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# WALK! BIKE! FUN!

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## AMBASSADOR'S GUIDE

*A Volunteer's Resource to  
Youth Education and Encouragement*



June 2017  
Version 1.0

# WALK! BIKE! FUN! AMBASSADOR'S GUIDE:

## A Volunteer's Resource to Youth Education and Encouragement

### INTRODUCTION

The purpose of the *Walk! Bike! Fun!* (WBF) Ambassadors program is to support organized youth education initiatives around walking and biking. The goal of this resource is to meet the needs of communities by providing information, training, and guidance on best practices to a group of enthusiastic adult volunteers. The intended audience for this resource guide is adults who are willing to provide or support youth education. We recognize that valuable teaching often happens in informal settings, and not every adult has received formal teacher training. This guide should prepare adults to implement programs and activities that reinforce concepts and objectives of the complete WBF curriculum being taught in schools as well as a Safe Routes to School plan being implemented in the community.

These activities can be done in conjunction with an existing WBF program or as standalone efforts. The guide contains background on the Safe Routes to School (SRTS) program, including external references, which provide important context for these supporting activities. We believe (and the research indicates) that the effects of these efforts are maximized when combined as a part of a comprehensive Safe Routes to School program that includes the “Six Es” approach: Evaluation, Engineering, Education, Encouragement, Enforcement, and Equity.

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### Acknowledgements:

The *Walk! Bike! Fun! Ambassador's Guide* was developed through funding provided by the Minnesota Safe Routes to Schools Program at the Minnesota Department of Transportation. This volunteer resource guide is a collection of existing and new best practice resources.

Special thanks to the following organizations for permission to use their materials:

- League of American Bicyclists (Rules of the Road)
- Minneapolis Public Schools (Remote Bus Stop and Walk)
- National Center for Safe Routes to School: Pedestrian and Bicycle Information Center, the National Highway Traffic Safety Administration, Federal Highway Administration, Centers for Disease Control and Prevention and Institute of Transportation Engineers (Bike Train and Walking School Bus Guides)
- Rochester Public Schools / School-Age Child Care; Statewide Health Improvement Partnership / Olmsted County Public Health Services (Walking Station Activities)
- Safe Routes to School National Partnership (Six Es Definitions)



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\* This section is required for all WBF Ambassador volunteers as the core foundation needed to do all lessons and activities.

## INTRODUCTION: Safe Routes to School Overview

### WHAT IS SAFE ROUTES TO SCHOOL?

Safe Routes to School is a national program that builds safe routes for children to walk and bike to school, because physical activity benefits a child mentally, physically, and cognitively. Parents and schools are to build and implement a SRTS program that encompasses the “Six Es.” These Six Es ensure the success of the program and help to make walking and biking a lifelong habit for children. These Six Es are education, engineering, evaluation, encouragement, enforcement and equity.

Minnesota Safe Routes to School combines the expertise of multiple state agencies with that of national and local partners to provide parent, school, and community groups with the resources needed to support walking and biking to school. This statewide effort promotes the development of comprehensive local SRTS programs that cover all Es. Students gain life-long, healthy habits and improve their academic performance through physical activity; our schools become safer with reduced traffic and improved air quality; and communities become better places to live, learn, work, and play.

In order to increase opportunities for children to safely walk and bicycle to school, the 2005 federal transportation bill, SAFETEA-LU, provided funding for Safe Routes to School in all 50 states. The program has numerous benefits to local communities, including the reduction of traffic congestion, improvement of air quality, and increased likelihood of kids arriving to school focused and ready to learn.

In 2013, the Minnesota state legislature allocated \$250,000 per year for Safe Routes to School non-infrastructure programs. In 2014, it allocated \$1 million per year to the SRTS infrastructure grant program and increased the non-infrastructure funds to \$500,000 per year. Now, the Minnesota Department of Transportation (MnDOT) SRTS Steering Committee includes 27 active members representing cities and counties, regional planning organizations, non-profit organizations, educators, and health professionals. Partnership with the Minnesota Department of Health and local agencies maximizes program reach and leverages resources.

#### KEY TAKEAWAYS

Safe Routes to School (SRTS) is a comprehensive approach to make it safer and easier for students to walk and bicycle to school. SRTS focuses on students, school zones, and priority routes but provides benefits to the greater community.

*Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum* addresses the “Education” aspect of a comprehensive SRTS program.

The Walk! Fun! and Bike! Fun! lessons teach children skills for independent mobility within their community



### “SIX Es” OF SAFE ROUTES TO SCHOOL

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Effective Safe Routes to School programs address a comprehensive approach to walking and bicycling by using strategies from what are known as the “Six Es.” One of these standing alone does not provide the single prescription to helping children build health into their lives, nor does it build a community inviting pedestrians and bicyclists. The Safe Routes to School National Partnership defines these as:

1. **Equity** – Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for students with disabilities, low-income students, Native American students, students of color, female students, LGBTQ students, students whose families speak a language other than English, homeless students, and other demographic groups.
2. **Encouragement** – Using events and activities to promote walking, bicycling, public transportation, and physical activity. Encouragement activities can include new partnerships with faith-based groups, civil rights and neighborhood coalitions, and tenants’ organizations as they build activities like walking school buses, walk to school events, bicycling incentives, and art and active transportation events. Addressing equity in encouragement means ensuring that activities are available to low-income students and students of color, as well as designing them to overcome the variety of obstacles to walking and bicycling that different kids experience. Encouragement activities should effectively influence children from different backgrounds to embrace walking and bicycling.
3. **Engineering** – Making physical improvements to the streetscape and built environment that decrease the risk of injury from motor vehicles and discourage crime and violence, increasing street safety for all. Equity requires community engagement and means that policies and investments ensure that physical improvements address street safety in low-income communities and communities of color (where sidewalks, bike lanes, lighting, and other safety features are often absent).
4. **Enforcement** – Partnering with local law enforcement to address traffic and crime concerns in the neighborhoods around schools and along school routes, while ensuring that law enforcement builds trust with communities and does not target students of color, low-income students, or other community residents. By supporting partnerships between community empowerment groups and law enforcement, Safe Routes to School can play a role in working toward enforcement efforts that improve safety and security for everyone.
5. **Evaluation** – Assessing which approaches are more or less successful; ensuring that a program or initiative is decreasing health disparities and increasing equity; identifying unintended consequences or opportunities to improve the effectiveness of an approach for a given community.
6. **Education** – Teaching students and community members about the broad range of transportation choices, and making sure they have the skills and know-how to be safe from traffic and crime while walking, bicycling, and using public transportation. Ensuring that education efforts address equity means assessing who is receiving education services – do the recipients reflect the larger demographic pattern in the community, region, or state? – and whether the content and lessons are engaging and useful for all student groups.

### SAFE ROUTES TO SCHOOL PLANNING

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Safe Routes to School programs need to begin by engaging community members, parents, school administration, and city officials to come together with the goal of creating safe routes to their school and throughout their community. When these individuals come together for the purpose of creating a plan that helps to ensure the safety of people 8 to 80 years old who want or need to walk or bike, a comprehensive plan addressing all Six Es is created and a timeline of short— and long— term goals are established. In the end, the process of creating a SRTS plan prepares the community to apply for funding to implement the strategies developed to address barriers to walking and bicycling and provide guidance for development of safe routes.

All of the stakeholders share concerns about the safety, health, and transportation of individuals in their community. They contribute their expertise in helping to evaluate the infrastructure, promote the need for community input, and prioritize best practices and responsible use of resources. It is important to value the passion and first-hand experience of parents, students, teachers, and school district staff as well as planners, engineers, and law enforcement. Ideally, this SRTS planning team convenes over a period of several months to evaluate conditions in their community and around the school through walking audits, parent surveys, and student input. Next, they develop a summary of their findings identifying barriers, challenges, and opportunities related to parent and student attitudes, school policies, and infrastructure. They identify solutions and strategies with recommendation that fall under each of the Six Es. Finally, the SRTS plan determines lead personnel, timeframes, and potential funding sources for each of the strategies.



### **WALK! BIKE! FUN! AS A KEY “EDUCATION” STRATEGY**

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The *Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum* was developed by the Bicycle Alliance of Minnesota (BikeMN) through a contract with the Minnesota Department of Transportation in collaboration with BlueCross BlueShield of Minnesota. With the *Walk! Bike! Fun!* curriculum, BikeMN helps schools teach children life-long skills to safely walk and bike in their community.

Many children are injured each year through unsafe walking and bicycling activities. Teaching children while they are in school to be safe on sidewalks and streets will help reduce those injuries. The curriculum was developed to teach safe walking skills for younger elementary grades (K-3) and then to advance to safe bicycling skills in the upper elementary grades (4-8).

The curriculum includes lessons to teach:

- how to safely cross the road.
- traffic laws and responsible riding.
- parts of a bike and proper attire including wearing a bike helmet.
- communicating with pedestrians and vehicle drivers.
- scanning, stopping, and proper positioning on the road.

The *Walk! Bike! Fun!* Ambassadors Program is designed to enhance youth bicycle and pedestrian education in schools by training parents and community volunteers. These trained volunteers are equipped to support teachers and schools that would benefit from more capacity to teach safe walking and bicycling skills to kids.

#### **Walk! Fun! Unit**

Walking is the most basic form of transportation. Safe walking requires knowledge and skill development. Teaching kids these important life skills early keeps them safe and empowers them to get around their own community independently. Preventing pedestrian injuries requires a combination of approaches: engineering to improve the physical environment for walking, enforcement to reduce vehicle speeds and increase driver yielding to pedestrians, education to safely use public right-of-way, and encouragement to increase safety skills for pedestrians, an equity and inclusivity focus to ensure, and ongoing evaluation to assess the effectiveness of different efforts.

In the *Walk! Fun!* unit, children learn how to walk safely near traffic, cross the street at a crosswalk, safely cross the street around visual barriers, and how to safely cross the street at an intersection using crossing signals and traffic signs. The last session takes the children on a fun walk through the neighborhood around the school to practice application of pedestrian safety skills.

The *Walk! Fun!* unit consists of four 30-minute lessons for grades K-3 with optional activities for longer class periods. In the four lessons, there are activities for every style of learner with concepts being taught through vocabulary, videos, music, exercises, signs, numbers, shapes, it culminates with a walk around the neighborhood. Each lesson meets a variety of National Physical Education Standards.

## INTRODUCTION: Safe Routes to School Overview

### *Bike! Fun! Unit*

“Freedom” is one of the most common words adults use to describe their first years riding a bike. Encouraging kids to experience this personal freedom and building skills early helps to set up a healthy and active life. The *Bike! Fun!* unit consists of many activities in which children on bicycles learn and practice safe bicycle handling skills as well as traffic laws that make their biking experience more rewarding and enjoyable. Each lesson meets a variety of National Physical Education Standards.

Throughout the unit, students learn rules of the road, a quick safety check for their bicycles, how to properly fit a helmet, how to optimally pedal and brake, where to ride on the road, how to communicate with other traffic, and, finally, how to ride bicycles through the community!

Team teaching is the “best practice” approach to teaching the *Bike! Fun!* unit. Partner with a Health, Social Studies, or Science teacher. The team teacher has four Bonus Lessons in the curriculum that are designed for the classroom to teach students about bicycling courtesy and communication, making healthy choices and having good sleeping habits, understanding peripheral vision and reaction time.





## Section 1:

# AMBASSADOR TRAINING 101

### In this section:

The Ambassador Training 101 section of this guide outlines and explains all of the necessary pedestrian and bicycle skill development necessary for all of the proceeding sections in this handbook.

**\*This section is required for all *Walk! Bike! Fun!* Ambassadors as the core foundation needed to do all lessons and activities. \***

### LEARNING OBJECTIVES

Become familiar with the lessons in the WBF curriculum

Understand and be able to apply the "Rules of the Road"

Understand and be able to apply best practices for leading a group ride



### AMBASSADOR TRAINING 101

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The pedestrian and bicycle skills below are the core of what Ambassadors teach youth throughout this guide as well as the foundation for the *Walk! Bike! Fun!* curriculum taught to teachers. Regardless of what Ambassadors implement, these skills should be implicitly or explicitly addressed as applicable to those lessons or activities.

#### Pedestrian Skill Development

- **Choose where to walk (Walk Left, Ride Right)**  
Children need to be able to choose the safest places to walk. Pedestrians should walk where drivers expect to see them. If a sidewalk is available, that is the best place to walk. If a sidewalk is not available, pedestrians should walk on the shoulder or edge of the road *facing the direction of oncoming traffic*.
- **Crossing at corners (where a crosswalk would be)**  
The safest place to cross a street is at an intersection, because that is where traffic expects pedestrians to cross. If possible, walk to the nearest intersection to cross at an intersection.
- **Finding an Edge**  
When preparing to cross, it is important to stop, look, and listen at every “edge” place where two spaces meet (e.g. a driveway/sidewalk, a sidewalk/boulevard, a sidewalk/curb, or the edge of a visual barrier, such as a tree, fence, or parked car). Students should learn the concept of an “edge,” be able to provide examples, and demonstrate the ability to identify them. Ideally this recognition would be done in a real-world setting.
- **Stop/Look/Listen Technique**  
Once the pedestrian has identified and stopped at an edge, they need to check that it is safe to proceed before continuing. The best way to do this is to practice “Stop, Look, and Listen”, scanning for signs of approaching traffic. Only after checking that there is no approaching traffic that will be entering their path should the pedestrian advance (until they reach another edge or cross the street).
- **Attention/Concentration on Traffic**  
Attention-switching and concentration skills are essential for safe walking and develop as children mature. While crossing, pedestrians should continue to watch for traffic using the look-and-listen technique. Using the “stop, look, and listen” technique above.

#### Bicycle Skill Development

- **Helmets:** Why they are important, proper fit for eyes, ears, and mouth.  
*Helmet Position* Your helmet should sit level on your head and low on your forehead – one or two finger widths above your eyebrows.  
*Side Straps* Adjust the slider on both side straps to form a “V” shape under and slightly in front of each ear.  
*Final Fit* Does your helmet fit right? Open your mouth wide . . . big yawn! The helmet should pull down on the head.
- **Bike Fit:** A bike that fits right is critical for safety and comfort. Learn the 1-2-3s of easy fit: frame size, seat height, reach.
- **ABC Quick Check:** Quick checked bikes reduce crashes attributed to mechanical issues.  
A is for Air.  
B is for Brakes.  
C is for Cranks, Chain and Cassette.  
Take a Quick Ride to check it all before you go!
- **Rules of the Road:** Children have lots of control in preventing crashes using safe skills and behavior.
  1. Stop at red lights and stop signs.
  2. Ride on the right in a straight line.
  3. Signal your turns.
  4. Watch for cars, pedestrians and road hazards.
  5. Be visible.

## Bicycle Safety Principles and Rules of the Road for Adults

Cyclists fare best when they act and are treated as drivers of vehicles. This is the foundational principle for riding bicycles safely in public right of way. Some situations require good judgment and may have more than one correct application. As always, there may be exceptions to the rule (i.e. sidewalk riding). However, following the known set of criteria that most other road users follow has proven to minimize crashes. Take note that the following information on rules of the road is written for adult volunteers, not students, and should simply be applied not taught directly—adaptations are written in the Bike Essentials section, see page 14. Also note that this information is remedial for people who drive cars, but that both children and an increasing number of adults do not have a driver's license or own a car.

### Rules of the Road

#### Follow the Law

Your safety depend on you. You have the same rights and responsibilities as drivers. Obey traffic signals and stop signs. Ride with traffic and use the rightmost lane headed in the direction you are going.

#### Be Predictable

Make your intentions clear to everyone on the road. Ride in a straight line and don't swerve between parked cars. Signal turns, and check behind you well before turning or changing lanes.

#### Be Conspicuous

Ride where people can see you and wear bright clothing. Use a white front light, red rear light, and reflectors at night and when visibility is poor. Make eye contact with others. Don't ride on sidewalks.

#### Think Ahead

Anticipate what drivers, pedestrians, and other people on bikes will do next. Watch for turning vehicles and ride outside the door zone of parked cars. Look out for debris, potholes, and other road hazards. Cross railroad tracks at right angles.

#### Ride Ready

Check that your tires are sufficiently inflated, brakes are working, chain runs smoothly, and quick release levers are closed. Carry tools and supplies that are appropriate for your ride. Wear a helmet.

### Bicycle Handling Skills

**Getting Started Getting Stopped.** Safely start the bike moving with stability and in a straight line. Safely stop in a reasonable distance using brakes not feet.

**Riding with One Hand.** Keep the bike steady and straight with only one hand on the handlebars.

**Scanning.** Maintain a straight line while looking and observing over your shoulder.

**Hand Signals.** Know and use the proper hand signals for turning and stopping.

### Principles of Traffic Law

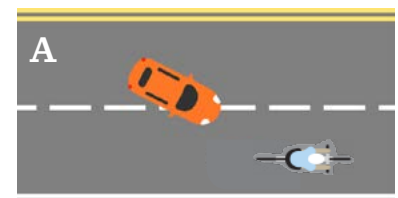
#### First Come First Served

The first principle is that each driver on the road is entitled to the space they are using. This includes room behind, to each side, and reasonable stopping distance in front. Drivers who want to use this space must first yield to the vehicle that is using it. This applies both between intersections and at intersections. Figure A.

#### NOTE:

The information on these pages provides a good start on what you need to know as an adult bicyclist. BikeMN has assembled the "MN Bicycling Handbook," which will be provided at each Ambassador Training and is available online at [www.bikemn.org/handbook](http://www.bikemn.org/handbook). Sections most valuable for adult volunteers are:

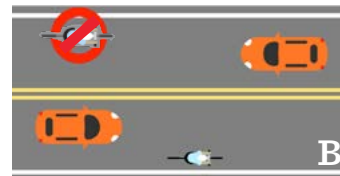
- Dangerous Behavior
- Rules of the Road
- Bicycle Signs and Markings
- Bicycle Law- FAQs
- Watch "Ride Smart" videos from the League of American Bicyclists:  
[www.bikeleague.org/ridesmart](http://www.bikeleague.org/ridesmart)



## SECTION 1: Ambassador Training 101

### Ride on the Right

As with motorists, bicyclists must ride on the right. Ride with the flow of traffic and never against it as this would put you in a position where drivers do not expect you to be. Figure B.



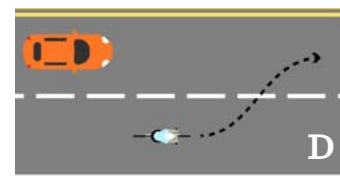
### Yield to Crossing Traffic

Drivers on lower traffic roads, including driveways and alleys, must yield to traffic on more main roads. Yielding means looking until you see that no traffic is close enough as to be a danger when you enter the roadway. Figure C.



### Yield When Changing Lanes

Drivers who want to move laterally on the roadway must yield to traffic in their new lane of travel. Yielding means scanning behind and waiting until no traffic is coming and looking in front until you see that there is nobody to run into. Figure D.



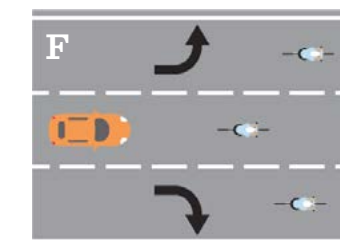
### Speed Positioning

When considering speed positioning, the slowest vehicle should be to the rightmost position and the fastest on the leftmost. That puts parked drivers at the curb, slow drivers next to them, and fast drivers next to them. Passing should take place on the left. There are few exceptions, such as a vehicle ahead turning left, when passing happens on the right. Figure E.



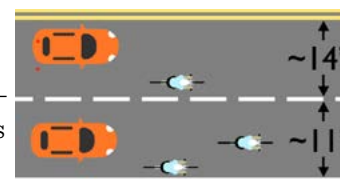
### Intersection Positioning

At intersections, there is a certain position drivers need to place themselves. In most cases, those turning right should be in the rightmost lane or position (left turners are near the center lane or line, straight through drivers are between these positions(or middle lane)). Figure F.



### Lane Positioning

Stay to the right, but don't hug the curb or ride next to parked cars! By riding away from the curb—usually a minimum of 24 inches away from the road edge or 48 inches from parked cars—you discourage drivers from “squeezing” you by passing too closely in the same travel lane. This places you within motorists' fields of vision sooner and allows them more time to prepare to pass. This positioning also allows you space to move away from traffic to avoid debris and space to avoid opening car doors. It also prevents unsafe passing by other vehicles.



Most travel lanes are not wide enough to share (usually less than 14 feet). If you deem a vehicle can not safely pass you (with a minimum of 3 feet passing space) in the lane, you can “take the lane” (center yourself in the lane of traffic) to signal to other vehicles that they must pass you in the other lane. Position yourself as if you were a car by riding in the right wheel track of motorized traffic or the center of the lane. Figure G.

### When to Share the Lane

Bikes can share the same lane with other drivers under certain conditions. If a lane is wide enough to share with another vehicle (at least 14 feet), if it's free from debris or other hazards, and if you're not preparing to turn left, it's possible to ride at least two feet from the road edge to avoid debris and hazards and still have space for vehicles to safely pass within the same lane.

## Group Riding Strategies

- 1 BE PREDICTABLE** — This is an important rule (even for solo riding) and it involves every aspect of riding, from changing positions in the group to following the traffic rules. Smooth, predictable riding isn't just a matter of style, it means riding within the rules of the road as a vehicle. Groups should maintain integrity when approaching intersections. That means staying in the correct lane, stopping together, and starting together as traffic allows. It goes without saying that if we demand the right to ride on the road, then we must be willing to ride responsibly . . . especially as a group.
- 2 BE STEADY** — This includes speed and line. Ever notice how easy it is to ride behind some folks? If you take note of their riding style you'll probably notice they don't yo-yo around in the pack. They are rock steady. When they take the lead, they don't accelerate. When they are leading, they ride in a straight line and their speed is constant. When they are following, they don't make sudden moves or they know how to control their spacing by using their body position instead of using the brakes. If you do use the brakes, feather the front brake only and keep pedaling against the resistance. This allows you to moderate your speed without disturbing trailing riders.
- 3 ANNOUNCE HAZARDS** — When you are in the lead, you are responsible for the safety of everyone behind you. You will become very unpopular quickly if people behind you keep bouncing off of potholes, running over rocks, or reacting to unsafe traffic situations that you fail to point out. You need to be very vocal when approaching intersections, slowing, stopping, or turning, and all actions should be smooth and deliberate. Riders in the group should relay these warnings to the rear. When you are following, announce oncoming traffic from the rear. In this case, others should relay this information toward the front.
- 4 SIGNAL** — Signaling lets everyone (vehicles and riders) know your intentions . . . remember #1? This makes you predictable.
- 5 DON'T LEAVE STRAGGLERS** — If you get separated at intersections, as a matter of courtesy the leader should stop approximately 100 feet after the intersection to wait for the rest of the group. Another note here is that if you are the one who will be caught by the light, don't run the red light to maintain contact. Also as a courtesy to those who may not be able to stay with the group, the pack should wait at certain points along the route to regroup. Especially, at turning points and if the stragglers don't know the route. No one should be left alone on a group ride.
- 6 RELAX AND ENJOY!** — Being relaxed will allow you to be smooth and responsive. When you see someone who is riding a straight line and is very steady, they are relaxed on the bike. It not only saves energy, but it also makes bike handling much more effective.

Ambassadors assisting or co-leading rides off of school grounds, please bring:

- A fully operable bicycle and helmet
- A backpack
- A first aid kit (if you have one)
- A cell phone

## Section 2:

# WALK! BIKE! FUN! PRESENTATION ESSENTIALS

### In this section:

The purpose of this section is to identify the most essential concepts of the WBF curriculum, and present this information to a youth audience in a condensed lesson format. Because of the limitations of a particular program, setting, instructor, or other factor, it might be necessary to present the educational content in an abbreviated form, meaning some content and/or activities from the full WBF curriculum will be omitted. Because children learn most effectively when concepts are reinforced with practical application, it is **strongly recommended** that the information in this section be reinforced with some of the suggested hands-on activities in *The Ambassador's Guide*.

Learning basic pedestrian safety may help prevent injuries and prepare children for a lifetime of safe walking. The *Walk! Fun!* content is most appropriate for a younger audience (recommended for ages 4-8). Children of this age should always be under adult supervision while they are learning and practicing application of this information.

The *Bike! Fun!* education lessons are intended for children with the skills, experience, and permission to travel without adult supervision (recommended for ages 9-14). If it's not possible for the participants to practice the skills on-bike within the context of the program, consider an additional activity (e.g. videos, art project, presentation, etc.) to reinforce the concepts and evaluate what information was learned and retained.

### LEARNING OBJECTIVES

Where to walk and cross

Crossing skills

WBF "Rules of the Road"

ABC Quick Check & Fix-a-Flat (basic maintenance for ride leaders)

Parking lot skills (start/stop, braking, scan/signal/turn)

Understand and communicate the main objectives for *Walk! Fun!* and *Bike! Fun!* units

#### Preparation:

This educational content is appropriate for a classroom or assembly teaching format. A person who is familiar with this content should not need more than 1-2 hours to review the activities and be prepared to present.

#### Expected Outcomes:

Children will have an introduction to the essential skills and concepts of safe walking and biking.

## WALK! FUN! ESSENTIALS

In *Walk! Fun! Essentials*, children learn how to walk safely near traffic, cross the street at a crosswalk and around visual barriers, and how to safely cross the street at an intersection using crossing signals and traffic signs. Children will demonstrate these skills some of the time, so continued practice is needed until they are consistent. Below are the essential skills needed for children to safely walk across a street. These skills are best taught and reinforced through the activities described in this section.

### Skills

**Choose where to walk** – (Walk Left / Ride Right). Children need to be able to choose the safest places to walk and should cross with an older friend, sibling, or adult. Pedestrians should walk where drivers expect to see them. If a sidewalk is available, that is the best place to walk. If a sidewalk is not available, pedestrians should walk on the shoulder or edge of the road facing the direction of traffic.

**Crossing at corners (where a crosswalk would be).** The safest place to cross a street is at an intersection, because that is where traffic expects pedestrians to cross. If possible, walk to the nearest intersection to cross at an intersection. Children need to understand that walking in a straight line to cross the street is safest, not running or weaving—getting across safely is the priority.

