GREEN RIBBON MONTH

PEDESTRIAN SAFETY
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WHAT IS GREEN RIBBON MONTH?

Green Ribbon Month is a program that focuses on preventing pedestrian and automobile injuries. The month of September is devoted to the education of students, parents and community members about the importance of pedestrian safety. Everyone has a role to play to help keep pedestrians safe in our community.

A pedestrian is injured in a traffic crash every seven minutes.

In 2012, more than 1/5 of children ages 5-9 killed in traffic crashes were pedestrians (CDC, 2010).

Children are at a greater risk for pedestrian related injuries because of their small size and inability to judge distances and vehicle speeds. To reduce injury, children need to have safe route to and from school as well as an understanding of basic traffic safety rules to help them learn how to travel safely.

Schools are encouraged to select a week during Green Ribbon Month (September) to promote child pedestrian safety. By **participating in Green Ribbon month and completing the evaluation form, your school will be considered for a pedestrian safety grant to help improve the safety of your school.**

This packet is designed to provide you with ideas on how to promote Green Ribbon Month at your school and in your community. Along with the information in this packet, you will also be given bright green ribbon to show your support for child pedestrian safety and to help students remember that green means to “go” safely while traveling on the streets. The green ribbon can be used at any activity during Green Ribbon Month. Some examples of how to utilize the ribbon include:

- Students pin it on their backpack or shirt.
- Parents attach it to their car antenna.
- Teachers pin it to posters made by students.
- Students tie it on the school fence.

Finish Green Ribbon Month by participating in international *Walk to School Day*. This is a day for parents and students to walk safely to school together and practice what they learned during the month of September. This year *Walk to School Day* will take place on **October dd, yyyy**.

**Contact Carrie at (801)-851-7035 with any additional questions about Green Ribbon Month, or if more ribbon is needed.**
**Event and Activity Ideas**

Select a Green Ribbon Week during Green Ribbon Month (September) to implement events/activities from this list. Feel free to be creative and come up with ideas of your own!

1. **School Poster Contest***
2. **Activity Pages:**
   - crossword puzzle, coloring sheet, worksheet, pedestrian march, word scramble, crossing the street poem
3. **Student and Parent Chain Pledges***
   a. Pledges are designed to promote child pedestrian safety by having parents pledge to drive safely and having students pledge to walk safely.
   b. Pledges can be signed at various activities such as back to school night, parent-teacher conferences, lunch time, etc.
   c. Signed pledges can then be taped or stapled together in a long chain and displayed around campus to remind students of their pledge to walk safely.
4. **Pedestrian Safety Rodeo**
   - (Pedestrian rodeo guide included in packet) Provide hands-on experience in pedestrian safety by practicing skills at a fun pedestrian rodeo event! Involve students, parents and faculty!
5. **Walking School Bus***
6. **Class Walking Contest***
   a. Have teachers fill out the *Class Walking Contest* form daily for a week (i.e. Green Ribbon Week). Have teachers return the form with their attendance sheet.
   b. Classroom with the highest percentage of students that walked to school that week wins a prize or pizza/subway party!
7. **“Walk to School Day”**
   - October 7, 2015 (register your school at www.walkbiketoschool.org). A packet is available at the Utah County Health Department. Call 801-851-7095 to obtain one.
8. **“Watch your Step Day”**
9. **“Green Day”**
   - Choose a day (such as *Walk to School Day*) or week for wearing green to remind students to “go” (travel) safely along streets.
10. **Log Steps Walked**
   a. Have students log steps walked with a pedometer (device that counts steps and miles walked).
   b. Choose a time to have students and teachers walk on school grounds such as lunchtime or P.E. class (get P.E. coaches, health teachers involved)
11. **Classroom Banners**
   - Have students place slogans on banners such as “I walked safely!” Every day for a week have children sign their name or stamp their painted hand on the banner for walking to school or somewhere else safely that day.
12. **School Assembly**
   - Help kick off Green Ribbon Month with a school assembly (ask a local police officer or city safety/traffic officer to talk to students about safe walking and biking along streets).
13. **Speed Trailers**
   - Place them at school zones to remind parents of speed limits. Contact Utah County Police Departments to reserve speed trailer and check for availability:
     - **Santaquin City PD**
       - Chief Dennis Howard
       - #801-754-3211
     - **Provo City PD**
       - Chief John King
       - #801-852-6210
14. **Hold a T-shirt Design Contest** by using the “Pedestrian Safety” theme.
Walk to School Poster Contest

Why not hold a school-wide poster contest?
Get all students involved by having prizes for each grade level.
Ask local businesses to donate prizes or ask your local paper to sponsor the contest – and then publish the winning posters in the newspaper!

