



**Safe Kids**®

Salt Lake County

**PEDESTRIAN RODEO  
VOLUNTEER  
SCRIPT GUIDE**



## ACKNOWLEDGEMENTS

We would like to thank the following for their contributions to the  
Pedestrian Rodeo Guide:

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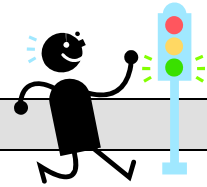
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## PEDESTRIAN RODEO GUIDE



Our pedestrian rodeos are set up similar to bike rodeos. We set up a series of stations or scenarios that we use to teach children pedestrian safety skills. The number of stations and number of activities should be determined by children's age, space, time and other factors.

**Goal:** To help children understand that as pedestrians they are the person responsible for their own safety whenever they are walking and especially crossing streets.

**Objective:** To teach children pedestrian safety skills and allow them to practice these skills in a safe setting.

**Time:** The entire rodeo should take approximately 2 hours, with approximately 15-20 minutes needed for each station.

### What You Need:

1. Adult volunteers. At least one volunteer to staff each station.
  - Script cards or sheets for each station.
2. A large area such as a parking lot, playground or gym.
3. Street signs
  - Small versions of real metal street signs  
(Ask various agencies to assist you such as Traffic Safety Division.)
  - Make signs out of poster board
4. Buildings
  - Made out of large boxes. Use contact paper to decorate.  
(see diagram)
5. Steering wheel for each child made from paper plates.  
(see diagram)
6. Props
  - Cardboard cutouts of obstacles children may encounter as pedestrians. If you are outside you can use real items as props.
  - Car/Train
  - Fence, Bush, Dog
7. Tape or chalk to make cross walks or railroad tracks.

PROPS



Bakery

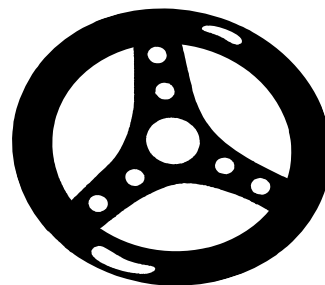


Bank



House

Stuffed Dogs



Steering Wheel



Car  
(use wagon to pull car)

Mass Transit Train/Tracks



## HOW TO START THE PEDESTRIAN RODEO

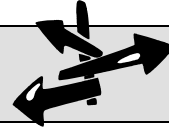
1. **IMPORTANT.** Before children arrive, orient the volunteers on different stations and give them their script.
2. Have children sit or stand and listen to instructions
3. Greet children and explain the pedestrian rodeo.

**Dialogue:** "You will be walking to a series of safety stations where a safety person will talk to you about an important safety lesson". "Listen carefully." "Be sure to be a safe pedestrian."

4. Before they move to the 1<sup>st</sup> station, define the term pedestrian.
  1. Say the word slowly ped-es-trian.
  2. Does anyone know what a pedestrian is?
  3. Define pedestrian as "someone who is on foot to get someplace." "A walker, a person who walks".
  4. Are you a pedestrian?
  5. Is he a pedestrian?
  6. Is she a pedestrian?
5. When are you a pedestrian?  
Encourage responses: "When I walk to school, with my mom" etc.
6. Repeat with me..."I am sometimes a pedestrian".

**Dialogue:** "Tell your parents that you learned an important word today."  
"What is that word?" "Ped-es-trian." "Good job."

**STATION #1 Script**  
**STOP! LOOK LEFT RIGHT LEFT**



**Goal:** Children will understand that they are responsible for their own pedestrian safety.

**Objective:** Teach children basic pedestrian safety techniques.

**Materials:** Steering wheels

**Dialogue:**

"Who is responsible for your safety?"

"You are responsible for your safety when you are a pedestrian because you cannot control what other people especially drivers see or do".

"Who knows any pedestrian safety rules?"

"Who has heard of the "Stop! Look Left-Right-Left" Rule?"

"You should always "Stop. Look left-right-left", even when you are crossing with a crossing guard or a friend, because it is good practice and because the other person might not see something dangerous."

"You should cross streets with an adult until you are at least 9 years old because your eyes can't really see how far away a car is or how fast it is coming."

"Do you know why you should you stop at the curb?"

"Yes, it is very dangerous to just run into the street."

"Can you tell me why?"

"What are you looking for when you look left-right-left?"

