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# Safe Routes to School

## Pedestrian Safety Lessons - Third Grade

The Pedestrian Safety Lessons introduce children to safe pedestrian behaviors and the concept of traffic. The goal is to teach children the necessary skills to be safer pedestrians whether walking to and from school, to the school bus stop, or other common situations. The lessons begin with skill building exercises and mock street simulations to teach basic pedestrian skills, then progressively applies these skills in various traffic situations. Some lessons end with children performing these skills in a real street situation to practice the skills they have learned.

### STAGE 1- DESIRED RESULTS

#### Focus Benchmarks

- PE.3.L.4.2 Describe the relationship between the heart and lungs during physical activity.
- PE.3.L.4.3 Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
- PE.3.C.2.2 Understand the importance of safety rules and procedures in all physical activities.

#### Support Benchmarks

- PE.3.L.3.4 Identify opportunities for involvement in physical activities after the school day.
- PE.3.L.3.6 Identify lifestyle changes that can be made to increase the level of physical activity.
- PE.3.M.1.1 Apply locomotor skills in a variety of movement settings.
- PE.3.R.5.3 Identify ways to take responsibility for his/her own behavior.
- LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### TRANSFER GOALS

#### Students will be able to independently use their learning to

1. Describe how increasing one's activity level causes an increase in heart and breathing rates.
2. Discuss the importance of being visible and predictable when walking.
3. Safely cross a roadway using proper crossing sequence (safety rules and procedures).
4. Discuss how lifestyle changes like walking or biking rather than riding in a car, can increase your physical activity level.

## UNDERSTANDINGS

### Students will understand

1. Benefits of walking and biking.
2. Seeing and being seen as a pedestrian and bicyclist.
3. Increasing physical activity causes an increase in heart rate and breathing rate.
4. Importance of acting responsibly when walking and biking.
5. How traffic signs, signals and road rules keep them safe as pedestrians and bicyclists.

## ESSENTIAL QUESTIONS

### Students will keep considering

1. How can you stay safe when crossing roads and streets as a pedestrian and bicyclist?
2. How can we act responsibly when we are walking or riding our bike in the community?

## ACQUISITION

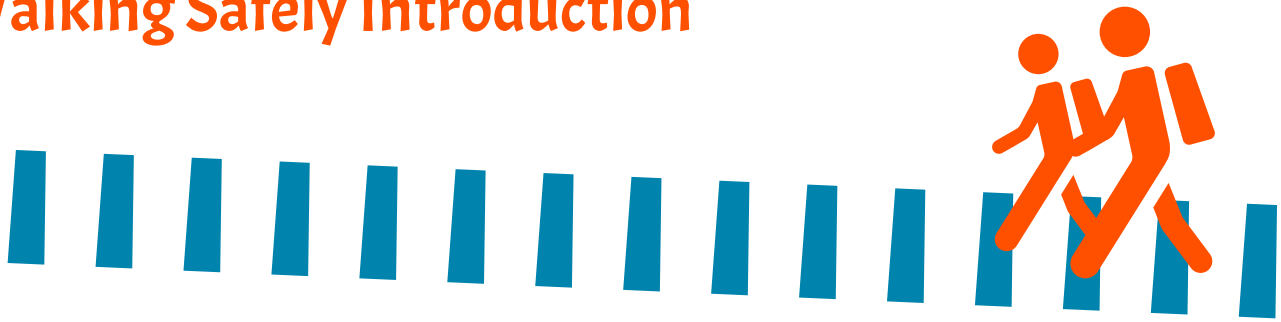
### Students will know

1. Cues for proper search and crossing.
2. Traffic signs and signals.
3. Vocabulary- reflective, sidewalk, road, street, vehicles, traffic, pedestrian, hazards, danger, risk, dart-out, edge, stop sign, stop bar, traffic light/signals, driveway, visual barrier, obstruction, riding, danger zone.
4. How to walk and bike safely near traffic in the community.
5. The rules for each activity.
6. Traffic signs, signals and laws addressing pedestrian and bicycle safety.

### Students will be skilled at

1. Demonstrating how to properly fit a helmet.
2. Demonstrating control when riding a bicycle in a narrow lane.
3. Inspecting a bicycle for safety.
4. Demonstrating proper search and crossing sequence when walking across traffic.
5. Identifying edge, pedestrians, vehicles and traffic in their community.
6. Moving safely in a variety of ways in relation to others.

# Walking Safely Introduction



## BACKGROUND INFORMATION

Whether walking with adult family members or friends, children must learn basic pedestrian safety to prevent injuries and prepare for a lifetime of safer walking. As young people become drivers, these lessons may help them be more aware of pedestrians as they navigate their community's streets. Preventing pedestrian injuries requires a combination of approaches: engineering strategies to improve the physical environment for walking, enforcement strategies to reduce vehicle speeds and increase driver yielding to pedestrians, and safety skills development and education for drivers and pedestrians (Pedestrian Safer Journey, 2017).

While lessons covered later in the pedestrian unit will focus on specific pedestrian skills, this introductory lesson is designed to provide an overview and get students thinking about pedestrian safety. In the Pedestrian Safer Journey elementary video, students will learn how to choose safe places to walk and cross streets and the importance of watching for cars and other traffic.

\* Pedestrian Safer Journey videos were developed by the U.S. Department of Transportation's Federal Highway Administration.



### Prerequisites

Students must know the directions left and right.



### Vocabulary

Sidewalk, Road/Street, Vehicles, Traffic, Hazards, Danger, Distraction, Intersection, Edge.



### Objectives

Students will be able to identify safe places to walk. Students will be able to identify how to cross a street safely. Students will be able to navigate a crosswalk. Students will be able to identify some common distractions.



### Videos

Pedestrian Safer Journey - Ages 5-9



## VIDEO: PEDESTRIAN SAFER JOURNEY – AGES 5-9

[http://www.pedbikeinfo.org/pedsaferjourney/el\\_en.html](http://www.pedbikeinfo.org/pedsaferjourney/el_en.html)

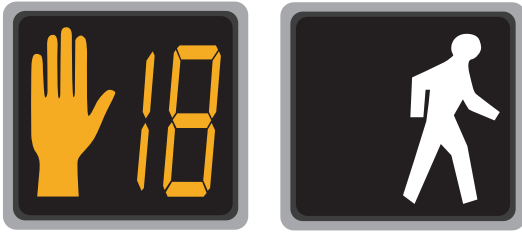
**Youtube Videos:** <https://www.fdot.gov/projects/floridasrts/srts-videos/third-grade-videos>

**Guided Discussion:** You may use the following questions from the Pedestrian Safer Journey Quiz to guide a discussion about pedestrian safety. Depending on the ability of your students, you may ask additional, higher-order questions such as asking students about their experiences while walking.

- 1** YOU WANT TO WALK TO A FRIEND'S HOUSE. SHOULD YOU WALK WITH SOMEONE ELSE?  
*Yes, you should not walk alone until you are at least ten years old, especially if you have to cross the street.*
- 2** WHO COULD HELP YOU WALK SAFELY?  
*Your older brother or sister, your parent, and/or a trusted adult.*
- 3** WHAT SHOULD YOU WEAR TO HELP YOU BE SAFER WHEN YOU GO FOR A WALK AND IT IS DARK OR NEARLY DARK OUTSIDE?  
*You should wear something bright and reflective. It helps drivers see you better, especially when it is dark or nearly dark.*
- 4** ALWAYS WALK ON THE SIDEWALK, IF THERE IS ONE. WHEN THERE IS NO SIDEWALK, WHERE SHOULD YOU WALK?  
*Walk on the left side of the street, facing traffic. Stay as far from traffic as you can get, so you can safely see the vehicles and they can see you.*
- 5** WHEN YOU NEED TO CROSS THE STREET, AND THERE IS NOT A CROSSWALK, WHAT DO YOU DO?  
*Find a place where you can see drivers and drivers can see you. Make sure there are not any trees, bushes, parked vehicles or any other objects (visual barriers) that may block your view from seeing drivers and drivers from seeing you.*
- 6** AFTER YOU FIND A SAFE PLACE TO CROSS THE STREET WHAT DO YOU DO?  
*Stop at the edge of the street. Look left-look right-look left again and listen for vehicles. Walk safely and straight across the street. While you walk, keep looking left and right and listening for traffic.*
- 7** WHEN YOU COME TO AN INTERSECTION. BEFORE YOU CROSS THE STREET, WHAT SHOULD YOU DO?  
*Look left-look right-look left again, and also look in front of you and behind you since traffic can come from many different ways.*
- 8** IT IS IMPORTANT TO PAY ATTENTION WHILE YOU ARE WALKING. WHAT ARE SOME DISTRACTIONS?  
*Phones, games, music. You should not wear headphones or play video games. Those things distract you- they take your attention away from what is happening around you, so you are not able to hear or see potential dangers.*



- 9 WHILE YOU ARE WAITING TO CROSS THE STREET, YOU SEE THIS SIGNAL SHOWING A FLASHING HAND WITH NUMBERS COUNTING DOWN. WHAT SHOULD YOU DO?  
*Wait until you see the walking person signal*



**Additional Resources:**

There are many additional resources for pedestrian safety. For example, Safe Kids Worldwide has resources available such as tip sheets and videos. Visit below for more information or their YouTube channel.

<https://www.safekids.org/walkingsafelytips>

<https://www.youtube.com/user/safekidsusa>



# Midblock and Driveway



## BACKGROUND INFORMATION

Dart-outs into traffic from driveways and at intersections are a leading cause of traffic crashes involving children. Once in motion (playing and running), children tend to stay in motion. This lesson introduces students to the basic components of crossing a street: stopping at an edge, searching left-right-left again before entering the road, and continuing to look while crossing.

Practicing stop and search techniques on a model street teaches children how to make safe decisions when they need to cross the street. Additionally, they need to practice stopping and searching to identify potential traffic before crossing streets when they are distracted and/or retrieving a toy. Remind them how easily you can be distracted from remembering to stop and search.

## GET MOVING ACTIVITY – GENERAL SPACE

**Material/Equipment:** Large open space, music and player, scarves or belt with flag (e.g., for flag football) for students to use as “tails.”

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. All children are gathered in the center of the space, sitting ready for instruction.

**Instructor:** Some students will have “tails” (scarves tucked in back pocket or waistband, or students can use belt with flag). A few students will have no tails (called the rabbits or chasers). They will attempt to pull on the tails of others causing them to be released. The runners will then pick up their tail, put it back on, and resume playing. The chasers continue running and pulling on other tails. Stop, rest, choose new chasers, repeat.

*We're going to be playing a game called How the Rabbit Lost its Tail. The object of this game is to keep moving and to keep your tail. We are going to be moving in this space (point to the walls or boundaries). "What should we be careful of?" Thank you for raising your hand. She says, e.g., the walls. Thank you Susan, everyone, "what did Susan say?" Students say, the walls. Call on another student who is waiting patiently, with hand up. The student says,*



### Prerequisites

Students must know the directions left and right.



### Vocabulary

Pedestrian, Edge, Vehicle, Road/Street, Traffic, Midblock, Hazards, Route or Path.



### Objectives

Students will be able to identify edges. Students will be able to stop at the edge and perform the Search: Look Left-Look Right-Look Left again. Students will be able to apply (what they have learned thus far) stopping at an edge, perform the Search: Look Left-Look Right-Look Left again, in order to navigate a model street crossing.



### Videos

Driveway and Midblock, Driveway and Midblock Review, Bicycle Driveway and Midblock, Bicycle Driveway and Midblock Review

e.g., each other. Thank you Tommy, (directed to class) “what did Tommy say?” Students say, each other. Continue. Students set the boundaries and expected behaviors for the activity. The teacher is a facilitator.

When the music starts, we will start playing the game and moving in this space. When the music stops, we will stop. “What will you do when the music stops?” Students say, STOP.

START the music for about 30 seconds. STOP the music and comment on the student’s good listening skills and start the music again. Breathe in through your nose, out through your mouth. Check heart rate and start the music again. Repeat music. Stop. When all the students are stopped, talk about lungs, heart, blood to the brain, etc. Repeat.



## VIDEO: DRIVEWAY AND MIDBLOCK

### Guided Discussion:

- 1 WHERE DO YOU THINK THEY MIGHT BE GOING?
- 2 WHAT DID YOU SEE THEM DO?  
*Stop and look.*
- 3 WHERE DID THEY STAND TO LOOK?  
*At the edge of the street or roadway.*
- 4 WHAT WERE THEY LOOKING FOR?  
*Cars, trucks, etc.*
- 5 DID THEY SEE ANY CARS?  
*No moving cars.*
- 6 CARS ARE A TYPE OF VEHICLE. CAN YOU NAME SOME DIFFERENT TYPES OF VEHICLES?  
*Truck, bus, bicycle, motorhome, motorcycle, etc.*
  - Cars and other vehicles traveling on the roadway are called **traffic**.
  - When **vehicles** are moving on the roadway they are part of **traffic**.
  - If you are moving on the roadway, you are part of **traffic**.
  - People walking on the sidewalk or in the roadway are called **pedestrians**.
- 7 WHAT DID THEY DO BEFORE THEY BECAME PART OF TRAFFIC?  
*They stopped at the edge and looked for traffic.*





## VIDEO: DRIVEWAY AND MIDBLOCK REVIEW

### Guided Discussion:

- 1** WHAT DID THEY DO BEFORE THEY BECAME PART OF TRAFFIC?  
*They stopped at the edge and looked for vehicles.*
- 2** WHY DO YOU THINK THEY LOOKED LEFT FIRST?  
*The closest lane of traffic is on the left.*
- 3** WHY DO YOU THINK THEY LOOKED LEFT AGAIN BEFORE CROSSING?  
*Always check the closest lane of traffic just before entering the street or roadway.*
- 4** WHAT DID THEY CONTINUE TO DO AS THEY CROSSED THE STREET?  
*They kept looking.*
- 5** IS A CAR IN A DRIVEWAY OR ON THE SIDE OF THE STREET PART OF TRAFFIC?  
*No, however, parked vehicles can become part of traffic at any moment! Vehicle drivers may have a difficult time seeing pedestrians, so it is important to be aware of your surroundings and communicate with drivers.*
- 6** CLARIFY THE TERMS:  
*Pedestrian, Edge, Vehicle, Traffic, Search: Look Left-Look Right-Look Left again.*



## VIDEO: BICYCLE DRIVEWAY AND MIDBLOCK

### Guided Discussion:

- 1** WHERE DO YOU THINK THEY MIGHT BE GOING?
- 2** WHAT DID YOU SEE THEM DO?  
*Stop, look, cross the street.*
- 3** WHAT WERE THEY LOOKING FOR?  
*Cars, etc.*
- 4** WHERE DID THEY STOP TO LOOK?  
*At the edge of the roadway/end of driveway.*
- 5** DID THEY SEE ANY CARS?  
*No moving cars.*

6 CARS ARE A TYPE OF VEHICLE. CAN YOU NAME SOME DIFFERENT TYPES OF VEHICLES?  
*Truck, bus, bicycle, motorhome, motorcycle, etc.*

- Cars and other vehicles traveling on the roadway are called **traffic**.
- When **vehicles** are moving on the roadway they are part of **traffic**.
- If you are moving on the roadway, you are part of **traffic**.
- People walking on the sidewalk or in the roadway are called **pedestrians**.

7 WHAT DID THEY DO BEFORE THEY BECAME PART OF TRAFFIC?  
*They stopped and looked for vehicles in the roadway.*

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 VIDEO: BICYCLE DRIVEWAY AND MIDBLOCK REVIEW

**Guided Discussion:**

1 WHAT DID THEY DO BEFORE THEY ENTERED THE ROADWAY?  
*They stopped at the edge of the road and looked for traffic.*

2 WHY DO YOU THINK THEY LOOKED LEFT FIRST?  
*The closest lane of traffic is on the left.*

3 WHY DO YOU THINK THEY LOOKED LEFT AGAIN BEFORE CROSSING?  
*Always check the closest lane of traffic just before entering the street.*

4 WHAT DID THEY CONTINUE TO DO AS THEY CROSSED THE STREET?  
*They kept looking.*

5 IS A CAR IN A DRIVEWAY OR ON THE SIDE OF THE STREET PART OF TRAFFIC?  
*No, however, parked vehicles can become part of traffic at any moment! Vehicle drivers may have a difficult time seeing **pedestrians**, so it is important to be aware of your surroundings and communicate with drivers.*

6 CLARIFY THE TERMS:  
*Pedestrian, Edge, Vehicle, Traffic, Search: Look Left-Look Right-Look Left again.*

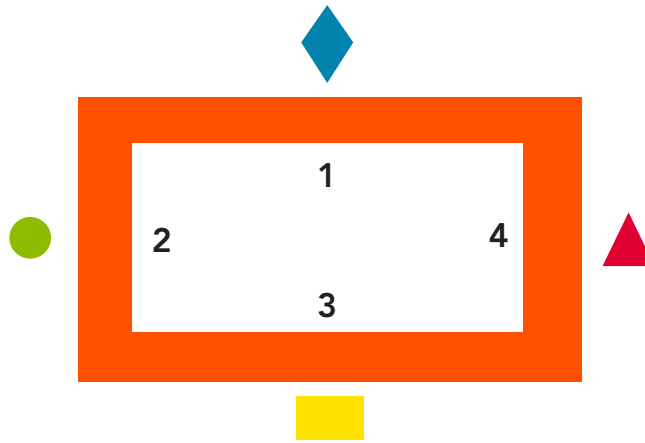
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 GET MOVING ACTIVITY – STOP AND SEARCH (L-R-L)

This is a continuation of the *General Space* Activity.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *What do you do when you get to the edge?* All say, *STOP*.

Then say, *look left*, all look left, teacher points left, says, *What number do you see?* Students reply 2, (slowly) and *look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2.

**Note:** If the instructor wants a physical "edge" for the students to stop at, they may use strips of masking tape (2'-3'), chalk, chalk spray, etc. The edges must go vertical and horizontal in relation to the walls to allow students to find an edge that faces the wall the teacher instructs them to look at when the music stops.

Instructor says, *What are we looking for?* Vehicles (cars, trucks, vans, buses, etc.). *If we do not see any cars what do we do?* All say, *Walk, and keep looking, keep looking.* All take a few steps forward and turn heads saying keep looking.

Start music again, students move freely, stop music.

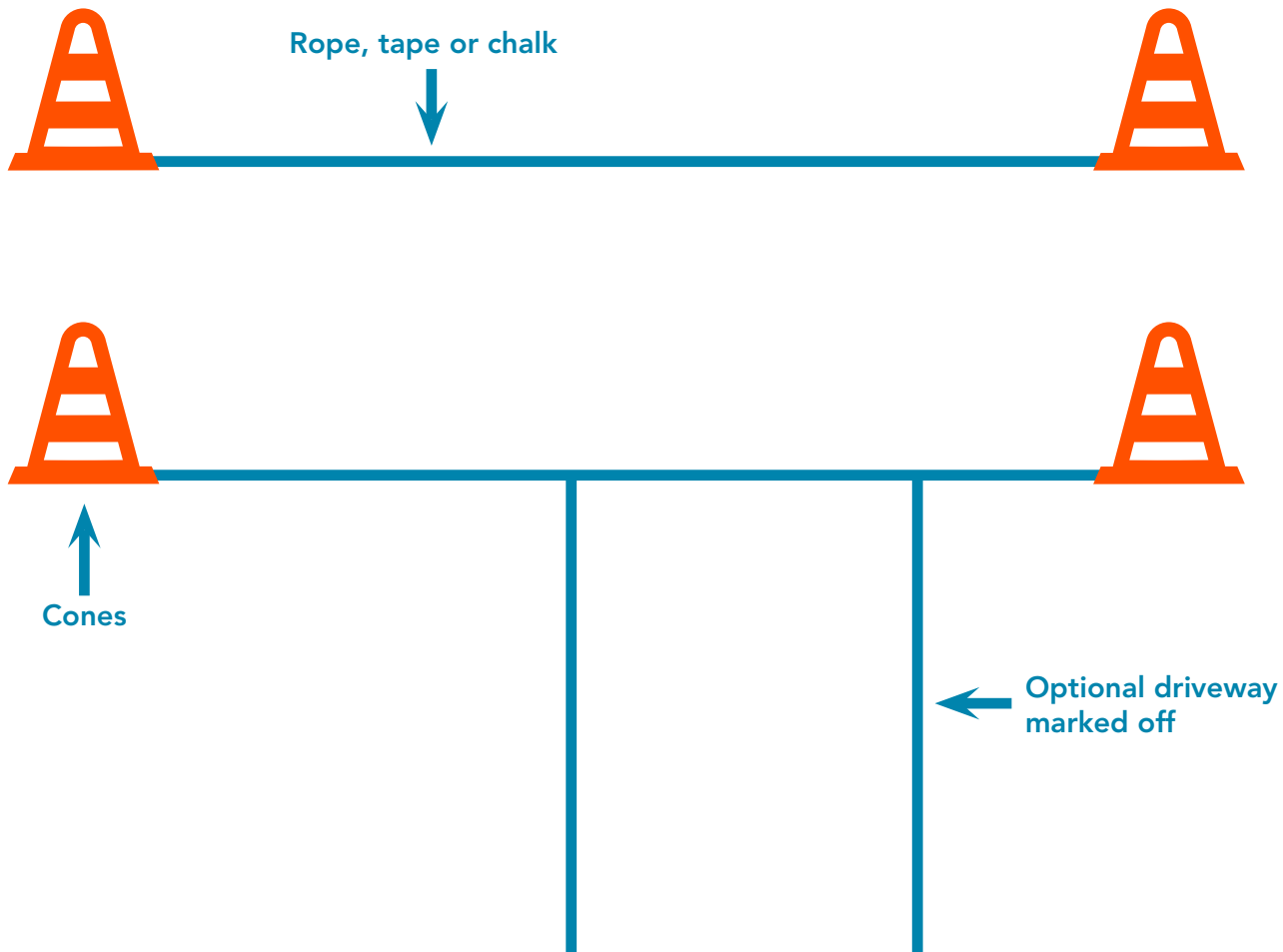
**Repeat:** *Everyone please point your toes to the wall with the number 3 on it.* Instructor is demonstrating this at the head of the class, facing the 3 wall, with her back to the students. Look back and say, *What do you do when you get to the edge?* All say, *STOP*. Then *Look left*, and all look left. Teacher points left, says, *What number do you see?* Students reply, 4 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 2 and *look left*. All look left, teacher points left, says, *What number do you see?* Students reply, 4. Instructor says, *What are we looking for?* Cars. *If we do not see any cars what do we do?* All say *Walk, and keep looking, and keep looking.* All take a few steps forward and turn heads.... looking.



## MODEL STREET CROSSING

**Material/Equipment:** Ropes, cones, tape, chalk, or chalk spray to mark off mock road.

**Set-up:** A large open space such as a field, gymnasium, basketball court, etc. With ropes, chalk, chalk spray, etc., mark off a mock road on blacktop or grass area the same width as roads around your school or neighborhood.



**Instructor:** Assemble students near the edge of the road. Explain that we don't want to stop "on" the edge of the road, or right at the edge. Instead, we want to be about one step away from the edge while we do our search. This allows a buffer space between you and traffic. Ask for three or four volunteers to cross the road together. Demonstration takes place and the volunteers stop and stand on the other side. Ask the students who are observing; what did you see (As earlier with the videos.)? Students share "Stop at the edge, Look left-Look right-Look left again. If no cars are coming, walk and keep looking." Ask for four more volunteers. Repeat until all students have crossed the mock road.

**Note:** Make sure the students understand it is not a race; they are not supposed to run across the street.

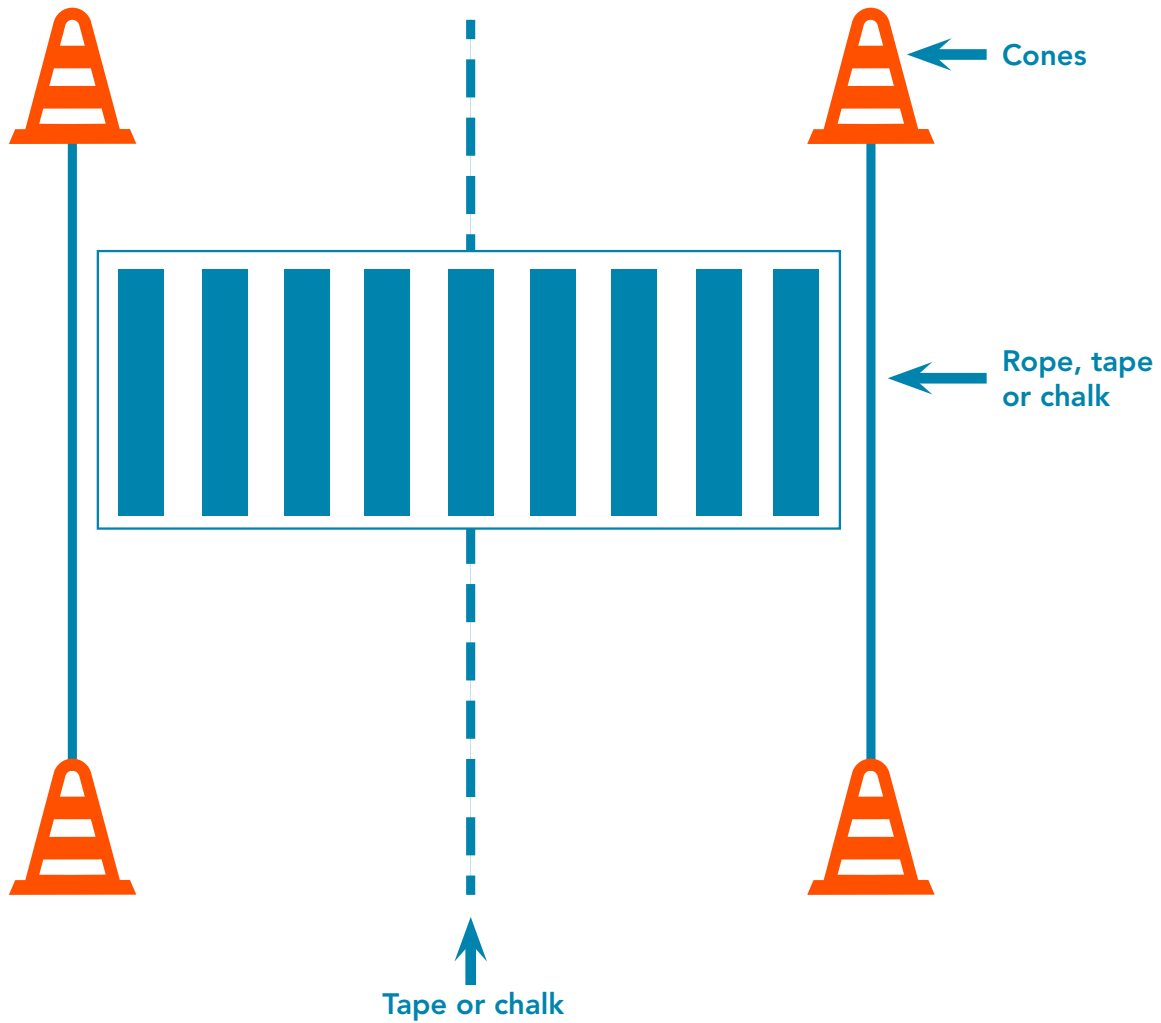
**Note: about distractions:** Remind students the importance of paying attention while walking. Ask them what types of things could distract them while walking (phones, music, games, talking with others, etc.). Ask them why it is important to pay attention and be aware of their surroundings while walking (Distractions take their attention away from what is happening, so they are not able to hear and see



potential dangers). Even if you are crossing at an intersection, or in a crosswalk, it is important to always be aware of your surroundings and not assume drivers will yield to you.

