



# Welcome to the Walk and Roll E-Toolkit

## Introduction:

The Walk and Roll E-Toolkit is a collaborative alternate guide for coordinators. The E-Toolkit is a guiding document for Safe Routes To School Coordinators and educators to use on social media to engage, encourage, and educate students in Oregon through Safe Routes to School programming even while students are not able to physically attend school.

## How to Use:

- The E-Toolkit is designed for coordinators to pick and choose which parts they would like to use based upon their time available and individual community needs.
- Review the Walk and Roll Lesson Plan (Page 8) to review SRTS activities that you can encourage your students to do while learning from home.
- The Lesson Plan, activities, and other supporting material found within this E-Toolkit can be found on [oregonsaferoutes.org](https://oregonsaferoutes.org), to download and distribute to meet the needs of the participants.
- Spanish versions of the Lesson Plan and Photo Release Forms can be found and downloaded on [oregonsaferoutes.org](https://oregonsaferoutes.org).

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## Purpose of Walk and Roll E-Toolkit

The Walk and Roll E-Toolkit is designed to help coordinators use online platforms to educate and encourage safe walking and rolling and to get K-8 Oregon students moving their bodies both inside and outside.

### Timeline

We realize that in these unprecedented times a regular event will not be possible, so we hope these ideas help you to keep families engaged with walking and rolling. An example timeline is available at [OregonSafeRoutes.org/Resources](https://OregonSafeRoutes.org/Resources).

### Participants

The Walk and Roll E-Toolkit is designed for Safe Routes to School Coordinators, School Administrators, Teachers, and Families.

The E-Toolkit is designed to provide coordinators with activities to promote with their Safe Routes to School community. Coordinators can pick and choose which parts they would like to use based upon their time available and individual community needs.

**Target Audience:** K-8 Oregon students

### Covid-19 Guidelines

This Walk and Roll E-Toolkit is in line with orders put forth in Oregon Governor Kate Brown's Stay Home Order. Effective March 23, 2020, "outdoor activities like walking your dog, jogging, or biking in your neighborhood" are permitted as long as a six-foot distance is kept from others. A summary of what is and is not allowed under the Governor's orders can be found [here](#). This E-Toolkit follows and recommends all guidelines regarding COVID-19 from the Center of Disease Control which can be found [here](#). The United States Department of Health and Human Services recommends "children and adolescents ages 6 through 17 years should do 60 minutes or more of moderate-to-vigorous physical activity daily" ([Referenced here](#)) The World Health Organization states "If you are able to go for a walk or bicycle ride always practice physical distancing and wash your hands with water and soap before you leave, when you get to where you are going, and as soon as you get home. If water and soap are not immediately available, use alcohol-based hand rub" ([Referenced here](#))

Guidelines referenced in this document:

[\*Governor Kate Brown- COVID-19 Resources for Oregonians\*](#)

[\*CDC Coronavirus Disease 2019- Protect Yourself\*](#)

[\*U.S. Health and Human Services- Physical Activity Guidelines for Americans\*](#)

[\*WHO- Be Active During COVID-19\*](#)

## Communication and Outreach

Recommended ways to promote Lesson Plans and Activities:

- Social Media:
  - Post SRTS activities listed in the Lesson Plan (Page 8) on a set schedule.
  - Tag the schools you work with.
  - Hashtags to use: #WalknRollatHome #oregonsaferoutestoschool #commuteoptions #optoutside #stepoutside
- Download and Email the Walk and Roll Lesson Plan Document to participants of your programs.
- E-Newsletter
  - Share information about how you'll be promoting the activities to your network.
- Blog Posts
  - Share activities and challenges on your website.
- Download and Email the Walk and Roll Lesson Plan Document to staff members at the schools you work with (view template below).
  - If you plan to share photos of activities publicly, you may use the Photo Release on the following page.

### Sample Email to School Staff:

Dear School Staff,

It's time to walk and roll! We would like to offer Safe Routes to School activities to families who may be using this time to walk and roll in their neighborhoods and need information on doing so safely. We are also offering Oregon students the opportunity to participate in an art contest to get them thinking about what walking and rolling safely means to them.

Please share the attached Lesson Plan Document with fellow school staff members. We encourage you to adapt and use these activities with your students.

Thanks for helping encourage healthy habits in our school community! We couldn't do it without you.

