



## Grade K - Safety/Injury Prevention Sample Lesson Plan 2 Exploring Safety on the Road

### Objectives/Goals

- Students will be able to identify and describe safety practices related to walking, riding a bike, and riding in cars and buses

### Materials

- NHTSA Walkability Checklist  
<http://www.nhtsa.gov/Driving-Safety/Pedestrians/Walkability-Checklist>
- Parked, open school buses

### Steps

#### *Step 1*

- Take a walk with the children using the walkability checklist to identify and discuss whether the route is a friendly place to walk. Send the checklist home for students to use with their families in their neighborhoods.

#### *Step 2*

- Take a safety walk around the school and near the parked school bus and discuss and illustrate safety rules such as crossing at crosswalks and not crossing when there are cars, using sidewalks, how to get off the bus safely and where to cross in front of the bus. Talk about staying in the seat on the bus, facing forward and doing as the bus driver says.

#### *Step 3*

- A structured lesson plan for this is provided in the following excerpts from Kindergarten Pedestrian Safety Lessons, Maryland Pedestrian and Bicycle Safety Education Program

### **Assessment Idea**

- Prepare a worksheet for students to complete which depicts safe and unsafe choices when walking , riding in a car and bus, and riding a bike and have the students mark the safe choices. Are they able to identify the safe choices?

### **References**

- NHTSA [Walkability Checklist](http://www.nhtsa.gov/Driving-Safety/Pedestrians/Walkability-Checklist) <http://www.nhtsa.gov/Driving-Safety/Pedestrians/Walkability-Checklist>
- Maryland DOT Pedestrian Safety Lessons for Kindergarten [http://www.saferoutesinfo.org/sites/default/files/resources/ped-bike-safety\\_lessonsK-5\\_guide.pdf](http://www.saferoutesinfo.org/sites/default/files/resources/ped-bike-safety_lessonsK-5_guide.pdf)

### **Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.



## ***Pedestrian Lesson 1 – Kindergarten***

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### ***Crossing Safely***

**Time:** 20 Minutes

**Objectives:** To understand the need for crossing any street with care and caution. To become familiar with the important steps in crossing a street, such as stopping at the curb and finding the edge, looking left, right, and left again before crossing, and continuing to scan for traffic while crossing.

**Maryland Learner Outcomes:**

- Health, Health Behaviors (K-3): Identify rules that promote health.
- Health, Safety and Injury Prevention (K-3): There are behaviors, such as taking precautions and following rules, that are basic to safe daily living.

**Materials:** Overhead/Handout K.1.1 (the Edge); Overhead/Handout K.1.2; Looking Left-Right-Left Activity Diagram K.1.3; “Crossing the Street Song” K.1.4; 2 Shoeboxes; White paper; 2 sheets of construction paper, scissors, and glue stick (to make signs for boxes); Overhead projector (optional).

**Suggested Teaching Venue:** This lesson works best if taught outdoors using a curb in the school parking lot. There are several possibilities for implementation, including the home classroom during a health unit, physical education class, or any other indoor or outdoor classroom situation. The lesson is not limited to being taught in school—it may be offered through a club, community group, or other local organization.

**Plan Ahead:** Create overheads or copies of Overhead/Handout K.1.1, Overhead/Handout K.1.2 in Lesson Pack 1. Make copies of the “Crossing the Street Song” K.1.4 for each student. Attach the paper to the sides of the two boxes for use in the activity. \*You may want to coordinate with music teacher on teaching the “Crossing the Street Song”

**Vocabulary:** pedestrian; edge; crossing; scan; diagonal; straight; safe; dangerous; left; right

**Lesson Progression:**

Introduction  
Instruction  
Activity  
Conclusion

**Note to teacher:** This lesson is geared towards teaching kindergarteners the basics of crossing the street. It is important to note that children at this age are not ready to cross streets on their own. They should be encouraged to cross the street only with the help of an adult.

1. 50% to 60% of pedestrian injuries to children aged 5 to 9 are “mid-block dart-out” crash types. (*Federal Highway Administration, 1996*)
2. Pedestrians under age 10 are over represented in crashes where contributing factors are “ran into street”, “ran from between parked vehicles”, and “playing in street”. (*Federal Highway Administration, 1996*)



## **Pedestrian Lesson 1 – Kindergarten**

### **Crossing Safely**

#### **Introduction (5 minutes)**

*Explain:* Today we are going to learn about the steps to **crossing** the street safely.

*Talk to the students about their street crossing experience.*

#### **Suggested Discussion Items:**

1. How many of you have crossed the street in your neighborhood?
2. What do you do before you cross the street?
3. Have you ever chased a ball into the street?
4. Have you ever been crossing the street when a car came at you?
5. Have you ever gone for a long walk from your house? Where or why not?
6. What is a **pedestrian**? (someone who walks)

#### **Instruction (5 minutes)**

*Explain:* Let's learn about how to cross the street safely.

