SafeRoutes

Oregon Safe Routes To School

Neighborhood Navigators 2.0

Walk and Roll Safety Education Lessons

This project was paid for with a grant from Oregon Department of Transportation - Transportation Safety Division

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Introduction

The following is in draft format. The Oregon SRTS program was hoping to have this series of lessons pilot tested before launch, but due to COVID-19 and school closures we were not able to do the pilot tests.

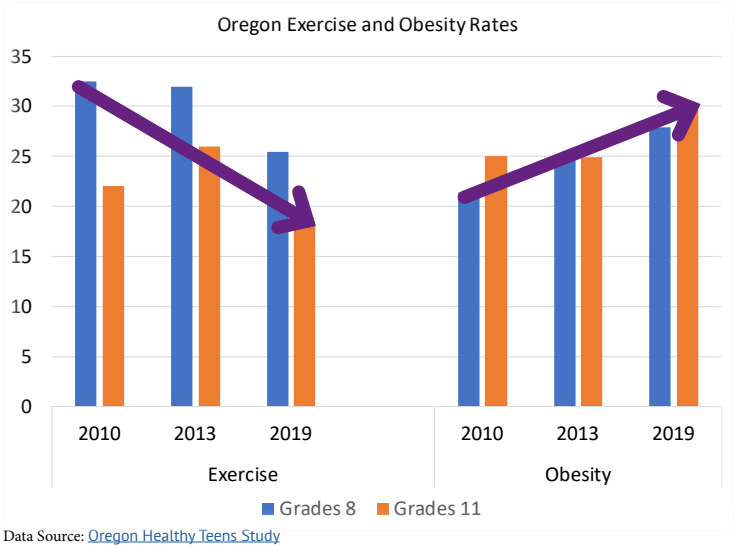
We have sent these lessons out to teachers, educators, SRTS coordinators and have received valuable feedback that is being incorporated into these lessons and we'd like more. Please see the Google questionnaire for additional feedback.

Once we are able to pilot test properly and make appropriate edits, this document will be designed for function and ease of use. Please let us know or share materials that you have found easiest to use so we can incorporate into final product.

The Oregon Safe Routes to School (SRTS) program at the Oregon Department of Transportation (ODOT) has been funding local SRTS programs in communities throughout the state since 2008. Education is one of the primary pillars of all SRTS programs and communities are requesting relevant and easy to implement lessons so more of their students can safely and confidently choose an active transportation mode[1,2], rather than being driven to school.

Several SRTS curricula have been used over the years including Safe Routes to School for Kids published in 2003 and Neighborhood Navigators published in 2010 to teach Pedestrian and Bicycle Safety knowledge and skills. The need for SRTS programming continues and it's time for an update!

In Oregon in 2019, 28.8% of grade 8 and 11 students are considered overweight or obese up from 23.2% in 2010. Additionally, the number of teens participating in physical activity[3] decreased from 27% in 2010 to 22% in 2019. There are more than 1,200 schools in Oregon serving over 600,000 students, yet only 21,333 or 3% of students were taught last year through existing programs. We need to make active transportation education easier to do.



Data Source: Oregon Healthy Teens Study

Notes:

1. Walking, biking, scooting, skateboards. School Bus, Transit, Carpooling are also great ways to get around, but we are not addressing them here at this time.

2. We will use the term walking and biking a lot and do wish to acknowledge people who use wheelchairs or other mobility devices. Many lessons have suggestions to allow people with particular needs to be included.

3. As classified by CDC recommended 60 minutes daily

Kids today have become less active, less independent, and less healthy. In 1969, nearly 50 percent of all children in the United States (and nearly 90 percent of those within a mile of school) walked or bicycled to school. Today, that number has plummeted to fewer than 15 percent. During the morning commute, driving to school represents 10-14 percent of traffic on the road. (Safe Routes to School Partnership). Reasons parents have for not allowing their student to walk or bike to school include:

- Safety of intersections
- Speed of traffic along route
- Amount of traffic along route

If we taught students how to safely negotiate and interact with traffic and to select the appropriate routes for their skills, we hope more families will have the confidence to walk and bike to school and throughout the community.

Why is this important?

- Regular physical activity can help children and adolescents improve health.
- More than 17% of Oregon's K-12 students are chronically absent. SRTS education and programming initiatives can increase attendance and decrease tardiness by 15%.
- Students who are physically active tend to have better grades, cognitive performance and classroom behaviors.
- Approximately 15-25% of morning traffic is generated by parents driving their kids to school.

Oregon Safe Routes to School has created a series of lessons that we hope will increase the knowledge and skills of students so they can confidently choose to be active as they travel to and from school and throughout the neighborhood. The series of lessons are aligned with Oregon's state standards for Physical Education (PE) and Health (HE) and each lesson's evaluation corresponds to state expected grade level performance indicators. These lessons also align with several Comprehensive School Counseling behavior standards.

How to Use

The series of lessons are grouped for grade levels: Early Elementary (K- Grade 3), Elementary (Grade3-5) and Middle (Grade 6-8). There is overlap because the material is important at several stages, and suggestions for older students are included in lessons. Considering how people learn at different ages has been considered and each grade level group has a suggested lesson sequence, though we encourage educators to review lessons and descriptions and choose the ones appropriate for your time available and students' needs.

Most lessons take 5-15 minutes to teach and can be taught in a variety of settings:

- PE or other classes,
- after school
- summer programs
- at home.

Each lesson has a suggested grade range and when appropriate, modifications for rural and urban environments.

At a time when many schools lack funding for physical education and health classes, youth have few models of healthy and active lifestyles and few structured opportunities to engage in physical activity in school and throughout the community. All youth need to have healthy, active living modeled and taught to them at an early age. With early modeling, healthy active lifestyles are more likely to be carried forward over a lifetime.

Grades K through 3 Introduction

Neighborhood Navigators for primary or K-3 grades focuses on the rules to keep people safe when using the transportation system and practicing these rules. As students progress through the lessons, they will gain a better understanding of their roles and responsibilities as safe and respected road users.

It is suggested that these lessons be taught in the sequence presented, however most lessons are stand alone and can be taught separately. We appreciate that some teachers will have more time than others and some students will need more or less practice in certain areas. Some lessons may be too young for grade 3 students, if so please see options for older students or Grade 3-5 section following.

Please take a look at the suggested lesson sequence, lesson topics and estimated teaching time and choose the ones appropriate for your time available and students' needs. Please see below for suggested lesson choice for a variety of teaching day options.

If taking students off campus, check with your school's administration for needed permission and be sure to have enough volunteers.

Class Menu Options - Grades K through 3

Active Transportation Assembly	Introduction or celebration of event or successful lessons.	20-30 min
Day 1		
Introduction to Transportation Safety	Introduce active transportation lesson(s) and discover how class presently travels to school.	5 min
Roadway Vocabulary Cube	Ensure age appropriate words and definitions are known and used. (Optional, but good, fun information.)	5-10 min
I See You, You See Me	Understand how and why we must all establish eye contact when crossing any road.	10 min
Steps for Safe Crossing	Learn how to do, and practice the steps required to cross safely.	10-20 min
Day 2		
Rules to Know	Poster scavenger hunt to know and understand the rules that keep us safe while using the transportation system.	10 min
Decision Making Carousel	Carousel activity to explore how to make decisions that effect health and safety.	10 min
Dress the Pedestrian/ Dress the Bike & Biker	A fun activity to discover what a walker and a bike rider can wear that will help them be safe and comfortable. (Optional, but good, fun information.)	5-10 min
Parking Lot Safety	Learn what to look for to safely walk through parking lots.	20 min
Day 3		
Safe Crossing Practice	Learn and practice the procedures necessary to safely and legally cross the road at an intersection.	15-30 min
Walk-About	Show what pedestrian skills are known with a neighbourhood walk.	20-30 min
Day 4		
Helmet Fitting	Learn how to choose, fit and adjust a helmet designed for bicycling or scootering.	20-30 min
Personal Safety Check	Learn how to check self and partner for safe walking and biking.	5-15 min
Day 5		
Drill Day	Learn and practice skills needed to safely and confidently ride a bike.	20-40 min

Grades 3 through 5 Introduction

Neighborhood Navigators for elementary or 3-5 grades focuses on the rules to keep people safe when using the transportation system and practicing these rules as pedestrians and bicycle riders. As students progress through the lessons, they will gain a better understanding of their roles and responsibilities as safe and respected road users.

It is suggested that these lessons be taught in the sequence presented, however most lessons are stand alone and can be taught separately. We appreciate that some teachers will have more time than others.

Please take a look at the suggested lesson sequence, lesson topics and estimated teaching time and choose the ones appropriate for your time available and students' needs. If teaching bike safety skills, planning for the unit and each lesson's set-up, can take quite a bit of time.

Local bike stores can be a big help for the bike check and skills lessons and a hospital, or health clinic may be able to help with helmet fitting. Both may be able to help with bike rodeos, fairs or safety town. Many Oregon communities have held bike safety classes, have ideas, experience and may have bikes that can be borrowed.

While some programs allow students to bring their own bicycles to use during a bicycle safety course, this often consumes valuable instructional time to make sure the bicycles are in functional, working order and in many cases student bicycles will not be safe to use. Having access to a well-maintained bike fleet allows the community greater and more equitable access to the benefits of cycling, with the confidence of safe, reliable equipment. But purchasing, insuring, maintaining, storing and moving a bicycle fleet takes coordination, time and money.

If considering a bike fleet, be sure to follow the guidance from Oregon's SRTS program (*resource coming*). As for assembly and upkeep, Bike Minnesota has this useful guide and if using a trailer to move the bikes, Eugene Springfield SRTS has this manual for outfitting the trailer. Please contact Oregon SRTS Manager to discuss options.

If taking students off campus, check with your school's administration for needed permission and be sure to have enough volunteers.

Class Menu Options - Grades 3 through 5

Active Transportation Assembly	Introduction or celebration of event or successful lessons.	20-30 min
Day 1		
Introduction to Transportation Safety	Introduce active transportation lesson(s) and discover how class presently travels to school.	5 min
Rules to Know	To understand the rules that keep us safe while using the transportation system.	10 min
Decision Making Carousel	Explore how to make decisions that effect health and safety.	10 min
Steps for Safe Crossing	Learn how to do, and practice the steps required to cross safely.	5-20 min
Day 2		
Parking Lot Safety	Learn what to look for to safely walk through parking lots + critique.	15 min
Safe Crossing Practice	Practice how to cross a street with and without assistance.	15-30 min
Walk-About	Show what pedestrian skills are known with a neighbourhood walk.	15-30 min
Day 3		
Helmet Fitting	Learn how to choose, fit and adjust a helmet designed for bicycling or scootering.	15-30 min
Bike Sizing and Check	Learn how to choose, fit and adjust a bicycle to fit a rider and ensure it is safe to ride.	15-30 min
Day 4		
Drill Day	Learn and practice how to perform necessary skills to ensure safe control.	30-45 min
Intersection Day(s) - Day1	Learn and practice the procedures necessary to safely and legally travel through at an intersection.	45 min
Day 5		
Intersection Day(s)- Day2	Continue to learn and practice the procedures necessary to safely and legally travel through at an intersection.	45 min
Intersection Drill - Turning	Learn and practice the turning procedures necessary to safely and legally travel through at an intersection.	45 min

Grades 6 through 8 Introduction

Neighborhood Navigators for middle school or 6-8 grades focuses on the rules to keep people safe when using the transportation system and practicing these rules as pedestrians and bicycle riders. As students progress through the lessons, they will gain a better understanding of their roles and responsibilities as safe and respected road users, plus start analyzing how to create communities that are better for active transportation.

It is suggested that these lessons be taught in the sequence presented, however most lessons are stand alone and can be taught separately. We appreciate that some teachers will have more time than others, and some students are more interested in further exploration.

Please take a look at the suggested lesson sequence, lesson topics and estimated teaching time and choose the ones appropriate for your time available and students' needs. If teaching bike safety skills, planning for the unit and each lesson's set-up, can take quite a bit of time.

Local bike stores can be a big help for the bike check and skills lessons and a hospital, or the health clinic may be able to help with helmet fitting. Both may be able to help with bike rodeos, fairs or safety town. Many Oregon communities have held bike safety classes, have ideas, experience and may have bikes that can be borrowed.

While some programs allow students to bring their own bicycles to use during a bicycle safety course, this often consumes valuable instructional time to make sure the bicycles are in functional, working order and in many cases student bicycles will not be safe to use. Having access to a well maintained bike fleet allows the community greater and more equitable access to the benefits of cycling, with the confidence of safe, reliable equipment. But purchasing, insuring, maintaining, storing and moving a bicycle fleet takes coordination, time and money.

If considering a bike fleet, be sure to follow the guidance from Oregon's SRTS program (*resource coming*). As for assembly and upkeep, Bike Minnesota has this useful guide and if using a trailer to move the bikes, Eugene Springfield SRTS has this manual for outfitting the trailer. Please contact Oregon SRTS Manager to discuss options.

If taking students off campus, check with your school's administration for needed permission and be sure to have enough volunteers.

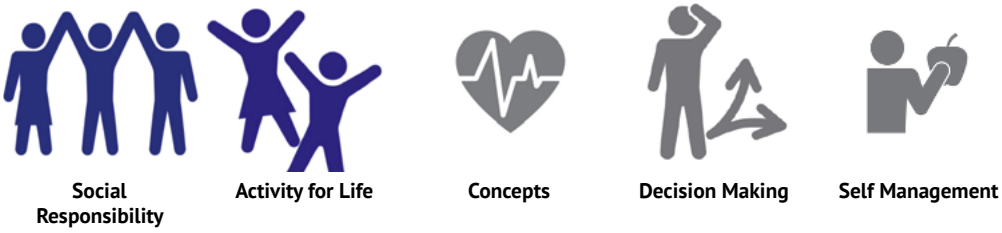
Class Menu Options - Grades 6 through 8

Day 1		
Introduction to Transportation Safety	Introduce active transportation lesson(s) and discover how class presently travels to school.	2-5 min
Rules to Know	To understand, teach and/or advocate for the rules that keep us safe while using the transportation system.	5-15 min
Decision Making Carousel	Explore how to make decisions that affect health and safety.	5-10 min
Helmet Fitting	Learn how to choose, fit and adjust a helmet designed for bicycling or scootering.	15-30 min
Bike Sizing and Check	Learn how to choose, fit and adjust a bicycle to fit a rider and ensure it is safe to ride.	15-30 min
Day 2		
Drill Day	Learn and practice how to perform necessary skills to ensure safe control.	30-45 min
Day 3		
Intersection Day(s)	Learn and practice the procedures necessary to safely and legally travel through at an intersection.	45 min
Day 4		
Route Planning	Understand how maturity, skill and experience should determine route choice. Recognize and assess safe and unsafe situations and skills level, to plan routes.	10-20+ min
Community Design Project	Identify safety concerns and present solutions to improve the safety of all people who are walking and bicycling in a particular setting.	15-30+ min
Day 5		
Community Ride	Put skills learned in a practical, age appropriate, real world setting.	20-45+ min

i. Active Transportation Assembly

Grade: K-3 (any grade, but scale the examples and messages) **Location:** Gym/Classroom
Time: 10-20 minutes **Materials:** Safety vest, lights, reflectors, helmet, bike (optional)

Standards:



Safe Routes to School assemblies can promote pedestrian and/or bicycle safety and encourage participation in an event. Using the slogan PALS to convey most important information helps presenters focus on the most important points and helps students repeat and review what they can do to travel safely. See below.

Depending on the time available for assembly, presenters can choose some or all points and choose your delivery with skits and examples like crossing procedure with and without obstacles, helmet fit, bike checks. If time and resources allow, a walk-about a couple of days after assembly will add to effectiveness of lesson.

Get Ready

- Choose several words appropriate for grade level (see suggestions).
- Put in sleeves of cubes.
- Put picture (or words) of Pedestrian and/or Cyclist (with bike) on wall.

Sample Agenda

Introduction: who you are, what you'll be taking about, why it's important.

Announcement (optional): Walk and Bike to School Day is next week, we want all to participate, have fun.

Key Messages: Be P.A.L.S.

Polite

- Wait your turn
- Wave, smile (Thank people for waiting)
- Respect all road users (everybody has rights and responsibilities)
- Take a friend's hand (or ask if someone needs help)

Alert

- Eyes up and Ears open (no earphones/buds)
- Focus (no distractions)
- Situational awareness (know what's going on all around)
- Scan and shoulder check before you go

Legal

- Cross at crosswalks and corners
- Obey all traffic signs and signals (stop signs, crossing lights, hand signals, etc)
- Countdown signal "ped head": don't start if flashing hand or numbers start.
- Helmet, lights (front white light, rear red flashing)

Safe

- Situational awareness (scanning, know what's going on all around)
- Safety gear (lights, reflectors)
- Wear bright, reflective clothing
- Know your abilities and make good choices (only use roads that match your abilities)

Finish assembly with event day reminder. Ask students to repeat what each letter stands for and why it's important as a step towards safety! And if we can be PALS everyone is happier, healthier and is ready to have more fun!

Modifications

- Pair students to help those who need it.
- If students are unfamiliar with the words, start with a vocabulary lesson where teacher places words on pictures, discuss, then have students place words.

Did You Know?

Young students often know what's needed to be safe when walking/biking but rely on adults to ensure compliance. Try to get students to make choices for themselves and congratulate when accomplished.

Show and Tell

- What does P.A.L.S stand for and what point means most to you?
- What are you going to suggest to a family member to ensure safety?

Evaluation

1. Did students recognize that physical activity is important for good health?
2. Did students recognize behaviors that avoid or reduce health risks?

Try this at Home

Ask your family if you could participate in the school's next Walk and Roll to school day! If you are within walking distance from school, ask your family to help find a good route that fits your skill level.

Comprehensive Health Education Healthy Behavioral Outcomes: S-3, S-4, S-5
Comprehensive School Counseling: B-SMS 9

1. Introduction to Transportation Safety

Grade: K-5 and up with modification **Location:** Gym/Classroom **Time:** 5 minutes
Materials: Travel Tally Sheet

Standards:

Social Responsibility | Activity for Life | Concepts | Self Management

Get Ready

- Prepare questions/statements you'd like to know about how your students get to and from school, to the park, to friends' house, etc. or see attached That's Me statements (Appendix 1.1).
- Place travel mode pictures throughout room (walk, bike, bus, family vehicle, carpool- driving with someone who doesn't live with them).

Directions

1. Have students sitting in gym or in class.
2. Ask students how they got to school this morning: students run to appropriate picture. Count.
3. Now ask students how they are getting home today: students run to appropriate picture. Count.
4. Ask students to go to the mode that they'd like to use to get to school. Count.
5. Bring students together. Explain that you will read a series of statements and if they agree, jump up and yell "That's Me"!
6. Discuss any statement that sparks interest or causes confusion.
7. Thank students for participating.

Modifications

- Kindergarten/Grade 1 students may have difficulty understanding/knowing their mode of travel. Pictures and discussion may help.
- Discuss that people have a variety of abilities (i.e. sight, hearing, mobility) and how we can help others who may need our help. Have students pair with students in need if available.
- Rural communities: if most students are offered bus service, how many people use it? Do students walk/bike outside at home or at other places? Discuss why walking, biking is good for self and community.
- Grade 6-8: show of hands and include mode choice discussions. Why do you use what you do? What would you like to use more and why?

Did You Know?

Young students may know that walking and rolling is good for them but do not have the opportunity to do it. The Centers for Disease and Prevention, and the Oregon Department of Education state that we all need 60 minutes of physical activity each day. If a student walked a mile to and from school daily, they could get 60% of their daily recommendation.

Show and Tell

- Ask students to name some benefits of walking and biking to school (less traffic, cars and congestion = increased health and safety, social connection, etc.).
- Discuss the word "Pedestrian" and how people with wheelchairs or crutches are also pedestrians.
- What are important items to look for when searching for safe places to walk or bike?

Evaluation

1. Did students recognize that physical activity is important for good health?
2. Did students recognize behaviors that avoid or reduce health risks?

Try this at Home

Ask your family if you could participate in the school's next Walk and Roll to school day! If you are within walking distance from school, ask your family to help find a good route that fits your skill level.

Comprehensive Health Education Healthy Behavioral Outcomes: PA-6

PE Performance Indicators: PE 3.K.1, PE 5.K-3.1

HE Performance Indicators: HE 1.3-4.3, HE 7.K-5.2

That's Me Statements and Tally Sheet

- I am a student at _____ Elementary School.
- I am safe when I play outside.
- I walk or roll (bike, skate or scoot) to school.
- I know that walking and rolling is good for my body.
- I know what a pedestrian is.
- I know the rules of the road to keep me safe.
- I know what most traffic signs mean.
- I know how to find safe places to cross.

							
Date		**Walk**	**Bike**	**Scoot, Skate, Other**	**Bus**	**Carpool: with Others**	**Car: Alone**
	AM						
	PM						
	AM						
	PM						

2. Roadway Vocabulary Cube

Grade: K-2 **Location:** Gym **Time:** 5 minutes
Materials: Road template, foam cube, words and definitions on cards

Standards:

Social Responsibility

Concepts

Self Management

Get Ready

- Choose several words/definitions appropriate for grade level.
- Put definitions on cards, put in sleeves of cubes.
- Write words on poster paper and put on wall.

Directions

1. Divide class into groups of 4-6 students, give each student a cube and a zone in gym.
2. One student underhand throws cube towards wall.
3. All team members run towards cube, read word, look around gym and run with cube to find correct definition.
4. When all agree this is correct, next student throws cube and repeats….

Modifications

- Discuss words/items that can help people with various needs: elderly, sight/hearing impaired, etc. and have students learn how to assist others who need help.
- Look to your school's situation, add words that are applicable like curb ramps and fog line. If some words are not applicable at your school, be sure to discuss where they are applicable and why they are useful.

Did You Know?

Young students may know the proper word, but often just follow, so may not fully understand the dynamics of an intersection. This lesson is good to introduce students to Crossing Procedure lesson, find out what they know and agree on terminology.

Show and Tell

- What words did you know/not know?
- Where do you walk? Who do you walk with? What type of intersection do you cross by yourself, with others? How do you feel when crossing a road?

Evaluation

1. Did students know the appropriate words and definitions?
2. Did students recognize ways and places to be safe in a crosswalk?

Try this at Home

Ask to go for a walk with someone you live with and show them words you learned.

Comprehensive Health Education Healthy Behavioral Outcomes: S-6

PE Performance Indicators: PE 4.K.4

HE Performance Indicators: HE 1.3.3, HE 7.2.2

Vocabulary/ Definitions

Bike Lane: The marked lane on the road for use by bicycles that separates bicycles from other vehicles.

Crosswalk: Any part of an intersection, marked or unmarked, that is for pedestrians crossing a street or road. (every intersection is a crosswalk)

Driver: Someone who controls the actions of the vehicle.

Alleyway: A private road from the street to a building, house or garage.

Intersection: A place where two or more streets join together (cross each other).

Pedestrian: Someone who walks/moves (including people in wheelchairs).

Roadway: The part of a road used by vehicles.

Shoulder: The portion of a highway, paved or unpaved, touching the roadway, for use by pedestrians, stopped vehicles and emergency use.

Sidewalk: Walkway (usually paved) for pedestrians at the side of a street.

Street Corner: A place where two streets come together, usually the location of a crosswalk.

Safe Pedestrian: Someone who knows and applies the rules of the road to be safe.

Traffic Sign/ Signal: A visual sign for controlling traffic so people are safe.

Vehicle: Mode of transportation for people or property that use roadway (including cars, buses, trucks, trains, bicycles, skateboards, scooters).

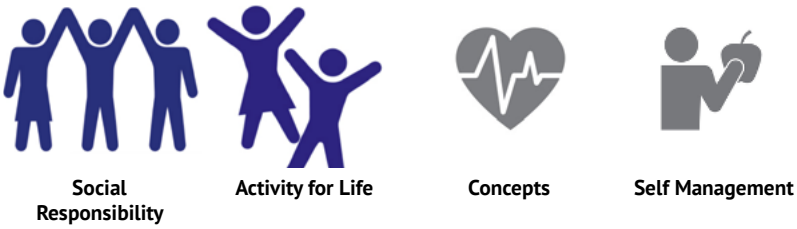
Vocabulary Cue Cards

Sidewalk	**Crosswalk**	**Driver**
Intersection	**Sidewalk**	**Pedestrian**
Roadway	**Shoulder**	**Street Corner**
Safe Pedestrian	**Traffic Sign**	**Traffic Signal**
Vehicle	**Alleyway**	**Cyclist**

3. I See You, You See Me!

Grade: K-3 **Location:** Gym/Classroom **Time:** 5 minutes
Materials: pedestrian and bicyclist eye contact posters

Standards:

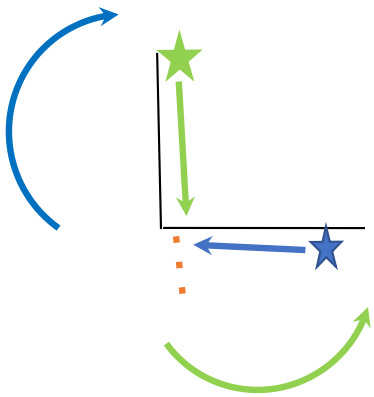


Get Ready

- Have posters/overhead of walker/biker eye contact icon posted.

Directions

1. Explain to students that when pedestrians are walking they may need to cross the street. It is important to remember these rules when crossing the street:
   - Always stop at the corner or edge of a sidewalk or street.
   - Look all ways with your eyes and listen with your ears. (Comment on earbuds and devices.)
   - Make sure the vehicle has stopped and the driver knows you are crossing before stepping into the street.
2. Discuss verbal and non-verbal ways that a walker, biker and/or driver can know that they see each other and know what they want to do. Use pedestrian and bicyclist eye contact posters to show where to look.
3. Organize into pairs, where one is the driver (blue) and other is the walker (green). Have walker and driver approach intersection. Have the driver practice giving the walker the verbal cue (i.e., "I see you. Go ahead and cross.").
4. Switch roles, driver now gives a non-verbal cue (i.e., motioning with the hand to cross or nodding the head) to the walker.
5. Point out that both the driver and the walker must be watching and listening to each other for this to work.



Modifications

- Kindergarten/Grade 1 students may have difficulty understanding/knowing their mode of travel. Pictures and discussion may help.
- Discuss that people have a variety of abilities (i.e. sight, hearing, mobility) and how we can help others who may need our help. Have students pair with students in need if available.
- Rural communities: if most students are offered bus service, how many people use it? Do students walk/bike outside at home or at other places? Discuss why walking, biking is good for self and community.
- Grade 6-8: show of hands and include mode choice discussions. Why do you use what you do? What would you like to use more and why?

Did You Know?

Many crashes happen when two approaching entities do not see each other. To see others, we must be looking in all directions before and while crossing the road or driveway and in a parking lot. It is also important to listen because sometimes you cannot see the vehicle. To listen well you must take out ear-buds or earphones and stop talking on the phone.

Show and Tell

Discuss why listening is also important. What are things we can do to help our hearing?

Evaluation

1. Were students able to safely participate as a pedestrian? As a driver?
2. Did students adequately demonstrate establishing eye contact and understand why it's important?

Try this at Home

Discuss and practice with family verbal and non-verbal communication in a variety of settings (greeting someone, asking for help). Take your family for a walk/bike and show them how verbal and non-verbal communication works.

Comprehensive Health Education Healthy Behavioral Outcomes: S-4

Comprehensive School Counseling: B-SMS 9

PE Performance Indicators: PE.4.3.5, PE.4.2.6, HE.7.K.2, HE.7.1.2, HE.7.1.1

HE Performance Indicators HE.7.K.2, HE.7.1.2, HE.7.1.1


Make eye contact.
Don't walk until
traffic stops.


Watch for
turning
vehicles.

4. Steps for Safe Crossing

Grade: K-5 **Location:** Gym/Outside **Time:** 10-20 minutes
Materials: Crossing Poem Poster, plastic roadway (or cones + rope), walk/don't walk signs

Standards:

Social Responsibility

Concepts

Self Management

Get Ready

- Have poster of crossing poem posted or on projector.
- Have plastic roadway or area coned/roped as an intersection.
- Have WALK/DON'T WALK and Ped Countdown signs/posters.

Directions

1. Describe steps for crossing:
   - Always stop at the edge of the sidewalk or curb.
   - Look all ways (left, right, left and behind) with your eyes and listen with your ears for traffic.
   - Make sure all vehicles have stopped and the driver knows you are crossing before stepping into street.
   - Start crossing and continue looking in all ways as you complete crossing.

"Hey, we have a poem for this!" Direct student's attention to poem poster (Appendix 4.1).
"Repeat after me….."

2. Introduce WALK and DON'T WALK signs.
   - Ask students to stand up. Point to the WALK sign.
   - Students demonstrate what to do when they see this sign by walking carefully around the gym.
   - Tell students that when you point to the DON'T WALK sign, they need to stop. Do this a few times. Have students sit down. (Possible Red Light/Green Light activity)
     - Note: good to also show how the Walk signal first turns to flashing Stop before turning to solid Stop. This is like a yellow light, warning that the light will turn red soon.



3. Using the groundsheet or intersection set up in the classroom or gym, demonstrate safe crossing procedures. Use the following scenarios:
   - Practice crossing the "road" with and without crosswalk.
   - Cross the road with and without "cars" (can use other students).
   - Cross with WALK/DON'T WALK signs and/or symbols.
   - Add Ped Head/Countdown crossing signal (be sure to discuss when to wait for next signal, solid vs flashing hand, knowing how long it takes to cross).

   Select a group of two or three students to practice and demonstrate for each scenario. Other students comment on what they observed.

Modifications

- Define Pedestrian: someone who uses sidewalk, might be using a walker, someone using a wheelchair or other mobility device.
- Look at your school's community. Add crossing rural road without sidewalks, crosswalks that don't have landing pads, crossing railways, if applicable.
- Show how students can ask to help others that may need help.

Did You Know?

Studies have shown that with instruction, children as young as 5 years old can clearly identify safe places to cross a street that mirror the decisions of similarly untrained 11-year-olds. (NHTSA)

Show and Tell

Show mastery of skills by practicing the crossing steps as students walk to another class (using hallway intersections). Have students tell other students the steps needed for crossing.

Evaluation

1. Do students follow directions and exhibit safe, responsible crossing skills inside and outside of classroom?
2. Do students understand why rules and procedures are necessary?

Try this at Home

Ask students to show their families the steps required to safely cross a road. Look out for different road signs you see on your way to school. Talk about each sign and what it means. Ask students to record crossing locations and observations.

