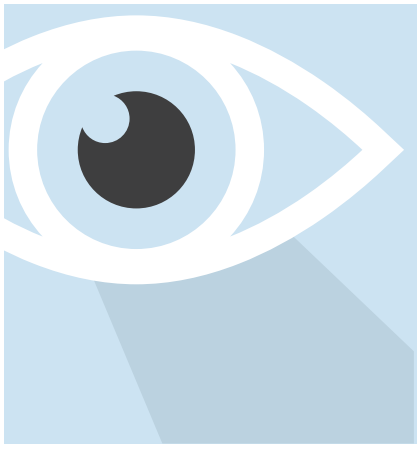

Can You See Me Now?

For people to safely walk across the street, it must be easy for drivers to see them. Students will discover what makes it difficult for drivers to see people crossing the street and how to change the street to make it safer.

Format:
30-45-minute activity in a classroom setting

Audience:
Suitable for all ages

Supplies

- Scissors (1 per student group)
- Glue sticks (1 per student group)
- **Optional:** Stuffed animal with "leash" (stick, yardstick)
- **Optional:** rulers (1-2 per student group)
- **Optional:** Computer projection

Supplemental Materials Provided

- Visual aid: Driver perspective and pedestrian perspective
- Visual aid: Spot the Problem (two street scenes, 1 per page)
- Handout: Street Elements (3 pages)

To Do in Advance

✓ Determine number of student groups. Students will work in pairs (or groups of 3-4 if necessary)

✓ If using Option 1 for Activity 1, print or prepare computer projection for visual aid

✓ Print (1 per student group) or prepare computer projection for visual aid Spot the Problem

✓ Print the Street Elements handout (1 per student group, plus lesson leader copy)

✓ Review "The Why and How Behind the Concepts" in the Primer

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Introduction to Concept and Activity

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

- It is key for the people who are not in vehicles to see and be seen so that they do not put themselves in jeopardy around moving vehicles. Being able to see properly, gives drivers enough time to stop. It is especially important for drivers to have enough time to stop in situations where they might not expect to see a person walking.

- Shorter crossing distances take less time to traverse so people experience less risk. Children, older adults, and people with disabilities may take more time when crossing so this is especially important for them.

Greetings and Icebreaker (5 minutes)

Activity Part 1 (5-10 minutes): Choose one of the following two options to help students visualize what a pedestrian crossing looks like from the perspective of the driver and the person walking across the street. The first option works for all ages, the second option is likely better suited for younger students.

Option 1: Using computer projection or printouts, display the Visual Aid for Activity 1.

Option 2: Arrange desks or tables in a straight line to mimic a vehicle parking lane (or ask students to form a line). Designate one student to try and "cross the street" between the desks or students. The designated student could "walk" the stuffed animal. Ask one or more students to stand at the end, close to the "vehicle parking lane" and call our when they are able to see the person crossing (or stuffed animal).

Sample discussion:

What makes it hard for the driver to see the person crossing? What makes it hard for the person crossing to see the cars? What would be different if the person was shorter, or perhaps seated in a wheelchair? Streets can be changed so that people crossing can more easily be seen by drivers before they step in to the road and to shorten the distance that people walking have to cross. Next you'll get a chance to design your own street that prioritizes the visibility of people crossing!

Activity Part 2 (5-10 minutes): Using computer projection or printouts (one set per student group) to share the two "Spot the Problem" scenarios with students. If using computer projection, ask one or more volunteers to describe a problem they see in each scenario. With printouts, ask the student groups to discuss amongst themselves and circle the problems. You can call on groups to describe their thought process for the scenarios.

Discussion Key:

Scenario 1 - The pedestrian has started crossing because the vehicle in the lane closest to the curb has stopped for them, but the car in the driver of the vehicle in the next lane has not stopped yet because they do not see the person crossing and the person crossing may not yet see the second vehicle. This visibility problem might be worse since the stopped vehicle is a truck that is higher/bigger than other vehicles. Students may also point out that vehicles are parked too close to the crosswalk on the other side.

Scenario 2 - The extension of the sidewalk into the crosswalk, called a curb extension, makes the pedestrian more visible to drivers and shortens the crossing for the pedestrian, but it has introduced a problem for bicyclists using the bike lane. When improving the street for one mode (e.g., drivers or people walking, bicycling, or taking the bus), we have to be careful not to create a safety concern for other modes.