**Finding an Edge.** When preparing to cross, it is important to stop, look, and listen at every place where two spaces meet— an “edge” (e.g. a driveway/sidewalk, a sidewalk/boulevard, a sidewalk/curb, the edge of a visual barrier, such as a tree, fence, or parked car). Students should learn the concept of an “edge”, be able to provide examples of them, and demonstrate the ability to identify them. Children should also understand that at every “edge” that is identified, they need to stop and look and listen for traffic. Ideally this recognition would be done in a real-world setting, if possible.

**Stop/Look/Listen Technique.** Once the pedestrian has identified and stopped at an edge, they need to check that it is safe to proceed before continuing. The best way to do this is to practice “Stop, Look, and Listen,” scanning and listening for signs of approaching traffic. Only after checking that there is no approaching traffic that will be entering their path should the pedestrian advance (until they reach another edge or cross the street). Children should continue to be looking left-right-left and listening for traffic while crossing the street.

**Attention/Concentration on Traffic.** Attention-switching and concentration skills are essential for safe walking and develop as children mature. Children should understand that whenever possible, crossing the street with a friend, sibling, or parent (“older” and “wiser” to the ways to safely cross the street) is priority. While crossing, pedestrians should continue to watch for traffic using the stop-look-and-listen technique.

Pedestrian injury remains one of the highest causes of unintentional injury-related death among children ages 5 to 14. Children in this age group are old enough to learn safe pedestrian practices and follow basic safety rules, but are easily distracted and can be unpredictable. They understand that traffic is dangerous and are learning to identify safe and unsafe crossings. Consistent safety messages and practice are important.

### Preparing for Your Session

The following activities build on each other to teach and reinforce the skills above. Each activity takes approximately 5-15 minutes. Consider the following factors when planning these activities:

1. Conversation with school or teacher to confirm learning objectives.
2. Size of class.
3. Age and age range of students.
4. Location of activities, especially their distance from student classroom (travel, walking time).
5. Setting up as much as possible prior to class.

Remind Teachers to practice these skills and games at school, on field trips or any time it can work to build these skills into real world experiences with the built environment.

### WALKING ACTIVITY 1: SAFE CROSSING

#### Getting Started

- Discuss the importance of having safe walking places with the children
- Identify common places to walk safely (i.e. crosswalks)
- Define the following vocabulary words:
  - Pedestrian** – A person traveling by foot.
  - Traffic** – May consist of pedestrians, ridden or herded animals, vehicles, streetcars, either singly or together, while using the public way for purposes of travel.
  - Vehicle** – A machine that is used to carry people or goods from one place to another.
  - Edge** – The line or part where an object or area begins or ends. (i.e. sidewalk, curb, roadside)

Demonstrate: Practice safe crossing and watch for traffic.

#### Discussion

- 1 Introduce the unit to the students by expressing that walking is very cool—it's free, it's great exercise, and you can do it to get almost anywhere.
  - *You can travel to friends' houses, school, the movies, shopping, worship, museums, or sporting events. What's not cool is when young people are involved in a crash with motor vehicles. We will be learning some important ways you can stay safe and healthy while walking.*
- 2 Explain to the class that we are going to talk about walking safely near traffic and the importance of holding an adult's hand when crossing the street. Ask:
  - *Why should you hold an adult's hand while crossing the street?*
    - > *They are more experienced at crossing the street safely and can help you make a good choice when to cross.*
  - *Who are some adults who can help you cross?*
    - > *Mother, father, teacher, crossing guard.*
  - *What about an older brother or sister? Is it okay for an older brother or sister to help cross the street?*
    - > *Only if your brother or sister is very responsible and has permission from your parents. Sometimes brothers and sisters know how to help younger children cross the street, but not always. That is why you have to ask your parents first.*
  - *Raise your hand if you have . . . walked to school, a friend's house, the store, library, park, etc.*
- 3 Display "walker/pedestrian" vocabulary card with appropriate picture. Explain to the class:
  - *A pedestrian is a person who walks or moves on sidewalks, trails, grass, etc.*
- 4 Ask students:
  - *Can you think of some reasons why it is important to walk to get to places?*
    - > *It is good for you (exercise); it's good for the environment (no air pollution from vehicles); it's good for your neighborhood (less traffic); and it's fun!*
- 5 Explain that walking is good for many reasons, but that as we walk, we need to be sure we are safe. Usually, we are not the only people trying to get around. Display "traffic" vocabulary card with appropriate picture and explain that cars, buses, trucks, herding animals, trains, skateboards, and other vehicles also have to get places like we do.
  - *These vehicles are called traffic.*
- 6 Ask students to raise their hand if they live on a street where there is a sidewalk. Have students give a "thumbs up" if there are sidewalks near the school.
  - *Sidewalks are special places where we walk that are away from the traffic in the street. When there is a sidewalk, we should always use it. If there is not a sidewalk, we should always walk on the left side of the street, closest to the grass or buildings. When we walk on the left side of the street against the flow of traffic, we can see traffic coming.*

#### SUPPLIES

Vocabulary cards with appropriate pictures: pedestrian, traffic, vehicle, and edge (see page 103 for template).

Whiteboard and markers, or Smartboard

Computer, speakers, and projector with Internet

"Willie the Whistle" video: [www.bikemn.org/education/walk-bike-fun/supplemental-resources](http://www.bikemn.org/education/walk-bike-fun/supplemental-resources)



## SECTION 2: Walk! Bike! Fun! Presentation Essentials

- 7 Show “Willie the Whistle” video: [www.bikemn.org/education/walk-bike-fun/supplemental-resources](http://www.bikemn.org/education/walk-bike-fun/supplemental-resources). After watching the video, ask the following questions:
- *What is an edge?*
    - > *A curb, road side, parked car, row of hedges, etc. An edge is a safe place to look and listen for cars before you cross the street because you can see them coming, but you are still far enough away. Sometimes there are cars parked along the street. In this case, you would want to move out a little farther from the edge to the end of the parked car and stop. This is the second edge.*
  - *What do you do when you come to a curb or edge?*
    - > *Stop.*
  - *After you stop at the curb or edge, what should you do?*
    - > *Look left, right, and left again. Listen for traffic.*
- 8 Have students practice what their left and right is. Hold up your left hand and make an “L” with the pointer finger and thumb.
- *This is your left.*
  - *That’s the side of the street where we always want to walk!*
  - *What is your right? Hold up your right hand and wave it, wave fast!*
- 9 Discuss with students:
- *Why do you think we should look left first and then left once again before crossing the street?*
    - > *The closest lane of traffic is the left. Look left once again before you start crossing because a car that you didn’t see before might be coming now.*
  - *Why should we keep looking and listening as we cross the street?*
    - > *Traffic is always moving, and cars and trucks may come up quickly.*



## SECTION 2: Walk! Bike! Fun! Presentation Essentials

### WALKING ACTIVITY 2: FINDING AN EDGE - LEFT, RIGHT, LEFT

#### SUPPLIES

Masking tape

Numbered signs (see diagram)

#### Getting Started

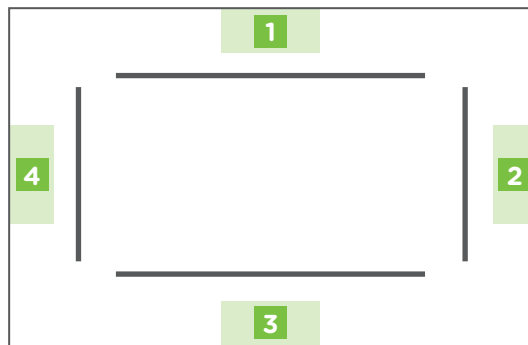
- Make sure the children know which are their left and right hands.
- Discuss with the children why it is important to look left again before crossing the street. (*The closest lane of traffic is the left. Look left again before you start crossing because a car that you didn't see before might be coming.*)
- Who are some adults who can help you cross a street?

Demonstrate: Stop at the edge of the street or sidewalk, look and listen for traffic, then look left-right-left.

#### Activity

- 1 Arrange five- to ten-foot-long strips of masking tape on the floor near each wall in the classroom. On each of the walls, tape up one large number or shape.

DIAGRAM OF CLASSROOM



- 2 Demonstrate proper stop-and-search (left-right-left) method.
  - *Stop at the edge of the street (tape on the floor).*
  - *Look and listen for traffic.*
  - *Then look left (hold up your left hand), look right (hold up your right hand), and look left again (hold up your left hand).*
- 3 Ask students:
  - *What are we looking for when we look left-right-left?*
    - > *For cars, motorcycles, bicycles, buses, or trucks coming down the street.*
- 4 Explain:
  - *Looking left first means we look in the direction from which cars closest to us are coming from. Then, we look right to see if traffic is coming from the other way. Last, we look left again because cars move fast and we want to make sure it is still safe to cross. Make sure that when you look left and right, you turn your head and touch your chin to your shoulder—this will help you see farther down the street.*
- 5 Have students number off one through four and go to that number on the wall. Have students identify the tape on the floor as the curb/edge. Play music and ask the students to move around their side of the room in the manner you ask until the music stops. For example: spin, elephant walk, crab walk, hop, walk backward, etc.
- 6 When the music stops, children should stop movement and stand at the edge on the tape. Ask them to demonstrate proper stop and search. Talk the class through the stop-and-search method. Ask them to point and verbalize their actions. Repeat the activity several times.

**NOTE:** You can hold up a picture of a vehicle, or not, for the student to identify. Have students point and call out what they see that could cause them danger if they cross the street without looking.

## WALKING ACTIVITY 3: VISUAL BARRIERS

### SUPPLIES

Flash cards of visual barriers (page 94)

### Getting Started

- Define Visual Barriers – *Something considered to be a limit, standard, or a boundary relating to vision or sight.*
- Ask the children to identify different types of visual barriers (*i.e. trees, shrubs, snowbanks, and parked cars*).
- Children don't always realize that just because they can see a car coming toward them, the driver doesn't always see them.
- Explain to students that if they want to cross the street but encounter a visual barrier, they should find another place to cross the street that is free of barriers and safe to cross. If there is not a safe place to cross without visual barriers, approach the edge of the barrier for a "second edge."

Demonstrate: Have a volunteer hold a visual barrier out and have the children practice go out to look around it.

### Discussion

- 1 Ask students to explain the new terms they learned in Activity 1.
  - *What do you call people who are walking?*  
> *Pedestrians.*
  - *What are vehicles?*  
> *Cars, trucks, motorcycles, bicycles, and buses that take us from one place to another.*
  - *What is traffic?*  
> *Vehicles on the road.*
  - *What does "edge" mean to a pedestrian?*  
> *Curb, roadside, sidewalk.*
- 2 Ask students to explain where to walk safely.
  - *Where should you walk in relation to the traffic?*  
> *Find a sidewalk and walk there.*
  - *What should you do if there isn't a sidewalk?*  
> *Walk on the left side of the street facing traffic so that you can see vehicles coming toward you.*
- 3 Ask students about walking with an adult.
  - *Do you think you should cross the street alone or with an adult?*  
> *With an adult.*
  - *Who are some examples of adults you can cross with?*  
> *Mother, father, teacher, crossing guard.*
  - *Is it okay to cross with an older brother or sister?*  
> *It depends. If your older brother or sister is very responsible and has permission from your parents, it is okay.*
  - *Why is it important to always cross the street with an adult, or older brother or sister who is responsible and has permission from your parents?*  
> *You may get hurt or injured if you do not cross safely.*
- 4 Define and explain types of visual barriers. Explain to students before crossing the street that they need to find a safe place to cross.
  - *How do you know where there is a safe place to cross?*  
> *A safe place to cross the street should be where you can see the traffic clearly on both sides, preferably from a sidewalk and in a crosswalk.*
- 5 Explain to students that anything that makes it hard for them to see traffic or that makes it hard for vehicles to see them is called a visual barrier. Have pictures of visual barriers ready to display as students answer the following question:
  - *What are some examples of visual barriers?*  
> *Parked cars, trucks, buses, tall bushes, tall trash cans, trees, a fence, a curve in the road, snowbank, or a hill.*
- 6 Explain to students that if they want to cross the street but encounter a visual barrier, they should find another place to cross the street that is free of barriers and safe to cross, preferably in a crosswalk. If there is not an obvious safe place to cross without visual barriers, approach the edge of the barrier to find the "second edge" and complete the stop-and-search method.



### WALKING ACTIVITY 4: TRAFFIC SIGNALS AND INTERSECTIONS

#### SUPPLIES

Flashcards (page 87)

#### Getting Started

Traffic signs, signals, and rules are more easily understood by adults, but 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.

- Ask the students if they know what an intersection is. Show students examples of intersections. Explain to students that an intersection is where two or more roads either meet or cross. If possible, show several models of intersections, because children may live in the inner city, a suburb, or in a rural environment, making their pedestrian experiences unique.
- Ask the students to show a “thumbs up” if they have an intersection in their neighborhood.
- Ask the students to show a “thumbs up” if they agree or “thumbs down” if they disagree that an intersection is a dangerous or tricky place to cross the street. Explain to students:
  - > *There are many cars coming together at one point and because they may need to travel in different directions, it is more dangerous. One car might be turning right and might need to stop for another car turning in the same direction. Another car may need to go straight.*

#### Discussion

- 1 Ask the students:
  - *Do you know which traffic signs and signals can help you safely cross the street?*
    - > *Crossing signals and lights: walking person means “Walk,” and red hand means “Stop/Don’t Walk.”*
- 2 Ask the students:
  - *Do you know how to use the traffic signal to safely cross the street?*
    - > *Look for the pole on the sidewalk and push the button by the sign that has an arrow pointing in the direction you want to go. Stop and wait for the signal. If there is not a button, wait for the “Walk” signal.*
- 3 Show examples of traffic signals and lights from the Appendix.
- 4 Explain to the students:
  - *Sometimes there is a red hand on the signal. It means “Don’t Walk” and that it is not safe to cross. Stop at the edge of the sidewalk and wait until the “Walk” signal.*
  - *Sometimes you will see a signal that is white and looks like a person walking. This means “Walk” and it is time to cross the street. This does not always mean that traffic has stopped and that it is safe. Make sure to also continue by looking left-right-left and listening to traffic.*
  - *Start crossing while the “Walk” signal is showing. If it turns to the flashing red “Don’t Walk,” keep walking. Do not turn around and go back.*
  - *If the “Walk” signal has numbers, it is counting down the number of seconds to safely cross the street. Do not run across the intersection just to beat the clock.*
- 5 Exceptions:
  - *No pedestrian signal: wait for the traffic light to turn green.*
  - *No traffic lights or signals: use the stop and search method.*
- 6 Remind the students:
  - *Even if the traffic signals show it is time to cross, always look left-right-left and listen for traffic, and listen to the adult to say when it is safe to go.*

## WALKING ACTIVITY 5: SIGNAL CROSSING GAME

### Getting Started

In this activity, basic safety messages are reinforced and participants are taught to read the pedestrian signal at intersections as well as the preceding skills. Play the game the same as you would the game Red Light/Green Light, but instead of calling out the color of the light, show students flashcards and they act according to the “message” on the light.

Define the following vocabulary words:

**Intersection** – a place where two roads or paths cross each other.

**Sidewalk** – a pavement, path, or sometimes platform along the side of the road normally separated from traffic by a curb.

**Boulevard** – a wide and usually important street that often has trees, grass, or flowers planted down its center along its sides.

### SUPPLIES

Masking tape

10' lengths of rope (2)

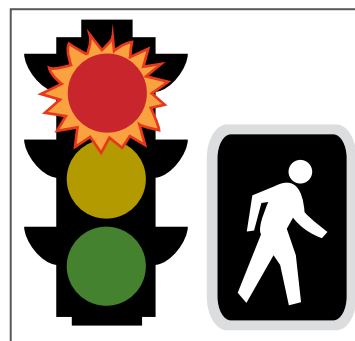
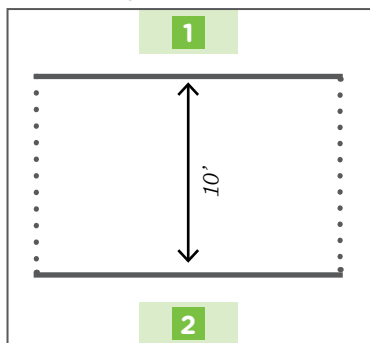
Vehicle pictures (template on page 91)

Signal crossing flashcards (template on page 87)

### Activity

- 1 Arrange (two) five- to ten-foot-long strips of masking tape on the floor near each wall in the classroom. Use ropes or additional masking tape to connect creating a crosswalk.

#### DIAGRAM OF CLASSROOM



Use flashcards.

- 2 Stand in the middle with children on each side. Instruct students to:
  - Stop at the edge of the street (tape on the floor).
  - Look and listen for traffic.
  - Then look left (hold up your left hand), look right (hold up your right hand), and look left again (hold up your left hand).
- 3 Get two volunteers to act as motor vehicles and be crossing over the “crosswalk.” Use templates found on page 91. Instruct volunteers to randomly wait and randomly go.
- 4 Hold up flashcards. Tell students: “Cross when you see the correct traffic signal and you think it’s safe.”
- 5 Remind the students:
  - Stop, look, and listen before you cross the street.
  - Look for cars—look left then right then left again!
  - Look over your shoulder for cars that may be turning.
  - Listen for traffic.
  - Green doesn’t always mean “go.” Use the pedestrian signal with the flow of traffic to determine when it’s safe to cross.

## SECTION 2: Walk! Bike! Fun! Presentation Essentials

### BIKE! FUN! ESSENTIALS

*Bike! Fun!* Essentials consists of many activities where children are learning and practicing safe bicycle handling skills as well as traffic laws that make their biking experience more rewarding and enjoyable. Throughout the activities, students will be learning rules of the road, a quick safety check for their bicycles, how to properly fit a helmet, how to optimally pedal and brake, where to ride on the road, how to communicate with other traffic, and, finally, how to safely ride bicycles through the community. The essential skills needed for children to safely ride their bikes are described below. These skills are best taught and reinforced through the activities described in this section, and/or the *Walk! Bike! Fun!* rodeo section of this Guide.

#### Skills

- **Helmets:** Why they are important, proper fit for eyes, ears, and mouth.  
*Helmet Position* Your helmet should sit level on your head and low on your forehead – one or two finger widths above your eyebrows.  
*Side Straps* Adjust the slider on both side straps to form a “V” shape under and slightly in front of each ear.  
*Final Fit* Does your helmet fit right? Open your mouth wide . . . big yawn! The helmet should pull down on the head.
- **Bike Fit:** A bike that fits right is critical for safety and comfort. Learn the 1-2-3s of easy fit: frame size, seat height, reach.
- **ABC Quick Check:** Quick checked bikes reduce crashes attributed to mechanical issues.  
A is for Air.  
B is for Brakes.  
C is for Cranks, Chain and Cassette.  
Take a Quick Ride to check it all before you go!
- **Rules of the Road:** Children have lots of control in preventing crashes using safe skills and behavior.
  1. Stop at red lights and stop signs.
  2. Ride on the right in a straight line.
  3. Signal your turns.
  4. Watch for cars, pedestrians and road hazards.
  5. Be visible.

#### SUPPLIES

Masking tape

Bicycle(s)

Reflective vest(s)

Repair stand (if available)

Helmet(s)

Easel

Poster board (ABC Quick Check, Helmet Fit, Rules of the Road)

Wheel of Wonder Game (see appendix page 107)

Bookmarks and spoke cards

Prizes (stickers, reflector tags, LED lights, etc)\*

\*Request from BikeMN WBF TA, form found at <http://www.bikemn.org/education/walk-bike-fun/request-technical-assistance>

#### Preparing for Your Presentation

The following school assembly lesson plan is a recommended framework to teach all four basic skill areas with a large group of students in a classroom or gym assembly setting. This can be done in about 45 minutes. Use the proceeding skill modules to deliver your own lesson plan, which may vary based on the following:

1. Conversation with school or teacher to confirm learning objectives.
2. Time available.
3. Size of class.
4. Age and age ranges of students.
5. Location of activities, especially their distance from student classroom (travel, walking time).
6. Setting up as much as possible prior to class.

## SCHOOL ASSEMBLY LESSON PLAN

### Getting Started

Explain to the children your role and why bicycling is important to you. Tell the audience that you want to help them learn how they can be safe when they ride their bikes, so they can have fun and enjoy biking as much as possible. Ask for audience participation with these prompts:

- Raise your left hand if you biked to school in the last month.
- Raise your right hand if you biked to school today.
- Stand if you rode your bike this summer.
- Where is a place you can ride on your bike?

### Helmet Fit Activity

- 1 Ask the audience, “What is something you always need to do before you ride your bike?” *Put on a helmet.*
- 2 Explain, “For the helmet to do its job and protect your head, you need to wear it properly.” Ask audience, “Do I still have to wear a helmet if it’s hot?”
- 3 For interest and humor, show some of the incorrect ways to wear a helmet—e.g. backwards, too high, too loose. Ask students, “Is this the right way to wear a helmet?” Ask the audience for two volunteers (preferably a boy and a girl) to demonstrate wearing a helmet. Have assistant available to help kids fit helmets properly. If available, refer to the Helmet Fit poster or handout while you demonstrate the correct way to fit and wear a helmet with the audience volunteer. (Option: Give helmet to kids who volunteered.)
- 4 Ask the audience to repeat with you the “Eyes-Ears-Mouth” check, including hand gestures.
- 5 Thank the volunteers, offer a prize for their involvement, and invite them to return to their seat.

#### Free Helmets

Not all families can afford helmets, so a helmet giveaway is a great way to increase safety for young bike riders.

Inexpensive helmets available:

- Major retailers (choose a major brand such as BELL).
- Donation from local bike shop.
- Discount helmet distributors such as:  
[www.prorider.com](http://www.prorider.com)  
[www.helmetsrus.net](http://www.helmetsrus.net)  
[www.safekids.org](http://www.safekids.org)

## SECTION 2: *Walk! Bike! Fun!* Presentation Essentials

### Bike Fit Activity

- 1 Introduction:** Tell the audience that it's important to only ride a bike that is safe, and that means it needs to fit properly. Use a bicycle to demonstrate proper fit. Depending on the size of the bicycle, the presenter can demonstrate themselves or select a volunteer who is an appropriate size for the bike that is available.
- 2 Frame Size:** The first thing to check is the overall size of the bike. A person should be able to comfortably straddle the frame of the bike with 1-4" of clearance between their bodies and the top of the frame. A bike that is too large or too small for a rider cannot be safely ridden.
- 3 Seat Height:** Next, you will check the seat height and adjust as necessary. When a person is sitting on the seat (also known as a "saddle"), their feet should be touching the ground. Children should be able to touch at least the balls of their feet on the ground, and less-experienced riders should be able to reach their heels to the ground from the seated position. Adults or more-experienced riders should be able to touch only their toes to the ground from a seated position, which will give a slight bend when their foot is at the bottom of the pedal stroke. To adjust the seat height, you need to loosen the seat clamp (either a quick-release lever or a bolt), set the seat to the appropriate height, and tighten the clamp. Note: Each seatpost is marked with a "minimum insertion point" line that should never be visible when riding. If the seat cannot be raised sufficiently without exceeding the minimum insertion point, a longer seatpost (or more appropriately a larger-sized bicycle) is required for proper fit.
- 4 Reach:** Finally, you will check the reach of the bike. A person sitting on the seat, reaching to the handlebars and hands placed on the handles, should have their arms extended allowing their elbows to be bent and have a comfortable riding position. This means a relatively upright torso and arms about 90 degrees relative to their torso. Having a reach distance that is greatly different from this will be uncomfortable and/or unsafe for the rider. Depending on the bicycle, it might be possible to adjust the position of the handlebars to optimize the reach distance; on some bikes, this requires changing the stem to a different length.
- 5 Review:** For children, let them know that they will need to repeat this bike fit check as they are growing and gaining skills, because the fit on their bikes will change accordingly. For example, if it has been an extended period of time since they last used their bike, they should check the fit before riding. Remember—a bike that does not fit correctly is NOT safe to ride.





### ABC-Quick-Check Activity

- 1 Once a person has properly put on their helmet and determined a safe fit, the last thing that must be done before riding is a quick safety check to make sure the bicycle is working properly and will be safe to ride. Explain to the audience that you are going to teach them a quick and simple check that they should perform each time before they ride, called the “ABC-Quick-Check.” Each part of the name reminds us of one thing we should check before we ride.
- 2 Ask the audience to think about, then raise their hand to answer, “What do we need to check on our bikes that starts with ‘A’?” (*Air*). Refer to the poster for each step of this activity and explanation. See reference page 90.
- 3 At the end of the activity, ask a teacher, other adult, or student volunteer to time you while you demonstrate performing to full ABC Quick Check. Have the volunteer announce to the audience how long it took you to the ABC Quick Check.

### Rules of the Road

- 1 Tell students, “Now that you know how to get ready for a safe ride, here are some simple tips. We call these five tips the ‘Rules of the Road.’” If available, invite the kids to volunteer to come in front of the group to read the rules from the poster (page 109). The presenter will provide more explanation as described below.
- 2 Explain the “Rules of the Road” from page 21.
- 3 Sidewalk Riding
  - Explain, “Always follow the directions of your parent or guardian with regards to riding on the sidewalk or street.”
  - Ask students “How is riding on a sidewalk different than riding on the road?”
    - Ride slower than you would on a street or trail.
    - Extra caution should be used approaching driveways, alleys, and intersections while riding your bike.
    - You may walk or ride your bike through a crosswalk. If you choose not to walk your bike through a crosswalk, you still need to act like a pedestrian by moving slowly and not entering a crosswalk if a vehicle is quickly approaching.”

**BikeMN recommends that children under 10 years of age should ride on sidewalks and/or with adult supervision on-street as they are still developing the needed cognitive abilities and motor skills to ride on the road.**

### Wheel of Wonder Quiz Show (see page 107)

Get or build your own “wheel of wonder” game wheel. It should have the following categories: For Your Health and Safety, For Your Town and Planet, For Your Bike, For Your Feet. Play the game by having participants take turns spinning and asking questions. Can be played individually or on teams.

- 3 rounds. Everyone wins can be popular.
- Have helmets, basic backpacks, or other good swag for quiz show prizes.

## SECTION 2: Walk! Bike! Fun! Presentation Essentials

### SKILL 1: HELMET FIT

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It's not enough to simply buy a bicycle helmet. It should be properly fitted, adjusted, and worn each time you ride.

#### THE PROPER HELMET FIT

Helmets come in various sizes, just like hats. Size can vary between manufacturers. For the most comprehensive list of helmet sizes according to manufacturers, go to the Bicycle Helmet Safety Institute (BHSI) site: [www.bhsi.org](http://www.bhsi.org).

