Connecticut Technology Transfer Center

SAFETY TOWN CURRICULUM

A GUIDE TO CHILDREN'S PEDESTRIAN SAFETY

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Quick Guide to the Safety Town Kit

The Safety Town Kit is an interactive classroom that can be used either indoors or outdoors. It features a miniature road layout with a street with a crosswalk, a traffic signal, a walk/don't walk signal, as well as several two-dimensional stand-up vehicles such as a fire truck, a school bus, and a police car, and an ambulance.

Incorporating the Safety Town Kit into Your Safe Routes to School Program

The Safety Town Program and its lesson plans can be a valuable addition to any Safe Routes to School Program. The lessons offered through Safety Town benefit children in the prime age groups for Safe Routes to School and can be integrated into Safety Fairs, Walk to School Days, classroom exercises and other education and encouragement events.

Age Appropriateness

Younger children (grades K-2):

> Most lessons can be set-up with the Safety Town kit. When appropriate, an empty parking lot can make some of the situations more realistic while still maintaining a safe and controlled environment. For the Safe Walking lesson, consider taking small groups of children on short neighborhood walks or incorporate the lesson into your Safe Routes to School Program by using a Walking School Bus to take the children along their route to school.

Older children (grades 3-5):

> Although the Safety Town kit can be used, the lessons are not quite as realistic as they should be for children of this age range. Try setting up an empty parking lot to represent the various traffic situations. Also, consider getting help from the local police so that you could safely use some nearby streets. The lessons can be easily incorporated into your Safe Routes to School Program during a "Walk to School Day"

Often, the number of children, the number of instructors, and/or time constraints will limit your ability to find and use actual intersections. Remember that even with younger children, the more complex traffic situations often provide the greatest opportunity for learning.

Introduction to Practical Training Methods

Most child pedestrian safety education has taken place in the classroom, and overall, the results have been very disappointing. The conventional classroom education program assumes that children with increased knowledge will be able to apply their classroom experiences to real-life traffic situations. Although children involved in these classroom programs are typically able to recite common safety tips and give more informed answers about traffic, very few of them show any behavioral improvement in actual roadside situations. Knowledge alone is not enough to produce increased road safety techniques, especially for children in the vulnerable 5 to 9 age bracket. These children are at greatest risk in traffic-related pedestrian crashes. Young children have shown that they can be trained in pedestrian roadway skills as competently as older children. However, students being told about traffic situations rather than being placed in a situation with a chance to practice the required skills has long been the problem.

In the past, many researchers believed that children under the age of 10 are not biologically capable of managing the demands of the traffic environment and thus have recommended separating these children from traffic altogether. An extremely influential study from the early 1960s on the cognitive abilities of children by Jean Piaget maintained that most children are unable to simultaneously judge both speed and distance. Children under 10 typically allocate too much importance on distance, fixate on that single cue, and ignore all others (including speed). When confronted with a situation of two cars heading toward them, children will naturally say that the car that is currently closer will reach them first, even if the second car is going much faster. This study led to a widespread suppression of child pedestrian safety education throughout the 1960s and much of the 1970s. The goal turned to protecting children from traffic situations altogether. Poor results from traditional traffic safety education programs further fueled this belief until various studies conducted the mid 1970s by Donaldson began to dispel the theories that children cannot learn to solve problems prior to the appropriate development stage.

The key issue with conventional classroom traffic safety education is the poor understanding of what skills children need in order to successfully

confront traffic situations. This has led to ambiguous, unfocused teaching objectives that do not specify how such instruction should be expected to make the child safer on the road. A more systematic approach would be to analyze the problems posed by the traffic environment, build strategies that an experienced pedestrian might use to solve such problems, and explore the underlying skills required to carry out that strategic behavior. The ultimate goal should be to promote the development of these skills and demonstrate their application properly in a variety of traffic situations with appropriate skills training methods.

According to the National Highway Traffic Safety Administration, mid-block dart-outs are unquestionably the single biggest problem for preschool aged children (3-4) and elementary aged schoolchildren (5-9). Also, children are most likely to be hit in urban areas on residential streets in the late afternoon or early evening.

Some of the other required skills include:

- Improving traffic judgments and behavior
- Crossing the road at intersections
- Crossing between parked cars
- Making sound roadside visual timing decisions
- Developing safe route planning strategies
- Reducing roadside impulsivity

In developing a curriculum, some factors that should be considered consist of:

- The cognitive, perceptual, emotional, judgmental, social, and motor skills necessary to handle different pedestrian situations
- The affect of physical attributes such as height, weight, and agility
- Their peripheral vision and ability to locate sounds
- Their ability to estimate speed of oncoming traffic
- Their impulsivity
- Their emotional development, especially in that the emotional state of a child often affects attention and willingness to take risks
- The fact that children aged 5-9 often have higher estimations of their own physical abilities than they actually possess

The programs that prove to be most successful promote the development of traffic skills combined with their practical application in various traffic situations. "Safety Town" type programs have become a popular option for introducing and practicing pedestrian safety skills. A study by Gielen in 1996 confirmed that 2nd graders demonstrated significant gains due to the program. Numerous other studies have provided evidence to support the benefit of practical skills training. At the same time, there is no evidence to support the classroom education assumption that knowledge improves behavior in real traffic situations.