### Additional set-up using a crosswalk

Setup includes crosswalk rug, something to create sidewalks (rope, tape, chalk, chalk spray, etc.) and optional dashed lines for road (tape, chalk, chalk spray, etc.). For this setup, you may add sidewalks, a center line, and crosswalk.

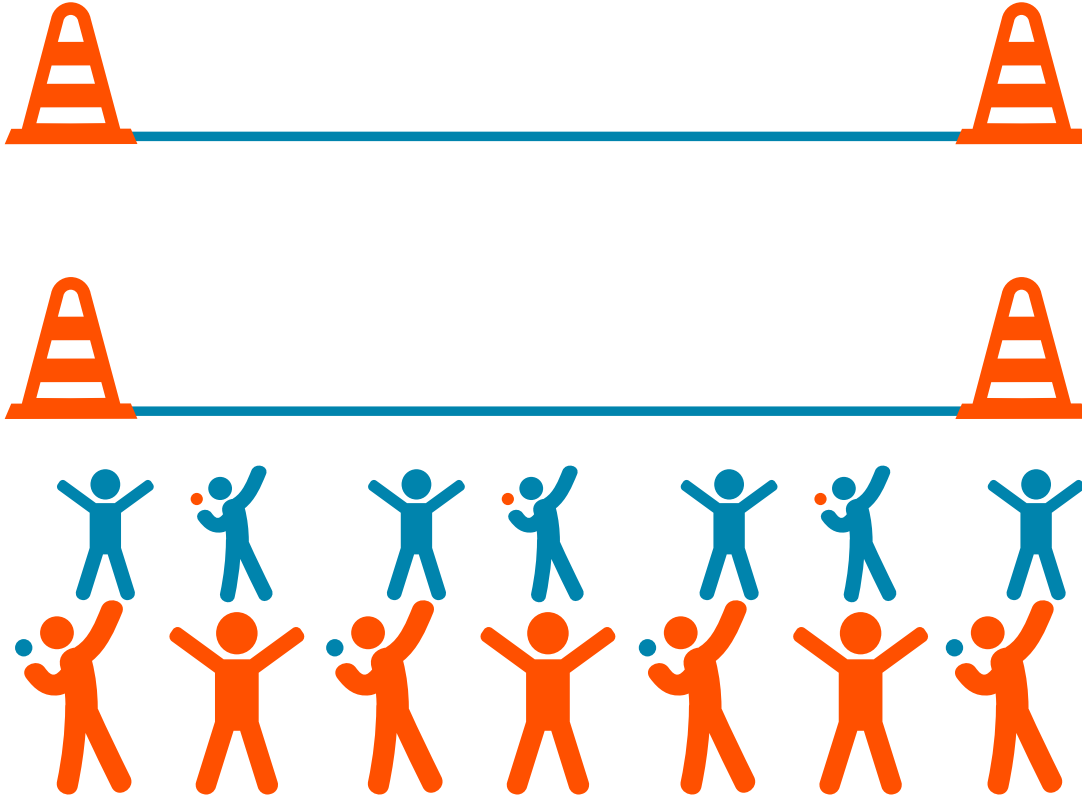




## RETRIEVING A TOY FROM THE STREET

**Material/Equipment:** Ropes, cones, tape, chalk, or chalk spray to mark off mock road and make centerline, and toys (beanbags or balls).

**Set-up:** Use mock street from previous activity (*Crossing the Street*).



Students get in pairs and line up along the mock street to play catch.

**Instructor:** Line all the students up on an “edge” and hand out a beanbag (or a ball) to each student. Have them pretend that they are playing catch out in the yard. You may ask them to toss the object back and forth, then alternate to throwing with non-dominant hand, underhand, overhand, etc. On your command, have the line of students farthest away from the edge of the street “accidentally” throw the object past their partner into the street (e.g., over their head).

**Addition of “Traffic”:** Ask Volunteers to move up and down the lanes of the street to simulate vehicles. Volunteers can use vehicle signs or props to make more realistic. Students can now practice the Step Back (3 steps) if a car is present.

Before retrieving the toy, the students should stop at the edge, look left, look right, and look left again, and if it’s clear, retrieve the toy and return safely behind the edge (continuing to search the entire way). Also, discuss which side of the road they should exit depending on where their toy landed.

**Note:** Some students may not think about stopping and run into the road without looking. The objective of the activity is to have the students focus on something such as playing catch, and when a situation occurs where they need to enter the road, they must incorporate what they have learned (stopping, looking left-right-left again, and continuing to look). If your students are unable to play catch with another student (e.g., lacking the skill or challenges with teamwork activities), you can have students throw their own beanbag in the model street.

# Visual Barriers



## BACKGROUND INFORMATION

Practicing stop and search techniques on a model street teaches children how to make safe decisions when they need to cross the street. Part of this process is being able to recognize visual barriers, and what to do when a visual barrier is present. Children seldom realize that just because they can see a vehicle coming toward them, the driver doesn't always see them. Visual barriers can be serious threats to a pedestrian, bicyclist or motorist because barriers obstruct (block) their view. Sometimes we have to look around an object (e.g., car, truck, bush, light pole, fence) to see what is on the other side. This means we need to stop at the first edge (e.g., edge of the road) to perform our search, then step to the second edge created by the visual barrier (e.g., parked car) and perform our search again before crossing the street. In addition to understanding how to interact with visual barriers, individuals can increase their visibility by what they choose to wear. Discuss wearing bright visible colors; retro-reflective material on shoes, backpacks, and clothing; and/or carrying lights if they are walking at dawn, dusk, or in the dark.

 **Note:** Sun Glare

Visual barriers such as trees, shrubs, and parked cars are not the only reasons preventing drivers from seeing pedestrians, bicyclists, and other road users. Sun glare, caused by the sun being low on the horizon in the direction of vehicle travel, is responsible for a number of crashes. Many sun glare accidents happen early in the morning or late afternoon when the sun is low on the horizon. Additionally, the switch from daylight-saving time to standard time puts drivers on the road when the sun is low on the horizon. Unfortunately, these times coincide with the morning commute and school travel, which puts pedestrians and bicyclists at higher risk. Pedestrians should always check traffic prior to entering the roadway, and never assume a driver sees them.



### Prerequisites

Students must know directions left and right, stopping at the edge, searching left-right-left again, and to step back when traffic is near. See *Crossing the Street* and *Traffic Lessons*.



### Vocabulary

Pedestrian, Edge, Visual Barrier, Vehicle, Road/Street, Traffic, Sun glare, Obstruct/Block, Risk, Midblock, Step back, Wait, Distractions.



### Objectives

Students will be able to identify edges, stop at the edge, perform the Search: Look Left-Look Right-Look Left again, recognize visual barriers that may be hazardous to pedestrians and bicyclists, and perform a model street crossing with visual barriers.



### Videos

Driveway with Visual Barrier, Driveway with Visual Barrier Review, Bicycle Driveway with Visual Barrier, and Bicycle Driveway with Visual Barrier Review.

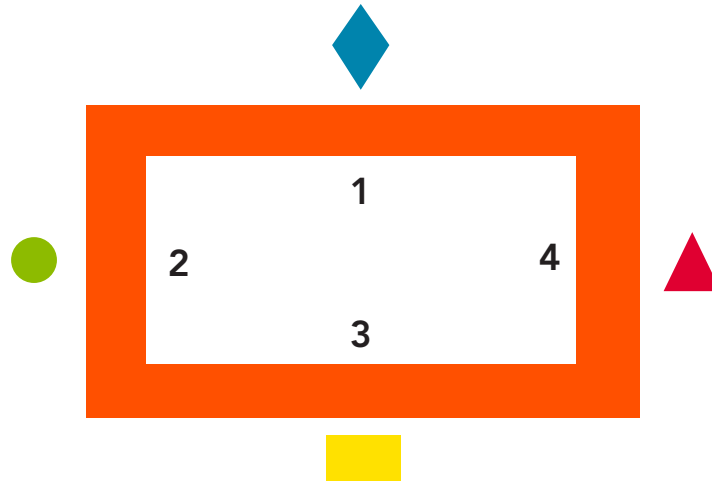


## GET MOVING ACTIVITY – STOP AND SEARCH (L-R-L)

This is a continuation of the *General Space* Activity.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *What do you do when you get to the edge?* All say, *STOP*.

Then say, *look left*, all look left, teacher points left, says, *What number do you see?* Students reply 2, (slowly) and *look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2.

**Note:** If the instructor wants a physical "edge" for the students to stop at, they may use strips of masking tape (2'-3'), chalk, chalk spray, etc. The edges must go vertical and horizontal in relation to the walls to allow students to find an edge that faces the wall the teacher instructs them to look at when the music stops.

Instructor says, *What are we looking for?* Vehicles (cars, trucks, vans, buses, etc.). *If we do not see any cars what do we do?* All say, *Walk, and keep looking, keep looking.* All take a few steps forward and turn heads saying keep looking.

Start music again, students move freely, stop music.

**Repeat:** *Everyone please point your toes to the wall with the number 3 on it.* Instructor is demonstrating this at the head of the class, facing the 3 wall, with her back to the students. Look back and say, *What do you do when you get to the edge?* All say, *STOP*. Then *Look left*, and all look left. Teacher points left, says, *What number do you see?* Students reply, 4 and *Look right* teacher points to the right and says,

What number do you see? Students reply, 2 and look left. All look left, teacher points left, says, What number do you see? Students reply, 4. Instructor says, What are we looking for? Cars. If we do not see any cars what do we do? All say Walk, and keep looking, and keep looking. All take a few steps forward and turn heads.... looking.

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## VIDEO: DRIVEWAY WITH VISUAL BARRIER

### Guided Discussion:

- 1 WHERE DO YOU THINK THEY MIGHT BE GOING?
  - 2 WHAT DID YOU SEE THEM DO?  
*They stopped at the edge of a parked vehicle.*
  - 3 WHAT DID THEY DO THERE?  
*They looked.*
  - 4 WHERE DID THEY STAND TO LOOK?  
*At the edge of a parked vehicle, the **visual barrier**.*
  - 5 WHAT DID THEY DO NEXT?  
*They moved to a new place, the edge of the roadway and stopped to look for traffic. Cars and other vehicles traveling on the roadway are called **traffic**. When **vehicles** are moving on the roadway they are part of **traffic**. If you are moving on the roadway, you are part of **traffic**. People walking on the sidewalk or in the roadway are called **pedestrians**.*
  - 6 DID THEY SEE ANY TRAFFIC?  
*No*
  - 7 WHAT DID THEY CONTINUE TO DO AS THEY WALKED ACROSS THE STREET?  
*They kept looking for traffic.*
- 

## VIDEO: DRIVEWAY WITH VISUAL BARRIER REVIEW

### Guided Discussion:

- 1 WHERE DID THEY STOP FIRST?  
*They stopped at the edge of the parked vehicle. They looked for people, pets and bicycles on the sidewalk.*
- 2 WHAT DID THEY DO NEXT?  
*They moved to the edge of the roadway and stopped to look for traffic. They looked left. They looked right. They looked left.*

- 3 WHY DO YOU THINK THEY LOOKED LEFT ONCE AGAIN BEFORE WALKING ACROSS THE STREET?  
*Always check the closest lane of traffic just before entering the street.*
- 4 DID THEY SEE ANY TRAFFIC?  
*No*
- 5 WHAT DID THEY CONTINUE TO DO AS THEY WALKED ACROSS THE STREET?  
*They kept looking for traffic.*
- 6 CLARIFY THE TERMS:  
*Traffic, pedestrian, and visual barrier*



## VIDEO: BICYCLE DRIVEWAY WITH VISUAL BARRIER

### Guided Discussion:

- 1 WHERE DO YOU THINK THEY MIGHT BE GOING?
- 2 WHAT DID YOU SEE THEM DO?  
*Stop, look.*
- 3 WHERE DID THEY STOP TO LOOK?  
*At the edge of the sidewalk, roadway or street.*
- 4 DID THEY SEE ANY CARS?  
*Yes, a parked car that blocked their view.*
- 5 WHAT DID THEY DO NEXT?  
*They moved to a new place to look for moving cars.  
Cars moving in the roadway are called traffic.*
- 6 DID THEY SEE ANY TRAFFIC?  
*No*  
  
*Cars and other vehicles traveling on the roadway are called **traffic**.  
When **vehicles** are moving on the roadway they are part of **traffic**.  
If you are moving on the roadway, you are part of **traffic**.  
People walking on the sidewalk or in the roadway are called **pedestrians**.*
- 7 WHAT DID THEY CONTINUE TO DO AS THEY CROSSED THE STREET?  
*They kept looking for traffic.*



## VIDEO: BICYCLE DRIVEWAY WITH VISUAL BARRIER REVIEW

### Guided Discussion:

- 1** WHERE DID THEY STOP FIRST?  
*They stopped at the edge of the sidewalk.*
- 2** WHAT DID THEY DO THERE?  
*They looked for people. They looked left. They looked right. They looked left.*
- 3** DID THEY SEE ANY CARS?  
*Yes, a parked car that blocked their view. We call that a **visual barrier**.*
- 4** WHAT DID THEY DO NEXT?  
*They moved to a new edge, the edge of the **visual barrier** to look for traffic.*
- 5** WHY DO YOU THINK THEY LOOKED LEFT FIRST?  
*The closest lane of traffic is on the left.*
- 6** WHY DO YOU THINK THEY LOOKED LEFT ONCE AGAIN BEFORE CROSSING?  
*Always check the closest lane of traffic just before entering the street.*
- 7** DID THEY SEE ANY TRAFFIC?  
*No.*
- 8** WHAT DID THEY CONTINUE TO DO AS THEY CROSSED THE STREET?  
*They kept looking.*
- 9** CLARIFY THE TERMS:  
*Traffic, Pedestrian, Visual barrier*

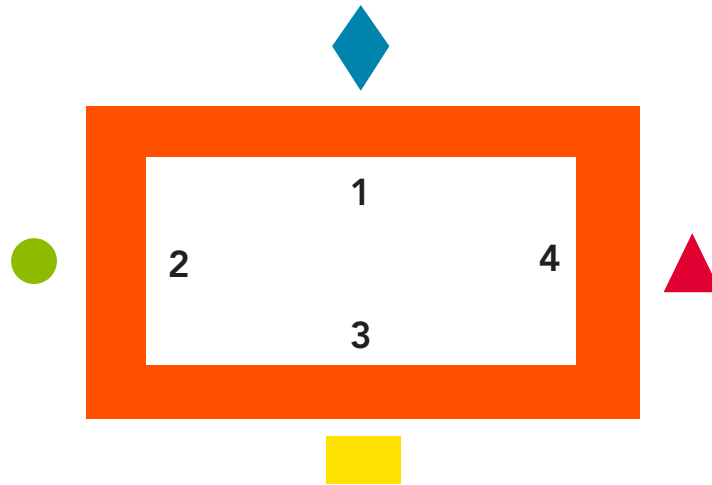


## GET MOVING ACTIVITY – STOP AND SEARCH, STEP BACK

This is a continuation of the *Stop and Search* Lesson with the addition of the 'Step Back'.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *"What do you do when you get to the edge?"* All say, *STOP*.

Then say, *look left*, all look left, teacher points left, says, *What number do you see?* Students reply 2, (slowly) and *look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2.

Instructor says, *What are we looking for? Cars, or other vehicles. Do you see any cars? If you do see a car, what do you do? All say, STEP BACK. All take 3 steps back. After the car goes by you can step up to the edge again. STOP, Look left, look right, look left again. If there are no cars what do you do? Walk, and keep looking, keep looking. All take a few steps forward and turn heads saying keep looking.*

Start music, students move freely, stop music. Repeat the sequence as often as necessary.



# Visual Barriers, Traffic



## BACKGROUND INFORMATION

This lesson continues to teach how to properly cross the street by stopping at the edge, searching left-right-left again, and recognizing visual barriers and what to do when a visual barrier is present, but it also adds the component of traffic.

**Note:** Sun Glare

Visual barriers such as trees, shrubs, and parked cars are not the only reasons preventing drivers from seeing pedestrians, bicyclists, and other road users. Sun glare, caused by the sun being low on the horizon in the direction of vehicle travel, is responsible for a number of crashes. Many sun glare accidents happen early in the morning or late afternoon when the sun is low on the horizon. Additionally, the switch from daylight-saving time to standard time puts drivers on the road when the sun is low on the horizon. Unfortunately, these times coincide with the morning commute and school travel, which puts pedestrians and bicyclists at higher risk. Pedestrians should always check traffic prior to entering the roadway, and never assume a driver sees them.

## GET MOVING ACTIVITY – STOP AND SEARCH, STEP BACK

This is a continuation of the *Stop and Search* Lesson with the addition of the 'Step Back'.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.

### Prerequisites

Students must know directions left and right, stopping at the edge, searching left-right-left again, and to step back when traffic is near. See *Crossing the Street* and *Visual Barrier Lessons*.

### Vocabulary

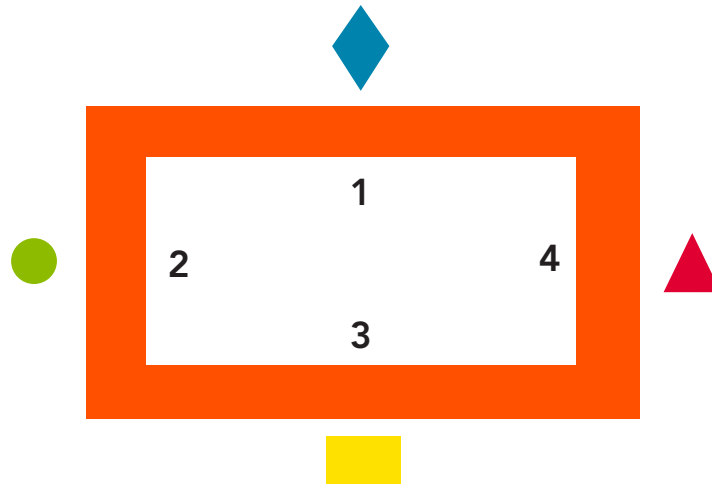
Pedestrian, Edge, Visual Barrier, Vehicle, Road/Street, Traffic, Sun glare, Obstruct or Obstruction, Risk, Midblock, Step back, Wait, Parking Lot, Back-up lights, Vehicles, Visual Barriers, Distractions.

### Objectives

Students will be able to identify edges, stop at the edge, perform the Search: Look Left-Look Right-Look Left again, recognize visual barriers that may be hazardous to pedestrians and bicyclists, and perform a model street crossing with visual barriers and traffic.

### Videos

Driveway with Traffic; Driveway with Traffic Review; Midblock with Visual Barrier, Traffic; Midblock with Visual Barrier, Traffic Review.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *What do you do when you get to the edge?* All say, *STOP*.

Then say, *look left*, all look left, teacher points left, says, *What number do you see?* Students reply 2, (slowly) and *look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2.

Instructor says, *What are we looking for? Cars, or other vehicles. Do you see any cars? If you do see a car, what do you do? All say, STEP BACK. All take 3 steps back. After the car goes by you can step up to the edge again. STOP, Look left, look right, look left again. If there are no cars what do you do? Walk, and keep looking, keep looking. All take a few steps forward and turn heads saying keep looking.*

Start music, students move freely, stop music. Repeat the sequence as often as necessary.

.....

 **VIDEO: DRIVEWAY WITH TRAFFIC**

**Guided Discussion:**

- 1 WHERE DO YOU THINK THEY MIGHT BE GOING?
- 2 WHAT DID YOU SEE THEM DO?  
*Moved toward the road and stopped because they saw traffic. Motorcycles, cars and other vehicles moving in the roadway are traffic.*
- 3 WHAT DID THEY DO WHEN THEY SAW TRAFFIC?  
*They stepped back.*
- 4 WHY DO YOU THINK THEY DID THAT?  
*Allow any ideas. The proper answer will come out in the review.*

- 5 WHAT DID THEY DO AFTER THE TRAFFIC PASSED?  
*Moved to the edge of the road, stopped, and looked for traffic. They looked left. They looked right. They looked left.*
- 6 DID THEY SEE ANY TRAFFIC?  
*No.*
- 7 WHAT DID THEY DO BEFORE THEY STEPPED INTO THE ROADWAY AND BECAME A PART OF TRAFFIC?  
*They looked for traffic.*
- 8 WHAT DID THEY CONTINUE TO DO AS THEY CROSSED THE STREET?  
*They kept looking.*



## VIDEO: DRIVEWAY WITH TRAFFIC REVIEW

### Guided Discussion:

- 1 WHAT DID THEY DO BEFORE THEY BECAME PART OF TRAFFIC?  
*They stopped at the edge of the road and looked for traffic.*
- 2 DID THEY SEE ANY TRAFFIC?  
*Yes.*
- 3 WHAT DID THEY DO WHEN THEY SAW THE TRAFFIC?  
*They **stepped back**.*
- 4 WHY DO YOU THINK THEY DID THAT?  
*To **communicate** with the driver that they were not going to cross.*
- 5 WHAT DID THEY DO AFTER THE TRAFFIC PASSED?  
*Moved to the edge of the road, stopped, and looked for traffic. They looked left. They looked right. They looked left.*
- 6 WHY DO YOU THINK THEY LOOKED LEFT ONE MORE TIME BEFORE CROSSING?  
*Always check the closest lane of traffic just before entering the street.*
- 7 WHAT DID THEY CONTINUE TO DO AS THEY CROSSED THE STREET?  
*They kept looking.*
- 8 IS A CAR IN A DRIVEWAY OR ON THE SIDE OF THE STREET PART OF TRAFFIC?  
*No, however, parked vehicles can become part of traffic at any moment! Vehicle drivers may have a difficult time seeing **pedestrians**, so it is important to be aware of your surroundings and communicate with drivers.*

- 9 CLARIFY THE TERMS:  
*Step back, communicate*
- 

 VIDEO: MIDBLOCK WITH VISUAL BARRIER, TRAFFIC

**Guided Discussion:**

- 1 WHERE DO YOU THINK THEY MIGHT BE GOING?  
*Stop, look.*
  - 2 WHERE DID THEY STAND TO LOOK?  
*At the edge of the sidewalk.*
  - 3 WHAT DID THEY DO NEXT?  
*They moved to a new place to look for moving cars. Cars moving in the roadway are called traffic.*
  - 4 DID THEY SEE ANY TRAFFIC?  
*Yes.*
  - 5 WHAT DID THEY DO WHEN THEY SAW TRAFFIC?  
*They stepped back to the edge of the roadway and waited for it to pass.*
  - 6 WHAT DID THEY DO NEXT?  
*They walked to the edge of the visual barrier where they could see clearly, to look for traffic. They looked left. They looked right. They looked left.*
  - 7 WHAT DID THEY DO WHILE THEY CROSSED THE STREET?  
*They kept looking for traffic.*
- 

 VIDEO: MIDBLOCK WITH VISUAL BARRIER, TRAFFIC REVIEW

**Guided Discussion:**

- 1 WHERE DID THEY STOP FIRST?  
*They stopped at the edge of the sidewalk.*
- 2 WHAT DID THEY DO THERE?  
*They looked for traffic. They looked left. They looked right. They looked left.*

- 3 WHAT DID THEY DO NEXT?  
*They moved to a new place to look for moving cars.  
Cars moving in the roadway are called traffic.*
- 4 DID THEY SEE ANY TRAFFIC?  
*Yes.*
- 5 WHAT DID THEY DO WHEN THEY SAW TRAFFIC?  
*They stepped back to the edge of the roadway and waited for it to pass.*
- 6 WHAT DID THEY DO NEXT?  
*They moved to a new edge, the edge of the **visual barrier** to look for traffic.*
- 7 WHY DO YOU THINK THEY LOOKED LEFT ONCE AGAIN BEFORE CROSSING?  
*Always check the closest lane of traffic just before entering the street.*
- 8 WHAT DID THEY DO WHILE CROSSING THE STREET?  
*They kept looking for traffic.*
- 9 CLARIFY THE TERMS:  
*Traffic, visual barrier, wait*

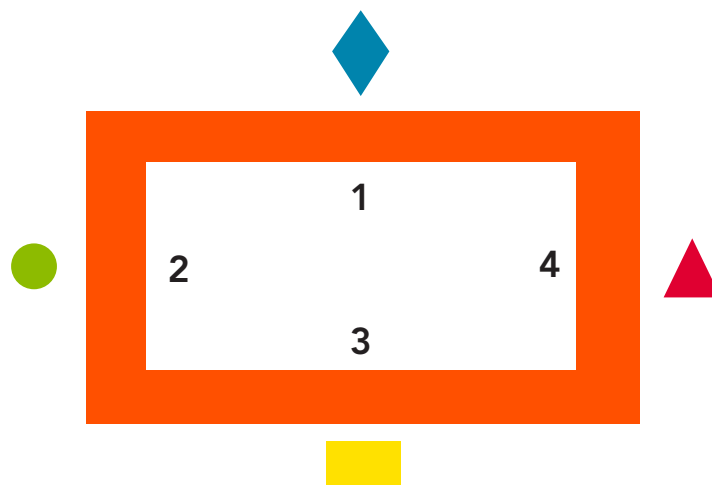


## GET MOVING ACTIVITY – STOP AND SEARCH, MOVE, STEP BACK

This is a continuation of the *Stop and Search, Step Back* Activity with the addition of the ‘Move’ sequence.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50’x50’ or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

### Visual Barrier Sequence (Move)

**Instructor:** Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *What do you do when you get to the edge?* All say, *STOP*. Then say, *look left*, all look left, teacher points left, says, *If there is something blocking your view, what do you do?*

All say, ***Walk to the edge of the visual barrier!*** All creep forward as if looking around a parked car. *What do you do when you get to the new edge?* All say, *STOP*. *What do you do there?* All say, *Look left*. *What number do you see?* Students reply 2. *Now look right*, teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2. *If you do not see any cars what do you do?* All say, *Walk and keep looking*. Choose another wall to have the students face. Repeat the Visual Barrier sequence alternating with the Step Back sequence.

### Step Back Sequence

Instructor says, *What are we looking for? Cars, or other vehicles. Do you see any cars? If you do see a car, what do you do?* All say, *STEP BACK*. All take 3 steps back. After the car goes by you can step up to the edge again. *STOP*, *Look left*, *look right*, *look left* again. *If there are no cars what do you do?* *Walk, and keep looking, keep looking*. All take a few steps forward and turn heads saying *keep looking*.

Start music, students move freely, stop music. Repeat the sequences as often as necessary.

