

Walk and Roll Encouragement Projects

K-5



IN THIS UNIT

Walk and Roll Art Studio	K-5 Safety/Community
What's Your Story?	K-5 Community
Walk and Roll Team Trivia	3-5 Safety/Health
What's the Speed Limit?	2-5 Safety/Community



Alameda County



What's the Big Idea? K-5

Walk and Roll Encouragement Projects

The activities in this section are great for reviewing concepts, preparing for Walk and Roll to School Days, or to do as a culminating activity.

Walk and Roll Art Studio and *What's Your Story* are designed to work with grades K-5. *Walk and Roll Team Trivia* and *What's the Speed Limit?* are more appropriate for grades 3-5.

Please modify or adapt these activities to the needs of your students and your school community.

As a Teacher Champion you are entitled to have a Safe Routes to Schools staff come to your class to do an activity of your choice. Please contact us at (510) 740-3150 ext. 332 to schedule your activity.



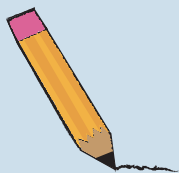
Walk and Roll Art Studio

Overview

This activity can be used to generate excitement around Walk to School Days or Bike to School Month in May. Students will generate slogans and make posters to publicize a Walk and Roll to School event at the school. Posters can be as simple or extravagant as you'd like. Students will design posters to display in the classroom, or make larger banners to display around the school. The posters and banners can also be used by students walking to school on the day of the event.

Supplies

- ✓ Large pieces of poster paper
- ✓ Scratch paper
- ✓ Crayons, markers or paint
- ✓ Newspapers, containers for mixing paint and brushes (*if using paint*)



Background on Walk and Roll to School Day

The first Walk to School Day was piloted with just a few schools in 1994, when a group in Great Britain recognized the alarming trend shifting away from walking to school. The Partnership for a Walkable

America brought the celebration to the United States in 1997, as countries around the world began celebrating as well. In 2007 International Walk to School Day changed to International Walk to School Month and was celebrated in 42 countries with millions of walkers. International Walk to School Day and monthly Walk or Roll to School Days are a focal point of the Safe Routes to School Alameda County Program with more schools and students participating each year.

Bike to School Day is an annual event that grew out of the National Bike to Work Day celebration. Celebrated in May as part of National Bike Month, it is a great time to encourage students to start biking again with the warmer weather and longer days of spring.

All of these campaigns aim to encourage people to try commuting by bicycle to work or school as a healthy and safe alternative to driving. Safe Routes to Schools joins these efforts and works to increase the number of students who safely ride their bikes to school.

Activity: Walk and Roll Art Studio

Discussion: Setting the Stage

- Ask students if they know about International Walk and Roll to School Day. Have one student explain what the day is all about.
- Brainstorm reasons why Walk and Roll to School Day is celebrated. Suggested ideas to focus on:
 - Cutting down on pollution
 - Getting physical activity
 - Cutting down on traffic
 - Having fun



Review: Reminders for Staying Safe

1. When walking or bicycling, stop at every curb or edge.
 2. Always STOP, LOOK AND LISTEN, especially while crossing.
 3. Look left, look right, then left again, before stepping past any curb, driveway or edge.
 4. Always wear a helmet when riding a bike or scooter.
 5. Always ride in the same direction as traffic.
 6. Learn all traffic signs and signals.
 7. Look for the safest place to cross the street. Use crosswalks, crossing signals and crossing guards.
- Brainstorm other ways students can stay safe.
 - Explain to the class that they will be making posters to publicize a Walk or Roll to School Day event.

Safety Messages the Artful Way

- Have students work in pairs. Give each pair scratch paper, large poster-sized paper and whichever medium you will be working with (*markers, paint, crayons, etc.*)
- Have students come up with a catchy slogan that promotes your event. Examples might include *Use your Feet!*, *Talk while you Walk*, or *Active kids are healthy kids!*
- Next, have them sketch their slogan and poster design onto a sheet of scratch paper.
- Then have them transfer their slogan and design to the larger-sized poster paper.
- Display posters around the school and throughout the classroom. Students can also carry the posters to school, especially if they will be participating in a Walking School Bus.

