



Appendix

- » Full color neighborhood illustration
- » Grayscale neighborhood illustration
 - » Neighborhood illustration key
 - » Walkability checklist

Early Elementary: Neighborhood “I Spy” Walk



MATERIALS

- » Walking field trip permission slips, signed by all students’ parents
- » Adult volunteers (1 adult for every 10 students)
- » “I Spy” Pre-Lesson illustrations (lesson appendix)
- » Safe Routes to School Walkability Checklist (lesson appendix)
- » Notebooks and writing utensils for adults or older students
- » A watch or stopwatch to keep time
- » Digital or disposable cameras (optional)

How to use this lesson: This lesson is intended to be flexible and to meet the needs of various classrooms and after school programs. The list below suggests a few ways you can distribute this lesson over time.

Your Safe Routes Philly Community Representative would be happy to come out and assist with the walk!

IF YOU SEE YOUR STUDENTS EVERY DAY:

- » Teach the lessons over three consecutive days.
- » Teach the lessons over the course of a week.
- » Teach the lessons over the course of 3–4 weeks as part of a social studies unit.

IF YOU SEE YOUR STUDENTS ONCE PER WEEK:

- » Week one: pre-lesson and walk with short post-debrief.
- » Week two: post-lesson.
- » Week three and beyond: service-learning extension activities.

SETTING UP (ABOUT 60 MINUTES PREPARATION)

- » Schedule a day to take the walk with your class, and distribute “Walking Field Trip” permission slips to your students at least one week before your scheduled walk.
- » Divide students into groups of at least five and no more than ten students and assign at least one adult to each group. *Note: this adult must be available for a total of 2 hours.*

TIP

Invite older students (ideally responsible 6th–8th graders) to walk with your students. They can help take notes and pictures and fill out the form at the end of the walk. This student is not in lieu of the adult, but can help carry some responsibility!

- » Create different walking routes for each group in your classroom. The groups may cross paths and be in the same general area, but should not walk the exact same route. *Google Maps is a great resource for this. See our example on the next page.*

TIP

Walk each route yourself before taking students on the walk.

Each walking route should include:

- » Crossing streets at a stop sign
- » Crossing streets at a stop light
- » An area with moderate to heavy traffic
- » Walking on sidewalks
- » A residential street
- » A commercial street (if possible)

SAMPLE WALKING ROUTE



Pre Lesson: “I Spy”, 15–30 minutes



Objective: Students will be able to identify positive and negative features of a neighborhood by playing a game of “I Spy” with a cartoon neighborhood illustration.

PROCEDURES: Tell students that they will soon be taking a neighborhood walk to observe and write down what they see. Before the walk, they will practice observing a cartoon neighborhood by playing a game of “I Spy”.

1. Distribute a copy of the neighborhood illustration (lesson appendix) to each student or group.
 2. Give students no more than five minutes to look at the picture and identify what they see. They can either write down their observation or circle it on their pictures.
 3. Instruct students to raise their hands and state an “I Spy” statement about the illustration. For example, “I spy a cracked sidewalk” or “I spy a park” or “I spy fast cars.”
 4. Create a list of student answers on the board. If you can project the image onto a “smart board” or overhead projector, you can circle the items.
 5. If time permits, select a few items from the board and discuss if they are positive or negative for a neighborhood and why. Allow students to share their input.
- » Explain to students that they will also be playing a game of “I spy” on their neighborhood walk. The adult in their group will be recording their observations and asking them specific questions. The information they gather could be used to help make improvements in their neighborhood and provide them with a safer walking environment.



*See the lesson appendix for a full sized version of this illustration



Preparing Group Leaders, 10 minutes

1. Distribute important materials to the adult in each group including a map of their walking route, written directions of the route and stops, a Walkability Checklist, and a camera (if applicable). Answer any questions they have about their specific route.
2. Review the Walkability Checklist with the adults and/or older students in the group.

GUIDELINES FOR FILLING OUT A WALKABILITY CHECKLIST

✓ For each of the five questions, check “Yes” if you agree with the question asked.