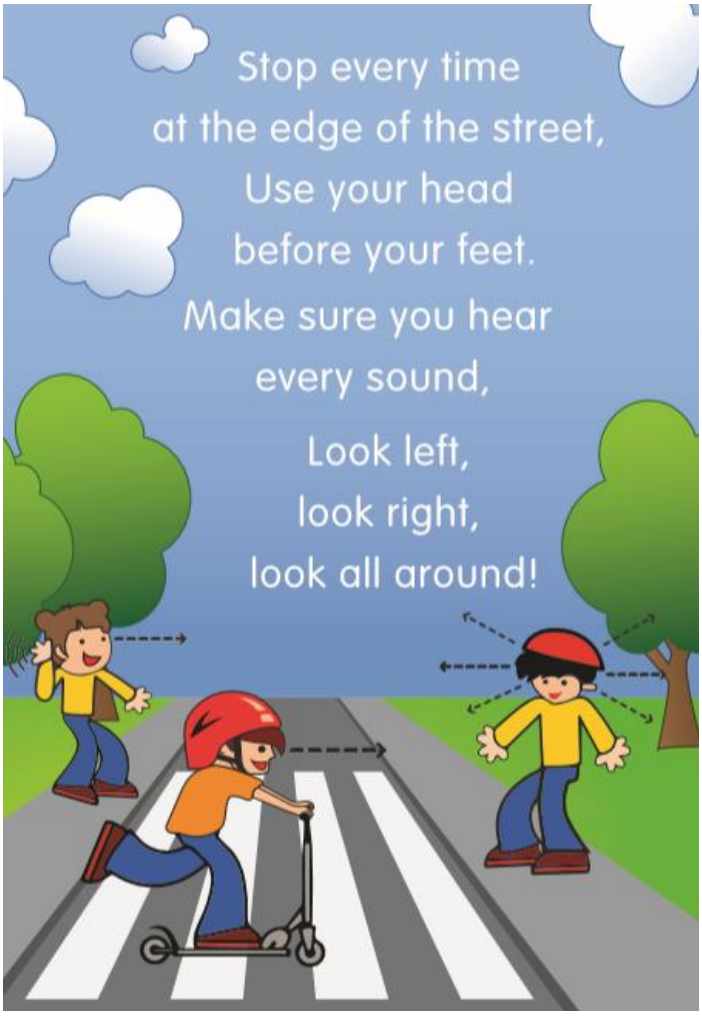
Comprehensive Health Education Healthy Behavioral Outcomes: PA-1, PA-2, PA-6, S-4, S-5, S-6, S-8

Comprehensive School Counseling: B-LS 1, B-SMS 9

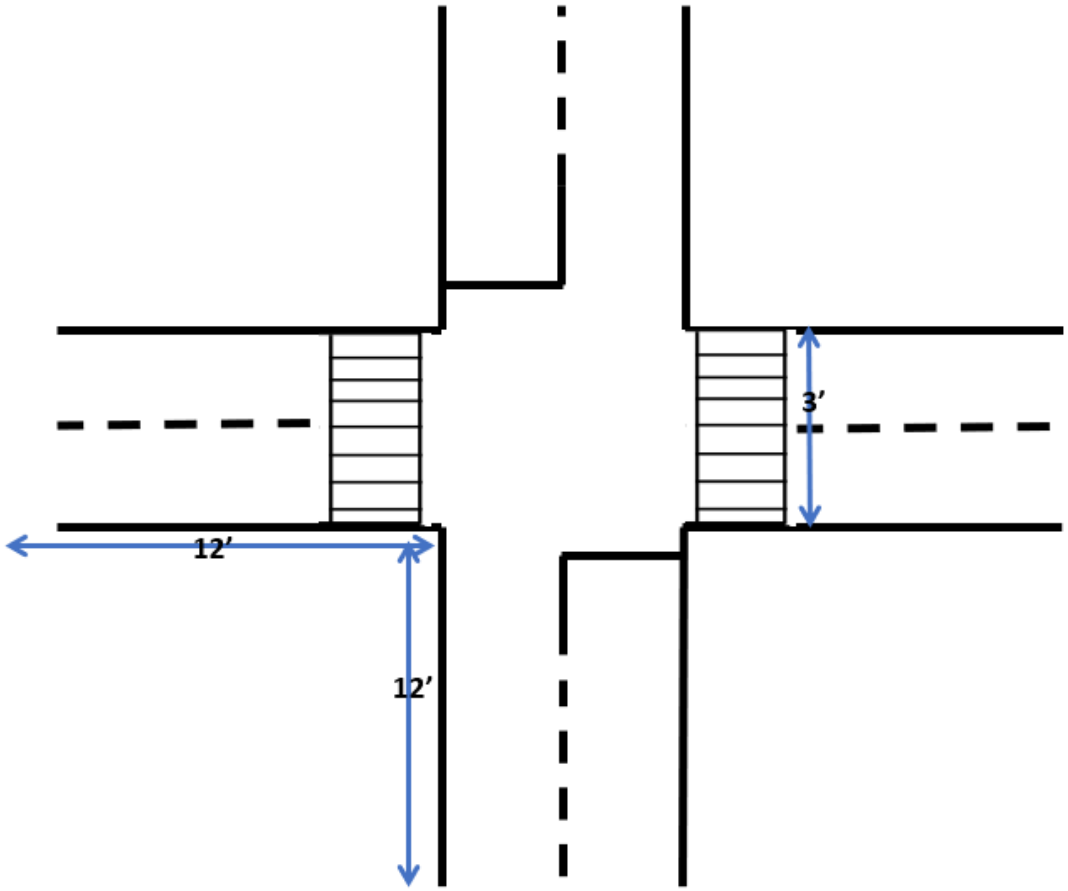
PE Performance Indicators: PE.4.K.1, PE.4.K.3, PE.4.2-3.5, PE.4.4-5.4, PE.4.5.6, PE.4.5.7

HE Performance Indicators: HE.1.4.3, HE.1.4.4, HE.7.K-3.2

Crossing Poem Poster



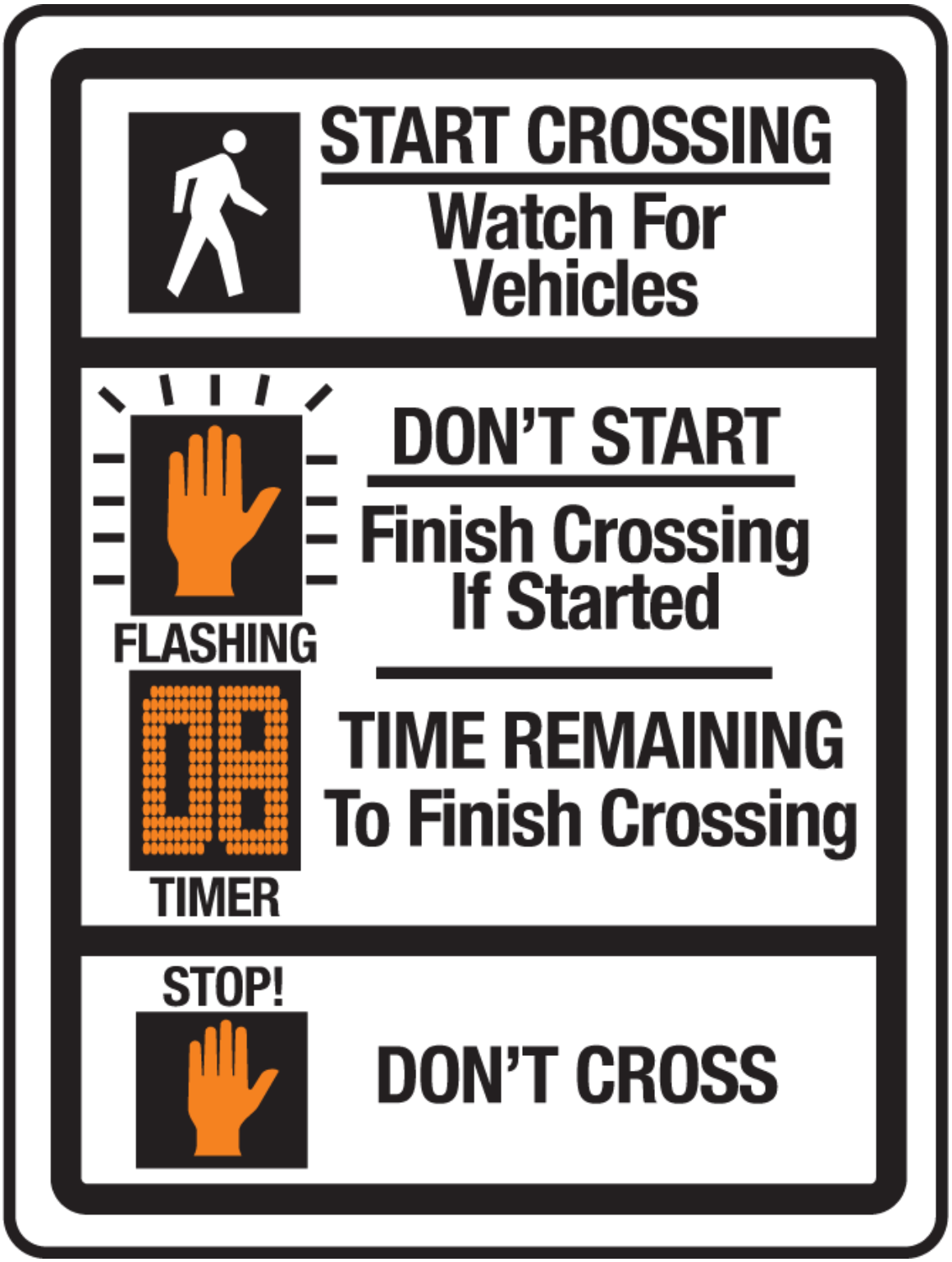
Plastic (Rope) Roadway Template



Pedestrian Crossing Signal - Walk Sign

Pedestrian Crossing Signal - Don’t Walk

Pedestrian Crossing Signal

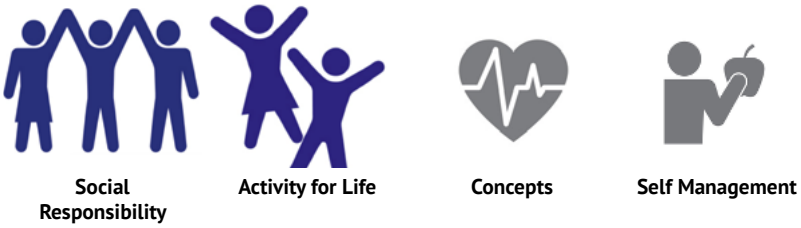


Pedestrian Crossing Signal

5. Rules to Know

Grade: K-8 **Location:** Gym/Classroom **Time:** 10-20 minutes
Materials: Rules Posters

Standards:



Get Ready

- Place age appropriate posters throughout gym/class.
- Make sets of the clues corresponding to chosen rules, ensure order of each stack is different.

Directions

1. Divide class into groups corresponding to number of rules, give each group stack of clues.
2. Instruct students to look at first clue, move as team throughout area to find corresponding rule.
3. Decide as group what the blank on clue is, why this rule is important and where they've experienced using the rule. Be ready to report back.
4. While waiting for all groups to complete, do exercises (push-ups, sit-ups, jumping jacks, etc.) or stretch. When all complete, start next clue.

Modifications

- Have students partner with those who need help.
- Grades 3-5: Make skits to teach/show others the rule.
- Grades 6-8: In teams, search for priority rules, defend their choice. Develop lessons or write newspaper article to teach other community members about chosen rule(s).

Did You Know?

Understanding of rules is a progression that relates to experiences we've had. It's impossible to specify enough rules to keep our kids safe in every possible situation. It's important for children to understand the reasons behind the rules so that they can use that reasoning as their ultimate guide.

Show and Tell

- When complete, groups write list of rules they've learned (30 seconds), leave paper and move to next group's list and add what's missing (20-30 seconds), repeat. One student from each group read list.
- What rule do you think is the most important? Why?
- Who has an example of not following one of the rules? What happened? Who helped you and what will you do in the future?

Evaluation

1. Did students follow the rules and participate in an age appropriate manner?
2. Were students able to understand reason for the rules chosen and how the rules benefit themselves and others?

Try this at Home

Go for a ride/walk with family, discuss the rules learned. Point out rules that are used on the walk/ride and how others are or aren't using the rules.

Comprehensive Health Education Healthy Behavioral Outcomes: S-4, S-5, S-6, S-8

Comprehensive School Counseling: B-LS 1, B-SMS 9, B-SS 8

PE Performance Indicators: PE 4.2-3.5, PE 4.4.4, PE 4.5.6, PE 4.6.1, PE 5.6.5

HE Performance Indicators: HE 1.1-12.2, HE 1.3-6.3, HE 1.6-8.11, HE 7.K-3.2

Clues

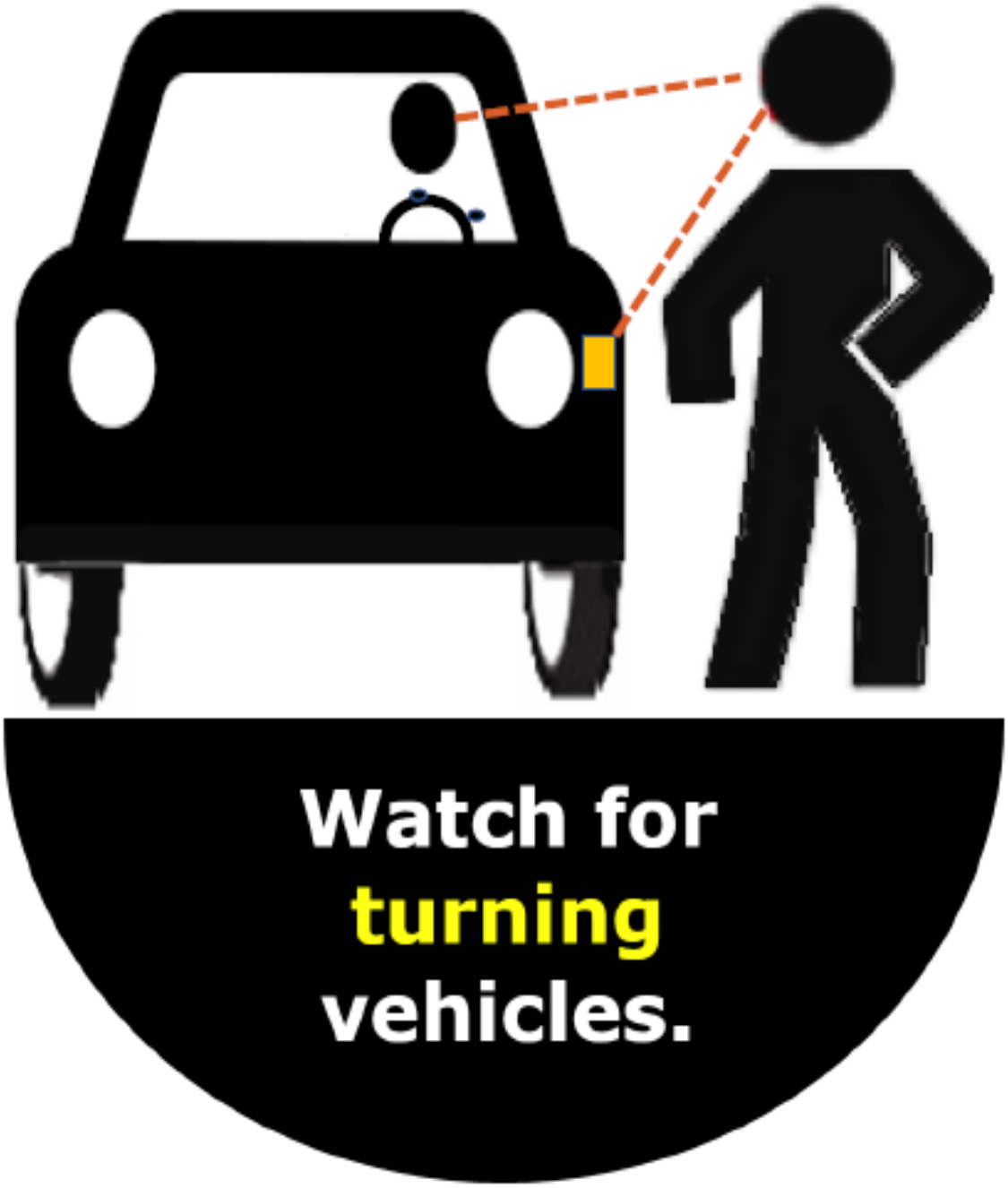
When you are walking or biking at night, what do you need? _____. (*Be Visible, Wear lights and Reflectors*)
You need to know what is happening around you. Stay ____ from _____ to _____. (*alert, curb, curb*)
What are you watching for? (*Turning vehicles*)
You are ready to cross the street. Before you cross, wait for _____ and make _____. (*Traffic Stops, Eye Contact*)
Always remember to look with your eyes and listen with your ears, so don't forget to _____. (*Un-plug*)
Where is the best place to cross? (*Crosswalks and Street corners*)
In parking lots and at driveways, watch for _____. (*reversing vehicles*)
When walking close to roads, walk _____ and _____ from traffic. (*facing, away)*
When riding on roads, right _____ _____ as traffic. (*same direction*)


Be bright
at night.
Wear reflectors.


Be bright
at night.
Wear reflectors.


Stay alert
from
curb to curb.


Stay alert
from
curb to curb.


Watch for
turning
vehicles.


Watch for
turning
vehicles.


Make eye contact.
Don't go until
traffic stops.


Make eye contact.
Don't go until
traffic stops.


Unplug! Eyes Up!
Don't be distracted.


Cross only at crosswalks,
corners and intersections.


Watch and listen for
reversing vehicles,
in parking lots and at driveways.


If sidewalks are there,
use them!

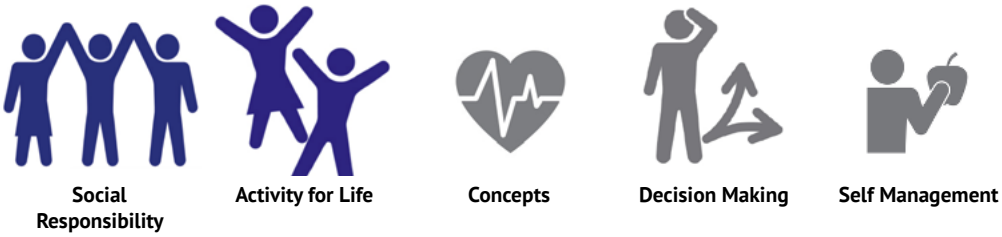
NOTE: This is the standard rule, but please use caution when advising. We don't want people to cross a street dangerously to use a sidewalk when it may not be necessary or the safest thing to do.


CYA L8R
Riding on the road?
Ride same direction
as cars.

6. Decision Making Carousel

Grade: K-8 **Location:** Gym, Hallway, Classroom **Time:** 5-15 minutes
Materials: Scenarios

Standards:



Get Ready

- Print out and/or have grade level appropriate scenarios posted or available.
- Tape each scenario paper around the room so that students can move safely to and from scenarios described on each paper.

Directions

1. Organize students into 5 groups. Assign each group to a station. Once at the station, have students decide tasks, such as: reader, recorder, reporter, and timekeeper.
2. Groups read the situation/scenario and discuss, make decisions and record ideas.
3. While waiting for all groups to complete, do exercises (push-ups, sit-ups, jumping jacks, etc.) or stretch.
4. When all complete, rotate to another station (optional).
5. After students have had time at one or more of the stations, have all students sit down. Read each situation/scenario. Ask each group to respond and share with the class the safe decisions they made.

Optional activity: Have students act out how the proper decision and improper decision plays out.

Modifications

Have students partner with those who need help.

Did You Know?

We all tend to follow. The more students have opportunities to experience and respond to scenarios, the more confidence they'll have making the right decision for themselves.

Show and Tell

Have students choose a scenario and tell how different responses have different results. Have classmates tell how a particular response could be better.

Evaluation

1. Did students explain and demonstrate the importance of the rules?
2. What went well during carousel activity (i.e. cooperation, safe movement, smart and safe decisions, appropriate communication, etc.
3. Did students make appropriate safety choices?

Try this at Home

Ask students to choose a scenario that is challenging for them. Develop a plan of action to complete and work through steps with family/friends.

Comprehensive Health Education Healthy Behavioral Outcomes: PA-7, S-4, S-5, S-6, S-8

Comprehensive School Counseling: B-LS 1, B-SMS 9, B-SS 8

PE Performance Indicators: : PE 4.4.4, PE 4.5.7, PE 5.6.5

HE Performance Indicators: HE.7.K.2, HE.1.6-8.11, HE.1.4.3, HE.7.4-6.1, HE.5.6.7

Decision Making Carousel Grades K-3

You are walking with your friend and you are not near a crosswalk. You want to cross in the middle of the street.

What are your choices?

What do you decide to do?

You are walking with your friend and you are not near a crosswalk. You want to cross in the middle of the street.

What are your choices?

What do you decide to do?

You are watching a classmate run across the street.

What can you tell him or her about being safe when crossing the street?

You are playing basketball in your yard and your ball rolls into the street.

What are your choices?

What do you decide to do?

You are being picked up after school by your parent/ guardian. There is a lot of vehicle and pedestrian traffic- confusing!

How do you get home? (car, walk, bike)

What can you do to safely find your way to your ride home?

Decision Making Carousel Grades 3-5

You are walking with your friend and you are not near a crosswalk. You want to cross in the middle of the street.

What are your choices? What do you decide to do?

An adult is picking you up after school and is waving you to cross the street to the car. The crosswalk is at the end of the block.

What are your choices? What do you decide to do?

A friend is meeting you at your house to go for a bike ride and they arrive without a helmet.

What are your choices? What do you decide to do?

A friend rides their bike to school on most days and you want to join them. You ask your parents if you can, but they say it's too dangerous.

What can you do to show your parents that you have the skills needed to ride to school safely?

You walk or ride a bike to school every day. You notice a friend in your neighborhood is always being driven to school and you think your friend may want to join you.

What are your choices? What do you decide to do?

Decision Making Carousel Grades 6-8

You are being picked up after school by a trusted adult. They are double parked and asking you to come to their car through other traffic.

What are your choices? What do you decide to do?

On your walk home you notice a stop sign is hidden by a branch.

What are your choices? What do you decide to do?

You notice that many cars start lining up in front of your school early and keep the cars running while they wait.

What do you think about this? What are your choices? What do you decide to do?

You're meeting a friend for a bike ride, you have a helmet (or good bike), they don't.

What can you do? You like this friend and you want to go for a ride, but you are concerned. What are your choices? What do you decide to do?

You've been noticing a lot of people are speeding through your neighborhood.

How does that make you feel? What can you do? What do you decide to do?

7. Dress the Pedestrian/Dress the Bike & Biker

Grade: K-2 **Location:** Gym/Classroom **Time:** 10 minutes
Materials: Foam square, age appropriate words

Standards:


Social Responsibility


Self Management


Advocacy

Get Ready

- Choose several words appropriate for grade level (see suggestions).
- Put in sleeves of cubes.
- Put picture (or words) of Pedestrian and/or Cyclist (with bike) on wall.

Directions

1. Divide students into groups of 4 - 6.
2. Assign each group a cube and a zone.
3. One team participant underhand throws cube towards wall. All team members run towards cube. Team members read word, look around gym and run with cube to match word to pedestrian or cyclist. The word is then placed appropriately. When all agree this is correct, next student throws cube and repeats….
4. When Pedestrian, Cyclist and/or Bike is "dressed", and/or if there is difficulty with a word, everyone groups around each diagram to discuss.

Modifications

- Pair students to help those who need it.
- If students are unfamiliar with the words, start with a vocabulary lesson where teacher places words on pictures, discuss, then have students place words.

Did You Know?

Young students often know what's needed to be safe when walking/biking but rely on adults to ensure compliance. Try to get students to make choices for themselves and congratulate when accomplished.

Show and Tell

- What words did you not know?
- What do you wear when out walking (or biking)?
- Put bright or reflective colors with lights. Turn out the lights and shine a flashlight to show reflective strength.
- What do you think is most important to do to prepare to walk or bike? What are you going to suggest a family member does to ensure safety?

Evaluation

1. Did students know what they can do to be safest while walking and biking?
2. Did students demonstrate the ability to suggest ways to be visible and safe to others?
3. Did students participate appropriately during the game?

Try this at Home

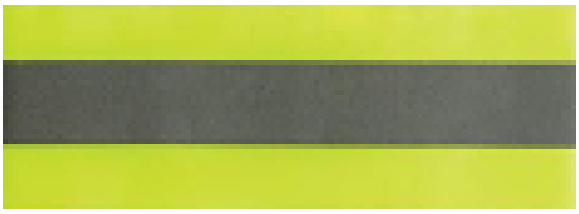
Ask to go for a walk/bike with someone you live with and show them how you prepare for your walk/bike and how you make sure safety gear is on well. Show family the reflective strip benefits.

PE Performance Indicators: PE 4.2.5

HE Performance Indicators: HE.7.K-2.1, HE.8.K.1, HE.8.K.2

Comprehensive Health Education Healthy Behavioral Outcomes: S-3

Words

Reflective Vest	
Reflective Strip(s)	
White Light	
Red Light	
Bell	
Helmet	

Words

Umbrella	
Running Shoes (untied)	
Running Shoes (tied)	
Raincoat	
Flashlight	

8. Parking Lot Safety

Grade: K-5 **Location:** Gym, Classroom, Parking Lot **Time:** 20 minutes

Standards:

Social Responsibility

Self Management

Get Ready

- If using classroom or gym, arrange chairs and put tape on floor to create model parking lot.
- Better option, choose class time when parking lot is quiet and inform administration that you'll be taking students out to parking lot to teach.

Directions

Parking lots are places where drivers and their passengers can park and leave their car while they do other things, like go to work, eat at a restaurant or shop. Discuss parking lot traffic and ask what people should be careful of when wanting to go through a parking lot safely (reversing vehicles, distracted drivers…). Demonstrate the 3 common scenarios listed below:

1. Exiting a vehicle from parking stall: stay buckled until your adult says it's safe to exit, stay next to car until your adult comes to get you. Walk with them to pedestrian area while looking and listening for vehicles ready to move. Do not walk or run down the middle of the parking lot or too close to cars.
2. Exiting vehicle next to sidewalk: student exit towards sidewalk NOT towards traffic. Plan this at beginning of trip so it's easy to do.
3. Entering a vehicle: find pedestrian zones and use them as much as possible to get back to car. Walk 3 feet from the back of cars. Listen/look for those starting to move and/or not looking for other cars or pedestrians. Wait as close to your car as possible while it is being unlocked, enter and close door as quickly as possible. Buckle up!

Modifications

- Older students: Use google map to get a screen shot of your school's parking lot. Discuss or have students draw the route they use to get into the school. Where do they feel scared and why? Where do they feel safe and why? How can the procedure be made better?
- Off Campus options: Have map of school grounds and discuss with students where they are dropped off. Are there options off-campus and what are the safest ways to get to school? What are the safest ways to leave school and get to waiting vehicle?

Did You Know?

We all tend to follow. The more students have opportunities to experience and respond to scenarios, the more confidence they'll have making the right decision for themselves.

Show and Tell

Have students demonstrate each of the three scenarios and ask them to tell you about other events they've seen. Discuss safe options.

Evaluation

1. Did students understand why it is important to use extra caution when walking through a parking lot.
2. Did students show they know how to safely travel through a parking lot.
3. Did students know how to ensure they will exit on the correct side of the car?

Try this at Home

Ask students to tell their family what they've learned and to show how they can be safe and respectful in parking lots. Make an agreement with family that children will only exit towards the sidewalk.

Comprehensive Health Education Healthy Behavioral Outcomes: S-4, S-5, S-6

Comprehensive School Counseling: B-LS 1, B-SMS 9

PE Performance Indicators: PE.4.K.1, PE.4.3.5, PE.4.4.4

HE Performance Indicators: HE.7.K-2.2

Drive Smart - Top Safety Tips for Drivers

SafeRoutes To School
Sonoma County Bicycle Coalition

Drive Smart
Top Safety Tips for drivers

healthystudents SONOMA COUNTY

Greenways to School
Even car drivers can go green.

- Walk or bike as often as you can.
- Drop off or pick up your child a quarter to half mile from school. It's only a 5-10 minute walk.
- Carpool. Look into a ride share with friends or neighbors.
- Turn your car off when you drop your child off. Leaving the car running doesn't save time or energy.

Share the Road
Bicyclists and pedestrians are counting on car drivers to be alert and pay attention.

- Kids move in unpredictable ways, keep both hands on the wheel.
- Give cyclists a three-foot wide space when you pass.
- Check for kids in intersections, crosswalks and driveways.
- Communicate with cyclists and pedestrians just like you do with other drivers.
- Driving is not the time for multi-tasking. Use a hands free device to talk on the phone while driving, never text while driving.
- Obey all traffic laws, especially the speed limit and caution signs around schools and parks.

Driving in School Zones
Everyone needs to do their part to keep it safe around our schools.

- Leave for school 5 minutes early.
- Take the extra minute and wait to pull up to the curb. Double and triple parking is dangerous.
- Do not drop off in red or bus zones; they are restricted for a reason.
- Drop your child off on the school-side of the road. Your child is safer when they do not have to cross the street.
- Avoid backing up. Children are small and hard to see.
- School buses have blind spots where the drivers cannot see what is behind them. Walk in front of rather than behind a school bus and stay 5-10 big steps away from the sides and rear, outside of the blind spot.

Contact us at 545-0153 or saferoutes@bikesonoma.com or check out our website www.sonomasaferoutes.org. You can also be our facebook friend or follow us on Twitter. We look forward to hearing from you.

SONOMA COUNTY BICYCLE COALITION

https://sonomasaferoutes.org/sites/default/files/5.drive_smart_handout_final_0811_0.pdf


Be bright
at night.
Wear reflectors.


Stay alert
from
curb to curb.

9. Safe Crossing Practice

Grade: K-5 **Location:** Gym, Blacktop **Time:** 15-30 minutes (older grade review - 10 minutes)
Materials: crossing poem poster, plastic roadway (cones+ rope), walk/don't walk signs, whistle, mats

Standards:

Social Responsibility | Activity for Life | Concepts | Self Management

Get Ready

- Have poster of crossing poem posted or on projector.
- Have plastic roadway or area coned/roped as an intersection.
- Have WALK/DON'T WALK and Ped Countdown signs/posters.

Directions

1. Divide class into 4 groups. Each group goes to one of the activity corners.
2. Read/Review Pedestrian Safety Poem. Teacher demonstrates crossing procedure (poem steps).
3. Show how activity works as students stand in their groups around the set-up intersection.
   a. After crossing, student does activity on card until teacher blows whistle.
   b. Student crosses next road and does next activity until teacher blows whistle.
   c. Repeat until back to where started.
4. Each group starts crossing one student at a time, then two at a time, then 4…. See how group must communicate to cross together.
5. Now add WALK/DON'T WALK and Ped Countdown signs.
6. Now add "cars" to the activity. Hats or safety vests can designate a vehicle. The vehicles go straight through intersection in lower grades and make any turn/straight in higher grades. Pedestrians do same activity as above with vehicles. Add obstacles (chairs, trash can, boxes) which blocks ability of pedestrian to check for safety to cross.

Modifications

- Define Pedestrian: someone who uses sidewalk, might be using a walker, someone using a wheelchair or other mobility device.
- Look at your school's community, add crossing rural road without sidewalks, crosswalks that don't have landing pads, crossing railways, if applicable.
- Show how students can ask to help others that may need help.

Did You Know?

Studies have shown that with instruction, children as young as 5 years old can clearly identify safe places to cross a street that mirror the decisions of similarly untrained 11-year-olds. (NHTSA).

Conducting this activity outside at a real street will help students practice situations that they may find in their neighborhood. If going outside, be sure to observe school protocol and get enough adult helpers to ensure safety and maximum learning opportunity, one adult for every five to eight students. Have them practice crossing the street, looking left-right-left-behind (looking for turning vehicles), identifying any visual barriers, and determining when it's safe to cross. Volunteers should support the students in making their own safe decisions on crossing the street. Each group should practice crossing at least two times.

Show and Tell

Show mastery of skills by practicing the crossing steps as students walk to another class (using hallway intersections). Have students tell other students the steps needed for crossing.

Evaluation

1. Do students follow directions and exhibit safe, responsible crossing skills inside and outside of classroom?
2. Do students understand why rules and procedures are necessary?

Try this at Home

Ask students to get a map of their route to school and consider the roads used to get to a preferred destination, like school or a park. Show where there are marked crosswalks and, traffic lights. Where are roads that students feel comfortable using with the skills they learned? Take their adult or family member on a walk and teach them their new skills.

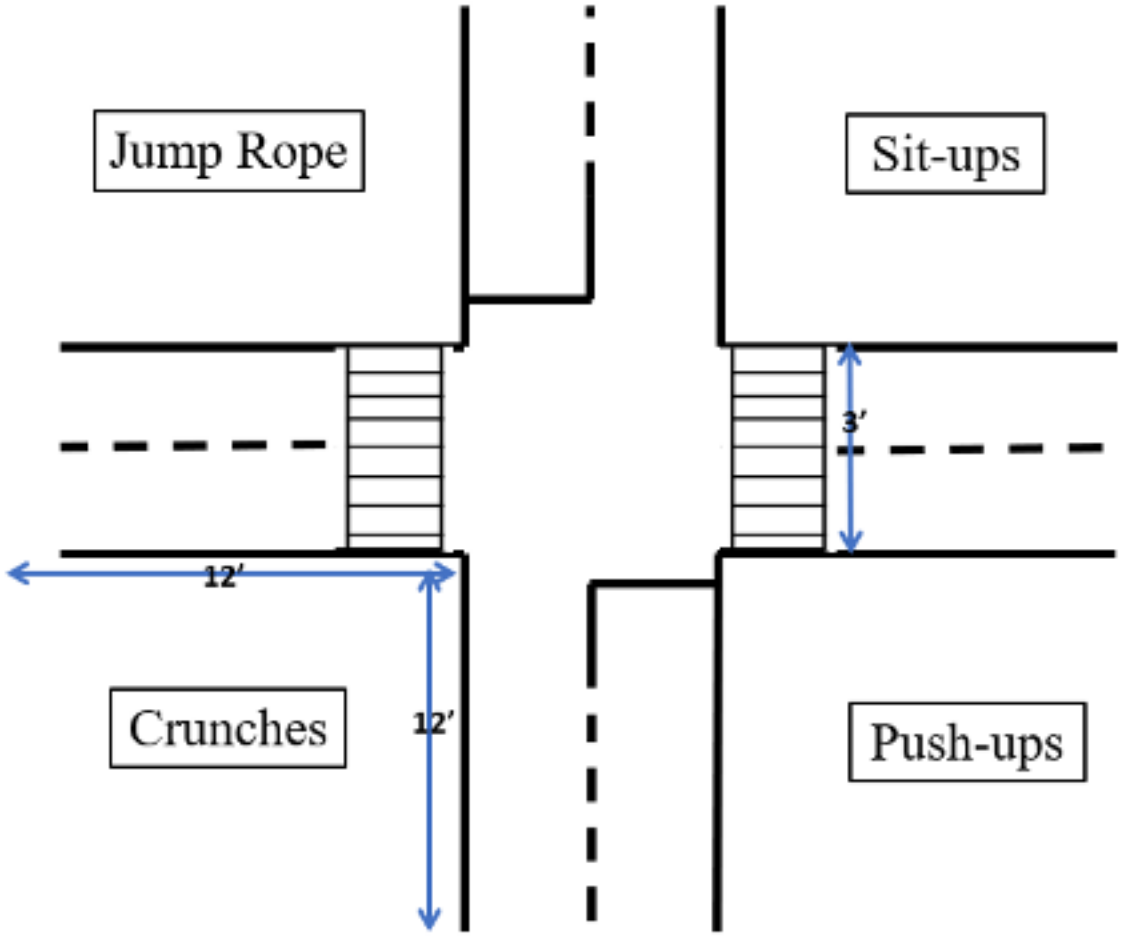
Comprehensive Health Education Healthy Behavioral Outcomes: S-4, S-5, S-8

Comprehensive School Counseling: B-LS 1, B-SMS 9

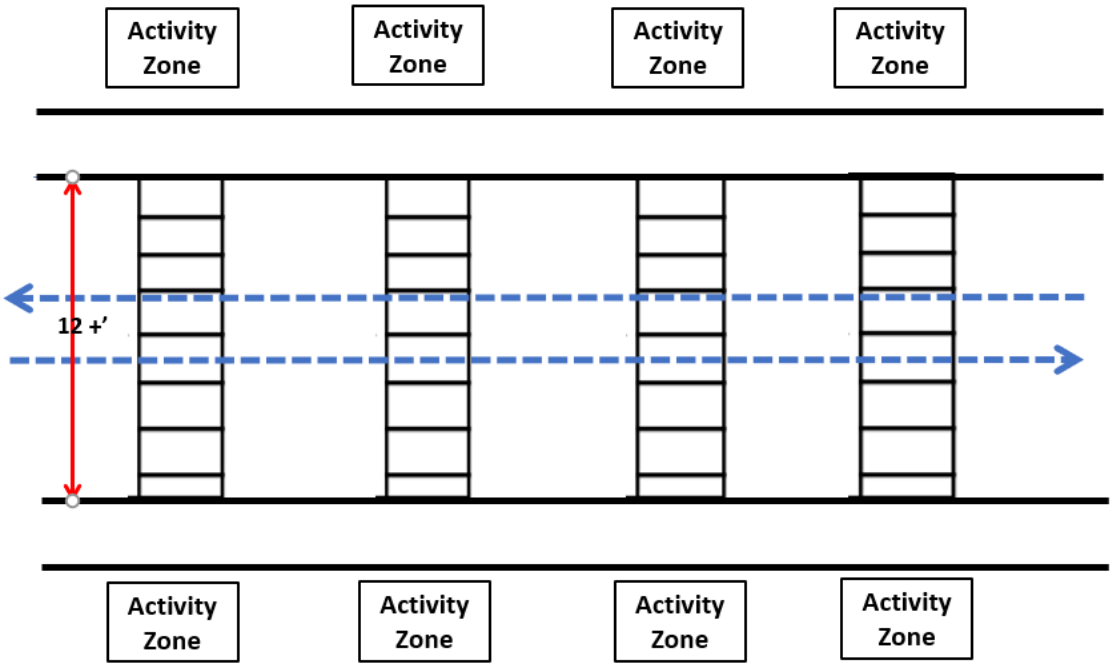
PE Performance Indicators: PE.4.K.1, PE.4.K.3, PE.4.2-3.5, PE.4.4-5.4, PE.4.5.6, PE.4.5.7

HE Performance Indicators: HE.1.3-4.3, HE.1.4.4, HE.7.K-3.2, HE 1.4.3.