Safe Routes to Schools: Connections and Extensions

POSTERS IN ACTION

Enlist the support of other teachers to hold a poster contest from the posters created. Give away prizes such as bike helmets, reflective gear or gift certificates to sporting-good stores.

Have students announce Walk to School Day and show their posters during a morning assembly. To promote Walk or Roll to School Day display posters in the community: cafes, at the school district office or in local stores.

WHAT DO YOU THINK?

Brainstorm specific topics to write about that are relevant to Walk or Roll to School Day. Have students choose a topic from this list or select a relevant topic of their own to write about. Allow students to share their stories.

- Ways to make the community safe for walking and bicycling.
- Ways to get more students to walk and ride their bikes to school.
- Why do you like to walk or roll to school?
- A memorable moment from walking or rolling to school.





What's Your Story?

SR2S Educator Guide

K-5

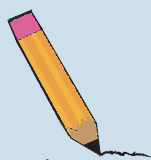
What's Your Story?

Overview

Students will write and illustrate a short story about an experience of walking or rolling to school. If they don't have a recent school experience then they can write about walking or rolling to the park, a friend's house or another destination. Students will get practice in writing a personal narrative and will gain an appreciation for walking or rolling by writing about their experiences.

Supplies

- ✓ Copies of *Picture Story* for each student (grades K-2)
- ✓ Copies of *My Own Comic Strip* for each student (grades 3-5)



- If this experience involves something negative such as an accident, brainstorm ways in which the incident could have been avoided.
- Explain that their story should have a beginning, a middle and an end. Ask them to include as many details as they can remember.

Tell Your Story

- Pass out the appropriate handout depending on grade level.
- K-2: Have them write and draw their story. For some students it might be enough to just draw their experience.
- 3-5: Encourage older students to write their story as well, either as a personal narrative or as a dialog in comic strip format.
- Instruct students to write a narrative about a positive experience that they had while they were walking or biking. Encourage them to think of positive experiences. If they do recall "near-misses" or accidents, they should also write about what they learned from the experience and how it might have been prevented.
- Ask them to incorporate things they saw, heard, and touched as well as people they met and feelings they had about the experience.
- Allow students to share their stories with the class.

Activity: What's Your Story

Discussion

- Ask students to think about a positive experience that they had while walking or rolling, preferably to school.
- Have them turn to their neighbor and tell their partner that story.

Classroom Walk and Roll Stories

- To culminate this activity you can take all of the stories and make a class Walk & Roll book.