"Yes, you are watching for cars from either direction, you are watching for how far away a car is or how fast it is traveling, you are watching for a driver who isn't paying attention, you are watching to make sure the car is stopped and that the driver can see you and is making eye contact and you can wave at the driver. You are watching so you can make sure the driver sees you and then you cross."

"Where should you walk when you are walking down the street?"

"You should walk on the sidewalks and if there are no sidewalks you should walk as far off the road as possible facing the on-coming traffic so that you can see what is coming towards you."



1. Distribute the steering wheels. Children can pretend they are drivers. Others pretend they are pedestrians.
2. Practice Stop! Look Left, Right, Left. Make eye contact with the driver and wave.



**Dialogue:** "At the next stations you are going to learn about being safe pedestrians by learning about what rules drivers must know and what drivers may or may not see."

**Activity:** Have the children get in a single file line and "drive" (walk) around the edge of the circle or square. Have them drive over to the next station.

## STATION #2 Script RULES OF THE ROAD



**Goal:** Children will understand why there are traffic rules for drivers and pedestrians.

**Objective:** Children will experience the difference between rules and no rules and why we follow rules.

**You will need:** A large marked off area. A dodge ball circle or a four square area is perfect for this activity.

**Activity:**

1. Tell the children: "Choose a car and drive that car in any direction for two minutes. You have 1 rule. You cannot hit into each other and you cannot leave the marked area. When I say STOP, you will stop and we will talk about what happened."
2. The result might be chaos. The volunteer must make sure that this activity does not get too wild because the children may start running into each other and get hurt.
3. After two minutes say STOP in loud voice.

**Dialogue:**

"What did it feel like to have no rules?"

"What happens when there are no rules?"

"What kind of rules would make driving safer?"

"What rules would make a pedestrian safer?" "Stop. Look, left, right, left."

**Activity:** Have the children get in a single file line and "drive" (walk) around the edge of the circle or square. Have them drive over to the next station.

**STATION #3 Script**  
**SIGNS, SIGNS, EVERYWHERE ARE SIGNS**



**Goal:** Children will be able to identify signs and know how to follow the direction of the sign.

**Objective:** Children will practice identifying different signs.

**Materials:** A variety of different street signs.

**Activity:** Have the children "park" their cars (sit down) in a semicircle. Show the children the different signs and explain what they mean to a driver and to a pedestrian. Select signs that are age appropriate and keep it 2-3 for younger children. There are several points to each sign. You may select all points or keep it to 1 or two depending on age of children.

1. Traffic Lights

Dialogue:



"When the signal light turns green, cars go."

"When you cross the street at a signal you should wait for the walk sign."

"Some corners don't have a walk signal, so you should wait for the green light to show in your direction."

"Remember cars may be turning, so be sure to look carefully left, right left before crossing the street."

"When the signal light turns yellow, cars should slow down and prepare to stop."

"If you are waiting to cross the street, you should not cross if the light is yellow." "The light is about to turn red, but cars are still going through the intersection."

"When the signal turns red, cars stop." "If the light is red in your direction, you should not walk across the street."

2. WALK Signal

**Dialogue:**

"The WALK signal is found at busy intersections."

"It means that it is okay for you to cross the street."

"You should always look left, right, left to make sure that no cars are coming or turning into the area where you are going to cross the street."

"A signal with a person walking on it is the same as a WALK signal."

"You can press the button on the pole for more time to cross."



3. DON'T WALK Signal

**Dialogue:**

"The DON'T WALK signal is part of the walk signal."

"You should always wait to cross the street until the signal changes to WALK."

"A signal with a big red hand is the same as a DON'T WALK signal."



4. STOP Sign

**Dialogue:**

"Car drivers and bicyclists must come to a complete stop at STOP signs."

"When there are no vehicles or pedestrians in the intersection and it is safe, you may go through the intersection."



5. YIELD Sign

**Dialogue:**

"A YIELD sign means to slow down and be ready to stop."

"If there are pedestrians or vehicles in or nearing the intersection, you must stop."

"If there is no traffic in or near the intersection and it is safe, you may go through."



6. RAILROAD CROSSING Sign

**Dialogue:**

"This sign means you are coming to a railroad crossing."

"Many railroad crossings have a gate with a bell and blinking lights that closes when a train is coming."

"NEVER go around a closed railroad gate."

"Trains are very long and heavy and take a long time to stop."

"Always look and listen carefully to be sure a train is not coming before crossing the tracks."



7. ONE WAY Sign

**Dialogue:** "This means that car drivers must drive only the direction of the arrow."



8. SPEED Sign

**Dialogue:** "This sign tells drivers how fast they can drive their cars."



9. SCHOOL PEDESTRIAN Sign

**Dialogue:**

"This sign means you are near a school."