Sincerely,

[Safe Routes to School Coordinator]

\*Attach the Art Contest Document and the Walk and Roll Lesson Plan Document

## Photo Release

### PHOTO RELEASE FOR WALK AND ROLL E-TOOLKIT

I grant unto [AGENCY NAME] all right, title, and interest in any and all photographic images and video or audio recordings that are made by [AGENCY NAME] of the named student, including, but not limited to, any royalties, proceeds, or other benefits that are derived from such photographs or recordings.

Student Name \_\_\_\_\_

Parent or Guardian (print name please) \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

### AUTORIZACIÓN FOTOGRÁFICA PARA EL WALK AND ROLL E-TOOLKIT

Yo concedo a [AGENCY NAME] todos los derechos, títulos e interés en todo tipo de imágenes fotográficas y grabaciones de video o audio, hechas por [AGENCY NAME], del Estudiante, incluyendo pero no limitado a, todo tipo de regalías, ganancias u otros beneficios obtenidos de tales fotografías o grabaciones.

Nombre del Estudiante \_\_\_\_\_

Nombre del padre o tutor (Por favor en letra de molde) \_\_\_\_\_

Firma del padre o tutor \_\_\_\_\_ Fecha \_\_\_\_\_

## Optional Challenge Component

Coordinators have the **option** to engage students in weekly challenges to track their accomplishments. Students/families can report which activities they have participated in and are entered to win a prize.

**Tracking Challenges:** A tracking sheet is available for students to print out at home (Page 7). If a printer is not available to a student, students can create their own tracking sheet by drawing and writing in the content found on the tracking sheet. Download a standalone tracking sheet at [OregonSafeRoutes.org/Resources](https://OregonSafeRoutes.org/Resources).

**Entering Contest:** Each week, students can submit their tracking sheet to your SRTS Coordinator to be entered into a prize drawing. Safe Routes to School Coordinators can create a Google Form (see an example [here](#)) or have families submit a photo of their Tracking Sheet.

If you want students to enter the challenge through a Google Form, we recommend including the following information on the Google Form:

- Student Name
- School
- Grade Level
- Phone
- Email
- Best way to contact them for prizes (call, text, email)
- # of Activities complete
- Option to upload video/photos
- Photo/Video Release with E-Signature

**Prizes:** Students who enter a submission will be entered into a prize drawing. The more challenges a student completes the more times their name will be entered into the drawing. Depending on the number of prizes, more than 1 winner might be chosen every one or two weeks.

**Incentives/Prizes:** Prizes will be mailed from Lindsay Huber (The Street Trust) to participating Safe Routes to School Coordinators and/or challenge point persons. Prizes include:

|           |             |
|-----------|-------------|
| Pencils   | Bookmarks   |
| Stickers  | Comic books |
| Shoelaces |             |

Coordinators will bundle prizes as a set to distribute to winners.

**Contact Lindsay Huber directly to request prizes.** [lindsay@thestreettrust.org](mailto:lindsay@thestreettrust.org)



## Track Your Activities!

Name \_\_\_\_\_

Activity: \_\_\_\_\_

My favorite part of this activity was: \_\_\_\_\_

Today I learned: \_\_\_\_\_

Activity: \_\_\_\_\_

My favorite part of this activity was: \_\_\_\_\_

Today I learned: \_\_\_\_\_

Activity: \_\_\_\_\_

My favorite part of this activity was: \_\_\_\_\_

Today I learned: \_\_\_\_\_

Activity: \_\_\_\_\_

My favorite part of this activity was: \_\_\_\_\_

Today I learned: \_\_\_\_\_

Activity: \_\_\_\_\_

My favorite part of this activity was: \_\_\_\_\_

Today I learned: \_\_\_\_\_



## Lesson Plan and Activities

Below are the activities to be shared by SRTS Coordinators and educators with their SRTS communities, including students, families and school staff. A standalone Lesson Plan can be found at [OregonSafeRoutes.org/Resources](https://OregonSafeRoutes.org/Resources).