To select and properly fit a bicycle helmet, follow the helmet fitting instructions in this flyer.

It may take some time to ensure a proper fit. It is easier if you have someone help you adjust the straps.

#### STEP 1 – SIZE

Measure your head for approximate size. Try the helmet on to ensure it fits snugly. While it is sitting flat on top of your head, make sure the helmet doesn't rock side to side. Sizing pads come with new helmets; use the pads to securely fit to your head. Mix or match the sizing pads for the greatest comfort. In your child's helmet, remove the padding when your child's head grows. If the helmet has a universal fit ring instead of sizing pads, adjust the ring size to fit the head.

#### 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 3 – 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.

#### STEP 4 – 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 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 6 – FINAL FITTING

- Does your helmet fit right? Open your mouth wide . . . **big yawn!** The helmet should pull down on the head. If not, refer back to Step 5 and tighten the chin strap.
- Does your helmet rock back more than two fingers above the eyebrows? If so, unbuckle, shorten the front strap by moving the slider forward. Buckle, retighten the chin strap, and test again.
- Does your helmet rock forward into your eyes? If so, unbuckle, tighten the back strap by moving the slider back toward the ear. Buckle, retighten the chin strap, and test again.
- 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.



## SKILL 2: BIKE FIT

Everyone must have a bicycle that fits, is in good mechanical condition, and is equipped with features to support safe riding. Students will be safest and most comfortable on bikes that fit them at their current size, not ones that they will “grow into.”

- When standing over the bicycle, there should be 1 to 2 inches between the rider and the top tube (bar) if using a road bike and 3 to 4 inches if using a mountain bike.
- When sitting on the bike, the rider should be able to touch the ground with both feet.

Be sure the bike is the correct size. Bikes that are too big for the rider can be dangerous. There should be at least 1 inch between the rider’s inseam and the top tube. Riders’ hands should comfortably reach the handlebars with arms extended less than 90 degrees from the body, and feet should easily be able to reach the ground when sitting on the saddle with the height adjusted properly. Use the chart below to help you find the right fit for standard bikes.

### 1. Frame Size

Straddle the bike. There should be at least 1-3” of clearance between the frame and your body.

### 2. Seat Height

The most efficient seat height is when your legs are completely extended at the bottoms of the pedal stroke with your heels on the pedals, which will give you a slight bend in your knee when pedaling.

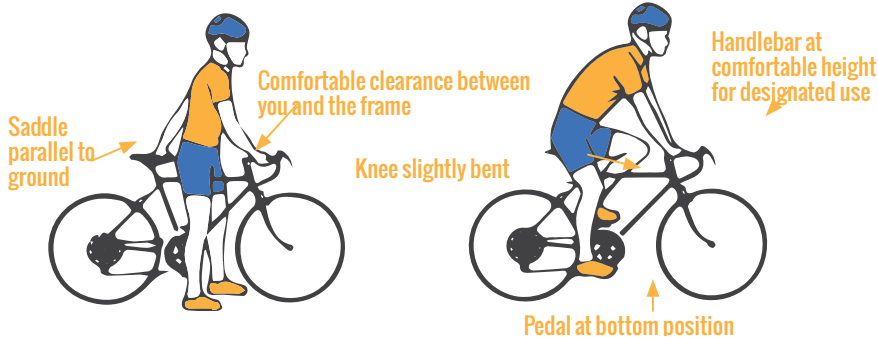
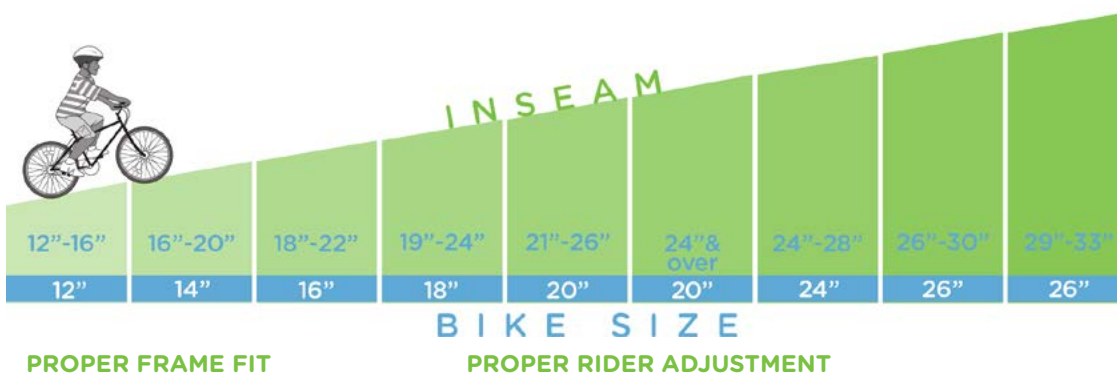
### 3. Handlebar Reach

Place your elbow on your saddle nose and extend your arm and fingers towards the handlebars. The tips of your fingers should touch your handlebars. Height should be adjusted for comfort first. Keep in mind that bars adjusted too high will result in pain from too much weight on the saddle.

### Bonus: Seat Angle

The angle of the saddle should be pretty close to horizontal. Start with it level to ground and then adjust accordingly.

## BIKE SIZING GUIDELINES FOR CHILDREN AGES 2 AND UP



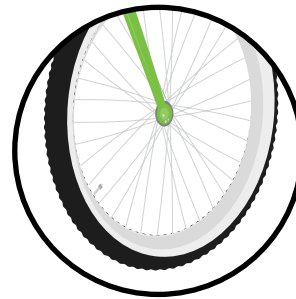
### SKILL 3: ABC QUICK CHECK

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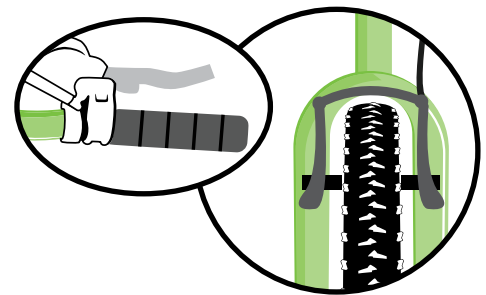
#### **A → IS FOR AIR**

Check the air pressure, spin the wheels, and make sure the tires are not worn out.



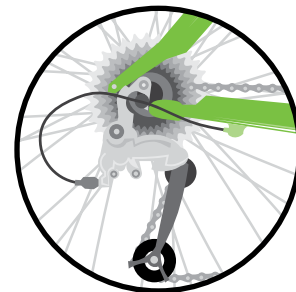
#### **B → IS FOR BRAKES**

Check to make sure the coaster brake will stop the bike by spinning the back wheel and applying the brake. If the bike has hand brakes, check to see that the levers don't hit the handlebars when squeezed. Lift one tire up at a time and spin it; squeeze the levers to see if the tire stops. The brake pads should be clean, straight, and contact the rims properly.



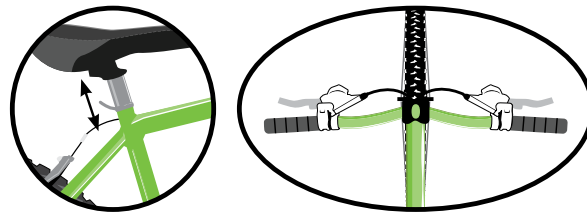
#### **C → IS FOR CRANKS, CHAIN, AND COGS**

Grab the crank arms and try to wiggle side to side. There should be no movement. Spin the pedals and cranks to see if the chain drives the rear wheel. The chain should look like metal, not rust or black gunk. If the bike has gears, check to make sure the gear levers and derailleurs (gear-changing mechanism) work to shift the chain between the gears.



#### **QUICK → REFERS TO THE QUICK RELEASES**

Some bikes have quick releases on the wheels or seat post. Check to make sure they are tight and closed properly.



#### **CHECK → STANDS FOR CHECK**

After making sure the seat and handlebars are tight and the proper height, have the child ride the bicycle around the parking lot and check that everything works well.

## SKILL 4: RULES OF THE ROAD

### Signs

Introduce a variety of road signs by displaying the signs: stop signs, yield signs, and a one-way sign. Ask students to explain what these signs mean to them:

- Do bicyclists need to follow the rules of the road and obey the road signs? *Yes, Bicyclists are to behave like vehicles and follow all rules of the road.*
- What do we do when we see this sign (hold up the stop sign)? *Stop.*
- What do we do when we see this sign (hold up the yield sign)? *Slow down and look for traffic before crossing the intersection.*
- What do we do when we see this sign (hold up the one-way sign)? *Travel in the same direction as the traffic on the one-way street.*

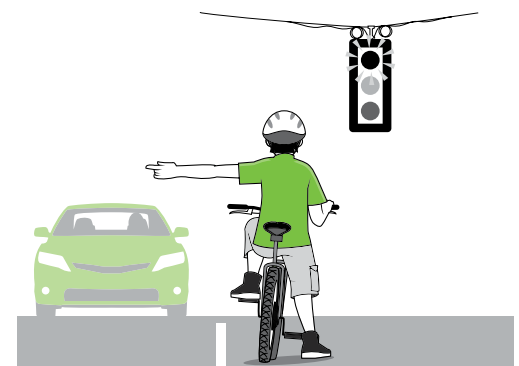
### Signal Your Turn

Just like vehicles need to signal their turns with a blinker for safe traveling, so do bicyclists. Ask the students how they can signal their turns. Bikes don't have blinkers!

1. Demonstrate hand signals by using the diagram below and practice hand signals with the students. Emphasize to them that it is as easy as stretching their arm out in the direction they want to turn and point their finger. Turn your back to the students so they can see correctly the right and left arms being used to signal.



2. Ask the students how cars signal that they are stopping. Demonstrate the stopping signal when riding a bike.



3. Instruct students to stand up and stretch their arms out so they have enough room to practice signaling without touching their neighbor. Do not participate with them, but if they need reminding remember to turn your back to them so they understand and see the correct left turn signal with left arm, correct right turn signal with right arm, and the left arm used to signal a stop.
4. Call out "left turn," "right turn," and "stop" several times for practice and understanding.

## SECTION 2: *Walk! Bike! Fun!* Presentation Essentials

### Ride on the Right

Discuss with students that all traffic needs to move predictably. In fact, that is why we have traffic laws that say all traffic on the road must travel on the right side—and so do bicyclists.

1. Explain to students being predictable is one of the keys to safe bicycling.
  - Predictability comes from following the rules of traffic signs and using hand signals, but also from using the proper lane of travel.
  - The proper lane to use is the one on the right, traveling with traffic.
  - Use the lane farthest to the right that heads in the direction that you are traveling.
  - Travel in a straight line without weaving.
2. Explain the easiest way to remember the safest side to walk as a pedestrian and bike as a bicyclist is:
  - “Ride Right! Walk left!” Have them repeat this with you several times.
3. Ask students, “What are the things you can do to ride safe and predictably?”
  - Obey all traffic signs.
  - Signal where you are going.
  - Ride on the right and in a straight line.

### Be Visible

Discuss with students that 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, particularly in low-light conditions. Contrasting colors—such as stripes—are also great attention-getters. Children should wear these colors whenever they bike or walk. When possible, children should wear jackets, vests, or backpacks with reflective stripes and have lights on their bike.

1. Pick out students in the class and have them stand where they are to demonstrate the type and color of clothes that make them more visible to traffic.
2. Have on hand a vest, jacket, or backpack with reflective stripes. Demonstrate to students the reflective material on a jacket, vest, or backpack. Turn the lights out and shine a flashlight on the material to show the students how the material stands out.
3. Have on hand a bike with a white bike light on the front and a red bike light on the back. Turn them on and explain how even in daylight, having these lights on makes them more visible. Emphasize that a bicyclist should always have these bike lights on at night.



## Section 3:

## WALKING SCHOOL BUSES

**In this section:**

A “walking school bus” is a program for organizing students who arrive to school by walking, with basic education and adult supervision. This section provides a detailed description, summary of the numerous benefits, and suggestions for organizing and implementing a successful walking school bus program.

Today, fewer children are walking and bicycling to school, and more children are at risk of becoming overweight and obese than children 30 years ago (Koplan, Liverman, & Kraak, 2005; U.S. Centers for Disease Control and Prevention, n.d.). Encouraging a healthy lifestyle requires creative solutions that are safe and fun. Implementing a walking school bus can be both.

For many parents, safety concerns are one of the primary reasons they are reluctant to allow their children to walk to school (Martin & Carlson, 2005). Providing adult supervision may help reduce those worries and meet the needs of families who live within walking or bicycling distance of school. For families that live too far to walk from home, remote parking and meeting locations offer a way for them to participate in a walking school bus.

**LEARNING OBJECTIVES**

Understanding why walking school buses work

Planning route/schedule (understanding the system’s structure)

Setting expectations (behavior, equipment, etc.) for students AND adults

Review pedestrian skills

**Preparation:**

The amount of time needed to organize, prepare, and implement a walking school bus program will depend greatly on the complexity and scope of the program. At a minimum, all individuals involved should learn and practice the skills necessary for safe walking; with a focused effort, this can likely be achieved in under an hour, bearing in mind that frequent review and reinforcement is needed for students to internalize the information and develop safe pedestrian habits.

For a more complex program, a period of months may be appropriate to invite stakeholders, organize a planning committee, develop a plan, and begin implementation.

**Expected Outcomes:**

Broadly speaking, the benefits of a walking school bus program are improved health and safety.

**Citation:**

Thanks to the National Center for Safe Routes to School and Minneapolis Public Schools for developing all the content in this section.

### DECIDING IF A WALKING SCHOOL BUS IS THE RIGHT FIT

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#### Benefits of a Walking School Bus

A walking school bus offers many benefits to different community members. Below are some of the possible ways that children, adults, the school, and the broader community can all benefit.

##### **Children**

- Have fun.
- Learn pedestrian safety with adult guidance and supervision.
- Participate in physical activity as part of their day.
- Foster healthy habits that could last a lifetime.
- Learn more about their neighborhoods.
- Socialize with friends and get to know children of other ages.
- Gain a sense of independence.
- Arrive at school alert and ready to learn.

##### **Parents**

- Meet other families.
- Have concerns addressed which may have kept them from allowing their children to walk to school (such as traffic, personal safety, or distance).
- Save gas required to drive to and from school.

##### **Outcomes**

Studies report that children participating in a walking school bus particularly like the chance to socialize and spend time with friends (O’Fallon, 2001; Mackett, Lucas, Paskins, & Turbin, 2003). Parents, on the other hand, appreciate having more time to themselves, making fewer trips to school, and knowing that their children are supervised by an adult on the way to school (O’Fallon, 2001).

The walking school bus concept has been very popular in some communities and not in others. Community characteristics and issues appear to play a role in whether walking school buses take hold. If very few children live within walking distance, a walking school bus is not going to greatly increase the number of children able to participate unless a remote parking area is identified so that families can drive, park, and walk. Walking school bus programs that require several volunteers can be hard to sustain if there is little interest or availability from adults. A pilot Safe Routes to School program reported that informal, neighborhood-initiated programs sometimes developed where more structured programs did not succeed. More formally organized programs got off the ground in some areas that had supportive volunteers available (Marin County Bicycle Coalition, 2001).

If traffic conditions make it unsafe to walk, a walking school bus program should not begin until the problems have been addressed. An exception is if there are children that are already walking and must do so even though conditions are unsafe. In this case, the adult supervision provided by a walking school bus can be a way to make it less dangerous. Safe Routes to School programs are ideal for addressing safety concerns. Generally, these programs take a broader look at identifying and making necessary changes to establish environments that are safe and appealing for children to bicycle and walk. See the National Center for Safe Routes to School website ([www.saferoutesinfo.org](http://www.saferoutesinfo.org)) for more information about programs and activities.

##### **Volunteers**

- Enjoy physical activity.
- Meet other families.
- Provide a service to the school and community.

##### **Schools**

- Reduce traffic congestion around schools.
- Address reduced or lack of bus service.
- Have students who arrive on time and alert.

##### **All community members**

- Travel with fewer cars on the road.
- Live with less air pollution.
- Gain a sense of community.
- Learn that walking is a viable transportation option.



## DETERMINE THE AMOUNT OF SUPPORT AND INTEREST

Establish buy-in from parents, the school, and other groups and get a sense of the number of families who might have interest in the program.

### Support

At a minimum, secure support from parents and the school administration. If the walking school bus is part of a Safe Routes to School program, this support most likely already exists.

To reach parents, ask for time on the agenda of a PTA or PTO meeting to talk about the benefits of a walking school bus program and how it might work. Identify concerns and make a plan to address them. Also ask for names of people who want to be involved, both as working group members and as participants. For schools without PTAs, identify communication channels that the school uses to reach parents, such as open houses and school newsletters.

To gain support from school administration, present the idea to the school principal and discuss the benefits. Interested parents can help persuade the principal as well. If the principal has concerns, make a plan to address them.

Seek parents and school staff through other sources, too. The crossing guard supervisor, transportation director, school nurse, and physical education teacher could be important allies. Talk to parents who currently walk children to school or are generally physically active.

To build a network of support and ease the burden on the school, look for partners outside the school such as law enforcement officers, retired community members, local bicycling groups, traffic safety groups, public health professionals, and other community leaders. Neighborhood association meetings can be a good way to reach community supporters as well as parents.

### Interest

The level of interest among families and volunteers will determine the number of walking routes and how often they operate. Surveys and informal conversations are ways to gather information.

A written survey can be used to ask about interest in the walking school bus. Questions can also be included to locate potential volunteers and to discover reasons why families might not choose to participate. Surveys also provide a way to gather baseline data about how children arrive at school, which will be useful when documenting the program's impact later.

A survey can be sent or e-mailed home, distributed at an evening school event such as Back to School Night, and provided to parents who drop off or pick up their child.

Informal conversations with parents can also be a source of information, and may be an especially important way to reach families who do not speak English as a first language.



*Photo courtesy of Minneapolis Public Schools Safe Routes to School*

## SECTION 3: Walking School Buses

### CHOOSING A PROGRAM STRUCTURE

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#### Types of Program Structures

Walking school buses vary in level of formality and structure, but all can help more children walk or bicycle to school safely. The following are examples of walking school buses in action in communities around the country:

- Families in a neighborhood agree to walk to school together once a week.
- Adult walk leaders pick up children at designated group meeting spots on a route to school.
- Families meet at a designated location and walk together to school.
- Trained adult volunteers stop at each participating child's home on a planned route to school.

#### Variables to Consider

The structure of the walking school bus will depend on the community's interests, goals, and available resources. An informal approach for starting simple is ideal for quick start-up with minimal organization. For reaching out to more children, a more structured approach may be a better fit. Both can help children walk safely to school.

When deciding on program structure, consider:

- Amount of time available to coordinate the program.
- Level of interest among students and parents.
- Number of volunteers available.
- Desired impact, such as whether the goal is to reach a neighborhood or an entire school.
- Resources available (if any) to fund the program for items such as recruiting material, safety materials, and incentives for students and volunteers.

All walking school buses, regardless of size or formality, need a safe route and adequate adult supervision. Additionally, participants should have an understanding of pedestrian safety behaviors.

## ADDRESSING SAFETY

Being sure that the walk to school is as safe as possible is vital. There are several steps involved, including selecting the safest route, having an adequate number of adults, and equipping participants with safety skills.

### Choosing a Route

Selecting a safe route can be simple or complex depending on the distance and school location.

To pick a safe route, consider:

#### Where the group will walk.

Choose sidewalks or paths wherever possible, even if that means the trip will take a little longer.

#### Where the group will cross streets.

Minimize the number of street crossings.

Avoid busy, high-speed, or multi lane roads wherever possible.

#### How drivers behave.

Notice if they yield to walkers and drive at safe speeds. Some roads are more conducive safer driver behavior.

#### How the neighborhood “feels.”

Use a route that avoids potential problems like loose dogs, the presence of criminal activity such as gangs, vacant buildings, or streets with poor lighting.

A law enforcement officer or local traffic engineer may also have helpful input regarding more complex routes. For more detailed guidance, see Mapping on page 57.

### Supervision

For adequate adult supervision, the US Centers for Disease Control and Prevention (CDC) recommends:

- One adult per three children for children ages 4 to 6.
- One adult for six children for older elementary children ages 7 to 9.
- Fewer adults may be necessary for children ages 10 and older.



## SECTION 3: Walking School Buses

### Safety Skills

Pedestrian safety skills should be reviewed or taught to adults and children. Safe walking behaviors can be taught as a parent walks with a child or it may be included as an organized training. Regardless of how it is taught, children should know the following:

#### Pedestrian Signals



A steady WALK (walking person) signal means that a pedestrian may start crossing the street (after checking for vehicles.)



A flashing DON'T WALK signal (upraised hand) means that pedestrians should not start crossing the street, but if already in the street, they should finish crossing.



A steady DON'T WALK signal (upraised hand) means that pedestrians should not cross the street.

**Always look for cars.** Drivers are supposed to obey the rules and watch for people walking, but you cannot count on them to always remember.

**Choose the safest routes to walk** with the fewest and safest streets to cross. Avoid crossing busy or high-speed roads whenever possible.

#### Walk along the street safely. This means:

- Use sidewalks or paths.
- If there are no sidewalks or paths, walk as far from the cars as possible and walk in the direction facing traffic.
- Watch for cars turning or pulling out of driveways.

#### Cross at signalized intersections whenever possible.

- Obey traffic signs and signals.
- Remember that just because it is your turn to cross does not mean that it is safe to cross. Do not trust that cars will obey the rules or that turning cars will see you.
- Look for yourself to see if cars are coming. Do not follow the person in front of you. Make a decision that is safe for you. Look left, right, and left and then behind you and in front of you for turning cars.
- Walk in a straight line. Don't run across the street.

#### If you must cross the street at mid block:

- Stop at the curb and look left, right and left again for traffic.
- Do not follow the person in front of you. Make a decision that is safe for you.
- Wait until no traffic is coming and begin crossing. Keep looking for traffic until you have finished crossing.

#### If you must cross between parked cars:

- Stop at the curb and check to see if the cars are running or if anyone is in the driver seat.
- If safe, cross to the edge of the parked cars, and look left, right, and left again before crossing.

## EXAMPLE 1 – STARTING SIMPLE

### Overview

It often makes sense to start with one small walking school bus and see how it works. Most often started by parents, these simple programs can also be encouraged by the school, a Safe Routes to School program, health department, or another organization. A single neighborhood with a core group of parents and children are all that is needed. The program can always grow as interest builds.

### Benefits

- Offers flexibility.
- Can start up quickly.
- Needs less formal promotion, planning, and oversight.

### Challenges

- Reaches fewer potential walkers than a structured, larger program.
- Results in fewer opportunities for families to meet new families.
- Has little to no impact on traffic congestion near the school.



### Steps for Starting Simple

- Families in the same neighborhood decide to walk together (often initiated by a parent).
- A route is designed and tested by adults. *See Addressing Safety section, page 27, for guidance on picking a recommended route.*
- The group decides how often to walk together.
- The walking school bus begins.

## SECTION 3: Walking School Buses

### EXAMPLE 2 - REACHING OUT TO MORE CHILDREN

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#### Overview

Success with a simple walking school bus or a desire to be more inclusive may inspire the development of a more structured program. This could mean adding more routes, more days of walking, or more children. These additions generally require a more formalized structure in order to coordinate, recruit volunteers, and make decisions on other issues, such as safety training and liability.

#### Benefits

- Can significantly reduce traffic congestion if enough families participate.
- Reaches more families than a less informal approach.
- Increases community interaction.

#### Challenges

- Requires oversight and planning.
- Requires recruitment of adult volunteers.
- Requires constant promotion to sustain child and adult involvement.

Sometimes walking school buses are part of a Safe Routes to School program and therefore already have support and a group of people ready and willing to be involved. If no Safe Routes to School program exists, establishing a working group before initiating further steps can help move the process along. The school principal and administration, law enforcement, and other community leaders—along with the students and their parents—will likely be involved.

Organizers can decide who will be responsible and how these steps will be used to start a structured program.

## IDENTIFY THE WALKING SCHOOL BUS ROUTE(S)

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### **Route selection will be influenced by:**

- Locations of interested families.
- Routes that meet the safety considerations described in the *Addressing Safety* section, including considering where the group will walk, where the group will cross streets, how drivers behave, and how the neighborhood feels.
- Routes to school already identified as part of a Safe Routes to School program.
- Routes that include adult school crossing guards.
- Locations of route volunteers.

### **Choose general meeting points or home-specific stops.**

Once the physical route is selected, the number of opportunities to join the walking school bus on the route will need to be determined. General meeting points require places large enough for several people to safely wait. Designating a meeting point with a parking lot provides an opportunity for families who live too far to walk to participate. Stopping at each child's home makes it more convenient for parents who do not have to accompany their child to a general meeting point, but will require more time to walk the route and may be more difficult to keep children moving.

### **Take a test walk.**

Adults should walk the intended route to double check for any potential problems and make changes as needed. Walk the route with a child to help confirm how much time is needed.

### **Identify a sufficient number of adults to supervise walkers**

The US Centers for Disease Control and Prevention (CDC) recommend one adult per three children ages 4 to 6, one adult per six children ages 7 to 9, and fewer adults may be necessary for children 10 years and older.

## SECTION 3: Walking School Buses

### RECRUITING VOLUNTEERS

Some programs, particularly those sponsored by schools, require a background check for each potential volunteer. Often the school district will have a system in place that can be used.

Opportunities for recruiting volunteers include:

- When initially asking for support of the school and other groups.
- When identifying interested families.
- During Back to School night.
- During school arrival and drop off.

Other methods for recruiting volunteers include:

- Writing an article in the school newsletter or local newspaper.
- Sending a letter home with children.
- Asking other parents to spread the word.
- Asking the school counselor or social worker, nurse, and PE teacher for ideas.
- Providing incentives such as gift cards to volunteers.
- Contacting local community groups such as a senior citizen group.





## PREPARE AND COMMUNICATE

Before starting the walking school bus, volunteers may need information about pedestrian safety guidelines and walking school bus logistics and rules. Parents and children will need to know what's expected of them when they participate.

### Liability

Attitudes toward liability vary considerably. In an informal, simple walking school bus, participants generally do not have concerns due to the loose nature of the group. In a more structured program, organizers may want to address the issue of liability. In some cases, PTO/PTA insurance will cover walking school bus volunteers. School officials may need to ask the district risk management attorney to help them find solutions to liability concerns such as the use of parent consent forms.