1. Have the students place their pencil on the edge of their desk. Ask them what happens to the pencil when it goes off the **edge**. Explain to them that when talking about crossing the street, the word **edge** means the line between **safe** and being in **danger**.

Show Overhead / Handout K.1.1, Diagram A.

1. If you were standing on spot **A** would you be safe, in danger, or on the edge?
2. If you were standing on spot **B** would you be safe, in danger, or on the edge?
3. If you were standing on spot **C** would you be safe, in danger, or on the edge?

Show Diagram B.

1. Which shape shows the edge? (The circle.)
2. Which shape shows the edge on the other side?  
*Explain:* Your goal is to get to a place that is safe, which is beyond the edge on the other side of the street.

#### **Show Overhead/Handout K.1.2.**

1. If you were standing here (point to location on the diagram), which way would the car travel? (From the square to the circle, or from the triangle to the rectangle.)
2. Which way should you look first? (**left**, because a car coming from that direction will be closest to you.)
3. Then which way should you look? (**right**, to check for cars coming from the other direction.)
4. Before you start to cross, you should look left one more time. Why? (to see if another car is coming)
5. Should you cross the street at a **diagonal or straight across**? (Straight across.) Why? (You will be in the road for less time.) The longer it takes to cross, the more danger there is.  
*\*You can prove the solid line is safer by placing two bean bags ten feet apart. Walk in a straight line towards the first bean bag while the kids count the time it takes. Return to the starting mark and walk at an angle to the second line as the children count. Which took longer?*
6. When you cross you should **scan** left and right.
7. Should you run or walk across the street? (walk, you cannot see anything if you are running or you could fall)
8. What should I do as I am walking? (scan, look left and right for cars as you cross)
9. If my ball rolls into the street, should I run out to get it? (No. Always ask an adult to get it for you.)
10. Should I cross the street by myself? (no, only with an adult.)

#### **Activity (5 to 10 minutes)**

*Before the lesson, gather pictures of different colored cars and attach them to half of the sides of the two boxes. Or draw letters, numbers, or shapes on white pieces of paper (make them thick and visible) and attach them to the sides of the two boxes. If you don't have boxes, you can use papers with the cars, letters, numbers, or shapes drawn on each side.*

1. Refer to the **Look Left, Right, and Left Again Activity Diagram (K.1.3)** for specific setup. You will need to make the symbol boxes.
2. The diagram shows the teacher standing at the "T", which is the suggested edge of the street.



3. Explain that the edge can be the curb, the edge of the pavement, or the edge of a line of cars next to the lane where cars go by. The edge is a safe place to look for cars because you can see cars that are coming, but are still far enough away from them to be safe.
4. Two helpers are chosen to hold the boxes or paper. One stands on each side of the teacher.
5. The students practice the following step, one at a time:
  - (a) The student comes to the edge (the teacher).
  - (b) Next, the student stops and looks around the edge (the teacher).
  - (c) Finally, the student looks left, right, and left again.
6. Then they tell the teacher what the symbols on the boxes were. If they see the picture of a car or a specific letter or symbol (on either side), they should not cross and should repeat looking to the left, to the right, and to the left again.
7. When it is safe, they should cross and continue to scan left and right.
8. As they cross, the helpers flip the box to another side or show the opposite side of the paper. After the student crosses to the other side, the helpers hide the boxes or paper behind them.
9. The student reports what the symbols were while they were crossing.
10. Demonstrate the steps for the students at first and then have each student take a turn.

*Optional Activity:* Have students cross five crosswalks in their community with their parents, and tell the class about their crossing experience (cars went fast, the road was wide, etc.)

**Conclusion (2 to 5 minutes)**

1. Have the students describe what an edge is.
2. Identify the steps used when crossing.
3. Have the students sing the "Crossing the Street Song" (K.1.4) from the handout pack to help them remember the steps.
4. Remind the students that they should not cross the street on their own without the help of an adult.
5. Remind them to never run into the street after a ball or other object.