### Module 1: How to Walk Safely

**Objective:** To give students the tools to be to be safe pedestrians.

1. **Lesson:** What is a Pedestrian and The Steps to Crossing the Street  
Pedestrian = A person walking or using a mobility device near a road  
Steps to Crossing the Street
  1. Stop
  2. Place one foot onto the crosswalk, or off the curb
  3. Look left, right, and left again
  4. Wait for vehicles to stop completely
  5. Make eye contact with the person driving
  6. Swiftly cross and continue to look left and right
  7. Wave, smile and, say thank you

Video: [Crosswalk Safety Education Video](#)

**Activity:** Practice the steps to crossing the street! If you can't practice on a street, use chalk to make a pretend crosswalk. Have a family member take a picture or video of you crossing the street

2. **Lesson:** Every Corner is a Crosswalk  
Crosswalk = Any intersection where two roads meet. Some have curb cuts, some are marked with white lines, and some are unmarked.

**Activity:** Identify the different kinds of crosswalks around your neighborhood. Walk around your neighborhood and see how many different types of crosswalks you can find. Take pictures, videos, write a description of each crosswalk, or draw a picture of your favorite crosswalk.



### 3. **Lesson:** Sidewalk Etiquette

Who has the right of way and what to do if there is no sidewalk.

Sidewalks keep us away from traffic and give us a clear path to walk along.

Video: [Pedestrian Safer Journey Ages 5 - 9](#)

Video: [Pedestrian Safer Journey Ages 10 - 14](#)

Video: [Pedestrian Safer Journey Ages 15 - 18](#)

**Activity:** When you are riding your bike on the sidewalk or in the crosswalk, you must move at a walking pace. In the times of social distancing, it is important to remain 6 feet apart. Use a ruler to measure how far 6 feet is so you can safely share the sidewalk with your neighbors.

**Bonus Activity:** Build a hopscotch maze with chalk using a sidewalk or walkway or driveway.

## Module 2: Riding Your Bicycle

**Objective:** To teach students tips on how to use the road while riding their bikes.

### 1. **Lesson:** Let's get rolling! Helmet fittings and ABC quick check.

ABC quick check video: [ABC Quick Check Video](#)

**Activity:** ABC quick check! Perform an ABC quick check on your bike or draw a picture of your dream bike and label the parts you would need to check as part of the quick check.

### 2. **Lesson:** Using your hand signals

Video: Learn about the hand signals and how to use them: [Hand Signals Video](#)

**Activity:** Stand up and practice your hand signals.

### 3. **Lesson:** Riding in a group

There are 3 important rules to remember when riding your bike in a group:

1. Stay in a straight line.
2. Keep a bike's length of distance between yourself and the person in front of you.

3. Use your hand signals and your voice to tell people when you are turning and passing them.

Video: [Bicycle Safer Journey Ages 5-9](#)

Video: [Bicycle Safer Journey Ages 10 - 14](#)

Video: [Bicycle Safer Journey Ages 15 - 18](#)

**Activity:** Go outside and practice riding with the people in your household!

**Bonus Activity:** Teach the adults in your house how to use their hand signals and send us a video!

### Module 3: Getting to Know Your Neighborhood

**Objective:** To familiarize students with their own neighborhoods and how to navigate it safely by walking or rolling.

#### 1. Lesson: Map Making

**Activity:** Show us your walking/rolling route! Go on a walk with members of your household. Draw a map of your favorite route around your neighborhood on paper or even using chalk on the pavement outside. Include trails, parks, and secret cut-throughs! (And remember to follow Social Distancing guidelines.)

#### 2. Lesson: Learn the characteristics of the best street to cross.

**Activity:** Find the marked crosswalk with lines on the road, what are the speed limits, and what kinds of vehicles use the street. Learn the differences between a street without a sidewalk, a basic sidewalk next to a lane of traffic, a sidewalk with a buffer, and a dedicated walking path or trail. Tell us your story. What is your favorite path?

**Bonus Activity:** Look out your window or go for a walk and count how many different colors of leaves or flowers you can see.

## Module 4: Who Uses the Streets?

**Objective:** To teach students about how they, as people walking and rolling, fit in with other types of transportation options. This module is envisioned to be a slightly more advanced look at the transportation network, while staying age appropriate.

### 1. **Lesson:** Count the people using the road

**Activity:** Make a bar graph or a tally chart for who goes by your house. Pick a spot to sit inside or outside where you can see a road. Count the number of people driving a car, walking, biking, using a scooter, and the number of buses. Make a tally chart or bar graph on paper or outside with chalk. This can be done in any time frame from 5 min to 1 hour. Look at the results. Do you live on a busy road or a quiet road?