### Create a Time Schedule

Set the departure times for every “stop” on the route based on what was learned from the test walk. Be generous with time estimates as groups of children will move more slowly than a few adults or children. For large walking school buses and multiple routes, design routes and times so that groups do not arrive at busy intersections at the same time.

### Train Volunteers

Training topics vary depending on the school and community. Equipment may be provided that requires orientation or checkout, such as reflective vests and whistles. In general, training includes a review of pedestrian safety and a review of the route with tips on any areas that may require extra attention to traffic conditions. Sometimes local law enforcement officers can assist with educating volunteers about route details.

Volunteers will need other information based on how the program is set up. If a program has rules about the following topics, then the training should inform volunteers about what is expected. Potential additional training topics include:

- How to handle inappropriate child behavior.
- Any supplies or equipment provided, such as first aid kits or reflective gear.
- Emergency procedures.
- Inclement weather policy.
- What to do if a route is blocked either temporarily or permanently.
- What to do if the volunteer will be unable to lead the walking school bus on a particular day.
- What to do if a child does not meet the walking school bus as expected.
- Length of time to wait for late arrivals.
- Parent contact information for each child.
- What to do if a child who is not an official member of the walking school bus joins the group along the way.
- How to track the number of participants.

Depending on how the walking school bus is set up, the training time can also be used to match volunteers to routes and/or specific days.

## SECTION 3: Walking School Buses

### Communicate with Families

Families need to know when the walking school bus will begin, rules, the route, and meeting times. Some organizers choose to hold a meeting for families to meet and ask questions. For areas that do not currently have many walkers, neighbors who live on the route may be reminded to watch for pedestrians.

#### For parents

Depending on the program, parents may need the following information:

- Where children will join the walking school bus.
- Whether parents are required to walk with their child.
- What to do if their child will be absent.
- What to tell their child about pedestrian safety and appropriate behavior when walking to school.
- Consent form for participation.
- Late arrival policy.
- School delay and inclement weather policy.

#### For children

Children need to know the following information:

- Walking school bus rules. For examples, see *Resources: Rules*. ([http://guide.saferoutesinfo.org/walking\\_school\\_bus/resources\\_wsb.cfm#rules](http://guide.saferoutesinfo.org/walking_school_bus/resources_wsb.cfm#rules))
- Pedestrian safety behaviors.

While rules for the walking school bus can vary by program, there are some pedestrian safety behaviors that all children should know. This information may be taught in a combination of the following ways:

- Parents receive tips to discuss with their children. Encourage parents to practice pedestrian safety skills with their children prior to participating in the walking school bus.
- Pedestrian safety training can be incorporated into classroom activities, physical education classes, or special assemblies at the school.
- Walking school bus leaders review pedestrian safety and walking school bus rules with children.

### Promote Participation

Promoting the walking school bus can be a way to invite children or families to join or to recognize those that are participating. Ideas for promotion include:

- School newsletter article.
- Posters at the school.
- Local news article.
- Announcement through the PTO/PTA.
- School email or web site.
- Neighborhood association meetings and communications.
- Door-to-door invitations to participate.

## GET WALKING

A “Walk to School Day” event to encourage all families to walk or bicycle to school could be used to kick-off the walking school bus. Organizers can invite local media, the school principal, and community leaders for the first walk. This can get the walking school bus off to an energized start and provide a way for some families to try out walking without a formal commitment. If they try it, they may like it and decide to join. Signage along the route can serve as promotion for the walking school bus and a reminder to drivers to watch for pedestrians. International Walk to School Day celebrations, held in October, provide an ideal time to launch a program. However, an event can be held at any time of year. Find more resources at [www.walkbiketoschool.org](http://www.walkbiketoschool.org).

Keep walking, make adjustments as needed, and have fun!



# TIPSHEET

## WALKING SCHOOL BUS



### WHAT IS A WALKING SCHOOL BUS?

*A walking school bus is an organized or ad hoc group of students with adult leaders that walk to and from school together. Walking school buses operate much like school buses, with adults who “drive” and “make stops” along a defined route to pick up students. This is a great way for busy parents, who cannot always walk with their children, to feel comfortable with their children walking to school, and it helps to address safety concerns along the route. Students benefit from being active before and after school, and improving their safe walking skills.*




### How do I set up a Walking School Bus?

First decide what kind of walking school bus fits your community. Walking school buses can be simple or elaborate. Here are some different examples:

- Families in a neighborhood meet up once a week to walk to school together.
- Adult walking-leaders meet at predetermined spots to pick up students en route to school.
- Families meet at a designated location (like the library, a church, a grocery store, etc.) and walk together to school.
- Trained adult volunteers stop at each participating student’s home to “pick them up” along an established route to school.
- A group of adults “relay” the walking school bus along its route. Each adult leads a portion of the walk, then hands off to the next adult at a prearranged location.
- Local law enforcement officers lead walking school buses, targeting chronic tardy or absent students.

*Pick a safe route:*

- Choose a route with sidewalks or well-established paths that are wide enough for 2 or 3 students to walk sociably and with enough lighting for early morning travel.
- Minimize street crossings. Avoid busy, high-speed, or multi-lane roads.
- Avoid routes with potential problems like loose dogs, missing sidewalk connections, bad lighting, vacant buildings, or criminal activity.



MN SRTS **WALKING SCHOOL BUS** | PHONE: 651-366-4180 | [www.mnsaferoutestoschool.org](http://www.mnsaferoutestoschool.org)

## SECTION 3: Walking School Buses

### KEEPING THE WALKING SCHOOL BUS GOING

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Getting a program off the ground requires time and energy. It makes sense to plan how it will continue over time so that families can continue to benefit. Because walking school buses are often parent-led, volunteer turnover may occur as children get older and move on to other schools. Developing leaders and keeping the program visible and exciting can help the walking school bus thrive.

#### Develop Leaders

It can be very difficult to have one person responsible for all of the organizing and leadership for the program. Not only can it cause burnout, but also new parents or other individuals need to be prepared to take over when leaders move on. Co-leaders, preferably with children of different ages, are one solution. The next year's leader "shadowing" the current leader will also help with a smooth transition to continue the program.

#### Keep the Walking School Bus Visible and Exciting

Children and adults want to be a part of popular programs and enjoy being recognized for it. Share the numbers of walkers with the school and community, reward students for participating, and recognize volunteers for their dedication. Whenever there is an opportunity to discuss the success of the program, there is also a chance to ask for volunteers and educate the public about the benefits of a walking school bus and physical activity in general.

#### Recognition and Fun

Children and adults both appreciate being recognized for their efforts. Some ways to do so include:

- At school assemblies and other events, make announcements about the number of children involved and miles walked.
- Encourage students to break records for the number of walkers and bicyclists.
- Submit school newsletter articles about walking school bus adventures, such as animals seen while walking. Ask children to write or draw about what they see on their way to school.
- Recognize regular walkers at school assemblies.
- Reward walkers with prizes after they have walked a specific number of miles or days.
- Provide rewards for children on unannounced "surprise" recognition days.
- Advertise in school communications and include names of participating volunteers and children.
- Thank volunteers with small gifts. For example, local businesses in one community donated gift cards for walking school bus leaders.
- Help children write thank-you notes to adult volunteers.

Making the walk fun will keep children and adults involved. Below are a few examples used by other communities:

- Encourage children to name their bus. This makes it fun and develops a sense of ownership.
- Have a theme day. This might include wearing clothing in support of a sports team, holding a "sneaker" day, or all walkers wearing the same color.
- Talk to children about why the walking school bus is important and how they are doing something good for themselves, their community, and their environment.
- Make it special to be a part of a walking school bus by providing children with a "book bag tag" or other emblem.

## MEASURING IMPACT

With all the time and effort invested in a walking school bus program, volunteers and other supporters want to be sure the program is having its desired effect. Simple evaluation methods can be used to track participation and help identify improvements to enable more children to participate.

Before starting the program, count the numbers of children who arrive at school by walking, bicycling, private vehicle or bus. Conducting a survey as suggested in Step 1 (*Determine the Amount of Support and Interest*) is one way to gather this information. After the program has been in place for a school term, do a re-count. For more accurate information, re-count again after one full year so that the numbers are not impacted by differences in the weather. For example, if the first count takes place in late fall and it's rainy and cold and the re-count takes place in the spring when it's warm and sunny, it is not possible to know whether the difference is because of improved weather or the walking school bus.

Asking walkers, volunteers, families and school officials what they like and don't like about the walking school bus can provide insight for improvements and ways to reach more families. Report results to partners and school officials, and identify ways in which any challenges will be addressed.

### Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: EXAMPLE ELEMENTARY Teacher's First Name: JANE Teacher's Last Name: SAMPLE

Grade: (PK,K,1,2,3...) 02 Monday's Date (Week count was conducted) 10 05 2017 Number of Students Enrolled in Class: 12

0 2
M M D D Y Y Y Y
1 5

- Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)
- Please do not conduct these counts on Mondays or Fridays.
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
- Ask your students as a group the question "How did you arrive at school today?"
- Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.
- Follow the same procedure for the question "How do you plan to leave for home after school?"
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

**Step 1.**  
Fill in the weather conditions and number of students in each class

**Step 2.**  
AM – "How did you arrive at school today?" Record the number of hands for each answer.  
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	S	1 6	2	1	5	1	1	0	0
Tues. PM	S	1 1	1	1	4	3	2	0	0
Wed. AM	O	1 2	3	2	3	2	1	0	1
Wed. PM	R	1 2	4	1	2	1	3	1	0
Thurs. AM	R	1 0	2	2	1	1	2	1	1
Thurs. PM	R	1 0	2	3	4	0	1	0	0

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+
+

## SECTION 3: Walking School Buses

### BUS STOP AND WALK/ REMOTE DROP-OFF ACTIVITY

A remote drop-off activity is an organized walking activity that has similarities to walking school buses but typically takes place during the arrival time at the start of a school day. Two key advantages to this activity is that all students have the opportunity to participate and the route can be optimized for the best overall experience. This activity can be organized as a one-time special celebration (e.g. to coincide with International Walk to School Day), or can be a more-regularly practiced activity.

Starting a Bus Stop and Walk (BSW) Checklist:

#### Planning Phase

- \_\_\_ Identify school lead. (main contact; opt-out contact; bus greeter; bus stop and walk organizer—could be the same person)
- \_\_\_ Choose day of the week and start date.
- \_\_\_ Identify drop location and route. (School and transportation work together. Transportation will identify the opt-out bus option.)
- \_\_\_ Name the event.
- \_\_\_ Send opt-out letter to parents. Collect names of opt-out students.
- \_\_\_ Add opt-out letter to new student packet (for students who come later in the year).
- \_\_\_ Inform school nurse.
- \_\_\_ Inform special education team. (Special education teams decide how students on special education buses will participate.)
- \_\_\_ Assign staff/volunteer/school patrol to EVERY intersection on the route, a walk leader, additional walk-along volunteers and a greeter at the school who can direct buses that forget about the BSW.
- \_\_\_ Ensure staff and volunteers understand roles and have equipment
- \_\_\_ Share Bus Stop & Walk Volunteer/Staff role description.
- \_\_\_ Share cell phone and emergency contact numbers among BSW leader, school, and intersection/walk along staff/volunteers.
- \_\_\_ Leads/administration understands cancellation procedure. If weather or other condition requires cancellation, administration calls dispatch (preferably at least 30 minutes prior). Inform volunteers through email, Facebook, call, text, etc. One staff still goes to drop-off location and informs any bus or person who did not get the word.

#### One Week Before the Launch

- \_\_\_ Educate bus drivers: Tell drivers DO NOT drop students if the lead staff is not there to greet them.
- \_\_\_ Share safety info and expectations with students.
- \_\_\_ Flyer drop location and route. Let neighbors know about your walk.
- \_\_\_ Prepare signs, clipboard, or an other way to keep track of the buses and any opt-out students at the drop location.
- \_\_\_ Check route. Construction or other surprises can pop up overnight.
- \_\_\_ WHEN ENDING communicate to drivers, “This is our last time.” You can also remind drivers in the morning at arrival after the BSW has ended but before the next regular day, “No BSW tomorrow—we’re done for the season.” If you think there may be confusion, on the first NO BSW day, go to the drop location and direct buses to go straight to school.

*Special thanks to Minneapolis Public Schools for developing and providing the content for the Bus Stop and Walk Section.*

### BUS STOP AND WALK VOLUNTEERS

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#### INTERSECTION VOLUNTEERS/STAFF (Crossing Guard)

A guard is always the first person in the street and the last person out of the street. Crossing guards ALWAYS wear reflective vests.

Stand near the curb or edge of the street on the side from which children are approaching. Stop children a safe distance back from the curb or edge of the street or behind a “stand-back” line. Instruct children to cross only on the guard’s signal.

A guard enters the street in the following sequence:

1. Wait for a gap in traffic on the guard’s side of the street.
2. Face the closest oncoming traffic and make eye contact with the approaching drivers.
3. Walk to the center of street with the STOP PADDLE held high. If not using a STOP paddle, walk to the center of the street with an arm raised toward traffic and parallel to the ground with the palm and fingers extended upward.
4. Where there are more than two lanes, enter the street and alert the traffic one lane at a time.
5. Face opposite approaching traffic and make eye contact with those drivers.
6. Stand on the crosswalk line close to the center of the street and make sure that all traffic has stopped, including any turning vehicles.
7. Face the intersection.
8. Verbally instruct the children to cross and tell them to look left-right-left while crossing and proceed across the street within the marked crosswalk.
9. Do not allow any cars to cross the crosswalk until all the students have crossed.
10. Remain in the center of the street until the last child reaches the opposite side of the street.
11. Walk to the curb or edge of the street with the STOP paddle and/or stop-arm held high the entire way. When back at the curb or edge of the street, lower hand(s) and allow traffic to flow again.

#### Walk Along Volunteers/Staff

1. Walk along volunteers USUALLY wear reflective vests.
2. At the drop off while buses are unloading, stand on the edge of the sidewalk closer to the street—between students and the traffic.
3. Along the route, reinforce crossing practices at intersections. (e.g. “Listen to the crossing guard” “Is she telling us to go or to stop?”).
4. Reinforce pedestrian education (e.g. “Walk through intersections” “Use the sidewalk”)
5. Have fun! Walk with children who could use an adult by their side.
6. If there is ever an intersection without patrols or a crossing guard, a walk along volunteer should patrol the intersection, rather than walking along.

#### All Volunteers

Report ANY issues along the route to school administration/BSW leader. If you will be absent, find a replacement AND report change to the BSW leader. If you are at the drop location before staff, do not let any buses unload until the lead staff arrives.

## SECTION 3: Walking School Buses

### BUS STOP AND WALK STUDENT SAFETY INFORMATION

These are some student expectations that have been consistent from school to school. Adapt as fits with your school community. Share expectations during morning or lunch announcements. Expectations can also be shared in individual classrooms. Website or handouts are additional methods to communicate about expectations.

- Follow all instructions from staff, crossing guards, and school patrols.
- Wait at every intersection for the crossing guard or the school patrol to direct you to cross a street.
  - Look left, right, left, and behind you and in front of you for traffic. Wait until no traffic is moving in your path and begin crossing. Keep looking for moving traffic until you have finished crossing.
  - Walk (don't run) across the street.
- Watch for moving cars, trucks, or bicycles at every parking lot, driveway, alley crossing, and intersection.
- Obey all traffic signals and traffic signs.
- When you are near the street, don't push, shove, or chase each other.
- Stay on the sidewalk.
- When walking on the sidewalk, be mindful of neighbors' plants and flowers: Do not walk in anyone's yard or garden!
- Dress for the weather.
- Bigger kids should look out for smaller kids.
- Be friendly and courteous to all. You represent yourself, your family, your classroom, and our school. Make us all proud.





## Section 4:

# BIKE TRAIN

A bike train is a program for organizing students who arrive to school by bicycle, with basic education and adult supervision. This section provides a detailed description, summary of the numerous benefits, and suggestions for organizing and implementing a successful program.

### Bicycling to School

Imagine this...Mia got a new bike for her birthday and is begging her parents to let her ride it to school. She says a couple of her friends want to ride too. Mom mentioned it in passing to other parents and they like the idea, but they aren't sure the kids should be riding alone. Welcome to the bike train!

### Preparation

The amount of time needed to organize, prepare, and implement a bike train program will depend greatly on the complexity and scope of the program. Set realistic goals for your group that recognize your capacity. Remember, that a daily activity like a bike train is not simply a one-day fun event, but that the time invested is actually going into an ongoing behavior change. So, while the investment maybe larger than a classroom lesson or bike rodeo, the impact on children's lives will also be a much larger reward.

At a minimum, all individuals involved should learn and practice the skills necessary for safe cycling. Ideally this should be taught and demonstrated on-bike as instruction from WBF lessons or a bike rodeo event. The time commitment for this is likely to be a minimum of several hours, and probably much more when getting started. Additionally, frequent review and reinforcement will be needed for students to internalize the information and develop safe habits.

For a more complex program, a period of months may be appropriate to invite stakeholders, organize a planning committee, develop a plan, and begin implementation.

### LEARNING OBJECTIVES

Why bike trains?

Planning route and schedule

Setting expectations (behavior, equipment, etc.) for students and adults

Riding best practices

#### Expected Outcomes:

Broadly speaking, the benefits of a bike train program are improved health and safety. Riding to school in a bike train provides opportunity for physical activity, develops social relationships with peers and community members, and reinforces safe bicycle riding behaviors.

#### Citation:

Thanks to the National Center for Safe Routes to School for developing the content from this section.

## SECTION 4: Bike Train

# OVERVIEW AND PLANNING OF A BIKE TRAIN

### Overview

Why ride the bike train? Many families get the idea that active transportation is a good thing for many reasons:

- It's fun!
- It's great physical activity.
- Student riders arrive at school alert and ready to learn.
- It instills safe bicycling skills.

Bike trains enable students to get to school while enjoying the outdoors and the company of other bicyclists. Best suited for children in upper elementary and middle school grades, bike trains are led by adults—one at the front and one at the rear of the train—that accompany students as they bike to and from school. From one or two neighbors biking together to a route with multiple “stations” where more riders join in, bike trains can be a great way to instill a love of bicycling while developing life-long safety skills.

### Planning the Bike Train

Whether you're planning a bike train for a special event or an ordinary school day, this bike train guide can help you get started. Drawing on the experience of existing bike trains, this guide provides how-to information and tips for planning a safe and efficient route and schedule, and details key skills and equipment needed to support safe riding.

#### 1. Plan the route and schedule

- Pick the route.
- Set the schedule.
- Plan for the unexpected.

#### 2. Getting ready for the ride: Safe equipment, safe riders, prepared leaders

- Equipment.
- Safety skills for student bicyclists.
- Role of the bike train leaders.

#### 3. Final preparations and the first ride

- Practice ride and information review.
- Enjoy the ride.

#### 4. Keep your train going

## PLAN THE ROUTE AND SCHEDULE

Bike trains can be as simple as parents and students who live on the same street riding to school together, or may involve “picking up” students along the way. Regardless, a bike train should follow a well-planned route to ensure participants’ safety and provide the best riding experience for the group.

### Pick the Route

A bike train route should be determined by considering where student riders live, students’ riding abilities, and the safety of the bicycling environment. If you haven’t yet identified your bike train participants, reach out to students and parents in your neighborhood or to those who currently bike to school to see if they would be interested in forming a bike train. Once you know who will be participating in the bike train, you can begin thinking about potential routes.

#### Things to consider when picking the route:

##### *Where do the student riders live?*

Depending on where the student riders live, your bike train may meet in one location central to everyone or you may develop a schedule that allows the bike train to “pick up” student riders at different stops along the way. In some communities, it may make sense for a bike train to start from a “park-and-ride” location near a trail rather than ride on the city streets. NOTE: Both centrally located starting points and pick up spots need to have enough space for cyclists to gather as a group and provide safe places to enter the roadway or path.

##### *Is there bicycle infrastructure such as paths or bike lanes that would enhance the ride?*

If possible, take advantage of shared-use paths, protected bike lanes, and other routes that are physically separated from motor vehicles. If none of the above are available to you, then be sure to use routes that have a low-speed limit and have minimal traffic.

##### *Where are the best places to cross the street?*

Select bicycle-friendly crossing locations where vehicle traffic is stop-controlled (stop sign or traffic light) and there is good visibility for both drivers and bicyclists. When approaching the school campus, consider crossing locations that have a school crossing guard. At such locations, it may be best for riders to dismount and walk their bikes across the crosswalk.

##### *How long will it take to ride the route?*

Consider the age and skill level of your riders and try to plan routes that allow for a relatively leisurely pace while keeping the total commute time at an acceptable level for your group.

##### *What happens when you get to the school campus?*

Consider how the bicycle train will enter and exit school grounds. Pick a route that avoids traffic as much as possible, and consider that this may be different at morning arrival and afternoon dismissal. Check with your school about policies related to riding bikes on the school campus and through intersections with posted crossing guards. If necessary, have riders dismount and walk their bikes onto and across school grounds.

##### *What do you do with the bikes at the end of the ride?*

Student riders will need a secure location, like a bicycle rack, to store their bicycles while they are at school. Check to see that your school has a sufficient number of bicycle racks in an easily accessible location. Riders must bring their own locks to secure their bikes.



## SECTION 4: Bike Train

### Create a Route Map

Once the route is confirmed, create a map showing the bike train route and distribute it to all bike train participants. A bike train route map could include:

- Starting location, school location, and pick up locations as appropriate.
- Surrounding streets and pathways.
- Street names.
- Local landmarks.
- Crosswalk and crossing guard locations.

Online mapping tools like Google Maps provide most of this information. To learn more about making a bicycle train route map, check out the MN SRTS Resource Center for creating a route map. For more information, see the Mapping section on page 57.

### Test the Route

After identifying a potential route, ride it at least once without the student riders but under the same conditions you expect when the bike train is in operation (i.e. weekday school arrival and dismissal times when school is in session), making note of any challenging areas as well as locations where the group could pull over to make an unexpected stop. If needed, make adjustments and ride the route again.

### Set the Schedule

Whether your bike train will meet at a central location or pick up students on the route to school, a clear schedule and the ability to communicate any last minute changes is essential.

#### **Things to consider when setting the schedule:**

***How often will you ride?*** Will the bike train operate only during a special event (such as Bike to School Day), once a month, once a week, or every day? Will it operate in all seasons or only at certain times of year?

***One-way or round trip?*** Will the bike train operate only in the morning or will bike train leaders be there to escort students home as well? Keep in mind that parent work schedules and student afterschool activities may present challenges. For morning-only coverage, each parent must be responsible for planning and coordinating their students' (and their bicycles') trip home.

***What is the morning start time?*** The morning start time should have two phases: meeting time and departure time. When meeting at a central location, the meeting time should be 5-10 minutes before the planned departure time to allow leaders and students to assemble and go over any last-minute details before departing. When picking up students at stops along the way, the bike train schedule should specify a five-minute window when the bike train will arrive and the rider should be ready to join.

***If roundtrip, how do you handle afternoon departure?*** Leaving at the end of the school day is different from arrival. As some students may participate in afterschool programs or activities, bike train leaders should know in advance who will be joining the return trip, and set a location on campus—like the bicycle racks—for everyone to meet at a specific time.

### Plan for the Unexpected

Once a basic schedule is established, it will be important to plan for and communicate procedures for when things don't go as planned. For example, what will happen if the bike train or the student rider doesn't show up on time? What is the plan on inclement weather days? Members of the bike train should discuss in advance and be prepared to handle unexpected situations, such as:

- Inappropriate student behavior.
- Emergencies/injuries.
- No-shows (rider or leader).
- Mechanical issues.
- Blocked routes. (Where possible, share "what if" procedures with everyone involved.)

## GETTING READY FOR THE RIDE: SAFE EQUIPMENT, SAFE RIDERS, PREPARED LEADERS

While the route and schedule are important foundations for a bike train, all participants need to be prepared to ride safely.

### Equipment

Proper bicycling equipment can support a safe and comfortable ride to school. Everyone must have a bicycle that fits, is in good mechanical condition, and is equipped with features to support safe commuting. Every rider must have a properly fitted helmet and wear it correctly. The Safety Checklist included in this guide provides details how to assess bicycle and helmet fit, and how to check that bike components are operating safely. It can be provided to both the bike train leaders and to the caregivers of student riders. Encourage riders and leaders to review the handout and gather all of the necessary supplies before the first ride so everyone is ready to go.

Leaders can reinforce proper helmet fit and use by having participants sign a helmet pledge stating that they will wear a helmet every time they ride their bikes. For more information, see the Helmets on Heads pledge: <http://www.helmetsonheads.org/pledge/>.

### Safety Skills for Student Bicyclists

Safety is the most important consideration in operating a bike train, and should be reinforced at every opportunity. Students will be expected to follow the rules of the bike train, practice safe riding behaviors, and listen to the bike train leaders at all times. It is important to communicate to all riders that riding with a bike train is a privilege that can be revoked, particularly if a student's actions put the group at risk.

### Skills

Bike trains are best suited for children in upper elementary and middle school grades, when they are better able to judge and react to the speed, distance, and sounds of traffic than younger students. Because children develop these skills at different ages, parents and caregivers must assess their child's bicycling ability and give permission for student participation in a bike train. While parents and caregivers are ultimately responsible for preparing their children to ride with a bike train, bike train leaders can help by providing parents with bicycle safety resources and specific details about the bike train operations. The safety checklist included in this guide provides information on basic safety skills and bicycling rules of the road. Before giving permission to participate in a bike train, caregivers should observe that students can:

- Start and stop smoothly.
- Ride in a straight line without weaving.
- Use hand signals and check their surroundings while maintaining their balance.

### Rules and Expectations

With the students and their caregivers, create a set of ground rules for your bike train, including consequences for not following the rules. Example ground rules include:

- No helmet, no ride. All riders must wear helmets that are properly fitted.
- Be on time.
- Listen for and obey directions from the bike train leaders at all times.
- Stay in formation with an adult leader in front and another back, and do not pass other members of the bike train.
- Follow the Rules of the Road.
- Stick together while keeping a safe distance from other riders.
- Communicate, communicate, communicate. If a rider needs to slow down or stop for any reason, communicate with all bike train participants so everyone knows what's about to happen.

## SECTION 4: Bike Train

### Role of the Bike Train Leaders

#### Skills

Bike train leaders need to model and be able to teach safe bicycling skills. Review the safety checklist at the end of this section. Other materials may be found at WalkBiketoSchool (<http://www.walkbiketoschool.org>) and at League of American Bicyclists (<http://www.bikeleague.org/ridesmart>). Note: Leaders may want to look for bicycle skills classes available in your community, such as BikeMN's Traffic Skills 101 or Bike Basics courses. Courses on group riding, family riding, or riding with children are a plus.

