

KIDestrians

PRACTISING TRAFFIC SAFETY WITH KIDS

A step-by step guide to teaching traffic safety to children of all ages



How to use this book

WELCOME

Welcome to KIDestrians! As a parent, caregiver, or teacher, you play a crucial role in teaching traffic safety to the children in your care. KIDestrians is an introduction to traffic safety for children of all ages. An important safety message is contained in each exercise.

The KIDestrians lessons—even if you teach them well—do not guarantee that children will be safe on the street. However, if you take care to repeat safety messages often, the lessons will help children understand and avoid the dangers of traffic. Though older children will work through the book more quickly, you should teach the lessons in order, starting with exercise 1. At the end of each lesson, have the child repeat back to you the safety messages learned.

Keep on training and testing the child. Make it fun. Talk about traffic safety lessons and make the lessons a part of the child's regular day. With repetition and encouragement, children will learn to react safely to traffic, even when distracted.

When children see how much time and attention adults are willing to give to teaching traffic safety, they soon understand that staying safe is a big responsibility. That is the most important lesson of all.

TIPS:

For different places

Though Exercise 12 deals with conditions found on country roads, the safety messages in all of the exercises apply to all children, no matter where they live.

Children from rural areas visit urban areas (on shopping trips, for example), and children from urban areas visit rural spots (on vacations, for example). And because children are more distracted when they are away from home, safety awareness is even more important.

For different seasons

Though it's better to teach the KIDestrians lessons in fair weather, it's important to show children how to adapt safety rules for bad weather. Snow can present special problems: roads become more narrow, sidewalks are sometimes not cleared and snow banks can block a child's view. The path of oncoming cars is less predictable: ice on the road or poor visibility in a snowstorm can send a car off its path. Heavy rain can have the same effect.

Table of Contents:

Exercise 1 3

Walking on the inside of the sidewalk

Exercise 2 4

KID BRAKES: Stopping before the edge of the sidewalk at all times

Exercise 3 6

Stopping at driveways, alleys and areas without curbs

Exercise 4 7

Making "Stop, Look, Listen" a habit

Exercise 5 9

Crossing the street in the middle of the block

Exercise 6 10

Crossing the street when playing

Exercise 7 11

Crossing the street with the crossing guard

Exercise 8 12

Crossing the intersection with traffic lights

Exercise 9 13

Crossing at a corner with no traffic lights

Exercise 10 14

Crossing between parked cars

Exercise 11 15

Crossing railway tracks

Exercise 12 17

Walking and crossing rural roads

Exercise 13 19

Testing safety habits: walking alone or with friends

REMEMBER

PRACTISE:

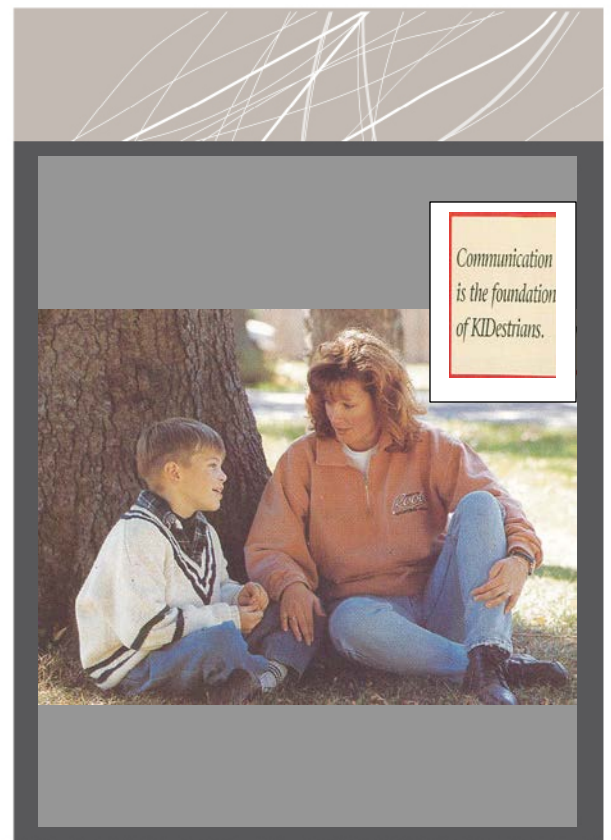
- Find ways to practice traffic safety during the child's daily activities – on walks to the park, to the store, to school.
- Keep on practicing even after the KIDestrians lessons are finished. Keep safety messages fresh.

