



**WE'RE
WALKING
HERE.** 

Elementary School Activities

Grades K-2

Introduction

Thanks for your interest in this interdisciplinary project designed for lower elementary students. It's simple, rewarding, and a chance for your students to win our design competition! In this packet you will find suggested activities and handouts to help prepare your students' contest entry.

In order to raise awareness about the importance of walking in New York, our suggested activities highlight the following three key categories:



Health: There are major health benefits to walking, from a healthy heart, to weight loss—and more.



Environmental Sustainability: With zero carbon emissions, walking is a great way to go green.



Safety: We can do our part to be safe when we walk by staying alert and making ourselves visible. We can also ask drivers to be alert and slow down to make walking safer!

It's up to you to decide which activity or activities to do with your students. Your studies can examine any of the many aspects of walking that are relevant to your contest entry and correspond to the competition guidelines.

Handouts

- (1) Walk Your Block
- (2) Show How to Be a Safe Walker
- (3) Gas Power, People Power
- (4) Getting to School Every Day
- (5) Maria's Safety Toolbox
- (6) How Do We Get Around the City?
- (7) "Dear Elected Official" letter template

About We're Walking Here

New York City is a city of walkers. The majority of young New Yorkers walk to school, to transit, and around their city each day. We want to take the opportunity this October, the month of International Walk to School Day, to celebrate this achievement – and to encourage students and their families to walk more often.

Safe Routes to School (SRTS) is a national program that was born out of the need to protect school-aged children as they walk or bike to school. Here in New York City, we at NYCDOT's Division of Safety Education and Outreach work directly with schools to educate children to be skilled pedestrians and cyclists. Additionally, NYCDOT is working to make streets safer by slowing traffic around schools and raising awareness about the importance of safe driving and biking behavior.



Classroom Activities

Walk Your Block

Categories: Health, Sustainability, Safety
Subjects: Social Studies, Science
Time: 30-45 minutes
Handout: (1) Walk Your Block



Lead the students in a discussion about the area around their school and the way the streets are designed. You can use the “Walk Your Block” handout that we’ve included. Distribute copies to each student and assign partners. Take a walk with your students on the block directly around the school or a few blocks that are close by. Have the students check the boxes and answer the turn and talk section. When you return from your walk, discuss how these observations and notes can inform their competition entry. How were people getting around? If a lot of kids walk to your school, but people are driving dangerously, what changes should be made to make walking safer in the area? What could your students teach drivers to make them safer? How can they walk more safely?

Show How to Be a Safe Walker

Categories: Safety
Subjects: Social Studies, ELA
Time: 20-30 minutes
Handout: (2) Show How to be a Safe Walker



Have a discussion about the streets outside of the school. Ask students to raise hands to figure out how many people walk each day (you can include those who walk to and from transit for your numbers here). When we are walking to school, how can we be safe? Ask the students to make a drawing of a street from their imagination, and show some of the ways people can walk safely. How could we share this information with grown-ups through our competition entry?

Gas Power, People Power

Categories: Sustainability
Subjects: Environmental Science, Social Studies
Time: 20-30 minutes
Handout: (3) Gas Power, People Power



Ask the class to discuss the different ways we get around town. How does “people power” differ from “gas power?” How you get around affects how much pollution/smoke you put in the air each day. Ask the class about ways we can use people power. Distribute the “Gas Power, People Power” handout to do an activity to learn about the pollution produced by the different modes of transportation. Clarify why walking produces NO pollution. But when we do get around by vehicles, trains and buses are a great way to share your ride and lower your “carbon footprint.”

Getting to School Every Day

Categories: Health, Environment
Subjects: Social Studies
Time: 20-30 minutes
Handout: (4) Getting to School Every Day



Have a conversation with the class. How do you get to school every day? Distribute the “Getting to School Every Day” handout and have students draw their mode in the box. Do many students walk to school? How about walking to other places? How is walking healthy? How is it good for the planet? You can have the students cut out their boxes and build a pictograph with the drawings.



Using Your Safety Toolbox



Categories: Safety
Subjects: Social Studies, Health/P.E.
Time: 20 minutes
Handout: (5) Maria's Safety Tool Box

Ask students to share some of their ideas about what they do to keep safe when walking around their school. How do you use your personal safety tools (your eyes, ears, hands, feet, brain) to help you cross safely? Distribute the handout titled "Maria's Safety Toolbox" and have students draw arrows to the corresponding body parts. Go over the handout as a group. What would be in Maria's "personal safety toolbox" to keep her safe when she crosses the street? What do you do to stay safe? Is there heavy traffic on your way to school? Do the vehicles around you travel fast? Connect the handout to the actions we must take in real life to be safe.

were people doing wrong? Then have students redo the skit taking into account suggestions from their peers, so they are walking safely. Some important points to highlight:

- STOP at the curb before entering the street
- LOOK in both directions even on a one-way street.
- If you cross where there are parked cars, STOP AGAIN at the edge of the parked cars.
- BE SURE drivers SEE YOU. Hold up your hand to make yourself more visible to larger vehicles such as trucks and buses.
- ALWAYS STAY ALERT for bad drivers!
- HOLD HANDS with adults who are crossing with you.

