Oregon Safe Routes to School

Jump Start Curriculum

Walk and Roll Safety Education Lessons

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Acknowledgments

Thank you to the many individuals who contributed to the development of this curriculum.

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This curriculum is a continuation of Neighborhood Navigators and Neighborhood Navigators 2.0 and was inspired by several existing curricula from the following groups:

- Portland Bureau of Transportation
- Menlo Park Safe Routes to School
- Minnesota Safe Routes to School
- Tacoma Safe Routes to School

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The Way to Go.
Transportation Safety – ODOT

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Introduction

The following Jump Start Curriculum is built upon Neighborhood Navigators 2.0. Originally revised in 2019, with valuable feedback from teachers, educators, and Safe Routes to School coordinators, COVID-19 and school closures prohibited pilot testing. In 2022, the new Oregon Department of Transportation (ODOT) Technical Assistance Provider Team piloted the Bicycle and Pedestrian Safety Education Train-the-Trainer Program, known as Jump Start. In 2023, the full teacher training program along with this curriculum and supplemental Bicycle and Pedestrian Education Drill Guides, bike fleets, and pedestrian education kits will be made available to teachers across the state.

The Oregon Safe Routes to School (SRTS) program at ODOT has funded local SRTS programs in communities throughout the state since 2008. Education is one of the 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 (walking and biking), rather than being driven to school. Several SRTS curricula have been used over the years including *Safe Routes to School for Kids* (2003) and *Neighborhood Navigators* (2010) to teach pedestrian and bicyclist safety knowledge and skills. The need for SRTS programming continues, and this most recent update provides a new lens on statewide programs.

Please send any feedback on the program to info@oregonsaferoutes.org.

Letter to Educators

Dear Educator,

Thank you for bringing bicycle and pedestrian safety education to your school community! As a part of the Oregon Safe Routes to School programming, Jump Start aims to give you the tools to teach students valuable bicycle and pedestrian safety skills. In addition to this curriculum, you can order supplemental drill guides and request in-person training by emailing info@oregonsaferoutes.org. After completing the training, we will follow up with tip sheets and materials you can send home with families. For a sample letter to explain this curriculum to families, see Appendix B.

There are many benefits to bicycle and pedestrian safety education. Students who know how to safely navigate roadways are more likely to opt to walk or roll with their families to school, thus reducing traffic congestion at school and improving personal and environmental health. Nearly 15% of road traffic during the morning commute is to schools, and reducing this congestion near schools by encouraging students to walk and roll creates cleaner, safer conditions for all. Additionally, even brief exercise through walking and rolling helps students perform better in school, and gives them time to socialize with classmates (National Safe Routes Partnership).

This curriculum is provided for you to implement bicycle and pedestrian safety lessons in your classrooms, after-school programs, summer programs, and more. Lessons have been developed in conjunction with state standards from the Oregon Department of Education. You can find modifications for different learning styles, ages, and abilities in Appendix A.

We thank you for being a part of encouraging safe routes to school throughout Oregon!

Curriculum Overview

The following tables summarize the key components of each lesson. The lessons are intended to be taught consecutively but can be taught as standalone lessons or as a shorter series if needed. All lessons are between 20 and 45 minutes, and intended to be taught during PE. The optional add-on bicycle safety education lessons can be taught in any classroom outside of PE. Modifications for different ages and abilities can be found within each lesson.

Pedestrian Safety Education (Grades K–3)

LESSON	KEY COMPONENTS
1. Pedestrian Basics	• Basic pedestrian skills • Discuss walking as a mode of transportation • Basic walking vocabulary
2. Crossing Safety and Personal Safety[1]	• Review and demonstrate the appropriate steps to crossing the street • Demonstrate crossing safely and predictably in crosswalks • Practice asking for help and support if they or someone they know feels hurt or unsafe • Understand how to navigate basic personal safety concerns when walking alone or with others
3. Intersections and Signals	• Demonstrate the appropriate method for crossing the street safely and predictably in crosswalks and at any edge • Demonstrate how to follow basic road rules as a pedestrian and what it means to act predictably • Identify common traffic signals and demonstrate the associated pedestrian behaviors • Learn the importance of dressing to be seen
4. Toy Retrieval and Visual Barriers	• Learn and practice how to safely retrieve a toy when playing near a road • Demonstrate how to navigate around a visual barrier
5. Walking Field Trip	• Review crossing basics and signs and signals • Practice crossing as a class on a neighborhood street

[1] The personal safety activity is an option-add on.

Bicycle Safety Education (Grades 3–8)[2]

LESSON	KEY COMPONENTS
1. Helmet Fitting	• Practice safe helmet fitting
2. Personal Safety Check	• Review helmet fitting • Learn about clothing considerations
3. Bike Safety Check	• Learn and practice ABC Quick Check
4. Follow the Leader	• Practice riding in a square or circle on blacktop • Practice ghost rider spacing
5. Red Light, Green Light	• Review crossing basics and signs and signals • Practice crossing as a class on a neighborhood street
6. Hand Signals	• Practice braking, signaling stop and right turn • Practice braking, signaling stop and left turn
7. Shoulder Check	• Practice looking back and counting fingers
8. Taking the Lane	• Practice shoulder check, signal left and take the lane.
9. Navigating Intersections	• Practice turning right
10. Navigating Intersections	• Practice turning left
11. Navigating Intersections	• Practice yielding the right-of-way
Bicycle Safety Education: Optional Add-Ons (Grades 3–8)	
12. Slow Race	• Practice riding as slow as possible without putting a foot down.
13. Route Planning	• Mapping for a community walk or ride.
14. Community Ride	• Navigate the community to experience the freedom and challenges of walking and rolling.
15. Community Design Project	• Evaluate the ability to walk and roll near the school. • Engage with city leaders.

[2] Many of the bicycle safety education lessons can be modified for grades K–2, but are primarily designed for grades 3–8.

State Education Standards

The table below shows the relevant Oregon State learning standards applicable to each lesson in the curriculum for pedestrian and bicycle safety lessons.

Pedestrian Safety Education (Grades K–3)

STANDARD	DEFINITION	APPLICABLE DAY				
Physical Education Standards		**1**	**2**	**3**	**4**	**5**
1	Students will demonstrate competency in a variety of motor skills and movement patterns.	X	X	X	X	X
2	Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	X	X	X	X	X
3	Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	X	X	X	X	X
4	Students will exhibit responsible personal and social behavior that respects self and others.	X	X	X	X	X
5	Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	X				X
Health Standards						
1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	X				X
4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	X	X	X	X	X
5	Students will demonstrate the ability to use decision-making skills to enhance health.	X	X	X	X	X
7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	X	X	X	X	X
8	Students will demonstrate the ability to advocate for personal, family, and community health.		X			

Bicycle Safety Education (Grades 3–8)

STAND-ARD	DEFINITION	APPLICABLE LESSON											
Physical Education Standards		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1	Students will demonstrate competency in a variety of motor skills and movement patterns.				X	X	X	X	X	X	X	X	X
2	Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.			X	X	X	X	X	X	X	X	X	X
3	Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.					X	X	X	X	X	X	X	X
4	Students will exhibit responsible personal and social behavior that respects self and others.				X		X	X	X	X	X	X	X
5	Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.												X
Health Standards													
1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	X	X										
4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		X			X	X		X	X	X	X	
5	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	X	X	X	X	X	X	X	X	X	X	X	

Pedestrian Safety Curriculum

All lessons are intended for grades K–3.

Lesson 1: Pedestrian Basics

Overview

PURPOSE

Lesson 1 of this Pedestrian Safety Curriculum is designed to get students excited about walking, while teaching basic crossing skills and vocabulary.

LEARNING OBJECTIVES

The first day will focus on getting the students to:

- Relate to walking as a way to get around
- Describe the importance of walking
- Identify common places to walk safely
- Define transportation-related terms
- Describe and demonstrate the appropriate steps to crossing the street

MATERIALS

- Balls or hacky sacks (one per pair of students, not included in kit)
- Pedestrian Safety Education kit materials:
- Vocabulary cards
- Pedestrian Crossing Rhyme poster

Location: Gym or outdoor space (blacktop or field)

Time: 30 minutes

Instructions

PREPARATION

Have materials listed above accessible.

OPENING ACTIVITY

That's Me! (3 minutes)

Have students jump forward and say, "That's ME!" when something you say is true for them. Direct them to take a jump back to return to their spot between each statement.

- "I like to play outside."
- "I take my dog for walks."
- "I like to ride my bicycle, scooter, or skateboard."
- "I like to walk to the park or library."
- "I know that walking is good for my body."
- "I walk to school."

Invite student volunteers to add their own activities one at a time, and have the rest of the class jump forward and respond as before.

MAIN ACTIVITY

Pedestrian Vocabulary (12 minutes)

As you say each word, hold up the vocabulary card, define the word, and demonstrate the action. Next, have the students repeat the word and perform the associated action. Run through the words and actions at least twice.

WORD	DEFINITION	ACTION
Pedestrian	Someone who walks or moves about using their feet, a wheelchair, or another mobility device. What do you call the things we put our feet on to ride a bicycle? Pedals! Because *ped* means "feet"—so people getting around on foot are *pedestrians*.	Walk or wheel around the gym or outdoor space.
Bicyclist	Someone who rides/pedals a bicycle.	Lay on the ground and do bicycle crunches.
Vehicle	Something with wheels you can ride on or in to get around. Examples include buses, cars, and even bicycles.	Run laps around the gym or outdoor space, turning an imaginary steering wheel or pretending to ride a bike.
Edge	Where the sidewalk meets the street.	Point down at your feet.

Pedestrian Crossing Rhyme (10 minutes)

Introduce the rhyme by asking the following questions:

TEACHER QUESTION	EXAMPLE STUDENT RESPONSE
Is it safe to cross in the middle of the road?	No!
Where is the safest place to cross?	The crosswalk.
Why?	Because cars drive in the road and drivers know to watch for people walking on the edge of the street.