Suggest students include messages promoting walking in their posters to help educate other students and parents. Focus on themes of walking safely, walking for healthy bodies, walking to reduce air pollution, etc.
Or select one theme for the contest, for example: “Walk Safe All Week With Me”.

Here are some ideas for posters:

- Safer Streets, Cleaner Air, Healthier students!
- Dress for the weather and walk together.
- Walking to school is a fun and active way to start your day!
- Or encourage students to come up with their own unique message or poem as this student at Morton Way P.S. did.

| Walking to school makes me feel proud, I want to shout it very loud, You can walk with friends and family too, Did you know it is good exercise for you? |

Contest Rules:

1. Posters should be approximately 11” x 17” in size. The theme - ‘Walking to School’.

2. Any medium can be used: crayon, coloured pencil, paint, markers or collage.

3. Each class will select and submit 4 posters to the school's poster committee.

4. The winning posters will be displayed at the school over International Walk to School Week (Oct. 5\textsuperscript{rd} - 9\textsuperscript{th}).

5. Prizes can be given to classes or individual students - donated by local businesses.

Remember to ask students to include their name, grade and school on each poster.
**Down**
1. When you walk to school obey all traffic 
   ________
2. This protects your head while you are involved in 
an active sport.
3. Walking is a form of _________. The more 
you get, the healthier you’ll be!
4. Look both _____ before you cross the street.

**Across**
4. International Walk to School Day 
   encourages students to _____.
5. Elmer the _____ Elephant says to 
   always use your eyes and ears.
6. Always wear your helmet when you ride your 
   ________.

**How many ways can you get to school?**

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**Word Scramble!**
1. eucedr _____________
2. ootnlplui ___________
3. fstyea _____________
4. ocoslh _____________
5. wsdkleia ___________
6. ycbleci _____________
7. krnsaese ___________
8. tvciea _____________
ANSWER SHEET

Word Scramble!

**Across**
4. International Walk to School Day encourages students to ___.
5. Elmer the __ Elephant says to use your eyes and ears.
6. Always wear your helmet when you ride your ___.

**Down**
1. When you walk to school obey all traffic ___.
2. This protects your head while you are involved in an active sport.
3. Walking is a form of ___. The more you get, the healthier you’ll be!
4. Look both __ before you cross the street.

How many ways can you get to school?

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Walk
1. eucedr reduce
2. ootnlplui pollution
3. fstyea safety
4. ocoslh school
5. wsdkleia sidewalk
6. ycbleci bicycle
7. krnsaese sneakers
8. tvciea active
It’s Really Cool to Walk to School!
CROSSING THE STREET POEM

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

Look left and right and all around.
(Cup your hands above your eyes and turn your head slowly left to right, right to left, and look over your shoulders.)
I pledge to....

- Walk on sidewalks. If there is no sidewalk then I will walk single-file facing traffic.
- Look both ways (left, right, left) when crossing the street.
- Walk, not run, across the street and look for cars while crossing.
- Cross at a crosswalk or at a corner if a crosswalk is not available.
- Not play in or near streets.
- Be seen at night by wearing bright and reflective clothing.
- Walk with a buddy. Name ____________________________

Green Ribbon Month Student Pledge
I pledge to....

- Drive 5 MPH slower than the posted speed limit in school zones and residential areas to protect the lives of children in my community.
- Stop for pedestrians at crosswalks and intersections.
- Educate my children about pedestrian safety.
- Get involved in my community to make streets safer for children.
- Give my support for pedestrian safety during Green Ribbon Month.

Name __________________________

Green Ribbon Month Parent Pledge
Pedestrian rodeos are set up similar to bike rodeos. We set up a series of stations or scenarios that we use to teach children pedestrian safety skills. The number of stations and number of activities should be determined by children’s age, space, time and other factors. If you aren’t planning a pedestrian rodeo event, you can have teachers adapt the individual scenarios as lesson plans.

**Goal:** To help children understand that as pedestrians, they are the person responsible for their own safety whenever they are walking and especially crossing streets.