✓ If your answer to the question is “Some problems”, select any checkbox that applies to your walking experience. *For example, if you answer “Some problems” to question 2, you must check at least one box to indicate why it was hard to cross the street.*

✓ Rate the overall experience with each question topic. (1 is awful, 6 is excellent—see scale below).

✓ Note the location of any problems encountered during the walk. *This will help with the post-lesson discussion and potential service-learning projects that could result from this walk.*

✓ Finally, add up the ratings for questions 1–5 to determine an overall rating. Read the description of your overall “walkability” rating.



2. WAS IT EASY TO CROSS THE STREET?

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 to repair
- Something else _____

Rating: (circle one) Locations of problems:

1 2 3 4 5 6 _____

HOW DOES YOUR NEIGHBORHOOD STACK UP?

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: _____

COMMON NEIGHBORHOOD PROBLEMS

- » Cracked sidewalks
- » Overgrown bushes
- » Sidewalks ending in the middle of the block
- » Heavy traffic
- » Pedestrian signals are too long or short
- » Visual barriers that block views of oncoming traffic
- » Scary dogs or people
- » Litter
- » Poor air quality from industry or exhaust



If you or your volunteers have access to digital cameras or inexpensive disposable cameras, they can be a great tool to document the walk and for creating visual aids for the post-lesson.



Group Leader Resources



SAMPLE QUESTIONS TO ASK STUDENTS ON THE WALK

» **What is the condition of the sidewalk?**

Think about the condition of the cement, whether there is enough space to walk, and if there are items blocking the way.

» **Is it safe to cross the street or is there something wrong?**

Think about traffic, stop signs, traffic lights, size of intersection, timing of pedestrian lights, condition of crosswalks, and visibility of traffic.

» **What kind of driving behaviors are you observing?**

Think about speed, alertness, and courtesy to pedestrians.

» **Is it easy to follow safety rules in our neighborhood?**

Think about availability of sidewalks, timing of traffic lights, and being seen by drivers at crosswalks.

» **Name something positive you see.**

Think about trees, gardens, friendly corner stores, libraries, cleanliness, etc.

» **Name something negative you see.**

Think about abandoned homes, litter, polluted air, scary dogs or people, etc.

NEIGHBORHOOD WALK CHECKLIST

Topics to discuss with the students:

- | | |
|---|--|
| <input type="checkbox"/> Condition of sidewalks | <input type="checkbox"/> Ease of following safety rules |
| <input type="checkbox"/> Amount of traffic | <input type="checkbox"/> Amount of "green" space |
| <input type="checkbox"/> Behavior and speed of drivers | <input type="checkbox"/> Air quality |
| <input type="checkbox"/> Condition of roads | <input type="checkbox"/> Safe places for children to go |
| <input type="checkbox"/> Condition of crosswalks (paint) | <input type="checkbox"/> Businesses |
| <input type="checkbox"/> Traffic light timing and operation | <input type="checkbox"/> Positive features of the neighborhood |
| <input type="checkbox"/> Items blocking the view of traffic | <input type="checkbox"/> Things the neighborhood could improve |



Taking a Neighborhood Walk, 45–60 minutes

Objective: Students will be able to determine positive and negative attributes of the neighborhood surrounding their school by taking an observant walk and making “I spy” statements about what they see.

PROCEDURES

1. EXPLAIN THE RULES OF THE NEIGHBORHOOD WALK TO THE STUDENTS.

- » Always stay with your assigned group and adult.
- » Obey all pedestrian rules (see the box below for a review of these rules).
- » Raise your hand to make an “I spy” statement.
- » Respect others around you and remember you are representing our school in the community.

2. DIVIDE THE STUDENTS AMONG 2 TO 4 GROUPS (depending on number of students and adult volunteers). The adult in each group will explain the walk to their group using the statements below:

- » Today we are taking a slow walk around the neighborhood so we have time to take a close look at the things around us.
- » Our goal is to see how friendly our neighborhood is for walking, including what is safe and unsafe.
- » To do this, we will fill out this survey (hold up the Walkability Checklist) and I will ask you specific questions.
- » We will stop five different times to hear your “I spy” statements out loud. I will record your statements in my notebook so we can use them later.
- » At some intersections, we may practice pedestrian safety rules (optional).