If students aren't sure about the answers to your questions, you can use the example student responses to guide their thinking.

Transition: "When walking to places we like to go, we need to cross the street, to get from sidewalk to sidewalk, so let's learn the Crossing Rhyme!"

Display the Pedestrian Crossing Rhyme poster where all students can see it and demonstrate the rhyme, including the hand and body motions.

Stop every time at the edge of the street. (**Body motions**: stop hand, point down to edge)
Use your head before your feet. (**Body motions**: both hands grasp head, touch toes)
Make sure you hear every sound. (**Body motions**: cusp hands to ears and sway left and right)
Look left, look right, look all around! (**Body motions**: arms at your side, exaggerate looking left, right, left)

CLOSING ACTIVITY

Vocabulary Review (3 minutes)

Have students pair off and give each pair a ball. Let students know that you will call out some questions, and each time you ask a question, they should toss the ball to their partner. The student who catches the ball should call out the response.

TEACHER QUESTION	EXAMPLE STUDENT RESPONSE
What do you call someone walking?	A pedestrian.
Name a type of vehicle	Car, truck, bus, bike, etc.
Why should we walk?	Good for the environment, exercise, etc.
Where do you look before you cross the street?	Left, right, left (or all around).

NOTE: You may choose to do this as a closing activity to review vocabulary and concepts each time. It depends on your group and timing of your classes, but this is a simple review activity that could be repeated as needed!

Lesson 2: Crossing Safety and Personal Safety[3]

Overview

PURPOSE

Lesson 2 of the Pedestrian Safety Curriculum is focused on putting Lesson 1 learning concepts together and applying them to crosswalk practice. Lesson 2 also includes a personal safety lesson that can be integrated into PE or other classes.

LEARNING OBJECTIVES

The second day will have students:

- Review and demonstrate the appropriate steps to crossing the street
- Demonstrate crossing safely and predictably in crosswalks
- Practice asking for help and support if they or someone they know feels hurt or unsafe.

MATERIALS

- Jump ropes, basketballs, bean bags, and other items for exercise stations (not included in kit)
- Pedestrian Safety Education kit materials:
    - Model roadway (1) and crosswalks (3)
    - Chart board or whiteboard (not included in kit)

Location: Gym or outdoor space (blacktop or field)

Time: 30 minutes

Instructions

PREPARATION

Using the Pedestrian Safety Education kit,

- Lay out one road and place the three crosswalks along the road attaching them on the Velcro spots labeled “crosswalk here.”
- Set up two exercise stations (one on each side of the road, and each with an exercise for students to perform such as jumping jacks, jump rope, squats, bouncing a ball):
    - **NOTE**: Plan stations with exercises students will likely already know how to do.

[3] The personal safety lesson is an optional add-on

- **NOTE**: For a large class, you may have students lined up on both sides of each crosswalk (6 lines total), navigating each other as they cross. You may also want to roll out the intersection roadway, and attach the additional crosswalks to have more lines going at once.

See photo below for example of a roadway set up with crosswalks. The "X" marks the spot where the additional roadway will be placed to make an intersection in the next lesson.

OPENING ACTIVITY (OPTIONAL)

Vocabulary Review (3 minutes)

Review vocabulary introduced in Lesson 1, incorporating the actions associated with each vocabulary word. Then, introduce the new vocabulary words: *sidewalk*, *crosswalk, and shoulder*. You can use this as an opening activity for future lessons as well incorporating the new vocabulary words.

WORD	DEFINITION	ACTION
Sidewalk	A paved and elevated path for pedestrians at the side of a road. Sidewalks provide a separation between the road and the pedestrians.	Stretching arms out wide in opposite directions.
Crosswalk	Where pedestrians cross the street. Crosswalks sometimes have white stripes, and sometimes not. In Oregon, every intersection is a crosswalk.	Look left, right, left, and then walk two steps forward. No running—it's called a *crosswalk*, not a *crossrun*.
Shoulder	The edge of the road where cars are not driving. Sometimes there is a white line that separates the shoulder from the road.	Standing in place, brush each shoulder with opposite hands.

Review the Pedestrian Crossing Rhyme, using the hand motions.

MAIN ACTIVITY

Crosswalk Setup (1 minutes)

With the model crosswalks laid out on the roadway, explain to the students what the crosswalks and model roadway represent and then review the vocabulary associated with the model, incorporating the movements with the words. Start by walking around the model with your students, asking questions, and pointing out features as you walk.

Teacher Crossing Demonstration (2 minutes)

Model how to cross safely using the appropriate method for crossing the street, using the Pedestrian Crossing Rhyme and hand motions. Provide these key reminders for students:

- Each person should always make their own decision about what feels safe to them. They do not need to cross a street simply because another person has crossed. If it doesn't seem safe, don't cross!
- Following the steps in the rhyme helps us all be predictable, meaning acting in a way that other people (driving, walking, biking) expect us to.
- Have students line up along the road and practice crossing together, remembering to stop at the edge of the road, and look left, right, left, and all around before crossing.
- Students should keep their hands out of their pockets, walk purposefully, and continue scanning the road while crossing.

Student Crossing Practice (5 minutes)

Split the students into groups. As noted earlier, the number of groups and number of crosswalks utilized will depend on the number of students in the class. Have each group stand at the edge of one of the crosswalks. Explain the exercises students will do at the stations located on either side of each of the crosswalks. Model the following steps and then have the students do the crossing practice:

1. Students recite the Crossing Rhyme as they cross.
2. After crossing, they perform the exercise station activity and return to line.
3. Repeat crossing the street and doing the exercises.

PERSONAL SAFETY ACTIVITY (OPTIONAL ADD-ON)

Topic Preparation: "What If?" Activity (3 mins)

Teacher makes a T-chart on chart paper/whiteboard, labels one side "safe and kind" and the other side "unsafe and unkind".

- Ask students: "Have you seen people being safe or kind on your way to or from school? What were they doing?" Brainstorm a list together. For kindergarten and first grade students, stick figure illustrations may be appropriate in place of writing. Use teacher discretion.
- "Have you seen people being unsafe or unkind on your way to or from school? What were they doing?" Brainstorm a list together.
- "Today we will talk about what we can do when someone is being unsafe or unkind."

Tricky People Activity (3 mins)

Share the following points in your own words:

- "Walking or biking to school is a safe thing to do when you know the rules. Most people don't want to harm you, and if you meet tricky people, you can keep yourself safe."
- "Tricky people are adults who you don't know well who are acting in an unsafe way toward you."
- "They might seem nice or polite, but if they are in your space, talking to you too much when they don't know you, or making you uncomfortable, they could be tricky anyway."
- "We can't tell someone is tricky by how they look, but we can tell by how they act. People who look very different from us can be safe and respectful, and people who look like us or our parents can be tricky if they are not respecting our space."
- "Are there any signs of tricky people on the list we made? Can we add some?"
    - Revisit your T-chart. Guide students to add behaviors that could indicate a tricky person. Examples include standing too close, asking personal questions or too many questions, following you, touching you.
    - If students offer visual cues (e.g., "they are wearing dirty clothes," "they look funny," etc.), redirect. Remind them that we can't tell if someone is tricky by how they look, but we can tell by how they act or treat us. This is important because if children base their threat assessments off people's appearance, they will overlook threats from people they

think are nice-looking. Countering children's implicit biases in an age-appropriate way helps keep them safe.

Keeping Safe around Tricky People Activity (9 minutes)

- Share the following points in your own words:
    - "We don't have to be polite to people who are being tricky. It is more important to keep safe."
    - "If an adult you don't know is being tricky, do these three things:"
        - "Say, 'No! I don't know you!' in a loud voice."
        - "Leave quickly – run or walk away fast."
        - "Go to a safe adult and tell them what happened."
- Role-play exercise
    - Demonstration
        - Choose a confident child or volunteer who is comfortable role-playing and interacting with a loud and theatrical teacher. They will play the tricky person.
        - Coach them to ask you lots of personal questions ("What's your name? How old are you?" etc.) and to stand in your bubble.
        - Choose a second student or volunteer to play the safe adult. Their job is to stand off to the side and pretend to be a teacher.
        - The first student demonstrates acting like a tricky person toward the teacher.
        - Teacher says, "No! I don't know you!" loudly, and runs away.
        - Teacher goes to the second student and says, "There is a stranger being unsafe over there."
- Practice
    - Now the teacher will play the safe adult role. Pair students off and have them take turns in both roles. One plays the tricky person and the other practices responding, running away, and telling you.

Debrief further as needed. This can be a scary topic for students, so be prepared to reassure and empower. It is important to keep the tone positive and strengths-focused (students have the ability to keep themselves safe) so they do not come to see getting around in public as prohibitively dangerous/scary.

MODIFICATIONS

To adapt this lesson for older students:

- Discuss how you might walk on the shoulder safely if there is no sidewalk.
- Share slides defining communication styles Communication Styles.
    - Discuss benefits of assertive communication in interactions with strangers: relaxed and aware, communicating clear boundaries, shows you are not an easy target without escalating the situation.
- Incorporate activity: Three Steps of Assertive Communication.

Lesson 3: Intersections and Signals

Overview

PURPOSE

Lesson 3 builds upon the crossing basics presented in Lessons 1 and 2 to apply more complex situations, such as various types of intersections and signals that students may experience while walking.

LEARNING OBJECTIVES

- Demonstrate the appropriate method for crossing the street safely and predictably in crosswalks and at any edge
- Demonstrate how to follow basic road rules as a pedestrian and what it means to act predictably
- Identify common traffic signals and demonstrate the associated pedestrian behaviors
- Learn basic road rules as a pedestrian and what it means to act predictably
- Learn the importance of dressing to be seen

MATERIALS

- 2–3 Hula-Hoops (not included in kit)
- Pedestrian Safety Education kit materials:
    - Model roadways (2) and crosswalks (6)
    - Traffic signs and signals

Location: Gym or outdoor space (blacktop or field)

Time: 30–40 minutes

Instructions

PREPARATION

Create a full (four-way stop) intersection using two roadways crossed on top of each other to make a lowercase “t” shape. Make sure the crosswalk that is blank in the center is on top.