**Objective:** To teach children pedestrian safety skills and allow them to practice these skills in a safe setting.

**Time:** The entire rodeo should take approximately 2 hours, with approximately 15-20 minutes needed for each station.

**What you need:**

1. Adult volunteers. At least one volunteer to staff each station.
   - Script cards or sheets for each station.

2. A large area such as a parking lot, playground or gym.

3. Street signs
   - Small versions of real metal street signs (ask various agencies to assist you, such as Injury Prevention Program at Utah County Health Department.)
   - Or make signs out of poster board

4. Buildings
   - Made out of large boxes. Use contact paper to decorate. (see example)

5. Steering wheel for each child made from paper plates. (see example)

6. Props
   - Cardboard cutouts of obstacles children may encounter as pedestrians. If you are outside, you can use real items as props.
     - Car/Train
     - Fence, bush, dog

7. Tape of chalk to make crosswalks or railroad tracks.
Prop Examples

Bank

Bakery

House

Stuffed dogs

Steering Wheel

Car

Mass transit/Tracks
1. IMPORTANT: Before children arrive, orient the volunteers on different stations and give them their script.

2. Have children sit or stand and listen to instructions.

3. Greet children and explain the pedestrian rodeo.

**Dialogue:** “You will be walking to a series of safety stations where a safety person will talk to you about an important safety lesson.” “Be sure to be a safe pedestrian.”

4. Before they move to the first station, define the term pedestrian.
   2. Does anyone know what a pedestrian is?
   3. Define pedestrian as “someone who is on foot to get somewhere.” “A walker, a person who walks.”
   4. Are you a pedestrian?
   5. Is he a pedestrian?
   6. Is she a pedestrian?

5. When are you a pedestrian? Encourage responses: “When I walk to school, with my mom” etc.

6. Repeat with me… “I am sometimes a pedestrian.”

**Dialogue:** “Tell your parents that you learned an important word today.”
“What is that word?” “Ped-es-trian.” “Good job!”
STATION 1 SCRIPT: STOP! LOOK LEFT RIGHT LEFT

Goal: Children will understand that they are responsible for their own pedestrian safety.
Objective: Teach children basic pedestrian safety techniques.
Materials: Steering wheels

Dialogue:
• “Who is responsible for your safety?
  o “You are responsible for your safety when you are a pedestrian because you cannot control what other people, especially drivers, see or do.”
• “Who knows any pedestrian safety rules?”
  o “Who has heard of the “Stop! Look Left-Right-Left” rule?
  o “You should always “Stop. Look left-right-left,” even when you are crossing with a crossing guard or friend, because it’s a good practice and the other person might not see something dangerous.”
  o “You should cross streets with an adult until you are at least 9 years old because your eyes can’t really see how far away a car is or how fast it is coming.”
• “Do you know why you should stop at the curb?”
  o “Yes, it is very dangerous to just run into the street.”
  o “Can you tell me why?”
• “What are you look for when you look left-right-left?”
  o “Yes, you are watching for cars from either direction. You are watching for how far away a car is or how fast it is traveling. You are watching for a driver who isn’t paying attention. You are watching to make sure the car is stopping and that the driver can see you and is making eye contact and you can wave at the driver. You are watching so you can make sure the driver sees you and then you cross.”
• “Where should you walk when you are walking down the street?”
  o “You should walk on the sidewalks and if there are no sidewalks you should walk as far off the road as possible facing the on-coming traffic so that you can see what is coming towards you.”

1. Distribute the steering wheels. Children can pretend they are drivers. Others pretend they are pedestrians.

2. Practice Stop! Look left, right, left. Make eye contact with the driver and wave.

Dialogue: “At the next stations, you are going to learn about being safe pedestrians by learning about safety rules drivers must know and what drivers may or may not see.”

Activity: Have the children get into a single file line and “drive” (walk) around the edge of the circle or square. Have them “drive” over to the next station.
**STATION 2 SCRIPT: RULES OF THE ROAD**

**Goal:** Children will understand why there are traffic rules for drivers and pedestrians.

**Objective:** Children will experience the difference between having rules and no rules and why we follow rules.

**You will need:** A large marked off area. A dodge ball circle or a four-square area is perfect for this activity.

**Activity:**

1. Tell the children: “Choose a “car” and drive that car in any direction for two minutes. You have 1 rule. You cannot hit into each other and you cannot leave the marked area. When I say STOP, you will stop and we will talk about what happened.”

2. The results might be chaos. The volunteer must make sure that this activity does not get too wild because the children may start running into each other and get hurt.