At a minimum, bike trains require two leaders, one in the front and one at the back. For larger bike trains, a good rule of thumb is one adult for every 3 to 4 students.

#### Roles

Bike train leaders serve several roles:

- The leader in the front is responsible for leading the train by modeling safe bicycling behavior, keeping track of time, and stopping at designated stops. This leader also provides instructions or alerts when the group should pay extra attention, such as approaching an intersection or a hill.
- The leader in the back makes sure that no students fall behind and monitors the behavior of the students in front of them. This leader also communicates instructions as needed (i.e. if a car is approaching from the back).
- For larger groups, additional leaders should be evenly spaced between the students in the bike train to watch, instruct, and assist students as needed.
- During the ride, all bike train leaders should be scanning the roadway and communicating about upcoming stops and turns, potential hazards, the bike train's pace (too fast or too slow), and other issues. They should be attentive to student bicycling behaviors and provide students with verbal guidance and encouragement.

#### Supplies

Once the group of committed leaders is established, prepare a detailed schedule and contact list for each leader, including emergency contact information and multiple phone numbers for all riders if possible. When heading out for a ride, bike train leaders should have (in addition to bikes and helmets):

- Brightly colored or reflective clothing that makes them visible to drivers and the students following them.
- Cell phones and emergency contact information for each student rider.
- Water.
- Bicycle bell.
- A bicycle pump and repair kit with everything needed for fixing a flat tire, adjusting seat height, and making minor repairs.
- A first aid kit.

## FINAL PREPARATIONS AND THE FIRST RIDE

With the advance planning completed, you know where and when the ride will happen and all the safeties are in place. Before enjoying your first ride with students, assemble your leaders and riders to review the details and take a fun practice ride.

### Practice Ride and Information Review

Some groups have a bike rally the weekend before the event. Others just choose a time before the first official ride to gather the bike train leaders and the student riders with their parents and caregivers to practice riding the route. When assembled, review required equipment and rules of the road, discuss the ground rules, and practice group riding skills along the route. As a group, discuss contingency plans and procedures, and determine strategies for situations like inclement weather, difficult segments of the route, or mechanical issues (see *Plan for the Unexpected in Step 1*).

Consider assembling a packet of information for all bike train participants that includes:

- Map of the route, including designated stops where students will be picked-up, if applicable.
- Schedule, including information about inclement weather plans and procedures for reporting absences.
- Contact information for bike train leaders and riders, including emergency contact information.
- Bike train ground rules.
- Bike Train Safety checklists (at the end of this section).

TIP: Create a combined parent permission slip and student rider agreement form that includes the information above. Have both the parent or caregiver and student rider sign the form stating they have inspected the student's bike and helmet, and reviewed the contents of the packet together.

### Enjoy the Ride!

You put a lot of effort into making this a great first ride—enjoy it! As with all new things, there may be some kinks to work out, so prepare to be flexible. While riding, listen to what the leaders and student riders are saying. You will learn a lot from your group, and you may be surprised by what a rewarding thing you have started.



## SECTION 4: Bike Train

### KEEPING YOUR BIKE TRAIN GOING

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Once your bike train is up and running, don't be surprised if it grows! Riding a bike is naturally fun, but below are a few ideas to keep your bike train leaders and student riders excited and engaged year-round.

#### Keep it Fresh

Be creative when thinking about ways to keep riders interested or address a challenge. One leader operating an elementary school bike train in Washington, D.C., had a hard time getting student riders to ride single file and not pass each other until she realized that the students were all trying to be the first in line. She implemented a rotating schedule that allowed each student to take the front spot at least once a week by going in alphabetical order by last name.

#### Reward Student Riders

Find ways to frequently celebrate and reward student riders. Students who participate in a middle school "bike brigade" in Columbia, MO. Get special stickers for extra efforts, such as riding in below-freezing temperatures or helping other riders carry heavy items.

#### Foster a Supportive Bike Culture

The bike train is likely to be more sustainable if it is supported by a strong bike culture. Does your school celebrate Bike to School Day? Does it host a bike rodeo or teach a bicycle safety curriculum? Would it support the Helmets on Heads pledge? Consider supporting initiatives like these to expand the bike culture at your school and in your community.

#### Check Your Progress

It's a good idea to regularly assess how well the bike train is functioning. Ask students and leaders, "Are there things that could be done better? Are there ways to make it more fun? Is the schedule working or would they like to ride more frequently?"





## BIKE TRAIN SAFETY CHECKLISTS

Safety is the most important consideration in operating a bike train and should be reinforced at every opportunity. Everyone must have a properly fitted helmet and wear it correctly. Students are expected to follow the rules of the bike train, practice safe riding behaviors, and listen to the bike train leaders at all times. Proper bicycling equipment can support a safe and comfortable ride to school.

### 1. Core Skills

- **Helmets:** Why they are important, proper fit for eyes, ears, and mouth.  
*Helmet Position* Your helmet should sit level on your head and low on your forehead – one or two finger widths above your eyebrows.  
*Side Straps* Adjust the slider on both side straps to form a “V” shape under and slightly in front of each ear.  
*Final Fit* Does your helmet fit right? Open your mouth wide . . . big yawn! The helmet should pull down on the head.
- **Bike Fit:** A bike that fits right is critical for safety and comfort. Learn the 1-2-3s of easy fit: frame size, seat height, reach.
- **ABC Quick Check:** Quick checked bikes reduce crashes attributed to mechanical issues.  
 A is for Air.  
 B is for Brakes.  
 C is for Cranks, Chain and Cassette.  
 Take a Quick Ride to check it all before you go!
- **Rules of the Road:** Children have lots of control in preventing crashes using safe skills and behavior.
  1. Stop at red lights and stop signs.
  2. Ride on the right in a straight line.
  3. Signal your turns.
  4. Watch for cars, pedestrians and road hazards.
  5. Be visible.

### 2. Additional Equipment Check

- Check that bicycles have reflectors on the front, back, and both wheels. If riding when it’s dark or nearly dark, there should also be white headlights and red taillights.
- Riders should have a bike lock to secure their bicycle once arriving at the school. U-locks are preferred over cable locks, which can be easily cut. Attach the frame and front wheel of the bike to the bike rack.
- Finally, to help transport backpacks and other school supplies, bicyclists may want to consider a bike basket, saddle bag, or other way to safely transport school items.

### 3. Check Basic Rider Skills

Bike trains are best suited for children in upper elementary and middle school grades when they are better able to judge and react to the speed, distance, and sounds of traffic than younger students. Because children develop these skills at different ages, parents and caregivers must assess their child’s bicycling ability and give permission for student participation in a bike train. At a minimum, bike train leaders and parents and caregivers should observe that students can:

- Start and stop smoothly.
- Ride in a straight line without weaving.
- Use hand signals and check their surroundings while maintaining their balance.

## SECTION 4: Bike Train

### 4. Check Knowledge of Group Riding

All bike train participants must know and follow the basic bicycling Rules of the Road, including:

- Ride single file, leaving space between bicycles in case of a sudden stop.
- Stop at all stop signs and red lights.
- Use hand signals to indicate turns, slowing, and stopping. Calling out “slowing,” “turning,” or “stopping” can also be helpful when riding in a group.
- Be alert. Watch out for yourself and don’t follow others without thinking about your own safety.

### 5. Prepare Riders for the Change of Seasons

In the Fall and Winter when daylight hours are shorter and temperatures may be chilly, help student riders stay safe and comfortable through increased visibility and extra layers of clothing.

- Reflective clothing – Encourage reflective vests or materials for all members of the bike train to improve visibility during dark morning and evening rides.
- Lights – Be sure all bikes have white headlights in the front and red rear taillights for traveling after dark. Reflectors in the wheel spokes provide visibility from the side.
- Layers – Student riders should dress for colder temperatures and wind chill by layering their clothing, and wearing gloves, scarves, or other face covers.

In warmer months, the longer days are perfect for more riding, but higher temperatures and sun exposure can make things unpleasant if riders aren’t prepared.

- Hydrate – Encourage student riders to carry water and take breaks as necessary. Bike train leaders should carry an extra bottle or two just in case a rider forgets.
- Sun safety – Encourage sunscreen and wear sunglasses to reduce glare.
- Stay cool – Wear breathable clothing in light colors, which will reflect the sun and help to keep them cool.

## Section 5:

# WALK! BIKE! FUN! RODEO

**In this section:**

A “Walk! Bike! Fun! Rodeo” is a skill-building clinic developed for the purpose of teaching children basic walking and bicycle-riding to practice and develop effective skills.

**Expected Outcomes**

**GOAL:** Provide a chance to learn, practice, and demonstrate skills in a fun, noncompetitive atmosphere. Participants should:

**Educate:** Increase knowledge about traffic safety, walking, and bicycling.

**Train:** Transfer the knowledge to the practice of skills and decision-making while walking or riding a bicycle; and

**Motivate:** Energize and excite participants to want to learn more and to engage in walking and bicycling.

**Preparation:**

An effective rodeo should be planned weeks to months before the event. A detailed planning timeline is contained within this section. See *WBF Rodeo Pocket Guide in Appendix 3, page 65, for detailed rodeo instructions.*

**LEARNING OBJECTIVES**

Understand a rodeo is a skill-building clinic for safe walking and bicycling

Understand the steps to planning and preparing a rodeo

Knowledge of how to set up the stations

Understand the goal of activity for each station



### OVERVIEW OF A WALK! BIKE! FUN! RODEO

---

A *Walk! Bike! Fun!* Rodeo is a skill-building obstacle course developed for the purpose of teaching children basic bicycle riding skills like stopping, balancing, signaling, and turning. These events provide an opportunity for bicyclists to practice and develop effective cycling skills and avoid typical crashes.

Three main causes of car-and-bike crashes for kids are:

- Riding out of a driveway without stopping.
- Failing to stop for stop signs.
- Suddenly swerving without looking back.

Other common causes include riding on the wrong side of the street, as well as riding at night without proper lighting and reflective clothing. We also know that a vast majority of crashes and serious injuries don't involve cars; the cyclist simply loses control of the bike and crashes to the ground. Receiving instruction and practicing bike handling skills, and learning about traffic concepts can significantly improve a rider's safety.

During the rodeo, a facilitator provides immediate feedback to the participant in a positive manner, and offers opportunity to continue practicing as needed. The goal of any bicycle rodeo is to provide a chance to learn, practice, and demonstrate bicycle handling skills in a fun, noncompetitive atmosphere. A rodeo should also include helmet and bicycle safety inspections.

A rodeo serves to:

**Educate:** Increase knowledge about traffic safety, walking, and bicycling.

**Train:** Transfer the knowledge to the practice of skills and decision-making while walking or riding a bicycle; and

**Motivate:** Energize and excite participants to want to learn more and to engage in walking and bicycling.

This section provides an outline for planning and conducting an effective community rodeo event. It can be used by teachers, parents, community educators, youth-serving organizations, or others with an interest in promoting safe bicycle riding and walking skills.

#### **Bicycles and Helmets**

Every child who participates in the event **MUST** wear a helmet. You may encourage or require that all children wishing to participate bring a helmet from home or notify someone in advance if they don't have one. Arrangements should be made for all children to participate through the use of a loaner helmet, discounted helmet for sale, or free giveaway.

Determine in advance if participants will bring bicycles from home or if you will be providing them. You will need 3-4 bikes for each station in the skill course and one for the bike inspection station. Have a variety of sizes available.

#### **Risk Management**

Before any child participates in any of these activities, a plan should be written and shared with all volunteers for what to do in case of a crash or injury to a child or volunteer. Know whom to contact and what steps you are to take in case of an emergency. A basic first aid kit with gauze and bandages should be readily available. A waiver should be signed by a parent or guardian for every rider. As a last resort, be prepared to call 911.

## ORGANIZING A RODEO

Spring through Fall is the most popular time to offer rodeos because the weather is more suitable for outdoor biking and walking activities. However, during winter or bad weather, rodeos may be held indoors using gymnasiums or recreation centers. Fall and Spring offer opportunities to partner with schools, whereas summer can be a great time to take advantage of community events, camps, and other daily recreation programs.

This event can be simple or elaborate depending on your scope and resources. Knowing the size of the event, the ages you plan on reaching out to, resources that may be available, and the event location will help you gauge how big of an event you should plan for. A small rodeo can be conducted in a gymnasium with just a few bicycles and five volunteers during the course of a gym class. A large community rodeo may require up to 15 volunteers, some with specialized skills, and can last four hours.

A bicycle and rodeo presumes that a child has basic bicycle riding ability. A rider who is still learning to ride can practice on a balance bike or bike with pedals removed. The on-bike skills shown are basic skills in bicycling, but children under 10 years old are not likely to have acquired the motor skills needed to perform the tasks and lack the experience necessary to apply traffic negotiation skills. The recommendations in this guide do not take into account the need to adjust skills to be learned according to an individual child's developmental limitations.

### Recommended Timeline

#### Three Months Prior:

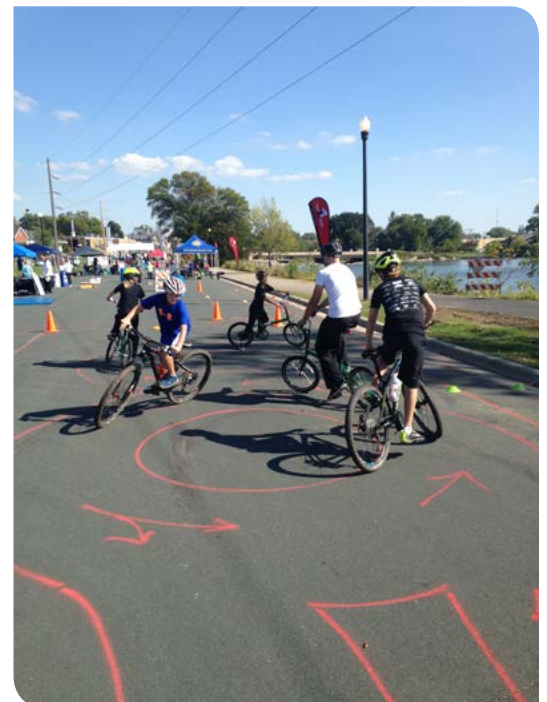
- Choose date, time, and place—obtain necessary approval.
- Consider rain dates or alternative indoor locations for rodeo.
- Identify the planning committee.
- Solicit volunteers and sponsors.
- Check with local businesses and local service organizations about the possibility of donating handouts or prizes.
- Check for availability of loaner bicycles of varying size.
- Contact local bike shops or bicycle clubs for volunteers to conduct bicycle inspections.

#### Eight Weeks Prior:

- Send letters to volunteers with date, time, location of event, and information on their duties at the event.

#### Six Weeks Prior:

- Start marketing the event. For a small event you can market through the school, with backpack mail or through the school system's e-newsletter. For larger events, you'll want to use local media, including radio stations and newspapers, as well as announcement flyers in gas stations, libraries, and recreation centers. Be sure to identify who is sponsoring the event.
- Children should be reminded to bring their own bicycles and helmets if necessary. (Encourage participants to have their bicycles checked out for maintenance issues before the rodeo—or you may have a station at the rodeo for bike safety checks.) The flyer should indicate if you are providing bicycles and helmets for use for participants that don't have equipment or in lieu of their own equipment.
- Make a "floor plan" of the proposed site. If the site will not accommodate all stations, the *Walk! Bike! Fun!* rodeo will need to be modified or reduced in the number of stations offered. This would reduce the number of volunteers needed.



## SECTION 5: *Walk! Bike! Fun! Rodeo*

### Recommended Timeline (Continued)

- Establish a secure place for children to park their bicycles at school or at the event while a parent or guardian registers them or while participating in non-riding activities.
- Confirm with the bicycle shop volunteers any special assistance or needs.
- Arrange for medical support, which may be as simple as the school nurse or may be as complicated as an emergency medical services truck on site.

#### **Three Weeks Prior:**

- Make copies of material and signs, and gather all material needed for the rodeo.

#### **One Week Prior:**

- Have a meeting with all volunteers to explain the bike *Walk! Bike! Fun!* rodeo and how it will be conducted.
- Give each volunteer a copy of the rules and directions.
- If law enforcement officers or other organizations are volunteering, invite them to the meeting.
- Answer questions and distribute site layout.
- Check supplies to make sure you have everything.

Note: Be prepared to repeat the briefing on the day of the rodeo for those who did not attend the meeting and to make sure all questions are answered prior to starting the rodeo.

#### **Day Before or Hours Before the Rodeo :**

- Setup tables and chairs;
- Draw or tape the design of each of the stations and flow.
- Put station signs up .

• Note: Weather conditions may determine when you set up your rodeo. If, for example, there is any possibility of rain the night before, the use of chalk to draw the station design is not suitable.

#### **Day of Rodeo:**

- Be flexible.
- Be prepared.
- Have fun!

#### **After the *Walk! Bike! Fun!* Rodeo:**

- Meet with volunteers to get feedback about the event and gather suggestions for improving the process for the next event.
- Provide a summary report to the sponsoring group of the event.
- Send thank you-notes. People appreciate a written acknowledgement for their efforts.

Many rodeos are organized with very limited budgets and rely heavily on volunteer and partner support. Here is a list of potential partners:

- |   |                                     |   |
|---|-------------------------------------|---|
| • Bicycle or pedestrian clubs or coalitions | • Injury prevention advocacy groups | • Nearby businesses or local or state agencies  |
| • Police department                         | • Community service organizations   | • League Cycling Instructors (League Cycling Instructors are certified instructors through the League of American Bicyclists) |
| • Hospitals or rehabilitation center        | • Faith-based organizations         |   |
| • Cooperative extensions, 4-H               | • Schools                           |   |
| • Parent-teacher organizations              | • Fire department                   |   |
| • Emergency medical services                | • Health department                 |   |
| • Pediatricians, family practice providers  | • Bike shops                        |   |
|   | • Libraries                         |   |



## SECTION 5: Walk! Bike! Fun! Rodeo

### RODEO SUPPLY CHECKLIST

---

Basic Equipment vs. Helpful Equipment

#### Supplies

- Pens
- First aid kit
- Clipboards
- Measuring tape
- Thin rope for lines
- String or elastic bands for punch cards
- Sidewalk chalk or spray chalk
- Half tennis balls OR mini-round cones
- Tall cones (for stop signs)
- Makeup mirrors
- Pencils
- Stop signs
- Helmets\*
- Extra helmet pads
- Station # cards (registration, scanning, hazard, etc.—preferably two—pieces, folded over tall cone—instructions inside)
- Extension wand or wheel for chalk

#### Paperwork/Handouts:

- Registration and waiver forms
- Punch cards or report cards
- Print outs for pedestrian game.
- Star sheet for brain injury simulation game
- ABC Quick Check + report card
- Hazards worksheet

#### Recommended Tools

*If partnering with a bike shop, check with them to see if you need to supply bike tools.*

- Floor pump (2 or more recommended)
- Chain lube
- Rags
- Repair stand
- Adjustable wrench
- Pedal wrench
- Allen wrench set (Y-tools preferable)
- 8, 9, 10 mm box wrenches
- Flathead and Philips screwdrivers
- Headset wrenches
- Brake tools

#### Presentation Tools

- Computer
- Projector (if applicable)
- DVD: NHTSA:
  - 1. Ride Smart; It's time to start. (<http://www.bikemn.org/education/walk-bike-fun/supplemental-resources>)
  - 2. Bike Safe, Bike Smart (<http://www.bikemn.org/education/walk-bike-fun/supplemental-resources>)
- Power cord
- Power strip



## Section 6:

**MAPPING EXERCISE**

This section is intended for people who are interested in developing walking and biking route maps but don't have previous map making experience or access to sophisticated map making tools. It describes the different types of maps you can create to support your program, with a focus on arrival and dismissal maps and walking and bicycling route maps. It then provides step-by-step instructions for how to build route maps using widely available programs such as Google Maps and Microsoft PowerPoint.

It is essential that you test potential routes before putting them on your map. Walk or bike the routes as appropriate, first by yourself and then with a student of average age and ability. Doing so will give you a better sense of how long the routes take, how suitable they are for the target age group, and whether any adjustments are needed.

**LEARNING OBJECTIVES**

Assess potential barriers and challenges to walking and biking in the school zone

Identify opportunities for intervention

Identify optimal routes for walking and biking

**Expected Outcomes:**

Map(s) that fit the needs for your safe routes activities.

**Citation:**

Thanks to the MN SRTS Resource Center for developing all of the content in this section.  
<http://www.dot.state.mn.us/mnsaferoutes/resources/mapping.html>

## SECTION 6: Mapping Exercise

### HOW TO CREATE ROUTE MAPS AND ARRIVAL DISMISSAL MAPS FOR YOUR SCHOOL

---

Safe Routes to School (SRTS) encourages students and families to actively commute to and from school for increased attendance, better physical and mental health, improved concentration during the school day, and more!

User friendly maps are a valuable tool in the SRTS toolbox. A well-designed map can encourage more walking and biking by communicating:

- Existing pedestrian and bicycle infrastructure
- Potential pedestrian and bicycling routes
- Walking school bus and bicycle train routes
- Arrival and dismissal procedures

The mapping guide found on the Minnesota SRTS Resource Center (<http://www.dot.state.mn.us/mnsaferoutes/>) is intended for people who are interested in developing SRTS maps but don't have previous map making experience or access to sophisticated map making tools. It describes the different types of maps you can create, with a focus on pedestrian and bicycling route maps and arrival and dismissal maps. It then provides step-by-step instructions for how to build SRTS maps using widely available programs as well as visually interesting graphics to identify key features on your map.

**IMPORTANT!** It is essential that you test potential routes before putting them on your map. Walk or bike the routes as appropriate, first by yourself and then with a student of average age from your school and one familiar with the neighborhood. Doing so will give you a better sense of how long the routes take, how suitable they are for the target age group, and whether any adjustments are needed.

#### **A Bit About Pedestrian and Bike Route Maps**

Pedestrian and bicycling route maps show existing pedestrian and bicycle infrastructure and potential routes students and parents/guardians can use to walk and bicycle to school. They can be a useful encouragement tool and can help steer students and parents/guardians toward routes that are safer.

Pedestrian and bicycling route maps are helpful when they show:

- School location
- Street network
- Pedestrian and bicycling routes
- Crossing guard locations
- Controlled crossing locations (i.e., crossing locations that have STOP signs or traffic signals)

Pedestrian and bicycling route maps sometimes also show:

- Sidewalks
- Shared-use paths
- Bike lanes
- Estimated pedestrian and biking times and distances

#### **A Bit About Walking School Buses and Bike Trains**

Many of the principles associated with developing pedestrian and bicycling route maps also apply to maps showing routes for walking school buses and bicycle trains, as well as maps for special events, such as a Walk to School Day. However, these types of maps usually include some additional elements and considerations.

Your walking school bus, bicycle train, or special event map should include the elements typically included on a pedestrian and bicycling route; however, it should also include meet up locations and times. In the case of a walking school bus or bicycle train, there may be multiple meetup locations or “stops.”

The route selection process for a walking school bus, bicycle train, and special event map is also very similar to the route selection process for pedestrian and bicycling route maps. You'll need to take into account such things as the mode, the students' age, whether or not parents are present, existing pedestrian and bicycle infrastructure, safe crossing locations, and motor vehicle speeds and volumes, but you'll also need to consider group size and select routes that provide enough space for your group to travel safely

### A Bit About Arrival and Dismissal Maps

Arrival and dismissal maps can help you communicate important information about your arrival and dismissal process to parents/guardians and students. Arrival and dismissal maps do this by demonstrating where student pedestrians and bicyclists should safely access the school campus and where and how parent/guardian drop-off and pick-up occurs.

Arrival and dismissal maps normally show:

- School building and school property
- Roadways, intersections, and properties adjacent to the school
- Locations where pedestrians and bicyclists enter the school building
- On-campus sidewalks and paths
- Bicycle parking locations
- Bus-rider drop-off and pick-up locations as well as how buses enter and exit the campus
- Car rider drop-off and pick-up locations as well as how cars enter and exit the campus

Arrival and dismissal maps sometimes also show:

- Pathways that pedestrians with disabilities can use to access the school building (i.e., ADA accessible pathways)
- Nearby public transit stops
- No parking zones

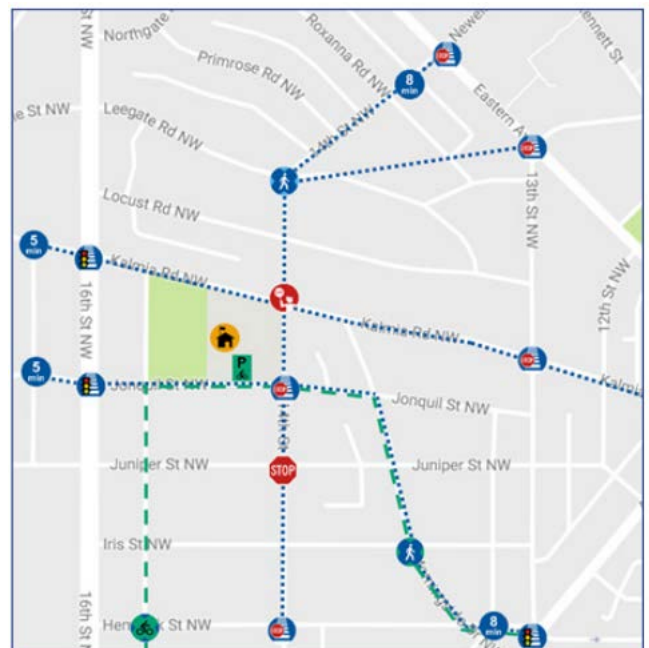
### A Bit About Mapping Tools

There are several mapping tools to choose from, but the advice in the guide focuses on building maps with Google My Maps and Microsoft PowerPoint, since these tools are relatively simple and widely available. Each tool has particular strengths and weaknesses to consider before choosing and are outlined in the guide.

The guide has very specific instructions to follow that will help develop the type of map needed. Don't forget to have someone proofread it - for typos, usability, to make sure it makes sense, and for accuracy. Parents are obviously ideal candidates along with their children, because they know the streets and the school best and of course they will be the ones using the map.

