



Walking Wisdom and Bike Driver's Ed

Bicycle and Pedestrian Education Curriculum

Bicycle Federation of Wisconsin

Acknowledgements

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Foreword

“Helps prevent pollution!”
 “It’s good for your body!”
 “Saves money!”
 “It takes you places!”
 “It’s fun!”



Ask a group of children, “Why do people like to ride bikes or walk?” and you get many wonderful answers. The diversity of the responses underscores the myriad benefits of bicycling and the importance of teaching safe walking and bicycling to children. Further, the responses also address critical issues that are facing our nation including oil independence and childhood obesity. A report published in the International Journal of Pediatric Obesity, predicts that nearly half of the children in North and South America will be overweight by 2010. By encouraging walking and bicycling, we can raise the next generation to be more healthy, active, and oil independent and change current trends. Kids deserve to be independent, safe, and have multiple opportunities for physical activity and a healthy lifestyle. Safe Routes to School programs seek to provide a safe and supportive atmosphere for children and parents to walk and bike to school.

Walking Wisdom and Bike Driver's Ed was developed with funding from the Milwaukee Public Schools and the National Highway Transportation Safety Administration. Walking Wisdom and Bike Driver's Ed are intended to be part of a broader Safe Routes to School program that encourages walking and bicycling to school. The curriculum not only teaches students how to be safer bicyclists and pedestrians, but also why active transportation is important and beneficial. The curriculum includes such items as Walking and Roll Wednesday flyers to assist in school wide efforts. The curriculum can be used as a stand alone educational program but is more effective when combined with a Safe Routes to School program that involves all four of the E's of safety (education, encouragement, engineering, and enforcement). The bicycle education curriculum was originally developed by Jessica Wineberg in the winter of 2005 as part of a Milwaukee Public Schools pilot project. The Bicycle Transportation Alliance's Bicycle Safety Program Curriculum was invaluable as a base. Many of the activities are based on the BTA curriculum. Over the course of the 2005-2006 school year, Walking Wisdom and Bike Driver's Ed reached over 1,000 students, helping to field test and refine the program.

Before beginning the program it is essential to be knowledgeable about local laws that pertain to bicycles. The program was designed for Milwaukee and therefore is based on the Wisconsin State Vehicle Code and Milwaukee Municipal Code. State and city bicycle laws can vary greatly; be sure to tailor the language of the curriculum to meet your local laws.

Some of the most essential legal issues include:

- Are bicycles considered vehicles in your state?

Items needed for this program:

- Fleet of bikes (at least half as many as the number of students)
- Helmets to giveaway to each student
- 5 or more bicycle locks for school Lock Library
- Bike parking rack at school
- Helmet storage bags
- Traffic cones
- Caution tape
- Tennis ball halves
- Permanent markers

- What type of right turn hand signal is permitted under the law?
- Is it legal for child bicyclists to ride on sidewalks?
- Is it legal for adults to ride sidewalks?
- Are youth required to wear helmets by law?
- At what age are bicyclists considered adults?



Bike Driver's Ed was developed for 5th and 6th graders as a 10 hour program while the multilevel Walking Wisdom program is geared towards the individual abilities of 1st, 2nd, and 3rd graders and can be 2 or 3 hours long. Bike Driver's Ed can be condensed and slightly altered to be appropriate for students in 7th thru 9th grade. Bike Driver's Ed consists of 9 hours of lessons plans so that there is one extra hour to devote to the skills and concepts that each particular class is having trouble with. Most often, this "extra day" is an additional session of on bike practice on turning and yielding to each other in intersections. Alternately, if the school and parents are supportive, the last day of the program can be a neighborhood ride during class, rather than on Saturday morning. All programs are multi-day and combine in-class teaching with on-bike or on-foot activities. The lesson plans are intended to be one hour each, thus the 10 hour bicycle education program is 10 school days or two weeks long while Walking Wisdom is 2 or 3 days.

A key to any SRTS program is adapting to local needs. From initial inquiries with students the BFW learned that few potential students had helmets or bike locks. To remedy this situation and allow them to safely bike to school, bike helmet giveaways, bike parking rack installation, and lock libraries were incorporated as essential program components. These features make the program more attractive to schools and more successful at breaking down the barriers to walking and biking. The curriculum is flexible so that it can be changed to meet local needs.

Tips for Instructors

General

- Minimum of 2 instructors
- Use a query based teaching style, asking as many questions as possible to avoiding lecturing
- Lead by example- walk or bike to class
- Use vocabulary consistently (e.g. crash, not accident)

On-Bike

- A class size of 20 is recommend with a maximum of 30
- 3 Instructors suggested
- Consider splitting class into two groups (one group practicing riding activity and one practicing an off-bike activity like flat repair)
- Always have one instructor explain activity while another instructor demonstrates it
- Connect every activity to the real world and always reiterate the purpose of the activity
- Stretch caution tape between cones to make an even more visible road block (for bicycle and car drivers)
- Let students repeat drills multiple times until they demonstrate proficiency
- Continually ask children reinforcement and review questions

In-Class

- 2 instructors suggested
- Use a team teaching method
- Reach out to engage all students and encourage discussion
- Correct in-class work as a group, calling on students to share and explain their answers

Bike Driver's Ed Program Overview



1.) Intro to SRTS Program

In-class: Pretest; Why bike; Intro to traffic laws

Assignment: How do you normally get around? How do you get to school? What is your favorite way to travel to school and around Milwaukee? Do you think you live close enough to bike or walk to school?

Materials: Pre-test, SRTS intro letter, Permission slip

2.) Helmets

In-class: Importance of the brain; Helmet distribution; Eyes, Ears, Mouth Check; Bike parts; ABC Quick Check

Assignment: Safe Bike Drivers Word Hunt/Vocabulary worksheet

Materials: Hang tag list

3.) Intro to Biking

In-class: Review rules

On-bike: Basic riding exercises

Assignment: Describe a time when you crashed on your bicycle. What could you have done to prevent the crash?

Materials: None

4.) Riding in Traffic

In-class: Crashes; Safe bicycling practices; Turning

Assignment: Make a poster promoting bicycle safety

Materials: Turning worksheet

5: Riding in the Road

On-bike: Driveways; Intro to intersections; Right turns; Flat tire repair; Locking & lights

6: Traffic Law Review & ROW

In-class: Safe bicycling practices activity; Right of way

Assignment: Write about why you like bikes and a fun experience you've had while biking

Materials: Intersection overhead, ROW overhead, ROW worksheet

7: Intersections: Left Turns

On-bike: Right turn review; Left turns

Assignment: Interview a relative or neighbor about how they traveled to school when they were your age. Write a paragraph about their answers

Materials: None

8: Review & Post-Test

In-Class: Review video; Post test

Assignment: Write a letter to your Principal telling him/her if you enjoyed the program and why or why not. What are three things that you've learned? Do you think that the program has helped to make you a safer bicyclist?

Materials: Post-test

9: Post-Test Review & Mapping

In-Class: Post-test review; Mapping activity, Closing

Materials: Mapping worksheet



Saturday Ride and Repair Day

On-Bike: Neighborhood Ride

Materials: Fleet bikes for kids and parents who do not have their own, a few extra helmets for parents to borrow, tools for basic repairs (adjustable wrenches, flat repair kits, air pump, extra tubes, spoke wrenches)



Lesson 1: Intro to SRTS Program

In-class

Purpose: Introduce the Safe Routes to School program and the seven safe bicycling practices.



1.) Introduce SRTS (5 minutes)

- We are here to help students walk and bike to school.
- This class is called Bike Driver's Ed and over the next two weeks we will teach you how to drive your bike.
- We are going to be teaching you how to drive a bike because bicycles are vehicles.
- In addition to having fun learning new information in class, we will be going outside and practicing riding bikes in the road the same way that other vehicles drive in the road. Through the program we will also be setting up a lock library, giving each participant a helmet, and offering free bike repair the Saturday of our neighborhood bike ride.

2.) Transportation Investigation (5 minutes)

- How many of you walked or biked to school today?
- How many ever have? Record data on transportation investigation chart.
 - We're measuring how many of you bike/walk to school over the next two weeks.
 - Hopefully by the end of the program more people will be biking/walking.
 - Each day we'll ask and record how many bikers/walkers there are.

3.) Explain and administer Pre-Test (25 minutes)

- Distribute tests and explain that they will be given the exact same test at the end of the program. The pre-test and post-test allows us measure how much you have learned about bicycle safety in the two week program.
- We don't expect you to know all the answers, we'll teach you about these topics during the program. You will not be graded on this test; it's just a way for us to measure how much you have learned about safe bicycle riding.

4.) Why Bike (10 minutes)

Why do people ride bikes or walk?

- **Fun**
 - Have you decided to go for a bike ride when you get home from school or during the summer? Did you do this because you were being punished? No, then how come?
 - What a great reason to do something, because you enjoy it and its fun!
- **Save money**
 - Have you ever gone to the gas station with your parents when they fill up their car with gas? Do they like spending so much money on gasoline? What is something they could do to save money?
- **Environment**



- Besides saving money by not purchasing as much gasoline, what's another reason to not use so much gas? Have you ever seen a big, black cloud of smoke come out from behind a bus or a truck? What is that? Is it good for the environment?
- NO! That's called *pollution*. There are a number of things in the city which cause a lot of pollution like factories. Despite how much industry there is, cars and other vehicles release more pollution into the air than all of the factories combined.
- Have any of you been able to spend much time outside of the city, maybe in the country? At night have you noticed the difference in the way the sky looks—how clear it is and how many stars you can see? The difference is caused by the amount of air and light pollution that is present in the city that is not present in rural areas.
- Does anyone have asthma in here (assuming at least one person raises their hand, call on someone to explain what asthma is to the class).
- Asthma is a medical condition, which makes it hard for some of us to get enough air into our lungs. This can be really scary and is made worse by breathing dirty air.
- Pollution does not only affect the earth's air; it also affects our health, the water and the land. We need to change our practices to reduce the amount of pollution that is contaminating the earth.
- One simple thing we can do is decide to walk or bike when possible.
- **Transportation**
 - What is a long word that starts with the letter "T" that means to get places?
- **Exercise**
 - What is it called when you move your body and maybe start to sweat?
- **Independence**
 - Are any of you able to bike around the block by yourselves? What is a long word which starts with an "I" that means to be able to do things on your own?

How many people have bicycles?

How many people have helmets?

5.) Why Do We Have Traffic Laws? (3 minutes)

- Laws exist to help keep us safe.
- What's an example of a law that sometimes gets broken? What are the consequences and punishment for breaking it?
- There are many different laws and a variety of consequences for breaking laws.
- In addition to punishment, it's important to recognize that your actions will affect other people's lives as well.
- It is necessary for us all to take responsibility for our actions and behaviors.
- Bicycles are vehicles and must follow the same traffic laws as other vehicles.

Are bicycles vehicles?

- Yes!

What are some other vehicles that use the roads?

- Cars, trucks, buses.

What does it mean to be a vehicle?

- Follow the rules of the road like other vehicles.

- Operate in the street.
- Yield to pedestrians.
- What are some laws that all vehicles, including cars and bikes should follow? What is a possible consequence or punishment for breaking it? Discuss.
- One way that traffic laws keep us safe is by keeping our actions *predictable and visible*.
 - Predictable: to be able to understand what is going to happen; an educated guess.
 - Example- A reporter predicts what the weather forecast will be for the next week.
 - Visible: easily seen.
 - Example- Since there were no clouds, the mountain tops were visible.



6.) Seven Bike Safety Practices Discussion (10 minutes)

One instructor leads the discussion while the other takes notes and draws illustrations on the board.

- Some of these practices are laws and others are not. However, they are all important and should be followed.

What is the most important thing to wear when biking?

- Helmet

Where should people aged 10 and up ride? (Check local laws regarding sidewalk riding)

In Milwaukee, bicyclists over the age of 10 should ride in the road.

- Our laws require bicyclists ten years old and older to ride in the road. (While this may not be a law in your city, it is still safer for adults to ride in the road.)
- Car drivers rarely expect fast moving vehicles like bicycles on the sidewalk. Therefore, car drivers rarely look for bicyclists on the sidewalk which proves to be particularly dangerous when we cross driveways, alleys, and streets.
- Sidewalks are designed for pedestrians. By age ten you are able to bike much faster than someone walking. If you crash into a pedestrian you both could be injured.
- When biking on the sidewalk you cannot always stay on the sidewalk, you may need to cross streets. Again, other vehicles are not necessarily looking for you.

Should we ride in the same direction as other traffic or against traffic?

Ride your bike in the same direction as other vehicles, on the right side of the street.

- Other motorists do not look for traffic coming in the opposite direction because it's unexpected.
- Riding in the wrong direction is not predictable and results in nearly one forth of all car/bike crashes.
- Traffic control devices (stops signs and traffic lights) face the normal flow of traffic.
- If you ride the wrong way, right and left turns are completely unpredictable and highly dangerous

Where on the right side of the street should we bike?

Ride your bike on the right half of the roadway, 3 feet away from the curb or parked cars.

- By bicycling on the right portion of the road other vehicles will be able to pass on the left.

- It is important to keep three feet away from the curb because it helps keep you visible and helps you avoid hazards such as sewer grates, glass, and debris.
 - Some sewer grates have the holes running in the same direction as your tire which makes them hazardous because your front wheel can easily get stuck in them causing you to fall. Debris, such as a pile of leaves or garbage, can disguise other objects underneath like sticks or rocks which could cause you to fall or glass which could puncture your tire.
- It is important to keep three feet away from parked cars to avoid colliding with either a car door that is being opened or the person exiting the vehicle.
 - It is necessary to stay three feet away from parked cars and the curb even if it means that vehicles behind you will have to wait to pass you until after you pass the parked car.
- Bike in a straight line. If there are many parked cars along a street, bike in a straight line until you pass all of the cars instead of weaving in and out of the parked cars. This keeps you visible and predictable.



Letting other road users know what we are doing is important. How can we show others what we intend to do and be predictable?

Use hand signals when possible and look before moving across the road.

- Before changing lane positions or turning, the most important thing to do is to look for other vehicles so you do not crash with them.
- What are the four directions we need to look for vehicles?
Have students practice looking left-right-left, forward and backwards over their left shoulder.
- In addition to looking, using hand signals helps to make our actions predictable to other vehicles, which in turn helps to keep us safe.
- What is a hand signal?
- To show others that you are going to be making a right turn, extend your right arm out from your side.
- To show others that you are going to be making a left turn, extend your left arm out from your side.
- To show others that you are going to be stopping, extend your left arm out from your side, bend your arm at the elbow so your forearm is pointing down and your palm is facing back.
- If you come to a section in the road that requires using both hands on the handlebars, you can omit hand signals, but you must still look to make sure your path is clear of oncoming traffic.

Hand Signal Game

Say right, left or stop in random order and have students respond with the proper signal.

Do bicyclists need to follow traffic signs and signals?

Obey all traffic signs and signals.

- All vehicles must follow traffic signs and signals- this keeps our actions predictable.
- What would happen if someone did not stop at a stop sign or stop light? What would happen if they did not obey a one-way sign?

Do bicyclists need lights at night?

If riding at night, always use a front headlight and either a rear light or reflector.

- Using lights and reflectors at night keeps us visible in the dark.

- Do not ride at night without lights and reflectors.
- White or bright colored clothing in addition to using lights is helpful



7.) Permission Slip & Program Letter (3 minutes)

- Pass out permission slips. Everyone needs these signed to DRIVE a bike with us.
- This second sheet is a letter your parents can keep, it explains what the Safe Routes to School Program is and what we will be covering in class during the next two weeks.

8.) Assignment (3 minutes)

You will receive a number of assignments for this class over the next two weeks. The assignments will range from worksheets and journal assignments to research projects and drawings. Your first assignment is a journal entry in which you should answer the following questions: How do you normally get around? How do you get to school? What is your favorite way to travel to school and around the city? Do you think you live close enough to bike or walk to school?

Materials

Pre-Tests
Permission slips
SRTS info letter
Transportation investigation chart

Lesson 2: Helmets

In-class

Purpose: Students learn about bike parts, the importance and proper fit of bicycle helmets and how to perform a basic bicycle safety check.



1.) Transportation Investigation

- Who walked or biked to school today? Record data on chart.
- Collect homework assignments and any permission slips.

2.) Discuss the Importance of the Brain (10 minutes)

What is the most important part of your body?

- The brain is the most important part of the human body.
- The brain is the central control station for our whole body.
- What does your brain do for you?
 - Like a computer's hard drive, the brain controls all functions of our body.
 - The brain is our thinking tool that enables us to read, do math and control our emotions in addition to controlling our ability to speak, walk, talk, cry, dance, and kick. Our brains also control our bodies. What are some sports you like to play? Your brain tells your body how to move so that you can play all those sports.
 - Our brain tells our bodies when we are hungry, controls our breathing, digestion, chewing, muscular movements, and other things like peeing, sneezing and coughing.

A life changing experience

- Not only is the brain super important, it is also delicate and does not heal.
- The brain has the consistency of Jell-O and unlike other body parts, cannot heal itself.
 - For example, if we cut our finger what happens? It bleeds our blood clots and stops the bleeding, we get a scab and eventually our skin heals. If your hurt your brain, it will not heal.
 - Brain damage can even happen from what seems like a small event. Some people have permanently injured their brains by simply hitting their heads on the ground.
- What does a brain injury mean?
 - It means you could lose your memory, your ability to speak or walk.
 - How would your life change if you couldn't move your body?
- This is why people wear helmets.
 - Not only bicyclists wear helmets but many sports and professions require helmets.
 - What sports use helmets? Biking, skating, football, baseball, hockey, rock climbing, skiing, motorcycle racing, and car racing.
 - What jobs require helmets? Construction, jet pilot, astronaut, and firefighters.
- Research shows that up to 90% of deaths from bicycle crashes are the result of head trauma.
- Many doctors agree that if all bicyclists wore helmets, 75% or more of bicycle-related deaths would be eliminated.