### 2. **Lesson:** Getting where you need to go

People get to their destinations in all sorts of ways. Driving is just one of them!

**Activity:** Next time you or your household drive somewhere, look out the window and point out crosswalks, sidewalks, and bike lanes. How many people do you see walking? How many people do you see biking? How many buses do you see? Imagine what route you might take to get there using sidewalks, crosswalks, and walking paths, and talk about it with your household!

**Bonus Activity:** Teddy Bear scavenger hunt! See how many teddy bears and other stuffed animals you can find perched in windows and on porches around your neighborhood [or adapt scavenger hunt to match what activities are taking place in your community.]

# Thank You!



## Contact

Commute Options  
Safe Routes to School Coordinator  
Whitney Bennett  
[whitney@commuteoptions.org](mailto:whitney@commuteoptions.org)

Find a Downloadable Lesson Plan and Activity Tracker at  
[OregonSafeRoutes.org/Resources](https://OregonSafeRoutes.org/Resources)



# Walk and Roll E-Toolkit Attachments

September 2020 Update

## UPDATE:

The Walk and Roll E-Toolkit was updated in September 2020 with the following attachments added. Based on lessons learned, these attachments are designed with the user in mind. The following attachments are designed to assist teachers in planning and provide materials to load onto virtual learning platforms. Additional resources can be found on [www.oregonsaferoutes.org](http://www.oregonsaferoutes.org).

**Attachment A: The Sample Calendar with Oregon Department of Education Standards** provides a framework for implementing the lessons. Plus, it includes the Physical Education, Health Education, and Comprehensive School Counseling standards that each lesson aligns with.

**Attachment B: The Lesson Activity Pages** takes each lesson and makes it into a bite size activity page that can be uploaded to Google Classroom or Seesaw to guide the student. Recordings of these lessons have been made to assist early readers and can be found [here](#).




# Attachment A – Sample Calendar with Oregon Department of Education Standards

**WALK and ROLL**



# WALK AND ROLL LESSON PLAN

## with Oregon Department of Education Standards & Sample Calendar

|   |  |
|---|--|
| <p style="text-align: center;"><b>MODULE 1: How to Walk Safely</b><br/> <b>Objective: To give students the tools to be to be safe pedestrians.</b></p>  |  |
| <p style="text-align: center;"><b>Day 1: Steps to Crossing the Street</b></p>   |  |
| <p><b>LESSON 1: How to Walk Safely</b></p>  |  |
| <p><b>Lesson:</b> What is a Pedestrian? The Steps to Crossing the Street. Check out this Video: <a href="#">Crosswalk Safety</a>.<br/>         Pedestrian = A person walking or using a mobility device near a road.</p> <p><u>Steps to Crossing the Street</u></p> <ol style="list-style-type: none"> <li>1. Stop</li> <li>2. Place one foot onto the crosswalk, or off the curb</li> <li>3. Look left, right, and left again</li> <li>4. Wait for vehicles to stop completely</li> <li>5. Make eye contact with the person driving</li> <li>6. Swiftly cross and continue to look left and right</li> <li>7. Wave, smile and, say thank you</li> </ol>  |  |
| <p><b>Activity:</b> Practice the steps to crossing the street! If you can't practice on a street, use chalk to make a pretend crosswalk. Have a family member take a picture or video of you crossing the street.</p>   |  |
| <p><b>Time:</b> 20 – 30 min</p>   |  |
| <p><b>Oregon Department of Education Standards Consistency:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><b>Social<br/>Responsibility</b></p> </div> <div style="text-align: center;">  <p><b>Concepts</b></p> </div> <div style="text-align: center;">  <p><b>Self<br/>Management</b></p> </div> </div> <p>Comprehensive Health Education Healthy Behavioral Outcomes: PA-1, PA-2, PA-6, S-4, S-5, S-6, S-8<br/>         Comprehensive School Counseling: B-LS 1, B-SMS 9<br/>         PE Performance Indicators: PE.4.K.1, PE.4.K.3, PE.4.2-3.5, PE.4.4-5.4, PE.4.5.6, PE.4.5.7<br/>         HE Performance Indicators: HE.1.4.3, HE.1.4.4, HE.7.K-3.2</p> |  |

## Day 2: Types of Crosswalks

### LESSON 2: How to Walk Safely - Every Corner is a Crosswalk

**Lesson:** Crosswalk = Any intersection where two roads meet. Some have curb cuts, some are marked with white lines, and some are unmarked.