The overall goal of these maps should be to encourage children and families to walk or bike to and from school more often for better health. Distribute and share them through email, websites, posters, newsletters and share them at Back-to-School night, sporting events and conferences.

Ready to get started helping parents and children make better choices about how and where to get to and from school? Take a do it yourself approach with the guide and online tools, partner with district staff, community partners or other parents and go for it!



## SECTION 7: Appendices

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## APPENDIX 1: PARENT LETTER AND AGREEMENT FORM, WAIVER FORM

---

Dear Parent or Guardian:

Your child has been given the opportunity to participate in the *Walk! Bike! Fun!* Pedestrian and Bicycle Safety Curriculum. The curriculum was developed by the Bicycle Alliance of Minnesota (BikeMN) to follow safe walking and bicycling practices and education standards. The curriculum is designed to teach people of all ages to safely walk, ride bicycles, and share the streets, roadways, and trails with other drivers and pedestrians. Through classroom activities and on-the-bike skills practice, children will learn skills such as how to safely cross the street, proper helmet use, hand signals, traffic signs, and maneuvering through intersections. Outdoor activities will occur on school grounds as well as surrounding community streets.

All participants must have this agreement form signed by a parent or legal guardian and the student.

Student name: \_\_\_\_\_

I agree that I will follow all traffic laws, directions from teachers and chaperones, will wear a helmet, and will ride in a safe, respectful manner. I agree to take proper care of the bicycle on the ride, secure it at stops, and alert the leader of maintenance issues.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Legal guardian signature

\_\_\_\_\_  
Date

## SECTION 7: Appendices

### Sample Walk! Bike! Fun! Rodeo Permission and Waiver Form

Child Name: \_\_\_\_\_

Address: \_\_\_\_\_

Age/DOB: \_\_\_\_\_

Phone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Email: \_\_\_\_\_

Does the child have a bike?     Yes     No

Does the child have a helmet?     Yes     No

I would rate my child's biking ability (1=low, 10=proficient) \_\_\_\_\_

### Release and Waiver

1. I have voluntarily allowed my child to participate in the *Walk! Bike! Fun!* Rodeo program.
2. I understand participation in the Rodeo program involves riding a bicycle through a bicycle handling course.
3. I will carefully examine the site of the event. If the site appears to me to be unsafe, I will not participate or allow my child to participate in the program.
4. My child will take all safety precautions recommended by the program's leaders to try to avoid danger to his/her self or others, including wearing a helmet at all times.
5. I allow pictures to be taken of my child for use in the local paper, marketing of future events, grant reporting, etc.

**I hereby release \_\_\_\_\_, in charge of Safe Routes to School and *Walk! Bike! Fun!*, from any liability and agree not to sue for any injury to my child, myself, or damage to my property, whether caused by the negligence of them, myself, or someone else, while I or my child are participating in the Rodeo program.**

**I have read this release and agree to be legally bound by its terms.**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## APPENDIX 2: RODEO PARTICIPANT REPORT CARDS

Print pages 63 and 64 front to back.

<h3 style="text-align: center;">HOW DID I DO?</h3> <p>Name _____</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Great Job</th> <th style="width: 15%; text-align: center;">Needs Practice</th> </tr> </thead> <tbody> <tr> <td><b>Bike Handling</b></td> <td></td> <td></td> </tr> <tr> <td>Starting/Stopping/Straight Line</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Dodging Hazards</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Scanning, Signaling and Turning</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Turning and Yielding</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p style="text-align: center;"><b>Does Your Helmet Fit?</b></p> <p><b>Eyes:</b> Front of helmet should be no more than two fingers above your eyes.</p> <p><b>Ears:</b> Straps should form a Y around your ears.</p> <p><b>Mouth:</b> The helmet should pull down on your head when you open your mouth.</p> <p style="text-align: center;"><b>REPLACE YOUR HELMET AFTER ANY CRASH!</b></p> <p style="font-size: small; text-align: center;"><i>Thank you for joining us at the rodeo today and for learning how to "Drive Your Bike." This card will tell you the things you can do well and the things you need to practice. Take it home and let an adult help you become a pro at these skills!</i></p> <div style="text-align: center;">  </div>		Great Job	Needs Practice	<b>Bike Handling</b>			Starting/Stopping/Straight Line	<input type="checkbox"/>	<input type="checkbox"/>	Dodging Hazards	<input type="checkbox"/>	<input type="checkbox"/>	Scanning, Signaling and Turning	<input type="checkbox"/>	<input type="checkbox"/>	Turning and Yielding	<input type="checkbox"/>	<input type="checkbox"/>	<h3 style="text-align: center;">HOW DID I DO?</h3> <p>Name _____</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Great Job</th> <th style="width: 15%; text-align: center;">Needs Practice</th> </tr> </thead> <tbody> <tr> <td><b>Bike Handling</b></td> <td></td> <td></td> </tr> <tr> <td>Starting/Stopping/Straight Line</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Dodging Hazards</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Scanning, Signaling and Turning</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Turning and Yielding</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p style="text-align: center;"><b>Does Your Helmet Fit?</b></p> <p><b>Eyes:</b> Front of helmet should be no more than two fingers above your eyes.</p> <p><b>Ears:</b> Straps should form a Y around your ears.</p> <p><b>Mouth:</b> The helmet should pull down on your head when you open your mouth.</p> <p style="text-align: center;"><b>REPLACE YOUR HELMET AFTER ANY CRASH!</b></p> <p style="font-size: small; text-align: center;"><i>Thank you for joining us at the rodeo today and for learning how to "Drive Your Bike." This card will tell you the things you can do well and the things you need to practice. Take it home and let an adult help you become a pro at these skills!</i></p> <div style="text-align: center;">  </div>		Great Job	Needs Practice	<b>Bike Handling</b>			Starting/Stopping/Straight Line	<input type="checkbox"/>	<input type="checkbox"/>	Dodging Hazards	<input type="checkbox"/>	<input type="checkbox"/>	Scanning, Signaling and Turning	<input type="checkbox"/>	<input type="checkbox"/>	Turning and Yielding	<input type="checkbox"/>	<input type="checkbox"/>
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### ABC QUICK CHECK

**A is for Air** - Squeeze your tires between your thumb and fingers. If they are squishy, you probably need to pump in some air.

**B is for Brakes** - Step on your foot brakes or press your hand brakes and spin the back wheel to make sure you'll be able to stop. Make sure your hand brakes don't touch the handlebars when you press on them.

**C is for Cranks, Chain & Cogs** - Grab the cranks and wiggle them to make sure they aren't loose. Spin the pedals backwards to make sure the chain is running smoothly and that there is no gunk on it.

**Quick** - If you have a quick-release lever holding your wheels on to your bike, make sure it is closed and tightened properly.

**Check** - Take your bike for a short spin before you go out for your ride to check that everything is really working!

- Bike is OK       Check Tires       Check Brakes
- Check Chain     Check Cranks     Check Cogs

Comments: \_\_\_\_\_  
\_\_\_\_\_  
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Comments: \_\_\_\_\_  
\_\_\_\_\_  
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## APPENDIX 3: WBF RODEO POCKET GUIDE AND STATION SIGNS

Print pages 65 and 66 front to back.

# WALK! BIKE! FUN! RODEO POCKET GUIDE



## OVERVIEW OF A WALK! BIKE! FUN! RODEO

A “Walk! Bike! Fun! Rodeo” is a skill-building clinic developed for the purpose of teaching children basic walking and bicycle-riding to practice and develop effective skills.

Three main causes of car-and-bike crashes for kids are:

- Riding out of a driveway without stopping.
- Failing to stop for stop signs.
- Suddenly swerving without looking back.

A rodeo serves to:

**Educate:** Increase knowledge about traffic safety, walking, and bicycling.

**Train:** Transfer the knowledge to the practice of skills and decision-making while walking or riding a bicycle; and

**Motivate:** Energize and excite participants to want to learn more and to engage in walking and bicycling.

*Card 2 (front)*

## REGISTRATION AND CELEBRATION

### Registration Overview

Check-in and registration should be a fun and welcoming beginning for all participants and their parents or guardians. It is also a time to establish an understanding that kids will learn skills and lessons in a fun way. Incentivize the learning by reminding them to have cards filled out and turn in for a certificate and prize.

### Celebration Overview

Certificates should be handed out to the children. For many children, the certificate is the biggest reward of the day. The certificates also provide an opportunity to recognize your sponsors. Use the punch card or report card to write the participants name on a certificate. It is fun to create a ceremony for the presentation of the certificates, making the acknowledgment of their achievements all the more special. If you have additional handouts, information for parents or small prizes this is when you can pass them out. ABC/ Skill report cards can be handed in and used as raffle tickets for larger or limited prizes.

*Card 3 (front)*

## HELMET FIT

### Helmet Overview

- Helmets can reduce serious head injuries in a crash.
- A helmet will not protect your head if it is not properly fit.
- One crash, helmet in the trash. Also, replace any helmet after 3-5 years of wear.
- Find the smallest helmet shell size that fits over your head.
- Pick a color and style that encourages you or your kids to wear it.

**Helmet Position:** Your helmet should sit level on your head and low on your forehead - one or two finger widths above your eyebrows.

**Side Straps:** Adjust the slider on both side straps to form a “V” shape under and slightly in front of each ear.

**Final Fit:** Does your helmet fit right? Open your mouth wide...big yawn! The helmet should pull down on the head.

### Ventilation

- Helmets with good ventilation can actually be cooler than riding with no helmet at all.
- More vents usually mean a higher priced helmet; buy one that you are proud to wear.

*Card 4 (front)*

## RODEO SUPPLY CHECKLIST

Basic Equipment vs. Helpful Equipment

### Supplies

- Pens
- First aid kit
- Clipboards
- Measuring tape
- Thin rope for lines
- String or elastic bands for punch cards
- Sidewalk chalk or spray chalk
- Half tennis balls OR mini-round cones
- Tall cones (for stop signs)
- Makeup mirrors
- Pencils
- Stop signs
- Helmets\*
- Extra helmet pads
- Station # cards (registration, scanning, hazard, etc.—preferably two—pieces, folded over tall cone—instructions inside)
- Extension wand or wheel for chalk

### Paperwork/Handouts:

- Registration and waiver forms
- Punch cards or report cards
- Print outs for pedestrian game.
- Star sheet for brain injury simulation game
- ABC Quick Check + report card
- Hazards worksheet

Card 2 (back)

### Recommended Tools

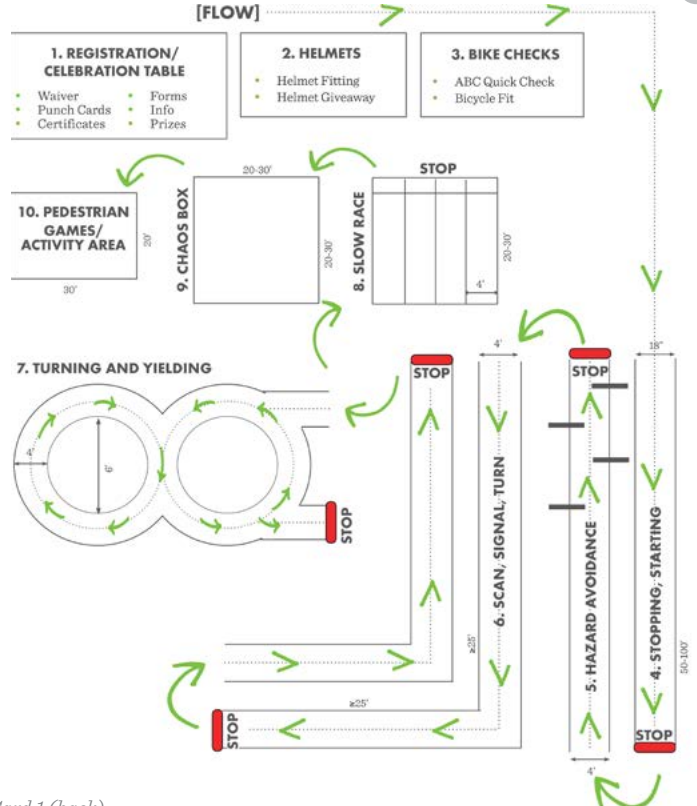
*If partnering with a bike shop, check with them to see if you need to supply bike tools.*

- Floor pump (2 or more recommended)
- Chain lube
- Rags
- Repair stand
- Adjustable wrench
- Pedal wrench
- Allen wrench set (Y-tools preferable)
- 8, 9, 10 mm box wrenches
- Flathead and Philips screwdrivers
- Headset wrenches
- Brake tools

### Presentation Tools

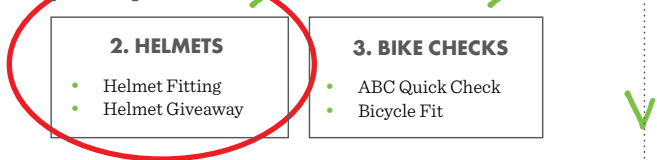
- Computer
- Projector (if applicable)
- DVD: NHTSA:
  - 1. Ride Smart: It's time to start. (<http://www.bikemn.org/education/walk-bike-fun/supplemental-resources>)
  - 2. Bike Safe, Bike Smart (<http://www.bikemn.org/education/walk-bike-fun/supplemental-resources>)
- Power cord
- Power strip

## RODEO LAYOUT



Card 1 (back)

[FLOW]



### Supplies needed:

- Helmets, if loaning or giving away.
- Surgical caps if desired.

### Station learning objectives:

- Always wear a helmet when riding a bike.
- A helmet must be fit properly to protect the rider.
- Check fit with “Eyes, Ears, Mouth” check.

Card 4 (back)

[FLOW]



### Supplies needed:

- (1-2) six or eight foot tables
- Chairs for volunteers/ parents
- Registration and/or waiver forms
- Pens
- Rodeo Participant Report Cards (page 63)
- Prizes for celebration
- Optional: photo waiver, yarn/ zip tie to attach participant cards

### Setup Instructions:

Place in clearly marked area as the start of the event. Set up information so there is a natural flow to the table & participants are easily directed to the next station. Parent/ Guardian should fill out registration and waiver form. Handout ABC/ Skill report cards to each participant, after writing their name on the card. \*Consider fastening the card to their bike or yarn as a lanyard. Tell child/parent they'll get a mark after completing certain stations. Bring report card back for prize and/ or drawing.

Card 3 (back)

Print pages 67 and 68 front to back.

## ● ABC QUICK CHECK FOR MECHANIC

### A is for Air

- Inflate tires to rated pressure as listed on the sidewall of the tire.
- Use a pressure gauge to ensure proper pressure.
- Check for damage to tire tread and sidewall; replace if damaged.

### B is for Brakes

- Inspect pads for wear; replace if there is less than 1/8" of pad left.
- Check pad adjustment; make sure they do not rub tire or dive into spokes.
- Check brake level travel; at least 1" between bar and lever when applied.

### C is for Cranks, Chain & Cassette

- Make sure that your crank bolts are tight; lube the threads only, nothing else.
- Check your chain for wear; use wear indicator tool or 12 links should measure no more than 12 1/8 inches.
- If your chain skips on your cassette, you might need a new one or just an adjustment.

### Quick is for Quick Releases

- Hubs need to be tight in the frame; your quick release should engage at 90 degrees.
- Your hub quick release should point back to insure that nothing catches on it.
- Inspect brake and seat quick releases to ensure they are closed tightly.

### Check is for Check Ride

- Take a quick ride to check if derailleurs and brakes are working properly.
- Inspect the bike for loose or broken parts; tighten, replace or fix them.
- Pay extra attention to your bike during the first few miles of the ride.

Card 5 (front)

## ● STARTING & STOPPING STATION

### A good rider will:

- Have a pedal in the "Power Pedal" when starting.
- Not use a "running start."
- Stay within the sidelines and look ahead.
- Stop before the STOP signs and not use their feet on the ground to stop.
- Stop in control and with a pedal in the Power Pedal, ready to ride away.

### Student take-away knowledge:

- Importance of using the "Power Pedal" for controlled starts.
- Importance of maintaining a straight line of travel.
- Importance of a controlled stop and positioning the Power Pedal.

Card 6 (front)

## ● AVOIDING HAZARDS STATION

### A good rider will:

- Have a pedal in the "Power Pedal" when starting.
- Ride straight and not cross the sidelines.
- Look ahead, not just in front of their bike.
- Avoid the "hazards" and stay within the sidelines.
- Stop in control and with a pedal in the Power Pedal, ready to ride away.

### Student take-away knowledge:

- Importance of controlling the bike.
- Importance of looking ahead for hazards.
- Importance of steering the bike around hazards.
- Importance of maintaining a straight line of travel.
- Importance of a controlled stop.

Card 7 (front)

## ● SCAN, SIGNAL AND TURNS STATION

### A good rider will:

- Have a pedal in the "Power Pedal" when starting.
- Scan behind before signaling a turn.
- Signal a turn for about 2 seconds.
- Turn and stay within the sidelines.
- Repeat the actions for a turn in the other direction.
- Stop in control and with a pedal in the Power Position, ready to ride away.

### Student take-away knowledge:

- Importance of checking behind and to the sides before turning.
- Importance of controlled turns.
- Importance of maintaining a straight line of travel.
- Importance of a controlled stop.

Card 8 (front)

## SECTION 7: Appendices

### Supplies needed:

- Materials to create a line (e.g. string, chalk, cones, tennis ball, etc.).
- Cones to designate start/finish.
- A “STOP” sign.

### Setup directions:

Setup this station with two straight parallel lines (string, chalk, cones, tennis balls, etc.) approximately 18” apart for a length of 50-100’, depending on available space. Place a STOP sign at the end of the station on the right hand side, out of the path of rider



Card 6 (back)

### [FLOW]



### Supplies needed:

- A tire pump.
- A basic tool kit for simple adjustments and tightening. An adjustable crescent wrench, set of metric allen wrenches, and set of screwdrivers should be adequate.

### Station learning objectives:

- A bike has to be in good working condition and properly fit to be ridden safely.
- A simple ABC Quick Check before each ride should be performed to find issues that could lead to a crash.

\*This station should be staffed by a bike mechanic or volunteer with basic bike maintenance knowledge.

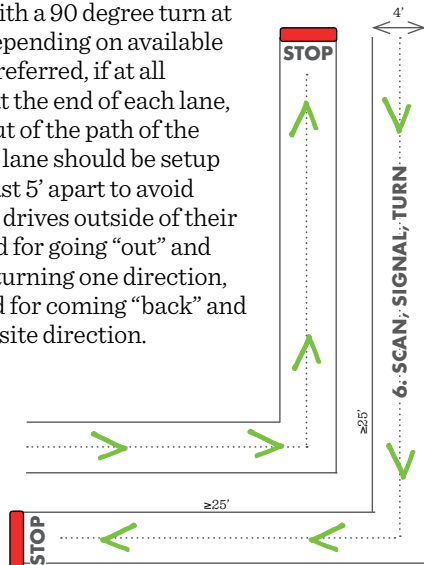
Card 5 (back)

### Supplies needed:

- Materials to create a line (e.g. string, chalk, cones, tennis ball, etc.).
- Cones to designate start/finish.
- A “STOP” sign.

### Setup directions:

Setup this station with two straight parallel lines (string, chalk, cones, tennis balls, etc) approximately 4’ apart, with a 90 degree turn at least 25’ from the start, depending on available space. A longer space is preferred, if at all possible. Use a stop sign at the end of each lane, placed on the right side out of the path of the riders. A second identical lane should be setup adjacent to the first, at least 5’ apart to avoid possible crashes if a child drives outside of their lane. One lane will be used for going “out” and will let children practice turning one direction, the other lane will be used for coming “back” and practice turning the opposite direction.



Card 8 (back)

### Supplies needed:

- Materials to create a line (e.g. string, chalk, cones, tennis ball, etc.).
- Cones to designate start/finish.
- A “STOP” sign.

### Setup directions:

Setup this station with two straight parallel lines (string, chalk, cones, tennis balls, etc) approximately 4’ apart for a length of 50-100’, depending on available space. Place a stop sign at the end of the station on the right-hand side, out of the path of riders. In the lane space, place small unobtrusive objects (e.g. tennis balls, flat cones, chalk or tape markings) along the length of the second half of the lane space, in a staggered pattern at least 10’ apart. (More staggered and closer together is more challenging, less staggered and further apart is less challenging).



Card 7 (back)

Print pages 69 and 70 front to back.

## TURNING & YIELDING STATION

### A good rider will:

- Have a pedal in the “Power Pedal” when starting.
- Turn and stay within the sidelines.
- Look for possible intersection conflicts and either yield or take the right-of-way when encountering other vehicles or pedestrians..
- Signal other riders to proceed if they have the right-of way.
- Stop in control and with a pedal in the Power Pedal, ready to ride away.

### Student take-away knowledge:

- Importance of controlled turns.
- Importance of maintaining a consistent line of travel.
- Importance of visual cues to other riders.
- Importance of controlled stops.

Card 9 (front)

## CHAOS BOX & SLOW RACE

### A good rider will:

- Maintain control of their bike at slow speeds.
- Avoid colliding with other riders.

### Student take-away knowledge:

- Cooperation and rules help all traffic users safely and effectively use a public space.
- Balance is essential for good bike control.
- Balance is a skill that can be learned and improved with practice.

Card 10 (front)

## FINDING AN EDGE

- 1 Arrange five- to ten-foot-long strips of masking tape or chalk lines on the ground or pavement in a 20'x30' space. By each outside line, draw with chalk a large number or shape.
- 2 Demonstrate proper stop-and-search (left-right-left) method.
  - Stop at the edge of the street (5' inside chalk line).
  - Look and listen for traffic.
  - Then look left, right, and left again.
- 3 Ask students:
  - What are we looking for when we look left-right-left?
- 4 Have students number off one through four and go to that line. Identify the short inside line as the curb/edge. Play music and ask the students to move around their line in the manner you ask until the music stops. For example: elephant walk, crab walk, hop, walk backward, etc. When the music stops, children stop movement and stand at the edge and demonstrate proper stop and search. Repeat activity several times.

Card 11 (front)

## VISUAL BARRIERS

- 1 Ask students to explain these terms .
  - What do you call people who are walking?
    - > Pedestrians.
  - What are vehicles?
    - > Cars, trucks, motorcycles, bicycles, and buses that take us from one place to another.
  - What is traffic?
    - > Vehicles on the road.
  - What does “edge” mean to a pedestrian?
    - > Curb, roadside, or sidewalk.
- 2 Ask students to explain where to walk safely.
  - Where should you walk in relation to the traffic?
    - > Find a sidewalk and walk there.
  - What should you do if there isn't a sidewalk?
    - > Walk on the left side of the street facing traffic so that you can see vehicles coming toward you.

Card 12 (front)

## SECTION 7: Appendices

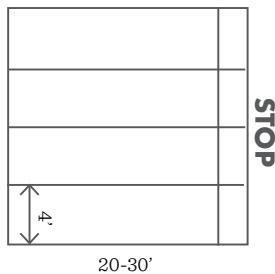
### Supplies needed:

- Materials to create a line (e.g. string, chalk, cones, tennis ball, etc.).
- Cones to designate start/finish.
- A “STOP” sign.

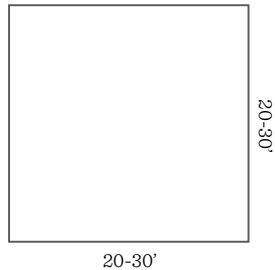
### Setup directions:

- For Slow Race: create a short race track, about 15’ long with four 4’ lane.
- For Chaos Box: create a rectangle about 20’x30’ on each side, depending on number of participants and space available. Optional: use cones that can be moved closer to reduce the space during the activity.

#### 8. SLOW RACE



#### 9. CHAOS BOX



Card 10 (back)

- Define and explain types of visual barriers. Explain to students before crossing the street that they need to find a safe place to cross.
  - *How do you know where there is a safe place to cross?*
    - > *A safe place to cross the street should be where you can see the traffic clearly on both sides, preferably from a sidewalk and in a crosswalk.*
- Explain to students that anything that makes it hard for them to see traffic or that makes it hard for vehicles to see them is called a visual barrier. Have pictures of visual barriers ready to display as students answer the following question:
  - *What are some examples of visual barriers?*
    - > *Parked cars, trucks, buses, tall bushes, tall trash cans, trees, a fence, a curve in the road, snowbank, or a hill.*
- Explain to students that if they want to cross the street but encounter a visual barrier, they should find another place to cross the street that is free of barriers and safe to cross, preferably in a crosswalk. If there is not an obvious safe place to cross without visual barriers, approach the edge of the barrier for a “second edge” and complete the stop-and-search method.

Card 12 (back)

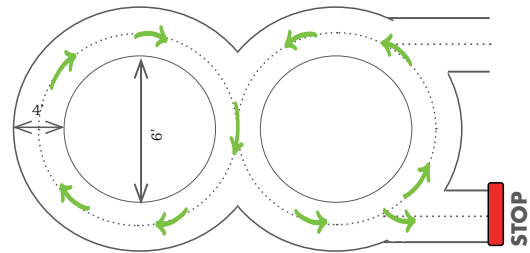
### Supplies needed:

- Materials to create a line (e.g. (string, chalk, cones, tennis ball, etc.).
- Cones to designate start/finish.
- A “STOP” sign.

### Setup directions:

- Setup for this station involves creating a “figure 8” layout, with lanes that are 4-5’ wide, and an inner radius approximately 6’. Chalk or tape markings are most effective for this station if possible, but cones or tennis balls can also be used if necessary.
- Ask 4 students to proceed through the figure 8 twice and then exit. Repeat for all students.

#### 7. TURNING & YIELDING



Card 9 (back)

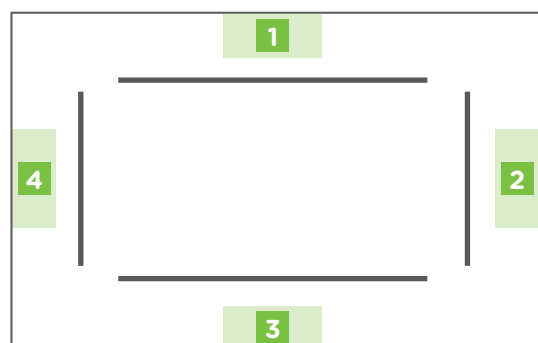
### Supplies Needed:

- Materials to create lines (e.g. string, chalk, cones, tennis ball, etc.).

### Setup Directions:

- Create a 20’x30’ rectangle.
- Draw 4, 5’ to 10’ lines inside the rectangle parallel with the outside lines. Lines represent the curb or edge of the street. The space in between is the street.