- We will always wear helmets when we ride together and you will get to keep your helmet at the end of the program.

3.) Video: *Ride Smart—it's Time to Start (10 minutes)*

Video covers brain importance, helmet choice, how to properly fit a helmet, and rules of the road.



4.) Helmets! (25 minutes)

Eyes, Ears, Mouth Check

- A helmet has to be worn properly to protect your brain.
- Demonstrate a properly fitted helmet using the eyes, ears, mouth check.
- **Eyes** – The front edge of the helmet should be visible when you look up.
- **Ears** – The two ear straps should meet under your ears so that the adjustable piece fits almost like an earring with your ear in the center of a Y formed by the straps.
- **Mouth** – The chinstrap should be adjusted so that when you open your mouth wide, the strap becomes tight but not so tight that it is uncomfortable.
- Misadjust your helmet and have students explain how to fit your helmet correctly.

Distribute Helmets

- Have students help to adjust each other's helmets
- Double check student's helmets for proper fit and label each helmet with students name in permanent marker.
- Have students put helmets in plastic grocery bags to prevent lice transfer.
- Have students put their helmets in the storage bags for the remainder of class.

5.) Introduction to a Bicycle (10 minutes)

Hang Tag Activity

- Display a bicycle in front of the classroom.
- Use tags labeled with bike parts and twist-ties attached to label the bike parts. Read a tag and call on a student to come up and tie it to the correct part of the bicycle.
 - Try to begin with easier parts and finish with the most difficult.
 - Ask students to explain the function of each part they identify.
 - Consider having different styles of bicycles (BMX, road bike, mountain bike).
 - Students can follow along with the Bike Parts Worksheet.

ABC Quick Check

The ABC Quick Check is a simple check that should be done each time before riding your bike to ensure is safe. Each letter in ABC Quick Check stands for something.

- **What does the A stand for? – Air:** Push down on each tire with your thumb to see if there is enough air.
 - A properly inflated tire should be hard when you push down on it.
 - Having the proper amount of air in your tire will assure that you have proper traction, help you go faster, and reduce your chance of a flat tire.
- **What does the B stand for? – Brakes:** Squeeze each brake lever one at a time, the brake pads should contact the rim squarely and fully stop the wheel from moving.

- If your bike has a coaster brake, you stop by pedaling backwards. Make sure that the coaster brake arm is fastened to the chain stay of the bicycle.



- **What does the C stand for? – Chain:** Touch the chain to make sure that it is well oiled.
 - If you have a BMX bike, also make sure that the chain is tight.
 - What color should your chain be? Silver, black. What colors are bad? Red, brown.
 - What does it mean if your chain is red or brown? It's rusty.
 - How can we keep a chain from rusting? Oil
 - What kind of oil should we use? Bike oil only. You always have to use the right oil for the job. Car oil is for cars, cooking oil for cooking, bike oil is for bikes. You don't want to use car oil for cooking or cooking oil for you bike. Always use the right oil for the job.
- **Quick** – Look to see that all of the quick release levers are secure (they may be located on the axle of each wheel and the seat post).
 - Demonstrate how to properly close a quick release lever: holding the quick release lever open, tighten the axle nut so that when you close the lever you feel some resistance.
 - A quick release lever is closed properly if the side of the lever facing outward says "closed" or the lever is curved inward.
 - Demonstrate how easily a front wheel can be removed if the quick release lever is not secured. Imagine if your wheel came off while you were riding!
- **Check** – Spin each wheel to check that it is straight and not rubbing the brakes.
- **Demonstration:** Ask how long the students think the ABC Quick Check would take. Have them time you doing it. (It could take as little as 10 seconds.) Ask if they think they could spare that many seconds before each ride to make sure their bike is safe.

6) Assignment

- Vocabulary worksheet.
- Remind students to bring signed permission slips in order to participate tomorrow.

Materials

Ride Smart Video
 Helmets
 Plastic bag for each helmet
 Permanent markers
 Laundry bags to hold helmets
 Bicycle part tags
 Bicycle Parts Worksheet
 Safe Bike Driver's Word Hunt

Lesson 3: Intro to Biking

On-bike

Purpose: Familiarize students with their bicycle and teaches basic bike handling skills.

- ✓ **Pre-class preparation:** unload bikes, course set-up and block off playground area, and label lane positions with chalk for street demonstration



1.) In-Class (5-10 minutes)

- Transportation investigation: Who walked or biked to school today? Record data on chart.
- Collect homework assignments and permission slips
- Explain new homework assignment.
- Review rules that must be followed outside.
 - If you are on a bike you must wear your helmet!
 - The instructors will give out bikes, only ride when asked to.
 - Only bike within the designated areas and when it's your turn.
 - Listen to all instructions.
 - While riding bikes is fun, remember that this is not recess, this is a class.
- Distribute helmets and review the eyes, ears, mouth check.

2.) On-Bike (40 minutes)

Have students line up from shortest to tallest, and distribute bikes according to size. Have them walk their bikes to where the course is set up. Have all students perform ABC Quick Check. With three or four instructors it's often more effective to divide the class in half and have one or two instructors teach on off bike lesson (locking, flat repair, etc) while two other instructors teach the on-bike portion. The two instructors teaching the on-bike portion should be sure to split duties so that the exercises are most clearly demonstrated to the students. One instructor can introduce the drill while the other demonstrates. Once the kids are doing it, one instructor should stay with the line of kids telling them when to go while the second instructor can be at the far side of the area giving positive feedback and tips for improvement. Alternately, pair up kids of similar heights to share a bike throughout each on-bike lesson. See the On-Bike Drill section for details.

Ready Position

Ready Position—It is easiest to begin biking when you can push down on your pedal to start moving.

- Demonstrate how fumbling with your pedals can be dangerous.

Braking

Braking—Apply equal pressure to each brake lever or use both the hand brake and coaster brake when slowing down or stopping. Always keep your butt on the seat when braking!

- Demonstrate how easy it is for the back of the bicycle to lift up when there is no weight over the rear wheel. Then show how difficult it is for the back of the bike to be lifted up with weight over the back wheel by staying seated.

Riding in a Straight Line

Have students bike in a straight line, following a line on the ground, practicing braking at the end of the course. Students should return to the starting area. The activity can be made more difficult by adding hand signals before they turn to get back in line.



Scanning

- When we are biking in the street it is our job to be aware of all the other vehicles around us and yield to them when they have the right-of-way.
- When we want to turn left on a bicycle where do we need to look for cars? ALL directions, but first behind us. Have instructors demonstrate the need to look back before moving left.
- We scan to make sure that there are no vehicles behind us or on our left.
- Everyone is going to practice riding a straight line and checking behind them for traffic. Why is it important to be able to keep biking straight while looking backwards?
- Have students take turns biking in a straight line away from the instructor. The instructor should position themselves 5-8 to left of the line. When the instructor says "look," students should look back over their left shoulder and tell the instructor if they are holding up one or two arms.
- Students should be able to scan over their left shoulder while continuing to bike in a straight line.
- Instruct students who are having trouble to put their left hand on their left thigh while they look back over their shoulder. This should help with their stability. To increase the difficulty, the instructor can step closer to the line.



Rock Dodge

- Set up course according to diagram provided.
- Begin with outer tennis balls farther apart and reduce the distance as the students gain confidence and skill.
- It is important to try to swerve to the right when you come to a hazard in the road because if you swerve to the left, you may be hit by a vehicle coming from behind.

Slalom Course

- Have students practice weaving in and out of line half tennis balls that are spaced between 3 and 6 feet apart.

Snail Race

- Have students see how slow they can go without putting a foot down or going outside of race lane.

Street Demonstration

- After having students put their bicycles away, walk over to the sidewalk.
- Discuss the traffic situation around the school.

- When streets have vehicles traveling in both directions, the street is divided in half. Vehicles always travel on the right half of the road.
- Streets are divided into traffic lanes. Generally there is one in each direction. How many lanes does the street we are looking at have?
- To teach where to ride a bicycle, we divide each lane into 3 parts.
 - Lane position 1 is closest to the middle of the road.
 - Lane position 2 is in the middle of the lane.
 - Lane position 3 is closest to the right side of the road.
- Which lane position do you think bicyclists should use if they are going straight?
Lane position 3 and stay 3 feet away from the curb and parked cars.
- What should you do when you want to cross the street or enter it? Stop, look left-right-left. Why do we look left first and again? Because cars are coming from the left.



3.) Assignment

In your journal, describe a time when you crashed on your bicycle. What could you have done that would have prevented the crash?

Materials

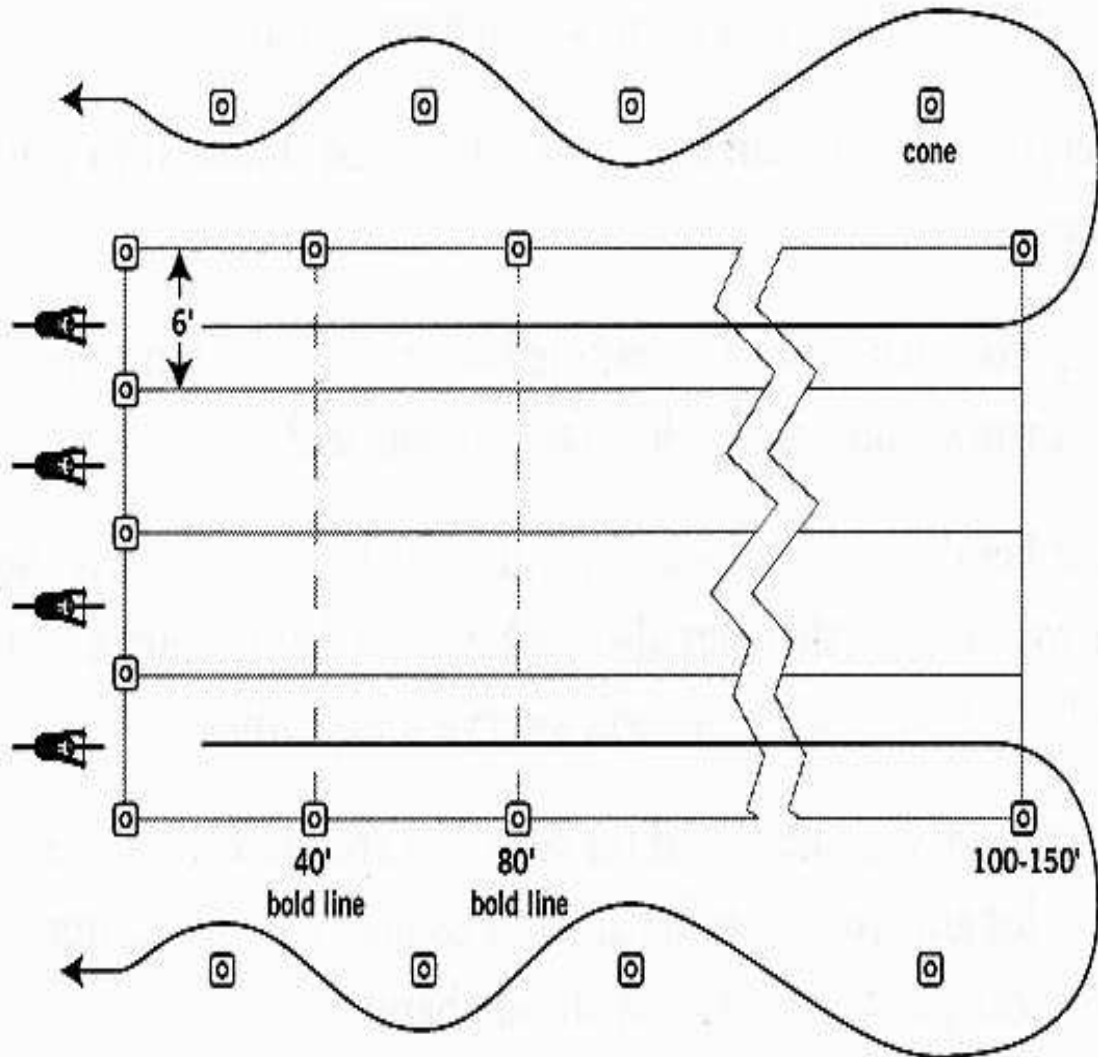
Bikes
Helmets
Chalk
Cones
Tennis ball halves

Lesson 3: Intro to Biking Course Set-up



Materials

- Bicycles
- Helmets
- Chalk to draw course outlines
- Tennis ball halves or cones



All of the bicycling activities in this lesson can be done on the same riding course. The optimal riding course will be on pavement. The course should have up to four lanes, six feet wide and 100-150 feet long. For the playground activities, tennis ball halves can be used in places of cones.

Lesson 4: Learning about Riding in Traffic

In-class

Purpose: Understand causes of child bike crashes, review the seven safe bicycling practices, and introduce proper turn positioning.



1.) Transportation Investigation

- Did anyone walk or bike to school today? Record on chart.
- Collect homework assignment.

2.) Common Reasons for Bicycle Crashes (5 minutes)

- Have a few kids share a bicycle crash story from their journal assignments and ask them what could have prevented the crash.
- 85% of all bike crashes don't involve a motor vehicle. Is this what our crash experiences told us?
- 15% of all crashes involve a motor vehicle and a bicycle.
- **Youth are at fault almost all of the time when they do crash with a motor vehicle.**
- The frequent causes of major bicycle crashes for kids are:
 - Cyclist comes out of a driveway and doesn't stop
 - Cyclist runs a stop sign or traffic signal
 - Riding the wrong way is another major issue
 - ✓ Solution: be predictable and visible like other vehicles.

3.) Video: Basics of Bicycling—Lesson 2 (15-20 minutes)

The first part of the video covers what to do when you come to a hazard. (Look around, judge the dangers, plan your move and do it!) The second part of the video gives examples of hazards with planned breaks to pause the film to discuss how to avoid them.

4.) Safe Bicycling Practices (15 minutes)

There are seven practices that bicyclists should do to keep themselves and other people safe. These actions will help keep you safe by making you *predictable* and *visible*.

- **What does it mean to be visible and how does it keep us safe?**
 - When we are visible other vehicles will be able to see us.
- **What does it mean to be predictable and how does it keep us safe?**
 - When we're predictable other drivers will know what we are going to do and where we are going to be and can therefore avoid hitting us.
 - For example, a traffic light turns red, what do you expect cars to do ahead of you? What are you going to do because of their reaction?
- **What is the most important thing to have with you when you're biking?**
 - A helmet. Why?
- **Where should people over the age of 10 ride their bikes?**
 - In the street. Why?
- **What side of the street should you ride your bike on?**
 - Stay to the right. Why?
 - What lane position is that?
 - How many feet away from the curb or parked cars should we ride our bikes?
- **What does it mean to ride your bike in the same direction as traffic?**
- **Do bicyclists need to follow traffic signs, or are there exceptions?**

- Obey all traffic signs. Why?
- What are some traffic signs? What do they mean?
- **You are approaching a turn. You look behind you and left-right-left and see that it is clear, what do you do next?**
 - Use hand signals. Why?
 - Which is more important, looking for other vehicles or signaling a turn? Why?
 - Should you signal before, after, or during a turn? How do hand signals help us be predictable?
 - What's the difference between a hand signal and a traffic signal?
- **If you are going to be riding at night, what should you have on your bike?**
 - White front headlight and either a red rear light or reflector depending on local laws.
 - Does this keep you predictable or visible?
 - Wearing white or brightly colored clothing can also help to keep you visible.



Worksheet: Riding in Traffic

- Have students spend a few minutes on the worksheet, and then briefly correct it in class.

5.) Turning (10-15 minutes)

Video: First gear—LRS Championships

This section of the video demonstrates hand signaling, looking back and left-right-left and lane position during turning.

Worksheet: Turning

Distribute, have students spend 3 minutes completing, and then go over in class using the overhead sheet.

6.) Assignment

Make a poster promoting bicycle safety. Be creative and use colors! We may hang them up around your school.

Materials

Basics of Bicycling video
 First Gear video
 Turning worksheet
 Riding in Traffic Worksheet

Lesson 5: Riding in the Road



On-bike

Purpose: Students practice exiting a driveway and turning right while making sure to stop, look for traffic and bike in the correct lane position in the road.

- ✓ **Pre-class preparation:** unload bikes, block off street where a driveway or alley is present.

1.) In-Class

- Transportation Investigation: Did anyone walk or bike to school today? Record on chart.
- Collect homework assignment.
- Hand out new homework assignment worksheet.
- Distribute helmets
 - Eyes, ears, mouth check
- Review safe bicycling practices by asking the class questions.
 - Wear a helmet
 - Ride in the road
 - Ride on the right
 - Ride in the same direction as traffic
 - Look before changing lanes or turning and use hand signals
 - Obey all traffic signs
 - Use lights and/or reflectors when biking at night

2.) On-Bike

Split class into two groups. Biking activities are done in the road, refer to diagram for course set up.

Biking Activities

- Be predictable/ ride on the right activity
- Driveways activity
 - Have truck door open to show 3 ft. rule.
- Introduction to intersections activity
 - Practice going straight through and stopping. Add right turns.
 - Advanced: make intersection a two-way stop and have kids yield to each other. Highlights importance of signaling.
 - What is the signal for going straight? There is none.