3. After two minutes say STOP in loud voice.

**Dialogue:**

- “What did it feel like to have no rules?”
- “What happens when there are no rules?”
- “What kind of rules would make driving safer?”
- “What rules would make a pedestrian safer?” “Stop. Look left, right, left.”

**Activity:** Have the children get into a single file line and “drive” (walk) around the edge of a circle or square. Have them drive over to the next station.
**STATION 3 SCRIPT: SIGNS, SIGNS, EVERYWHERE ARE SIGNS!**

**Goal:** Children will be able to identify signs and know how to follow the direction of the sign.

**Objective:** Children will practice identifying different signs.

**Materials:** A variety of different street signs.

**Activity:** Have the children “park” their cars (sit down) in a semicircle. Show the children the different signs and explain what they mean to a driver and to a pedestrian. Select signs that are age appropriate and keep it 2-3 signs for younger children. There are several points to each sign. You may select all points or keep it to 1 or 2 depending on the age of the children.

1. **Traffic lights**

   **Dialogue:**
   - “When the signal light turns green, cars go.”
   - “When you cross the street at a signal, you should wait for the walk sign.”
   - “Some corners don’t have a walk signal, so you should wait for the green light to show in your direction.”
   - “Remember cars may be turning, so be sure to look carefully left, right, left before crossing the street.”
   - “When the signal light turns yellow, cars should slow down and prepare to stop.”
   - “If you are waiting to cross the street, you should not cross if the light is yellow.” “The light is about to turn red, but cars are still going through the intersection.”
   - “When the signal turns red, cars stop.” “If the light is red in your direction, you should not walk across the street.”

2. **WALK Signal**

   **Dialogue:**
   - “The WALK signal is found at busy intersections.”
   - “It means that it is okay for you to cross the street.”
   - “You should always look left, right, left to make sure that no cars are coming or turning into the area where you are going to cross the street.”
   - “A signal with a person walking on it is the same as a WALK signal.”
   - “You can press the button on the pole for more time to cross.”

3. **DON’T WALK Signal**

   **Dialogue:**
   - “The DON’T WALK signal is part of the WALK signal.”
   - “You should always wait to cross the street until the signal changes to WALK.”
   - “A signal with a big red hand is the same as a DON’T WALK signal.”
4. Stop Sign

**Dialogue:**
- “Car drivers and bicyclists must come to a complete stop at stop signs.”
- “When there are no vehicles or pedestrians in the intersection and it’s safe, you may go through the intersection.”

5. Yield Sign

**Dialogue:**
- “A yield sign means to slow down and be ready to stop.”
- “If there are pedestrians or vehicles in or nearing the intersection, you must stop.”
- “If there is no traffic in or near the intersection and it’s safe, you may go through.”

6. Railroad Crossing Sign

**Dialogue:**
- “This sign means you are coming to a railroad crossing.”
- “Many railroad crossings have a gate with a bell and blinking lights that closes when a train is coming.”
- “NEVER go around a closed railroad gate.”
- “Trains are very long and heavy and take a long time to stop.”
- “Always look and listen carefully to be sure a train is not coming before crossing the tracks.”

7. One Way Sign

**Dialogue:** “This means that car drivers must drive only the direction of the arrow.”

8. Speed Sign

**Dialogue:** “This sign tells drivers how fast they can drive their cars.”

9. School Pedestrian Sign

**Dialogue:**
- “This sign means you are near a school.”
- “Car drivers and bicyclists must stop to allow people in the crosswalk to cross the street.”
- “If you are using a crosswalk to cross the street, remember to look left, right, left and make eye contact with the driver to make sure it is safe to cross.”

10. Road Work Signs

**Dialogue:**
- “When people are working on the roads or sidewalks.”
- “Use caution when walking or bicycling.”
- “Uneven or rough roads could make you fall.”
• “If you must move into the road to go around a work area, stop and look carefully to make sure there is no traffic coming before going into the road.”

11. Detour Sign

**Dialogue:**
- “A detour is a way of getting around a road that is closed or being worked on.”
- “Use caution on roads you are not used to.”

12. Do Not Enter

**Dialogue:** “You cannot go this way.” “This is the wrong way to go.”

**Activity:**
Review the signs with the children one by one or you can place these signs around the other rodeo stations and review them with the children as they pass through. Any of the signs are optional, use according to age appropriateness.”