- Set up crosswalks on all four of the legs, and set up the additional two crosswalks as midblock crossings on the Velcro crosswalk spots. **NOTE:** You may choose to only have crosswalks on two of the legs rather than four if you want to talk about unmarked crosswalks vs. marked crosswalks.
- Determine which exercises students will complete prior to crossing.
    - Since they will be using the crosswalks in close proximity to each other, it is recommended to not use additional materials here. Have students do jumping jacks or high knees or something similar without props.

Photo on next page shows roadways set up as an intersection.

OPENING ACTIVITY (OPTIONAL)

Vocabulary Review (3 minutes)

Review vocabulary introduced in Lessons 1 through 2, incorporating the actions associated with each vocabulary word. Then, introduce the new vocabulary words: *intersection and signal*.

WORD	DEFINITION	ACTION
Intersection	A place where two or more streets come together and cross each other.	Do a few jumping jacks.
Signal	A gesture, picture, or sound used to convey information or instructions.	Jump up while putting your hand out like you're telling someone to stop.

Review the Pedestrian Crossing Rhyme, including the hand and body motions.

MAIN ACTIVITY

Teacher Demonstration (4 minutes)

With the model crosswalks laid out on the ground, review the model while walking with the class around the model and along the pretend sidewalks:

TEACHER QUESTION	EXAMPLE STUDENT RESPONSE
Where should pedestrians walk?	The sidewalk or shoulder (brush your shoulders) along the side of a road.
What is a crosswalk?	Any part of an intersection, marked or unmarked with white or yellow lines, that is for pedestrians crossing a street or road (every place two roads meet is a crosswalk).
What is an intersection?	A place where two or more streets come together and cross each other.
Modification for older students: What is nonverbal communication? What are some examples?	Communicating or relaying a message to someone without using words. Examples are standing at the curb, nodding, making eye contact, and waving.

Review and demonstrate the appropriate method for crossing the street at intersections:

- We find a safe crosswalk ideally without visual barriers.
- We stop at the edge of the street.
- We listen and look left, right, left, and also search behind us and in front of us.
    - Cars may drive up from behind us at an intersection, so we need to search behind as well as left and right.
    - We look in front of us because cars may be turning into the street we are trying to cross.
- We cross the street by walking, looking, listening, and moving in a straight line.

Intersection Practice (8 minutes)

Split the class into groups (number of groups can be adjusted based on class size):

- Eight pedestrian groups with about two students per group: Four groups are at the four crosswalks of the intersection and four groups are on opposite ends of the midblock crosswalks practicing crossing as in Lesson 2. Groups will rotate.
- One car-driving group: This group pretends to drive their cars along one road by walking with Hula-Hoops along the length of the model roadway.
- Optional crossing guards: Have select students be the “crossing guards” for each or some of the crosswalks to make sure the car-driving group slows down and stops for the pedestrian groups. This could be a good option if you have a lot of students in class and need to assign some additional roles.

Students in the pedestrian groups recite the Crossing Rhyme, cross, and then complete their exercise station and move to the next crosswalk. They repeat this for one minute. The car-driving group will spend one minute pretending to drive their cars by holding a Hula-Hoop in front of them like a steering wheel. After one minute, direct students to go to their original station and then rotate. It's at this time a new group of students will get to drive the cars. Repeat the above directions four more times, or until every group has had an opportunity to be a car driver.

Transition (only if the class seems ready to add another layer onto this activity): "Great job! Now let's make it harder, like what we find in real life!"

Optional: Pedestrian Signals (5 minutes)

Start by introducing the pedestrian signal cards found in the Pedestrian Safety Education kit. Hold up each card and ask students what each signal means and what they do as pedestrians when they see this signal. Tell students that they will start walking across the crosswalk and explain how you want them to respond when you show each signal, following the student actions provided in this table:

IMAGE	SIGNAL	MEANING
	Pedestrian Crossing Signal	Safe to walk across the street. (Still look left, right, left.)
	Pedestrian Countdown Signal	If in the crosswalk, continue walking. If at the edge of the street, do not start walking.
	Pedestrian Stop Signal	Do not walk across the street.

Practice each signal at least twice as the students cross at all crosswalks. End with the pedestrian stop signal.

Traffic Signals and Signs (5 minutes)

Introduce other traffic signs and signals. Customize based on the types of signs seen around school or community. This activity is run like the vocabulary activity.

IMAGE	WORD	DEFINITION	ACTION
	Green Traffic Signal	Safe to drive or bike through the street.	Walk or wheel around the gym or outdoor space.
	Yellow Traffic Signal	If driving or biking through the street, continue. If approaching a signal, slow down and stop until the next green light.	Walk or wheel around the gym or outdoor space in slow motion.

IMAGE	WORD	DEFINITION	ACTION
	Red Traffic Signal	Stop. Do not drive through the street.	Freeze.
	Railroad Crossing Sign	Where trains cross a street.	Jog while making train sounds.
	School Crossing Sign	Reminds people driving that there may be students and families present.	Link arms with one or more students and skip together.

Lesson 4: Toy Retrieval and Visual Barriers

Overview

PURPOSE

Lesson 4 builds upon students' newly honed crossing skills and applies them to often hazardous situations: darting into the road and visual barriers. Dart-outs into traffic from driveways and at intersections are one of the most common causes of vehicle crashes involving children under age 14.

Students will put the skills they've learned together and practice stopping at the edge, listening, and looking left-right-left again, to identify oncoming traffic before crossing streets when they are retrieving a toy. They will also learn how to look around barriers in the road before crossing.

LEARNING OBJECTIVES

- Learn and practice how to safely retrieve a toy when playing near a road
- Demonstrate how to navigate around a visual barrier

MATERIALS

- 2–3 Hula-Hoops or scooters (not included in kit)
- Garbage bin or tumbling mat (not included in kit)
- Music and speakers (not included in kit)
    - If the teacher does not have access to these, they can hum or sing a song during the music section instead
- Enough beanbags for each student to have one (not included in kit)
- Pedestrian Safety Education kit materials:
    - Model roadways (2) and crosswalks (6)
    - Laminated traffic signs and signals

Location: Gym or outdoor space (blacktop or field)

Time: 30 minutes

Instructions

PREPARATION

Create a full (four-way stop) intersection using two roadways crossed on top of each other to make a lowercase "t" shape. Make sure the crosswalk that is blank in the center is on top.

- Set up crosswalks on all four of the legs, and set up the additional crosswalks as midblock crossings on the Velcro crosswalk spots.

- Collect two large items, such as garbage bins or tumbling mats, to use as visual barriers, and place them to the side for the first activity.
- Determine which exercises students will complete prior to crossing.

OPENING ACTIVITY (OPTIONAL)

Vocabulary Review (3 minutes)

Review vocabulary introduced in Lessons 1 through 3, incorporating the actions associated with each vocabulary word.

Review the Pedestrian Crossing Rhyme, including the hand and body motions.

MAIN ACTIVITY

Teacher Demonstration (2 minutes)

Review and demonstrate the appropriate method for crossing the street at intersections:

- We find a safe crosswalk without visual barriers if we can.
- We stop at the edge of the street.
- We listen and look left, right, left, and also search behind us and in front of us.
    - Cars may drive up from behind us at an intersection, so we need to search behind as well as left and right.
    - We look in front of us because cars may be turning into the street we are trying to cross.
- We cross the street by walking, looking, listening, and moving in a straight line.

Visual Barriers Practice (11 minutes)

Add in the tumbling mats or other large materials on one side of each crosswalk in spots that make it hard to see cars coming.

Explain that a visual barrier is something that makes it hard for us to see oncoming cars and drivers, and that makes it hard for drivers to see us. Ask students for examples of things that could be visual barriers (garbage cans, parked cars, trees).

Explain how to cross with a visual barrier:

- If they want to cross the street, but encounter a visual barrier, they should find another place to cross the street that is free of visual barriers and safe to cross, preferably at a marked crosswalk.
- If they do not see a safer place to cross without visual barriers, approach the edge of the barrier for a "second edge" and use a "giraffe neck" to look around the barrier to see what's there.
    - Slowly step out so you can see just around whatever is blocking your view. If clear, then cross. If a car is coming, look at the driver, make eye contact, and wait for them to stop.
    - Explain that it's super important to not dart out into the road, especially from behind a parked car or garbage can. This is how we get hurt.

Demonstrate how you would cross the road when there's something that would block a driver from seeing you:

- Identify a safe place to cross (point to the crosswalk) and that there is a visual barrier.
- Walk through the Pedestrian Crossing Rhyme on the sidewalk/shoulder.
- Walk to the edge of the visual barrier and repeat the Pedestrian Crossing Rhyme.

Have students get into the same groups as the previous intersection practice. Have them repeat the exercise, but this time stopping to look around the visual barrier.

Retrieving a Toy (12 mins)

Using the model road line all students up on an 'edge.' Pass out bean bags to each student. If there aren't enough beanbags for each student to have one, create groups and have students line up for their turn.

Round 1

Teacher asks: Raise your hand if you've ever been playing near the road and your ball goes in the street. What do you think you should do if this happens?

Students throw and catch their own bean bags while music plays or the teacher claps. When you stop the music or stop clapping, students gently toss their bean bags in front of them. If they drop the bean bag before the music stops, students must leave it on the ground.

Using the steps of the Pedestrian Crossing Rhyme, students act out how to retrieve their toy

They stop at the edge, look left-right-left and listen, and if it's clear (no vehicles coming), they can retrieve their bean bag and return safely behind the edge.

Round 2

Student volunteers pretend to be vehicles using a Hula-Hoop while they walk along the 'road.' Remind students that they must wait for a driver to stop or for the road to be clear before they try to retrieve their toy.

Repeat actions from Round 1. Rotate the volunteer students and practice as time allows.