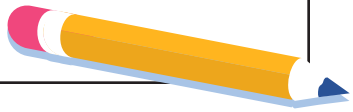
Activity Part 3 (15-20 minutes): For each student group, pass out a packet of Street Elements, scissors, and a ruler. Tell students they will use their supplies to create a street that is safer for pedestrians. They should choose a combination of elements that shortens the crossing distance and helps drivers and pedestrians at the crosswalk to see each other. Take a few minutes to hold up the pages in your packet and ask students if they can describe the elements one at a time. It's okay if students can't describe some or all of the elements. Refer to the STEM Lessons Primer so you can offer quick descriptions of each element.

- The blank street with a crosswalk is the foundation. Students should cut-out and layer the street elements on the foundation to create their design.
- The crosswalk needs to keep the same placement. Students are welcome to trim the vehicle parking lane (s) for their designs.

Activity Part 4 (5 minutes): Options for "report out":

- Walk around with a stamp to "certify" each design when students are done.
- One or two groups can volunteer to present their design.

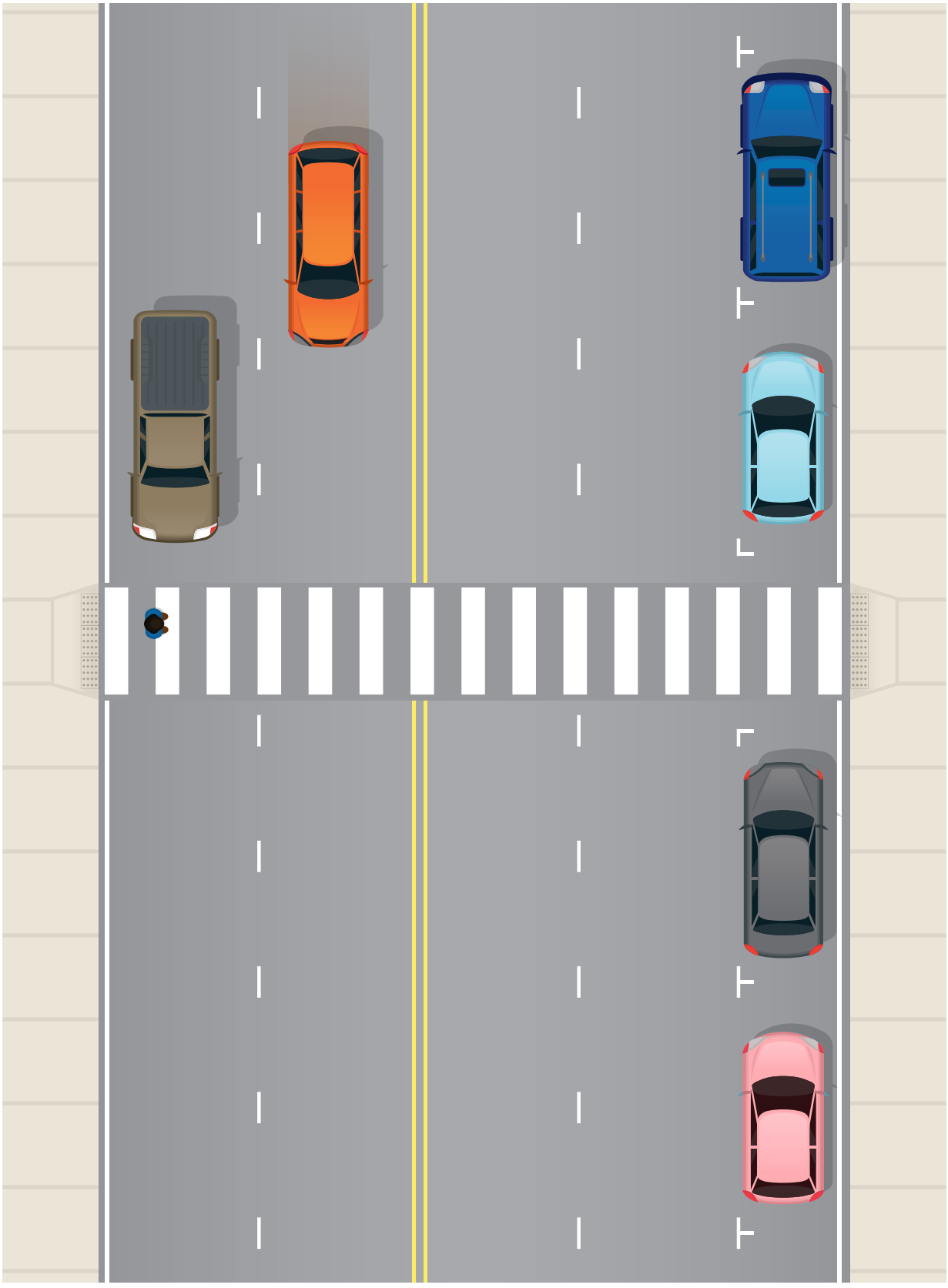
Notes



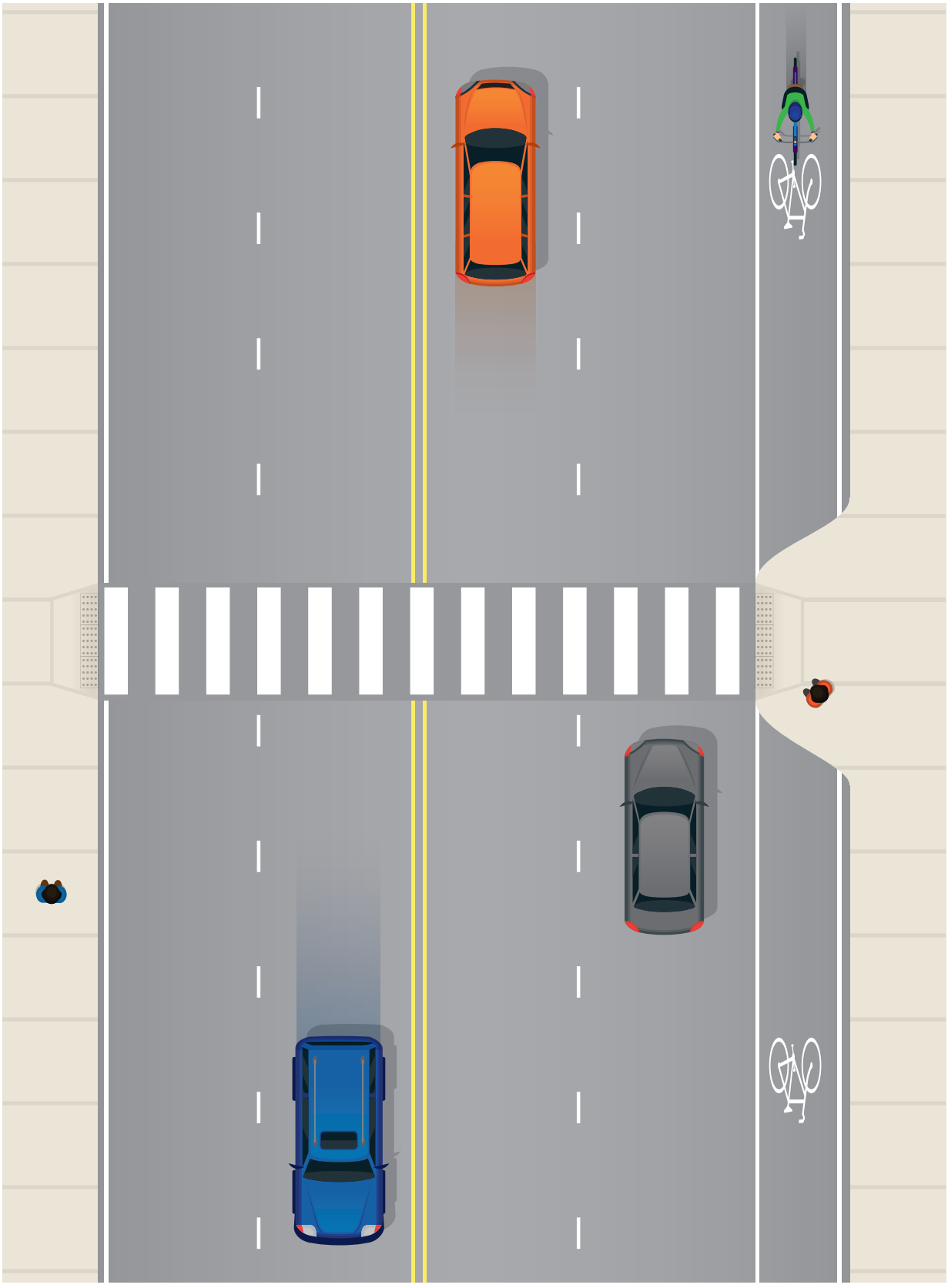
Visual Aid: Activity 1 - Driver Perspective

