



Hunterdon County  
Safe Routes to School

# **Safe Routes to School Programming 2024-2025**



## Hunterdon County Safe Routes to School

goHunterdon offers Safe Routes to School pedestrian and bicycle education programming that focuses on interactive lessons to engage students in grades K-8. Our goal is to increase the number of students walking and bicycling, to educate students on how to do so safely, and ways to increase bicycle and pedestrian safety in their community.

We invite you to browse through our offerings on the pages that follow. Please reach out to Nina Lewis, goHunterdon Safe Routes Coordinator, [nlewis@gohunterdon.org](mailto:nlewis@gohunterdon.org) to discuss how we may best assist your school this year.

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*The Hunterdon County Safe Routes to School Program is funded through the NJ Department of Transportation NJ Safe Routes Program.*

# SEASONAL WALK/BIKE TO SCHOOL EVENTS

goHunterdon will coordinate and support the following seasonal events:

## September- Student Orientation, Back to School Safety

### 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. Orientation will reinforce your school's policies for students walking and bicycling to school and to share additional safety tips.

Upon request, goHunterdon will create customized pedestrian and bicycle safety tip videos. Please reach out if you are interested in addressing a specific safety topic at your school this year.



### Learning Objectives

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

Discover safety tips for walking/bicycling throughout the year

## September- Back to School Night

### Overview

Kick off the new school year with confidence and safety!

goHunterdon staff is available to provide information about the Safe Routes Program to school families and discuss programming efforts throughout the school year!



### Learning Objectives:

- Understand the importance of safe routes for students walking and bicycling to school.
- Explain the benefits of active transportation, walking/rolling to school
- Discover practical safety tips for maintaining safe and enjoyable travel throughout the year

## October- I-WALK (Hunterdon County Walk/Roll to School (Fall) (Golden Sneaker Competition)

I-Walk, also known as International Walk to School Day, is an international event that focuses on pedestrian safety and active lifestyles. It encourages students, families, school communities, and local organizations to walk (and bike) to school to promote safer and more active lifestyles. This day is celebrated in over 40 countries throughout the world.

I-Walk was established in the UK in 1994 and rapidly grew in popularity due to its ability to effectively engage and unite communities on the topic of pedestrian safety and active transportation. Since 2006, goHunterdon, the non-profit transportation management association in Hunterdon County, New Jersey, has been promoting and celebrating the I-Walk event locally, aiding schools and communities in organizing their walks.

A key feature of I-Walk and something that goHunterdon encourages is the concept of a Walking School Bus. A Walking School Bus is a group of children walking to school under the supervision of one or more adults. Hunterdon County Schools have meeting locations, times, schedules, and volunteers. It's beneficial because it ensures student safety, promotes physical activity, and fosters friendships among children and parents alike.

I-Walk serves as the kick-off to the walking season for each school, happening in October. The event highlights the importance of pedestrian safety and aims to create connections among students, staff, parents, and the wider community.

### **\*New this Year**

The school that has the highest percentage of students walking/rolling to school will receive the Golden Sneaker Trophy!



## January- Winter Walk

Winter Walk, pioneered in 2014 by goHunterdon in Hunterdon County, New Jersey, is an innovative event designed to showcase the viability of walking to school throughout the year, regardless of colder weather. Recognizing that walking promotes physical activity and can be a fun, energetic start to the school day, the goal of Winter Walk is to show students and their families that cold weather doesn't have to mean less walking.

As a fixture event every January, Winter Walk encourages students, families and schools to bundle up and walk to school. The initiative offers a fantastic opportunity to reinforce safety teachings on how to walk safely in winter conditions, dress correctly for the colder climate, and understand the environmental benefits of walking throughout the year.



An ongoing incentive of the Winter Walk is the competition for the coveted Polar Bear Trophy. This prize fuels a friendly rivalry among classrooms and serves to increase participation in the walk. At each participating school, the classroom that boasts the highest percentage of walkers takes home the Polar Bear Trophy.