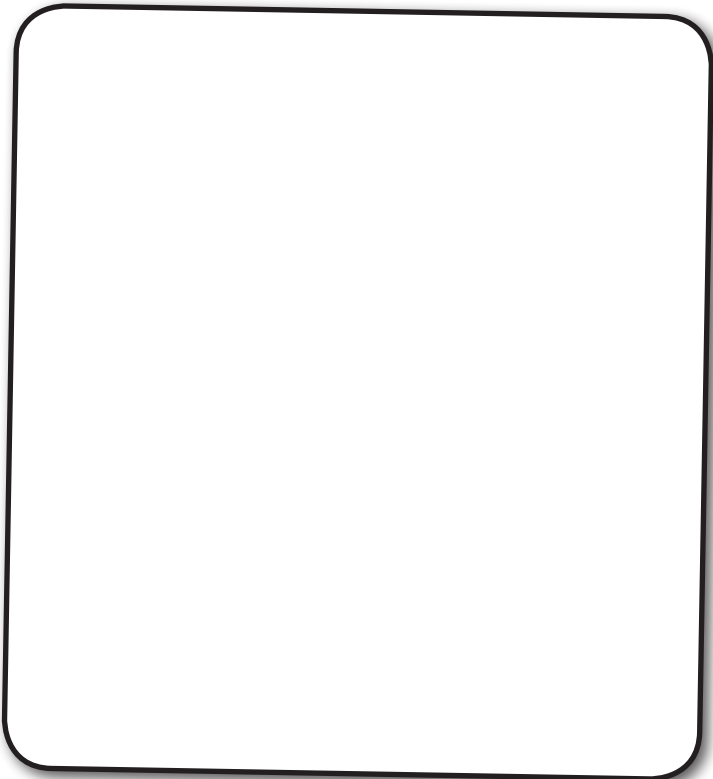
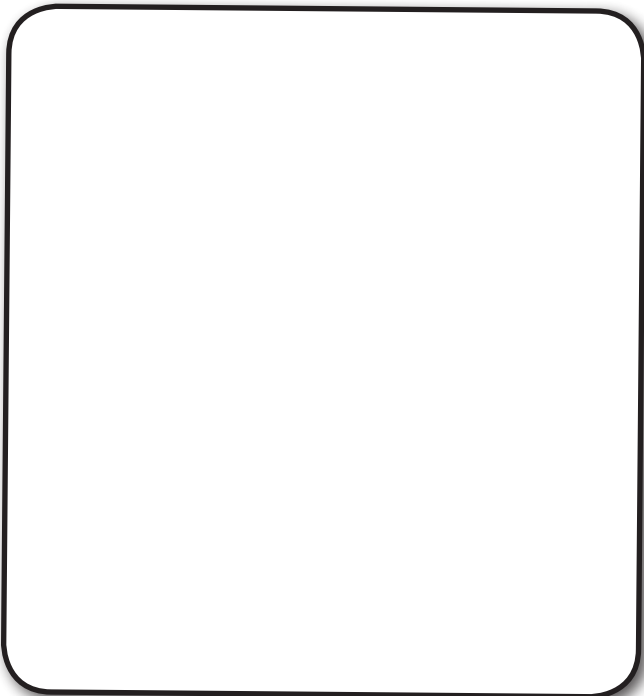
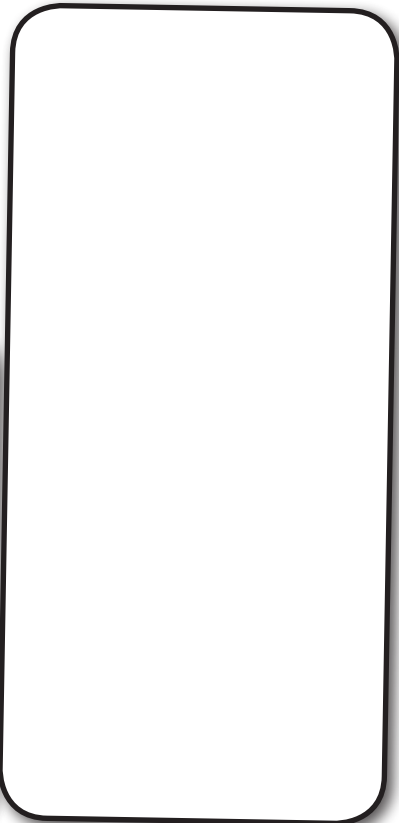
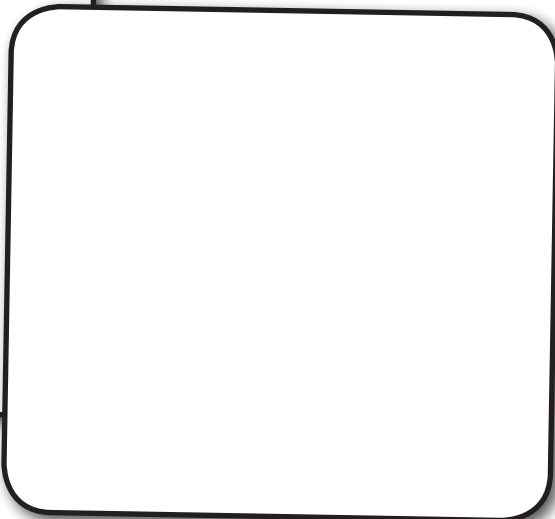
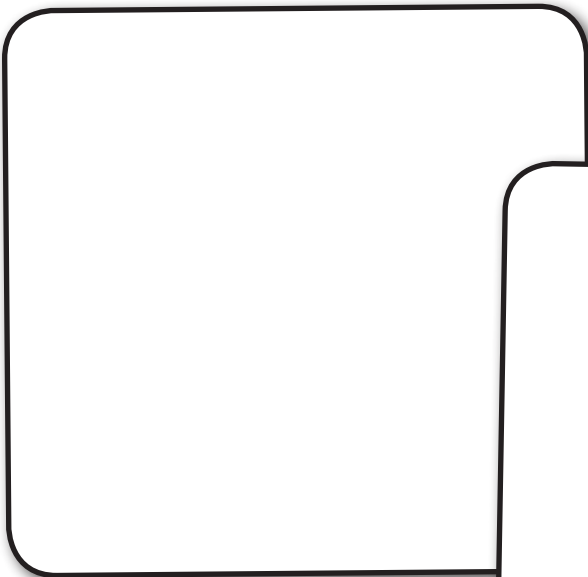
By: _____

What's Your Story?

