



Hunterdon County
Safe Routes to School

Safe Routes to School Programming 2023-2024



Hunterdon County Safe Routes to School

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

We invite you to browse through our 2023-2024 offerings on the pages that follow. Please reach out to Ryan Fisher, Safety Programs Manager, rfisher@gohunterdon.org, to discuss how we may best assist your school this year.

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Walk and Bike Events

goHunterdon is available to coordinate and support the following seasonal activities:

Student Orientation, Back to School Safety- September

Overview:

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

Upon request, goHunterdon will create customized pedestrian and bicycle safety tip videos that can be shared with students, parents, and guardians.



Please reach out if you are interested in addressing a specific safety topic at your school this year.

Learning Objectives

- Understand your school's policies related to walking or bicycling to school.
- Discover and understand the pedestrian and bicycling behaviors that improve safety.
- Understand the role of school crossing guards, as applicable.
- Explain the benefits that come from walking and bicycling to school.



International Walk to School Day- October

International Walk to School Day (I-WALK) is an international event that focuses on pedestrian safety and active lifestyles. It encourages students, families, school communities, and local organizations to walk (and bike) to school to promote safer and more active lifestyles.

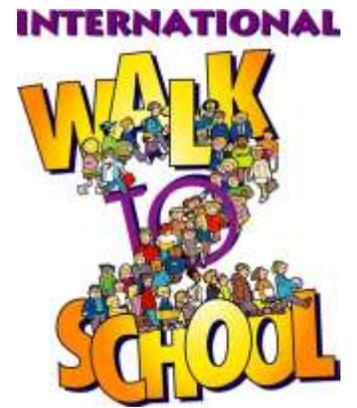
I-WALK is celebrated in over 40 countries throughout the world.

I-WALK was established in the United Kingdom in 1994 and rapidly grew in popularity due to its ability to effectively engage and unite communities on the topic of pedestrian safety and active transportation.

Since 2008, goHunterdon has been promoting I-WALK events locally, assisting schools and communities in organizing walks.

I-WALK often serves as the kick-off to back to school walking season. Hosting an I-WALK event a great way to set the tone for the school year of the importance of pedestrian safety when walking to school.

The event also provides an opportunity to create connections between students, staff, parents, local law enforcement and the wider community.



Walking School Buses

Following participation in I-WALK celebrations, many schools institute regular "Walking School Buses". A Walking School Bus is a group of children walking to school under the supervision of one or more adult chaperones, who accompany students along a designated routes to school. Chaperones are often teachers, faculty, administration, parents, or guardians. Walking school buses may be held daily, weekly, monthly or quarterly.

Walking school buses provide an opportunity to encourage student to walk to school, improves student safety, promotes physical activity, and can strengthen relationships between students, teachers, faculty, administration, parents, and guardians.



Winter Walks- January (Polar Bear Trophy Competition)

Winter Walk events provide an opportunity to keep students engaged over the winter months. A goal of Winter Walk events is to show students and their families that cold weather doesn't have to mean less walking.

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

An extra incentive to participate in Winter Walk is a countywide competition for the coveted "Polar Bear" Trophy, presented to the classroom with the highest percentage of students walking. This prize fuels a friendly rivalry among classrooms and serves to increase participation in the walk.

The event serves as a reminder that persevering in the face of a little cold weather is not just possible, but can also be a fun, rewarding challenge.



Hunterdon County "Walk or Roll" to School Month - April (Golden Sneaker Competition)

Hunterdon County "Walk or Roll to School" is a motivating event that takes place in Hunterdon County each April. The event is often used by schools as a "kick off" to the spring walking, bicycling, and scooter season.

Throughout the month, participating schools are encourage to promote activities like "Walking School Buses" and "Bicycle Trains". These involve groups of students walking or bicycling together under adult supervision.

Some schools use "Earth Day" themes are part of their Walk or Roll to School activities, promoting the fact that bicycling and walking are zero emission forms of transportation and that when you walk or roll to school there is less traffic around the school.

A cornerstone of Hunterdon County "Walk or Roll" to School Month is a countywide competition for the "Golden Sneaker" Trophy. This perpetual trophy is awarded to the school that records the highest percentage of walkers and rollers, propelling schools into a friendly competition while pushing the initiative forward.