CONSISTENCY:

- Set a good example! Children will copy behavior, good or bad.
- Tell babysitters, grandparents and neighbors the same messages you tell the children. Give them a copy of this book.
- Make sure that your Home and School or Parents' Association, Child Care Centre or Nursery School are aware of the lessons in this book.

THOUGHTFULNESS:

- Remember that children judge distance, speed and sounds differently than adults.
- Be patient and praise, praise, praise.



Exercise

1

Note: This exercise is designed for children as young as walking age. Older children may learn this quickly.

WALKING ON THE INSIDE OF THE SIDEWALK AT ALL TIMES

THE REALITY:

Walking close to the outside edge of the sidewalk (curb) is very dangerous for children. They can be hit by reckless drivers, and they can dart out into the street faster than an adult can react.

THE SOLUTION:

Teach children that every sidewalk has two sides: a safe inside area, close to the houses and/or the grass; and a dangerous outside area, close to the road.

"Watch Mommy draw a line on the sidewalk. This side, close to the houses, is Patricia's side and this side, close to the road, is Mommy's side. Show me your side."



"Patricia, remember where the chalk is, because it won't be here after today. You must always walk on your side. That way you are farther away from the cars."



"Show Teddy where Patricia must walk"



THE ACTIVITY:

- Draw a line with chalk or lay a string on the sidewalk to show the child the two areas.
- Ask the child to show a doll or teddy bear where to walk on the sidewalk.
- Have the child repeat this rhyme: "Stay away from the road without being told"

TIPS:

- In areas without sidewalks, teach children to walk as far away from the road as possible. If you live or spend time in a rural area without sidewalks.

Exercise

2

WARNING: Whenever you allow the child to let go of your hand, be sure the road is free of traffic and be ready to catch the child should he/she fail to stop at the curb

KID BRAKES:

STOPPING BEFORE THE EDGE OF THE SIDEWALK AT ALL TIMES

THE REALITY:

Children can't see what's going on around them as well as adults can because they are smaller. They must come to a complete stop before they can be expected to look for traffic. Children can also be easily distracted by a dog, a friend or a noise and forget to stop altogether.

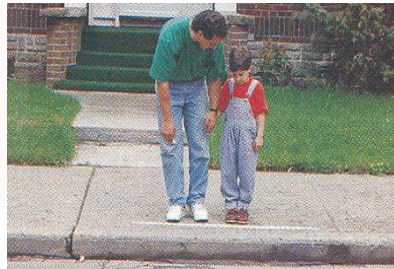
THE SOLUTION:

Teach children to treat their feet as "KID BRAKES" and the edge of the sidewalk as a barrier where they must always STOP.

"Look, Joseph, this line where we must always stop. Think of your feet as your very own kid brakes."



"When we get to this mark, we must always stop. Say it with me: STOP"



THE ACTIVITY:

Safe Stopping

- Using a piece of chalk, draw a line on the sidewalk about 10cm or 4" from the curb. Ask the child to "lend" you his/her foot as a way to measure 10cm or 4".
- Explain to the child that this line is where he/she must always stop and put on his/her KID BRAKES.
- Taking the child by the hand, walk slowly up the line and together say "STOP" as you stop. Do it again, walking faster. REPEAT.
- Find a new area of sidewalk and have the child draw the chalk line using his/her foot as a measure. Repeat the third step of this activity. Stay close and be alert to traffic AT ALL TIMES.
- Remove the chalk line and repeat the exercise.



KID BRAKES!