NOTE: If doing a walking field trip, let students know they should wear comfortable clothing to move in for a walking field trip that will be part of the next lesson.

MODIFICATIONS

To adapt this lesson for older students:

Retrieving a Basketball (10 mins)

At a basketball court in the gym or outside, have students line up single file at the free throw line for each basket. If there are more than two baskets such as in a gym, add another line for each basket.

Explain that the area outside the boundaries of the court is the street, with the boundary paint being the "edge" of the street (e.g., the roadway where cars could be driving).

Select a few volunteers to be drivers of motor vehicles or bicyclists, walking or running back and forth on the road with Hula-Hoops around the court. Drivers/bicyclists can go clockwise or counterclockwise. Pass out basketballs to each remaining student.

Individually have students take free throw shots at the hoops. When a ball goes out of the boundary, it is now in the road. Instruct students to pause at the edge, listen for traffic, and look left-right-left, and if it's clear, have them retrieve their ball. Upon retrieving their ball, each student should return to the back of the line. Rotate the driving/bicycling students and practice as time allows.

Lesson 5: Walking Field Trip

Overview

PURPOSE

Lesson 5 puts everything students have learned so far into practice in the real world. We understand that not all schools are able to go off campus for walking field trips, so we'll provide some tips for replicating this on a blacktop. We do recommend going off campus if possible so that students will be better prepared for using their new pedestrian skills.

LEARNING OBJECTIVES

- Demonstrate the appropriate method for crossing the street safely and predictably in crosswalks and at any edge
- Demonstrate how to follow basic road rules as a pedestrian and what it means to act predictably
- Review traffic signs and signals that are seen on the walk, demonstrating how to act predictably as a pedestrian and exhibiting responsible personal and social behavior
- Demonstrate how to navigate around a visual barrier

MATERIALS

None

Location: Outside, on nearby streets

Time: 30–40 minutes

Instructions

Preparation

- Establish a route that allows as many of the activities below as possible to be completed. About a quarter mile is good for a 20- to 25-minute slow walk.
- Inform the front office of the walk's time and route.
- Get appropriate permission and support to take students off campus (i.e., permission slips, volunteer help).
- Remind students to wear comfortable clothing for a walking field trip.

OPENING ACTIVITY

Predictability Review (2 minutes)

Explain why it's important for all road users to notice and obey traffic signals. Remind students that noticing and obeying traffic signals is for all of our safety. Whether we are walking, biking, driving, or riding the bus, these signals help us follow the rules and keep ourselves and others safe. It helps us better be

able to guess what another person using the street may do next. This is called *being predictable*. If walking at night, make sure to wear bright colors or carry a flashlight so cars can better see you. Tell students that to be safe pedestrians, we want to be seen and predictable!

Review the Pedestrian Crossing Rhyme, using the hand motions.

MAIN ACTIVITY

Driveway or Parking Lot Practice (5 minutes)

- Confirm that students are wearing appropriate clothing for outdoor activities. Hoods on jackets should be down to help students see side to side. Remind students to keep hands out of pockets and look around before and while crossing.
- Have students pair up and stand in two lines with each student next to their partner, creating a "walking school bus."
- Walk to the school parking lot or driveway and ask students to look at a car to figure out how they know if it's going to move.
    - Look for exhaust, someone in the car, engine purring, and lights (point to the reverse lights).
- Find a large parked vehicle like a van or a truck. Have one student stand behind the vehicle while the rest of the class stands in front of it.
    - Can they see the student standing behind the vehicle? No! This is why we cross in front of cars at crosswalks.

Walking Field Trip (25 minutes)

Incorporate at least two crossings into the walk in this order:

1. A walking school bus crosswalk crossing at a marked or unmarked crosswalk with one teacher at the front and one at the back:
    a. The class waits at the edge.
    b. The class looks together.
    c. Everyone crosses together.
    d. Everyone continues scanning while in the crosswalk.
    e. Everyone walks with purpose.
2. A partner intersection crossing at a marked or unmarked crosswalk:
    a. Partners wait at the edge.
    b. Partners decide together when it's safe to cross.
    c. Partners check fully.
    d. Both continue scanning while crossing.
    e. Walk with purpose.

Discuss marked versus unmarked crosswalks and point out signs and signals seen on the route. Discuss visual barriers if seen on route, demonstrating using a "giraffe neck" to look around them before crossing.

Debrief (3 minutes)

What did students see while walking? How did it feel to cross on your own? How did drivers behave? Review the Pedestrian Crossing Rhyme once more before ending.

MODIFICATIONS

To adapt this lesson for a blacktop:

- Draw a four-way intersection with crosswalks at a large scale, as close to life-size as practicable.
- Lead students through crossing activities. We recommend adding in individual crossings (mentioned below) if staying on campus.
- If there is time, ask students to participate as vehicle drivers so that students can practice with vehicles on the road.
- If you have an item that can be used as a visual barrier, you can also repeat the visual barrier activity outside as well.
- We recommend that students still do parking lot activities if allowed by campus.

To adapt this lesson to different ages:

- For older students, add a solo crossing to the walk:
    - Student waits at the edge.
    - Student checks fully.
    - Student continues scanning while crossing.
    - Student walks with purpose.
    - Student crosses corner to corner.

Bicycle Safety Curriculum

Lesson 1: Helmet Fitting

Overview

PURPOSE

The purpose of Lesson 1 of this Bicycle Safety Curriculum is for students to get acclimated to wearing helmets and to understand the importance of a well-fitting helmet.

Cyclists under the age of 16 are required to wear a bicycle helmet while riding a bike. You are not required to wear a helmet if it would violate your religious belief or practice.

LEARNING OBJECTIVES

By the end of this first lesson, students should understand:

- How to choose a helmet that fits appropriately
- How to fit and adjust a helmet designed for bicycling or scootering

MATERIALS

- Helmets (provided as part of fleet)
- Permanent Marker
- Masking tape
- Helmet Fitting poster
- Laptop and projector (optional)
- Helmet Fitting Photos (optional)

Location: Classroom or gym

Time: 15–20 minutes

Instructions

PREPARATION

- Orient yourself to the helmet poster in Appendix C and prepare to share with students either in printed posters or on a projector.
- If showing helmet fitting video, have laptop or projector equipment ready.
- Make sure helmets are organized by size in advance.

MAIN ACTIVITY

- Line students up by height and distribute helmets accordingly.
- Instruct students to put helmets on and let them know you will practice helmet fitting together.
- Have them click the buckle and adjust the straps to form a V around the ears.
- Have them adjust the chin strap properly (one finger width).
- Have them tighten the dial so the helmet fits snugly. (Move head back and forth to check for movement of helmet.)
- Have students partner up to check another student's helmet fit. (See images in Drill Guide.)
- Have the students check helmets for cracks in the Styrofoam. Remind them to never drop, kick or throw their helmet.
- When the helmet fits properly, place a piece of masking tape on the helmet with the student's name. They will use the helmet over the course of the program.

TIPS

Without being buckled, the helmet should sit comfortably on their head.

When fastened, the buckle should not be able to slide over the chin.

Encourage students to ask their partners for consent before fitting their helmet.

To accommodate different hair styles or religious headwear, find larger helmets, use non-shaming language and communicate with families ahead of time to ask about needs and accommodations.

MODIFICATIONS

To adapt this lesson to different ages:

- Grade 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 helmets correctly after each use.
- Grade 3–8 students may appreciate discussing how helmets have helped them if they have crashed. Start discussing why it is preferable to prevent crashes from happening in the first place.

To adapt to different physical abilities:

- For helmet fitting, coordinate with the paraeducators or care assistants of students with different needs who may be sensitive to having their head touched. If possible, ask that they give guidance or assist in fitting a helmet to the student.
- Recognize that different hair and hair styles will fit helmets differently. Use non-shaming language and work with all students to find helmets that fit different head sizes and hair styles well.

INTEGRATION TIP!

Ask students to tell their caregiver the importance of helmet use and help family members at home adjust their helmets to fit just right.

NOTE: Ask students to wear clothes and shoes that will work for biking for all bike safety lessons.

Lesson 2: Personal Safety Check

Overview

PURPOSE

The purpose of Lesson 2 is to demonstrate to the students the importance of considering and checking for safety before going on any walking or biking outing.

LEARNING OBJECTIVES

By the end of Lesson 2, students should understand:

- How to check themselves for safe walking and biking
- How to check a partner for safe walking and biking

MATERIALS

- Helmets
- Helmet Fitting Poster

Location: Gym or outside

Time: 10 minutes

Instructions

PREPARATION

- Print or make copies of the Helmet Fitting Poster found in the curriculum.
- Have helmets organized by size.

OPENING ACTIVITY

Get Ready (2 minutes)

When students arrive to class, ask them to get prepared for biking:

- Help them find the helmet that is labeled with their name.
- Have each student conduct a helmet safety check from Lesson 1.
- Have them make sure they're wearing clothes and shoes that will work for riding a bike.

MAIN ACTIVITY

Partner Safety Checks (5 minutes)

Students line up in two lines facing each other, so that each person is facing a partner. Ask each student to check their partner for the following:

- HELMET: Ensure helmets fit well and are adjusted properly.
- PANT LEGS: Roll up pant legs to make sure they don't get caught in the chain.
- SHOELACES: Tuck laces in or double knot to avoid getting caught in pedals or chain.
- SHOES: Check that shoes are on securely and closed-toe shoes are worn, if possible.
- CLOTHING: Ask their partner if clothes feel comfortable for moving in.
- ATTITUDE: Ask their partner if they feel focused and ready to follow directions.

NOTE: If a student decides they aren't prepared to be safe that day, find another job for them by helping set up cones or serving as the 'support' staff as shown on the Drill Guide diagrams.

TIPS

Remind students that this activity needs to be repeated each day of bicycle safety education as well as when they ride their bikes on their own.

