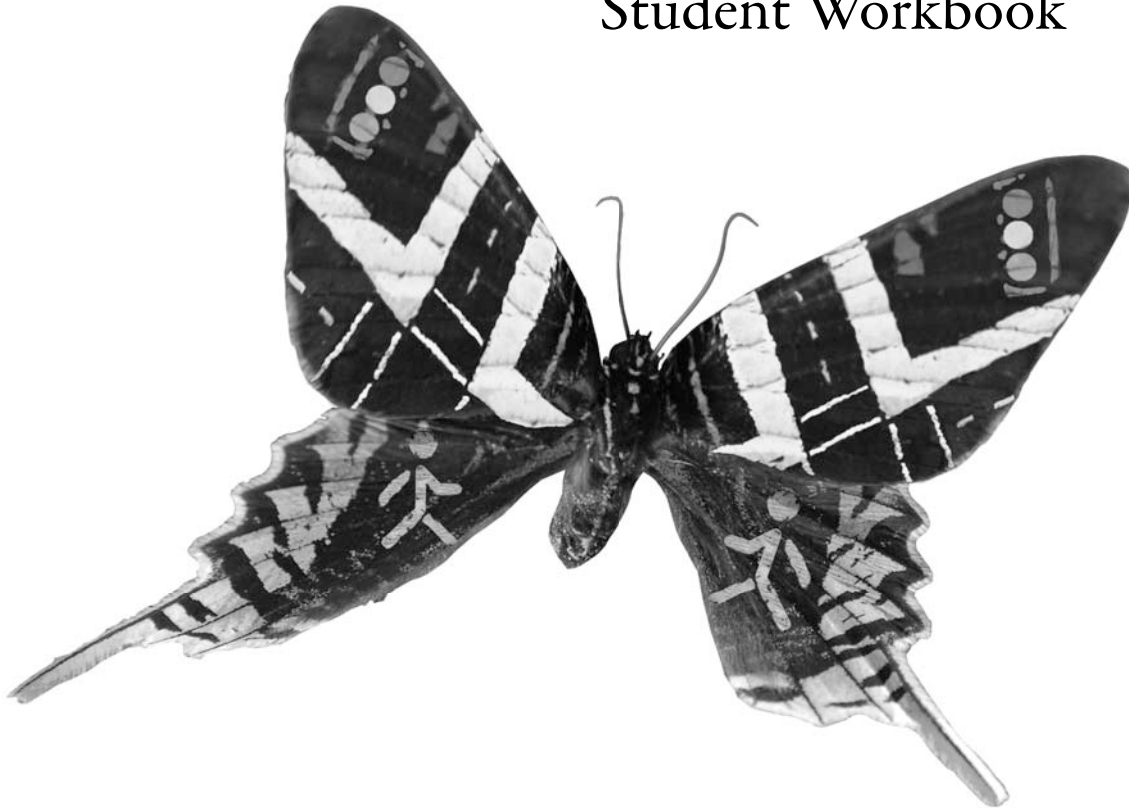


# Neighborhood Navigators

## Grades 4-5

### Student Workbook



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

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

# Lesson 1



## 1. Brainstorm rules of the road for walking.

What are some rules to follow that will keep you safe when walking to school or through your neighborhood?

1.

2.

3.

4.

5.

6.