Non-Bicycling Activities

- Flat tire repair (Have students do as many of the steps as possible.)
- When your bicycle has a flat tire you can choose to either patch the hole or replace the entire inner tube. Inner tubes generally cost around \$3 while a patch can cost as little as 10 cents.
 - Using tire levers, remove one side of tire from rim to expose the rim and remove inner tube.
 - Inflate tube to locate the hole and mark it with a pen or marker.

- Deflate the tube, use sandpaper to roughen and clean the area surrounding the puncture.
- Spread a thin layer of glue around the hole, about the size of a quarter.
- While glue is drying, try to locate the source of the puncture on the inside of the tire or the surface of the rim.
- When glue is completely dry, discard the aluminum backing of the patch and adhere the patch to the tube, pressing it firmly in place. Leave plastic on.
- Put the valve stem through the rim and put the tube back inside of the tire (one side of the tire is still on the rim).
- Push the bead of the tire back onto the rim with your hands, use tire levers if necessary.
- Partially inflate the tire, check to make sure the tire is seated correctly, and then inflate to the recommended PSI (pounds per square inch) that is printed on the tire.
- Locking
 - Talk about the types of places that you can lock your bike to (fence, pole, and bike parking rack).
 - Show the importance of locking the front wheel if quick release levers are present.
 - Show the difference in locks (U-locks, combination locks, cable locks).
- Lights and reflectors
 - Show examples of a front headlight, rear taillight, and reflectors.



Materials

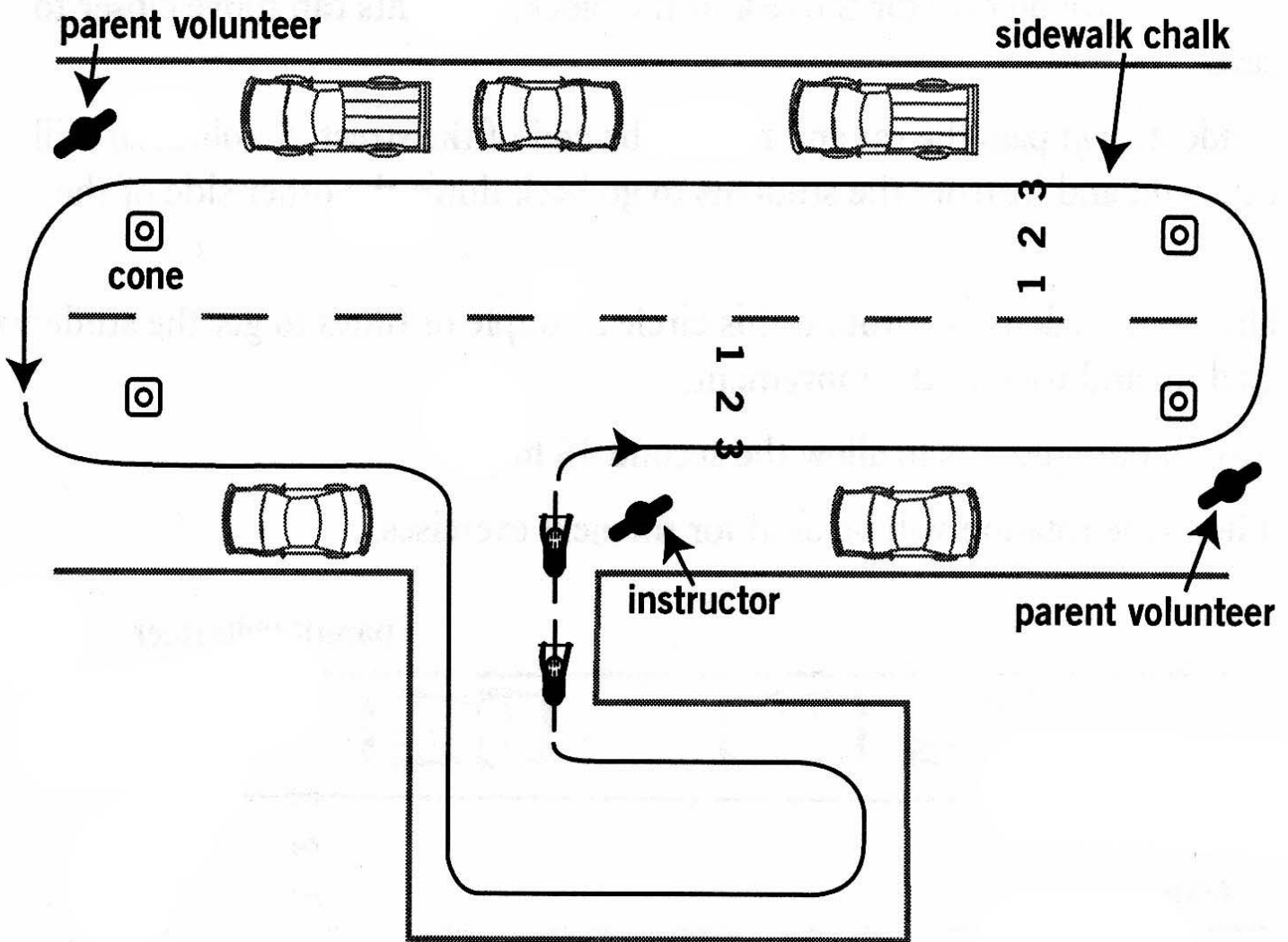
Bikes
 Helmets
 Cones
 Caution tape
 Chalk
 Locks
 Lights and reflectors
 Complete wheel for flat repair
 Patch kit
 Tire levers

Lesson 5: Riding in the Road Course Set-up



Materials

- Bicycles
- Helmets
- Chalk to label course
- Cones to block off the street
- Caution tape to block off the street



Use a segment of street which has at least 100 feet of straightaway for this exercise. If a driveway is not available, an alley may be substituted.

Lesson 6: Traffic Law Review & ROW

In-class

Purpose: Review safe bicycling practices and introduce right-of-way and yielding concepts.



1.) Transportation Investigation

- Did anyone walk or bike to school today? Record on chart.
- Collect homework assignment.

2.) Safe Bicycling Practices Activity (35 minutes)

- Ask kids for the seven safety practices
 - Wear a helmet
 - Ride in the road
 - Ride in the same direction as traffic
 - Ride to the right
 - Look before changing lanes or turning and use hand signals
 - Obey all traffic signals and signs
 - Use lights and/or reflectors at night
- Divide the class into seven groups, hand each group a slip of paper with one of the seven safety practices written on it. (Or if the class is small, split class into 4 or 5 groups and have them present only a few of the safety practices.) Have the groups spend 15 minutes preparing a presentation that answers the following questions. Encourage creative presentation styles such as talk shows, rapping, plays, etc.
 - What safety practice is your group going to present?
 - How does this action help us to be predictable?
 - How does this action help us to be visible?
 - How would not following this safety precaution increase a bicyclist's chance of being in a crash?
- Have each group present (the presentations should take a total of 15 minutes).

3.) Right-of-Way (25 minutes)

- What does a stop sign mean? Ok, once we stop what do we do? How do we know if we should go first or let the other driver go first?
- There are two kinds of stop signs, 2-way and 4-way.
- Imagine biking down the street and you see that the intersection ahead of you is controlled by a stop sign only on your street, meaning the traffic on the cross street does not stop (this is called a 2-way intersection). When you come to the intersection you stop, look to the left to see if there is a car approaching. If they don't have a stop sign, what do you do? If they do have a stop sign, what do you do? Count the number of stop signs to see if it's a 2-way or 4-way stop. Draw a few intersection on the board, both 2-way and 4-way and discuss what bikers should do based on which situation they are in.
- Now, imagine biking down a street and coming to an intersection with a stop sign on each corner (this is called a 4-way intersection). You and two other vehicles all stop at different stop signs at the exact same time. How do you decide who gets to go first?
- Whoever gets to go first has the "right-of-way" and other drivers should yield to them. Yield means to let others go first.

- Knowing the right of way rules would help you decide who would go first at this intersection or at an intersection without any signs.

ROW Overhead

- First to stop goes first
- Right goes first
- Straight goes first
- Remember that people crossing the street in the crosswalk always have the ROW.



ROW worksheet

- Have students complete in class and then go over using overhead.

4.) Assignment

In your journal, write why you like riding bikes by describing a fun experience you've had while biking.

Materials

Paper slips with the seven safety practices
Intersection overhead
ROW overhead
ROW worksheet

Lesson 7: Intersections: Left Turns



On-bike

Purpose: Students demonstrate proper intersection behavior including left turns and proper yielding based on right-of-way rules.

- ✓ **Pre-class preparation:** unload bikes, course set-up, block off an intersection.

1.) In-class (5 minutes)

- Transportation Investigation: Did anyone walk or bike to school today? Record on chart.
- Collect homework assignments.
- Yielding: to give up; surrender; let others go first.
 - What's an example of when you would yield while biking?
- Distribute helmets
- Explain new homework assignment.

2.) Bicycling Activity (45 minutes)

Biking activities are done in the road, refer to diagram for course set up.

Right Turn Review (10 minutes)

- Split the class in half. Have groups start at opposite sides of the intersection.
- Have students practice right turns, stopping at stop signs, using hand signals, and looking left-right-left.
- Instructors should control when students start biking.
- Anyone without a permission slip can be a pedestrian.

Introduce Left Turns (25 minutes)

If four instructors are present, it is best to split the class in two and teach each group separately on opposite sides of the intersection.

- Pedestrian Style Left Turn
 - Demonstrate and then have students bike to the corner, walk or ride across the first street, position their bicycle in lane position 3 and bike across the street or dismount and walk their bikes across the other crosswalk.
 - This style of left turn is particularly useful when turning left through a busy intersection or when there are multiple lanes to cross to get to the left turn lane.
- Traffic Style Left Turn
 - Chalk a starting line in lane position 3 at least 25 feet from the intersection. Have students begin by biking straight in the street (lane position 3) toward the intersection, scanning over their left shoulder to see if there are any vehicles coming from behind, signal left, move to lane position 1, stop (if there is a stop sign), yield to oncoming traffic, look left-right-left, signal a left turn, turn left through the intersection completing the turn in lane position 3.
 - Emphasize the importance of looking back over the left shoulder! This is more important than signaling!

Free Riding (10 minutes)

- Split the class into two groups and have each take turns turning through the intersection.
- Students must follow all of the safe bicycling practices, look left-right-left, yield when others have the right of way, follow signs, etc.



3.) Assignment

Interview a relative or neighbor about how they traveled to school when they were your age. Write a paragraph about their answers.

Materials

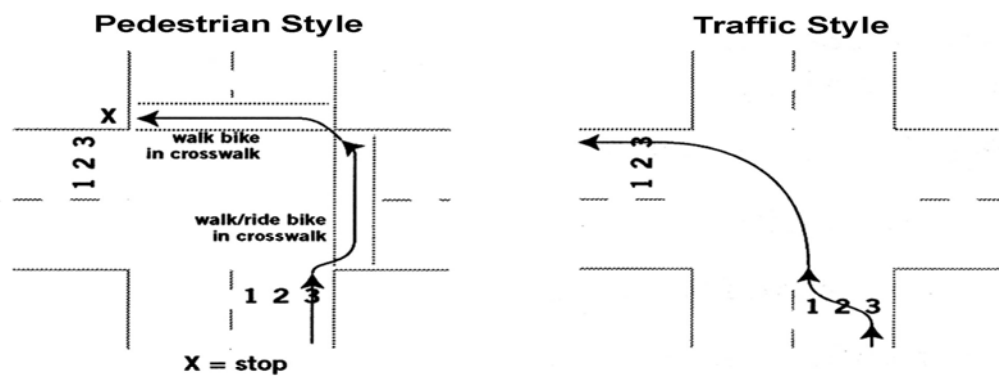
Bikes
Helmets
Cones
Chalk
Caution tape

Lesson 7: Intersections & Left Turn Course Set-up

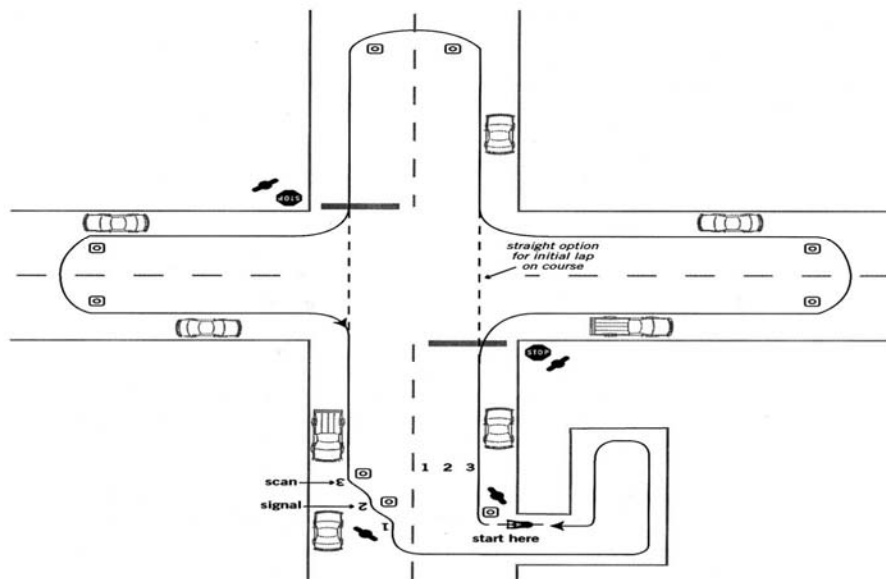


Materials

- Bicycles
- Helmets
- Chalk to label course
- Cones to block off the street
- Caution tape to block off the street



Intersection Set-up



Lesson 8: Review & Post-Test

In-class

Purpose: Review all concepts and administer post-test.



1.) Transportation Investigation

- Who walked or biked to school today? Record data on chart.
- Collect homework assignments.

2.) Video: Basics of Bicycling—Lesson 1 (15 minutes)

- Be prepared to pause the movie to have the students answer questions.

3.) Lights and Bicycle Gear

- Panniers, messenger bags, fenders, lights, mini pump, rain coat

4.) Review (5 minutes)

- Answer any last questions before the test.

5.) Post Test (40 minutes)

- As students finish the test, they may start working on their homework assignment.

6.) Assignment

- Write a letter to your Principal telling him/her why you did or did not enjoy the program. What are three things that you've learned? Do you think that the program has helped make you a safer bicyclist?
- Distribute Ride & Repair Day flyers to be taken home.

Materials

Video: Basics of Bicycling
 Post-tests
 Ride & Repair Day flyers
 Bicycle gear and lights

Lesson 9: Post-Test Review & Mapping



In-class

Purpose: Understand how to choose safe, fun bicycle routes by learning how to read and use maps.

1.) Transportation Investigation

- Did anyone walk or bike to school today? Record on chart.
- Collect homework assignments.

2.) Post-Test Review (15 minutes)

- Distribute graded post-tests to the students.
- Go through the correct answers on the test and discuss.

3.) Mapping Activity (40 minutes)

- What are maps? Why do people make maps? What are important things to have on a map? What do you need to be able to use a map?
- Write responses on board and make sure title, orientation, symbols, bird's eye view, purpose, and scale are covered.
- Look at a few different maps and their purposes. Discuss world map versus a city map. What do these maps tell us?

Bike Map and Map Worksheet

- Introduce the local bicycle map and hang on wall. Using terms from map intro, discuss purpose, scale, orientation, and how to tell big roads from small roads.
- Discuss different types of bike facilities (trails, lanes, routes) and why they are useful.
- Have students work in groups of 2-6, give each group a bicycle map.
- Have them find their school and use a sticker to mark it on their map.
- Pass out the worksheet and have students begin working on it with their partner, review as a group once the students begin to finish.
- Distribute the rest of the maps so that each student has one.

4.) Closing

It's been wonderful working with you all for the past two weeks, we hope that you all had fun and will continue biking on your own. Let us know if your class or school is planning on having any parades or bike rides, we'd love to come back and see you all again! Hopefully we'll be seeing everyone this Saturday for the Ride & Repair Day, too!

Materials

Graded Post-tests
Local bike maps
Examples of other maps
Mapping worksheet
Small stickers



Bike Driver's Ed Materials

Dear Parent/Guardian,

Over the next two weeks your child has the opportunity to participate in Safe Routes to School (SR2S), a program designed to encourage more students to walk and bike to school safely. By allowing your child to participate in this SR2S program and learn about safe and active transportation, you are giving them the tools for a healthy lifestyle.



The immediate goal of the SR2S program is to give students the knowledge they need to safely enjoy the bicycles that many of them are already using in their communities. Children who are equipped with a working knowledge of the rules of the road not only reduce their chances of injury, but also enjoy bicycling and the freedom it brings. Bicycle riding not only serves as transportation, but also as an ingredient for the health of the body, mind, spirit and ultimately the planet.

The SR2S education program, Bicycle Driver's Ed has a duration of two weeks, split between in-class and outside on-bike lessons. Worksheets, discussions, vocabulary, journal assignments, and homework are all part of the educational effort. Each participant will receive a bicycle helmet upon completion of the program as well as access to a bicycle lock lending library that will be set up in the school's office. For more information about how the lock lending library will be set up, please contact the school's office.

There are two ways that we would like to encourage you to become involved in the SR2S program. Foremost, we will be trying to establish Walking School Buses in your community to encourage more parents to allow their children to walk to school. A Walking School Bus is simply a group of students who walk to school together with adult supervision. If you are interested in setting up a Walking School Bus near your house or if you are able to volunteer to lead a Walking School Bus please let us know. Secondly, there will be a Ride & Repair Day to conclude the program—students are encouraged to come to the school to get their bicycle checked for safety and then enjoy a supervised bike ride around the neighborhood where they will be able to put into practice all of the information and skills they have learned. We encourage parents and guardians to join us for the bike ride; we will have bicycles and helmets available for your use. Look for another flyer reminding you about this event in the next two weeks.

