

# Can I Get There from Here?

A safe way to cross the street is important for people walking between different places in a neighborhood. The longer it takes someone to cross the road, there is a greater chance for them to be struck by a driver. Participants will discover strategies that can make shorter crossings that improve safety for people walking.



**Format: 20-minute activity to complete on a rolling basis at an all-comer event for elementary students and their families.**



**Audience: Suitable for all ages (including adults)**

## Supplies

- ▶ Measuring tape
- ▶ Bucket or box
- ▶ Construct crosswalk on floor from one or combination of following:
  - ▶ Rectangular sections of white paper
  - ▶ Tape outlines of crosswalk bars
  - ▶ Long black roll of paper with white crosswalk bars colored or pasted on
- ▶ Gray poster board or butcher paper (check dimensions needed on handout)
- ▶ Masking tape or strips of white paper to indicate new end point of crosswalk for road diet
- ▶ Spinning device (choose one option):
  - ▶ Use a laptop or tablet to set up a virtual spinner using [wheeldecide.com](http://wheeldecide.com)
  - ▶ Re-purpose a spinner from board game by affixing your own labels or create a spinner using poster board/ brad fastener/ paperclips

## Supplemental Materials Provided

- ▶ Visual aid: WALK and DON'T WALK signal (1 per sheet)
- ▶ Visual aid: 6 images of serious and silly street improvements (1 per sheet)
- ▶ Handout: layout for crosswalk, refuge island, curb extension, and road diet
- ▶ Visual aid: Person cut-outs (4 per sheet)





## To Do in Advance

- ✓ Review “The Why and How Behind the Concepts” in the Primer.
- ✓ Identify large space, ideally in a multi-use room or outside.
  - ✓ Print items for the “Better Crosswalk” bucket and WALK/DON’T WALK activity.
- ✓ Prepare chosen materials for crosswalk improvements for Activity Part 3.
- ✓ Install crosswalk using selected supplies.
- ✓ Set up laptop/tablet or make spinner labeling three “pieces of the pie” as refuge island, road diet, and curb extension.
- ✓ Set up chalk board or easel with writing supplies.

## Introduction to Concept and Activity

**These concepts should be reinforced by the lesson leader the during activities.**

- ▶ Some people walk faster than others. A person’s walking speed may change over the course of their life for a variety of reasons (e.g., they may experience an injury, be walking with heavy bags, need the help of an assistive device).
- ▶ The faster someone is driving when a crash occurs, the more severe the impacts. People outside of vehicles are disproportionately injured over those protected inside the vehicle.

- ▶ The distance that someone must cross and the amount of time that they are in the travel lane can both be changed through design. Designs that visually narrow the road and decrease the distance that someone walking must cross can also decrease drivers’ speed and give them a better view of someone trying to cross the street.



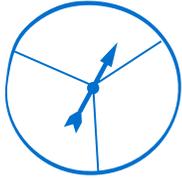
**Activity Part 1:** This activity is modeled after the children’s game “red light/green light.” Tell the group of participants to gather at the crosswalk. One person becomes “captain” and stands at one end of the crosswalk while remaining participants line up at the other end. Give up to 4 remaining participants one of the people cut-outs and tell them to simulate the speed at which they imagine their individual would walk (or roll). When the captain says walk and shows the WALK sign, participants move forward. When captain says don’t walk and shows the DON’T WALK sign, everyone must stop instantly. Anyone who keeps moving is told to go back to the start of the crosswalk. Start a new round with a new captain when everyone gets fully across the crosswalk. Remind participants not to run.



**Activity Part 2:** Ask participants to guess the crossing distance and/or guess the crossing time by selecting values on a chart or writing their answer on a chalk board/easel. Select a few students to measure and then announce values. Say why lower values (i.e., shorter times/distances) are better for people crossing the street on foot then ask, “what are ways we could we make the number better”?

Ask students to take turns pulling images from “Better Crosswalk” bucket filled with serious examples (e.g., refuge island, street with fewer lanes) and silly examples. Ask students to shout out yes or no to each example pulled from the bucket and with each serious “Better Crosswalk” you could ask for a volunteer to explain what makes it better or offer a brief description yourself.

**Optional:** With access to a laptop/tablet, another way to do this might be to use a “fortune teller”:  
<https://www.youtube.com/watch?v=OvKE3mJ-QOA>

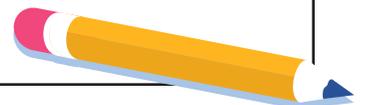


**Activity Part 3:** Participants then spin a wheel to “win” items to improve the crosswalk. These items are **curb extension, road diet, and a refuge island**. For each item won, the lesson leader shows the photo from Activity Part 2. Participants then place the prepared items on the crosswalk based on what they won and what they see in the images. White paper strips or tape are placed on one or both ends of the crosswalk to indicate the removal of one or two travel lanes (road diet). With each combination of treatments, ask what effect these may have by looking at the crosswalk and thinking through the crossing.