Pedestrian Crossing Practice - Template



Pedestrian Crossing Practice - Template

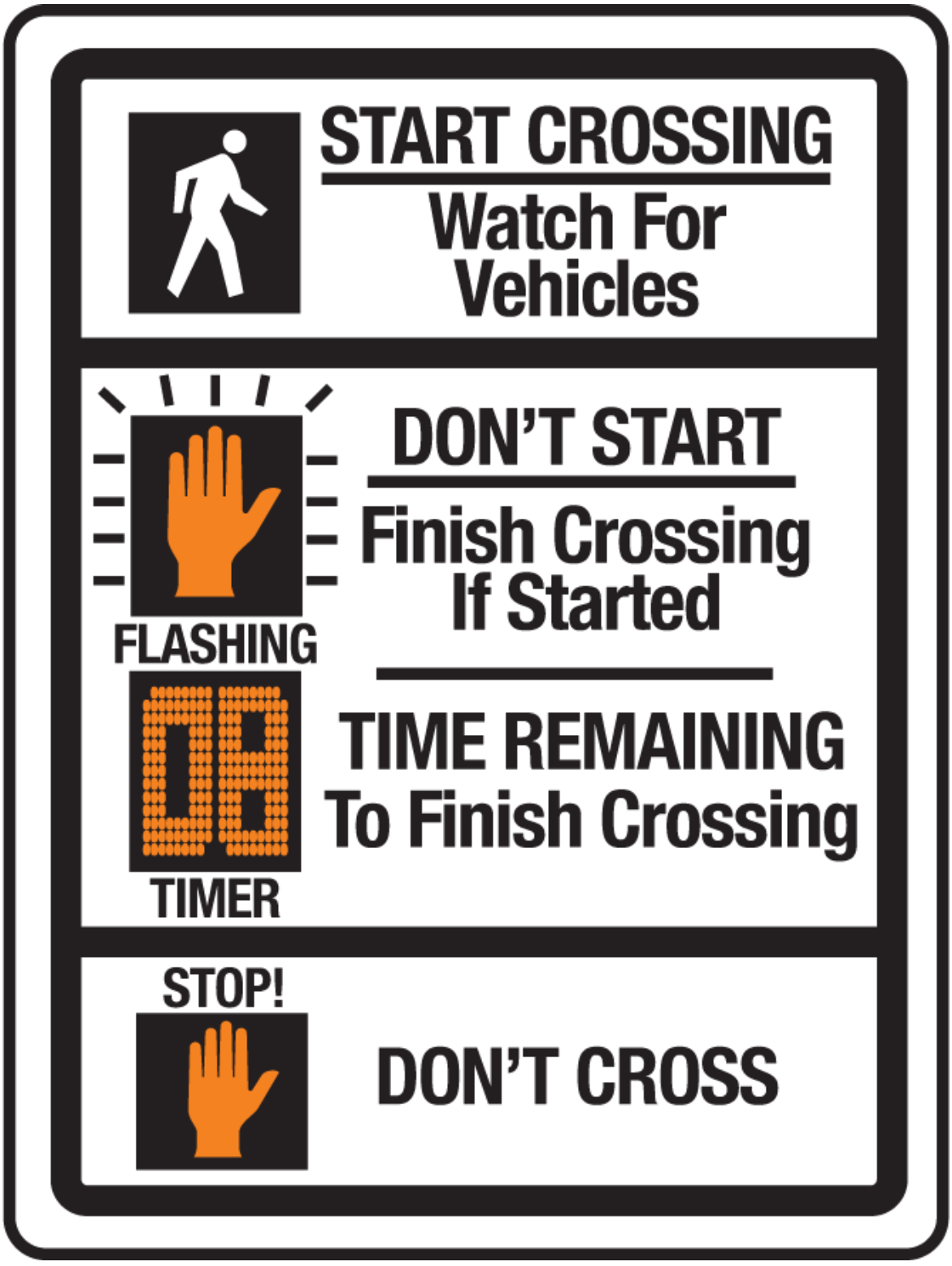


This activity adapted from the City of Tacoma's program.

Pedestrian Crossing Signal - Walk

Pedestrian Crossing Signal - Don’t Walk

Pedestrian Crossing Signals

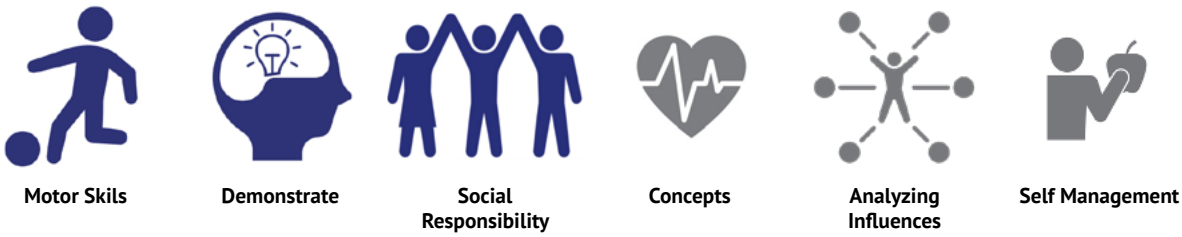


Pedestrian Crossing Signal

10. Walk-About

Grade: K-5 **Location:** Parking Lot, School Neighborhood **Time:** 20-30 minutes
Materials: whistle, safety vests

Standards:



Get Ready

- Choose route. 1/4 mile is good for a 20-25 minute walk if stopping to observe and identify hazards.
- Ensure office has map of route and expected time of departure and arrival.
- Get appropriate permission and support to take students off campus.

Directions

1. Share that traffic signs help people to safely cross the street.
2. Point to the parts of our bodies that help us safely cross the street:
   - eyes (see safety or danger),
   - ears (hear safety or danger),
   - brain (decide on best action),
   - feet (brain helps make feet make best choice - stay or go).
3. Review Pedestrian Safety Poem to identify the needed steps to cross the street safely.
4. Define hazard as a place/situation that needs extra care. Define clues as pieces of information that can help you spot hazards. Give examples of clues and hazards:
   - The clue is a driveway; the hazards are the cars driving in and backing out.
   - The clue is a high hedge or overgrown plants; the hazard is the blocked view.
   - The clue is parked cars; the hazard is the blocked view.
5. Preparing for walk, discuss expectations for all students:
   - ✓ Wear your safety vest (if available).
   - ✓ Stay beside your buddy.
   - ✓ Stay behind the driver (adult) or in front of the break lights (adult).
   - ✓ When whistle is blown, stop and listen.
   - ✓ Stay on safe walking route (off private property, on sidewalk or side of road).
   - ✓ Keep hands to yourself (not petting animals or picking up objects).

6. Distribute safety vests and walk the pre-determined neighborhood route. Practice safe crossing along the route. Encourage each student to make the decision for themselves whether to cross the street as opposed to following the student ahead or asking the teacher for approval. If crossing in pairs, each student should check for safety independently, then check with partner and make the decision to cross together.

Modifications

- If a walkable neighborhood is not available or off campus walk is not permitted, use the school parking lot.
- For people with any type of special needs, ask how others can assist, and/or teach students to ask if another would like any help.
- Older students, identify areas, crossing could be made safer: infrastructure and non-infrastructure.

Did You Know?

We all tend to follow. The more students have opportunities to experience and respond to real situations, the better they will be at acting appropriately in the future and the more confidence they'll have making the right decision for themselves.

Show and Tell

Discuss hazards that students noticed or experienced. What parts of their bodies did they use to become aware of hazards? What did they use to avoid becoming one of those hazards? Ask students to share something they enjoyed or learned on the walk.

Evaluation

1. Did students identify safe and unsafe crossing locations?
2. Did students perform steps to cross safely regularly?
3. Were students safe and respectful of self and others while walking through neighborhood?

Try this at Home

Ask students to tell their adult what they've learned and how they can be safe while walking to school or throughout the neighborhood. Take their family for a walk or roll.

Comprehensive Health Education Healthy Behavioral Outcomes: PA-1, PA-6, S-4, S-8

Comprehensive School Counseling: B-SMS 9

PE Performance Indicators: PE 4.K.1, PE 5.K-3.1, PE 3.3-4.2,

PE 4.2.5, PE 3.6.1, PE 4.5.6

HE Performance Indicators: HE 7.2.2, HE 1.3-4.3, HE 2.4.2, HE 1.6.11

Drive Smart - Top Safety Tips for Drivers

SafeRoutes To School
Sonoma County Bicycle Coalition

Drive Smart
Top Safety Tips for drivers

healthystudents SONOMA COUNTY

Greenways to School
Even car drivers can go green.

- Walk or bike as often as you can.
- Drop off or pick up your child a quarter to half mile from school. It's only a 5-10 minute walk.
- Carpool. Look into a ride share with friends or neighbors.
- Turn your car off when you drop your child off. Leaving the car running doesn't save time or energy.

Share the Road
Bicyclists and pedestrians are counting on car drivers to be alert and pay attention.

- Kids move in unpredictable ways, keep both hands on the wheel.
- Give cyclists a three-foot wide space when you pass.
- Check for kids in intersections, crosswalks and driveways.
- Communicate with cyclists and pedestrians just like you do with other drivers.
- Driving is not the time for multi-tasking. Use a hands free device to talk on the phone while driving, never text while driving,
- Obey all traffic laws, especially the speed limit and caution signs around schools and parks.

Driving in School Zones
Everyone needs to do their part to keep it safe around our schools.

- Leave for school 5 minutes early.
- Take the extra minute and wait to pull up to the curb. Double and triple parking is dangerous.
- Do not drop off in red or bus zones; they are restricted for a reason.
- Drop your child off on the school-side of the road. Your child is safer when they do not have to cross the street.
- Avoid backing up. Children are small and hard to see.
- School buses have blind spots where the drivers cannot see what is behind them. Walk in front of rather than behind a school bus and stay 5-10 big steps away from the sides and rear, outside of the blind spot.

Contact us at 545-0153 or saferoutes@bikesonoma.com or check out our website www.sonomasaferoutes.org. You can also be our facebook friend or follow us on Twitter. We look forward to hearing from you.

https://sonomasaferoutes.org/sites/default/files/5.drive_smart_handout_final_0811_0.pdf

11. Helmet Fitting

Grade: K-5 and older with modification **Location:** Classroom/Gym **Time:** 20-30 minutes
Materials: helmets, painter/surgical caps, sizing pads, hazard sheets

Standards:

Get Ready

- Have pictures of people wearing helmets from different sports including cycling and scootering.
- If showing video, have equipment ready.

Directions

1. Discuss the different sports that use helmets (cycling, scootering, roller skating, hockey, skiing, etc). Ask for reasons why people wear helmets: to protect a very important part of our body. The brain is the central control station for the whole body.
2. Show pictures of people wearing helmets, one is too small, one is too large and one is just the right helmet fit. If possible, instructor brings in 3 helmets (one too small, one too big, one just right) and demonstrates.
3. Have picture of steps to adjust helmet for perfect size displayed, and/or show video: Helmet Fitting.
4. Demonstrate steps on self or a student, and/or have students pair up and work on each other's helmet.

Note: Head lice are a potential problem for schools who want to use the same set of helmets for students in different classes. To control lice in helmets, The National Pediculosis Association recommends vacuuming and wiping out the helmets, noting that a louse can survive less than twenty-four hours away from a human host, but the nits on a hair left in the helmet could survive up to ten days. It is suggested that using painters or surgical caps under the helmet help control the transfer of lice. The caps are thin and should not interfere with the fit of the helmet. Source: Bike Minnesota

Modifications

- K-1 students will most likely need more individualized support, but they can understand that helmets help them stay safe and they should protect and store correctly after each use.
- Grade 4-8 students may appreciate discussing how helmets have helped them when they did crash. Start discussing why it is preferable to prevent crashes from happening in the first place. Prevention Poster (Appendix 11.9) could be a good introduction on how to prevent collisions: as pedestrians, cyclists, drivers.

Did You Know?

Helmets are the single most effective piece of safety equipment for riders of all ages, if you crash. Everyone should choose to wear a helmet; it just makes sense!

Show and Tell

Show a variety of helmets and the sports they're designed for. Perhaps ask for a good example of when a helmet has saved you a friend from injury. See examples provided.

Evaluation

1. Did students know what type/size of helmet they need?
2. Did students know how to check and adjust helmet to ensure safety and comfort?

Try this at Home

Ask students to tell their adult the importance of helmet use and help family members adjust their helmet.

Comprehensive Health Education Healthy Behavioral Outcomes: S-3, S-8

Comprehensive School Counseling: B-SMS 9

PE Performance Indicators: PE 4.5.7, PE 4.2-4.5

HE Performance Indicators: HE 7.K-3.1, HE 7.K-3.2, HE 1.4.4

Helmet Fitting

https://www.twowheelingtots.com/how-to-choose-bike-helmets/

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Take the Helmet Fit Test

1

Eyes: Put the helmet on your head. Look up. You should see the bottom rim of the helmet.

2

Ears: Make sure the straps form a 'V' under your ears when buckled. The straps should be a little tight but comfortable.

3

Mouth: Open your mouth as wide as you can. Does the helmet hug your head? If not, tighten the straps.

Now you're ready to roll!

https://www.safekids.org/sites/default/files/documents/helmet_fit_test.pdf

Helmet Use in Different Sports

https://www.wbur.org/onlyagame/2019/05/10/girls-lacrosse-helmet-headgear-eyewear

https://healthtalk.unchealthcare.org/beyond-the-helmet-protecting-the-brain-of-your-athlete/

Helmet Use in Different Sports

https://www.pickpik.com/young-girl-catcher-softball-outdoor-player-156298

https://www.rush.edu/health-wellness/discover-health/helmet-safety-keep-lid-it

Helmet Use in Different Sports

https://www.kidsintransitiontoschool.org/summer-safety-tips-for-children-and-their-parents/

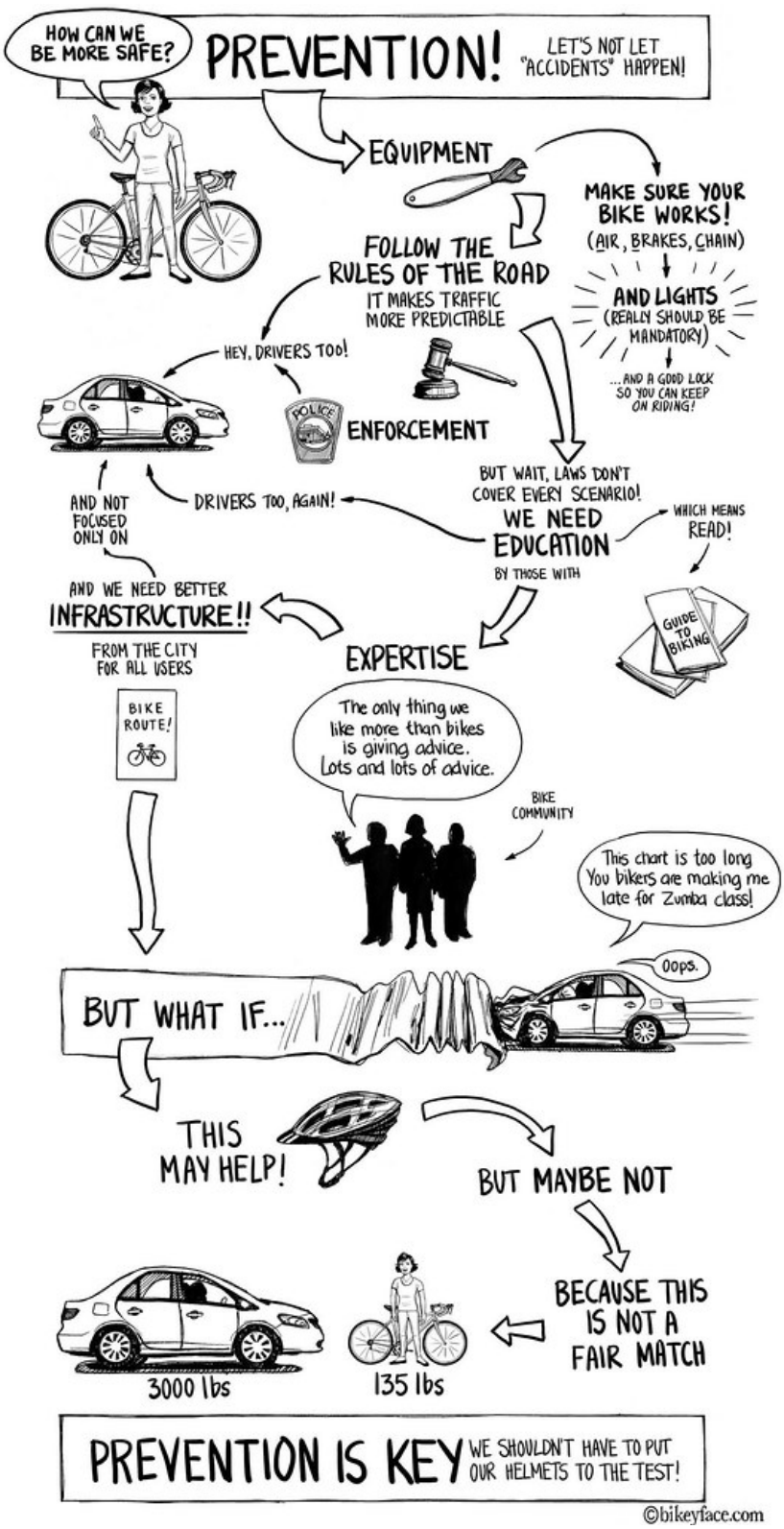
https://www.telegraph.co.uk/travel/ski/news/research-shows-ski-helmets-do-not-prevent-concussion/

Helmet Use in Different Sports

https://www.dreamstime.com/stock-image-girl-wearing-safety-helmet-riding-scooter-image29683751

https://boston.cbslocal.com/2019/11/28/helmet-study-skiing-snowboarding-new-hampshire-vermont/

Prevention



Picture By: [Bikeface.com]

12. Personal Safety Check

Grade: K-8 **Location:** Gym/Outside **Time:** 5-15 minutes
Materials: Students with helmets and bikes, crescent wrench, allen key set, and bike pump (if using bikes).

Standards:

Get Ready

- Have poster of helmet fitting posted or available for reference.
- Have poster of ABC bike check posted or available for reference.

Directions

1. Students line up in pairs and check each other.
   - **Helmet**: make sure helmets are well adjusted and fit.
   - **Pant legs**: roll up to make sure pants won't get caught in the chain.
   - **Shoelaces**: tuck laces to avoid getting caught in pedals or chain.
   - **Closed-toe shoes** (recommended): wear to avoid stubbing toes.
   - Comfortable clothing: people ride in all sorts of clothes; however, we encourage students to wear something they can ride in comfortable.
   - **Attitude**: focused and able to follow directions.
2. Students go to bikes. They check their bike and their partner's. (Note: Bike Sizing and Check lesson may be more appropriate here).
   - **Air**: check for air in front and back tires.
   - **Brakes**: squeeze both brakes and push the bike forward and pull backwards. Wheels should lock in place if brakes are working.
   - **Chain**: lift up rear wheel and pedal bike forwards, checking to see if the chain is engaged and working with the gears.
   - **Quick release**: make sure quick release levers on wheels are closed - always. Students can also make sure their seat is at an appropriate height.

Modifications

- Preparing for safety as a pedestrian is easier but as important as preparing to bike ride. Shoes tied, no baggy pants, visible clothing and a good attitude are important.
- People who are not riding or don't have a bike or helmet, can help a student who is.
- Plastic garbage bags can be used instead of raincoats.

Did You Know?

- Having a bike that fits is important for comfort and efficiency. Have a few students walk with crouched knees while a few others walk upright in a short race to experience what a low bike seat feels like.
- Light colors can be used to increase visibility, but lights and/or reflectors need to be used at night.

Show and Tell

Show mastery of skills by doing this each day before the ride.

Evaluation

1. Do students follow directions and exhibit safe, responsible choices for self and equipment checks?
2. Do students know why frequent checks are necessary?

Try this at Home

Ask students to show their families the steps required to check bikes and helmets for fit and safety.

Comprehensive Health Education Healthy Behavioral Outcomes: S-3, S-8

Comprehensive School Counseling: B-SMS 9, B-SS 8

PE Performance Indicators: PE 4.K.1, PE 4.2-3.5, PE 4.4-5.4, PE 4.6-8.6, PE 5.6.5

HE Performance Indicators: HE 1.3-4.3, HE 1.4.4, HE 1.6-8.11, HE 6.6-8.6, HE 7.K-5.1

Personal Safety Check

Source: “Safe Routes for Kids” Street Trust

Personal Safety Check

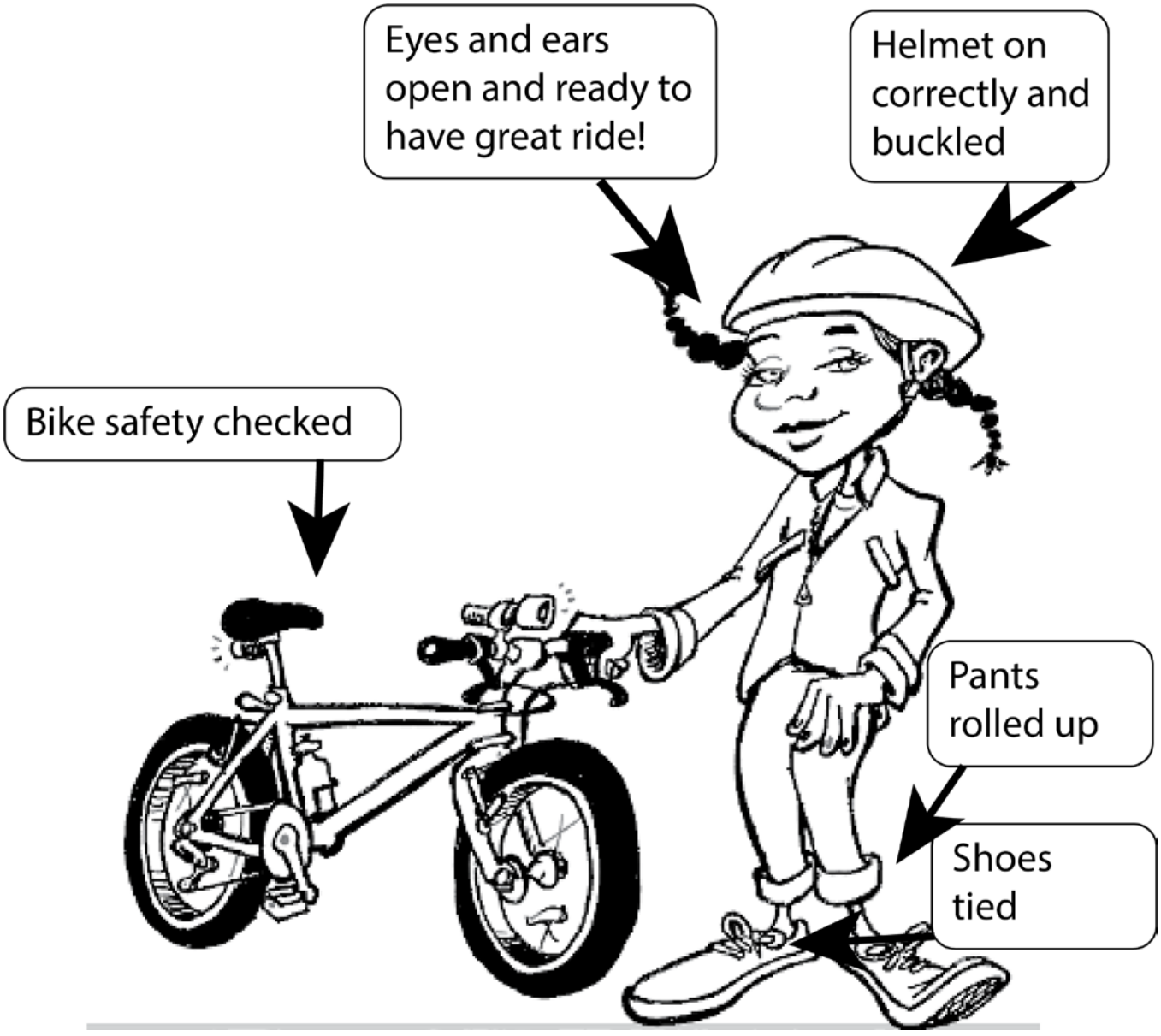


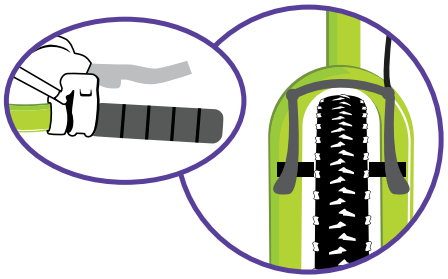
Illustration Source: "Safe Routes for Kids" Street Trust

The ABC Quick Check

A is for air:

- ✓ Check the air pressure, spin the wheels and make sure the tires are not worn out.

B is for brakes:

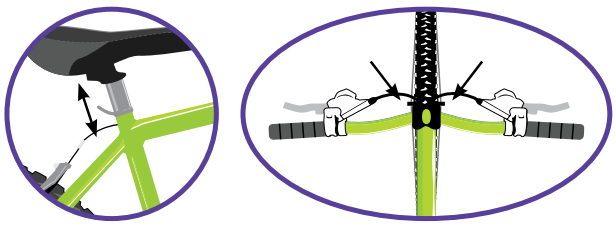


- ✓ Check to make sure coaster brakes will stop the bike by spinning the back wheel and applying the brake. If the bike has hand brakes check to see that the levers don't hit the handlebars when squeezed. Lift one tire up at a time and spin it; squeeze the levers to see if the tire stops. The brake pads should be clean, straight and contact the rims properly.

C is for Cranks, Chain, and Cogs:

- ✓ Grab the crank arms and try to wiggle side to side. There should be no movement. Spin the pedals and cranks to see if the chain drives the rear wheel. The chain should look like metal not rust or black gunk. If the bike has gears check to make sure the gear levers and derailleurs (gear-changing mechanism) work to shift the chain between gears.

Quick Refers to the Quick Release:



- ✓ Some bikes have quick releases on the wheels or the seat post. Check to make sure they are tight and closed properly.

Check:

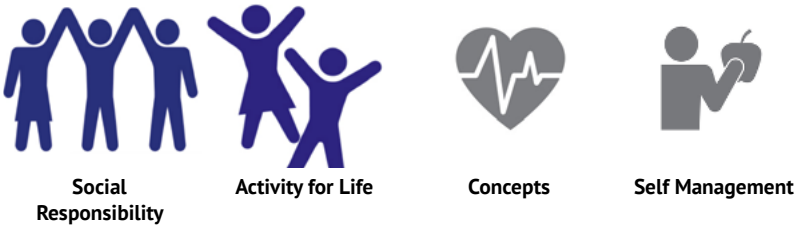
- ✓ After making sure the seat and handlebars are tight and the proper height, have the child ride the bicycle around the parking lot and check that everything works well.

http://www.pedbikeinfo.org/bicyclesaferjourney/abcquickcheck.pdf

13. Bike Sizing and Check

Grade: 3-8 **Location:** Gym, Outside **Time:** 15-20 minutes
Materials: bike(s), helmet(s), adjustable wrench, bike pump, allen keys, etc.

Standards:



Get Ready

- Have poster/overhead/handouts of ABC Quick Check available.
- Have poster/overhead/handouts of bike size check available.
- Have posters/overhead/handouts of bike and pick parts available (optional if interested).

Directions

1. Introduce lesson by reminding students how important your gear and attitude is in preventing serious injury. Riding a bike that fits properly and is in good working order can help.
2. Optional: show video of Bike Check: ABC Quick Check.
3. Go through bike sizing and the ABC Quick Check. have students work in pairs to check their bikes.
   - A= Air. Be sure there is enough air in your tires by trying to squeeze the tire.
   - B= Brakes. Squeeze brake levers while trying to push bike forward.
   - C= Chain. Lift up rear wheel and pedal bike forwards, checking to see if the chain is engaged and working with the gears. And a clean, oily chain will help the bike last longer and be easier to ride.
   - Quick= Quick Release. Make sure all are fastened
   - Check= take an easy, short ride to make cure all is good before doing a longer ride.

Modifications

- People who aren't biking can team up with others.
- Students who are just learning to ride, lower seat so feet can easily help balance.

Did You Know?

It is important for students to understand the importance of riding a bike that is the right size and in good working order. The ABC Quick Check is one way to teach children the parts on the bike that should be regularly checked before going for a ride. Riding a bike that isn't the right size can be dangerous and uncomfortable.

Show and Tell

- Discuss what may happen if any part isn't working or fastened properly.
- Discuss options for growing children and how they can always have a bike that is sized right without having to buy new ones (used bike stores, trade with friends, hand-me-downs, etc. and discuss benefits of reusing products.

Evaluation

1. Did students know what size of bike they need?
2. Did students know how to check and adjust bike to ensure safety and comfort?

Try this at Home

Discuss bike fit with family and make sure your bike is a good fit for you. Discuss findings and options if replacement is needed.

Comprehensive Health Education Healthy Behavioral Outcomes: S-3, S-4

Comprehensive School Counseling: B-SMS 9

PE Performance Indicators: PE.4.4.4, PE 4.4.5, PE 4.5.6, PE 4.6.1, PE 5.6.5, PE 3.6-8.2, PE 4.7.6

HE Performance Indicators: HE 1.6-8.11, HE.5.8.7, HE.7.5.1

Kids Bike Size Chart

The kids bike size chart will help you determine the correct sized bike for your child.

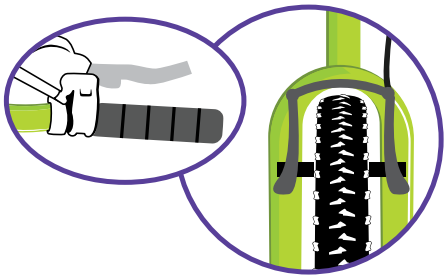
https://www.schwinnbikes.com/blogs/schwinn-garage/the-guide-to-kids-bike-sizes-and-height

ABC Quick Check

A is for air:

✓ Check the air pressure, spin the wheels and make sure the tires are not worn out.