**Activity:** Identify the different kinds of crosswalks around your neighborhood. Walk around your neighborhood and see how many different types of crosswalks you can find. Take pictures, videos, write a description of each crosswalk, or draw a picture of your favorite crosswalk.

**Time:** 30 min

**Oregon Department of Education Standards Consistency:**



Social  
Responsibility



Activity for  
Life



Concepts



Self  
Management

Comprehensive Health Education Healthy Behavioral Outcomes: S-4, S-5, S-8

Comprehensive School Counseling: B-LS 1, B-SMS 9

PE Performance Indicators: PE.4.K.1, PE.4.K.3, PE.4.2-3.5, PE.4.4-5.4, PE.4.5.6, PE.4.5.7

HE Performance Indicators: HE.1.3-4.3, HE.1.4.4, HE.7.K-3.2, HE 1.4.3

## Day 3: Crosswalk Etiquette & Social Distancing

### LESSON 3: How to Walk Safely - Crosswalk Etiquette

**Lesson:** Who has the right of way and what to do if there is no sidewalk. Sidewalks keep us away from traffic and give us a clear path to walk along. Check out this video: [Pedestrian Safer Journey](#).

**Activity:** When you are riding your bike on the sidewalk or in the crosswalk, you must move at a walking pace. In the times of social distancing, it is important to remain 6 feet apart. Use a ruler to measure how far 6 feet is so you can safely share the sidewalk with your neighbors.

**Time:** 20 min



## Day 3: Crosswalk Etiquette & Social Distancing

Oregon Department of Education Standards Consistency:



Social  
Responsibility



Activity for  
Life



Concepts



Self  
Management

Comprehensive Health Education Healthy Behavioral Outcomes: S-4, S-5, S-6, S-8

Comprehensive School Counseling: B-LS 1, B-SMS 9, B-SS 8

PE Performance Indicators: PE 4.2-3.5, PE 4.4.4, PE 4.5.6, PE 4.6.1, PE 5.6.5

HE Performance Indicators: HE 1.1-12.2, HE 1.3-6.3, HE 1.6-8.11, HE 7.K-3.2

**OPTIONAL BONUS ACTIVITY:** Build a hopscotch maze with chalk using a sidewalk or walkway or driveway.

**MODULE 2: Riding Your Bicycle**  
**Objective: To teach students tips on how to use the road while riding their bikes.**

**Day 4: Getting Ready to Roll**

**LESSON 4: Riding your Bicycle - Let's get rolling!**

**Lesson:** Learn about how to fit your helmet and how to do the ABC quick check on your bike, check out these videos: [Helmet Fitting](#) & [ABC Quick Check Video](#).

**Activity:** ABC quick check! Perform an ABC quick check on your bike or draw a picture of your dream bike and label the parts you would need to check as part of the quick check.

**Time:** 20 - 30 min

**Oregon Department of Education Standards Consistency:**



Demonstrate



Social  
Responsibility



Activity for  
Life



Concepts



Self  
Management

Comprehensive Health Education Healthy Behavioral Outcomes: S-3, S-8

Comprehensive School Counseling: B-SMS 9

PE Performance Indicators: PE 4.5.7, PE 4.2-4.5

HE Performance Indicators: HE 7.K-3.1, HE 7.K-3.2, HE 1.4.4

**Day 5: Bike Hand Signals**

**LESSON 5: Riding your Bicycle - Using your hand signals**

**Lesson:** Learn about the hand signals and how to use them. Check out this video: [Hand Signals](#).

**Activity:** Stand up and practice your hand signals. Teach another member in your household how to use the hand signals.

**Time:** 15 min

## Day 5: Bike Hand Signals

Oregon Department of Education Standards Consistency:



Demonstrate



Social  
Responsibility



Activity for  
Life



Concepts



Self  
Management

Comprehensive Health Education Healthy Behavioral Outcomes: S4, S5, S7

Comprehensive School Counseling: B-SMS 9, BSS 8

PE Performance Indicators: PE 4.3.5, PE 3.3.4.1, PE 4.4.4, PE 4.4.5, PE 4.5.6-7

HE Performance Indicators: HE 7.K.2, HE 7.1.2, HE 7.2.2, HE 1.3.3, HE 1.4.3, HE 7.3.1, HE 5.6.7, HE 5.8.7

## Day 6: PLAY DAY - Group Ride

### LESSON 6: Riding your Bicycle - Riding in a Group

**Lesson:** There are 3 important rules to remember when riding your bike in a group:

1. Stay in a straight line.
2. Keep a bike's length of distance between yourself and the person in front of you.
3. Use your hand signals and your voice to tell people when you are turning and passing them.