Exercise

2

STOPPING BEFORE THE EDGE OF THE SIDEWALK AT ALL TIMES

(CONTINUED)



*“...AND STOP!! WE REALLY USED
OUR KID BRAKES THAT TIME.”*

THE ACTIVITY:

Safe Stopping

- In a safe spot AWAY FROM THE ROAD, draw a chalk line or lay a string to create a barrier. Tell the child that the line is a place to use KID BRAKES.
- Have the child run up to the barrier and stop abruptly while yelling “STOP”. Repeat.
- Roll a ball across the line and ask the child to get it. If the child runs after the ball and does not stop at the barrier, repeat the activity.
- Moving to the sidewalk, repeat the “Walking and Stopping” exercise on the previous page substituting “walking” with “running”.

TIPS:

- Watch the child at play to be sure he/she is using KID BRAKES.
- Children who spend time in areas without sidewalks need to be taught different rules. See Exercise 3, Activity 2 (If you live or spend time in a rural area, see Exercise 12 for more detailed information).

Exercise

3

Note: If you live or spend time in a rural area, see Exercise 12 for more detailed information.

"Look, Jon, our neighbour cut down some branches and left them on the curb. Now, they're blocking his view when he backs out of his driveway."

KID BRAKES: STOPPING AT DRIVEWAYS, ALLEYS AND AREAS WITHOUT CURBS

THE REALITY:

Children are not drivers – they may not know that there are many different kinds of access routes. For the same reason, children are also not aware that a driver using these routes may not be able to see everything around them.



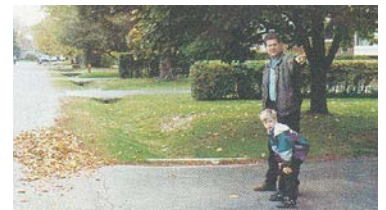
THE SOLUTION:

Teach children when and how to make their own barriers in places other than sidewalks. Point out special areas such as alleys and driveways. Explain how drivers in these areas sometimes have trouble seeing around them and why it is important for children to be on the alert.

THE ACTIVITY:

Stopping at areas without curbs

- Find a place that has no curbs (a new subdivision, for example).
- Standing well off the road, ask the child to look for oncoming traffic. If he/she can't see down the road, take a small step forward. The idea is to be a safe distance from passing cars but not so far that the child's view is blocked by trees, etc.
- Repeat in different places until the child understands how to create a "barrier" in places where there is no curb.
- Explain to the child that this barrier is where he/she must always STOP and apply KID BRAKES.



"You're right, Darryl we need to take a step forward. That shed is still blocking our view."

TIPS:

- In areas without sidewalks, teach children to walk next to the road, in single file and facing traffic. If they are forced to walk on the road, they should stay as close to the side of the road as possible.

THE ACTIVITY:

- Take the child around the neighbourhood, using chalk to mark the outer edges of driveways and alleys. Take special care to point out driveways that are new or poorly marked (such as entrances to construction sites).
- Explain to the child that this is another line where he/she must always STOP and apply KID BRAKES.
- Teach the child to look for cars that may be pulling in or pulling out and explain how the driver's view in these situations is sometimes blocked.
- Point to cars and trucks moving in reverse to show how white back-up lights and beepers work.
- Repeat the exercise often, updating the child on changes to roads and access routes in the neighbourhood that have no sidewalks.

Exercise

4

Caution: Safety professionals warn that children under the age of 7 should not cross any street alone, and that children under the age 9 should not cross busy streets alone.

MAKING “STOP, LOOK AND LISTEN” A HABIT

THE REALITY:

Children have short attention spans and are easily distracted. Safety must become a habit while they are still very young to make up for these natural tendencies.

THE SOLUTION:

Teach children by example: be an adult who practices traffic safety in an obvious way. Repeat “Stop, Look and Listen” often. Challenge children to learn the habit and reward them when they do.

Safety habits to be learned...

- **STOP** before stepping onto the road.
- **LOOK** all ways.
- **LISTEN** for vehicles which can’t be seen.
- Check that cars have stopped.
- Make eye contact with drivers.
- Obey traffic signs.

AN IMPORTANT NOTE ABOUT PARKING LOTS...