Safe Walking Skits



Categories: Safety
Subjects: ELA, Drama, Social Studies
Time: 20-30 minutes

Students work with groups to put together skits demonstrating safe and unsafe walking behaviors. Rearrange tables, chairs, and desks to create a "street" that pedestrians must cross. Have students take some time to prepare their skits. First do skits with students walking distractedly across the street. Have a discussion after the first skit to talk about how they could use their "personal safety tools" (see the above activity) to be safer walkers. What

How Do We Get Around the City?



Categories: Health, Safety, Environment
Subjects: ELA, Social Studies, Government
Time: 45 minutes-1.5 hours
Handout: (6) How Do We Get Around the City?

Identify ways in which we get around the city. Find out how many people in your class walk. It turns out that many of us walk to get around! Why do we like to walk? Use the "How Do We Get Around the City" handout to go over the traffic signals and signs we use as walkers. This worksheet is designed for students that read. For younger classes, you can show the images on the worksheets in the rug/meeting area.



P.E. Class Walking Day

Categories: Health, Safety
Subjects: Phys Ed, Health
Time: 45 minutes - 1 hour



Incorporate a walking theme into Physical Education class. Play walking songs (“When the Ants Go Marching In,” etc.) and have a dance party before or after a long walk. Ask the students to share stories about walking for exercise. Talk about ways we can be safe when we walk, and why walking counts as a key form of exercise.

Video Conference

Categories: Health, Safety, Environment
Subjects: Social Studies
Time: 45 minutes



Video conference with another classroom in the city, preferably from another borough, and discuss walking in that area. How do most students get to that school each day? What are streets like in the area? How is it similar or different from how students get to your school?

Alternatively, find a school in a suburban or rural location, or in another city, to discuss the differences between NYC and their location.

Dear Elected Official

Categories: Health, Safety, Environment
Subjects: ELA, Social Studies, Government
Time: 45 minutes-1.5 hours
Handout: (7) Writers’ Workshop Template



Identify ways in which streets could be improved to make for safer walking. First you need to collect some information about your streets to figure out what is wrong (you can use the “Walk Your Block” handout, or do the “Streets Around Us” activity). We’ve included a writers’ workshop template for younger students. Identify the appropriate official to send letters. Find your school zone’s elected officials by typing in the zip code at the following website: www.congress.org/congressorg/dbq/officials/.

School-wide Activities

Walking Banner

Categories: Health, Safety, Environment
Subjects: Art, Health, Social Studies



Have a discussion about the social, health, environmental and other benefits of walking to get around. What can make walking safer in New York City and around your school? Think about what kind of images portray these themes. Make a big banner about walking in September, and put up the banner at the front of the school for the month of October to celebrate walking.

Wall Chart or Counting Jar

Categories: Health, Safety, Environment
Subjects: Art, Health, Social Studies



For a week in October, put up a chart or jars in the front of the school with all the different modes of getting around (walking, biking, transit, taxi, car, ferry, other) and have students tick a mark on the chart or put a counter (like a penny or pebble) in large jars for the way they got to school that day. Encourage classrooms to discuss the numbers. Why do so many of us walk and take transit in New York City? If you are in a neighborhood where this isn't the case, why aren't more of us walking? What are the barriers? If many of the students are bused, talk about this and the importance of sharing our ride for environmental health.

School-wide Walk

Categories: Health, Safety, Environment
Subjects: Art, Health, Social Studies



Organize a school-wide walk around the block. Greet walkers with stickers, gifts and refreshments. Public officials can be invited to say a few words. Carry signs that display pedestrian safety messages - or messages for the passing cars and bikes. Have a nutritious breakfast before or after the walk. Wear costumes, and sing or play walking songs. You could hold the walk during lunchtime recess or an as outdoor assembly.

School-wide Active Transportation Competition

Categories: Health, Safety, Environment
Subjects: Art, Health, Social Studies, Science, Math



Create a competition to log miles that students have accumulated via walking, transit, and biking. Classes can compete against each other or different grades, or the school could work as a team to accumulate green miles towards a common goal, such as "Getting To Antarctica." Have an assembly as a culmination of this school-wide project to celebrate sustainable miles logged.

