



Arkansas Safe Routes to School

2nd grade

Curriculum providing instruction within the Arkansas State Department of Education's published frameworks for student competency in Physical Education and Health



Lesson 1 : Let's take a walk...just for fun!

Age Group: **2nd grade**

Lesson duration: **30 minutes**

Warming Up

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: PEL 2.2.1, PEL 2.2.2 – in which students should:

Understand that the heart produces a pulse when beating.

Understand health benefits related to increased heart beat during activity.

TODAY'S GAME

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1, PEL 4.2.2, PEL 4.2.3 – in which students should:

Participate in low-organized games that utilize basic motor skills and reinforce Today's Chat

Let's walk and run!

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this week's fun worksheet to be sent home with each student:



Important points to make during this session:

Introduce “Warming Up”

During this first session, have students sit down in a circle and show them the weekly mileage cards. Explain that there will be monthly winners for the Boy and the Girl who walks the farthest in each homeroom, grade and building. Talk about when and where students can walk. Perhaps in your school it will only be during Physical Education class. Or perhaps you will have arranged other opportunities, such as around the school track before school or from remote drop-off points on or near the campus.

Tell students they can get credit for walking to school – or for walking from any point their parents might decide to start dropping them off. Tell them that if their parents give them permission, they can walk at home – but to ask their parents to help them figure out a route AND to measure it for accurate reporting.

Describe whatever incentives, recognition and prizes, if any, that will be given to students who walk during this program.

Then tell the students to do a few laps. Tell them they’ve got five minutes – and you’ll give them a straw or popsicle stick each time they finish a lap. “OK, ready?” you ask. “Let’s see who can walk or run the most laps in five minutes! GO!”

After five minutes, bring the students back to the circle. Explain the importance of the honor system – that students will often be reporting on their own daily mileage and that cheating to win is worse than losing. “Do you want to be somebody who can only win by cheating?” you can ask. “Of course not! You want to win by being the best.”

Next, talk up how much you, the instructor, enjoy walking, jogging, running or bicycling. Give a personal testimonial about how it has helped you however it has – to lose weight, stay in shape, start the day right, avoid depression, get out into the beauty of nature or whatever is appropriate.

Build up students’ enthusiasm, selling the program and building up their enthusiasm, such as by asking, “Which one of you is going to win this? Do you think you second graders can beat the first graders? I certainly hope so! I betcha we can outdo the third graders! What do you think? Wouldn’t it be great if we showed up the sixth graders?”

Remember that Physical Education class needs to be very active – so keep this instruction to two minutes or less.

End your introduction with “OK, let’s go walk another five minutes!” Again, keep track with straws or sticks.

During “Today’s Chat”

After five minutes, call the class back into the circle and hold up the handout “***Take a Look Inside of You.***” Have volunteers point to the heart on the picture.

Ask children to place their hands over their hearts, using the picture to find the correct location.

Then have children make a fist with one hand and look at the size of their fists. Explain that their hearts are a little larger than their fists and that their hearts are located inside their chests under their ribs. Have children try to feel their ribs to get a better understanding of where the ribs and heart are.

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Then have student bend the dir arm at the elbow and feel their own muscle in their upper arm. Explain that the heart is a muscle, too. Ask children to tell you what they know about muscles.

Explain that the heart muscle is a pump. If possible, show children how a bicycle hand pump or a basketball pump works.

Let them feel the air rushing out as you push the handle. Ask: “*Some pumps pump air. Some pump water. What does the heart pump?*”

Explain that it pumps blood through the body. Have children squeeze their fists to simulate the pumping action of the heart. Point out that the heart pumps blood all the time. Have children squeeze their fists again and again. Ask them how their hands feel after they have squeezed them many times. Point out that the squeezing makes the muscles in their hands get tired, but the heart muscle pumps and pumps and never gets tired. Tell them that they cannot start or stop their hearts the way they can start or stop squeezing their fists.

Then, tell them that we do have to take care of our hearts. We have to keep it strong. One way is by exercising it. Tell everybody to jump up and run one more lap as fast as they can. As they return, give everybody another straw or stick and have them put their hands on their chests. See if they can feel their pulse in their wrist or neck.

Ask “Is your heart pumping faster now that you just ran?”

Tell the students “You just gave your heart a good workout. It feels so much better! And when it feels better, you feel better!” Have everybody line up against a wall of the gym or a fence or exterior wall if class is outside.

TODAY'S GAME

Instruct everybody that they need to push their back pockets against the wall or fence. Then announce that we’re going to have a race! Who is the fastest person in the class? They must start with their back pockets against the wall, run to a far wall or fence, touch it with their hand, then race back to touch the starting point wall. Then yell, “GO!”

Recognize first, second and third place winners by name, cheering them and congratulating them. Then have additional rounds as time permits:

1. Running backward
2. Skipping
3. Running holding a partner’s hand
4. Doing the crabwalk

Each time recognize the winners by name. Have the class applaud them.

Ask the class whether their hearts are pumping harder than before. Have them try to take their pulse.

Let's walk and run!

Announce that there will be one more round of walking or running laps – to see who in the class can run the most laps that day. Again, give straws or popsicle sticks for each lap.

Before you go:

As students prepare to go to their next class have your aide tally each student’s mileage for that day. It is important that you already know how many laps equals a mile so that each student gets credit for how much they ran or walked.



If you have no aide, you may want to have students count their own straws or sticks – while reminding them in class the importance of the honor system. If needed, count any tally that you suspect is inaccurate and warn the offender that he or she could be disqualified from the program – *something you don't want to happen since they are an obvious contender to win.*

Mark down each student's mileage as you hand them their mileage tally card. Caution them that if they lose the card, they will have to start over again – since there is no other daily record of their mileage.

Fun at home:

As students leave, give them or their next teacher the handouts *“Take a Look Inside of You,”* which has the explanation on the reverse of the *“Safe Routes to School”* program. Instruct students to explain the *“Safe Routes to School”* flier to their parents or caregiver.

Remind students that they can accumulate miles outside of Physical Education class by walking on a route measured by their parents at home. Remind them that they can accumulate miles by walking to school – or by walking from a remote drop-off point.

If your school administration has approved a remote drop-off point for bus riders, make sure that students explain that to their parents – and that parents will have to sign their permission. Then students will have to give their signed permission slip to the bus driver the next day.

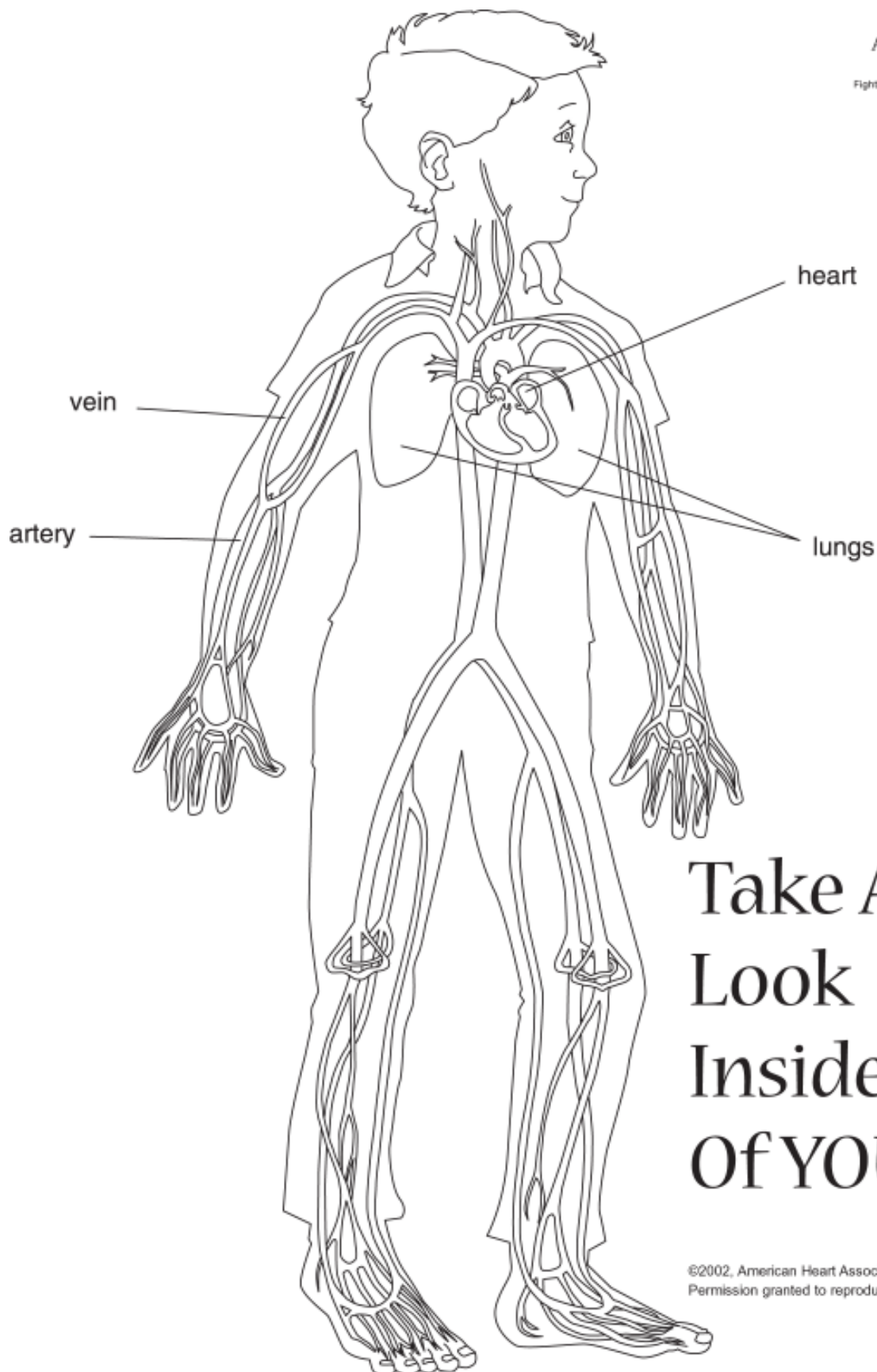
Be sure that you have administration approval for the remote drop-off concept – and that bus drivers have been briefed. Make sure each bus driver has a roster sheet on which he or she will record which students have permission to be dropped off.