Visual Aid: Activity 1 - Pedestrian Perspective

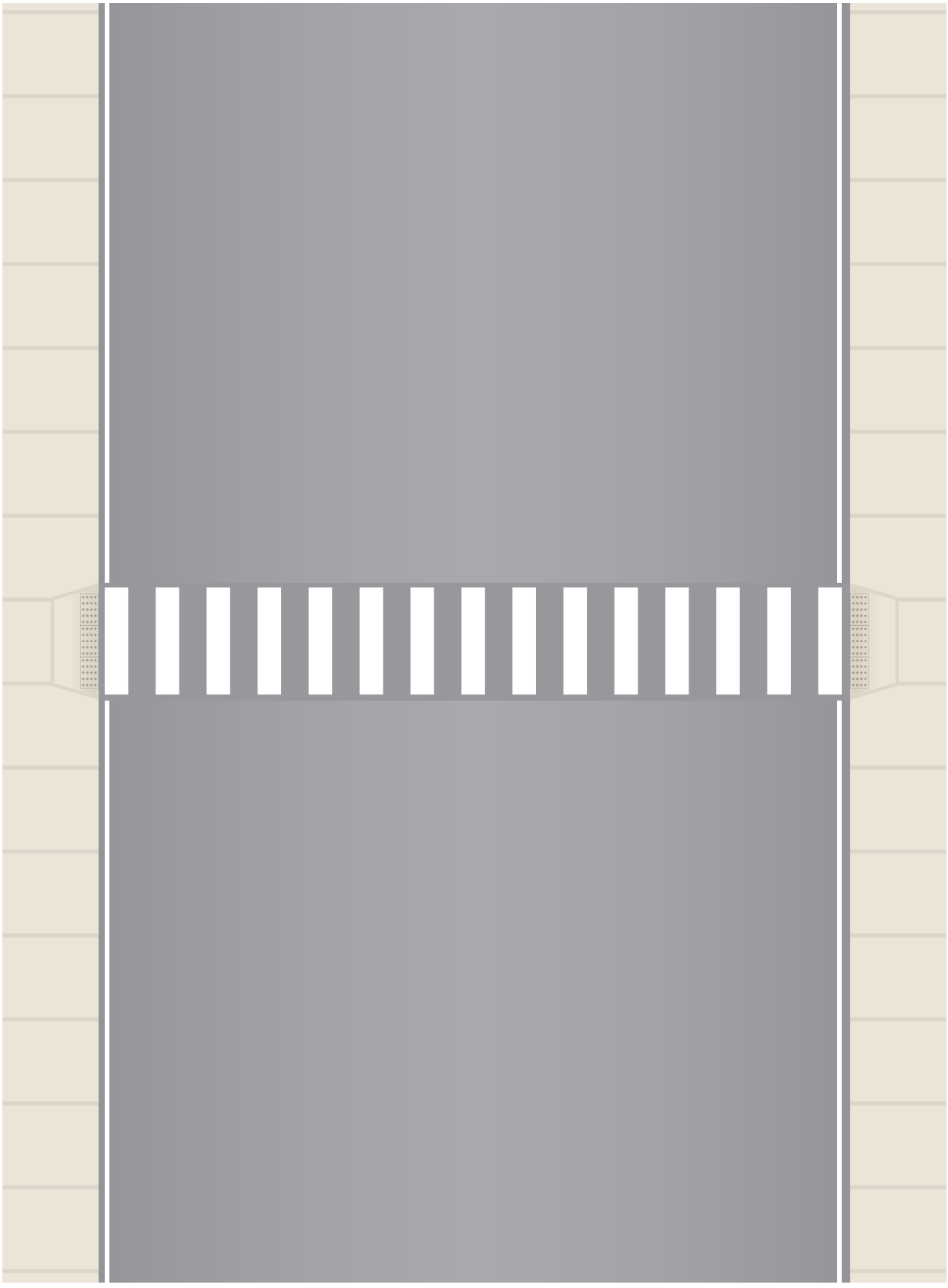
Visual Aid: Activity 2 - Spot the Problem 1