B is for brakes:



✓ Check to make sure coaster brakes will stop the bike by spinning the back wheel and applying the brake. If the bike has hand brakes check to see that the levers don't hit the handlebars when squeezed. Lift one tire up at a time and spin it; squeeze the levers to see if the tire stops. The brake pads should be clean, straight and contact the rims properly.

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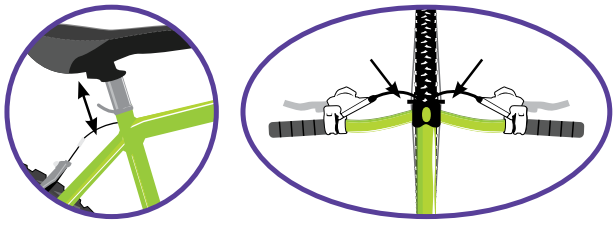
Quick Refers to the Quick Release:



✓ Some bikes have quick releases on the wheels or the seat post. Check to make sure they are tight and closed properly.

Check:

✓ After making sure the seat and handlebars are tight and the proper height, have the child ride the bicycle around the parking lot and check that everything works well.

http://www.pedbikeinfo.org/bicyclesaferjourney/abcquickcheck.pdf

Bike Sizing

LEARNER FIT

This fit is for riders who are new to riding. Typically, a child's first bike will be fitted like this.

Fit: both heels are on the ground while seated in the saddle

PEDALER FIT

This fit is for riders who are comfortable pedaling. Typically, a child's second bike will be fitted like this.

Fit: rider is on tip toes of both feet while seated in the saddle (toes of both feet can touch the ground).

ADVANCED FIT

The two biggest indicators that a rider is ready for an advanced fit are: (1) the rider has very good control of the brakes and (2) the rider doesn't look obviously scared or intimidated being high off the ground.

This fit typically means that when stopped the rider must either (1) lean the bike over and rest on one foot or (2) come out of the saddle. Make sure that when straddling the top tube in front of the saddle, with both feet firmly planted on the ground, there is good clearance between the top tube and the rider (this is often referred to as stand over height and the CPSC guideline is 2 inches of clearance). Many riders are not ready for this kind of fit until they are teenagers.

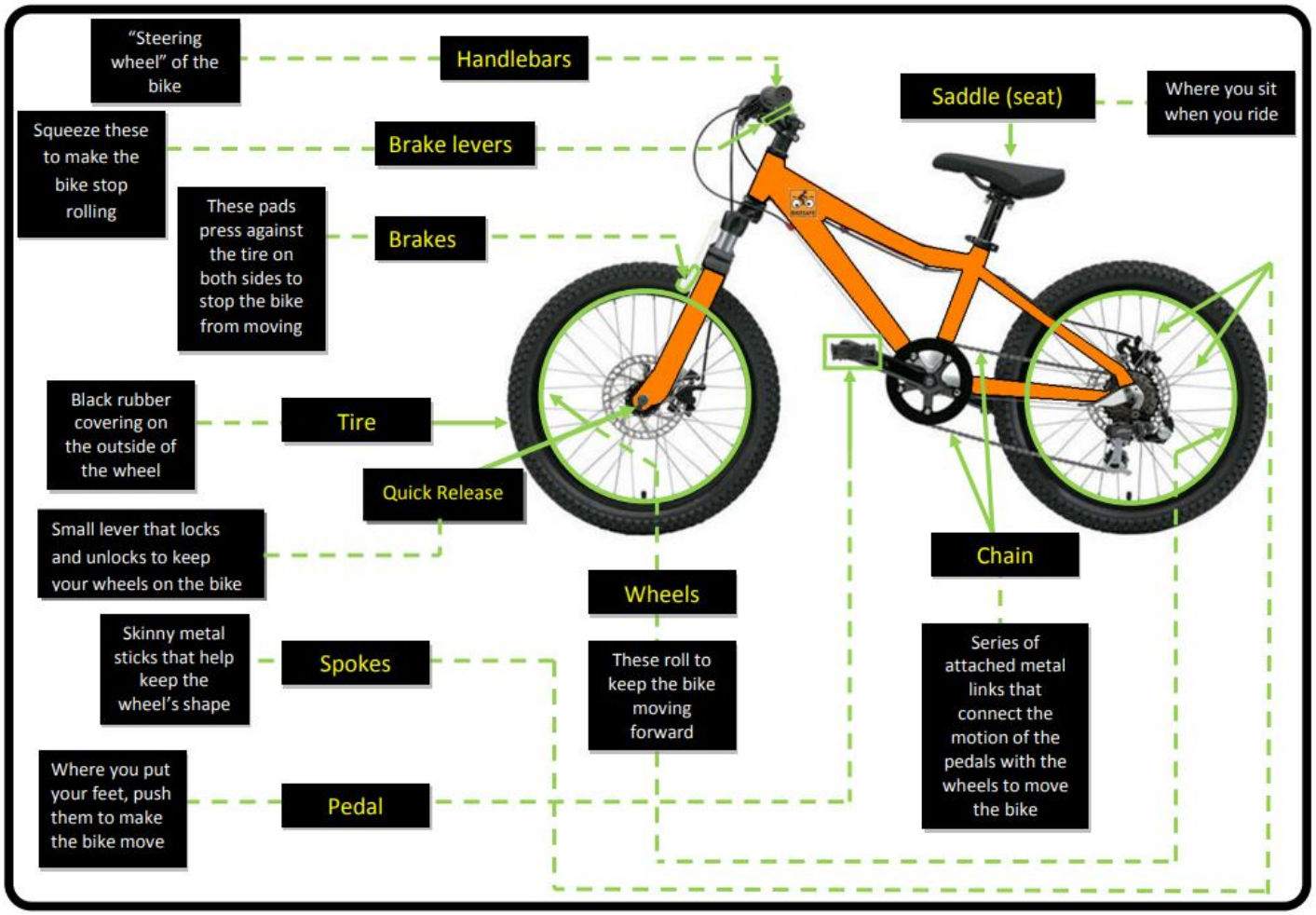
Fit: 80 to 90% leg extension at the bottom of the pedal stroke (roughly a 145° bend in the knee at the bottom of the pedal stroke).

https://prevelobikes.com/pages/kids-bike-fit

Bike Check

http://www.pedbikeinfo.org/bicyclesaferjourney/bikesafepec.pdf

Bike Check



http://www.pedbikeinfo.org/bicyclesaferjourney/bikesafepec.pdf

14. Drill Day

Grade: 3-8 **Location:** Blacktop, Gym **Time:** 5-10 minutes/drill, 20-40 minutes total
Materials: overhead, bikes, helmets, whistle, 30 cones, sidewalk chalk

Standards:

Get Ready

- Set up drill in gym or on blacktop.
- Have bikes out, tallest to smallest, ready to use.
- Have helmets ready to use (ideally helmet check exercise completed and helmets are adjusted and labelled already).
- Have overhead or diagram of drill procedure ready- see below.

Directions

1. Show diagrams of drills.
2. Review hand signals.
3. Partner up to personal and helmet check.
4. Go outside, get bikes and do bike check.

Drills

- **Start/Stop**: The first student in line starts riding. At first marker, stop, start again and ride to second marker, stop, start again and ride to end. At end, stop and swerve back to start. Repeat.
  - **Did you Know?** You can stop fastest if you apply 3 times the force on the front brake than on the back. To avoid going over handle bars, plan ahead and be ready to push weight back over the saddle to keep tire on ground and not skid.
  - A common cause of cyclist/automobile crashes is when the cyclist fails to stop. Starting a bike quickly and confidently will help one stay in a straight line and get across an intersection safely and in control.
  - **Tip**: Power Pedal position (one foot at 10 o'clock) and looking up in the direction you're going helps for a straight push off.

- **Straight Line**: The first student in line starts riding down their lane, at marker second rider starts. All riders ride to end, stop and signal turn to outside, swerve back to start. Repeat. Next pass, try riding one handed (gently start taking one hand off handlebars, then the other while keeping moving in straight line). Repeat until comfortable. Encourage students to go faster, while still able to signal before braking at stop sign.
  - **Did you Know?** It is easier to balance if you look ahead. It's also safer to look up and get "the big picture" to plan for or avoid possible obstacles.
  - **Tip**: Looking up, where you are going and keep pedaling helps to go straight.

- **Shoulder Check**: The first student in line starts riding down their lane. Before they reach the end, the student now waiting first in line will shout "Look Back!" and hold up an amount of fingers in the air. The riding student will look back and shout how many fingers the other student is holding up. After reaching the end of the lane, the riding student then goes back and gets in a new line.
  - **Did you Know?** Many crashes between cyclists and motorists, and between cyclists and other cyclists, are caused by a cyclist swerving or turning left without checking behind to determine if the maneuver can be made safely.
  - **Tip**: Encourage turning head, not full body to keep front wheel straight and keep pedaling when making the shoulder check. Have students try to shoulder check with both hands on the handlebars, if they can't keep a straight line while performing drill have them place their left hand on their left hip and then try to look behind.

Modifications

- Older students will be fast at this, but ensuring all students have skills is important. Divide students into 3 teams to do each drill. Within each team have students alternate being instructor, judge and scorekeeper as team does drill. Report back. Rotate to next drill.
  - **Note**: this requires three drill stations or lines.

- If any student cannot or doesn't wish to ride, they can be assistants or judges.

Evaluation

1. Did students perform each skill safely and with confidence?
2. Did students respect rights and responsibilities of self and others?
3. Did students help and encourage others towards success?

Try this at Home

Ask students to take their adult or family member to school grounds or park and show them how to perform each drill. Discuss with family and friends how their new skills have made them more confident riders.

Comprehensive Health Education Healthy Behavioral Outcomes: PA-6, S-4

Comprehensive School Counseling: B-SMS 9

PE Performance Indicators: PE.4.K.1, PE.4.2.5, PE.4.3.5, PE 3.4-8.1, PE.4.4.4, PE. 4.4.5, PE.4.5.7,

HE Performance Indicators: HE 1.3-4.3, HE.7.2-3.2, HE 1.6-8.11, HE 7.6-8.1

Personal Safety Check

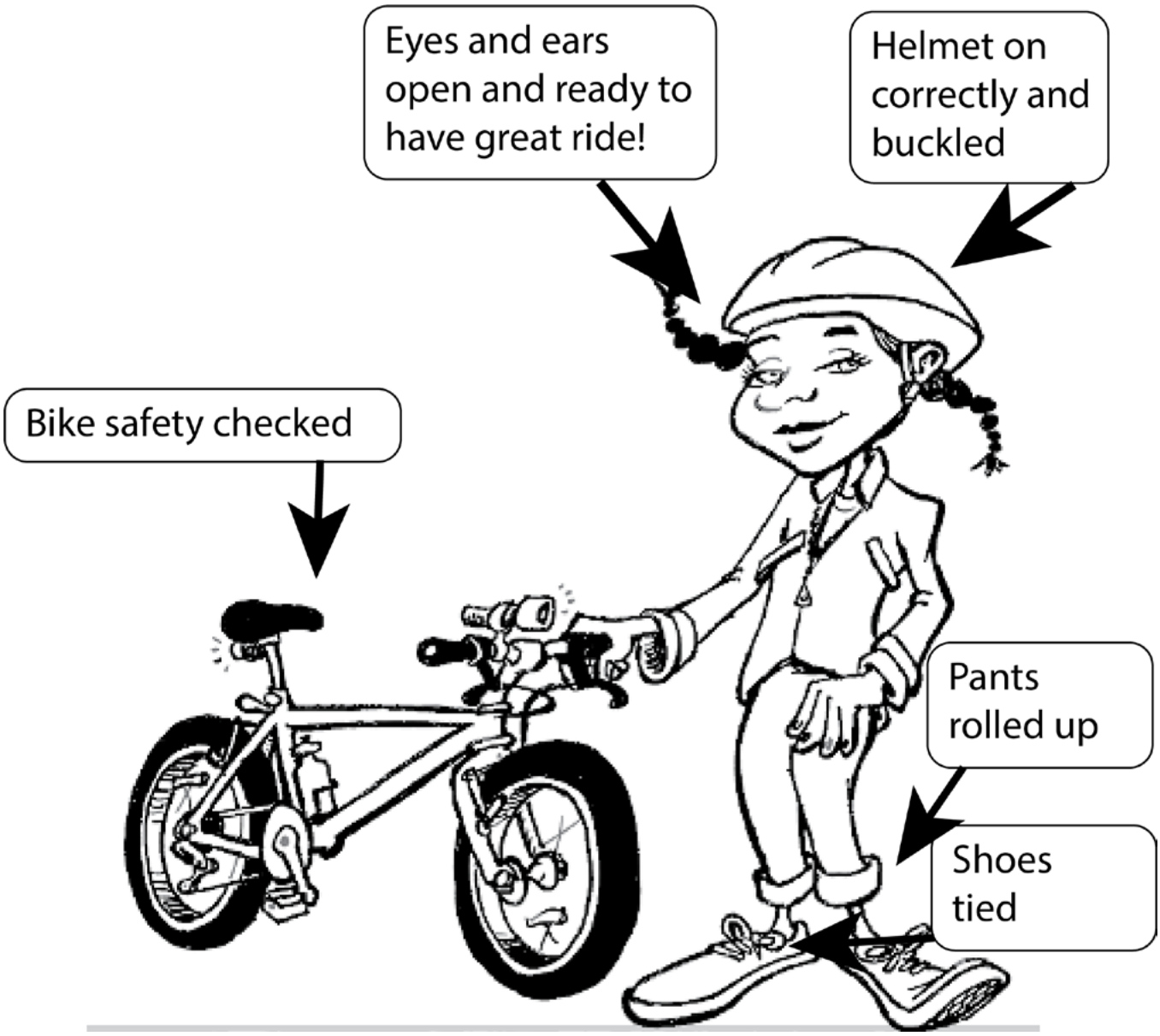
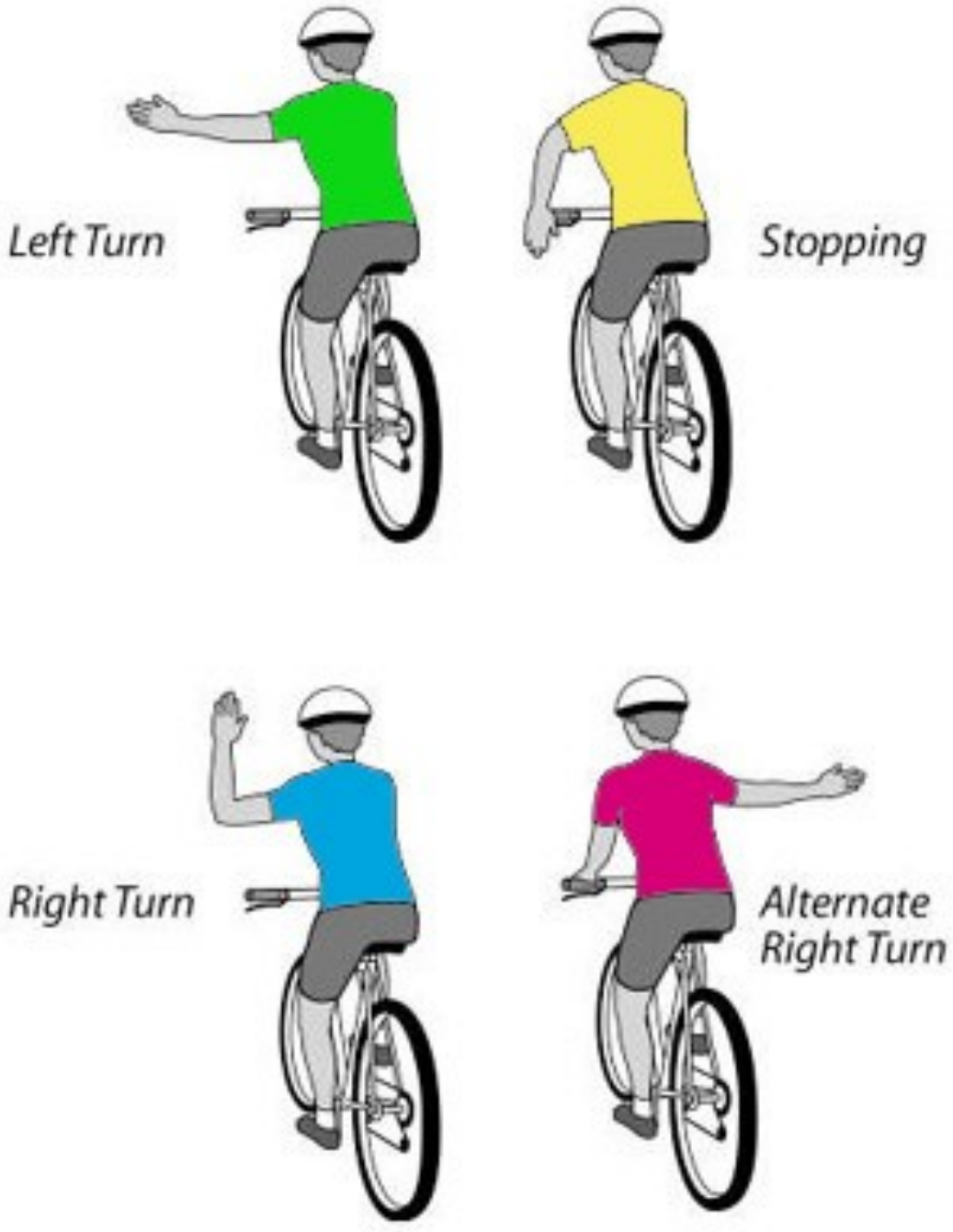


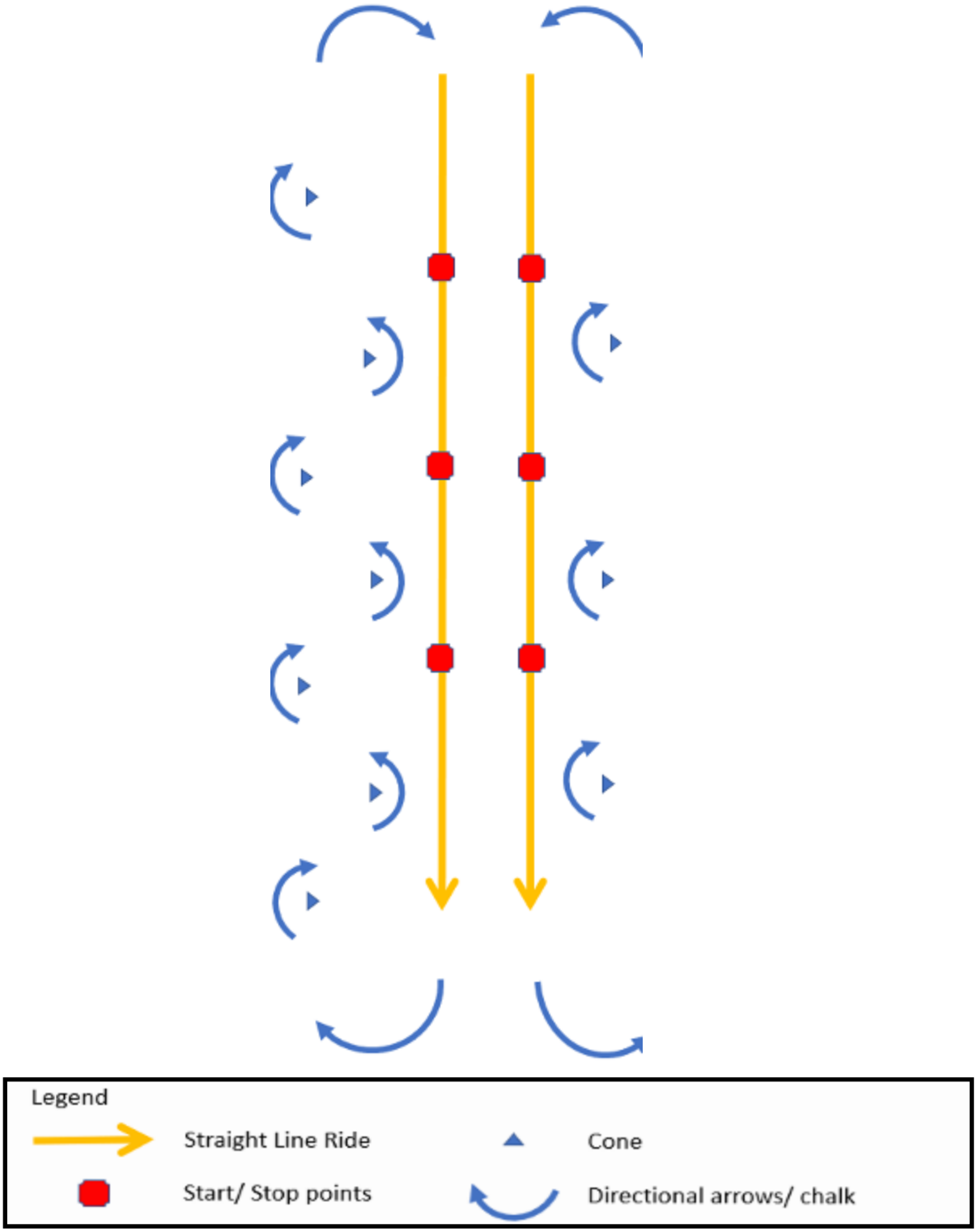
Illustration Source: "Safe Routes for Kids" Street Trust

Hand Signals

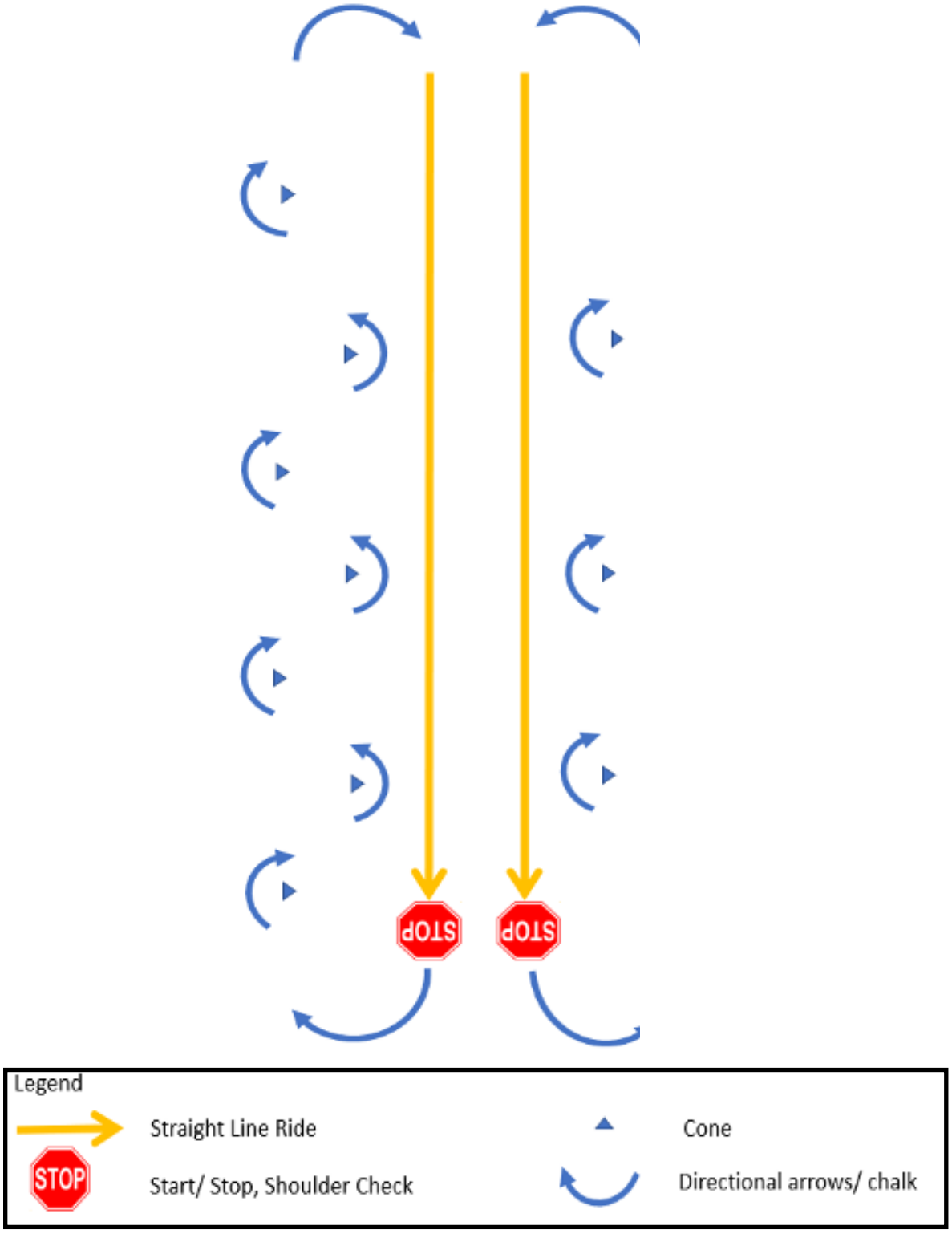


https://i0.wp.com/www.urkai.com/wp-content/uploads/2020/01/bike-signals.jpg?ssl=1

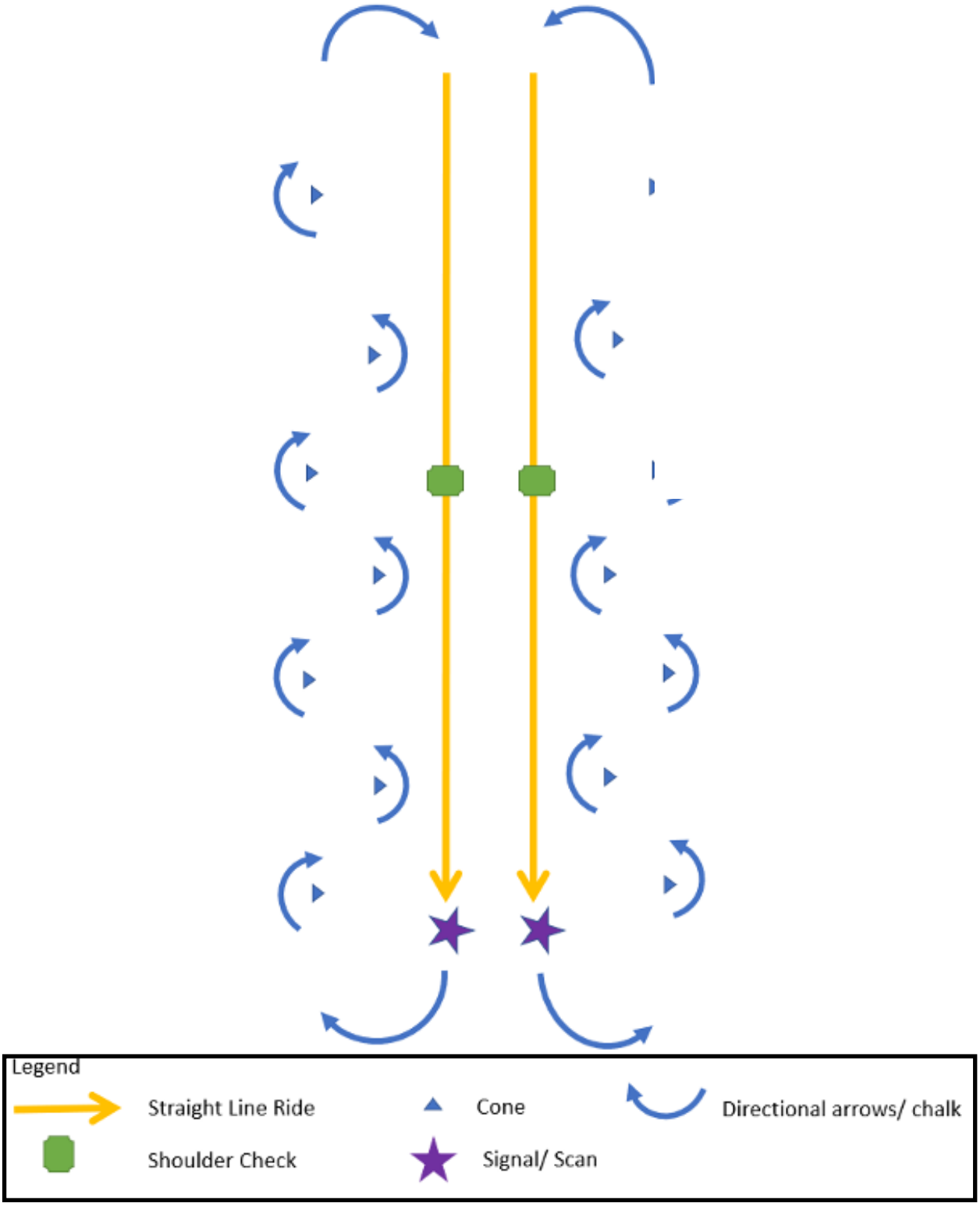
Starting Stopping Drill



Straight Line Ride Drill



Shoulder Check/Scanning Drill



Shoulder Check/Scanning Drill

15. Intersection Days

Grade: 4-8 **Location:** Blacktop, Parking Lot, Neighborhood **Time:** 2 x 45 minutes
Materials: overhead, bikes, helmets, whistle, 10 cones, sidewalk chalk, rope

Standards:

Social Responsibility | Activity for Life | Concepts | Self Management

Get Ready

- Set up drill in gym or on blacktop - takes at least 30 minutes.
  ✦ Ideal if more than one "intersection" can be made.
- Have overhead of drills ready for display.
- Have bikes out, tallest to smallest, ready to use. (Day 2)
- Have helmets ready to use (ideally helmet check exercise done and helmets are adjusted and labelled already). (Day 2)

Directions

Day 1

1. Show video introduction: Navigating Intersections video.
2. With display of intersection (on overhead and individual sheets), show how a cyclist would move through the intersection doing right hand turns only.
3. Now show Straight and Left turn pattern and highlight conflict points. What do you do when there are other road users using the intersection? Show Right of Way video.
   - The first person at the intersection, goes first.
   - When two people are opposite each other, the person going straight goes first.
   - When two vehicles arrive at the same time, the one on the right goes first.
   - If a pedestrian is crossing the street in a crosswalk or at a corner, the pedestrian has right of way and all vehicles, including bicyclists, must wait.
4. Demonstrate scenarios using overhead templates.
5. Divide students into 4 groups. Head outside. Each group goes to a station at end of intersection.
6. All walk right hand turns.

7. Now all groups send one person to go straight at intersection, notice conflict. Stop and remind rules of right of way to proceed.
8. Repeat with left hand turns, notice and observe right of way.

Day 2

1. In pairs, perform self and partner helmet and bike check.
2. Review steps for turns on bike: shoulder check, signal, move to middle before entering intersection.
3. Review Right of Way procedure.
4. Students repeat activity on bike: right, straight, left turns. As more students enter into intersection, right of way practice will also be observed

Modifications

- Options for older/experienced students, divide students into 3 teams to do right, straight. left turns. Have students alternate being instructor, judge and scorekeeper to judge team. Report back. Rotate.
- If any student cannot or does not wish to ride, they can be intersection distractions (someone crossing in a wheelchair, elderly person, stray dog, etc).

Did You Know?

Intersections are complicated. The more experience you have going through them the more comfortable you'll be. Taking your right of way is as important as honoring someone else's. Practicing intersection patterns on foot first (pretending you're a cyclist) may be an easier way to start. Then do it as cyclists and start adding obstacles like more signs, pedestrians, dogs, etc.

Show and Tell

Using on-campus intersection and allow students to go wherever they want: right, straight, left. Start riding, and depending on right of way rules, determine how to proceed through intersection. Add more people. Other students observe and report back.

Evaluation

1. Did students perform all turns safely?
2. Did students move confidently through intersection while observing right of way and respect for others?
3. Did students help and encourage others towards success?

Try this at Home

Ask students to take their family member on a ride or walk through the neighborhood and show the procedure and skills needed to safely make a variety of turns or crossings. Discuss with family and friends how their new skills have made them more confident riders.