Check out this video: [Bicycle Safer Journey](#).

**Activity:** Go outside and practice riding with the people in your household!

**Time:** 30 - 60 min

Oregon Department of Education Standards Consistency:



Motor Skills



Knowledge



Activity for  
Life



Social  
Responsibility



Demonstrate



Concepts



Decision  
Making



Self  
Management

Comprehensive Health Education Healthy Behavioral Outcomes: S-3, S-4, S-5

Comprehensive School Counseling: B-LS. 1, B-SMS 9

PE Performance Indicators: PE 4.3.5, PE 4.4.4, PE 4.5.6, PE 4.6.1, PE 5.6.5, PE 3.7.1, PE 4.7.6

HE Performance Indicators: HE 1.3.3, HE 7.3.1, HE 1.4.3, HE 1.6-8.11, HE 5.6-8.7, HE 6.6-8.6, 7.6.1, HE 8.6-8.4

**OPTIONAL BONUS ACTIVITY:** Teach the adults in your house how to use their hand signals and send us a video!

### MODULE 3: Getting To Know Your Neighborhood

**Objective:** To familiarize students with their own neighborhoods and how to navigate it safely by walking or rolling.

#### Day 7: Map Making

### LESSON 7: Getting to know your neighbor - Map Making

**Lesson:** Practicing map making and show us your walking/rolling route!

**Activity:** Go on a walk with members of your household. Draw a map of your favorite route around your neighborhood on paper or even using chalk on the pavement outside. Include trails, parks, and secret cut-throughs! (And remember to follow Social Distancing guidelines.)

**Time:** 30 min

**Oregon Department of Education Standards Consistency:**



Comprehensive Health Education Healthy Behavioral Outcomes: S-5, S, 6, S- 8

Comprehensive School Counseling: B-LS 1, B-SMS 9, B-SS 8

PE Performance Indicators: PE 3.4-8.1, PE 4.5.6, PE 4.6.1, PE 4.8.3

HE Performance Indicators: HE 1.3-4.3, HE2.5.2, HE 1.6-8.11, HE 2.7.2, HE 8.6-8.4

#### Day 8: Street Characteristics

### LESSON 8: Getting to know your neighbor - Learn the characteristics of the best street to cross

**Lesson:** Learn the characteristics of the best street to cross with this fun Activity!

**Activity:** Find the marked crosswalk with lines on the road, what are the speed limits, and what kinds of vehicles use the street. Learn the differences between a street without a sidewalk, a basic sidewalk next to a lane of traffic, a sidewalk with a buffer, and a dedicated walking path or trail. Tell us your story. What is your favorite path?

**Time:** 20 – 30 min

## Day 8: Street Characteristics

**Oregon Department of Education Standards Consistency:**



Comprehensive Health Education Healthy Behavioral Outcomes: S-5, S, 6, S- 8

Comprehensive School Counseling: B-LS 1, B-SMS 9, B-SS 8

PE Performance Indicators: PE 3.4-8.1, PE 4.5.6, PE 4.6.1, PE 4.8.3

HE Performance Indicators: HE 1.3-4.3, HE2.5.2, HE 1.6-8.11, HE 2.7.2, HE 8.6-8.4

**OPTIONAL BONUS ACTIVITY:** Look out your window or go for a walk and count how many different colors of leaves or flowers you can see.

## Day 9: Who Uses Your Streets

### LESSON 9: Who Uses the Streets?

**Lesson:** Who uses the streets in your neighborhood? Use this activity to understand who is using the streets in your neighborhood.

**Activity:** Make a bar graph or a tally chart for who goes by your house. Pick a spot to sit inside or outside where you can see a road. Count the number of people driving a car, walking, biking, using a scooter, and the number of buses. Make a tally chart or bar graph on paper or outside with chalk. This can be done in any time frame from 5 min to 1 hour. Look at the results. Do you live on a busy road or a quiet road? Share your findings by uploading a picture of your bar graph or tally chart with a description of your results.

