

Safe Routes to School Programming 2019-2020



Hunterdon County
Safe Routes to School



NJ Safe Routes to School (SRTS) is a statewide initiative to enable and encourage students to safely walk and bicycle to school.

The program is designed to educate students in grades K-8, with the goal of increasing the number of students walking and bicycling to school.

All lessons meet NJ Core Curriculum standards.

We invite you to browse through our offerings on the pages that follow.

For more information and to schedule programming for your students, contact:

Ryan Fisher

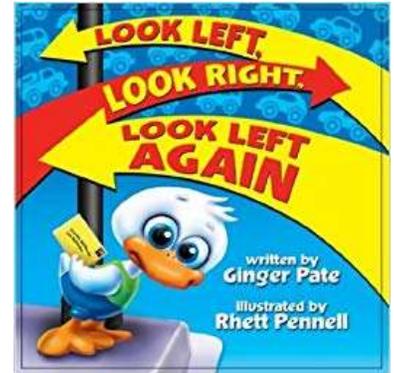
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Safety Storytime

The "Safety Story time" program is geared toward pre-K and kindergarten children. Students will be read a short book about being a safe pedestrian, followed interactive learning. Books include:



Look Left, Look Right, Look Left Again – Grades K-2

Wally Waddlewater the duck wants to cross the street to visit his grandmother, but he can never remember what to do. Mama Waddlewater takes Wally on a walk around town to help him get the hang of it. Eventually Wally gets the hang of looking out for cars and other road users and crosses the street all by himself!

Following the reading of the book, students will "practice" crossing the street safely on a mock crosswalk.

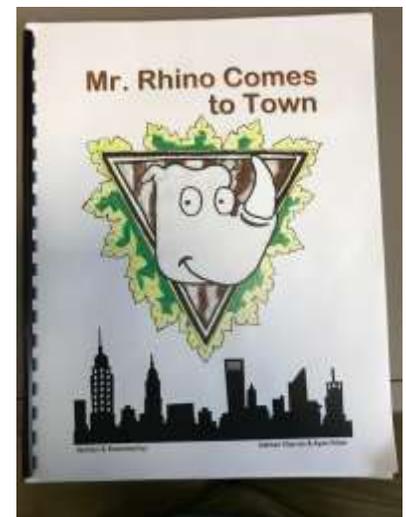
Mr. Rhino Comes to Town Grades K-4

This storybook complements and reinforces the messages of Street Smart NJ pedestrian safety campaigns.

<https://www.gohunterdon.org/bike-ped-programs/street-smart-nj/overview>

The story focuses on Mr. Rhino, who moves to town from the country. For the first time, he encounters the need to use crosswalks, wait for the walk, and avoid distractions while walking. Following the reading of the book, a discussion about the Street Smart NJ campaign being conducted in their community is conducted.

Street Smart NJ campaigns can also provide for inter-generational discussion about pedestrian safety when students share their experience of a SRTS presentation at home.



Safety Stations

Grade(s): K-4

Learning Objectives

Students will be able to:

- Describe the importance of a crosswalk and looking before crossing the road.
- Identify how critical wearing a helmet is while riding a bicycle.
- Understand the need to wear reflective clothing at night.



Overview

Conducted in a gymnasium setting, students are divided into four or more groups and rotate between a maximum of four (4) activity stations at the corners of the room. The four stations are selected on a case by case basis for each presentation, and may include:

Wheel of Safety- Students spin a “prize” wheel and asked a basic question about pedestrian safety. They are asked to provide a detailed answer so that all students can hear the reason for the answer. Each student gets a turn.

Crosswalk Simulation (mock crosswalk)- Students are instructed on the correct way to cross the street in a crosswalk and practice on the mock streetscape.

“What’s Wrong with this Picture?” Students view a series of pictures and establish what is unsafe regarding each picture. Students discuss their findings.

Bicycle Safety- Students will learn how to perform an ABC Quick Check, learn about the importance of wearing a helmet, how to know if their helmet is safe to use, and what they should have on their bicycle for safety (i.e. lights).

Curriculum Standards

Health/PE

- 2.1.2.C.2
- 2.1.2.D.[1 & 3]
- 2.1.4.C.[1 & 2]
- 2.1.4.D.[1 & 3]
- 2.2.2.B.2
- 2.2.4.A.1
- 2.2.4.B.[1 & 2]

Building a Better Way to School

Grade(s): 3-8

Learning Objectives

Students will be able to:

- Create pedestrian and bicyclist infrastructure solutions
- Identify areas of strengths and weaknesses in their walkable community
- Model safe pedestrian behaviors while crossing the road
- Define traffic signs that they may encounter on the way to and from school



Overview

In the first part of the lesson, students are given questions and asked what is safe/unsafe as goHunterdon staff models pedestrian behaviors on our simulation road, sidewalk, and crosswalk design.

The students are then called on and have the opportunity to model correct pedestrian behaviors when navigating across a roadway. Finally, the class is divided into small groups with each group having the chance to read/listen to a problem and build a solution using the interlocking blocks.