You may want to explore with your administration an appropriate drop-off point that is on school property, but which will require students to walk some distance to their classroom. This might be on the far side of the football stadium. It is best if students will not have to cross any streets as they walk to their classroom.

Challenge students that the next time you see them, you want to be astonished by how many miles they've walked or run on their own.

Ask them to raise their hands to show who will be the class winner for walking the farthest. Build their enthusiasm. Get them excited about participating.





Take A
Look
Inside
Of YOU!

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Will you help your child to walk & run?

Parent information sheet -- which still needs to be written





Lesson 2: Pump it up!

Age Group: **2nd grade**

Lesson duration: **30 minutes**

Warming Up

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: PEL 2.2.3 -- in which students should:

Demonstrate how increasing the intensity of activity increases the heartbeat

For today's chat, you will need a basin full of water on a low table so that students can see it.

You may also want to use a stopwatch, however if the clock on the wall has a sweep hand, allowing you to time a minute precisely, no stopwatch may be needed.

TODAY'S GAME

Targeted competencies: PEL 1.2.16, PEL 2.2.3, PEL 2.2.4, PEL 4.2.1, PEL 4.2.2, PEL 4.2.3 -- in which students should:

Demonstrate how increasing the intensity of the activity increases the heartbeat

For today's game, you will need enough jump ropes for the entire class and yourself. You may want to practice jumping rope so that you can demonstrate effectively.

Notice that we are teaching several ways to jump rope.

Let's walk and run!

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this week's fun worksheet to be sent home with each student:



Important points to make during this session:

Re-introduce “Warming Up”

As students enter, instruct them to begin walking and running laps.

Tell them that’s what they need to do from now on as soon as they arrive in Physical Education class – no sitting around waiting. Just come in and start running and walking. After all, this is a competition! So, let’s see who can walk and run the most laps!

You or your aide needs to be ready with the straws or sticks so that students get credit for each of their laps. If they want to report how much mileage they’ve accumulated since the last class, encourage them to wait until class begin.

During “Today’s Chat”

Have students sit in a circle and turn in their weekly mileage cards. If you have an aide, he or she can begin tallying the totals and posting them on the wall poster for each class.

Remind students that there will be monthly winners for the Boy and the Girl who walks the farthest in each homeroom, grade and building. Remind them about when and where students can walk.

Ask who created opportunities so they could run on their own. Let the students raise their hands and report about marking off courses at home or being permitted to be dropped off so they could walk part of the way to school. Find out how many walked to school. Recognize and applaud them.

Then tell the students to do a few laps. Tell them they’ve got five minutes – “GO!” If you have no aide, this will be a good time to record the weekly totals and post them on the wall poster.

This will also be a good time to prepare this week’s prop – a large basin of water on a low table.

After five minutes, bring the students back to the circle.

Explain that blood is pumped through the body in a closed system – constantly recycling blood, sending it through the body so impurities are removed and re-supplying the blood with nutrients and oxygen, which it takes throughout the body, leaving the nutrients, gathering impurities – over and over..

Dip both of your hands into the basin of water to demonstrate the heart’s pumping action. Model the activity by putting your hands one inside the other to form a cup. Put your cupped hands under the surface of the water. Close your thumbs together so that the opening of the “cup” is only about a quarter-inch wide. Quickly squeeze your hands together, but don’t close the opening at the top of your hands. Water will spurt out of your hands.

Explain that this is similar to the pumping action of the heart. If the class environment allows it, let students dip their hands in the water to try the pumping activity. This will be messy, so only allow students to participate if it will damage the gymnasium floor.. Outdoors will be optimum – you won’t have to mop up afterwards.

Explain that when the heart pumps, the blood does not spurt out all over the place like the water in the demonstration did. The blood flows into blood vessels, which transport it around the body.

Talk about weight-lifting and body building – noting that muscles must be exercised if they are to grow stronger. Explain that the heart is much the same – and that’s why we play games that make the heart work harder.

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Review how to take one's pulse. Using a watch with a second hand, take a one-minute pulse of those students who have figured out how to do it. Have them announce the number.

Then have everybody jump up and run laps for one minute, then return quickly to the circle and take a second one-minute pulse. Ask: *"How did your pulse rate change when you exercised?"* (It increased.) *"Why do you think this happened?"* Encourage students to make hypotheses.

Help students conclude that our hearts are always beating. When we are sitting quietly, our hearts beat slowly. When we perform physical activity, the body's need for oxygen and other nutrients increases.

For example, our leg muscles use up much more oxygen to produce the energy they need to perform vigorous exercise, so our hearts must beat faster to supply that needed oxygen. This action is reflected in an increased pulse rate.

Ask students to take their pulses again after sitting quietly for a few minutes. *"How has your pulse changed now? Why?"* (It has slowed down again. The muscles no longer need an increased oxygen supply.)

TODAY'S GAME

As you hand out jump ropes, explain that jumping rope is a good "aerobic" exercise. Explain that "aerobic" means that it makes your heart pump harder and increases the amount of oxygen that you need.

Also note that it doesn't require much equipment or space, it can be done almost anywhere and it can be done by one person. Point out that almost any kind of rope will work – it doesn't have to be fancy or have handles.

Demonstrate the proper way to turn and jump a jump rope. *Begin with the rope behind you and resting against your heels. Then bring the rope up and over your head with a circular wrist motion. Jump over the rope and land on the balls of both feet. Keep your feet and ankles together.*

Let students try turning and jumping. Once most of them have mastered the basic technique, demonstrate the following variations that they can add to their rope jumping. Select those that are appropriate for the children's rope jumping skill level.

Heel Touch—Jump and touch your left heel in front of you; jump and touch your right heel in front of you.

Toe Touch – Jump and touch your left toe behind you; jump and touch your right toe behind you.

Heel and Toe – Jump on your left foot and touch your right heel in front. Jump on your left foot and touch your right toe in back. Jump on your right foot and touch your left heel in front. Jump on your right foot and touch your left toe in back.

Running – Rather than jumping with both feet off the ground at the same time, alternate with left, then right, left, then right, left, then right. Then try moving around, "running" while jump-roping.

Explain to students that for jumping rope to help the heart, it has to be done long enough and hard enough to make the heart work harder. Point out that students can tell if they are jumping enough by using the "talk test." *If they can talk while jumping, they are at the right pace; if they can't talk at all, they need to slow down.* Have students continue to jump rope for 5-10 minutes (or as long as time allows) without stopping.

Then have them cool down by putting down the jump ropes and walking one lap, after which they join you in a circle where you give them all one more straw or stick for the lap.



Let's walk and cool down!

Ask your students what signs told them that they were giving their heart and lungs a workout. (Face feeling warm, breathing harder, heart beating faster, sweating) Point out that like the talk test, they can use these signs to tell when they are exercising enough.

Before you go:

Caution them that they may be over-exercising if they feel weak or wobbly and they should slow down. However, encourage them to push themselves to excel.

Fun at home:

As students prepare to go to their next class, if it has not happened already, have your aide tally each student's current mileage (both in class today and elsewhere) and post the results on the wall posters.

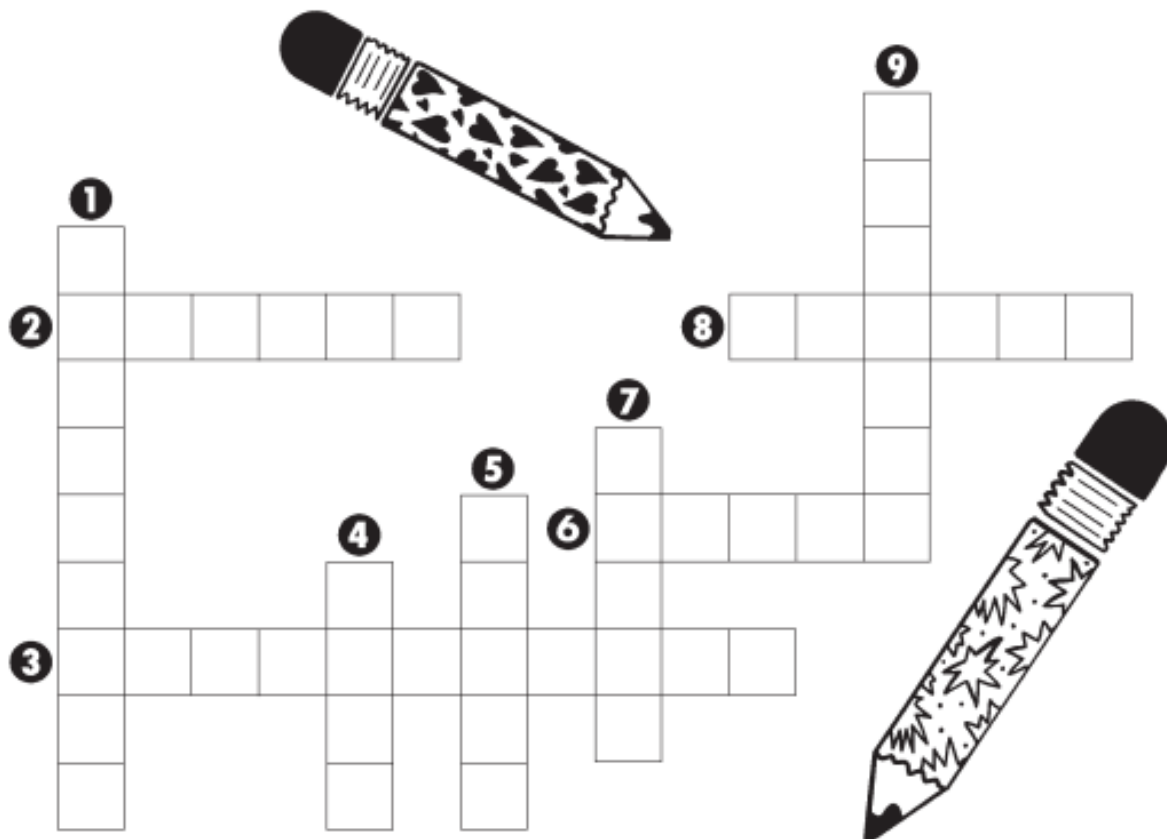
Give students or their next teacher the *Heart Word Game* Activity Sheet to take home. Tell the kids it is just for fun – it's not homework that has to be returned.