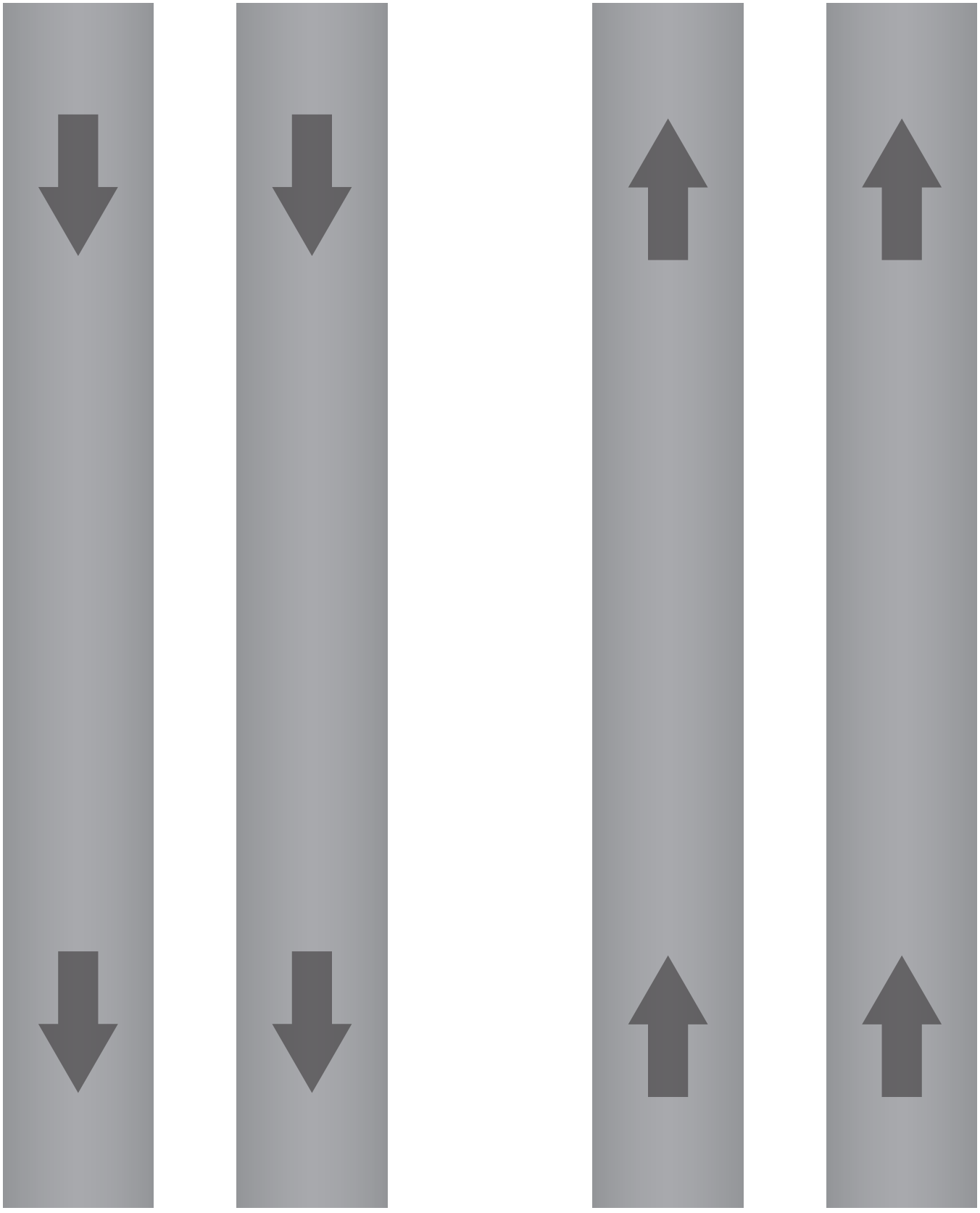
Visual Aid: Activity 2 - Spot the Problem 2



Student Handout: Activity 3 - Street Elements



Student Handout: Activity 3 - Street Elements



Student Handout: Activity 3 - Street Elements