Situations include midblock crossings, crossing between cars, activating the pedestrian push button, walking in a large group, walking further to get to the crosswalk and many more. We use traffic signs, traffic lights and other props to make it look as close to an actual town as possible.

Curriculum Standards

Health/PE

- 2.1.2.C.2
- 2.1.2.D.[1 & 3]
- 2.1.4.C.[1 & 2]
- 2.1.4.D.[1 & 3]
- 2.2.2.B.2
- 2.2.4.A.1
- 2.2.4.B.[1 & 2]

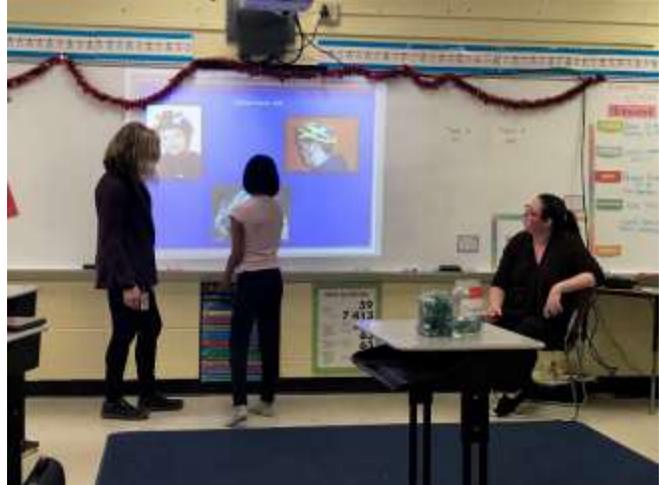
"Jeopardy" Classroom Game/Education

Grade(s): 5-8

Learning Objectives

Students will be able to:

- Understand the benefits of wearing a properly fit helmet.
- Describe how motorists, pedestrian, and bicyclists share the road.



Overview

This in-class lesson is an interactive, "Jeopardy" style game that provides an opportunity to communicate safety information in a fun format. Categories include "2 Feet" (pedestrian safety), "Ouch" (dangers of injury), "Distractions", "2 Wheels" (bicycle safety), and "Healthful Habits" (benefits of bicycling and walking). Students compete against each other in two teams, taking turns selecting categories and answering questions.

Curriculum Standards

Health/PE

- 2.1.2.C.2
- 2.1.2.D.[1 & 3]
- 2.1.4.C.[1 & 2]
- 2.2.2.B.2
- 2.1.4.C.3

Pedestrian Program “Graduation”

Grade(s): 4-6

Students will be able to:

- Apply pedestrian safety skills within their community.
- Understand best practices for walking to and from school.
- Model safe pedestrian and cyclist behaviors.



Overview

For schools/classes that have participated in K-6 grade classroom and “assembly” presentations, their pedestrian safety education culminates with a “Pedestrian Graduation” activity.

goHunterdon staff facilitates an “on street” exercise where students practice the safety skills and behaviors that they have learned over the course of the school year.

Students will go outside and model good behaviors such as using crosswalks, looking left, right and left again, and avoiding distractions. A discussion follows about the difference in learning about pedestrian safety in a classroom or assembly setting and actually applying the skills in “real life”.

Curriculum Standards

Health/PE

- 2.1.2.C.2
- 2.1.2.D.[1 & 3]
- 2.1.4.C.[1 & 2]
- 2.1.4.D.[1 & 3]
- 2.2.2.B.2

Distracted Walking - "Look UP"

Grade(s): 6-8

Students will be able to:

- Define distracted walking.
- Explain the dangers of distracted walking.
- Pledge to keep their "Heads Up, and Phone Down".



Overview

This lesson engages middle school students to learn of the dangers of distracted walking. In a classroom or assembly setting, students watch a series of video clips of distracted pedestrians.

Following the videos, in an open discussion format, students will talk about their own behaviors, what they witness in their school/community and offer suggestions on how to change the trend of increased distraction.

Physical Education, Health & Safety

- 2.1.4.A.1
- 2.1.4.C.[1-2]
- 2.1.4.D.[1 & 3]
- 2.1.6.C.2
- 2.1.6.D.3
- 2.2.4.B.[2 & 3]
- 2.2.6.B.1
- 2.2.6.D.2
- 2.2.6.E.2

Don't Be Sorry

Grade(s): K-4

Students will be able to:

- Identify traffic signs within their community and explain who they are for.
- Define terms such as pedestrian, cyclist, crosswalk, pedestrian push button etc.



Overview

Don't Be Sorry is a "life-sized" board game that is played in a gymnasium setting. The game is a "mash up" of popular board games such as "Sorry", "Trivial Pursuit" and "Cranium".

Using a life sized "board" and large dice, students are engaged in this fast paced, physical, interactive presentation.

Students are divided into four (4) teams and must work together to successfully complete an answer/activity as they move around the game board, landing on various "topics". Student's knowledge of Bicycle/Pedestrian Safety and related environmental benefits of bicycling and walking to school are tested. The activity can take place indoors or outside on pavement.