NAME _____

Heart Word Game

Sean and Yolanda were playing a game in which they spell words using letter squares. All the words they spelled were about the circulatory system. Fill in their game board by using the clues and words below.



- 1 what the heart does to send blood rushing out
- 2 a gas that our bodies need
- 3 the name for the system that includes our heart and blood vessels
- 4 what the heart works like
- 5 what you can listen to with a stethoscope
- 6 the part of the body that takes in oxygen
- 7 the liquid that carries oxygen throughout our bodies
- 8 what our heart is made of
- 9 the tubes that carry blood

blood
circulatory
contracts
heart
vessels
muscle
oxygen
pump
lungs

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Lesson 3: It just takes a little muscle

Age Group: **2nd grade**

Lesson duration: **30 minutes**

Warming Up

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency PEL 2.2.12, PEL 3.2.1, PEL 3.2.2 – in which students should:

Demonstrate how muscular endurance plays a role in health-related fitness.

Discuss how the activity of the day relates to a healthy lifestyle.

Know that there are a variety of sports and games

This week, we utilize soccer as a medium, just as we used jumping rope last week.

TODAY'S GAME

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 2.2.12, PEL 4.2.1, PEL 4.2.2, PEL 4.2.3 – in which students should:

Participate in low-organized games that utilize basic motor skills and reinforce Today's Chat

Learn how to dribble a soccer ball – each student will need a soccer ball. (utility balls can work, however it is not advised to use basketballs, which cannot withstand being kicked)

Learn how to stretch out using a soccer ball. Learn how to do a soccer push-up.

Run while holding soccer balls, then dribbling soccer balls.

Play “Wandering Goals,” everybody keeping their own score.

Let's walk and run!

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this week's fun worksheet to be sent home with each student:



Important points to make during this session:

Reinforce “Warming Up”

As students enter, remind them to immediately begin walking and running laps. Remember, this is a competition! Let’s see who can walk and run the most laps! Of course, you or your aide needs to be ready with the straws or sticks so that students get credit for those laps.

If they want to report how much mileage they’ve accumulated, urge them to do laps and report in later – after class begins.

During “Today’s Chat”

Point out that physical activity – any kind of physical activity – benefit the body. It strengthens the muscles. Ask students if they remember which muscle is so very important to strengthen (*The heart*). Tell them, there are two kinds of muscles: Voluntary and involuntary. The voluntary muscles are the ones that you can move. The involuntary muscles move by themselves.

Point out that there are all sorts of benefits to walking and running, since it uses so many muscles. It works our involuntary muscles and a whole lot of our voluntary muscles, not just one or two as in weightlifting. Furthermore, running and walking make our body’s complicated systems work better. It can relieve stress – pressure. Ask if any of them has ever known somebody who was depressed. Tell them that many doctors have begun prescribing a daily walk as treatment for depression.

Point out that all sorts of different physical activities use running. Ask if anybody has ever played soccer. Point out that in a professional soccer match, athletes sometimes have to run as much as five miles – back and forth, following the ball and trying to score goals.

Pass out soccer balls to every student. Explain that today we’re going to play some soccer games, but not actually play soccer itself. Have everybody stand with one foot on the ball. Tell them “OK, from now on, nobody can use their hands. Just your feet. In soccer, only the goalkeeper can use his hands ... and today we don’t have a goalkeeper. So ... **NO HANDS!**”

Students are standing with one foot on the ball. Tell them to switch feet – put the other foot on top of the ball. Then switch again. And again. And again. Have them speed up, switching which foot rest on top of the stationary ball. Tell them to keep count – everybody switch 30 times.

As the fastest students finish, ask the class if their hearts are beating faster. (They will be).

Have everybody sit down with their feet extended in front of them. Be humorous as you give them “permission” to pick up their soccer ball with their hands. Have them hold the ball over their heads with their arms extended, then see if they can touch the soccer ball to their toes.

Tell them to take it easy – to lean forward slowly and stretch out their muscles as they try to reach their toes ... or beyond their toes. Ask “Are we stretching out an involuntary muscle or a voluntary muscle?” (Voluntary, obviously.)

Have everybody stand up with their ball in both hands. Stretch again with both feet flat on the floor, but the left leg back, the right leg forward. Stretch! Switch feet. Now sit on the floor and try to touch toes again with the soccer ball. Ask “How much farther can you stretch this time?”

Your students will find that with their leg muscles stretched, their flexibility increases and they can reach farther.

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Explain that some exercises help keep the heart and lungs healthy. When the lungs and heart are fit, they work more efficiently together and people can do more without tiring.

Explain that different physical activities help the body in different ways. For example some exercises help keep the body flexible, or easy to bend. On the other hand, some exercise helps strengthen muscles. Other exercise increases our endurance – strengthening our muscles so they can do something for a longer time.

An example of this would be activities like chin-ups, push-ups, and weight lifting.

Have the students spread out and try some soccer push-ups. Demonstrate putting the ball on the floor, then both hands on the ball. Extend your feet behind you, putting your weight on your toes in classic push-up position, but with the ball under your chest, both hands on the ball.

See who can do the most soccer push-ups. Recognize and applaud whoever does the most push-ups. Marvel how strong that student's biceps are – and that everybody can build up their biceps by doing push-ups on their own ... at home, when bored, on the playground – *almost anywhere!*

Explain that other exercises help keep the heart and lungs healthy. An example of this would be jogging, running, jumping rope or playing soccer.

TODAY'S GAME

Have all the students put their back pockets against the wall as in the previous lesson. Explain this time, it's a race holding their soccer ball, running to the far wall, touching the wall with their soccer ball, then running back and touching their soccer ball to the starting wall. Yell *GO!*

As before, recognize first, second and third places. Have a rematch if you wish. Then, demonstrate how to dribble a soccer ball using the inside of the foot. Keep the ball no further than two feet ahead of your feet. Tell students to try dribbling without looking at the ball! Have everybody try.

Then, send them to the far wall with their back pockets against the wall. This time, it's a dribbling race. Again, recognize the winners. Have rematches if time allows.

Play "Wandering Soccer Goals." Select two students and have them hold either end of a towel or a practice vest or even a jump rope. Have them extend their hands over their heads, forming a soccer goal with the towel or vest or whatever you are using. Now, tell them to walk around, back and forth on the playing field.

Once they begin walking, tell students to try kicking their ball through the wandering goal. No teams – everybody with their own ball, everybody keeping their own count. After they have played three or four minutes, you may want to add additional wandering goals – as many as three.

Let's walk and cool down!

Have students turn in their soccer balls, then finish the class walking or running as many laps as possible as time allows.

Before you go:

As students prepare to go to their next class, if it has not happened already, have your aide tally each student's current mileage (both in class today and elsewhere) and post the results on the wall posters.

Draw students' attention to whomever has the class's top mileage.

Point out who in their grade has the top mileage. Challenge students to beat that mileage!



Recognize whoever in their building has the top mileage. Challenge them to beat the frontrunners!

Ask how many are walking to school! Recognize and applaud them. Ask how many are walking from drop-off points! Applaud them. Ask how many are walking at home on courses they laid out with their parents. Tell them anybody can catch up this weekend – if they spend all day Saturday walking and running on their home course!

Fun at home:

Give students or their next teacher the Activity Sheet on the next page to take home. When you make copies, we recommend that you use both sides of one sheet of paper. It saves trees – and it's easier to give kids one sheet rather than have to check that everybody got two.

Tell the kids the Activity Sheet is just for fun – it's not homework that has to be returned.



NAME _____

How Muscles Work

Write **C** below the muscle that is contracting.

Write **R** below the muscle that is relaxing.





Write **V** below the voluntary muscle.

Write **I** below the involuntary muscle.





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Outside Fun & Fitness

Which of these outdoor activities makes your heart work harder?
Can you draw a picture of an outdoor activity that makes your heart beat faster?



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Lesson 4: The Joy of Brain Power!

Age Group: **2nd grade**

Lesson duration: **30 minutes**

Warming Up

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: PEL 3.2.3, PEL 3.2.4 – in which students should:

Explain that skill competency leads to enjoyment of physical activity

Use movement to improve cognitive responses (e.g., count by two's or three's while jumping rope, movement sentences)

TODAY'S GAME

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1, PEL 4.2.2, PEL 4.2.3 – in which students should:

Know that the body and brain need activity for optimal function, oxygen to the brain, ability to focus

Do soccer rebounds off of a wall, counting by 2s, 3s, 5s and 10s

If time allows, jump rope again, again counting by 2s, 3s, 5s and 10s.

Let's walk and run!

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this week's fun worksheet to be sent home with each student:



Important points to make during this session:

Reinforce “Warming Up”

As students enter, again remind them to immediately begin walking and running laps. Remind them that this is a competition to see who can walk and run the most miles! Of course, you or your aide needs to be ready with the straws or sticks to keep count.

If students want to report their mileage they’ve accumulated, urge them to do laps and report later.

During “Today’s Chat”

Ask if students if exercising will make them a better chess player. A better video game player? A better student in class? The answer, of course, is “Yes.”

Explain that the brain needs oxygen to work well – and that a healthy heart keeps the brain supplied with lots of oxygen and other nutrients needed to work its best.