CLOSING ACTIVITY

Review (3 minutes)

- Explain that we will do a personal safety check each time at the start of class.
- Ask two students to volunteer to demonstrate how they would check each other for safety before going out for a ride.

INTEGRATION TIP!

Ask students to show their families the steps required to check bikes, helmets, and each other for safety before a ride.

Lesson 3: Bike Safety Check

Overview

PURPOSE

The purpose of Lesson 3 is to build upon the safety basics in Lessons 1 and 2, but with the opportunity to apply it by riding a short distance. This is an essential lesson before moving into the drills in the consecutive lessons.

LEARNING OBJECTIVES

By the end of Lesson 3, students should understand:

- How to fit a bicycle to their body
- How to ensure their bicycle is safe to ride

MATERIALS

- Helmets
- Bikes
- Instructor tool kit/First aid kit (hip pack)
- Bike pump
- ABC Quick Check poster (can be printed or on a projector)

Location: Gym or outside

Time: 10–20 minutes

Instructions

PREPARATION

- Print or make copies of the ABC Quick Check poster.
- Have helmets organized by size.
- Prepare bikes and helmets for student use.
- Have students line up shortest to tallest (or vice versa).
- Lead the line of students behind the bikes, assigning each person to the bikes that fit them.
- Assist students with adjusting their seat height if needed.

OPENING ACTIVITY

Introduce ABC Quick Check (3 minutes)

- Show the ABC Quick Check poster to students and ask them what each letter (A, B, C) might stand for.

- Without bikes, demonstrate what it looks like to check for air, brakes, chain, and quick release. Teacher may use a bike for this.
- Pass out bikes to each student based on size, but make sure they do not ride them yet.

MAIN ACTIVITY

Bike Checks (10 minutes)

- Students line up in two lines facing each other, so that each person is facing a partner.
- Talk students through checking their bikes for safety using the ABC acronym:
    - A is for Air:
        - While standing in their same lines, invite students to squeeze tires to check firmness.
    - B is for Brakes:
        - Have students create some additional space between each other in line, and squeeze hand brakes while moving the bikes forward and back to check that the bike stops when brakes are applied.
    - C is for Chain:
        - Staying in their spaced-out line, invite students to lift up their rear tire and move the pedals to make sure the chain is engaged and working with the gears.
    - Q is for Quick Release:
        - Invite students to look down at their wheels and identify if there is a quick release lever. If there is, have students put their palm flat on the lever to ensure it is pressed down.
- Have students check to make sure their seat is at or around hip level.
- Ask students to give a thumbs-up if their bike is safe to ride.

TIPS

Remind students that this activity needs to be repeated each day of bicycle safety education as well as when they ride their bikes on their own.

MODIFICATIONS

To adapt to different physical abilities:

- Students who are just learning can have their seat lower to help with balance or the pedals can be removed completely.

Lesson 4: Follow the Leader

Overview

PURPOSE

The purpose of Lesson 4 is to spend time on bikes, practicing necessary safety control skills that students will use in the following lessons' drills and on the road. **We encourage you to complete all Lessons 4–8 in a single day if your schedule allows it.** This saves the time of setting up each day. Follow the Leader can be used at the start of future lessons, or as something to fill time and keep students moving as needed.

LEARNING OBJECTIVES

By the end of Lesson 4, students should:

- Feel comfortable riding in a straight line and around corners.
- Understand the importance of leaving a "ghost rider" between them.

MATERIALS

- Cones
- Chalk or tape If using blacktop (optional if conducted on the street)
- Bikes
- Helmets
- Instructor tool kit

Location: Gym or blacktop (preferred)

Time: 15 minutes

Instructions

PREPARATION

- Place cones at corners of designated space.
- Set up for drills in Lesson 4:
    - Create a square shaped course by placing cones at corners of designated drill spaces. At least 25 yards between cones.
    - If doing Lessons 5 and 6 right after, chalk start and stop lines between the cones.
    - Place stop sign toppers on cones at the stop line.

OPENING ACTIVITY

Safety Checks (5 minutes)

- Pass out bikes and helmets to students.
- Arrange students in two lines facing each other with space in between each other to adequately conduct bike checks. Students are paired up with the person across from them.
- Invite students to do a helmet check with their partner.
- Invite students to do a personal safety check with their partner.
- Invite students to do an ABC Quick Check on their own bikes.

MAIN ACTIVITY

Follow the Leader Drill (10 minutes)

- After each student gets their bicycle, have them begin riding a square or circle around the blacktop.
- Instruct students to allow one bike length of space (a ghost rider) between themselves and the rider in front of them.
- Continue until all students have had a chance to get comfortable on the bikes.

TIPS

This drill should be the first activity after students have received their bike for the day.

INTEGRATION TIP!

If completed on a public blacktop or schoolyard, leave the tape or chalk in place and ask students to invite their family members to come do the drills with them on the weekend. Students can lead the drills this time!

Lesson 5: Red Light, Green Light Drill

Overview

PURPOSE

The purpose of Lesson 5 is to practice stopping and starting while biking in a line to gain the necessary safety control skills that students will use in the following lessons' drills and on the road.

LEARNING OBJECTIVES

By the end of Lesson 5, students should:

- Know how to safely start and stop their bicycle
- Feel comfortable riding in a straight line

MATERIALS

- Cones
- Stop sign toppers
- Chalk or tape
- Bikes
- Helmets
- Instructor tool kit

Time: 15 minutes

Location: Gym or blacktop

Instructions

PREPARATION

- Use the same set up as Lesson 4:
    - Chalk or tape start and stop lines within space allowed, at least 25 yards apart.
    - Place cones at start and stop lines.
    - Place stop sign toppers on cones at the stop line.
- Arrange bikes and helmets for easy distribution to students.

OPENING ACTIVITY

Safety Checks (5 minutes)

- Arrange students in two lines facing each other with space in between each other to adequately conduct bike checks. Students are paired up with the person across from them.
- Pass out bikes and helmets to each student.
- Invite students to do a safety check with their partner.
- Invite students to do an ABC Quick Check on their own bikes.

MAIN ACTIVITY

Red Light, Green Light Drill (10 minutes)

- Students line up with bikes behind the start lines. 4-6 students may go at the same time.
- When the instructor says go, the first student in each line goes.
- After students ride a short distance, say “Red light!” All riders should stop as quickly as possible, using both brakes.
- Repeat, starting the second group and having students in the first group follow the instructions as well.
- Repeat as needed until all students have reached the final stop line.
- Once students reach the final stop line, have them return to the start.
- ***Optional:*** Repeat drill but with students practicing riding with one hand.

MODIFICATIONS

To adapt this lesson to different ages:

- You may want to show the drill diagrams prior to drills, especially to younger students, so they can envision where they’re biking before they go.
- For older students, have student helpers take on the instructor role to let students know when it’s their turn to go.

TIPS

Teach students about power pedal position when stopped:

On your dominant foot, the pedal should be at a position for maximum downstroke. While stopped, rotate the pedal to 2 o’clock on the right side or 10 o’clock on the left side. When it’s time to go, simply put weight on the power pedal and start rolling. (This should minimize or eliminate “scooting” to get rolling.)

Stopping with both hands at the same time is the fastest way to be in control when braking.

Students should keep their weight back.

This drill should be done multiple times if time allows.

Lesson 6: Hand Signaling Drill

Overview

PURPOSE

The purpose of Lesson 6 is to practice hand signals so that students can demonstrate slowing, turning left, and turning right.

LEARNING OBJECTIVES

By the end of Lesson 6, students should:

- Feel comfortable riding in a straight line with one hand on the handlebars.
- Understand the hand signals for slowing, turning left, and turning right.

MATERIALS

- Cones
- Stop sign cone toppers
- Chalk or tape
- Bikes
- Helmets
- Instructor tool kit

Location: Gym or blacktop

Time: 10 minutes

Instructions

PREPARATION

- Set up is the same as Lessons 4 and 5:
    - Chalk or tape start and stop lines, approximately 20-25 yards apart.
    - Place cones at start and stop lines.
    - Place stop sign toppers on cones at the stop line.

OPENING ACTIVITY

Safety Checks and Hand Signal Introduction (5 minutes)

- Arrange students in two lines facing each other with space in between each other to adequately conduct bike checks. Students are paired up with the person across from them.
- Pass out bikes and helmets to each student.
- Invite students to do a safety check with their partner.
- Invite students to do an ABC Quick Check on their own bikes.

- Show students how to signal left (left arm extends outward pointing to the left), right (left arm at right angle with fingers pointing up), and stop (left arm at a right angle fingertips pointing down and palm facing back. Have them practice this without bikes first.

MAIN ACTIVITY

Hand Signaling Drill (10 minutes)

This drill uses the same set up as the Red Light, Green Light Drill, but students will practice signaling turns and stopping.

- Students line up with bikes behind the start line. 4-6 students can go at a time.
- The first student goes, practicing braking while signaling right.
- Student returns back to the start on the outside of the course.
- When the student is biking back to the line, invite the next student to proceed.
- Repeat while signaling a stop, and then repeat while signaling left.

Lesson 7: Shoulder Check

Purpose

The purpose of Lesson 7 is to spend time on bikes, practicing necessary safety control skills that students will use in the following lessons' drills and on the road.

LEARNING OBJECTIVES

By the end of Lesson 7, students should:

- Feel comfortable riding in a straight line
- Learn how to safely look over their shoulder while pedaling

MATERIALS

- Cones
- Stop sign cone toppers
- Chalk or tape
- Bikes
- Helmets
- Instructor tool kit

Location: Gym or blacktop

Time: 10 minutes

Instructions

PREPARATION

- Arrange bikes and helmets for easy distribution to students.
- Set up is the same as Lessons 4-6:
    - Chalk or tape start and stop lines, approximately 20-25 yards apart.
    - Place cones along the route.
    - Place stop sign toppers on cones at the stop line.
- Place an instructor or student just to the side of the course, approximately 10 feet from the start line.