**Activity Part 4:** The WALK/DON'T WALK activity is repeated from Activity Part 1, this time with some or all of the crosswalk improvements from Activity Part 3 showing a shortened crossing. (can be shortened or skipped if needed). Ask students to guess crossing time; then select students to measure the distances needed to cross. Compare the results with the numbers from Activity Part 2.

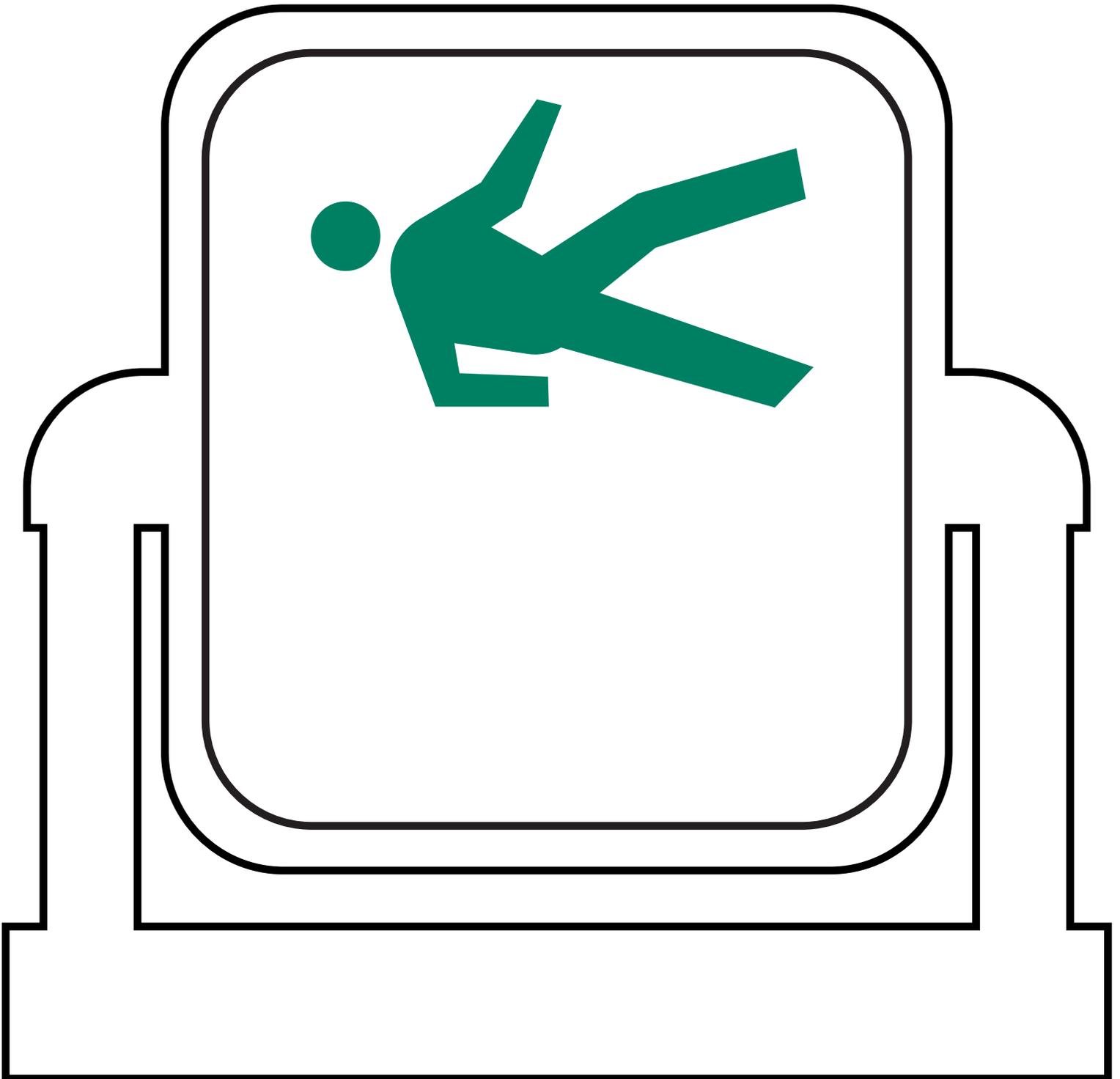
**Optional:** For groups with older students or when more time is available. Have participants measure the crossing distance and calculate a walking speed. Using this calculation and the crosswalk improvements, participants can work out an optimal road width or refuge island placement to ensure pedestrians can cross in a given time.

