Hunterdon County
Safe Routes to School

2025-2026
Programming

goHunterdon

Safe Routes to School

SRTS is a nationwide initiative supported by the NJ Department of Transportation, focused on empowering schools and communities to create safer more accessible environments for people to walk, bike, or roll, through events, education, and infrastructure projects. The program has two simple goals: *Where it is safe, get kids walking and bicycling; where it is not safe, make it safe.*

goHunterdon coordinates Safe Routes programming within Hunterdon County, NJ, providing free pedestrian and bicycle education and encouragement programming to engage students in grades K-12. All lessons align with NJ Core Curriculum Standards.

Our goal is to increase the number of students walking or rolling to school, to educate students on how to do so safely, and to raise awareness of the ways that they can increase bicycle and pedestrian safety in their community.

Seasonal Events at a Glance

- September - Back to School Student Orientations, Back to School Nights
- October – Walking School Bus; International Walk/Roll to School Month (Golden Sneaker Competition)
- January – Walking School Bus; Hunterdon County Winter Walk (Polar Bear Trophy Competition)
- April- Walking School Bus, Bicycle Trains; Spring Walk/Roll to School Month

We invite you to browse through our grade appropriate offerings on the pages that follow. Please contact Nina Lewis, Safe Routes Coordinator, nlewis@gohunterdon.org, to discuss how we may best assist your school this year.

Inclusive Programming

goHunterdon is committed to ensuring that students of all abilities are able to participate in Safe Routes safety programming. In consultation with school staff, the program may be modified and adapted to meet student needs and cater to various learning styles.

Tools that support the participation of students with autism, and other cognitive or physical disabilities include a communication board and sensory-friendly items for students to use during lessons and presentations at the discretion of the school staff. Many lessons may be adapted to a ‘Social Story” format, based on student needs.

Presentations and Activities	Grade Level	Page
Elementary and Middle School		
Parking Lot Safety	K-2	8-9
Safety Stations	K-2	10-11
Safety Toolbox: Crosswalk Demonstration	K-2	12-13
“Owen Walks to the Store” Social Story	K-2	14-15
Step By Step Safety	K-4	16-17
Bus Safety Lesson	K-4	18-19
In-School Traffic Garden Lesson*	1-4	20-21
Red Hand, Walking Man Game	K-4	22
Safety Town: Design Your Town for Safety	K-4	23
Safety Jingles: Tune into Pedestrian Safety	K-4	24-25
Pavement Pulse Art and Safety Program	2-5	26-28
Pedestrian Peer-to-Peer Learning	K-8	29
The “Smasher”: Helmet Safety	K-8	30-31
Bike to School Safety Program	4-8	32-35
Safety Skits: Pedestrian and Bike Safety	4-8	36-37
Pedestrian Program: “Graduation”	4-8	38
Community Walk Assessment:	4-8	39-42
Fieldwork	4-8	39-40
Discussion and Design	4-8	41-42
Distracted Walking: "Look UP" Lesson 6-8	4-8	43-44
High School		
Community Walk Assessment:	9-12	45-49
Fieldwork		45-46
Discussion and Design		47
Advocacy and Public Awareness		48-49

**Available to schools with a traffic garden on site, ask nlewis@gohunterdon.org with questions about installing a Traffic Garden.*

Safe Routes to School Encouragement Events

September

Back to School Safety

Get the school year off to a safe start! goHunterdon staff is available to provide student safety orientation information at the start of each school year. Information may be provided for inclusion in back to school correspondence, virtual backpacks, or social media posts. Information will be provided to reinforce your school's policies for students walking and rolling to school and to share additional safety tips.

Upon request, goHunterdon will create customized written or video content to share back to school bicycle safety tips.

Learning objectives:

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

Back to School Night

Kick off the new school year with confidence and safety!

goHunterdon staff is available to provide information about the Safe Routes Program to school families and discuss your school's Safe Routes plans for the coming school year.

Learning objectives:

- Understand the role of the Safe Routes to School Program at the school.
- Understand the importance of safe routes for students walking and bicycling to school.