OPENING ACTIVITY

Safety Checks (5 minutes)

- Arrange students in two lines facing each other with space in between each other to adequately conduct bike checks. Students are paired up with the person across from them.
- Pass out bikes and helmets to each student.
- Invite students to do a helmet check with their partner.

- Invite students to do a safety check with their partner.
- Invite students to do an ABC Quick Check on their own bikes.

MAIN ACTIVITY

Shoulder Check Drill (10 minutes)

This drill uses the same markers as the previous two drills. Let students know that they'll have an opportunity to practice safely looking over their shoulder while pedaling.

- Students form four lines with bikes behind the start line.
- First student in each line starts riding.
- As the student reaches the midpoint, the instructor will shout, "Look back!" and hold up a certain number of fingers. The student will look back and yell how many fingers they see.
- Student brakes at the stop line.
- Student returns back to the start on the outside of the course.
- When the student is biking back to the line, invite the next student to proceed.

TIPS

Students can practice placing their left hand on their hip as they shoulder check.

Lesson 8: Taking the Lane

Overview

PURPOSE

The purpose of Lesson 8 is to practice safely turning left at an intersection by "taking the lane."

LEARNING OBJECTIVES

By the end of Lesson 8, students should understand:

- Checking their surroundings for other vehicles and hazards
- Maneuvering from one traffic lane to another

MATERIALS

- Cones
- Stop sign cone toppers
- Chalk or tape if using blacktop. (Not needed if conducted on the street)
- Bikes
- Helmets
- Instructor tool kit

Location: Gym or blacktop

Time: 10 minutes

Instructions

PREPARATION

- Arrange bikes and helmets for easy distribution to students.
- Set up this time is slightly different:
    - Chalk or tape start and stop lines, approximately **15–20** yards apart.
    - Place cones along the route.
    - Place stop sign cone toppers.
    - Place an additional cone as a reference point for where students should aim to bike to when they "take the lane" (see Drill Guide for placement).
    - Place an instructor or student just to the side of the course, approximately 10 feet from the start line.

OPENING ACTIVITY

Take the Lane Overview (5 minutes)

- Explain that taking the lane is important to know for when we turn left at intersections.
- Have students vocalize the three steps “Shoulder check! Signal left! Take the lane.”
- Repeat the chant with the associated signaling hand movements.

MAIN ACTIVITY

- Students line up with bikes behind the start line.
- As the student proceeds, have them shoulder check, signal left, and then position themselves in the center of the lane where the extra cone is. Invite them to say these steps out loud as they are doing them.
- Students brake at the stop line.
- Student returns back to the start by biking around the left side of the course.
- When the student is biking back to the line, invite the next student to proceed.

TIPS

Have students vocalize the three steps (shoulder check, signal left, take the lane) as they are doing them.

MODIFICATIONS

This drill can be challenging to organize multiple lines going at once, but if you have volunteer support you may set up another set of cones and have your volunteer or additional teacher supervise a second line.

Lesson 9: Navigating Intersections (Right Turns)

Overview

PURPOSE

The purpose of Lesson 9 is to take the basic safety skills learned in the previous drills and apply them to the context of an intersection and turning right. **We encourage you to complete Lessons 9-11 in a single day if your schedule allows it.** This saves the time of setting up each day.

LEARNING OBJECTIVES

By the end of Lessons 9–11, students should understand:

- How to determine right-of-way
- How to safely bike through an intersection
- How to safely make right and left turns through an intersection
- How to combine skills learned in Lessons 4–8 with these skills

MATERIALS

- Bikes
- Helmets
- Cones
- Chalk or tape if using blacktop (optional if conducted on the street)
- Signed field trip forms to go off campus
- Instructor tool kit
- ***Optional****:* Cone topper of sandwich board that says "Caution: Children At Play"

Location: Blacktop or nearby intersection

Time: 20 minutes

Instructions

PREPARATION

- Set up intersection drill, or scope out low traffic nearby intersection to bring students to:
    - Place cones along the route and stop signs at stop lines. See Drill Guide for cone and stop sign placement.
    - ***Optional****:* Chalk or tape stop lines if preferred.
- Arrange bikes and helmets for student use.

OPENING ACTIVITY

Preparation Videos (10 minutes)

- Show students the Navigating Intersections video and ask what they notice happening in the video.
- Show students the aerial photo or Google Maps view of the intersection and trace a lane for how a bicyclist would navigate this intersection using right turns only. Invite students to practice raising their left arm at a 90-degree angle to signal for turning right.
- Now with the same intersection image, trace a line where a bicyclist would travel straight or turn left and ask the students what some conflicts or challenges might be. Ask students to practice sticking their left arm out to demonstrate turning left.
- Show Right-of-Way video and review rules:
    - 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, they have the right-of-way, and all vehicles and bicycles must wait.

MAIN ACTIVITY

Intersection Biking Practice (10 minutes)

- Split students into Group A and Group B. Students form two lines with bikes behind the start lines at two different legs of the intersection.
- Each group will practice turning right at their intersection, one student at a time, and practicing hand signals.
- The first student in each line proceeds to the start line of the intersection.
- When the student has traveled through the intersection, invite the next student to proceed.

TIPS

Remind students to signal before stopping at the intersection.

CLOSING ACTIVITY

Review (5 minutes)

Ask for volunteers to demonstrate walking through the intersection to show the class how they would use the hand signals as if they were on a bike. Students can decide whether they want to practice left, right, or straight.

INTEGRATION TIP!

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. Encourage them to discuss with family and friends how their new skills have made them more confident riders.

Lesson 10: Navigating Intersections (Left Turns)

Overview

PURPOSE

The purpose of Lesson 10 is to take the basic safety skills learned in the previous drills and apply them to the context of an intersection and turning left.

LEARNING OBJECTIVES

By the end of Lesson 9–11, students should understand:

- How to determine right-of-way
- How to safely bike through an intersection
- How to safely make right and left turns through an intersection
- How to combine skills learned in Lessons 4–8 with these skills

MATERIALS

- Bikes
- Helmets
- Cones
- Chalk or tape if using blacktop (optional if conducted on the street)
- Instructor tool kit

Time: 10 minutes

Location: Gym or blacktop

Instructions

PREPARATION

- Set up intersection drill in the same way as Lesson 9:
    - Place cones along the route and stop signs at stop lines.
    - ***Optional*** Chalk or tape stop lines if preferred.
- Arrange bikes and helmets for student use.

MAIN ACTIVITY

Intersection Biking Practice (10 minutes)

- Travel to an intersection if using a live intersection.
- Split students into Group A and Group B and line up with bikes behind the start lines at two different legs of the intersection.
- Each group will practice turning left at their intersection, one student at a time, and practicing shoulder check, signaling left, and taking the lane.

- The first student in each line proceeds to the start line of the intersection.
- When the student has traveled through the intersection, invite the next student in each line to proceed.

TIPS

If students are apprehensive, encourage them to walk their bike through the drill first.

Remind students to signal before stopping at the intersection.

Encourage students to say, “shoulder check,” “signal left,” and “take the lane” out loud as they practice them.

Lesson 11: Navigating Intersections (Right-of-Way)

Overview

PURPOSE

The purpose of Lesson 11 is to take the basic safety skills learned in the previous drills and apply them to the context of an intersection and right-of-way rules.

LEARNING OBJECTIVES

By the end of Lessons 9–11, students should understand:

- How to determine right-of-way
- How to safely bike through an intersection
- How to safely make right and left turns through an intersection
- How to combine skills learned in Lessons 4–6 with these skills

MATERIALS

- Bikes
- Helmets
- Cones
- Chalk or tape if using blacktop (optional if conducted on the street)
- Instructor tool kit

Time: 10 minutes

Location: Blacktop or intersection

Instructions

PREPARATION

- Set up intersection drill in the same way as Lessons 9 and 10:
    - Place cones along the route and stop signs at stop lines.
    - ***Optional*** Chalk or tape stop lines if preferred.
- Arrange bikes and helmets for student use.
- Remind students of the 4-way stop rules:
    - The person who gets to the intersection first goes first.
    - If two people reach the intersection simultaneously, the person on the left must yield the right-of-way to the person on the right.

MAIN ACTIVITY

Intersection Biking Practice (15 minutes)

- Split students into Group A and Group B (optional Group C and Group D) and line up with bikes behind the start line at two different legs of the intersection.
- Up to four students may start at the same time at different legs of the intersection. They will pay attention to who gets to the stop line first and respond accordingly.
- Students can choose to go straight, left, or right with appropriate signaling.
- You may choose to have some students or volunteers act as pedestrians.

TIPS

Students should be scanning the intersection before they arrive at their own STOP line.

Verbal communications are okay and encouraged

Volunteers or students can be deployed as pedestrians to emphasize right-of-way

Remind students to signal before stopping at the intersection

Lesson 12: Slow Race (Optional)

Overview

PURPOSE

The purpose of Lesson 12 is to build confidence and comfort handling the bicycle for students. Similar to Follow the Leader, this activity can be used to fill time before or after any of the lessons.

LEARNING OBJECTIVES

By the end of Lessons 12, students should understand:

- How speed and balance are connected when riding a bicycle
- How to safely stop riding
- How to handle the bicycle

MATERIALS

- Bikes
- Helmets
- Cones
- Chalk or tape if using blacktop (optional if conducted on the street)
- Instructor tool kit

Time: 5 minutes

Instructions

PREPARATION

- Set up a start and stop line 20–25 yards apart.
- Arrange bikes and helmets for student use.

MAIN ACTIVITY

Slow Race (5 minutes)

- Students line up with bikes behind the start line.
- All students begin riding upon the instructor's command.
- All students attempt to ride as slow as possible with the winner being the last student to cross the stop line.
- Students who put their foot down should stop where they are and wait until the race is over to return to the start line.

TIPS

This drill can be a great start to the day to get students comfortable on their bikes.

Optional Add-On: Route Planning

Overview

PURPOSE

The purpose of this route-planning lesson is to introduce tools and concepts to help students plan bicycling routes in the future and be able to distinguish between safe and unsafe routes when planning. This lesson is an optional add-on, not intended to be completed during PE time.

