one less car on the road without its engine running.
- Pass out the math activity sheet *Let’s Share Our Ride*. Students can work on this individually or with a partner. Look at the first problem with the students – if two people each drive their own car – there are two cars. Now if you put the two people in one car, how many cars are left at home? Have them put an X on the car that is left behind.

Note: the challenge problems are more appropriate for 1st graders than kindergartners and may need to be read aloud.

- If students finish these problems they can move onto the *Let’s Share Our Ride* challenge problems. Once the worksheets are completed, discuss why sharing your ride is important for the planet and how it helps us control pollution from gas powered vehicles.



## Safe Routes to Schools: Connections and Extensions

### WALKING SCHOOL BUS POLL

If your school has a walking school bus program or if students take the bus or other forms of shared transportation, as a class figure out how many cars are being left at home.

### CELEBRATE SUCCESS

Celebrate your successes of using People Power! Contact Safe Routes to Schools to borrow our Bike Blender for your event. The Bike Blender is a bike with a blender mounted on the back rack. The blender is powered by the riders pedaling.

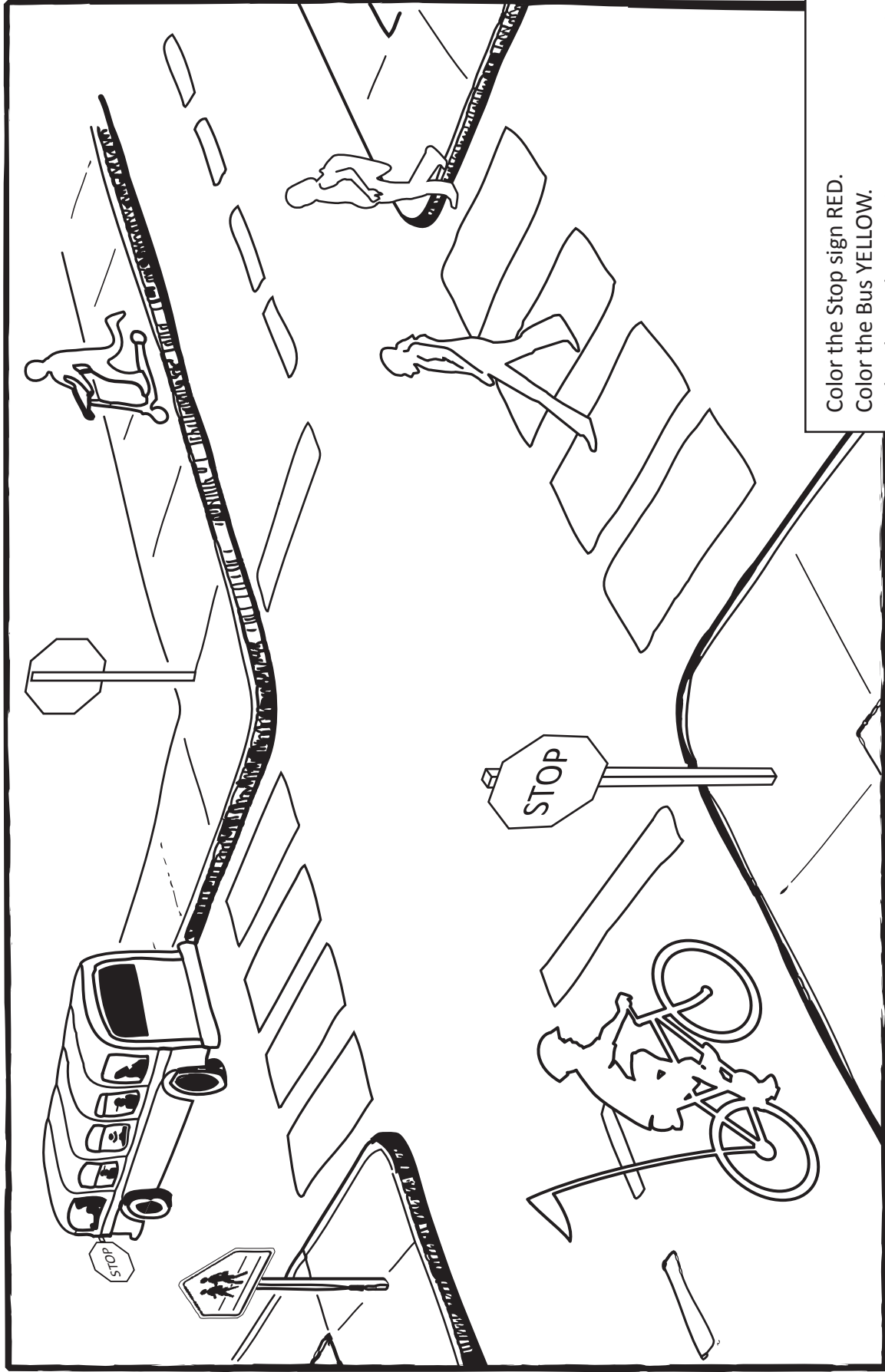
### READ ALOUD

Read *How Do Cars Work?* by Angel Neuschwander. Ask students to summarize what the book is about. Have students identify the main topic and key details of the text.



# Color the Intersection

Name \_\_\_\_\_



Color the Stop sign RED.  
Color the Bus YELLOW.  
Color the Pedestrian Crossing sign YELLOW.  
Color the Bicycle BLUE.  
Color the Scooter GREEN.  
Color the Pedestrian ORANGE.  
Color the Crosswalk YELLOW.

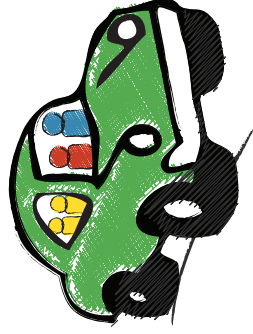
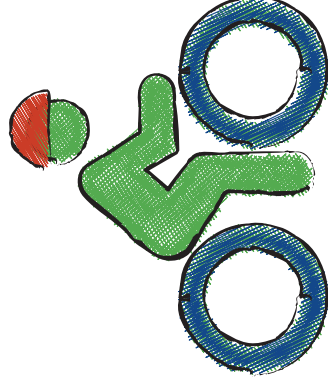
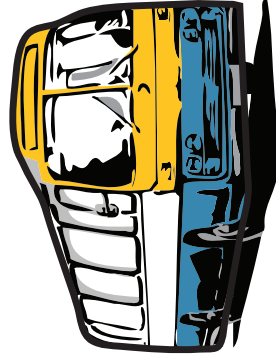
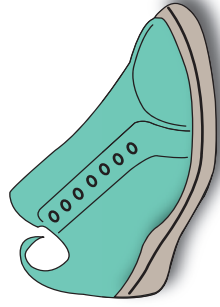






# People Power vs. Gas Power

Cut out the shapes and paste them on the chart.