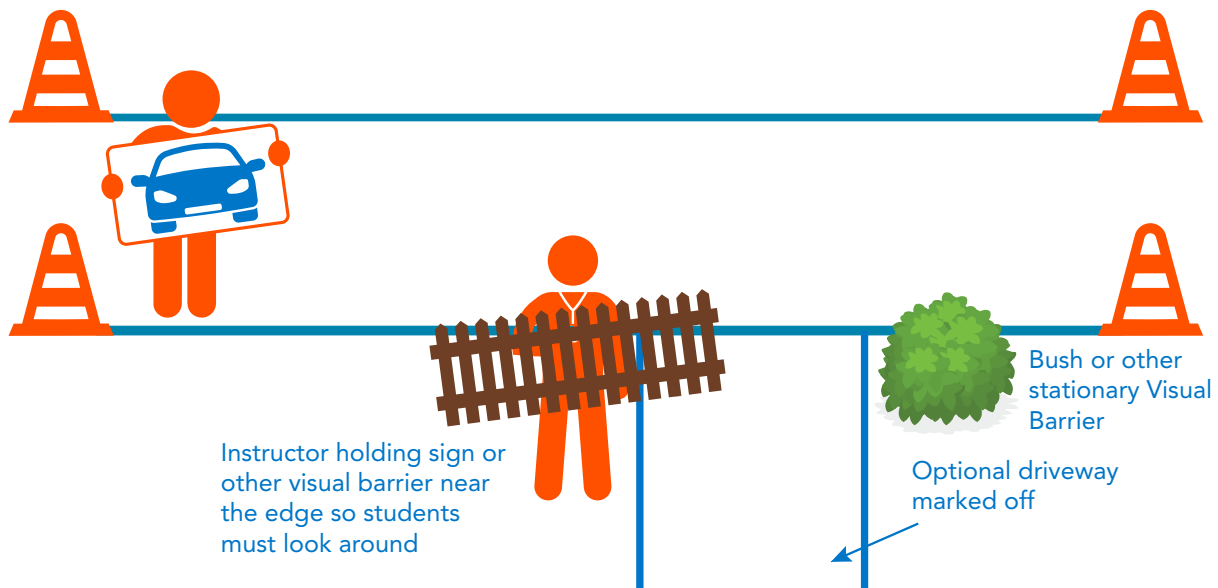


## MODEL STREET CROSSING WITH VISUAL BARRIER, TRAFFIC

This activity is the same *Model Street Crossing with Visual Barrier* with the addition of Traffic.

**Material/Equipment:** Ropes, cones, tape, chalk, or chalk spray to mark off mock road and make centerline. Objects to create visual barriers such as signs of a fence, bush, parked vehicle (can be purchased or made by students), or any other item that will obstruct the students' view.

**Set-up:** A large open space such as a field, gymnasium, basketball court, etc. With ropes, chalk, chalk spray, etc., mark off a mock road on blacktop or grass area the same width as roads around your school or neighborhood. Create visual barriers by placing objects and/or signs near the edge of the road that students must look around. The instructor may also hold a sign near the edge of the road to create a visual barrier.



**Instructor:** Assemble students near the edge of the road. Ask for three or four volunteers to cross the street together. Remind students that when there is a visual barrier or something obstructing their view, they must look around the visual barrier so they can do their search before crossing. Students may only need to lean out to see around the visual barrier, but sometimes they may need to step past the first edge (e.g., edge of street) to see around an object like a parked car in the street. If using a parked car or mock car, it is important to discuss that the students must make sure no one is in the car before crossing, or to cross at a different location. Demonstration takes place and the volunteers stop and stand on the other side. Ask the students who are observing; what did you see (As earlier with the videos.)? Students share: Stop at the edge; Look around the Visual Barrier; then Look Left-Right-Left again. If no cars are coming, walk and keep looking. Ask for four more volunteers. Repeat until all students have crossed the mock road.

**Note:** When they look Left- Right- Left again, make sure they identify what they are looking for.

**Addition of "Traffic":** Ask Volunteers to move up and down the lanes of the street to simulate vehicles. Volunteers can use vehicle signs or props to make more realistic. Students can now practice the Step Back (3 steps) with Visual Barriers if a car is present.





# Parking Lots



## BACKGROUND INFORMATION

While most children are not allowed to walk in high traffic areas (e.g., a busy road), they often walk through parking lots. Parking lots may appear somewhat safe due to low speeds, but children and parents may not fully appreciate the potential dangers. Parking lots can be just as dangerous as a busy street, if not more, due to many variables such as a high concentration of vehicles and pedestrians sharing a small area; traffic moving in many directions; drivers not following the rules, being distracted, or preoccupied with finding a parking space; and many visual barriers (parked cars, shrubs, trees, shopping carts, etc.). Children encounter many different kinds of parking lots, such as schools, shopping centers, restaurants, etc. Specifically, school parking lots can be a high conflict area during drop-off and pick-up times. Due to children encountering parking lots frequently, it is important to teach them how to enter and exit a vehicle as well as what to do when walking through a parking lot.

**Note:** Young children should not be walking through a parking lot without an adult. This activity is meant to teach them skills to be safer when walking through a parking lot, but you must also reinforce the importance of walking with an adult.



### Prerequisites

Students must be able to identify an edge and perform a proper Search: Look Left-Look Right-Look Left again.



### Vocabulary

Parking Lot, Reverse/Back-up lights, Vehicles.



### Objectives

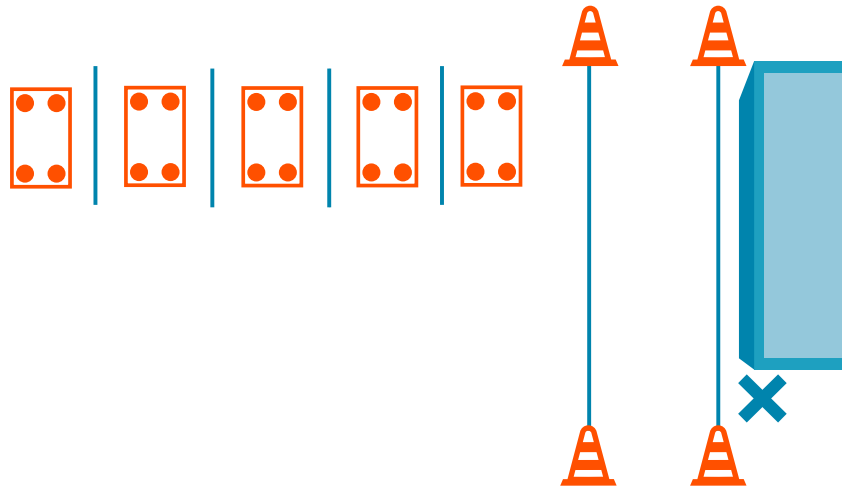
Students will learn and demonstrate how to enter and exit a vehicle safely. Students will also learn how to safely walk through a parking lot.



## PARKING LOTS

**Material/Equipment:** Cones, tape, rope, chalk, etc. to create parking spots and road for students to cross. You could also use real parking spaces in a blocked off and secure parking lot. To simulate seats in the cars, use chairs, poly spots, or any other stable object for the students to sit on. Each "car" will have four seats. You may make as many "cars" as needed for your size of class.

**Set-up:** A large open space such as a field, gymnasium, basketball courts, secure parking lot, etc. If not using real parking spaces, create parking spaces using tape, rope, or chalk. Within each parking space, set up four "car seats." Then, use chalk, rope, etc. to mark off the outline of the car. Finally, set up a road for the students to cross before they reach their destination.



**Instructor:** If you're not using real parking spaces, tell the students to pretend they are in a parking lot. Each group of four chairs with an outline represents cars in a parking space. The ropes or chalk in between cars represent the edges of each parking space. Ask the students if they've ever walked in a parking lot. If students aren't sure, you can give them examples, by telling them that parking lots are places where drivers can park their cars while they do things such as going in stores, restaurants, schools, the doctor, etc. Tell them that parking lots can be dangerous places because there are many vehicles with drivers that may not be paying attention or be able to see them because of visual barriers. Drivers may also have difficulty seeing students due to blind spots. This is why it is important to be aware of your surroundings and walk far enough away from parked cars. Remind them that they should walk in parking lots with a parent or other adult.

Ask the students what they should watch out for in parking lots. Guide responses to examples such as other people, vehicles driving, vehicles pulling in and out of parking spots, visual barriers, etc. Ask the students what they should look out for to be safer. Guide responses examples to driver/people in the vehicle, motor running, cars moving or backing out, back-up lights on (make sure to ask what color lights come on when cars are backing up – answer: white).

### Exit the car:

There are two ways to instruct students to exit the car. First, you can instruct them to stay in their seats while the "driver" of each car goes to each passenger "door" and opens it. When each student exits the car, they hold hands and get the remaining students. Alternatively, you can instruct them to open their own door, but to wait at a safety spot until all students are ready to walk away. A safety spot could be the back corner of the car or the door handle. The idea is to keep the students in a safe place until everyone is ready to walk rather than have them venture out into the parking lot. Once all students have exited the car, they will hold hands and walk along the "back" of the cars (3-4ft. from the back) to a destination point (e.g., building) while practicing skills they've previously learned to cross the road in the parking lot (e.g., searching left-right-left again, looking for traffic, watching for other students walking, etc.). Remind students to walk safely and not run. It may be easier to exit one vehicle at a time so the other students can observe and provide you with an opportunity to correct behavior if needed.

### Returning to the car:

Once all students reach the destination point, ask them what they were looking for while they walked through the parking lot. Guide responses to examples such as other people, vehicles driving, vehicles pulling in parking spots, visual barriers, etc. Ask the students what they should look out for to be safer. Guide responses examples to driver/people in the vehicle, motor running, cars moving or backing out, back-up lights on (\*make sure to ask what color lights come on when cars are backing up – answer: white). Then tell them they'll be returning to the same car but need to continue to be safe. Remind them to properly cross the parking lot road, walk along the "back" of the cars, to hold hands, and to be aware of vehicles and other students walking.

# Intersection



## BACKGROUND INFORMATION

Children have difficulty understanding complicated traffic situations due to lack of experience; therefore, it is especially important for children to be taught the similarities and differences between crossing a street midblock and crossing a street at an intersection. All possible intersection scenarios should be explored with children. The messages conveyed by traffic signs and signals must also be taught to children. Traffic signs, signals and rules were made up by adults; children often interpret these things differently. For children to learn how to cross an intersection safely, they must also understand the traffic signs, signals, and rules of the road that regulate intersections. The Model Intersection Crossing Activity asks children to cross the road, similar to previous activities, but does so in an intersection setup.

**Note:** A crosswalk at an intersection is defined as the extension of the sidewalk or the shoulder across the intersection, regardless of whether it is marked or not. Many crosswalks are not marked (no painted lines), so keep this in mind when teaching and watching lesson videos.

## GET MOVING ACTIVITY – STOP AND SEARCH, MOVE, STEP BACK

This is a continuation of the *Stop and Search, Step Back* Activity with the addition of the ‘Move’ sequence.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50’x50’ or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



### Prerequisites

Students must know directions left and right, stopping at the edge, searching left-right-left again, and to step back when traffic is near. See *Crossing the Street* and *Traffic Lessons*.



### Vocabulary

Pedestrian, Edge, Visual Barrier, Vehicle, Road/ Street, Traffic, Intersection, Communicate.



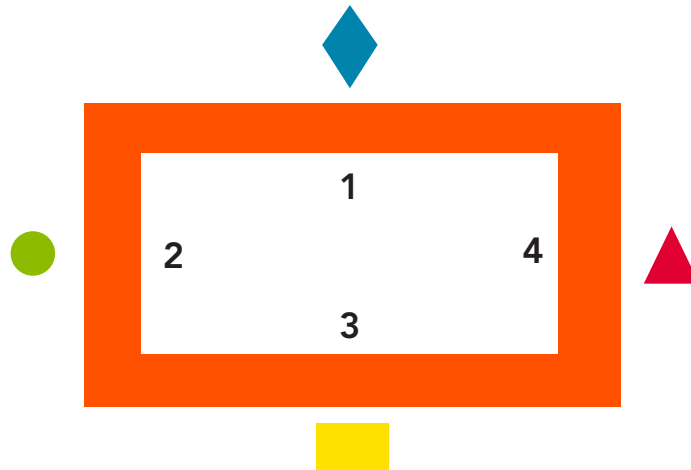
### Objectives

Students will be able to apply what they have previously learned (stopping at the edge and looking left-right-left again) to an intersection scenario, Scan forward and behind them for traffic at an intersection, and perform a model intersection crossing with and without traffic.



### Videos

Intersection, Walk;  
Intersection, Walk Review.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

### Visual Barrier Sequence (Move)

**Instructor:** Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *What do you do when you get to the edge?* All say, *STOP*. Then say, *look left*, all look left, teacher points left, says, *If there is something blocking your view, what do you do?*

All say, **Walk to the edge of the visual barrier!** All creep forward as if looking around a parked car. *What do you do when you get to the new edge?* All say, *STOP*. *What do you do there?* All say, *Look left*. *What number do you see?* Students reply 2. *Now look right*, teacher points to the right and says, *What number do you see?* Students reply, 4. *And Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2. *If you do not see any cars what do you do?* All say, *Walk and keep looking*. Choose another wall to have the students face. Repeat the Visual Barrier sequence alternating with the Step Back sequence.

### Step Back Sequence

Instructor says, *What are we looking for? Cars, or other vehicles. Do you see any cars? If you do see a car, what do you do?* All say, *STEP BACK*. All take 3 steps back. After the car goes by you can step up to the edge again. *STOP*, *Look left*, *look right*, *look left again*. *If there are no cars what do you do?* *Walk, and keep looking, keep looking*. All take a few steps forward and turn heads saying *keep looking*.

Start music, students move freely, stop music. Repeat the sequences as often as necessary.



### VIDEO: INTERSECTION, WALK

### Guided Discussion:

- 1 WHERE DO YOU THINK THEY MIGHT BE GOING?
- 2 WHAT DID YOU SEE THEM DO?  
*Stop at the edge of the street to look for traffic.*

- 3 WHERE DID THEY LOOK?  
*Allow any answers. The proper answer will come out in the review. The discovery approach is best for this concept.*
  - 4 DID THEY SEE ANY TRAFFIC?  
*No*
  - 5 WHAT DID THEY DO AS THEY WALKED ACROSS THE ROADWAY?  
*They kept looking.*
- 

## VIDEO: INTERSECTION, WALK REVIEW

### Guided Discussion:

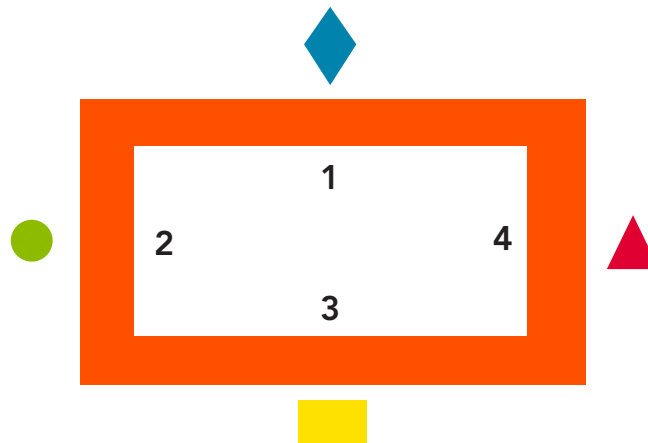
- 1 WHEN YOU ARE IN THE ROADWAY YOU ARE PART OF TRAFFIC. WHAT DID THEY DO BEFORE THEY BECAME PART OF TRAFFIC?  
*Stop at the edge of the street to look for **traffic**.*
  - 2 WHERE DID THEY LOOK?  
*They looked left. They looked right. They looked left. They looked back.*
  - 3 WHY DO YOU THINK THEY LOOKED BACK?  
*There was a road there. Vehicles can come from behind us when we are near an **intersection**.*
  - 4 WHAT IS AN INTERSECTION?  
*Any place where roads cross or join other roads.*
  - 5 IS A CAR IN A DRIVEWAY OR ON THE SIDE OF THE STREET PART OF TRAFFIC?  
*No, however, parked vehicles can become part of traffic at any moment! Vehicle drivers may have a difficult time seeing **pedestrians**, so it is important to be aware of your surroundings and communicate with drivers.*
  - 6 WHAT DID THEY CONTINUE TO DO AS THEY CROSSED THE STREET?  
*They kept looking left, right, left and back.*
  - 7 CLARIFY THE TERMS:  
*Pedestrian, intersection, and traffic*
-



## GET MOVING ACTIVITY – STOP AND SEARCH INTERSECTION

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music, music player, and scarves (2 per student). You may place numbers/shapes on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area. Start music, students move freely with scarves until the music stops.

When the music has stopped the Instructor says, *Everyone please point your toes to the wall with the number 1 on it.* The instructor is demonstrating this at the head of the class, facing the 1 wall, with her back to the students. Look back and say, *Lay one scarf down on the edge in front of you. Take your other scarf and make an edge on the 2 side. This is an Intersection! What do you do when you get to the edge of an Intersection?* All say, *STOP.* Then *Look left* all look left, teacher points left, says, *What number do you see?* Students reply, 2 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2.

Instructor says, *Now what do we do?* Students reply, *Look back. What number do you see?* Students reply, 3. *What are we looking for?* Cars. *Now we look **all through** the intersection.*

*If we do not see any cars what do we do?* All say, *Walk, and keep looking, **look back**, keep looking.* All take a few steps forward and turn heads saying, *keep looking.* Start music, students retrieve scarves and move freely until the music stops.

**Repeat:** *Everyone please point your toes to the wall with the number 3 on it.* Instructor is demonstrating this at the head of the class, facing the 3 wall, with her back to the students. Look back and say, *Lay one scarf down on the edge in front of you. Take your other scarf and make an edge on the 2 side.*

*This is an Intersection! What do you do when you get to the edge of an Intersection?* All say, *STOP.* Then, *Look left.* All look left. Teacher points left, says, *What number do you see?* Students reply, 4 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 2, and *Look left*, all look left, teacher points left, says, *what number do you see?* Students reply, 4.

Instructor says, *Then what do we do?* Students reply, *Look back; what number do you see?* Students reply, 1. *What are we looking for?* Cars. *Then we look **all through** the intersection.* *If we do not see any cars what do we do?* All say, *Walk, and keep looking, **look back**, keep looking.* All take a few steps forward and turn heads saying keep looking.

Complete the activity pointing toes at wall 2 and wall 4 as needed.

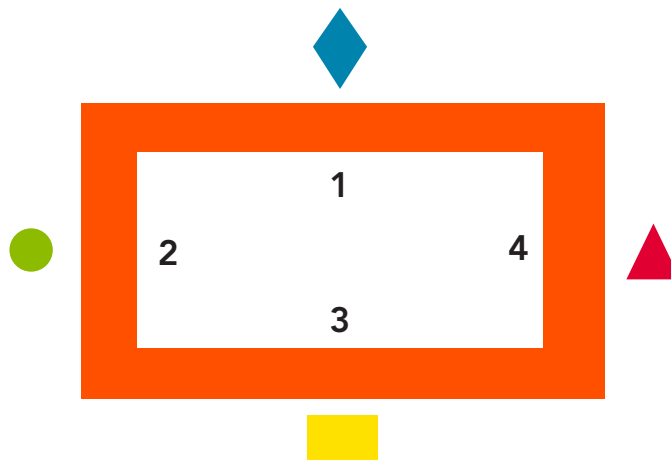


## GET MOVING ACTIVITY – STOP AND SEARCH, SIGNAL, STEP BACK INTERSECTION

This is a continuation of the *Stop and Search Intersection* Activity with added Step Back and/or Signal Sequence. Start music, students move freely with scarves until the music stops.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music, music player, and scarves (2 per student). You may place numbers/shapes on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



**Instructor:** When the music has stopped the Instructor says, *Everyone please point your toes to the wall with the number 1 on it.* The instructor is demonstrating this at the head of the class, facing the 1 wall, with her back to the students, *Now lay one half of your scarf down on the edge in front of you. Lay the other half down and make an edge on the 2 side. This is an Intersection! What do you do when you get to the edge of an Intersection?* All say, *STOP.* Then *Look left* all look left, teacher points left, says, *What number do you see?* Students reply, 2 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2.

*Now what do we do?* Students reply, *Look back. What number do you see?* Students reply, 3. *What are we looking for?* Cars. *If we see a car what do we do?* All say, *SIGNAL OR STEP BACK* and wait for the traffic to pass. **IF WE SIGNAL WE WAIT UNTIL ALL CARS STOP, THEN CROSS AND KEEP LOOKING.** *If we step back we wait and then walk to the edge. What do you do when you get to the edge?* All say, *STOP.* Then *Look left*, teacher points left, says, *What number do you see?* Students reply, 2 and *Look right* teacher points to the right and says, *What number do you see?* Students reply, 4. And *Look left*, teacher points left, says, *What number do you see?* Students reply, 2. *Now what do we do?* Students reply, *Look back. What number do you see?* Students reply, 3. *Then we look **all through** the*

intersection. If we do not see any cars what do we do? All say, Walk, and keep looking, **look back**, keep looking. All take a few steps forward and turn heads saying keep looking.

Start music, continue the chasing game.

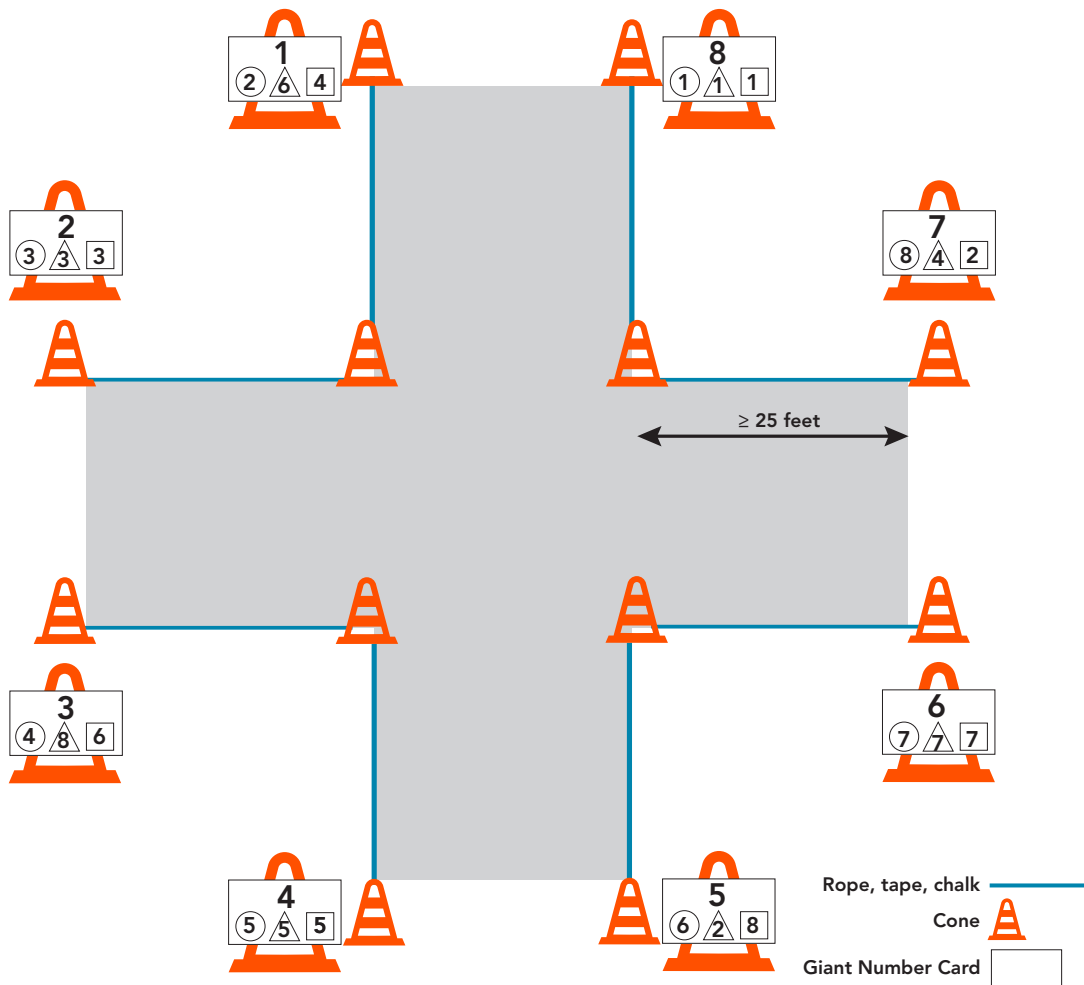
**Repeat:** Everyone please point your toes to the wall with the number 3 on it. Instructor is demonstrating this at the head of the class, facing the 3 wall, with her back to the students. Look back and say, Lay one half of your scarf down on the edge in front of you. Lay the other half down and make an edge on the 2 side. This is an Intersection! What do you do when you get to the edge of an Intersection? \*Continue - This is the same step back sequence but on the other side of an intersection.

Complete the activity pointing toes at wall 2 and wall 4 as needed.

## MODEL INTERSECTION CROSSING

**Material/Equipment:** Eight giant number cards (GNC) or other items to identify, 12 cones, and ropes/ chalk/etc. to create lines for intersection. When adding the visual barrier component, use objects used when doing the previous visual barrier activity (signs of bush, fence, etc.; blanket, large piece of cardboard, etc.). When adding the traffic component, use vehicle signs (car, truck, bus, etc.).

**Set-up:** Outside on the playground, field, or other large area, arrange cones and rope (at least 50 ft. each) to simulate street corners. Place eight Giant Number Cards (GNC) around the perimeter in a counter-clockwise direction. See Diagram below.





Play a low organized, high movement activity for a few minutes to get the heart and lungs working and blood flowing.

**Instructor:** Explain to the class that the rope or lines made are edges (like curbs) that make up an intersection. It is also where they need to stop. Demonstrate the stop and search pattern for intersections with your back toward the class: a) Stop at the edge; b) Look left-look right-look left again, and search behind and forward; c) Cross when clear; and d) Keep looking while crossing. As in previous activities, have the students say everything aloud. Assign or have the students choose partners.

Assemble students near an intersection corner. Ask for three or four volunteers to cross the intersection together to any GNC destination. Depending on which GNC they choose, they may have to cross the intersection multiple times. For example, if standing near the corner of GNC 3 and 4, and wanting to cross to GNC 7 or 8, you would need to cross the intersection at two points. Demonstration takes place and the volunteers walk to the GNC. Ask the students who are observing what they saw (as earlier with the videos). Students share: Stop at the edge; Look left-Look right-Look left again; look Back and Forward through the intersection. If no cars are coming, walk and keep looking. Give a big hurra and cheer for the demonstrators. Ask for 4 more volunteers to walk to the destination. Repeat until all students have had a turn crossing to the destination chosen by the first group. Once everyone is at the first destination, ask another group to choose the next destination, and repeat previous instructions. Continue until students have crossed the intersection to all destinations.

Gather the students together and discuss crossing at an intersection when no vehicles are present, with traffic, and with a visual barrier. Practice the Step Back (three steps) if a car is present. Have the students practice moving out past a visual barrier and stopping at the new edge.