**Notes**



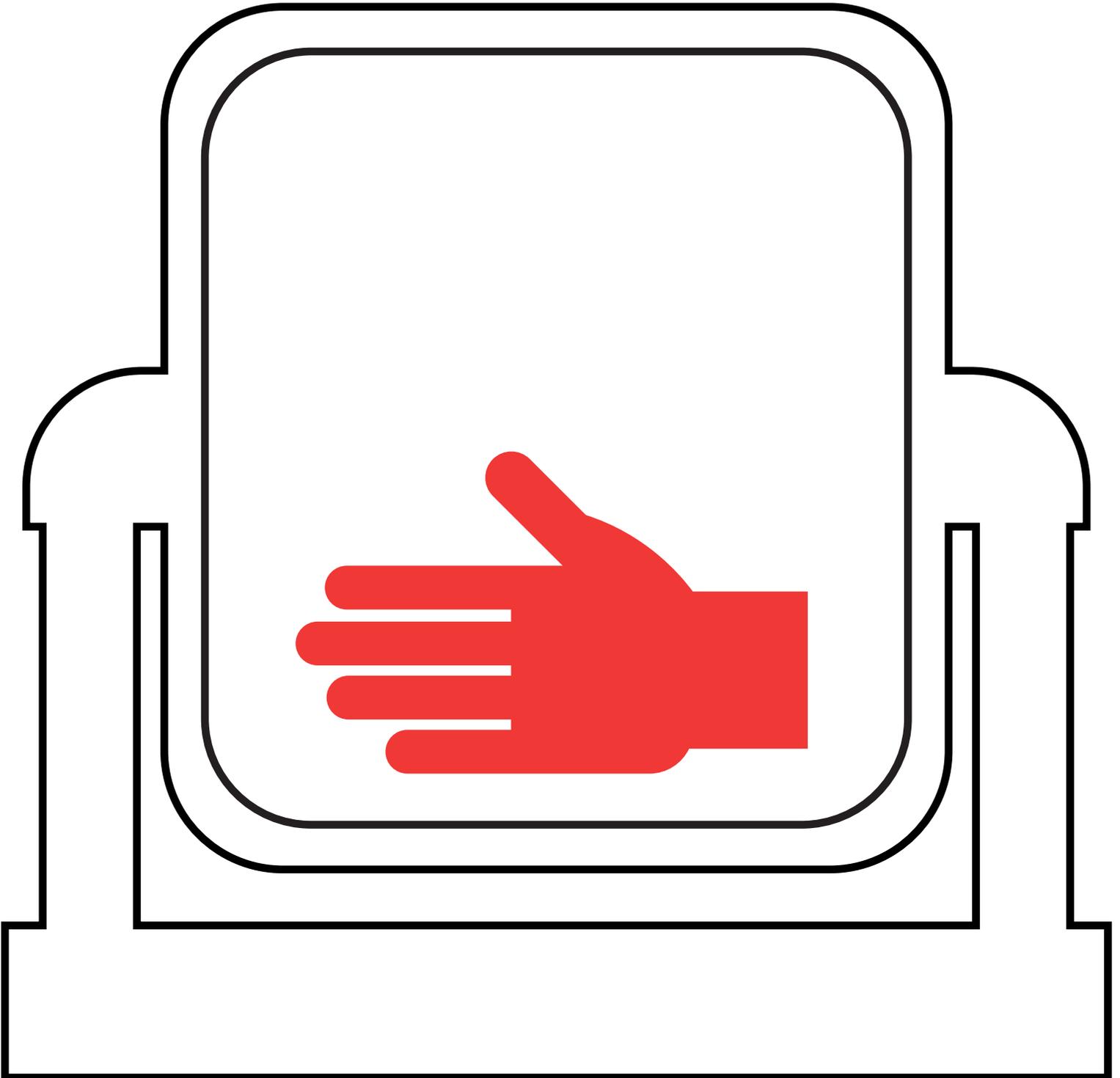


## Visual Aid: Activity 1 & 4 - Walk



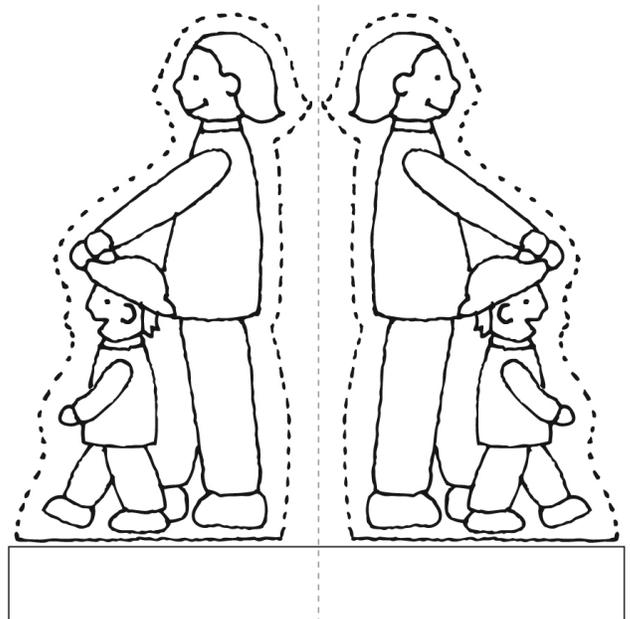