"Car drivers and bicyclists must stop to allow people in the cross walk to cross the street."

"If you are using a cross walk to cross the street remember to look left, right, left and make eye contact with the driver to make sure it is safe to cross."



10. ROAD WORK Signs

**Dialogue:**

"When people are working on the roads or sidewalks."

"Use caution when walking or bicycling."

"Uneven or rough roads could make you fall."

"IF you must move into the road to go around a work area, stop and look carefully to make sure there is no traffic coming before going into the road."



11. DETOUR Sign

**Dialogue:**

"A detour is a way of getting around a road that is closed or being worked on."

"Use caution on roads you are not used to."



12. DO NOT ENTER

**Dialogue:** "You cannot not go this way." "This is the wrong way to go."



**Activity:**

Review the signs with the children one by one or you can place these signs around the other rodeo stations and review them with the children as they pass through. Any of the signs are optional, use according to age appropriateness.

**Dialogue:** "Can you name one sign?" "Can you name another sign?"

"Let's move to the next safety station."

**Activity:** Have children continue to drive their cars to the next station.

**STATION #4 Script**  
**BLIND SPOTS - What Pedestrians Can't See**



**Goal:** Children will demonstrate they know how to safely maneuver around blind spots so they can see if cars are approaching.

**Objective:** As drivers children will first see how difficult it is for drivers to see children who cross from blind spots. As pedestrians children will see how difficult it is for them to see around obstacles.

**Props:**

- An obstacle such as a real car or a cut out of a car, bush or fence
- Mark a curb and a crosswalk with chalk or tape
- Place the obstacle so that it blocks part of the curb so that pedestrians can't see the cars and drivers can't see the pedestrians entering the crosswalk

**Activity:** Have the children drive their cars and park about three feet from the crosswalk, next to the obstacle (they can remain standing)

**Dialogue:** "If a car or something else (obstacle) is parked where you are crossing, it might block you, the pedestrian's view of the road or the driver's view of you the pedestrian."  
To demonstrate this, ask for a volunteer.

**Activity:** Have the volunteer, child walk into the crosswalk from behind the parked car or obstacle.

**Dialogue:**

"Was it difficult to see your friend before he/she stepped onto the street from behind the parked car?"

"If an obstacle is blocking your view of on-coming traffic, you must carefully walk to the edge of the car/obstacle and look left,-right- left to see if cars are coming."

"If cars are coming remember to stop and wait until the car passes or the driver stops."

"If the driver stops, make eye contact with the driver, wave and then cross. You have to make sure the driver can see you."



" If there is more than one car that is stopped you should make eye contact with each driver, wave and carefully walk to the edge of each car and look left, right, left for cars coming from both directions.

"Always keep looking for cars while you are crossing."

**Activity:** Have each child practice crossing the street in the crosswalk from behind the parked car or obstacle. Make sure they stop and look both ways at the edge of each car/obstacle and they make eye contact, wave at the driver and wait for the driver to wave back.



### STATION #5 Script Rainy Weather/Dark Nights

**Goal:** Children demonstrate that they understand there are conditions that make it difficult for drivers to see pedestrians and they know how to make themselves easier for drivers to see.

**Objective:** Using props, children will see what drivers can or cannot see out of their windshield during a storm or at dusk.

**Prop:** Windshield made out of a large framed piece of wax paper. You can make individual windshields by just giving each child a square of wax paper.

**Activity:** Have each child look through the wax paper and describe what they can see.

#### Dialogue:

"Sometimes weather conditions or night time makes it even harder for drivers to see pedestrians."

"Can you give me an idea that would help drivers see them when you are walking?"

"Did you know that bright colored clothing makes it easier for drivers to see you during the daytime?"

"But at night or in stormy weather you need to have a flashlight or wear special reflective material on your shoes, cap or jacket that bounces the car's lights off you and back to the driver so they can see you better."

"Can anyone tell me what *reflective* means?"



**STATION #6 Script**  
**BLIND SPOTS - What Drivers Can't See**



**Goal:** Children will demonstrate they are aware of the different blind spots driver's have from inside their cars.

**Objective:** Children will be allowed to sit in the driver's seat of a large truck and look in the rear view mirrors and out the windows to see how many different blind spots a driver has to deal with.

At this point you can collect the steering wheels.

