

Pedestrian Skills Mat

Program Guide

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Participant Learning Objectives

This intersection crosswalk activity builds skills for elementary-aged students on how to cross the street safely. Participants will be able to:

- Recognize Walk and Don't Walk signals and state what each requires them to do.
- Recognize the corresponding traffic lights and explain how cars behave at an intersection.
- Run the crossing routine — stop at the curb, read the signal, look left–right–left (L-R-L) and front–behind–front (F-B-F), confirm the path is clear, and cross heads-up.
- Decide whether to cross or not to cross based on the signal and the movement of the vehicles.

How to Use This Guide

This guide is organized into three sections. Read them in order — each section builds on the one before it.

Section	What It Covers
Section 1	Delivering an Engaging Program — the facilitation framework that applies to every activity: the two activity types and how the five steps differ between them, the three-phase arc, the crossing routine, the use scenarios, the safety caution, guidance for working with elementary-aged participants, the universal debrief and skill-building questions, facilitation tips, and common pitfalls.
Section 2	The Activities — two self-contained activity cards (Scenario 1 and Scenario 2), each containing two parts. Every part is labeled Skill Building or Awareness & Knowledge Acquisition, with the materials, setup, spoken introduction, the full five-step sequence, the guiding questions and answers, and a suggested commitment prompt.
Section 3	Background and Support — why the experience works, what the mat makes visible, participant outcome targets, how to adapt and extend the scenarios, and companion documents.
The scenarios are examples, not limits. You can use the provided Traffic Crosswalk scenarios or use the lights and vehicles to build your own, ideally recreating the intersections your participants actually cross.	

Companion document: The facilitation philosophy and full discussion framework are covered in the *Fatal Vision Facilitation Guide (FVFG)*. This program guide is based on the FVFG and assumes you have read it.

 QR CODE	Scan to access the Fatal Vision® Facilitation Guide (FVFG). FVFG URL:
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Section 1 — Delivering an Engaging Program

This section is the facilitation framework. Both activities in Section 2 follow it. Read this section first.

Two Kinds of Activity — Know Which One You Are Running

The Pedestrian Skills Mat does two different jobs, and the five-step sequence adapts depending on which job you are doing. Every activity part in Section 2 is labeled with its type.

Type	What it does	How Steps 1–2 work
Awareness & Knowledge Acquisition	Builds recognition and judgment: reading the signal, reading the vehicles, and deciding NOT to cross when it isn't safe.	Step 1 Baseline (run it cold) → Step 2 Informed Attempt (re-run with guiding questions). The gap between what they missed cold and what they catch when guided is the lesson.
Skill Building	Builds the physical routine of crossing safely, repeated until it becomes automatic.	Step 1 Skill Review (review the best-practice routine) → Step 2 Practice (run it, repeat to fluency). There is no impaired attempt — you are building competence, not revealing a deficit.
Why the difference matters. In the Fatal Vision® goggle activities, Step 2 is an impaired attempt — the point is to reveal a gap the participant did not know they had. There are no goggles here and nothing to impair. For skill building, that same slot is used to review the best practice and then practice it. Running a child through a “failure” they were never taught to avoid teaches nothing except that crossing is scary.		

The Facilitation Arc: Three Phases, Five Steps

Every Innocorp activity follows a three-phase arc. Within the phases, you will see numbered steps (1–5). The phases are the arc; the steps are the moves within it.

Phase	Steps	What Happens
Phase 1 — Create the Experience	Steps 1–2	Awareness: baseline attempt, then informed attempt. Skill building: skill review, then practice.
Phase 2 — Process the Experience	Steps 3–4	Debrief moves participants from surprise to real-world relevance to skill-building.
Phase 3 — Commit to Action	Step 5	Pull a personal commitment from the participant in their own words.

Step	Phase	Awareness & Knowledge	Skill Building
1	Phase 1	Baseline — run the scenario cold.	Skill Review — review the crossing routine.
2	Phase 1	Informed Attempt — re-run with guiding questions.	Practice — run the routine, repeat to fluency.

Step	Phase	Awareness & Knowledge	Skill Building
3	Phase 2	Debrief / Connect — connect what they did to real corners.	Debrief / Connect — same.
4	Phase 2	Build Skills — from awareness to confidence in action.	Build Skills — same.
5	Phase 3	Commit to Action — a commitment in their own words.	Commit to Action — same.

The Crossing Routine (the best practice you are building)

This is the skill set. Every scenario in Section 2 practices some or all of it. Learn it cold — you will be reviewing it, prompting it, and watching for it.

- **1. Stop at the curb.** Where the sidewalk ends and the street begins.
- **2. Read the pedestrian signal.** Walk or Don't Walk?
- **3. Look Left – Right – Left.** (L-R-L) Are cars stopped? Why? Who has the green light?
- **4. Look Front – Behind – Front.** (F-B-F) Are cars turning onto the street you want to cross? Have they stopped?
- **5. Ask: is my path clear?** Only then begin to cross — on a white Walk signal.
- **6. Cross heads-up.** Make eye contact with drivers. Watch all directions. Walk, don't run. Go straight across, never diagonally.

The routine is the product. The mat, the lights, and the cars practiceable indoors. What the child carries out the door is the routine — running it without you standing there is the entire goal.