October
International Walk/Roll to School Month
(Golden Sneaker Competition)

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

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

A key feature of I-Walk is the Walking School Bus. A Walking School Bus is a group of children walking to school along a designated route under the supervision of one or more adults. I-Walk serves as the kick-off to the walking season for each school, happening in October. The event highlights the importance of pedestrian safety and aims to create connections among students, staff, parents, and the wider community.

Golden Sneaker Competition

During International Walk to School month, schools across the county compete for the Golden Sneaker Trophy, presented to the school with the highest percentage of students walking to school.

January
Winter Walk

Winter Walk provides a fun incentive to keep students walking to school during the winter months.

The event also provides an opportunity to teach students how to walk safely in winter conditions, how to walk on snow/ice, dress for colder weather.

Polar Bear Trophy Competition

Winter Walk features a fun competition to be awarded the Polar Bear Trophy.
The trophy is awarded to the classrom with the highest percentage of students walking to school during Winter Walk.

April
Hunterdon County Roll/Walk to School Month

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

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

Educational Presentation/Activities

Parking Lot Safety

Suggested Grade Level: **K-2**
Suggested Time Setting: 30 minutes
Learning Style Access: gymnasium or outdoors

Lesson overview:
An often overlooked and potentially dangerous situation for students 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 provided

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

Assessment tool:
To assess students understanding of parking lot safety, students will self-assess themselves in the group setting. goHunterdon staff will read parking lot safety statements based on learned skills and students will give a thumbs up or thumbs down for their commitment to taking those actions outside of the school. For example; “When I am walking in a parking lot I will look for lights in the back of the car” or “I use walking feet in a parking lot.” After each statement, students will share their response and discuss its importance.

Safety Stations: Rotate through Bike and Pedestrian Safety

Suggested Grade Level: K-4
Suggested Time setting: 30 minutes
Learning Style Access: gymnasium

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

NJ Core Curriculum Standards:

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

Learning objectives:
Students will be able to:

- Describe the importance of a crosswalk and looking before crossing the road.
- Identify how critical wearing a helmet is while riding a bicycle.
- Understand the need to wear reflective clothing at night.

Materials needed:
All materials provided

Activity:
Conducted in a gymnasium setting, students are divided into four or more groups and rotate between a maximum of four (4) activity stations at the corners of the room. The four stations are selected on a case by case basis for each presentation, and may include:

- **Wheel of Safety**- Students spin a “prize” wheel and ask a basic question about pedestrian safety. They are asked to provide a detailed answer so that all students can hear the reason for the answer. Each student gets a turn.
- **Crosswalk Simulation** (mock crosswalk) - Students are instructed on the correct way to cross the street in a crosswalk and practice on the mock streetscape. Walking songs will play as they walk to create an engaging and memorable experience.
- “**What’s Wrong with this Picture?”** Students view a series of pictures and establish what is unsafe regarding each picture. Students discuss their findings.
- **Bicycle Safety**- Students will learn how to perform an ABC Quick Check, learn about the importance of wearing a helmet, how to know if their helmet is safe to use, and what they should have on their bicycle for safety (i.e. lights).

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

Safety Toolbox: Crosswalk Demonstration

Suggested Grade Level: K-2
Suggested Time Setting: 15-20 minutes
Learning Style Access: gymnasium

Lesson overview:
Students will learn essential pedestrian safety skills, focusing on how to cross the street safely. This imaginative approach utilizes everyday "safety tools"—their eyes, ears, and feet—as foundational elements. Through a mock crosswalk demonstration, students will gain practical experience and observe their peers, reinforcing safe crossing practices.

NJ Core Curriculum Standards:

- 2.3.2.PS 4. Develop an awareness of warning symbols and their meaning (ex, red light, stop sign, poison symbol).
- 2.3.5.PS.4: Evaluate how pedestrian and bicycle safety practices can reduce the risk of injury.

Learning objectives:

- Students will learn how to use their eyes, ears, and body to walk safely across the street
- Students will learn the importance of staying alert and aware of your surroundings when walking
- Students will be able to demonstrate safe crossing techniques.