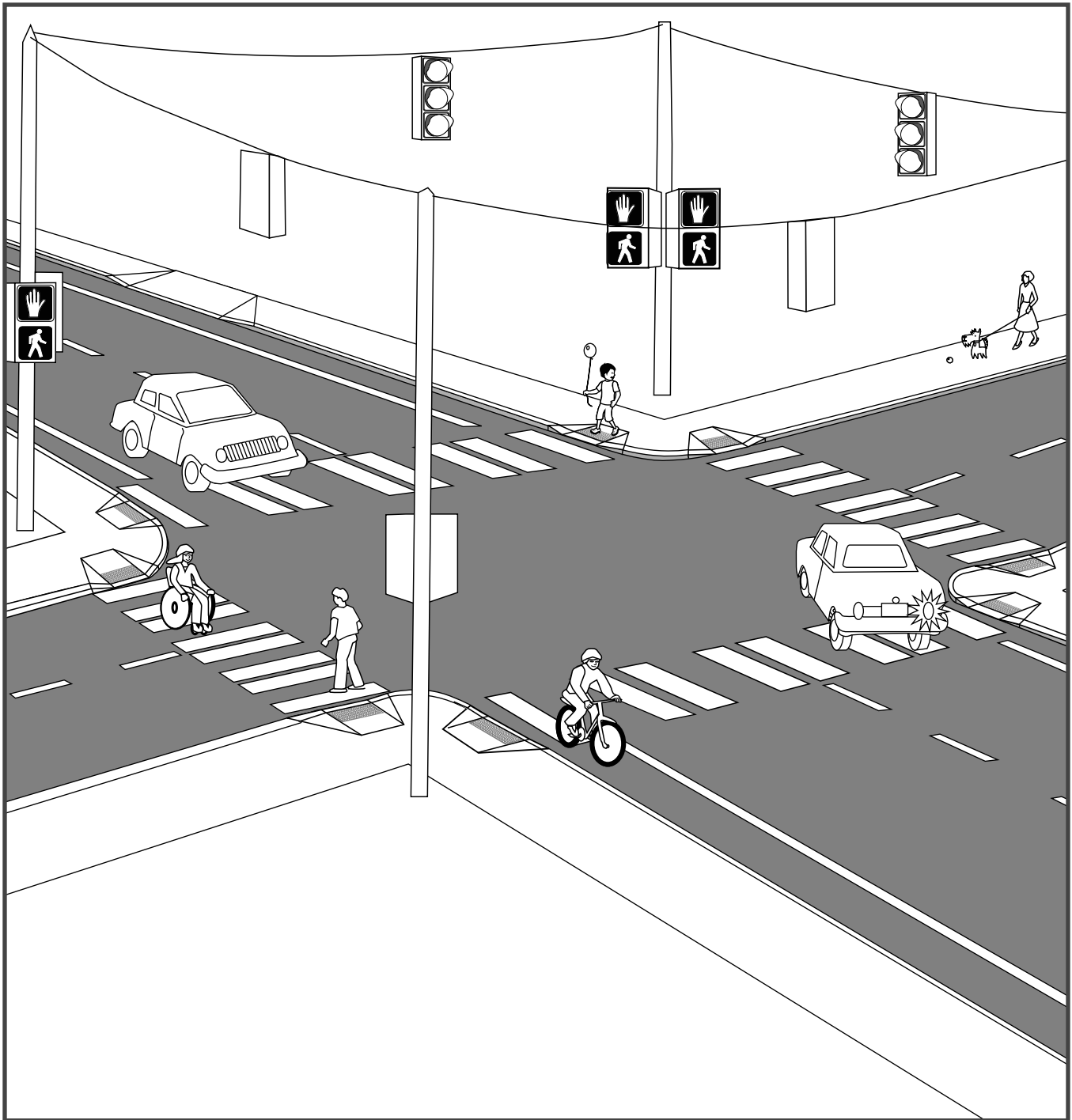
7.

8.

9.

10.





## 2. Know the parts of a road:

crosswalk (marked or unmarked)