Three Use Scenarios

The Pedestrian Skills Mat fits a range of settings and time constraints. These scenarios are not a progression — they represent distinct contexts of use. Choose the scenario that describes your situation.

Scenario	Description
Quick Hit (1–5 min)	A brief, high-impact encounter at a school open house, safety fair, or family night. One crossing plus one takeaway. The full five-step progression may not be possible; the goal is to spark interest and send the routine home with them.
Dedicated Pedestrian Safety Program (10–30 min)	A structured experience with full skill review, practice, and debrief. This is the primary use scenario and the focus of this guide.
Pedestrian Safety Within a Larger Program (30+ min)	The mat used as the experiential foundation of a broader safety curriculum — bike safety, bus safety, or a school-wide safety week. Build content and skills on top of the mat experience. Refer to the Fatal Vision® Facilitation Guide for extended use.

Working with Elementary-Aged Participants

- Keep every explanation shorter than you think it needs to be. Ask, then wait. They will fill the silence.
- Have the group answer the signal and car questions out loud together — it keeps the watchers engaged and turns observers into coaches.
- Praise the process, not the outcome: “You looked left, right, left before you moved” beats “Good job.”
- When a participant makes the wrong call, do not correct it — ask the question that surfaces it: “What does the signal say?” Discovery sticks; correction resists.
- Rotate quickly. Watching one child cross six times is how you lose the other twenty.

Safety Caution (applies to every activity)

⚠ CAUTION — Participant Safety This mat teaches street-crossing skills indoors, on a model. Never let participants practice on a live street during the session. Keep the mat flat and free of trip hazards, and have participants walk — never run — on the mat. Remind participants that the mat is a model: real intersections have more traffic, worse sightlines, and drivers who may not see them.

Phase 2 — Process the Experience (Steps 3–4)

Step 3 — Debrief: Connect to Real-World Relevance

Debriefing is the lesson. The crossings are just the setup. Focus participants on what they checked, what they skipped, and what that would mean at a real corner.

Do not skip the debrief. If time is short, run fewer participants — but always debrief. The debrief is what facilitates behavior change.

Universal questions for the participant

- What did you look at first — and what did you almost miss?
- How did you know it was safe (or not safe) to cross?
- What would you have done if you were by yourself?

Universal questions for observers

- What did you see them check? What did they skip?

Universal questions for the whole group

- If this were a real intersection, what could have happened?
- What does a Walk signal actually promise you — and what does it not promise?

Susceptibility — “Could this happen to me?”

- Most kids believe a driver will always see them and always stop. Ask: “Has a car ever surprised you — come out faster than you thought, or not stopped where you expected?”

Severity — “How bad could it get?”

Keep this age-appropriate. You do not need graphic detail to make the point — a car is bigger and heavier than you and cannot stop instantly, which is exactly why the routine exists. Ask: “Who has to be more careful — the car or you? Why?”

Step 4 — Build Skills: “I Know What to Do. I Know I Can Do This.”

Help participants build confidence in their ability to run the routine, not just name it.

- Walk me through the routine in your own words — what comes first?

- What will you do if the Walk signal is on but a car is turning toward you?
- Who could you teach this to — a younger brother or sister, a friend?

Phase 3 — Commit to Action (Step 5)

Step 5 — Ask for a Commitment, Not a Summary

Close with a question that pulls a personal commitment from the participant in their own words. What they say out loud, they own — and what they own is what travels with them to the next corner.

Self-generated conclusions produce stronger attitude change than externally delivered ones. A child who says “I’m going to stop at the curb and look left-right-left before I step out” owns that in a way they never would if you had said it to them. The shift from realization to stated intention is what makes this a commitment, not just a reflection.

Facilitator Note. The routine steps are guideposts for you, not lines to deliver. They help you recognize when a participant has landed on the right insight so you can affirm it confidently. The goal of Phase 3 is not recitation; it is commitment.

Facilitation Tips

- Run the skill review before the first practice crossing — you are building competence, not exposing failure.
- Let participants decide. Do not point at the light or the car; ask what they see.
- Ask before telling. Discovery beats explanation.
- Keep your talk time short. Capture participant language and reflect it back.
- If the group gets loud, ask an observer question. Quiet group? Ask the participant who just crossed.
- If time is running short, cut crossings, never the debrief.

Experience → Reflection (Debrief / Connect / Address) → Commit to Action.

Not: Lecture → Scare Tactics.

Discovery sticks. Correction resists.

Common Pitfalls and Fixes

Problem	Fix
Coaching during the baseline attempt	Say nothing. The cold attempt is the measurement; if you prompt, you erase the contrast.
Treating a skill-building part like a gotcha	Review the routine first. You are building a skill, not revealing a deficit.
The facilitator names the hazard	Ask instead: “What do you see on your left?” Let them find it.
Kids treat it only as a game	Ask a transfer question that names a real corner they cross.
Only one child crosses while twenty watch	Give observers a job: they answer the signal and car questions out loud.

Problem	Fix
Ending on the crossing	The crossing is the setup. Always land Phase 3 — get the commitment.