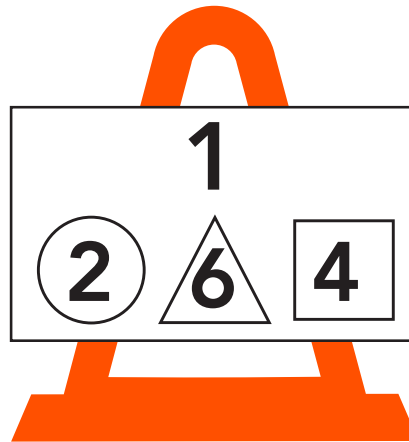
### **Extending the Activity:**

Once students understand how to properly cross the intersection from one point to another (GNC), divide the students into eight groups and send each group to a GNC. Once each group is at their GNC, instruct the students to look at the GNC where they will see three shapes (each with a number inside) that correspond to a destination. Tell the students that you will hold up a shape, which will guide them to their next destination. For example, using the GNC 1 example below, if you held up a circle, the students at GNC 1 would walk to GNC 2. Once at GNC 2, they would look at the circle, which would instruct them to go to GNC 3, and so on. You may choose to have the students follow one shape for the entire activity (e.g., making loop using the circle 1 to 2, 2 to 3, 3 to 4, etc.), or you may change the shape throughout the activity. To add additional physical activity, you may wish to use activity cards at each destination (e.g., jumping jacks, pushups, sit-ups).

Below are the shapes and corresponding destinations for all GNCs.

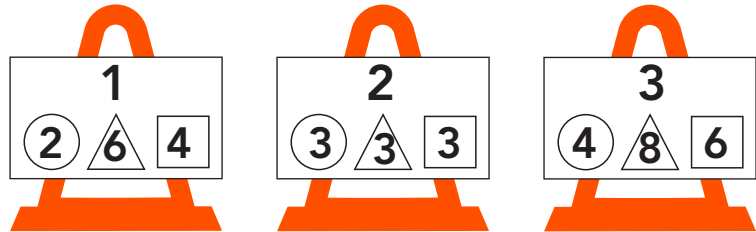
### CIRCLE

- At GNC #1 the circle reads "2"
- At GNC #2 the circle reads "3"
- At GNC #3 the circle reads "4"
- At GNC #4 the circle reads "5"
- At GNC #5 the circle reads "6"
- At GNC #6 the circle reads "7"
- At GNC #7 the circle reads "8"
- At GNC #8 the circle reads "1"



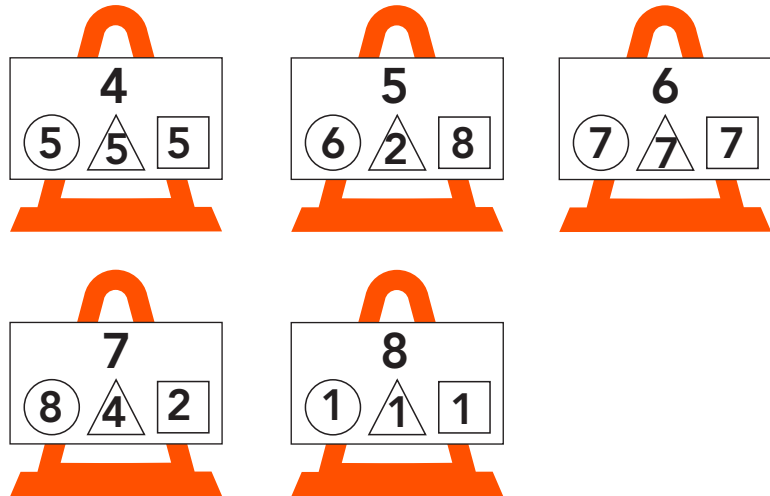
### SQUARE

- At GNC #1 the square reads "4"
- At GNC #2 the square reads "3"
- At GNC #3 the square reads "6"
- At GNC #4 the square reads "5"
- At GNC #5 the square reads "8"
- At GNC #6 the square reads "7"
- At GNC #7 the square reads "2"
- At GNC #8 the square reads "1"



### TRIANGLE

- At GNC #1 the triangle reads "6"
- At GNC #2 the triangle reads "3"
- At GNC #3 the triangle reads "8"
- At GNC #4 the triangle reads "5"
- At GNC #5 the triangle reads "2"
- At GNC #6 the triangle reads "7"
- At GNC #7 the triangle reads "4"
- At GNC #8 the triangle reads "1"



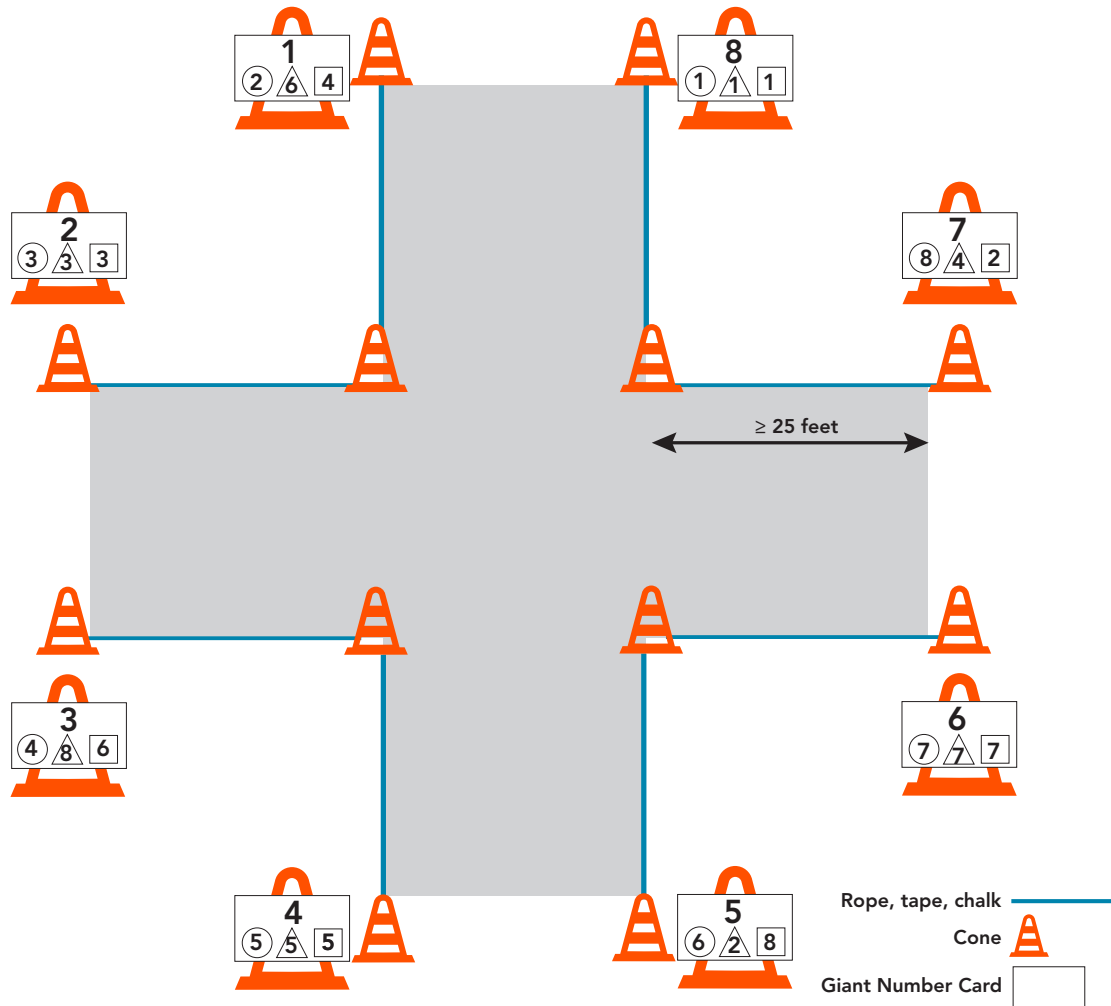
## REAL INTERSECTION WALK

Practicing pedestrian safety skills in the environment to which the skills apply is an important part of the learning process. This is the culminating activity for the *Intersection* lesson. Students will have the opportunity to practice crossing at a real intersection. Secure a low traffic intersection on or around campus. Consider using law enforcement or school resource officer to assist with this activity, especially if using an intersection off campus. Set up the giant numbered cards around the intersection as they are set up for the Model Intersection activity. Adult volunteers should stand beside the GNCs to give guidance and provide security. This activity is conducted the same way as the Model Intersection activity, only now the students are working in a real intersection.

**Objectives:** To teach students how to apply all the skills they have learned throughout the pedestrian safety unit in a real traffic situation.

**Material/Equipment:** Four adult group leaders, 8 GNC, Low traffic intersection (could be on school campus or intersection near or adjacent to campus), and 12 traffic cones.

**Set-up:** Using a low traffic intersection on or around campus, place eight Giant Number Cards (GNC) around the perimeter in a counter-clockwise direction. See Diagram below.



**Instructor:** Demonstrate the stop and search pattern for intersections with your back toward the class: a) Stop at the edge; b) Look left-look right-look left again, and search behind and forward; c) Cross when clear; and d) Keep looking while crossing. As in previous activities, have the students say everything aloud. Assign or have the students choose partners.

Assemble students near an intersection corner. Ask for three or four volunteers to cross the intersection together to any GNC destination. Depending on which GNC they choose, they may have to cross the intersection multiple times. For example, if standing near the corner of GNC 3 and 4, and wanting to cross to GNC 7 or 8, you would need to cross the intersection at two points. Demonstration takes place and the volunteers touch the GNC and return. Ask the students who are observing what they saw (As earlier with the videos). Students share Stop at the edge; Look left-Look right-Look left again; look Back and Forward through the intersection. If no cars are coming, walk and keep looking. Give a big hurra and cheer for the demonstrators. Ask for four more volunteers. Repeat until all students have had a turn or divide the group up with the available mentors and practice in small groups crossing the intersection to all destinations.

Gather the students together and discuss crossing at an intersection when no vehicles are present, with traffic, and with a visual barrier. Practice the Step Back (3 steps) if a car is present. Have the students practice moving out past a visual barrier and stopping at the new edge.



# Riding The Bus



## BACKGROUND INFORMATION

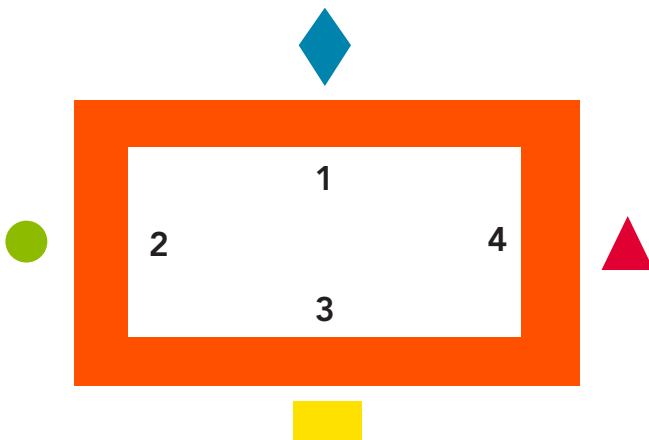
A school bus is a visual barrier for the bus driver, students and vehicles stopped in front of, or behind, a school bus. When children exit a school bus, it is important for them to stop at the edge, move 5 big steps (10 feet) in front of the bus for the bus driver to have constant view of them, stop at the new edge in front of the bus, look left-right-look left again, wait for all traffic to stop, and continue to look while crossing. Children killed in school bus related crashes most often are the result of either an overtaking and passing vehicle or the bus driver's inability to see the child.

## GET MOVING ACTIVITY – STOP AND SEARCH, MOVE, STEP BACK

This is a continuation of the *Stop and Search, Step Back* Activity with the addition of the 'Move' sequence.

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music, and music player. You may place items on cones if doing outside.

**Set-up:** A large open space (50'x50' or larger) such as a field, gymnasium, basketball courts, etc. Items to identify (large shapes, numbers, etc.) are placed on the walls or perimeter of the work area in a counter-clockwise manner, see diagram.



### Prerequisites

Students must be able to identify an edge and perform a proper Search: Look Left-Look Right-Look Left again.

### Vocabulary

Danger Zones, Wait, New Edge, Bus Driver Signal, Visual Barriers.

### Objectives

Students will be able to identify the four danger zones around a school bus. Students will understand the importance of staying in the bus driver's line of vision. Students will be able to demonstrate how to safely cross in front of a school bus.

### Videos

Entering the Bus, Entering the Bus Review, Leaving the Bus, Leaving the Bus Review, Bicycles and Buses, and Bicycles and Buses Review.

**Instructor:** Review by asking the students, *What do you do when the music starts? What do you do when the music stops?* When the music starts, the students move around the room in the manner you ask until the music stops. For example, have them skip, gallop, elephant walk, crab walk or hop. When the music stops, students stop movement and face the wall you instruct them to. Remind them they'll be moving in this space and to be careful of walls, other students, and other potential hazards in the area.

### Visual Barrier Sequence (Move)

**Instructor:** Demonstrate this yourself at the head of the class, facing the number 1 wall, with your back to the students. Look back and say, *What do you do when you get to the edge?* All say, *STOP*. Then say, *look left*, all look left, teacher points left, says, *If there is something blocking your view, what do you do?*

All say, **Walk to the edge of the visual barrier!** All creep forward as if looking around a parked car. *What do you do when you get to the new edge?* All say, *STOP*. *What do you do there?* All say, *Look left*. *What number do you see?* Students reply 2. *Now look right*, teacher points to the right and says, *What number do you see?* Students reply, 4. *And Look left*, all look left, teacher points left, says, *What number do you see?* Students reply, 2. *If you do not see any cars what do you do?* All say, *Walk and keep looking*.

Choose another wall to have the students face. Repeat the Visual Barrier sequence alternating with the Step Back sequence.

### Step Back Sequence

Instructor says, *What are we looking for? Cars, or other vehicles. Do you see any cars? If you do see a car, what do you do?* All say, *STEP BACK*. All take 3 steps back. After the car goes by you can step up to the edge again. *STOP*, *Look left*, *look right*, *look left again*. *If there are no cars what do you do?* *Walk, and keep looking, keep looking*. All take a few steps forward and turn heads saying *keep looking*.


Start music, students move freely, stop music. Repeat the sequences as often as necessary.

---

## VIDEO: ENTERING THE BUS

### Guided Discussion:

- 1** WHAT DID YOU SEE HAPPENING?  
*Waiting to enter the bus.*
- 2** WHERE DID THEY WAIT?  
*About five steps back from the edge of the roadway, street or sidewalk.*
- 3** DID THEY SEE ANY VEHICLES?  
*Yes, a school bus.*
- 4** WHAT DID THEY DO NEXT?  
*Walked to a new looking edge, looked for traffic, waited for the driver's hand signal.*
- 5** WHAT DID THEY DO WHEN THEY SAW THE DRIVER'S SIGNAL?  
*They stepped to the edge of the roadway and looked left, right, left.*

 **Note:** One student is looking the wrong way. Use this as a teaching moment to discuss why it is important to do the Search properly. You could ask “Are all the students doing the search correctly?”

- 6 WHAT DID THEY DO WHILE CROSSING THE STREET?  
*They kept looking for traffic.*

---

## VIDEO: ENTERING THE BUS REVIEW

### Guided Discussion:

- 1 WHAT DID THEY DO BEFORE THEY STEPPED INTO THE ROADWAY?  
*They stopped at the edge and looked for traffic. They looked left. They looked right. They looked left.*

 **Note:** Remember to ask if all the students are doing the search correctly.

- 3 DID THEY SEE ANY TRAFFIC?  
*A school bus.*
- 4 WHAT DID THEY DO NEXT?  
*Walked to the new looking edge, and waited for the driver's hand signal.*
- 5 WHAT DID THEY DO WHEN THEY SAW HIS HAND SIGNAL?  
*Stepped to the edge of the roadway, looked left, right, left.*
- 6 WHAT DID THEY DO WHILE WALKING ACROSS THE STREET?  
*They kept looking for traffic.*
- 7 CLARIFY THE TERMS:  
*New looking place or edge, Wait, Bus Driver's Signal*

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## VIDEO: LEAVING THE BUS

### Guided Discussion:

- 1 WHAT DID YOU SEE HAPPENING?  
*Bus stopping and people getting off.*
- 2 WHERE DID THEY FIRST STOP TO LOOK?  
*About 10 feet in front of the bus, at the edge of the roadway.*
- 3 WHAT DID THEY DO NEXT?  
*Waited for the Bus Driver's hand signal.*

- 5 WHAT DID THEY DO NEXT?  
*They walked to the edge of the bus where they could see clearly, to look for traffic. They looked left. They looked right. They looked left.*
  - 6 DID THEY SEE ANY TRAFFIC?  
*No.*
  - 7 WHAT DID THEY DO WHILE CROSSING THE STREET?  
*They kept looking for traffic.*
- 

## VIDEO: LEAVING THE BUS REVIEW

### Guided Discussion:

- 1 WHAT DID THEY DO BEFORE THEY STEPPED INTO THE ROADWAY?  
*They stopped 5 steps in front of the bus and at the edge of the road and looked for traffic. They looked left. They looked right. They looked left.*
  - 2 WHAT DID THEY DO NEXT?  
*Waited for the **Bus Driver's hand signal**.*
  - 3 THEN WHAT DID THEY DO?  
*They walked to the edge of the bus, the **visual barrier**, where they could see clearly, to look for traffic. They looked left. They looked right. They looked left.*
  - 4 DID THEY SEE ANY TRAFFIC?  
*No.*
  - 5 WHAT DID THEY DO WHILE WALKING ACROSS THE STREET?  
*They kept looking for traffic*
  - 6 CLARIFY THE TERMS:  
*Bus Driver's Hand Signal, visual barrier*
- 

## VIDEO: BICYCLES AND BUSES

### Guided Discussion:

- 1 WHERE DO YOU THINK THEY MIGHT BE GOING?
- 2 WHAT DID YOU SEE THEM DO?  
*Riding bicycles side by side.*



- 3 WHAT DID THEY DO WHEN THEY SAW TRAFFIC?  
*They went to single file riding.*
  - 4 WHY DO YOU THINK THEY DID THAT?
  - 5 WHAT DID THEY DO AFTER THE TRAFFIC PASSED?  
*Continued to look for traffic. Stayed well back behind the bus.*
  - 6 WHAT DID THEY DO BEFORE THEY BECAME A PART OF TRAFFIC?  
*Waited for the bus to leave. They looked for traffic.*
  - 7 WHAT DID THEY CONTINUE TO DO AS THEY WERE RIDING IN THE STREET?  
*They kept looking.*
- 

## VIDEO: BICYCLES AND BUSES REVIEW

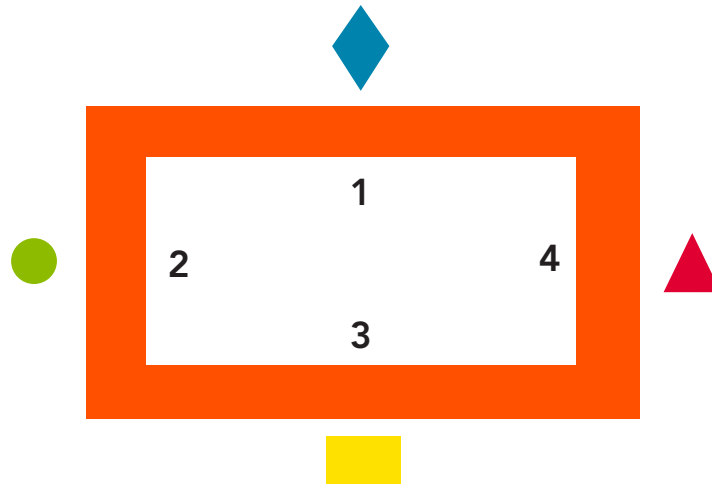
### Guided Discussion:

- 1 WHAT DID THEY DO WHEN THEY SAW THE TRAFFIC?  
*Ride in a single file.*
  - 3 WHY DO YOU THINK THEY DID THAT?  
*To communicate with the driver.*
  - 4 WHAT DID THEY DO AFTER THE TRAFFIC PASSED?  
*Continued to look for traffic. Stayed well back behind the bus, and waited for it to leave.*
  - 5 WHAT DID THEY CONTINUE TO DO AS THEY WERE RIDING IN THE STREET?  
*They kept looking.*
  - 6 CLARIFY THE TERMS:  
*Stay back, wait, communicate*
- 

## GET MOVING ACTIVITY – EDGE OF THE BUS

**Material/Equipment:** Four large number cards, shapes, photos/posters/drawings of vehicles or anything else to identify (one for each wall), music and music player. You may place items on cones if doing outside.

**Set-up:** Use the Same setup as the previous Move, Step Back Activity.



**Instructor:** Everyone please point your toes to the wall with the number 1 on it. Instructor is demonstrating this at the head of the class, facing the 1 wall, with her back to the students. We are getting off of the bus. What do we do? Walk five giant steps toward the wall with the number 1, simulating in front of the bus. Turn and face the street, all are facing number 2. Wait at the edge. What do you do when you get to the edge? All say. Wait for the Bus Driver's hand signal! When he signals what do we do? **All say Walk, to the edge of the bus, the visual barrier!** All creep forward toward number 2 stop, as looking around the bus. What do you do when you get to the new edge? All say, STOP. Then look left all look left, teacher points left, says, What number do you see? Students reply, 3 (slowly) and look right, teacher points to the right and says, What number do you see? Students reply, 1. And look left, all look left, teacher points left, says, What number do you see? Students reply, 3. What are we looking for? Cars. If we do not see any cars what do we do? Walk! And keep looking. All take a few steps forward and looking left and right saying keep looking.

Start music, students move freely, stop music.

Repeat getting off the bus sequence beginning with a different wall.



## SCHOOL BUS DANGER ZONES, STREET CROSSING

**Material/Equipment:** Eight cones or beanbags or chalk, Poster board with bus drawing and danger zones highlighted, Chairs, Large cardboard box. If a bus driver and bus can be available for this activity, it would provide the most realistic practice of this crucial skill.

**Note:** It may be helpful to show a school bus safety video. Many videos are available online such as below:

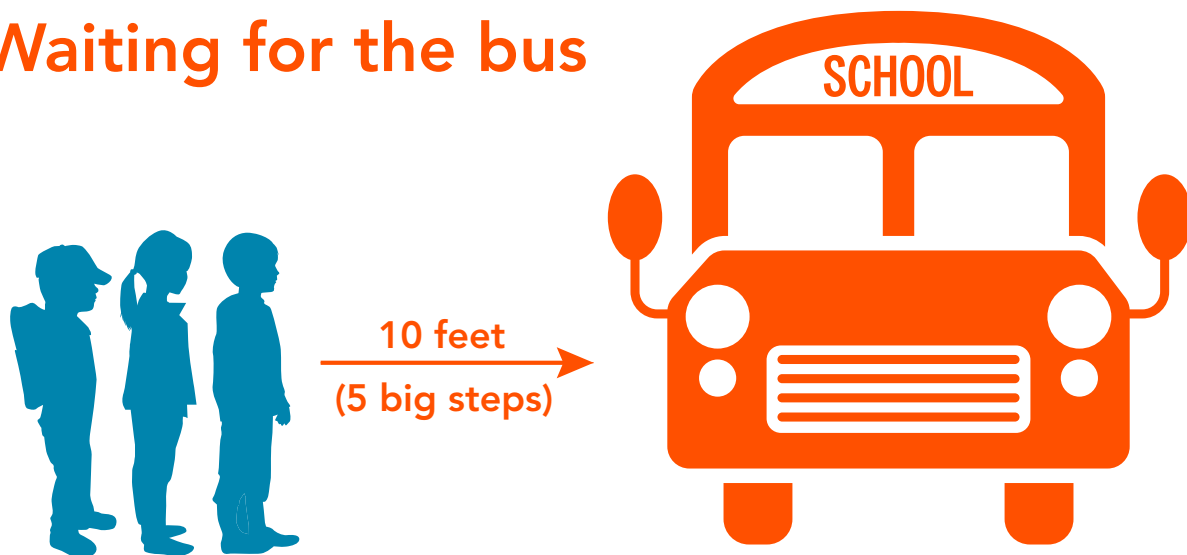
Operation School Bus Safety: Be Cool, Follow the Rules

<https://youtu.be/MDkJPUXTBS0>

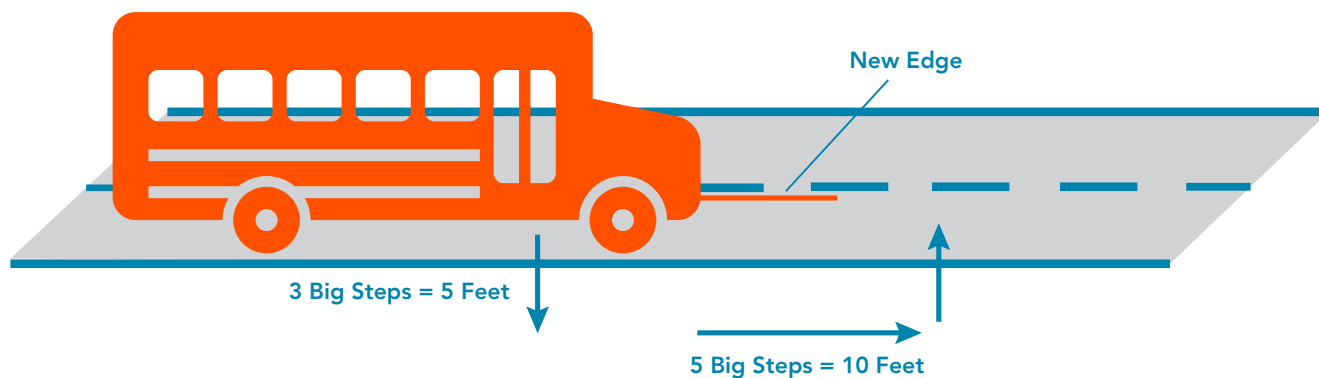
**Set-up:** The bus should be parked on a street on the school grounds so the students can practice getting on the bus, dismounting the bus and crossing the street. If a bus is not available, arrange chairs like the inside of a school bus, including the driver's seat. Use a large cardboard box to place at the front of the bus, in front of the bus driver. Cut out a section of the box to resemble the front bus window. This will then work as your bus. In either situation, it is important to mark the school bus danger zones using traffic cones, beanbags or chalk. See illustration below.

Gather the class and go over the proper procedures for getting on the bus. First explain that they should never stoop to pick up something that has dropped near a school bus. Next demonstrate the activity. Stand 10 feet (5 big steps) away from the edge of the road. When the school bus has stopped completely and the stop bar is out, walk to the edge of the road. When the bus driver motions, continue to carefully step on to the bus. See illustration below.

## Waiting for the bus



Students practice the procedure in pairs until everyone is on the bus. Then everyone gets off the bus and stands (3 big steps) 5 feet away from the bus door while the teacher discusses the proper procedures for bus dismounting and crossing the street. Demonstrate the proper dismounting and crossing procedure. Get straight off the bus, take 3 big steps (5 feet) away from the bus, then take 5 big steps (10 feet) to the front of the bus and stop. Search left-right-left to make sure traffic has stopped behind the bus. When it is clear and the bus driver signals it is OK to cross, move to the edge of the curb, continue searching, then walk to the edge of the bus and stop and search for traffic. When the road is clear or traffic is completely stopped, cross the street while continuing to search for traffic. See illustration below.