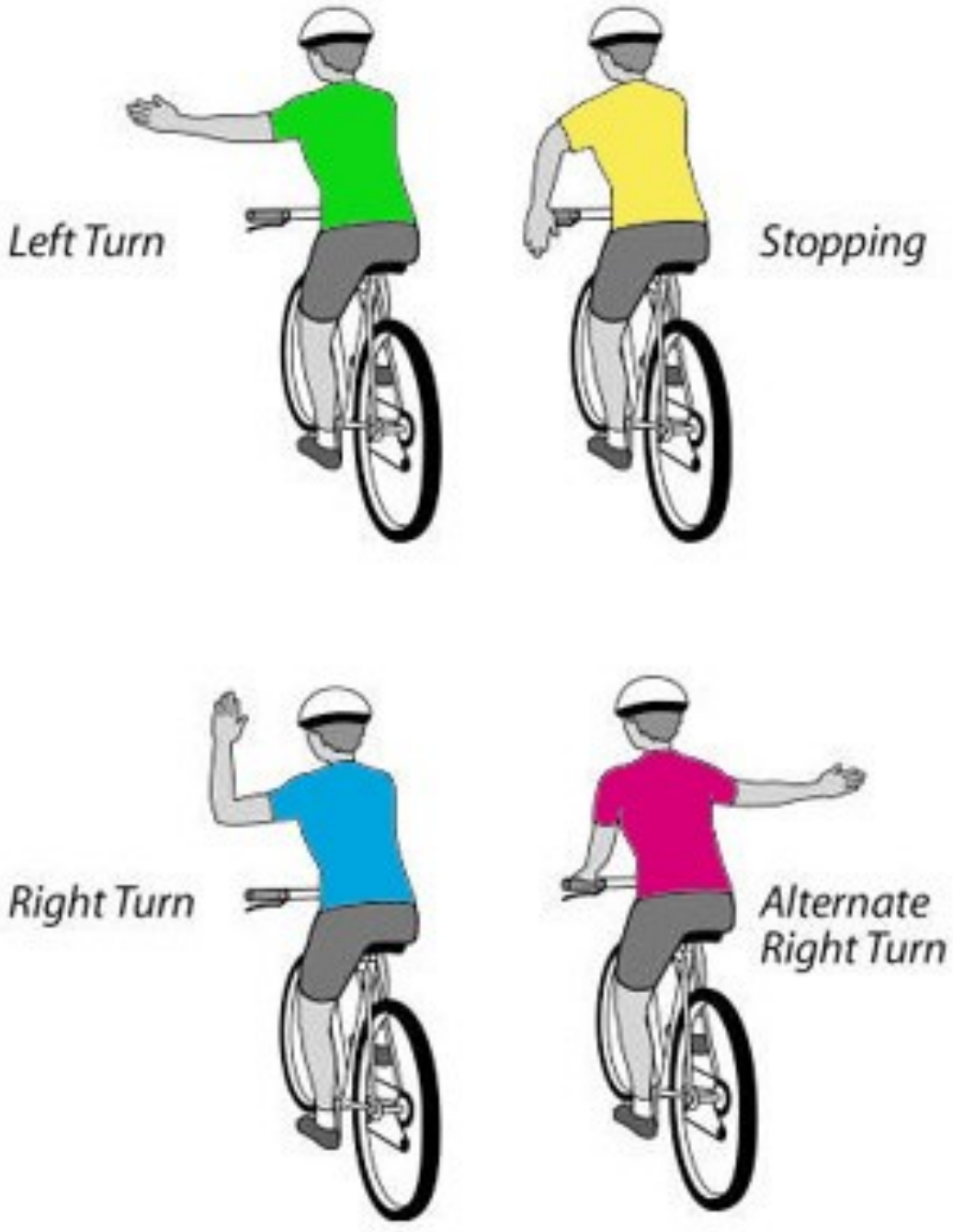
Comprehensive Health Education Healthy Behavioral Outcomes: S-3, S-4, S-5

Comprehensive School Counseling: B-LS. 1, B-SMS 9

PE Performance Indicators: PE 4.3.5, PE 4.4.4, PE 4.5.6, PE 4.6.1, PE 5.6.5, PE 3.7.1, PE 4.7.6

HE Performance Indicators: HE 1.3.3, HE 7.3.1, HE 1.4.3, HE 1.6-8.11, HE 5.6-8.7, HE 6.6-8.6, 7.6.1, HE 8.6-8.4

Hand Signals



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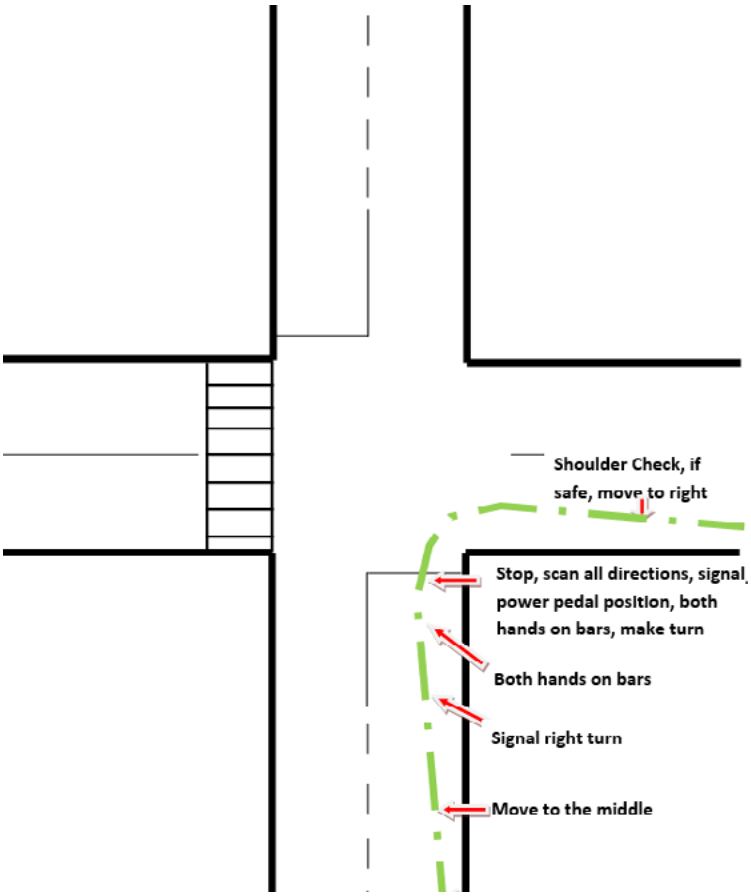
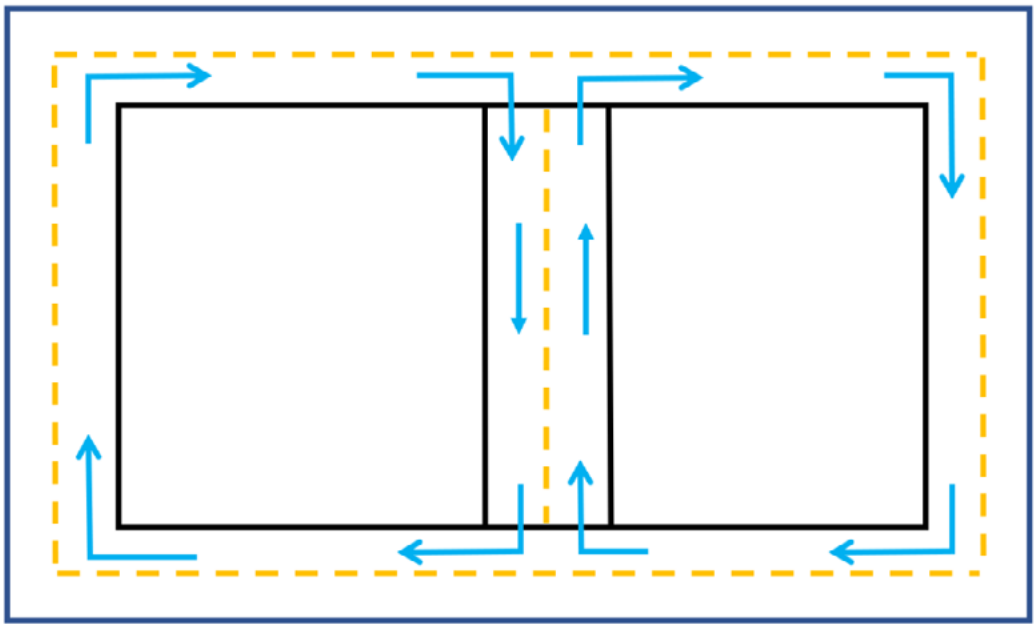
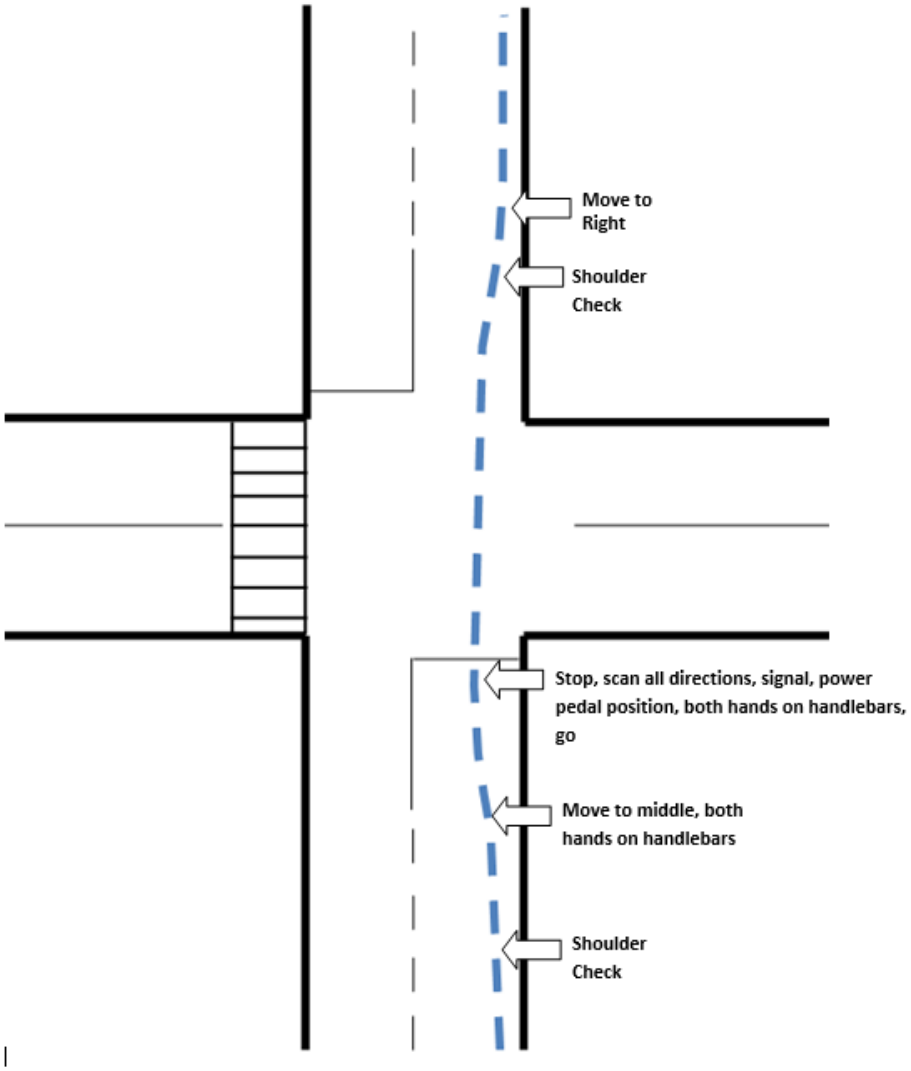
Right Hand Turns