Materials needed:
Projector, screen

Activity:
In an open discussion, students will learn about their safety toolbox. A box that is always with them and tools inside that can be used at all times. They will use their imagination to think about what may be inside this box.

Once they learn about their tools: eyes, ears, and feet, they will hypothesize how to use these three tools to cross the street safely.

Student volunteers will use goHunterdon mock road mats and equipment to show their peers how to walk safely. Reinforcing the importance of using walking feet, checking for cars, and why to use the crosswalk and sidewalks.

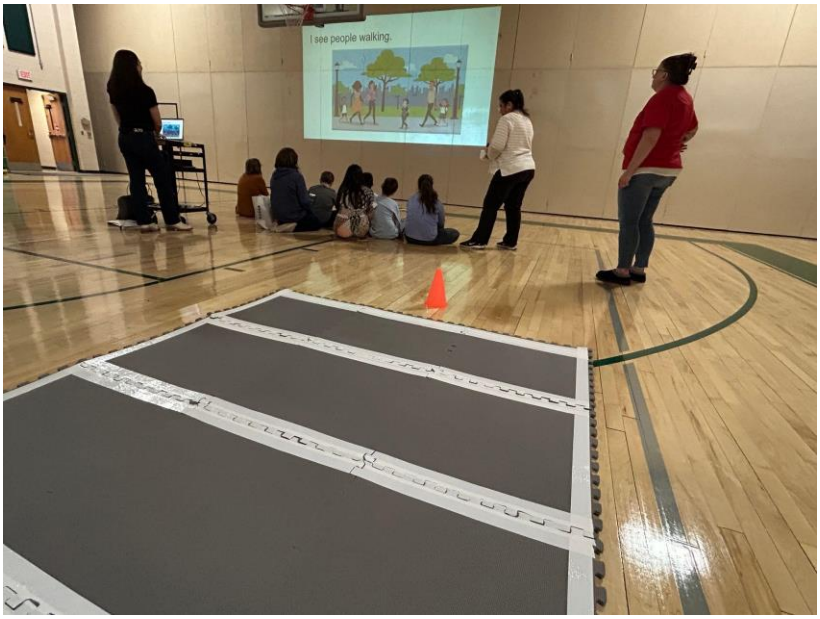
Assessment Tool:
To assess students learning and understanding of the crosswalk lesson, students will be asked to discuss with a peer one thing they will do to ensure safety while crossing the street. Select pairs will come up and share what they committed to in order to reinforce presented safety content.

“Owen Walks to the Store” Social Story

Suggested Grade Level: K-2
Suggested Time Setting: 30 minutes
Learning Style Access: classroom, gymnasium

Lesson overview:
What better way to learn important behaviors than viewing a likeable, relatable character in a book or movie lead by example?

In this Social Story PowerPoint lesson, students will be able to engage with a custom story of a student their age walking to a destination in town and then practice walking safely using goHunterdon mock road materials so bringing the story to life.



NJ Core Curriculum Standards:

- 2.3.2.PS 4. Develop an awareness of warning symbols and their meaning (ex, red light, stop sign, poison symbol).
- 2.3.5.PS.4: Evaluate how pedestrian and bicycle safety practices can reduce the risk of injury.

Learning objectives:

- Students will be able to identify what to look for, listen for, and how to move your body to walk safely
- Students will be able to practice crossing the street safely

Materials needed:
Projector screen

Activity:
Students will view goHunterdon’s Owen Walks to the Store Social Story PowerPoint and engage with the images, audio, and character questions. Then, students will take turns walking in goHunterdon’s mock cross walk practicing looking, listening, and moving

safely as they witnessed the character do. The learn and apply model makes this lesson applicable and engaging for students.

Assessment Tool:
Students will return to a slide of the presentation with a crosswalk and identify the image. If able, students will share what the purpose of the crosswalk is and what are ways to use your eyes, ears, and body to stay safe when crossing the street.