**Prop:** FedEx trucks or other large truck. Park a FedEx truck and put large orange cones in different areas around the truck.

**Activity:** Have the children sit in the driver's seat and see how many of the orange cones they can see.

**STATION #7 Script**  
**DON'T PET STRAY PETS**



**Goal:** Children will become wary of stray animals.

**Objective:** Children will be taught what to do if they meet a stray animal on their walk.

**Props:** Cardboard dog, stuffed dog, or a real dog. We have used Animal Control Officers to teach at this station.

**Dialogue:**

"There are some basic rules of safety when you are around dogs."

"Never approach an unfamiliar dog."

"Remember that not every dog wags its tail if it is friendly."

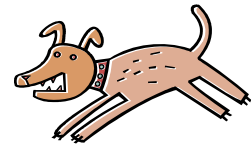
"Always ask the owner's permission before petting a dog."

"Keep away from stray dogs."

"Never run away from a dog and do not scream because he will chase you."

"Stay calm and motionless when approached by an unfamiliar dog (be still like a tree.)"

"Always protect your face, neck and arms."  
"If you are attacked, give the dog a book or a backpack to chew on."  
"Cover your head and neck and protect your face."  
"Immediately report stray dogs or dogs that are acting strange to an adult."  
"Avoid direct eye contact with a dog."  
"Now we are going to list some do not do rules, can you think of some?"  
"Do not disturb a dog that is sleeping, eating or caring for puppies."  
"Do not pet a dog without allowing it to see and sniff you first."  
"Do not make loud noises around dogs."  
"Do not ever tease a dog."  
"Never reach through a fence to pet a dog."  
"Never put your hands between two dogs."  
"Never put your face close to a dog."  
"Never try to help a hurt dog; get an adult to help."  
"If a dog bites you, immediately report the bite to an adult."



## STATION #8 Script SAFETY AROUND THE SCHOOL BUS



**Goal:** Children will know how to keep safe while waiting for a bus, and boarding and unloading the bus

**Objective:** Children will learn school bus safety through opened discussion and if possible practicing boarding and unloading a school bus.

**Props:** A real school bus/cardboard replica

### Dialogue:

"Children should get to the bus stop at least five minutes early and stand four giant steps back from the curb or road."

"You need to stand back until the bus driver opens the door."

"Use the handrail when you are boarding the bus."

"Make sure that everything, like your clothes, bag handles, are tucked before you board the bus so they do not get caught on something."

"When you get off the bus you need to immediately walk ten steps away from the bus."

"If you need to cross the street, you should cross at least 10 steps in front of the bus so the bus driver can see you."

"You need to make eye contact with the driver and wave to make sure the driver can see you."

"Never cross behind the bus."

"Always remember to stop at the edge of the bus and look left, right, left before continuing across the street."

"If something falls near or under the bus, tell the bus driver, do not pick it up until the bus drives away."

## STATION #9 Script STRANGER DANGER



**Goal:** Children will demonstrate that they have developed skills that will keep them safe and help them make good decisions in dealing with strangers.

**Objective:** Through discussion and practice, children will develop skills to help them deal with strangers.

### Dialogue:

"Most adults are nice to children and care about what happens to kids, and they try to protect them. But sometimes there are people who try to hurt kids and who are mean and that is not okay. These bad and mean people may even try to take you away. This is called kidnapping." "Have you heard of that word before?"

"If someone tries to take you, you should scream as loud as you can, and kick and scream again." (Practice screaming, loud, louder, loudest)

"Sometimes if we think smart and do smart things we can protect ourselves.

So:

- Never play alone or in deserted areas, such as a playground or park. Always play with other kids. Never alone.
- Never go near a stranger's car, even if they are asking for directions, or asking you to help them find their lost dog, cat or friend. They may grab you and pull you into their car.
- Never get into a car with someone you don't know for any reason. Sometimes people use tricks, like saying your mom is hurt, or they are looking for a lost puppy, to try and get you to go with them.

- Have your family decide on a code word that no one would know except your family. This code word would be used if your family wanted you to go with someone you may not know.
- If someone tries to grab you, kick, hit and yell for help as loud as you can.
- If someone does manage to get you in their car, do not put on your seatbelt. Jump out when the car has to make a stop and you see other people.
- If you think there is someone following you, cross the street, go into a store or somewhere there are other people. Tell a police officer or a mother with a child why you are scared."

**Activity:**

Play act. Have an adult act as the stranger and try to entice the child to go with him/her (the stranger could be a man, woman or older child). Let the children practice what they have learned.