Section 2 — The Activities

Each activity applies the Section 1 framework. Cards are self-contained so a facilitator can work from a single card during a session. Each card contains two parts, and each part is labeled with its type — Skill Building or Awareness & Knowledge Acquisition — because Steps 1–2 work differently for each.

Run the parts in order. Part 1 and Part 2 of each scenario are a matched pair: one crossing where it is safe to go, one where it is not. Running only the “go” half teaches children that the routine always ends in crossing — which is the opposite of the lesson.

Scenario 1 — Activity

Purpose (for the facilitator): Builds the full crossing routine on a clear Walk signal (Part 1), then tests whether the participant will hold at the curb on a Don't Walk signal (Part 2).

Objective: The participant starts at a corner, recognizes the Walk/Don't Walk signal, reads the traffic lights and car positions, and decides whether to cross — running the full routine when the path is clear and stopping when it is not.

Materials

- Pedestrian Skills Mat
- Two traffic light signs with stands
- Twelve cars (four colors; one right-turn signal, one left-turn signal, one no-turn signal)

Setup

- Lay the mat flat on the floor.
- Assemble the signs into a box, mount on the pole and stand. Position the two signs on opposite/diagonal corners.
- Position the cars to correspond with how cars would typically respond to the traffic signals. Each part below gives the layout.

You can also build your own. Use the lights and cars to create scenarios that match the intersections your students actually cross — near the school, the bus stop, the park.

Part 1 — Corner #1 to Corner #2 (Walk signal)

SKILL BUILDING — Steps 1–2 are Skill Review + Practice. There is no impaired attempt; the participant reviews the best-practice routine, then practices it to fluency.

Set up: Start at Corner #1, crossing to Corner #2. Pedestrian signal shows Walk. Red car on the left is stopped; blue car on the right is stopped (they have the red light). Yellow, gray, and blue cars in the right lanes have the green light. Yellow car and blue car are turning onto the street being crossed.

PHASE 1 — Create the Experience (contains Steps 1–2)

Introduce the Activity (about 15 seconds)

Set expectations without lecturing. Use the line below as your hook, then move directly into Step 1.

SAY “You’re standing at the corner and you want to get across to that corner. We’re going to learn exactly what a safe crosser does — every step — and then you’re going to do it.”

Step 1 — Skill Review (replaces the baseline attempt)

Walk the group through the crossing routine before anyone steps on the mat. Keep it brisk — review, don’t lecture. Ask the group to supply each step where they can.

1. **Stop at the curb.** Where the sidewalk ends and the street begins.
2. **Read the pedestrian signal.** Walk or Don't Walk?
3. **Look Left – Right – Left.** Are cars stopped? Why? Who has the green light?
4. **Look Front – Behind – Front.** Are cars turning onto the street you want to cross? Have they stopped?
5. **Ask: is my path clear?** Only then begin to cross — on a white Walk signal.

- **6. Cross heads-up.** Make eye contact with drivers. Watch all directions. Walk, don't run. Go straight across, never diagonally.

Step 2 — Practice *(the participant applies the routine)*

- Have the participant stop at the curb and read the signal aloud: it shows Walk.
- Look Left – Right – Left. Have them report what the cars are doing and why.
- Look Front – Behind – Front. Have them find the cars turning onto the street they want to cross, and confirm those cars have stopped.
- Ask if the path is clear. If yes, they begin to cross on the white Walk signal — walking, not running.
- While crossing: head up, eye contact with drivers, watching all directions, moving straight across — not diagonally.

Practice to fluency. Run it more than once. The first time is recall; by the third time the routine starts to become automatic — which is the point. Rotate participants so everyone crosses.

ASK — the guiding questions for this crossing

"What does the walk light show?" → **Walk**

"Look Left – Right – Left. Are cars stopped?" → **Yes — red car left, blue car right**

"Why are they stopped?" → **They have the red light**

"Who has the green light?" → **Yellow, gray, and blue cars in the right lanes**

"Look Front – Behind – Front. Are cars turning onto the street we want to cross?" → **Yes — the yellow car and the blue car**

"Are they stopped?" → **Yes → continue. No → wait until they finish their turn past the crosswalk**

"Is your path clear?" → **Then cross — walk, don't run**

Correct decision: Cross — but only after confirming the turning cars have stopped. Keep your head up and make eye contact with drivers the whole way across.

Part 2 — Corner #2 to Corner #3 (Don't Walk signal)

AWARENESS & KNOWLEDGE ACQUISITION — Steps 1–2 are Baseline + Informed Attempt. The participant runs it cold first; the gap between what they missed and what they catch when guided is the lesson.

Set up: Start at Corner #2, crossing to Corner #3. Pedestrian signal shows Don't Walk. Yellow car in front is moving; gray car is crossing in front of the participant (they have the green light). Red and blue cars in the right lanes have the red light.

PHASE 1 — Create the Experience *(contains Steps 1–2)*

Introduce the Activity *(about 15 seconds)*

Set expectations without lecturing. Use the line below as your hook, then move directly into Step 1.

SAY "Same intersection, new corner. This time I'm not going to tell you anything — you decide what to do, and we'll talk about it after."

Step 1 — Baseline Attempt *(run it cold)*

Say nothing beyond the starting instruction. Do not prompt, point, or coach. Let them decide what to do and watch what they check — and what they skip.