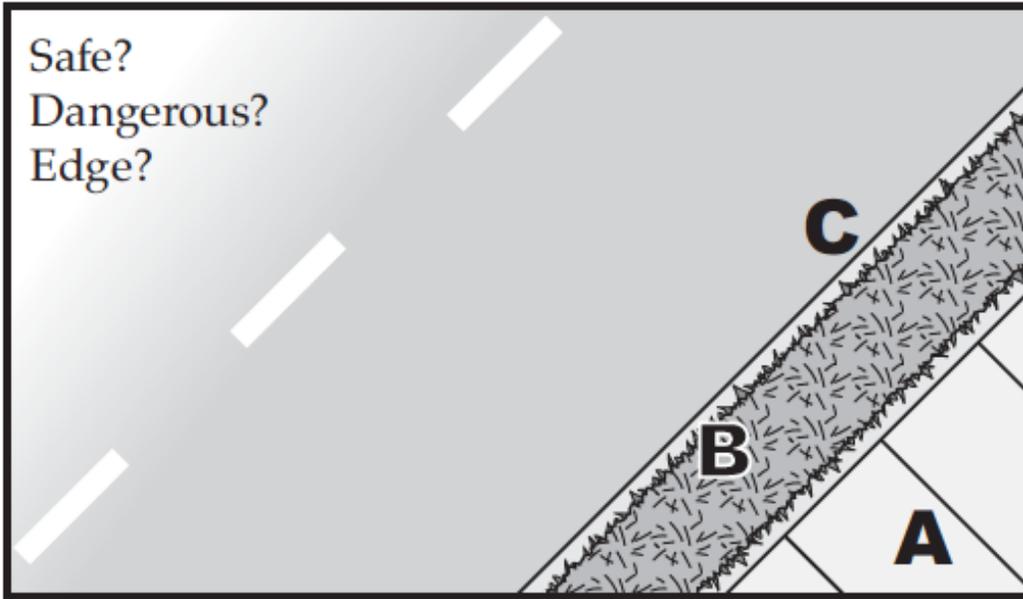


*Toole Design Group*

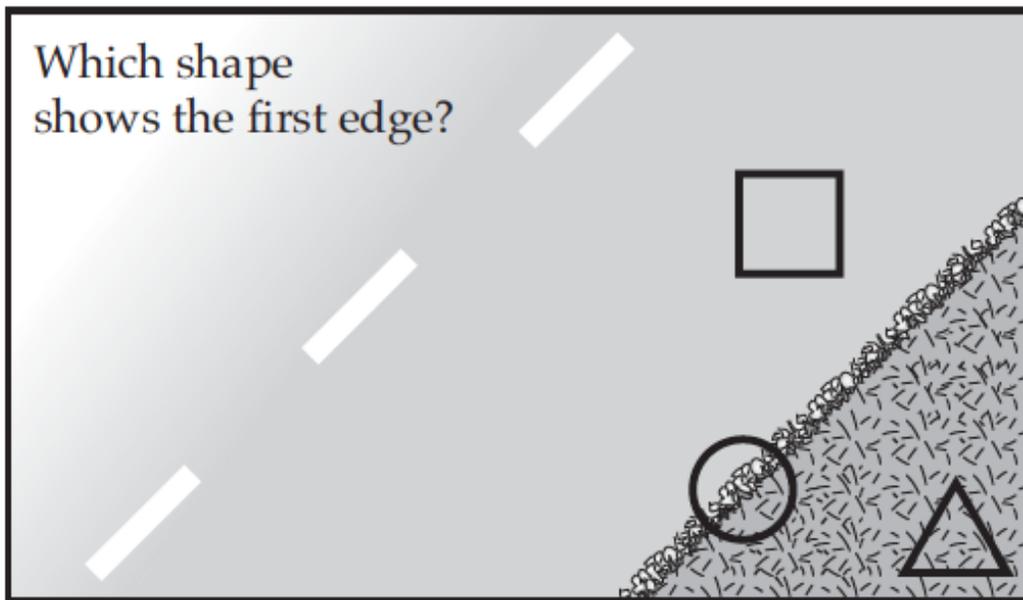


Overhead/Handout K.1.1  
"The Edge"