Practical training is, by far, the most effective means of improving children's skill and judgment. Knowledge-based teaching has not proven effective in improving the behavior of children in real traffic. Practical skills training methods have been shown to have the ability improve roadside judgment, help children plan safer routes, and aid in better timing road crossing. They also have proven to increase the aptitude of children crossing at both intersection and at parked cars. In addition to the supplementing the fundamental skills necessary to be in contact with traffic situations, these programs have also demonstrated success in reducing roadside impulsivity. The key to practical skills training is the change in the actual behavior of children.

The best way to teach pedestrian road safety is to practice in real life situations.

This curriculum will guide you toward implementing a skills-oriented education program while using the Safety Town kit, a parking lot, and/or actual roads and intersections.

Note: Pedestrian education for young children is a small step in the ongoing development of children into self-reliant road users. Although this program seeks improvements, **it does <u>not</u> imply that young children are prepared for independent travel**. Adult supervision and good role models over the long-term still remain essential components in this education. The big idea is to establish the fundamentals necessary for independent travel sometime in the future.

Children Learn Best Through Participation...

- Don't Just Tell the Children the Best Answer
- Involve the Children in the Decision-Making Process
- Let the Children Think For Themselves
- Discuss the Options
- Explain Why Certain Choices Are Better Than Others
- Make Sure the Children See For Themselves
- Help the Children Understand How You Keep Safe

Allowing Children to Help You Decide Where & When to Cross the Road Is a Great Way for Them to Learn!

Road Safety Fundamentals!

Know What to Do

- What to Do Along the Road
- Where to Cross the Road
- When to Cross or Not Cross the Road

Know Why You Do It

- Why Accidents Happen
- How to Avoid Accidents
- What Clues to Use

Use What You Know

- How to Avoid Dangerous Situations
- Know Where & When to Cross the Road
- Be Careful!

The Top Ten
Child Pedestrian Safety Tips

1. Always Walk on the Sidewalk.
   If there is No Sidewalk, Walk Facing Traffic.

2. The Further You Walk in the Road,
   the More Danger You Are In.

3. Don't Cross Where Drivers Can't See You or
   If You Can't See Far Down the Road.

4. Always Stop at the Curb or Edge of Road.

5. Sometimes It Is Too Dangerous to Cross,
   So Find a Safer Route or Someone to Help.

6. Parked Cars Are Dangerous & May Start Moving.

7. Look Carefully In All Directions.

8. Look Out For Driveways.

9. Listen Carefully For Traffic.

10. Wear Bright Colors and Reflective Markers!

CHOOSING A SAFE PLACE TO CROSS THE ROAD

Typical pedestrian safety education lessons for children spend a lot of time reinforcing the techniques used in crossing the road. **Look left, look right, and look left again** is an excellent routine for children to learn, but this practice will only be useful if the child is able to first choose an appropriate location to implement these lessons.

Many locations are unsafe because they are in between parked cars, along sharp turns in the road, near the top of a hill, or obscure the child's view of traffic, and in turn the driver's view of the child. Most young children assess their own safety based on what they can actually see. If they cannot see any cars approaching, they think they are safe to cross. Children also have a tendency to take the most direct route from when they decide to cross the road to their destination. This often leads to children walking diagonally across intersections. **Teaching children where to cross the road in addition to how to cross the road is an important distinction that children should learn.**

Goals:

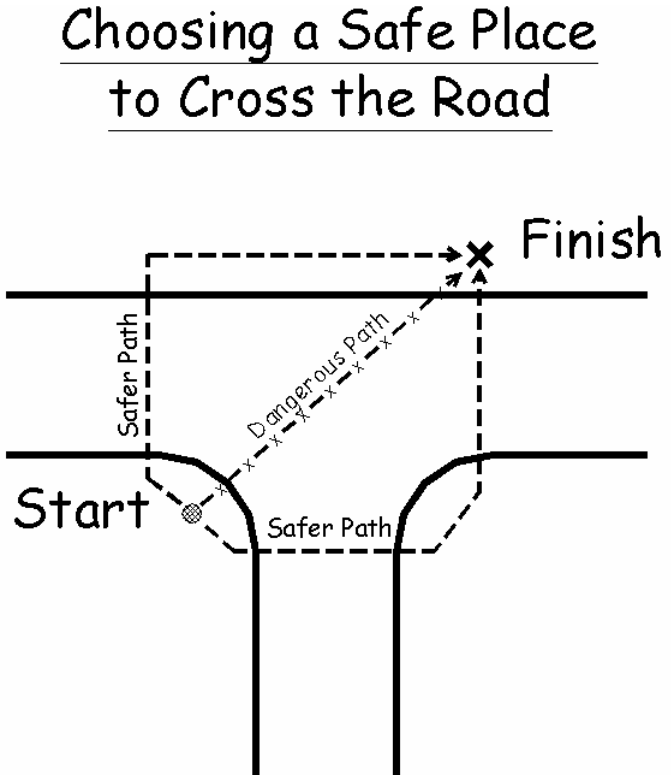
- To recognize dangerous roadside locations
- To be able to find a safer route and avoid such locations
- To be able to choose routes that reduce exposure to traffic

Lesson:

This lesson can be taught with the aid of the Safety Town kit for younger children. For older children, a parking lot set up to represent the various traffic situations would be suitable. In order to practice in the most realistic conditions, consider enlisting the help of the local authorities. With their help, you could possibly use an appropriate street segment for use. Even with younger children, the more complex traffic situations provide the better opportunity for learning.

The objective is to create one or two situations where the visibility of the child and/or driver is impaired and one where a car could appear without much warning. These situations often include parked cars, sharp curves, or hills.

At each location, set up a starting point as well as a destination point. Make sure the destination point is a realistic and meaningful object or location, such as a basketball that rolled across the street or the front entrance to where the child wants to go. The starting point should always be an unsafe location where directly crossing the road is never the safe choice. It is best to have the destination point a short distance down along the road to see if the children cross diagonally.



Each child is then instructed to head to the destination point as if he or she were alone. In order to be successful, the child must assess the traffic environment and take into account the features that make a crossing location safe or unsafe. After a child makes a choice, be sure to make them aware of safe and unsafe aspects of their decision. Allow the child to re-evaluate their choice after this lesson to see if he or she can find the safest route. Repeat as necessary.

To incorporate a similar lesson into your Safe Routes to School Program for older children, have an adult Walking School Bus "driver" stop along various points in the trip to school and ask the children whether or not it is a safe place to cross. The destination point should be a place closer to school or have them imagine a group of friends up ahead and across the street. Have the adult discuss the reasons why it is or is not a good place to cross the street. What are the obstacles involved? What would make it better? Can they see a better place to cross the street?

The fundamental steps a child should take when crossing a road:

1) **Think First**
   Find a safe place to cross the road and make sure you can see the traffic clearly in all directions.

2) **Stop**
   Come to a complete stop before moving into the street.

3) **Look & Listen**
   Use your eyes and ears to watch out for oncoming traffic and bicycles.

4) **Look Left, Look Right, & Look Left Again**
   If there are cars moving in the road, take a step back and wait for them to pass.

5) **Wait Until It's Safe**
   Never rush if there is traffic. Let the cars pass and only cross when there is a safe gap in the traffic. If there are many cars in the roadway, step back to the sidewalk and wait for a safer time and place to cross.

6) **Crossing Time**
   If everything looks good, begin crossing. Continue to look and listen while crossing, even at a crosswalk. Some drivers may not see you.

This task is best executed with small groups of children. With more than three or four to a group, the children begin to copy the decisions of other children instead of assessing the situation themselves. Within each group, try adjusting the starting and destination points so that each child finds themselves in a unique crossing situation. Also, try adding an obstacle such as a parked car to the situation.

Have the children within each group discuss and comment on the proposed routes of the other children. The instructor should get involved with the discussion based upon the comments of the children. If possible, try to guide the children into making their own correct decisions. Restrain from simply showing the children what to do for each situation. The children will take more out of the lesson if they are the ones making their own correct choices. Successfully reaching this point may involve a number of trials, so patience is a virtue.

To gauge improvement, consider setting up a scoring system ranging from very unsafe to very safe (with one or two intermediary steps). Look to see how the scores change from before instruction to after instruction. The result of this lesson should be a better conceptual understanding of pedestrian situations that will allow children to better contend with less than ideal road conditions and crossing circumstances.

CROSSING SAFELY AT A PARKED CAR

For a child, the best way to handle crossing the road near a parked car is by **understanding the inherent danger** of the situation and finding another point to cross. However, due to the prevalence of parked cars, it is often very difficult to find a better alternative route. Eventually, children must learn how to cross at parked cars when avoidance is not possible. Providing children with the know-how required to cross at a parked car before the situation presents itself can be a valuable tool. **The key to this lesson is to provide the appropriate knowledge while, at the same time, alerting children to the danger involved and how they can usually avoid it.**

This lesson should only be taught after the lesson concerning children choosing a safe place to cross the road.