lane

intersection

corner

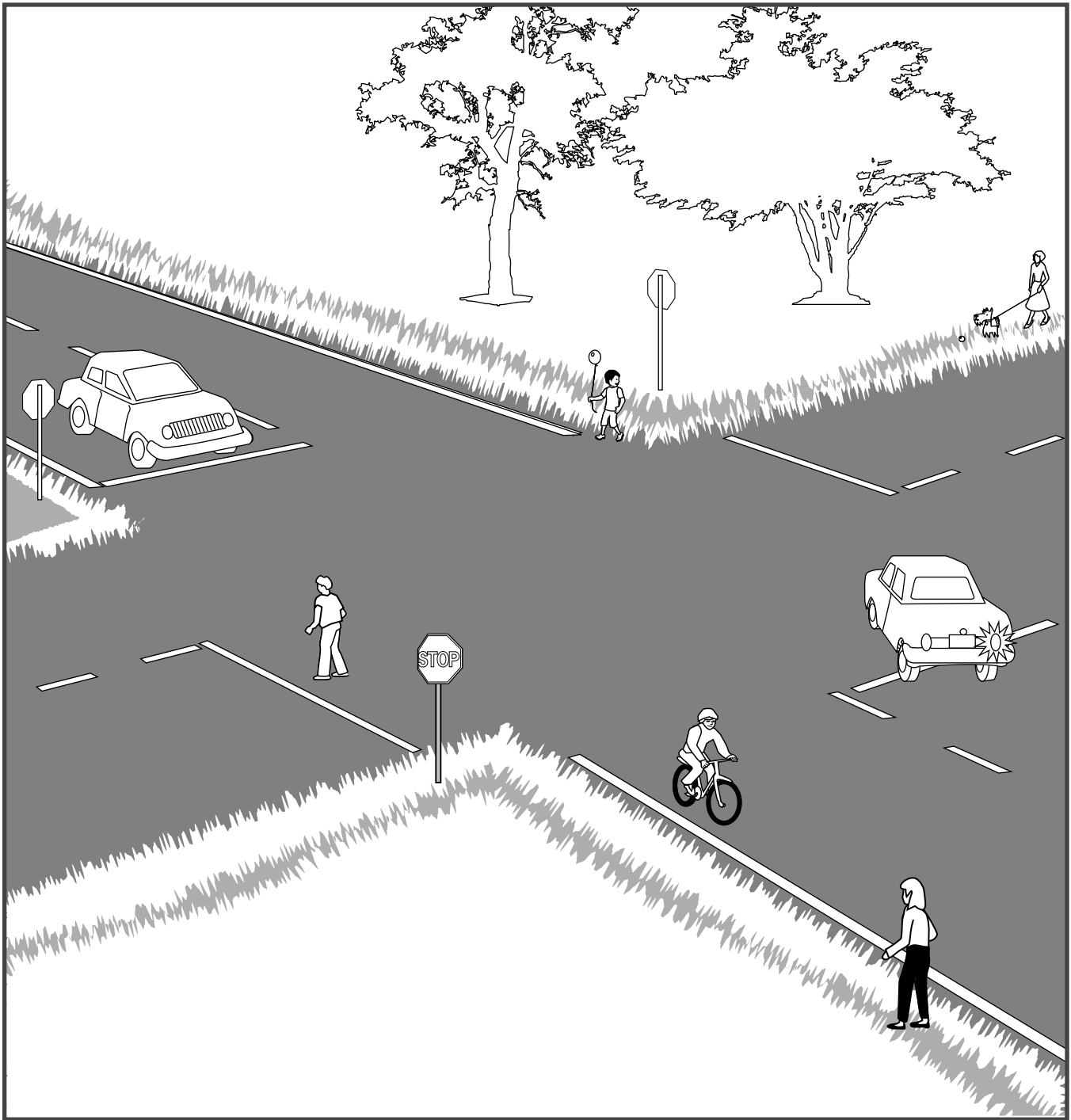
sidewalk

traffic signal

driveway

pedestrian signal

bike lane



## 2. Know the parts of a road:

crosswalk (marked or unmarked)

intersection

pedestrian

bicyclist

roadway

shoulder

street corner

traffic sign

vehicle

# Lesson 2



## Talking the Talk- Walking the Walk, Role Plays

### Crossing Guard

There is a school crossing guard and a student in this role-play.

At the end of every day, the crossing guard is in charge of making sure vehicles stop and people cross safely. One day, the guard sees a student run across the street without looking and before the guard signals to the cars to stop. Role play what the guard and student talk about after the incident.

### Peer Leader

There is a student your age (Jose) and 1st grade student.

Jose has been asked by a teacher he had in 1st grade to come talk to his class about pedestrian safety. Act out what Jose will share with the students and how the students respond.