Participation is tracked using online forms provided by goHunterdon. The student "travel tallies" ensure that every walk or roll is counted towards the final total. The process adds a sense of anticipation as schools await the results to see who will take home the Golden Sneaker for the year. Updated school travel tallies provide a blueprint of the walking/bicycling landscape at each collective school.



LESSON NAME: Distracted Walking: "Look UP" Lesson

Suggested Grade Level	K	1	2	3	4	5	6	7	8
Suggested Time Setting	30 minutes								
Learning Style Access	classroom	gymnasium			outside				

LESSON OVERVIEW: The "Look UP" lesson engages middle school students to learn about the dangers of distracted walking. After viewing video clips featuring distracted pedestrians, students will engage in open discussions and interactive activities to gain an understanding of the risks associated with distracted walking. Students will be tasked with creating a public awareness campaign on the dangers of distracted walking for peers.



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

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

LEARNING OBJECTIVES:

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

MATERIALS NEEDED:

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

ACTIVITY:

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

ASSESSMENT TOOL: Students will be divided into small groups and tasked with creating an awareness campaign against distracted walking. They will devise strategies, brainstorm creative ideas, and design posters or digital media to educate and prompt behavioral change. Each group will present their campaign, explaining the key messages, target audiences, and the significance of their chosen approach.

LESSON NAME: Community Walk Assessment & Fieldwork

Suggested Grade Level	K	1	2	3	4	5	6	7	8
Suggested Time Setting	2 two hours sessions								
Learning Style Access	classroom	gymnasium			outside				

LESSON OVERVIEW: The presence of sidewalks, crosswalks, and other pedestrian infrastructure help increase safety and make a community pedestrian friendly. Following a classroom lesson on basic pedestrian safety infrastructure, students will take part in fieldwork to conduct a pedestrian walk assessment. Students will be asked to observe and identify strengths, weaknesses, opportunities of their town's pedestrian infrastructure.

NJ CORE CURRICULUM STANDARDS:

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

LEARNING OBJECTIVES:

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

MATERIALS NEEDED: All materials provided

ACTIVITY: Students will work in teams to conduct a walkability assessment along walking school bus routes or the wider community. Students will capture pictures, make notes, and present findings to their peers.

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

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

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

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



LESSON NAME: Community Walk Assessment- Discussion and Design

Suggested Grade Level	K	1	2	3	4	5	6	7	8
Suggested Time Setting	2 two hours sessions								
Learning Style Access	classroom	gymnasium			outside				

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

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



LEARNING OBJECTIVES:

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

MATERIALS NEEDED: All materials provided

ACTIVITY:

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



ASSESSMENT TOOL:

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

LESSON NAME: The “Smasher”: Protect Your Melon/Pumpkin Helmet Safety Presentation

Suggested Grade Level	K	1	2	3	4	5	6	7	8
Suggested Time Setting	30 minutes								
Learning Style Access	classroom		gymnasium		outside				

LESSON OVERVIEW: This presentation emphasizes the importance of helmet use when riding a bicycle, scooter, skateboard, or any device where wheels are at the student's feet. Melons or pumpkins are used to simulate a skull. Students will come up with hypotheses about what will happen to a melon/pumpkin that is not wearing a helmet versus not wearing a helmet, followed by a demonstration of both scenarios.

NJ CORE CURRICULUM STANDARDS:

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



LEARNING OBJECTIVES:

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

MATERIALS NEEDED: All materials provided.

ACTIVITY:

Demonstration using “The Smasher” (a sledgehammer based tool) to show the impact of not wearing a helmet (melon/pumpkin smashing with and without helmet).

ASSESSMENT TOOL:

Application to Personal Behavior

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

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

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

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



LESSON NAME: Safety Town: Design Your Town for Safety

Suggested Grade Level	K	1	2	3	4	5	6	7	8
Suggested Time Setting	30 minutes								
Learning Style Access	classroom	gymnasium		outside					

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



NJ CORE CURRICULUM STANDARDS:

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

LEARNING OBJECTIVES:

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

MATERIALS NEEDED:

All materials provided

ACTIVITY:

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

ASSESSMENT TOOL:

Reflected Discussion:

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

LESSON NAME: Pedestrian Safety- Peer to Peer Learning

Suggested Grade Level	K	1	2	3	4	5	6	7	8
Suggested Time Setting	30 minutes								
Learning Style Access	classroom		gymnasium			outside			

LESSON OVERVIEW: Students in grades 4-8 learn and create pedestrian safety concepts that they then teach to students in grades K-2.