Ask students: *What are some good reasons why you should exercise?* (To look and feel good, to breathe easily, to improve your blood circulation, to make your heart stronger and to build firm muscles instead of fatty tissue in your body)

Ask: *In what ways does physical activity make you look good?* (It gives you firm muscles and less fat; it helps you look and feel fit.)

Ask: *When you participate in your favorite physical activity, are you usually thinking that you are making your heart stronger?* (No, this is usually not a conscious reason, especially for children.) *Suppose you have just played a tough soccer game, or swum several laps in the pool, or taken a long bicycle ride with your friends. How do you feel?* Students will probably say that they feel tired but good.

Ask: *Why do you think you feel good, even though you may be tired, after physical activity?* (The healthful benefits to the heart, lungs, circulation and muscles all result in a healthy feeling.)

Explain that everybody has some bad feelings sometimes. We may feel sad or angry or impatient or frustrated. Have you ever gone to shoot baskets or run around the block or kick a soccer ball against the wall when you were feeling upset? Encourage volunteers to describe personal experiences.

Tell the story of two soccer players who were brothers: Juan had a terrible temper and got kicked out of games regularly. He was a great player, but he couldn’t handle his anger. As a result, he sat on the bench a lot. His brother, Henry, on the other hand would get just as angry, but he knew how to handle it. One time in a championship game, the referee made a bad call – blaming Henry for a foul when he was innocent. As punishment, Henry had to leave the field for a few minutes. *He was furious!* But instead of screaming at the referee or punching somebody, Henry ran to the bench, got a soccer ball and rebounded it against the wall for about five minutes. He worked off his anger and became calm enough to return to the game.

TODAY’S GAME

Give out soccer balls – one per student. Again, tell students that only the goalkeeper can use his or her hands. So, nobody can touch the ball with their hands!

(continued next page)



Demonstrate how to rebound the ball off the wall. The object is to do it smoothly, controlling the ball and kicking with alternate feet – quickly, but controlled. Introduce the term “one touch.” As the ball bounces off the wall, students can only touch (kick it) once – kicking the ball back at the wall in a controlled, well-timed manner.

Have students try rebounding. Have them count uninterrupted rebounds. They have to start counting all over again if they touch the ball more than once or if it goes wild and they have to chase it.

Announce that we’re going to make things a little more difficult – just for fun! Everybody count out loud! After a minute or two of loud counting, announce that now we’re going to use our brains even more and count by 2s! (2,4,6,8, etc). *Out loud as we rebound!*

Switch to counting by 5s! Then by 10s. See if anybody can count by 3s. Let them demonstrate while the class rests and watches. Can anybody count by 7s? Or 9s? Or 11s? Let them show off their ability as they rebound.

Tell everybody to pick a tough one -- 7s or 9s ... or whichever one they think they can do even if it’s difficult. Then everybody count out loud while they rebound!

Have jump ropes available. If time allows, have students turn in their soccer balls for a jump rope. Again, have them jump rope, counting out loud by 2s, 3s, 5s, 7s, 9s and so forth – their choice. *Insist that everybody count loudly!*

Let’s walk and cool down!

Have students turn in their equipment, then finish the class walking or running as many laps as possible as time allows.

Before you go:

Ask students: “*How did you feel after the physical activity?*” Recognize those students who say that they feel better. Point out that in addition to being fun and good for our bodies, physical activity is also good for our emotional well-being – and for our brains!

It helps us think better! It helps us get over being angry!

Ask students if only sports activities work. Remind them that any physical activity that involves moving the body will work – including, for example, raking leaves, mowing the lawn or helping to wash the car. Ask students if they can think of some physical exercise that their parents or older siblings do at home.

Fun at home:

Hand out the fun worksheet “Why Do People Exercise.” Tell students that this is just for fun, but that that you want them to interview several adults and students about the kinds of physical activities they participate in. Remind them that physical activities include anything that makes a person move.

Instruct them to ask each person to name one to three physical activities he or she participates in and list the activities under the person’s name. Then the interviewer should ask the person why he or she does each activity, marking the reasons on the appropriate squares of the chart. Point out that most reasons people give will fit into one of these categories; for example, “for fun” can be marked as “To Feel Good.”

Tally this week’s mileage. As before, draw students’ attention to whomever has the class’s top mileage. Challenge them to beat the frontrunners! Ask how many are walking to school! Recognize and applaud them. Ask how many are walking from drop-off points! Applaud them. Ask how many are walking at home on courses they laid out with their parents. Tell them anybody can catch up this weekend – if they spend all day Saturday walking and running on their home course!



NAME _____

Why Do People Exercise?

Fill in the chart as you interview people about their physical activities. Check each response given.



Name/Activity	To Look Good	To Be Healthy			To Feel Good	Firm Muscles/ Less Fat
		General	Heart/ Circulation	Lungs		

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Lesson 5: Do cars have to obey any rules?

Age Group: **2nd grade**

Lesson duration: **30 minutes**

Warming Up

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: HW.10.2.9 -- in which students should:

Demonstrate traffic safety rules for the following: crossing streets, seat belts, helmets, riding a bicycle, signs and signals.

You will need today's traffic signal signs in the back of this chapter. Run them off in color -- on thick card stock if possible.

TODAY'S GAME

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1, PEL 4.2.2, PEL 4.2.3 -- in which students should:

Participate in low-organized games that utilize basic motor skills and reinforce Today's Chat

Play the Traffic Game, following the lines on the floor. For this game, you need a gymnasium floor with intersecting lines, such as a basketball court that perhaps is also used as a volleyball court. In other words, you need a floor with lots of intersecting circles and rectangles. Perhaps you will need to put down colored masking tape to create such lines.

Let's walk and run!

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this week's fun worksheet to be sent home with each student:



Important points to make during this session:

Reinforce “Warming Up”

As students enter, again remind them to immediately begin walking and running laps. You or your aide needs to be ready with the straws or sticks to keep count.

During “Today’s Chat”

Ask the class: “Who can tell me what a pedestrian is?” Answer: A person who is walking. Explain to the students that when we are walking on a sidewalk or along a street or anywhere that we have to deal with cars, we are pedestrians.

Explain that pedestrians need special tools to help us cross the street safely. What are our special tools? Each one of us has a toolbox full of all the tools we need. We have our pedestrian toolbox with us at all times. Our tools are our brain, our eyes, our ears and our feet. (Point to each body part as you say them.)

Have all of the kids point to their own tools as you say them again. Ask the class to repeat the names of the tools: Brain! Eyes! Ears! Feet!

Now, take them to the edge of the gymnasium floor or anywhere else that can be utilized as an imaginary street. Explain to the kids: “See here? This is a pretend street. We’re going to practice crossing it. Everybody stand on the edge of the street and repeat after me:

Stop every time at the edge of the street ... (Hold your hand up to signal stop)

Have the students repeat the rhyme. Repeat it a couple of times. Pick a student to recite it aloud. Then go on to the next line:

Use your head before your feet. (Point to your head and feet)

Again, have them all repeat the rhyme several times. Then repeat both lines together. If there is a volunteer, let them recite both lines. Then add the third line:

Make sure you stop before you begin –
(Cup your hands behind your ears and turn from side to side.)

Repeat it as before. Do the motions with flair. Insist that everybody do the motions. Go on:

Look left and right ... and left again.
(Shade your eyes with your hand as you look left, then right, then left again.)

Once more, repeat the line several times, then recite the entire rhyme – the entire class in unison:

Stop every time at the edge of the street ...
(Hold your hand up to signal stop)
Use your head before your feet.
(Point to your head and feet)
Make sure you stop before you begin –
(Cup your hands behind your ears and turn from side to side.)
Look left and right ... and left again.
(Shade your eyes with your hand as you look left, then right, then left again.)

(continued next page)



Tell students: “Now that we know this rhyme and have our tools for HOW we are going to cross the street, we need to know one more thing. WHERE should we cross the street? Have them repeat, as before:

Corner! Or crosswalk! But not in the middle!

Line up the entire class and in single-file order, walk outside to the street where there is no corner or crosswalk. Ask: “Shall we cross right here? NO! Where do we cross?”

Walk along the side of the street on the sidewalk. Talk about walking on the sidewalk a safe distance from the curb. Talk about where to walk if there is no sidewalk – on the grass, far from the roadway – never on the shoulder.

Talk about the importance of walking facing oncoming traffic. Why? So you can see the cars coming toward you. If you walk with traffic, you have to keep looking behind you to see if anything is coming. But when you walk facing oncoming traffic, you can see everything – even cars that sneak up on you!

Lead the single-file group to stop at the curb. Look up and down the street for a crosswalk. Explain that this is the safest place to cross. If there is no crosswalk, go to a corner to cross because cars expect pedestrians to cross at corners more than in the middle of the street.

Take the students back inside. Tell them that since they did great, everybody can do a lap. Hand out straws or sticks. Then bring the students back to sit in a circle.

TODAY'S GAME

You will need to print the traffic signs from the following pages. Hold them up one at a time, asking: “What does this one mean?” and discussing each: a stop sign, a yield sign, a red light, a yellow light, a green light, a “Don’t Walk” signal and a “Walk” signal. Talk about how they affect pedestrians.

Explain that the lines on the floor of the gym are streets. The girls are all cars. Have the girls stand up and begin “driving” putting their hands in front of them on imaginary steering wheels. Encourage them to make motor noises like good cars. Ask if anybody wants to be a motorcycle, which is much louder. Ask if anybody wants to be a bus. If you have volunteers, select a driver. The “passengers” put their hands on the shoulders of the person in front of them. The bus should have no more than three passengers. Tell the girls to go ahead and start driving on the street – but be careful not to get off of the street (the lines on the floor).

Tell the boys they are pedestrians. Tell them they are going to walk beside the street on the imaginary sidewalk. But they have to stay out of the street. They also have to stop, look left, look right, then look left again at every intersection. Tell them to start walking. Encourage the “vehicles” (the girls) and the pedestrians (the boys) to keep up a good pace, walking quickly.