My Cartoon Story

By: _____

Turn your walk or oll to school story into a cartoon!





Walk and Roll Team Trivia

SR2S Educator Guide

3-5

Walk and Roll Team Trivia

Overview

Students will review basic pedestrian and bicycle safety rules, and reasons for walking and bicycling in this fun and interactive Jeopardy-style team trivia game. This is an excellent way to reinforce important safety information throughout the year.

Supplies

- ✓ Pedestrian Safety videos
- ✓ Rewards/Prizes



A Few Facts to Share:

- 45-85% of all head injuries from bicycle accidents could be avoided if bicyclists wore helmets.
- Kids today live a more sedentary lifestyle than they did 30 years ago and don't get enough regular physical activity.
- In many cities across the United States the motor vehicle is the single greatest polluter.
- Approximately 5 million children in the United States suffer from asthma, causing over 14 million lost school days per year.
- In many areas it is estimated that 20 to 30% of peak morning traffic is school-related.



Activity: Walk and Roll Team Trivia

This game will test students' knowledge of bike and pedestrian safety. To warm students up, watch the Pedestrian Safety Video or have a discussion about the importance of walking and rolling. Share these ideas if students don't already mention them:

- Reduce pollution
 - Great physical activity
 - Reduce traffic congestion around school
 - It's fun
- Copy the Team Trivia Game Board onto the white board.
 - Divide the class into 4 teams. Teams will work together to come up with the answers.
 - Have each team pick a team name. Encourage names that are walk or roll related.
 - Have each team choose a scorekeeper, and spokesperson who will select categories and report out answers.
 - Teams will alternate choosing a category and point value/level and answer questions.
 - Answers can be reported by writing on a piece of paper that they hold up or be announced verbally.

Tips for Success!

- Determine prizes ahead of time. Rewards that students value can work well, such as getting dismissed first for recess, extra free time, etc.
- Keep track of the team scores and have fun!

Team Trivia Game Board

Walk This Way	Safe Cycling	Why We Walk and Roll
10	10	10
20	20	20
30	30	30
40	40	40

Team Trivia Questions

Walk This Way

10 points

What should you do if you are halfway across the street and the green WALK signal changes to a flashing DON'T WALK signal? You should:

- A. Keep walking at a normal pace to get to the other side of the street.
- B. Turn around and go back.
- C. Run the rest of the way across the street.

Answer: A

You should never run in the street because you could fall down. Explain that even after the don't walk signal starts flashing, opposing traffic remains at a red light for a few seconds longer so that pedestrians have a chance to get across the street.

20 points

Which side of the street do you want to walk on when there is no sidewalk?

- A. On the side of the street that faces oncoming cars.
- B. On the other side, in the same direction as the cars.

Answer: A

We do this because it is easier for the drivers to see us because we can look through the windshield at the person driving the car and try to make eye contact.

30 Points (10 points for each)

What are the three things you should do every time you come to the "edge" of the sidewalk, after you stop?

- A. Wave your arms, look left and run.
- B. Look left, right and left again.
- C. Listen, look over your shoulder, step off the curb.

Answer: B

We look left then right, then left again to make sure no cars have come while we were looking to the right.

40 points

Recite the rhyme, *Use Your Head before Your Feet*, and explain why it is important to do all of these things.

Answer: Stop every time at the edge of the street.

Use your head before your feet.

Make sure your hear every sound.

Look left, right, left and all around!

- It's important to be a smart pedestrian
- Cars don't always stop
- Drivers don't always see you



Safe Cycling

10 points

True or False? Bicyclists have to follow the same rules as cars when riding in the street.

Answer: True

20 points

What color lights do you need on your bike and which one goes where?

Answer: White light in front, red light in back

30 points

How do you make sure your bike is safe and in good condition before riding?

Answer: ABC Quick Check.