Step by Step Safety

Suggested Grade Level **K-4**
Suggested Time Setting 30 minutes
Learning Style Access **classroom gymnasium outside**

Lesson overview:
This dynamic, realistic lesson introduces young students to essential road safety practices for pedestrians. Through a lively combination of modeling, storytelling, and interactive activities, students will acquire fundamental pedestrian safety skills. The lesson incorporates structured learning through engaging demonstrations and clear verbal terminology, enabling students to develop a strong understanding and familiarity with core methods for safe road navigation.

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 understand the benefits of walking
- Students will be able to understand how to move the body for safety while navigating the roads
- Students will be able to examine safe and unsafe behaviors
- Students will be able to demonstrate safe behaviors then role play

Materials needed:
All materials provided

Activity:
The lesson begins with students examining the importance of safety and their personal experiences walking, creating an open and engaging space for learners. The core of the lesson defines what it means to be a safe pedestrian and how students can participate. Then, the lesson highlights the benefits of walking and introduces five key safety tips: using sidewalks, walking facing traffic, using crosswalk, safe walking behaviors (e.g., no running, head up), using caution around driveways, and ensuring visibility (especially in the dark: Ex: Halloween). The lesson incorporates interactive elements like acting out safe/unsafe behaviors through each of these core learning objectives. After the interactive learning portion, students take part in a "Safety Simon Says" game based on the safety actions learned, and the lesson concludes with a review of key concepts.

Materials provided include a whiteboard, mock car, phone, flashlight, visibility vest, and tape for driveways/roadways.

Bus Safety Lesson

Suggested Grade Level: K-4
Suggested Time Setting: 20-30 minutes
Learning Style Access: classroom, gymnasium, traffic garden

Lesson overview:

Students will learn key safety practices for embarking and disembarking the bus safely, which includes waiting in line, using seatbelts, sitting properly, and safely exiting the bus. Students will also practice road safety, including waiting on the sidewalk, checking both ways before walking onto the bus, and the importance of making eye contact with the bus driver. Regardless of whether the student actively takes the bus to school, learning rudimentary bus safety is critical knowledge for public transportation and school events like field trips.

NJ Core Curriculum Standards:

- 2.3.5. P.S.1 - Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.2.PS 4. Develop an awareness of warning symbols and their meaning (ex, red light, stop sign, poison symbol)

Learning objectives:

- Students will be able to understand basic bus safety
- Students will be able to learn how to get on and off of the bus safely
- Students will be able to understand ways to stay safe while riding the bus

Materials:
All materials provided

Activity:
The bus safety lesson focuses on three key areas: safely boarding the bus, practicing safe behaviors while riding, and safely exiting. Students will rotate through stations to practice each of these skills. This provides a valuable opportunity for students to practice bus stop and public transportation safety with peers in a realistic and safe environment.

Assessment Tool:
Students will be prompted with several bus safety statements based on the instructed lesson material. After each statement, students will hold up a finger on a scale of 1-5 based on how important they think it is. Students will have an opportunity to share their ranking and why. This helps promote a deeper level of understanding for what student's judge as important bus safety skills and reminds them of bus safety skills learned throughout the lesson.

Traffic Garden Lesson (only available to schools with a traffic garden)

Suggested Grade Level: K -3
Suggested Time Setting: **30-40 minutes**
Learning Style Access: **Traffic Garden**

Lesson overview:
Students will use the school Traffic Garden to practice pedestrian and bicycle safety. Traffic Garden lessons help students visualize and experience the road in a safe, controlled environment. Through various role-playing activities and use of interactive props, students will have fun learning the rules of the road and how to safely navigate from different road user perspectives.

NJ Core Curriculum Standards:

- 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, and in the community (ex; traffic safety, bicycle scooter safety, fire safety, poison safety, accident prevention.
- 2.3.2.PS 4. Develop an awareness of warning symbols and their meaning (ex, red light, stop sign, poison symbol).