Physical Education, Health & Safety

- 2.1.4.A.1
- 2.1.4.C.[1-2]
- 2.1.4.D.[1 & 3]
- 2.1.6.C.2
- 2.1.6.D.3
- 2.2.4.B.[2 & 3]



Bicycle Privilege Program

Grade(s): 4-8

Learning Objectives

Students will be able to:

- Properly indicate how to turn
- Identify obstacles they may encounter on the way to school



Overview

The Bicycle Privilege Program serves as a baseline requirement to allow students to ride to school.

Students complete a series of “on bike” skills, similar to a bicycle rodeo, participate in a group ride, and completes a short written quiz.

Students who successfully pass each phase of the program are issued a “bicycle license”. Emphasis is placed on the fact that the “license” is a privilege and can be revoked at any time if school administration, faculty or local police observe unsafe bicycling behavior before/after school.



Curriculum Standards

Physical Education, Health & Safety

- 2.1.4.A.1
- 2.1.4.C.[1-2]
- 2.1.4.D.[1 & 3]
- 2.1.6.C.2
- 2.1.6.D.3
- 2.2.4.B.[2 & 3]
- 2.2.6.B.1
- 2.2.6.D.2
- 2.2.6.E.2

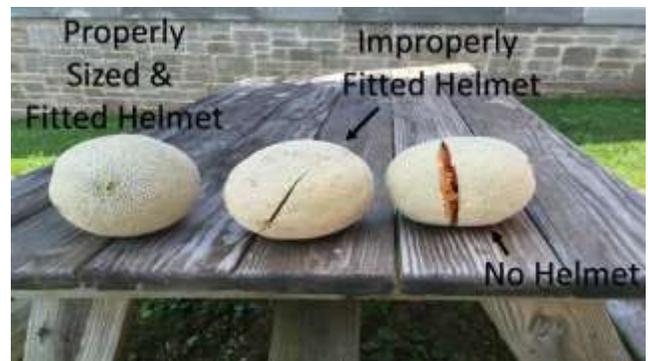
Helmet Hypothesis: Protect Your Melon

Grade(s): 2-6

Learning Objectives

Students will be able to:

- Explain why wearing a helmet that fits properly is important.
- Define the three (3) ways to ensure that a helmet is fir correctly.
- Understand that when there are wheels at your feet a helmet should be on your head.



Overview

This outdoor presentation emphasizes the importance of helmet use when riding a bicycle, scooter, skateboard, or any device where wheels are at the student's feet. Students take part in determining which of the 5 test helmet subjects will best protect the melons that are dropped from atop a ladder.

Curriculum Standards

2.1.2.D.1

2.2.4.D.1

How's Your Helmet?

Grade(s): K-8

Learning Objectives

Students will be able to:

- Identify three ways to ensure their helmet is fit correctly
- Describe the importance of wearing a helmet when riding a bicycle
- Understand when it is time for a new bicycle helmet

Overview

Did you know helmets have an expiration date? Or, that a poorly fit helmet does not provide needed protection?

In this interactive activity, students are asked to bring in their helmets for inspection and fitting. Students will learn where to look for the expiration date of their helmet and the three easy steps to check the fit of their helmet.

If a student does not have a helmet or needs a new helmet, a new helmet will be provided. Safety information and, as appropriate, guidance on why an old helmet should not be worn will be provided to the students to take home.



Curriculum Standards

Health/PE

2.1.2.D.1

2.2.4.D.1

Safety Patrol Education/Training

Grade(s): 5-8

Learning Objectives

- Explain the importance of modeling appropriate pedestrian practices.
- Understand what their role is and what is not.

Overview

Is your Safety Patrol “patrol ready”?

Using AAA guidance, goHunterdon will provide supplemental safety patrol education/training in coordination with the crossing guard, local police, or AAA representatives.



Curriculum Standards

Physical Education, Health & Safety

- 2.1.4.A.1
- 2.1.4.C.[1-2]
- 2.1.4.D.[1 & 3]
- 2.1.6.C.2
- 2.1.6.D.3
- 2.2.4.B.[2 & 3]

Student Orientation

Grade(s): K-8

Learning Objectives

- Understand the importance of utilizing their school crossing guard.
- Explain the many benefits that come from walking and bicycling to school.



Overview

Get the school year off to a safe start! goHunterdon staff is available to provide student safety orientation at the start of each school year to reinforce your school's policies for students walking and bicycling to school and to share additional safety tips.

Each lesson is customized to your school needs/policies. Orientation topics may include wearing a helmet when you ride to school, distracted walking demonstrations, cross in a crosswalk, cross where you see a crossing guard, and how to use a pedestrian push button.

Physical Education, Health & Safety

- 2.1.4.A.1
- 2.1.4.C.[1-2]
- 2.1.4.D.[1 & 3]
- 2.1.6.C.2
- 2.2.6.B.1
- 2.2.6.D.2
- 2.2.6.E.2