Goals:

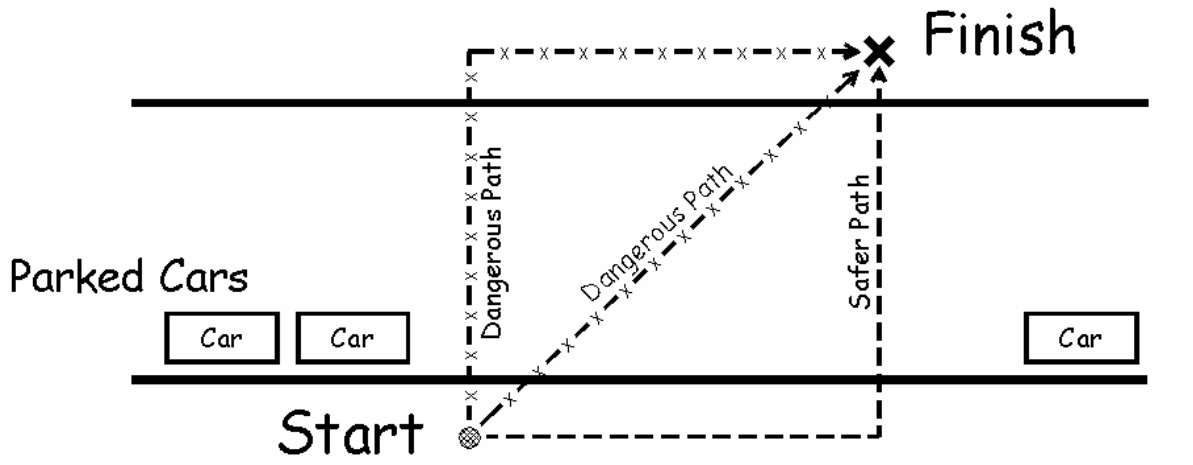
- To recognize dangerous roadside locations, find safer routes, and avoid these locations when possible
- To be able to safely cross between parked cars if necessary.

Lesson:

This lesson can be taught with the aid of the Safety Town kit for younger children. For older children, a parking lot can be set up to represent the road and the parked cars. In order to practice in the most realistic conditions, consider enlisting the help of the local authorities. With their help, you could possibly close down an appropriate street segment for use. Even with younger children, the more complex traffic situations provide the better opportunity for learning.

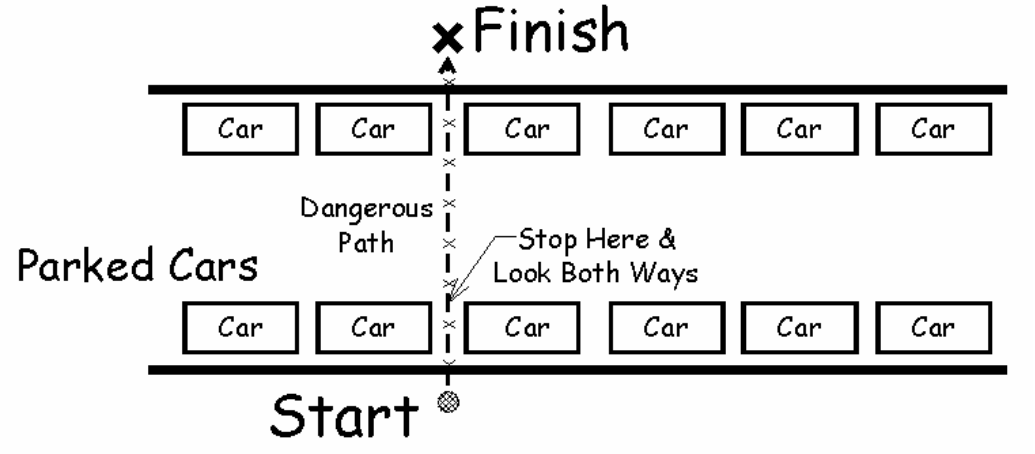
The objective is to create a situation where the visibility of the child and/or driver is impaired by parked cars. For this lesson, first allow the children to cross the road as if he or she was alone. Second, the instructor should walk the child through the task pointing out the appropriate behaviors. Lastly, the child should try to repeat the desired behavior.

Crossing Safely at a Parked Car
Avoid When Possible!



In nearly all situations, children should be able to find a safer place to cross the road than between two parked cars. In the rare instances when this situation presents itself, children should know how to accomplish it safely. Make sure the children recognize that the drivers on the road may not always be able to see them between parked cars. Also, children should know that car lights, engine noise, or a driver in a parked car are all clues that the car may be about to move. If there isn't a safe place to cross, the children should be able to make the choice NOT to cross to the road. Waiting for a safer time and place to cross the road is always a good decision.