Learning Objectives

- Practice safely interacting as pedestrians and cyclists on mock roads
- Understand and apply the concept yielding and right of way
- Cross streets safely using crosswalks
- Learn the rules of the road for bicycle riding
- Identify road infrastructure and parts of the road

Materials (provided):

- Pedestrian visibility vests
- Bike handlebars
- Stop signs
- Pedestrian crossing sign - NJ State Law

- Yield sign

Activity:

Students will learn real world bike and pedestrian safety skills in an in school (props provided) program using the school's Traffic Garden.

First, students will learn fundamental roadway education including traffic flow, yielding, right of way, and different rules and regulations to follow as different road users.

Then, students will participate in bike and pedestrian safety activities including practicing biking on the road in the direction of traffic, yielding to pedestrians, using hand signals. Pedestrians practice crossing the streets at crosswalks with cyclists using the roadways. Students will take turns role playing as a pedestrian and cyclist.

Lastly, students will be challenged to a realistic roadway scenario where multiple students will join the Traffic Garden roadways at once and practice interacting as cyclists and pedestrians sharing the roads.

At the end of the program, students will have gained road safety skills to apply to navigating neighborhood roads.

Assessment Tool:
Students will have a chance to share their experience and what challenges they may have faced while navigating the road. They will be asked to share their some decision making processes needed while walking or riding to help process the many different rules and thought-processes required for safe road navigation.

Red Hand, Walking Man Game

Suggested Grade Level: **K -2**
Suggested Time Setting: 30 minutes
Learning Style Access: gymnasium, outdoors

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

Learning objectives:

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

Activity:
Using 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.

Materials:
All materials provided.

Assessment tools:
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.

Safety Town: Design Your Town for Safety

Suggested Grade Level: K-3
Suggested Time Setting: 30 minutes
Learning Style Access: gymnasium, outdoors

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

Safety Jingles: Tune into Pedestrian Safety

Suggested Grade Level: K- 4
Suggested Time Setting: 30-40 minutes
Learning Style Access: classroom (music)

Lesson overview:

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

NJ Core Curriculum Standards:

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

Learning objectives:

- Students will engage with musical instruments and props to actively engage their recall when traveling to and from school.
- Students will be able to assess different behaviors to determine safety effectiveness.
- Students will be able to teach one another in peer-to-peer learning about the importance of safety and reinforce material that was taught.
- Students will learn safety in a fun and more relatable and relevant way.

- Students will be challenged to think critically about what safety behavior they want to convey and then demonstrate their goal using different materials.

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

Next, students will break up in groups and create a jingle/song involving role playing using dance or acting that ties into the core concepts identified from the clip. They will creatively use the characters and themes from the film or of their choice to come up with songs to convey important safety messages through the characters' eyes. This will encourage students to think about safety from their perspective while engaging with current media interests.

Materials:
All materials provided

Assessment tools:
Hold an open discussion with students once presentations are complete:

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

Pavement Pulse Art Program

Suggested Grade Level: K-5
Suggested Time Setting: Four 30 minute sessions/may be selected individually
Learning Style Access: classroom, outdoors

Lesson overview:

The Pavement Pulse Art and Safety Program empowers individuals to learn pedestrian safety through real world exploration and art expression. The program provides an engaging way to teach and reinforce important life-long pedestrian safety skills like knowing where to walk, identifying crosswalks, listening for vehicles, looking left-right- and left again before crossing, and making eye contact with drivers. The one or two day program includes a safety presentation, followed by a guided walk along nearby sidewalks, safety scavenger hunt, a facilitated pedestrian safety art project, and art showcase!

NJ Core Curriculum Standards:

- 2.3.5. P.S.1 - Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.2.PS 4. Develop an awareness of warning symbols and their meaning (ex, red light, stop sign, poison symbol)

Learning objectives:

- Students will create art representing pedestrian safety to inspire others to take safe actions.
- Students will learn about infrastructure ways to use it to stay safe when walking.
- Students will understand the importance of crosswalks and pedestrian infrastructure.
- Students will describe the significance of pedestrian infrastructure.

Materials:
All materials provided.