By celebrating Winter Walk, goHunterdon and participating schools continue to foster a culture of healthy, safe, and environmentally friendly transportation options. The event also serves as a reminder that persevering in the face of a little cold weather is not just possible, but can also be a fun, rewarding challenge.



## April- Hunterdon County Roll/Walk to School Month (Spring)

Hunterdon County Walk/Roll Week is a motivating initiative that annually takes place in Hunterdon County, each April. This exciting event encourages students, families, and schools to focus less on motorized transportation in favor of walking or rolling to school in an effort to increase sustainable transportation.

Throughout Hunterdon County during this special week, "Walking School Buses" and "Bicycle Trains" are encouraged. These involve groups of students walking or cycling together under adult supervision, creating less traffic near and around the school.

The Hunterdon County Safe Routes to School Program is expanding additional Bicycle Trains as a key part of HCWRW 2025!

Measurement of participation is done via digital forms completed at each school. These Student Travel tallies ensure that every walk or roll is counted towards the final total. Updated school travel tallies provide a blueprint of the walking/bicycling landscape at each collective school.



# LESSON OFFERINGS

## LESSON PLAN NAME: Parking Lot Safety

Suggested Grade Level    **K**    **1**    **2**    3    4    5    6    7    8

Suggested Time Setting    30 minutes

Learning Style Access    classroom    **gymnasium**    **outside**

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**LESSON OVERVIEW:** An often overlooked and potentially dangerous situation while on foot is walking through a parking lot. This lesson focuses on the particular dangers for pedestrians in parking lots and the steps to take to improve your safety in a parking lot. A key focus is on knowing the difference between a vehicle that is parked and one that is backing up.

### NJ CORE CURRICULUM STANDARDS:

Performance Standards- **2.3.5.PS.3:** Examine the impact of unsafe behaviors when using other modes of transportation.



### LEARNING OBJECTIVES:

- Understand what to do in a parking lot to keep safe.
- Identify the color of a brake light vs. backup light
- Model safe pedestrian behaviors while crossing the road

### MATERIALS NEEDED:

All materials supplied

### ACTIVITY:

Students will take turns walking in goHunterdon's mock parking lot, learning where to walk within a parking lot, what to look for and through interactive role play, understand what the lights on the back of a vehicle indicate. Music will help cue students to learn when it is time to walk slowly and when to stop.

# Safety Stations: Rotate through Bike and Pedestrian Safety

**Suggested Grade Level**    **K** 1 2 3 4 5 6 7 8

**Suggested Time setting**    30 minutes

**Learning Style Access**    classroom    **gymnasium**    outside

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## Lesson overview:

Students will participate in a rotation of stations to learn about the core concepts of pedestrian and bicycle safety in an interactive and dynamic way. They will learn how to cross the street safely, determine safe and unsafe pedestrian and bicycle situations, and how to prepare their bike before a ride. The diversity of activities will allow students to learn in a fragmented and exciting way! Students remain engaged when rotating to different activities, while actively learning about key safety ideas.

## NJ Core Curriculum Standards:

- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (ex: using equipment, wearing bike helmets, vehicle, water, and weather safety)
- 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, and in the community (ex; traffic safety, bicycle scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2.PS 4. Develop an awareness of warning symbols and their meaning (ex, red light, stop sign, poison symbol).

## 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.

## Materials needed:

All materials provided

## Activity:

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 ask 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. Walking songs will play as they walk to create an engaging and memorable experience.
- **“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).

**Assessment tools:**

Students will use a clipboard and a piece of paper to record at each station one thing they learned. At the end of the presentation, students will pair up with another student who was not in their group and share each of the four things they learned. This encourages students to think critically about the activity and discover how to describe what they learned to a peer. The discussion will help students solidify their understanding of the activity and apply it into their daily lives.

