

# Use Your Head Before Your Feet

Subjects: Language Arts



## OBJECTIVES:

- Students will learn rules for safely walking in the streets.
- Students will learn to use their senses and stay alert while walking in the streets.



## MATERIALS:

- “Use Your Head Before Your Feet” rhyme



**SETTING:** indoors



**ESTIMATED TIME:**

40 minutes



## VOCABULARY:

Senses, safety, alert



## ACTIVITY SOURCE:

“On the Move”; Portland Department of Transportation



Sonoma County Bicycle Coalition

**OVERVIEW:** Students will learn a fun rhyme and practice using their senses while simulating crossing the street.

**BACKGROUND:** Asserting independence is a natural part of children's development, and parents often want to support their growing self-reliance. Yet when it comes to crossing the street, teachers and parents alike should teach young children to walk with adults. There are critical differences between children and adults which underscore the great need to teach them about street safety:

- Children have difficulty judging how fast cars are moving, how far away they are and which direction traffic sounds are coming from.
- Young children often have mistaken beliefs about cars. They think cars can stop instantly, or that if they can see a driver, the driver can see them.
- In general, children have trouble recognizing and reacting to danger. Children ages 5 to 9 are at greatest risk of traffic-related pedestrian death and injury. In many instances, parents overestimate their children's pedestrian skills. Most children are struck in streets or driveways near their homes when darting out between parked cars, walking along the edge of the road, or crossing in the middle of the block or in front of a turning car.

## LESSON SET-UP:

1. Write “Use your Head Before your Feet” rhyme on large butcher paper (or alternatively, write each line as a sentence strip).
2. Make flash cards for “feet, head, sound, stop” and other words that you would like the students to learn.
3. Set up a pretend street crossing using four chairs as the intersection.

## STATE STANDARDS

### Physical Education

1.1 Travel with a large group, without bumping into others or falling, while using loco motor skills

### Language Arts:

1.10: Identify and produce rhyming words in response to a prompt.

1.15: Read simple syllable and high-frequency words.

### Science:

Investigation and Experimentation:

4.a: Students observe common objects using the five senses.

**GRADE: Kindergarten**

# Use Your Head Before Your Feet

## BUILDING BACKGROUND/ DISCUSSION:

1. Do you ever go on walks with your parents, friends, siblings, etc.? If so, where do you like to go?
2. What have you learned about crossing streets from older family members or friends?
3. Review the Five Senses with them. Which senses should they be using while crossing the street?
4. What does it mean to be alert? Why should we be alert while walking in city streets? Have students demonstrate both being alert and not being alert.
5. Why is it so important to always walk with an adult?

## ACTIVITY:

1. Teach them the rhyme “Use Your Head Before Your Feet”, repeating the words and actions after you several times.
2. Use this as a Language Arts opportunity; hold up flash cards with the words “feet”, “head”, “sound” and other words in the rhyme. As the students are repeating the rhyme, hold up the flash cards.
3. Brainstorm a list of all of the sounds they might hear while crossing the street. Have some students volunteer to make those sounds for the next part.
4. Have students pair up next to the pretend street crossing. Instruct them to hold hands and repeat the rhyme together with you as they cross the street couple by couple. Tell them to continue to look all around, be alert and hear every sound, even while crossing the “street..” While these students are crossing the street, have the other students make the sounds of the street.

## Use Your Head Before Your Feet Stop every time at the edge of the street.

*(Hold your hand up to signal “Stop.”)*

## Use your head before your feet.

*(Point to your head and feet as words are said).*

## Make sure you hear every sound.

*(Cup your hands behind your ears and turn your head from side to side).*

## Look left and right and all around.

*(Cup your hands above your eyes and turn your head slowly left to right, right to left, and look over your shoulders).*



## EXTENSION IDEAS

1. Take students outside to a nearby marked crosswalk with pedestrian signals. Have them work with partners, preferably with an adult. Practice crossing the street while following pedestrian signals.
  - While standing on a street sidewalk, have students close their eyes and identify sounds that they can hear on the streets.
2. Show the pedestrian safety video “Step to Safety with ASIMO” (*available in Safe Routes toolbox*).
3. Go over each of the pedestrian safety rules with the students, located in the Resources section at the end of this curriculum.