### Helping Out

There is a student and senior citizen in this role-play.

The student (Courtney) and a senior citizen (Joe) at a crosswalk. Joe is blind and needs help crossing the street. Act out the conversation between Courtney and Joe so that they cross safely.

### Sister

There is a boy your age (Jamil) and his 4-year old sister, Maria in this role-play.

Jamil and his 4-year old sister Maria are playing with a ball in the front yard. It rolls into the street. Maria is about to run after the ball. Act out what Jamil teaches Maria about running after balls in the street.

Today, I learned I can help others to be safe pedestrians by:

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# Lesson 3

## Healthy Travel



<b>Environmental/ Livability</b>	<b>Personal Health/ Safety</b>	<b>Freedom/ Mobility</b>

# Lesson 3 *continued*

## Goal Setting



My walking – related goal is:

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I will accomplish my goal by:

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Two people that can help support me:

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This goal benefits...

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# Lesson 4:



## Past, Present and Future

Draw here what people did 1000 years ago when they walked:

A large, empty rectangular box with a thin black border, intended for a drawing of people walking 1000 years ago.

Draw here what people did 100 years ago when they walked:

A large, empty rectangular box with a thin black border, intended for a drawing of people walking 100 years ago.

# Lesson 4 *continued*



Draw here why people walk now:

# Lesson 5:



## You Can Walk Too!

You are designing a safe walking route from one location in your town to another. Pick a starting place and an ending place. Draw the route on the space provided on page 11. Make sure to include landmarks along the way and arrows for the directions. It might help to put street names in.

### Do You Live Close Enough to Walk or Bike to School?

- Yes. Then draw your route to school on the back of this page.
- No. Where do you walk? Draw the route to someplace you walk in your neighborhood.

Stuff to include in your drawing:

Roads

Traffic

Crosswalks

Sidewalks

Stoplights

Others?





List two benefits that walking provides for your body:

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List one environmental benefit of walking:

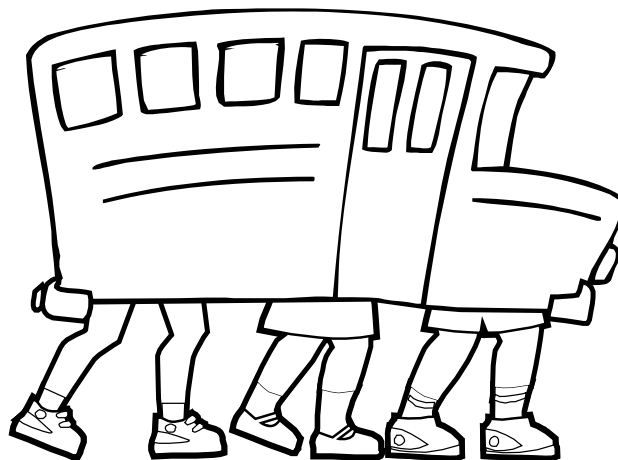
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<b>Performance Checklist</b>	<b>Yes</b>	<b>No?</b>
I labeled a starting and ending point.		
I drew a route that was safe.		
I labeled landmarks and street names.		
I drew arrows for walking direction.		
I listed 2 benefits of walking for my body and one environmental benefit of walking.		

Be Cool  
Walk to School





# Neighborhood Navigators' Pledge

This is to certify that

I, \_\_\_\_\_

promise to be SAFE and make street safety a habit.

I will walk on sidewalks when available.

I will walk facing traffic so drivers can see me.

I will stop at curbs and corners.

And I will look and listen to make sure that vehicles stop for me

before I step into the street to cross.





## SAFE ROUTES TO SCHOOL



OREGON SAFE ROUTES TO SCHOOL PROGRAM



TRANSPORTATION SAFETY DIVISION – ODOT



BICYCLE TRANSPORTATION ALLIANCE

*funding provided by*



U.S. DEPARTMENT OF TRANSPORTATION, FEDERAL HIGHWAY ADMINISTRATION (FHWA)