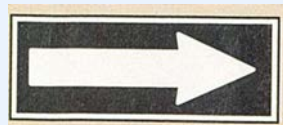
“Okay, Sarah, hug my leg while I put Kaileigh in her car seat. Then I’ll put you in your seat.”



Parking lots are very dangerous places. A lot of cars are moving around in a small space and drivers are often distracted. Parked cars can suddenly start moving, and moving cars can suddenly stop.

Remember:

- Hold the child’s hand at all times.
- If you are holding bags in both hands, ask the child (or children) to hold on to your clothing or hug your legs.
- When you get to your car, put the child in the car before you load bags (rest the bags on the ground next to the car until you’re ready).



LEARNING TRAFFIC SIGNALS:

- Point out traffic signs in the neighbourhood and explain what they mean.
- Quiz the child during walks and drives around town.
- Be sure to include a full variety of signs in your quizzes, even if it means going out of your way during walks or drives.

GAMES TO GET STARTED



WALKING CALMLY:

- Ask the child to make a “nest” with his/her hands. Place an imaginary egg in the child’s “nest” and ask him/her to walk across the yard or driveway without “breaking the egg.” Follow closely behind.



LISTENING FOR TRAFFIC:

- Stand on the sidewalk holding the child’s hand. Ask the child to close his/her eyes and tell you when he/she hears a car coming.



LEARNING THE DIFFERENCE BETWEEN MOVING CARS AND PARKED CARS:

- Find a safe place off the road (a bench at a bus stop, for example) do not let go of the child’s hand.
- Looking down the street, say the rhyme, “I spy with my little eye something that is green. And it is a *parked car*.” Ask the child to point it out.
- Change the rhyme: “I spy with my little eye something that is red. And it is a *moving car*.” Ask the child to point it out.
- Ask the child to ‘test’ you with the rhyme. Continue with the game until he/she can tell the difference between parked cars and moving cars – especially slow-moving cars.

“That’s right, Sarah. It’s a red car and it’s moving. Now, you be the one to say ‘I spy...’”



Exercise 5

Caution: Do this exercise on a street with very little traffic.

CROSSING THE STREET IN THE MIDDLE OF THE BLOCK

THE REALITY:

Children will often cross in the middle of the block rather than walk to a corner because they don't want to go out of their way.

THE SOLUTION:

Teach children the safe way to cross in the middle of the street.

"...and STOP at the curb. Now, Stephen, LOOK to the left. Is there a car coming? No? That's good."



"Now, LOOK to the right and keep LISTENING. IS there a car coming? No? Good"



"Now, LOOK to the left again and keep LISTENING."



THE ACTIVITY:

- Pick a good spot to cross (very little traffic, a clear view, etc.). Walk up to the curb with the child and together say "STOP" as you stop.
- Tell the child to "LOOK, first to the left, then to the right and the left again while LISTENING for traffic." Gently turn the child's head with your hands to show him/her how far to LOOK in each direction. Make sure the child can tell the difference between parked cars and moving cars.
- Test the child by asking him/her to take you by the hand and help you cross the street (make sure the way is clear and be ready to hold the child back if it isn't).
- When the child feels ready to cross the street alone, follow closely behind and correct any mistakes.

TIPS:

- On walks around the neighbourhood, show the child how parked cars, curves in the road, hills and trees can block the view of oncoming traffic. Explain that these are dangerous areas to cross.

Exercise 6

Caution: Do this exercise on a street with very little traffic.

CROSSING THE STREET WHEN PLAYING

THE REALITY:

Children may forget about safety rules when they are playing.

THE SOLUTION:

Make a point to practice safety lessons during play, so that children learn that safety is a part of play.

"You stay here, Ian, while Mom puts your toy on the other side of the street"



"Go and get your toy, but first, say out loud the 'Stop, Look and Listen' rules as you do them."



"How did I do when I tried the exercise, Ian? Did I follow all the rules?"