Note that the pedestrians always have to yield to the cars. Why? Because even if the pedestrian is right, they can’t win against a car. Tell the students: “You don’t want to be ‘dead right.’ You don’t want to be in the hospital with two broken legs, two broken arms and a broken nose because you got hit by a car – and telling everybody at the hospital that you were right. Pedestrians always lose arguments with cars.

To make the game more interesting, select a student to go to an intersection and hold up the red, yellow or green lights. Let another student walk around, showing the stop sign at intersections.

Observe the game and use any violations as teaching moments – “Look! This pedestrian didn’t stop! Yikes! He’ll end up in the hospital! Stop! Look left, look right, then look left again!”

Switch roles, letting the boys be vehicles and the girls pedestrians.



Let's walk and cool down!

Before the end of class, allow five minutes for students to walk or run laps once again.

Before you go:

Review the lesson once again. What should you do if there is not a pedestrian crosswalk? Cross at the corner because cars expect people to cross at corners more than in the middle of the block! What should you do before crossing? Stop! Look left, look right, look left again.

Ask if anybody can recite the rhyme. Recognize and applaud anyone who can. Discuss the seriously deadly nature of pedestrian safety and why you are teaching this to them. Stress that they have the power to keep themselves safe by always following the pedestrian safety rules. Tell them: "When we go out on the street next week and practice all the things that we learned today, we will all need to take it very seriously in order to keep everyone safe. See you next week!"

As always, encourage them to walk to school, walk before school, walk after school. Announce who is ahead in the mileage – in their class, for their grade, in their building.

Fun at home:

This week, the fun worksheet is a Word Find puzzle.





Word Find

W	F	G	R	B	F	R	I	E	N	D	S	E	A	L
O	S	B	D	S	S	C	D	T	P	N	S	C	N	M
F	E	I	D	E	S	I	T	E	S	E	C	S	X	O
P	Z	K	N	Q	S	I	T	Y	T	E	M	L	E	H
K	W	E	P	T	A	M	E	U	F	V	V	G	K	E
J	I	W	U	A	E	E	O	L	W	O	R	L	D	A
N	U	O	U	B	N	R	S	E	A	C	M	I	T	L
E	W	D	C	B	V	N	N	S	O	A	D	S	P	T
W	S	F	V	D	I	L	E	A	C	D	C	N	U	H
A	R	G	A	Q	R	B	F	A	T	H	C	F	G	V
L	N	T	F	Q	O	V	S	C	O	I	R	V	F	E
K	I	D	S	A	N	H	A	O	B	Y	O	D	A	P
S	E	B	E	P	M	S	L	B	E	C	S	N	A	E
J	O	R	D	R	E	I	A	I	R	F	S	P	A	O
Y	C	A	F	H	N	Y	L	N	E	B	W	S	C	L
S	W	S	K	A	T	E	H	Y	S	H	A	H	T	X
C	X	G	I	E	S	K	D	E	A	S	L	E	I	K
G	A	V	F	K	F	R	O	S	B	I	K	S	V	R
E	M	A	P	C	S	I	D	E	W	A	L	K	E	J
Q	S	E	I	D	O	V	O	P	I	U	Y	F	S	G

WALK	BIKE	SAFETY	ENVIRONMENT	ACTIVE
KIDS	HEALTH	AIR	CROSSWALK	FRIENDS
OCTOBER	WORLD	SKATE	INTERNATIONAL	ROUTES
FAMILY	OUTSIDE	SCHOOL	HELMET	SIDEWALK

Find each of the words in the puzzle above. Words may be forwards, backwards, vertical, horizontal or diagonal.

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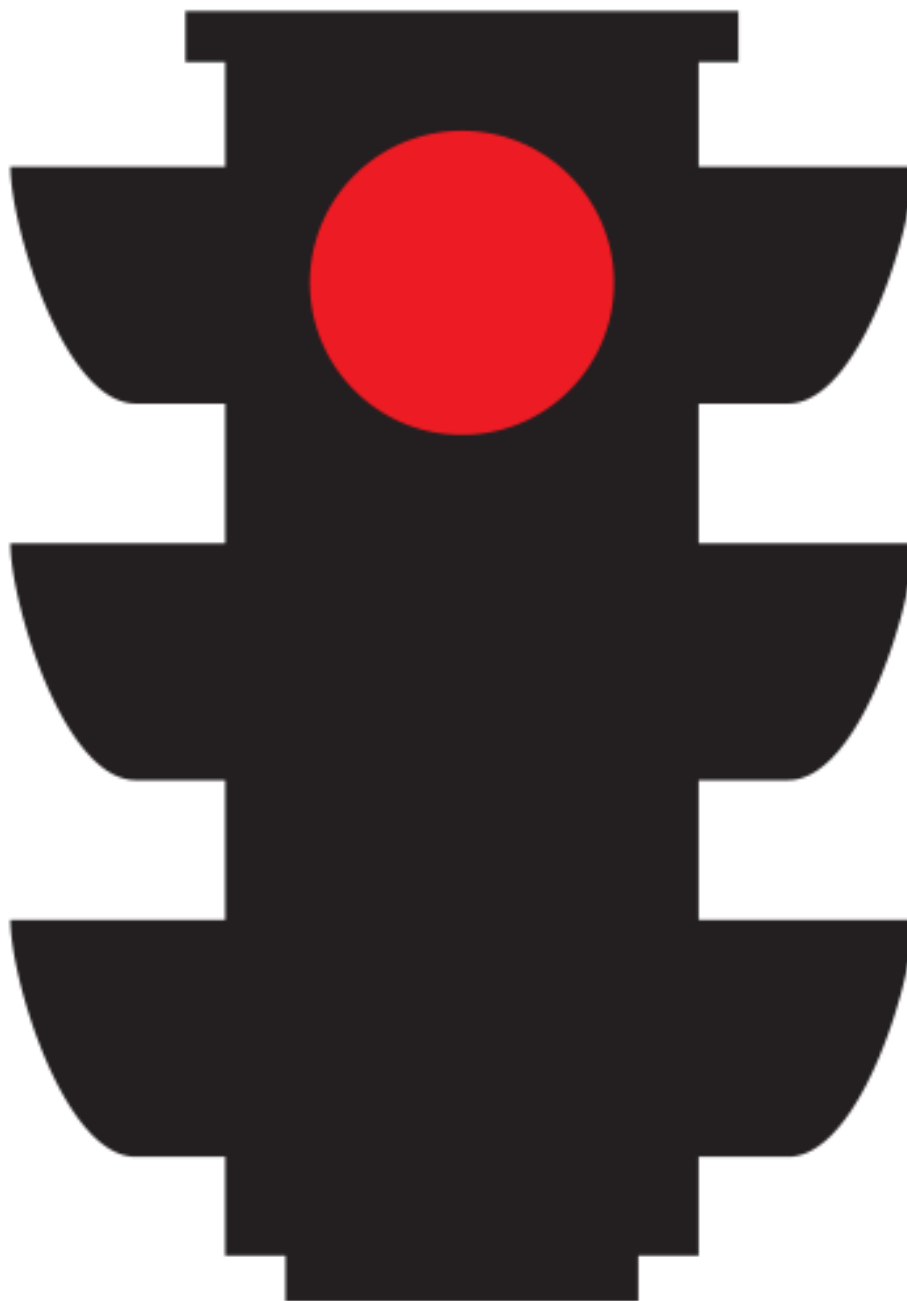
HANDOUT #3: TRAFFIC SIGNS & SIGNALS

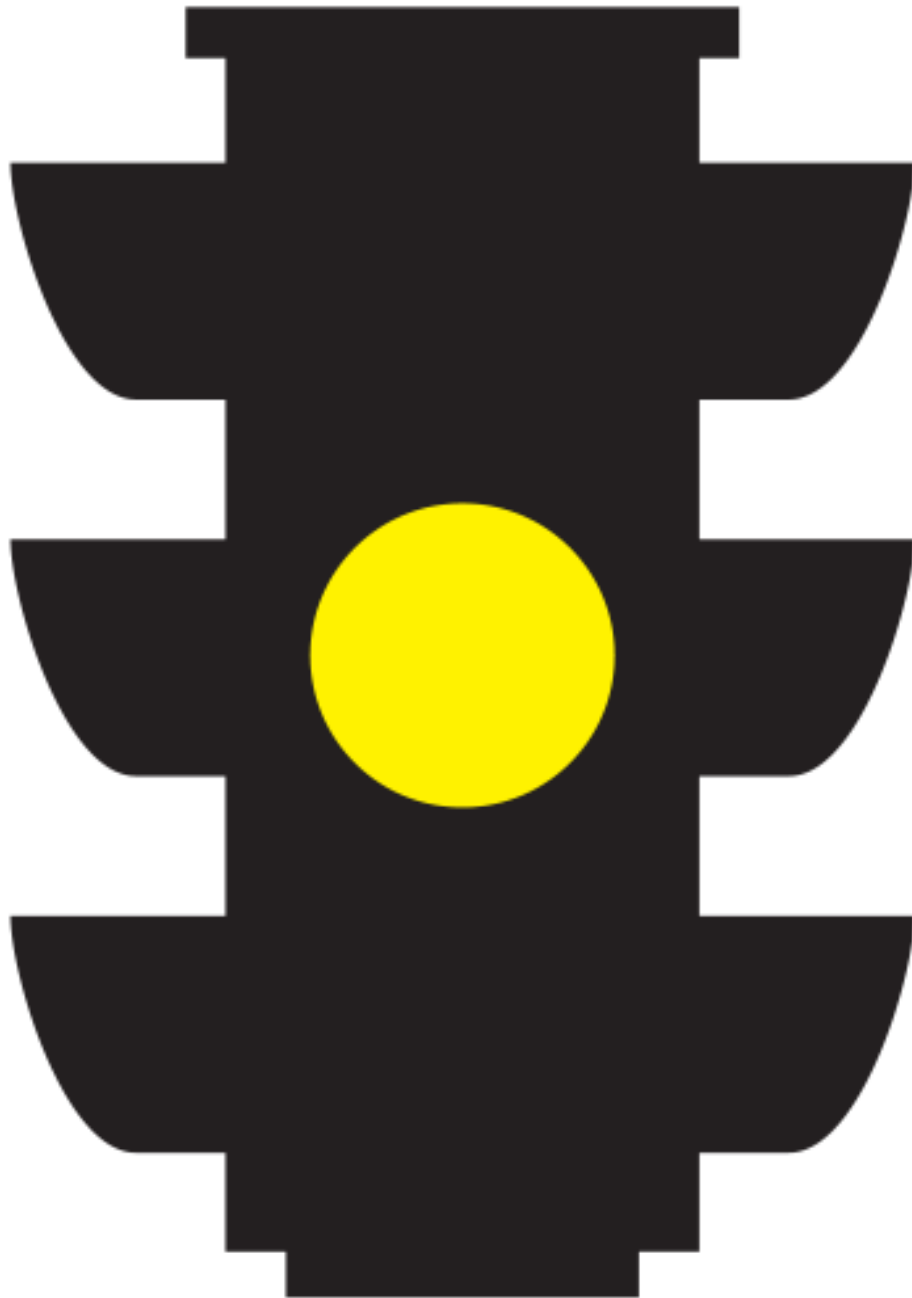
Instructions: Look at the signs & signals. What do they mean? Write the letter of the correct sentence from the box.