# LESSON PLAN NAME: Tiny Town: Design Your Town for Safety

Suggested Grade Level    **K**    **1**    **2**    3    4    5    6    7    8

Suggested Time Setting    30 minutes

Learning Style Access    **classroom**    gymnasium    outside

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## LESSON OVERVIEW:

Understanding basic pedestrian and bicycle safety behaviors, signs, and infrastructure is essential for keeping students safe. Students should be able to identify sidewalks and crosswalks, understand pedestrian crossing signs, and know how to use them. While riding their bicycles, students should be able to identify the safest routes and proper bicycle etiquette. They should understand what each traffic sign means and what to do when they see them on their journey.

## NJ CORE CURRICULUM STANDARDS:

Performance Standards - 2.3.5.PS.3: Examine the impact of unsafe behaviors when using other modes of transportation.  
Performance Standards - 2.3.5.PS.4: Evaluate how pedestrian and bicycle safety practices can reduce the risk of injury.



## LEARNING OBJECTIVES:

- Understand why crosswalks are important.
- Learn where and when to cross the road.
- Discover where to ride a bicycle in their town.

## Activity:

Students will be broken into groups and each student will have a mini map. Students will use art materials to design stop signs and other infrastructure on their map. Then, students will rotate to the larger map getting an opportunity to see a bigger scale version of the printed map. Collaborating with their group members, students will use their ideas from their individual printed map and decide where the best places are for the infrastructure on the larger map.

## Assessment tools:

Students will present their discoveries in groups to one another and show the maps they created. They will explain why they are important and their reasoning behind modifications and placements of traffic signs in their map.

## LESSON PLAN NAME: Red Hand, Walking Man Game

Suggested Grade Level    **K**    **1**    **2**    3    4    5    6    7    8

Suggested Time Setting    30 minutes

Learning Style Access    classroom    **gymnasium**    **outside**

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**LESSON OVERVIEW:** Students will learn the appropriate times to cross the street while playing “Red Hand, Walking Man” (similar to “Red Light, Green Light”). Print out the flashcards provided or students can be invited to create their own flashcards (color, paint, etc.)

### Learning Objectives:

- Understand the importance of traffic signals/pedestrian signal heads, countdown signs
- Explain when it is safe to cross the street
- Discover how many traffic signals are in their community

### Activity:

Using the flashcards to direct fellow students, this activity allows students to practice following pedestrian signals and whether to “Walk” or “Don’t Walk” in a fun, safe and interactive way.



### Assessment Tool:

Ask students to write a short reflection about what they have learned and how they will use this knowledge outside of school. This could be an informal evaluation, so that students can express themselves openly.

## LESSON PLAN NAME: Safety Town: Design Your Town for Safety

Suggested Grade Level **K 1 2 3 4 5 6 7 8**

Suggested Time Setting 30 minutes

Learning Style Access classroom **gymnasium** **outside**

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**LESSON OVERVIEW:** Using replica foam/sidewalk mats and traffic signs students learn about pedestrian infrastructure, where traffic signs should be placed, and what behaviors they can control. The lesson focuses on looking before crossing the street and the importance of being aware of your surrounds at all times.

### NJ CORE CURRICULUM STANDARDS:

Performance Standards- **2.3.5.PS.3:** Examine the impact unsafe behaviors when using other modes of transportation.



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### LEARNING OBJECTIVES:

- Students will be able to recognize and understand the purpose of different traffic signs.
- Students will understand the importance of crosswalks and pedestrian safety.
- Students will describe the significance of pedestrian infrastructure.

### MATERIALS NEEDED:

All materials provided

### ACTIVITY:

Students will be provided with blocks, colored tape, traffic signs, and a mock vehicle. Instruct each group to lay out the roads first using the blocks according to a town layout plan. Then, they should use the colored tape to mark crosswalks and other significant road markings. Students will place the traffic signs next to the appropriate roads. Finally, they'll position the mock car at different places on the road and hold a discussion about what it means when the vehicle is backing up.

### ASSESSMENT TOOL:

Reflected Discussion:

After these activities, have a discussion with the students about their experiences - what did they notice for the first time? Was there anything surprising? Frame their responses in terms of pedestrian safety rules and the importance of being aware of your surroundings while walking. This will reinforce what they have learned and help assess their understanding.