Sincerely,

Safe Routes to School Project Team

Release and Consent Form

Student's name _____

Teacher's name _____

School name _____



Dear Parent/Guardian,

Your child has been given the opportunity to participate in the Safe Routes to Schools bicycle education program. The program is a two-week comprehensive curriculum offered by the Bicycle Federation of Wisconsin (BFW) that will teach traffic laws and skills through classroom activities and on-bike skills practice. Students will learn skills such as helmet use, hand signals, traffic signs, maneuvering through intersections and out of driveways. The on-bike portions of the curriculum will be run on the school grounds and surrounding community streets; bicycles and helmets will be supplied by the BFW for students use during these classes.

All participants must have this consent form signed by a parent or legal guardian. The following conditions apply:

- 1.) All participants will be taking part in physical activity, mainly cycling. Individuals in average health will be able to comfortably participate; it shall be each individual's responsibility to be sure they are in a healthy condition.
- 2.) Bicycle riding will occur both on the school grounds and on streets, therefore, all activities are potentially dangerous. Participants must adhere to the rules set out in class in order to assume responsibility for their risk.
- 3.) Neither the Milwaukee Public Schools nor the Bicycle Federation of Wisconsin will assume legal liability for any program participants.
- 4.) If my child is participating in this program using his/her own bicycle and/or helmet, I agree to inspect the bicycle and/or helmet prior to the course to ensure these items are safe for my child's use. I understand that the BFW cannot inspect the bicycle or helmet for safety and that I must do so. I specifically understand that bicycle helmets are considered unsafe if they have been worn in a crash, no matter how slight, or if they have been dropped from a height more than three feet onto any hard surface or are over five years old. I understand that this is the case even if the helmet shows no visible signs of damage.

I, _____ (parents/guardian name), give my consent for _____ (child's name) to participate in the Safe Routes to Schools bicycle education program. I hereby release the Safe Routes to Schools instructors, Milwaukee Public Schools, the Bicycle Federation of Wisconsin, the state of Wisconsin and any other program participants from any and all liability with relationship to participation to the Safe Routes to School bicycle education program.

 Parent / Guardian Signature

 Date

I also give permission for the Bicycle Federation to use photographs of my child taken during the Safe Routes to School program to be used in print materials. yes no

Forma de Permisi3n

Nombre del estudiante _____
 Nombre del maestro _____
 Nombre de la escuela _____



Estimados padres/encargados:

Su hijo/ a fue seleccionado para participar en el programa de seguridad de ciclismo se llama Safe Routes to Schools. Este programa es un curr3culo ofrecido por la Federaci3n de Ciclistas de Wisconsin (FCW), en donde se enseña los conocimientos del tráfico de bicicletas con actividades en y fuera del sal3n de clases por medio de la prÁctica. Las mismas serÁn en el patio de la escuela y las calles adyacentes.

Todo participante necesita tener un permiso firmado por su padre/encargado para poder participar. Se aplicaran las siguientes reglas:

- 1.) Todos los participantes tomarn parte en actividades f3sicas, principalmente el montar bicicleta. Los estudiantes necesitan estar en buen estado de salud y son responsables de informar si tienen alg3n problema.
- 2.) Usaremos las bicicletas en la calle, con posibilidad de alg3n peligro. Los estudiantes necesitan seguir nuestras reglas y asumir responsabilidad para su propio bienestar.
- 3.) La Federaci3n de Ciclistas de Wisconsin y las Escuelas Publicas de Milwaukee NO se responsabilizan de alguna situaci3n legal que pueda surgir. Los participantes deben de asumir la responsabilidad de la misma.
- 4.) Si su niño esta tomando este curso usando su propia bicicleta o casco protector, es su deber revisar la bicicleta y el casco antes del comienzo del programa. Entienda que los cascos protectores no funcionan debidamente si ya han sufrido alg3n accidente o tienen mÁs de cinco anos de uso. Los mismos no funcionan adecuadamente aunque usted lo veo perfectamente bien.

Yo _____ doy permiso a mi hijo/hija a participar en el programa Safe Routes to Schools. Los maestros de la programa, las Escuelas Publicas de Milwaukee, la Federaci3n de Ciclistas de Wisconsin, y el estado de Wisconsin no se responsabilizan por alguna situaci3n legal que pudiera surgir durante la duraci3n del programa.

 Firma del padre/encargado

 Fecha

Tambi3n, yo autorizo la Federaci3n de Ciclistas de Wisconsin a que tomen fotos de mi hijo/hija durante el programa y que las mismas pueden ser usadas en materiales publicados. Si No

Bicycle Education Test

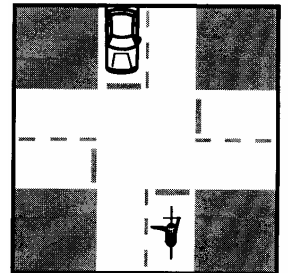
Name _____

Classroom # _____ PRE TEST POST TEST



This test will help us know how well you understand the rules of the road as they apply to bicycles. Read all questions carefully. Questions will ask you either to label pictures, to choose the best answer to a question, to list answers, or to determine if a statement is true or false.

1. You and the car across from you reach this four-way stop intersection at the same time. You are turning left, and the car is going straight. Mark the one answer that best explains what you will do.



- A. Stop, signal left, wait for the car to go first and then turn left
- B. Stop, turn through the intersection and then let the car go straight
- C. Make eye contact with the driver and make your turn

2. You are riding at night in a neighborhood. Mark the one answer that best explains what you should use to be most visible in the dark.

- A. Bright clothes
- B. Flash light and reflectors
- C. Front head light, rear tail light, and reflectors
- D. Normal clothes, no lights

3. Write a brief description of what these signs mean or what you would do when you come to them in or on a vehicle.



A. _____



B. _____



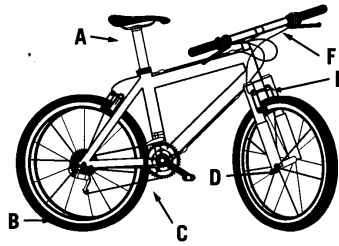
C. _____

4. You are riding on the street, and a stoplight that is less than 3 seconds away turns yellow. Mark the one answer that best explains what you should do.

- A. Keep you current speed and if you see that the intersection is clear, go through it
- B. Slow down and stop at the light
- C. Continue going fast and stop wherever the light turns red
- D. Go faster and try to make it through the intersection

5. It is important to test if your bike is safe before each ride. Match the six things in the column to the left with the bike diagram on the right.

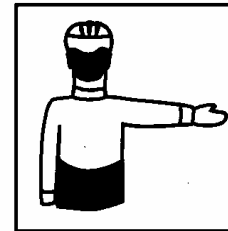
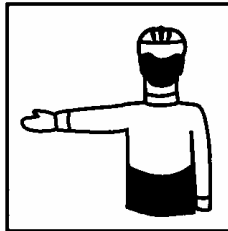
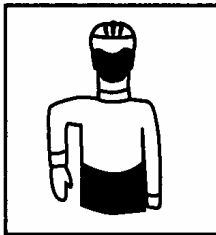
- _____ Quick release
- _____ Chain
- _____ Handlebars
- _____ Brakes
- _____ Seat
- _____ Tires



6. Mark the 3 most dangerous situations that lead to bicycle crashes.

- A. Bicyclist is riding in the opposite direction to the proper flow of traffic
- B. Bicyclist is riding in the same direction to the proper flow of traffic
- C. Bicyclist coming out from a driveway or sidewalk onto the street
- D. Bicyclist does not obey the proper rules of the road
- E. Bicyclist stays to the right side of the roadway
- F. Bicyclist rides through a green light

7. Label the hand signals with their proper meaning.



A. _____

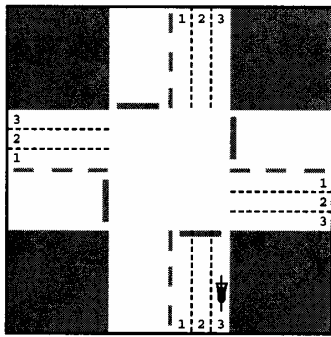
B. _____

D. _____

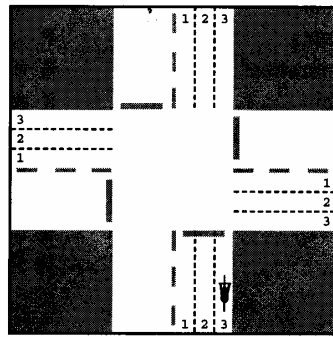
8. Mark the 5 most important actions or rules of the road that all bicyclists must follow for safe riding.

- A. Obey traffic law and signs
- B. Always use hand signals
- C. Always ride on the sidewalk
- D. Wear a properly fitted helmet
- E. Check your bike for safety
- F. Ride on the left side of the street against traffic
- G. Use lights and bright clothing when riding at night
- H. Always let cars go before you at intersections

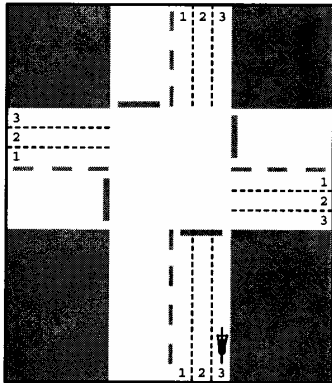
9. The intersection below is labeled with positions 1, 2, and 3 to help remind cyclists where to ride when biking through an intersection. Starting at the bicycle, draw your path through the intersection for:



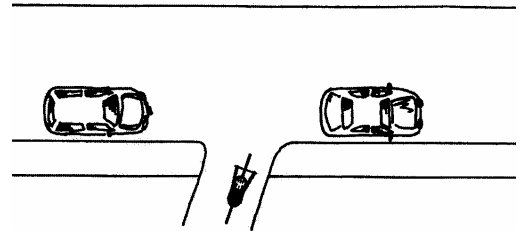
Right turn



Going straight



Left turn



10. Mark the 3 most important things you should do to safely exit the driveway below.

- A. Scan the driveway for sleeping frogs
- B. Stop at the end of the driveway
- C. Look both ways before riding on to the street
- D. Watch out for pedestrians on the sidewalk
- E. Ride fast onto the street

11. Describe and/or draw the 3 actions of the helmet check that should be done to make this helmet fit better. Use words and arrows.

- A. _____

- B. _____

- C. _____



12. Helmets are important because:

- A. Brains heal themselves so kneepads are actually the most important
- B. A helmet protects your brain
- C. A helmet prevents sunburn on your head
- D. A helmet lets everyone know you are a bike rider



13. How far from the curb or parked cars should you ride?

- A. As close as possible
- B. Always in the center of the lane
- C. Always on the sidewalk
- D. 3 feet
- E. 6 feet

14. List 2 reasons why people like to bike and walk: _____

15. Mark all the places where it is legal and safe for adults to bike:

- A. Interstate Highway
- B. Bike Path
- C. Sidewalk
- D. Street
- E. Bike Lane

True or False

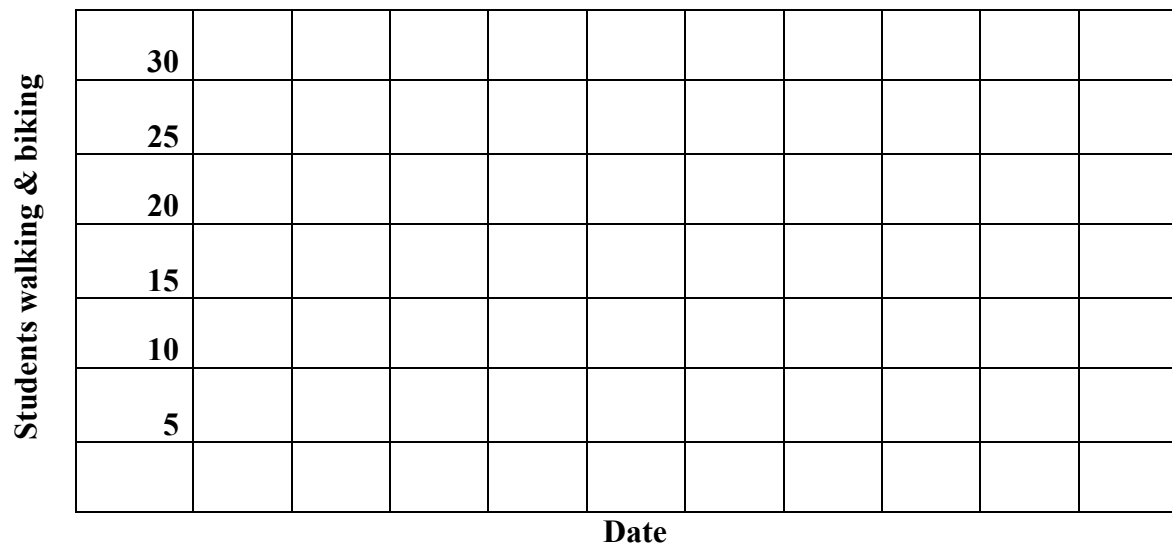
16	You should ride your bicycle going in the opposite direction of traffic so that you can see drivers more clearly.	True	False
17	Your brain needs to be protected by a helmet when you ride a bike.	True	False
18	Your bike fits you when you have to stand up to pedal.	True	False
19	If you come to a rock or hole on the street in front of you, it's better to swerve to the right than to the left.	True	False
20	Biking straight, not zig-zagging, helps keep you safe because drivers can predict where you're going.	True	False
21	Your brain controls your five senses and emotions.	True	False
22	Your brain can heal itself.	True	False
23	Before making a left turn on your bike, you should look behind for cars or bikes coming toward you.	True	False
24	Car drivers always pay attention and see all bikers around them.	True	False
25	A bicycle is a vehicle.	True	False
26	It is safest to stand up when braking.	True	False
27	Vehicles in driveways must yield to traffic on the road.	True	False



Transportation Investigation Chart

DATE	WALKED	BIKED	TOTAL

Transportation Investigation Line Graph



Vocabulary Words



Accident – An unfortunate incident that could not have been avoided.

Alley – A narrow street behind or between buildings or homes; used by both traffic and pedestrians.

Bicycle – A two-wheeled vehicle that is powered with human energy by pedaling; used for exercise, transportation, and fun.

Bicycling – A fun mode of transportation or exercise that is earth friendly and non-polluting.

Collision – A crash between two vehicles that is someone's fault and could have been prevented.

Controlled Intersection – An intersection that is managed by either stop signs or stoplights.

Crosswalk – A specially marked area that crosses the street where pedestrians can cross.

Car – A motor vehicle usually powered by gasoline.

Drive – To operate a vehicle.

Driveway – A privately owned roadway used to connect a home or a business with a street; used by both traffic and pedestrians.

Earth Friendly – Also known as **environmentally sustainable**, not causing harm to the natural environment, such as using non-polluting vehicles like bicycles.

Hand Signals – Motions made with hands to show others where you are going in order to be predictable to other drivers.

Hazard – A dangerous thing.

Intersection – Where two or more roads meet.

Lane – A strip of roadway marked to accommodate a single line of vehicles.

Lane Position – The portions of a lane where a bicyclist could ride depending on if they are biking straight, turning left, etc.

Pedestrian – A person traveling by foot on a roadway or sidewalk.

Pollution – Toxins that harmful to the natural environment and people. Cars produce pollution.

Predictable – Acting in a manner that allows others to anticipate your actions or guess what you are about to do.

Right of Way – Rules we use to determine whose turn it is to go in traffic situations.

Sidewalk – A strip of concrete along the side of a street to be used only by pedestrians (*and bikers under the age of 10*).

Street – A public passageway to be used by traffic for transportation.

Street Signs – Markings used to safely direct the flow of traffic.

Traffic – Vehicles in motion.

Traffic Signal – Lights used to direct traffic.

Transportation – Going from one place to another, traveling.

Uncontrolled Intersection – An intersection without signs or lights to control traffic.

Vehicle – A device used for transportation: bikes, cars, boats, and planes.

Visible – Ability to be seen.

Safe Bike Drivers Word Hunt



Directions: After you have looked over the vocabulary sheet, see if you can find the 12 hidden words. Can you find them all?