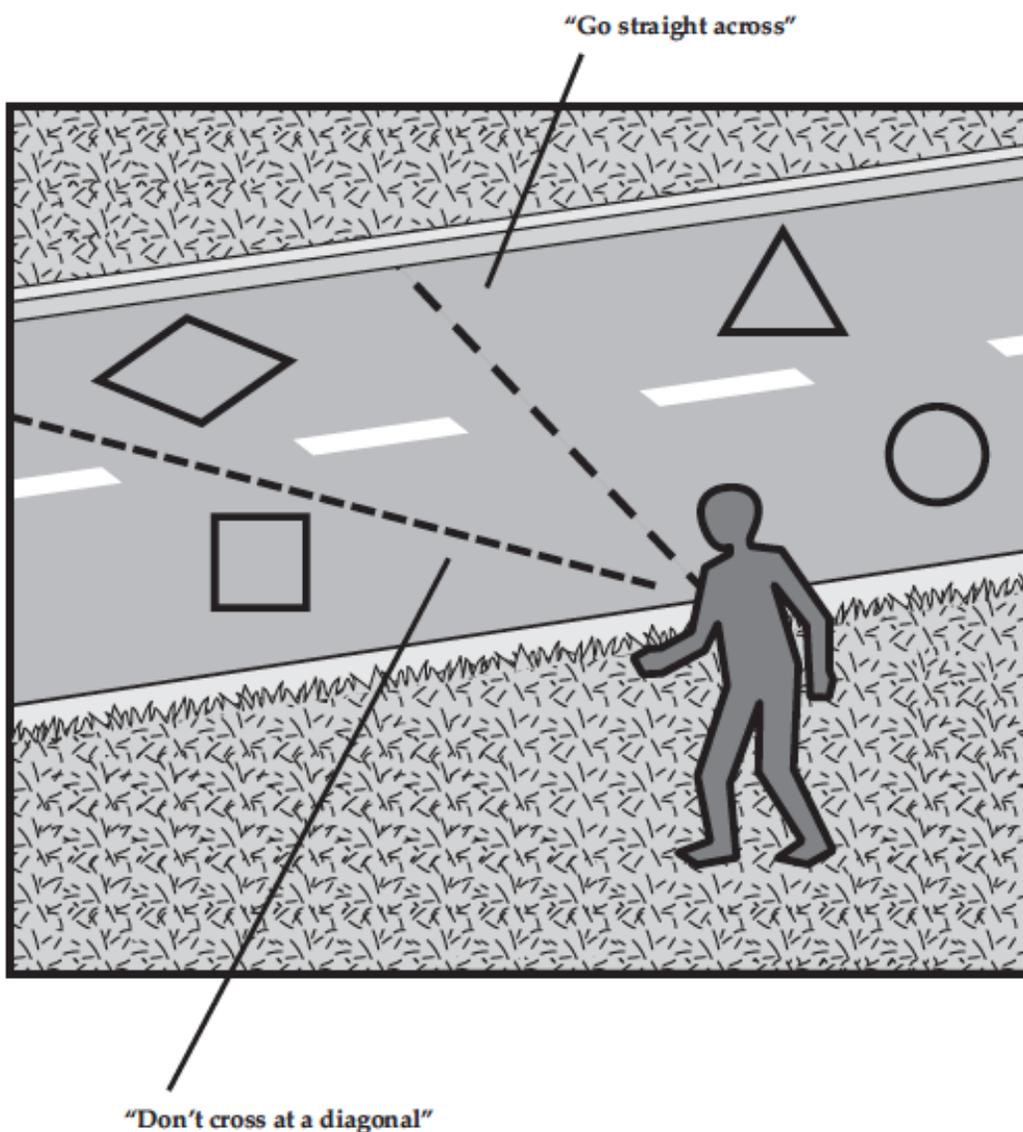
K.1.1.A



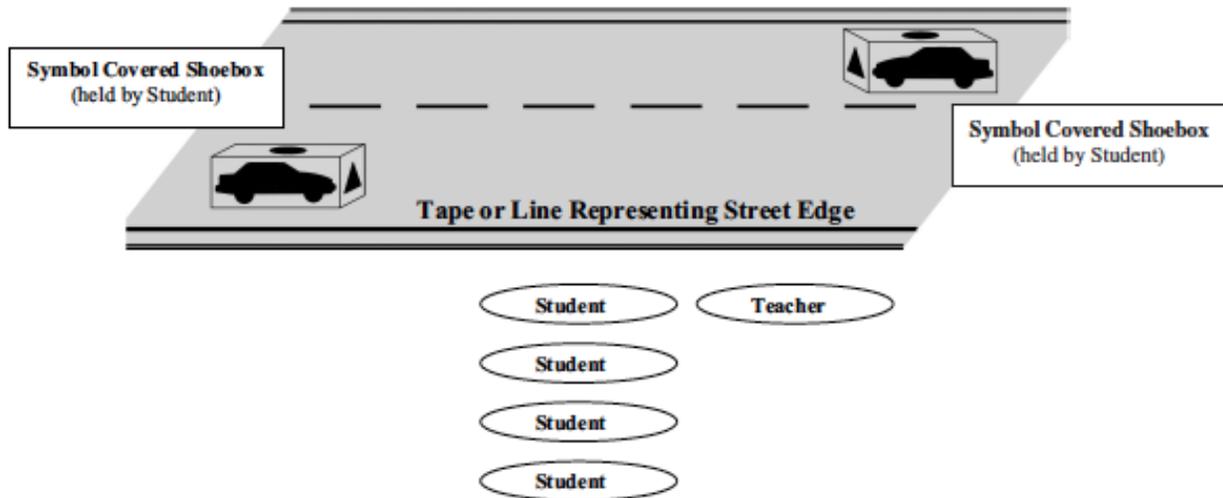
K.1.1.B



Overhead/Handout K.1.2



### Look Left, Right, and Left Again Activity Diagram K.1.3



## Crossing the Street Song K.1.4

### Crossing the Street Song

*Sung to the Tune of London Bridge*

Here we go, across the street  
Across the street  
Across the street  
Here we go, across the street  
We cross safely!

First we stop at the edge  
At the edge  
At the edge  
First we stop at the edge  
We cross safely!

Now we're looking left, right, left  
left, right, left  
left, right, left  
Now we're looking left, right, left  
We cross safely!