### Discussion Topics & Questions:

- How far do you move away from the bus when you get off?
- Why is it important to walk five (5) big steps (10 feet) away from the front of the bus before crossing?
- How far do you move away from the bus before becoming a part of traffic? Discuss the importance of stopping at the edge of the bus.



# Neighborhood Walk



## BACKGROUND INFORMATION

This is a culminating activity that combines all of the learned pedestrian skills. It is important that a neighborhood walk be the final part of a sequence of pedestrian skills activities that the children learn. If you decide to venture off the school property for this activity, you will need field trip permission slips. It is also necessary to have additional parent volunteers, teacher aides, and/or law enforcement (approximately 2 adults per 8-10 children) to assist with the activity.

## NEIGHBORHOOD WALK

**Material/Equipment:** Leader question/discussion cards, Cell phones, first aid kit, List of student names and parent phone contact numbers.

**Set-up:** Identify a safe and varied route for this activity (Between ½ and 1 mile long). The route should be located in a quiet neighborhood adjacent to the school. If this is not possible, conduct the walk on the school campus. Try to include intersections, and visual barriers. Look for a route that has safer features such as an area with sidewalks, crossing guards, good lighting, low traffic, where others are walking, no construction, etc. Plan a few points (control points) along the route to stop and have a discussion about the route.

**Instructor:** Assemble the class and discuss the purpose of this final activity. Students are to identify surface hazards, visual barriers, potential moving hazards, and discuss why this is or is not a good place to walk.

Divide the class into small groups of 8-10 students with two adults per group (one to lead and one to bring up the rear). Leaders must know the route and be ready to lead discussion on the purpose of the lesson. Discuss how to choose a safe route and what to look for in a good route (choose an area with sidewalks, crossing guards, good lighting, low traffic, where others are walking, avoid construction areas, etc.).

**Note:** Make sure leaders have walked or bicycled the route before this lesson, have a copy of the questions/discussion card, and have cell phones and contact information (see material list).



### Prerequisites

Students must know directions left and right, stopping at the edge, searching left-right-left again, and to step back when traffic is near. Students must complete all Pedestrian Safety lessons prior to going on a neighborhood walk.



### Vocabulary

Pedestrian, Edge, Vehicle, Road/Street, Traffic, Midblock, Intersection, Visual Barriers, Communicate



### Objectives

Students will be able to demonstrate skills learned throughout all the pedestrian safety lessons.

At the control point (stopping/waiting site) discussion will take place about the road/sidewalk conditions, traffic etc.

Sample Questions to be asked at each control point.

- 1 WHAT DID YOU NOTICE AS WE WERE TRAVELING TO THIS PLACE?  
*Surface conditions, visual barriers, hazards, problems, people, flowers.*
- 2 WHAT SOUNDS DID YOU HEAR?
- 3 DID YOU NOTICE SOMETHING THAT ONE OF OUR GROUP MEMBERS DID WELL?  
*Identify good behaviors, scanning, signaling, and communicating.*
- 4 CAN YOU SEE THE NEXT CONTROL POINT (POINT OUT A LANDMARK OF THE NEXT PLACE YOU'LL STOP)? HOW SHOULD WE GET THERE? WHAT DO WE DO FIRST? WHAT DO WE NEED TO BE CAREFUL OF?
- 5 WHEN YOU GET TO THE CONTROL POINT WHAT WILL YOU DO?  
*Move off of the roadway and wait patiently for everyone.*

You may also fill out the Safe Routes to School Walkability Checklist with your class as you walk through the route. This will help the class evaluate the route based on various conditions such as presence of sidewalks, speed of road, lighting, etc. See checklist link below:

<http://www.saferoutesinfo.org/sites/default/files/walkabilitychecklist.pdf>

## Alternative Activities

1. **Geography: Walk Across Florida** Choose a relatively close city or “hot spot” on the map and begin to learn about this destination. While doing so, have the students keep a walking log and plot their progress on the map. When their destination is reached, reward them with a special party or even a field trip to their chosen location.
2. **Walk on Wednesdays (WoW)** Encourage your students to walk to and from school on Wednesdays and give them extra credit or bonus points for that day. The bonus points will persuade the children to walk to school while building an atmosphere that promotes physical activity and good health. [http://www.walktoschool.org.uk/content/wow\\_scheme.php](http://www.walktoschool.org.uk/content/wow_scheme.php)
3. **National “Walk to School Day” in October of each Year** The “Walk to School Day” encourages school children to walk or bike to school. The purpose of this campaign is to increase awareness of physical activity amongst children, reduce air pollution by reducing the number of automobiles around the school and to create safer routes for walking and cycling. For more information, please go to the official National Walk-Bike to School website at: <http://www.walkbiketoschool.org/>

# Safe Routes to School

## Bicycle Safety Lessons - Third Grade

The Bicycle Safety lessons introduce students to bicycle handling, following rules of the road, and interacting with traffic. The unit begins by teaching safety topics such as Helmet Importance and Fit, Seeing and Being Seen, and Rules of the Road, and then progressively incorporates on-bike skills such as Balance, Stopping, Hazard Avoidance, Scanning, and Lane Positioning. The unit ends with children performing these skills in a bicycle skills course, a mock intersection, and a real neighborhood street situation.

### STAGE 1- DESIRED RESULTS

#### Focus Benchmarks

- PE.3.L.3.7 Differentiate between the correct and incorrect way to fit a bicycle helmet.
- PE.3.L.4.2 Describe the relationship between the heart and lungs during physical activity.
- PE.3.L.4.3 Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
- PE.3.C.2.2 Understand the importance of safety rules and procedures in all physical activities.

#### Support Benchmarks

- PE.3.L.3.4 Identify opportunities for involvement in physical activities after the school day.
- PE.3.L.3.6 Identify lifestyle changes that can be made to increase the level of physical activity.
- PE.3.M.1.1 Apply locomotor skills in a variety of movement settings.
- PE.3.R.5.3 Identify ways to take responsibility for his/her own behavior.
- LAFS.K12.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### TRANSFER GOALS

#### Students will be able to independently use their learning to

1. Fit and wear a bicycle helmet safely.
2. Describe how increasing one's activity level causes an increase in heart and breathing rates.
3. Safely cross a roadway using proper crossing sequence (safety rules and procedures).
4. Discuss how lifestyle changes like walking or biking rather than riding in a car, can increase your physical activity level.
5. Describe how to act responsibly as bicyclist (wear helmet, inspect bike, ride responsibly, etc.).

## UNDERSTANDINGS

### Students will understand

1. Importance of properly wearing a helmet.
2. Bicycles are vehicles and laws exist to protect the safety of all.
3. Benefits of walking and biking.
4. Seeing and being seen as a pedestrian and bicyclist.
5. Increasing physical activity causes an increase in heart rate and breathing rate.
6. Importance of acting responsibly when walking and biking.
7. How traffic signs, signals and road rules keep them safe as pedestrians and bicyclists.

## ESSENTIAL QUESTIONS

### Students will keep considering

1. Why is it important to properly wear a bicycle helmet when riding your bike?
2. How can you stay safe when crossing roads and streets as a pedestrian and bicyclist?
3. How can we act responsibly when we are walking or riding our bike in the community?

## ACQUISITION

### Students will know

1. How to properly fit a helmet.
2. Cues for proper search and crossing.
3. Traffic signs and signals.
4. Vocabulary- concussion, helmet, size, position, side strap, buckle, chin strap, snug, head lice, reflective, sidewalk, road, street, vehicles, traffic, pedestrian, hazards, danger, risk, dart-out, saddle/seat, tire pressure, brakes, chain, cranks, cassette, quick release, lock, straight, predictable, edge, secure, designated, bike rack, damage, narrow, lane, steering, control, straight, balance, stop sign, stop bar, traffic light/signals, driveway, visual barrier, obstruction, riding, danger zone.
5. How to walk and bike safely near traffic in the community.
6. The rules for each activity.
7. Traffic signs, signals and laws addressing pedestrian and bicycle safety.

### Students will be skilled at

1. Demonstrating how to properly fit a helmet.
2. Demonstrating control when riding a bicycle in a narrow lane.
3. Inspecting a bicycle for safety.
4. Demonstrating proper search and crossing sequence when walking a bike across traffic.
5. Identifying edge, pedestrians, vehicles and traffic in their community.
6. Moving safely in a variety of ways in relation to others.



# Bicycle Safety Introduction



## BACKGROUND INFORMATION

Whether riding with adult family members or friends, children must learn basic bicycle safety to prevent injuries and prepare for a lifetime of safer bicycling. Preventing bicycle-related injuries requires a combination of approaches: engineering strategies to improve the physical environment for bicycling, enforcement strategies to reduce vehicle speeds and increase safe passing by drivers, and safety skills development and education for drivers and bicyclists (Bicycle Safer Journey, 2017). While lessons covered later in the bicycle unit will focus on specific bicycle skills, this introductory lesson is designed to provide an overview and get students thinking about bicycle safety. In the Bicycle Safer Journey elementary video, students will learn how to get ready to ride, pick when and where to ride, and the importance of riding with an adult or older sibling.

\* Bicycle Safer Journey videos were developed by the U.S. Department of Transportation's Federal Highway Administration.



### VIDEO: BICYCLE SAFER JOURNEY – AGES 5-9

[http://www.pedbikeinfo.org/bicyclesaferjourney/el\\_en.html](http://www.pedbikeinfo.org/bicyclesaferjourney/el_en.html)

## Guided Discussion:

You may use the following questions from the Bicycle Safer Journey Quiz to guide a discussion about bicycle safety. Depending on the ability of your students, you may ask additional, higher-order questions such as asking students about their experiences while riding a bicycle.

- 1** TO HELP YOU BE SAFER, WHO SHOULD BE WITH YOU WHEN YOU RIDE YOUR BICYCLE?  
*Ride your bicycle with an adult or older brother or sister. They can help you decide where to ride, like places where there is not much traffic.*



### Vocabulary

Sidewalk, Road/Street, Vehicles, Traffic, Path, Predictable.



### Objectives


Students will be able to identify the importance of being predictable while riding a bicycle. Students will understand the importance of wearing a bicycle helmet. Students will be able to plan a safe route prior to riding their bicycle. Students will be able to identify ways that they can be visible to drivers and the importance of being seen.



### Videos

Bicycle Safer Journey – Ages 5-9, Bike Safe – Bike Smart

- 2** WHEN DO YOU NEED TO WEAR A BICYCLE HELMET?  
*Wear a helmet every time you ride – even if you are riding a short distance or just in your neighborhood. It protects your head if you crash, and even a good rider can have a crash.*
- 3** WHY SHOULD YOU WEAR BRIGHT CLOTHES LIKE YELLOW OR ORANGE WHEN YOU RIDE YOUR BICYCLE?  
*It is easier for drivers to see you when you wear bright clothes, and being seen is a big part of being safe.*
- 4** HOW SHOULD YOUR BICYCLE HELMET FIT?  
*Your helmet should fit snug on your head and sit level on your forehead so you can see the edge of the helmet when you look up. It should always be buckled, and not have much movement when properly fitted.*
- 5** WHEN YOU RIDE IN THE ROAD, WHICH SIDE OF THE ROAD DO YOU RIDE ON?  
*Ride on the right side of the road, in the same direction as the vehicles are going. A way to remember this is “ride right.”*
- 6** WHEN DO YOU NEED TO BE EXTRA CAREFUL AND LOOK FOR VEHICLES THAT MIGHT BE COMING?  
*You should look for vehicles in many places, like when crossing a street, driveway, path or alley, or when leaving a driveway. Always use your eyes and ears to look and listen for traffic.*
- 7** YOU ARE RIDING ON A SIDEWALK OR TRAIL AND YOU COME UP BEHIND SOMEONE WALKING. HOW CAN YOU LET THEM KNOW YOU WANT TO SAFELY PASS THEM?  
*Let someone know before you pass them on a sidewalk or trail. Be sure they hear you – speak loudly (e.g., “Bicyclist passing on your left”) or ring your bicycle bell.*
- 8** WHY IS IT SAFER TO RIDE IN A STRAIGHT LINE THAN WEAVING BACK AND FORTH WHEN RIDING YOUR BICYCLE?  
*If you weave back and forth when riding your bike, drivers will not know where you are trying to go. Ride in a straight line to be more predictable and reduce the chance of crashing.*

 **Note about sidewalk riding:** While the bicycle lessons are designed to teach students how to be safer riding in a variety of situations, many children ride on sidewalks. In Florida, sidewalk riding is legal unless a local ordinance prohibits sidewalk riding (usually in a downtown area or business district). While riding on a sidewalk is often thought of as safer since it separates a bicyclist from traffic, it is important to teach about the potential dangers of sidewalk riding. For example:

- Driveways, side streets, and intersections should be treated with extreme caution since drivers may not always be looking for a bicyclist on the sidewalk. It is important to stop at side streets and intersections before crossing the road, and be cautious of cars pulling in and out of driveways.
- There may be visual barriers obstructing the view of drivers and the bicyclist (e.g., parked cars, bushes, fences).
- Sidewalks may have other users such as pedestrians or other bicyclists.
- Sidewalks may have uneven surfaces or obstructions (e.g., parked cars, utility work, debris).

While no place is completely safe to ride (sidewalk, road, path/trail), it is important to understand the potential dangers of each. Parents should use their judgement of where to have their children ride based on their ability and experience.

Additional bicycle safety overview video from the National Highway Traffic Safety Administration:



### **VIDEO: BIKE SAFE – BIKE SMART**

This entertaining, yet instructional, nine-minute bicycle safety video uses a visually stimulating, peer-to-peer approach to teach elementary and middle school aged audiences how to Bike Safe Bike Smart. Viewers will learn about: the rules of the road, signaling, riding at night, safe riding practices and risky behaviors that they should avoid. There are also tips for purchasing and correctly fitting a bicycle helmet.

[https://youtu.be/uBGW8j\\_Jsg](https://youtu.be/uBGW8j_Jsg)



# Before You Ride



## BACKGROUND INFORMATION

Before getting on a bicycle, it is important for children to learn about certain safety topics. This lesson covers helmet fit, bicycle fit, seeing and being seen, bicycle inspection, identifying hazards, parking and locking your bike, and rules of the road. After learning this information, students will be better prepared to begin learning bicycle handling and traffic skills.



## BICYCLE SAFETY AND HELMETS

Many fatal bicycle crashes are the result of head trauma. Research has shown that wearing a properly fitted bicycle helmet reduces the risk of head, brain, and severe brain injury by up to 88%. Scientists measure how hard something hits with “g-forces.” Things that hit hard have a high “g-force” and high potential for damage. Three hundred g’s is enough to cause permanent brain damage. Five hundred g’s can fracture the skull and cause death. The head of someone who falls from bicycle height to a concrete surface can receive a force of more than 1800 g’s. CPSC or SNELL approved helmets can reduce the 1800 g’s of bicycle falls to less than 200 g’s, which is not enough to fracture the skull or cause permanent brain damage. As students will learn later in this lesson, Florida law requires an approved, properly fitted and securely fastened bicycle helmet for bicyclists and passengers under 16 years old.

\*Thompson, D. C., Rivara, F., Thompson R. (1999). Helmets for preventing head and facial injuries in bicyclists. Cochrane Database of Systematic Reviews.

Additional helmet fitting videos from the National Highway Traffic Safety Administration:



Animation of proper helmet fitting:

### FITTING A BIKE HELMET

<https://youtu.be/hLIXswx0VvQ>



### Prerequisites

Students must be able to identify an edge and perform a proper Search: Look Left-Look Right-Look Left again.



### Vocabulary

Danger Zones, Wait, New Edge, Bus Driver Signal, Visual Barriers.



### Objectives

Students will be able to explain the importance of wearing a helmet and demonstrate how to properly fit a helmet.



### Videos

Helmet Fit, Additional helmet fitting videos from the National Highway Traffic Safety Administration: Fitting a Bike Helmet, Ride Smart It's Time to Start



Additional helmet fitting practice taught by children:

### RIDE SMART IT'S TIME TO START

<https://youtu.be/PkVeKrk-WOE>

This funky, fast-paced video uses humor, real-life examples, computer graphics and a peer-to-peer approach to teach middle and high school youth about how wearing a bicycle helmet can protect them from serious injuries (including brain injuries) and death. The approximately nine-minute video features a diverse group of teens and pre-teens modeling the newest, coolest looks in helmets and includes the entertaining yet instructional "raw egg drop" demonstration. The video also explains how to correctly fit and position a bicycle helmet and select a helmet that meets Consumer Product Safety Commission (CPSC) standards. It also discusses key rules of the road. The video's target audience is middle-school children (grades 5-9) and can be used by parents, youth groups, medical personnel, traffic safety organizations, educators and injury prevention groups.

**Material/Equipment:** CPSC-approved bicycle helmets (one for each child), 2 raw eggs or 2 ripe melons (cantaloupe or honeydew), waterproof barrier (plastic bag) and a box full of Styrofoam pieces/packing peanuts, sturdy chair (do not use a foldable chair), step stool, or other stable object, surgical caps for helmets that are reused (see information about potential of lice later in this activity). You may also hand out or display the NHTSA *Fitting Your Bike Helmet* handout.

**Set-up:** Classroom, gymnasium, etc. where you can show videos and practice helmet fitting. If choosing to use the videos, you will need computer, projector, and screen. For the Egg Drop Activity, make sure to have a hard surface (floor, table, etc.) the cardboard box with Styrofoam pieces and two eggs (one in each sealed zip lock plastic bag) and a stable chair or step stool.



### VIDEO: HELMET FIT

#### Guided Discussion:

- 1 WHAT DID YOU NOTICE ABOUT THESE PEOPLE?  
*They are all healthy and happy.*
- 2 WHY DO YOU WEAR A HELMET?  
*Protect my brain.*
- 3 HOW FAR ABOVE YOUR EYES SHOULD THE HELMET SIT?  
*Two fingers*  
*Demonstrate how to position the helmet so that there are only three child-size or two adult-size fingers from the eyebrow to the helmet.*
- 4 USE YOUR FINGERS AND SHOW HOW THE STRAP SHOULD SIT AROUND YOUR EARS.  
*Demonstrate making the letter V with two fingers.*
- 5 HOW MUCH ROOM SHOULD YOU HAVE UNDER YOUR CHIN STRAP?  
*Two fingers space.*  
*Pull down with two fingers.*



## EGG DROP ACTIVITY

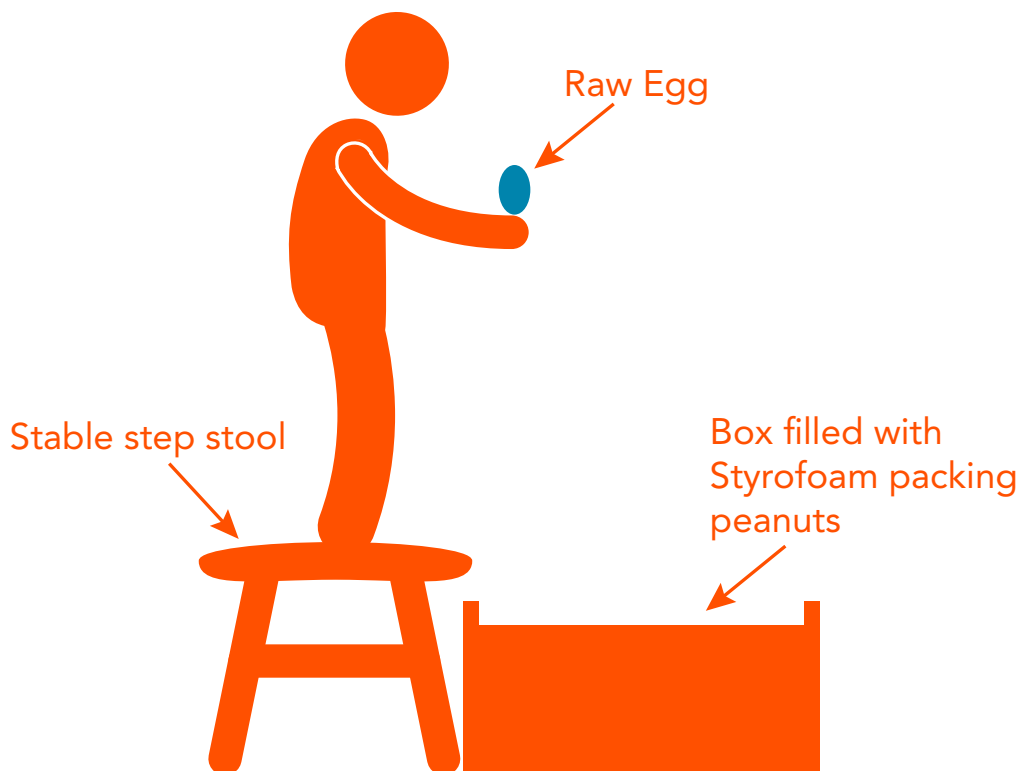
**Instructor:** Before you have the students practice fitting their helmets, do the Egg Drop demonstration. It is essential that students make the connection that an egg represents the human brain inside the skull (important material within a fragile shell), and that the Styrofoam represents protection like the foam of a helmet. Place the egg in a zip lock plastic bag.

Ask the class to decide how far from a hard surface (floor or concrete) they can drop the egg without breaking it. Let a student drop the egg from that distance. (Be sure to cover the surface with a waterproof barrier and/or put the egg in a zip lock bag.) The egg will break when dropped from a height as low as 3 inches.

Using a second egg, ask the class how high you can drop another egg without it breaking. The higher you drop the egg from, the better, so you may use a step stool or ladder to drop the egg from a higher point. Drop the egg into a box full of Styrofoam pieces. (Be sure the box is a large enough target to hit.) The egg should not break, even if dropped from heights over six feet.

Show the class a bicycle helmet. Explain that it is constructed with an inside crushable liner of Styrofoam, like that in the box, which can reduce force to the head from an impact. Explain that helmets must be replaced if they are ever dropped or involved in a crash.

**Variation:** Perform the same experiment using a ripe melon. Drop a ripe melon from about six feet onto a hard surface, and it will burst or sustain obvious damage. Then snugly strap a melon into a helmet, and drop it. The melon should still be intact. Be sure to perform this activity on asphalt or concrete. If the helmetless melon does not burst, save it for a few days and the damage will become obvious (similar to how bruises may appear after a few days). Also, the helmet you use should **only be used** for this demonstration, as it will be damaged in the fall. (Keep it as your “Melon Drop” helmet.)



After the students have watched the helmet fitting video(s) and egg drop demonstration, distribute helmets (and surgical caps if using) to have them see and touch the protective features of the helmet. Discuss that the outer shell keeps the helmet liner intact and creates a smooth skidding surface in the event of a crash. Discuss how the crushable foam inside absorbs the shock of the fall. Give the students time to buckle and unbuckle the chinstrap until they are comfortable doing this. Challenge the students to close their eyes and practice. This will help them when buckling the helmet on their head. Discuss with the students the importance of riding in a responsible manner. While helmets help protect your head, they are not something you want to have to use. If a helmet hits the ground hard, it loses its shock absorbing capabilities and should be replaced. Allow students to choose a partner to help one another put on the helmets. (See the NHTSA *Fitting Your Bike Helmet* handout for further instruction on the proper way to fit a helmet.) Also teach the students the "Two Finger Rule": On the Forehead: Between the bottom of your helmet and your eyebrows, At the Chin Strap: Fit snugly between your strap and chin, and The V: To make sure your straps make a "V" right under your earlobe.



# Fitting Your Bike Helmet

Buy it. Fit it. Wear it.  
**EVERY RIDE!**

## The Proper Helmet Fit

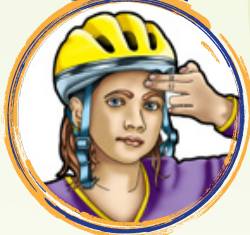
Helmets come in various sizes, just like hats. Size can vary between manufacturers. Follow the steps to fit a helmet properly. It may take time to ensure a proper helmet fit, but your life is worth it. It's usually easier to look in the mirror or have someone else adjust the straps. For the most comprehensive list of helmet sizes according to manufacturers, go the Bicycle Helmet Safety Institute (BHSI) Web site at: [www.bhsi.org/](http://www.bhsi.org/).

### STEP 1

#### Size:

Measure your head to find your size. Try on several helmets in your size until one feels right. Now put the helmet level on your head and adjust the sizing pads or fit ring until the helmet is snug.

### STEP 2



#### Position:

The helmet should sit level on your head and low on your forehead—one or two finger-widths above your eyebrow.

### STEP 5



#### Chin Strap:

Buckle your chin strap. Tighten the strap until it is snug, so that no more than one or two fingers fit under the strap.

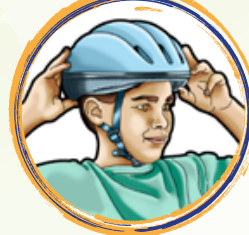
### STEP 3



#### Side Straps:

Adjust the slider on both straps to form a “V” shape under, and slightly in front of, the ears. Lock the slider if possible.

### STEP 6



#### Final Fitting:

**A.** Does your helmet fit right? Open your mouth wide...big yawn! The helmet should pull down on your head. If not, refer back to step 5 and tighten the chin strap.

### STEP 4



#### Buckles:

Center the left buckle under the chin. On most helmets, the straps can be pulled from the back of the helmet to lengthen or shorten the chin straps. This task is easier if you take the helmet off to make these adjustments.

- B.** Does your helmet rock back more than two fingers above the eyebrows? If so, unbuckle and shorten the front strap by moving the slider forward. Buckle and retighten the chin strap, and test again.
- C.** Does your helmet rock forward into your eyes? If so, unbuckle and tighten the back strap by moving the slider back toward the ear. Buckle and retighten the chin strap, and test again.
- D.** Roll the rubber band down to the buckle. All four straps must go through the rubber band and be close to the buckle to prevent the buckle from slipping.

## Replace a Helmet.

Replace your helmet when it has been in a crash; damage is not always visible.

## Buy/Fit the Helmet For Now.

Buy a helmet that fits your head now, not a helmet to “grow into.”

## Ensure Helmet Comfort.

If you buy a helmet that you find comfortable and attractive, you are more likely to wear it. Readjust as necessary to ensure the helmet fits properly each ride.

## Cover Your Forehead.

Adjust the helmet fitting based on your helmet first being in the correct position, level on the head and low on your forehead.

## Adjust Straps Until Snug.

Both the side and chin straps need to be snug.

## Avoid Helmet Rocking.

Your helmet should not rock forward or backward, or side to side on your head.