Crossing Safely at a Parked Car
Avoid When Possible!



To cross safely at parked cars:

1) **Think First**

   Assess the situation. Look for intersections, crosswalks, or areas without parked cars to see if there is a safer place to cross the road.

2) **Find a Safe Location to Cross**

   If there is a safer location, go to that spot and cross from there. If there are not any safer locations, determine whether crossing the road is a must. If you must cross the road, find a space between two parked cars wide enough for at least three people to fit.

3) **Check the Other Side**

   Make sure there is at least the same opening on the other side of the road.

4) **Stop**

   Stop at the curb edge before moving into the street between the parked cars.

5) **Look & Listen**

   Look into both parked cars to make sure there is not a driver. Also, look and listen for other clues that the car might move such as engine noise or lights. If there is someone in either of the cars or if there is any indication the car might move, move to a different starting point and start over.

6) **The New Curb Edge**

   If both parked cars are empty and neither one seems like they are going to move, walk to the outside corner of the parked car on the left and stop. This spot will act as our new curb edge.

7) **From the Edge of the Parked Car, Look Left, Look Right, and Look Left Again.**

   If there are cars moving in the road, take a step back and wait for them to pass.

8) Wait Until It's Safe

If there are cars moving along the road, take a step back and wait for them to pass. If there are many cars in the roadway, step back to the sidewalk and wait for a safer time and place to cross.

9) Crossing Time

If there is no traffic, proceed to safely cross the road. Continue to look back and forth from left to right to check for cars until you reach a safe location on the other side of the road.

This task is best executed with small groups of children. Have the children within each group discuss and comment on the actions of the other children. The instructor should get involved with the discussion based upon the comments of the children. Be sure to remind the children to always look to a safer place to cross and decide whether or not they really have to cross the road in the first place.

The result of this lesson should be a better understanding of the things to take into consideration before crossing a road between two parked cars as well as a sound methodology to do so if necessary.

CROSSING SAFELY AT INTERSECTIONS

Most child pedestrian safety curriculums provide a sound, systematic strategy for crossing simple intersections. The **importance of children having an appropriate methodology** and not just haphazardly scanning the road cannot be stressed enough. Nonetheless, many children have difficulty applying this knowledge to more complex situations. *Look left, look right, and look left again* alone will not be as effective in situations where traffic approaches from more than two directions.

The biggest problem seems to be that children often have a difficult time choosing an appropriate starting location at complex intersections. Therefore, children tend to choose positions where they are unable to see all the potential traffic. **This lesson looks to reinforce the approaches that many children already know against the backdrop of more complicated intersections.**

Goals:

- To be able to find the location at an intersection that provides the best possible views of all roads leading into the intersection
- To reinforce the methods used to cross an intersection
- To be able to recognize dangerous intersections and find alternative crossing points
- To be able to apply these principles at all different types of intersections

Lessons:

The objective is to create various situations where the visibility of the child and/or driver is impaired and one where a car could appear without much warning. These situations often include parked cars, sharp curves, or hills.

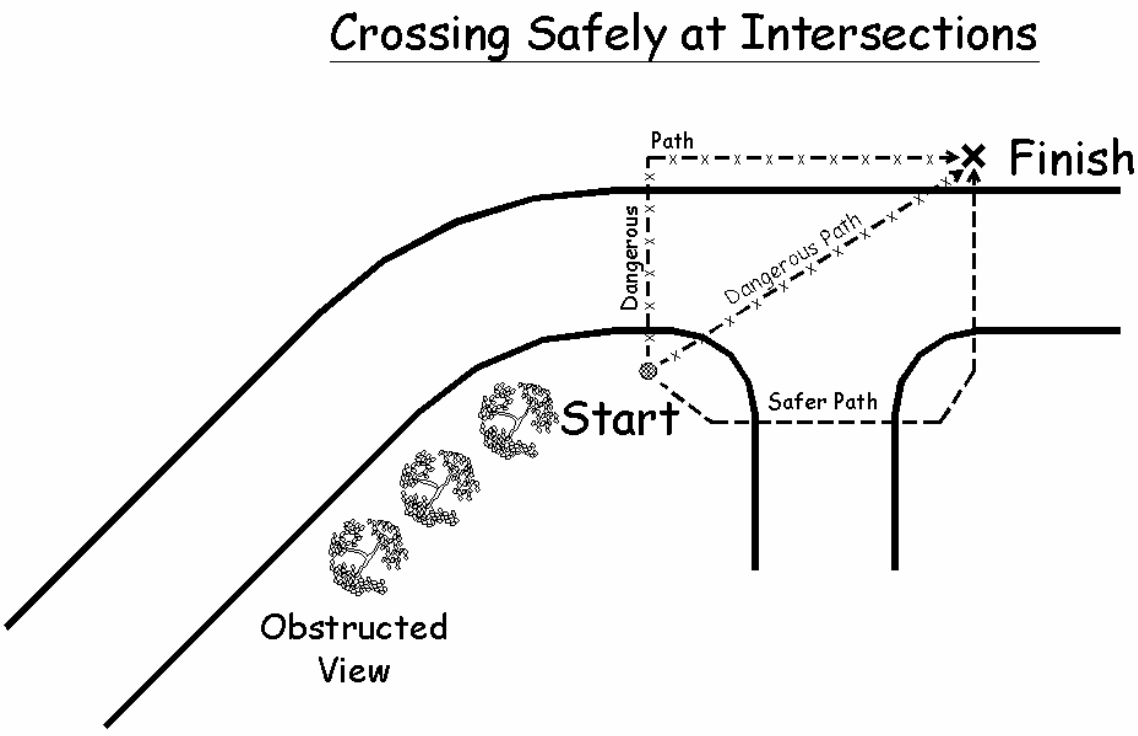
The basic strategies a child should use in crossing a road can be taught using the Safety Town kit. Unfortunately, the more advanced lessons are