Download the School-wide Activity worksheets at <http://www.nyc.gov/html/dot/html/safety/walkingschools.shtml>

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EDUCATOR GUIDE

Worksheets Grades K-2



School: _____

Class: _____

Name: _____

Date: _____

(1) Walk Your Block

Let's go for a walk on the block around your school.
Work with a partner.

1 What are people doing to get around?

walking

driving a car

riding a bike

getting on the bus

(add something)

2 Turn and talk:

Are drivers being safe? Are they driving too fast? Do drivers see you when you cross the street? Write your answer here:



School: _____

Class: _____

Name: _____

Date: _____

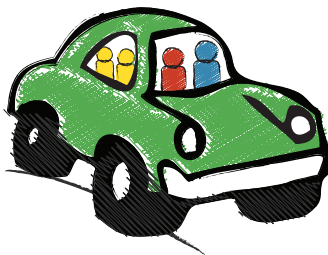
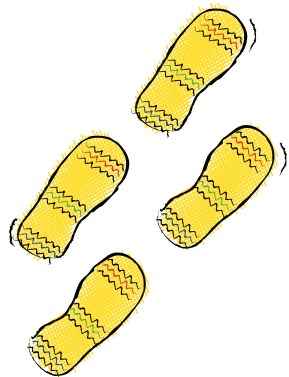
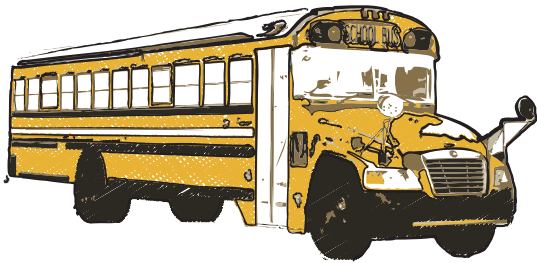
(2) Show How to Be a Safe Walker

Make a drawing of a street from your imagination.
Show some of the ways people can walk safely.

What's the name of your street?

(3) Gas Power, People Power

Cut out the shapes and paste them on the chart.





School: _____ Class: _____

Name: _____ Date: _____

(3) Gas Power, People Power (continued)

People Power

Gas Power



School: _____

Class: _____

Name: _____

Date: _____

(4) Getting to School Every Day

Make a drawing of the way you get to school in the box below.

_____ gets to school by
(your name)

(5) Maria's Safety Tools

Draw an arrow showing where Maria's safety tools are.

Eyes

Brain

Hands

Feet

Ears



(6) How Do We Get Around the City?

New York is a **BIG** city and **MANY** people get around without using cars. There are lots of different ways to get around quickly and safely.

1 How do you get to school each day?



2 Who do you travel with to get to school?



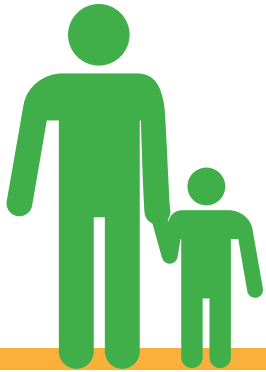
3 What are some of the reasons you walk?

- | | |
|----------------------------|----------|
| 1. <u>To get to school</u> | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

4

Most of us are walkers!

Do you know another word for someone who is walking?



Hint: It starts with the letter "p"



5

When you walk on the streets of the city, these are some of the signs you might see.



6

These are some of the signals that help people cross streets safely while cars and bikes stop:



When you have the “Walking Man” what do you need to look for?



7

This is a school crosswalk.

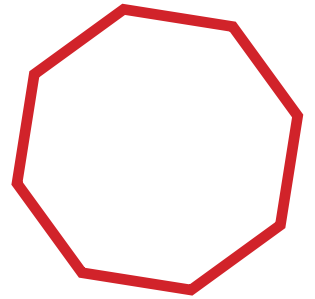
These are called ladder or zebra stripes.

8

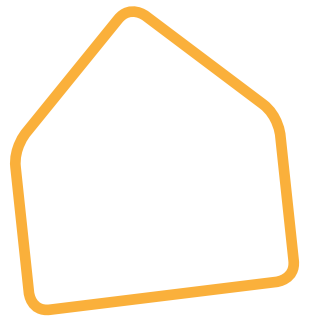
There are many numbers and shapes out on the street!

- a. We see numbers on street signs.
Can you think of a numbered street?

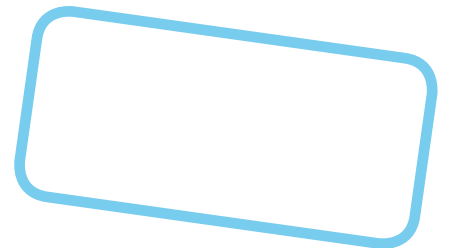
- b. Where do you see an octagon?



- c. Where do you see a pentagon?



- d. Where do you see a rectangle?



Dear _____ ,

From, _____