LEARNING OBJECTIVES

Build skills that will allow students to plan safe, convenient routes to places that they regularly travel.

STATE EDUCATION STANDARDS

- 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

MATERIALS

- Projector
- Laptops
- Google Maps

Location: Classroom

Time: 25–40 minutes or more

Instructions

PREPARATION

Have maps of the school neighborhood available or have computers with internet access.

OPENING ACTIVITY

Introduction (10–15 minutes)

- Explain to students that they will be making a map for a community walk or ride.
- Use the overhead of the school attendance area or Google Maps and decide start and end points.
- Break students into small groups of 4–6, and ask them to identify main roads, quiet roads, crossings, and paths that can be used.
- Decide which roads or 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 including cyclists and pedestrians
    - Animals
    - Vehicles
    - Construction

MAIN ACTIVITY

Route Building (10–15 minutes)

- Have each group plan a route using the safest roads and paths, practicing skills needed to use routes. Groups can either map this route on paper or use a tool like Google Maps.
- Have groups share the chosen routes and discuss options on how to make that route and others safer.
- Explain to students that our safety is a result of how traffic laws, the physical environment, and our social environment interact.

CLOSING ACTIVITY

Review (5 minutes)

- Discuss as a class the considerations below as they relate to each group's route plan.
    - The **physical environment** is how our community is designed—the infrastructure, the built environment—and this affects how people move. Example: crossing treatments to get across a busy road.
        - *Ask students: What could be improved on their routes in terms of the physical environment?*
    - 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.
        - *Ask students: What would they do if someone they didn't know asked for help on this route?*

MODIFICATIONS

To adapt to different learning styles:

- If using computers, have printed maps as well for students who may have a hard time looking at a screen.
- For students who may have a hard time visualizing space, include Google Maps screenshots or navigate to Google Street View to remind students of what the streets you're talking about look like.

Optional Add-On: Community Ride

Overview

PURPOSE

The purpose of the community ride is to allow students to navigate their community to experience the freedom and challenges of walking and riding. This lesson is an optional add-on and intended to be a culmination of the previous lessons in a real-world context.

LEARNING OBJECTIVES

Put skills learned in a practical, age-appropriate, real-world setting.

STATE EDUCATION STANDARDS

- 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

MATERIALS

- Vests
- Cones
- Stop sign
- Chalk
- Pump
- Assorted bike tools
- Certificates or stickers (optional)

Location: Parking lot, school neighborhood

Time: 35–65 minutes

Instructions

PREPARATION

- Prepare a 1- to 2-mile route for the class to ride close to the school.
- Ride the planned route a day in advance to make sure it is free of any obvious hazards.
    - Look for hazards or infrastructure along the route that you would mention to students before the ride begins.
    - Look for construction along the route or other things that may require detours.

- Have printed maps prepared for any parent volunteers of teachers leading the ride. (You may also want to print enough maps for students to have copies as well.)
- Determine points along the route where the group will gather and check in.
- Ensure the office has a map of the route and expected time of departure and arrival.

OPENING ACTIVITY

Review (10–15 minutes)

- Share the route with students before the ride begins.
- Discuss hazards to expect along the route.
- Divide class into groups of 4–6 depending on how many adults will be on the ride.
- Distribute safety vests if using.
- Distribute maps to adult leaders (and to students if applicable).

MAIN ACTIVITY

Ride (20–35 minutes)

- Have students perform bike and personal safety checks.
- Introduce rules of group riding:
    - Single file
    - Bike length apart
    - Stay together
    - Leader in the front and back
    - Don't race!
- 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.
- Have students line up with their bikes and have volunteers spaced throughout, ideally at the front and back of each small group.
- Start the ride, regrouping at predetermined spots for water breaks, counting students, and asking how groups are doing.
- At finish, high fives all around and all "pledge to ride responsibly!"

CLOSING ACTIVITY

Review (5 minutes)

- Return bikes and helmets to the designated storage location.
- Briefly discuss what students noticed and how they felt on the ride.
- Congratulate riders on their participation and distribute certificates or stickers if desired.

MODIFICATIONS

To adapt to different physical abilities:

- Make sure that adaptive bikes are available if needed.
- If any student cannot participate in the ride, they can stay back and practice a ride on the black-top with an adult or revisit any of the previous lessons in the gym.
- Make sure to provide adequate water and rest breaks.

Optional Add-On: Community Design Project

Overview

PURPOSE

The purpose of the Community Design Project is to engage students in evaluating the opportunity for improvement within their community. This is an optional add-on not intended to be completed during PE time.

LEARNING OBJECTIVES

Put skills learned in a practical, age-appropriate, real-world setting.

STATE EDUCATION STANDARDS

- 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

MATERIALS

- Clipboards
- Walkability and bikeability checklists
- Photos of desirable and less-than-desirable walking areas

Location: Classroom, school neighborhood

Time: 25–35 minutes or more

Instructions

PREPARATION

- Have walkability and bikeability checklists printed (enough for one per group).
- Have permission to leave the school campus with a route map (**NOTE**: this lesson can also be completed in the classroom if leaving campus isn't an option).
- Have pictures available of desirable and less-than-desirable walking areas.

OPENING ACTIVITY

Review (10–15 minutes)

- As a class, go over the terms below and discuss what each word means to them:
    - Walkability: capable of or suitable for being walked.
    - Bikeability: capable of or suitable for being biked.

    - City Engineer: one who designs and maintains infrastructure and systems (e.g., transportation systems).
    - City Planner: one who determines the best way to use a city's land and resources).
- *Ask students: How can an engineer (or a planner, politician, advocate, and so on) change the walkability or bikeability of a community?*
- If doing this lesson outside, explain to the class that they are going to observe the traffic (including bicyclists, cars, pedestrians, and scooters) around the school to determine which areas around the school are safe and which are less safe for walking and biking.
- Decide what questions should be asked. See examples below, or use the walkability and bikeability checklists.
- 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?

MAIN ACTIVITY

Observation and Discussion (10–15 minutes)

- If going outside, split students up into pairs or groups of three for observation. If parent volunteers are available, include a volunteer in each group.
- Assign each group a location within two blocks of the school to observe. If parent volunteers are not present, keep groups within eyesight and directly around the school. If utilizing parent volunteers, remind groups to practice safe crossings if their location involves crossing the street.
- If doing this lesson in class, use photos of desirable and less desirable walking areas to discuss each scenario. In looking at each picture, first discuss what students observe. Then, go through the walkability and bikeability checklists together, inviting students to raise their hand to vote yes for the different questions on the checklist.
- If working with older students, you can invite them to brainstorm potential solutions to the spaces that they determine to be less walkable or bikeable.
- Discuss how pedestrians in wheelchairs or with mobility devices may have specific needs for spaces to feel walkable and bikeable.
- Have students with mobility challenges choose a specific intersection to observe and offer personal perspective.

CLOSING ACTIVITY

Review (5 minutes)

Discuss following up with a letter to a road authority or local politician to suggest ways to improve the walkability or bikeability of areas around your school.

Appendix A: Modification for Lessons

To adapt for different ages:

- Lower grade levels may be overwhelmed by the vocabulary involved. Be sure to check in with students to see if there are any questions about bicycle-specific vocabulary.
- For older students, you can mimic distractions or conflicts in the roadway by having some students pretend to be people driving cars or pedestrians for the bicyclist to navigate around and respond to.
- You may want to show the drill diagrams, especially to younger students, so they can envision where they're biking before they go.
- For older students, have student helpers take on the instructor role to let students know when it's their turn to go.

To adapt for different physical abilities:

- Use inclusive language for students who may use a mobility device such as a wheelchair.
- If working with students in the deaf community, provide lesson plans in advance to ASL interpreters so they can interpret to the student.
- Use adaptive bicycles when needed to support the needs of students who cannot ride standard bicycles.
- Students who are just learning can have their seat lower or pedals removed to help with balance.
- Recognize that different hair and hair styles will fit helmets differently. Use non-shaming language and work with all students to find helmets that fit different head sizes and hair styles well.

To adapt for different learning styles:

- Consider printing the ABC Quick Check poster out on large posters with images to help students who are visual learners remember the steps.
- Be prepared to repeat, speak slowly and clearly, or use different terms for students who are learning English or may need instructions repeated.
- Consider using the PDF version of the vocabulary cards and projecting onto the wall so that it's easier for students to see the words and pictures.

Appendix B: Tips for Parents and Guardians

(Optional handout to send home with students prior to teaching, if teaching pedestrian safety online, the messaging may need to be adapted.)