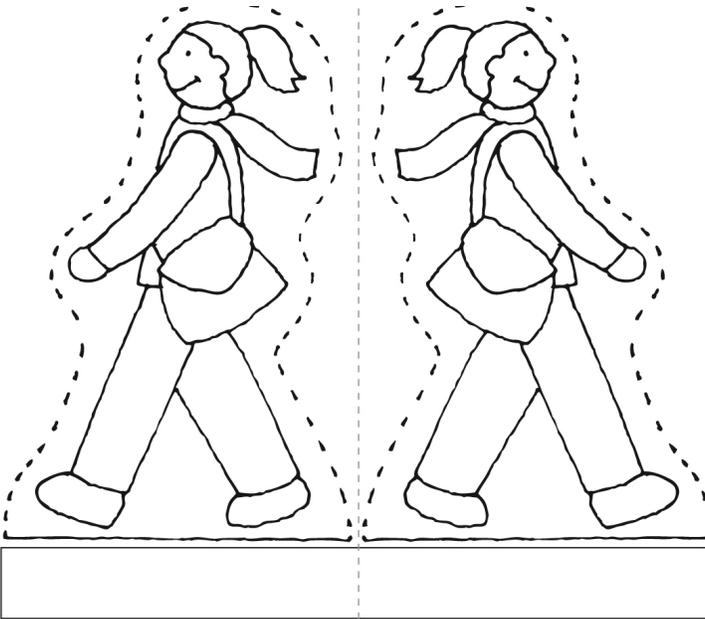
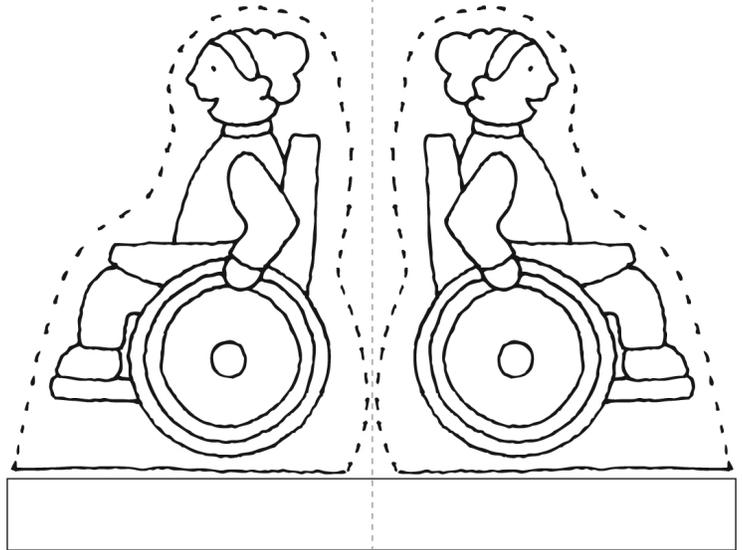
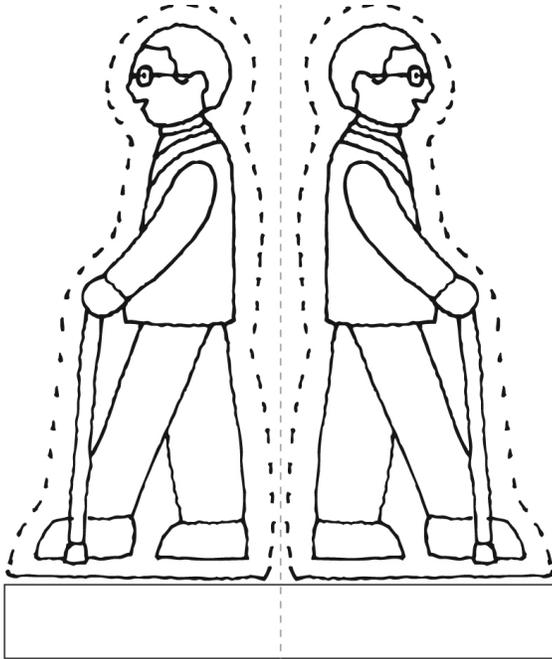