- Place the participant at Corner #2 and tell them only where they want to go (Corner #3).

- Say nothing else. Watch: do they stop at the curb? Do they read the signal? Do they look before deciding?
- Note whether they step off the curb — and whether they noticed the moving cars.

Step 2 — Informed Attempt *(re-run with the guiding questions)*

Reset the scenario and run it again — this time asking the questions below as they go. The gap between the cold attempt and the guided attempt is the lesson.

ASK — the guiding questions for this crossing

“What does the walk light show?” → **Don’t Walk**

“Look Left – Right – Left. Are cars stopped?” → **No — yellow car is moving, gray car is crossing in front of you**

“Why are they moving?” → **They have the green light**

“Who has the red light?” → **Red and blue cars in the right lanes**

“So what should you do?” → **Stop and wait until you have a Walk signal**

Correct decision: Do not cross. Stop and wait for the Walk signal. The correct answer to this scenario is doing nothing — and that is a skill worth praising out loud.

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What to Watch For

Skilled pedestrian	Needs practice
Stops at the curb before doing anything else	Steps into the street while still deciding
Reads the pedestrian signal first	Watches the cars but never looks at the signal
Looks left–right–left, then front–behind–front	Looks once, or only in the direction they are walking
Finds the turning cars and waits for them to stop	Sees the Walk signal and goes — turning cars unnoticed
Head up, eye contact, straight across, walking	Head down, cutting diagonally, or running
Holds at the curb on Don’t Walk	Crosses because the group did, or because the cars “look far away”

PHASE 2 — Process the Experience *(contains Steps 3–4)*

Step 3 — Debrief: Connect to Real-World Relevance

Debriefing is the lesson. The crossings are just the setup. Select a few questions — you do not need to use all of them. Let the participants supply the answers; resist filling silence.

Do not skip the debrief. If time is short, run fewer participants — but always debrief. The debrief is what facilitates behavior change.

Questions for the participant

- What did you look at first — and what did you almost miss?

- How did you know it was safe (or not safe) to cross?
- What would you have done if you were by yourself?
- In Part 1 the light said Walk — but were you actually safe to go right away? What did you still have to check? *(activity-specific)*
- In Part 2, what told you to stay put? *(activity-specific)*

Questions for observers

- What did you see them check? What did they skip?
- Did they look behind them for turning cars, or only ahead? *(activity-specific)*
- On the cold attempt in Part 2, how far did they get before they noticed the signal? *(activity-specific)*

Questions for the whole group

- If this were a real intersection, what could have happened?
- What does a Walk signal actually promise you — and what does it not promise?

Step 4 — Build Skills: “I Know What to Do. I Know I Can Do This.”

Move from knowing the rule to being able to run it. Have participants say the routine back in their own words, then name where they will use it.

- Walk me through the routine in your own words — what comes first?
- What will you do at your corner if the Walk signal is on but a car is turning toward you?
- Who could you practice this with on the way home — and how would you teach it to them?

PHASE 3 — Commit to Action *(contains Step 5)*

Step 5 — Ask for a Commitment, Not a Summary

Close with a question that pulls a personal commitment from the participant in their own words. What they say out loud, they own — and what they own travels with them to the corner they cross tomorrow.

SAY *“You just showed me the whole routine. Tell me the one thing you’re going to do at the curb tomorrow before you step into the street.”*

Then let the participant answer. Do not editorialize. If the answer stays at the level of realization (“I didn’t know you had to look behind you”), nudge it toward commitment: “So starting tomorrow — what will you do at the curb?” When the commitment surfaces, simply affirm it: “That’s it. Hold on to that.”

Scenario 2 — Activity

Purpose (for the facilitator): Reverses the pattern: the participant meets a Don't Walk signal first (Part 1), then practices the full routine on a Walk signal with a turning car that does not cross their path (Part 2).

Objective: The participant distinguishes a car that is turning away from a car that is turning into their path, and learns that a Walk signal is permission to check — not permission to go.

Materials

- Pedestrian Skills Mat, refer to corners by color or shape
- Two traffic light signs with stands
- Ten cars (four colors; one right-turn signal, one left-turn signal, one no-turn signal)
- Two buses

Setup

- Lay the mat flat on the floor.
- Assemble the signs into a box, mount on the pole and stand. Position the two signs on opposite/diagonal corners.
- Position the cars to correspond with how cars would typically respond to the traffic signals. Each part below gives the layout.

You can also build your own. Use the lights and cars to create scenarios that match the intersections your students actually cross — near the school, the bus stop, the park.

Part 1 — Corner #1 to Corner #2 (Don't Walk signal)

AWARENESS & KNOWLEDGE ACQUISITION — Steps 1–2 are Baseline + Informed Attempt. The participant runs it cold first; the gap between what they missed and what they catch when guided is the lesson.

Set up: Start at Corner #1, crossing to Corner #2. Pedestrian signal shows Don't Walk. Yellow car in front has turned in front of the participant; gray car is crossing in front of them; blue car is on the far right (they have the green light). Red and gray cars in the right lanes have the red light.

PHASE 1 — Create the Experience (contains Steps 1–2)

Introduce the Activity (about 15 seconds)

Set expectations without lecturing. Use the line below as your hook, then move directly into Step 1.