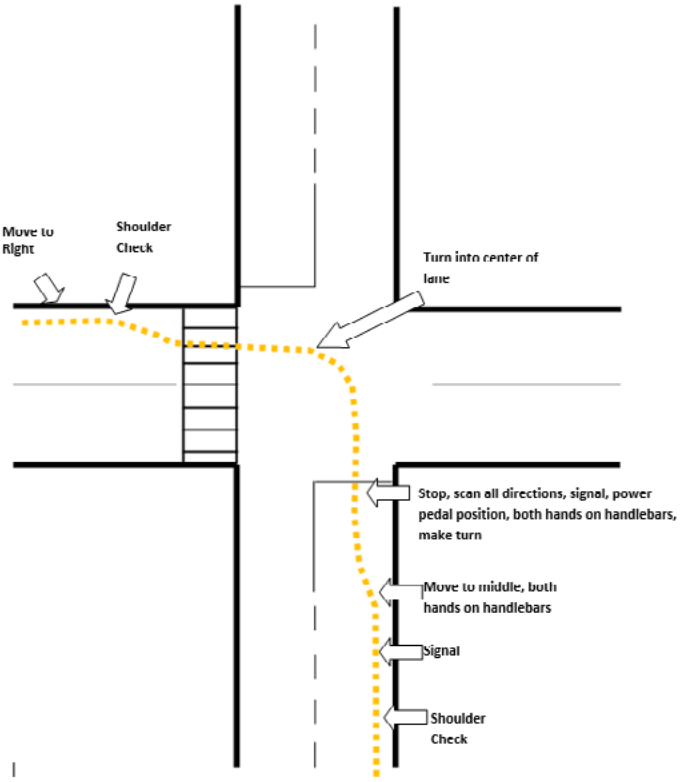


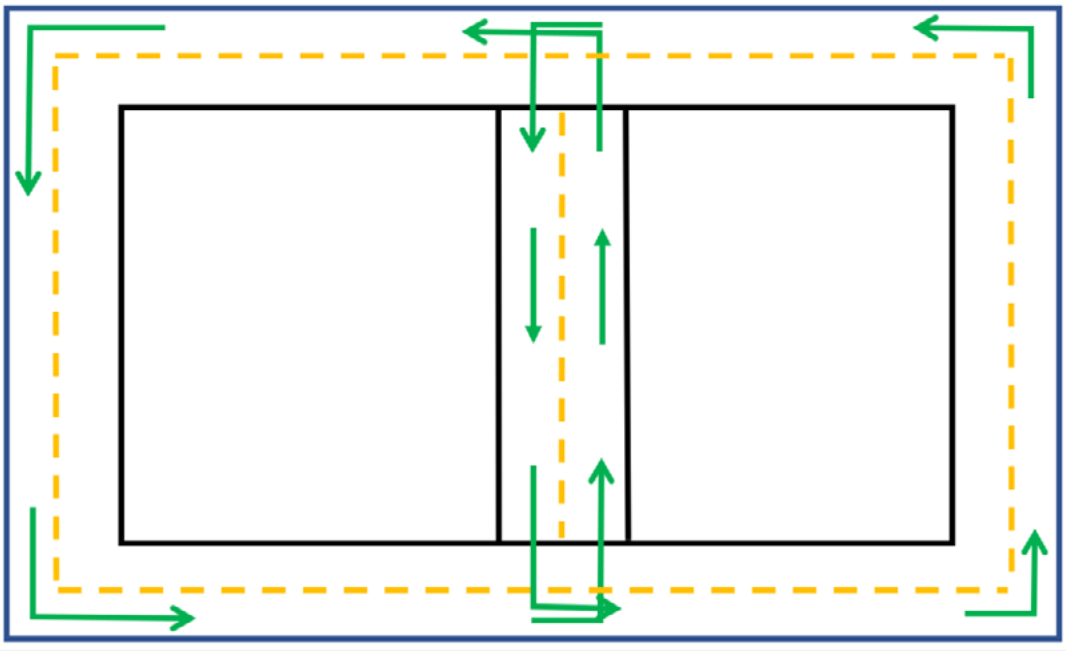


Straight Through

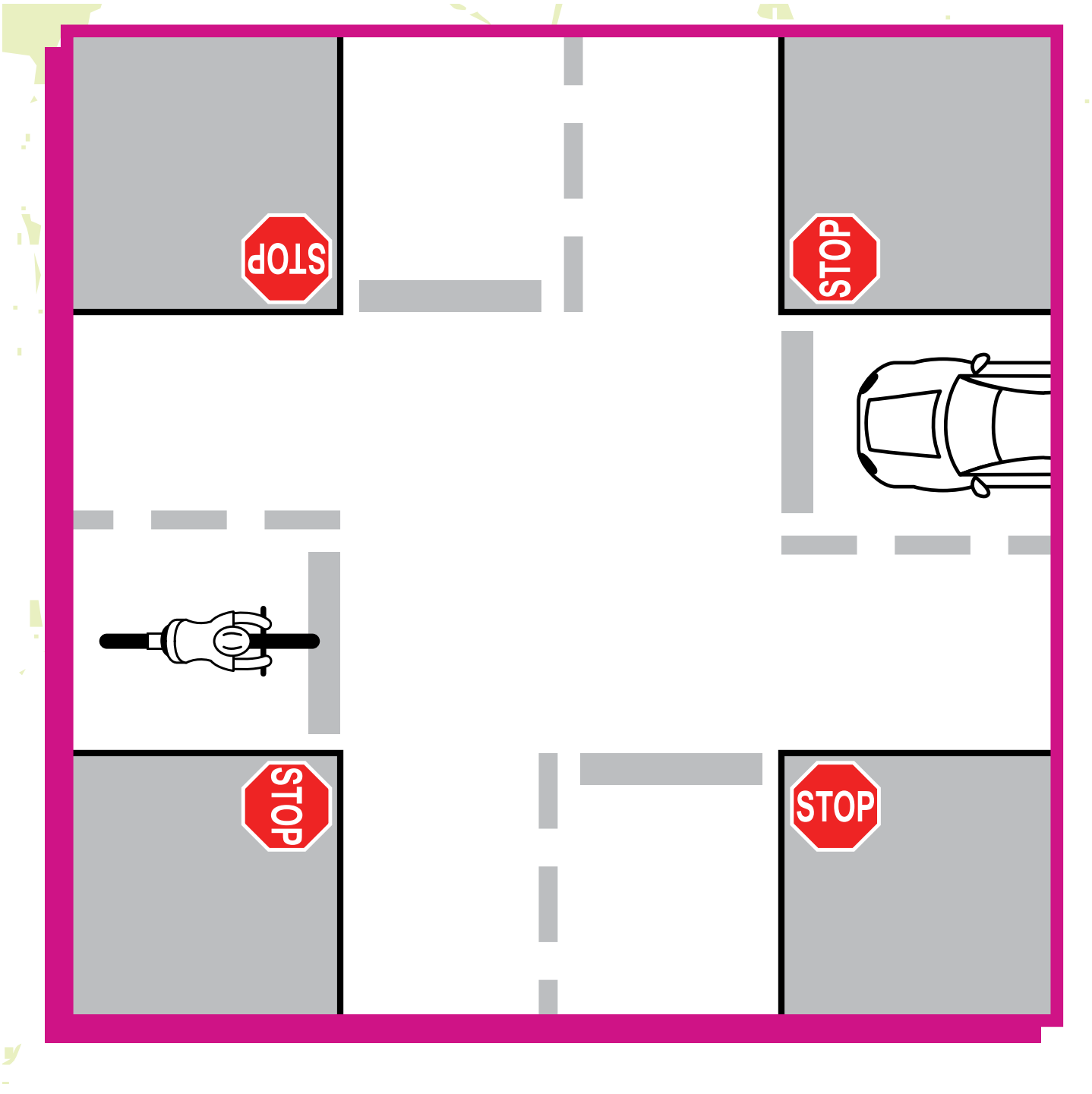


Left Hand Turns

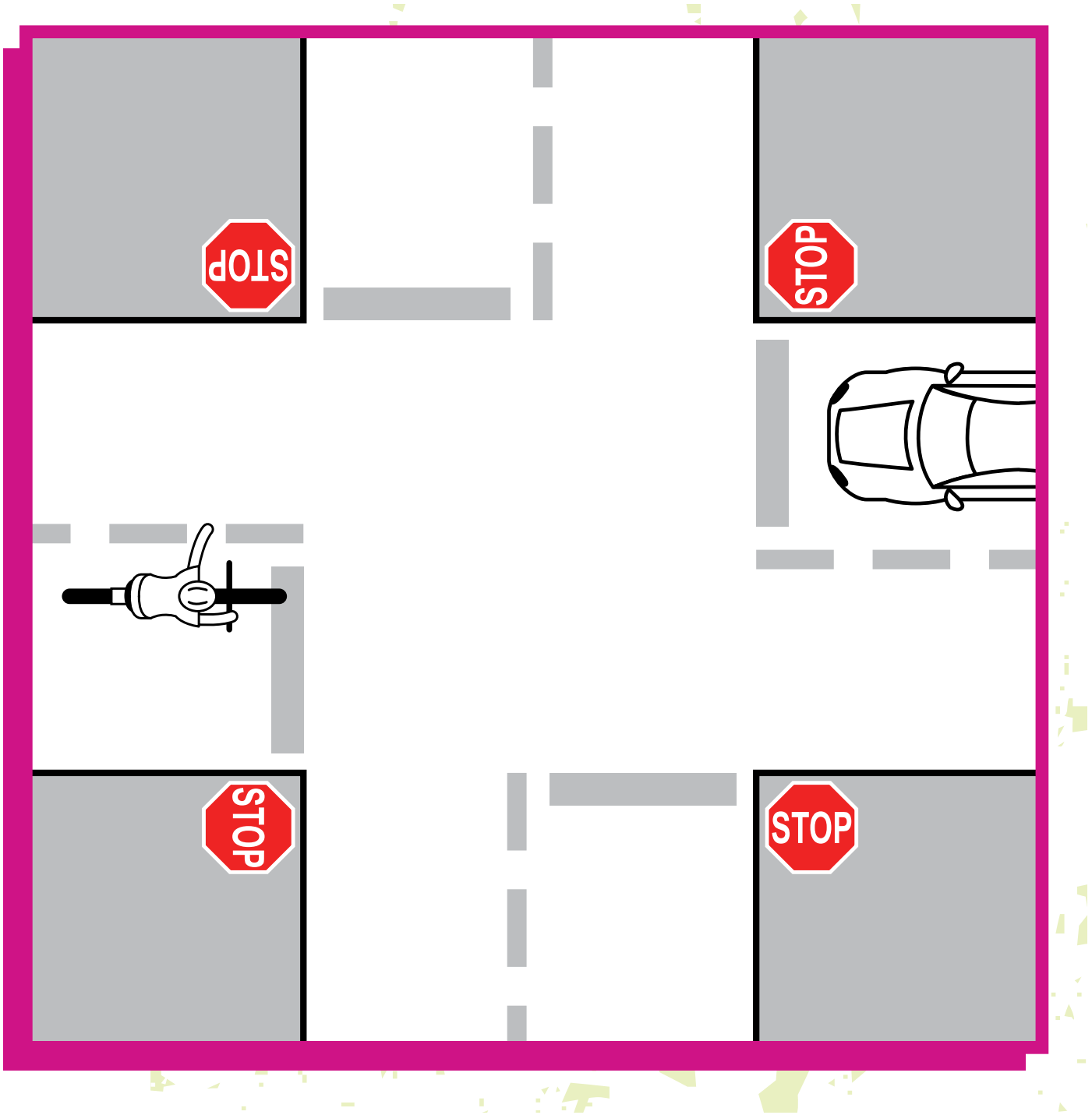




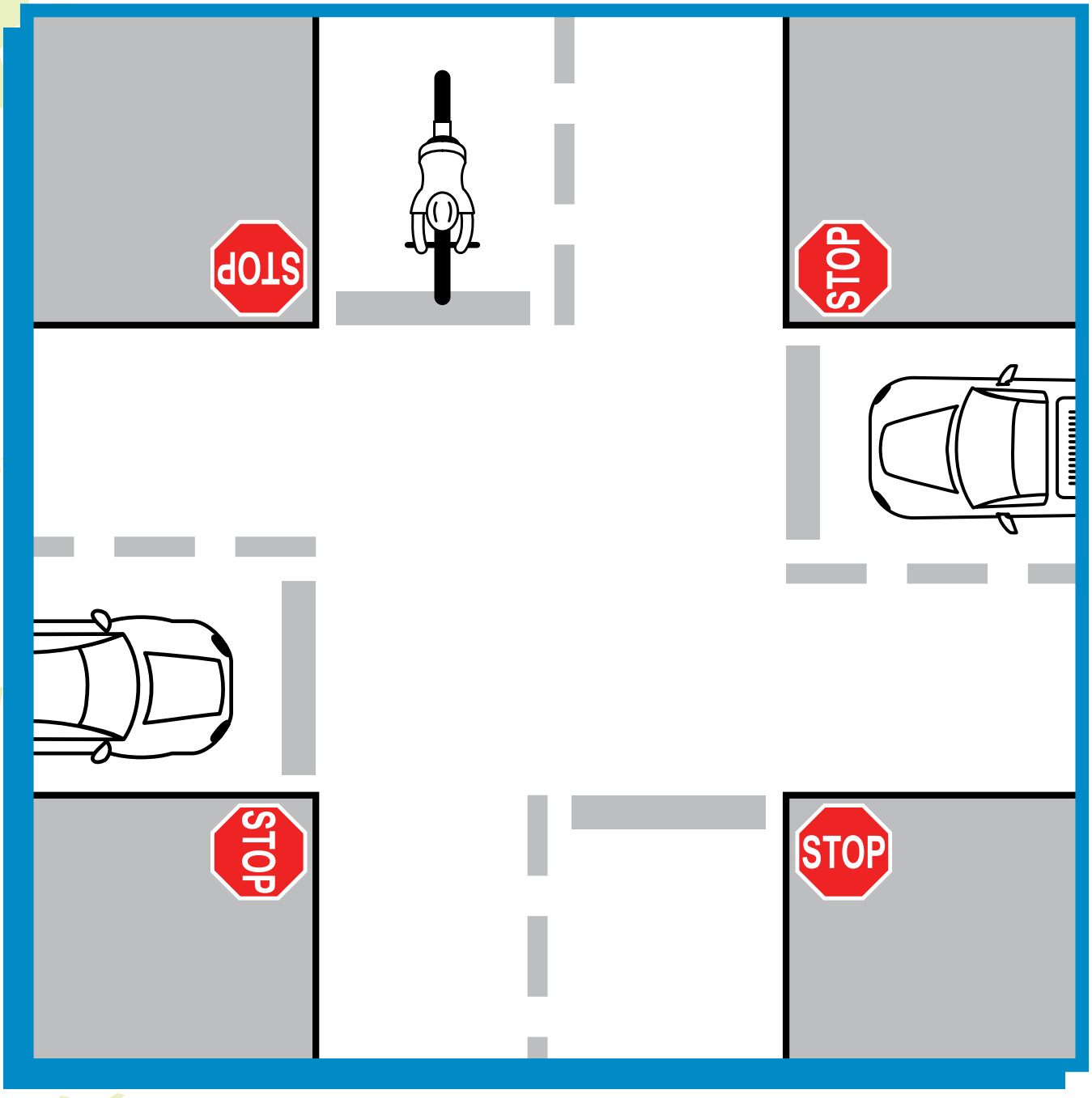
Right of Way Exercise - 1



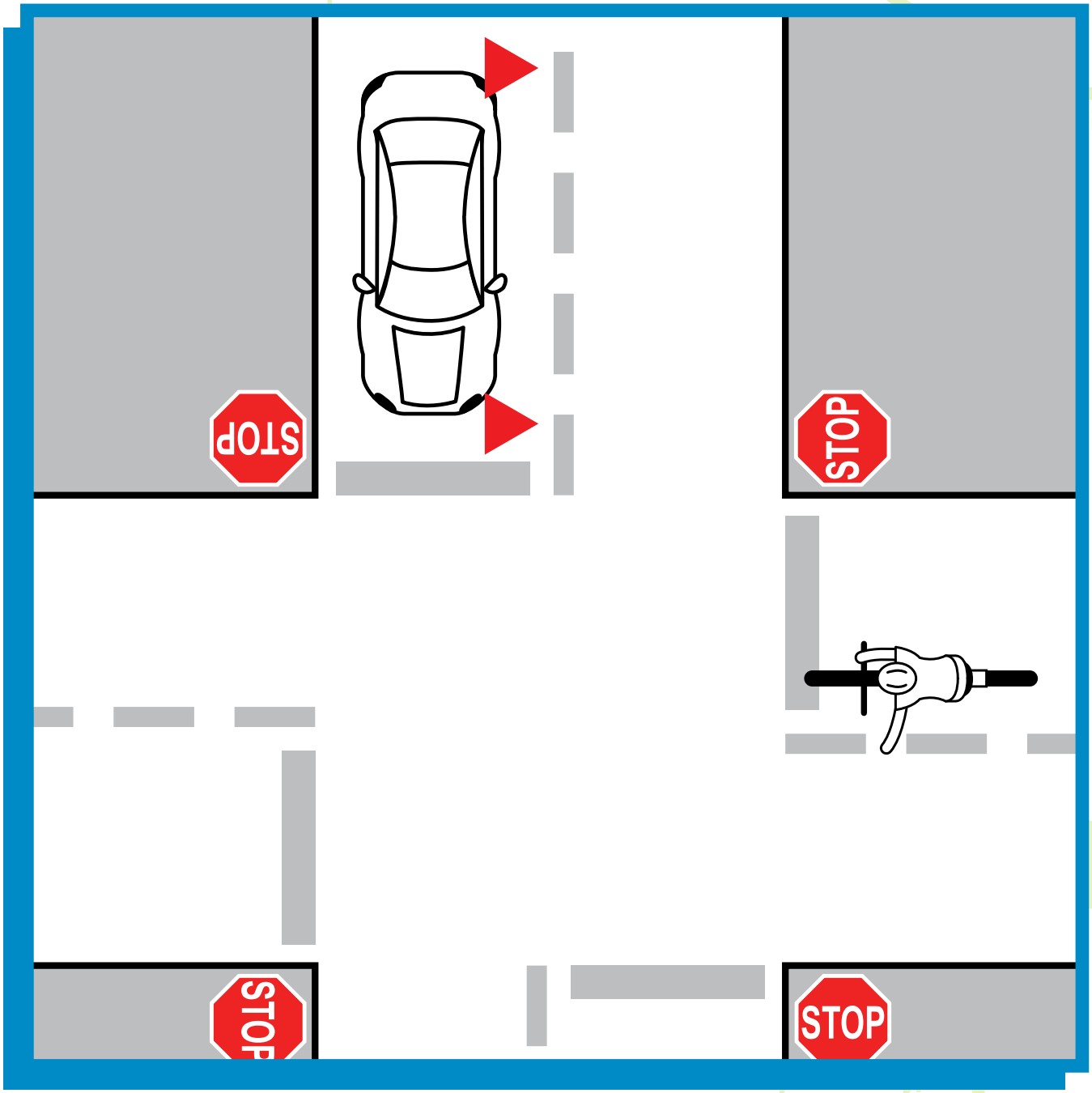
Right of Way Exercise - 2



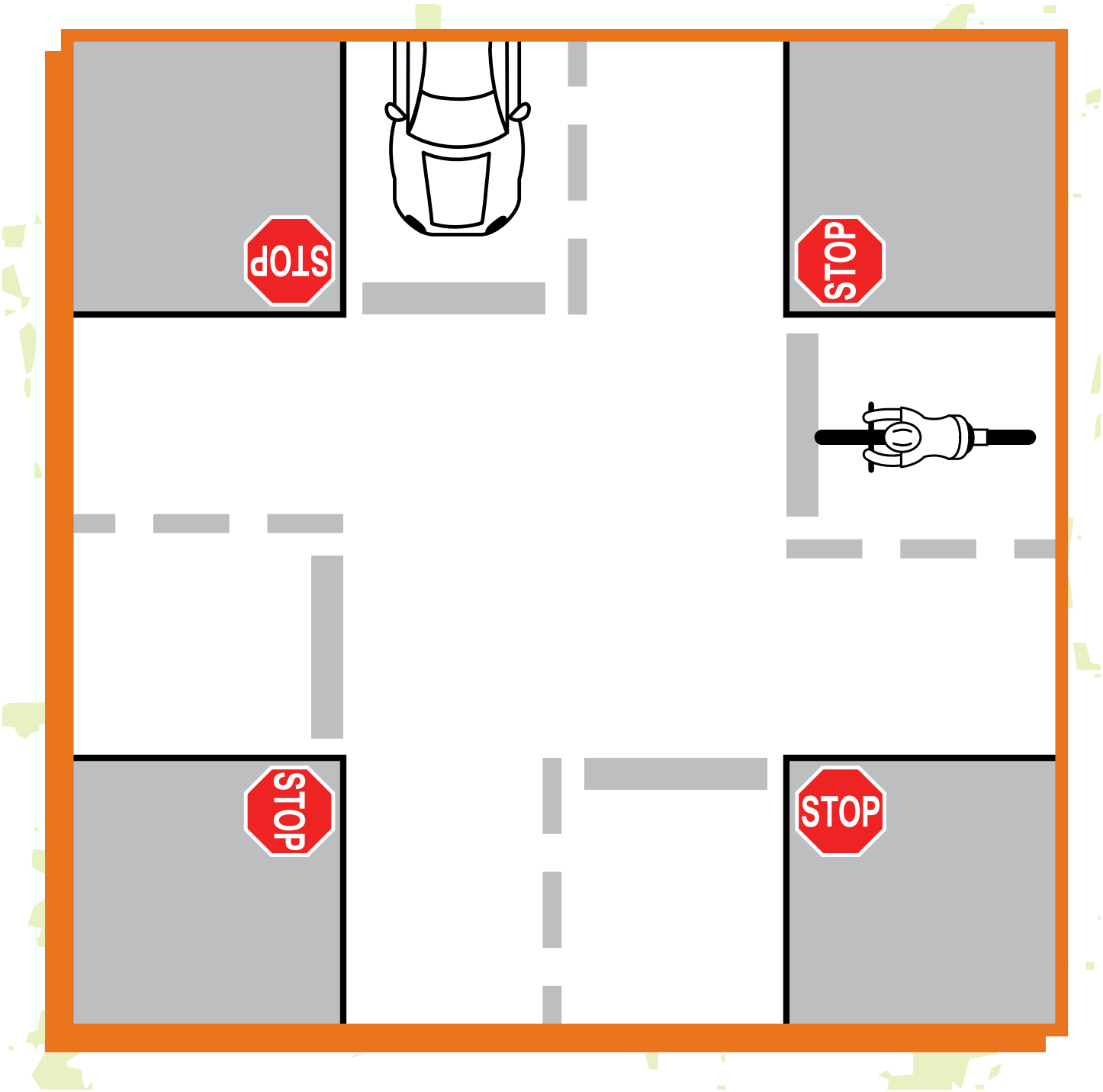
Right of Way Exercise - 3



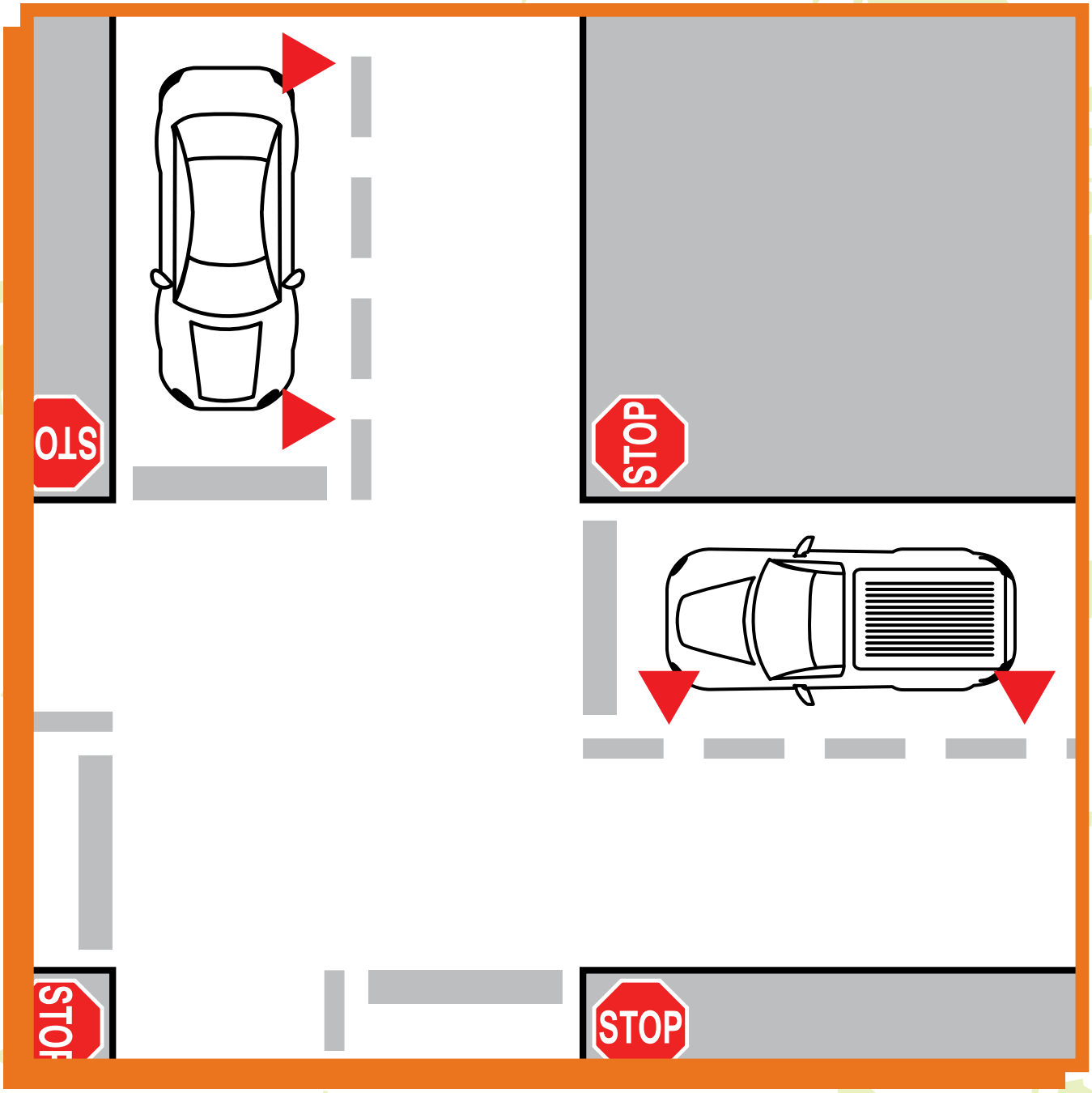
Right of Way Exercise - 4



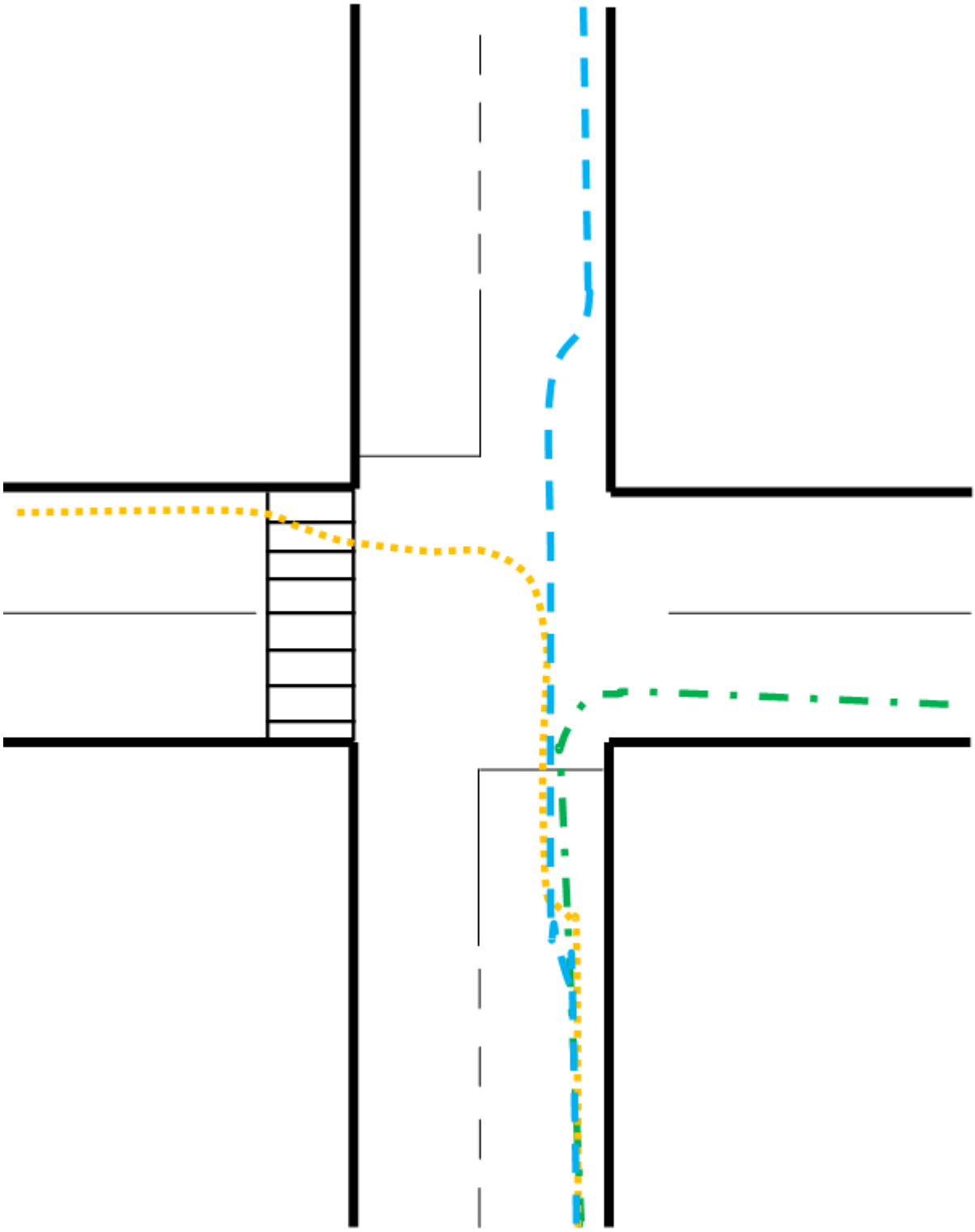
Right of Way Exercise - 5



Right of Way Exercise - 6

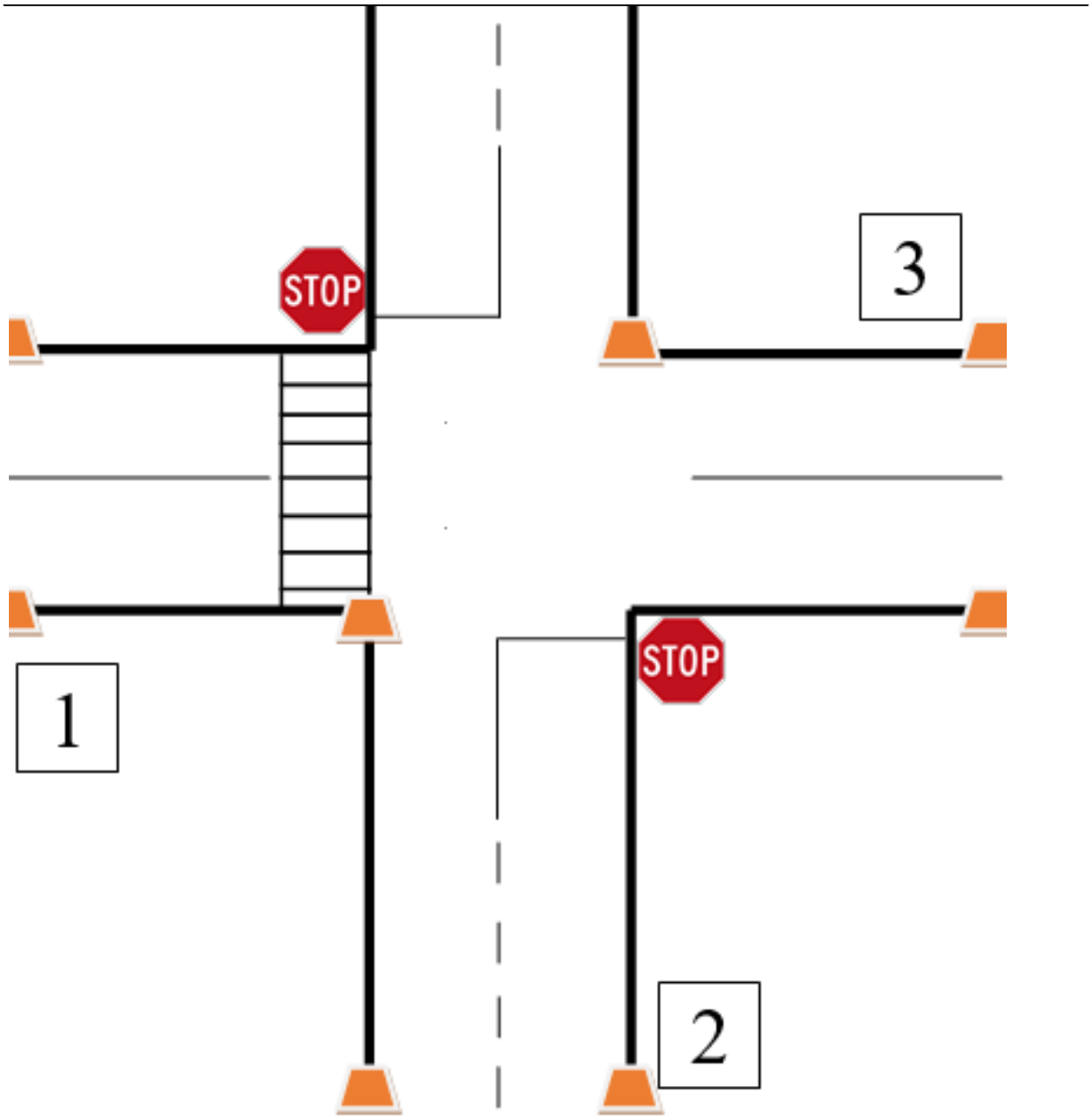


Left Turn, Straight Through



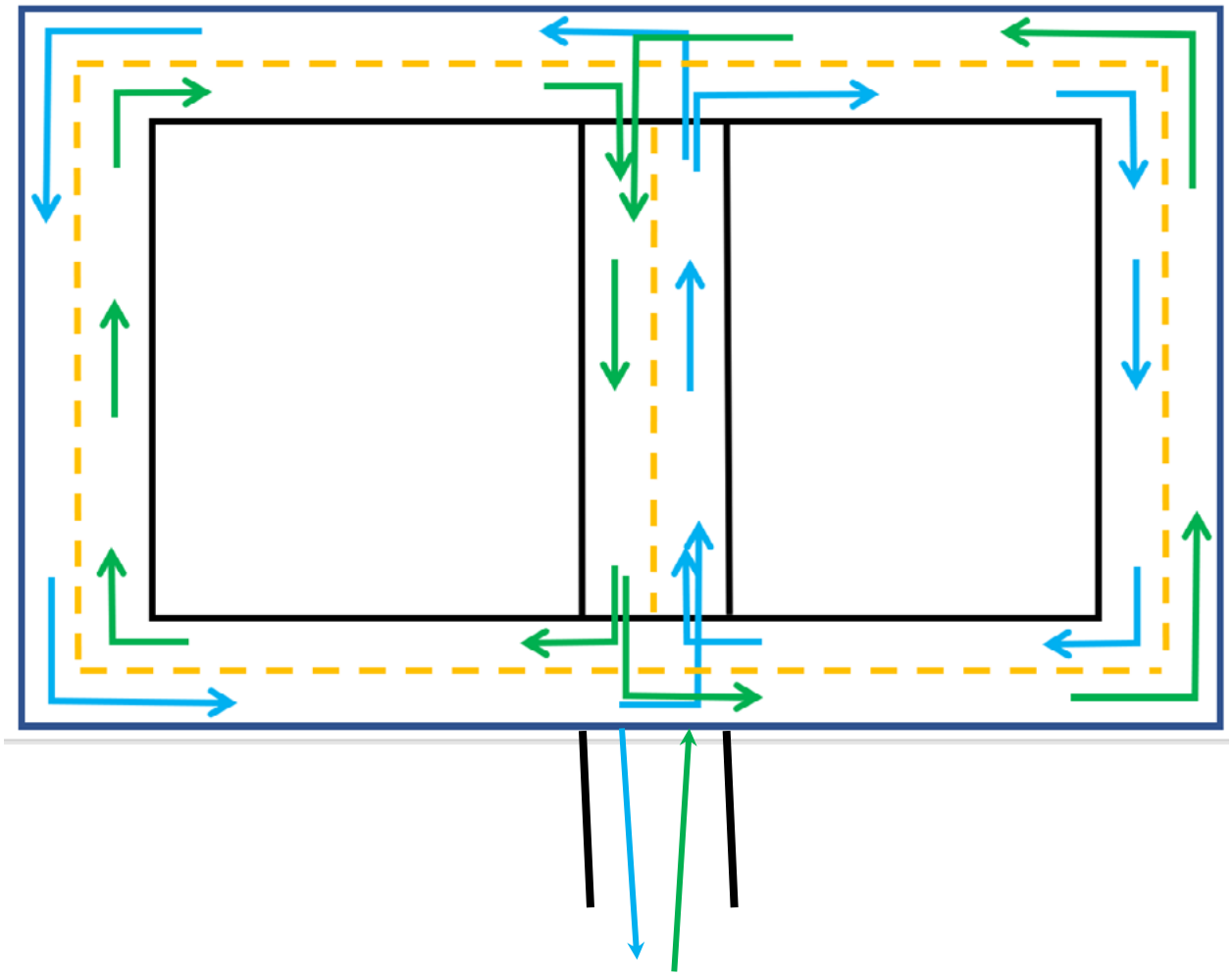
Option 1- mock or real intersection

Having a real intersection is best for learning. Permission to leave campus will be required. Next best is a simulated intersection on blacktop made with cones or half balls and rope or chalk. Students sequence through turning patterns with instructor or other students observing and offering feedback.



Option 2- inside or track

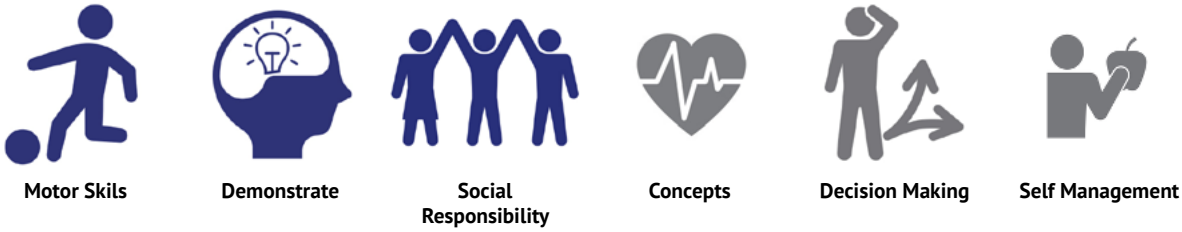
A gymnasium could be staged to resemble two city blocks with existing lines, cones and rope. Students maneuver through course right turns first, then left. Instructor or other students observe and offers feedback. If using track, having a dividing line to resemble travel lanes and one or more access points to resemble driveways or other roads.



16. Intersection Drill - Turning

Grade: 3-8 (older grade review - 15 minutes) **Location:** Gym, Blacktop, Parking Lot, Neighborhood
Time: 15-30 minutes **Materials:** bikes/scooters, helmets, whistle, 30 cones, sidewalk chalk

Standards:



Get Ready

- Set up drill in gym or on blacktop
- Have bikes/scooters out, ready to use
- Have helmets ready to use (ideally helmet check exercise completed and helmets are adjusted and labelled already).
- Have overhead for intersection display and video.

Directions

1. Show Navigating Intersections video.
2. Show how activity works on overhead in classroom or as students stand around set-up roadway. Teacher or assistant demonstrates.
   - Enter roadway in single file, one at a time. Ride into intersection:
     - ✓ Shoulder check;
     - ✓ Signal and move to middle of lane;
     - ✓ Stop if there is a stop sign;
     - ✓ Signal turn, scan again, when clear make turn; and
     - ✓ For straight and left hand turns, notice conflict points and give or take right of way (refer to right of way lesson):
       - o first, goes first
       - o right goes first
       - o straight goes first.
3. Practice hand signals if necessary.
4. Divide class into pairs. Helmet and bike check.
5. Groups or 6-8 line up to watch leader do right hand turns. Do this as class or in groups where the watchers critique the doers. When all have done right hand turns with competence, repeat for straight throughs and again for left hand turns.

Modifications

- Options for older/experienced students: divide students into 3 teams to do right, straight. left turns. Have students alternate being instructor, judge and scorekeeper to judge team. Report back. Rotate.
- If any student cannot or doesn't wish to ride, they can be intersection distractions (someone crossing in a wheelchair, elderly person, stray dog, etc).

Did You Know?

Taking the center of the lane at all intersections for all turns is the safest because visibility is maximized. Bicycle riders are legally permitted to do this, however, must yield to any other vehicle if changing position on roadway - that's why we "look back" first.

Evaluation

1. Did students perform each turn properly?
2. Did students respect rights and responsibilities of self and others?
3. Did students help and encourage others towards success?

Try this at Home

Ask students to get a map of their neighborhood and consider the roads used to get to a preferred destination, like school or a park. Are there roads that they'd feel comfortable using the skills they learned? Take their adult or family member on this route and teach them your new skills.

Comprehensive Health Education Healthy Behavioral Outcomes: S-3, S-4, S-5

Comprehensive School Counseling: B-LS. 1, B-SMS 9

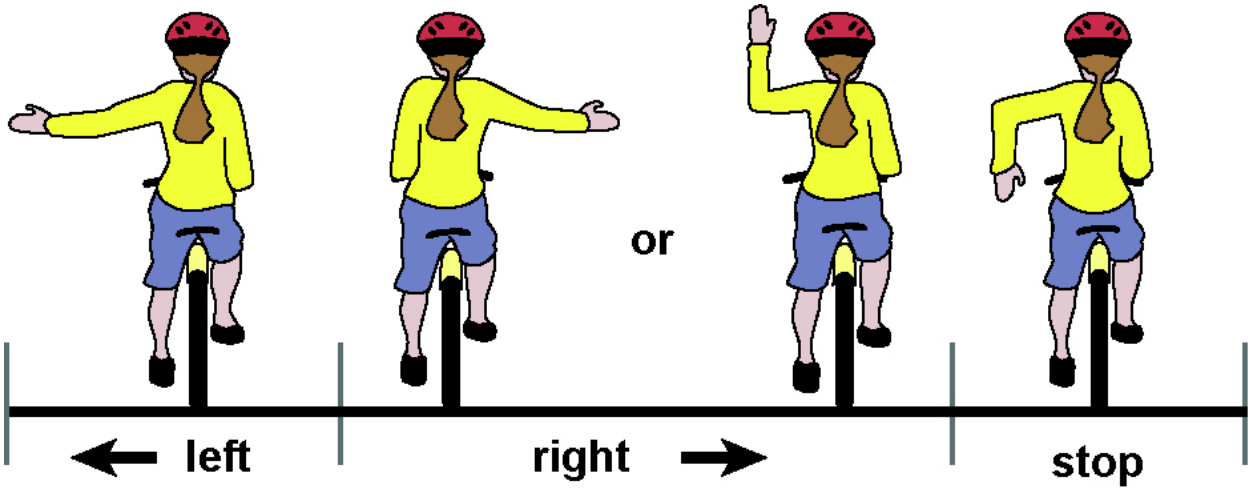
PE Performance Indicators: PE 4.3.5, PE 4.4.4, PE 4.5.6, PE 4.6.1, PE 5.6.5, PE 3.7.1, PE 4.7.6

HE Performance Indicators: HE 1.3.3, HE 7.3.1, HE 1.4.3, HE 1.6-8.11, HE 5.6-8.7, HE 6.6-8.6, 7.6.1, HE 8.6-8.4

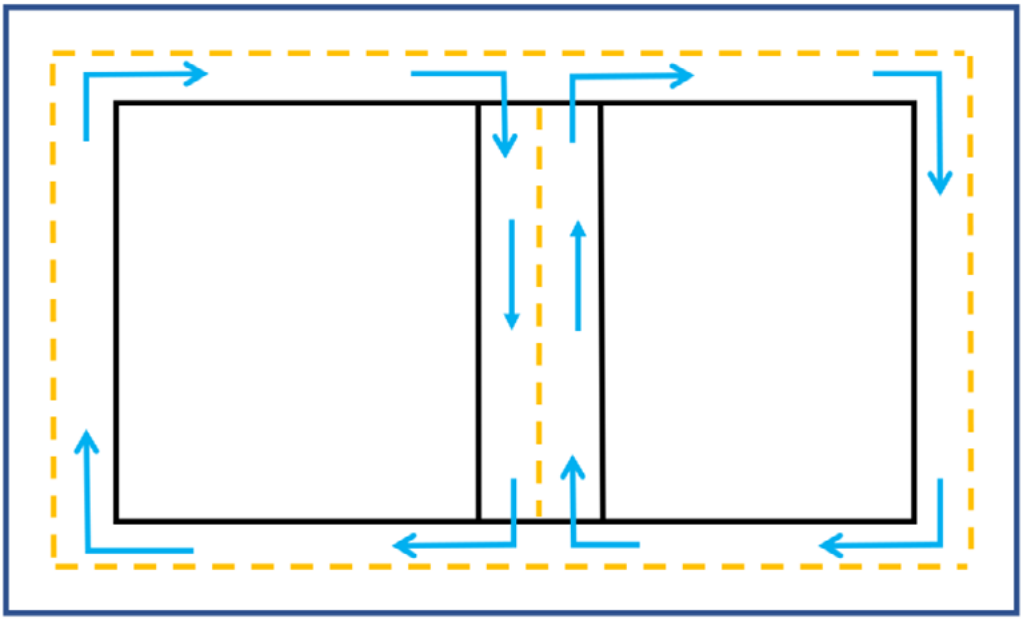
Insert Picture
(SRTS Photo Shoot)