THE ACTIVITY:

- Tell the child to stay on the sidewalk while you put a toy on the opposite side of the street.
- Return to the child and ask him/her to fetch the toy while showing you the "Stop, Look and Listen" rules learned thus far. Insist that he/she say out loud every step in the process.
- When the child has reached the toy on the other side of the street, join him/her there and repeat the exercise, if necessary.
- Do the exercise a final time, switching roles so that the child can grade you on how well you have followed the rules.

Exercise

7

CROSSING THE STREET WITH A CROSSING GUARD

THE REALITY:

It's a crossing guard's job to help school children cross the street, yet sometimes children don't know how to follow the guard's signals. Also, children who use a crossing guard may forget their safety rules when the guard is off duty.

THE SOLUTION:

Teach children to respect the role of the crossing guard and to understand his/her signals. Remind children that the rules of crossing safely also apply when the guard is absent.

"We STOP back from the edge of the curb and wait for the crossing guard to tell us when it is safe to cross."



"When the guard whistles once, or steps into the street, we still keep waiting and listening."



"I heard two whistles and so now we can walk in front of the guard and between the painted lines. Don't run."



THE ACTIVITY:

- Take the child to a corner attended by a crossing guard. Introduce the child to the crossing guard.
- Describe the actions of the crossing guard and the specific meaning of whistles and hand signals. (Ask the guard if you are unsure).
- Cross the street with the child, as instructed by the crossing guard.

TIPS:

- There may be no official plan of action if a crossing guard is absent or if the children are dismissed from school earlier than usual. Talk to you child, other parents and the school about what to do if this happens.

GAMES:

- Have the child pretend he/she is a crossing guard "on duty" in your driveway or backyard.

Exercise

8

CROSSING THE INTERSECTION WITH TRAFFIC LIGHTS

THE REALITY:

Children may be confused by traffic lights and not obey the signals.

THE SOLUTION:

Teach children the exact meaning of each signal and remind them that the signals are not a replacement for safety habits like “Stop, Look and Listen.”

“Okay, Beavers, we wait for the WALK light and then we STOP, LOOK and LISTEN. You’ll notice, cars turn into this crosswalk so we must make sure they see us before we cross.”



“When the way is clear, we can walk across the street. Right, Beavers?”



“The DON’T WALK sign is flashing and we are not all the way across. What do we do? We keep on going, but we do not run.”



THE ACTIVITY:

- Stand with the child in a safe place at an intersection with traffic lights. Do not let go of the child’s hand.
- Without leaving your spot, watch as the traffic lights go through an entire cycle.
- Explain first the signals for the cars: RED, YELLOW, GREEN.
- Then explain the pedestrian signals: WALK, DON’T WALK. Reinforce that WALK also means DON’T RUN, and that if the DON’T WALK signal appears when the child is part way across, he/she must keep on crossing and not run.
- Teach the child that at some traffic lights, they must push a button and wait for the WALK signal.
- Reinforce that STOP, LOOK and LISTEN always applies, even with a WALK signal. Point to a car turning into the crosswalk and show how it is a danger to people crossing. Explain that eye contact with the driver is the only way to be sure that the driver has seen you.
- Reminding the child that KID BRAKES always apply, walk back from the corner about 30 feet and approach again. Ask the child to lead you by the hand across the street at the next safe time (WALK signal). Correct any mistakes.

Exercise

9

Caution: Do this exercise on a street with very little traffic.

CROSSING AT A CORNER WITH NO TRAFFIC LIGHTS

THE REALITY:

A corner without lights can be scary for a child. There is no WALK sign to give the child “permission” to cross, and cars come from four direction. Also, drivers can be careless when not guided by traffic lights.

THE SOLUTION:

Teach children to be extra alert in this situation, to follow the rules without exception and to pay special attention to drivers.

“Jessica, LOOK all ways – left, right, behind, ahead and left again – and LISTEN to check if any cars are coming.”



“There’s a car stopped at that corner. LOOK at the driver right in the eye until he looks back at you.”



“This car looks as though it’s going to turn while we’re crossing. Make eye contact until he looks back.”