- | | |
|---|--------------------------------------|
| a. Stop. Look for a train. | e. School zone. Children walk here. |
| b. Do not walk here. | f. Red light. Do not cross the road. |
| c. Walk, but look out for traffic. | g. People cross the street here. |
| d. Stop! Do not walk.
Wait until the signal changes. | h. Children play here. |

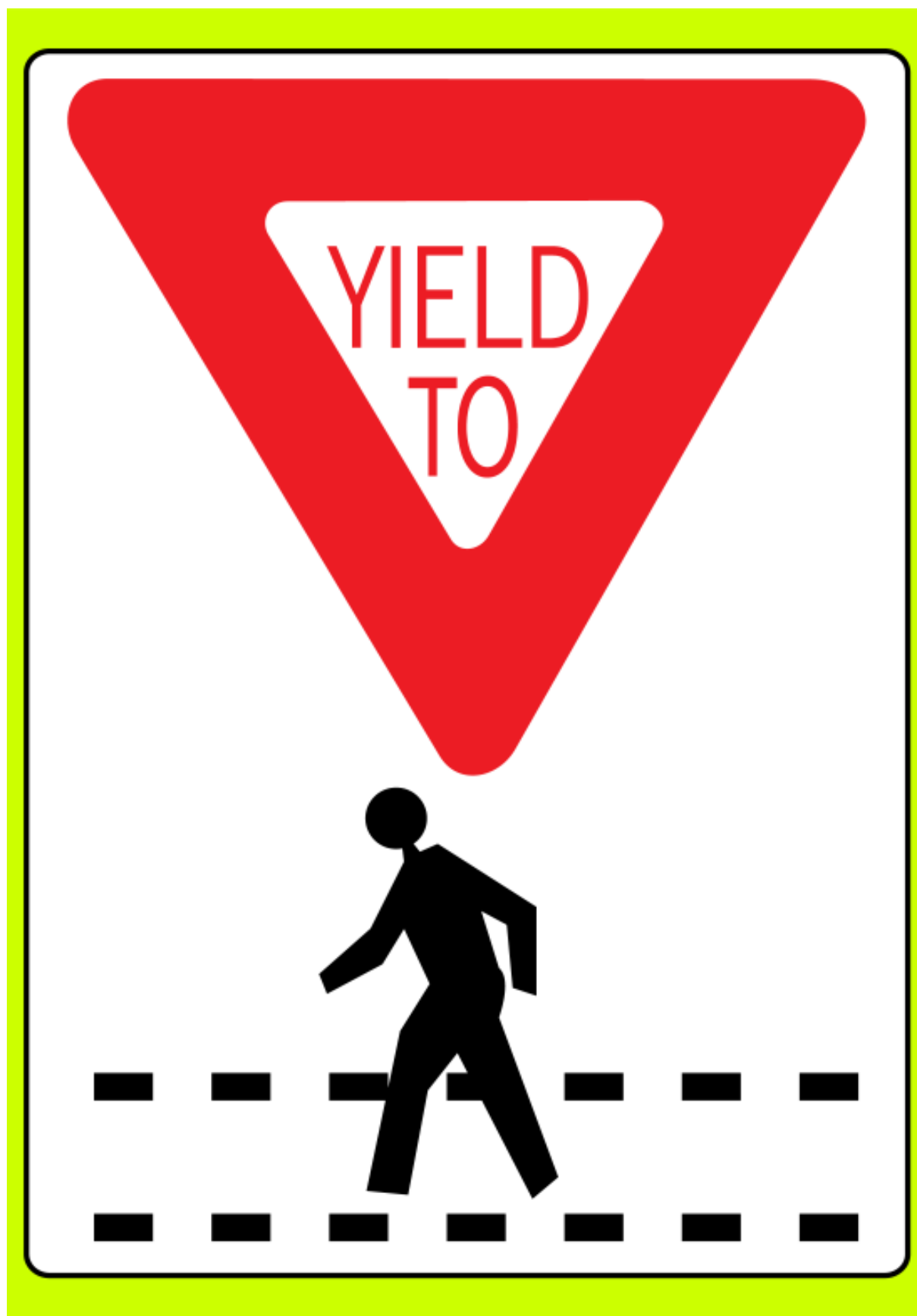
















Lesson 6: Look left, right, then left again!

Age Group: **2nd grade**

Lesson duration: **30 minutes**

Warming Up

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: HW 10.2.9 – in which students should:

Demonstrate traffic safety rules for the following: crossing streets, seat belts, helmets, riding a bicycle, signs and signals

TODAY'S GAME

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1, PEL 4.2.2, PEL 4.2.3 – in which students should:

Participate in low-organized games that utilize basic motor skills and reinforce Today's Chat

Today's game is to go for a walk outside, practicing how to cross the street.

Let's walk and run!

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this week's fun worksheet to be sent home with each student:



Important points to make during this session:

Reinforce “Warming Up”

As students enter, again remind them to immediately begin walking and running laps. You or your aide needs to be ready with the straws or sticks to keep count.

During “Today’s Chat”

Ask the class if anybody remembers the rhyme from last week. If there is a volunteer, let them recite it. Then lead the entire class in the chant:

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

(Hold your hand up to signal stop)

Use your head before your feet.

(Point to your head and feet)

Make sure you stop before you begin –

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

Look left and right ... and left again.

(Shade your eyes with your hand as you look left, then right, then left again.)

Review again, asking “Now that we know this rhyme, we know HOW we are going to cross the street. But do you know WHERE we should cross the street? Do you remember? Have them repeat:

Corner! Crosswalk! Not in the middle!

Line up the entire class and go outside to the street where there is no corner or crosswalk. Ask: Shall we cross right here? NO! Where do we cross?

Corner! Crosswalk! Not in the middle!

Introduce the concept of how important it is to establish eye contact with drivers before walking across the street in front of them. Explain that drivers may seem to be stopping, but sometimes they are distracted. Sometimes the kids are yelling in the back seat. Sometimes they are texting or listening to music or talking on the cellphone.

So, “Look ‘em in the eye.” Establish eye contact to make sure a driver sees you. Stop, look left, then right, then left again. If a car stops for you, make sure the driver is looking you in the eye. It never hurts to smile and wave. Step out into the street only when the car has stopped and you are looking the driver in the eye.

Talk about things that students should wear to be safe. Ask if anybody has ever worn a:

Seat belt. Point out that seatbelts are required by law. Talk about how they save lives.

Bike helmets. Talk about how a helmet can save your life by protecting your head.

Light clothing. Talk about how it’s a very bad idea to walk or bicycle after sunset or before sunrise in dark clothing. Recommend finding reflective clothes.

Talk about how all these rules work for bicyclists – that bicyclists are just like pedestrians: *They cannot win an argument with a car.*



TODAY'S GAME

Line up the students single file and walk outside. Your first teaching space will be the parking lot. Stop in the parking lot and teach how to safely cross a parking lot.

- Look to see if cars are backing out.
- Look for lights on
- Look for someone in the drivers seat
- Listen for motor running.

Walk to the closest sidewalk. Stop and tell the kids that the goal is for all cross the street safely. Ask them where they think you all should cross.

- If there is a crosswalk, walk to it and practice crossing one at a time.
- Have your aide, if you have one, go to the other side of the street to meet the kids when they cross.
- Remind all of the kids that if you yell stop they need to stop right where they are.
- Go through the steps for crossing at a crosswalk.
- Give the first pair very clear instructions on where to go after they have crossed the crosswalk.
- Have every pair come up to the curb, look at the walk/don't walk sign and decide for themselves when to cross. Kids have a tendency to follow each other through in these situations. Make sure they are aware that they are in charge of their own crossing.
- Make sure they look to the left, right and over their shoulders. If the light is flashing make sure they do not start crossing.
- When everyone is safely across, talk about anything that may have occurred that was dangerous and reiterate the steps to crossing at a cross walk.

While walking to the crosswalk or corner, practice other pedestrian safety tips, such as keeping a safe distance from the roadway. Point out other pedestrian safety hazards and what to do about them, such as unsafe places to cross, cars not stopping and so forth.

Let's walk and cool down!

Back in the classroom, allow the students to walk and run at least five minutes. As always, hand out straws or popsicle sticks.

Before you go:

Debrief with the students about what they have learned about pedestrian safety. Ask the students to say something they learned or observed out on the walk. Talk about the things that you thought went well and anything that was dangerous that should be addressed.

Congratulate the kids for participating and on being super safe pedestrians. Give them their homework assignment: To go on a walk with their parents and teach them what they have learned about being safe pedestrians.