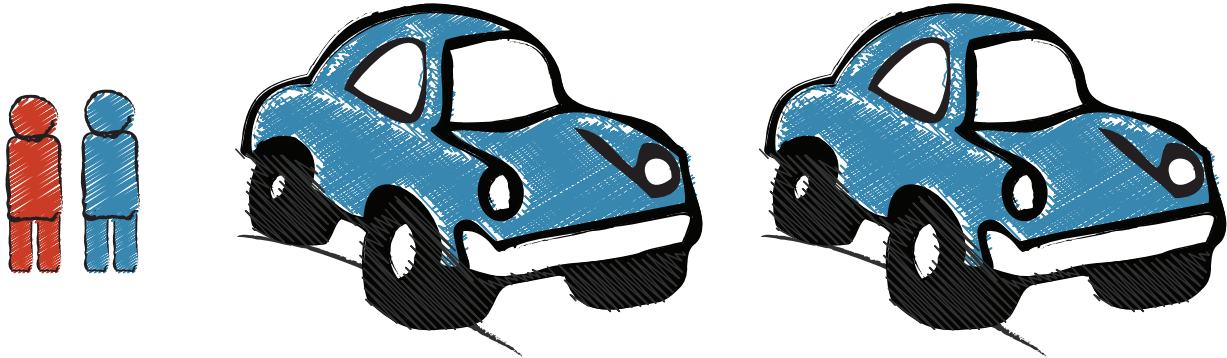




Name: \_\_\_\_\_

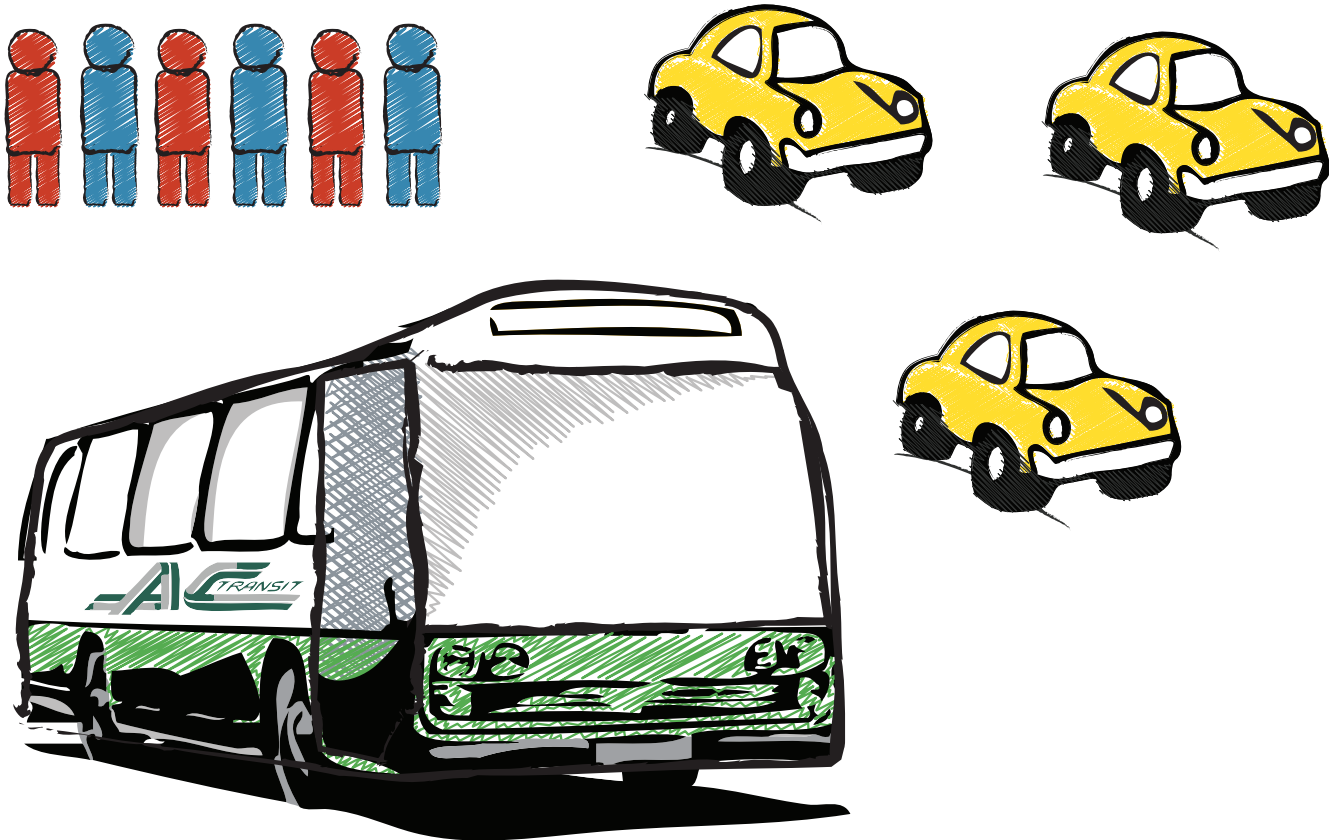
# Let's Share Our Ride

1. If these 2 people decide to carpool in one car, how many cars are left at home? \_\_\_\_\_  
Put the 2 people in one car and put an "X" over the car left at home.