Now we're going straight across  
straight across  
straight across  
Now we're going straight across  
We cross safely!

As we cross, we still look  
we still look  
we still look  
As we cross, we still look  
WE CROSSED SAFELY!!!





## **Pedestrian Lesson 2 – Kindergarten**

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### **Bus Safety**

**Time:** 30 Minutes

**Objectives:** To understand the need to be a safe pedestrian around the bus. To learn how to exit a bus and cross the street safely.

**Maryland Learner Outcomes:**

- Health, Health Behaviors (K-3): Compare behaviors that are safe to those that are risky.
- Health, Health Behaviors (K-3): Describe ways to avoid and reduce threatening or unsafe situations.

**Materials:** Where to Cross in Front of A Bus K.2.1; Diagram of Danger Zones around the Bus K.2.2; Crossing Safely in the vicinity of a Bus Activity Diagram K.2.3; Markers; 2 Boxes; Paper

**Suggested Teaching Venue:** In the home classroom during health unit or during physical education class. Can also be done with a real bus on the day when students practice bus emergency exit procedures.

**Plan Ahead:** Create overheads or copies of Overhead/ Handout K.2.1. Make copies of the “Diagram of Danger Zones around the Bus” (K.2.2) for each student. Use the boxes from Lesson 1 or tape sheets of paper with shapes, numbers, vocabulary words, or other symbols to the sides of boxes.

**Vocabulary:** Bus crossing bar, bus danger zones

**Lesson Progression:**

Introduction  
Instruction  
Activity  
Conclusion

**Note to teacher:** Here are some statistics about the need for teaching pedestrian safety near the bus to students.

1. Most School bus-related injuries occur when children are boarding or exiting because a blind spot extends approximately ten feet in front of the bus. (“Pedestrian Safety,” *San Diego Safe Communities 2000, 2001*)
2. More than half of the pedestrian fatalities in school bus-related crashes were children between 5 and 7 years old. (“School Bus Safety Fact Sheets,” *National Highway Traffic Safety Administration, 2001*)



## **Pedestrian Lesson 2 – Kindergarten**

### **Bus Safety**

#### **Introduction (5 minutes)**

*Explain:* Today we are going to learn how to enter and exit the bus safely.

*Talk to the students about their bus riding experience.*

#### **Suggested Topics:**

1. How many of you ride the bus to school?
2. What is it like on the bus? Do people stay in their seat?
3. Does anyone have to cross the street when the bus drops you off?
4. What do you do when you get off the bus?

#### **Instruction (10 minutes)**

*(Using overheads or handouts from the following pages)*

#### **Discuss keeping safe while waiting for the bus.**

1. Why should you stay on the sidewalk or away from the street when waiting for the bus? (Cars are in the street and they could hurt you.)
2. Never run into the street, especially if you are playing with friends.
3. Never chase a ball or object into the street while waiting for the bus.
4. Do not approach the door of the bus until the bus driver opens the door and says that it is safe board the bus. Make sure you look to the left, to the right, and again to the left before crossing the door of the bus.
5. Why is important to stay in your seat during the bus ride? (So the bus driver can keep her eyes on the road.)

#### **Show Overhead/Handout K.2.1**

1. What is the purpose of the **crossing bar** (See diagram)? (To keep crossers in sight of the driver.)
2. What would happen if you were too close to the bus? (The driver could not see and may run you over.)
3. What does the sign on the side of the bus tell drivers to do? (Stop.)
4. Where is the edge you want to get to when you

get off the bus? (It is where you first lean your head out from the safety of the bus to look for traffic.)

#### **Discuss the danger zones around a bus.**

1. Hand out the diagram of the **danger zones** around the bus (K.2.2) to each student.
2. Explain that you should never touch the bus or stand or walk close to the bus.
3. Why is standing inside the crossing bar area dangerous? (The bus driver can't see you.)
4. Why should you never stand behind the bus? (The bus driver can't see you and could back the bus up into you.)
5. If you drop something in the street what should you do? (Signal the bus driver so he does not drive off. He or she will stay put, holding up traffic while you get the object back.)

#### **Point to Route 1 on Diagram K.2.2.**

1. What you should do when you get off the bus on the same side of the street as your home? (You should get clear of the door by taking five big steps from the bus.)

#### **Point to Route 2 on Diagram K.2.2.**

1. What should you do when you get off the bus and need to cross the street? (You should take 5 big steps away from the door and then turn left and take 10 big steps past the front of the bus. Then you should look up at the bus driver and walk towards the street in front of the bus.)
2. When you reach the second edge (edge of bus closer to middle of road where you can first see traffic) of the bus, you should look to the left, to the right, and again to the left before crossing the road.
3. Should you run across or should you walk? (Walk. You cannot see anything if you are running, and you take the risk of falling.)
4. *Teacher can demonstrate.* What should I do as I am walking? (Scan, look left and right as you cross.)



