

## LESSON 2: CAPTAIN BARCLAY

### BEFORE YOU BEGIN...

This lesson familiarizes students with a group of basic pedestrian safety rules and concepts.

#### WHY THIS LESSON IS IMPORTANT:

Children spend more time as passengers in cars than ever before, and therefore have less experience practicing and internalizing basic pedestrian skills. A University of Texas study showed that fewer than 50% of students follow even half of the basic pedestrian rules (like stopping at the corner) when observed walking to school. \*

While students will believe they know it already, it is critical to cover the basics as you get started. This lesson offers a playful way to give your students a common understanding of basic pedestrian rules that will serve as a foundation for the remainder of the curriculum.

#### CLASSROOM STRUCTURE:

“Captain Barclay” is set up in this lesson plan as a race-of-speed between 2 to 4 teams, to accommodate classes of 25-40 students. Students run back and forth between their teams and the set of clues in the center of the room. Teachers may want to add additional physical activity by having students run farther to get clues, do push-ups if they get stumped, etc.

There is an alternate structure for this game that you may want to consider for smaller or younger groups of students. Begin with 2 full sets of clues shuffled and placed in one bucket. The class is split into two teams that sit together, but take turns using clues from the same bucket. One student at a time takes a timed, one-minute turn while getting his or her team to guess as many clues as possible. Turns alternate between teams. The round ends when all the clues are gone from the bucket. The team with the most cards identified wins that round. This structure is more self-correcting, so teachers concerned about “cheating” during the game may prefer this method. However, note that this structure does not have as much physical activity built in.

\* Mendoza, Jason. “Ethnic Minority Children’s Active Commuting to School and Association with Physical Activity and Pedestrian Safety Behaviors.” *The Journal of Applied Research on Children*. 1.1 (2010)



## LESSON PLAN: CAPTAIN BARCLAY

This game is named after Robert Barclay Allardice, a Scotsman who in 1809 became famous for walking 1,000 miles in 1,000 hours (one mile every hour for 42 days).

**GOAL:** To teach and review basic pedestrian safety skills.

**OBJECTIVES: STUDENTS WILL:**

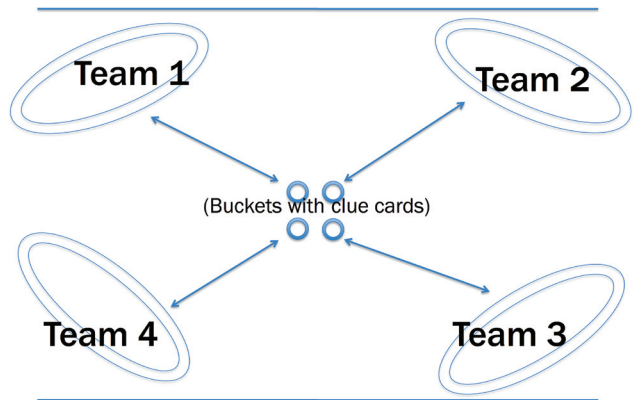
- Be familiar with pedestrian safety rules and vocabulary.

**EQUIPMENT/MATERIALS:**

- “Captain Barclay” pedestrian safety clue cards (one pack per team)
- Buckets to hold clue cards (one for each team)
- Teacher talking points sheet

**PREPARATION:**

Every team will need a full set of Captain Barclay clue cards and a bucket from which to draw them. Buckets and cards are placed in the center of the room so that corresponding teams run to and from each corner. This illustration shows the setup for a game with 4 teams:



**INSTRUCTIONS:**

5 MINUTES

1. Before playing, introduce the concept of pedestrian safety by asking students for examples of pedestrian safety rules. Explain that the challenge of this game is to correctly identify the safety related rules and objects that are named on the cards.

5 MINUTES

2. Explain the rules of the game and give several examples using game cards. (Example here: “a pedestrian”). The teacher should do the first example, and then invite volunteers to try examples with other clues.

**RULES OF THE GAME.** There are 3 rounds:

- a. Round 1) Students use any words to describe the clue except the key words on the card. (Pedestrian = “This is our word for someone when they are walking on the street.”)
- b. Round 2) Students can use only 2 words to describe the card. (Pedestrian = “person walking” or “walker word”)
- c. Round 3) Students act out the clues. No words allowed. (Act out walking, point to self.)

5 MINUTES

3. Once the students understand the rounds, divide the class into 2 to 4 groups of equal size. Explain the structure of the game (below) and assign teams to their locations.

**STRUCTURE OF THE GAME.**

- a. Each team gets bucket with one set of cards placed in the center of the room.
- b. One student at a time needs to get his or her team to accurately identify the item on the card.
- c. The student runs to the middle, picks a card from the bucket, and returns to their group to get the group to guess the clue on the card according to the rules of each round.
- d. When the group has correctly identified the clue, a different student from the team runs to the bucket to get the next clue.
- e. The round ends when the teams have successfully identified all of the clues from the bucket. The team that finishes fastest wins that round.
- f. At the end of each round, the stack of cards is returned to the bucket for the next round.
- g. If a student gets stuck, they may run back to the bucket for a different clue, but they must return their first clue to the bucket.
- h. The “winner” of each round is the team that finishes first.