T	D	P	E	D	E	S	T	R	I	A	N	H	V	N	I
I	R	L	D	P	O	L	L	U	T	I	O	N	G	P	V
N	H	A	R	U	B	E	M	B	R	E	F	R	V	R	C
T	Q	N	S	E	O	P	W	B	A	T	L	P	N	E	E
E	K	E	F	P	R	B	E	T	F	P	A	Q	X	D	V
R	U	P	I	P	O	T	B	A	F	N	N	M	P	I	L
S	M	O	Y	D	X	R	E	Z	I	P	E	W	T	C	S
E	B	S	O	R	B	W	T	Y	C	M	H	X	Q	T	V
C	X	I	U	I	B	P	H	A	Z	A	R	D	H	A	I
T	H	T	Z	V	D	T	M	J	T	P	E	G	S	B	N
I	Q	I	L	E	T	M	A	B	V	I	S	I	B	L	E
O	I	O	T	R	A	T	C	O	P	S	O	P	O	E	P
N	C	N	W	C	O	L	L	I	S	I	O	N	P	B	N

Hang Tags



Front Brake	Rear Brake
Brake Lever	Shift Lever
Front Derailleur	Rear Derailleur
Chain	Frame
Fork	Rim
Spoke	Valve Stem
Tire	Wheel
Handlebar	Saddle/Seat
Seat Post	Quick Release Lever
Pedal	Reflector

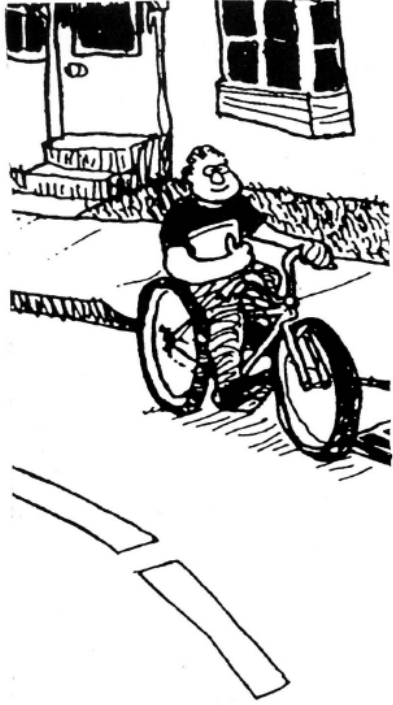
Bike Parts Worksheet



Riding in Traffic Worksheet

Name: _____

Classroom: _____

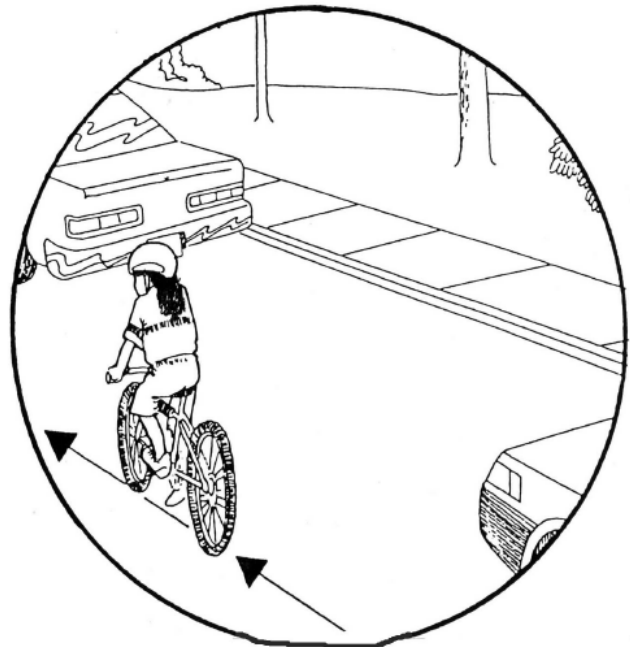


1.) What is the boy in the picture to the left doing wrong?

2.) Explain why this action is dangerous.

3.) What is the girl to the right doing correctly?

4.) Explain how this action will help to keep her safe.



The
pos:
STR



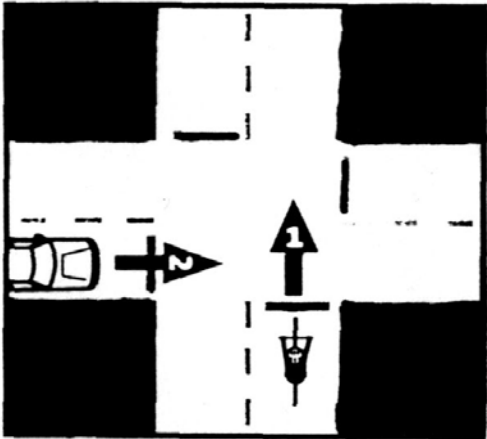
<p>Right Turn →</p>	<p>Continuing Straight ↑</p>	<p>Left Turn ←</p>

Turning Worksheet

The intersection below is labeled with lane positions 1, 2 and 3. Starting at the bicycle in lane position 3, draw the path the bicyclist would make when turning RIGHT, continuing STRAIGHT and turning LEFT.

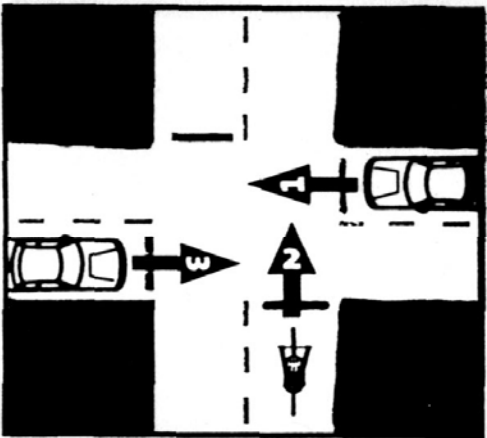
<p>Right Turn →</p>	<p>Continuing Straight ↑</p>	<p>Left Turn ←</p>

Right of Way Rules



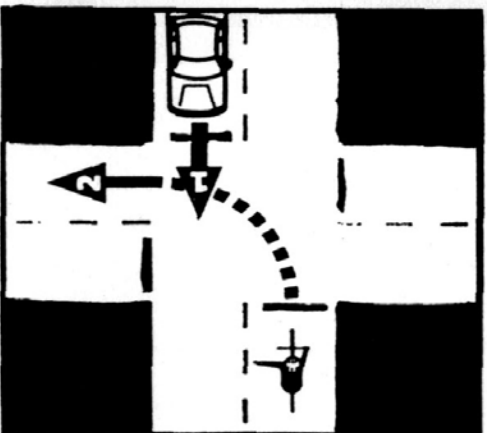
First to stop:

The first person at the intersection goes through the intersection first.



Right goes first.

When two cars get to the intersection at the same time, the person on the right goes first, they have the RIGHT OF WAY.



Straight goes first.

When two people are directly across from each other, and one is going straight and the other is turning left, the one that is going straight goes first.

Who Goes First? Right of Way Worksheet

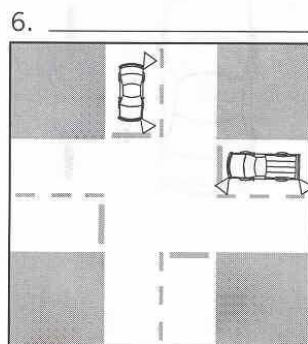
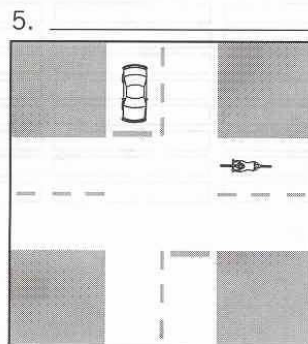
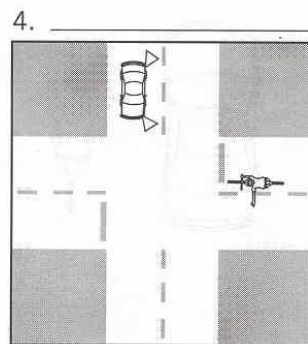
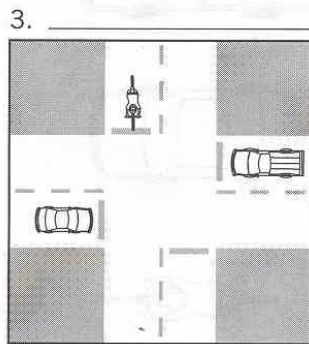
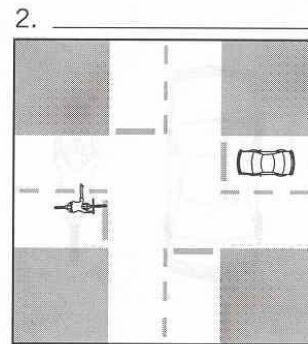
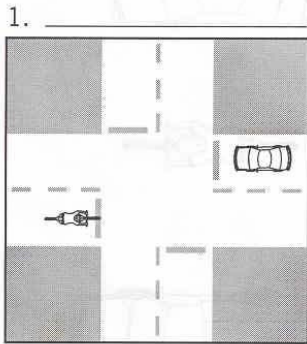


BACKGROUND:

This worksheet is designed to test your knowledge of right-of-way rules. Each question has a different situation and the types of intersections and actions of the vehicles may vary. For example, some intersections have 2 stop signs and others have 4; some vehicles are going straight and others are turning. Use the vehicle and intersection models to help you decide which vehicle has the right-of-way.

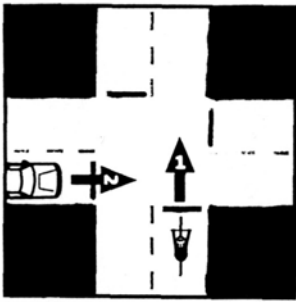
DIRECTIONS:

Label each intersection either 2-way or 4-way stop (pay attention to the stop lines). **Circle** the vehicle that has the right-of-way (the vehicle that gets to go first). See example.

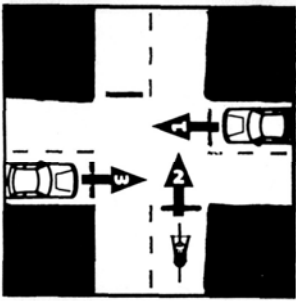




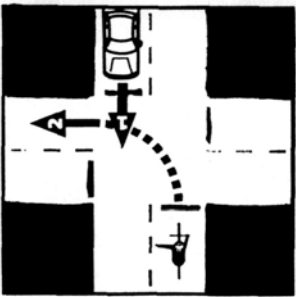
Right of Way Rules



First to stop:
The first person at the intersection goes through the intersection first.

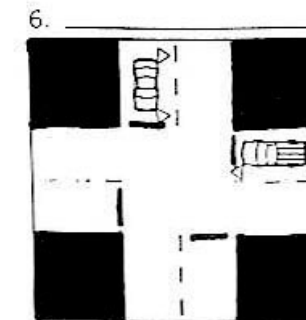
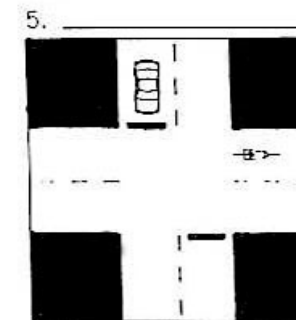
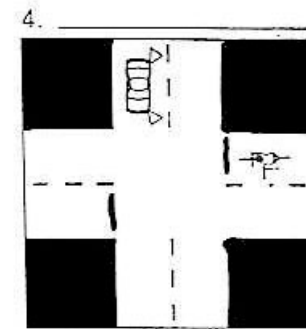
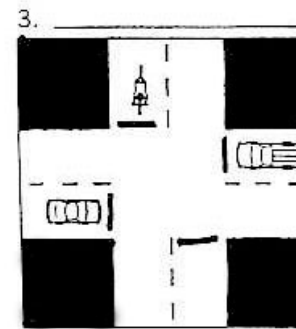
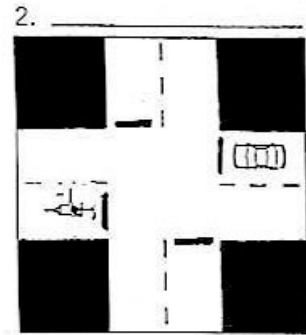
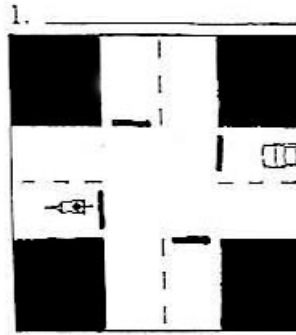


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Straight goes first.
When two people are directly across from each other, and one is going straight and the other is turning left, the one that is going straight goes first.

ROW Worksheet



Name: _____

Classroom: _____

Mapping Worksheet



- 1.) What is the title of the map you are working with?

- 2.) What is the direction pointing towards the top of the map?

- 3.) What is the name of the bike shop nearest to your school?

- 4.) Which street containing a bike lane is nearest to your school?

- 5.) What trail is the closest to your school?

- 6.) How far is your house from school?

- 7.) What route would you take to go to the beach or downtown?

- 8.) What would you add to this map if you were the map maker?



Teacher Evaluation for Bicycle Education



Name _____

School Name _____

Grade of Class _____

1.) How do you rate the curriculum of the program?	1	2	3	4	5
	poor		average		outstanding

2.) Did you feel that the content of the curriculum is age appropriate?	1	2	3	4	5
	poor		average		outstanding

3.) What do you think would be the ideal grade level for this program? _____

4.) Do you feel that the all of the material used was age appropriate? _____
If no, please specify. _____

5.) Do you feel that the program content is valuable to the students?	1	2	3	4	5
	poor		average		outstanding

6.) What level of knowledge do you think the students had of bicycle/traffic safety <i>prior</i> to this training?	1	2	3	4	5
	poor		average		outstanding

7.) What level of knowledge do you think the students have now, <i>after</i> the training?	1	2	3	4	5
	poor		average		outstanding

8.) Do you think the information will be applicable in the students' daily lives?	1	2	3	4	5
	poor		average		outstanding

9.) Do you think this program will help children be safer automobile drivers in the future?	1	2	3	4	5
	poor		average		outstanding

10.) What do you think were some strengths of the curriculum?

11.) What particular weaknesses did you feel the curriculum had?

12.) What were some of the strengths of the instructors teaching the curriculum?

13.) What traits can be improved upon?

14.) Do you think that this program added value to the community?
How? _____

15.) How do you feel about the supervision on the rides? _____

16.) Would you like to receive the class again? _____ When?

17.) Could you envision leading any of the in-class lessons on your own?



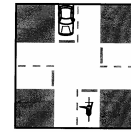
Bicycle Education Test Key

Name _____
 Classroom # _____ PRE TEST POST TEST



This test will help us know how well you understand the rules of the road as they apply to bicycles. Read all questions carefully. Questions will ask you either to label pictures, to choose the best answer to a question, to list answers, or to determine if a statement is true or false.

1. You and the car across from you reach this four-way stop intersection at the same time. You are turning left, and the car is going straight. Mark the one answer that best explains what you will do.



turning left, and

- D. Stop, signal left, wait for the car to go first and then turn left
- E. Stop, turn through the intersection and then let the car go straight
- F. Make eye contact with the driver and make your turn

2. You are riding at night in a neighborhood. Mark the one answer that best explains what you should use to be most visible in the dark.

- E. Bright clothes
- F. Flash light and reflectors
- G. Front head light, rear tail light, and reflectors
- H. Normal clothes, no lights

3. Write a brief description of what these signs mean or what you would do when you come to them in or on a vehicle.



A. Railroad Crossing



B. Stop Sign



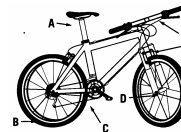
C. Yield Sign

4. You are riding on the street, and a stoplight that is less than 3 seconds away turns yellow. Mark the one answer that best explains what you should do.

- E. Keep your current speed and if you see that the intersection is clear, go through it
- F. Slow down and stop at the light
- G. Continue going fast and stop wherever the light turns red
- H. Go faster and try to make it through the intersection

5. It is important to test if your bike is safe before each ride. Match the six things in the column to the left with the bike diagram on the right.

- E Quick release
- A Chain
- B Handlebars
- D Brakes
- C Seat
- F Tires



6. Mark the 3 most dangerous situations that lead to bicycle crashes.

- G. Bicyclist is riding in the opposite direction to the proper flow of traffic
- H. Bicyclist is riding in the same direction to the proper flow of traffic
- I. Bicyclist coming out from a driveway or sidewalk onto the street
- J. Bicyclist does not obey the proper rules of the road
- K. Bicyclist stays to the right side of the roadway
- L. Bicyclist rides through a green light

7. Label the hand signals with their proper meaning.



A. Stopping



B. Left Turn

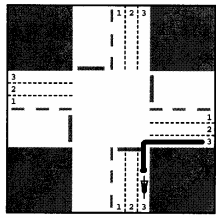


C. Right Turn

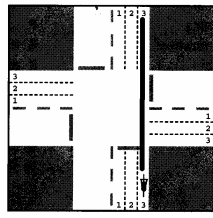
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- I. Obey traffic law and signs
- J. Always use hand signals
- K. Always ride on the sidewalk
- L. Wear a properly fitted helmet
- M. Check your bike for safety
- N. Ride on the left side of the street against traffic
- O. Use lights and bright clothing when riding at night
- P. Always let cars go before you at intersections

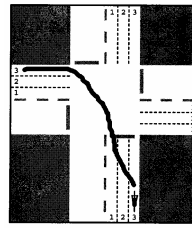
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Right turn →



Going straight ↑

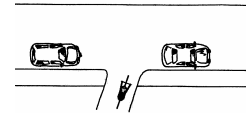


Left turn ←



10. Mark the 3 most important things you should do to safely exit the driveway below.

- F. Scan the driveway for sleeping frogs
- G. Stop at the end of the driveway
- H. Look both ways before riding on to the street
- I. Watch out for pedestrians on the sidewalk
- J. Ride fast onto the street



11. Describe and/or draw the 3 actions of the helmet check that should be done to make this helmet fit better. Use words and arrows.

- a. Eyes--Position helmet so that you can see the brim
- b. Ears--Adjust straps so that ear pieces are under ear lobes
- c. Mouth--Adjust straps so they are snug under the chin



12. Helmets are important because:

- A. Brains heal themselves so kneepads are actually the most important
- B. A helmet protects your brain
- C. A helmet prevents sunburn on your head
- D. A helmet lets everyone know you are a bike rider

13. How far from the curb or parked cars should you ride?

- F. As close as possible
- G. Always in the center of the lane
- H. Always on the sidewalk
- I. 3 feet
- J. 6 feet

14. List 2 reasons why people like to bike and walk: Fun, save money, exercise, transportation, go places, to not pollute, etc.