## Visual Aid: Activity 1& 4 - Don't Walk





## Visual Aid: Activity 1





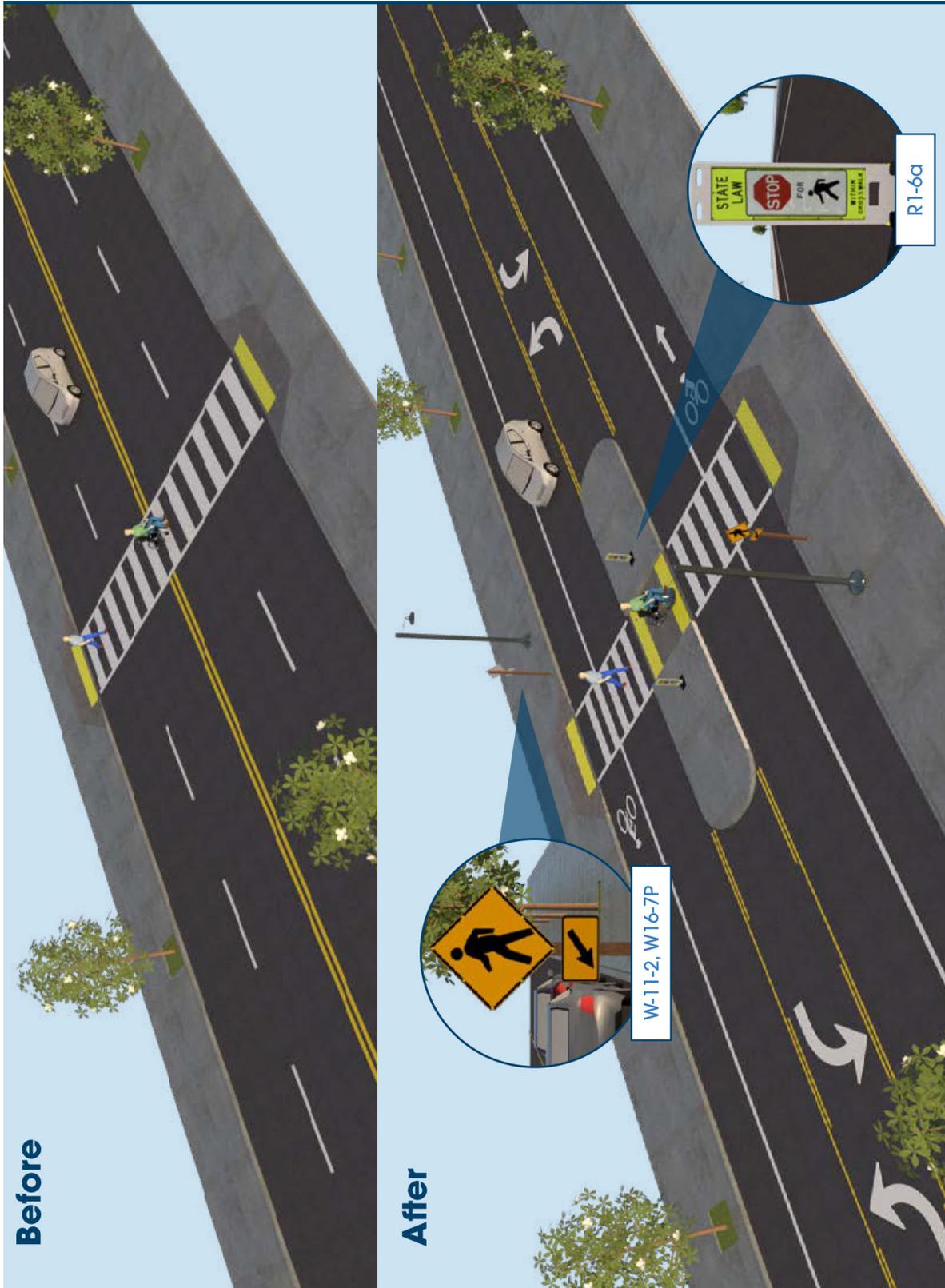
## Instructor Handout: Activity 2 - Better Crosswalk