somewhat difficult to implement successfully with the Safety Town kit. For those without the option of using nearby intersections, an alternative to this would be to set up sample intersections in the school parking lot by strategically placing parked cars or other obstacles.

The basic types of intersections that require practice include:

Simple intersections – A simple intersection is typically a road with a T-intersection where the views in all directions are clear. These can vary from intersections controlled by stop signs or those with traffic signals and crosswalks.

Hazardous intersections – A hazardous intersection is similar to the simple intersection, but without the same clear views. Sight lines are often obstructed by trees or shrubs, parked cars, or anything that would obscure vision.



Complex intersections – Cars at more complex intersections approach from three or more directions. It is usually difficult to see every potential vehicle approach from any one location. Offset intersections provide an even more complicated set-up.

For both hazardous and complex intersections, the best approach is usually to find a better and safer location to cross. Limiting the prospect of vehicle traffic to one or two directions allows children to better handle the roadway environment. Sometimes, this is not always possible. The key to this lesson is to make sure the children are not just going through the motions. Looking left, looking right, and looking left again is a simple routine, but it only works well when the children appreciate why they are doing this in the first place.

One method of instruction proven to work well with this topic is a three step process:

1) **Observe the instructor**

   The students first learn by observing the instructor. The instructor would approach the intersection and carry out the appropriate procedures while explaining why certain decisions were made. Involving the students in this discussion is also helpful.

2) **Practice with the instructor**

   The children can practice with the instructor. The focus of this stage should not be on simply replicating what the instructor did, but rather on having the children themselves successfully explain why they are doing what they are doing. This can be done in small teams.

3) **Practice along**

   The children should practice by themselves without the aid of the instructor. After a child makes a mistake, allow them to complete their turn before looking at the errors they made. Practice with them again and let him or her try again.

It is always good practice to regularly adjust the starting and ending points so that children have to think things through before acting. Choosing an ending location that is a short distance down the road can provide additional complexity. Also, placing children in a situation requiring an indirect and circuitous route choice can encourage added independent thought.

By the end of the lesson, children should be able to find a more appropriate starting position that gives better sightlines, look for oncoming traffic in the correct locations, and indicate the best route to cross the intersection. The indicators to look for include the child stopping at the curb or at a location near the corner or crosswalk, choosing a position that offers a clear view of the road, checking in the appropriate locations for traffic, and choosing the safest route.

SAFE WALKING

Knowing the basic principles of safe walking is an essential part of pedestrian road safety. Children not only need to know these principles, but they also need to become accustomed to using them. The best way to achieve this is by allowing the children to practice and see for themselves why these standards are in place.

Goals:

- To know and use safe walking strategies
- To understand the benefit of being seen and wearing bright or reflective clothes

Lesson:

This objective of this lesson is to reinforce safe walking principles. Parts of this lesson can be accomplished with the Safety Town kit, but most of it would be easier to implement with an actual road and intersection.

This lesson plan will list the important principles and provide a sample approach to presenting the material to the children. Feel free to be creative and come up with your own ways to stress the importance of safe walking principles.

- Always walk on the sidewalk. When there is not a sidewalk, walk as far to the side as possible facing oncoming traffic. This will let you see and react to potentially dangerous situations.

  Walking on the sidewalk is important, but there are far too many roads without sidewalks. This is why it is important to demonstrate why we typically walk on the side of the road facing vehicular traffic.

  Set up a situation where the children can see how seeing a vehicle coming toward them can give them the chance to move further off the road if necessary. This does not have to be done with a car. A

bicycle can also be effective. Another effective and fun method is to use a small group of children linking arms as the vehicle. Try it with the children walking both with traffic and against traffic.