**Dialogue:** “Can you name one sign?” “Can you name another sign?”
“Let’s move to the next safety station.”

**Activity:** Have children continue to drive their cars to the next station.
Goal: Children will demonstrate they know how to safely maneuver around blind spots so they can see if cars are approaching.

Objective: As drivers, children will first see how difficult it is for drivers to see children who cross from blind spots. As pedestrians, children will see how difficult it is for them to see around obstacles.

Props:
- An obstacle such as a real car or a cut out of a car, bush or fence.
- Mark a curb and a crosswalk with chalk or tape.
- Place the obstacles so that it blocks part of the curb so that pedestrians can’t see the cars and drivers can’t see the pedestrians entering the crosswalk.

Activity: Have the children drive their cars and park about three feet from the crosswalk, next to the obstacle. (They can remain standing)

Dialogue: “If a car or something else (obstacle) is parked where you are crossing, it might block, you, the pedestrian’s view of the road or the driver’s view of, you, the pedestrian.” To demonstrate this, ask for a volunteer.

Activity: Have the volunteer, child walk into the crosswalk from behind the parked car or obstacle.

Dialogue:
- “Was it difficult to see your friend before he/she stepped onto the street from behind the parked car?”
- “If an obstacle is blocking your view of on-coming traffic, you must carefully walk to the edge of the car/obstacle and look left, right, left to see if cars are coming.”
- “If cars are coming, remember to stop and wait until the car passes or the driver stops.”
- “If the driver stops, make eye contact with the driver, wave and then cross. You have to make sure the driver can you see.”
- “If there is more than one car stopped, you should make eye contact with each driver, wave and carefully walk to the edge of each car and look left, right, left for cars while you are crossing.”

Activity: Have each child practice crossing the street in the crosswalk from behind the parked car or obstacle. Make sure they stop and look both ways at the edge of each car/obstacle and they make eye contact, wave at the driver and wait for the driver to wave back.
Station 5 Script: Rainy Weather/Dark Nights

Goal: Children demonstrate that they understand there are conditions that make it difficult for drivers to see pedestrians and they know how to make themselves easier for drivers to see.

Objective: Using props, children will see what drivers can or cannot see out of their windshield during a storm or at dusk.

Prop: Windshield made out of a large framed piece of wax paper. You can make individual windshields by just giving each child a square of wax paper.

Activity: Have each child look through the wax paper and describe what they can see.

Dialogue:
- “Sometimes weather conditions or night time makes it even harder for drivers to see pedestrians.
- “Can you give me an idea that would help drivers see you when you are walking?”
- “Did you know that bright colored clothing makes it easier for drivers to see you during the daytime?”
- “But at night or in stormy weather, you need to have a flashlight or wear special reflective material on your shoes, cap or jacket that bounces the car’s light off you and back to the driver so they can see you better.”
- “Can anyone tell me what reflective means?”
Station 6 Script: Blind Spots - What Drivers Can't See

Goal: Children will demonstrate they are aware of the different blind spots drivers have from inside their cars.

Objective: Children will be allowed to sit in the driver’s seat of a large truck or van and look in the rear view mirrors and out the windows to see how many different blind spots a driver has to deal with.

At this point, you can collect the steering wheels.

Prop: Large truck or van. Park it and put large orange cones in different areas around the vehicle.

Activity: Have the children sit in the driver’s seat and see how many of the orange cones they can see.
STATION 7 SCRIPT: DON'T PET STRAY PETS

Goal: Children will become wary of stray animals.

Objective: Children will be taught what to do if they meet a stray animal on their walk.

Props: Cardboard dog, stuffed dog, or a real dog. An Animal Control Officer would be great to get to teach at this station.

Dialogue:

- “There are some basic rules of safety when you are around dogs.”
- “Never approach an unfamiliar dog.”
- “Remember that just because a dog wags its tail, it doesn’t mean that it’s friendly.”
- “Always ask the owner’s permission before petting a dog.”
- “Keep away from stray dogs.”
- “Never run away from a dog and do not scream because it will chase you.”
- “Stay calm and motionless when approached by an unfamiliar dog (be still like a tree.)”
- “If you are attacked, give the dog a book or backpack to chew on.”
- “Cover your head and neck; protect your face.”
- “Immediately report stray dogs or dogs that are acting strange to an adult.”
- “If a dog bites you, immediately report the bite to an adult.”
- “Avoid direct eye contact with a dog.”
- “Now we are going to list some “do not” rules, can you think so some?”
  - “Do not disturb a dog that is sleeping, eating or caring for puppies.”
  - “Do not pet a dog without allowing it to see and sniff you first.”
  - “Do not make loud noises around dogs.”
  - “Do not ever tease a dog.”
  - “Do not reach through a fence to pet a dog.”
  - “Do not put your hands between two dogs.”
  - “Do not put your face close to a dog.”
  - “Do not try to help a hurt dog; get an adult to help.”
STATION 8 SCRIPT: SAFETY AROUND THE SCHOOL BUS

Goal: Children will learn how to keep safe while waiting for, boarding and unloading the bus.