#### DIAGRAM



Card 11 (back)

Print pages 71 and 72 front to back.

## RETRIEVING A TOY

- 1 Set up parallel chalk lines about 10 - 20' long and line all children up on an "edge." Pass out bean bags to each student.
- 2 Have them pretend that they are playing out in the yard when all of a sudden, "Oops!" their bean bag goes into the street. Have the students toss their bean bags several feet in front of them on your signal.
- 3 Have several children hold a sign of a bus, motorcycle, or car coming from both directions to simulate a real street situation.
- 4 Have them ask for permission to go into "the road" and retrieve their bean bag.
- 5 Then, have the children stop at the edge, look left-right-left, and if it's clear have them retrieve their bean bag and return safely behind the edge.
- 6 Practice as time allows.

Card 13 (front)

## SIGNALS CROSSING GAME

- 1 Arrange (two) five- to ten-foot-long chalk lines on the pavement. Use ropes or additional masking tape to connect creating a crosswalk.
- 2 Stand in the middle with children on each side.
  - *Stop at the edge of the street (chalk line).*
  - *Look and listen for traffic.*
  - *Then look left (hold up your left hand), look right (hold up your right hand), and look left again (hold up your left hand).*
- 3 Get two volunteers to act as motor vehicles. Use flashcards found on page 91. Instruct volunteers to randomly wait and randomly go.
- 4 Hold up flashcards. Tell students, "Cross when you think it's safe."
- 5 Explain:
  - *Stop, look, and listen before you cross the street.*
  - *Look for cars—look left then right then left again!*
  - *Look over your shoulder for cars that may be turning.*
  - *Listen for traffic.*
  - *Green doesn't always mean "go." Use the pedestrian signal with the flow of traffic to determine when it's safe to cross.*

Card 14 (front)

## SECTION 7: Appendices

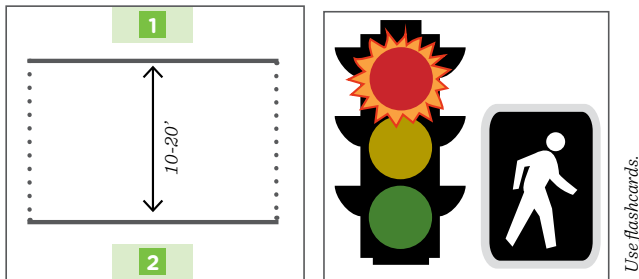
### Supplies needed:

- Materials to create a line (e.g. string, chalk, cones, tennis ball, etc.).

### Setup directions:

Create a starting line as wide as needed for the number of players or as space allows. Create a second “finish” line parallel to the first about 10-20 feet away.

#### DIAGRAM



Card 14 (back)

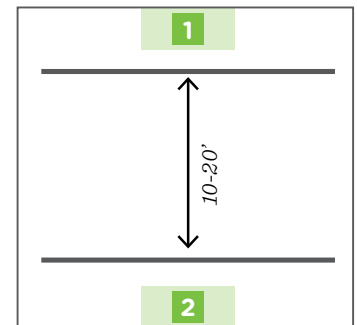
### Supplies needed:

- Materials to create a line (e.g. tape, string, chalk, cones, tennis ball, etc.).
- Pictures of vehicles (refer to Appendix # 10).
- Bean bags or similar object. This will represent a toy. It should be something that will stay put when a child tosses it (i.e. not a ball).

### Setup directions:

- Create two parallel lines approximately 10-20 feet apart.
- The lines represent the curb or edge of the street. The space in between is the street.

#### DIAGRAM



Card 13 (back)



# STATION # :

# REGISTRATION

# AND

# CELEBRATION

# STATION # :

# HELMETS

# STATION # :

## BIKE CHECK

# STATION # :

# STOPPING AND

# STARTING

**STATION # :**

**HAZARD**

**AVOIDANCE**

# STATION # :

# SCAN, SIGNAL,

# TURN

# STATION # :

# TURNING AND

# YIELDING

**STATION # :**

**SLOW RACE**



# STATION # :

## CHAOS BOX

# STATION # :

## PEDESTRIAN

### GAMES

APPENDIX 4: WBF RODEO COMPLETION CERTIFICATES



**THE WALK! BIKE! FUN! AMBASSADORS**  
HEREBY MAKE IT KNOWN THAT

\_\_\_\_\_

Has successfully completed the **Walk! Bike! Fun! Rodeo Skills Course** and knows how to safely cross the street, wear a helmet, do an ABC Quick Check, and has learned the basic skills to “Drive Your Bike.”

INSTRUCTOR \_\_\_\_\_

DATE \_\_\_\_\_



**Congratulations!**



**THE WALK! BIKE! FUN! AMBASSADORS**  
HEREBY MAKE IT KNOWN THAT

\_\_\_\_\_

Has successfully completed the **Walk! Bike! Fun! Rodeo Skills Course** and knows how to safely cross the street, wear a helmet, do an ABC Quick Check, and has learned the basic skills to “Drive Your Bike.”

INSTRUCTOR \_\_\_\_\_

DATE \_\_\_\_\_



**Congratulations!**



**APPENDIX 5: SAMPLE WALK! BIKE! FUN! RODEO FLIER**

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# *Walk! Bike! Fun! Rodeo:* BIKE AND PEDESTRIAN SAFETY EDUCATION CELEBRATION

Learn basic skills to prepare you to get on your bike and be a safe, confident rider.

Join \_\_\_\_\_ for a Walk! Bike! Fun! Rodeo. This skill-building obstacle course will challenge your knowledge and skills, and help you become a safer, better walker and rider!



**Date:**

**Time:**

**Location:**

**RSVP and  
Questions:**

APPENDIX 6: HAZARDS WORKSHEET

Find the Hazards to Safe Walking and Biking



walkbikefun.org

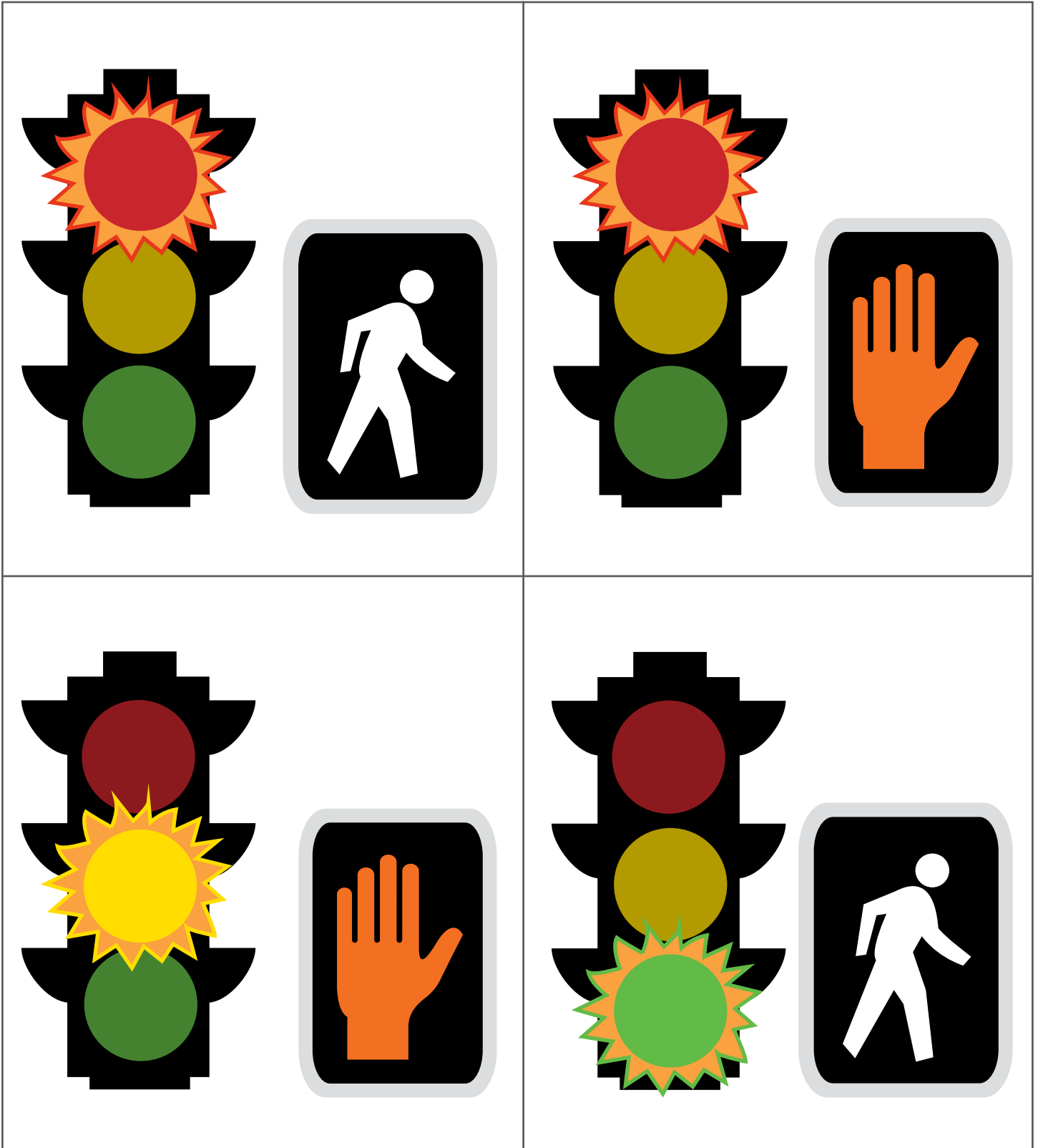
## SECTION 7: Appendices

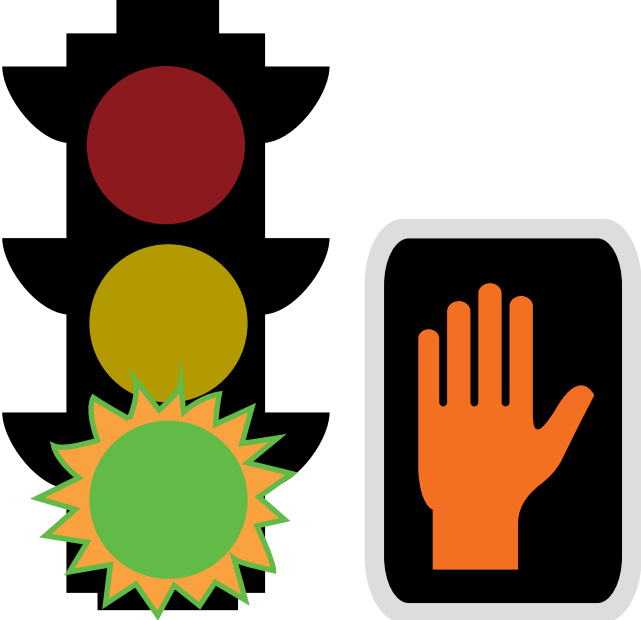
### Answer Key for Hazards Worksheet

1. Pedestrian dribbling ball in the crosswalk.
2. Potholes on the road causing hazard to bicyclist.
3. Leaves on the road could be wet underneath and a slipping hazard to bicyclist.
4. Driver of car texting while driving.
5. Cracks in shoulder/gutter area of road.
6. Unleashed dog could run out to bicyclist or pedestrian causing a distraction.
7. Tree on corner causing a visual barrier.
8. The grates in the sewer are parallel to the way you bike, so it's easy to get your wheel caught..
9. Car backing out of driveway.
10. Bicyclist at intersection is on wrong side of the road.
11. Bicyclist at intersection is distracted by headphones.
12. Bicyclist at intersection has run a red light.
13. Opening car door is hazard to bicyclist.
14. Bicyclist at intersection is not wearing a helmet.

**APPENDIX 7: SIGNAL FLASH CARDS**

Print these out and enlarge the image to make 5 flashcards. After playing the game on page 12, review what the signals mean. Then play again.



 A traffic light with three circular lights: red at the top, yellow in the middle, and green at the bottom. The green light is surrounded by a sunburst pattern. To the right of the traffic light is a black rectangular sign with rounded corners containing an orange hand icon.	



## APPENDIX 8: HELMET FIT

### THE PROPER HELMET FIT

Helmets come in various sizes, just like hats. Size can vary between manufacturers. For the most comprehensive list of helmet sizes according to manufacturers, go to the Bicycle Helmet Safety Institute (BHSI) site: [www.bhsi.org](http://www.bhsi.org).

To select and properly fit a bicycle helmet, follow the helmet fitting instructions in this flyer.

It may take some time to ensure a proper fit. It is easier if you have someone help you adjust the straps.

### STEP 1 – SIZE

Measure your head for approximate size. Try the helmet on to ensure it fits snugly. While it is sitting flat on top of your head, make sure the helmet doesn't rock side to side. Sizing pads come with new helmets; use the pads to securely fit to your head. Mix or match the sizing pads for the greatest comfort. In your child's helmet, remove the padding when your child's head grows. If the helmet has a universal fit ring instead of sizing pads, adjust the ring size to fit the head.

### 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 3 – 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.

### STEP 4 – 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 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 6 – FINAL FITTING

- A. Does your helmet fit right? Open your mouth wide . . . **big yawn!** The helmet should pull down on the head. If not, refer back to Step 5 and tighten the chin strap.
- B. Does your helmet rock back more than two fingers above the eyebrows? If so, unbuckle, shorten the front strap by moving the slider forward. Buckle, retighten the chin strap, and test again.
- C. Does your helmet rock forward into your eyes? If so, unbuckle, tighten the back strap by moving the slider back toward the ear. Buckle, 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.



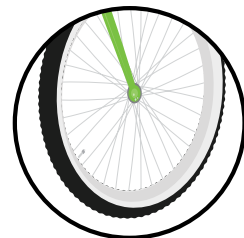
## APPENDIX 9: ABC QUICK CHECK

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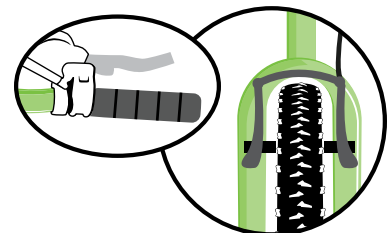
### A → IS FOR AIR

Check the air pressure, spin the wheels, and make sure the tires are not worn out.



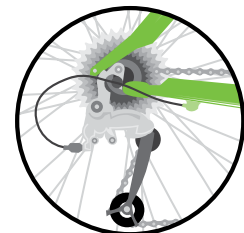
### B → IS FOR BRAKES

Check to make sure the coaster brake will stop the bike by spinning the back wheel and applying the brake. If the bike has hand brakes, check to see that the levers don't hit the handlebars when squeezed. Lift one tire up at a time and spin it; squeeze the levers to see if the tire stops. The brake pads should be clean, straight, and contact the rims properly.



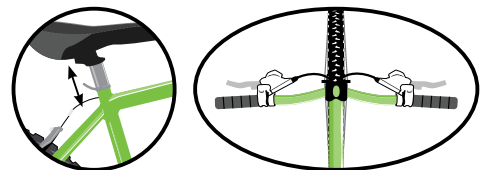
### C → IS FOR CRANKS, CHAIN, AND COGS

Grab the crank arms and try to wiggle side to side. There should be no movement. Spin the pedals and cranks to see if the chain drives the rear wheel. The chain should look like metal, not rust or black gunk. If the bike has gears, check to make sure the gear levers and derailleurs (gear-changing mechanism) work to shift the chain between the gears.



### QUICK → REFERS TO THE QUICK RELEASES

Some bikes have quick releases on the wheels or seat post. Check to make sure they are tight and closed properly.

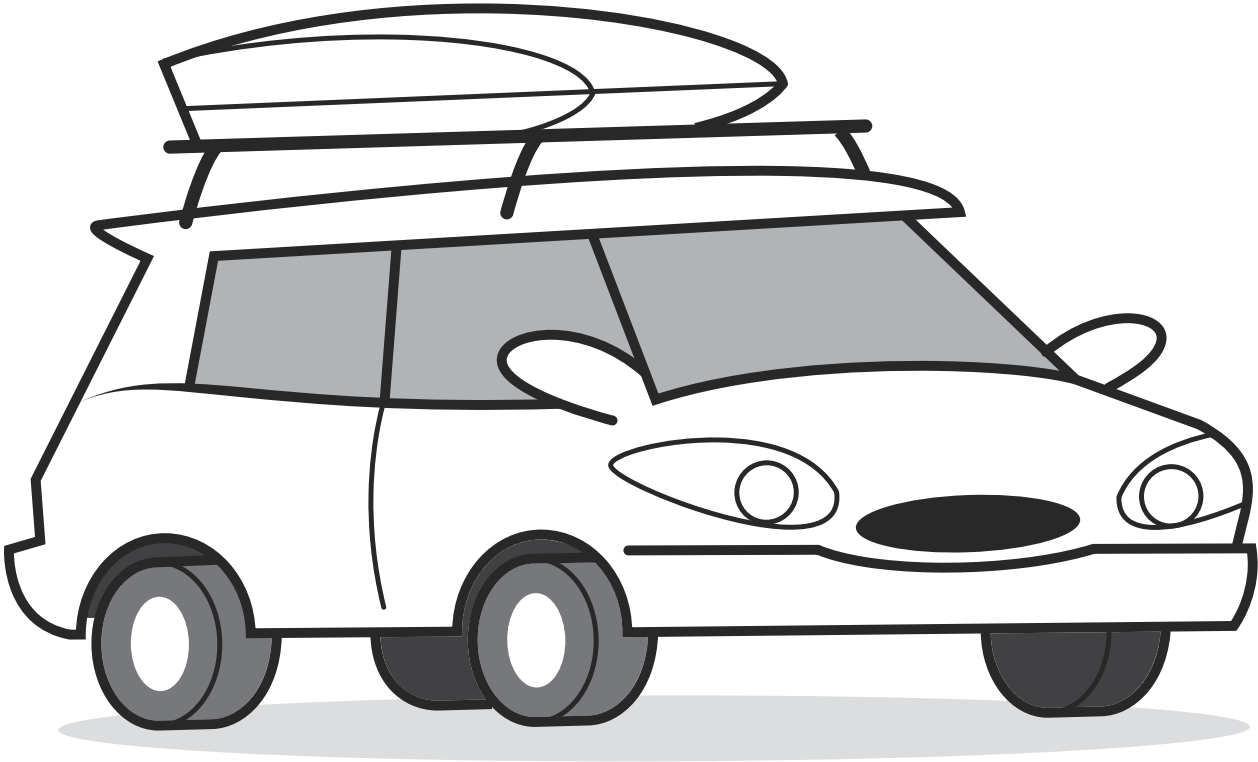


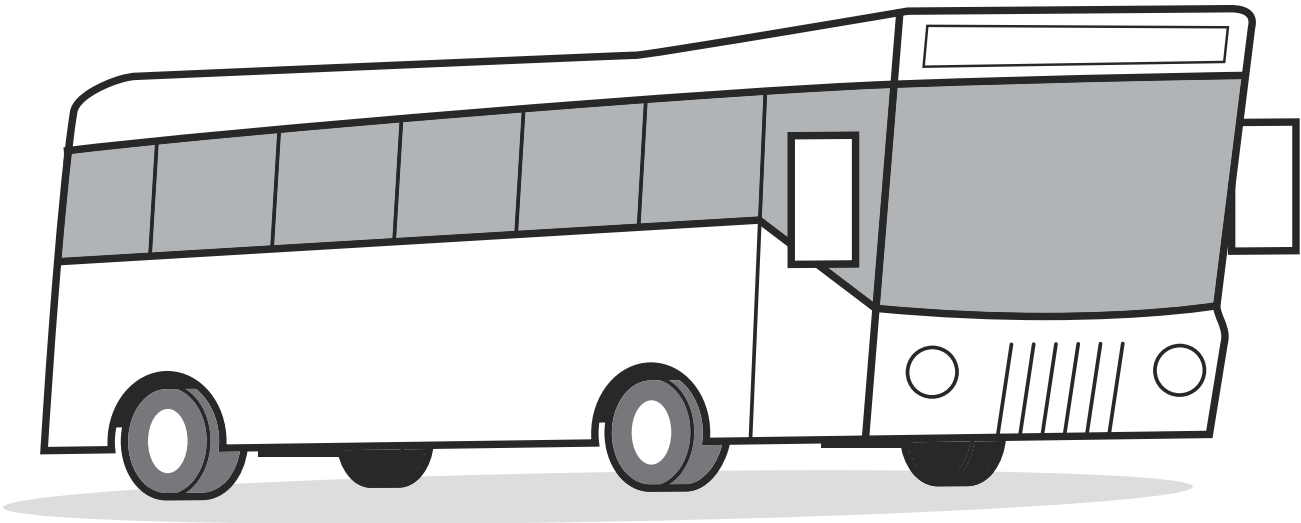
### CHECK → STANDS FOR CHECK

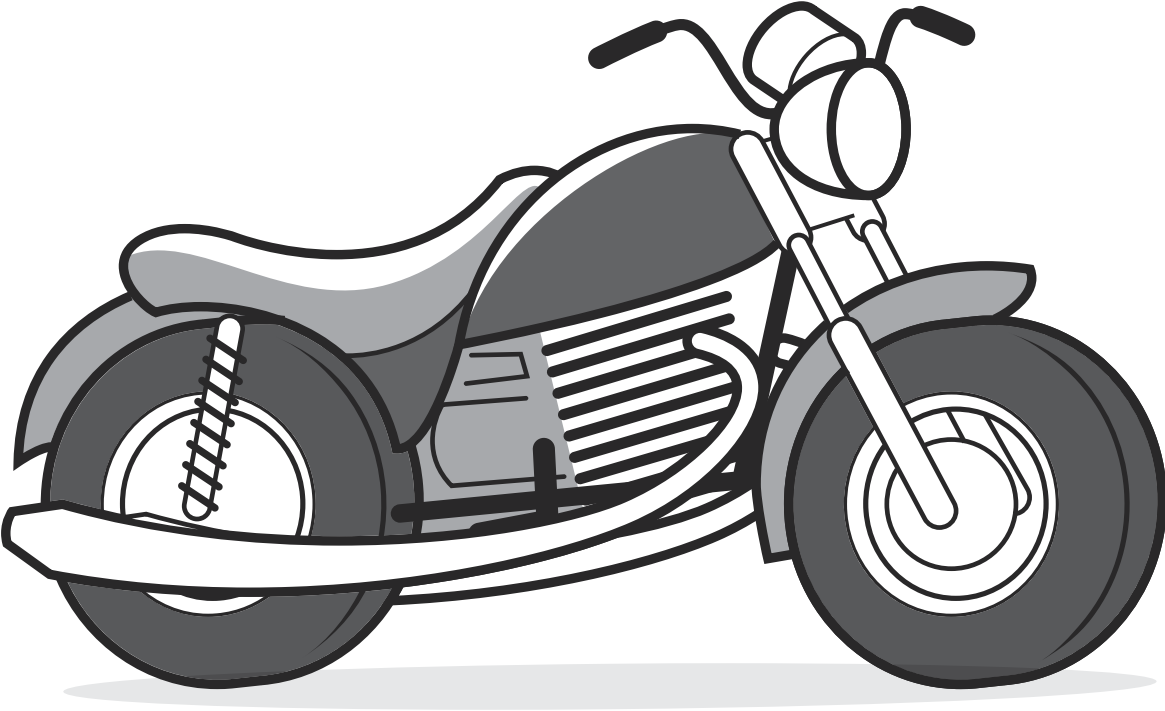
After making sure the seat and handlebars are tight and the proper height, have the child ride the bicycle around the parking lot and check that everything works well.