15. Mark all the places where it is legal and safe for adults to bike:

- F. Interstate Highway
- G. Bike Path
- H. Sidewalk
- I. Street
- J. Bike Lane

True or False

16	You should ride your bicycle going in the opposite direction of traffic so that you can see drivers more clearly.	True	False
17	Your brain needs to be protected by a helmet when you ride a bike.	True	False
18	Your bike fits you when you have to stand up to pedal.	True	False
19	If you come to a rock or hole on the street in front of you, it's better to swerve to the right than to the left.	True	False
20	Biking straight, not zig-zagging, helps keep you safe because drivers can predict where you're going.	True	False
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23	Before making a left turn on your bike, you should look behind for cars or bikes coming toward you.	True	False
24	Car drivers always pay attention and see all bikers around them.	True	False
25	A bicycle is a vehicle.	True	False
26	It is safest to stand up when braking.	True	False
27	Vehicles in driveways must yield to traffic on the road.	True	False

Safe Bike Drivers Word Hunt Answer Key



Directions: After you have looked over the vocabulary sheet, see if you can find the 12 hidden words. Can you find them all?

T		P	E	D	E	S	T	R	I	A	N				
I	R	L		P	O	L	L	U	T	I	O	N		P	
N		A							R					R	
T		N	S						A		L			E	
E		E		P					F		A			D	
R		P			O				F		N			I	
S		O		D		R			I		E			C	
E		S		R			T		C					T	
C		I		I			H	A	Z	A	R	D		A	
T		T		V					T					B	
I		I		E					V	I	S	I	B	L	E
O		O									O			E	
N		N		C	O	L	L	I	S	I	O	N			

Additional Classroom Activities



Learning for a Sustainable Future www.lsf-lst.ca

Classroom Activity: Let's Curb Transportation!

From among the different transportation methods at their disposal to travel to school, the students are asked to identify the most environmentally friendly, and to evaluate the role that cars play in their neighborhood, by conducting a public survey.

Air Quality for Kids www.epa.vic.gov.au/Air/AQ4Kids/projects.asp

Classroom Activity: Student Project Topics

This website provided a series of project suggestions and questions that will initiate a dialogue on bicycle transportation as it relates to the environment.

Reading Rainbow <http://gpn.unl.edu/guides/rr/68.pdf>

Classroom Activity: The Bicycle Man

The story the Bicycle Man by Allen Say provides the background for a discussion of bicycle transportation. The site also suggests various related activities and reading material.

Marin County SRTS www.saferoutestoschools.org

Classroom Activity: Eco Travel Log

Students record their travel patterns over a four week period. In a journal or a notebook they record the mode of travel, how far they went and how long it took. After two weeks students review their diaries and identify trips that could have been made differently, either replaced by human-powered travel or transit, combined with other trips that could have been a car-pool or ride share. For the second two week period students record their travel patterns with a goal of making changes in the ways they get around.

Classroom Activity: Walk and Bike Across America

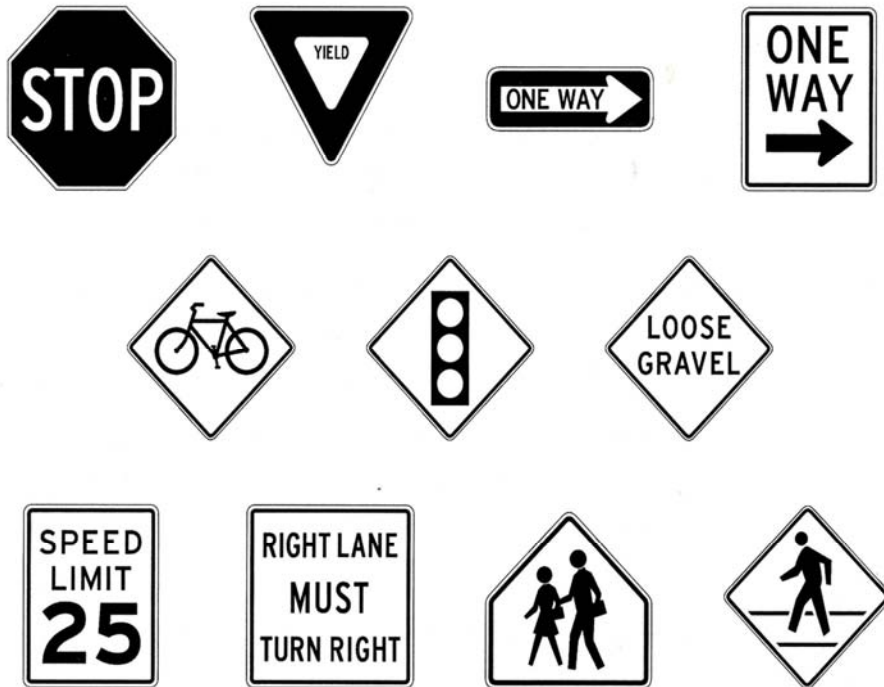
Walk and Bike Across America is a web-based interactive game that promotes physical activity. Participating classes receive a wall map and access to the web-based map. Students track the miles they walk and bike to school and then combine those miles with their classmates to accumulate enough miles to travel around the map. The Web site includes Excel spread sheets to assist in tracking individual and class miles

Traffic Signs Activity

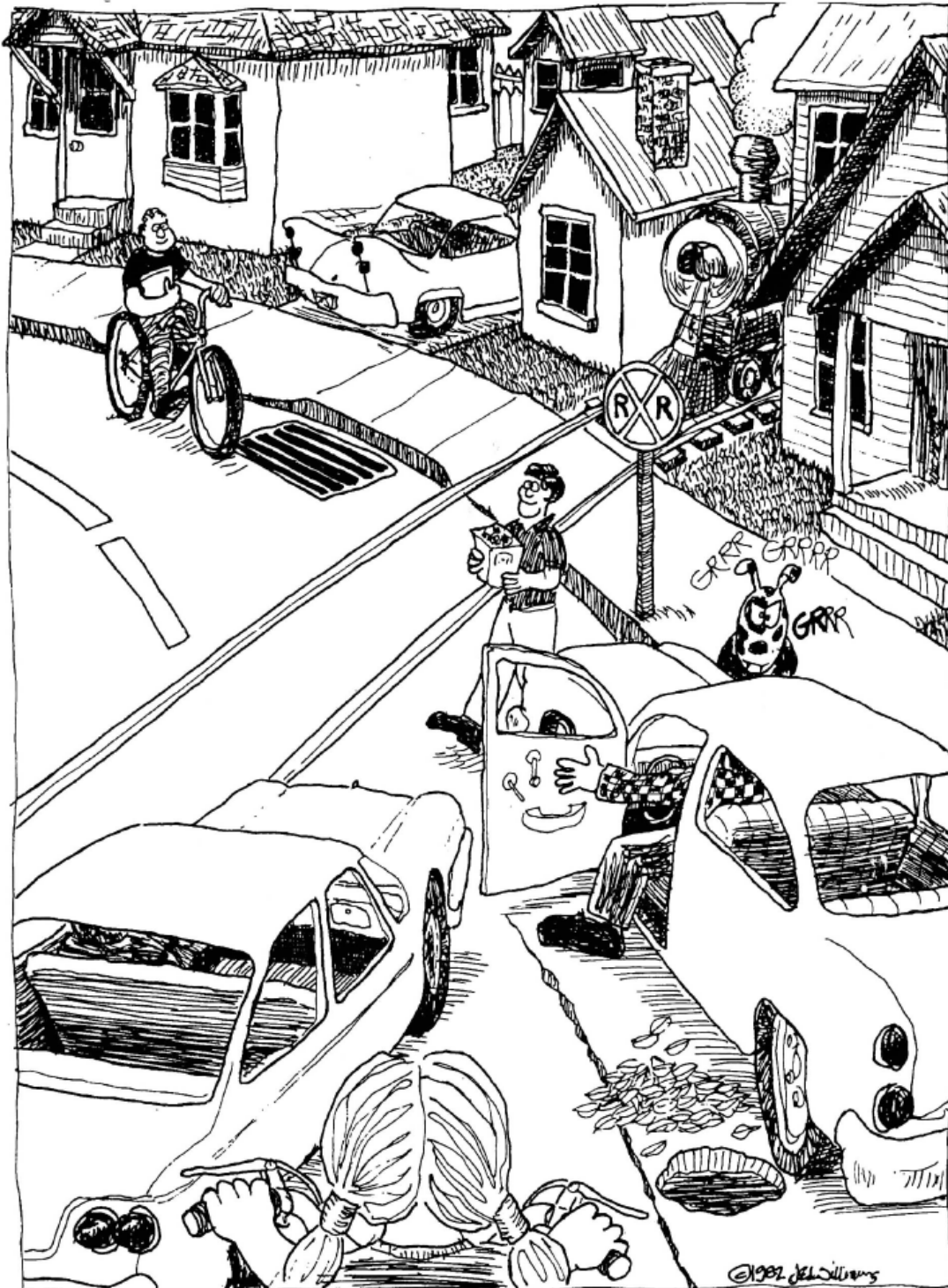
In-class (20 minutes)

Purpose: Students should become familiar with various traffic signs.

- Allow students to come to the board and draw any street signs that they know.
- After a couple of minutes, have students sit down and discuss each sign.
- Make sure to discuss: stop signs, yield signs, one way signs, traffic lights, speed limit signs, school crossing signs, no right/left turn signs, and signs indicating that multiple lanes must turn a specific direction. Some of these are picture below.



Hazards Activity



Pretend you're the cyclist at the bottom of this picture.

Can you see 12 hazards that could cause an accident?

- Make a worksheet for each student which would include each organizations name and contact information as well as these questions (sample worksheet provided as a guide):
 - What is the name and location of your organization?
 - Does your organization have a state or city focus?
 - What is the mission statement of your organization?
 - What issue is your organization addressing?
 - What are some of the projects your organization has done to address the issue?
 - Is this an organization you want to be involved with?
 - What are some actions your group is already taking to help the environment?





Walking Wisdom Curriculum

Walking Wisdom Lesson Plans



First Grade

1.) Lesson 1

In-class: Intro to program, Why Walk activity, ASIMO video, question game

2.) Lesson 2

In-class: Review activity, Hazards activity, story, poster making

Outside: Review activity, Hazards activity, walk outside, story

Materials Included: Hazards worksheet

Second Grade

1.) Lesson 1

In-class: Intro to program, Why Walk? activity, ASIMO video, question game

2.) Lesson 2

In-class: Review activity, Hazards activity, story, poster making

Outside: Review activity, Hazards activity, walk outside, story

Materials Included: Hazards worksheet

Third Grade

1.) Lesson 1

In-class: Intro to program, Why Walk? activity, ASIMO video, question game

Assignment: With your group, prepare a three minute presentation about an environmental organization.

Materials Included: Environment Organization worksheet

2.) Lesson 2

In-class: Review activity, Hazards activity, group presentations, poster making

Outside: Review activity, Hazards activity, walk outside, group presentations

Materials Included: Hazards worksheet

Lesson 1: First Grade Pedestrian Safety

In-class



Objectives: *Students should become more comfortable and knowledgeable talking about and demonstrating practices that will help keep them safe while walking and crossing streets.*

Corner—A place where the sidewalk ends and two or more streets meet and cross each other.

Crosswalk—A specially marked area that crosses the street where pedestrians should cross.

Curb—A concrete border along the edge of the street.

Exercise—Physical activity this is good for your body.

Hazard—Something that is dangerous.

Pedestrian—A person who walks.

Pollution—Damage to the Earth that is man-made.

Sidewalk—A place next to the street for pedestrians.

Traffic signal—A signal consisting of red, yellow and green lights used to control traffic.

1.) Introduction (5 minutes)

- We are here to talk about walking.
- Another name for someone who walks is a pedestrian. From now on when we talk about someone who walks we will use the word pedestrian.
- Has anyone here ever walked to school?
- What are some places you like to walk?

2.) Why Walk? (15 minutes)

Consider writing the vocabulary words on the board either before class or during the activity.

Exercise

- Prompt: Why is walking good for our bodies?
- People your age are supposed to get between 30-60 minutes of exercise each day. How many of you think that you are able to reach that amount every day?
- It's easier to get the full amount of exercise if you incorporate physical activities into your daily routine.
- For instance, if you walk to school and it takes you fifteen minutes to walk in the morning and another fifteen minutes to walk home in the afternoon, that's a full thirty minutes of exercise.

To get places

- Prompt: What are you using your feet for when you walk from your house to the park with your parents?
- What are some other ways to get places besides walking? (cars, trains, trucks, buses, trains, planes, boats)

- What are some ways to get places that don't use gasoline? (bikes, sailboats, canoes, running, skating)



Doesn't pollute

- Prompt: Have you ever seen a big, black cloud of smoke come from the back of a bus or a truck? What is that? Is it good for the Earth?
- The black smoke is a form of pollution.
- Pollution damages the Earth and can hurt our bodies.
- Our environment is what exists around us including soil, climate, and living things.
- How many of you know someone with asthma? Can someone tell me what asthma is and what can cause it?
- Asthma is a condition that makes it hard for some people to breathe because they can't get enough air into their lungs.
- Unfortunately, more and more students your age who are growing up in the city are developing asthma.
- Why? One cause of asthma is air pollution. There are many factories in the city that release a lot of pollution into the air.
- Yet, think of all the motor vehicles in the city. The total amount of air pollution from motor vehicles is greater than the total amount of pollution caused by factories!
- An easy way each one of us can help to reduce the amount of new air pollution is deciding to walk, bike, carpool, and take the bus.

Save Money

- Prompt: Besides adding to air pollution, why might our parents not want to use gasoline?
- Owning and driving a car costs a lot of money!
- Walking is free!

FUN!

- Prompt: Have you ever gotten home from school and decided to take a walk around your neighborhood or to the park? Did you do this because you were being punished? No, you did it because it's fun!

3.) Video: ASIMO (15 minutes)

This video covers the basics of how to cross a street safely, first in the middle of the block, then in between two parked cars and finally in a crosswalk. The video also emphasizes the importance of looking behind and ahead of you in addition to looking left-right-left since traffic can come from all directions.

4.) Question Game (20 minutes)

- This game works best by first dividing the class into two teams. To make it more fun, have each team pick out a team name. (If it is taking a long time for each team to decide on a name, compromise by combining the names; for example, the Red & White Bulldogs.)

- Read each question out loud and call on the first team to raise their hand after the question has been completely read. For each correct answer a team gives they receive a point. It also works best to have the teams miraculously tie at the end of the game.
- Erase the responses from the Why Walk section, but leave the vocabulary words written on the board.



Questions

- Name three reasons to walk?
 - Fun, exercise, to get places, to save money, doesn't pollute.
- Why do we look to the left a second time?
 - Vehicles coming from the left are going to be on the half of the street closest to us.
- What are we looking for when we look?
 - Vehicles (cars, trucks, buses, bicycles, etc.)
- Explain the difference between a sidewalk and a crosswalk.
 - A sidewalk is a place next to the street made for pedestrians. A crosswalk is a specially marked area that crosses the street at an intersection where pedestrians can cross the street.
- Who should drivers make eye contact with before you cross the street?
 - It is important for drivers to make eye contact with you!
- Besides looking with your eyes, what is another one of our five senses that you can use to determine if a vehicle is approaching?
 - You can use your ears to listen for an approaching vehicle.
- At a busy street where is the safest place to cross?
 - It is safest to cross in a crosswalk at the corner of the intersection.
- On a small street, why is it safer to cross in the middle of the block instead of the corner?
 - It is safer because traffic is only going to be coming from two directions. Instead of having to look behind and ahead of you, you only need to be concerned about vehicles coming from the left and the right.
- List the steps needed to cross the street between two parked cars.
 1. Stop at the curb.
 2. Look and listen to determine if the two parked cars are actually parked and not likely to move.
 3. Step in between the two cars, far enough into the street to be able to see to the left and to the right around the cars.
 4. When you determine if it safe to cross, walk across the street.
- What would you do if you look to the left a second time and you see a vehicle approaching?
 - After the vehicle passes, you need to start over and look left-right-left and ahead and behind again.
- What should you do when there is a green light or a walk signal?
 - You still need to check for yourself to make sure that it is safe to walk. Vehicles could be turning left or right that would cross through your path.
- What are three ways to get places that do not pollute?
 - Biking, walking, canoeing, skating, running, etc.

5.) Closing

- During the next class period we will review what we learned today, talk about some dangers that exist when we walk and hopefully go on a walk outside. Make sure that everyone dresses appropriately for going outside.



Materials
ASIMO video

Lesson 2: First Grade Pedestrian Safety

In- Class



1.) Review (10 minutes)

- How many people walked to school today?
- Why do people walk?
- What is a pedestrian?
- Where is the best place to cross a busy street?
- Why is it easier and safer to cross small streets in the middle of the block?
- List the steps you need to do to cross between two parked cars.
- What is the difference between a sidewalk and a crosswalk?
- What is the best way to look for traffic when crossing a street?
- What is pollution and why is it bad for the Earth?
- Besides walking, what are some ways to get places that don't pollute?

2.) Hazards Activity (15 minutes)

- Pass out a worksheet to each student.
- What is a hazard? A hazard is something that is dangerous. When we are walking vehicles are the biggest hazards we need to look out for, but there are other things that we need to be careful of also.
- This worksheet has at least nine hazards. You'll have about five minutes to find and circle the different hazards in the picture, and then we'll go over it together as a class.
- After the worksheet, talk about people you can trust and places you can go if you need to get help.
 - Ex. Firefighters, police officers, EMT's, teachers, family members, libraries, police and fire stations, churches, schools, stores.

3.) Story: Family Mouse Behind the Wheel (15 minutes)

This story will prompt a discussion on the destructiveness of cars on the environment.

4.) Poster

For the remainder of class work on making a poster that shows either why walking is good for the Earth or illustrates something you can do to keep yourself safe while walking. You can use the back of the your hazards worksheet.