Presentations will be created in small groups and will focus on specific pedestrian safety topics in each schools community. Peer-to-peer learning promotes active engagement, as students are more likely to participate in discussions with their peers. Optional: Take activity outside.

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

LEARNING OBJECTIVES:

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

MATERIALS NEEDED: All materials provided.

ACTIVITY:

Older students are divided up into small groups and assigned with a specific pedestrian safety topic. Topics can include understanding traffic signs, crosswalk etiquette, the importance of using sidewalks, or how to read car signals.

Each team will create a short, performance-based skit that easily conveys their assigned topic to K-2nd graders. Plan, write, and rehearse their scripts. They can create props utilizing art supplies or design digital visual aids to help illustrate their points.

ASSESSMENT TOOL:

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



LESSON NAME: Parking Lot Safety

Suggested Grade Level	K 1 2	3	4	5	6	7	8
Suggested Time Setting	30 minutes						
Learning Style Access	classroom	gymnasium	outside				

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

NJ CORE CURRICULUM STANDARDS:

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

LEARNING OBJECTIVES:

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

MATERIALS NEEDED:

All materials supplied

ACTIVITY:

Students will take turns walking in goHunterdon's mock parking lot, learning where to walk within a parking lot, what to look for and through interactive role play, understand what the lights on the back of a vehicle indicate.

ASSESSMENT TOOL: Parking Lot Rules Poster

1. Creating the Poster: Have students create their own 'Parking Lot Safety Rules' poster with drawings and words.
2. Presentation: Once they are done, have each student present their poster to the class explaining each rule and their placement on the poster.

Run a recap session after the activities, asking what students have learned, what surprised them and what they will do to keep safe in a parking lot in the future. This gives the teacher a chance to evaluate the students' understanding of the topic.



LESSON NAME: Red Hand, Walking Man Game

Suggested Grade Level	K	1	2	3	4	5	6	7	8
Suggested Time Setting	30 minutes								
Learning Style Access	classroom	gymnasium		outside					

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

NJ CORE CURRICULUM STANDARDS:

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

Learning Objectives:

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



Materials Needed: Print outs of provided flashcard pdfs; crayons, markers, paper.

Activity:

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

Assessment Tool:

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

Bike to School Safety Program (1-3 Sessions)

Suggested Grade Level	K	1	2	3	4	5	6	7	8
Suggested Time Setting	45 minutes per part								
Learning Style Access	classroom			gymnasium		outside			

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

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

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

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

Session 3 - Bicycle Safety and Skills Assessment: The final session comprises a comprehensive assessment of knowledge skills learnt over the two previous sessions. A written test will evaluate the student's understanding of bicycle safety rules and the practical examination will assess their bicycle riding skills.

NJ CORE CURRICULUM STANDARDS:

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



Session 1: Bicycle Rodeo

LEARNING OBJECTIVES:

- Students will learn basic safety and legal requirements of riding a bicycle.
- Students will learn how to properly fit and wear a helmet and conduct a safety check of their bicycle before riding.
- Students will demonstrate basic bicycle riding skills.
- Students will follow set paths to show bicycle control.
- Students will display appropriate safety precautions, like wearing a helmet.

MATERIALS NEEDED:

Bicycle, helmet



ACTIVITY:

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

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

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



Session 2: Bike Train

Students will gain confidence and have the opportunity to practice their bicycle riding skills on a chaperoned group bike ride to school. (Modeled after walking school bus)

NJ CORE CURRICULUM STANDARDS:

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

LEARNING OBJECTIVES:

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

MATERIALS NEEDED:

Bicycle, helmet

ACTIVITY:

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



Session 3: Bicycle Safety and Skills Assessment

Following completion of the previous two sessions, students will participate in an on bike assessment and final written quiz to evaluate bicycle handling skills and safety knowledge.