SAY “New setup. You want to get to that corner. I’m not going to help you — show me what you’d do.”

Step 1 — Baseline Attempt *(run it cold)*

Say nothing beyond the starting instruction. Do not prompt, point, or coach. Let them decide what to do and watch what they check — and what they skip.

- Place the participant at Corner #1 and tell them only where they want to go (Corner #2).
- Say nothing else. Watch whether the moving cars or the signal registers first.
- Note whether they start to step out before checking the signal.

Step 2 — Informed Attempt *(re-run with the guiding questions)*

Reset the scenario and run it again — this time asking the questions below as they go. The gap between the cold attempt and the guided attempt is the lesson.

ASK — the guiding questions for this crossing

“What does the walk light show?” → **Don’t Walk**

“Look Left – Right – Left. Are cars stopped?” → **No — yellow car turned in front of you, gray car is crossing, blue car on the far right**

“Why are they moving?” → **They have the green light**

“Who has the red light?” → **Red and gray cars in the right lanes**

“So what should you do?” → **Stop and wait until you have a Walk signal**

Correct decision: Do not cross. Stop and wait for the Walk signal — even though a gap between cars may look tempting.

Part 2 — Corner #2 to Corner #3 (Walk signal, car turning away)

SKILL BUILDING — Steps 1–2 are Skill Review + Practice. There is no impaired attempt; the participant reviews the best-practice routine, then practices it to fluency.

Set up: Start at Corner #2, crossing to Corner #3. Pedestrian signal shows Walk. Red car on the left is stopped; gray car on the right is turning but will not cross in front of the participant (they have the red light). Yellow, gray, and blue cars to the right have the green light. No cars are turning onto the street being crossed.

PHASE 1 — Create the Experience (contains Steps 1–2)

Introduce the Activity (about 15 seconds)

Set expectations without lecturing. Use the line below as your hook, then move directly into Step 1.

SAY “Now you’ve got a Walk signal. But a Walk signal isn’t a promise — it’s permission to check. Run the whole routine and show me.”

Step 1 — Skill Review (replaces the baseline attempt)

Walk the group through the crossing routine before anyone steps on the mat. Keep it brisk — review, don’t lecture. Ask the group to supply each step where they can.

- **1. Stop at the curb.** Where the sidewalk ends and the street begins.
- **2. Read the pedestrian signal.** Walk or Don’t Walk?
- **3. Look Left – Right – Left.** Are cars stopped? Why? Who has the green light?
- **4. Look Front – Behind – Front.** Are cars turning onto the street you want to cross? Have they stopped?
- **5. Ask: is my path clear?** Only then begin to cross — on a white Walk signal.
- **6. Cross heads-up.** Make eye contact with drivers. Watch all directions. Walk, don’t run. Go straight across, never diagonally.

Step 2 — Practice (the participant applies the routine)

- Have the participant stop at the curb and read the signal aloud: it shows Walk.
- Look Left – Right – Left. Have them report the stopped red car and the turning gray car — and reason out that the gray car will not cross their path.
- Look Front – Behind – Front. Confirm no cars are turning onto the street they want to cross.

- Ask if the path is clear. If yes, they begin to cross on the white Walk signal — walking, not running.
- While crossing: head up, eye contact with drivers, watching all directions, moving straight across — not diagonally.

Practice to fluency. Run it more than once. The first time is recall; by the third time the routine starts to become automatic — which is the point. Rotate participants so everyone crosses.

ASK — the guiding questions for this crossing

“What does the walk light show?” → **Walk**

“Look Left – Right – Left. Are cars stopped?” → **Red car on the left is stopped; gray car on the right is turning but will not cross in front of you**

“Why is the red car stopped?” → **It has the red light**

“Who has the green light?” → **Yellow, gray, and blue cars to your right**

“Look Front – Behind – Front. Are cars turning onto the street we want to cross?” → **No**

“Is your path clear?” → **Then cross — walk, don’t run**

Correct decision: Cross. The gray car is turning, but not into the crosswalk — recognizing the difference between a car turning away and a car turning into your path is the skill this part builds.

⚠ CAUTION — Participant Safety This mat teaches street-crossing skills indoors, on a model. Never let participants practice on a live street during the session. Keep the mat flat and free of trip hazards, and have participants walk — never run — on the mat. Remind participants that the mat is a model: real intersections have more traffic, worse sightlines, and drivers who may not see them.

What to Watch For

Skilled pedestrian	Needs practice
Reads the signal before reading the cars	Judges by the cars alone and ignores the signal
Distinguishes a car turning away from one turning into their path	Treats every moving car as a reason to freeze — or ignores them all
Waits on Don’t Walk even when a gap looks tempting	Takes the gap between moving cars
Runs front–behind–front before stepping out	Never checks behind for turning traffic
Crosses heads-up with eye contact	Looks at their feet or the far curb
Can explain why it was safe, not just that it was	Says “because the light said walk” and nothing more

PHASE 2 — Process the Experience (contains Steps 3–4)

Step 3 — Debrief: Connect to Real-World Relevance

Debriefing is the lesson. The crossings are just the setup. Select a few questions — you do not need to use all of them. Let the participants supply the answers; resist filling silence.