PEDESTRIAN SAFETY BEHAVIORS

- » Always stop at the curb. If there is not a curb, stop at the edge before the street.
- » Look left, right, and then left again.
- » Listen for cars.
- » Cross the street at an intersection once you get the walk signal or a green light.
- » When crossing near school, always wait for the crossing guard to signal that it is safe to cross the street.

Note: For a good review of these concepts revisit the Safe Routes Philly Pedestrian Safety Classroom Lessons. Available online at: saferoutesphilly.org – click on Schools and Curriculum. For flashcards click “Pedestrian Resources.” For the video, “Stop and Look with Willy Whistle,” click on students then videos, and scroll down to the third video.



3. TAKE THE WALK: The group will make at least five stops to write down and discuss observations. The adult leader should ask at least two questions at each stop (see leader resources) and give students time to write and talk about what they see. Each stop should take no more than 5 minutes.

- » Stop #1: Starting point in front of the school.
- » Stop #2: A corner with a traffic light.
- » Stop #3: A mid-block location on a residential street.
- » Stop #4: A corner with a stop sign.
- » Stop #5: A mid-block location on a commercial street.

Note: with the exception of Stop #1, these stops can be completed in any order

4. DEBRIEF (best completed immediately following the walk, if time permits).

- » Each group should gather back in the classroom to discuss their walk and fill out the Walkability Checklist with their leader.
- » The adult or older student in each group will facilitate a discussion to review what the students saw on the walk and fill out the Walkability Checklist (instructions on page 84).
- » All Walkability Checklists should be returned to the teacher.
- » If time permits, students can write a journal entry about their walk experience, or the teacher can hold a full-class discussion.

PA Environment and Ecology Standards, 3-5 band

- **S4.B.3.3:** Identify and describe human reliance on the environment at the individual and community level
- **S4.B.3.3.4:** Identify major land uses in the urban, suburban and rural communities (e.g., housing, commercial, recreation).
- **S4.B.3.3.5:** Describe the effects of pollution (e.g., litter) in the community.



Post Lesson: Group Project

30–45 minutes

A neighborhood walk can be followed up in a variety of manners. Below is one suggestion for how to engage your students to further think about what they observed.

Objective: Students will be able to reflect on their neighborhood walk by working in a group to create a picture board with one-sentence descriptions for each picture.

MATERIALS

- » Large pieces of paper, such as poster board
- » Glue or tape
- » Crayons, colored pencils, markers, etc.
- » Printed photographs from the walk (optional)

Note: if you are using pictures taken on the day of the walk, this lesson activity should be done on another day, after pictures are developed or printed.

PICTURE BOARD:

1. If pictures were taken on the walk, develop them and distribute the appropriate pictures to each group. If pictures were not taken, prompt students to draw a picture of something they remember from the walk.
2. Each group member will write 1-2 sentences about that picture.
3. The group will combine their pictures and descriptions onto a poster and present their findings to the rest of the class.
4. After each group presents, poll the class to see what rating (1–6) the students think the presented walking route should receive. Next, reveal the group's actual rating of that route from the Walkability Checklist. If the students' opinions and the rating do not match up, discuss why this might be.

TIP

Invite your school principal or your program director into your class to learn about the students' findings.

EXTENSION: After discussing the students' findings and the checklist ratings, you may find that there are issues in the neighborhood that need addressing. This could be illegally parked cars, malfunctioning stoplights, too many cracked sidewalks, or trash in the streets. If you encounter such an issue, take it as an opportunity to engage your students in a service-learning activity. Some ideas are listed below, though the exact activity will depend on the problem and solutions your students brainstorm.

- » Write letters to government officials about improving neighborhood infrastructure and/or safety.



- » Write letters to business owners in the neighborhood who can help to decrease trash build-up, eliminate loitering, or provide a safe haven for students on their walk home.
- » Partner with other classrooms, schools, or neighborhood organizations to start a campaign advocating for a specific cause (safety, littering, street lights, etc.).
- » Participate in a direct service that helps improve the conditions of the neighborhood (clean up day, planting trees/ garden, etc.).