Objective: Children will learn school bus safety through open discussion and if possible practice boarding and unloading a school bus.

Props: A real school bus/cardboard replica.

Dialogue:
- “Children should get to the bus stop at least five minutes early and stand four giant steps back from the curb or road.”
- “You need to stand back until the bus driver opens the door.”
- “Use the handrail when you are boarding the bus.”
- “Make sure that everything, like your clothes and bag handles, are tucked before your board the bus so they don’t get caught on something.”
- “When you get off the bus, you need to immediately walk ten steps away from the bus.”
- “If you need to cross the street, you should cross at least 10 steps in front of the bus so the driver can see you.”
- “You need to make eye contact with the driver and wave to make sure the driver can see you.”
- “Never cross behind the bus.”
- “Always remember to stop at the edge of the bus and look left, right, left before continuing across the street.”
- “If something falls near or under the bus, tell the bus driver. Do not pick it up until the bus drives away.”
Goal: Children will demonstrate that they have developed skills that will keep them safe and help them make good decisions when dealing with strangers.

Objective: Through discussion and practice, children will develop skills to help them deal with strangers.

Dialogue:

- “Most adults are nice to children, care about what happens to them, and they try to protect them. But sometimes there are people who try to hurt kids and that is not okay. These bad and mean people may even try to take you away. This is called kidnapping.” “Have you heard that word before?”
- “If someone tries to take you, you should scream as loud as you can, kick and scream again.” (Practice screaming loud, louder and loudest.)
- “Sometimes if we think smart and do smart things we can protect ourselves.”
  So:
- Never play alone or in deserted areas, such as an empty playground or park. Always play with other kids. Never alone.
- Never go near a stranger’s car, even if they are asking for directions, or asking you to help them find their lost dog or friend. They may grab you and pull you into their car.
- Never get into a car with someone you don’t know for any reason. Sometimes people use tricks, like saying your mom is hurt or they are looking for a lost puppy to try and get you to go with them.
- Have your family decide on a code word that no one would know except your family. This code word would be used if your family wanted you to go with someone you many not know.
- If someone tries to grab you, kick, hit and yell for help as loud as you can.
- If someone does manage to get you in their car, do not put on your seatbelt. Jump out when the car has to make a stop and you see other people.
• If you think there is someone following you, cross the street, go into a store or somewhere there are other people. Tell a police officer or a mother with a child why you are scared.

**Activity:**
Play act. Have an adult act as the stranger and try to entice the child to go with him/her (the stranger could be a man, woman or older child.) Let the children practice what they have learned.
A “Walking Bus” lets a group, or “bus,” of children walk from home to school each morning quickly and safely under the guidance of trained adult supervisors. Each walking bus has an adult “driver” at the front and an adult “conductor” at the rear. The children walk to school in a group along a set route picking up additional “passengers” at specific “bus stops” along the way.

As with a regular school bus, the Walking School Bus runs rain or shine so everyone should be prepared for the many changes we experience with Utah weather. Everyone should wear a reflective jacket or bright clothing to help be seen by drivers. Along the way, children can chat with their friends, learn valuable road safety skills and gain some independence.

All walking buses are different! They vary to suit the needs of the children and their parents. Some schools have a number of walking buses and some only have one. Some walking buses operate only on certain days; others only operate in the morning or afternoon.

A Walking School Bus is a perfect fit with the government’s aim to reduce road traffic congestion and provide safe walking routes. A walking bus deserves our support because it’s beneficial in so many ways; not only does it take pressure off parent in the morning, but it also provides children with a healthy, educational and environmentally sound way of getting to school each day. With gasoline prices rising high, this is a great way to reduce gasoline expenses. It also will help relieve all of the drop-off and pick-up congestion schools often see every day. Overall, research has shown that walking to school in the morning is great preparation for the day ahead. Kids arrive awake, alert and ready to learn!
5 STEPS TO SETTING UP A WALKING SCHOOL BUS IN YOUR NEIGHBORHOOD

Step 1- First determine the amount of interest in a walking school bus program. Contact potential participants and partners. Have a chat with your children. See if they like the idea and would like to walk to school with their friends each morning.