Do not skip the debrief. If time is short, run fewer participants — but always debrief. The debrief is what facilitates behavior change.

Questions for the participant

- What did you look at first — and what did you almost miss?
- How did you know it was safe (or not safe) to cross?

- What would you have done if you were by yourself?
- In Part 1, the cars had a gap — why wasn't that good enough? *(activity-specific)*
- In Part 2, a car was turning and you still crossed. How did you know that one was okay? *(activity-specific)*

Questions for observers

- What did you see them check? What did they skip?
- Did they check the signal first, or the cars first? *(activity-specific)*
- Could they explain the difference between the two turning cars? *(activity-specific)*

Questions for the whole group

- If this were a real intersection, what could have happened?
- What does a Walk signal actually promise you — and what does it not promise?

Step 4 — Build Skills: “I Know What to Do. I Know I Can Do This.”

Move from knowing the rule to being able to run it. Have participants say the routine back in their own words, then name where they will use it.

- Walk me through the routine in your own words — what comes first?
- What will you do at your corner if the Walk signal is on but a car is turning toward you?
- Who could you practice this with on the way home — and how would you teach it to them?

PHASE 3 — Commit to Action *(contains Step 5)*

Step 5 — Ask for a Commitment, Not a Summary

Close with a question that pulls a personal commitment from the participant in their own words. What they say out loud, they own — and what they own travels with them to the corner they cross tomorrow.

SAY *“A Walk signal means you’re allowed to check — not that you’re safe. What’s the one thing you’ll always check before you step off the curb, even when the light says Walk?”*

Then let the participant answer. Do not editorialize. If the answer stays at the level of realization (“I didn’t know you had to look behind you”), nudge it toward commitment: “So starting tomorrow — what will you do at the curb?” When the commitment surfaces, simply affirm it: “That’s it. Hold on to that.”

Section 3 — Background and Support

Why the Experience Works

Children are told to be careful crossing the street constantly — and being told does not build the ability to do it. The gap between knowing a rule and running it at a live corner is a skill gap, and skill gaps close through practice, not instruction.

The mat closes that gap in three ways.

.It makes an intersection practiceable indoors, where a wrong decision costs nothing. It makes the invisible parts of crossing visible — the turning car behind you, the difference between a car turning away and a car turning into your path. And it moves the child from passenger to decision-maker: they read the signal, they read the cars, they make the call.

The routine is what travels. A child who has run the routine six times on a mat has something they can execute at a corner when no adult is standing next to them. That portability — judgment that works when no one is watching — is the entire point of an experiential tool.

On the awareness parts. The cold baseline attempt is doing real work: most children will step toward the street on a Don't Walk signal because they read the cars, not the sign. Letting that happen safely on a mat — and then re-running it with the questions — creates the contrast that makes the lesson land. That contrast is the same mechanism the Fatal Vision® goggles create, achieved without impairment.

What the Mat Makes Visible

- **The signal is a starting point, not a guarantee.** A Walk signal grants permission to check; it does not clear the intersection. Cars turn on green through crosswalks that show Walk.
- **Turning cars come from behind.** The front-behind-front check exists because the most easily missed hazard is a car turning onto the street you are already stepping into.
- **Not every moving car is a threat.** A car turning away from your crosswalk is different from one turning into it. Reading that difference is judgment, not a rule.
- **Drivers do not always do what the light says.** Eye contact is how a pedestrian verifies they have been seen — which is why the routine keeps your head up the whole way across.
- **Straight across is shortest.** Diagonal crossing extends time in the intersection and leaves the marked crosswalk where drivers expect to see you.

Participant Outcome Targets

In a 10–30-minute session, participants should leave able to:

- Name and run the crossing routine in order, in their own words.
- Recognize a Walk and a Don't Walk signal and state what each one requires them to do.
- Explain why cars are stopped or moving by referencing the traffic lights.
- Identify cars turning onto the street they want to cross, and wait for them.
- Decide not to cross when the signal says Don't Walk — even when a gap in traffic looks inviting.
- State a personal commitment about what they will do at the curb.

Adapting and Extending

The scenarios in Section 2 are examples, not the limit of the product. Build your own with the lights and cars to match the corners your participants actually cross.

- **Localize it.** Recreate the intersection by the school, the bus stop, or the park. Familiarity makes the transfer immediate.
- **Add a wrinkle.** A driver who does not stop when they should. A signal that changes mid-crossing. Ask what the routine tells them to do.
- **Let them build it.** Have a participant set up a scenario for the group and run the questions. Teaching it is how they own it.
- **Pair it with a walk.** Where policy and supervision allow, follow the mat session with a supervised walk to a real corner and have them narrate the routine aloud.

Companion Documents and Resources

- Fatal Vision® Facilitation Guide (FVFG) — the full facilitation philosophy and discussion framework
- The Engagement Factor — the theoretical foundation for experiential prevention education
- Innocorp customer support for product-specific questions about the Pedestrian Skills Mat

Quick Reference Sheets

The Quick Reference sheets follow this page. Print two-sided: each activity's Activity Quick Reference on the front, the universal Facilitator Quick Reference on the back.