# Safety Jingles: Tune into Pedestrian Safety

**Suggested Grade Level:** K 1 2 3 4 5 6 7 8

**Suggested Time Setting:** 30-40 minutes

**Learning Style Access:** classroom (music) gymnasium outside

## Lesson overview:

Students will be able to understand basic pedestrian safety behaviors, signs, and infrastructure. Students will be able to identify proper safety behaviors using media clips and interactive skits. In groups, students will collaborate with peers to create a musical role-playing skit and present to one another. They will highlight the key pedestrian safety concepts learned in the beginning of the lesson. Their presentation could include; a skit demonstrating their favorite superhero putting on his helmet correctly or the characters in a tv show walking to school not looking down on their phone. Creativity will be encouraged to make learning pedestrian safety fun!



## NJ Core Curriculum Standards:

- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (ex: using equipment, wearing bike helmets, vehicle, water, and weather safety)
- 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, and in the community (ex; traffic safety, bicycle scooter safety, fire safety, poison safety, accident prevention.
- 2.3.5.PS.3. - Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

## Learning objectives:

- Students will engage with musical instruments and props to actively engage their recall when traveling to and from school.
- Students will be able to assess different behaviors to determine safety effectiveness.
- Students will be able to teach one another in peer-to-peer learning about the importance of safety and reinforce material that was taught.
- Students will learn safety in a fun and more relatable and relevant way.
- Students will be challenged to think critically about what safety behavior they want to convey and then demonstrate their goal using different materials.

## Activity:

Students will view a short clip from a popular TV show/movie demonstrating the characters walking to school or crossing the street. The clip will demonstrate unsafe or safe pedestrian practices. Discuss these practices in open discussion about what actions were taken to be safe. Take the time after the clip to teach core concepts of pedestrian safety.

Then, students will break up in groups of 3-4 and create a jingle/song involving role playing using dance or acting that ties into the core concepts identified from the clip. They will creatively use the characters and themes from the film or of their choice to come up with songs to convey important safety messages through the characters' eyes.

This will encourage students to think about safety not only from their perspective but also from what their interests and age level media is portraying.

**Materials:**

All materials provided

**Assessment tools:**

Hold an open discussion with students once presentations are complete:

- What were some of the skits key safety practices? How did you come up with these ideas?
- In your travels to school and other adventures, what are some of the key ways to ensure safety when crossing the road?
- When you are out in your community, what can you remember about today to take with you?

## LESSON PLAN NAME: Pedestrian- Peer to Peer Learning

Suggested Grade Level **K 1 2 3 4 5 6 7 8**

Suggested Time Setting 30 minutes

Learning Style Access classroom **gymnasium** **outside**

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**LESSON OVERVIEW:** Students in grades 4-8 learn and create pedestrian safety concepts that they then teach to students in grades K-2. Presentations will be created in small groups and will focus on specific pedestrian safety topics in each schools community. Peer-to-peer learning promotes active engagement, as students are more likely to participate in discussions with their peers.

**NJ CORE CURRICULUM STANDARDS:** Performance Standards- **2.3.5.PS.3:** Examine the impact of unsafe behaviors when using other modes of transportation.

### LEARNING OBJECTIVES:

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

### MATERIALS NEEDED:



### ACTIVITY:

Middle school students are divided up into small groups and assigned with a specific pedestrian safety topic. Topics can include understanding traffic signs, crosswalk etiquette, the importance of using sidewalks, or how to read car signals. Each team will create a short, performance-based skit that easily conveys their assigned topic to K-2nd graders. Plan, write, and rehearse their scripts. They can create props utilizing art supplies or design digital visual aids to help illustrate their points.

### ASSESSMENT TOOL:

Once all skits have been performed, ask the younger students to either draw a scene from a skit that taught them something new or act out what they learned.