Hand Signals & Right Hand Turn Course

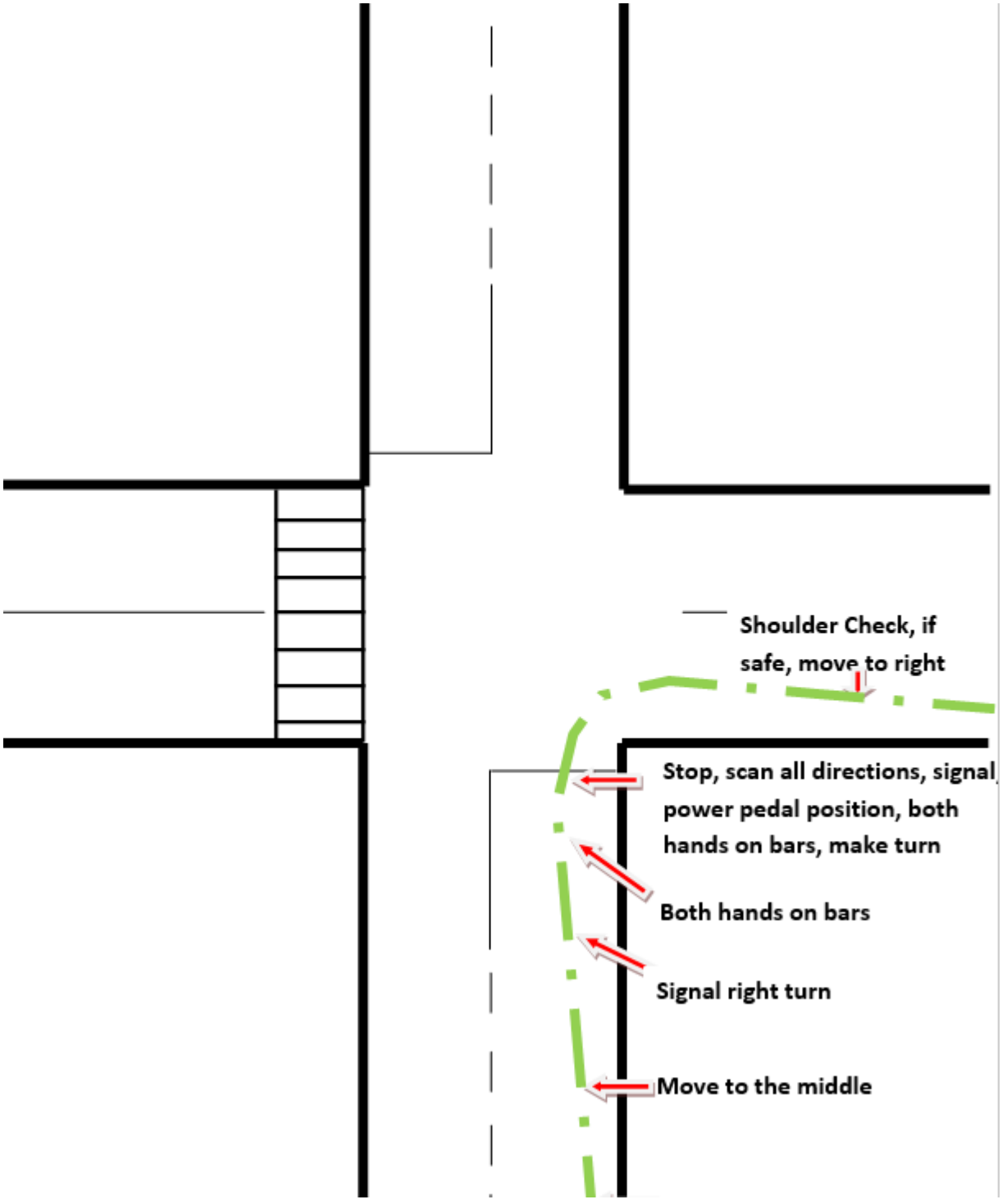
Signals



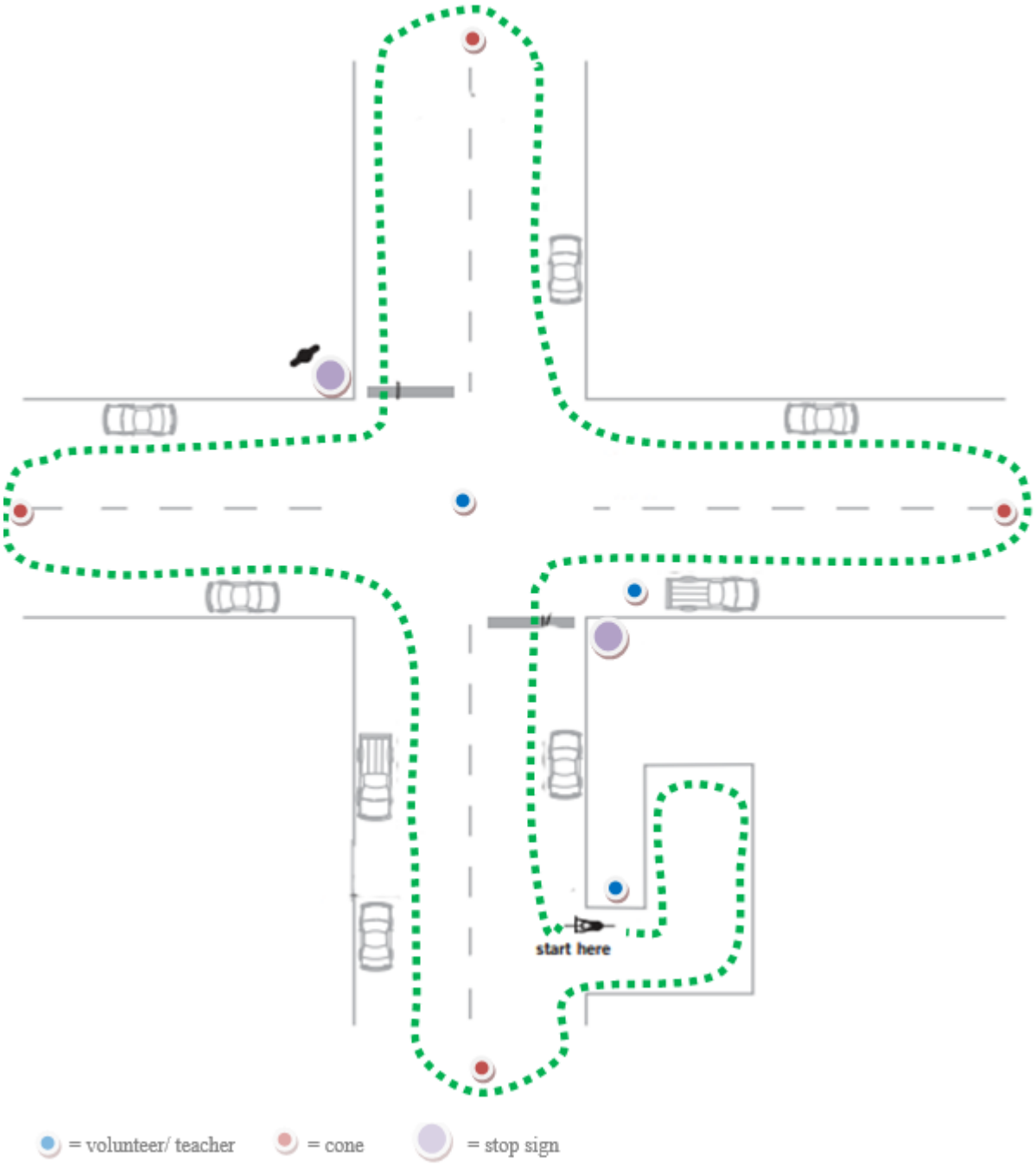
Right hand turn course



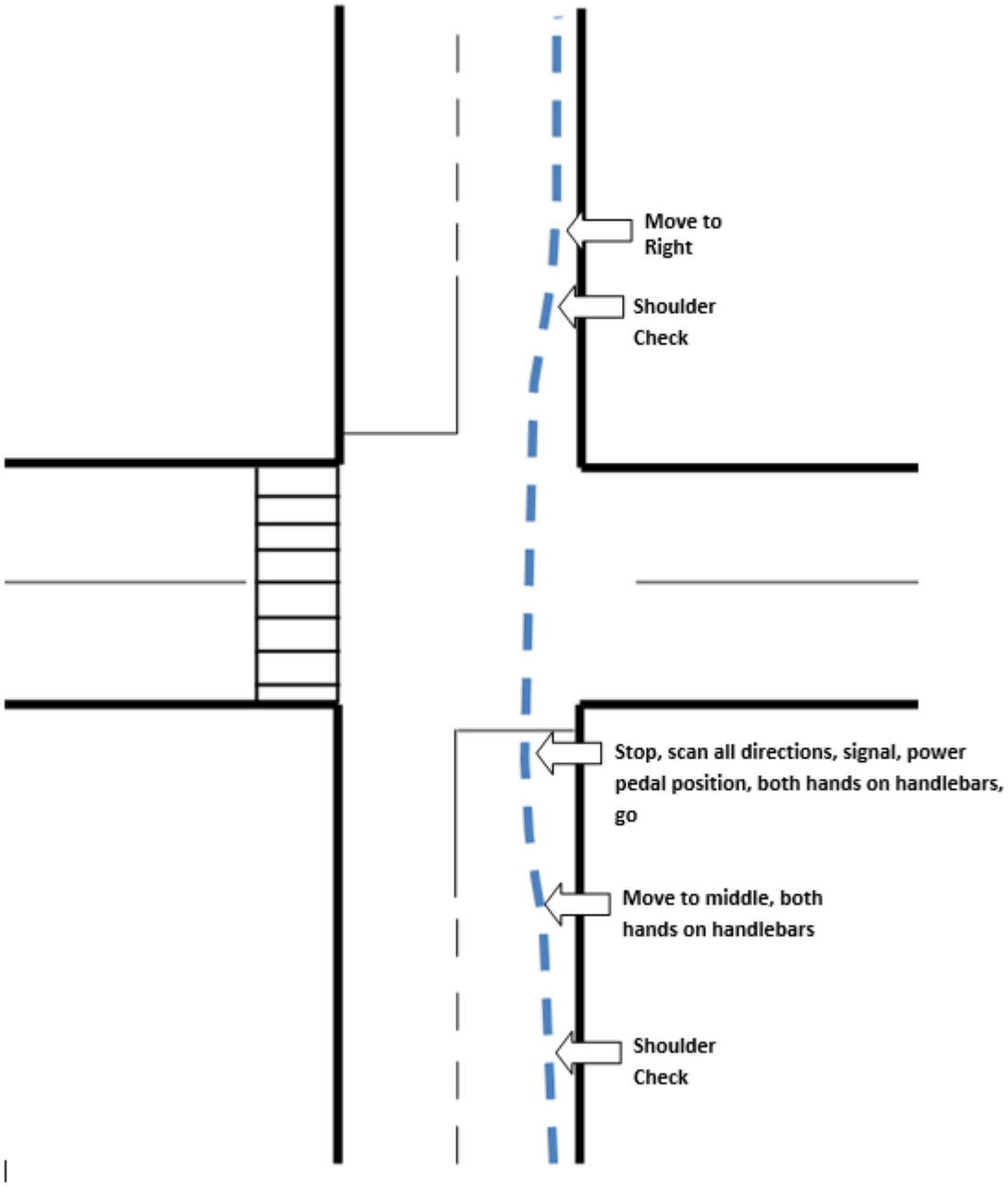
Right Hand Turn Steps



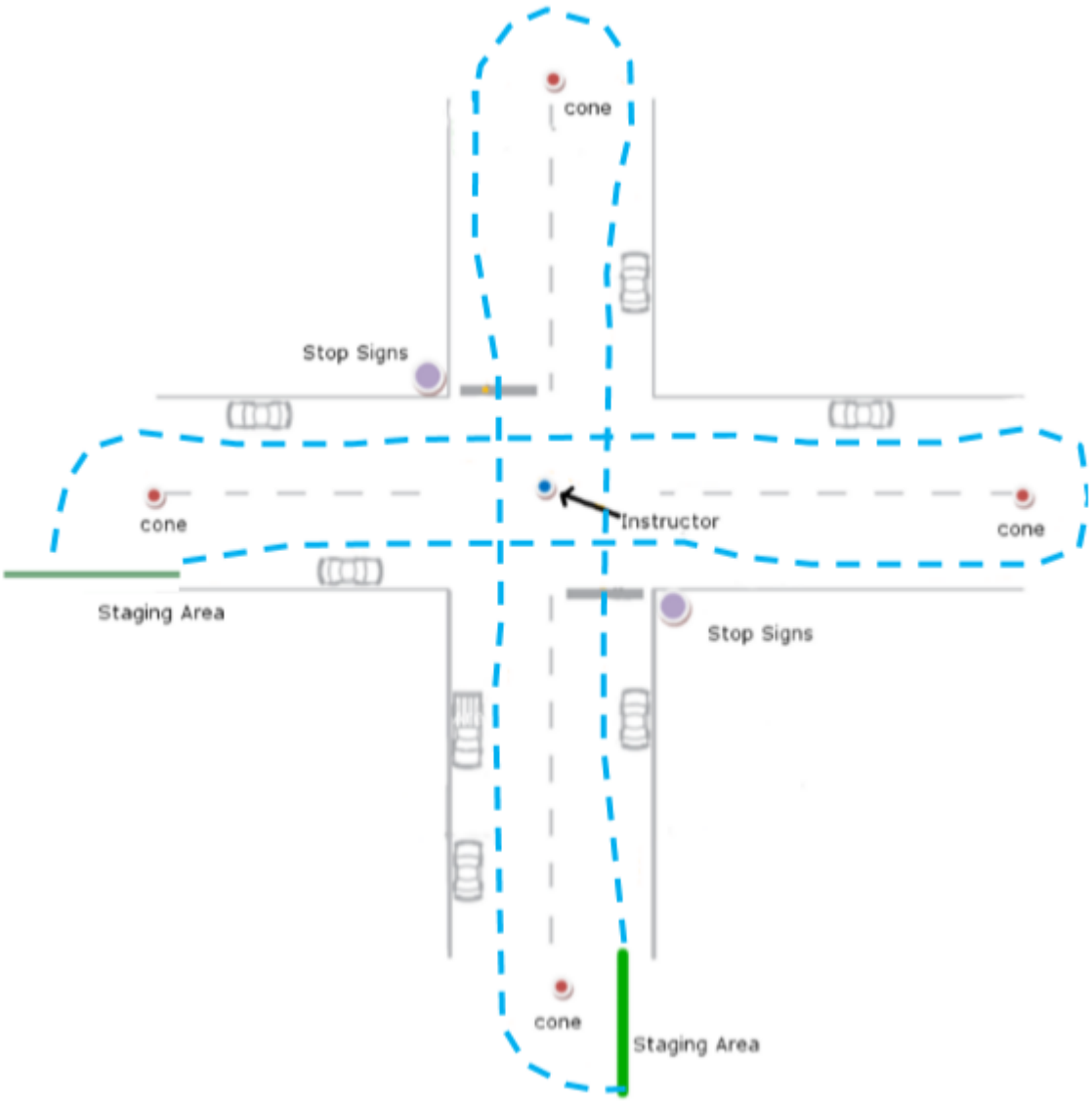
Right Hand Turn Exercise - On Road



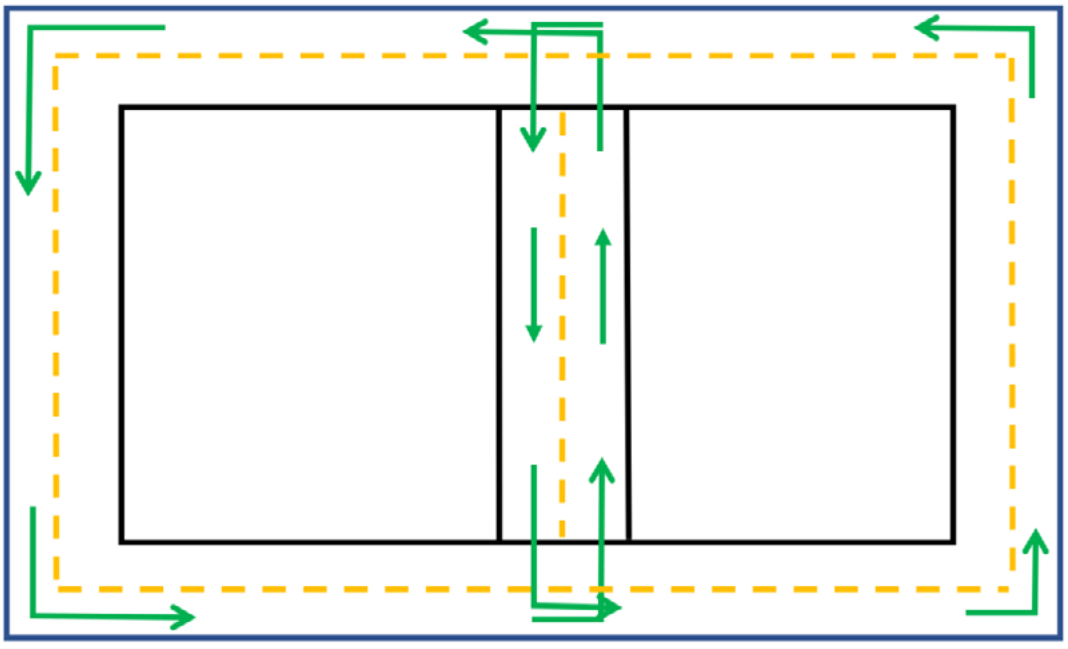
Straight Through Intersection Steps



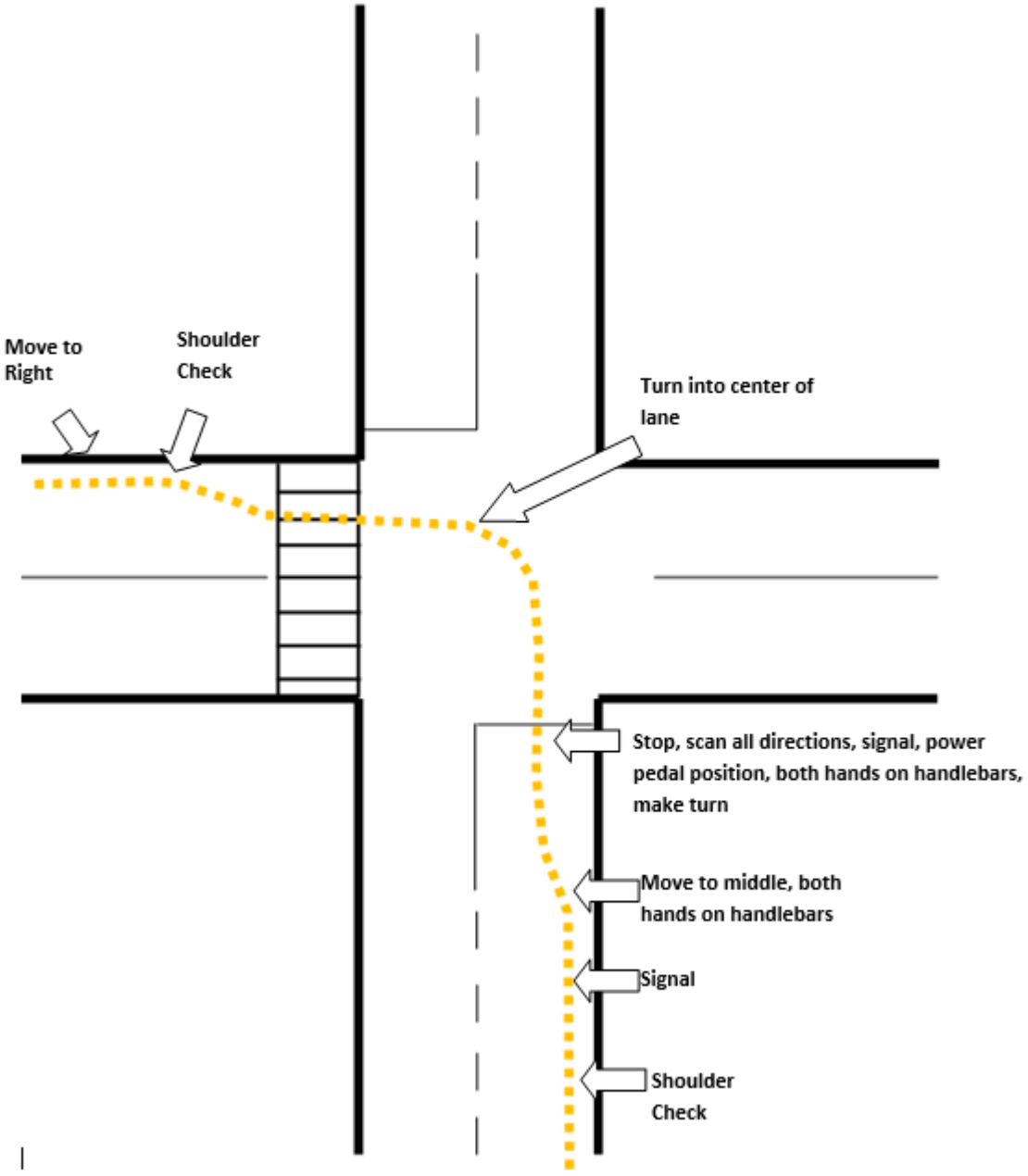
Straight Through Exercise - On Road



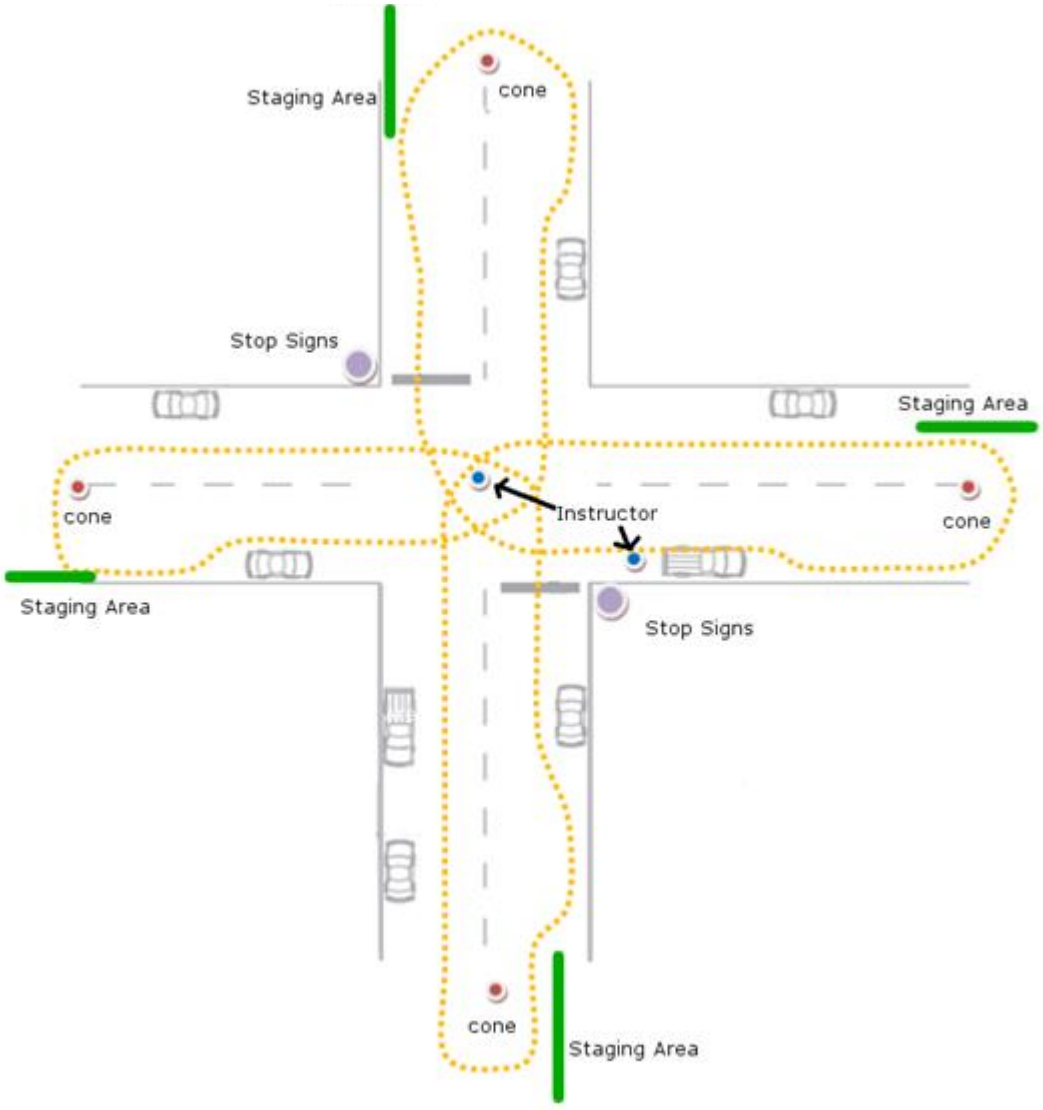
Left Hand Turn Course



Left Hand Turn Steps



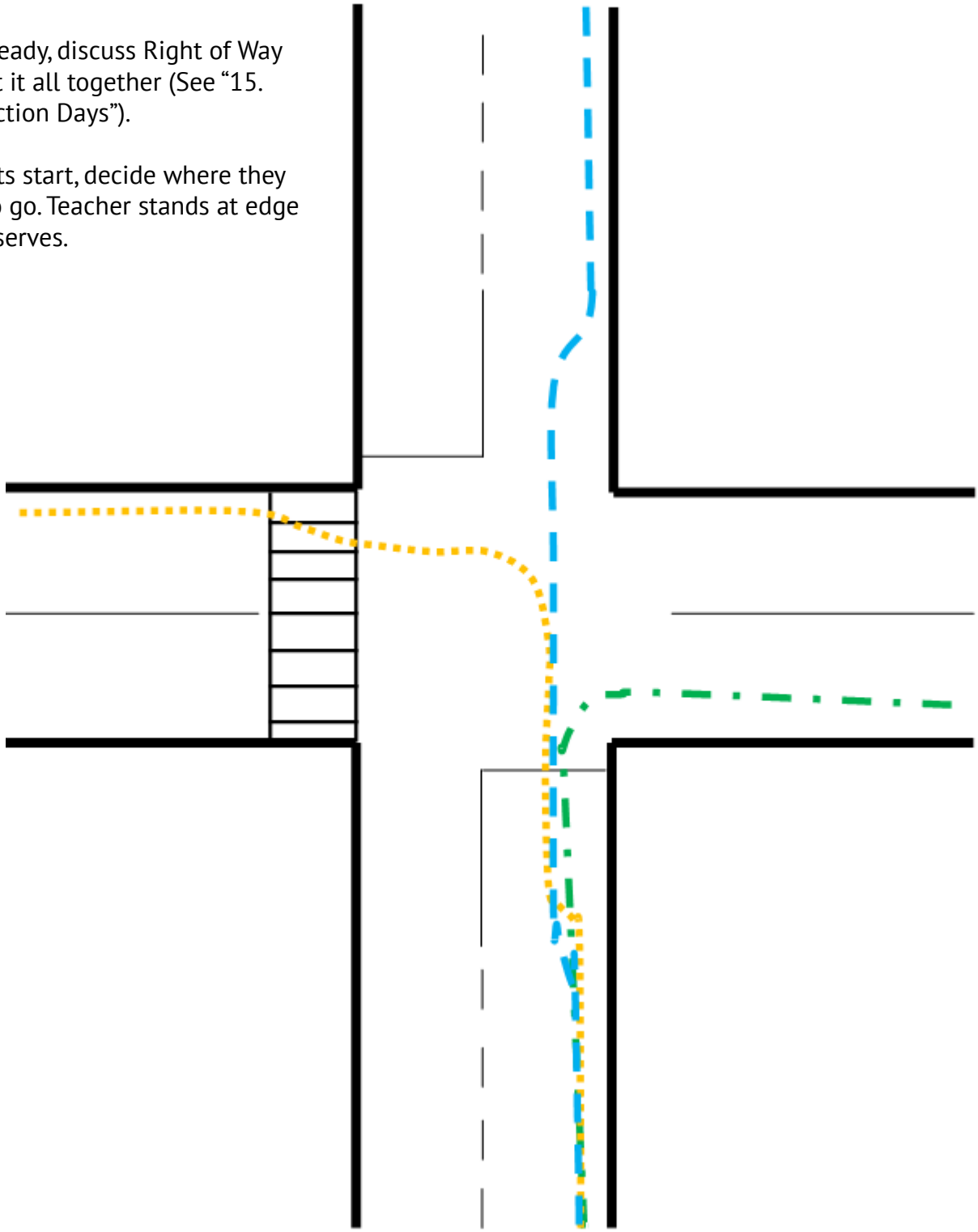
Left Hand Turn Exercise - On Road



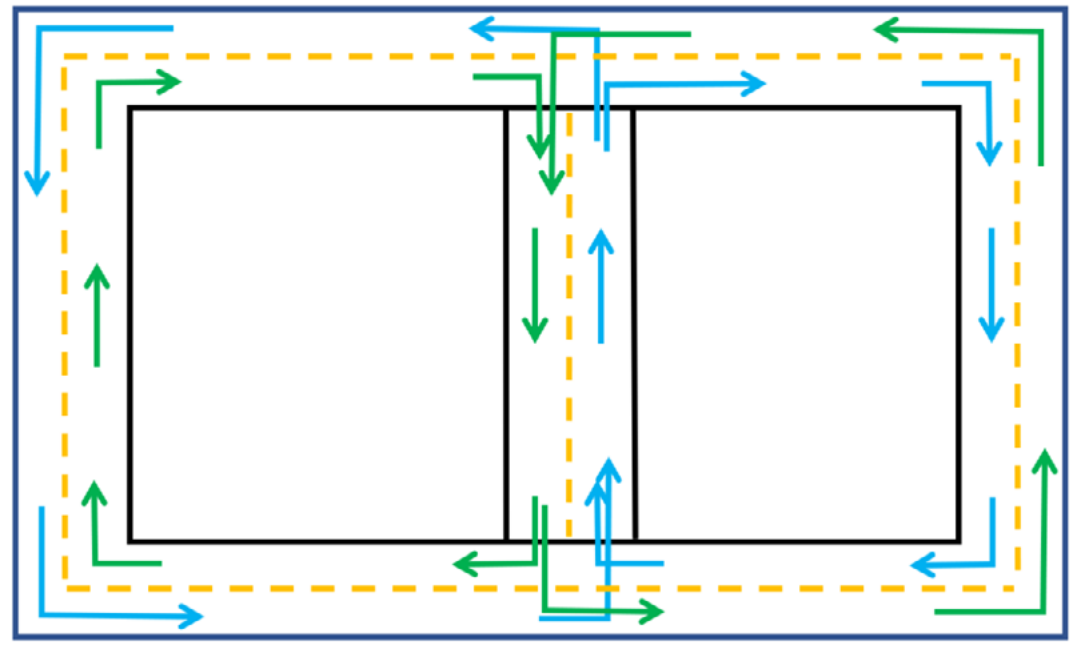
Right of Way

When ready, discuss Right of Way and put it all together (See “15. Intersection Days”).

Students start, decide where they want to go. Teacher stands at edge and observes.



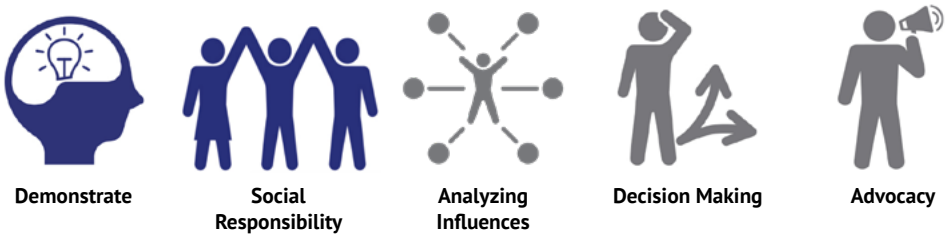
Inside or Track Practice Course



17. Route Planning

Grade: 4-8 **Location:** Any Classroom **Time:** 25-40 minutes or more
Materials: projector, laptops/google maps

Standards:



Get Ready

Have maps of school neighborhood available or have computers with wifi.

Directions

Activity 1: 15 minutes

1. Explain to students that they will be making a map for a community walk (or ride). Use overhead of school attendance area or Google Earth and decide start and end points. Individually or in small groups, identify main roads, quiet roads, crossings, paths, etc. that can be used. List the roads from safest to most dangerous. Decide which roads, crossings you'd choose to avoid and which ones you'd use. Discuss what and who you may see on the route, and how to safely interact with them. Examples of what you may see on the route include:
   - Other route users, cyclists, pedestrians
   - Animals
   - Vehicles
   - Uncomfortable situations and people
2. Plan your route using safest roads and paths, practice skills needed to use routes.
3. Share some of the chosen routes and discuss options on how to make that route and others safer.

Activity 2: 10 minutes

1. Explain to students that our safety is a result of how traffic laws, the physical environment and our social environment interact. Discuss as a class (or small groups) the below considerations as they relate to the student's route plan.

2. **Traffic Laws** are our code of conduct for using the public right of way.

    - Example: crossing at crosswalk with lights. What happens if we cross the road in middle of block or when light is red?

3. The **Physical Environment** is how our community is designed, the infrastructure, the built stuff, and this affects how people move.

    - Example: crossing treatments to get across busy road. What could be improved on our route?

4. The **Social Environment** is how we interact with others. Having skills to move with confidence throughout a community affects transportation choices.

    - Example: know who and how to ask for help. What would you do if someone you didn't know asked you for help on this route?

Modifications

Re-design route and report or discuss. Extensions could include walking the route, altering depending on age/ability of walkers or plan and advocate for improvements.

Evaluation

1. I can make choices about the route I use to ride or walk places?
2. I can identify safe road crossing points and local hazards from a map?
3. What decisions do I have to make to choose my active travel route to ensure safety?
4. How can I gain the skills necessary to confidently travel actively on my own?

Try this at home

Choose a destination you go to often and propose a route that maximizes safety for people walking and biking. How does the route change if time and distance (efficiency) is taken into consideration, or when traveling with younger people, senior citizens or people with mobility challenges? What can be added/ changed to increase both safety and efficiency for any or all of these groups.

Comprehensive Health Education Healthy Behavioral Outcomes: S-5, S, 6, S- 8

Comprehensive School Counseling: B-LS 1, B-SMS 9, B-SS 8

PE Performance Indicators: PE 3.4-8.1, PE 4.5.6, PE 4.6.1, PE 4.8.3

HE Performance Indicators: HE 1.3-4.3, HE2.5.2, HE 1.6-8.11, HE 2.7.2, HE 8.6-8.4

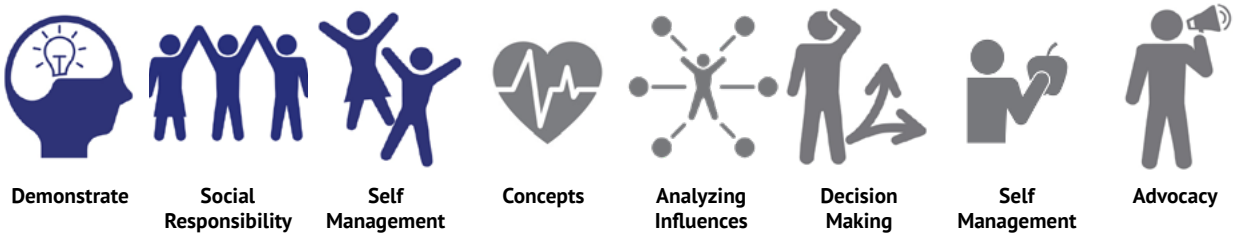
References:

ACT Government, Mapping Lesson: Route Planning
PBOT, Safe Routes to School

18. Community Design Project

Grade: 4-8 **Location:** Classroom, School Neighborhood **Time:** 15-30 minutes
Materials: clipboards

Standards:



Get Ready

- Have walkability and bikeability check lists printed.
- Have permission to leave school campus with route map (if doing this exercise).
- Have pictures available of desirable and less-than-desirable walking areas.

Background

Many people want to get regular physical activity but live in communities that lack safe, convenient places for people to be active. Better community design can promote increased physical activity which in turn can lead to increased community health and safety.

Research shows a strong connection between healthy behaviors and academic achievement (e.g., grades, standardized tests, graduation rates, attendance). Healthy students are better learners and academic achievement bears a lifetime of benefits for health.

In this lesson students examine how the built environment can influence travel for themselves and others with a variety of needs. Students identify ways to improve safety and enjoyment while traveling to and from school and throughout the community.

Directions

1. As a class, go over the terms below and discuss what the word means to them.
   - **walkability** - capable of or suitable for being walked.
   - **bikeability** - capable of or suitable of being biked.
   - **City Engineer** – one who designs and maintains infrastructure and systems (ie transportation system).
   - **City Planner**- one who determines the best way to use a city's land and resources.

   How can an engineer (planner, politician, advocate, etc) change the walkability or bikeability of a community?

2. Explain to the class that they are going to walk outside to observe the traffic around the school in order to determine which areas around the school are safe and which are less safe.
3. Decide what questions should be asked. See examples, and/or use walk/bike ability checklist.
4. Go outside and observe. Choose a team of students to do this at arrival/departure times. Have students write their answers while outside.
5. If in-class only option, use photos in Appendix 18.3 to discuss options for each scenario. By looking at each picture, what do we know, what do we not know. Is it a pleasant pedestrian/ bicyclist environment? What can be done to make each better for active mobility? Rank the photos from best to worst for active mobility.

   Older grades can contrast, compare and discuss possible solutions. Following up with a letter to road authority and/or local politician to defend or refute the rationale for a certain land use choice or suggested improvement.

Modifications

- Discuss needs of people with a variety of special needs. Are these needs addressed?
- Have students with mobility challenges choose a specific intersection to observe and offer personal perspective.

Did You Know?

Walk audits are a great tool to gather information about street conditions, engage community members, and inform planning and traffic safety projects. In a walk audit community members go for a walk together, noting what makes their streets feel comfortable for walking and what is missing. Walk audits can be informal and casual events with just a few friends, or can include city councilmembers, traffic engineers, and detailed forms.

Evaluation

- Did students walk safely and responsibly outside?
- Did students show respect for self and others?
- Were students able to determine the safety of their chosen area?
- Were they able to offer constructive solutions?

Try this at Home

Create a map of the perfect neighborhood. Imagine you've been invited to join a community group to study ways to improve walkability and bikeability with the following goals:

- Include homes, schools, parks and shops.
- Encourages walking, biking and other physical activities.
- Includes the needs of people of differing ages and abilities.
- Includes at least three traffic safety features for pedestrians and cyclists.

Comprehensive Health Education Healthy Behavioral Outcomes: S-5, S, 6, S- 8

Comprehensive School Counseling: B-LS 1, B-SMS 9, B-SS 8

PE Performance Indicators: PE 3.4-8.1, PE 4.5.6, PE 4.6.1, PE 4.8.3

HE Performance Indicators: HE 1.3-4.3, HE2.5.2, HE 1.6-8.11, HE 2.7.2, HE 8.6-8.4

Walk-about Questions

- Is the student drop-off and pick-up area at school safe?
- Are there stop signs and slow signs around the school?
- Are there safe places for students to cross the street?
- Is the school supporting Walkability? Bikeability?
- Is it accessible for people with disabilities?

Walkability/Bikeability Checklist

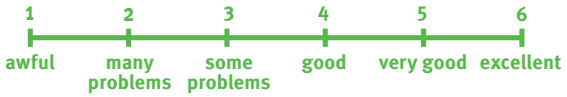
Take a walk and use the below checklist to rate your neighborhood's walkability.

- Walkability Checklist
- Bikeablity Checklist

Walkability Checklist

Location of walk

Rating Scale:



1. Did you have room to walk?

☐ Yes ☐ Some problems:

- ☐ Sidewalks or paths started and stopped
- ☐ Sidewalks were broken or cracked
- ☐ Sidewalks were blocked with poles, signs,shrubbery, dumpsters, etc.
- ☐ No sidewalks, paths, or shoulders
- ☐ Too much traffic
- ☐ Something else _____

Rating: (circle one)
1 2 3 4 5 6

Locations of problems:
_____

2. Was it easy to cross streets?

☐ Yes ☐ Some problems:

- ☐ Road was too wide
- ☐ Traffic signals made us wait too long or did not give us enough time to cross
- ☐ Needed striped crosswalks or traffic signals
- ☐ Parked cars blocked our view of traffic
- ☐ Trees or plants blocked our view of traffic
- ☐ Needed curb ramps or ramps needed repair

Something else _____

Rating: (circle one)
1 2 3 4 5 6

Locations of problems:
_____

3. Did drivers behave well?

☐ Yes ☐ Some problems: Drivers ...

- ☐ Backed out of driveways without looking
- ☐ Did not yield to people crossing the street
- ☐ Turned into people crossing the street
- ☐ Drove too fastp
- ☐ Sped up to make it through traffic lights or drove through traffic lights?
- ☐ Something else _____

Rating: (circle one)
1 2 3 4 5 6

Locations of problems:
_____

4. Was it easy to follow safety rules? Could you and your child...

- ☐ Yes ☐ No Cross at crosswalks or where you could see and be seen by drivers?
- ☐ Yes ☐ No Stop and look left, right and then left again before crossing streets?
- ☐ Yes ☐ No Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
- ☐ Yes ☐ No Cross with the light?

Rating: (circle one)
1 2 3 4 5 6

Locations of problems:
_____

5. Was your walk pleasant?

☐ Yes ☐ Some problems:

- ☐ Needed more grass, flowers, or trees
- ☐ Scary dogs
- ☐ Scary people
- ☐ Not well lighted
- ☐ Dirty, lots of litter or trash
- ☐ Dirty air due to automobile exhaust
- ☐ Something else _____

Rating: (circle one)
1 2 3 4 5 6

Locations of problems:
_____

How does your neighborhood stack up? Add up your ratings and decide.

1. _____
2. _____
3. _____
4. _____
5. _____

Total: _____

26–30	Celebrate! You have a great neighborhood for walking.
21–25	Celebrate a little. Your neighborhood is pretty good.
16–20	Okay, but it needs work.
11–15	It needs lots of work. You deserve better than that.
5–10	It's a disaster for walking!

Bikeability Checklist

Location of bike ride (be specific):

Rating Scale:

1. Did you have a place to bicycle safely?

a) On the road, sharing the road with motor vehicles?