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Activity Quick Reference

Scenario 1 — Activity

OVERVIEW Builds the full crossing routine on a clear Walk signal (Part 1), then tests whether the participant holds at the curb on a Don't Walk signal (Part 2). Objective: read the signal and the cars, then decide to cross or not.

MATERIALS Pedestrian Skills Mat · 2 traffic light signs + stands · 12 cars (4 colors; right-turn, left-turn, no-turn)

SETUP Signs on opposite/diagonal corners. Cars set per part below.

Part 1 — Corner #1 → #2 (Walk) **SKILL BUILDING****PHASE 1**

Create • Steps 1–2

Step 1 — Skill Review: Review the routine aloud with the group before anyone steps on the mat.

Step 2 — Practice: Participant runs it: curb → signal → L-R-L → F-B-F → path clear → cross heads-up. Repeat to fluency; rotate.

ASK: Walk light? (Walk) · Cars stopped? (Red left, blue right — red light) · Who has green? (Yellow, gray, blue right lanes) · Cars turning onto our street? (Yellow + blue) Stopped? · Path clear?

Correct decision: Cross — but only after the turning cars have stopped. Head up, eye contact, straight across.

Part 2 — Corner #2 → #3 (Don't Walk) **AWARENESS & KNOWLEDGE****PHASE 1**

Create • Steps 1–2

Step 1 — Baseline: Give only the destination. Say nothing else. Watch: do they stop, read the signal, look?

Step 2 — Informed Attempt: Reset and re-run, asking the questions as they go.

ASK: Walk light? (Don't Walk) · Cars stopped? (No — yellow moving, gray crossing in front) · Why? (green light) · Who has red? (Red + blue right lanes) · What should you do?

Correct decision: Do not cross. Wait for the Walk signal — and praise the wait out loud.

WATCH FOR ✓ Stops at the curb first · reads the signal before the cars · L-R-L then F-B-F · finds turning cars and waits · heads-up, straight across, walking · holds on Don't Walk. X Steps out while deciding · watches cars but never the signal · looks once · sees Walk and goes · head down, diagonal, running · crosses because cars “look far away.”

PHASE 2

Process • Steps 3–4

TALKING POINTS / DISCUSSION PROMPTS *pick a few — don't use them all*

What did you look at first — and what did you almost miss?

Part 1: the light said Walk — were you safe to go right away? What did you still have to check?

Part 2: what told you to stay put?

Step 4 — Build Skills: Walk me through the routine in your own words. What if the light says Walk but a car is turning at you? Who could you teach this to?

PHASE 3

Commit • Step 5

Step 5 — Ask for a commitment, not a summary.

SAY “You just showed me the whole routine. Tell me the one thing you’re going to do at the curb tomorrow before you step into the street.”

If only realization: “So starting tomorrow — what will you do at the curb?” → Affirm: “That’s it. Hold on to that.”

RESEARCH-BASED APPROACH — WHY IT WORKS Children are told to be careful constantly — being told doesn't build the ability to do it. Part 1 builds the routine through practice; Part 2's cold attempt reveals that most kids read the cars, not the sign. The gap between the cold attempt and the guided one is where the learning happens, and the routine is what travels to a real corner when no adult is watching.



QR CODE

Scan to watch a video of how to conduct this activity.

⚠ SAFETY Mat flat, no trip hazards. Walk, never run. Never practice on a live street. The mat is a model — real corners are busier and drivers may not see you.

Facilitator Quick Reference

KNOW WHICH ACTIVITY YOU'RE RUNNING SKILL BUILDING Step 1 = Skill Review (review the routine), Step 2 = Practice (run it, repeat to fluency). No impaired attempt — build competence, don't reveal a deficit. AWARENESS & KNOWLEDGE Step 1 = Baseline (run it cold, say nothing), Step 2 = Informed Attempt (re-run with the questions). The gap is the lesson.	
THE ROUTINE 1. Stop at the curb. 2. Read the signal — Walk or Don't Walk? 3. Look Left–Right–Left — are cars stopped, and why? 4. Look Front–Behind–Front — any cars turning onto your street? Stopped? 5. Is my path clear? 6. Cross heads-up: eye contact, all directions, straight across, walking — never running.	
PHASE 1 Create • Steps 1–2	Skill building: review the routine, then practice it. Repeat — fluency is the goal. Awareness: baseline cold (no prompting), then re-run with the guiding questions. <i>Open with (about 15 sec): "You're at the corner and you want to get across. Show me what you'd do."</i>
PHASE 2 Process • Steps 3–4	Step 3 — Debrief / Connect. Pick a few. What did you look at first — what did you almost miss? How did you know it was safe? What would you do alone? Observers: what did they check, what did they skip? If this were a real corner, what could have happened? Step 4 — Build Skills. Walk me through the routine in your own words. What if the light says Walk but a car is turning at you? Who could you teach this to?
PHASE 3 Commit • Step 5	Step 5 — Ask for a commitment, not a summary. <i>"What's the one thing you'll do at the curb tomorrow before you step into the street?"</i> <i>If they answer with realization, nudge: "So starting tomorrow — what will you do?" When the commitment surfaces, affirm: "That's it. Hold on to that."</i>
⚠ SAFETY Mat flat, no trip hazards. Walk, never run. Never practice on a live street.	THE RULE Experience → Reflection → Commitment. <i>Not lecture. Not scare tactics.</i> Discovery sticks. Correction resists.
IN THE MOMENT • Skill review before the first practice crossing. • Never coach during a baseline. • Ask before telling — don't point at the light or the car. • Praise the process: "You looked left-right-left," not "Good job." • Give observers a job — they answer out loud. • Loud group? Ask an observer. Quiet group? Ask the participant who just crossed. • Short on time? Cut crossings, never the debrief. • A Walk signal is permission to check, not a promise of safety.	
QR CODE	<i>See the Pedestrian Skills Mat Program Guide for the background for the activity.</i>