**Time:** 10 – 60 min

**Oregon Department of Education Standards Consistency:**



HE Performance Indicators: HE: 5.6.7, HE: 5.8.7

## Day 10: Route Planning

### LESSON 10: Getting where you need to go!

**Lesson:** People get to their destinations in all sorts of ways. Driving is just one of them!

**Activity:** Next time you or your household drive somewhere, look out the window and point out crosswalks, sidewalks, and bike lanes. How many people do you see walking? How many people do you see biking? How many buses do you see? Imagine what route you might take to get there using sidewalks, crosswalks, and walking paths, and talk about it with your household! Submit a drawing or description of a route in your neighborhood.

**Time:** 20 - 30 min.

**Oregon Department of Education Standards Consistency:**



**OPTIONAL BONUS ACTIVITY:** Scavenger Hunt - Teddy Bears in windows, or other creatures, chalk creations in driveways, what other fun surprises can you find?

## Attachment B – Lesson Activity Pages

# WALK and ROLL



How to Walk  
Safely

# Lesson: How to Walk Safely

## Find an adult and practice the steps to cross the road

1. **THINK** - Think about what is a pedestrian?
  2. **REVIEW** - The Steps to Crossing the Street (see below).
  3. **WATCH** - Crosswalk Safety Video.
  4. **PRACTICE** - Find an adult and practice the steps to cross the road.\*
  5. **UPLOAD to SHARE** - Have a family member take a picture or video of you crossing the street, or draw a picture about what you learned.
- \*If you can't practice on a street, use chalk to make a pretend crosswalk.

**TIP: A pedestrian is a person walking or using a mobility device near a road.**

### STEPS TO CROSSING THE STREET

1. Stop
2. Place one foot onto the crosswalk, or off the curb
3. Look left, right, and left again
4. Wait for vehicles to stop completely
5. Make eye contact with the person driving
6. Swiftly cross and continue to look left and right
7. Wave, smile and, say thank you



**commute  
options**





How to Walk  
Safely

# Lesson: Every Corner is a Crosswalk

## How many different types of crosswalks can you find in your neighborhood?

- 1. **THINK** - What is a crosswalk and what type of crosswalks do you think you have in your neighborhood?
- 2. **SEE** - Walk around your neighborhood and see how many different types of crosswalks you can find.
- 3. **UPLOAD to SHARE** - Take a picture, video, write a description, or draw each crosswalk.

**TIP:**  
**Crosswalk = Any intersection where two roads meet. Some have curb cuts, some are marked with white lines, and some are unmarked.**





**No matter what it looks like, anywhere two roads meet (called an intersection) is actually a crosswalk!**

**This means people walking and rolling have “right of way.”  
Drivers and bicyclists have to stop for walkers and rollers!**

# How to Walk Safely

## Lesson: Crosswalk Etiquette

### Measure how far you must move to stay 6 feet apart?

1. **THINK** - Who has the right of way at a crosswalk and what do you do if there is no sidewalk?

2. **WATCH** - Pedestrian Safer Journey Videos.

3. **MEASURE** - In the times of social distancing, it is important to remain 6 feet apart. Use a ruler to measure how far 6 feet is so you can safely share the sidewalk with your neighbors.

3. **UPLOAD to SHARE** - Take a picture, video, or draw a picture of you sharing a crosswalk or sidewalk at a safe distance from other people walking or rolling.

#### TIP:

**Sidewalks keep us away from traffic and give us a clear path to walk along.**

**When you are riding your bike on the sidewalk or in the crosswalk, you must move at a walking pace.**



How to Bike  
Safely

# Lesson: Lets Get Rolling Helmet Fit & Bike Check

## Practice helmet fitting and ABC Quick Check -or- Draw your dream bike

1. **LEARN** - Learn about how to fit your helmet and how to do the ABC quick check on your bike by watching these videos: Helmet Fitting & ABC Quick Check Video?

2. **YOUR TURN** - ABC quick check! Perform an ABC quick check on your bike or draw a picture of your dream bike and label the parts you would need to check as part of the quick check.

3. **UPLOAD to SHARE** - Take a picture or video of you performing your quick check or share your dream bike drawing.

**TIP: ABC Quick Check**  
**A: Air**  
**B: Brakes**  
**C: Chain**  
**CHECK for any dangling straps or shoelaces**







How to Bike  
Safely

# Lesson: Using Your Hand Signals

Stand up and practice  
your hand signals!