**PEDESTRIAN REFUGE ISLAND**



## Instructor Handout: Activity 2 - Better Crosswalk



# ROAD DIET



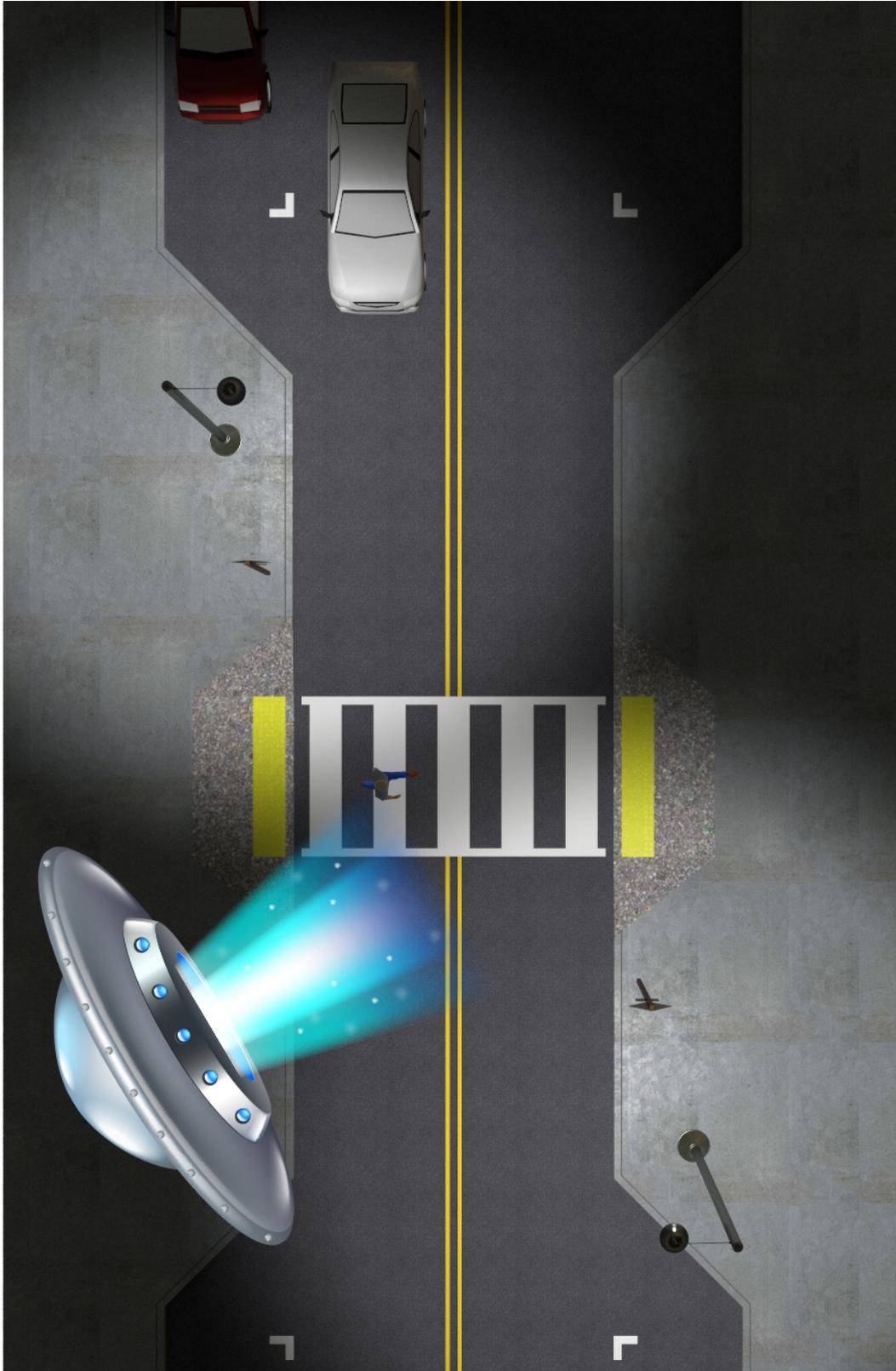
## Instructor Handout: Activity 2 - Better Crosswalk