The children should hopefully realize on their own that being able to see an out-of-control vehicle will allow them to find a safer spot, sometimes completely off the roadway and onto the grass.

- Be cautious of cars and drivers because they cannot always see you, and be on the lookout for bicycles because you can't always hear them coming. Don't ever drift into the road!

  This can build off the last principle because children should become accustomed to always imagining that the driver does not see them. This can help lead them to taking responsibility for their own safety instead of putting themselves in situations where they have to rely on somebody else seeing them and stopping for them.

  One way to emphasize the point that drivers cannot always see people walking is to set up a car looking out onto an area where a pedestrian could be obstructed from view by anything from a parked car to a shrub. Have somebody stand in the obstructed location, and let the children take turns trying to see that person from the car. Let the children try to point other things a driver must concern themselves with besides people walking such as the road or other cars.

  To help drive home the need to be on the lookout for bicycles, try surprising the children with a fast-moving bicycle. If the children are concentrating on looking out for vehicles, and their attention is sufficiently diverted by the main speaker, it is possible to sneak up and pass them with a bicycle. This can lead to highlighting how we always need to be aware of our surroundings and scanning the area when near a road. It can stress why it is important not to drift into the roadway without looking, and it can also reinforce the previous lesson that looks at why we walk on the side of a road without sidewalk facing vehicular (and bicycle) traffic.

- Show and describe the various road signs and how they tell drivers and bicyclists what to do, but remember that drivers don't always see and obey the signs.

  Knowing what cars are supposed to do is important, but knowing that cars don't always do what they are supposed to do is even more important. This lesson applies to traffic signals, stop signs, crosswalks, and numerous other situations. Also, always remember that drivers need time to stop.

  One important case for children to become tuned into often takes place at intersections with a traffic signal that has a pedestrian phase. Children see the walk signal come up, but do not realize that cars may be turning right on red or that unfortunately, cars sometimes break the law and drive right through the red light. Although this may be a difficult example to simulate, the point should be that at stop signs, crosswalks, and even with a walk signal, you still need to make sure the cars are stopping and that it is safe to cross. An easier way to demonstrate this point is by using a bicycle instead of a car.

- Let children see and understand how a car's turn signal may help show which way the car is going, but not always…

  This is a simple lesson to further emphasize the unpredictability of cars. Have the children guess which direction an oncoming car may be turning based on context clues (such as the turn signal). After a few cars have gone through and the children start to think this lesson is far too easy, have a car turn on a blinker to say one direction but turn another.

- Bright clothes are best during the day, but they aren't always visible at night. Reflective materials work well at night and can be seen with a car's headlights.

  This is one of the few lessons best taught IN the classroom. This lesson can begin with a discussion about visibility and what people

can wear to be seen by drivers. This should also include why people need to be seen by drivers. The next step is to talk about what colors would be good for drivers to be able to see. Think about what crossing guards or police officers wear when directing traffic.

With the lights off and using flashlights as headlights, test out the various theories. Additionally, children should become aware of the usefulness of retro-reflective materials. Bring in some retro-reflective tape and apply it to the children's shoes, shirts, hats, etc. Use the flashlights to show how much better the visibility is with retro-reflective tape even compared with bright colors.

For Older children

For older children, safe walking is about more than the simple steps we take. Safe walking is about making sound decisions based upon the roadside environment and the neighborhood. This lesson can include some of the aforementioned principles into a more comprehensive exercise.

With the children, think about the neighborhood and have them describe some of the various routes to school, shopping, parks, or another local place where people might walk to. Discuss the safe and unsafe places in the neighborhood.

Map the neighborhood and plan out the route. Use the color green to label safe places such as crossing guards, crosswalks, traffic lights, or slower streets. Use the color red to mark busy streets, busy intersections, big parking lots, or school pick-up/drop-off locations. Discuss, plan, and label some of the safer routes.

Walk the route with the children having them decide:

- which roads need to be crossed
- where the safest crossing locations are and why

Be sure they think about and adhere to the principles of safe walking.

Discuss the choices the children make. When you return, return to the map of the neighborhood. Talk about the safe and unsafe places they saw and see if there is room for improvement of the route.

An Ongoing Process…

Overall, parents tend to overestimate their children's pedestrian skills, especially those at five or six years of age. Poorly supervised children are much more likely to sustain a pedestrian injury. When we educate our five or six year olds, this is not to say they are being trained to go out on the streets on their own. They need to be protected at the same time, and the program should be a part of the long-term educational process.

Involving parents in the process is important in helping them learn what their children can and cannot carry out. As a result, parents become more realistic about their children's capabilities. At the same time, we cannot be naïve enough to believe that all five and six year old children have the benefit of adult supervision in all traffic situations. Children can and should be equipped with the appropriate skills required to tackle their environment.