Activity Quick Reference

Scenario 2 — Activity

OVERVIEW Reverses the pattern: a Don't Walk signal first (Part 1), then the full routine on a Walk signal with a car turning away (Part 2). Objective: tell a car turning away from one turning into your path, and learn that Walk is permission to check — not permission to go.

MATERIALS Pedestrian Skills Mat · 2 traffic light signs + stands · 12 cars (4 colors; right-turn, left-turn, no-turn)

SETUP Signs on opposite/diagonal corners. Cars set per part below.

Part 1 — Blue Corner → #2 (Don't Walk) **AWARENESS & KNOWLEDGE****PHASE 1**

Create • Steps 1–2

Step 1 — Baseline: Give only the destination. Say nothing else. Watch what registers first — cars or signal.

Step 2 — Informed Attempt: Reset and re-run, asking the questions as they go.

ASK: Walk light? (Don't Walk) · Cars stopped? (No — yellow turned in front, gray crossing, blue far right) · Why? (green light) · Who has red? (Red + gray right lanes) · What should you do?

Correct decision: Do not cross. Wait for the Walk signal — even though the gap looks tempting.

Part 2 — Orange Corner → #3 (Walk, car turning away) **SKILL BUILDING****PHASE 1**

Create • Steps 1–2

Step 1 — Skill Review: Review the routine aloud, emphasizing F-B-F and reading where a turning car is actually going.

Step 2 — Practice: Participant runs it: curb → signal → L-R-L → F-B-F → path clear → cross heads-up. Repeat to fluency; rotate.

ASK: Walk light? (Walk) · Cars stopped? (Red left stopped; gray right turning but won't cross your path) · Who has green? (Yellow, gray, blue to your right) · Cars turning onto our street? (No) · Path clear?

Correct decision: Cross. The gray car turns, but not into the crosswalk — telling those apart is the skill.

WATCH FOR ✓ Reads the signal before the cars · tells a car turning away from one turning at them · waits on Don't Walk despite a gap · runs F-B-F · heads-up with eye contact · explains why it was safe. X Judges by cars alone · freezes at every moving car or ignores them all · takes the gap · never checks behind · “because the light said walk.”

PHASE 2

Process • Steps 3–4

TALKING POINTS / DISCUSSION PROMPTS *pick a few — don't use them all*

Part 1: the cars had a gap — why wasn't that good enough?

Part 2: a car was turning and you still crossed. How did you know that one was okay?

How did you know it was safe (or not safe) to cross?

Step 4 — Build Skills: Walk me through the routine in your own words. What if the light says Walk but a car is turning at you? Who could you teach this to?

PHASE 3

Commit • Step 5

Step 5 — Ask for a commitment, not a summary.

SAY “A Walk signal means you're allowed to check — not that you're safe. What's the one thing you'll always check before you step off the curb, even when the light says Walk?”

If only realization: “So starting tomorrow — what will you do at the curb?” → Affirm: “That's it. Hold on to that.”

RESEARCH-BASED APPROACH — WHY IT WORKS The most easily missed hazard is a car turning onto the street you're already stepping into — which is why the routine looks behind. Part 1's cold attempt surfaces the instinct to take a gap; Part 2 builds the judgment to tell a car turning away from one turning at you. That judgment is portable: it works at corners this mat never modeled.

**QR CODE**

Scan to watch a video of how to conduct this activity.

SAFETY Mat flat, no trip hazards. Walk, never run. Never practice on a live street. The mat is a model — real corners are busier and drivers may not see you.

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PHASE 1 Create • Steps 1–2	Skill building: review the routine, then practice it. Repeat — fluency is the goal. Awareness: baseline cold (no prompting), then re-run with the guiding questions. <i>Open with (about 15 sec): "You're at the corner and you want to get across. Show me what you'd do."</i>
PHASE 2 Process • Steps 3–4	Step 3 — Debrief / Connect. Pick a few. What did you look at first — what did you almost miss? How did you know it was safe? What would you do alone? Observers: what did they check, what did they skip? If this were a real corner, what could have happened? Step 4 — Build Skills. Walk me through the routine in your own words. What if the light says Walk but a car is turning at you? Who could you teach this to?
PHASE 3 Commit • Step 5	Step 5 — Ask for a commitment, not a summary. <i>"What's the one thing you'll do at the curb tomorrow before you step into the street?"</i> <i>If they answer with realization, nudge: "So starting tomorrow — what will you do?" When the commitment surfaces, affirm: "That's it. Hold on to that."</i>
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