Materials

Hazards worksheets

Hazards overhead

Family Mouse Behind the Wheel book

Lesson 2: First Grade Pedestrian Safety

Outside



1.) Review (5 minutes)

- How many people walked to school today?
- Why do people walk?
- What is a pedestrian?
- Where is the best place to cross a busy street?
- What is the difference between a sidewalk and a crosswalk?
- What is the best way to look for traffic when crossing a street?
- What is pollution and why is it bad for the Earth?
- Besides walking, what are some ways to get places that don't pollute?

2.) Hazards Activity (15 minutes)

- Pass out a worksheet to each student.
- What is a hazard? A hazard is something that is dangerous. When we are walking vehicles are the biggest hazards we need to look out for, but there are other things that we need to be careful of too.
- This worksheet has at least nine hazards. You'll have about five minutes to circle the hazards in the picture, then we'll go over it as a class.
- After the worksheet talk about people you can trust and places you can go if you need to get help.
 - Ex. Firefighters, police officers, EMT's, teachers, family members, libraries, police and fire stations, churches, schools, stores.

3.) Outside (25 minutes)

- Remember that this is a class, not a recess. You need to pay attention to all instructions. Make sure that you do not enter or cross the street unless told to do so.
- Once outside point out a crosswalk, signs indicating a school zone and crosswalk, and a traffic signal. Have students practice crossing the street with a partner at an intersection and also between two parked cars.

4.) Story: Family Mouse Behind the Wheel (15 minutes)

Materials

Hazards worksheets

Hazards overhead

Family Mouse Behind the Wheel book

Lesson 1: Second Grade Pedestrian Safety

In-class



Objectives: *Students should become confident and knowledgeable about discussing and demonstrating practices that will help keep them safe while walking and crossing streets. Students should have an increased awareness of sustainable transportation choices. Students should be familiar with the following vocabulary and definitions.*

Crosswalk—A specially marked area that crosses the street where pedestrians should cross.

Curb—A concrete border along the edge of a street.

Environment—Everything that exists around us including soil, climate, and living things.

Exercise—Physical activity that is good for your body.

Hazard—Something that is dangerous.

Independence—To be able to do things on your own.

Intersection—The place where two or more streets meet and cross each other.

Pedestrian—A person who walks.

Pollution—Man-made contamination to the Earth's environment.

Sidewalk—A place separated from the street made for pedestrians.

Traffic signal—A signal consisting of red, yellow and green lights used to control traffic.

Transportation—A way to get from one place to another.

3.) Introduction (5 minutes)

- We are here to teach your class about *pedestrian safety*.
- Does anyone know what a pedestrian is?
 - No, well did anyone walk to school this morning?
 - All of you who walked were pedestrians.
- A pedestrian is a person who walks.

4.) Why Walk? (15 minutes)

Consider writing the vocabulary words on the board either before class or during the activity.

Exercise

- Prompt: Why is walking good for our bodies?
- People your age are supposed to get between 30-60 minutes of exercise each day. How many of you think that you are able to reach that amount?
- It's easier to get the full amount of exercise if you incorporate physical activities into your daily routine.
- For instance, if you walk to school and it takes you fifteen minutes to walk in the morning and another fifteen minutes to walk home in the afternoon, that's a full thirty minutes of exercise.

Transportation

- Prompt: What's a word that means to get from one place to another?

- What are some other types of transportation besides walking? (cars, trains, trucks, buses, trains, planes, boats)
- What are some forms of transportation that don't use gasoline? (bikes, sailboats, canoes, running, skating)



Environment

- Prompt: Why would someone choose to use a form of transportation that doesn't require gasoline? Have you ever seen a big, black cloud of smoke come out from the back of a bus or a truck? What is that and is it good for the Earth?
- The black smoke is a form of pollution.
- Pollution is the contamination of the Earth's environment with man-made waste.
- Our environment is what exists around us including soil, climate, and living things.
- How many of you know someone with asthma? Can someone tell me what asthma is and what can cause it?
- Asthma is a condition that makes it hard for some people to breath because they can't get enough air into their lungs.
- Unfortunately, more and more students your age who are growing up in the city are developing asthma.
- Why is this? One cause of asthma is air pollution. There are many factories in the city that release a lot of pollution into the air.
- Yet, think of all the motor vehicles in the city. The total amount of air pollution from motor vehicles is greater than the total amount of pollution caused by factories!
- An easy way each one of us can help to reduce the amount of new air pollution is deciding to walk, bike, carpool and take the bus.

Save Money

- Prompt: Besides contributing to air pollution, what is another negative effect of using gasoline when you drive a car?
- It costs so much money!
- Walking is free and bicycling is a lot cheaper than using a car since you don't have to pay for gasoline or insurance.
- Bicycles are more simple machines than automobiles, so it is easier to learn how to repair them yourself which will save you money.

Independence

- What is a word that means to be able to do things on your own?
- How many of you are able to walk down the block to your friend's house by yourself? Do any of you walk to school by yourselves? Have you always been able to do things on your own?
- As we get older we gain more trust and responsibilities, which allow us to be able to do things on our own. It feels pretty good to be respected and trusted, right?

FUN!

- Prompt: Have you ever gotten home from school and decided to take a walk around your neighborhood or to the park? Did you do this because you were being punished?
- No, you did it because it's fun!



3.) Video: ASIMO (15 minutes)

This video covers the basics of how to cross a street safely, first in the middle of the block, then in between two parked cars and finally in a crosswalk. The video also emphasizes the importance of looking behind and ahead of you in addition to looking left-right-left since traffic can come from all directions.

4.) Question Game (20 minutes)

- This game works best by first diving the class into two teams. To make it more fun, have each team pick out a team name. (If it is taking a long time for each team to decide on a name, compromise by combining the names; for example, the Red & White Bulldogs.)
- Read each question aloud and call on the first team to raise their hand after the question has been completely read. For each correct answer a team gives they receive a point. It also works best to have the teams miraculously tie at the end of the game.
- Erase the responses from the Why Walk section, but leave the vocabulary words written on the board.

Questions

- What is the definition of a pedestrian?
 - A pedestrian is a person who walks.
- Name three reasons to walk?
 - Fun, exercise, independence, transportation, to save money, for the environment.
- On a street with vehicles driving in two different directions, which side of the road are the vehicles using?
 - On a two-way street in the United States, vehicles travel on the right side.
- Why do we look to the left a second time?
 - Vehicles coming from the left are going to be on the half of the street closest to us.
- Explain the difference between a sidewalk and a crosswalk.
 - A sidewalk is a place separated from the street made for pedestrians. A crosswalk a specially marked path that crosses the street at an intersection where pedestrians can cross the street.
- Who should drivers make eye contact with before you cross the street?
 - It is important for drivers to make eye contact with you!
- Besides looking with your eyes, what is another one of our five senses that you can use to determine if a vehicle is approaching?
 - You can use your ears to listen for an approaching vehicle.
- At a busy street where is the safest place to cross?
 - It is safest to cross in a crosswalk at the corner of the intersection.
- On a small street, why is it safer to cross in the middle of the block instead of the corner?

- It is safer because traffic is only going to be coming from two directions. Instead of having to look behind and ahead of you, you only need to be concerned about vehicles coming from the left and the right.
- List the steps needed to cross the street between two parked cars.
 1. Stop at the curb.
 2. Look and listen to determine if the two parked cars are actually parked and not likely to move.
 3. Step in between the two cars, far enough into the street to be able to see to the left and to the right around the cars.
 4. When you determine if it safe to cross, walk across the street.
- What would you do if you look to the left a second time and you see a vehicle approaching?
 - After the vehicle passes, you need to start over and look left-right-left and ahead and behind again.
- What should you do when there is a green light or a walk signal?
 - You still need to check for yourself to make sure that it is safe to walk. Vehicles could be turning left or right that would cross through your path.
- What are three types of transportation that do not pollute?
 - Biking, walking, canoeing, skating, running, etc.



5.) Closing

- During the next class period we will review some of the concepts we've been talking about today, discuss some hazards that exist besides vehicles and hopefully go outside for a walk to practice some of the things you've learned.
- Make sure that everyone dresses appropriately for going outside.

Materials
ASIMO video

Lesson 2: Second Grade Pedestrian Safety

Outside



1.) Review (5 minutes)

- How many people walked to school today?
- Why do people walk?
- What do we call someone who walks?
- Where is the best place to cross a busy street?
- Why is it easier and safer to cross small streets in the middle of the block?
- List the steps you need to do to cross between two parked cars.
- What is the difference between a sidewalk and a crosswalk?
- What is the best way to look for traffic when crossing a street?
- What is pollution and why is it bad for the environment?
- Besides walking, what are some forms of transportation that are good for the environment?

2.) Hazards Activity (15 minutes)

- Pass out a worksheet to each student.
- What is a hazard? A hazard is something that is dangerous. As pedestrians, the biggest hazards we need to look out for are vehicles, but there are other things that we could encounter that are also hazardous.
- This worksheet has at least nine hazards. You'll have about five minutes to find and circle the different dangerous things in the picture, and then we'll go over it together as a class.
- After the worksheet talk about people you can trust and places you can go if you need to get help.
 - Ex. Firefighters, police officers, EMT's, teachers, family members, libraries, police and fire stations, churches, schools, stores.

3.) Outside (25 minutes)

- Remember that this is a class, not a recess. You need to pay attention to all instructions. Make sure that you do not enter or cross the street unless told to do so.
- Once outside, point out a crosswalk, signs indicating a school zone and crosswalk, and a traffic signal. Have students practice crossing the street with a partner at an intersection and also between two parked cars.

4.) Story: Family Mouse Behind the Wheel (15 minutes)

Materials

Hazards worksheets

Hazards overhead

Family Mouse Behind the Wheel book

Lesson 1: Third Grade Pedestrian Safety

In-class



Objectives: *Students should become confident and knowledgeable about discussing and demonstrating practices that will help keep them safe while walking and crossing streets. Students should have a good understanding of sustainable transportation choices and be able to identify an organization from our city that addresses an environmental issue. Students should be able to use the following vocabulary with accuracy and ease.*

Crosswalk—A specially marked area that crosses the street where pedestrians should cross.

Curb—A concrete border that forms part of a gutter along the edge of a street.

Environment—Everything that exists around us including soil, climate, and living things.

Exercise—Physical activity that is good for your body.

Hazard—Something that is dangerous.

Independence—To be able to do things on your own.

Intersection—The place where two or more streets meet and cross each other.

Pedestrian—A person who walks.

Pollution—Man-made contamination to the Earth's environment.

Predictable—Ability to understand what is most likely going to happen based on observation, experience and reasoning.

Sidewalk—A place separated from the street for pedestrians.

Traffic signal—A signal consisting of red, yellow and green lights used to control traffic.

Transportation—A way to get from one place to another.

Visible—Able to be seen.

5.) Introduction

- We are here to teach your class about *pedestrian safety*.
- What is a pedestrian?
- A pedestrian is a person who walks.

6.) Why Walk? (15 minutes)

Exercise

- Prompt: Why is walking good for our bodies?
- People your age are supposed to get between 30-60 minutes of exercise each day. How many of you think that you are able to reach that amount every day?
- It's easier to get the full amount of exercise if you incorporate physical activities into your daily routine.
- For instance, if you walk to school and it takes you fifteen minutes to walk in the morning and another fifteen minutes to walk home in the afternoon, that's a full thirty minutes of exercise.

Transportation

- Prompt: What's a word that means to get from one place to another?
- What are some other types of transportation besides walking? (cars, trains, trucks, buses, trains, planes, boats)
- What are some forms of transportation that don't use gasoline? (bikes, sailboats, canoes, running, skating)



Environment

- Prompt: Why would someone choose to use a form of transportation that doesn't require gasoline? Have you ever seen a big, black cloud of smoke come out from the back of a bus or a truck? What is that and is it good for the Earth?
- The black smoke is a form of pollution.
- Pollution is the contamination of the Earth's environment with man-made waste.
- Our environment is what exists around us including soil, climate, and living things.
- How many of you know someone with asthma? Can someone tell me what asthma is and what can cause it?
- Asthma is a condition that makes it hard for some people to breath because they can't get enough air into their lungs.
- Unfortunately, more and more students your age who are growing up in the city are developing asthma.
- Why is this? One cause of asthma is air pollution. There are many factories in the city that release a lot of pollution into the air.
- Yet, think of all the motor vehicles in the city. The total amount of air pollution from motor vehicles is greater than the total amount of pollution caused by factories!
- An easy way each one of us can take personal responsibility for the amount of air pollution being created is to decide to walk, bike, carpool and take the bus.

Save Money

- Prompt: Besides contributing to air pollution, what is another negative effect of using gasoline when you drive a car?
- It costs so much money!
- Walking is free and bicycling is a lot cheaper than using a car since you don't have to pay for gasoline or insurance.
- Bicycles are more simple machines than automobiles, so it is easier to learn how to repair them yourself which will save you money.

Independence

- What is a word that means to be able to do things on your own?
- How many of you are able to walk down the block to your friend's house by yourself? Do any of you walk to school by yourselves? Have you always been able to do things on your own?
- As we get older we gain more trust and responsibilities that allow us to be able to do things on our own. It feels pretty good to be respected and trusted, right?



- Prompt: Have you ever gotten home from school and decided to take a walk around your neighborhood or to the park? Did you do this because you were being punished?
- No, you do it because it's fun!

3.) Video: ASIMO (15 minutes)

- Introduce the vocabulary words *predictable* and *visible* and explain how each one helps to keep us safe.
- Tell students to write down 3 examples which demonstrate why staying predictable helped to keep the kids in the video safe and 3 examples that demonstrate how staying visible helped to keep them safe.
- After the video ask for just a few examples of what the students came up with.

4.) Question Game (20 minutes)

- This game works best by first diving the class into two teams. To make it more fun, have each team pick out a team name. (If it is taking a long time for each team to decide on a name, compromise by combining the names; for example, the Red & White Bulldogs.)
- Read each question aloud and call on the first team to raise their hand after the question has been completely read. For each correct answer a team gives they receive a point. It also works best to have the teams miraculously tie at the end of the game.
- Erase the responses from the Why Walk section, but leave the vocabulary words written on the board.

Questions

- What is a pedestrian?
 - A pedestrian is a person who walks.
- Name three reasons to walk.
 - Fun, exercise, independence, transportation, to save money, for the environment.
- On a street with vehicles driving in two different directions, which side of the road are the vehicles using?
 - On a two-way street in the United States, vehicles travel on the right side.
- Why do we look to the left a second time?
 - Vehicles coming from the left are going to be on the half of the street closest to us.
- Explain the difference between a sidewalk and a crosswalk.
 - A sidewalk is a place separated from the street made for pedestrians. A crosswalk a specially marked path that crosses the street at an intersection where pedestrians can cross the street.
- Who should drivers make eye contact with before you cross the street?
 - It is important for drivers to make eye contact with you!



- Besides looking with your eyes, what is another one of our five senses that you can use to determine if a vehicle is approaching?
 - You can use your ears to listen for an approaching vehicle.
- At a busy street where is the safest place to cross?
 - It is safest to cross in a crosswalk at the corner of the intersection.
- On a small street, why is it safer to cross in the middle of the block instead of the corner?
 - It is safer because traffic is only going to be coming from two directions. Instead of having to look behind and ahead of you, you only need to be concerned about vehicles coming from the left and the right.
- List the steps needed to cross the street between two parked cars.
 1. Stop at the curb.
 2. Look and listen to determine if the two parked cars are actually parked and not likely to move.
 3. Step in between the two cars, far enough into the street to be able to see to the left and to the right around the cars.
 4. When you determine if it safe to cross, walk across the street.
- What would you do if you look to the left a second time and see a vehicle approaching?
 - After the vehicle passes, you need to start over and look left-right-left and ahead and behind again.
- What should you do when there is a green light or a walk signal?
 - You still need to check for yourself to make sure that it is safe to walk. Vehicles could be turning left or right that would cross through your path.
- What are three types of transportation that do not pollute?
 - Biking, walking, canoeing, skating, running, etc.

5.) Assignment & Closing (10 minutes)

- This assignment should be given if there is a week between the first and second classes.
- Divide the class into 5 groups, giving each group the name of a local organization that is working on an environmental issue.
- Over the next week each group should prepare a three-minute presentation to be given during the following class period.
- The presentation should include the following information:
 - The name and location of the organization
 - The region that the organization focuses on
 - The issue that the organization is addressing
 - Steps the organization has taken to address that issue
 - Your group's opinion of if and why this issue is important
- During the next class period we will review some of the concepts we've been talking about today, discuss hazards, view each group's presentation and hopefully go outside for a walk so you can practice some of the things you've learned.

Materials

ASIMO video
Presentation worksheet



Lesson 2: Third Grade Pedestrian Safety

Outside



1.) Review (5 minutes)

- How many people walked to school today?
- Why do people walk?
- What do we call someone who walks?
- What does it mean to be predictable and how does staying predictable keep us safe?
- What does it mean to be visible and how does staying visible keep us safe?
- What is pollution and why is it bad for the environment?
- Besides walking, what are some forms of transportation that are good for the environment?

2.) Hazards Activity (10 minutes)

- What is a hazard? A hazard is something that is dangerous. As pedestrians, the biggest hazards we need to look out for are vehicles, but there are other things that we could encounter that are also hazardous.
- Using the overhead, have students take turns circling the hazards they see and describe why each is hazardous.
- Discuss people you can trust and places you can go if you need to get help.
 - Ex. Firefighters, police officers, EMT's, teachers, family members, libraries, police and fire stations, churches, schools, stores.