A– Air in the tires, B– Brakes , C -Crank, Chain, Cog, Quick– check quick releases

40 points

True or False? (10 points)

Is it illegal to ride your bike, skateboard or scooter without a helmet in California if you are under 18 years old?

Answer: True

True or False? (10 points)

Can you get a ticket for not wearing a helmet if you are under 18?

Answer: True

Where on your head should your helmet be placed for it to fit and function properly? (20 points)

Answer: Your helmet should sit level on your head with space for two fingers between your eyebrows and the helmet.



Why We Walk and Roll

10 points

Walking and rolling to school can count towards the number of minutes of physical activity recommended for children. What is the daily recommendation?

Answer: At least 60 minutes a day of physical activity.

20 points (fill in the blank)

The increase in the earth's temperature is called _____. The negative effect it is having is called _____.

Answer: Global Warming, Climate Change

30 points

Carbon Dioxide is the dominant greenhouse gas that causes climate change. What is the % of Carbon Dioxide emission caused by transportation in the Bay Area?

- A. 10%
- B. 46%
- C. 25%

Answer: B

40 points

Explain in your own words what Global Warming is? List 4 things you can do to help prevent it.

Possible answers: Ride your bike and walk to places, carpool to or from school, take the bus or BART to places, ask your parents to give up driving for 1 day a week, plant trees, etc.



What's the Speed Limit?

SR2S Educator Guide

2-5

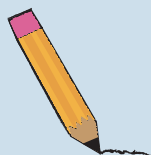
What's the Speed Limit?

Overview

Students will learn about the importance of speed limits in our communities and investigate the area around the school to see if cars are speeding. Using data sheets, students will collect speeds and analyze the results to determine the driving behaviors of drivers in the school zone.

Supplies

- Copies of *How Fast are Cars Going?* (grades 2-3)
- Copies of *Are Cars Speeding?* and *Speeds and the School Zone* (grades 4-5)
- Speed Detector Device. The recommended device is typically used for baseball pitch readings - a Bushnell Velocity Speed Detector. Many baseball and softball leagues and physical education teachers use them. Safe Routes can make this device available to you for this project.



- Establish the idea of a school zone. Ask students how speeding cars affect the area around the school. Discuss speed limits and let them know the general area speed limit and the one established in the school zone. Explain that speed limits protect people.
- Introduce the idea of a radar detector and let students know they will be using one to find out about the speed of cars in the school zone. You will want to show them the device before you go outside and let the students know they will each take a turn with the device.
- First go to the main street near the school. Ask students to line up and take speed-readings one at a time. Each student should shout out their readings so the whole class knows what number to write down. Each student should record the speeds they hear on the chart. You may also use a small white board to write down the speeds as they are read, so that students may read the number as well.
- If you are working with older students, go to a second location, preferably a side street, to get another set of readings. If there is time, each student should take at least one reading.
- Students should then look over the speeds they recorded and note the highest speed they saw. Ask them to note some common speeds that they recorded. Are people speeding in the school zone?

Activity: How Fast are Cars Going?

- Begin with a discussion about speeding cars. Ask students to list all of the ways that speeding cars affect their daily lives. Students should feel free to share anecdotes, emotional reactions, daily routines, etc.



Now What?

Letters to area officials – If you find that people are speeding in the school zone, you might want to have students write letters about the conditions in your area. Suggestions:

- Head of Transportation in your municipality
- Elected officials in your town or city
- Law enforcement

Name: _____

How Fast are the Cars Going?

Record each speed reading in the chart below.
See if you can fill in all 50 boxes!

We will see what the highest speed is at the end!



start here

A					
B					
C					
D					
E					
F					
G					
H					
I					
J					

Name: _____

Are Cars Speeding?



How fast are the cars going here?

Location 1:

[illegible]

Location 2:

[illegible]

Speeds and the School Zone

Some Speed Limit facts:

1. The Speed Limit for school zones in Alameda County is: _____

2. The Speed Limit in school zones in California is: _____



Conclusions:

3. What is the average speed you recorded? _____

4. What was the highest speed? _____

5. Are the majority of the cars going over or under the speed limit?

6. Why do you think drivers speed near school zones?

6. Do you have any suggestions for ways that we could notify drivers about the speed limit around schools?