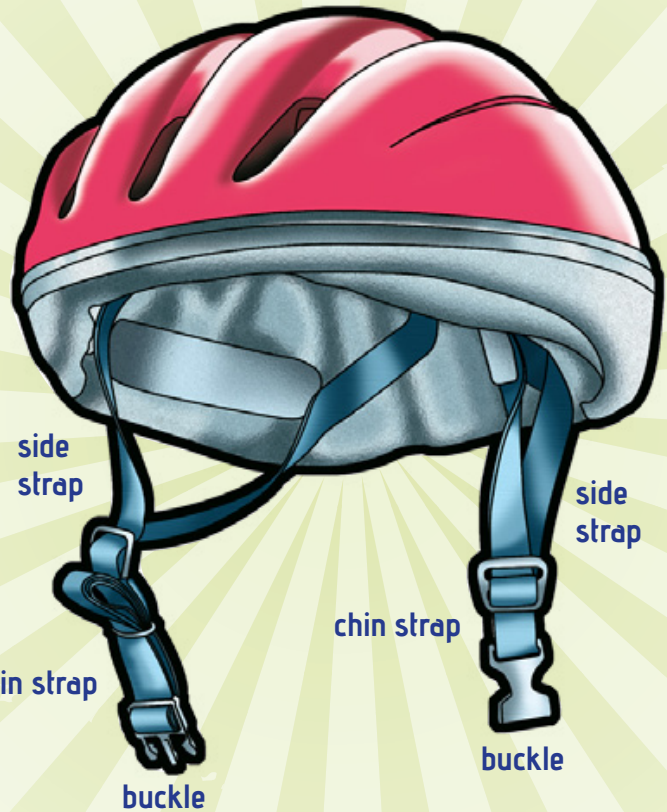
If your helmet rocks more than an inch, go back to step 6, and readjust.

## Be a “Roll” Model for Safe Behavior

Everyone — adult and child — should wear a bicycle helmet each time they ride. Wearing a helmet each ride can encourage the same smart behavior in others.

## Helmet Certification

Bicycle helmets sold in the U.S. must meet the standards issued by the U.S. Consumer Product Safety Commission (CPSC). Look for the certification label inside the helmet.



## Helmet Laws

More children ages 5-14 go to emergency rooms for bicycle-related injuries than with any other sport; many are head injuries. As a result, many States and local jurisdictions have child bicycle helmet laws to increase and better ensure the safety of children when bicycling. See: [www.helmets.org/mandator.htm](http://www.helmets.org/mandator.htm).

Like car crashes, bicycle crashes can happen at any time, involving not only children, but adults, many of whom are skilled riders. In fact, middle-age adults represent the average age of bicycle riders killed and injured.

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

For more information on bicycle safety, visit the National Highway Traffic Safety Administration Web site at: [www.nhtsa.dot.gov/bicycles](http://www.nhtsa.dot.gov/bicycles)

# ROLL MODEL



DOT HS 811 568  
April 2012

8019-050212-v2

## Head Lice and Cleaning Helmets

The following information is from the Bicycle Helmet Safety Institute

<http://bhsi.org/louse.htm>  
Bicycle Helmet Safety Institute  
4611 Seventh Street South  
Arlington, VA 22204-1419 USA  
Phone: (703) 486-0100

**Summary:** Head lice can be controlled by using inexpensive surgical caps or by leaving helmets in storage for two weeks while the nits die. Vacuuming and wiping out the helmets is another recommended method. Head lice are a potential problem for bike rental shops who provide helmets to bike renters. They are also a problem for schools who want to use the same set of helmets for students in different classes.

Head lice are gray insects about the size of a sesame seed who are blood-sucking parasites. They thrive only on human heads and hair. Head lice infestations are common throughout the US. They cross all social groups and ethnic communities. Although annoying, head lice do not carry diseases. But the saliva they leave produces intense itching of the scalp, with possible secondary bacterial infections.

The female louse produces about 90 eggs, known as nits, during a one-month lifetime. They look like tiny white dots attached to individual hairs, either near the scalp or nestled behind ears and at the nape of the neck. A louse away from a human head will not live for more than 24 hours, but the nits can survive up to 10 days.

Lice can be a problem any time helmets are swapped around. School outbreaks have been traced to the use of a single batting helmet for softball players.

To control lice in helmets, The National Pediculosis Association recommends vacuuming and wiping out the helmets, noting that a louse can survive less than 24 hours away from a human host, but the nits on a hair left in the helmet could survive up to 10 days. Detachable foam fitting pads and the nylon straps can be washed. Some patients have had good results removing nits by rinsing their hair with white vinegar prior to washing with shampoo or soap.

Although microwave ovens are used for delousing some items, microwaves damage helmet materials, so you should never use one for a helmet. A good alternative if the helmet is not being used immediately is sealing it in a plastic bag for 2 weeks until any louse that hatched from a nit inside the bag would be dead.

One emailer suggests using painter caps under the helmet. They get enough caps for each kid in the class donated by a local paint company. The company gets the advertising, and the kids love the caps. The caps are thin and should not interfere with the fit of the helmet.

The best solution we have heard of for schools is the one the Washington Area Bicyclist Association uses for their education program. They buy surgical caps from Moore Medical, at a cost of 10 cents each. The caps work well, but there are obvious caveats: keep the cap in place and make sure it covers the whole head. The main problem would be heat buildup in hot weather, but the caps are "lightweight but durable spun bound fabric that permits increased airflow, keeping the wearer cool and comfortable during long surgical procedures." WABA reports that the kids barely whimper about putting on the caps, probably because the instructor already has one on when they are introduced.

Another emailer has suggested that use of shower caps under a helmet could prevent the spread of lice. They were thinking of the thin clear plastic ones found in hotel rooms. Those would be hotter and sweatier than the surgical caps.

Spray delousers can be found in a local drugstore. We have not yet heard from anyone using any of these products, and we don't know whether or not they contain any chemicals that could damage a helmet. If you want to use one of those, we recommend contacting the helmet manufacturer to ask if the product is compatible with their materials.

While testing helmets for possible damage from hair products, we tried Lice Shield lice repellent. It was the most repelling smelling stuff among the 25 different products we tested with. If you are thinking about using it, take a whiff before you buy. It did not do damage to the helmets we tested it on, even sprayed directly on the inner liner. But we could not imagine wearing one of those helmets!

For the most up-to-date general info on lice we recommend a visit to the National Pediculosis Association Web site at [headlice.org](http://headlice.org). It is really the definitive source.



## GET MOVING ACTIVITY – TRIANGLE TAG

**Background Information:** A helmet is the most important piece of protective gear a child can wear while bicycling. It is estimated that proper helmet use can prevent as much as 85% of deaths caused by bicycle-related head injuries in all age groups. To ensure proper fit, try moving the helmet from side to side and from front to back, after it has been fitted.

**Prerequisites:** *Helmet Fit*

**Vocabulary:** Protective gear, Fitted/Secure.

**Objectives:** Students will understand how a secure, properly fitted helmet looks and feels when in motion.

**Material/Equipment:** Helmets

**Set-up:** After students have properly fitted their helmets, do this activity in a large open space such as a gymnasium, court, or field.

**Instructor:** After each student has properly fit a helmet, divide them up into groups of four. One person from each group is designated as the "tagger," and another person is designated as the person to be "tagged." The person to be "tagged" and the other two students hold hands and stand in a triangle formation. The person designated as the "tagger" stands outside of this group.

The group moves in a side-to-side movement as the "tagger" attempts to tag the student designated to be "tagged." The "tagger" cannot go under or over the group.

As the students move around, those helmets that are secure and those that are not will become evident.

- Check two fingers above eyebrows
- Check two fingers space in chin strap
- Check 'V' below ear
- Check for movement on head

If helmets are secure, the students are ready to begin on-bike activities. If you and the students notice some helmets are loose or move around too much, have the student partners adjust the helmets.



## SEEING AND BEING SEEN

**Background Information:** Many bicycle and pedestrian-related crashes occur because the motor vehicle driver did not see the bicyclist or pedestrian. Bright and light colors, such as white, yellow, orange, neon, and hot pink, are the most visible. Contrasting colors, such as stripes, are also great attention-getters. Children should wear these colors whenever they bike or walk. Additionally, backpacks and helmets should be brightly-colored. Students should generally avoid riding at night or when visibility is low. Those who must travel at such times need to wear bright retro-reflective clothing or other reflective equipment over their clothing (vests, jacket, etc.) and have reflectors and lights on their bikes. (See notes at end of lesson)

**Vocabulary:** Bright, Contrasting, Visibility, Retro-reflective

**Objectives:** Students will be able to identify ways that they can make themselves more visible. Students will be able to explain the importance of being visible and identify how to make themselves more visible.

### Material/Equipment:

Students wearing an outfit in each of the following categories:

- Bright colors such as neon, yellow, or hot pink
- Light colors such as white
- Contrasting dark with light colors
- Dark colors such as black, navy, brown, forest green, and camouflage

Also, a jacket or vest with retro-reflective strips and other reflective items (wrist/leg bands, head bands, etc.), sunglasses, and flashlight.

**Set-up:** Classroom where lights can be dimmed/turned off to show differences between bright colors and retro-reflective gear.

**Instructor:** Ask the class why being visible is important when walking or riding a bicycle? *How can you increase your visibility so drivers and others can see you when you are walking or riding your bicycle?* Dim the lights and have the students close their eyes. Ask your four volunteers to stand side-by-side in a row at the front of the room. Ask the class to open their eyes and say whom they see: First? Second? Last? Ask students which colors are most visible.

Explain to students which colors are most visible. (See below.) Explain to students why it is their responsibility to make sure motorists can see them. Show students retro-reflective material. Turn the lights out, and shine a flashlight on the material to show the class how the material stands out.

 **Notes:**

- Most visible colors—yellow, white, orange, neon, hot pink, bright green; also, contrasting colors and patterns such as hot pink and blue, stripes and polka-dots.
- Least visible colors—dark colors such as black, brown, navy, forest green, and camouflage materials.
- Students should avoid night riding. Those who must walk or ride at dusk or at night need to wear retro-reflective material over clothing, on backpacks, and on helmets. According to Florida Law, a bicycle needs a white light in the front and a red light on the back (also red rear reflector) when ridden at night.
- Retro-reflective materials reflect light back to the light source when shined upon.

To further discuss how to make sure drivers see them while walking or bicycling, you can stand at the front of the class and put on sunglasses. Depending on the shade of the sunglasses, the students will not likely be able to see your eyes. While looking at the class, focus your eyes on a particular student and ask the class who they think you're looking at. Most likely, they will not be able to tell since you are facing the entire class and they cannot see your eyes. This scenario occurs in the real-world while walking or bicycling during the daytime. Ask the students: *Just because you see a driver, and they are looking your way, does that mean they see you?*

**Answer:** *No, just because a driver is looking our way does not mean they can see us. We need to communicate with a wave or verbally to make sure they see us.*

 **Note:** Sun Glare

Visual barriers such as trees, shrubs, and parked cars are not the only reasons preventing drivers from seeing pedestrians, bicyclists, and other road users. Sun glare, caused by the sun being low on the horizon in the direction of vehicle travel, is responsible for a number of crashes. Many sun glare accidents happen early in the morning or late afternoon when the sun is low on the horizon. Additionally, the switch from daylight-saving time to standard time puts drivers on the road when the sun is low on the horizon. Unfortunately, these times coincide with the morning commute and school travel, which puts pedestrians and bicyclists at higher risk. Pedestrians should always check traffic prior to entering the roadway, and never assume a driver sees them.





## FIND THE TWELVE HAZARDS

**Background Information:** This activity will encourage children to think about different hazards and why hazard avoidance is important. Children should also become familiar with the different types of hazards: surface, moving and stationary. This is a good opportunity to discuss how these types of hazards are different, but all potentially dangerous.

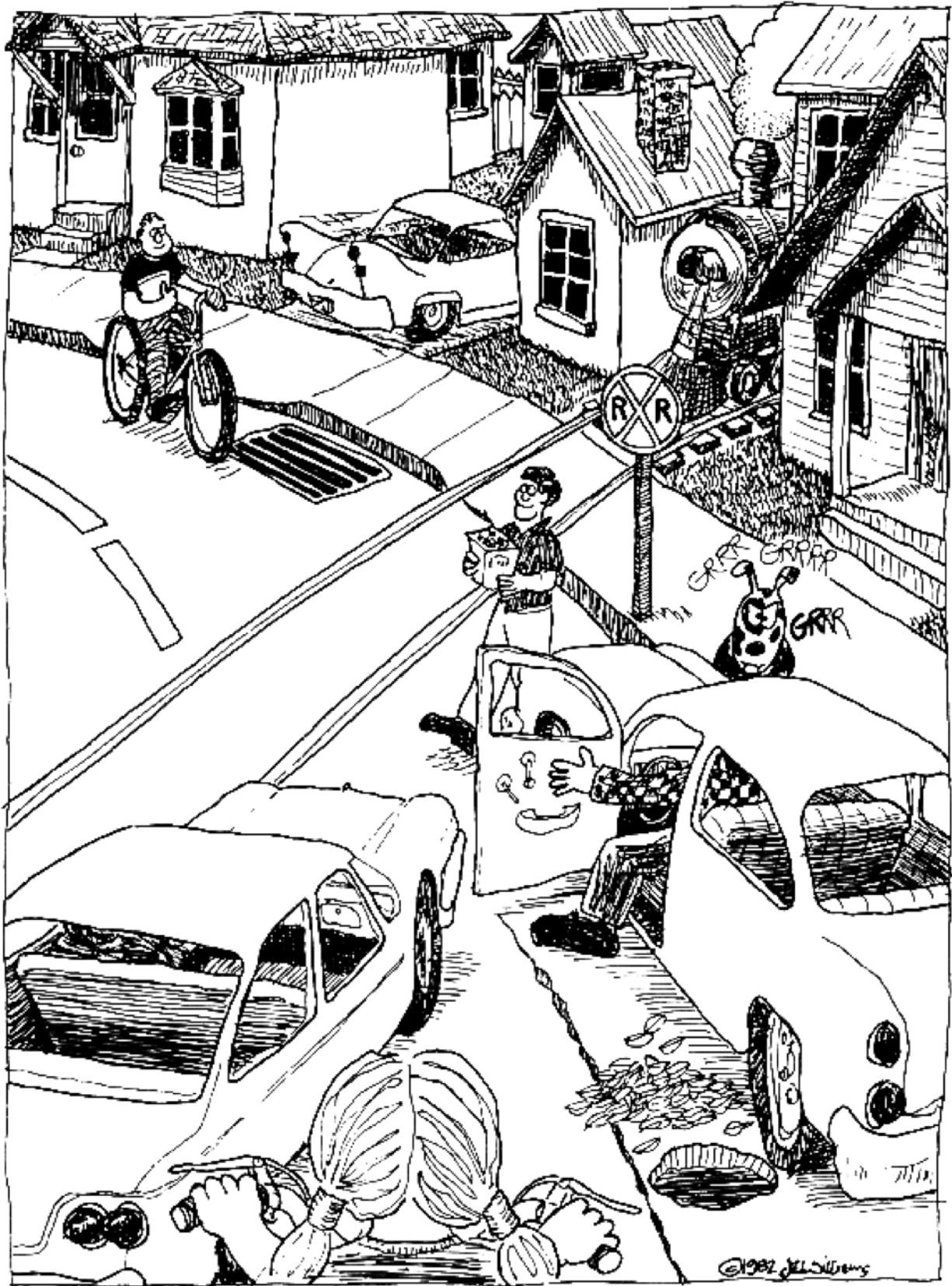
**Vocabulary:** Hazards (Surface, Stationary, Moving), Dangers, Risk

**Objectives:** Students will be able to identify common hazards and what to do when they come across those hazards.

**Material/Equipment:** 12 Hazards Activity Sheet(s). The *Find the 12 Hazards* Activity Sheet can be printed out, enlarged and laminated so they can be used from class to class and year to year, or you can pull the file up on a screen using a computer and projector. If using laminated sheets, have the students mark hazards using dry erase markers.

**Set-up:** Classroom, gymnasium, or anywhere where students can get into groups and identify hazards on the *Find the 12 Hazards* Activity Sheet. If choosing to put the 12 Hazards image up on a screen for a class activity, choose a classroom with computer, projector, and screen.

**Instructor:** Before doing the activity, discuss that there are many different types of hazards while walking and bicycling. They can be put into categories such as stationary hazards, moving hazards, and surface hazards. It is best to have students do this activity in small groups so they can work together in identifying hazards. Break the students into groups of 3-5 and hand out the *Find the 12 Hazards* activity sheets. Instruct them to find at least 12 potential hazards to the bicyclist in the illustration, as well as to think of at least one hazard (not in illustration) they have seen in their own neighborhood. You will notice that some students identify hazards that others did not think of, and they have an engaging discussion. After about 10 minutes, ask each group to share one hazard they identified until all are discussed. It is important to not just identify each hazard, but to also discuss 1) Why it is hazardous and 2) How we can avoid or reduce the risk of each hazard. Use the Instructor Master Answers to guide the discussion. Once all hazards on the sheet have been discussed, ask each group to share one hazard they've seen in their own neighborhood.

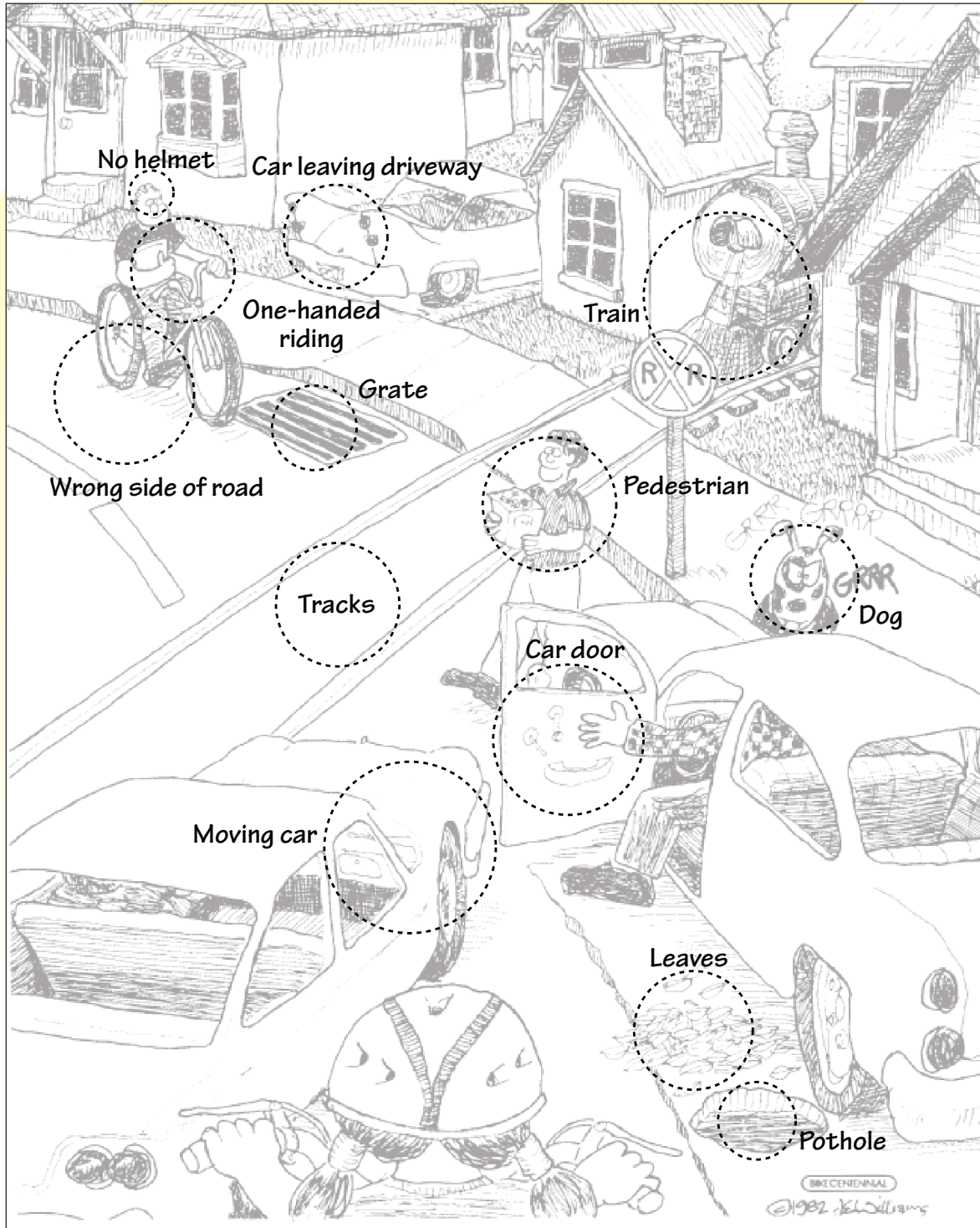


Find the twelve hazards...

JOHN WILLIAMS



# Bike Riding Hazards Answer Key



# Hazard Explanations

1. Male bicyclist is riding his bicycle against the flow of traffic. The law requires bicyclists to ride with the flow of traffic. This is safer for several reasons:
  - a. Motorists look for and expect all traffic to move in one direction and may not see bicyclists riding the wrong way.
  - b. Traffic signs and lights face traffic flowing in one direction only. Bicyclists going against traffic will be unable to read and follow traffic signs and signals.
  - c. The reaction time of motorists is greatly reduced when bicyclists ride toward vehicles.
2. Male bicyclist is not wearing a helmet. Research shows that up to 90 percent of fatal bicycle crashes are the result of head trauma. A properly worn and certified bicycle helmet cushions and protects the head from injurious impacts with hard surfaces such as asphalt and concrete.
3. Male bicyclist is driving with only one hand on the handle bar. Riding a bicycle with one hand limits the reaction time to hazards and dangerous traffic situations. Bicyclists should always keep both hands on the handle bars except when signaling. Books, packages, and other items should be carried in a backpack or basket.
4. Car backing out of driveway. Bicyclists should stop or slow down at every intersection (including driveways) and watch for traffic. Parked vehicles can begin to move at any time. Look and listen to detect any movement from nearby vehicles. Do not cross in front of or behind an occupied vehicle without communicating your intentions through the use of hand signals and eye contact with the driver.
5. Oncoming train. Stop, look, and listen for oncoming trains and let them pass before crossing the tracks. Use eyes and ears to detect the status of nearby trains. A nearby train will typically send a warning whistle and crossing areas are usually marked clearly with flashing red lights and signs.
6. Railroad tracks. When crossing train tracks, either walk or ride your bicycle across with your wheels perpendicular to the tracks to avoid getting tires caught.
7. Pedestrian crossing street with packages. Bicyclists should always be observant of pedestrians. Pedestrians are often unpredictable, as in this example, and sometimes neglect to search for traffic before entering the street.
8. Opened door of parked car. Bicyclists should always scan parked vehicles for passengers who might open doors. When passing parked cars, allow enough room between the bicycle and vehicles to avoid opening doors. Always scan behind for oncoming traffic before swerving into another lane.
9. Loose dog. If a dog approaches while cycling, yell loudly “No!” or “Go home!” and keep control of your bicycle. If the dog threatens to bite or attack, get off your bicycle, put it between you and the dog, and back away slowly. Do not try to outrun or hit the animal.
- 10, 11, and 12. Sewer grate, pot hole, and leaves/debris. Bicyclists need to dodge surface hazards without swerving into the path of oncoming traffic. Bicyclists constantly need to search ahead for obstacles and hazards, steering around or dodging them when necessary.
13. Car crossing the path of the girl bicyclist. Motorists sometimes cross in front of bicyclists and then either stop or slow down to turn. This often occurs when the motorist does not see the bicyclist or misjudges the bicyclist’s speed. Bicyclists must always **BE VISIBLE, BE SEEN**. Wear bright-colored clothing, helmet, reflectors, and lights, especially at night. In high-traffic areas, bicyclists should ride slowly to improve their ability to react to the actions of motorists. Cycle defensively and be prepared to use your brakes at all times.



8858-090412-v1a



## BICYCLE FIT AND ABC QUICK CHECK/BICYCLE INSPECTION

**Background:** The first step to having a safe bike is to have one that fits you. A bike that fits you properly helps you stop better, balance better, and conserve your energy. After you find one that fits you, it's just as important to know that all of the parts work. It is very important that you do a bicycle safety inspection every time you ride your bicycle.

**Prerequisites:** *Helmet Fit*

**Vocabulary:** Saddle/Seat, Tire Pressure, Brakes, Chain, Cranks, Cassette, Quick Release

**Objectives:** Students will be able to properly fit a bicycle and adjust the bicycle to meet their needs. Students will be able to check a bicycle and make sure that everything is working properly. Students will be able to identify the different parts of a bicycle. Students will be able to identify the steps of the ABC Quick Check.

**Material/Equipment:** Bike for demonstration.

**Set-up:** Gather the students around a bicycle that you will use to demonstrate bicycle fit and inspection. It is sometimes useful to elevate the bicycle on a table or bike stand to ensure everyone can see the various components for the inspection.

**Note:** It may be more effective to teach Bike Fit and the ABC Quick Check/Inspection in the classroom before students get their own bikes. This will keep the students from being distracted by having their hands on a bike. After students see and understand how to be fit to and inspect a bicycle, they will get hands-on practice before they ride.

### Bicycle Fit

Ask the class why it is important to have a bicycle that fits you. You may even ask if the students have ever ridden or seen someone ride a bike that did not fit them (too large or too small).

Answer: A bicycle that fits you properly helps you stop better, balance better, and conserve your energy.

The rider should be able to straddle the top tube of the bicycle frame comfortably while standing flat-footed. There should not be too much or too little room between the rider and the top tube. A general rule is about two to three inches depending on the type of bicycle. The handlebar height should be slightly higher than the saddle and about a cubit (elbow to fingertip) away. If the bicycle is properly adjusted, the rider's weight will be evenly distributed between the pedals, saddle, and handlebars.

**Note:** If students have good control and balance of the bicycle, you may adjust the saddle (seat) using the quick release to move the seat up or down. Sitting on the saddle, with one foot on a pedal in its lowest position, adjust the saddle height so that the leg on the pedal is nearly extended with only a slight bend at the knee. When in this position, and sitting on the seat, the rider should just barely be able to touch the ground with their toes. While this position is more efficient, it is not appropriate for those who are just learning to bicycle or those who do not have good balance or control while riding. For beginner bicyclists or those with less balance and control, adjust the seat so they can touch the ground with their feet flat.

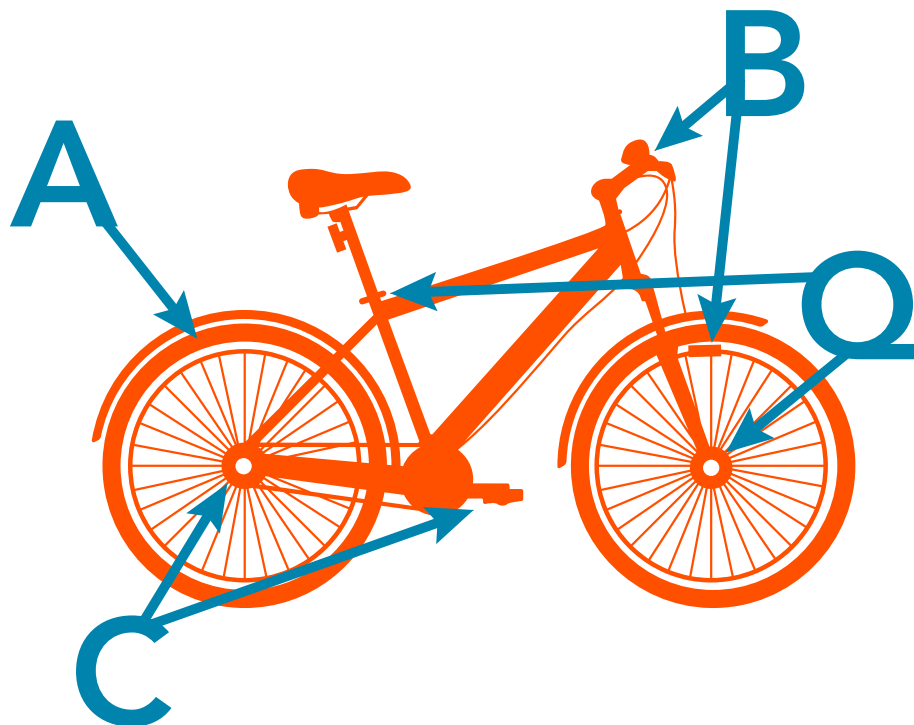
### ABC Quick Check/Inspection

Ask the class why it is important to have a bicycle that works properly.