THE ACTIVITY:

- Take the child to a corner. Walk up to the curb with the child and together say “STOP” as you stop at the curb.
- Point to each STOP SIGN at the intersection and explain who is required to stop at that sign.
- Tell the child to LOOK all ways: left, right, behind, ahead and left again, and to LISTEN for cars that can’t be seen.
- Show the child how to make eye contact with stopped drivers and how to pick out cars that are turning into the intersection.
- Ask the child to say when it is safe for the two of you to cross, and if it is safe, cross quickly, but without running (hold the child’s hand).
- While crossing, point out approaching cars which may try to turn into the intersection. Remind the child to make eye contact with those drivers also.

TIPS:

- Warn the child never to cross on a diagonal.



Exercise 10

Note: In Quebec, it is illegal to cross the street between parked cars. For more information, check municipal laws.

CROSSING BETWEEN PARKED CARS

THE REALITY:

Children should never be encouraged to cross between parked cars, which not only block their view, but also the view of oncoming drivers. However, they need to be prepared for those times when places to cross are limited.

THE SOLUTION:

Teach children the safest way to cross. Explain why drivers cannot see small children between parked cars and why it is important for children to be on the alert.

“Christopher, you know that you always STOP at the curb to see if a car is coming. But you can’t see anything here because these parked cars are in the way.”



“Christopher, if you can’t see from the sidewalk, then you must make another curb. Pretend this chalk line I am drawing is an invisible curb.”



“See? From the invisible curb you can see cars coming. LOOK left, right and then left and LISTEN – just like we learned before.”



THE ACTIVITY:

Making an invisible curb

- Take the child by the hand, walk up to the curb and together say “STOP” as you stop at the curb.
- Show the child how parked cars block his/her views of the traffic and a driver’s view of him/her.
- Ask the child to stay on the sidewalk while you walk out between the two parked cars and draw a chalk line. Describe the line to the child as the “invisible curb”.
- Return to the child and have him/her LOOK at both parked cars to be sure that they are empty, and then LISTEN for oncoming traffic.
- Together, walk up to the invisible curb and say “STOP” as you stop at the chalk line.
- At the invisible curb, repeat the exercise for crossing in the middle of the block (Exercise 5, page 12).

TIPS:

- Warn the child that it is NEVER SAFE TO STAND OR WALK BETWEEN CARS IN PARKING LOTS.

Exercise

11

CROSSING RAILWAY TRACKS

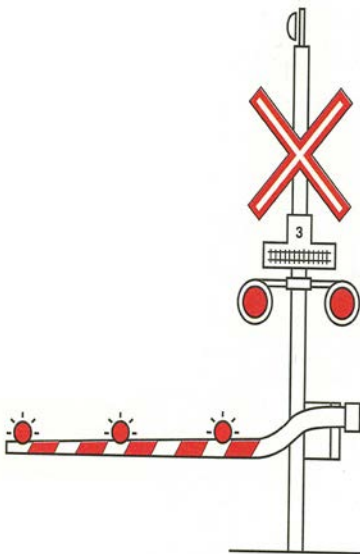
THE REALITY:

Many people ignore the crossing protection at railway crossings thinking that they can “beat” a speeding train, either on foot or in their cars. Many are killed. Some children also think it’s an adventure to walk along railway tracks or to cross railway tracks in unmarked areas. Both habits are not only extremely dangerous, they are against the law.

THE SOLUTION:

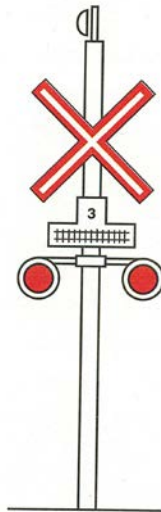
Remind children that playing games at railway crossings or around trains can be deadly. Trains travel at different speeds and in both directions on as many as 5 or 6 tracks. Teach children that the only safe way to cross is to use designated railway crossings, and obey all signals and/or signage.

Cross at designated rail crossings only!



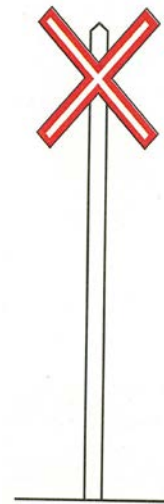
TYPE 1

The ideal crossing: flashing lights, bell, and a gate which descends. Usually located at busy crossings in well-populated areas.