3.) Outside (25 minutes)

- Remember that this is a class, not a recess. You need to pay attention to all instructions. Make sure that you do not enter or cross the street unless told to do so.
- Once outside, point out a crosswalk, signs indicating a school zone and crosswalk, and a traffic signal. Have students practice crossing the street with a partner at an intersection and also between two parked cars.

4.) Group Presentations (20 minutes)

- Have each group present the information they gathered on the organization they were given the previous week. Allow 3 minutes for each presentation.

Materials

Hazards overhead



Walking Wisdom Materials



Additional Resources

Letter to Educators

Dear Educator,

Thank you for sharing your class time with the Safe Routes to School (SR2S) program. The goal of SR2S, to encourage more students to walk and bike to school safely, cannot be met without the cooperation of schools, principals, and especially classroom teachers. We acknowledge that your efforts are of extreme value and therefore cannot thank you enough for your participation.



By allowing your students to participate in SR2S and learn about safe and active transportation, you are giving them the tools for a healthy lifestyle. The immediate goal of our program is to give the students the knowledge they need to safely enjoy the bicycles that many of them are already using in their communities. Children who are equipped with a working knowledge of the rules of the road not only reduce their chances of injury, but also enjoy bicycling and the freedom it brings. Bicycle riding not only serves as transportation, but also as an ingredient for the health of the body, mind, spirit and ultimately the planet.

The SR2S program has a duration of two weeks, split between in-class and outside on-bike lessons. Worksheets, discussions, vocabulary, journal assignments, and homework are all part of our educational effort. Our curriculum will likely touch on other items taught in your classes including health, geography, history and environmental science. To extend the impact and effectiveness of the program, we have compiled this SR2S Education Packet. The Education Packet includes assignments and in-class activities to reinforce the SR2S lessons on safe bicycle driving. We invite you to play as active a role as you see fit and hope that you will find the included resources valuable.

Walk and Bike Across America is an activity that you may find especially useful in the classroom as it employs math, geography, computer skills, history, speech, and demonstration skills to illustrate the positive effects of biking and walking. Other activities you may wish to retain include Walk and Roll Wednesdays, Walking School Buses, and extra homework assignments. Details of these specific activities and many more are included in this folder.

Thank you for your attention and working with us to make responsible bike drivers.

Safe Routes to School Project Team

On-Bike Rules



- ✓ When an instructor is explaining an exercise listen attentively, if you have a question or comment raise your hand just as you would in the classroom.
- ✓ Before receiving a bicycle, everyone must be wearing their helmet properly.
- ✓ Helmets must be worn throughout the duration of the class period—if anyone takes their helmet off their action will be understood to mean that they no longer want to participate in class.
- ✓ Do not ride your bicycle unless instructed to do so by an instructor.
- ✓ Only ride in designated areas—anyone who rides outside of the designated area will sit out the rest of the class period.
- ✓ No bike tricks will be tolerated. This includes but is not limited to: skidding, wheelies, riding with no hands, racing and jumping.
- ✓ Treat fellow students, instructors and self with respect.

On-Bike Training Drills

Descriptions for Instructors



SCRAMBLE DRILL

This warm up exercise will help you explain to the cyclists how to be predictable and why they should follow the rules of the road. This drill is not necessary for older kids but can be useful if they are having trouble understanding predictability.

Have cyclists line up on one side of the paved area you are using. Explain that they may ride wherever they want when you blow the whistle as long as they stay on the designated area of the pavement. Use whole court if basketball court or tennis court is being used, otherwise mark off an area about 30 x 60 feet in diameter.

Blow the whistle and let the chaotic riding begin. Give cyclists about 2 minutes, then blow the whistle for them to stop.

Have the cyclists line up along the side again and discuss what just happened. Normally, as the kids ride they naturally tend to end up riding in the same direction. The chaos is too annoying and unpredictable and the majority of kids will, without overt communication, begin to ride in a circular pattern, developing their own unspoken "rules".

Ask: What would happen if cars were allowed to drive wherever they wanted like you just did? To avoid accidents, we have rules of the road that everyone must follow. When you are riding on the street, you are considered a vehicle, just like a car, van, or truck, and you must follow all the same traffic rules they do. Not only is this the law, but it will help to keep you from getting hurt.

READY, SET, GO! MOUNTING AND PUSHING OFF

This drill teaches cyclists the correct position to be in for starting off when cycling. By having their foot on the pedal in the proper push off position, cyclists will be able to start up quickly and efficiently. This will enable them to cross streets and enter traffic without stumbling and falling, and to be predictable.

Have cyclists line up along one side of the court or parking lot.

Demonstrate how if your feet are on the ground and you don't know where the pedal is, you will fumble and take a long time to get started.



Teach the Ready Position:

Stand over the bicycle, or sit on the seat if your feet can touch the ground.

Place one foot on the pedal in the 10:00 position. It doesn't matter whether the right or left foot is used, but you should be consistent and always use the same foot so this skill becomes a natural habit.

Choose two students. Have one cyclist put their foot in the ready position and the other stand over the bike with their feet on the ground. Say "Ready, Set," and see who has the faster and safer start.

Now you are ready to get a good push when the traffic light changes, when there is a break in traffic to cross the street, or when the group starts riding so that you don't get left behind.

Have students line up and get in the ready position. Call on them one at a time to try this new skill. Tell them to cycle across to the other side of the court and wait there until everyone is finished with the exercise. Repeat the exercise until you feel that everyone understands.



SNAIL RACE

This activity helps students practice the Ready, Set, Go mounting and pushing off skill they just learned, as well as practice maintaining control of their bicycle at low speeds.

Set up 2-4 lanes about 10 feet wide and 40 ft. long. Use lines already on the pavement, sidewalk chalk or tennis balls.

Divide cyclists into groups for each lane. Cyclists should line up in their groups at one end of the lanes.

Explain the rules:

You must start in the Ready Position we just learned. When the whistle blows, push off and go as slow as you can. You must stay in your lane, and you may not put your foot down. The last one to cross the finish line wins. If you put your foot down or weave out of your lane, you are eliminated.

Have one instructor positioned at the start line and one at the finish line. Conduct the race in heats to find an overall winner.

BRAKING AND STOPPING

Braking:

Discuss the three different had braking combinations and their advantages/disadvantages:

1. Front brake only:
 - Unsafe, can cause you to flip over the handlebars.
 - Can cause your rear wheel to skid as too much force is on the front of the bike.
2. Rear brake only:
 - Can cause you to skid or do a "wheelie"
 - Less powerful than the front brake, further stopping distance.
 - Rear brake lever is usually installed on the right handle bar as this hand is stronger for right handed people. If you are left handed, you may want to consider switching the rear brake lever to the left handlebar.
3. Both brakes together:
 - Safest combination, both brakes should be applied with equal pressure.
 - Most powerful of all, shortest stopping distance.
 - If you skid, the front brake is probably being applied harder than the rear brake.

Stopping:

After applying brakes, place one foot on the pavement. Remain seated if you can reach if you can reach the ground, or stand over the bike. If you are finished riding, dismount your bike after coming to a complete stop, with your foot down on the pavement. If you will be continuing to ride, place the other foot on the pedal of your choice in the 10:00 Ready Position.

Activity:

Demonstrate and explain the following activity, then have the cyclists perform it several times. Cyclists should line up at starting line. One by one have them start off, in the Ready Position. They should accelerate enough to get up some speed, then stop at the Stop Line. Use two lanes and go in a circular motion, doing one lap of each of the three different braking situations described above. Cyclists will discover the difference in stopping distances for each braking situation.



RIDING IN A STRAIGHT LINE

This drill is intended to introduce cyclists to the concept of riding in a straight line and in a group.

The following points should be explained and discussed prior to starting the drill:

1. We ride in a straight line so that our actions are predictable to other bicyclists, drivers of vehicles and pedestrians.
2. The proper distance between cyclists when riding in a group is about two bicycle lengths, or you can use the 2 second following distance that drivers of vehicles use. Pick a spot on the pavement or a street pole or other object on the side of the road. When the cyclist in front of you crosses that spot count very slowly: "one-one-thousand- two-one-thousand." You should not have crossed the spot before you have finished counting.
3. We do not pass other cyclists as that would take us out of our straight line and cause us to be unpredictable. If the person in front of you is going too slow, you must maintain the proper following distance and wait until you get to a stopping point such as a stop sign or red light. You may then ask them to switch places with you.

Activity:

Have cyclists line up. They should be in the Ready Position. Cyclists should start off one at a time and ride on the designated lines. The next cyclist may start off after a proper following distance has been obtained. They should ride in a circular pattern and maintain proper following distances. They should stop at the starting line each time around to see if anyone needs to pass them. If someone is going too slow, the cyclist behind him may not pass until they get back to the starting line. They must also maintain the proper following distance.

SCANNING

This drill teaches cyclists to look behind them while riding in a straight line. This skill is necessary because looking back for cars before passing or changing lanes is essential. Scanning should be done frequently: at least every few minutes, or several times per block, and always before turning or crossing a street.

Activity:

Explain drill and have instructors demonstrate. Be sure to discuss why scanning is important and in what situations you must do it. Two instructors stand at either end of a line, perpendicular to the line the children have formed. The instructor at the starting line stands about 6 feet from the painted line and will use the fingers on their hands to make sure the cyclists are scanning to the rear. The second coach stands at the end to give the cyclists feedback and instructions.



The cyclists ride down the line one at a time. They use the skills learned previously such as Ready Position, and Riding on a Straight Line. After the cyclist starts off, the

instructor holds up some fingers. When the cyclist gets about halfway (the instructor can call "Look!"), he looks over the left shoulder to see how many fingers (or arms) the instructor is holding up. The child can shout out the answer and the second instructor tells him whether or not he was correct and gives him feedback on his performance. The cyclists then ride down the other line and back to the starting line to repeat the exercise.



STEERING AROUND HAZARDS

This drill gives cyclists practice in maintaining control of their bicycle at all times.

Level 1

Activity:

Set up halved tennis balls (the hazards) about 3 feet apart (2 paces).

Cyclists should zig zag around the halved tennis balls at a pace that will allow them to maintain balance yet turn corners without skidding, stopping or putting their foot down.

Demonstrate the course, then have cyclists line up and try it.

Level 2- Rock Dodge

Activity:

Set up 4 halved tennis balls in a box about 1 foot wide and 2 feet long. Place a tennis ball in the center. Explain to the students that they should imagine that the middle tennis ball is a rock that need to be avoided and that this drill helps them practice quick hazard avoidance. Demonstrate that students are to ride in between the first tennis balls, then avoid the middle "rock" and get their bike back into a straight line and through the last two balls.

Walking School Bus Basics



Starting a walking school bus: the basics

Why develop a walking school bus?

Studies show that fewer children are walking and biking to school, and more children are at risk of becoming overweight. Changing behaviors of children and parents require creative solutions that are safe and fun.

Implementing a walking school bus can be both.

What is a walking school bus?

A walking school bus is a group of children walking to school with one or more adults. If that sounds simple, it is, and that's part of the beauty of the walking school bus. It can be as informal as two families taking turns walking their children to school to as structured as a route with meeting points, a timetable and a regularly rotated schedule of trained volunteers.

A variation on the walking school bus is the bicycle train, in which adults supervise children riding their bikes to school. The flexibility of the walking school bus makes it appealing to communities of all sizes with varying needs.

Parents often cite safety issues as one of the primary reasons they are reluctant to allow their children to walk to school. Providing adult supervision may help reduce those worries for families who live within walking or bicycling distance to school.



Chester, VT

Starting simple

When beginning a walking school bus, remember that the program can always grow. It often makes sense to start with a small bus and see how it works. Pick a single neighborhood that has a group of parents and children who are interested. It's like a carpool—without the car—with the added benefits of exercise and visits with friends and neighbors. For an informal bus:

1. Invite families who live nearby to walk.
2. Pick a route and take a test walk.
3. Decide how often the group will walk together.
4. Have fun!



Apex, NC

When picking a route, answer these four questions:

1. Do you have room to walk?
Are there sidewalks or paths?
Is there too much traffic?
2. Is it easy to cross the street?
3. Do drivers behave well?
Do they yield to walkers?
Do they speed?
4. Does the environment feel safe?
Are there loose dogs?
Is there criminal activity?

For more help identifying walkable routes, use the Walkability Checklist that can be found at www.walktoschool.org/buildevent/checklists.cfm.



Reaching more children

Success with a simple walking school bus or a desire to be more inclusive may inspire a community to build a more structured program. This may include more routes, more days of walking and more children. Such programs require coordination, volunteers and potential attention to other issues, such as safety training and liability. The school principal and administration, law enforcement and other community leaders will likely be involved.

► **First, determine the amount of interest in a walking school bus program. Contact potential participants and partners:**

- | | |
|--------------------------|--------------------------------|
| Parents and children | Principal and school officials |
| Law enforcement officers | Other community leaders |



Mill Valley, CA

►► **Second, identify the route(s).**

The amount of interest will determine the number of walking routes. Walk the route(s) without children first.



Sacramento, CA

►►► **Third, identify a sufficient number of adults to supervise walkers.**

The Centers for Disease Control and Prevention recommend one adult for every six children. If children are age 10 or older, fewer adults may be needed. If children are ages 4 to 6, one adult per three children is recommended.

►►►► **Next, finalize the logistical details.**

Who will participate?

How often will the walking school bus operate? Will the bus operate once a week or every day?

When do children meet the bus? It's important to allow enough time for the slower pace of children, but also to

ensure that everyone arrives at school on time.

Where will the bus meet children—at each child's home or at a few meeting spots?

Will the bus operate after school?

What training do volunteers need?

What safety training do children need? See "Walking School Bus: Guidelines for talking to children about pedestrian safety" at <http://www.walkingschoolbus.org/safety.pdf>.

►►►►► **Finally, kick-off the program.**

A good time to begin is during International Walk to School Week on October 3-7, 2005. Walk and look for ways to encourage more children and families to be involved. Have fun!

For more detailed instructions on how to organize a walking school bus, go to:

- ➔ How to Organize a Walking/Cycling School Bus, Go for Green Canada, <http://www.goforgreen.ca/asrts>. Pick "English," then "Tools and Resources."
- ➔ The walking bus: A safe way for children to walk to school, Friends of the Earth UK, <http://www.foe.co.uk/campaigns/transport/resource/parents.html>
- ➔ Walking School Bus - A Guide for Parents and Teachers, VicHealth Australia, <http://www.vichealth.vic.gov.au>. Select "Local Government," then "Walking School Bus." Scroll to bottom to find link to download the guide.
- ➔ KidsWalk-to-School Guide, Centers for Disease Control and Prevention, <http://www.cdc.gov/nccdphp/dnpa/kidswalk/resources.htm>

Safe Routes to School Education Evaluation

Name _____

Organization Name & Address:



Bicycle Education Curriculum

- | | | | | | |
|---|------|---|---------|---|-------------|
| 1.) How do you rate the curriculum? | 1 | 2 | 3 | 4 | 5 |
| | poor | | average | | outstanding |
| 2.) Did you feel that the content of the curriculum is age appropriate? | 1 | 2 | 3 | 4 | 5 |
| | poor | | average | | outstanding |
| 3.) How do you rate the materials included? | 1 | 2 | 3 | 4 | 5 |
| | poor | | average | | outstanding |

4.) What particular strengths do you feel the curriculum had? _____

5.) What particular weaknesses did you feel the curriculum had? _____

6.) Is there anything you wish would have been included? _____

Pedestrian Education Curriculum

- | | | | | | |
|---|------|---|---------|---|-------------|
| 1.) How do you rate the curriculum? | 1 | 2 | 3 | 4 | 5 |
| | poor | | average | | outstanding |
| 2.) Did you feel that the content of the curriculum is age appropriate? | 1 | 2 | 3 | 4 | 5 |
| | poor | | average | | outstanding |
| 3.) How do you rate the materials included? | 1 | 2 | 3 | 4 | 5 |
| | poor | | average | | outstanding |

4.) What particular strengths do you feel the curriculum had? _____

5.) What particular weaknesses did you feel the curriculum had? _____

6.) Is there anything you wish would have been included? _____

Resources

Media Sources

Basics of Bicycling (video)

North Carolina Department of Transportation
Division of Bicycle and Pedestrian Transportation
1552 Mail Service Center
Raleigh, NC 27699-1552
Voice (919) 733-2804 Fax (919) 715-4422
bikeped_transportation@dot.state.nc.us

www.ncdot.org/transit/bicycle

Ride Smart: It's Time to Start (video)

National Highway Traffic Safety Administration, 2002

www.nhtsa.gov

Step to Safety with ASIMO (video)

American Honda Motor Co., Inc.
Corporate Affairs and Communications
1919 Torrance Blvd. 100-3C-2A
Torrance, CA 90501
(310) 781-4554

asimo_video@ahm.honda.com

asimo.honda.com

First Gear (video)

Bicycle Transportation Alliance
P.O. Box 9072
Portland, OR 97207-9072
(503)226-0676

www.bta4bikes.org

Family Mouse Behind to the Wheel (book)

By Wolfgang Zuckermann Illustrations
by Roger Tweedt, 1992

The Lutterworth Press, P.O. Box 60, Cambridge CB1 2NT

<https://order.kagi.com/cgi-bin/store.cgi?storeID=8WP&&>



Internet Resources

Bicycle Federation of WI www.bfw.org

Bicycle Transportation Alliance www.bta4bikes.org

Marin County Safe Routes to School www.saferoutestoschools.org

Maryland Pedestrian and Bicycle Safety Education Program www.waba.org/bikesafety

International Walk to School Day www.iwalktoschool.org

Walk and Bike to School www.walktoschool.org

Walking School Bus www.walkingschoolbus.org