☐ Yes ☐ Some problems (please note locations):

- ☐ No space for bicyclists to ride
- ☐ Bicycle lane or paved shoulder disappeared
- ☐ Heavy and/or fast-moving traffic
- ☐ Too many trucks or buses
- ☐ No space for bicyclists on bridges or in tunnels
- ☐ Poorly lighted roadways

Other problems:

_____

_____

b) On an off-road path or trail, where motor vehicles were not allowed?

☐ Yes ☐ Some problems:

- ☐ Path ended abruptly
- ☐ Path didn't go where I wanted to go
- ☐ Path intersected with roads that were difficult to cross
- ☐ Path was crowded
- ☐ Path was unsafe because of sharp turns or dangerous downhills
- ☐ Path was uncomfortable because of too many hills
- ☐ Path was poorly lighted

Other problems:

_____

_____

Overall "Safe Place To Ride" Rating: (circle one)

1 2 3 4 5 6

2. How was the surface that you rode on?

☐ Good ☐ Some problems, the road or path had:

- ☐ Potholes
- ☐ Cracked or broken pavement
- ☐ Debris (e.g. broken glass, sand, gravel, etc.)
- ☐ Dangerous drain grates, utility covers, or metal plates
- ☐ Uneven surface or gaps
- ☐ Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
- ☐ Bumpy or angled railroad tracks
- ☐ Rumble strips

Other problems:

_____

_____

Overall Surface Rating: (circle one)

1 2 3 4 5 6

3. How were the intersections you rode through?

☐ Good ☐ Some problems:

- ☐ Had to wait too long to cross intersection
- ☐ Couldn't see crossing traffic
- ☐ Signal didn't give me enough time to cross the road
- ☐ Signal didn't change for a bicycle
- ☐ Unsure where or how to ride through intersection

Other problems:

_____

_____

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

4. Did drivers behave well?

☐ Good ☐ Some problems, drivers:

- ☐ Drove too fast
- ☐ Passed me too close
- ☐ Did not signal
- ☐ Harassed me
- ☐ Cut me off
- ☐ Ran red lights or stop sign

Other problems:

_____

_____

Overall Driver Rating: (circle one)

1 2 3 4 5 6

5. Was it easy for you to use your bike?

☐ Good ☐ Some problems:

- ☐ No maps, signs, or road markings to help me find my way
- ☐ No safe or secure place to leave my bicycle at my destination
- ☐ No way to take my bicycle with me on the bus or train
- ☐ Scary dogs
- ☐ Hard to find a direct route I liked
- ☐ Route was too hilly

Other problems:

_____

_____

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

6. What did you do to make your ride safer?

Your behavior contributes to the bikeability of your community. Check all that apply:

- ☐ Wore a bicycle helmet
- ☐ Obeyed traffic signal and signs
- ☐ Rode in a straight line (didn't weave)
- ☐ Signaled my turns
- ☐ Rode with (not against) traffic
- ☐ Used lights, if riding at night
- ☐ Wore reflective and/or retroreflective materials and bright clothing
- ☐ Was courteous to other travelers (motorist, skaters, pedestrians, etc.)

7. Tell us a little about yourself.

In good weather months, about how many days a month do you ride your bike?

- ☐ Never
- ☐ Occasionally (one or two)
- ☐ Frequently (5-10)
- ☐ Most (more than 15)
- ☐ Every day

Which of these phrases best describes you?

- ☐ An advanced, confident rider who is comfortable riding in most traffic situations
- ☐ An intermediate rider who is not really comfortable riding in most traffic situations
- ☐ A beginner rider who prefers to stick to the bike path or trail

How does your community rate?

Add up your ratings and decide.

(Questions 6 and 7 do not contribute to your community's score)

1. _____	**26–30**	Celebrate! You live in a bicycle-friendly community.
2. _____	**21–25**	Your community is pretty good, but there's always room for improvement.
3. _____	**16–20**	Conditions for riding are okay, but not ideal. Plenty of opportunity for improvements.
4. _____	**11–15**	Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away.
5. _____	**5–10**	Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again.

Total: _____

Did you find something that needs to be changed?

On the next page, you'll find suggestions for improving the bikeability of your community based on the problems you identified. Take a look at both the short- and long-term solutions and commit to seeing at least one of each through to the end. If you don't, then who will?

During your bike ride, how did you feel physically? Could you go as far or as fast as you wanted to? Were you short of breath, tired, or were your muscles sore? The next page also has some suggestions to improve the enjoyment of your ride.

Bicycling, whether for transportation or recreation, is a great way to get 30 minutes of physical activity into your day. Riding, just like any other activity, should be something you enjoy doing. The more you enjoy it, the more likely you'll stick with it. Choose routes that match your skill level and physical activities. If a route is too long or hilly, find a new one. Start slowly and work up to your potential.

https://columbiaredevelopment.com/wp-content/uploads/2016/04/walkable-neighborhoods.jpg

https://www.oregonbusiness.com/article/sponsored/item/18805-forest-grove-a-new-home-for-businesses

https://ppms.trec.pdx.edu/media/project_files/IBPI%20Master%20Plan%20Handbook%20FINAL.pdf

http://www.oregonapa.org/how-to-plan-with-a-healthy-dose-of-walkability/

http://www.pedbikeimages.org/details.php?picid=212

Lynne Mutrie, La Grande, OR

Lynne Mutrie, La Grande, OR

Lynne Mutrie, Springfield, OR

Dan Burdon, Lake Oswego OR http://www.pedbikeimages.org/details.php?picid=544

Barbara Gossett, Irvine, CA http://www.pedbikeimages.org/details.php?picid=1136

Nina Walfoort, Louisville KY http://www.pedbikeimages.org/details.php?picid=1132

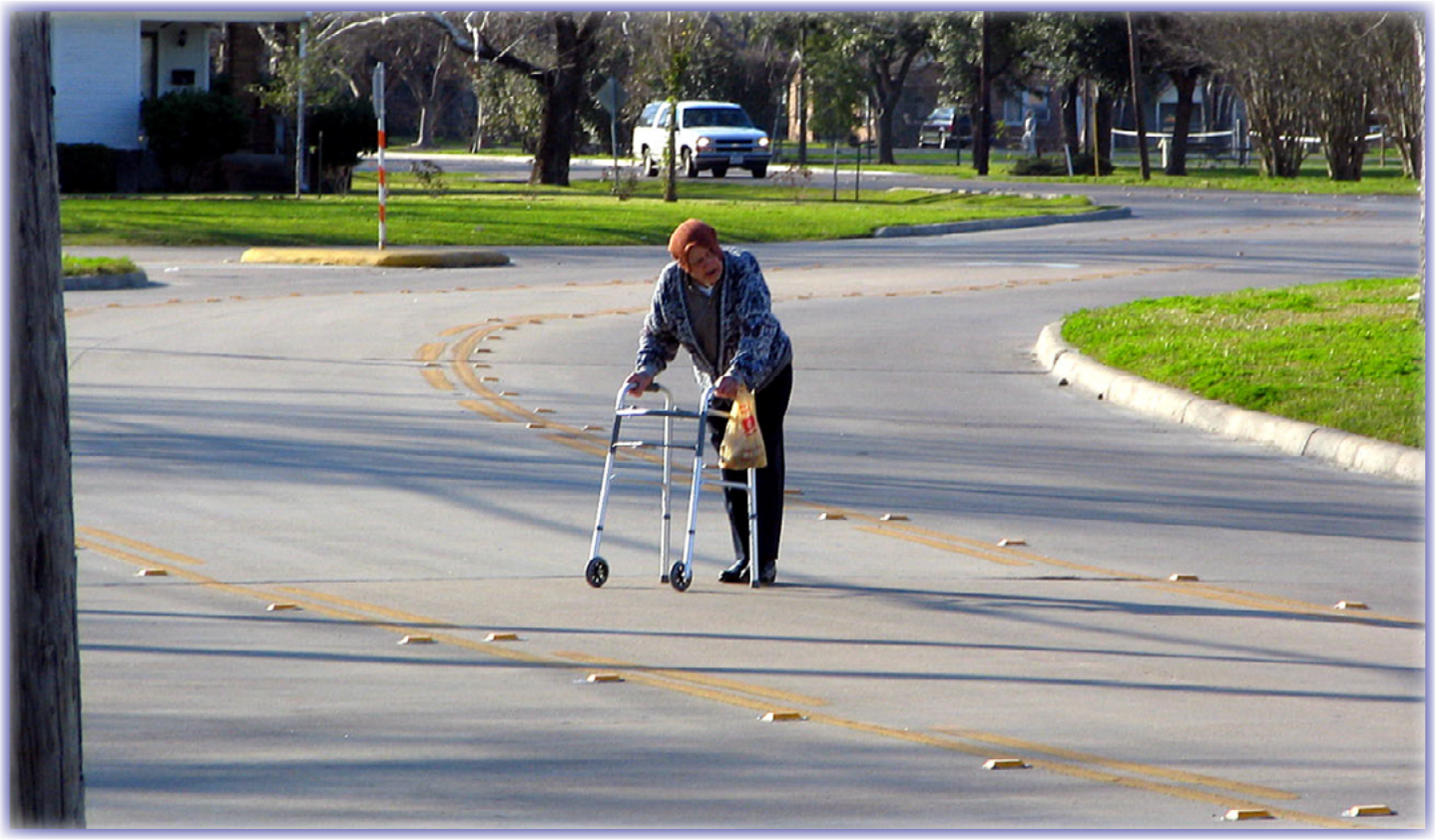
Dan Burdon, Woodbridge, MI http://www.pedbikeimages.org/details.php?picid=1063

Dan Burdon, New Center, MI http://www.pedbikeimages.org/details.php?picid=1050

Dan Burdon, Pittsford, NY http://www.pedbikeimages.org/details.php?picid=721

Dan Burdon, Grandville MI http://www.pedbikeimages.org/details.php?picid=1035

Dan Burdon: http://www.pedbikeimages.org/details.php?picid=209



Dan Burdon: http://www.pedbikeimages.org/details.php?picid=210

19. Community Ride

Grade: 4-8 **Location:** Parking Lot, School Neighborhood **Time:** 30-60 minutes
Materials: Vests, cones, stop sign, chalk, pump, assorted bike tools (bike shop), certificates- optional, stickers- optional

Standards:

Get Ready

- Get permission from school/district.
- Send note home to families saying that students will be riding off campus on certain date(s), and must have a recently tuned up bicycle to participate (if not providing others).
- Choose route. Two- three miles is good for an initial 20-25 minute ride if stopping to observe and identify hazards. This will give you a good indicator for other rides. Make map and print.
- Ensure office has map of route and expected time of departure and arrival. See Appendix T for sample.
- Get appropriate permission and support to take students off campus. See Appendix T for sample.
- Ask for volunteers, local enforcement, bike shops or city employees may be able to help.
  - Bike shops best to help with bike and helmet checks, and may have loaner bikes for students without bikes. See Lesson 13 for bike and helmet check instruction.
  - If it is determined that a student's bike is not safe to ride, they must borrow another or be a volunteer helper.
- If possible, chalk turns on route and/or have cones w/ arrows at each turn on course.
- Meet volunteers 30 min prior to class start to brief on expectations. See Appendix T for sample Volunteer Requirements.

Directions

1. Introduce class and discuss benefits of Bicycling: health, fitness, fun, inexpensive transportation, etc. Survey how students travel to school. Discuss places students like to ride to, what makes a good bike ride (reasonable length, fun destination, low traffic, few crossings etc).

2. Review Rules to Know.
   - Always wear a bike helmet.
   - Obey all traffic signs (stop signs, stop lights etc.), use hand signals (demonstrate).
   - Ride in same direction as traffic in on road and in single file.
   - Be prepared for traffic and pedestrians at cross streets, all driveways alleyways and in parking lots.
3. Define hazard as a place/situation that needs extra care. Define clues as pieces of information that can help you spot hazards. Give examples of clues and hazards:
   - The clue is a driveway; the hazards are the cars driving in and backing out.
   - The clue is a high hedge or overgrown plants; the hazard is the blocked view.
   - The clue is parked cars; the hazard is the blocked view.
4. Divide class into groups of 4-6 depending on how many adult volunteers, distribute safety vests if using.
5. Demo bike and helmet self-check.
   - Each group goes through process for each student.
6. Introduce rules of group riding:
   - Single file
   - Bike length apart
   - Stay together- team
   - Leader front/ back, don't race!
7. Have students line up with bikes with volunteers spaced throughout.
8. Start ride, re-group at pre-determined spots. Encourage each student to make the decision for themselves whether to cross the street as opposed to following the student ahead or asking the teacher for approval. If crossing in pairs, each student should check for safety independently, then check with partner and make the decision to cross together.
9. At finish, high fives all around and all "pledge to ride responsibly"!
10. Distribute safety vests and walk the pre-determined neighborhood route. Practice safe crossing along the route. Encourage each student to make the decision for themselves whether to cross the street as opposed to following the student ahead or asking the teacher for approval. If crossing in pairs, each student should check for safety independently, then check with partner and make the decision to cross together.

Modifications

- If a ride-able neighborhood is not available or off campus ride is not permitted, use the school parking lot. See sample Traffic Garden for examples.
- For people who cannot ride, place throughout course to monitor intersections.
- Older students: identify areas or crossing that could be made safer: infrastructure and non-infrastructure.

Did You Know?

We all tend to follow. The more students have opportunities to experience and respond to real situations, the better they will be at acting appropriately in the future and the more confidence they'll have making the right decision for themselves.

Show and Tell

Discuss hazards that students noticed or experienced. Ask students to share something they enjoyed or learned on the ride. Discuss places to ride to and the ideal route to bike there safely.

Evaluation

1. Did students perform steps to cross safely regularly?
2. Were students safe and respectful of self and others while walking through neighborhood?

Try this at Home

Ask students to tell their adult what they've learned and how they can be safe while riding to school or throughout the neighborhood. Take their family for a ride.

Comprehensive Health Education Healthy Behavioral Outcomes: PA-1, PA-6, S-3, S-4, S-5, S-6, S-8

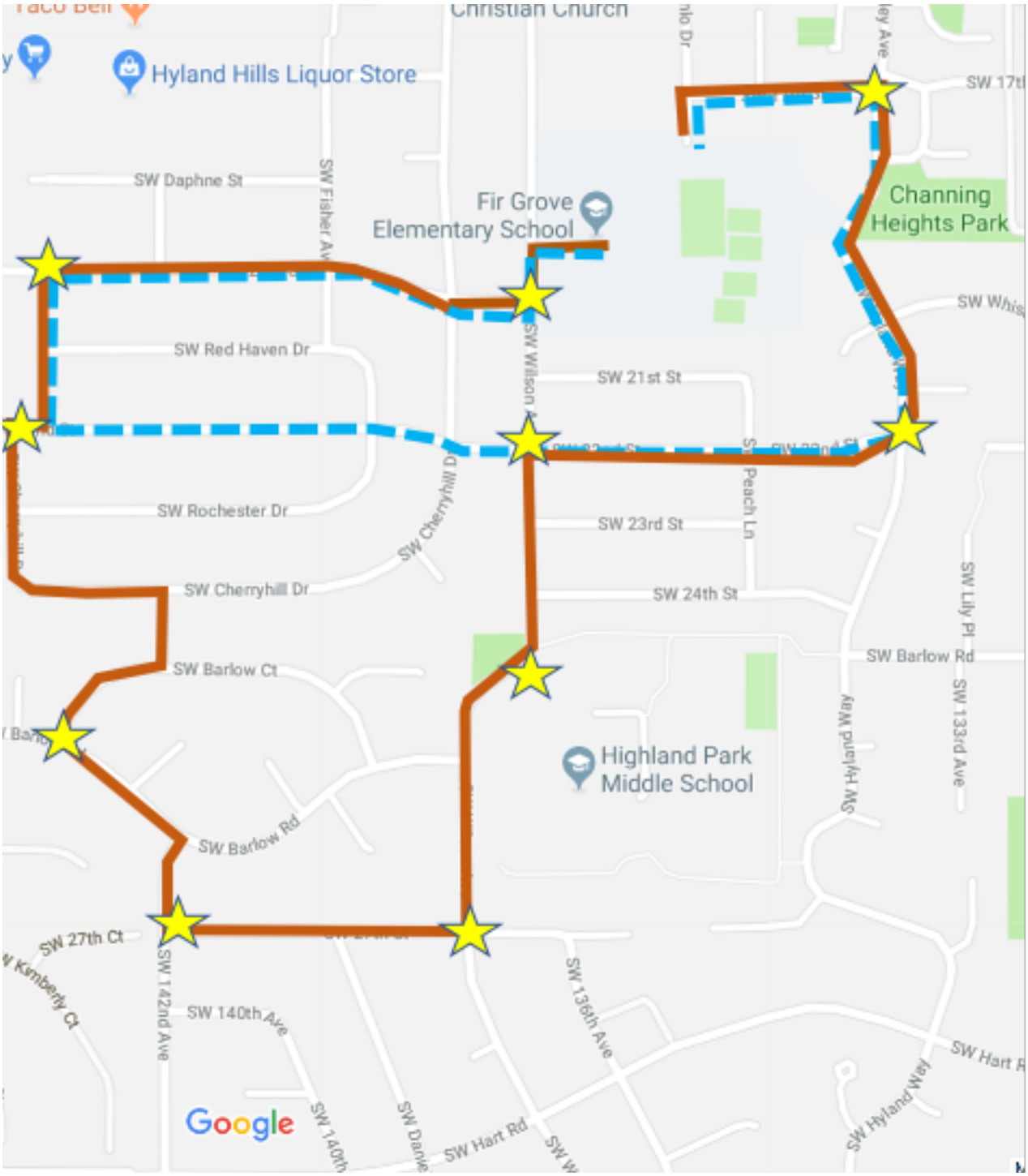
Comprehensive School Counseling: B-LS 1, B-SMS 9

PE Performance Indicators: PE 3.4-8.1, PE 4.4.4, PE 4.4.5, PE 4.5-8.6, PE 4.5.7, PE 4.6.1, PE 4.5-7.6, PE 5.4.1, PE 5.6.5

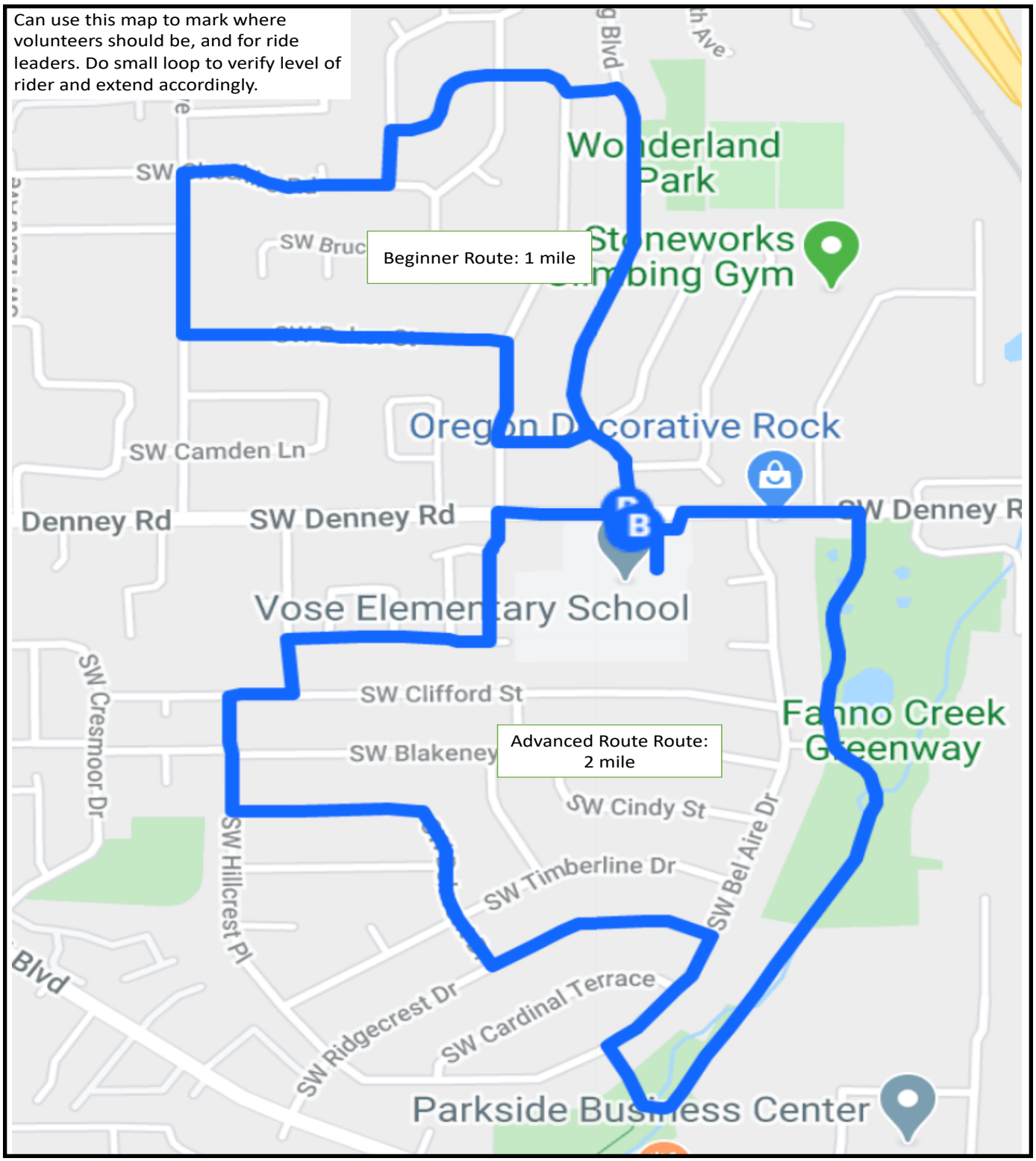
HE Performance Indicators: HE 1.4.3, HE 1.6-8.11, HE 2.4-8.2, HE 5.6-8.7, HE 6.6-8.6, HE 7.4.2, HE 7.4.1,

Note: Organizations like Oregon Safe Routes to School, The Street Trust or Commute Options are experienced at teaching students the skills necessary to give students the confidence to ride throughout the neighborhood, and may be able to help with planning and/or teaching.

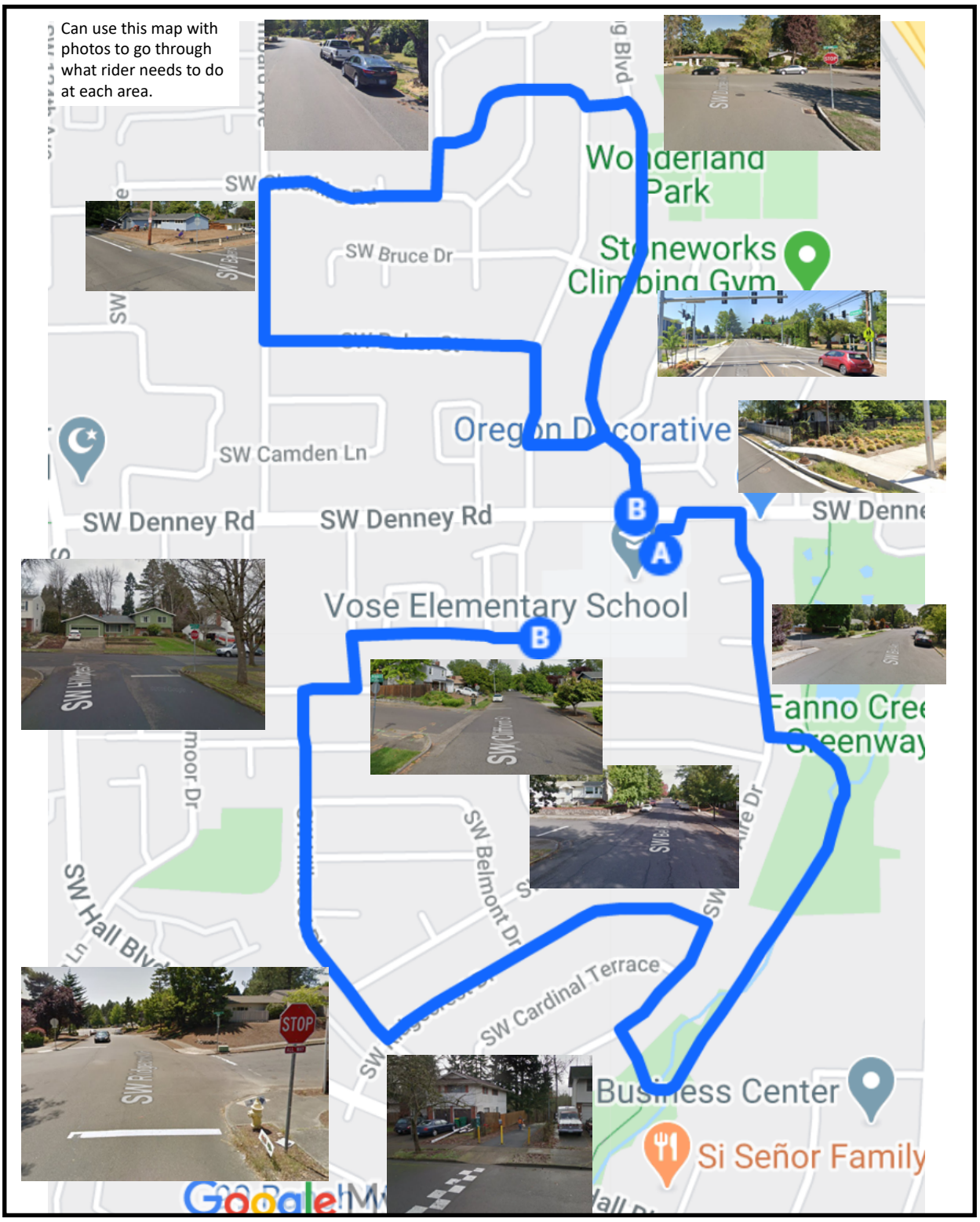
Example Map


Hyland Hills Liquor Store
Christian Church
SW Daphne St
Fir Grove Elementary School
Channing Heights Park
SW Red Haven Dr
SW 21st St
SW Rochester Dr
SW 23rd St
SW Cherryhill Dr
SW 24th St
SW Barlow Ct
SW Barlow Rd
Highland Park Middle School
SW 27th Ct
SW 140th Ave
SW Hart Rd
Google
Extra eyes, and/or stop to re-group
Learning (younger) 1.2 miles
Experienced 1.9 miles

Example Map


Can use this map to mark where volunteers should be, and for ride leaders. Do small loop to verify level of rider and extend accordingly.
Beginner Route: 1 mile
Advanced Route Route: 2 mile
Wonderland Park
Stoneworks Climbing Gym
Oregon Decorative Rock
SW Camden Ln
Denney Rd
SW Denney Rd
Vose Elementary School
SW Clifford St
SW Blakeney
SW Cindy St
SW Timberline Dr
SW Cresmoor Dr
SW Hillcrest Pl
SW Bel Aire Dr
SW Ridgecrest Dr
SW Cardinal Terrace
Fanno Creek Greenway
Parkside Business Center

Example Map


Can use this map with photos to go through what rider needs to do at each area.
Wonderland Park
Stoneworks Climbing Gym
SW Bruce Dr
SW Camden Ln
SW Denney Rd
SW Denney Rd
Vose Elementary School
SW Belmont Dr
SW Cardinal Terrace
SW Hall Blvd
Business Center
Si Señor Family
A
B
B
STOP

Bicycle Safety Education Program

Volunteer Responsibilities

Bicycle Safety Education is one of the options to help your students, children be safe, happy and healthy while travelling throughout the community. Bicycle Safety Education is one of popular classes that combines in- class and on-road sessions.

As a volunteer, you are an important model for best practices and legal behavior. Your assistance and leadership will help make sure each student stays safe and gets the most from our instruction.

Thank you for your commitment to help out! Below are some ideas/ suggestions that will hopefully make your job easier and more enjoyable. This makes my job simpler, and makes the kids experience more fun!
Please make sure you arrive at the agreed place on time, ready to go. We'll discuss what is being taught and what equipment may be needed.

The five key rules for riding bikes:

- Ride in single file in the same direction as traffic
- Obey all traffic signs and signals
- Ride on the road, predictably
- Use hand signals
- Wear a properly fitting helmet.

Please also enforce the following to ensure safety and respect for others:

1. No bumping other bikes tires, when riding, maintain a bike length between bikes.
2. No skidding.
3. No jumping curbs.
4. Always check for yourself (each student for themselves) before proceeding.
5. When waiting in line, riders should be standing over their bikes, not sitting on their bikes.
6. Horseplay, showing off, carelessness with equipment not tolerated.

Before Cycling:

1. Get to know your group of students: name tags on front of each helmet.
2. Check helmet fit: cover forehead and chin straps snug (two fingers between strap and chin).
3. Make sure right pant leg is rolled up or has rubber band/ strap around it.
4. Make sure shoe-laces are tied securely and laces are inside shoes.
5. With instructor lead, help your group self-check and bike check.

Bicycle Safety Education Program (continued)

While Cycling:

1. Leave a wheel length between bikes when riding.
2. Everyone rides single file, usually to the right of the road.
3. No passing other riders unless they have your permission.
4. Feel free to encourage students to shift gears (if you're not sure how, that's OK).
5. Make sure you see the group in behind you: keep call together.

At Stop Signs:

1. When waiting for your turn, feel free to tell your team about something you saw them do really well or help them correct something they did wrong.
2. Make sure EACH student stops, signals and looks before going.
3. Agree on a place that group will wait for others as each rider proceeds through intersection.
4. Students are learning to make decisions. Don't give them the answer, but help them figure it out.

At Intersections:

Students will be individually performing left, right and straight through actions. They must demonstrate respect for other road users' rights of way while exercising their own right of way. Please know the following priorities for determining right of way:

1. Whoever arrives at intersection first goes first.
2. If arriving at the same time, the one which is going straight goes first.
3. If both arrived at same time, one on right goes first.
4. Please remember, demonstrate and enforce the above.

Needed when going off-campus:

1. Volunteers (ideal 1:4, minimum 1:8)
2. Route Maps
3. Safety Vests (optional)
4. Repair Tools
5. Patch Kit
6. Bike Pump
7. First Aid Kit
8. Cell Phone
9. Watch
10. Water
11. Sunscreen

Bicycle Education Parent Letter

Dear Parents,

We are about to start our bike safety classes. As teachers, we have taken the 6 hour Bike Safety Education train-the-trainer program and are looking forward to making the bike safety classes as safe and enjoyable for your son/ daughter as possible. Keep your fingers crossed for warm, sunny days!

Included with this notice is an outline of our schedule of lessons. Please note when permission forms are needed and our request for volunteers. Every class is different, as we want to make sure every student gets the most from these lessons as possible, so the schedule of anticipated class segments could be slightly different.

Some FAQs

Does my child need anything to participate? We provide helmets and bikes for every student in the program. Parents need to sign a permission form to take students off campus. We do ask that students wear pants with narrow legs, or be prepared to tie them close to the leg. We also ask that students wear firm soled shoes with shoelaces tied- no flip-flops! And the wear helmets comfortably and for maximum safety, ponytails must be low. We'll explain the above in the first lesson.

Does my child need to know how to ride a bike? Yes. This class concentrates on skills such as right-of-way, safe braking, rules of the road and safety decisions in the roadway. We do not have the personnel to ride a bike at this time. Please see me if you'd like some ideas on how to teach your child to ride.

Will my child be riding on the street? Yes. We will make sure your child is safe and supervised at all times. We go through a series of drills and practice on school grounds before they ride on the streets, and we will only take them off-campus if we feel that they have met standards for safety.

Can parents volunteer? Yes, and please do! The most valuable days to assist are the helmet and intersection practice days. No riding experience is needed for these days. We also need volunteers who can ride bikes for our community ride. The more volunteers, the better experience for all!

Please see attached schedule for additional needs for the class.

Acknowlegements

Neighborhood Navigators 2.0 was produced for Oregon's Safe Routes to School program as a resource for school districts, teachers, community groups, and local pedestrian and bicycle safety coordinators. This is an update to the original Neighborhood Navigators published in 2010 with the intent to be used for diverse class settings including P.E., Health, and after school or summer programs.

This curriculum is dedicated to children and youth in Oregon who are learning to become safe, active participants in the complex system of transportation, and their teachers, who are providing them with the tools to be successful.

There are so many amazing SRTS programs, lessons and research all over the world so I can guarantee that a lot of R&D* (rip off and duplicate) went into this product. Thank you to these and many others:

City of Tacoma SRTS	Colorado SRTS	Florida SRTS
Massachusetts SRTS	Minnesota Walk! Bike! Fun!	Bikeology
League of American Bicyclists- Smart Cycling	Safe Routes for Kids	Active and Safe Routes to School
City of Edmonton	CAN-BIKE	Active School Travel Planning

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Contact

Please let us know if you are interested in pilot testing, if you have any questions, and how we can assist you.

Heidi Manlove MA, MPH
Pedestrian and Bicycle Safety Program Manager
Oregon Safe Routes to School Program Manager
Transportation Safety Division (TSD) | Oregon Department of Transportation
4040 Fairview Industrial Drive SE MS #3 | Salem, OR 97302
Desk: (503) 986-4196 | Email: heidi.MANLOVE@odot.state.or.us