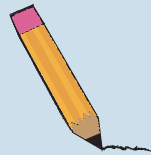


Use Your Head Before Your Feet

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



- ✓ 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.)

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.



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.



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? _____