



nrg Walks Education Pack

Day 5: Walking Observations, Part II

nrg Walks is a program of the Center for Nutrition and Activity Promotion at Penn State Hershey Children's Hospital.

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Day 5: Walking Observations, Part II



Total Time: 35 minutes

Lesson: 30 minutes

Recap: 5 minutes

Lesson Overview

Youth will discuss what they observed during the previous class activity, Day 4: Walking Observations, Part I. They will talk about what makes their school property safe or unsafe for pedestrians. They also will examine how they arrive at school and what makes that experience safe or unsafe. Youth will review their ENERGY OUT trackers and discuss their physical activity minutes for the week.

Objectives – Youth Will:

- Understand what makes the school property safe or unsafe for pedestrians
- Understand safety aspects of their own experiences arriving at school
- Understand what makes up their ENERGY OUT for one school week

Standards Met

This activity meets Pennsylvania Health, Safety, and Physical Education standards:

10.3.3. Recognize safe/unsafe practices in the home, school, and community

This activity meets Pennsylvania Reading, Writing, Speaking, and Listening standards:

1.4.3. Types of Writing

1.5.3. Quality of Writing

1.6.3. Speaking and Listening

Teacher Prep

None

Note to Teachers

Students will review their completed Pedestrian Safety Checklist from yesterday. You may choose to follow the script below or adapt the information based on your classroom's needs.

Let's Get Started!



Lesson (30 minutes)

Before getting started, ask students to take out their ENERGY OUT trackers and fill in their minutes of physical activity for Day 4. Also ask students to fill in their planned minutes of physical activity for Day 5. Students will revisit the tracker at the end of the lesson.

Walking Observations

Ask students to pull out the Pedestrian Safety Checklist from yesterday. Go through each image on the Checklist, asking (adapting as needed):

- Did you see this image? (If so) Where did you see it?
- Did it look exactly like the image? If not, how was it different?
- What does it tell pedestrians? What does it tell drivers?
- Were there things you saw on our walk that weren't on the checklist but can help pedestrians and drivers stay safe? What are they? How can they help?
- Were there things you saw that can make walking unsafe? What are they? How are they unsafe?
- What from the checklist did we not see? How might that affect your safety?

Ask students to take out a piece of writing paper.

Say: Now think about how you arrive at school in the morning. You may walk or bike, take the bus, or get dropped off by a parent or someone else. Try to imagine what a typical morning arriving at school looks like for you.

Prompt students with the following (adapting as needed), and ask students just to think about their answers but not to say them out loud:

- If you walk or ride a bike:
 - From which direction do you arrive?
 - Do you have to cross a busy intersection?
 - Do any of the images from the Pedestrian Safety Checklist help you arrive safely at school?
 - How do they help you?
 - Is there a crossing guard to help you cross safely?
 - Is there a safety patrol?
 - Do you walk alone or in a group?
 - Does an adult walk with you?
- If you ride the bus:
 - Where does your bus stop to let you off?
 - How do you get off the bus? Do you step directly into the street or up onto a curb?
 - Do you have to walk through a parking lot?
 - Do you walk in front of the bus or behind it?
 - When you leave the bus, do any of the images from the checklist help you arrive safely at the front door of the school building?
 - How do they help you?



Walking Observations (cont.)

- If you are dropped off by a parent or someone else:
 - Where are you dropped off?
 - Once you leave the vehicle, how do you arrive at the front door of the school?
 - Do you have to cross a street or walk through a parking lot?
 - Is there a crosswalk?
 - Is there a crossing guard to help you cross safely?
 - Is there a safety patrol?
 - Do any of the images from the checklist help you arrive safely at the front door?
 - How do they help you?

Ask all students to think about whether there's anything that seems unsafe about their experience arriving at school.

Say: Think about your answers to those questions and write about how you arrive at school.

Give students five minutes or so (adapting the amount of time as needed) to write about their experiences arriving at school in the morning. Continue to guide students as needed with the prompts provided. When students are done, ask one or two students to share what they've written. Collect the papers.

ENERGY OUT Tracker

Ask students to pull out their ENERGY OUT tracker.

Say: Add up your minutes for the week and put the total number in the space provided.

Ask students to convert their total minutes into hours (adapt based on age appropriateness).

Ask students to raise their hands if they achieved:

- 0-50 minutes
- 50-100 minutes
- 100-150 minutes
- 150-200 minutes
- 200-250 minutes
- 250-300 minutes
- More than 300 minutes

Ask: What specific activities did you do to achieve your total minutes?

Ask: Did you do the same amount of physical activity each day or did you have more minutes one day and fewer minutes another day?

Ask: Was achieving your physical activity minutes easy or difficult? What was easy about it? What was difficult?



ENERGY OUT Tracker (cont.)

Ask: What did you like about being physically active this week?

Say: Remember – It is important for youth to achieve at least 60 minutes of physical activity each day. That adds up to 300 minutes over the five day period we tracked. It's okay if your total minutes didn't add up to 300. This exercise was meant to help you see what you already do each day to be physically active. It sounds like you're doing a great job already. If your total number was below 300, think about times during your day when you can build in more physical activity. You might try turning on some music at home and dancing, or going to the mall and walking around for one hour. Or walking or bicycling to school, if that is a possibility. There is a lot you can do to be more physically active.

Tell students they can keep their trackers and take them home.

Recap (5 minutes)

Say: Today we talked about what we saw on our walk yesterday. We discussed what makes our school property safe and unsafe for pedestrians. We also looked at our own experiences arriving at school and what makes those experiences safe or unsafe. Finally, we learned how many physical activity minutes we achieved this week and how we achieved those minutes.