Answer: Because a bicycle is a machine and every part of the bicycle plays an important role in making it move and stop. Any part that is broken or not working properly may compromise your safety.

Lead the students through the ABC Quick Check (see below). After you have demonstrated, have the students perform an ABC Quick Check/Inspection of the bikes they will ride. Depending on the number of bikes and students, you may divide the students into groups to maximize their time with practicing the ABC Quick Check.

**The ABC Quick Check: A is for Air; B is for Brakes; C is for Cranks, Chain and Cassette; and, Quick Check is for Quick Release(s)**



### **A is for Air**

Air is leaving your tires all the time! So pinch the sides of the tires to make sure they have plenty of air. If they appear low, pump them up to the recommended pressure on the side of the tire (or until they are firm).

### **B is for Brakes**

You may be able to ride but can you stop? Push your bike to test your brakes. Does it stop quickly? Your brakes may be foot brakes (coaster brake) or handbrakes. Remember when braking with handbrakes, to squeeze both equally and never only the front brakes (which can cause you to go over the handlebars).

### **C is for Cranks, Chain, and Cassettes**

They're what make your wheels turn when you pedal. Lift the back of your bike and turn your pedals forward. The wheels should turn smoothly and there shouldn't be any odd noises. The chain should not be loose or rusty. Cranks are what the pedals are attached to and turn your chain rings (larger gear near the middle of the bicycle) which spin the chain to turn the cassette (rear gears). The cranks should not be loose, and the chain rings and cassette (gears) should be free of debris, rust, etc.

### **Quick Check**

Check the quick releases on the seat post and wheels to make sure they're secure. Then do an overall "quick check" to make sure the bike is ready to ride. Once you're done with the ABC's look over the rest of your bike and make sure everything looks secure and tight.

## Parking and Locking Your Bike

**Background Information:** Bicycles should be parked and locked in designated bicycle parking areas (i.e., bike racks) which are well lit and secure. Bicycles parked in designated areas will pose fewer hazards to pedestrians. Additionally, properly parked bicycles will be more protected from damage and theft. Students should know where and how to secure their bicycles properly. Local bike shops and police departments can provide information on the level of protection needed in your area. Helmets also need to be stored properly. Helmets in school can be hung on a coat hook by the straps or placed on a shelf. Helmets should not be locked with the bicycle because the sun and rain may damage them.

**Vocabulary:** lock, secure, designated, bike rack, helmet, damage.

**Objectives:** Students will be able secure their bicycles properly. Students will be able to identify places where it is safe and secure to park their bicycle.

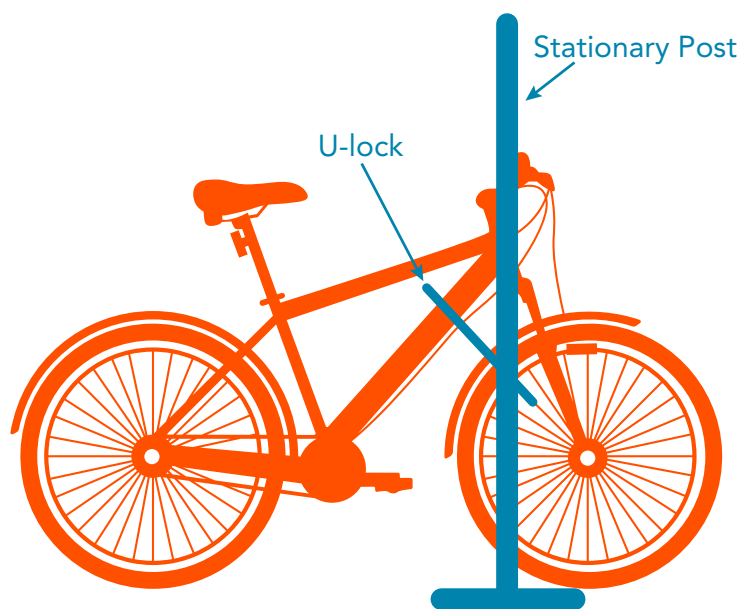
**Material/Equipment:** Bike and lock for demonstration.

**Set-up:** Gather the students around a bicycle that you will use to demonstrate parking and locking.

**Instructor:** Ask students why securing/locking your bike is important. What are some examples of where you could park & lock your bike?

Ask if any student has had a bicycle stolen or knows anyone who has. Discuss where bicycles can be locked at home, at school, or other locations. Mention the importance of locking bicycles to fixed objects, such as bike racks or poles. Demonstrate proper techniques for locking bicycles using the locks that you and students have brought from home. Briefly discuss the advantages and disadvantages of each type of lock. Discuss problems which can arise if bicycles are not parked properly and securely, (i.e., lying on the sidewalk, in the road or in the middle of a driveway). Demonstrate the proper way to use a U-lock, securing the bike frame to a stationary post, pole, fence or a small tree. (It is best to lock the front wheel as well if it is a quick-release wheel). Demonstrate what happens if only the front wheel is locked to a post. (The quick-release allows the front wheel to remain locked while the rest of the bike “leaves”). Discuss where and how students can store their helmets.

**Note:** It is important to provide a secure and visible place for students to park their bicycles at school.





## RULES OF THE ROAD – BICYCLES ARE VEHICLES

**Background Information:** Many bicyclists, pedestrians, and motorists are not aware of pedestrian and bicyclist traffic laws. They do not know regulations concerning right-of-ways, correct roadway positions, turn signals or lighting requirements. Reviewing the laws teaches students how to act in traffic and helps them anticipate the actions of pedestrians, bicyclists and motorists.

**Vocabulary:** Rules/Laws, Signaling, Vehicles.

**Objectives:** Students will understand the rules of the road and why they must obey them. Students will understand why traffic laws apply to them when they ride their bicycle. Students will understand the importance of being predictable to others.

**Material/Equipment:** Bicycle Law brochure

**Set-up:** Classroom

**Instructor:** Put students in groups of 3-5, and give each group a brochure on the current state laws. Ask each group to “research” one law you will assign to them and present their findings to the class. Law topics include, but are not limited to Legal Status of a Bicyclist/Bicycle, Bicyclists obeying traffic signs/signals, Carrying Passengers, Brakes, Bicycle Helmet, Sidewalk Riding, Lights/reflectors required, Road position/where to ride on the road, and Signaling. Within time restraints, explain each law and have students suggest reasons for its need. For example, explain that anyone under 16 years of age must wear a properly fitted helmet when riding a bicycle. Explain that motorists usually do not look for people moving against the flow of traffic. Bicyclists need to ride with the flow of traffic in order to be seen by motorists. Explain that a bicycle-motor vehicle crash that occurs after dark is more likely to involve serious or fatal injury than one that occurs during daylight hours. Have students suggest reasons why. Then have students suggest other ways bicyclists can increase their visibility. Explain the laws for bike lights and reflectors for night riding. Explain why it is illegal and unsafe for bicyclists to wear headsets/headphones. Discuss other safety tips and laws as time allows.

**Note:** It can be helpful to have law enforcement such as a School Resource Officer assist with or lead this activity.

**Additional Activity:** Teachers may wish to have the class make educational posters explaining bicycle laws, and post them around school. Before making the posters, make sure to go over some basic rules, then assign each group a rule of the road to inspire a poster.

From FDOT Alert Today Alive Tomorrow  
<http://www.alerttodayflorida.com/laws.html>



**316.027** Leaving the scene of a crash involving death or injury of a vulnerable road user may be a felony

**316.074 Obedience to required traffic control devices**  
The driver of any vehicle shall obey all official traffic control signal devices, placed in accordance with the provisions of this chapter, unless otherwise directed by a police officer (See 316.075 Traffic control signal devices)

**316.075 Traffic control signal devices**  
— (See Pedestrian Laws on other side)

**316.081 Driving on right side of roadway** Vehicles proceeding at less than normal speed of traffic shall be driven as far right as practicable except when overtaking and passing another vehicle, preparing for a left turn, avoiding an obstacle, or upon a roadway designated for one-way traffic

**316.083 Overtaking and passing**— Driver overtaking a bicycle must pass bicycle at a distance not less than 3 feet

**316.084 When overtaking on the right is permitted**— the vehicle overtaken is making a left turn, with unobstructed pavement not occupied by parked vehicles of sufficient width for two or more lines of moving traffic in each direction, or a one-way street

**316.085** No vehicle shall be driven to the left side of the center of the roadway unless such left side is clearly visible and is free of oncoming traffic for a sufficient distance ahead to permit such overtaking and passing

**316.091 Limited access facilities; interstate highways**  
No person shall operate a bicycle or other human-powered vehicle on the roadway or shoulder of a limited access highway or bridge unless official signs and a designated bicycle lane indicate use is permitted

**316.123 Vehicle entering stop or yield intersection**— Shall stop at marked stop line, but if none, before entering the crosswalk or, if none, then where the driver has a view of approaching traffic on the intersecting roadway before entering the intersection

**316.125 Vehicle entering highway from private road or driveway or emerging from alley, driveway or building**  
— (See Pedestrian Laws on other side)

**316.130 (15)** Shall exercise due care to avoid colliding with any pedestrian or human-powered vehicle

**316.151 Required position and method of turning at intersections**  
**316.151 (1)(a)** Right turn — Both the approach and a right turn shall be made as close as practicable to the right-hand curb or roadway edge  
**316.151 (1)(b)** Left turn — A person riding a bicycle is entitled to the full use of the turn lane  
**316.151 (1)(c)** A bicyclist may also complete a left turn in two steps

**316.155 When signal required**—Signal of intent to turn must be given continuously during the last 100 feet, except a bicyclist need not give arm signal continuously

**316.157 Method of giving hand and arm signals**  
Signals given from the left side, except that a bicyclist may extend the right arm horizontally for a right turn

**316.183 & 316.185 Unlawful speed & Special hazards**  
Speed shall be controlled to avoid colliding with any person, vehicle, or other conveyance or object. Vehicles should be driven at an appropriately reduced speed to avoid collision when: any special hazard exists with respect to pedestrians or other traffic or by reason of weather or highway conditions

**316.1925 Careless driving**—Drive in careful and prudent manner, having regard for the width, grade, curves, corners, traffic, and all other circumstances, so as not to endanger the life, limb, or property of any person

**316.193** Unlawful to operate any vehicle while under the influence of alcohol or drugs

**316.1936** Unlawful to possess an open alcoholic beverage while operating a vehicle or as a passenger

**316.1995** No use of a motor to drive a vehicle on sidewalk or bicycle path

**316.2005** No opening motor vehicle doors unless and until it is safe and does not interfere with the movement of other traffic

### 316.2065 Bicycle regulations

**316.2065 (1)** Human powered vehicles have all rights and duties applicable to any other vehicle, except as noted

**316.2065 (2)** Bicycles must have a permanent and regular seat

**316.2065 (3)(a)** Not carry more persons than designed or equipped

**316.2065 (3)(d)** Rider or passenger under 16 must wear helmet

**316.2065 (4)** May not attach bicycle or rider to any other vehicle except for a trailer designed for such attachment

**316.2065 (5)(a)** Bicycles traveling at less than the normal speed of traffic shall ride in the lane marked for bicycle use or as far right as practicable except: when overtaking another vehicle proceeding in the same direction, preparing for a left turn, or when reasonably necessary to avoid any condition or potential conflict, including a substandard-width lane, which makes it unsafe to continue along the right-hand curb or edge or within a bicycle lane. For purposes of this subsection, a “substandard-width lane” is a lane that is too narrow for a bicycle and another vehicle to travel safely side by side within the lane

**316.2065 (5)(b)** May ride near the left-hand curb or edge on a one-way highway with two or more marked traffic lanes

**316.2065 (6)** May not ride more than two abreast, and may do so only within a single lane and, if traveling at less than normal traffic speed, when it does not impede traffic

**316.2065 (7)** Use between sunset and sunrise shall be equipped with white lamp on front and a red lamp and reflector on rear; additional lighting permitted

**316.2065 (8)** No parent or guardian of any minor may authorize or knowingly permit the violation of this section

**316.2065 (9)** Rider on a sidewalk or crosswalk must observe the duties applicable to a pedestrian

**316.2065 (10)** Rider on a sidewalk or crosswalk shall yield to pedestrians and give an audible signal before overtaking

**316.2065 (11)** No roller skates, coaster, toy vehicle, or similar device on roadway except while crossing on a crosswalk

**316.2065 (12)** Section not applicable to a “play street”

**316.2065 (13)** Shall be equipped with a brake or brakes

**316.2065 (14)** Retail bicycles must have an identifying number permanently stamped or cast on its frame

**316.2065 (15)** May not rent or lease to a child under 16 years unless possesses a bicycle helmet or lessor provides one

**316.2065 (18)** Failure to wear a helmet or failure of parent or guardian to prevent a child from riding without helmet may not be considered evidence of negligence

**316.2065 (19)** May not issue citations to persons on private property, except parts open to the public for vehicles

**316.2397** Bicycle lights may flash

### 316.304 Wearing of headsets

No wearing a headset, headphone, or other listening device, other than a hearing aid or a headset in conjunction with a cellular telephone that only provides sound through one ear and allows surrounding sounds to be heard

*Disclaimer: Statutes cited above are abbreviated.*

Complete Florida Statutes text can be found here:  
<http://www.leg.state.fl.us/Statutes>  
(Title XXIII, Chapter 316)

For safety tips and more information, please visit:  
[www.AlertTodayFlorida.com](http://www.AlertTodayFlorida.com)  
[www.FloridaBicycle.org](http://www.FloridaBicycle.org)

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# Bicycle Skills 1



## BACKGROUND INFORMATION

*Bicycle Skills 1* is made up of introductory bicycle skills that focus on balance, bicycle handling/control, and basic traffic skill such as stopping and entering a roadway. For more advanced skills see *Bicycle Skills 2* in the fourth grade lessons or *Bicycle Skills 2 and 3* in the fifth grade lessons.

**Note:** Students must wear a properly fitted helmet and use the appropriate bicycle size before doing any on-bike skills.

Students should be able to ride a bicycle. If some do not know how, or are not skilled enough, you have a few options. First, you may have them ride through skills on a balance bike (bicycle without pedals). If you do not have a balance bicycle, you can remove the pedals from a standard bicycle and lower the seat all the way down so the student is able to have both feet flat on the ground when sitting. You could also have the students use scooters if you have access to any. Finally, students could go through each course by walking while holding a “handlebar” (e.g., plastic/PVC tubes, foam rods).

Students should go through each individual station at least three times, or until they are capable of performing the skill.



### Prerequisites

*Helmet Fit, Bicycle Fit, and ABC Quick Check* (see each activity for specific prerequisite skills)



### Vocabulary

See each activity for specific vocabulary.



### Objectives

See each activity for specific objectives.



## TRAFFIC MIX (WALKING BICYCLES)

**Background Information:** Many bicyclists are not aware of pedestrian and bicyclist traffic laws. They do not know regulations concerning right-of-ways, correct roadway positions, turn signals or lighting requirements. This station places the students in situations that will allow for their discovery of why traffic regulation is necessary.

**Prerequisites:** *Bicycle Helmet Fit and Egg Drop Demonstration, Bicycle Fit and ABC Quick Check/Bicycle Inspection.*

**Vocabulary:** Traffic, pedestrian, rules/laws.

**Objectives:** Students will be able to select the proper bicycle size and conduct the ABC Quick Check. Students will be able to walk their bike and navigate within a defined area without running into other students.

**Material/Equipment:** Bicycles, helmets, cones, ropes or chalk

**Note:** Students must wear a properly fitted helmet and use the appropriate bike size (See *Helmet Fit* and *Bike Fit* activities).

**Set-up:** Large open area such as a field, basketball court(s), or secured parking lot. Create a box with the cones and rope or chalk at least 25 x 25 feet.

**Instructor:** Instruct students to find a partner of similar size, then select an appropriate bicycle and perform an inspection/ABC Quick Check (see *Bike Fit* and *ABC Quick Bike Check* or refresher below).

### Bicycle Fit

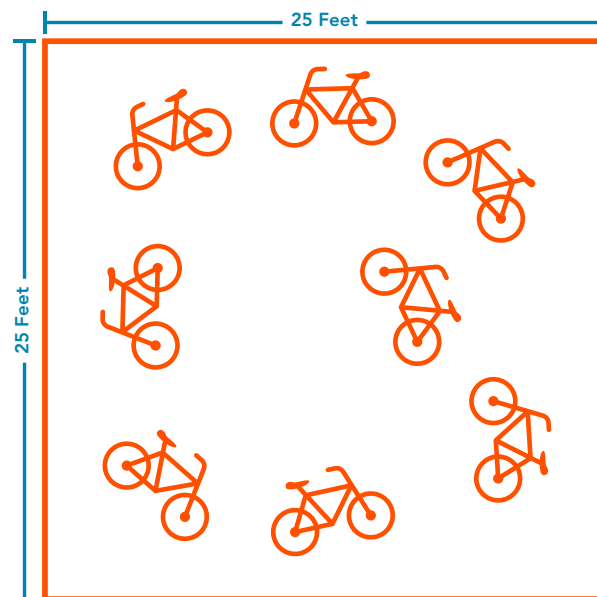
The rider should be able to straddle the top tube of the bicycle frame comfortably while standing flat-footed. There should not be too much or too little room between the rider and the top tube. A general rule is about two to three inches depending on the type of bicycle. The handlebar height should be slightly higher than the saddle (seat) and about a cubit (elbow to fingertip) away. If the bicycle is properly adjusted, the rider's weight will be evenly distributed between the pedals, saddle, and handlebars.

### ABC Quick Check/Bike Inspection

After finding a partner and appropriate sized bicycle, ask the groups to perform an ABC Quick Check (Air, Brakes, Cranks/Chain/Cassette, and Quick Releases).

### Traffic Mix

The object of this activity is that students move freely about without touching each other or leaving the established boundaries. Call all the students to the center of the defined area, identify the boundaries, and ask students to explore the area within the boundaries by walking around without touching anyone. Partners push their bicycle inside the work area. Each has one hand on the handlebar and the other one on the seat. Instruct them to not follow anyone; but to simply find an empty space and move to it then look for another empty space and continue moving. Keep the students moving and discourage any attempt to follow one another. Encourage the students to jog, and get their heart rates up. To reinforce the ABC Quick Check, you may stop the movement every 30-45 seconds and discuss one item, then ask them to resume walking or jogging. Students will realize that they need to be aware of all directions and that when everyone moves freely, things can be chaotic. This is a good time to remind students why we have rules of the road (and everyone not moving in all directions on the road). If students were not instructed to keep from following others, you would notice that they naturally develop a more orderly pattern of moving.





## STRAIGHT-LINE RIDING

**Background Information:** The straight-line riding skill is useful as the first bicycle station to assess the skills of students, but to also teach that riding in a straight line is safer since the bicyclist's actions are more predictable (straight line vs. weaving through a lane).

**Prerequisites:** Students should be able to ride a bicycle, whether assisted with training wheels, using a balance/modified bicycle, having other assistance, or using a scooter.

**Vocabulary:** Straight, Predictable, Weaving, Edge.

**Objectives:** Students will be able to ride in a straight and predictable manner.

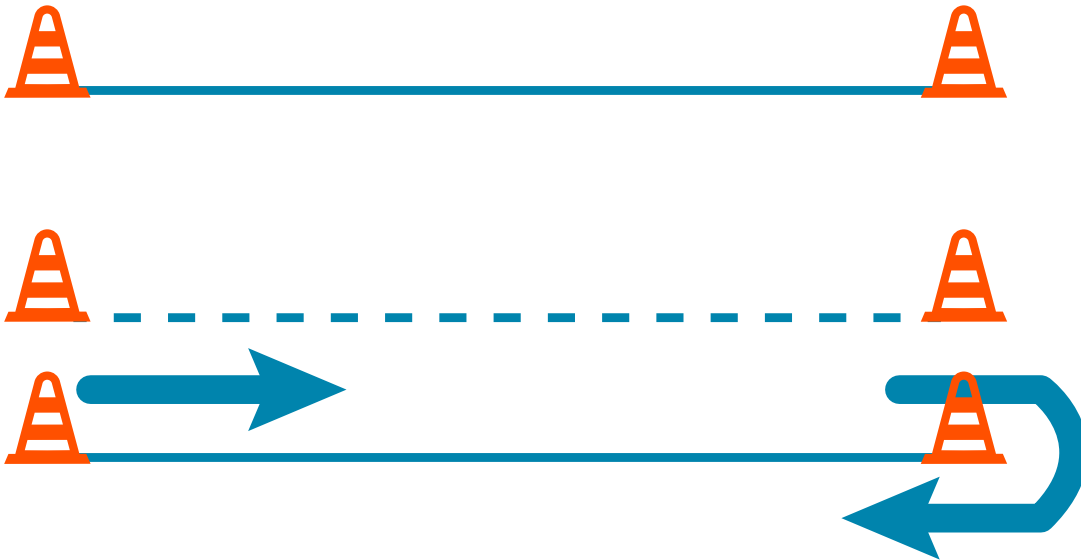
**Material/Equipment:** Bicycles and helmets, cones, chalk or rope

**Note:** Students must wear a properly fitted helmet and use the appropriate bike size (See *Helmet Fit* and *Bike Fit* activities).

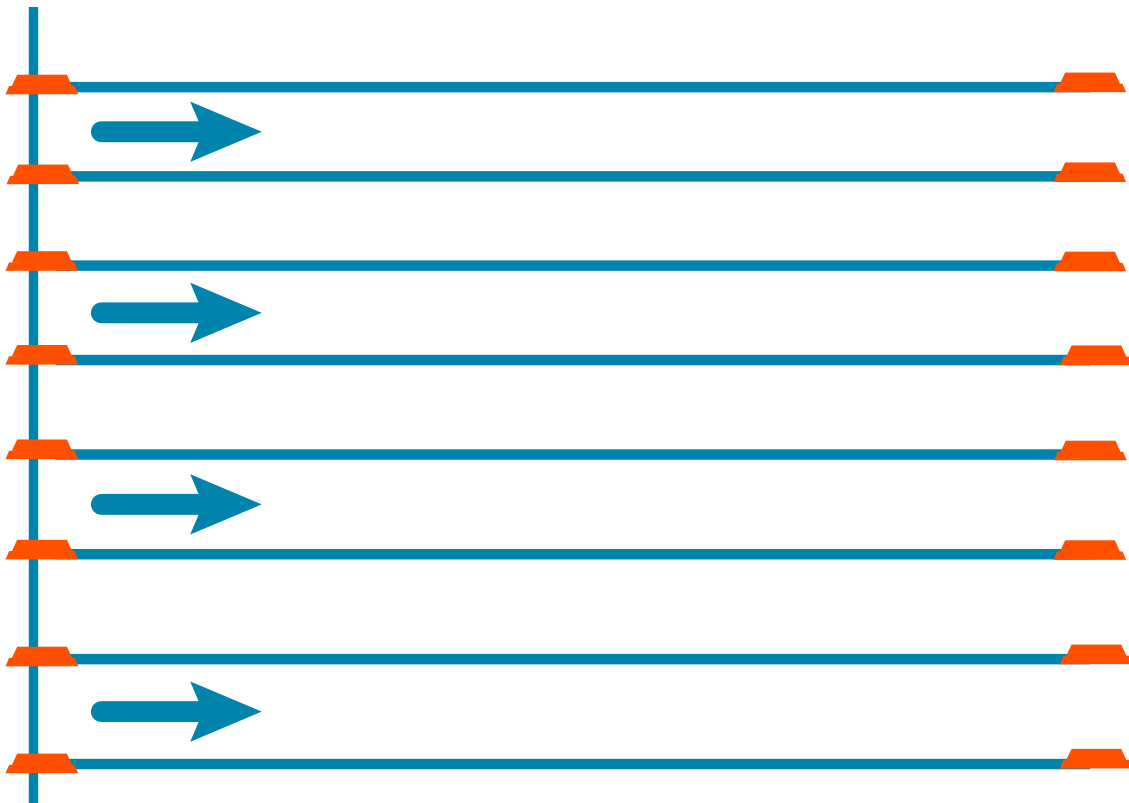
**Set-up:** Large open area such as a field, basketball court(s), or secured parking lot. With chalk or rope, make two parallel lines to create a lane similar to what can be found on a real road (10-12 feet wide). Depending on the space you have available, the lane can vary in length, but should be at least 50 feet so that students have enough room to practice maintaining a straight line. Since bicyclists must generally ride to the right of a lane, use chalk or another rope to create a two to three-foot-wide lane to the right. If there are not too many students, you can set up the station like the first illustration below.

If the class is large, you may set up multiple lanes to reduce wait time and allow more students to go at the same time (see multiple lane set-up below the single rider set-up). With chalk or rope, make parallel lines to create lanes of two to three feet wide and at least 50 feet long. If you have access to a running track, it can be a good facility for this skill.

**Instructor:** Instruct the students to ride the bicycle within the smaller lane to the right of the standard lane and loop back around to the line after going through. Since this is the first station, and the instructor may be assessing the skills of the students, you may instruct the students to go through the station and wait at the end. This prevents them from having to loop back around. Once the students master riding within a narrow lane, instruct them to ride through the lane while taking their left hand off the handlebar a few times. You can verbally instruct them when to remove their left hand, or you may set cones at points along the lane to signal for them to remove their hand. This skill will be used when teaching the stop signal in the *Stopping Station*. If students are unable to remove their hand without losing balance, do not require this step. It is better to maintain balance and control of your bicycle than to take your hand off and potentially crash.



Optional set-up for having multiple students go at the same time. It is a good idea to have a buffer between each lane since students may not have much experience in straight-line riding. Lane size should be based on the ability of the students. Since some are still learning to control a bicycle, make larger lanes for less skilled, and smaller lanes for more advanced riders.





## NARROWING LANE

**Background Information:** While riding a bicycle, there are times where the travel lane narrows, or the bicyclist must control steering and ride in a narrow portion of the lane (e.g., due to debris, drain grates, etc.). This station teaches students to maintain a straight line, keep balance, and maintain a greater level of control in a narrower space.