12 MINUTES

4. Play round 1 until each team has identified all the clues. Note the order in which teams finish to keep score.

10 MINUTES

5. Play round 2 until each team has identified all the clues. Note the order in which teams finish to keep score.

8 MINUTES

6. Play round 3 until each team has identified all the clues. Note the order in which teams finish to keep score.
7. Tally up the scores and announce the winners.

## **“CAPTAIN BARCLAY” LIST OF CLUES**

*(This list is included in case cards get lost and need to be replaced).*

- Card #1      **Stop, Look, Listen**
- Card #2      **Look left, right, and left again**
- Card #3      **Keep looking left and right while you cross the street**
- Card #4      **Walk straight across a street, not at a diagonal**
- Card #5      **Cross at the corner**
- Card #6      **Wear bright, reflective clothing when it’s dark**
- Card #7      **Make eye contact with drivers**
- Card #8      **Walk, don’t run, across the street**
- Card #9      **Remove headphones or earbuds when crossing**
- Card #10     **Never dart out from between parked cars**
- Card #11     **Obey all traffic signals**
- Card #12     **If there is no sidewalk, walk on the LEFT side of the street facing traffic**
  
- Card #13     **A crosswalk**
- Card # 14     **A sidewalk**
- Card #15     **A pedestrian**
- Card #16     **A curb ramp**
- Card #17     **A 20-mile-per-hour School Zone**
- Card #18     **“Sightlines”**
- Card #19     **Pedestrian Signal**
- CARD #20     **A driveway**



## "CAPTAIN BARCLAY" TEACHER TALKING POINTS

- Card #1      **Stop, Look, Listen**  
*Do this before crossing a road.*
- Card #2      **Look left, right, and left again**  
*Do this before crossing a road. Looking left is stressed because that is the direction that the closest traffic will be coming from.*
- Card #3      **Keep looking left and right while you cross the street**  
*Continue to watch while crossing the street to be aware of any unexpected changes in traffic.*
- Card #4      **Walk straight across a street, not at a diagonal**  
*Crossing at a diagonal is dangerous because it puts the traffic at your back for half of the distance.*
- Card #5      **Cross at the corner**  
*Unless marked otherwise, corners are legal crosswalk locations whether or not they are painted or "marked crosswalks."*
- Card #6      **Wear bright, reflective clothing when it's dark**  
*Most pedestrian fatalities occur at dusk or nighttime.*
- Card #7      **Make eye contact with drivers**  
*This is the best way for pedestrians to be sure that a driver sees them and will stop. Many communities encourage pedestrians to smile and wave at drivers to make sure eye contact has been made. Tinted car windows make it difficult for pedestrians to know if they have been seen.*
- Card #8      **Walk, don't run, across the street**  
*Pedestrian movement is more predictable and controlled when walking. Falling in the roadway is extremely dangerous.*
- Card #9      **Remove headphones or earbuds when crossing**  
*Listening to music on headphones will block out the sound of oncoming traffic and other safety cues.*
- Card #10     **Never dart out from between parked cars**  
*Parked cars block the line of sight between pedestrians and cars. Shorter children are especially well hidden by parked cars, and today's larger cars can block the sight of just about anyone!*
- Card #11     **Obey all traffic signals**  
*Pedestrians are responsible to follow all traffic signals, such as the "walk/don't walk" signs designed for pedestrians.*

- Card #12 **If there is no sidewalk, walk on the LEFT side of the street**  
*Walking on the left of a 2-way street with no sidewalk is safer because you will be facing oncoming traffic.*
- Card #13 **A crosswalk**  
*Marked crosswalks have painted stripes and signage to indicate the preferred place to cross. Unmarked crosswalks occur at corners of intersections.*
- Card # 14 **A sidewalk**  
*An ideal sidewalk is at least 6 feet wide with a planter strip or other buffer to further separate pedestrians from traffic. Depending on the age of the infrastructure and zoning variables, sidewalks in your neighborhood may be more or less accommodating to pedestrians.*
- Card #15 **A pedestrian**  
*We are all pedestrians at some point. When walking to school, walking to the bus, or even walking to or from our vehicles, we rely on the pedestrian infrastructure to help us get where we need to go.*
- Card #16 **A curb ramp**  
*A curb ramp provides wheelchair access to the sidewalk and is a requirement of any new sidewalk construction. Curb ramps are also helpful to parents pushing strollers and young children on bicycles.*
- Card #17 **A 20-mile-per-hour School Zone**  
*Traffic is reduced in designated school zones for two main reasons: 1) cars need less distance to stop from slower speeds, and 2) the risk of serious injury in a pedestrian/car collision increases with speed.*
- Card #18 **Sightlines**  
*This refers to the ability of a driver to see a pedestrian and vice-versa. Sightlines can be blocked by many things, including other cars, bends or inclines in the road, or “street furniture” such as utility poles or mailboxes.*
- Card #19 **Pedestrian Signal**  
*A typical pedestrian signal has a walk/don’t walk message and/or a countdown display. If a pedestrian is in the middle of a street when the signal starts flashing, proceed across the street at a regular pace. Pedestrians should not begin to cross if the sign is already flashing.*
- Card #20 **A driveway**  
*Driveways cross walking paths to allow cars into residential areas, businesses and parking lots. Driveways are a common location of collisions with pedestrians, especially when hedges or fences block sightlines to the sidewalk. Pedestrians should treat driveways like other intersections: stop, look and listen for oncoming cars.*