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# ***Wanda and Wally Brighten Up!***

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**LEVEL:** K-1-2-3-4-5

**SUBJECT AREA(S):** Health, Language Arts, Art

**OBJECTIVE:** Students will be able to identify clothing (pedestrian gear) to wear outside in order to be seen clearly during the day and especially at night.

**TIME:** 30 to 40 minutes

## **MATERIALS**

- ϕ Collection of children's clothing catalogs or pages from catalogs (recent catalogs maybe available in quantity from large department stores or from friends or faculty)
- ϕ Scissors
- ϕ Glue and paper
- ϕ Figure 6-1: Here's Wally
- ϕ Figure 6-2: Here's Wanda

## **SUGGESTED ACTIVITIES**

1. Discuss the following questions:

- ✧ When is it important for you to be easily seen?
- ✧ Does the color of your clothing make any difference?
- ✧ What color clothing could you wear that would make you stand out?
- ✧ Is it important to be seen when you're playing outside near streets with cars driving by?
- ✧ Why is it important that motorists be able to see children crossing the street or walking or playing near the street?
- ✧ Why is it important to wear white or bright or retro-reflective clothing during the day and especially at night?

### For Your Information

★ Students may be familiar with the Where's Waldo?<sup>TM</sup> Books, which provide an example of how a person can be hard to spot when there are a lot of other people around or a lot of activities going on at once. If you refer to these books, you can ask questions such as the following before you discuss the students' own experiences:

- ◇ Is it hard to spot Waldo among all those other people and activities? Why?
  - ◇ What do you think Waldo could wear that would make him stand out?
  - ◇ Does the color of his clothing make any difference?
  - ◇ What color clothing could he wear that would really make him stand out?
2. Hold up pictures from the children's clothing catalogs and have children identify smart (more visible) and risky (less visible) clothing to wear.
  3. Divide students into cooperative groups of 3 to 5 students. Give each group a children's clothing catalog or pages from one. Have them find and cut out pictures of children wearing clothing that would be visible to motorists. Have them make these pictures into a collage. Display and discuss these collages.
  4. Give each student a copy of Figure 6-1: Here's Wally or Figure 6-2: Here's Wanda and have them give Wanda or Wally a face, hair, and an outfit that would be visible and smart to wear when outside. Have them write about the outfit and its safety features.

### **ASSESSMENT**

When students are ready to leave school for the day, have them stop a minute to consider whether or not their outdoor clothing will be visible to motorists.

### **EXTENSIONS**

1. Have students take their Wanda and Wally worksheets home to share with their parent(s)/guardian(s).
2. Give students retro-reflective tape to place on their shoes. Turn out the lights and show with a flashlight how retro-reflective tape jumps out in the dark.

### **ADDITIONAL RESOURCES**

Please refer to the following topics in the *Additional Resources* section in Appendix Three: **Automobiles / Child Safety/Injury Prevention / Pedestrian Safety / Retro-Reflective Gear / Sidewalk Safety / Walking.** **Insert Figures 6-1 and 6-2 here.**