**Prerequisites:** *Straight Line Riding*

**Vocabulary:** Narrow, Lane, Steering, Control, Straight, Balance.

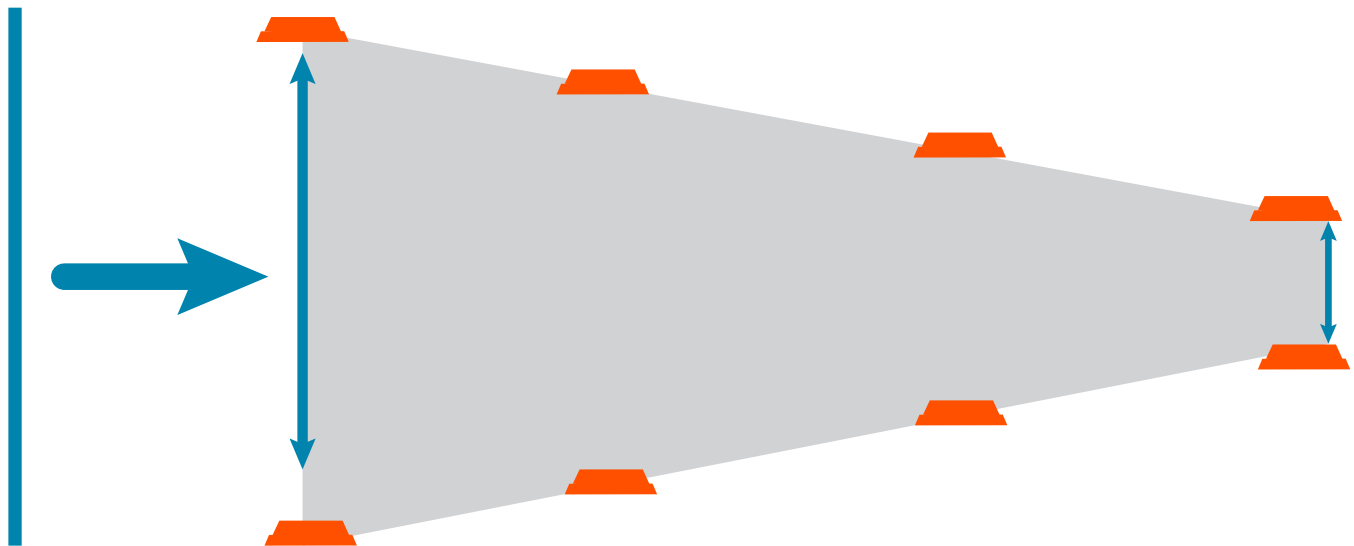
**Objectives:** Students will be able to ride in a straight line of a lane that narrows, while maintaining balance and control.

**Material/Equipment:** Bicycles and helmets, Cones, Chalk or Rope

**Note:** Students must wear a properly fitted helmet and use the appropriate bike size (See *Helmet Fit* and *Bike Fit* activities).

**Set-up:** Large open area such as a field, basketball court(s), or secured parking lot. Using cones, set up a lane that narrows from four feet to one foot (or less depending on student ability). Length should be at least 50 feet. Make a start line 15-20 feet behind the first set of cones. Depending on the size of your class, you may wish to make multiple stations so wait time is reduced.

**Instructor:** Line students up single file at the starting line, and instruct them to go through the narrowing lane one at a time. When students pass through the end of the lane, have them loop back around to the end of the line. As students become capable of going through the lane, you may narrow the lane to further develop this skill.





## HAZARD AVOIDANCE

**Background Information:** When bicycling, it is important to maintain control of your bicycle and be able to steer around obstacles (e.g., debris, drain grates, etc.). This station further develops the skill of bicycle control, hazard avoidance, and judging distance while maneuvering (as seen in the *Slalom* station), but has the students practice within a narrowed lane similar to if they were riding to the right of a roadway, a bike lane, or even a sidewalk. Since bicyclists may not notice a hazard until it's too late, this skill helps teach students to avoid hazards without swerving too far into the lane.

**Prerequisites:** *Straight Line Riding, Slalom*

**Vocabulary:** Control, Balance, Steer, Obstacle, Hazard, Swerve, Avoid.

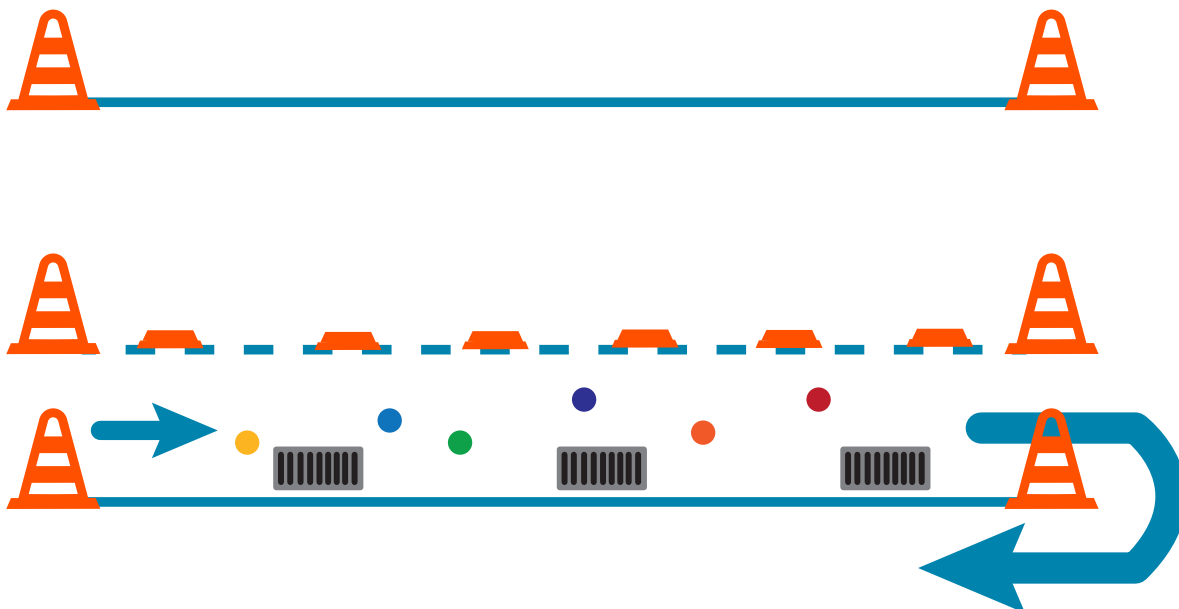
**Objectives:** Students will be able to ride in a controlled manner while searching and steering around hazards that are in their lane.

**Material/Equipment:** Bicycles and helmets, Cones, Chalk or rope, something to represent hazards (poly spots, tape, sponges, tennis ball halves, pieces of cardboard, bath mats, etc.)

**Note:** Students must wear a properly fitted helmet and use the appropriate bike size (See *Helmet Fit* and *Bike Fit* activities).

**Set-up:** Large open area such as a field, basketball court(s), or secured parking lot. With chalk or rope, make two parallel lines to create a lane similar to what can be found on a real road (e.g., 10-12 feet wide). Depending on the space you have available, the lane can vary in length, but should be at least 50 feet so that students have enough room to practice going around hazards. See similar set-up for the *Straight Line Riding* and *Stopping* drills. Make a start line about 15-20 feet before this skill to give students space to build up some speed. Place items that represent hazards, but are not hazardous, such as poly spots, sponges, pieces of cardboard, mock grates (as seen in the illustration) throughout the course. The number of "hazards" and placement is dependent on the skill level of the students.

**Instructor:** Instruct students to ride around the hazards without going outside of their lane. When they get to the end, ask them to loop back around to the end of the line. You may also add a stop sign at the end if you would like to add additional practice of the *Stopping* skill.



 **STOPPING**


**Background Information:** Stopping at the edge of a driveway, at stop signs, and intersections with traffic signs/signals is extremely important and among the first skills of learning to be safe in traffic. A frequent cause of injury to young bicyclists (and pedestrians) is failure to stop. The skill of stopping with control of the bike and looking for “edges,” where it is important to stop, begins with the pedestrian skills but continues into the bicycle lessons. This station teaches the proper stopping technique and introduces variables which influence stopping times and distances.

**Prerequisites:** *Straight Line Riding* (including taking left hand off handlebar to signal if able), Search (Left-right-left again).

**Vocabulary:** Braking, Stop Sign, Stop Bar, Traffic Signals (red, yellow, and green light).

**Objectives:** Students will be able to stop their bicycles in a controlled manner. Students will be able to signal and stop at an edge then search left-right-left again for traffic.

**Material/Equipment:** Bicycles and helmets, Cones, Chalk or rope, Stop Sign(s)

 **Note:** Students must wear a properly fitted helmet and use the appropriate bike size (See *Helmet Fit* and *Bike Fit* activities).


**Set-up:** Large open area such as a field, basketball court, or secured parking lot. To reduce wait time and allow more students to go at the same time, you may set up multiple lanes. See the set-up of multiple lanes from the *Straight-line Riding* station (or see below). With chalk or rope, make parallel lines to create lanes of two to three feet wide and at least 40 feet long. If you have access to a running track, it can be a good facility for this skill. At the end of each lane, use chalk to create stopping “zone” three feet from the end of the lane. You will also need to place stop signs at the end of each lane once students are ready for this part of the stopping station. For additional practice, you can set up more than one stop sign in a lane so students stop multiple times when going through the station.

**For single-lane drill:**

If there are not too many students, you can set up the station like the single-rider illustration below the multiple lane set-up. With chalk or rope, make two parallel lines to create a lane similar to what can be found on a real road (e.g., 10-12 feet wide). Depending on the space you have available, the lane can vary in length, but should be at least 40 feet so that students can practice maintaining a straight line while approaching a stop. Since bicyclists must generally ride to the right of a lane, use chalk or another rope to create a two to three-foot-wide lane to the right. At the end of the lane, use chalk to create stopping “zone” three feet from the end of the lane. Place a stop sign at the end of the lane.

**Discussion Questions:** What are stop signs, stop bars on the road and traffic signals? Where do you look for them? What do they mean?

Teaching students how to properly stop their bicycle at a stop sign should be taught starting with the skill of basic stopping and progressing up to signaling a stop, stopping at a stop sign, and performing the search (look left-right-left again). Below is one suggestion of how to break down this skill.

 **Note:** You may notice students stopping the bicycle by putting their feet on the ground, but this is unsafe and not an effective way to stop a bicycle. Teach students to use their brakes in a controlled manner. If they are new to bicycling or using brakes, they may apply the brakes too quickly or too forcefully causing a quick stop or skidding of the tires. Instruct students to stop in a controlled manner by anticipating the stop, and evenly applying the brakes so the tires do not skid.

Using the multiple lane set-up, instruct the students to line up single file in groups behind the start line for the lanes (marked with cones, and rope/chalk). Before the students ever ride a bicycle through this set-up, instruct them to walk the bicycles down the lane and to stop at various points when you say stop. The next group of students should go as the previous group goes through the end of the lane. After students get to the end of the lane, they should circle around and go to the back of the line. You may choose to use a "red light/green light" format as an alternative to saying stop as they go through.

Once students have walked their bikes through and become comfortable with the concept of stopping, you may have them jog the bicycles down the lane, stopping when instructed. It will be obvious that it takes longer to stop the bike when moving faster. This is a good point to make when talking about the importance of safely stopping and stopping at a certain point such as a stop bar. The faster a bicycle is going, the longer it takes to stop. Make sure to instruct students to be careful of the pedals when they walk or jog next to their bicycles.

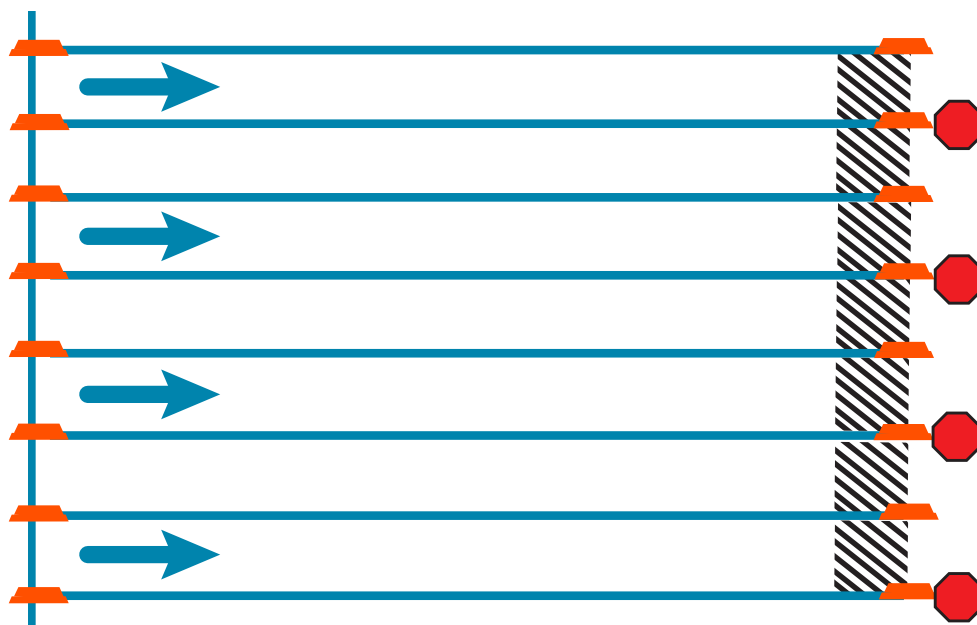
The next step is to have the students ride their bicycles down the lane, stopping when instructed. It is important for students to safely stop in a controlled manner and not skid their tires. Once students have gone through and understand how to properly stop, instruct them to stop their front tire within the stop "zone." This skill is essential so that the students can demonstrate that they can come to a controlled stop at a specific point (e.g., stop bar).

Once the students master stopping in the stop "zone," have them practice signaling their stop if they are able (covered during the *Rules of the Road* lesson) and saying aloud "stopping." It is safest for students to signal, then return their hand to the handlebar so they have more control during the stop. Once students master signaling and stopping within the stop "zone," you can use the second set-up (single lane with stop sign), or you can just add stop signs to the multiple lane set-up. Instruct students to properly signal their stop, perform the search (look left-right-left again), then proceed past the stop sign and circle back to the end of the line.

**Note:** If some students are not able to take their hands off the handlebars to signal, tell them to verbalize their stop. It is better to maintain control of the bicycle than to try to signal and potentially crash.

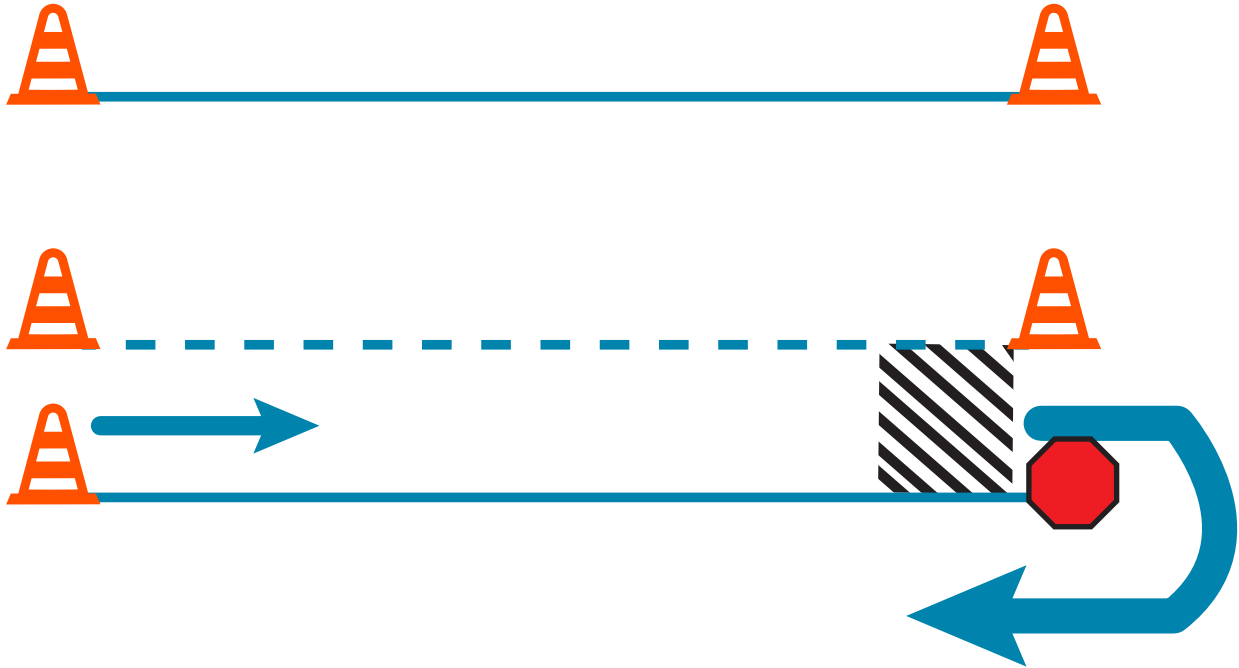
### Set-up for walking-stop and riding-stop:

It is a good idea to have a buffer between each lane since students may not have much experience with controlled stopping.





Optional set-up for stopping at a stop sign using a mock road. You may also choose to use the multiple lane set-up above with multiple stop signs and stop zones.



## ENTERING A ROADWAY/DANGEROUS DRIVEWAY

**Background Information:** A leading cause of bicycle crashes for children is failing to stop before entering the street (e.g., mid-block ride out or driveway ride out). In many cases, the bicyclist's and motorist's vision are obstructed by visual barriers such as parked cars, shrubs, electrical boxes, etc. Students must learn to STOP, then SEARCH left-right-left again before proceeding into traffic. Students look left first because that is the side cars approach closest to the rider, then right, and left again to make sure nothing entered the roadway while looking right.

**Prerequisites:** Search (Left-Right-Left again), Straight Line Riding, Stopping, Signaling (if incorporating signaling into this station)

**Vocabulary:** Driveway, Danger, Visual Barriers, Obstruction, Traffic.

**Objectives:** Students will be able to stop at the edge of a driveway and perform a proper Search (left-right-left again). Students will be able to look around visual barriers for potential traffic and perform a proper Search before entering the road.

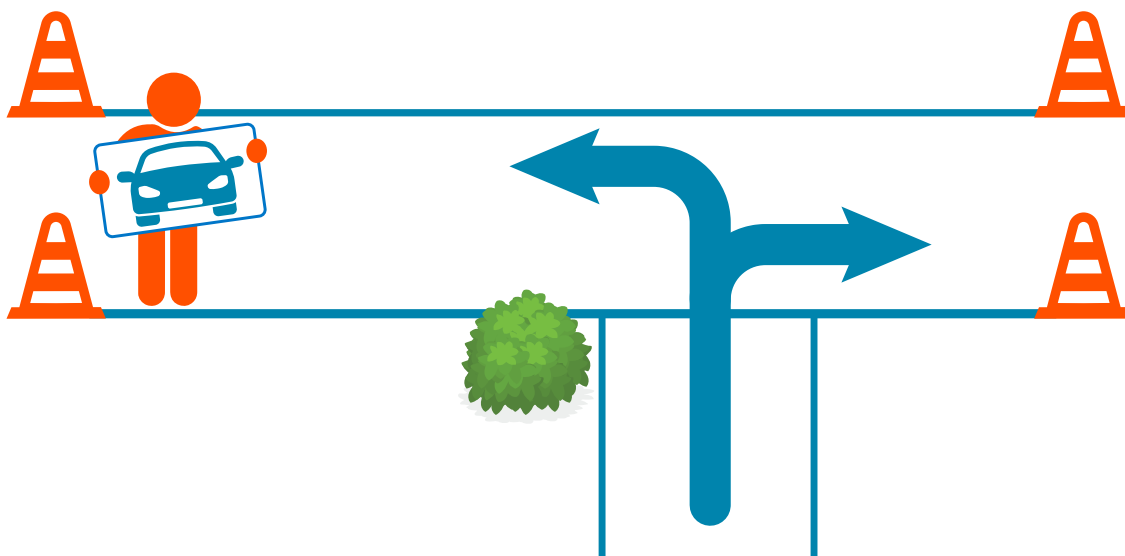
**Material/Equipment:** Bicycles and helmets, Cones, Rope/chalk, Visual barriers (parked car, cardboard shrubs, electrical boxes, and trashcans)

**Note:** Students must wear a properly fitted helmet and use the appropriate bike size (See *Helmet Fit* and *Bike Fit* activities).

**Set-up:** Large open area such as a field, basketball court, or secured parking lot. With chalk or rope, make two parallel lines to create a lane similar to what can be found on a real road (e.g., 10-12 feet wide). Depending on the space you have available, the lane can vary in length, but should be at least 40 feet. Use rope or chalk to create a driveway for the students to walk or ride their bike down to the edge of the

road. Place a visual barrier or have someone hold a sign (e.g., bush, fence, etc.) to block the students' view. If you wish to simulate traffic, have someone hold a car sign to the left of the driveway.

**Instructor:** Line students up at the front of the driveway. You may ask them to walk or ride their bicycles to the edge of the driveway. The objective of this activity is to get the students to stop at the edge of the driveway before riding out into the road. Since there is a visual barrier near the edge of the road, the students will need to stop, and look around the visual barrier to do the search (look left-right-left again) before pulling out of the driveway. Once they perform their search, they may turn left or right (after signaling if incorporating into this station). You may also introduce traffic by using vehicle signs traveling one or both directions in the road.



## SNAIL/SLOW RACE

**Background Information:** The Snail/Slow Race allows students to practice balance and bicycle control, especially when riding in a narrow space.

**Prerequisites:** *Straight Line Riding, Stopping, Slalom*

**Vocabulary:** Balance, Control, Narrow, Riding.

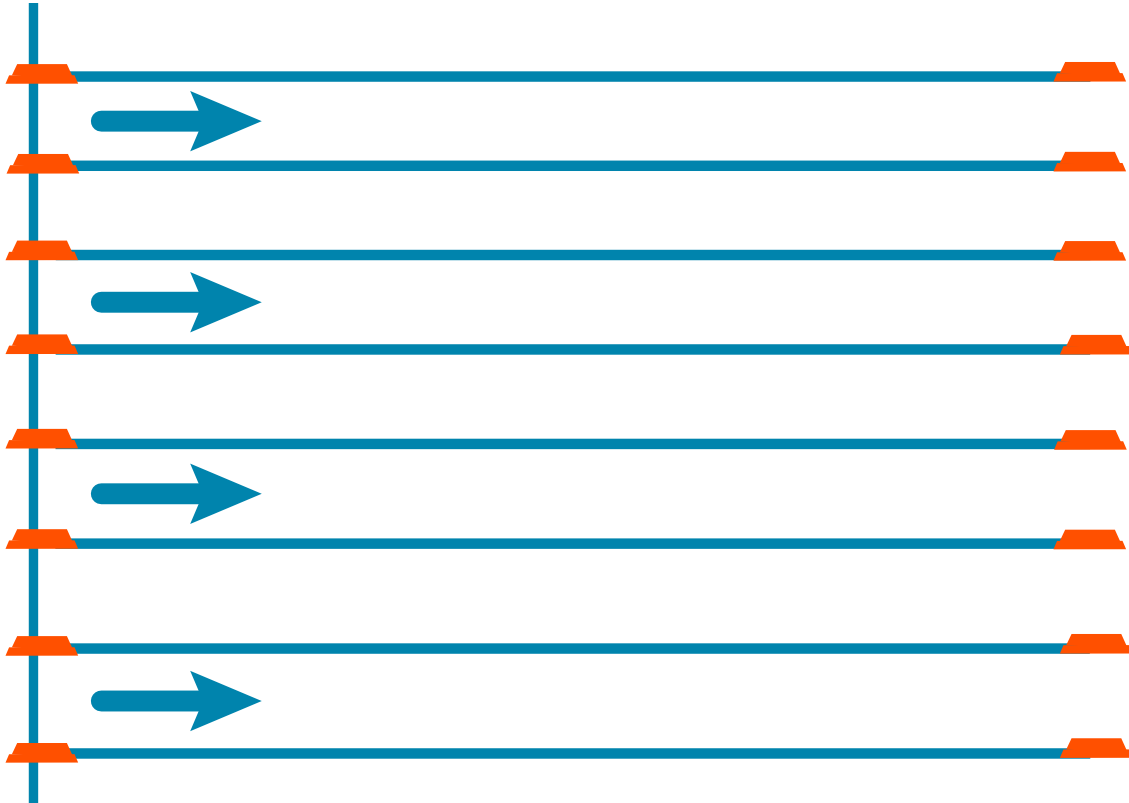
**Objectives:** Students will be able to maintain balance and control of their bicycle while riding within a narrow lane.

**Material/Equipment:** Bicycles and helmets, Cones, Chalk or Rope

**Note:** Students must wear a properly fitted helmet and use the appropriate bike size (See *Helmet Fit* and *Bike Fit* activities).

**Set-up:** Large open area such as a field, basketball court(s), or secured parking lot. With chalk or rope, make parallel lines to create lanes of at least three feet (dependent on the ability of the students). Depending on the space you have available, the lane can vary in length, but should be at least 25-30 feet to allow enough room for the students practice balance and bicycle control. If you have access to a running track, it can be a good facility for this skill. Depending on the size of the class, you may make as many lanes as needed.

**Instructor:** Using the multiple lane set-up, instruct the students to line up single file in groups behind the start line for the lanes (marked with cones, and rope/chalk) with their front tire on the start line. Tell them this is called the Snail/Slow Race and the last person to the finish line wins the race for that group. The only rules are that they can't put their foot on the ground, turn around, or leave their lane. Depending on the ability of the students, it may be better to make wider lanes so they have more room to go side to side within the lane. As students become more skilled, they are able to maintain balance in a narrower lane. When ready, instruct the first group to go. The winner of each group can go against the winners of other groups in a final round.



Optional Set-up without buffer between lanes:





## SKILLS COURSE FOR BICYCLE SKILLS 1

**Background information:** Once students are capable of performing individual skills it may be helpful to have them go through a skills course where they practice several skills together. This allows students to go through one skill after another while practicing previous skills. Depending on the space you have available, the skill of your students, the time you have available, and other factors, the course you set up may vary. Below is one example of a course that could incorporate some of the skills learned in Bicycle Skills 1.

**Prerequisites:** *Bicycle Skills 1*

**Material/Equipment:** Rope/chalk to make lines, cones, grates/polys spots/mock hazards, stop sign, optional visual barrier.

**Set-up:** Since you will be setting up multiple stations, you will need a large area that can safely accommodate multiple stations set up at once. The sample set-up below incorporates four skills: Straight-line riding, Hazard Avoidance, Stopping, and Entering a Roadway.

**Instructor:** Have students begin at the START, and go through the course by riding in a straight line, then practicing hazard avoidance, and finally properly stopping at a stop sign. You may choose to use a visual barrier (e.g., bush, fence, parked vehicle sign) to have students walking out to the edge of the visual barrier and performing the search again before entering the roadway. Depending on the space you have available, you may instruct the students to make a right or left turn.

**Note:** Since the stopping portion of this course requires students to stop, perform a search, and potentially move to the edge of a visual barrier, students may get bunched up at this point. To avoid this, make sure to space students out enough so that as one student is leaving the stop station, the next student arrives shortly after.

