

BICYCLE AND PEDESTRIAN SAFETY EDUCATION / GRADES 5–8 CURRICULUM AT-A-GLANCE

LESSON NAME & KEY POINTS	MATERIALS & EQUIPMENT	NOTES FOR IMPLEMENTATION
<p>THE WEEK BEFORE</p> <p>Twice in the week before the unit starts do student tally in class (on Tuesday, Wednesday, or Thursday). Do and collect the Student Survey. Send home the permission slip and parent/guardian behavior survey.</p> <ul style="list-style-type: none"> To collect baseline data on student behavior 	<ul style="list-style-type: none"> Student Self-Reported Behavior Survey SRTS Student Arrival and Departure Tally (2X) Bike and Pedestrian Safety Education Permission Slip Parent/Guardian Survey about Walking and Biking to School 	<p>(INSIDE) Complete the program schedule template Schedule Volunteers (This may need to happen more than 1 week in advance.)</p>
<p>LESSON 1 BIKE/PED</p> <p>Introduction</p> <ul style="list-style-type: none"> To introduce students to the purpose of the bike/ped unit and the connection to life long fitness To expose students to safe riding and walking practices 	<ul style="list-style-type: none"> “Bike Safe, Bike Smart” video AV equipment, screen Homework for each student: pretest, Home Test for Drivers, and Circle the 12 Hazards 1 Bike 1 Helmet WA Bicycle Traffic Laws brochure (optional) 	<p>(INSIDE)</p>
<p>LESSON 2 PED</p> <p>Captain Barclay Game</p> <ul style="list-style-type: none"> To review and practice pedestrian safety rules 	<ul style="list-style-type: none"> Captain Barclay Game cards (4 sets) Teacher’s talking points 4 buckets or other containers 	<p>(INSIDE)</p>
<p>LESSON 3 PED</p> <p>“Eyeballs” Sightlines Game</p> <ul style="list-style-type: none"> To practice catching the eye of drivers before crossing To understand the concept of sightlines 	<ul style="list-style-type: none"> Tape and/or cones 1 pair dark sunglasses 10-20 whiffle balls 2 floor mats 2-4 low scooters (optional) 	<p>(INSIDE OR OUTSIDE)</p>
<p>LESSON 4 BIKE</p> <p>Clothing & Equipment; Bike Handling Instruction</p> <ul style="list-style-type: none"> To review clothing for bicycling & walking To properly fit a helmet and bike To demonstrate a bike safety check To learn straight line riding, whistle stop, hand signals, and gear shifting 	<ul style="list-style-type: none"> Poster of Straight Line Handling Skills Course Painted outside course Helmets arranged by size Lice prevention method Bikes arranged by seat height Marked course for skills practice 2 Adult volunteers (4+ if elementary class or if many beginning riders) 	<p>(INSIDE): Helmet, light, bright shirt, Tie & tuck A-B-C Quick Check (OUTSIDE): Establish class management, Single line riding Spacing, Whistle stop, no skid Gear changing, rear only</p>
<p>LESSON 5 BIKE</p> <p>Bicycle Handling Practice</p> <ul style="list-style-type: none"> To teach non-verbal communication and cooperation with other road users To reinforce full stop To teach scanning for traffic behind 	<ul style="list-style-type: none"> Poster map of Straight Line Riding, You Go First and Squeeze Box skills courses Painted outside courses Helmets arranged by size Lice prevention method Bikes arranged by seat height Marked area for 3 skills practice courses 4 Adult volunteers to monitor exercises 	<p>(INSIDE): Tie & tuck, A-B-C Quick Check, poster (OUTSIDE): Single line, Scan , You Go First, Squeeze Box Stop=foot down, turn head, hand signals Hand signals</p>

LESSON NAME & KEY POINTS	MATERIALS & EQUIPMENT	NOTES FOR IMPLEMENTATION
<p>LESSON 6 BIKE</p> <p>Beginning Traffic Skills Practice</p> <ul style="list-style-type: none"> To practice predictable straight line riding, whistle stop with control, scanning for traffic behind, and turning right and left with hand signals To practice two types of left turns – as a vehicle and as a pedestrian To practice right turns with a complete stop To practice exiting a driveway To practice crossing safely as a pedestrian 	<ul style="list-style-type: none"> Poster map of basic traffic skills course adapted for your site Painted outside street course Helmets arranged by size Helmet tissue or paper towel Bikes arranged by seat height Marked intersection for skills practice 2 Stop signs 3 Students on Bikes signs At least 3 Adult volunteers to monitor stop signs and driveways 	<p>(INSIDE): Helmet fit, Tie & tuck A-B-C Quick Check. Poster</p> <p>(OUTSIDE): Teacher demonstration, small group, then whole class.</p> <p>Left turn 2 ways; Right turn;</p> <p>Driveway, full stop, look, creep to see around parked cars.</p> <p>Single file, no passing.</p> <p>Whistle stop for re-teaching</p>
<p>LESSON 7 BIKE</p> <p>Advanced Traffic Skills Practice</p> <ul style="list-style-type: none"> To practice intersection skills First Come, First Served rule with 3- or 4-way stop signs Using cooperation, non-verbal communication To practice yielding when appropriate To learn and practice the Rule of Thirds for intersection positioning 	<ul style="list-style-type: none"> Poster map of advanced traffic skills course adapted for your site Painted outside street course Helmets arranged by size Lice prevention method Bikes arranged by seat height Marked intersection for skills practice 4 Stop signs, 2 Yield signs, cones for holding signs; 4 'Students on Bikes' Traffic light box At least 4 adult volunteers stationed at stop signs and driveways 	<p>(INSIDE): Helmet fit, Tie & tuck A-B-C Quick Check. Poster</p> <p>(OUTSIDE): Teacher demonstration, small group, then whole class.</p> <p>Class #6 skills plus 4 way stop, communication, cooperation.</p> <p>Traffic light last 10 minutes.</p> <p>Students choose own route within course. Class movement creates traffic scene.</p> <p>Single file, no passing.</p>
<p>LESSON 8 PED</p> <p>Walking Audit</p> <ul style="list-style-type: none"> To assess pedestrian safety environment near school <p>Measurement surveys</p>	<ul style="list-style-type: none"> 7 laminated Built Environment photos Intersection Assessment Worksheet Homework with letter (2-sided) 2 adult volunteers <ul style="list-style-type: none"> Student Self-Reported Behavior Survey SRTS Student Arrival and Departure Tally (2X) 	<p>(INTRO INSIDE, ACTIVITY OUTSIDE)</p> <p>Homework & letter sent home.</p> <p>Identify 4 – 6 crossing locations prior to class and mark with cones.</p> <p>(INSIDE, SENT HOME)</p>
<p>2 – 4 WEEKS FOLLOWING LESSON 8</p>		