TYPE 2

Similar to Type 1, except without the gate. Usually located in well-populated areas at crossings with moderate traffic.



TYPE 3

Consists of a reflectorized “crossbuck” only, without lights, bell or a gate. Located in rural areas and places where there is minimal rail traffic.

"We must always stand back from the tracks. The bell and flashing lights tell us that. It's the train's turn to pass."



"Even though the train is gone and the gate is up we must STOP, LOOK and LISTEN. Another train might be coming."



"Be sure to step over the rails. We need to get across quickly and safely, but we never run."



WARNING!



ALWAYS STEP OVER THE RAILS. Stepping on top of a rail is very dangerous – a child's foot can slip and become wedged in the groove.

NEVER RUN. A child can easily trip over a rail and be knocked unconscious.

NEVER RIDE A BIKE over the tracks. A tire can get caught in the rails and cause the cyclist to fall.

THE ACTIVITY:

- Visit a rail crossing in your area likely to be used by the child. Make sure you go to a public rail crossing (it will have one of the three types of crossing protection shown on the opposite page).
- Walk up to the crossing and stop at least 5 metres from the edge of the closest rail. Tell the child that 5 metres is like the length of a big car.
- **STOP, LOOK and LISTEN** for a train approaching from either direction.
- When you see a train in the distance, ask the child to **LISTEN** carefully to the sound it makes.
- Point out what happens when the crossing protection receives the signal that a train is coming – flashing lights, bell and/or gate. Note: Crossing protection varies: see opposite page.
- As the train passes, point out that the train travels fast and cannot stop quickly.
- Once the train has passed, **STOP, LOOK and LISTEN** for another train. Warn the child never to assume that there is just one train. At crossings with lights and a bell, it is not safe to cross until flashing and ringing stops completely.
- When the way is clear, walk across the tracks. Remind the child how to walk safely (see warning at left).
- Note: If no trains pass by while you are at the crossing with the child, proceed with the exercise anyway. Pretend that a train is passing and describe with words and sounds what happens with the crossing protection.

Exercise

12

Note: Children living in rural areas should be taught all the KIDestrians rules to protect them when they visit urban areas.

WALKING ON AND CROSSING RURAL ROADS

THE REALITY:

There can be no one guide to traffic safety in rural areas. Conditions change from one road to the next and from one season to the next. Safety rules must be customized to each child and the routes he/she uses.

THE SOLUTION:

Get to know the child's routes in detail. Talk about the special conditions you see and how to deal with them. Join with neighbourhood kids and their parents to come up with a safety plan that works for the roads in your area.



Create your own activities

- **FIRST:** Do all the exercises in the KIDestrians book. The rules for stopping and crossing are valid in all situations.
- **THEN:** Walk the child's routes with him/her several times a year (when there is snow and when there isn't). Decide how best to deal with the following issues.

"Here, we have no choice but to walk on the road. We'll stay close to the edge and walk single file, against traffic. We must watch to make sure all drivers see us."



NO SIDEWALKS AND NO CURBS

Walking

Teach children to walk beside the road, in single file and facing traffic. If they are forced to walk on the road, they should stay as close to the edge of the road as possible. In winter, decide how to deal with snow banks.

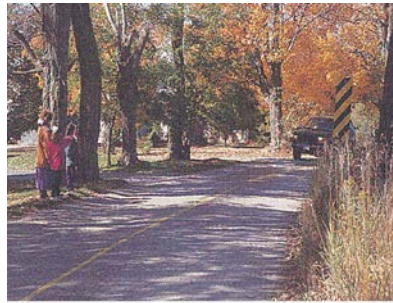
Crossing

The edge of the road may be badly marked, especially if the road is not paved. Before the child can cross safely, he/she must be able to imagine a "barrier" where he/she should always STOP and apply KID BRAKES. Help the child decide where the barrier should be by following Exercise 3, Activity 2, "Stopping at areas without curbs."

WARNING!