Fun at home:

Send home a sheet that explains to parents that their students' homework is to talk a walk in their neighborhood with their child – while their child explains pedestrian safety rules.

Attach to the sheet this walkability assessment sheet for the parents.



Today's handout

Explanation to parents about homework -- kids taking their parents on a walk, discussing safety rules

Also, include next three pages



Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

Getting started:

First, you'll need to pick a place to walk, like the route to school, a friend's house or just somewhere fun to go.

The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall.

After you've rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community's score. You'll find both immediate answers and long-term solutions under "Improving Your Community's Score..." on the third page.



Partnership for a
Walkable America



Pedestrian and Bicycle Information Center



U.S. Department
of Transportation



Take a walk and use this checklist to rate your neighborhood's walkability.

How walkable is your community?

Location of walk _____

Rating Scale: 

1. Did you have room to walk?

- ☐ Yes ☐ Some problems:
- ☐ Sidewalks or paths started and stopped
 - ☐ Sidewalks were broken or cracked
 - ☐ Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
 - ☐ No sidewalks, paths, or shoulders
 - ☐ Too much traffic
 - ☐ Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

2. Was it easy to cross streets?

- ☐ Yes ☐ Some problems:
- ☐ Road was too wide
 - ☐ Traffic signals made us wait too long or did not give us enough time to cross
 - ☐ Needed striped crosswalks or traffic signals
 - ☐ Parked cars blocked our view of traffic
 - ☐ Trees or plants blocked our view of traffic
 - ☐ Needed curb ramps or ramps needed repair
 - ☐ Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

3. Did drivers behave well?

- ☐ Yes ☐ Some problems: Drivers...
- ☐ Backed out of driveways without looking
 - ☐ Did not yield to people crossing the street
 - ☐ Turned into people crossing the street
 - ☐ Drove too fast
 - ☐ Sped up to make it through traffic lights or drove through traffic lights?
 - ☐ Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

4. Was it easy to follow safety rules?

Could you and your child...

- ☐ Yes ☐ No
- ☐ Yes ☐ No Cross at crosswalks or where you could see and be seen by drivers?
- ☐ Yes ☐ No Stop and look left, right and then left again before crossing streets?
- ☐ Yes ☐ No Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
- ☐ Yes ☐ No Cross with the light?
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

5. Was your walk pleasant?

- ☐ Yes ☐ Some unpleasant things:
- ☐ Needed more grass, flowers, or trees
 - ☐ Scary dogs
 - ☐ Scary people
 - ☐ Not well lighted
 - ☐ Dirty, lots of litter or trash
 - ☐ Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

How does your neighborhood stack up?

Add up your ratings and decide.

- | | | |
|----------|-------|--|
| 1. _____ | 26-30 | Celebrate! You have a great neighborhood for walking. |
| 2. _____ | 21-25 | Celebrate a little. Your neighborhood is pretty good. |
| 3. _____ | 16-20 | Okay, but it needs work. |
| 4. _____ | 11-15 | It needs lots of work. You deserve better than that. |
| 5. _____ | 5-10 | Call out the National Guard before you walk. It's a disaster area. |

Total _____

Now that you've identified the problems,
go to the next page to find out how to fix them.



Now that you know the problems,
you can find the answers.

Improving your community's score...



1. Did you have room to walk?

Sidewalks or paths started and stopped
Sidewalks broken or cracked
Sidewalks blocked
No sidewalks, paths or shoulders
Too much traffic

**What you and your child
can do immediately**

- pick another route for now
- tell local traffic engineering or public works department about specific problems and provide a copy of the checklist

**What you and your community
can do with more time**

- speak up at board meetings
- write or petition city for walkways and gather neighborhood signatures
- make media aware of problem
- work with a local transportation engineer to develop a plan for a safe walking route

2. Was it easy to cross streets?

Road too wide
Traffic signals made us wait too long or did not give us enough time to cross
Crosswalks/traffic signals needed
View of traffic blocked by parked cars, trees, or plants
Needed curb ramps or ramps needed repair

- pick another route for now
- share problems and checklist with local traffic engineering or public works department
- trim your trees or bushes that block the street and ask your neighbors to do the same
- leave nice notes on problem cars asking owners not to park there

- push for crosswalks/signals/parking changes/curb ramps at city meetings
- report to traffic engineer where parked cars are safety hazards
- report illegally parked cars to the police
- request that the public works department trim trees or plants
- make media aware of problem

3. Did drivers behave well?

Backed without looking
Did not yield
Turned into walkers
Drove too fast
Sped up to make traffic lights or drove through red lights

- pick another route for now
- set an example: slow down and be considerate of others
- encourage your neighbors to do the same
- report unsafe driving to the police

- petition for more enforcement
- request protected turns
- ask city planners and traffic engineers for traffic calming ideas
- ask schools about getting crossing guards at key locations
- organize a neighborhood speed watch program

4. Could you follow safety rules?

Cross at crosswalks or where you could see and be seen
Stop and look left, right, left before crossing
Walk on sidewalks or shoulders facing traffic
Cross with the light

- educate yourself and your child about safe walking
- organize parents in your neighborhood to walk children to school

- encourage schools to teach walking safely
- help schools start safe walking programs
- encourage corporate support for flex schedules so parents can walk children to school

5. Was your walk pleasant?

Needs grass, flowers, trees
Scary dogs
Scary people
Not well lit
Dirty, litter



- point out areas to avoid to your child; agree on safe routes
- ask neighbors to keep dogs leashed or fenced
- report scary dogs to the animal control department
- report scary people to the police
- report lighting needs to the police or appropriate public works department
- take a walk with a trash bag
- plant trees, flowers in your yard

- request increased police enforcement
- start a crime watch program in your neighborhood
- organize a community clean-up day
- sponsor a neighborhood beautification or tree-planting day
- begin an adopt-a-street program

A Quick Health Check

Could not go as far or as fast as we wanted
Were tired, short of breath or had sore feet or muscles

- start with short walks and work up to 30 minutes of walking most days
- invite a friend or child along

- get media to do a story about the health benefits of walking
- call parks and recreation department about community walks
- encourage corporate support for employee walking programs







Lesson 7: Where is a safe place?

Age Group: **2nd grade**

Lesson duration: **30 minutes**

Warming Up

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: HW 10.2.11 -- in which students should:

Discuss procedures for obtaining emergency assistance and information (e.g., fire and police department, poison control, ambulance, 911)

TODAY'S GAME

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1, PEL 4.2.2, PEL 4.2.3, HW 10.2.11 -- in which students should:

Participate in low-organized games that utilize basic motor skills and reinforce Today's Chat

Play the flag game.

Play Dogcatcher.

Let's walk and run!

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this week's fun worksheet to be sent home with each student:



Important points to make during this session:

Reinforce “Warming Up”

As always, encourage students to run or walk as many laps as possible before class starts. Be ready to give them straws or popsicle sticks .

During “Today’s Chat”

Ask students what number they dial in case of emergency. The answer is 911. Ask if anybody has ever called. Make sure that students understand that they should not call unless there is an actual emergency.

Has anybody’s parents ever told them not to interrupt? Did you know there are times when you should interrupt? That’s when things aren’t safe. Sometimes, you need to say: “I see you are busy, but I need help. Please listen.” Then tell the adult what the problem is. What sort of person should you interrupt if you need help? How about:

Policemen
Storekeepers and cashiers
Librarians

What if the policeman or the librarian is a stranger? Should you talk to strangers? What is a stranger? A stranger is just a person you don’t know well.

What if you are walking to school or around your neighborhood and a stranger comes up and talks to you? What should you do?

Have the students repeat “Move away and check first.” Have them repeat it several times.

What does “Move away” mean?

- 1) Back away if the person is too close to you.
- 2) Get away quickly if the person tries to hold onto you
- 3) Get away from anybody who tries to make you go with them.
- 4) Get away if they are trying to give you something.

How far away? Far enough that you can look them over. Far enough that you can run away from them if you have to.

What does “Check first” mean?

- 1) Look them over. Figure out whether you want to have anything to do with them.

What if the stranger asks you questions?

- 1) Stay back from the stranger.
- 2) Say things like “I don’t know.”
- 3) Keep walking
- 4) Don’t give personal information.

What if the stranger keeps following you? Teach the students to use their voices and bodies to get away when someone is acting in a scary way. Explain that your voice can get the attention of people who can help you. Have children practice yelling “NO! STOP!” using a voice that is loud and strong. Have them practice yelling, “I NEED HELP” while running to a person who can help them.



TODAY'S GAME

For today's games, you will need at least one soccer ball for each student. We will play two games, adapting them to reinforce today's lesson.

The first game is "Alligator" – in which students dribble the ball in a defined area. The goal is to keep away from the Alligator, who is one of the students. The Alligator's task is to kick the player's ball out of the defined area. The player's job is to prevent the Alligator from doing so. Players must only use their feet. Once their ball has been kicked out of the designated area, the player must go sit down. The last player to evade the Alligator is the winner – and gets to be the Alligator in the next round.

The second game is the "Flag Game" – in which students are lined up and assigned numbers 1 through 4. All the Number 1s form the first team, the Number 2s the second team and so forth – four teams. All the soccer balls are put into the middle. When the whistle is blown, players run to retrieve as many soccer balls as possible and take them to their flag. Once at their flag, the ball is safe and cannot be stolen. However, en route, it can be taken away by opponents. Players must only use their feet. The team that retrieves the most balls is the winner.

In order to reinforce the messages of today's lessons, Alligator is introduced as "Stay Away From the Stranger." The game is the same, but students do their best to stay away from the student who is designated as the Stranger. Students usually enjoy playing multiple rounds of this game.

Again, to reinforce the messages of today's lessons, the Flag Game becomes "Safe Places Game." The four flags are named "The Police Station," "The Fire Station," "The School," and "The Nice Neighbor Lady." Explain that the students' job is to rescue the soccer balls from the bad guys by taking the balls to their team's safe place.