## LESSON PLAN NAME: The “Smasher”: Protect Your Melon/Pumpkin

Suggested Grade Level **K 1 2 3 4 5 6 7 8**

Suggested Time Setting 30 minutes

Learning Style Access classroom **gymnasium** **outside**

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**LESSON 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. Melons or pumpkins are used to simulate a skull. Students will come up with hypotheses about what will happen to a pumpkin that is not wearing a helmet, a pumpkin wearing an old/damaged helmet and a new helmet.

### NJ CORE CURRICULUM STANDARDS:

Performance Standards- **2.3.5.PS.3:** Examine the impact of unsafe behaviors when using other modes of transportation.



### LEARNING OBJECTIVES:

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

**MATERIALS NEEDED:** All materials provided.

### ACTIVITY:

Demonstration using “The Smasher” (a sledgehammer based tool) to show the impact of not wearing a helmet (melon/pumpkin smashing with and without helmet). Afterwards, students will decorate a print out helmet with markers and stickers, this will allow students to take home a tangible item related to the lesson and remember it as they go into their daily lives.

### Assessment tools:

Application to Personal Behavior

How does this experiment influence your thoughts on wearing a helmet?

(Evaluate whether the student acknowledges the protective value of wearing a helmet)

Will this experiment change your behavior? If so, how?

(Understand if the student plans to apply the knowledge to their real life in regards to using a helmet)



## LESSON PLAN NAME: Bike to School Safety Program- 3 Parts

**Suggested Grade Level**     K     1     2     3     **4**     5     6     7     8

**Suggested Time Setting**     **45 minutes per part**

**Learning Style Access**     **classroom**     **gymnasium**     **outside**

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**LESSON OVERVIEW:** This three-part lesson plan is designed to educate and prepare students for safe and efficient bicycle riding, focusing on skills, road rules, and proper bicycle etiquette. The ultimate goal is to equip students to responsibly bike to and from school and in their communities.

1. Part 1 - Bicycle Rodeo: The program kicks off with a fun and educational Bicycle Rodeo where we will discuss some of the safety aspects of cycling that will enhance the fun aspects of cycling. Students will navigate a set course to showcase their existing bicycle riding skills such as control, balance, and maneuvering. The course will also reinforce the importance of bicycle safety equipment.

2. Part 2 - Bike Train: The second day's activity introduces the concept of a Bike Train. Students ride in a straight line formation along a predefined path, learning the importance of safety rules when biking on roads, practicing control of their bikes in a group setting, and cultivating a sense of cooperation and camaraderie.

3. Part 3 - Bicycle Privilege Program: The final day comprises a comprehensive assessment of knowledge and skills learnt over the two previous days. A written test will evaluate the student's understanding of bicycle safety rules and the practical examination will assess their bicycle riding skills. Successfully passing these assessments will earn the students a Bicycle Privilege Certificate, granting them permission to bike to school.

This integrated program not only enhances students' biking skills and safety awareness but also promotes physical health, team spirit, and environmental consciousness. It's a major stride toward empowering them to become responsible, confident cyclists in their everyday lives.

### **NJ CORE CURRICULUM STANDARDS:**

Performance Standards- **2.3.5.PS.3:** Examine the impact of unsafe behaviors when using other modes of transportation.



## PART 1: Bicycle Rodeo

### LEARNING OBJECTIVES:

- Students will learn basic safety and legal requirements.
- Students will be shown equipment safety – helmet fitting, bike fit, bike ABCs.
- Students will demonstrate basic bicycle riding skills.
- Students will follow set paths to show bicycle control.
- Students will display appropriate safety precautions, like wearing a helmet.

### MATERIALS NEEDED:

Bicycle, helmet

### ACTIVITY:

Students demonstrate proper handling skills and general knowledge of how to be a safe bicyclist.

- Power pedal position
- Stop/start
- Balance
- Turning using hand signals
- Etiquette while interacting with pedestrians, drivers and other cyclists. Letting people know you are approaching and what your plans are: Passing on your left. Being predictable.
- Awareness while passing driveways

Students will also identify the route they take to and from school and a major stride toward empowering them to become responsible, confident cyclists in their everyday lives.