Left, Right, Right Alt., & Stop

1. **LEARN** - Learn about the hand signals and how to use them by watching the Hand Signals video.
2. **YOUR TURN** - Stand up and practice your hand signals. Teach them to your other household members.
3. **UPLOAD to SHARE** - Take a picture or video of you performing your hand signals.

**TIP:**  
Hand signals are how a person on a bike can communicate with other people that are driving, walking, or rolling!



# Lesson: Riding in a Group

## Go for a ride with your household – practice group riding etiquette!

1. **THINK** - What might be important when riding your bike in a group?
2. **WATCH** - Watch the Bicycle Safer Journey videos to learn more about riding in a group.
3. **YOUR TURN** - Go outside and practice riding with the people in your household!
4. **UPLOAD to SHARE** - Draw or have a household member take a picture or video of you practicing safe group riding.

### TIPS:

1. Stay in a straight line.
2. Keep a bike's length of distance between yourself and the person in front of you.
3. Use your hand signals and your voice to tell people when you are turning and passing them.



Getting to  
know your neighborhood

# Lesson: Map Making

## Practicing map making and show us your walking/rolling route!

1. **EXPLORE** - Go on a walk with members of your household.
2. **CREATE** - Draw a map of your favorite route around your neighborhood on paper or even using chalk on pavement outside. Include trails, parks, and secret cut-throughs!
3. **UPLOAD to SHARE** - Take a picture of your creation and share your favorite route.

**TIP: While  
exploring  
practice the 6  
foot social  
distancing rule.**



**commute  
options**

Getting to  
know your neighborhood

# Lesson: Street Characteristics

## Learn the characteristics of the best street to cross

1. **EXPLORE** - Find the marked crosswalk with lines on the road, what are the speed limits, and what kinds of vehicles use the street.
2. **LEARN** - Learn, by observation, the differences between a street without a sidewalk, a basic sidewalk next to a lane of traffic, a sidewalk with a buffer, and a dedicated walking path or trail.
3. **UPLOAD to SHARE** - Tell your story about what you learned by drawing a picture, photos, or a video of you sharing your discoveries. What is your favorite place to cross? What is your favorite path?





Walk AND Roll

# Lesson: Who Uses the Streets

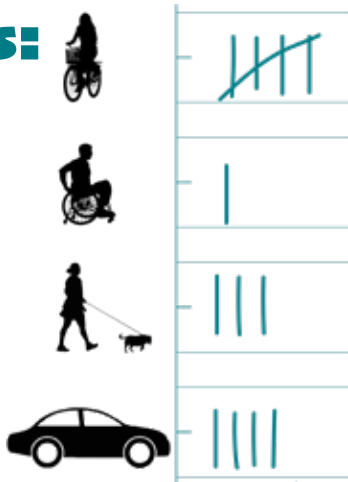
## Who uses the streets in your neighborhood?

1. **OBSERVE** - Pick a spot to sit inside or outside where you can see a road. Observe who goes by your house and what type of ways they are using to move - by car, foot, bike, bus, or any other types of wheels that pass by!

2. **RECORD** - Count the number of people driving a car, walking, biking, using a scooter, the number of buses, and any other rollers that pass. Make your tally chart or bar graph on paper or outside with chalk. This can be done in any time frame from 5 min to 1 hour.

3. **UPLOAD to SHARE** - Look at the results. Do you live on a busy road or a quiet road? Share your results by taking a picture of your record and include a drawing of anything fun you observed!

**TIP: A tally chart looks like this:**



**TIP: A bar graph looks like this:**



Walk AND Roll

# Lesson: Getting Where You Need to Go

People get to their destinations in all sorts of ways.  
Driving is just one of them!

1. **OBSERVE & TEACH** - Next time you or your household drive somewhere, look out the window and point out crosswalks, sidewalks, and bike lanes to others in the car. How many people do you see walking? How many people do you see biking? How many buses do you see?

2. **IMAGINE** - Imagine what route you might take to get there using sidewalks, crosswalks, and walking paths. Share your ideas with your household.

3. **UPLOAD to SHARE** - Tell your story about what you observed: draw a picture or make a video sharing your observations, OR you could draw a tally or write about something interesting you saw on your journey.