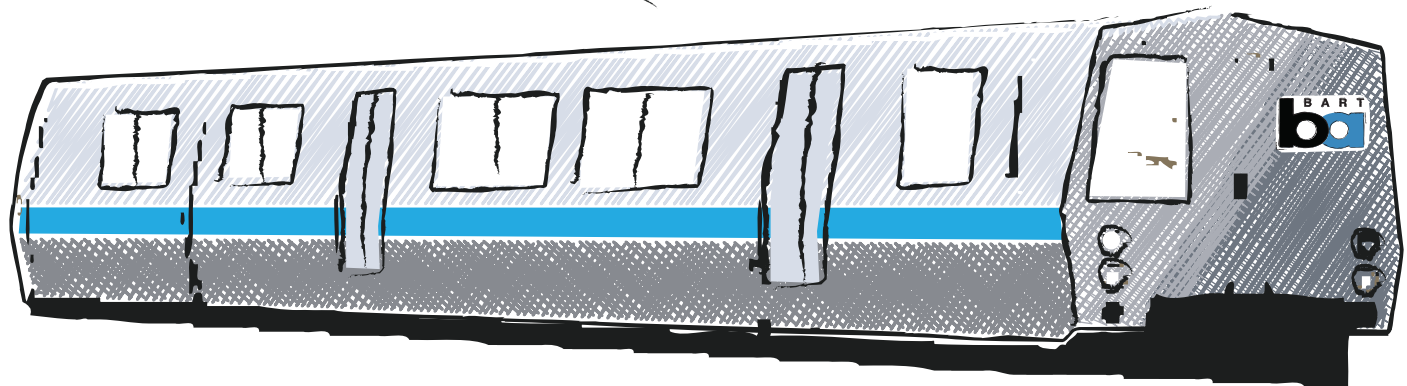
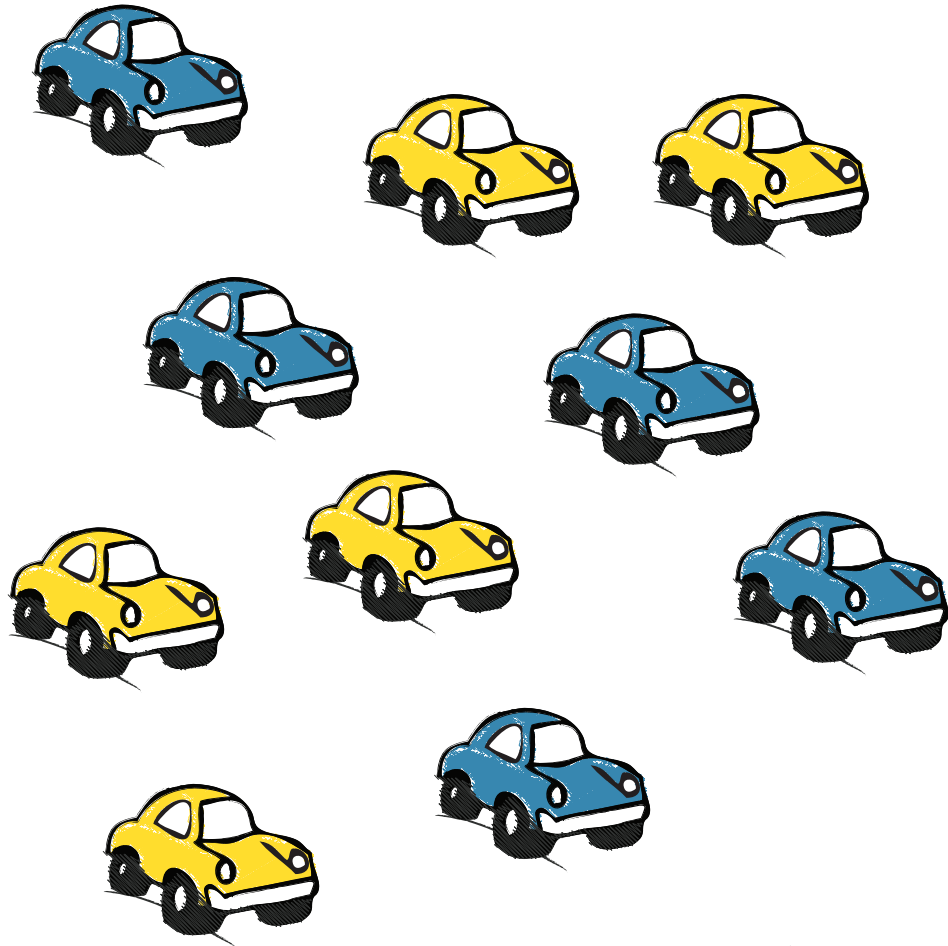
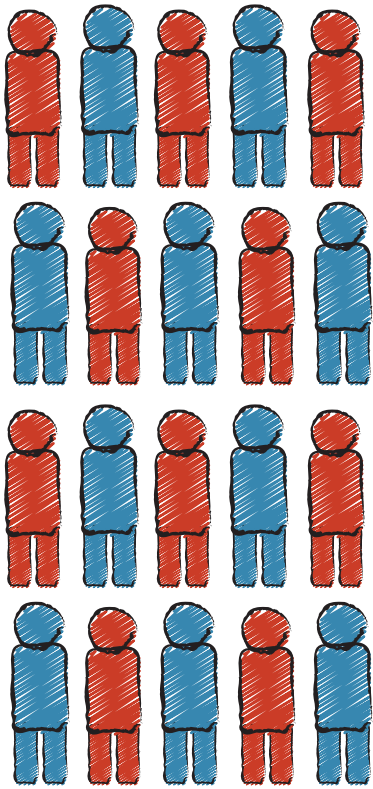
2. If these 6 people all decide to take the bus instead of carpool, how many cars are left at home? \_\_\_\_\_