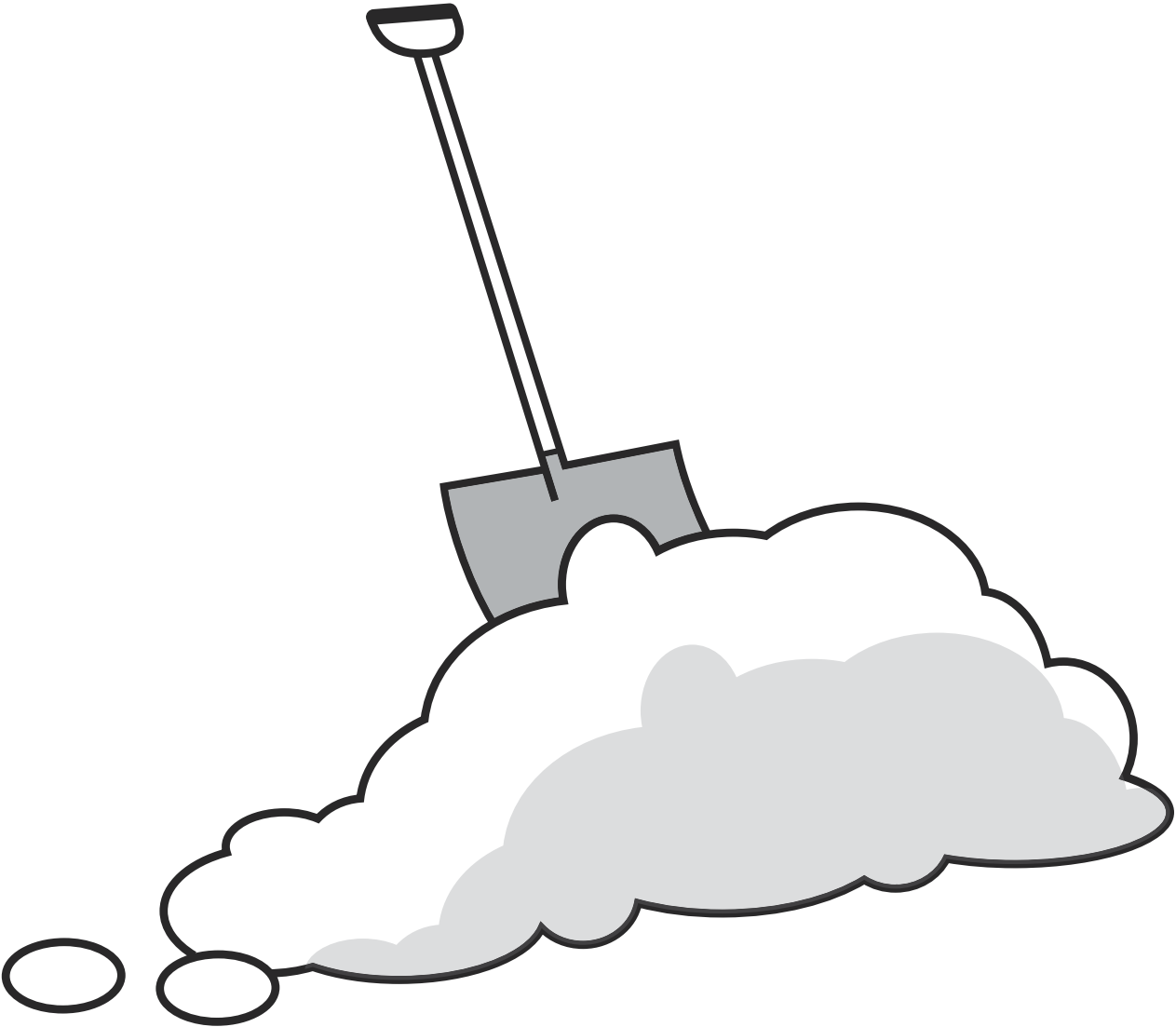
**APPENDIX 10: FLASH CARDS**

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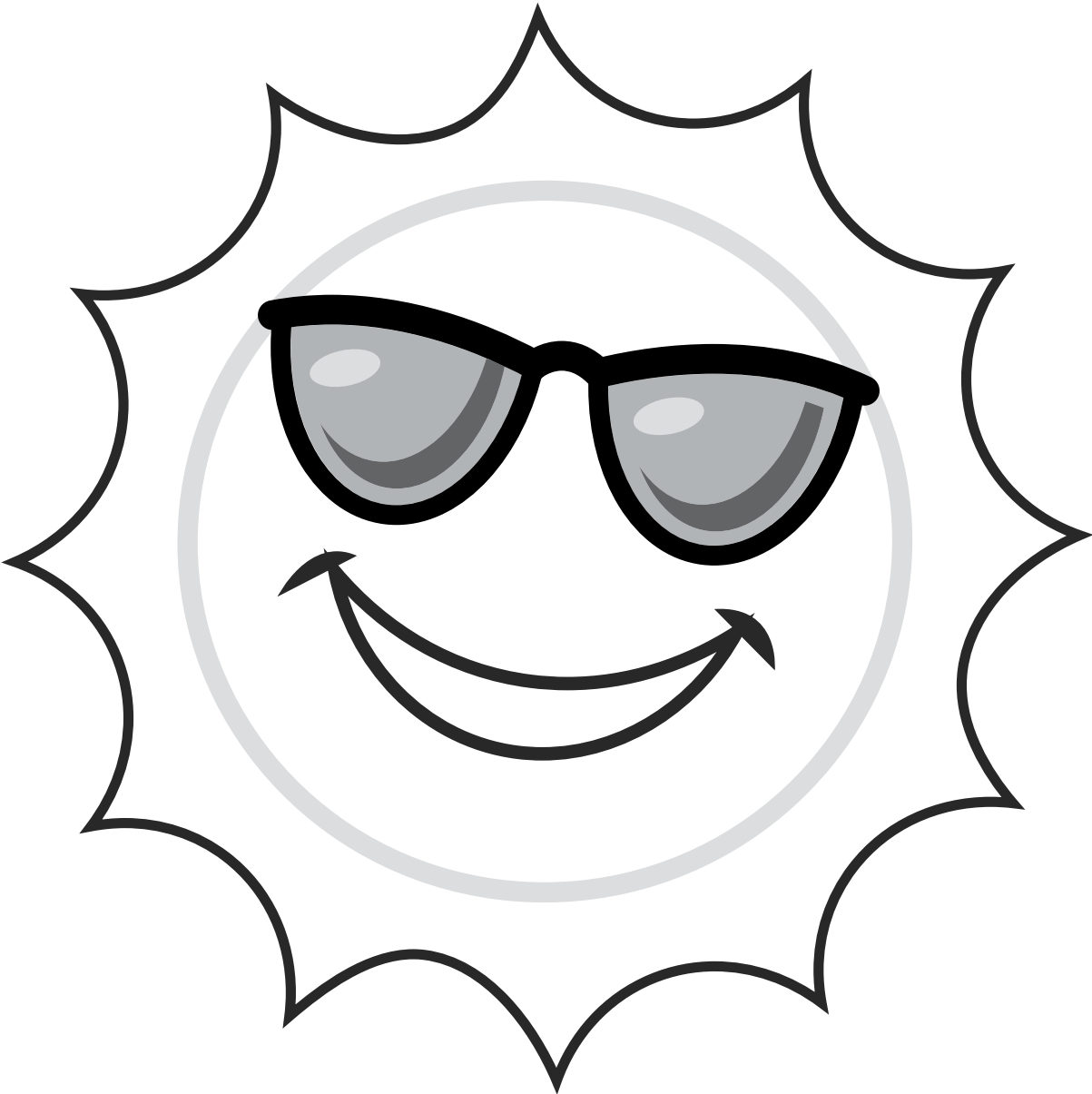






















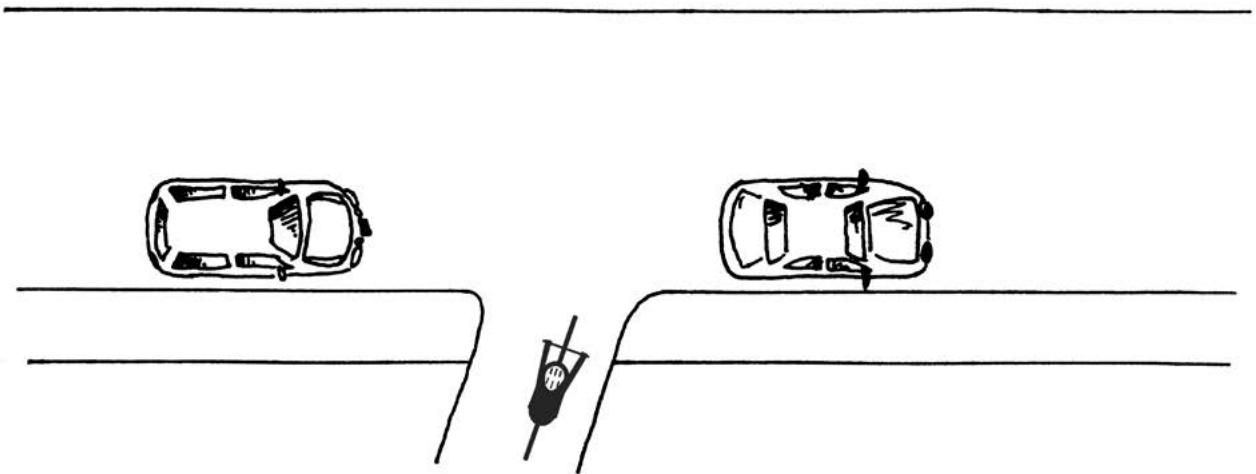




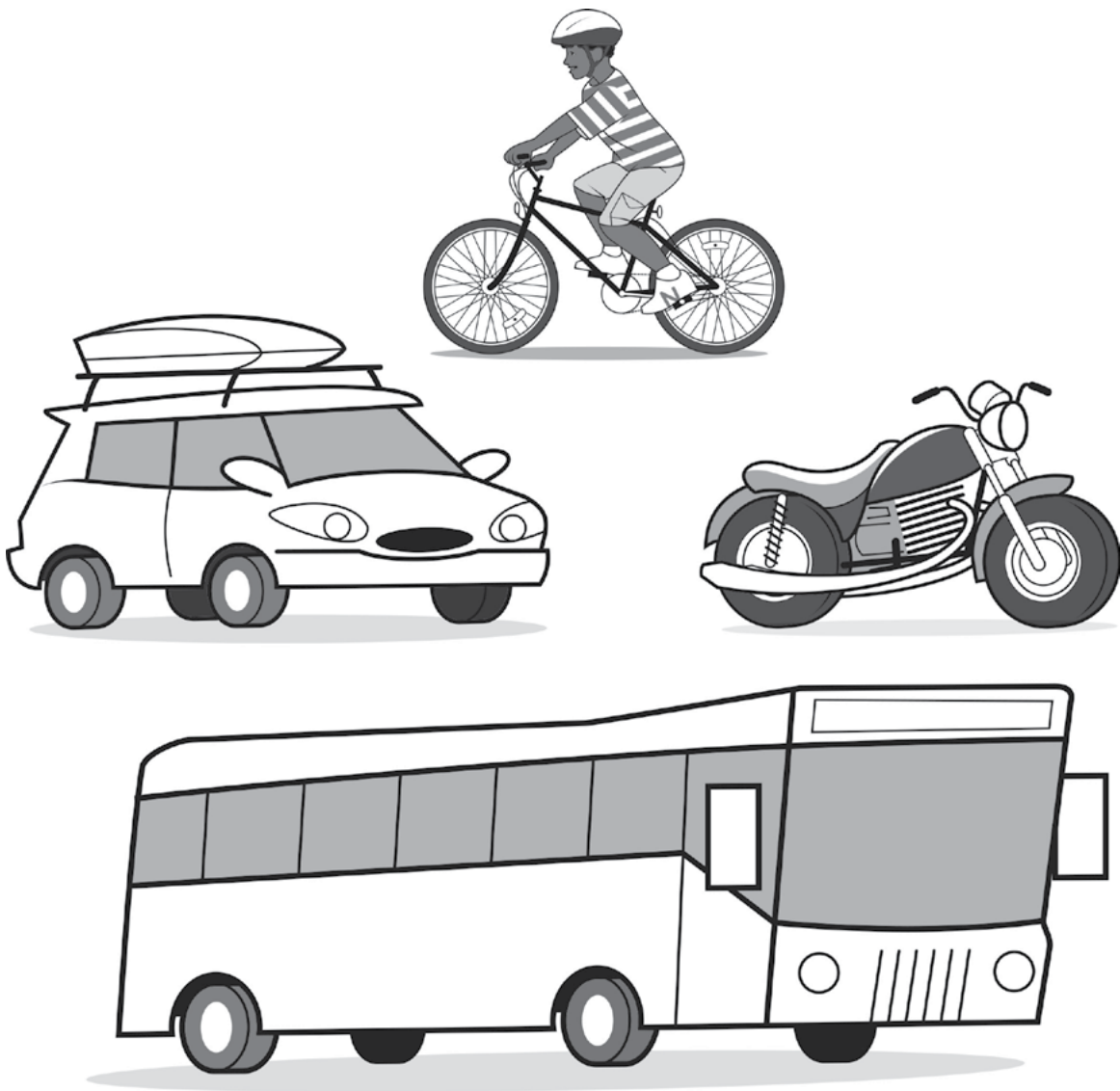
APPENDIX 11: VOCABULARY CARDS

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# EDGE



# VEHICLE

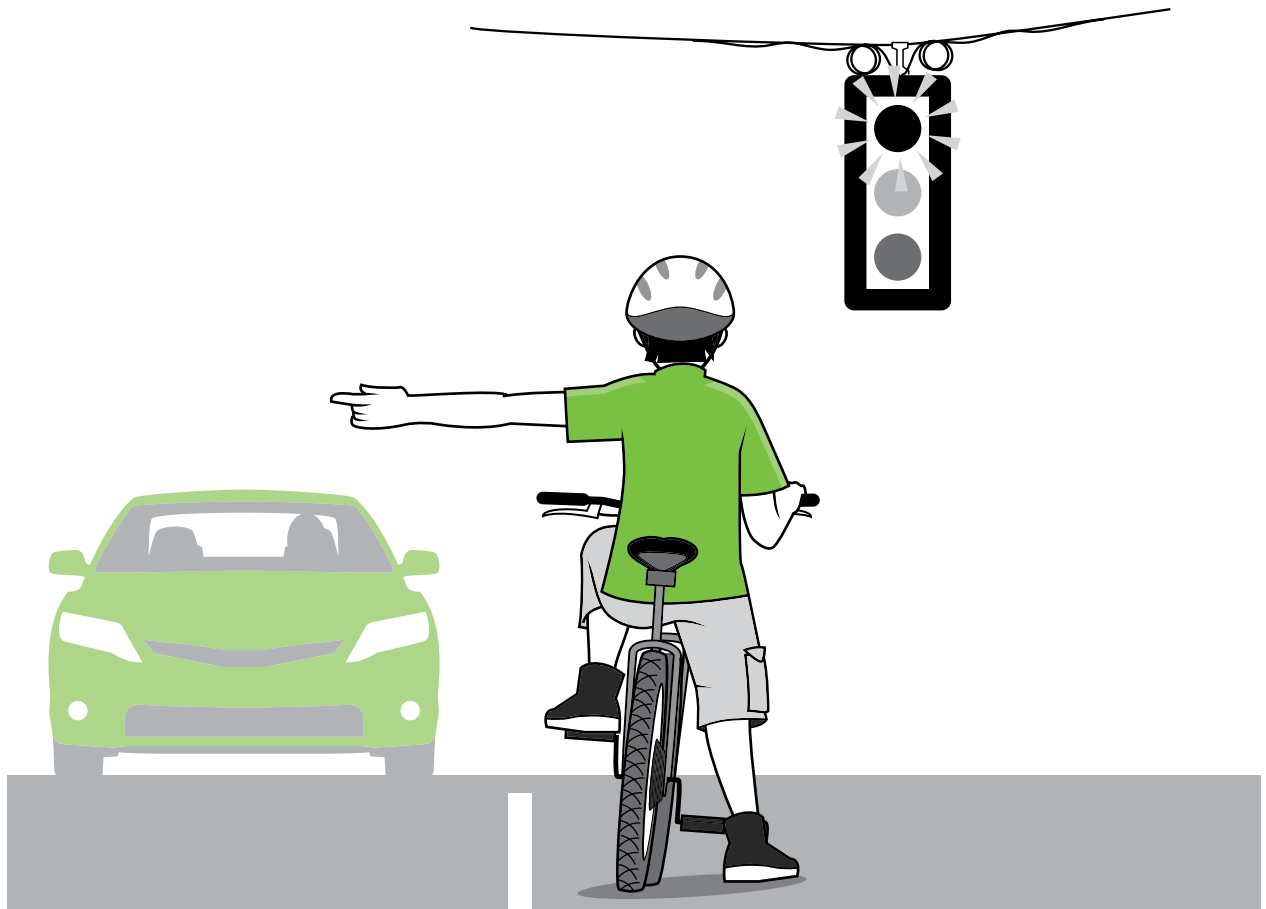




# PEDESTRIAN



# TRAFFIC



## APPENDIX 12: WHEEL OF WONDER QUIZ SHOW

Get or build your own “wheel of wonder” game wheel. It should have the following categories: For Your Health and Safety, For Your Town and Planet, For Your Bike, For Your Feet. Play the game by having participants take turns spinning and asking questions. Can be played individually or on teams.

### WHEEL OF WONDER QUESTIONS

#### For Your Health and Safety

1. T/F Bicyclists should ride in the road and against traffic. FALSE WHY? Bicyclists should ride on the right side of the road and with traffic.
2. T/F Bicyclists must signal their turns. TRUE (Demonstrate hand signals.)
3. T/F Bicyclists don't have to obey any traffic signs or signals because they aren't cars. FALSE Bikes have all of the rights and responsibilities of other drivers when on the road. If you ride on the sidewalk, you have the rights/responsibility of a pedestrian.
4. How should your helmet fit? Eyes (look up/2 fingers), ears (Y around), mouth (2 fingers/pull when mouth open).
5. T/F It's healthy for you to ride your bike. TRUE. Why?- (exercise, feel good, sleep better, do better in school).
6. T/F It is easy for car drivers to see children on small bikes? FALSE. Why? (Smaller, shorter.)
7. T/F It is not a good idea to wear headphones while riding a bike. TRUE. HEADPHONES LIMIT YOUR ABILITY TO HEAR YOUR SURROUNDINGS, INCLUDING TRAFFIC.
8. T/F Cyclists should slow down when passing pedestrians and must give an audible signal. Best to say “hi” or good morning.” TRUE.
9. Name 3 health benefits you could get from riding your bike or going for a walk. IMPROVED HEALTH: REDUCING BLOOD PRESSURE, REDUCTION IN THE RISK OF DIABETES; IMPROVED MENTAL HEALTH: STRESS REDUCTION, RELIEF OF ADHD SYMPTOMS; INCREASED COGNITIVE AND MOTOR FUNCTIONING.

#### For Your Town and Planet

1. T/F 40 percent of all trips are less than 5 miles—a distance that could easily be covered on a bicycle. TRUE
2. Name 3 places you could ride your bike.
3. T/F Bicyclists may ride on all Minnesota roads, except where restricted (freeways) TRUE.
4. T/F In 1969, 48 percent of students in grades K through eight (ages 5-14) walked or biked to school. TRUE / TODAY LESS THAN 18 percent IN GRADES K THROUGH 8 WALK OR BIKE TO SCHOOL.
5. T/F Child-friendly opportunities at crosswalks (such as the presence of adult crossing guards, student school patrols, as well as traffic and pedestrian signals) discourage kids from walking and biking to school. FALSE (The opposite is true.”
6. Is air quality BETTER OR WORSE in neighborhoods where there is less traffic congestion and more people walking and biking to school. BETTER Motor vehicles emit air pollutants like ozone, nitrogen oxides, carbon monoxide, particulate matter, and volatile organic compounds. If half of the students chose to walk or bike to school their impact would be a savings of 36 tons of greenhouse gas emissions a year. This is the equivalent of the carbon-removing abilities of 1,000 trees.

## SECTION 7: Appendices

### For Your Bike

1. T/F Bicycles are vehicles like cars. Bicyclists should obey stop signs and traffic signals. TRUE.
2. T/F You should ride your bike on the left and in a straight line. FALSE You should ride your bike on the right with traffic.
3. T/F You should signal your turns by pointing your arm in the direction you are going. TRUE.
4. How can you be more visible when riding your bike? WEAR BRIGHT CLOTHES, USE LIGHTS AND REFLECTORS
5. T/F Wearing a helmet prevents crashes. FALSE - Wearing a helmet helps prevent injury. Riding predictably helps prevent crashes.
6. T/F Always use a white headlight and a red rear light when riding your bike. TRUE, it is the law.
7. The ABC Quick Check will help ensure your bike is in good working order and make your ride safer. What is the ABC Quick Check? A is for Air: make sure your tires are as hard as basketballs when you squeeze them. B is for Brakes: when you squeeze your brakes hard, you should still be able to fit your thumb between the brake levers and the handlebars. C is for Chain, Crank, and Cassette: make sure your chain is running smoothly—lightly oiled and free of rust and gunk and fits on the cassette (gears), cranks are not wobbly and turn in a circle. Quick is for Quick Release: make sure the release levers are closed. Check with a quick ride around the parking lot. As you start to ride, listen for any rubbing, grinding, or clicking noises that might indicate something isn't working correctly.
8. What kind of lock is best to use when locking your bike up to park? LOCK YOUR BIKE USING A U-SHAPED LOCK, A HEAVY STEEL CABLE LOCK OR A COMBINATION OF THE TWO. SECURE BOTH WHEELS AND THE FRAME TO AN IMMOVABLE OBJECT.

### For Your Feet

1. T/F You should walk on the left against traffic when there is no sidewalk. TRUE.
2. T/F Crossing the street mid-block is against the law. FALSE.
3. T/F It's ok if you dribble a basketball as you are walking across the street in a crosswalk. FALSE Always look left-right-left and listen to traffic while crossing the street.
4. Who is a pedestrian? A PERSON TRAVELING ON FOOT, WHETHER WALKING OR RUNNING; THOSE TRAVELING USING TINY WHEELS SUCH AS ROLLER SKATES, SKATEBOARDS, AND SCOOTERS; AS WELL AS WHEELCHAIR USERS.
5. Why do you think you should look left first and then left once again before crossing the street? THE CLOSEST LANE OF TRAFFIC IS ON THE LEFT. LOOK LEFT ONCE AGAIN BEFORE YOU START CROSSING BECAUSE A VEHICLE THAT YOU DIDN'T SEE BEFORE MIGHT BE COMING NOW.
6. Can you describe the stop and search technique? STOP AT THE EDGE OF THE STREET, DRIVEWAY, SIDEWALK, ETC. LOOK AND LISTEN FOR TRAFFIC, LOOK LEFT-RIGHT-LEFT AGAIN WHILE CROSSING THE STREET.

APPENDIX 13: WALK! BIKE! FUN! POSTER

MINNESOTA  
**WALK!  
 BIKE!  
 FUN!**



**RULES OF THE ROAD**

- 1 Stop at red lights & stop signs.
- 2 Ride on the right in a straight line.
- 3 Signal your turns.
- 4 Watch for cars, pedestrians & road hazards.
- 5 Be visible.

**SIGNAL YOUR TURN!**



**BEFORE YOU GO:**

Do the ABC Quick Check

- A** is for Air
- B** is for Brakes
- C** is for Cranks, Chain & Cassette



Take a quick ride to check it all before you go!

**PROTECT YOUR MELON:**

Always Wear a Helmet!

**Helmet Position** Your helmet should sit level on your head and low on your forehead – one or two finger widths above your eyebrows.

**Side Straps** Adjust the slider on both side straps to form a “V” shape under and slightly in front of each ear.

**Final Fit** Does your helmet fit right? Open your mouth wide ... **big yawn!** The helmet should pull down on the head.



EYES



EARS



MOUTH



To download your free copy, go to:  
**BIKEMN.ORG/EDUCATION**

## SECTION 7: Appendices

### APPENDIX 14: RESOURCES

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#### Safe Routes to School

- Minnesota Department of Transportation: Safe Routes to School  
<http://www.mnsaferoutes.org>
- Safe Routes to School National Partnership  
<http://www.saferoutespartnership.org/>
- National Center for Safe Routes to School  
<http://www.saferoutesinfo.org/>

#### Education

- Bicycle Alliance of Minnesota  
<http://www.bikemn.org/>
- League of American Bicyclists  
<http://www.bikeleague.org/ridesmart>
- Bicycle and Safety Education  
<http://www.safekids.org/safety-basics/safety-resources-by-risk-area/bicycling-and-skating/?gclid=CPqH1vbluLUCFYZcMgodarAAug>
- Partnership for a Walkable America  
<http://www.pedbikeinfo.org/>
- Pedestrian and Bicycle Information Center  
[http://www.pedbikeinfo.org/data/factsheet\\_general.cfm](http://www.pedbikeinfo.org/data/factsheet_general.cfm)
- National Highway Traffic Safety Administration  
[http://www.nhtsa.gov/Driving+Safety/Bicycles/Get+To+School+\(and+back+again\)+Safely+Gameboard](http://www.nhtsa.gov/Driving+Safety/Bicycles/Get+To+School+(and+back+again)+Safely+Gameboard)
- Walk Bike to School  
<http://www.walkbiketoschool.org/>
- Pedestrian Safer Journey  
<http://www.pedbikeinfo.org/pedsaferjourney/index.html>
- Federal Highway Administration  
[www.safety.fhwa.dot.gov/ped\\_bike](http://www.safety.fhwa.dot.gov/ped_bike)

#### Adaptive Equipment and Programs

- Minnesota Developmental Adapted Physical Education  
<http://www.mndape.org/>
- Down Syndrome Association of Minnesota  
<http://www.dsamn.org/>
- True Friends  
<http://truefriends.org/>
- Rifton Equipment  
<http://www.rifton.com/resources/articles/2011/november/funding-assistance-for-adaptive-equipment>
- All Out Adventures  
[http://www.alloutadventures.org/Adaptive\\_Cycling.html](http://www.alloutadventures.org/Adaptive_Cycling.html)
- Adaptive Adventures  
<https://adaptiveadventures.org/program/what-adaptive-cycling>
- Friendship Circle  
<https://www.friendshipcircle.org/bikes/>
- The Great Bike Giveaway  
<http://dingdingletsride.com/adaptive-bikes/>

- I Can Shine  
<http://icanshine.org/>

### Advocacy

- People for Bikes  
<http://www.peopleforbikes.org/pages/about-us>
- Bike Walk Twin Cities  
<http://www.bikewalktwincities.org/about-us>
- Bicycle Alliance of Minnesota  
[www.bikemn.org](http://www.bikemn.org)

### Bike and Pedestrian information

- National Highway Traffic Safety Administration  
[www.nhtsa.gov/bicycles](http://www.nhtsa.gov/bicycles) [www.nhtsa.gov/pedestrians](http://www.nhtsa.gov/pedestrians)
- National Safe Routes to School  
[www.saferoutesinfo.org](http://www.saferoutesinfo.org)
- Federal Highway Administration  
[www.safety.fhwa.dot.gov/ped\\_bike](http://www.safety.fhwa.dot.gov/ped_bike)
- Pedestrian and Bicycle Information Center  
[www.pedbikeinfo.org](http://www.pedbikeinfo.org)

### Helmets

- Pro Rider  
[www.prorider.com](http://www.prorider.com)
- Helmets R Us  
[www.helmetsrus.net](http://www.helmetsrus.net)
- Safe Kids  
[www.safekids.org](http://www.safekids.org)

### Mapping Resources

- Mapping: <http://www.dot.state.mn.us/mnsaferoutes/resources/mapping.html>

### Walking School Bus Resources

- “How to Organize a Walking/Cycling School Bus” Go for Green Canada
- “KidsWalk-to-School Guide: A Guide to Promote Walking to School” Centers for Disease Control and Prevention
- “Walking School Bus: A Guide for Parents and Teachers” VicHealth Australia
- “The Walking Bus: A Safe Way for Children to Walk to School” Friends of the Earth UK
- “The Walking Bus: A Step by Step Guide” Road Safety Unit at Hertfordshire County Council
- “The Walking School Bus Checklist” Active and Safe Routes to School Canada
- “Walking School Bus Guide” Road Safe Auckland
- “Walk There” State of Oregon Department of Environmental Quality
- <http://www.walkingschoolbus.org/>
- National Safe Routes to School  
<http://www.saferoutespartnership.org/>

## SECTION 7: Appendices

- Los Angeles County Public Health  
<http://publichealth.lacounty.gov/place/docs/Let's%20Walk%20Together%20Final%2032015.pdf>

### Bike Train Resources

- Walk and Bike to School  
<http://www.walkbiketoschool.org/keep-going/ongoing-activities/bike-trains>  
<http://www.walkbiketoschool.org/keep-going/bike-safety>
- 4-H Mall  
[http://www.4-hmall.org/Category/4-hcurriculum-bicycle.aspx?\\_ga=1.232601496.665981060.1482422141](http://www.4-hmall.org/Category/4-hcurriculum-bicycle.aspx?_ga=1.232601496.665981060.1482422141)