### Activity (10 minutes)

For this activity, it is ideal if you can use a real bus driver and a real bus. However, you can simulate a bus with a large tape rectangle and chairs.

Before the lesson, gather pictures of different colored cars and attach them to half of the sides of the two boxes. Or draw letters, numbers, or shapes on white pieces of paper (make them thick and visible) and attach them to the sides of the two boxes. If you don't have boxes, you can use papers with the cars, letters, numbers, or shapes drawn on each side.

1. See "Crossing safely in the vicinity of a bus activity diagram" K.2.3 for possible layout. This activity can be set up in two minutes or less.
2. Divide the students into groups of two or four or six. The teacher stands at the location marked by the "T" on the diagram. The students practice the following step, one at a time.
3. The student waits for the bus driver (helper student) to stop the bus. They get up and walk out the bus door (use cones or bean bags to denote door).

4. When the student comes to the doorway edge of the bus (a chair or cones) they should stop. They then should look to the left, to the right, and again to the left.
5. Demonstrate the activity for the students, and then have each student take a turn.

### Conclusion (2 to 5 minutes)

1. Have the students describe where the edge on a bus is.
2. What is the purpose of the crossing bar?
3. Why should you stop at the edge of the bus and look before crossing?
4. Identify the steps to take when exiting the bus:
  - (a) Stand up after the bus comes to a stop.
  - (b) Once out of the bus, look to the left, to the right, and again to the left.
  - (c) Walk straight to the safety of the edge.