Children mistakenly think that because they can see a car coming, the driver can see them. The fact is that drivers do not expect to see pedestrians on rural roads and so often do not see them until they are upon them. Children need to understand that it is dangerous and unrealistic to expect drivers to take all of the responsibility for the safety of pedestrians.

"Yes, Jessie, you are right. This is not a good place to cross because the trees and that curve in the road are blocking our view."



OBSTRUCTED VIEWS

Curves in the road, trees and snowbanks can block a child's view of oncoming traffic. Point out the best places to cross and the areas never to cross. Make sure the child understands exactly what it is that is blocking his/her view so he/she can look for problems on other routes.

"...five KIDestrian, six KIDestrian! That car came too fast. We need a count of 10 KIDestrians to cross safely."



TRAFFIC

Cars may travel faster on rural roads and so a child may need to wait for a larger break in traffic to cross safely (without running). To measure the time it takes to do so, cross the road together while counting "One KIDestrian, two KIDestrian, three KIDestrian," and so on (follow all safely rule!). Then find a safe place off the road where you can watch traffic. Measure the breaks between cars with the same "One KIDestrian, etc." method. Practice until the child understands how much time is needed.



SPECIAL DANGERS

Point out anything in your area that is a hazard to the child, including farm vehicles, construction equipment, hidden intersections and railway crossings (see Exercise 11). Always be on the lookout for changes to the area (road repair, for example) that should be discussed with the child.

VISIBILITY

Rural roads often do not have enough street lamps and in the winter it gets dark early. Visibility can also be reduced by bad weather. Teach the child to be extra alert at these times and to always wear brightly coloured clothes (they stand out against snow, too) or preferably, clothes with reflective stripes.

Exercise

13

Caution: Safety professionals warn that children under the age of 7 should not cross any streets alone, and that children under the age of 9 should not cross busy streets alone.

TESTING SAFETY HABITS: WALKING ALONE OR WITH FRIENDS

THE REALITY:

A child cannot be supervised 24 hours a day, every day. There will be many times when a child is walking alone or with friends.

THE SOLUTION:

Be sure that children are practicing their safety rules. First, make up safety quizzes on your walks around the neighbourhood – ask the child to point out the safest places to cross, for example. Second, watch what the child does on his/her regular routes.

THE ACTIVITY:

Walking alone

- Plan a walk in your neighbourhood which takes you and the child to many streets and corners. Running errands is a simple way to do this.
- Ask the child to choose the route to each place you have to go and then let the child lead you. Correct mistakes and practice.
- Along the way, have the child point out dangerous areas.
- Repeat the exercise until the child is comfortable taking the lead.
- On another day, repeat the exercise while watching the child from a distance (no more than a half block).

Walking with friends

- Plan a walk with a group of the child's friends. The route home from school is a good choice. (Children are most distracted after school. They want to run and have fun. The chance of traffic injury is greater at this time than before school.)
- Ask the children to lead you.
- Follow the "walking alone" activity above.

"Nice KID BRAKES, girls. Now what do we do at this corner? How is it different from what we did at the last corner?"

"Yes, it's true the way is clear but remember to LISTEN, girls. We may not be able to see all the cars coming, but we can hear them."

"You're right, kids this is a much safer place to cross than the middle of the block back there. Good thinking!"



TIPS:

- **ALL WEATHER ALERT:** Make sure you repeat Activity 1 & 2 in bad weather. If you see children following safely rules in the snow and rain - when there are more dangers to think about – then you know the KIDestrians lessons are well learned.

THANK YOU for taking the time to train a KIDestrian! It is our hope that the *KIDestrians* program will help reduce the number of traffic injuries among children. We welcome input from parents, caregivers and children so that we might make any future versions of the book even more effective.



In Memory Of

Four-year-old Roseanne, who was killed by a truck while crossing the street in front of her home.

KIDestrian is dedicated to all children killed or injured in traffic.

Credits:

Canadian Authors: Angela Maloch & Wendy Moore Spors with Constable Kenneth C. Bond and W. Scott Rastin under direction of the Hamilton-Wentworth Regional Police Service.

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