**CURB EXTENSIONS**



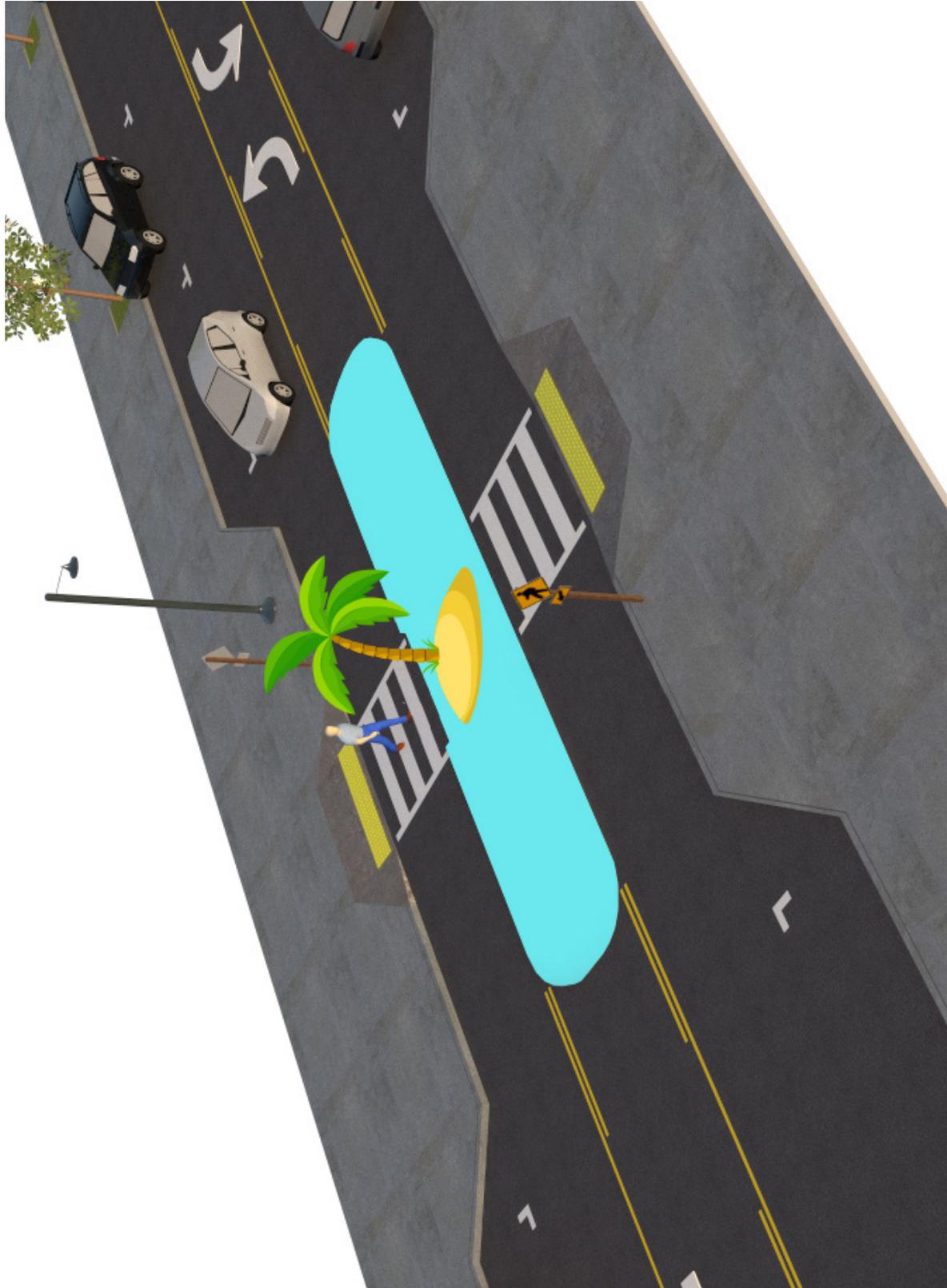
## Instructor Handout: Activity 2 - Better Crosswalk



**CROSSWALK SPACESHIP LIGHTING**



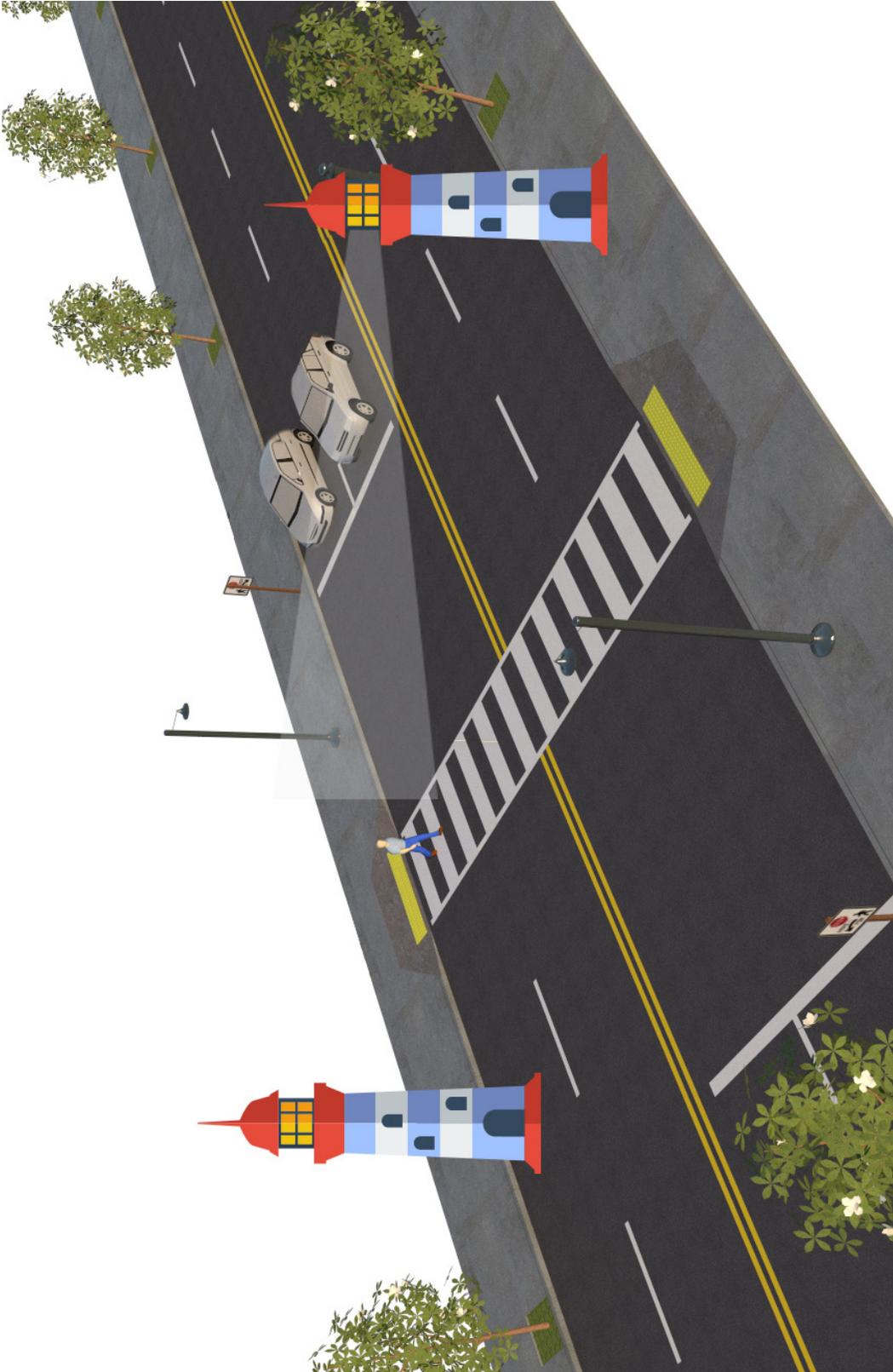
## Instructor Handout: Activity 2 - Better Crosswalk