Let's walk and cool down!

As always, allow students to accumulate mileage by giving them at least five minutes to run and walk at the end of class.

Before you go:

Debrief with the students about what they have learned about dealing with strangers when they are walking. Congratulate the kids on being super safe pedestrians. Have them all practice yelling "No! STOP!" and "I NEED HELP!"

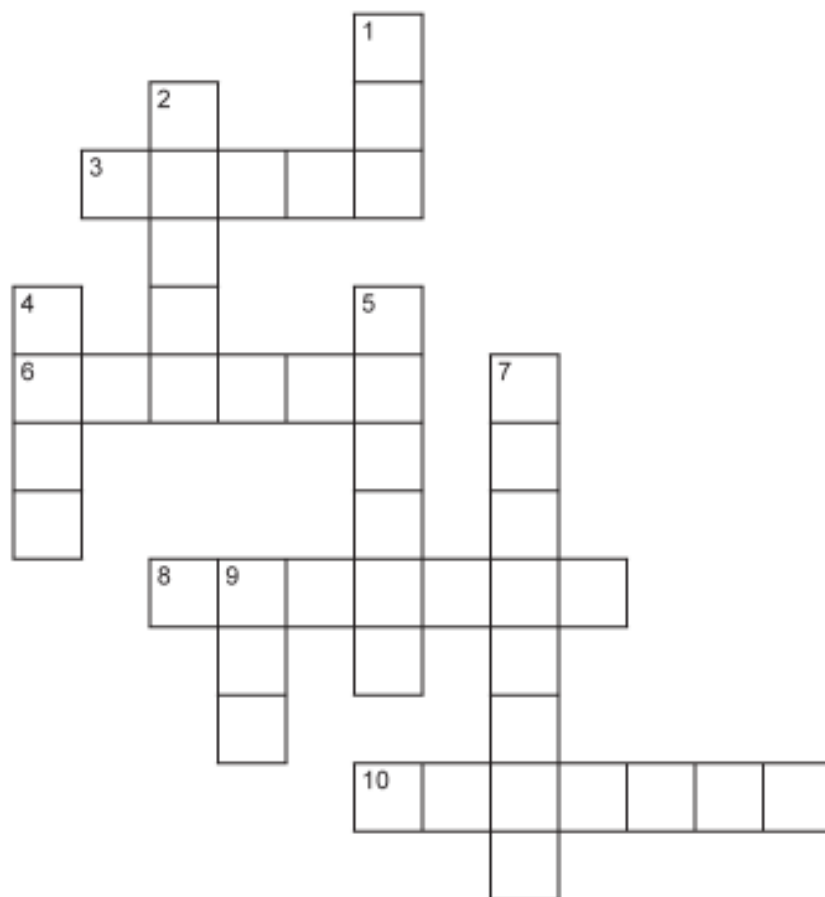
Tabulate the mileage of each student as before. Announce the contest frontrunners.

Fun at home:

This week's fun sheet is a crossword puzzle.



Crossword



Across

3. Obey traffic _____ and signals.
6. Instead of sitting at home, walking helps kids be _____.
8. Walking to school is a chance to spend time with your family and _____.
10. International Walk to School Day takes place in the month of _____.

Down

1. Walk to school instead of riding in a car or _____.
2. When crossing the street, look left, _____ and left again for traffic.
4. _____ or bike to school for International Walk to School Day!
5. When riding your bicycle, always wear a _____.
7. Teachers and _____ can walk during lunch.
9. Walk, don't _____ across the street.

www.walktoschool.org





Lesson 8: Who can you talk to?

Age Group: **2nd grade**

Lesson duration: **30 minutes**

Warming Up

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

During this unit, encourage students to begin walking, jogging or running laps as soon as they arrive. The teacher or an assigned aide needs to be ready with a box of drinking straws or popsicle sticks. Students receive one for each lap -- and are encouraged to walk or run at their own pace. Have the aide gather and tally each student's mileage as you begin Today's Chat

Today's Chat:

Targeted competency: HW 10.2.14, HW 10.2.15 – in which students should:

*Differentiate and describe physical, mental, and verbal abuse.
Identify sources to report abuse, harassment, violence, and injury*

TODAY'S GAME

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1, PEL 4.2.2, PEL 4.2.3, HW 10.2.14, HW 10.2.15 – in which students should:

Participate in low-organized games that utilize basic motor skills and reinforce Today's Chat

Play Me Against the World with soccer balls

Play the Crab Game with and without soccer balls

Let's walk and run!

Targeted competencies: PEL 1.2.16, PEL 2.2.4, PEL 4.2.1

As time allows, permit students to do a few final laps. Keep track with straws or popsicle sticks.

Before you go:

As students prepare to go to their next class, while your aide is tallying each student's mileage for that day in class, review the day's lesson by repeating key points or having students volunteer to recount those key points.

Fun at home:

As students leave, give their teacher this week's fun worksheet to be sent home with each student:



Important points to make during this session:

Reinforce “Warming Up”

Encourage students to get in as many laps as possible before class starts. At this point, you may want to consider whether to make this a continuing practice in gym class. You may also want to consider whether to continue the mileage contest for the rest of the school year – or whether it will end as this unit concludes.

We would encourage you to continue until the end of the school year. We are hoping to create healthy habits – including walking for health. As the physical education instructor, you have an opportunity to encourage students to continue what they have begun. Also, as weather gets cold, doing laps in the gymnasium before and after school and during whatever other period that you are allowing it, such as during lunch, may be the only opportunity that students will have to walk daily.

You may discover that students look forward to walking with their friends before school – and that like daily adult runners or swimmers, their personal well-being depends on their being able to walk.

During “Today’s Chat”

Sometimes bad things happen no matter what one does. Talk with your students about what to do if something bad happens to them. Assure them that you are always interested in talking to them and hearing about problems they may be having.

Have them raise their hands and volunteer trusted people to whom they can talk in case something bad happens to them – and they need to tell somebody. These would include:

- Their after-school baseball/softball, basketball, football or soccer league coach or refs.
- Their Sunday school teacher
- Their grandparents
- Their adult relatives
- Older siblings or cousins, particularly older teenagers that they trust
- Scout leaders
- Teachers
- School counselors
- Their school principal
- Trusted neighbors, particularly elderly women with whom they have made friends

Tell the students that most of us have had situations when we couldn’t do what we thought we should, when something went wrong, or when we made a mistake. Sometimes these situations might result in problems that make us feel upset, stupid, or scared every time we think about what happened. Feeling bad about yourself can get in the way of figuring out what you need to do to get help to solve these problems. Tell them to talk to somebody they trust.

Age-appropriate language is very important here. You do not want to frighten the students nor create in their minds distrust or fear. Focus on what your students need to do rather than on any details of what could go wrong. Avoid going into detail of dangerous situations. Keep the focus on walking in their neighborhood or walking to school.

Tell a success story. Keep the story simple, focusing on what the child did to be safe, not on the attack or attempted abduction. Leave out scary details. For example, instead of saying that the person was making threats or being sexual, you could say that the person was “acting scary” or “being weird.” Act out what the child did to be successful.

Avoid the “Too Much Talking Pitfall.” Give a simple explanation and then redirect children into what they CAN do – such as getting away or going to a safe place or seeking out a trusted adult.



TODAY'S GAME

Today's games require at least one soccer ball per student.

The first game is "Me Against the World." The lesson that this game teaches is that students have the ability to win against impossible odds. If your classroom is a gymnasium, put all the soccer balls in the center circle. Ask for a volunteer who is The Victim. Explain the rules: The entire class is going to try to force The Victim to have soccer balls in his center circle. However, The Victim isn't going to put with that! Whisper to the Victim that a key to winning is to kick the balls as far away as he or she can. The result is that the other students are attempting to gather soccer balls from throughout the gym and kick them into the circle, whereas The Victim only has to keep the center circle free of soccer balls. His or her opponents will have difficulty kicking the balls accurately or keeping them from rolling on through and out of the circle. As you want The Victim to win, watch closely and declare him or her the winner when The Victim has managed to clear the circle of soccer balls for two or three minutes. Do not let the game continue too long since The Victim will grow tired – and the class will learn to kick more accurately.

This game is effective if you select Victims who are physically able to kick the balls far, making their opponents have to chase all over the gym after them. At the end of the game, select another Victim. Usually the point is well made after three Victims have effectively succeeded against the entire class.

The second game is "The Crab Game." Everyone must dribble a soccer ball from one end of the gym to the other and back. Designate a Crab who must walk on all fours, face and chest up, like a crab.

One half of the gym is safe, the other half is the Crab's territory. If the Crab touches your soccer ball while you dribble across his or her territory, you become a Crab, too. The game ends when only one person has not been tagged and is the only person not to have become a Crab.

The teaching opportunity is that the winner usually comes up with a strategy. Notice how the winner evaded all the Crabs. Sometimes, they linger back, watching, then stealthily running down the side. Other times, they learn to volley the ball long to the far end of the gym, then sprint after it – running too fast for the Crabs to catch them.

You as the teacher want to point out how the winner won – by having a good strategy, by being clever and figuring out a good solution.

Let's walk and cool down!

As always, allow enough time for students to get in a few laps at the end of class.

Before you go:

Reinforce the messages that the games taught: That one student can win against impossible odds – the entire class attempting to defeat him or her. Or that students can win in situations like the Crab Game by watching, thinking and coming up with a good strategy. Explain that in a situation where a student is walking to school or walking around their neighborhood, they can win, too, against a scary person who might be acting weird. They just have to be clever, keep their eyes open and come up with a good strategy – such as how to get to a trusted neighbor's house or dial 911 and summon the police.

If this is the final session of the mileage contest, you might want to announce the winner – or you might want to wait until all the results are in from the other classes.

Again, we would highly recommend that the mileage competition continue through the end of the school year. It is in the best interest of your students that they continue a daily habit of walking to school, walking at school and walking on their own.



Fun at home:

This week's