Teaching children the skills necessary to navigate the world as pedestrians and bicyclists will take longer than one session with the Safety Town kit. Ongoing reinforcement of the lessons learned will only aid in getting children to become safer and better pedestrians.

OTHER THINGS TO DO...

Safe Routes to School: A sustained walk to school program that uses a comprehensive approach (encouragement, education, engineering, and/or enforcement) to make school routes safer for kids to walk and bicycle. The programs often use policies and dedicated transportation funding to create permanent change and normalize walking.
http://www.saferoutesinfo.org/

International Walk to School Day: A one-day event that occurs around the world every October. Children, parents, teachers, and community leaders walk to school together to promote being active and making streets more friendly for walking and biking.

- Measure "walkability" around a neighborhood, school, or playground
- Teach safe walking
- Change driver behavior
- Get kids moving

www.walktoschool.org
www.iwalktoschool.org
www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm

SAFE KIDS Walk This Way: A year- round pedestrian safety program conducted by the National SAFE KIDS Campaign. Local SAFE KIDS coalitions launch the programs by participating in International Walk to School Day. SAFE KIDS coalitions work with parents, educators, and community leaders to teach pedestrian safety to kids, enforce speed limits and other traffic regulations, and improve school environments through research, engineering, and traffic calming.
www.safekids.org

How Walkable is Your Community?: This useful tool can help you find the answer. Take a walk with a 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.
http://www.saferoutesinfo.org/resources/education_walkability-checklist.cfm

How Bikeable is Your Community?: The Bikeability Checklist can help you find the answer. Here you'll find insightful questions, allowing you to evaluate your neighborhood's bikeability. In addition to the questions, the Checklist provides both immediate answers and long-term solutions to your neighborhood's potential problems.
http://www.saferoutesinfo.org/resources/education_bikeability-checklist.cfm

Web Links for Kids

The following safety sites websites are appropriate for children to visit:

Otto Club – AAA
http://www.ottoclub.org/

Vince & Larry's Safety City (the crash test dummies)
www.nhtsa.dot.gov/kids/

Think First – National Injury Prevention Foundation
www.thinkfirst.org/kids/

Elmer the Safety Elephant
www.elmer.ca/english/index.htm

Safe-A-Rooni™ Safety Safari
www.safe-a-rooni.org/

Rad Rider
www.radrider.com/

Bicycle Safety
www.ou.edu/oupd/bikesafe.htm

Map Your Location - Aerial Photos
www.terraserver.microsoft.com/

Web Links – Resources & Organizations

Walk to School Day
www.walktoschool.org

Safe Routes to School
www.saferoutesinfo.org

Pedestrian & Bicycle Information Center
www.walkinginfo.org
www.bicylinginfo.org
www.pedbikeinfo.org

Capitol Region Council of Governments (CRCOG)
Bike & Pedestrian Planning
http://www.crcog.org/Bicycle/bicycle.htm

National Center for Bicycling and Walking
Campaign to Make America More Walkable
www.bikeped.org

The National SAFE KIDS Campaign
www.safekids.org

America Walks
www.americawalks.org

Centers for Disease Control & Prevention
www.cdc.gov/nccdphp/dnpa/

Federal Highway Administration
www.fhwa.dot.gov/environment/bikeped

National Highway Traffic Safety Administration
www.nhtsa.dot.gov/people/injury/pedbimot/ped

National Safety Council
Partnership for a Walkable America
www.nsc.org/walkable.htm

List of CTI Child Pedestrian Safety Resources

Otto the Auto Video Series (VHS)
by AAA, 1994

- Otto the Auto on Wearing Safety Belts
- Otto the Auto on Bicycle Safety
- Otto the Auto on School Bus Safety
- Otto the Auto on Pedestrian Safety
- Otto the Auto on Being Seen in Traffic

Bike Safe, Bike Smart (VHS)
by U.S. DOT and NHTSA, 2004

Safer Journey
Interactive CD-ROMs by U.S. DOT and FHWA

- Interactive Pedestrian Safety Awareness
- Interactive Bicyclist Safety Awareness

Play It Safe, My Traffic Safety Fun Book
by U.S. DOT and NHTSA, 2004

From A to Z by Bike
by AMC Media Corporation, 1995

Vince & Larry Safety Town Coloring Sheets
by NHTSA's Crash Test Dummies

Kids, the School Bus, & You
Brochure by U.S. DOT and NHTSA, 1996

10 Safety Steps to School
by NHTSA

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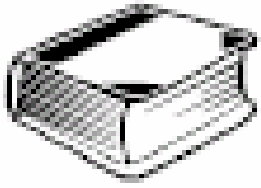
National SAFE KIDS Campaign

Be healthy. Be safe. Have fun!

I +  - b

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