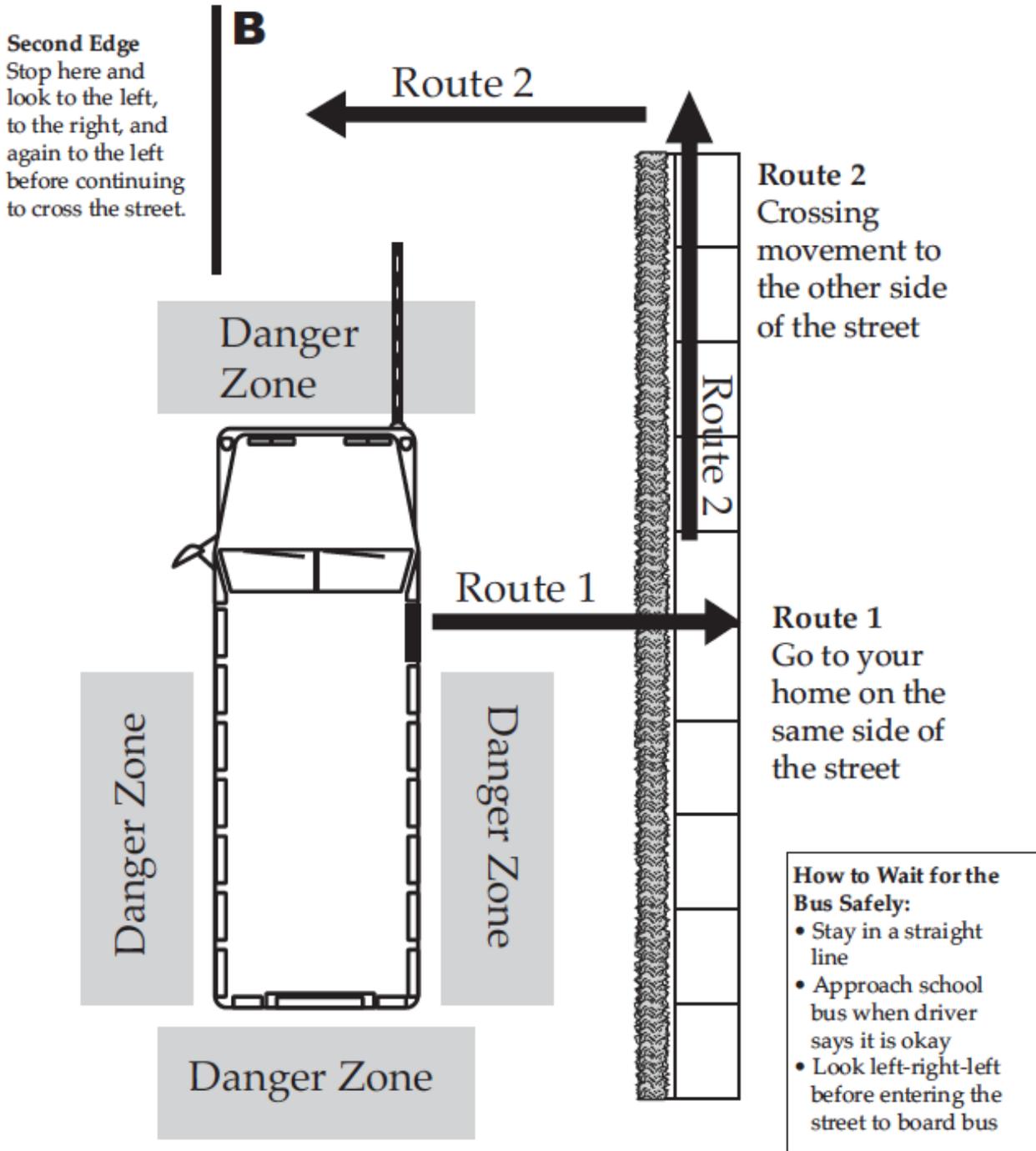
Duval County, FL Health Department



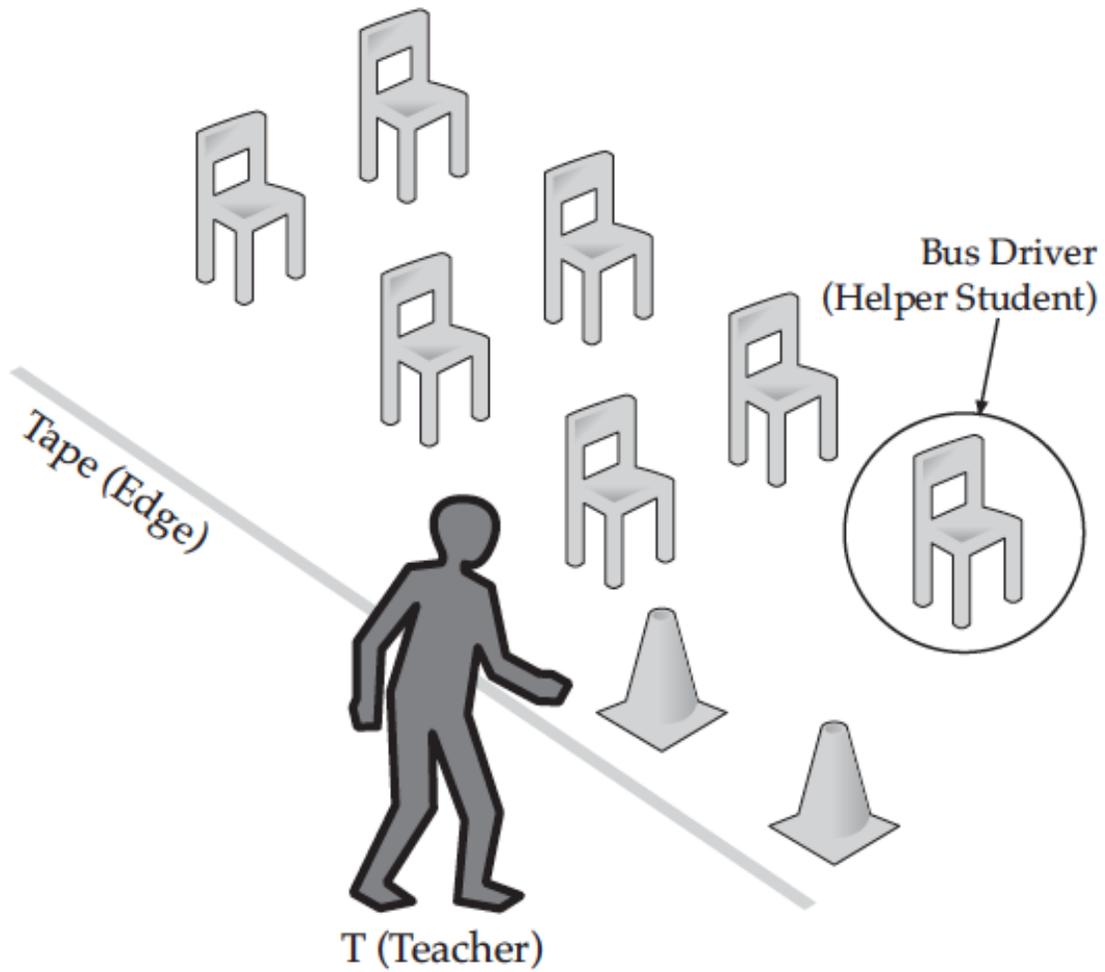
**Where to Cross in Front of a Bus K.2.1.**



Danger Zones around the Bus Diagram K.2.2



"Crossing Safely in the Vicinity of a Bus" Activity Diagram K.2.3



# Walkability Checklist

## How walkable is your community?

### Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. 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 \_\_\_\_\_  
\_\_\_\_\_



## 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 \_\_\_\_\_

## 4. Was it easy to follow safety rules?

### Could you and your child...

- 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 \_\_\_\_\_

## 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 \_\_\_\_\_

## 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
  - Dirty air due to automobile exhaust
  - 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 \_\_\_\_\_

## 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 It's a disaster for walking!

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  
Lots of traffic



- 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
- select alternative route with less traffic

- 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
- initiate support to provide routes with less traffic to schools in your community (reduced traffic during am and pm school commute times)

## 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  
Was the sun really hot?  
Was it hot and hazy?

- start with short walks and work up to 30 minutes of walking most days
- invite a friend or child along
- walk along shaded routes where possible
- use sunscreen of SPF 15 or higher, wear a hat and sunglasses
- try not to walk during the hottest time of day

- 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
- plant shade trees along routes
- have a sun safety seminar for kids
- have kids learn about unhealthy ozone days and the Air Quality Index (AQI)

Need some guidance?  
These resources might help...