Activity:

Session 1: Pedestrian Safety "Social Story"

Setting: Indoors, Classroom
Materials: Projector screen

Activity: Using a "Social Story" approach, goHunterdon staff will present an engaging PowerPoint.

The story follows a character walking safely to a familiar local store practicing using eyes, ears, and body to arrive safely. The story will be customized for each audience to include familiar landmarks and walking routes.

Participants will learn critical pedestrian safety skills while engaging with visuals and simple language.

Key Safety Elements Covered:

● Listening for traffic sounds (audio samples of car horns, motors, barking dogs will be included for safe familiarization)
● Looking for vehicles
● Moving appropriately

Session 2: Guided Walk & Scavenger Hunt

Setting: Outdoors along a pre-determined walking route
Materials: Provided

Safety vests, checklist of items, clipboards, pens

Activity: Join goHunterdon staff on a guided walk on nearby roads surrounding your site! Each participant will have a checklist that includes images of infrastructure like sidewalks, crosswalks, stop signs etc.

During the safety scavenger hunt, the goal is to identify each of the images on the list!
**The walking route will be developed in consultation with the team.*

Key Safety Elements Covered:

● Search for and identify pedestrian infrastructure
● Critically think about road scenarios and situations as a pedestrian

● Engage in open discussions about where safe places are to walk, what to do in different scenarios, and interacting as pedestrians with vehicles and or other sounds.

Session 3: Pedestrian Safety Art Project

Setting: Indoors, Classroom
Materials: Tables, art supplies

Activity: Participants will create art pieces that visually represent pedestrian safety, drawing on concepts learned during the Social Story presentation and/or the Guided Walk, bringing to life what it means to be a safe pedestrian! Participants will be encouraged to develop art that communicates a road safety message.

Participants will use various art materials, textures, and tools to express their interpretation of pedestrian safety in a meaningful and inspiring way. goHunterdon staff is available to offer more structured facilitation or more experimental art activities based on student abilities.

We look forward to seeing all the creative safety ideas!

Session 4: Art Showcase

Setting: Indoor
Materials: Display tables

Activity: A showcasing of participant artwork

Showcasing options
Peer-to-Peer Showcase: Participants will be able to show one another their art pieces through a show-and-tell like presentation. Participants will be encouraged to share the "why" behind their creative safety designs.

On-Site Exhibition: Artwork may be displayed with brief descriptions of the participant's process description next to it of their process. Artists, family members, and community members alike can join to look through and see their creation. Artists can stand behind their work and speak about it if they would like as well.

Digital Format: Participants will be assisted to create short videos displaying their work and explaining their design and safety message.

Alternative options: Have other ideas? Let's talk about other ways to showcase the artwork!

Assessment Tool:

During the art showcase, students will engage with their peer's artwork and determine one pedestrian safety concept they observed from looking closely at their creation.

Pedestrian - Peer to Peer Learning

Suggested Grade Level: K-8
Suggested Time Setting: 30 minutes
Learning Style Access: **gymnasium, outdoors**

Lesson overview:

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

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

Assessment tools: 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.

The "Smasher": Protect Your Head Helmet Safety Demonstration

Suggested Grade Level: K-8
Suggested Time Setting: 30 minutes
Learning Style Access: **gymnasium, outdoors**

Lesson overview:
This outdoor presentation emphasizes the importance of helmet use when riding a bicycle, scooter, skateboard, or any device where wheels are at the student's feet. Melons or pumpkins are used to simulate a skull. Students will come up with hypotheses about what will happen to a pumpkin that is not wearing a helmet, a pumpkin wearing an old/damaged helmet and a new helmet.

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

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

Materials needed:
All materials provided.