## Part 2: Bike Train

### NJ CORE CURRICULUM STANDARDS:

Performance Standards- **2.3.5.PS.3:** Examine the impact of unsafe behaviors when using other modes of transportation.

### LEARNING OBJECTIVES:

- Students will demonstrate basic bicycle riding skills.
- Students will follow set paths to show bicycle control.
- Students will display appropriate safety precautions, like wearing a helmet.

### MATERIALS NEEDED:

Bicycle, helmet

### ACTIVITY:

Students demonstrate proper handling skills and general knowledge of how to be a safe bicyclist. Students will also identify the route they take to and from school and have a bicycle in good repair and a bicycle helmet at all times.



## Part 3: Bicycle Privilege

### NJ CORE CURRICULUM STANDARDS:

Performance Standards- **2.3.5.PS.3:** Examine the impact of unsafe behaviors when using other modes of transportation.

### LEARNING OBJECTIVES:

- Students will demonstrate basic bicycle riding skills.
- Students will follow set paths to show bicycle control.
- Students will display appropriate safety precautions, like wearing a helmet.

### MATERIALS NEEDED:

Bicycle, helmet

### ACTIVITY:

Students demonstrate proper bike handling skills and general knowledge of how to be a safe bicyclist. Students can identify all applicable traffic signs and how they apply to cyclists. Students will complete a written quiz and complete a skills course on their bikes in order to have the privilege to ride their bikes to school.

### ASSESSMENT TOOL:

Give the student a few scenarios and ask what they'd do. A few examples could be:

1. You're riding your bike and the car parked on your right side suddenly opens its door. What do you do?
2. You're approaching a stop sign the same time as a car. Who should go first and why?

Their answers to these scenarios will give you an idea of their understanding and wisdom related to real-world biking situations.



## LESSON PLAN NAME: Pedestrian Program "Graduation"

Suggested Grade Level      K      1      2      3      **4**      5      6      7      8

Learning Style Access      classroom      gymnasium      **outside**

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### LESSON 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. Hunterdon staff facilitates an "on street" exercise where students practice the safety skills and behaviors that they have learned over the course of the school years. This is a fun way to end the school year.

### LEARNING OBJECTIVES:

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



### ACTIVITY:

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

## LESSON PLAN NAME: Community Walk Assessment- Fieldwork

Suggested Grade Level    K    1    2    3    **4**    5    6    7    8

Suggested Time Setting    2 two hours sessions

Learning Style Access    **classroom**    **gymnasium**    **outside**

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**LESSON OVERVIEW:** The presence of sidewalks, crosswalks, and other pedestrian infrastructure help increase safety and make a community pedestrian friendly. Students will take part in a pedestrian walk assessment, where they will be asked to identify strengths, weaknesses, opportunities of their town's current infrastructure.



### NJ CORE CURRICULUM STANDARDS:

- Performance Standards- **2.3.5.PS.3:**  
Examine the impact of unsafe behaviors when using other modes of transportation.

### LEARNING OBJECTIVES:

- Students will be able to discuss the benefits of pedestrian infrastructure.
- Students will identify the pedestrian infrastructure in their community.
- Students will be able to accurately map existing as well as potential pedestrian infrastructure.

**MATERIALS NEEDED:** All materials provided

### ACTIVITY:

Students will work in teams conducting a walkability assessment of their schools walking school bus routes. Students will capture pictures, make notes, and present findings to their peers.

### ASSESSMENT TOOL:

Route Planning and Understanding:

Present the student with a few hypothetical scenarios (busy traffic, construction on usual route, being approached by a stranger, witnessing an accident, etc.) and ask the following:

1. How would the student handle these different situations?  
- (Evaluate the student's problem-solving skills based on their responses)

Additional Feedback

Make a note of any other observations, student's overall awareness of pedestrian safety, maturity in handling hypothetical situations, and understanding of the importance of a safe journey to/from school.