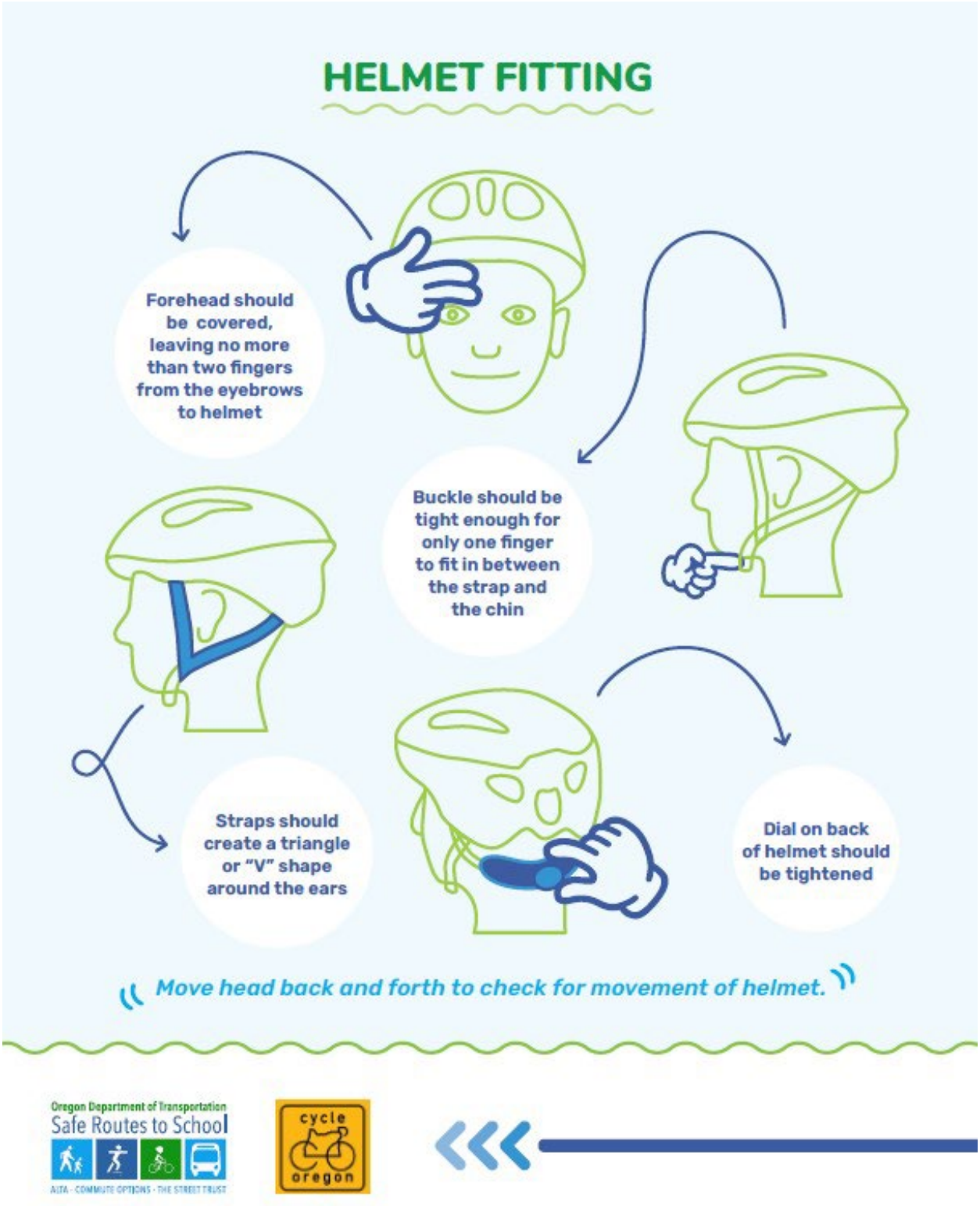
From **(insert date)**, Safe Routes to School is coming to your neighborhood!

(Insert name of school) is working to improve safety for your kids when they walk and bike to school. We teach pedestrian and bicycle skills so students can walk and bike more safely during the school year and beyond.

Below are a few tips for to make sure this experience is great for your child:

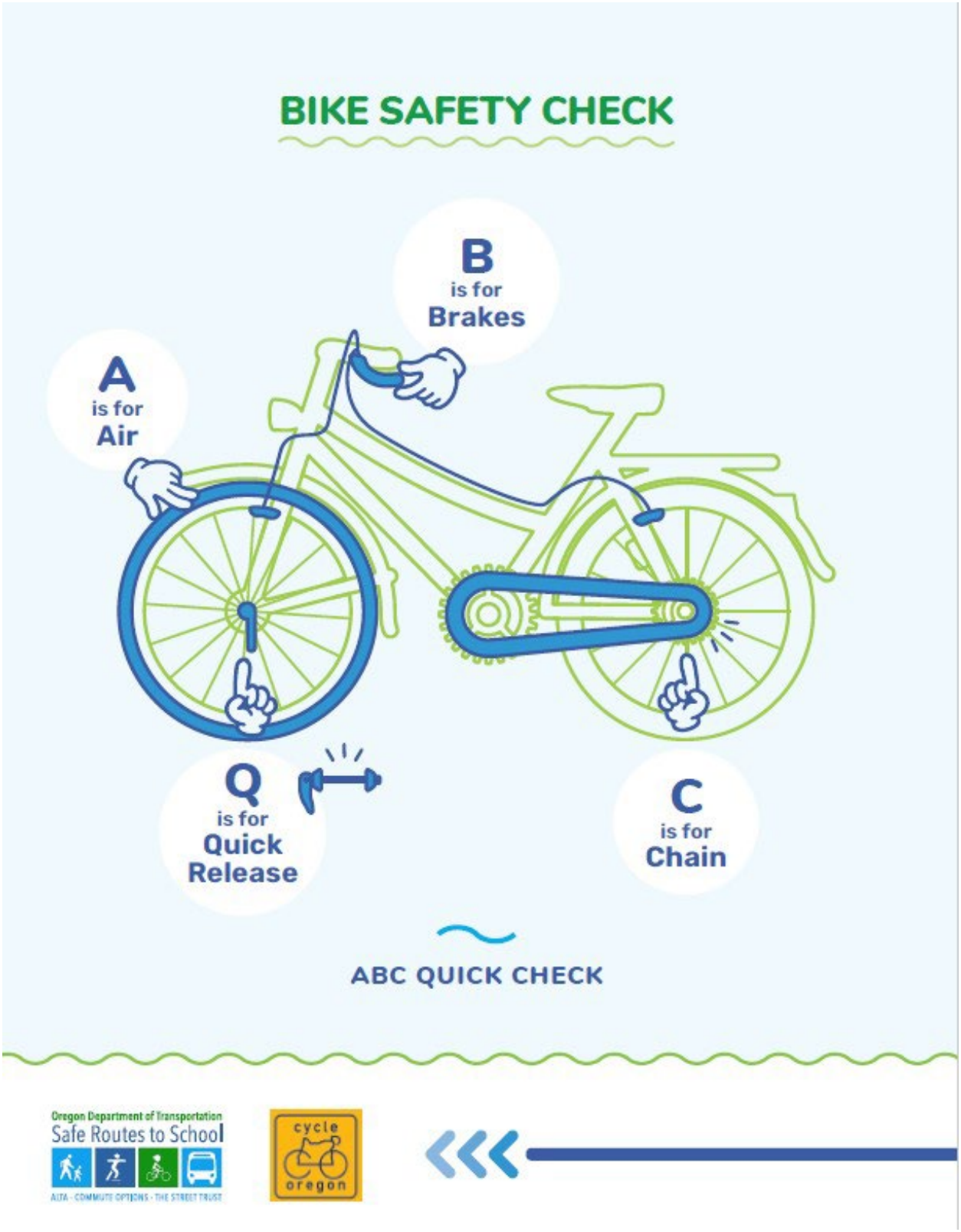
- Students should wear close toed shoes and weather appropriate outdoor clothing on these days. Extra layers and gloves will be helpful as we will be outside!
- If your student isn't comfortable on a bicycle, encourage them to try it out, but tell them to be clear about boundaries around what they are comfortable with. It is great if every student tries, but we also want to ensure they have a positive experience.
- After the lessons, ask your student what they learned! Go for a bike ride or walk around your neighborhood so they have a chance to practice what they have learned.
- Please let us know if your child is not able to ride a bike or if there are additional considerations we should know for your child to be comfortable.

Appendix C: Helmet Fitting Sheet



Appendix D: Personal Safety Check Sheet

Appendix E: Bicycle Safety Check Sheet



Appendix F: Bicycle Helmet Inspection Checklist

You should check any helmet occasionally to see if it needs repair or replacement. Look at shell, liner, strap, buckle, rear stabilizer, and the standards sticker:

Outside Shell

The exterior plastic of a helmet is important to hold it together in a crash. Look first for cracks or abrasion on the surface that show evidence of an impact. Even if you think the helmet has never been impacted, look carefully. Many riders don't know they hit their head. Small cracks around the edges or anywhere else on the shell indicate aging and a need to replace.

Press carefully all over the helmet to see if you get an "aluminum can" effect where the shell can be pushed in and it pops back. Most cheap helmets show some of that when new, but that should be all over the helmet, and very little. If the shell dents more than a little bit, that indicates crushed foam underneath, and a need to replace. If there is crushed foam you would usually see abrasion of the shell where it indents. Note that more expensive helmets that are molded in the shell should have no "aluminum can" effect whatsoever. With those helmets any flat spot on helmet surfaces that were formerly curved would indicate damage.

Check the shell color for fading. If your helmet fades, the plastic has probably become brittle, and it should be replaced.

Liner

Remove the fitting pads if they come out, and inspect the Styrofoam liner carefully for any signs of cracks or compressed foam. If in doubt about a spot on the helmet, measure the foam thickness and that of an identical spot on the other side, or if you have another helmet of the same model and size, use that. If you discover any cracked or crushed foam, replace the helmet. Remember that EPS (expanded polystyrene) liners do recover some of the crushed thickness, but the foam that was compressed will not perform well in the next hit. Even if you find no damage, if you know the helmet has taken an impact you should replace it. The damage can be difficult to identify even with careful measuring.

If you have one of the few bike helmets with an EPP (expanded polypropylene) or other multi-impact liner, do the inspection as described above anyway. EPP recovers, but not 100%. In time if you crash more than once you will find foam damage and need to replace your helmet.

Buckle and Strap

Check the straps on the helmet for signs of wear, and replace if they seem worn or faded, or if any of the stitching is beginning to fail. Salt accumulations should be washed out before inspection.

Check the buckle and replace if you see any missing parts. The plastic blades that lock into the female side of most buckles can break. The buckle will hold together weakly with one blade, but will fail in a crash.

Rear Stabilizer

The rear stabilizer on many of today's helmets is not really part of the retention system that holds the helmet on the head, but a means of adding some stability for comfort. It should still be inspected for structural integrity and to be sure the adjustment is working. Stretching or tugging it with moderate force will usually tell you that.

Standards Sticker

Some older helmets had impact protection as good as anything on the market today. If yours has a CPSC, ASTM or Snell sticker in it and passes the other inspection points, it is probably still a good helmet. If it is older than that, it should be replaced.