NJ CORE CURRICULUM STANDARDS:

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

LEARNING OBJECTIVES:

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

MATERIALS NEEDED:

Bicycle, helmet

ACTIVITY:

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

ASSESSMENT TOOL:

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

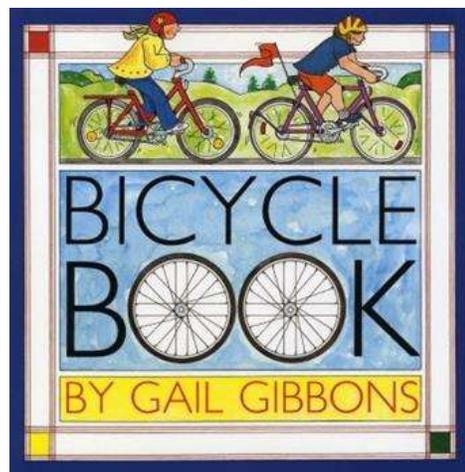
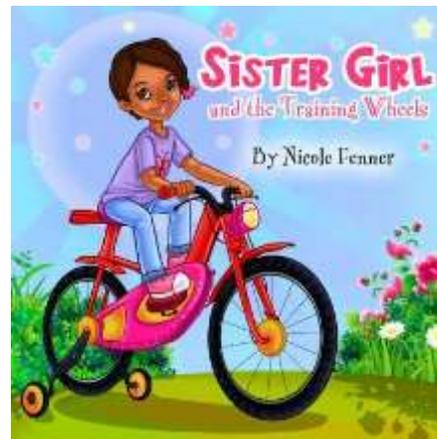
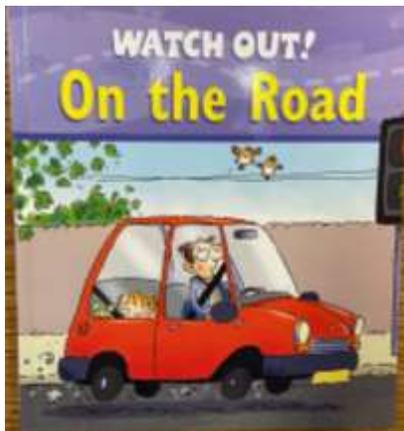
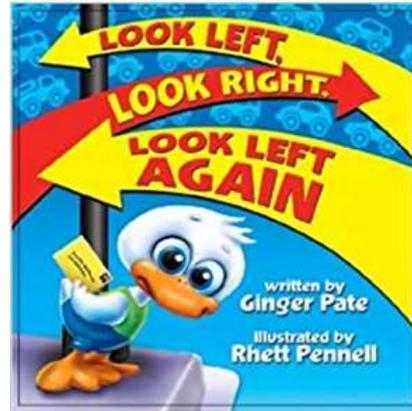
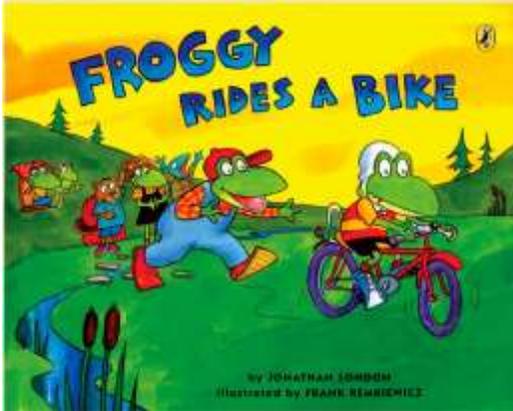
1. You're riding your bike and the car parked on your right side suddenly opens its door. What do you do?
2. You're approaching a stop sign the same time as a car. Who should go first and why?

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



LENDING LIBRARY

The following books are available for **K-2 grade** teachers to borrow and create their own lessons and activities. Contact Ryan Fisher, rfisher@gohunterdon.org for more information and ideas.



*goHunterdon is a 501c3 nonprofit organization
dedicated to expanding community mobility, increasing transportation safety,
and advancing sustainability in Hunterdon County, NJ*

*Safe Routes to School:
Where it is safe, get more kids walking and bicycling;
where it is not safe, make it safe.*

NJ Safe Routes to School (SRTS) is a statewide initiative to enable and encourage students to safely walk and bicycle to school. goHunterdon facilitates Safe Routes to School programming in Hunterdon County, offering a comprehensive program of education and encouragement.

Funding for Safe Routes to School programming is provided by the NJ Department of Transportation

www.gohunterdon.org