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

Assessment tools: Application to Personal Behavior

How does this experiment influence your thoughts on wearing a helmet?
(Evaluate whether the student acknowledges the protective value of wearing a helmet)

Will this experiment change your behavior? If so, how?
(Understand if the student plans to apply the knowledge to their real life in regards to using a helmet)

Bike to School Safety Program- 3 Parts

Suggested Grade Level: 4 - 8
Suggested Time Setting: 45 minutes per part
Learning Style Access: classroom, gymnasium, outdoors

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

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

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

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

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

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

PART 1: Bicycle Rodeo

Learning objectives:

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

Materials needed:
Bicycle, helmet

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

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

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

Assessment Tool:
At the conclusion of the event, goHunterdon staff will review learned skills and prompt students to share one thing they will take with them to apply as they ride to and from school or around time.

Part 2: Bike Train

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

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

Materials needed:
Bicycle, helmet

Activity:
Students demonstrate proper handling skills and general knowledge of how to be a safe bicyclist. Students will also identify the route they take to and from school and have a bicycle in good repair and a bicycle helmet at all times.
Part 3: Bicycle Privilege

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

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

Materials needed:
Bicycle, helmet

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

Assessment tools:
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 at 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.

Safety Skits: Pedestrian and Bike Safety

Suggested Grade Level: 4- 8
Suggested Time Setting: 30-40 minutes
Learning Style Access: classroom, gymnasium

Lesson overview:
Students will be able to understand basic pedestrian safety behaviors, signs, and infrastructure. Students will be able to identify proper safety behaviors using media clips and interactive skits.

In groups, students will collaborate with peers to create a role-playing skit and present to one another. They will highlight the key pedestrian safety concepts learned in the beginning of the lesson. Their presentation could include; a skit demonstrating their favorite superhero putting on his helmet correctly or the characters in a TV show walking to school not looking down on their phone. Creativity is encouraged to make learning pedestrian safety fun!

NJ Core Curriculum Standards:

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

Learning Objectives:

- Students will engage props to actively engage their recall when traveling to and from school.
- Students will be able to assess different behaviors to determine safety effectiveness.
- Students will be able to teach one another in peer-to-peer learning about the importance of safety and reinforce material that was taught.
- Students will learn safety in a creative manner.

- Students will be challenged to think critically about what safety behavior they want to convey and then demonstrate their goal using different materials.

Activity:
Students will learn the core important concepts to pedestrian safety from SRTS staff. Students will learn the importance of using their senses like their eyes, ears, brain, and feet to be safe when they are walking to school. They will also learn about infrastructure on the road that is in place to keep pedestrians safe. How to cross the street safely will also be reinforced.

Then, students will break up in groups and create scene role playing using dance or acting that ties into the core safety concept. They will creatively use the characters and themes from the film or of their choice to come up with songs to convey important safety messages and scenes that depict and convey their safety topic.

This activity engages students in collaboration with peers while learning safety in an interactive and artistic way.

Materials:
All materials provided.

Assessment Tools:
Student led open discussion after skits are performed:

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

Write down a list they came up with on a big poster board in different colors.

Pedestrian Program "Graduation"

Suggested Grade Level: 4- 8
Suggested Time Setting: 30 minutes
Learning Style Access: outdoors

Lesson overview:

For schools/classes that have participated in K-6 grade classroom and assembly presentations, their pedestrian safety education culminates with a "Pedestrian Graduation" activity. goHunterdon staff facilitates an "on street" exercise where students practice the safety skills and behaviors that they have learned over the course of the school years. This is a fun way to end the school year.

Learning objectives:

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

Activity:
Students will go outside and model good pedestrian safety behaviors such as using crosswalks, looking left, right, and left again, and avoiding distractions.

Assessment: An interactive discussion will follow about the difference between learning about pedestrian safety in the classroom and applying the skills in real life.

Community Walk Assessment- Fieldwork

Suggested Grade Level: 4 - 8
Suggested Time Setting: Day 1: 2 hours (1 hour presentation, 1 hour walk assessment)
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 presentation by goHunterdon staff on the characteristics of a walkable community, students will take part in a pedestrian walk assessment, where they will be asked to identify and document strengths, weaknesses, and opportunities of their community's current infrastructure.

Students will reconvene to report out on their findings. Students may write up reports to present to other members of the school community, police department, or local governing body.