Step 2- Talk to other parents at the school. A walking bus typically consists of between 15-20 children and will need a pool of 6-10 parents to supervise the buses. Find out if they are interested and if there are any viable routes for the walking bus to take each morning.

Step 3- When you have gathered enough support, speak to your school. See if they like the idea and will work with parents who would like to get involved with the project.

Step 4- Ask that the school talk to the local school community council. They should have a Child Access Routing Plan in place that can be used to get the bus on the road by following that designated safe route.

Step 5- Lastly, make sure your children get on the bus when it launches. Don’t forget, have fun.

For more information, visit www.walkingschoolbus.org.
**Teachers:** Please fill out the sheet each day this week. Do not count yourselves in the tally.

Teacher ______________________________

Grade Level ______

**Monday**

- How many of your students walked to school today? _____
- Total number of students in your class today? _____
- % of students that walked to school today (# students walked/ # students in class) ____%

**Tuesday**

- How many of your students walked to school today? _____
- Total number of students in your class today? _____
- % of students that walked to school today (# students walked/ # students in class) ____%

**Wednesday**

- How many of your students walked to school today? _____
- Total number of students in your class today? _____
- % of students that walked to school today (# students walked/ # students in class) ____%

**Thursday**

- How many of your students walked to school today? _____
- Total number of students in your class today? _____
- % of students that walked to school today (# students walked/ # students in class) ____%

**Friday**

- How many of your students walked to school today? _____
- Total number of students in your class today? _____
- % of students that walked to school today (# students walked/ # students in class) ____%

% AVERAGE of students that walked to school each day this week (Add daily percents then divide by 5)? ______ %

We appreciate your help! Please return form in your attendance folder. The winning class will be notified.
There are many ways of implementing Green Ribbon Month. Using daily themes is another way of getting students involved in activities during the month of September. Be creative and feel free to create themes of your own- these are just a few ideas!

**MONDAY: SAFE ROUTES TO SCHOOL**

With the help of parents, have children identify the safest route from home to school and have them mark maps to post at home. Have teachers organize a treasure hunt that highlights safety signage such as Neighborhood Watch signs, Stop signs, Pedestrian walking signs, and community meeting places. Add to the adventure by choosing items unique to your school’s neighborhood.

**TUESDAY: COLOR OUR WORLD**

Encourage children to wear bright, reflective clothing to help them stand out when walking or biking. Have children wear bright colored helmets if biking. Decorate school zones with brightly colored ribbon, tape, and/or balloons.

**WEDNESDAY: WATCH BEFORE YOU WALK**

Encourage and educate children on the importance of looking both ways before they cross the street. Help them learn and identify different street signs. As part of an activity, have children wear and design funky eye glasses to help them remember the importance of looking before walking.

**THURSDAY: WHEELS AROUND THE WORLD**

Provide examples of helmets for small wheel transportation. Publicize the idea: “Brains are Soft. Helmets are Hard. Use Both”. Organize a bike rodeo. Have a decorated bike and small wheels parade. Bike rodeo equipment may be borrowed from the Utah County Health Department. Call Carrie at 851-7035 to check for bike rodeo equipment availability. Invite local bike safety experts such as police bike patrollers, bike shop staff, or bike instructors. Share information about school bus safety during pick-up/drop off times.

**FOOTLOOSE FRIDAY: DECORATE YOUR FEET**

Encourage decorated feet for a footloose parade at school! Organize a special assembly to recognize student and adult crossing guards, community police, student council organizers, teacher organizers, parent volunteers, etc. Distribute prizes, cool treats for students, or certificates for the best decorated feet.
**Classroom Activities for Teachers**

**Art, Computer Class**
Create posters promoting *Walk to School Day* and safe driving and walking messages.

** Geography**
Survey and create maps of walking routes to school.

** Health**
Use pedometers to measure steps, or simple measure walking time accumulated by students. Study the health benefits of physical activity.

**Physical Education**
Do some physical conditioning. Learn walking warm-ups and stretches and do some progressively longer walks in class to prepare for *Walk to School Day*.