**PEDESTRIAN TROPICAL ISLAND**



## Instructor Handout: Activity 2 - Better Crosswalk



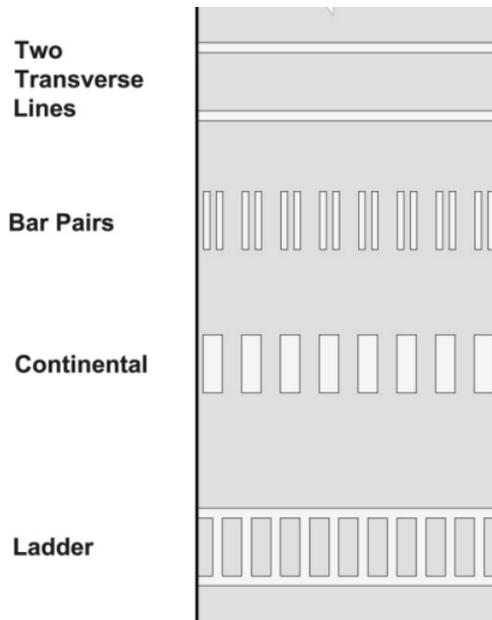
# PEDESTRIAN LIGHTHOUSE BEACON



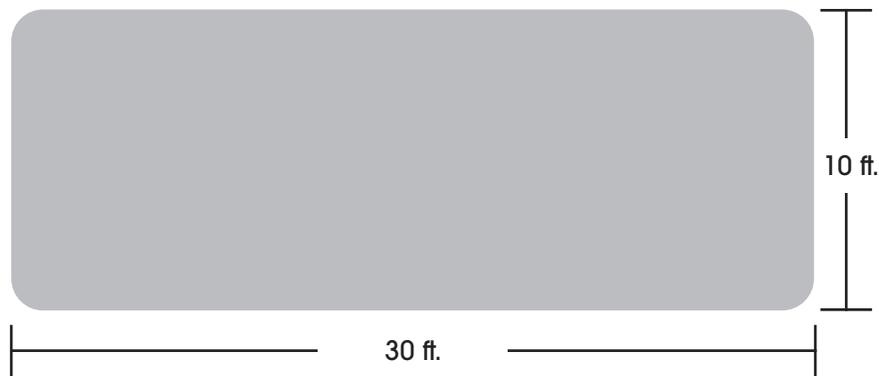
## Instructor Handout: Activity 3 - Improve your Crosswalk

**Crosswalk:** Please use the style that is likely to be most recognizable by members of your community (options shown in the image). FYI: 60 feet across could represent a wide thoroughfare in your community (e.g., providing room for some combination of multiple vehicle travel lanes, vehicle parking lanes, a median, or bike lanes).

Dimensions: 60 feet X 10 feet



**Pedestrian refuge island:**



**Road diet:**

- ▶ Using strips of white paper: Create two strips of 11 ft. X 12 ft.
- ▶ Using making tape: Be prepared to mark off one or both sides of the crosswalk about 12 feet in from the edges.

**Curb extension (create two):**