This assessment checks for understanding of the lesson's content, but also helps to evaluate how well the student would apply these principles in real-life scenarios.

## LESSON PLAN NAME: Community Walk Assessment- Discussion and Design

Suggested Grade Level    K    1    2    3    **4**    5    6    7    8

Suggested Time Setting    2 two hours sessions

Learning Style Access    **classroom**    **gymnasium**    **outside**

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**LESSON OVERVIEW:** Following the Pedestrian Infrastructure Walk Assessment Lesson, students will use their critical and creative thinking skills to improve pedestrian infrastructure within their community. Students will be asked to think about the needs of people who walk as their primary mode of transportation, how they might travel to and from stores, employment, friends' homes, school, and what might be done to make travel on foot safer.

### **NJ CORE CURRICULUM STANDARDS:**

Performance Standards- **2.3.5.PS.3:** Examine the impact of unsafe behaviors when using other modes of transportation.



### **LEARNING OBJECTIVES:**

- Students will learn how traffic control devices related to pedestrians (crosswalks, sidewalks, in-street pedestrian signs, pedestrian signal heads) improve safety.
- Students will be able to identify places in their community where improved pedestrian infrastructure may be valuable.

**MATERIALS NEEDED:** All materials provided

### **ACTIVITY:**

- “Designing a Safer Community for Pedestrians and Bicyclists” Utilizing a “base map”/tabletop replica of their community, students will engage in interactive discussions about current conditions, new technologies, infrastructure improvements, and how to design a safer community for the future.
- Optional: Create presentation to school board, governing body, peer etc.

### **ASSESSMENT TOOL:**

Engage in conversations with students to assess what students learned from the walk assessment and how it can be applied to their walks in the community.

## LESSON PLAN NAME: Distracted Walking: "Look UP" Lesson

Suggested Grade Level    K    1    2    3    **4**    5    6    7    8

Suggested Time Setting    30 minutes

Learning Style Access    **classroom**    gymnasium    outside

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**LESSON OVERVIEW:** The "Look UP" lesson engages middle school students to learn about the dangers of distracted walking. We will explore video clips featuring distracted pedestrians. Through open discussions and interactive activities, students will gain an understanding of the risks associated with distracted walking and make a pledge to keep their "Heads Up" and their phones down. Students create public awareness campaign for peers.

### NJ CORE CURRICULUM STANDARDS:

This lesson plan aligns with the following NJ Core Curriculum Standards: Core Idea- Safety includes being aware of the Environment and understanding how certain situations could lead to injury or illness.

- Performance Standards- **2.3.5.PS.3:** Examine the impact of unsafe behaviors when using other modes of transportation.



### LEARNING OBJECTIVES:

- Define distracted walking and identify common examples.
- Explain the potential dangers and consequences of distracted walking.
- Reflect on personal behaviors and observations within their school and community.

### MATERIALS NEEDED:

- Projector or Smartboard for video clip analysis
- Internet access to play video clips
- Markers or pens for student participation

### ACTIVITY:

1. Video Clip Analysis: Using a projector or Smartboard, students will watch engaging video clips showcasing instances of distracted pedestrians. They will observe and analyze the behaviors exhibited in these videos, discussing the potential risks and consequences involved. Students will share their observations and impressions, considering both humorous and serious examples.
2. Group Discussion: Using a whiteboard or chart paper, students will engage in open discussions about their own behaviors and experiences with distracted walking. They will have the opportunity to talk about what they witness in their school and community, including the prevalence of distracted pedestrians. Students will consider the impacts of distraction on personal safety, social interactions, and overall well-being.
3. Students create public awareness campaign for peers.

### ASSESSMENT TOOL:

Students break into small groups and tasked with creating an awareness campaign against distracted walking. They will devise strategies, brainstorm creative ideas, and design posters or digital media to

educate and prompt behavioral change. Each group will present their campaign, explaining the key messages, target audiences, and the significance of their chosen approach.