**Mathematics**
Keep logs of walking time or steps. Calculate speeds and distances, individual and group averages, or trends and statistical analyses (do boys or girls walk more?)

**Physics**
Study the biomechanics of walking. For example, measure stride lengths and see if they vary with height, weight, age, or leg length. How does walking speed depend on your step speed and stride length?

**Biology**
Look for specific plant or animal species or inventory indigenous species along walking routes.

**English**
Write press releases and public service announcements to promote *Walk to School Day*. Write essays or keep a diary about your experiences walking.

**History**
Study historical locations in your community by walking to them.

**Social Sciences**
Photograph important things about your community observed while walking to school.

Anything you’d like to change? What can you do about it?
BENEFITS OF PEDESTRIANS

PHYSICAL BENEFITS

Fun way to exercise and be physically active.
Reduce risk for overweight and obesity.
Strengthen bones and muscles.
Maintain a healthy weight.
Prevent obesity, heart disease, diabetes, colon cancer, high blood pressure, osteoporosis, anxiety and depression.

ENVIRONMENTAL BENEFITS

Reduced traffic and road congestion.
Fewer gas emissions from cars.

OTHER BENEFITS

Enjoy spending time in the great outdoors.
Have fun walking with family and friends.
Do better in school by increasing mental alertness and capacity to learn.

Walking can be so much fun! Develop a safe route and give it a try; kids and parents together. It’s a good time to get some fresh air and have time to talk with parents and friends. Make walking part of your routine and enjoy the many amazing benefits!
Arrive at the bus stop 5 minutes before the bus is scheduled to arrive.

When the bus approaches, stand 3 or 4 giant steps or 6 feet away from the curb. Line up away from the street.

Wait until the bus stops, the door opens, and the driver says it’s okay before stepping onto the bus.

If you have to cross the street in front of the bus, walk on the sidewalk or along the side of the road to a point at least five giant steps (10 feet) ahead of the bus before you cross. Be sure that the bus driver can see you, and you can see the bus driver.

Use the handrails to avoid falls. When exiting the bus, be careful that clothing with drawstrings and book bags with straps don't get caught in the handrails or doors.

Never walk behind the bus.

Walk at least three giant steps away from the side of the bus

If you drop something near the bus, tell the bus driver. Never try to pick it up because the driver may not be able to see you.

Watch for children walking or bicycling to school as you back out of your driveway.

Watch for children in schools zones and neighborhoods who may not be following safety rules.

Slow down. Watch for children walking in the street, especially if there aren’t sidewalks in the neighborhood.

Slow down. Watch for children meeting or playing at bus stops.

Be alert. Children late for the bus may dart into the street without thinking.

**Red flashing lights** and extended stop arms indicate that the bus has stopped, and that children are getting on or off. Motorists must stop their cars and wait until the red lights stop flashing, the extended stop sign is withdrawn, and the bus begins moving before they can start driving again.
GREEN RIBBON MONTH EVALUATION

Please complete and return this form. Your feedback is essential to the success of future Green Ribbon Month activities. Thank you for your participation!

School/Organization: ____________________________________________________________
Name of Submitter: ___________________________ Title: ______
City: _________________________ Date: _________________

What kinds of activities did your school participate in?

How many students participated? _____ Parents? _____ Faculty? ______
What would make participating in Green Ribbon Month easier or more successful?

How many pledges did you distribute? ______ Collect? ______
What are your greatest pedestrian safety concerns at or around your school/organization? (circle all that apply)

a. No sidewalks  
b. Discontinued sidewalks  
c. No crossing guards  
d. Too much traffic  
e. Traffic speed too fast  
f. Trees/plants/parked cars block sidewalks  
g. No painted crosswalks  
h. Drivers don’t yield to pedestrians  
i. Not well lit  
j. Traffic signals not pedestrian friendly  
k. Other_________________

Do you plan on participating in Green Ribbon Month Next year?   Yes    No

Please mail or return to:
ATTN: Carrie Bennett
Health Promotion
Utah County Health Department
151 South University Ave. #2700
Provo, Utah 84601
**Additional Resources**

International Walk to School Day: www.walktoschool.org

Resource materials for Walk to School Day: www.walkbiketoschool.org


Risk Watch: www.riskwatch.org/parent_bike.html


Safe Kids: www.safekids.org or www.safekidsutah.org

Physical Activity, Nutrition and Obesity Program: health.utah.gov/obesity