Put the 6 people on the bus and put an "X" over the cars left at home.



3. If these 20 people all decide to take BART instead of carpool, how many cars are left at home? \_\_\_\_\_

Draw the 20 people on BART and put an "X" on the cars left at home.



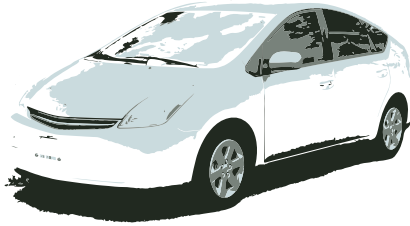
Sharing our ride is good for the air!

Who can you share your ride with? \_\_\_\_\_

Name: \_\_\_\_\_

# Let's Share Our Ride Challenge

Four people drive their cars to work on Monday. On Tuesday they decide to carpool by having two people in each car. How many cars will they use on Tuesday?  
Draw a picture to explain your answer.



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Ms. Smith's class is taking a trip to the zoo. There are 20 kids in the class. Four kids can fit in each car. How many cars will Ms. Smith's class need? Draw a picture to explain your answer.



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The Lopez family is having a reunion. 30 people are coming to the park. 20 people decide to ride their bikes to the reunion. The rest will carpool. How many people will carpool?



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Bonus: Make up your own math problem about sharing rides.

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