# Great Resources

## WALKING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)  
UNC Highway Safety Research Center  
730 Airport Road, Suite 300  
Campus Box 3430  
Chapel Hill, NC  
27599-3430  
Phone: (919) 962-2202  
[www.pedbikeinfo.org](http://www.pedbikeinfo.org)  
[www.walkinginfo.org](http://www.walkinginfo.org)

National Center for  
Bicycling and Walking  
Campaign to Make  
America Walkable  
1506 21st Street, NW  
Suite 200  
Washington, DC 20036  
Phone: (800) 760-NBPC  
[www.bikefed.org](http://www.bikefed.org)



## WALK TO SCHOOL DAY WEB SITES

USA event: [www.walktoschool-usa.org](http://www.walktoschool-usa.org)  
International: [www.iwalktoschool.org](http://www.iwalktoschool.org)

## STREET DESIGN AND TRAFFIC CALMING

Federal Highway Administration  
Pedestrian and Bicycle Safety Research Program  
HSR - 20  
6300 Georgetown Pike  
McLean, VA 22101  
[www.fhwa.dot.gov/environment/bikeped/index.htm](http://www.fhwa.dot.gov/environment/bikeped/index.htm)

Institute of Transportation Engineers  
[www.ite.org](http://www.ite.org)

Surface Transportation Policy Project  
[www.transact.org](http://www.transact.org)

Transportation for Livable Communities  
[www.tlcnetwork.org](http://www.tlcnetwork.org)

## WALKING COALITIONS

America Walks  
P.O. Box 29103  
Portland, Oregon 97210  
Phone: (503) 222-1077  
[www.americawalks.org](http://www.americawalks.org)

Partnership for a Walkable America  
National Safety Council  
1121 Spring Lake Drive  
Itasca, IL 60143-3201  
Phone: (603) 285-1121  
[www.nsc.org/walkable.htm](http://www.nsc.org/walkable.htm)



## PEDESTRIAN SAFETY

National Highway Traffic Safety Administration  
Traffic Safety Programs  
400 Seventh Street, SW  
Washington, DC 20590  
Phone: (202) 662-0600  
[www.nhtsa.dot.gov/people/injury/pedbimot/ped](http://www.nhtsa.dot.gov/people/injury/pedbimot/ped)

National SAFE KIDS Campaign  
1301 Pennsylvania Ave. NW  
Suite 1000  
Washington, DC 20004  
Phone: (202) 662-0600  
Fax: (202) 393-2072  
[www.safekids.org](http://www.safekids.org)

## WALKING AND HEALTH

US Environmental Protection Agency  
Office of Children's Health Protection (MC 1107A)  
Washington, DC 20460  
Phone: 202-564-2188  
Fax: 202-564-2733  
[www.epa.gov/children/](http://www.epa.gov/children/)  
[www.epa.gov/airnow/](http://www.epa.gov/airnow/)  
[www.epa.gov/air/urbanair/ozone/what.html](http://www.epa.gov/air/urbanair/ozone/what.html)  
[www.epa.gov/sunwise/uvindex.html](http://www.epa.gov/sunwise/uvindex.html)  
[www.epa.gov/otaq/transp/comchoic/ccweb.htm](http://www.epa.gov/otaq/transp/comchoic/ccweb.htm)

President's Task Force on Environmental Health Risks and  
Safety Risks to Children  
[www.childrenshealth.gov](http://www.childrenshealth.gov)

Centers for Disease Control and Prevention  
Division of Nutrition and Physical Activity  
Phone: (888) 232-4674  
[www.cdc.gov/nccdphp/dnpa/readysset](http://www.cdc.gov/nccdphp/dnpa/readysset)  
[www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm](http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm)

Prevention Magazine  
33 East Minor Street  
Emmaus, PA 18098  
[www.itsallaboutprevention.com](http://www.itsallaboutprevention.com)

Shape Up America!  
6707 Democracy Boulevard  
Suite 306  
Bethesda, MD 20817  
[www.shapeup.org](http://www.shapeup.org)

## ACCESSIBLE SIDEWALKS

US Access Board  
1331 F Street, NW  
Suite 1000  
Washington, DC 20004-1111  
Phone: (800) 872-2253;  
(800) 993-2822 (TTY)  
[www.access-board.gov](http://www.access-board.gov)