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

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

Materials needed:
All materials provided

Activity:
Students will work in teams conducting a walkability assessment of their schools walking school bus routes. Using an online Assessment Checklist, students will capture pictures and make notes to document their observations/experiences. Students may present findings to other members of the school community, police department, or local governing body.

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

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

Additional Feedback

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

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

Community Walk Assessment - Discussion and Design

Suggested Grade Level: 4-8
Suggested Time Setting: Day 2: 1 hour
Learning Style Access: classroom gymnasium outside

Lesson overview:

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

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

Learning objectives:

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

Materials needed:
All materials provided

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

Assessment tools:
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.

Distracted Walking: "Look UP" Lesson

Suggested Grade Level: 4- 8
Suggested Time Setting: 30 minutes
Learning Style Access: gymnasium, outdoors

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

Assessment tools:
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 promote behavioral change. Each group will present their campaign, explaining the key messages, target audiences, and the significance of their chosen approach.

Community Walk Assessment- Fieldwork
Suggested Grade Level: 9-12
Suggested Time Setting: Day 1: 2 hours (1 hour presentation, 1 hour walk assessment)
Learning Style Access: classroom, outdoors

Lesson overview:
The presence of sidewalks, crosswalks, and other pedestrian infrastructure help increase safety and make a community pedestrian friendly.

Following a presentation by goHunterdon staff on the characteristics of a walkable community, students will take part in a pedestrian walk assessment, where they will be asked to identify and document strengths, weaknesses, and opportunities of their community's current infrastructure.

Students will reconvene to report out on their findings. Students may write up reports to present to other members of the school community, police department, or local governing body.

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

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

Materials needed:
All materials provided

Activity:
Students will work in teams conducting a walkability assessment of their schools walking school bus routes. Using an online Assessment Checklist, students will capture pictures and make notes to document their observations/experiences. Students may present findings to other members of the school community, police department, or local governing body.

Assessment tools:

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

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

Additional Feedback

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

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

Community Walk Assessment - Discussion and Design

Suggested Grade Level: 9-12
Suggested Time Setting: Day 2 (1 hour)
Learning Style Access: **classroom** gymnasium outside

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

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

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

Materials needed:
All materials provided

Activity:
"Designing a Safer Community for Pedestrians and Bicyclists"

Utilizing a "base map"/tabletop replica of their community, students will engage in interactive discussions about current conditions, new technologies, infrastructure improvements, and how to design a safer community for the future.

Assessment tools:
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.

Community Walk Assessment- Advocacy and Public Awareness Campaign

Suggested Grade Level: 9-12
Suggested Time Setting: Day 3 (2 hours)
Learning Style Access: **classroom** gymnasium outside

Lesson overview:
Following the discussion and design portion of the walk assessment, on Day 3, students will collaborate with their peers to develop a public awareness campaign to educate others on the importance of pedestrian and bicycle safety based on their observations. Students will find a specific topic of focus to broaden their research and using their photos and discoveries will then formulate a compelling and convincing stance to present. Students will be able to create a PowerPoint presentation, video, or an original idea to showcase their campaign with others.

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 identify places in their community where improved pedestrian infrastructure may be valuable.
- Students will be able to delve into a specific pedestrian safety topic based on their observations and research and expand to highlight its importance.
- Students will be able to collaborate to develop a public awareness campaign to inform and inspire others to take safety actions.

Materials needed:
All materials provided

Activity:
goHunterdon will give students broad requirements for the public awareness campaign to help guide students; primarily instructing students that their focus must be based on a discovery from the walk assessment. Most of the development for the public awareness campaign will be student led and produced. Students will break into teams and develop a presentation, video, or different means to share their focus based on their aggregated information from the walk assessment presentation, walk, discussion and design. They will decide on what they want to convey to the audience and how they will be able to compel others to understand the importance of their topic. The final project will be

presented to one another and shared amongst the school and potentially to local government.

Assessment tools:
goHunterdon staff will view each of the final campaigns to gauge student understanding in their community and beyond. Staff will also discuss with each team why they think their stance is an important angle to showcase safety from to better understand their process.